

# How to Use IEPs or ILPs to Accelerate Learning

2021 Learning Acceleration Resources



How can educators best utilize a student’s IEP or ILP to accelerate their learning and support the students’ long-term success? This resource works in tandem with the [Accelerated Learning Cycle](#) to provide a comprehensive guide to support teachers planning and/or co-planning lessons for students who have an **IEP, ILP, or 504 plan**. By following the Accelerated Learning Cycle, teachers can address unfinished learning that directly aligns to both classroom learning outcomes and IEP/ILP goals.

Accelerated Learning Cycle and Key Steps for IEPs/ILPs	Coaching Considerations and Guiding Questions	Student Ownership of the Process
<p style="text-align: center;"><u>Step 1:</u> <i>Analyze the Benchmark Data</i></p> <ol style="list-style-type: none"> <li>Identify the student’s IEP/ILP goal(s) and determine how their academic goal(s) align with the power standards identified in the Accelerated Learning Cycle.</li> <li>Review the student’s current academic data strands relative to the standard, including current student work, that will be addressed during the Accelerated Learning Cycle.</li> </ol>	<p><b>Coaching Considerations</b></p> <ul style="list-style-type: none"> <li>Provide support to teachers unfamiliar with analyzing IEPs by reviewing the framework of an IEP/ILP and clarifying content of the IEP/ILP.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What are the student’s IEP/ILP goals?</li> <li>Is the student meeting the current benchmarks identified in the IEP/ILP goal?</li> <li>What are the student’s present levels of academic performance?</li> <li>How does the student’s IEP/ILP goal connect to the planned Accelerated Learning Cycle?</li> </ul>	<ul style="list-style-type: none"> <li>Establish a system for students to track their progress to support the development of the student’s growth mindset.</li> <li>Model the process of self-reflection to support students in reflecting on their academic goals and to build their meta-cognitive skills.</li> </ul>
<p style="text-align: center;"><u>Step 2:</u> <i>Focus on Priority Content</i></p> <ol style="list-style-type: none"> <li>Identify the areas of strength and possible challenges for the student in mastering the content to the depth intended by the standard.</li> <li>Develop your lesson to intentionally make connections and provide opportunities to learn which support the student’s possible challenges to mastering the content and the</li> </ol>	<p><b>Coaching Considerations</b></p> <ul style="list-style-type: none"> <li>Co-plan with the teacher to determine how to best leverage the content to support the student’s IEP/ILP goal.</li> <li>Collaboratively analyze the student’s work to evaluate the impact of their planning for leveraging the content to support the IEP/ILP goal.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What standard am I currently planning for all students to learn?</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with the student to help them determine how they learn best.</li> <li>Model for the student how to utilize the success criteria when they are challenged by the learning.</li> </ul>

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<p>IEP/ILP goal(s).</p> <p>3. Embed instructional practices within the lesson which meet the learning needs of your student.</p>	<ul style="list-style-type: none"> <li>● What are the strengths and possible barriers for the individual student relative to these standards?</li> <li>● How does the student learn best?</li> <li>● How can I leverage the classroom content/lesson to support the student’s IEP/ILP goal(s)? <ul style="list-style-type: none"> <li>○ What connections can be made to the IEP/ILP goal(s) and the current content being taught?</li> <li>○ How can I embed instructional practices within the lesson to reinforce the IEP/ILP goal and make connections to the standard being taught?</li> </ul> </li> </ul>	
<p style="text-align: center;"><u>Step 3:</u> <i>Establish Groups for Accelerated Learning</i></p> <p>1. Intentionally group students to assist in mastering the content and moving towards meeting the goal(s) within the IEP/ILP.</p> <p>2. Establish structures which allow the student to learn the content to the depth intended by the standard supported by the accommodations listed in the IEP/ILP.</p>	<p><b>Coaching Considerations</b></p> <ul style="list-style-type: none"> <li>● Provide resources to support small group instruction and how to provide accommodations within small groups.</li> <li>● Engage with the teacher to determine the responsibilities of the student when participating in small group instruction and how they will be shared with the student.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● Does the IEP/ILP address ideal grouping situations for the student?</li> <li>● What does the student need to successfully engage in collaborative learning?</li> <li>● What are the accommodations outlined in the IEP/ILP to support the student’s learning?</li> <li>● How will I teach the student their role and responsibilities as a learner within the group?</li> </ul>	<ul style="list-style-type: none"> <li>● Provide students with visual support to reinforce their role as a learner within the group and as an individual.</li> <li>● Make connections to why they are learning the content which is meaningful to their growth as a learner.</li> </ul>

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<p style="text-align: center;"><u>Step 4:</u> <i>Monitor and Adjust for Impact</i></p> <ol style="list-style-type: none"> <li>1. Continuously progress monitor the IEP/ILP goal and leverage the data to adjust instruction.</li> <li>2. Analyze student work and data within the scope of the entire class to determine if they are making sufficient progress along with their peers specific to the daily lesson objectives.</li> <li>3. Adjust and monitor instructional practices to ensure the student's greatest opportunity to learn.</li> </ol>	<p><b>Coaching Considerations</b></p> <ul style="list-style-type: none"> <li>● Support the teacher in identifying feedback they receive from the students and how to utilize the feedback to drive lesson planning.</li> <li>● Collaborate to effectively review the students' data and develop action steps based on the data.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● Are students with IEPs/ILPs making progress toward classroom goals and IEP/ILP goals?</li> <li>● What is the student work indicating as a strength in the student's learning?</li> <li>● How are the instructional practices utilized impacting the student's learning?</li> <li>● How is the feedback the student is receiving impacting their growth towards mastery?</li> </ul>	<ul style="list-style-type: none"> <li>● Engage students to recognize when they are learning and when they are struggling.</li> <li>● Reflect with the student regarding their growth.</li> <li>● Ask for the student's feedback on instructional practices and how they help them learn best.</li> </ul>