

SPED 854
Planning, Implementing, and Evaluating the IEP

This assignment has three parts. It is designed to let the teacher/teacher candidate reflect on, and plan how to implement and evaluate an IEP. The first part requires the teacher/teacher candidate to evaluate the quality of goals and improve them. The second part requires the teacher/teacher candidate to plan instruction and evaluation of learning across a multi-tiered system of support. The third part is a peer review of a fellow teacher/teacher candidate’s instructional plan. You will be provided goals and IEPs by the course instructor to complete this assignment.

Part 1 – Evaluate the following goals by filling in the table below. (10 points)

GOAL:			
Given a text on his reading level, Marcus will be able to answer “wh” questions with 80% accuracy in 4 out of 5 trials.			
Is this a SMART goal?	Present?		How might you improve the goal to better meet this SMART criteria?
	Yes.	No.	
Specific	x		<ul style="list-style-type: none"> Clarify the types of “wh” questions if needed (who, what, where, etc.) and ensure “text on his reading level” is clearly defined. Comprehension of “wh” questions supports broader reading and academic success. Add a deadline, (e.g., “by the end of the 2nd quarter.”) <p>IMPROVED GOAL:</p> <p>By the end of the 2nd quarter, given a grade-level text, Marcus will comprehend and accurately answer who, what, when, where, and why questions with 80% accuracy across 4 out of 5 trials.</p>
Measurable	x		
Attainable	x		
Relevant	x		
Time-based		x	

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GOAL: In class, when given a text at an appropriate level, Marcus will answer inferential level questions, orally or in writing in 3 out of 4 trials.			
Is this a SMART goal?	Present?		How might you improve the goal to better meet this SMART criteria?
	Yes.	No.	
Specific		x	<ul style="list-style-type: none"> Specify what “inferential questions” entail and what constitutes “appropriate level.” Add a clear timeline for expected mastery. <p>IMPROVED GOAL:</p> <p>By the end of the semester, Marcus will correctly answer inferential questions (e.g., cause/effect, prediction, and reasoning) based on a grade-level text, orally or in writing, in 3 out of 4 trials.</p>
Measurable	x		
Attainable	x		
Relevant	x		
Time-based		x	

Part 2 - Plan instruction and evaluate learning across a multi-tiered system of support. (25 points)

Choose a goal from one of the provided IEPs. You will identify a goal that you will plan for. You will identify a Content Domain that would be appropriate for your planning activity (i.e., can the goal be worked on in ELA, Math, or Science/Social Studies?). Then, you will fill out the following table that shows instructional planning for Tier 1, Tier 2, and Tier 3 instruction and supports. You will identify appropriate and doable evaluation strategies. Your planning does not assume that you would provide the instruction in all contexts, but rather, you would be collaborating with other educational colleagues. Review the rubric that will be used to evaluate your plan – in general we are looking for alignment to the goal and the student, evidence-based practices, assessment that will inform instruction, and demonstrated awareness of the varied contexts in which instruction might take place.

IEP # 1 (2 nd Grade Marcus)
Goal: By the end of the semester, Marcus will correctly answer inferential questions (e.g., cause/effect, prediction, and reasoning) based on a grade-level text, orally or in writing, in 3 out of 4 trials.

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Content Domain (Please identify): ELA – Reading Comprehension		
Tier 1	What supports need to be instituted in this content domain to further the student reaching this goal?	Assessment strategy
	<p>1. Interactive Read-Alouds with Think-Aloud Modeling: During daily read-alouds, the teacher will pause to model inferencing aloud using clues from the text and background knowledge. For example, “The author didn’t say she’s sad, but she’s crying — I can infer she’s upset.” This exposes all students, including Marcus, to inferencing within authentic contexts.</p>	<ul style="list-style-type: none"> • Exit slips with inferencing questions. • Comprehension checklists completed during group discussions. • Think-pair-share observation notes. • Interactive read-aloud response journals. • Digital quizzes (Kahoot, Quizizz) targeting inferencing. • Student annotations to show text clues used to make inferences.
	<p>2. Use of Graphic Organizers During Independent Reading: Students will complete cause/effect charts or prediction logs while reading self-selected or instructional texts. These tools help students visually organize clues and draw inferences, fostering independent comprehension skills.</p>	
	<p>3. Partner or Small Group Discussions with Guided Questions: Students will engage in think-pair-share or guided discussion using teacher-created inferential prompts (e.g., “What might the character do next?”). Marcus will benefit from hearing peers verbalize their thinking while also having structured opportunities to share his own ideas.</p>	
Tier 2	What supportive instruction is needed to close the gap this student demonstrates?	Assessment strategy
	<p>1. Guided Reading Focused on Inferencing: Marcus and a small group will meet with the teacher for leveled reading instruction. The teacher will ask scaffolded inferential questions and model how to find and connect textual clues to reasoning.</p>	<ul style="list-style-type: none"> • Running records with comprehension retell prompts. • Graphic organizers specifically designed for inferencing.

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	<p>2. Annotated and Scaffolded Texts: Texts will be pre-marked to highlight important details or inferential cues (e.g., emotions, actions, setting shifts). This helps Marcus practice making inferences with guidance while gradually building independence.</p>	<ul style="list-style-type: none"> • Cloze reading tasks that require inference to complete. • Small group observation logs. • Student self-assessment rubrics reflecting on inference understanding. • Weekly comprehension quizzes with targeted inferencing items. • Informal comprehension probes with feedback.
	<p>3. Structured Sentence Stems and Frames: Marcus will use supports such as “I think ___ because ___” or “The author didn’t say ___, but I know ___.” These sentence frames scaffold his ability to structure inferential thinking, both orally and in writing.</p>	
Tier 3	What intensive, personalized instruction is needed to support goal attainment?	Assessment strategy
	<p>1. 1:1 Explicit Instruction with Leveled Texts: During intervention time, the teacher will provide Marcus with direct instruction using texts matched to his instructional level. The teacher will model inferencing and then guide Marcus through the process using think-alouds and prompting.</p>	<ul style="list-style-type: none"> • Data collection sheets from each 1:1 session. • Rubric-based scoring of inference accuracy (e.g., accurate, partially accurate, inaccurate). • Sentence frame completion (e.g., “I think ___ because ___”). • Daily oral or written inference “quick checks.” • Student verbal explanation of reasoning with documentation. • Portfolio of work samples (annotated texts, written
	<p>2. Visual and Tactile Supports for Comprehension: Marcus will use inference wheels, story maps, and cause/effect manipulatives to visualize connections between text and inferred ideas. These tools help scaffold his thinking and make abstract reasoning more concrete.</p>	
	<p>3. Scripted Practice Using Prompts and Visual Cues: Marcus will use customized worksheets with sentence starters, visuals, and guided inference tasks. Tasks will be repeated with feedback to build mastery and confidence in making inferences.</p>	

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		<p>responses, inference charts).</p> <ul style="list-style-type: none"> • Analysis of written/oral responses over time for progress tracking.

Part 3 – Peer Review (15 points)

You will be partnered with another student in this class. Your task is to review your partner’s instructional plan and evaluate it and provide feedback using the following rubric.

Tier 1 plan	Y	N	Feedback
<ul style="list-style-type: none"> • Aligns with goal 	X		
<ul style="list-style-type: none"> • Supports principles of inclusion 	X		By providing Marcus with access to grade-level content alongside his peers—and ensuring scaffolds are in place—this plan honors the principle of Least Restrictive Environment (LRE) and promotes full participation without separating or stigmatizing.
<ul style="list-style-type: none"> • Does student have opportunity to learn relative to goal? 	X		The plan provides clear, targeted instruction and multiple opportunities to practice and demonstrate the inferencing skill across contexts. Marcus is supported in learning the exact skill targeted in the goal, so yes—this is a strong example of alignment between

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			instruction and learning objectives
<ul style="list-style-type: none"> Assessment connects learning outcomes to goal attainment. 	X		<p>A diverse range of formative assessments—exit slips, observations, quizzes, journals—gives a full picture of Marcus’s understanding.</p> <p><i>Suggestion:</i> Include a clear plan for progress tracking over time (e.g., weekly data review) to ensure consistency across trials.</p>
Tier 2 plan			
<ul style="list-style-type: none"> Aligns with goal 	X		Well-aligned because it focuses on a specific, measurable comprehension skill that can be effectively addressed through small-group instruction and targeted supports.
<ul style="list-style-type: none"> Instructional practice is evidence-based 	X		All the instructional strategies listed for Tier 2 are grounded in research and widely accepted as evidence-based practices for improving inferencing and comprehension skills, especially for students who need targeted interventions.
<ul style="list-style-type: none"> Instruction is specially designed 	X		Yes, the instruction is specially designed because it modifies content delivery, instructional methods, and learning environments to meet Marcus’s unique needs around inferencing skills.

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<ul style="list-style-type: none"> Assessment measures student learning in a manner that directs instructional continuation or change 	X	These tools allow teachers to adjust instruction quickly—revisiting concepts or increasing support as needed. They also help identify whether he’s using the correct strategies, which can shape future instruction.
Tier 3 plan		
<ul style="list-style-type: none"> Aligns with goal 	X	
<ul style="list-style-type: none"> Instruction is personalized to take into account student attributes 	X	personalized by focusing on Marcus’s specific comprehension needs, using targeted strategies that match his learning style, processing pace, and response modality (oral or written), ensuring meaningful access to the inferencing goal.
<ul style="list-style-type: none"> Instructional practice is evidence-based 	X	direct instruction in inferencing skills, scaffolded questioning, and intensive small-group or one-on-one support—are grounded in evidence-based reading comprehension interventions shown to improve higher-order thinking in struggling learners.
<ul style="list-style-type: none"> Instruction is specially designed 	X	grounded in research and widely accepted as evidence-based practices for improving inferencing and comprehension skills, especially for

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		students who need intense interventions.
<ul style="list-style-type: none"> Assessment measures student learning 	X	Through modeling inference and then guiding Marcus through the process using think-alouds and prompting with feedback will build mastery and confidence in making inferences.
<p>Comments on how to improve or add to the overall plan: Tier 1: This is a strong, inclusive instructional plan that thoughtfully integrates universal design, language modeling, and assessment variety. Marcus is likely to benefit from the authentic, scaffolded experiences. Just ensure ongoing data-driven adjustments and consider layering supports from Tier 2 if progress stalls.</p>		