

Workshop Objectives

- Review role of standards-based instruction in accessing the general education curriculum/opportunity to learn
- Present a seven-step model for developing standards-based IEPs
- Discuss Alabama's experience (state and local education agency) in implementing standards-based IEPs

Standards-Based Reform

Beginning with the reauthorization of IDEA in 1997, significant federal legislation was passed that dramatically changed how states and local education agencies function.

Accountability for student learning became foremost in federal regulations. Let's briefly review the legislation that impacted our Policies and practices.

Standards-Based Reform

- IDEA reauthorization 1997
- Access to, participation and progress in the general education curriculum
- No Child Left Behind Act of 2001
 - Aligned system of standards and assessments
 - Accountability for all students
 - State and local adequate yearly progress
- IDEA 2004 and 2007
- NCLB 1% and 2% Regulations and Guidance
- National Standards Movement

Standards-Based Reform

In the last decade, Federal legislation has focused on two major assumptions related to teaching and learning.

1. Special education students have the right to be taught as if they can meet the same high standards expected of all students.
2. All students must be provided opportunities to learn the general education curriculum.

Standards-Based Reform

Challenges to State and Local Education Agencies

- Change the way we think about instruction for special education students...
- Raise expectations for student learning
- Provide access to grade-level content standards
- Plan, teach, and assess students so that they can participate and make progress in the general education curriculum

Standards-Based Reform

- ❑ Alabama, like many states, developed/revised courses of study to include academic content standards.
- ❑ Academic content standards are grade-level or grade-span expectations that form a common core of learning for all students.
- ❑ Content standards establish expectations that answer the question, “What do we want students to know and be able to do at the end of a grade or course of study?”

Standards-Based Reform

Establishing high academic content standards and aligning assessments with those standards are meaningless without full access to the standards.

Access is more than sitting in a general education classroom doing different (and often easier) assignments.

Access to the General Education Curriculum

Access means that all students have opportunities to participate in the knowledge and skills that make up the general education curriculum. Access Center

Access to the General Education Curriculum

Barrier = Many students with disabilities are below grade level in academic content areas and do not have the prerequisite skills to achieve grade-level standards

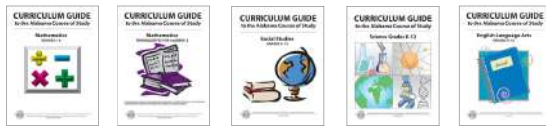
Action = Special education and general education teachers developed curriculum guides to the standards.

Alabama Curriculum Guides

Students Who Are Not Performing at Grade Level

Alabama Curriculum Guides

Include objectives that are prerequisite to the standard and/or break the standard down into smaller instructional units



Alabama Curriculum Guides

- | |
|--------------------------------------------|
| • Mathematics (Grades 1-8) |
| • Prerequisites to Algebra I (Grades 9-12) |
| • Social Studies (Grades K-12) |
| • Science (Grades K-12) |
| • Language Arts (Grades K-12) |

To access Alabama Curriculum Guides:

www.alex.state.al.us/specialed

Click on Curriculum

Alabama Curriculum Guides

LA 5.2 Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade literary/recreational materials in a variety of genres.

LA5.2.1: Relate character traits from a provided list to characters from a given passage

LA5.2.2: Compare characters in a given passage who have similar character traits

LA5.2.3: Compare characters in a given passage who have contrasting character traits.

Alabama Curriculum Guides

LA5.2.4: Write a sentence describing characters' actions from a given passage

LA5.2.5: Write sentences retelling key ideas from a given passage

LA5.2.6: Retell a story in a few sentences

Access to the General Education Curriculum

Barrier = Special education teachers not familiar with general education curriculum

Action = Train teachers on content standards

Barrier = Instruction (including the IEP) not aligned with content standards

Action = Train teachers to orchestrate standards-based classrooms

Partnerships: SEA and LEAs

- ❑ Alabama Department of Education established partnerships with three local systems/districts to develop and implement standards-based instruction.
- ❑ Three LEAs—Two Year Pilot
 - ❑ Small city system
 - ❑ Large county system
 - ❑ Large suburban system

Standards-Based Instruction

Goal of Partnership

Collaborate with teachers and administrators to develop and implement standards-based instruction and standards-based IEPs.

- ❑ Standards-based instruction is a process for teaching all students clearly defined content standards for the purpose of improving academic performance.

Local District/System Pilot

- ❑ Opportunity
- ❑ Training Overview
 - ❑ Process
 - ❑ Participants
 - ❑ Scheduling
 - ❑ Activities
 - ❑ Buy In

Partnerships: SEA and LEAs

- ❑ Understanding the standards
- ❑ Analyzing state/classroom assessment results
- ❑ Aligning teaching materials/textbooks to standards
- ❑ Developing pretests based on grade-level standards
- ❑ Using assessment data to inform decision making
- ❑ Teaching prerequisite knowledge and skills
- ❑ Working with general education teachers and administrators

Partnerships: SEA and LEAs

- ❑ Writing standards-based IEPs
- ❑ Monitoring students' progress
- ❑ Developing data walls
- ❑ Developing pacing guides
- ❑ Involving parents in standards-based instruction
- ❑ Grouping students for differentiated instruction

Developing Standards-Based IEPs

The IEP is the cornerstone of access to the general curriculum.

Developing Standards-Based IEPs

Basing the student's IEP on grade-level content standards

- ❑ Provides opportunities to learn the same content learned by general education students
- ❑ Addresses the unique needs presented by the student's disability
- ❑ Emphasizes access through analysis of the student's disability and how it will impact learning

Developing Standards-Based IEPs

As educators, we asked tasked to developed IEPs that not only provide access to the general curriculum but also provide the services, supports, and specialized instruction necessary to succeed in the general education curriculum.

Needs must be addressed in the IEP so they do not became barriers to learning the knowledge and skills in the general curriculum.

Developing Standards-Based IEPs

What steps do IEP Teams need to follow to develop effective standards-based IEPs?

Step 1: Collect and examine materials for making data-based IEP decisions.

- Courses of study and/or curriculum guides
- Current assessment data
 - State assessments
 - Classroom assessments (curriculum-based)
 - Eligibility data (if current and related to learning the standards)
- Student work samples
- Previous year's IEP
- Other information (e.g., grades, discipline referrals, attendance reports)

Step 2: Analyze data to develop the student profile.

The profile should include general statements regarding:

- Strengths
- Needs
- How the disability affects involvement/progress in the general education curriculum
- Assessment/Evaluation
- Status of prior IEP goals
- Teacher/Parent/Student input
- Transition needs (at least by age 16)

Step 3: Use data to summarize the present level.

The present level answers the question:

What is the student doing now?"

Present Level

Purposes

- To provide a summary of baseline information that indicates the student's academic achievement
- To identify current functional performance
- To provide an explanation of how the disability affects the student's involvement/progress in participating in the general curriculum

Present Level

Characteristics

- Standards centered
- Data driven
- Understandable
- Measureable

Present Level

Components

- Strengths
- Needs
- How the student's disability affects performance in the general education curriculum (for preschool children, how the disability affects the child's participation in age appropriate activities)

Present Level

Strengths

- Student's response to:
 - ✦ Learning strategies
 - ✦ Accommodations
 - ✦ Interventions
 - ✦ Standards Instruction

Ask...What have we learned about this student's strengths?

Present Level

Needs

Focus on needs that affect progress in the general education curriculum

Ask...What prerequisite skills/knowledge does the student need to close the gap between his/her present level and the grade-level content standards?

Present Level

How disability affects performance

Consider how the student's disability affects progress in learning the grade-level content standards

Example:

Tasha's difficulties retrieving information may negatively impact her progress in achieving reading standards that include synonyms, antonyms, and multiple-meaning words.

Present Level

DO NOT use the student's exceptionality to explain how the disability affects involvement/progress in the general curriculum!

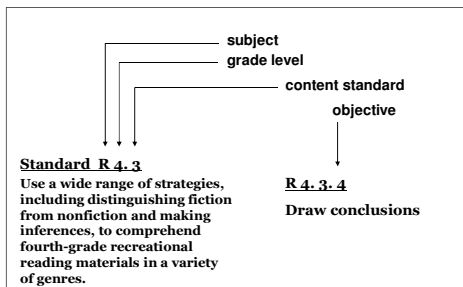
○ **Example of what NOT to write:**

Marcus' learning disability affects his progress in the general curriculum.

○ **Example of what to write:**

Marcus' weakness in applying strategies, such as making inferences and making complex predictions, affect his progress in comprehending sixth-grade literary materials.

Content Standards Legend for IEPs



Sample Present Level

Present Level of Academic Achievement and Functional Performance

Standards-Based

Includes Assessments

Includes Strengths and Weaknesses

How Disability Impacts Learning

Classroom assessments indicate that Ashlee can use details and examples to draw conclusions (R.4.3.4) from grade-level reading passages. She experiences difficulty synthesizing ideas from reading passages and drawing inferences (R.4.3). Ashlee's difficulty with abstract reasoning may negatively impact her understanding and drawing inferences from text.

Present Level

Remember...

The present level of academic achievement and functional performance sets the stage for developing IEP goals!

Step 4: Write Annual Goals.

Purpose

- To describe what a student can reasonably expect to accomplish in one school year
- Annual Goals answer the question "What should the student be doing?"

Annual Goals

Annual goals are related to needs resulting from the student's disability that directly affect involvement and progress in the general education curriculum.

- For preschool children, as appropriate, to participate in age-appropriate activities

Annual Goals

- If a large number of needs are identified in the present level, the IEP Team must consider how each need impacts the students' progress in the general education curriculum.
- Select the need that has the greatest impact on progress, and develop a goal to address that need.

Selecting the Content Standards

- Consider content standards
 - Look at all grade-level content standards
 - Discuss intent of standard
 - Determine which standards are most important for each student (based on progress in the general education curriculum)
 - Compare standard(s) with student's areas of needs and the impact of the disability
 - Use data to determine the areas the student will find difficult without additional supports

Annual Goals

Academic goals are based on:

- Alabama content standards listed in the Alabama COS or
- Alabama Extended Standards (for students with significant cognitive disabilities)

Standards-Based IEP Using Extended Standards

Example of Present Level for Extended Standards

Nina’s classroom and state assessments indicate that word recognition skills are on a 4th grade level. Reading comprehension skills, however, are more like those of a typical second grade student. Nina needs additional work on reading comprehension skills. She is able to identify one or two ideas in texts, but has problems identifying the main idea. Once she has begun reading, Nina wants to continue reading and does not want to stop reading to check for understanding.

Standards-Based IEPs using Extended Standards

Annual IEP Goal

Given high interest reading materials with visual cues, Nina will identify the main idea in a fourth grade reading passage 4/5 times on two consecutive trials by the end of the sixth grading period.

Include Benchmarks

Annual Goals

▪ **Five Components**

- Who
- Time frame
- Conditions
- Behavior
- Criterion

Annual Goals

Measurable annual goals must include the following:

- The student ...(WHO)
- Will do what ...(BEHAVIOR)
- To what level or degree...(CRITERION)
- Under what conditions...(CONDITIONS)
- In what length of time...(TIMEFRAME)

Example of Annual Goal with Five Components

Jacob will read 90-110 words of connected text per minute with 100% accuracy at the end of 36 weeks.

- The student (Jacob)
- Will do what (read 90-110 words per minute)
- To what level or degree (100% accuracy)
- Under what conditions (connected text)
- In what time frame (end of 36 weeks)

Annual Goals

Remember...!

- *The IEP goal is NOT the content standard*
- *Do not copy the content standard word for word to become an IEP goal.*
- *The IEP goal is part of a plan to make the content standard immediate and individualized for the student.*

Example of Correct IEP Annual Goal

Present Level notes that Angela has difficulty making generalizations and answering comprehension questions.

IEP Goal

By the end of the sixth grading period, Angela will use prior knowledge and life experiences to make generalizations from her personal experience to answer comprehension questions from grade 7 recreational reading materials with an average of 90% accuracy on classroom assessments.

Developing SMART IEP Goals

- **Specific** – based on the student’s Present Level of Academic Achievement/Functional Performance
- **Measurable** – progress is objectively determined at frequent data points
- **Achievable** – realistic, related to the most critical needs
- **Results-oriented** – developed with a standards’ outcome in mind
- **Time-bound** – clearly defined beginning and ending dates

Standards-Based IEPs: Impact on Teaching and Learning

- Curriculum and Instruction
- IEPs
- Eligibility
- Teachers
- Professional Development
- Assessment
- Areas of Continued Work

Challenge to Teachers

“Coming together is a beginning;
Learning together is progress;
Working together is success.”

Henry Ford

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