# Common Core Instruction and Special Education

Presented by the:

Office of the Superintendent of Public Instruction

and

Washington Education Association

# Disclaimer

The information contained in this presentation and power point is an overview of special education requirements. The presentation is not intended as legal advice. The state regulations that implement IDEA are located at Chapter 392-172A WAC. Outside resources are not intended to be an endorsement of any service or product. District personnel should always review their district's procedures and review questions with their administrative staff.

# Goals

Participants will:

- **understand** the framework of the standards.
- be able to unpack the standards and identify the elements within the standards.
- identify opportunities to enable the student to move through the general education curriculum and/or the Common Core State Standards.
- will learn the principles of formative assessment and its use in monitoring student progress.

# You need to remember

- CCSS not a packaged curriculum
- CCSS are not appropriate goals for IEP
- Special ed rules unchanged
- IEP based on evaluation

# Prior Knowledge

How do the Common Core Standards/District Curriculum and Special Education Intersect?

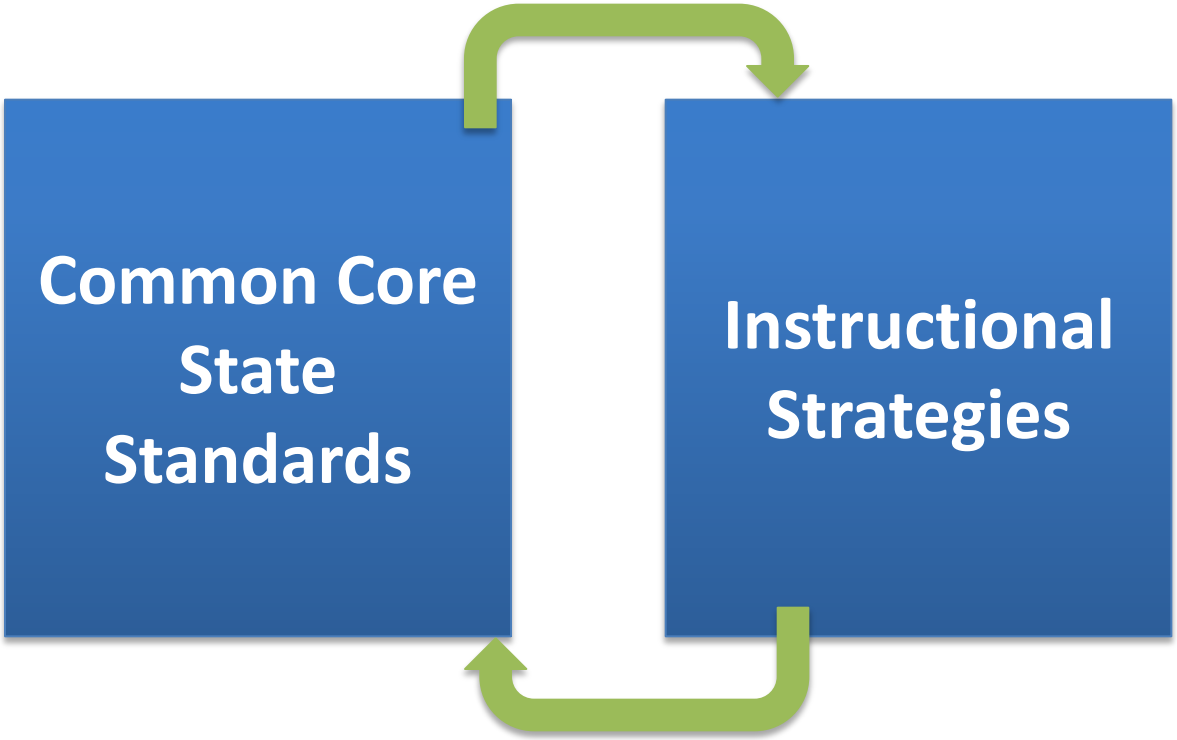
# Common Core Standards

## Definition of standards

Provide a consistent, clear understanding of what students are expected to learn… reflecting the knowledge and skills that all young people need for success in college and careers (ACHIEVE- common core website)

# How does Instruction relate to the Common Core Standards?

**"WHAT" students learn.** **"HOW" we teach.**



# How do the Common Core Standards differ from old standards

**In the past:**

- Student Learning Objectives
- Essential Academic Learning Requirements
- Grade Level Equivalency
- Performance Expectations

**Currently:**

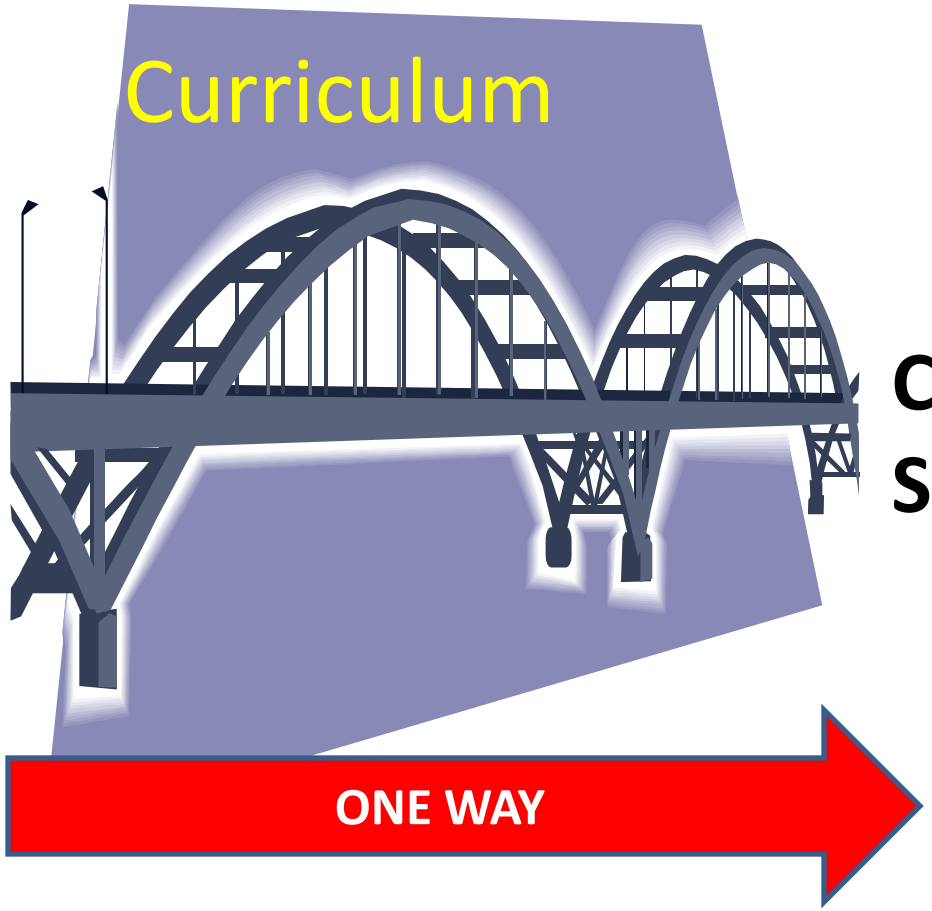
- Common Core

# Knowledge, Skills and Abilities

**The Common Core State Standards** are statements of what students should know and be able to do.

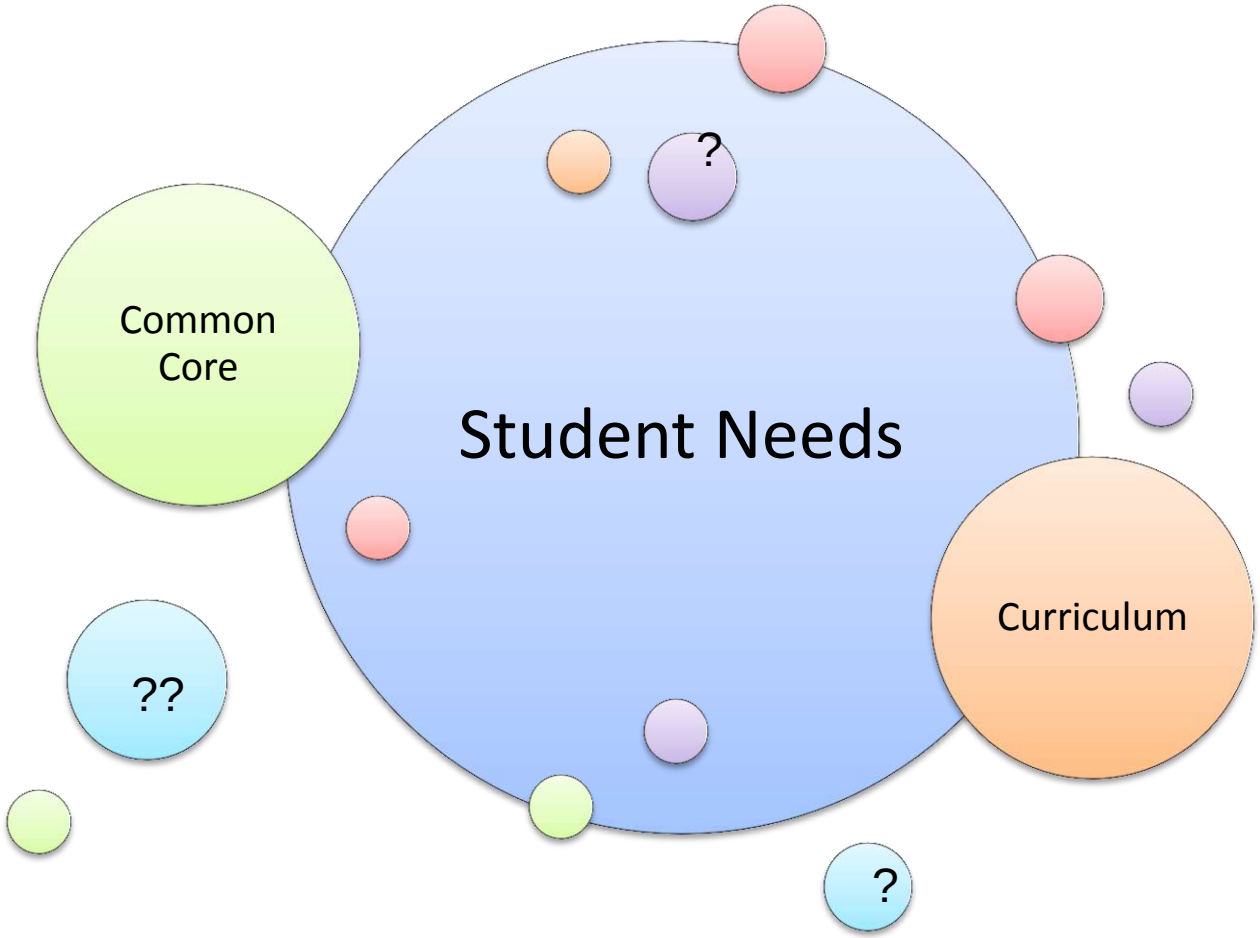
- CCSS are Academic Achievement Standards
  - *Developed by content areas and organized by grade with increasing complexity*
- CCSS Standards apply to all students, including students with disabilities

**IEP Goals**



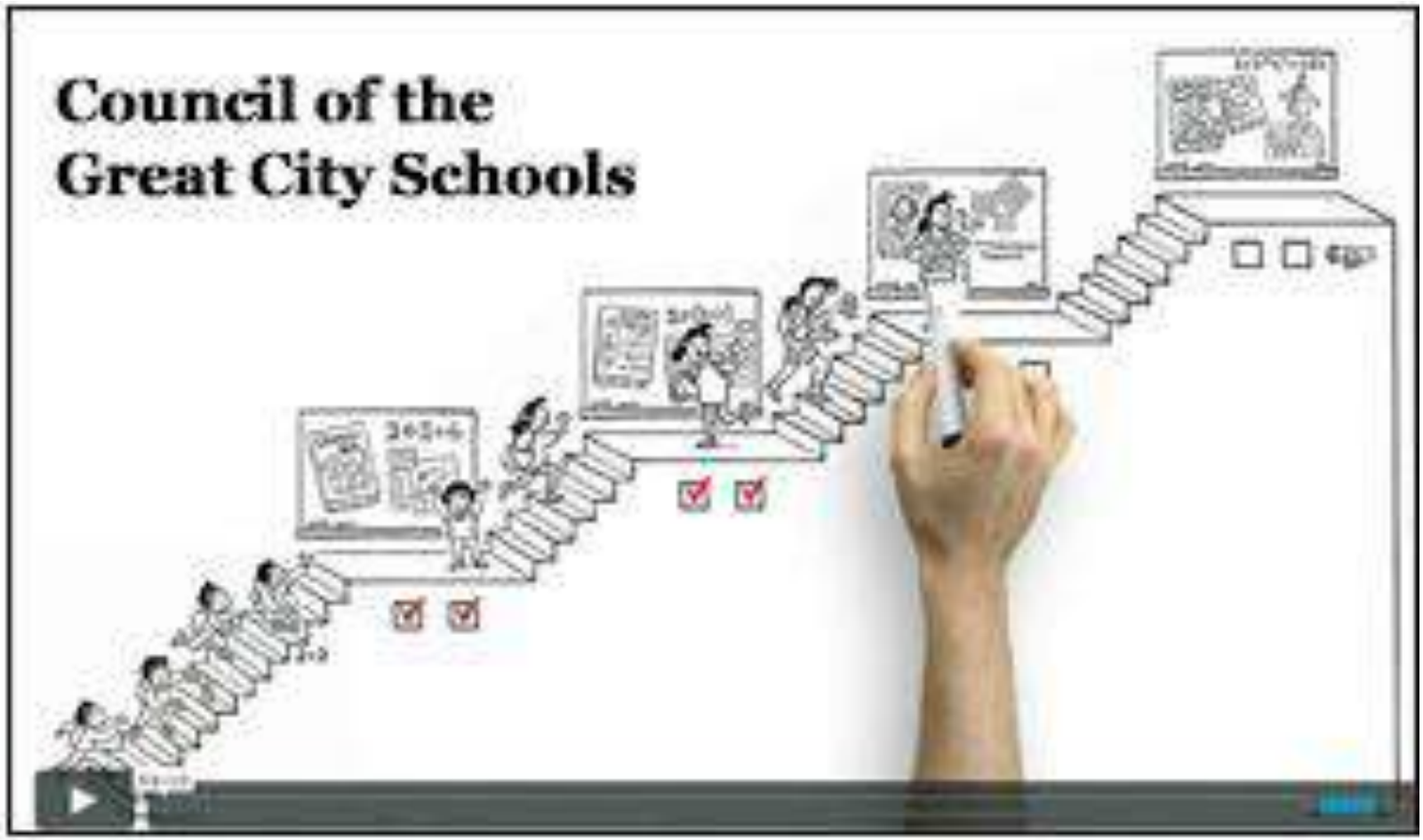

**Common Core State Standards**

# The Conversation



# Why are we moving to Common Core

http://www.k12.wa.us/CoreStandards/Video/CommonCoreSD.mp4



# Key Design Considerations of the Common Core Standards

**Reading standards are the anchor**

- Cross disciplinary literacy

**Focus on outcomes rather than means**

- No mandated methods

**Integrated model of literacy**

- Broken into reading, writing and communication for conceptual clarity
- However, there is crossover  i.e. writing is used to communicate; speaking and listening require an ability to discuss research

# Implementing the Common Core State Standards requires…

- Unpacking the standards and understanding what is contained within each one.
- Identifying which part(s) of the standard are appropriate learning targets.
- Developing clear learning goals or objectives.
- Shifting students' focus from "answer getting" to solving problems and critical thinking.

# The Common Core Essential Elements (CCEE)

- …specific statements of knowledge and skills linked to CCSS grade level expectations.

- …provides learning targets for students with cognitive challenges.

# Example of CCEE

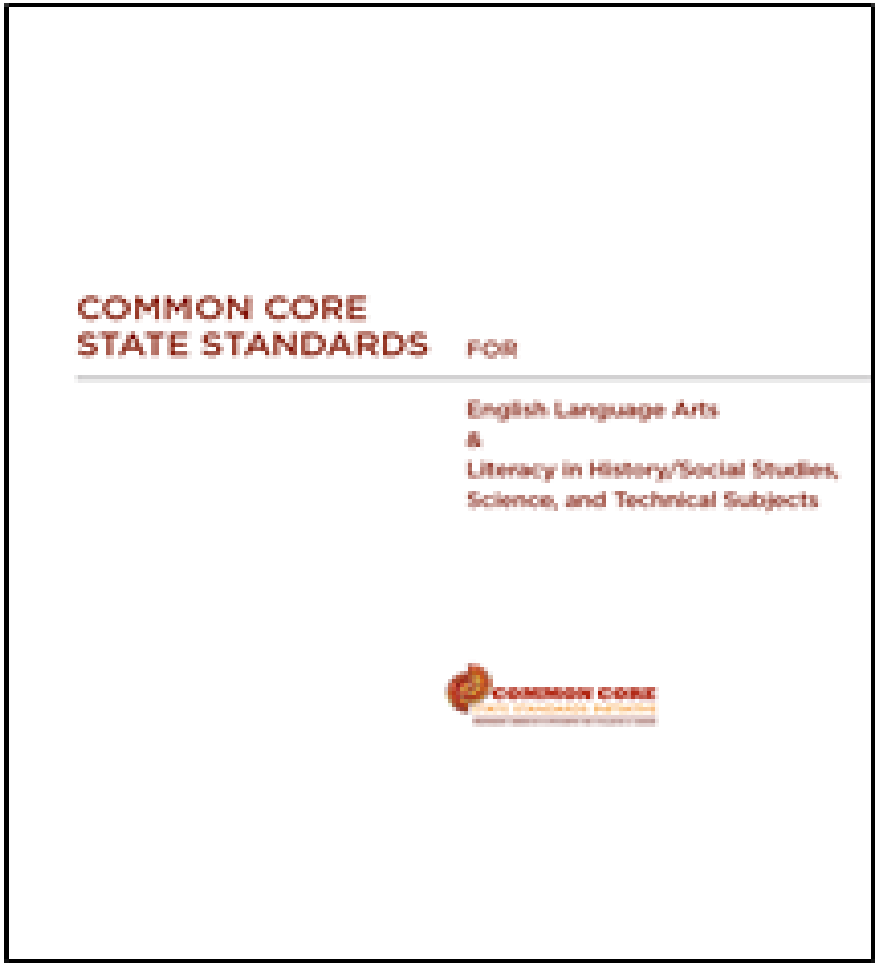
- Common Core
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound
- correspondences, syllabication patterns, and
- morphology (e.g., roots and affixes) to read
- accurately unfamiliar multisyllabic words in context and out of context

- Essential Element
- **EE.RF.4.3** Use letter-sound knowledge to read words.
- a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
- b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC]

# Common Core State Standards for ***English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects***

# Three Shifts in English Language Arts

- **Building content knowledge** through **content-rich nonfiction**
- Reading, writing, and speaking **grounded in evidence from text,** both literary and informational
- **Regular practice** with **complex text** and its **academic language**



# Key Instructional Focus in ELA/Literacy

**In Reading**

*balance of literature and informational texts*.

focus on *text complexity*

**In Writing**

emphasis on *argument and informative/explanatory writing*

emphasis on *using evidence* to inform an argument.

***Speaking and Listening***

focus on formal and informal talk

**Vocabulary**

stress on *both general academic* and *domain-specific vocabulary*

# Standards for ELA in History/Social Studies, Science, and Technical Subjects

## College and Career Readiness (CCR) Standards

- Overarching standards for each strand that are further defined by grade-specific standards

## Grade-Level Standards in English Language Arts

- K-8, grade-by-grade
- 9-10 and 11-12 grade bands for high school
- Four strands: ***Reading***, ***Writing***, ***Speaking and Listening***, and ***Language***

## Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- Standards are embedded at grades K-5
- Content-specific literacy standards are provided for grades 6-8, 9-10, and 11-12

# Overview of **Reading** Strand

- Progressive development of reading comprehension; students gain more from what they read
- Emphasize the importance of grade-level texts that are of appropriate difficulty and are increasingly sophisticated
  - Standards for Reading **Foundational Skills** (K-5)
  - Reading Standards for **Literature** (K-12)
  - Reading Standards for **Informational Text** (K-12)
  - Reading Standards for **Literacy in History/Social Studies (6-12)**
  - Reading Standards for **Literacy in Science and Technical Subjects (6-12)**

# CCSS Text Complexity Model:

*the right text at the right time for the right reason*

Best measured by an attentive human reader

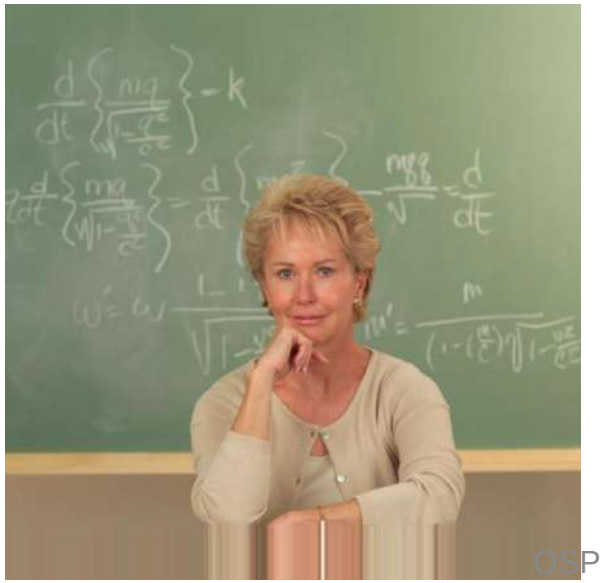
Best measured by computer software

Best made by educators employing their professional judgment

# Stop and Reflect

**What did you learn?**

- How do these differ from current standards?



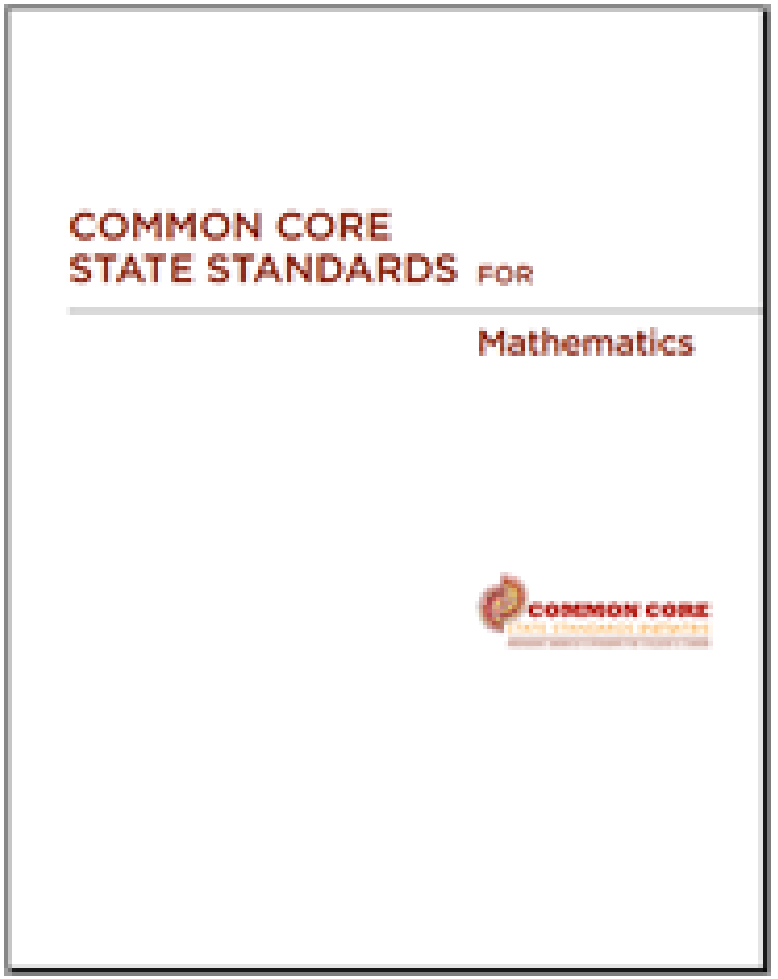
**What do you think?**

- How might the change in standards improve student outcomes?
- How might they affect special education instruction?

# Common Core State Standards for ***Mathematics***

# The Three Shifts in Mathematics—

- **Focus**: Strongly where the standards focus
- **Coherence**: Think across grades and link to major topics within grades
- **Rigor**: In major topics, pursue with equal intensity:
  - Conceptual understanding
  - Procedural skill and fluency
  - Application



# Key Instructional Focus in Mathematics

Emphasize *coherence* at each grade level –

- The standards *focus* on fewer key topics at each grade level
- Emphasize *progressions* across grades, with the end of progression calling for *fluency*
- Finally, the standards require students to demonstrate *deep conceptual understanding* by applying them to new situations.

# Organization of Common Core State Standards for Mathematics

## Grade-Level Standards

– K-8 grade-by-grade standards organized by domain

– 9-12 high school standards organized by conceptual categories

## Standards for Mathematical Practice

– Describe mathematical “habits of mind”

– Connect with content standards in each grade

# Standards for Mathematical Practice

## Eight Standards for Mathematical Practice

–Make sense of problems and persevere in solving them

–Reason abstractly and quantitatively

–Construct viable arguments and critique the understanding of others

–Model with mathematics

–Use appropriate tools strategically

–Attend to precision

–Look for and make use of structure

–Look for and express regularity in repeated reasoning

# Research and Media Skills

Blended into the standards as a whole

Students need to be able

- to gather, comprehend, evaluate, synthesize and report on information and ideas
- to conduct original research in order to answer questions or solve problems
- To analyze and create a high volume of and extensive range of print and non-print texts

# Limitations of Common Core

- The lines between academic skills and technical and life/employability skills are blurred
- They are not designed to cover every skill
- They were designed to provide ELA and math
- They are designed as foundation skills for post-secondary success

# Implementing the Common Core State Standards requires:

- Exposing all students to a large variety of complex texts in ALL subject areas.
- Connecting the standard topics to the prior knowledge of students.
- Establishing the classroom environment as a community of learners.

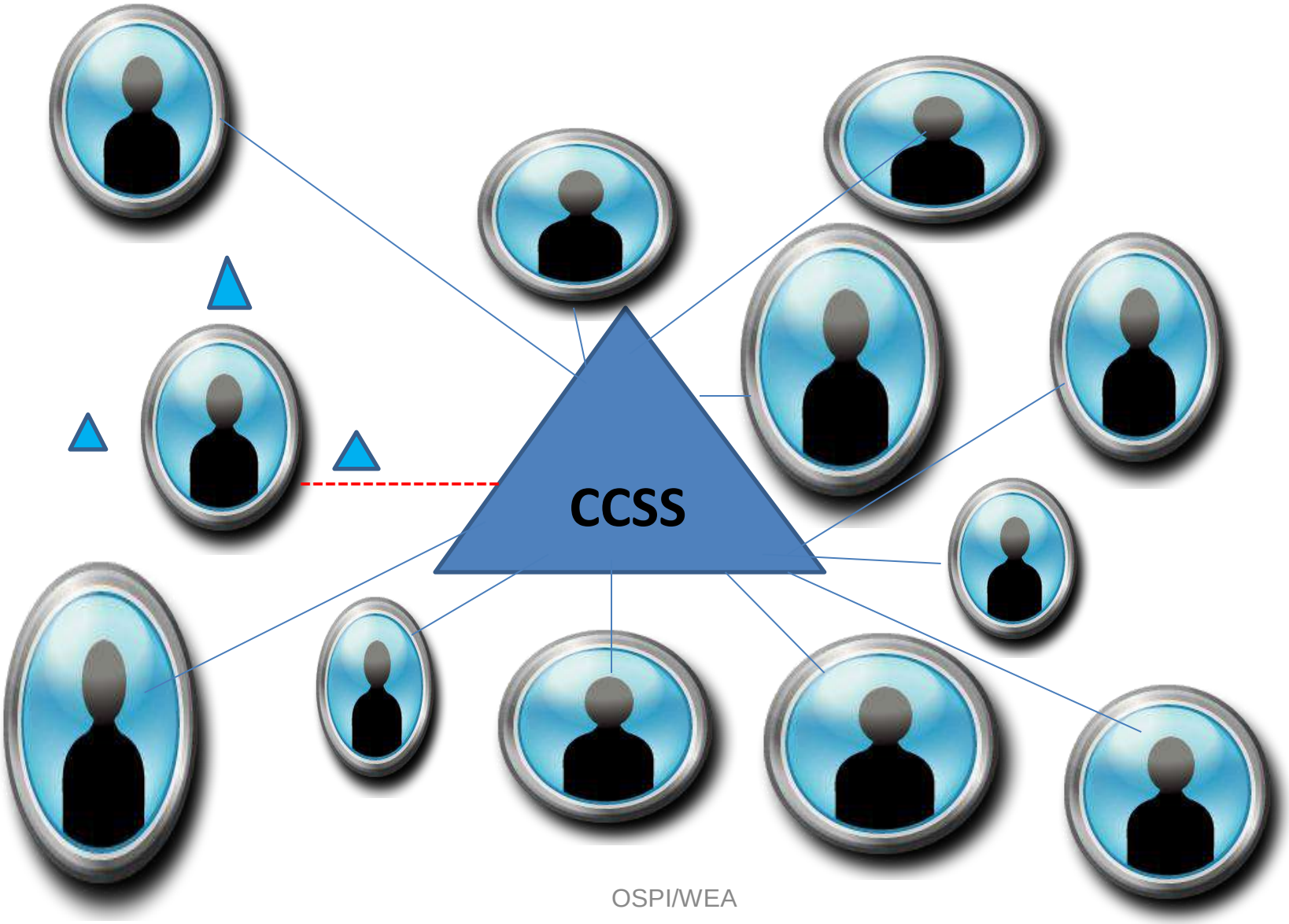
# Application to Students with Disabilities

- Both **IDEA** and **ESEA** require that students with disabilities have **access** to the general education curricula, and the **opportunity** to learn the same skills and concepts as their non-disabled peers.

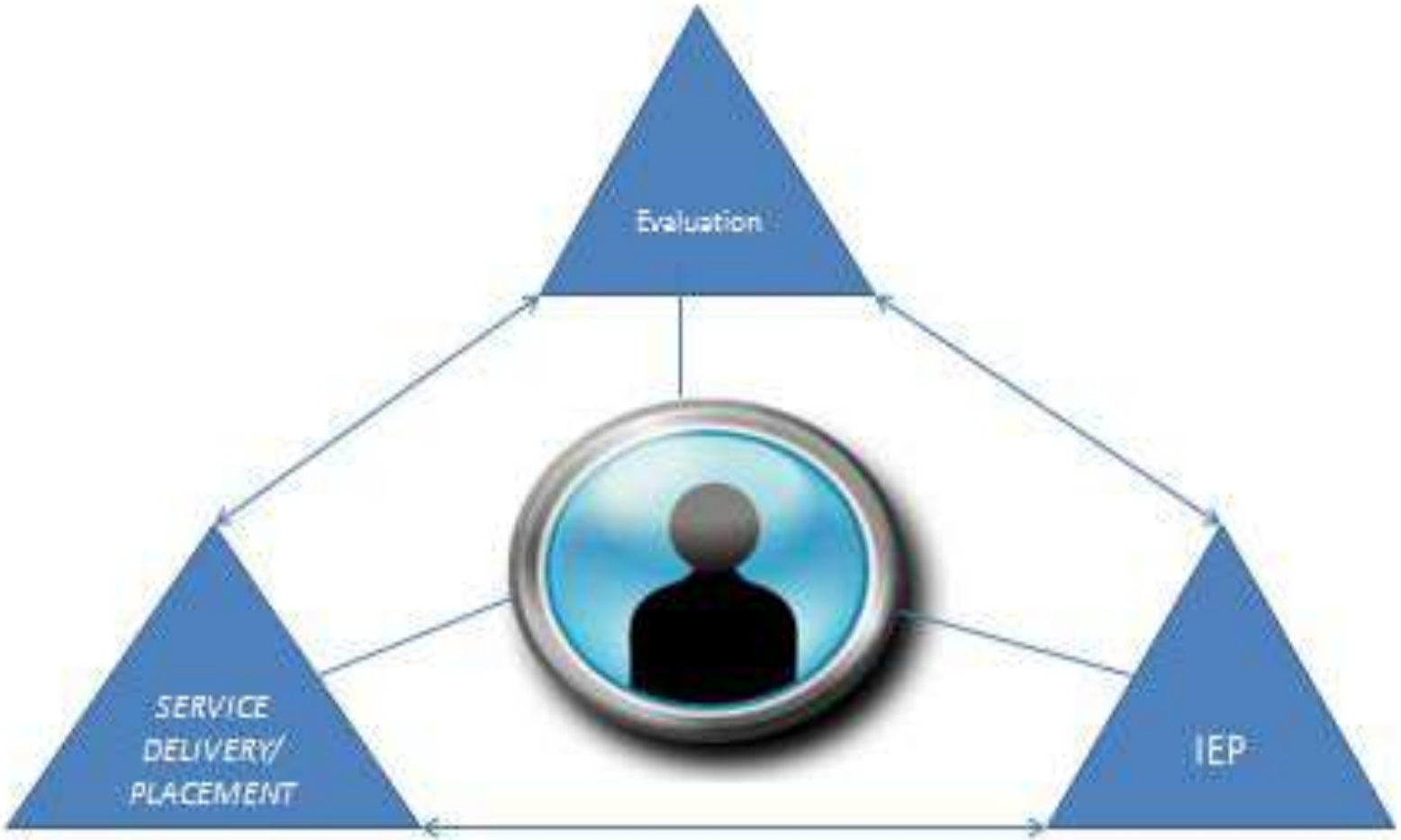
- Access curricula at an **appropriate** level based on their individual assessment.

- In order for Special Education Students to meet the standards and fully demonstrate their conceptual and procedural knowledge and skills, their instruction must incorporate specially designed instruction and accommodations.

# Common Core



# Special Education



# Standards are not goals

- Do not write goals that simply restate the standards or cut and paste the standards into your IEPs.
- IEP goals must be based on the student's individual needs identified in the most current evaluation.

# Implications for the Education of Students with Disabilities

- Specially Designed Instruction (SDI)
- Accommodations
- Access to the general education curriculum
- Universal Design for Learning
- Multi-tiered systems of supports
- Positive Behavior Supports
- A focus on self-determination and student directed learning
- Creating effective ways for special educators to work alongside, and in full partnership with, general educators through co-teaching and collaboration.

From: Michael L. Wehmeyer. May 16, 2013 **ASES SCASS Summit on Implementing College and Career Readiness Standards:** *Implications for States Supporting Students with Significant Cognitive Disabilities*

# Connecting IEPs to CCSS

**What it does NOT mean**

- Using the standards alone to determine the goals
- Assuming that every student will work only on grade-level content or standards.

**What it DOES mean**

- Referring to standards to determine grade level expectations
- Using the standards as a guide to determine what the student is expected to know or do
- Connecting to the district curricula at an appropriate level to meet the student's needs.

# Instructional Implications

- Supports and related services designed to meet unique needs of students with disabilities and to enable access to general education curriculum

- Teachers and specialized instructional support personnel who are prepared to deliver high quality, evidence-based, specially designed instruction and support services

# Unpacking The Common Core

# Unpacking the CCSS – Elementary Standard
# It's all about the verbs and the nouns…

| Standard | Verbs | Nouns | Skills Necessary |
|---|---|---|---|
| **STEP 1:**<br>**Choose a Standard**<br>**Work with time and money**<br><br>2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | **STEP 2:**<br>**Identify the verbs**<br><br>• tell time<br>• write time | **STEP 3:**<br>**Identify the nouns**<br><br>• Time<br>• analog clocks<br>• digital clocks<br>• 5 minutes<br>• a.m.<br>• p.m. | **Step 4:**<br>**Identify the skills needed**<br>• define analog, digital, a.m. and p.m.<br>• count by 5's<br>• tell time to the hour and ½ hour<br>• write time in the correct format |

# Unpacking the CCSS - Middle School Example
# It's all about the verbs and the nouns…

| Standard | Verbs | Nouns | Skills Necessary |
|---|---|---|---|
| **STEP 1: Choose a Standard**<br><br>RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **STEP 2: Identify the verbs**<br><br>• cite<br>• support<br>• analyze | **STEP 3: Identify the nouns**<br><br>• textual evidence<br>• analysis<br>• inferences | **Step 4: Identify the skills needed**<br>• reading comprehension<br>• draw inferences<br>• cite specific examples<br>• cite details to support inferences<br>• analyze the text |

# Unpacking the CCSS - High School Example
# It's all about the verbs and the nouns…

| Standard | Verbs | Nouns | Skills Necessary |
|---|---|---|---|
| **STEP 1:**<br>**Choose a Standard**<br><br>RL 9 – 10.1<br>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **STEP 2:**<br>**Identify the verbs**<br><br>• cite<br>• analyze<br>• inference | **STEP 3:**<br>**Identify the nouns**<br>• explicit textual evidence<br>• strong, thorough evidence<br>• analysis<br>• inferences | **Step 4:**<br>**Identify the skills needed**<br>• analyze the text<br>• identify explicit textual evidence<br>• cite evidence<br>• draw inferences<br>• support inference using several pieces from the text<br>• Provide varying degrees of support (evidence) |

Nouns

# Activity- Unpack the Core

- **Select a grade level that is typical of your students**

- **Select a Common Core Standard within that grade level**
  - Unpack the Standard
  - Analyze the sub-skills
- **Present your standard and results**

# Analyzing Sub-skills

- Review Marzano's
  - Vocabulary for Math
  - Vocabulary for ELA

- Consider the **words** that might be most appropriately connected to the student's goals based on the present level of performance and the "unpacked standard"

| ENGLISH LANGUAGE ARTS | | | | Grade 4 |
|---|---|---|---|---|
| **Strand: Reading: Foundational Skills** | | | | |
| **Substrand: Phonics and Word Recognition** | | | | |
| **Common Core State Standard** | **Common Core Essential Element** | **ACCESS POINTS Built on Three Levels of Complexity** | | |
| | | **More Complex** ◀·····◀·····◀·····▶·····▶·····▶ **Less Complex** | | |
| **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | **EE.RF.4.3** Use letter-sound knowledge to read words.<br>a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.<br>b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes). | Student may use letter-sound knowledge and/or context to read text with single-syllable, high-frequency, and/or unfamiliar words. | Given examples, student will decode words having similar spelling patterns (CVC, CCVC, CVCC, and CCVCC). | Student may use letter-sound knowledge and/or context (which may include accompanying pictures or symbols) to recognize familiar words (name, CVC words, environmental text). |

# Developing IEP Goals

# Individualized Education Program (IEP)

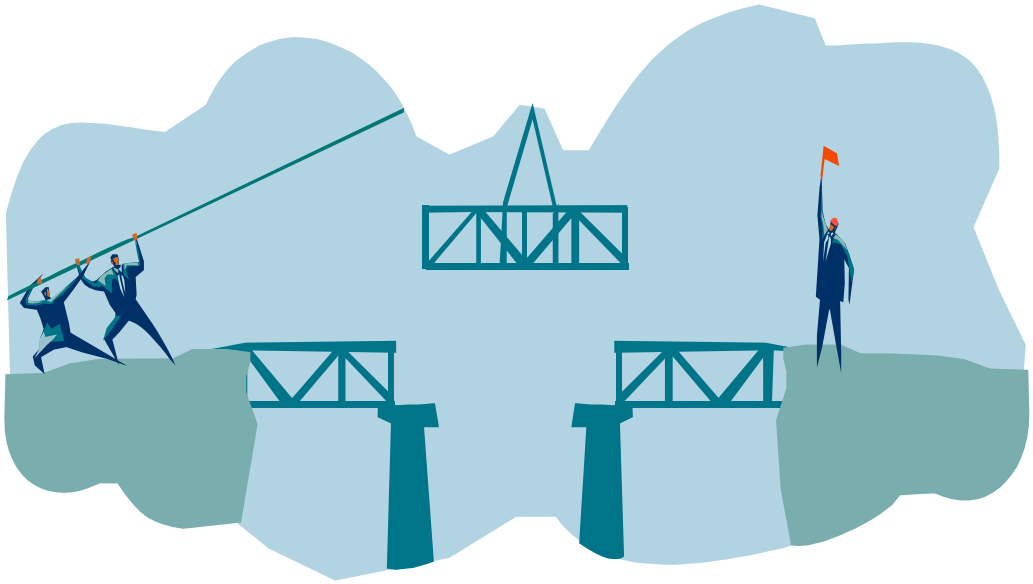
- “ An IEP means a written statement for each child with a disability that is developed, reviewed and revised in a meeting in accordance with Sec. 300.320 through 300.324…”

- Including “a statement of measurable annual goals both academic and functional designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum.”

34 CFR § 300.320(a)(2)(i)(A)

# Closing the Gap

IEP Goals

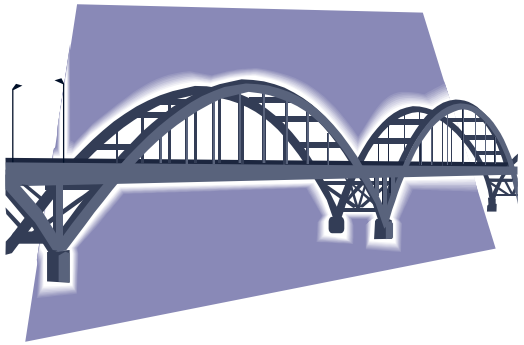


Present Level
Of Performance

General Ed
Expectations

# Connecting IEP Goals to Common Core Standards

- Identify Present Levels of Performance
- Develop a goal
  - Bridge goal to selected General Curricula/Common Core Standard, as appropriate
- Write short-term objectives and benchmarks
- Monitor goals



# Developing Goals

- Use Handout – Present Level of Academic and Functional Performance to articulate the present level of performance of a "student" for your group to use.
- Develop your goal for this student
  - Select the standard that is your targeted outcome
  - Unpack the standard
  - After unpacking the standard, look at the student's present level of performance
  - Given your student's PLAAFP, what element (access point) of the standard **could** be a focus for an IEP Goal?
  - Write an appropriate, measurable goal for this student.

# Deconstruct the Standard into Goals

**Step One**

**Standard:** Identify the relative position of simple positive fractions, positive mixed numbers, and positive decimals and be able to evaluate the values based on their position on a number line.

**Step Two**

**Type:**

☒ Knowledge ☒ Reasoning ☐ Performance ☐ Product

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**Step Three**

**Learning Goals**

What are the knowledge, reasoning, performance, or product targets underpinning this objective?

| Knowledge Goals | Reasoning Goals | Performance Goals | Product Goals |
|---|---|---|---|
| • Identify tenths in decimal form on a number line<br>• Indicate the approximate location of thirds, fourths, and fifths on a number line | • Compare fractions, decimals and mixed numbers by identifying their relative position on a number line | • Draw a basic number line from 0 to 10<br>• Locate simple whole numbers on a number line<br>• Place halves in fraction form on a number line<br>• Indicate the approximate location of thirds, fourths, and fifths on a number line | |

# Goals and Standards

- What is your overall impression of the process?
- What questions do you have about the process?
- Does the process enable you to better identify the curriculum you will need to use?

# Monitoring Student Progress

# Monitor Student Progress with Formative Assessments

Formative assessment is a systematic process to continuously gather evidence about learning. The data are used to identify a student's current level of learning and to adapt lessons to help the student reach the desired learning goal.

Students are active participants with their teachers, sharing learning goals and understanding how their learning is progressing, what next steps they need to take, and how to take them.

# Why use formative assessments?

Use of formative assessments has the following effects:

- Some students feel more involved in the schooling process
- Teaching is focused more effectively on the individual student
- Positive effects may be particularly evident in lower performing students
- Learning in the wider (not subject-specific) sense can be enhanced

# Research also Indicates…

Formative assessment has an "effect size of .4 to .7"

This is equal to moving a student from the 50th percentile to the 70th percentile.

This effect size is larger than most of those found for other educational interventions.

*Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80(2), 139-148*

# Formative Assessments

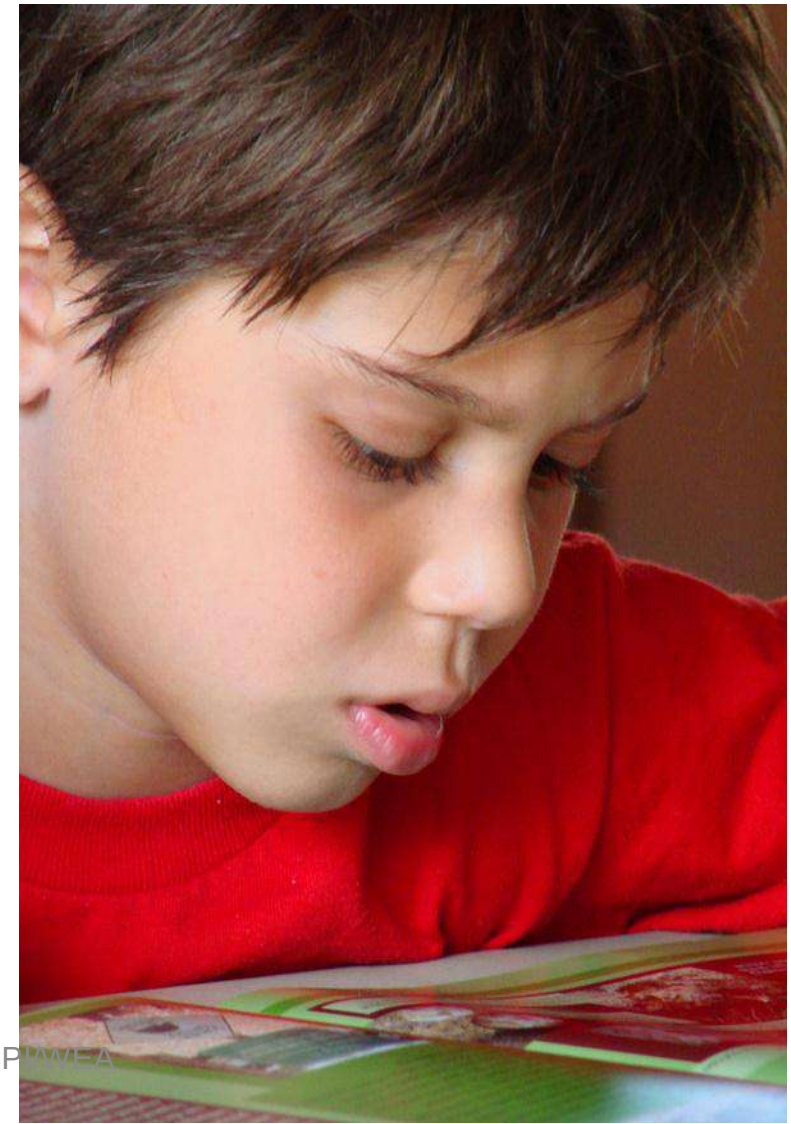
*It is not the assessments themselves that are formative or summative but how they are used.*

- Not the same as “ongoing” assessments
- Not just “small” assessments
- Must be frequent
- Need to be specific in the feedback provided
- Should be directly related to skills/knowledge
- Not just comprehension – but understanding

# Formative Assessments

Students—identify their strengths and weakness and target areas that need work.

Educators—recognize where students are struggling and address problems immediately.



# Five Critical Elements of Formative Assessment

1. Indicate how students are moving toward proficiency of a standard or goal
2. Identify the current level of understanding in relation to expectations
3. Provide specific and appropriate feedback
4. Engage students in the process
5. Provide time, support, and instruction in order for students to adjust, implement, and process their learning

# Formative Assessments

- Use a variety of assessments
- Use as practice – not necessarily for a grade
- Think daily - not weekly or end of chapter
- Gradual release – moving from unknown to understanding
- Establish steps to success (too big, too little)
- Supports changes in practice, strategies, techniques, resources, and methods
- Students know the target and what “success” looks like

# Deconstruct the Standard into Goals

**Step One**

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**Step Two**

**Type:**

☒ Knowledge ☒ Reasoning ☐ Performance ☐ Product

61

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**Learning Goals**

What are the knowledge, reasoning, performance, or product targets underpinning this objective?

| Knowledge Goals | Reasoning Goals | Performance Goals | Product Goals |
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| • Identify tenths in decimal form on a number line<br>• Indicate the approximate location of thirds, fourths, and fifths on a number line | • Compare fractions, decimals and mixed numbers by identifying their relative position on a number line | • Draw a basic number line from 0 to 10<br>• Locate simple whole numbers on a number line<br>• Place halves in fraction form on a number line<br>• Indicate the approximate location of thirds, fourths, and fifths on a number line | |

# Establishing a Learning Progression?

Standard: Identify the relative position of simple positive fractions, positive mixed numbers, and positive decimals and be able to evaluate the values based on their position on a number line.

- Draw a basic number line from 0 to 10
- Locate simple whole numbers on a number line
- Place halves in fraction form on a number line
- Identify tenths in decimal form on a number line
- Indicate the approximate location of thirds, fourths, and fifths on a number line
- Indicate the approximate location of decimals, fractions, and mixed numbers on a number line
- Compare fractions, decimals and mixed numbers by identifying their relative position on a number line

# Activity-Self Assessment

- Review the rubric on formative evaluation (pg.3)
- Place yourself on the rubric in each of the 5 areas based on your assessment of your current practice
- Identify 2-3 changes that you believe you could make
- How would you go about making those changes?

# Reflections

| 3 points to remember | 3 remaining questions | 3 steps I will take |
| --- | --- | --- |
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |

# Top Resources for ELA

- Washington State CCSS Professional Learning Opportunities: CCSS Professional Learning offering statewide through each ESD – developed together with OSPI (http://www.k12.wa.us/CoreStandards/ProfDev.aspx)

- Achieve The Core Guidance and templates on how to begin implementing the shifts, assembled by the nonprofit Student Achievement Partners. Includes instructional materials alignment tools, annotated lessons and tasks for ELA and math, professional development materials, and more. *www.achievethecore.org*

- Literacy Design Collaborative (LDC) : Focuses on secondary with an eye to cross-content integration. The LDC work can also inform all ELA teachers as we move to more comprehensive literacy teaching. *www.literacydesigncollaborative.org*
-
- **Shanahan on Literacy Blog**: Dr. Tim Shanahan's ongoing discussion with the field provides information and dialogue around literacy issues in the classroom, in research and in community. www.Shanahanonliteracy.com
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- National Council of Teachers of English is convening multiple experts and partners to provide teachers with comprehensive supports for English Language Arts and professional collaborative learning. *www.ncte.org/standards/commoncore*

# Top Resources for Math

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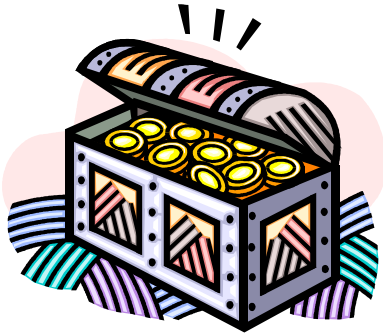
- Inside Mathematics: Video excerpts of mathematics lessons correlated with the practice standards, resources on content standards alignment, and videos of exemplary lessons in both elementary and secondary settings. *www.insidemathematics.org*

- Illustrative Mathematics: Guidance to states, assessment consortia, testing companies, and curriculum developers by illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards. *www.illustrativemathematics.org*

- Progressions Documents for the Common Core Math Standards: Narrative documents describing the progression of a topic across a number of grade levels. *Http://math.arizona.edu/~ime/progressions/*

# Resources



1. Achieve--Students with Disabilities & the Common Core State Standards Resources *www.achieve.org/files/CCSS-SWDs-Resources-Mar2013.pdf*
2. NICHCY—National Dissemination Center for Children with Disabilities nichcy.org/schools-administrators/commoncore
3. Common Core www.corestandards.org/
4. Applications to Common Core Standards-- www.corestandards.org/assets/application-to-students-with-disabilities.pdf
5. CAST—Center for Applied Special Technology-- www.cast.org
6. IDEA Partnership-- www.ideapartnership.org
7. Bloom's Taxonomy http://www.nwlink.com/~donclark/hrd/bloom.html