

SPOTLIGHT ON STANDARDS BASED IEPS

Planning for Success and Access in the General Curriculum

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August 9, 2011

Today

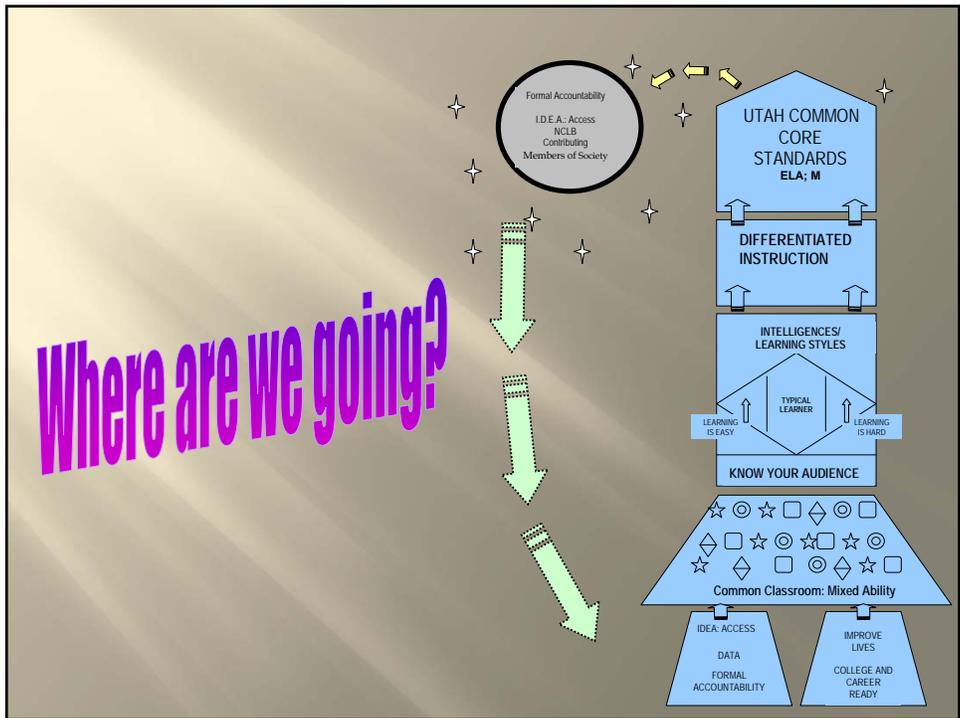
- Brief overview of standards-based IEPs.
- Resources for standards-based IEPs.
- Are standards-based IEPs a legal requirement?

“IS THIS ANOTHER THING I HAVE TO DO?”

NO!



- This is a way to look at what you do a little bit differently.
- This is a way to connect what is going on in the classroom with the IEP.
- Provides a framework for individual student planning.



No Child Left Behind Act of 2002

- Requires accountability through assessment and students to make adequate yearly progress
- Emphasis is to ensure **ALL** students achieve at high levels

PL 105-17 – Individuals with Disabilities Education Act of 1997 and 2004 (IDEA)

- Introduced the concept of aligning special education reform with general education reform
- Required students with disabilities (SWD) to
 - **have access to the general curriculum**
 - **be involved in the general curriculum**
 - **progress in the general curriculum**

CFR 300.26 Special Education

(b) Individual terms defined

(3) Specially-designed instruction means adapting, as appropriate to the needs of an eligible child ... the content, methodology, or delivery of instruction –

(ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Appendix A to Part 300 of IDEA continued

“Must the child’s IEP address his or her involvement in the general curriculum, regardless of the nature and severity of the child’s disability and the setting in which the child is educated?”

“Yes. The IEP for each child with a disability (including children who are educated in separate classrooms and schools) must address how the child will be **involved and progress in the general curriculum.**”

Accessing the General Curriculum: Including Students with Disabilities in Standards-Based Reform

by Victor Nolet and Margaret J. McLaughlin, Corwin Press, Inc. 2000

Thoughts on Creating Conditions for Access

- Access is not just about placement in general education classrooms, nor can access be achieved through special education alone.
- Access means different things for different students. There is no single best definition of access, no single set of “things to do” to ensure access, or even one set of criteria for deciding how to provide access.

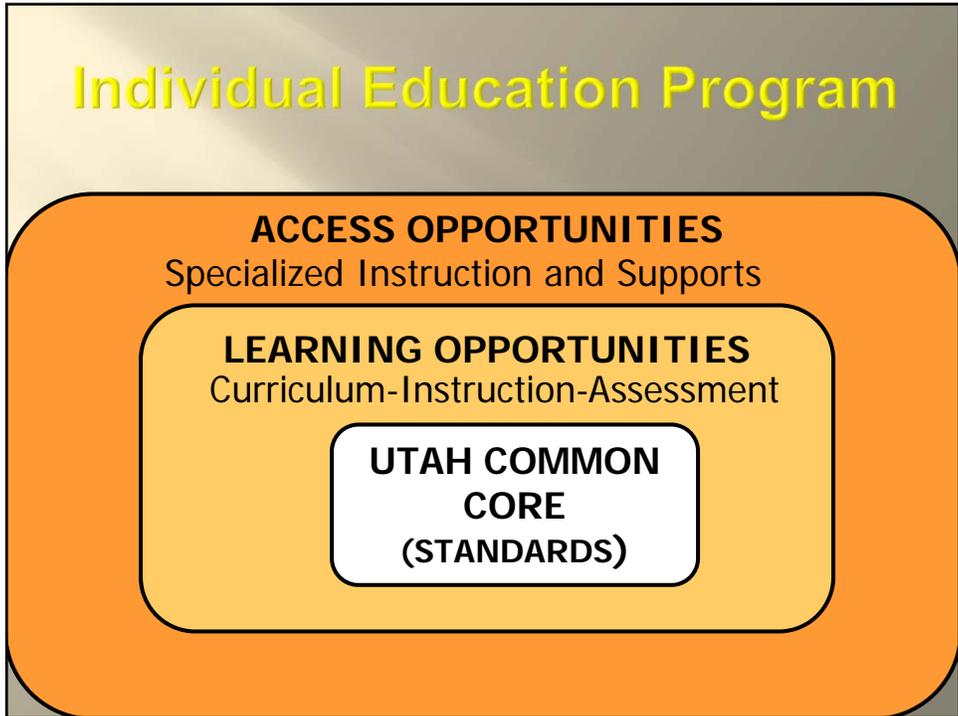
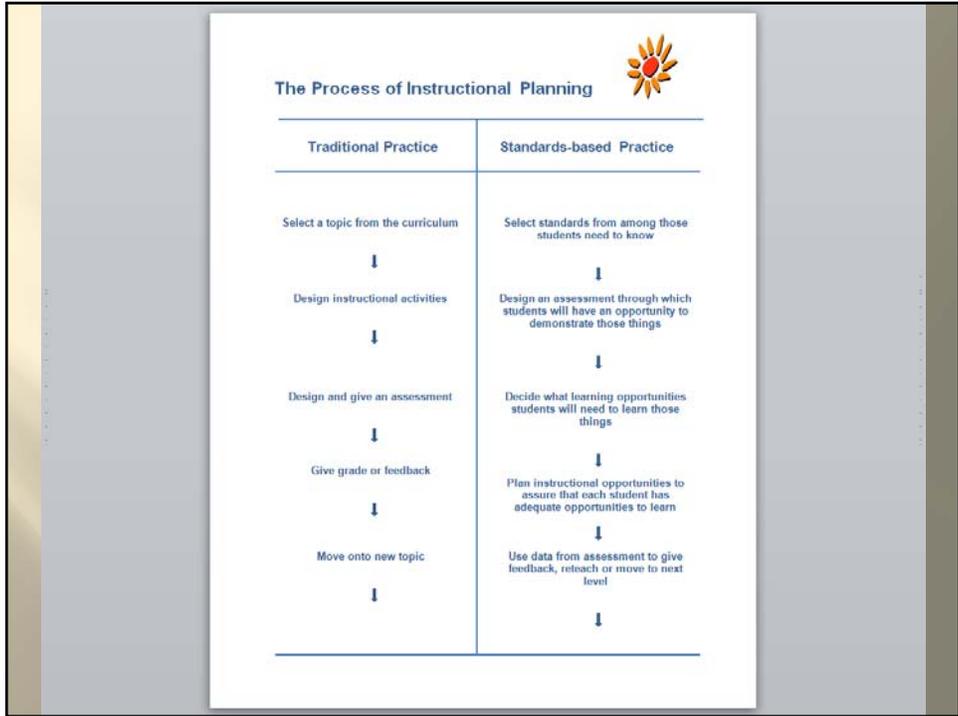
- The critical elements for ensuring that all students have meaningful access to the general curriculum are the conditions within a school that support the necessary access.

- Expectation that all students will benefit from having access to the general curriculum is foundational.
- Belief in the benefits of the general curriculum for all students must be grounded on the knowledge of content standards and the expectations about what students must learn.
- The school environment must promote flexibility and adaptability. The critical resources, such as teachers and time, must be able to change in response to student needs.

- A...problem is confusing inclusion or participation in the general classroom with access to the curriculum.
- When access seems to work, it is because teachers share a knowledge of the general curriculum and have opportunities to discuss what are the most important aspects of the curriculum to teach.
- All teachers and other specialists...must be able to describe what they expect a student to be able to do as a result of instruction in the curriculum.
- The lack of foundational skills among students poses...a dilemma for teachers.

WHY

- There are limited references to standards in IDEA. General curriculum is used most.
- Michael Hock in his July-August 2000 In CASE article entitled "Ten Reasons Why We Should Use Standards in IEPs," states, "The 1997 Amendments to the IDEA don't specifically require that IEPs be referenced to standards."



Purpose of the Utah Common Core

Expectations should be consistent regardless of school, district, or zip code.

Teachers, parents, and students will have the same “road map” of expectations.

There is no longer any difference between the k-12 education needed to go directly to a career or career preparation.

Develop students who are independent and self-directed learners.

Michael Hock asks, “Doesn’t it make sense to design IEPs that help students meet standards – so they can do their best on standards based assessments, pass from grade to grade and eventually graduate, and in the process help prove that their schools and teachers were indeed accountable?”

(Michael Hock. “Ten Reasons Why We Should Use Standards in IEPs.” In CASE, July-August 2000.

Standards-based Practice

Select Standard(s)....

With prompting and support, ask and answer questions about key details in a text. (Utah Common Core, Reading Standard for Informational Text K-5, RI)

(GOAL)

Student will answer *who, where and what* questions about details in a text (informational or fiction text)

Design an assessmentstudent has an opportunity to **demonstrate** standard

(MEASUREMENT and CRITERIA)

Will orally answer *who, where and what* questions about key details in classroom story 4 out of 5 consecutive trials as measured by teacher checklist or other formative assessment.

Decide what learning opportunities student needs to **learn** the standard

(LEARNING ACTIVITIES)

Access and exposure to variety of informational texts

What types of accommodations or assistive technology will be needed.

Frequent opportunities to respond and practice to different types of questions, especially *who, what and where* questions throughout the daily routine.

Plan instructional opportunities to assure student has adequate **opportunities** to learn

Circle time, library activities, transition time between activities, individualized reading.

Use data from assessment to **give feedback, reteach or move** to next level

Collect data from teacher checklists or other formative assessments, throughout the week in different settings. If data shows progress then student is making progress on goal. If data doesn't show progress, teacher should implement interventions such as revisit instructional strategies, pre-teaching, reteaching and accommodations.

- In order to focus instruction, special and general education teachers must have a shared language and a strong knowledge of subject matter content. Special education teachers provide the differentiation through presenting subject matter in different ways, using different texts or materials, using technology, and setting expectations. They rely on their general education colleagues for the subject matter content and for guidelines on how to teach a subject so that students with different levels of knowledge can learn. The exact content of this key information may differ for each child with a disability, but the skills and knowledge should be expressed in the form of explicit performance of students. What will they be able to do after the instruction? The targets...should be relevant and attainable, but nonetheless should reflect the key elements of the curriculum.

W. David Mills, Section Chief, Exceptional Children Division, NC Department of Public Instruction June 2004

We need to remember:

- Exceptional child education is not the answer to poor general education.
- It is not special education that most students need, it is education that is special.
- Each student with a disability deserves a high quality and individually designed education.

USOE Partners with LEAs

Improving educational results and functional outcomes for all students with disabilities;

- Utah State board of Education, Special Education Rules § VIII.C - I
- USBE, SER § IV.G.
- USBE, SER § IV.I

Resources

- NASADE document 2005
- NASADE documents 2007 written by Marla Davis Holbrook
- UPDC- Jerir@updc.org
- USOE special education
- USOE general education
<http://www.schools.utah.gov/curr/main/default.htm>

Utah State Office of Education

Teaching & Learning

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Critical Resources

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- Mission and Strategic Goals
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News & Information

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- Common Core Initiative
- Utah's 3 Tier Model of Math Instruction
- Rural Schools
- High School Redesign
 - Agenda 9-25-09
 - Minutes 9-25-09
 - Agenda 10-09-09
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