

The Standards-Based IEP Process: The Essentials

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INSTRUCTIONAL SUPPORT



Brain Teaser:

How do we ensure that students with disabilities have access to the general education curriculum at their grade level?

“Education is the movement from darkness to light.”
- Allan Bloom

Objectives for Today:

Participants will:

- **define** standards-based IEPs
- **explain** why districts should write standards-based IEPs
- **identify** the steps for writing standards-based IEPs

Guiding Principles:

Strategy: **What – Why – How?**

WHAT?

- What is a standards-based IEP?

WHY?

- Why are standards-based IEPs a hot topic?

HOW?

- How do we create a standards-based IEP?

What is a Standards-based IEP?

An IEP which has been developed in consideration of State content standards



IEP Development

Has not changed....

Intentional & Purposeful planning of an educational program for a student with a disability to ensure

- **meaningful access,**
- **participation &**
- **progress in the general education curriculum**

But.....NYSED has provided additional guidance

Why Standards-based IEPs?

- June 2014 memo: The Role of the Committee on Special Education in Relation to the Common Core learning Standards
- June 2014 memo: Curriculum Instruction toward the Common Core Learning Standards
- Articles:
 - “Understanding the Standards-based Individualized Education Program (IEP)”
 - “From Common Core State Standards to Standards-Based IEPs: A Brief Tutorial”
 - “Standards-Based Individualized Education Program Examples”

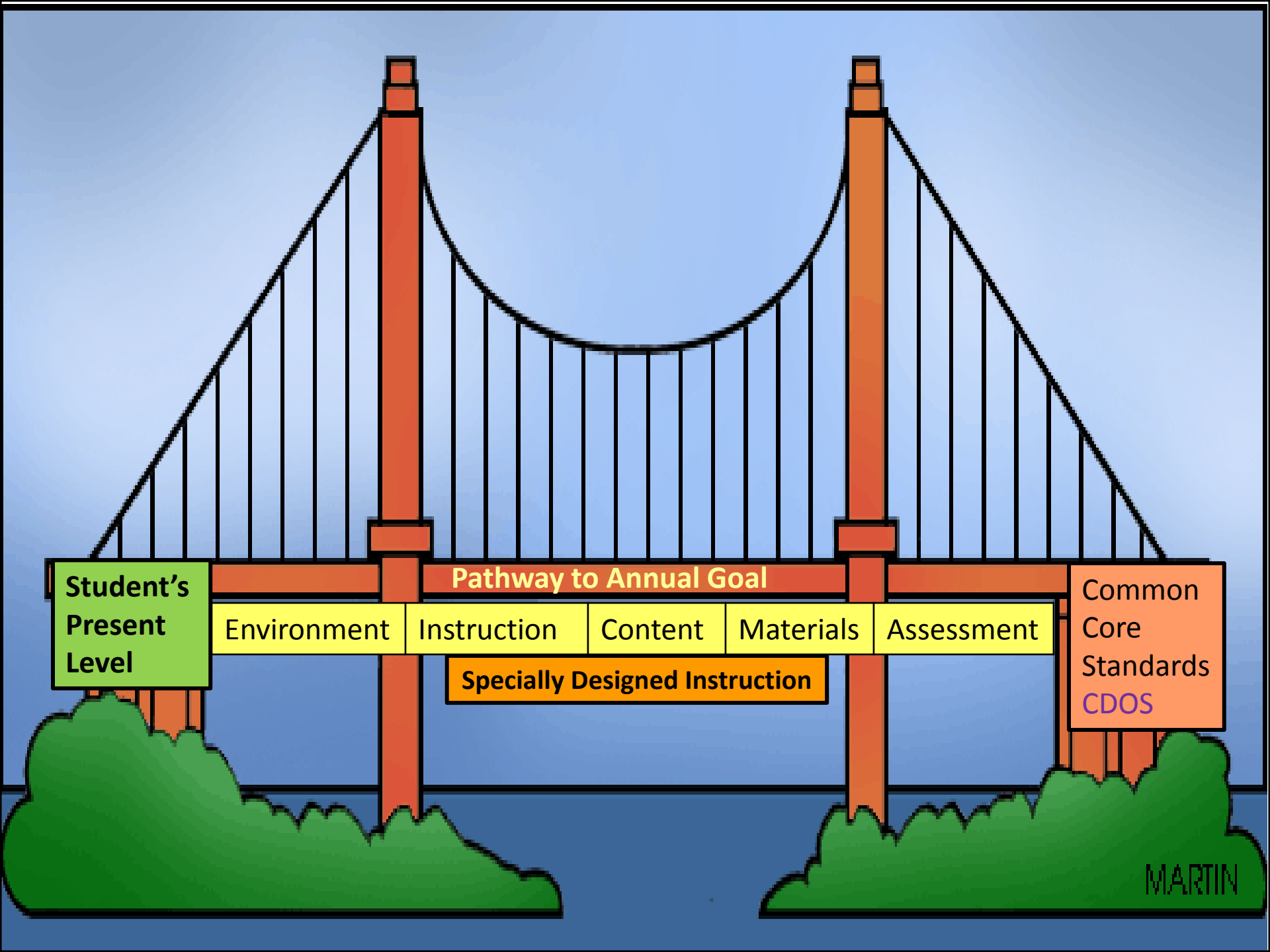


Our Current Practices

- CSEs focus on student's present levels and skills and often work on the next developmental skill
- Those skills are often unrelated to the academic, behavioral or functional learning expectations for other students of the same grade level
- This results in **two different levels** of curricula and expectations for the student

**Standards-Based IEPs are about
Access to the General Curriculum**

*How do we make sure that
students with disabilities
have access to the higher-
level skills that are
embedded in the Standards?*



Student's Present Level

Pathway to Annual Goal

Environment

Instruction

Content

Materials

Assessment

Specially Designed Instruction

Common Core Standards CDOS

MARTIN

The IEP Process

Alignment



- With CCLS, CDOS & General Ed. Curriculum

Closing the Gap



- Addressing Priority areas and Foundational Skills

Creating access requires a combination of accommodations, supports, specially designed instruction & goals



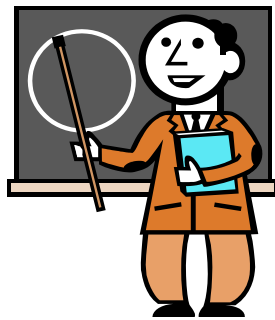
Environment



Content

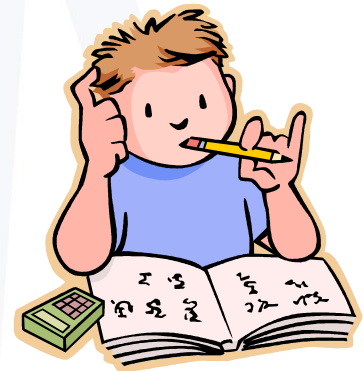


Materials



Instruction

How Learning is Measured



Connecting IEPs to Standards...

***Does NOT* mean –**

- **Writing goals that restate the standards**
- **Using the academic standards alone to determine goals**
- **Assuming that every student will work only on grade level content**

Connecting IEPs to Standards...

Does mean –

- Referring to standards to determine expectations at grade level
- Using the standards as a guide to determine what is important for the student to learn or be able to do
- Conducting an analysis to determine the gap between grade expectations and current skills and knowledge

WHAT ABOUT MEASURABLE ANNUAL GOALS?



Standards-based IEP goals are...

...not simply restatements of the standards; rather, standards-based annual goals **identify the essential skills and knowledge** that a student with a disability needs to acquire in order to master grade-level content standards.



Special Education Field Advisory

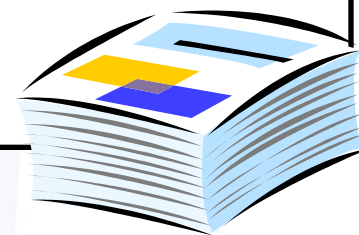
June 2014

The Role of the Committee on Special Education in Relation to the Common Core Learning Standards

NYSED clarified:

- ✓ Expectations for CSE Committee &
- ✓ IEP development in relation to CCLS/CDOS.

<http://www.p12.nysed.gov/specialed/commoncore/roleofCSE-614.htm>



Special Education Field Advisory

June 2014

Included in the Advisory:

- 7 Step Process for IEP Development
- SDI Lesson Plan
- Lists of questions for parents to ask at:
 1. CPSE/CSE meetings
 2. Parent-Teacher Meetings



The Role of the CSE in Relation to CCLS

Text tagging

1. "I" time: **Read, highlight, and text tag** documents

2. Note

- ! ahas
- √ implications to practice
- ? questions

Dialogue

With a partner, **dialogue** about your findings including ahas, implications, and questions

Roles

**General Education
Teacher**

**Special Education
Teacher**

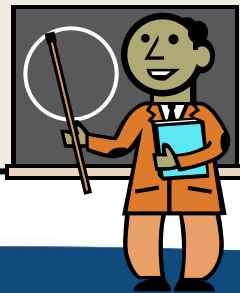
Content Expert
“What”

Process Expert
“How”

**Content
Skills
Participation &
Expectations**

**Differentiated
Instruction
Scaffolding
Universal Design
Learning**

**Annual Goals
Instructional Strategies
Adaptations & Supports
Accommodations
Assistive Technology**



Core Instruction



- **Content Area Specialist**
 - Assist with knowledge of curriculum and grade level standards
 - “What are the Major Learnings this year?”
 - Help unpack the standards so student gaps can be identified
 - Share Lesson Plans/ Classroom activities in advance, so SDI concepts can be applied

CSE Members

Need an understanding of:

- Intent of the standard
- Skills needed to meet standard
 - Includes depth of knowledge
 - New skills and extensions
- Knowledge and skills that should be in place in order for student to meet standards
 - Prerequisites
 - Connections to previous learning
- Methods for showing what the student knows and can do within the standard

The background features a stylized illustration of a person with their arms raised, holding a large, light blue sun-like shape. The person is rendered in a light blue, semi-transparent style. The sun has several rays extending outwards. The entire scene is set against a white background with dark blue wavy borders at the top and bottom.

**THE HOW:
7 STEP ALIGNING PROCESS**

7 Step Aligning Process

1

- Know the Grade-Level Content Standards/ Context

2

- Examine Classroom and Student Data

3

- Develop the PLP

4

- Develop the Annual Goals

5

- Assess/Report Student Progress

6

- Identify SDI, Accommodations/Modifications

7

- Determine Assessment

Definitions

Standards (What is essential to learn)

What students should know and be able to do at various levels of education



Curriculum (What is taught)

The knowledge (content) that is taught to meet the standards



Skills (How to learn)

The tools needed to learn the curriculum

Where do we begin?

Grade level
Common Core
Learning
Standards

Skills needed to
reach grade level
standards

Student's Present
Levels of
Performance

Individualized
CCLS- aligned
Annual Goals

-Need to deconstruct standards in order to identify the skills
-Need to look at strands; big picture; where do they need to be by the end of the year?

-What skills does the student have?
-Where are the gaps?
-What are the subset of skills that can be addressed through SDI, UDL, or related services?

-What are the priority skills?
-What is realistic for the student?
-What skill does the student *need* to have?
-Where do they need to be by the end of the year?

Questions to ask about Student Needs in Relation to the Standards

- What is the student's current performance in relation to the grade-level content standards?
- What State standards has the student achieved?
- What skills does the student already have that will enable him/her to work toward standards for the student's current grade level? (*bridges*)
- What skills are missing in order for the student to be able to achieve the grade level standard? (*gaps*)
- What are this student's high priority needs that you might want to develop goals to address? (*barriers*)

Review...

- The IEP should not merely restate the content standard, but should specify the skills the student needs to acquire in order to make progress in achieving the standard, thereby accessing the general education curriculum.
- Annual goals in a standards-based IEP are related to needs resulting from the student's disability that directly affect access to and progress in the general education curriculum.

References

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- Kansas Department of Education
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