

## Accessing the Common Core to Achieve FAPE

Joanne Cashman, Ed. D.  
Director, The IDEA Partnership  
At  
The National Association of State Directors of Special Education (NASDSE)  
[joanne.cashman@nasdse.org](mailto:joanne.cashman@nasdse.org)  
703-519-1501

## Our Time Today

Defining *FAPE across the Years*  
*Standards Aligned IEPs* over the last decade  
Impact of the *Common Core Standards*  
Where are the challenges?  
Where are the opportunities?  
Where are the leverage points?  
Helping others to learn about the common core  
standards and new assessments

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**Free Appropriate Public Education (FAPE)  
across the Years**

First Focus

- Physical Access
- Procedural Safeguards/Due Process
- Least Restrictive Environment (LRE)
- Reasonable Benefit

Evolving focus

- Transition

Recent Focus

- Access to the General Curriculum
  - IEP aligned to standards
- Assessment
  - Accountability specified under ESEA (NCLB)
- Highly Qualified Personnel
  - Subject area competence

Source: DEA Partnership

**Grounding Belief**

**All students  
are general education students  
first!**

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## **Students with Disabilities in the Common Core**

- Grounded in our evolving sense of reasonable benefit
  - Education prepare students for work and life
- Informed by our growing knowledge of instruction
  - We are expected to use what we have learned about what works
- Guided by provisions in recent reauthorizations
  - NCLB and IDEA define highly qualified in terms of subject area Competence
- Consistent with education reform
  - Cradle to College and Career is the overarching framework

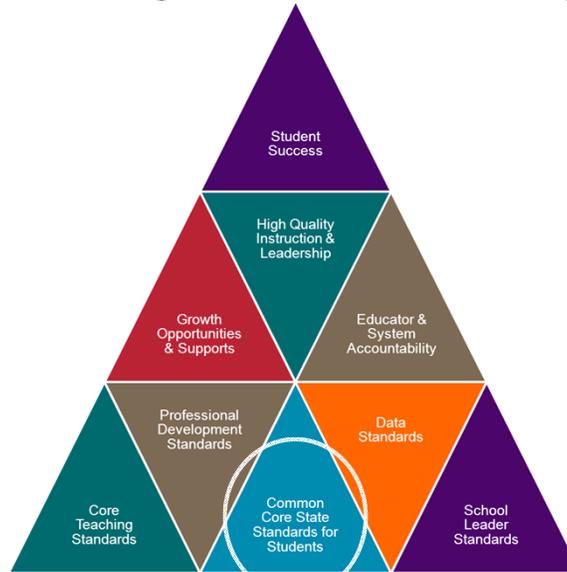
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## **Common Core: Intentionally Considering the Participation of Students with Disabilities**

- Do not recreate the 'retrofit' that we had with the first standards movement
- Build on what we know about standards-based IEPs
- Consider students with disabilities in dialogue and decisions about instruction and assessment
- Consider students with disabilities in the general and the alternate assessment

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## Transforming the Education System



Source:  
CCSSO

**What have we learned about students with disabilities in standards-aligned systems?**

### **Standards-Based IEPs Are Not New**

- Since the early 90's special educators have been discussing how to cross-walk individualization and standards
- Standards-based IEPs developed when students with disabilities were included in large scale assessments under IDEA and in the accountability system under NCLB

Source: PA Training and Technical Assistance Network( PATTAN)

### **The New Vocabulary**

- Access to the General Curriculum
- Standards-Aligned IEPs
- General Assessment
- Alternate Assessment
- Adequate Yearly Progress (AYP)

## **The New Competencies**

- Recognize the direct relationship between IEP development, implementation, and progress monitoring to the general education curriculum and the connections to academic standards
- Develop present levels of academic achievement that inform goal selection
- Determine specially designed instruction that is clear and effective
- Explore methods to effectively monitor student progress
- Recognize importance of providing opportunities to demonstrate knowledge and skills by incorporating Universal Design for Learning principles.

Source: PA Training and Technical Assistance Network (PATTAN)

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## **Academic Standards**

Necessitate the selection and use of materials, methods and tools to enable students to achieve them.

Source: PA Training and Technical Assistance Network ( PATTAN)

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## Specially Designed Instruction

*Specially designed instruction* means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction...

- To address the unique needs of the child that result from the child's disability; and
- To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

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*SDI may* involve any aspect of the student's instruction, including materials, techniques, assessments, and activities.

Source: PA Training and Technical Assistance Network( PATTAN)

## Accessible Instructional Materials (AIM)

- Specialized formats of curricular content
- Textbook/other core instructional materials in braille, audio, digital, or enlarged print format

Source: PA Training and Technical Assistance Network( PATTAN)

## Measuring Progress

- There are many effective ways to measure progress on the goals and progress in the general education curriculum.
- **Taking instructional data often and modifying instruction based on data are key.**

Source: PA Training and Technical Assistance Network( PATTAN)

## Assessment

Assessment accommodations on IEP should be those used routinely by the student.

**What is new about students with disabilities  
in the Common Core?**

Common Core  
State  
Standards Initiative

- National Governors Association Center for Best Practices (NGA Center)
- Council of Chief State School Officers (CCSSO)

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## Developed...

- By...
  - Teachers
  - Administrators
  - Experts in content area
- Based on...
  - College and career readiness standards
  - K-12 learning development
  - Multiple sources of feedback

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## Why Common Standards?

### Consistency

- Previously, every state had its own set of academic standards and different expectations of student performance.

### Equity

- Common standards can help create more equal access to an excellent education.

### Opportunity

- Students need the knowledge and skills that will prepare them for college and career in our global economy.

### Clarity

- Previous standards were “a mile wide and an inch deep.” These new standards are clear and coherent in order to help students, parents, and teachers understand what is expected.

### Economies of Scale

- Common standards create a foundation for districts and states to work collaboratively and achieve economies of scale.

Source: CCSSO

## Standards are Not a Curriculum

- Learning progressions are not a scope and sequence
- There is flexibility to teach to the standards in ways that are designed to support individual student engagement and learning
- Common Core may permit teachers in many states to share ideas about how to teach concepts to students of varying ability

## Intentional design limitations

### The standards do NOT define:

- How teachers should teach.
- All that can or should be taught.
- The nature of advanced work beyond the core.
- The interventions needed for students well below grade level.
- The full range of support for English learners and students with special needs.
- Everything needed for students to be college- and career-ready.

## English / Language Arts

- Reading – progressive development of skills and complexity of text access
- Writing – logical argument and research
- Speaking and Listening – purposeful in various situations
- Language – vocabulary and conventions
- Media and Technology – integrated throughout
- Literacy in the content areas – emphasized at grade 6 and beyond

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## English Language Arts (ELA) Shifts

### Non-Fiction

- Building knowledge through content-rich non-fiction and informational texts in addition to literature

### Evidence from the Text

- Reading and writing are grounded in evidence from the text

### Complex Text & Academic Vocabulary

- Regular practice with complex text and its academic vocabulary (words like “synthesize” and “correspond”)

Source: CCSSO

## Mathematics

- K-5
  - Organized in six domains
  - Solid foundations in number operations
- Middle school
  - Organized in six domains
  - Emphasis on algebra, geometry, statistics and probability
- High school
  - Organized around six conceptual categories
  - Emphasis on mathematical modeling

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## Math Shifts

### Focus

- 2-4 concepts focused on deeply in each grade

### Coherence

- Concepts logically connected from one grade to the next and linked to other major topics within the grade

### Rigor

- Fluency with arithmetic, application of knowledge to real world situations, and deep understanding of mathematical concepts

Source: CCSSO

The James B. Hunt Institute and CCSSO created a series of free video vignettes that explain the Standards in depth.

[www.ccsso.org](http://www.ccsso.org)



Source: CCSSO

## Assessment Consortia

### General Assessments

- Partnership for Assessment of Readiness for College and Careers (PARCC)
- Smarter Balanced Assessment Consortium (SBAC) \*

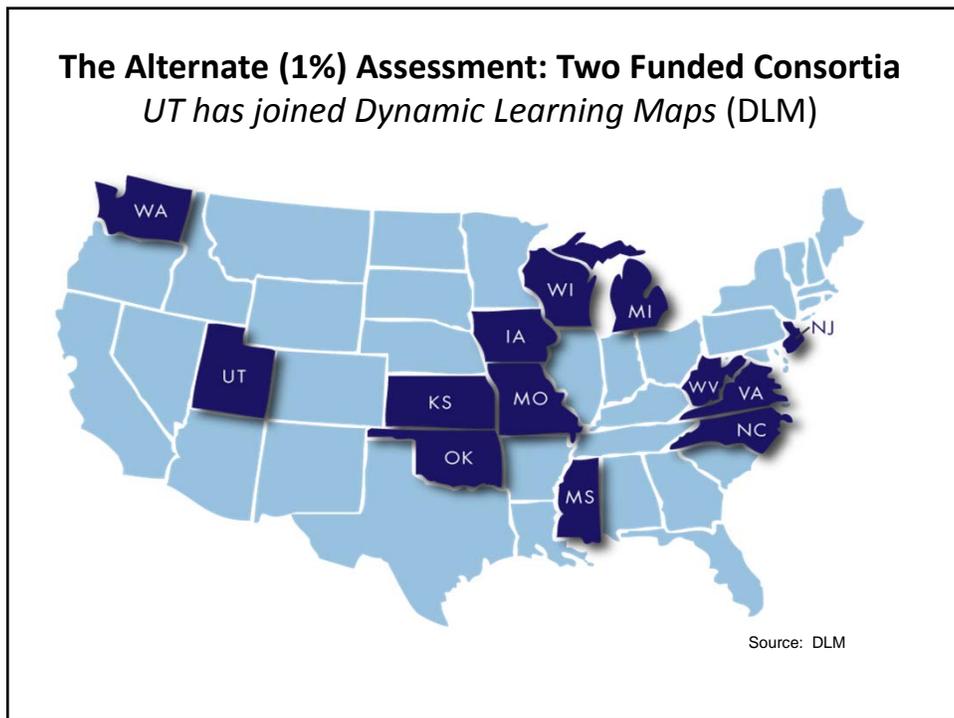
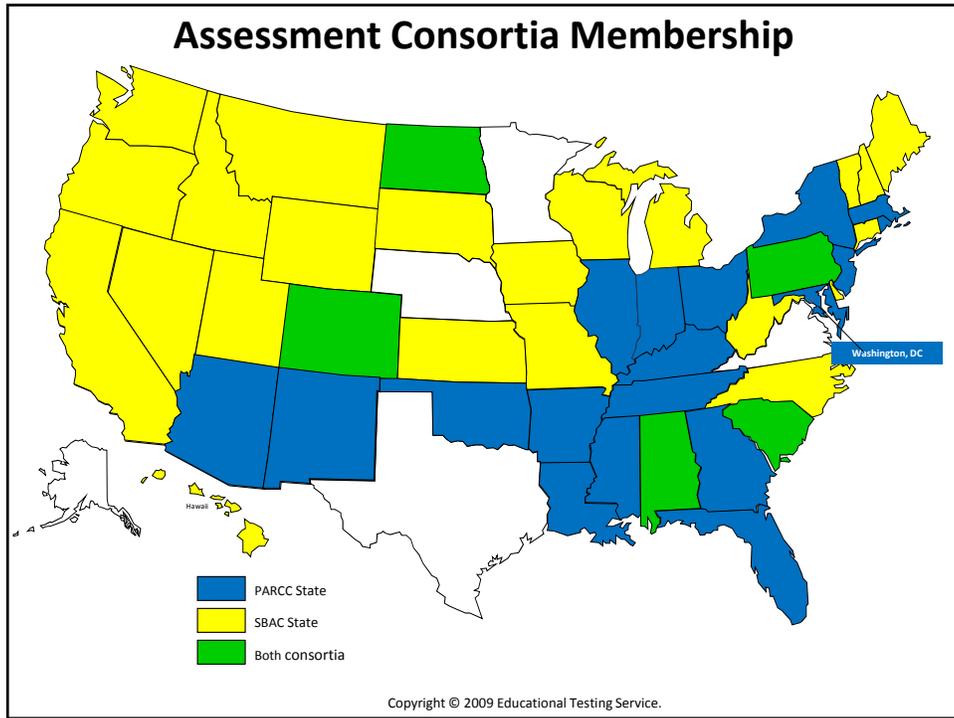
### Alternate Assessments

- Dynamic Learning Maps Alternate Assessment System Consortium (DLMAASC)
- National Center and State Collaborative Partnership (NCSC)

### ELL Assessments

- ASSESTS at World-Class Instructional Design and Assessment Consortium (WIDA)

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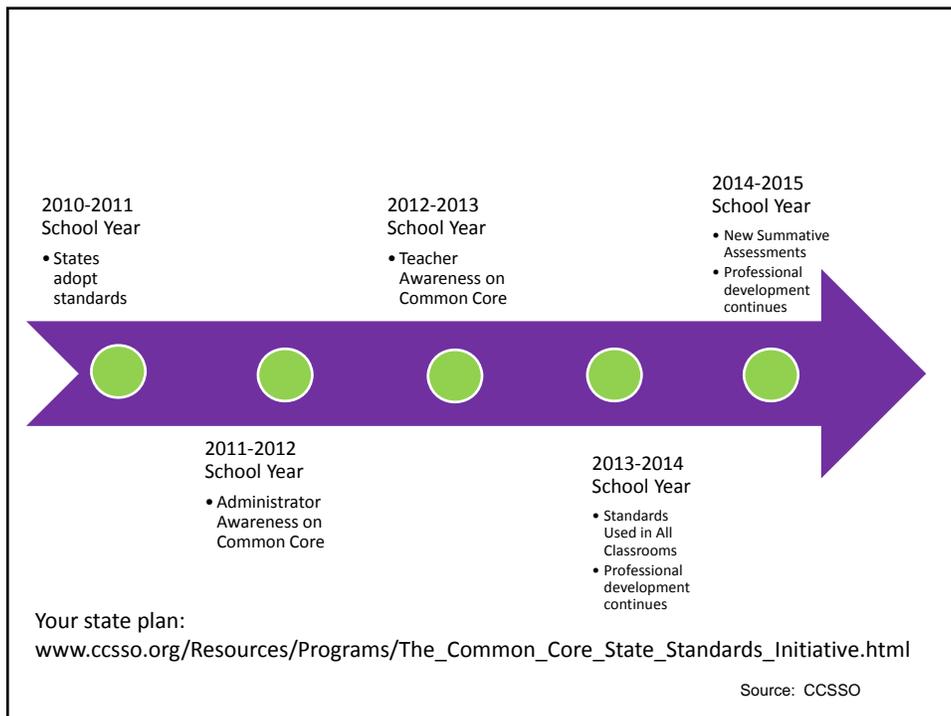
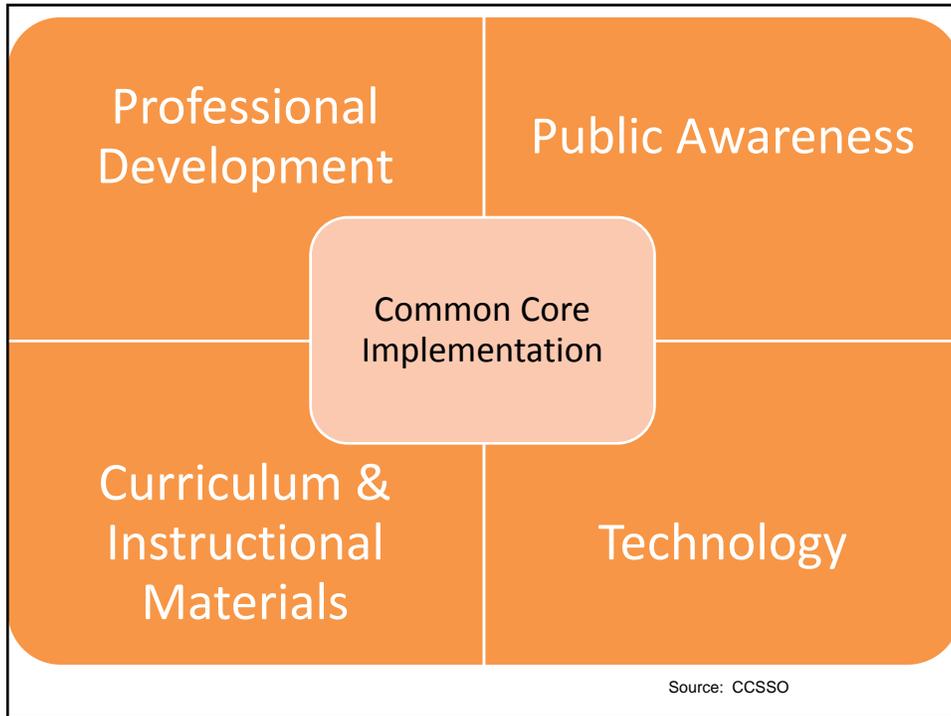


## Implementing the Common Core

- Consortia design assessments discuss instructional implications as well.
- States work together to raise the issues that they know and project new issues
- Alternate ways of approaching tasks are being considered in the various consortia. Ideas are being shared.
- States have or will align with one consortia for the general assessment and one consortia for the alternate assessment by 2014-15.

## The Same...But Different!

- State standards are written , but ...
  - they are now consistent across states(46).
  - they are college and career-ready standards
- Large scale assessments are important...but they now...
  - No longer are one time paper and pencil!
  - Are available on computer ...SBAC is computer adaptive
  - Have many accommodations built in
  - Have optional formative assessments available



### Implementation: Some Watch Points!

- To what extent is there broad understanding about the why and how of common core?
- Do special educators understand and support the *college and career ready focus* of the Common Core?
- Is there current understanding of standards aligned IEPs? Can this be a bridge to the Common Core?
- Do special educators understand the focus of the general and alternate assessments?
- Is the current technology adequate and available?
- Are teacher preparation programs aware of and aligned to common core?
- Are families aware of and involved implementing the common core.

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### FAPE and the Common Core:

#### *Cradle to College and Career*

- Informing families
- Helping practitioners and families understand the change
- Helping practitioners and families understand the goal
- Bringing youth into their own planning as active participants
- Recognize that college and career readiness begins early (*Part C*) and demands alignment across the years (*Part B and Transition*)
- Developing a shared vision that involves all the roles and extends across the years
- **Remember:**
  - Families, and youth themselves, are the service coordinators across the lifespan
  - They have the most to gain from a Common Core that is thoughtfully and inclusively implemented for students with disabilities.

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# To Help Practitioners and Families Get Grounded in the Common Core....

[www.ideapartnership.org](http://www.ideapartnership.org)

[Common Core Collection](#)

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**idea PARTNERSHIP**

Dedicated to improving outcomes for students and youth with disabilities through shared work and learning.

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**Our Work**

- Collaboration On Issues »
- Collaboration With Groups
- Creating Dialogue »
- Communities of Practice »
- Info Collections
- LearningPort
- Topics Database »

**Receive updates**

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Photo by: CP's SafeSubscriber™

For Email Newsletters you can trust

The full archive of Idea Partnership updates can be found [HERE](#)

**Welcome!**

The IDEA Partnership reflects the collaborative work of more than 50 national organizations, technical assistance providers, and organizations and agencies at state and local level. Together with the Office of Special Education Programs (OSEP), the Partner Organizations form a community with the potential to transform the way we work and improve outcomes for students and youth with disabilities.

**Purchasing Accessible Learning Materials – the PALM Initiative**

<http://alm.cast.org/learn/practices/alm>

As classrooms start to incorporate more digital technology, it becomes increasingly important that materials used in the classroom are designed to be useable by all students. This may require adjustments in the way materials are purchased, and that, in turn, will create the availability of more flexible and accessible learning materials in the marketplace. CAST is launching the PALM Initiative (Purchase Accessible Learning Materials) to ensure this change happens as soon as possible. [Read More.](#)

**The Common Core State Standards Collections are now available on our Partnership website.** Each includes tools for presenting the information to parents and practitioners interested in learning about the Common Core Standards. The two collections currently include:

- The Common Core Collection
- Assessments for the Common Core Collection

The IDEA Partnership will host two overview webinars twice a month beginning June 14, 2012. After attending the Overview webinar, participants will have an opportunity to request virtual mentoring to develop a customized plan for using the tools in their work.

**Register for the Overview to the Common Core State Standards Collections (CCSS) – it's not too late!**

After attending the Overview webinar, participants will have an opportunity to request virtual mentoring to develop a customized plan for using the tools in their work. Other sessions are being planned. To register, click on the date you want to participate below.

Click on date to register for the Overview on CCSS:

- August 9, 2012 1:00 pm EST
- August 23, 2012 6:00 pm EST
- September 13, 2012 1:00 to 2:00 PM EST
- September 27, 2012 6:00 to 7:00 PM EST

**New webinars tell all about the IDEA Partnership Collections -- Read more.**

- Listen to the short PowerPoint overview (PPTs). Each PPTs provides a short audio description of the slide content. An audio transcript of each show is provided.
- The video and the pdf transcript take a few seconds to download. The elapsed time in minutes follows the title of the video.

**LearningPort**

The new LearningPort National Professional Development Library was moved to the left side (description) and right sidebar (not link).

**Quick Links To Tools and Resources**

- Partnership Collections
- Tools to build understanding
- Autism Spectrum Disorders (ASD)
- Common Core State Standards
- Cradle to College and Career Collection
- Creating Agreement
- Response to Intervention (RTI)
- Secondary Transition
- Specialized Instructional Support Personnel
- Together on RTI
- Partnership Users Guides
- Tools to build in-depth understanding
- User Guide to NSTTAC Evidence-based Collection
- Users Guide to Center on Instruction Evidence-based Collection
- Dialogue Guides
- Tools to conduct stakeholder conversations
- IDEA 2004 Regulations
- IDEA 2004 Statute
- Typical Issues
- Partnership Resources & Briefs
- Tools for working in a different way
- CoP Collection & Resources
- P-16/20 in the Pipeline
- National Professional Development Library
- The LearningPort
- Other Resources
- NCLB
- IDEA 2004 Statute
- Regulations – Part B
- Building the Legacy: IDEA 2004 (OSEP website)

The screenshot displays the IDEA Partnership website interface. At the top, the mission statement reads: "dedicated to improving outcomes for students and youth with disabilities through shared work and learning." The navigation bar includes links for Home, About, Contact, News, Partners, and Login/Out. The main content area is divided into several sections:

- Our Work:** Includes links for Collaboration On Issues, Collaboration With Groups, Creating Dialogue, and Communities of Practice.
- Info Collections:** Lists various resources such as Guiding Principles (130), Fact Sheet, Grounding Assumptions, Needs of the Field, Glossary, and Resource Guide. Each item includes a video icon and a transcript link.
- Common Core Collection:** Features a PowerPoint and Presenter Guide for Common Core State Standards, and a PowerPoint and Guide (450).
- Dialogue Guides for the Common Core State Standards:** Explains that these guides are tools for conducting interactive discussions across stakeholders.
- Your Voice:** Encourages users to share their experiences and needs on the Common Core, including information needs, large-scale assessments, and materials for understanding the common core.
- Contributing To Your Voice (287):** A resource for sharing user feedback.
- Quick Links To Tools and Resources:** A sidebar menu listing various collections and guides, including Partnership Collections, Partnership Users Guides, Dialogue Guides, Partnership Resources & Briefs, and the National Professional Development Library.

Thanks for inviting me...  
*For more information on the Partnership Collections  
 and Virtual Mentoring on the use of these tools*

Contact me toll free at:

**1-877-IDEAInfo**

...or email me at

[partnership@nasdse.org](mailto:partnership@nasdse.org)