# The Standards-Based IEP Process:

*What You Need to Know*

HELLO
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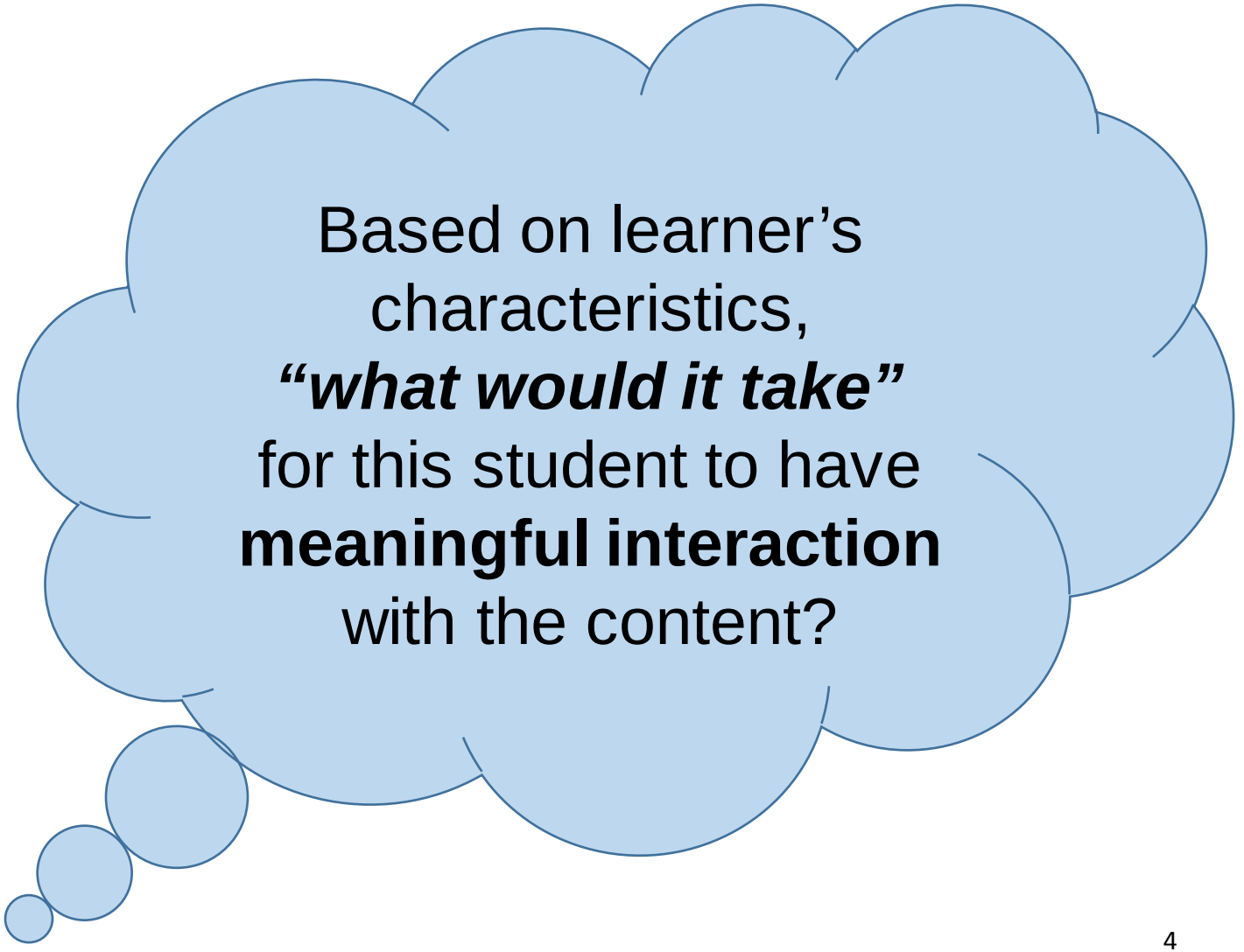
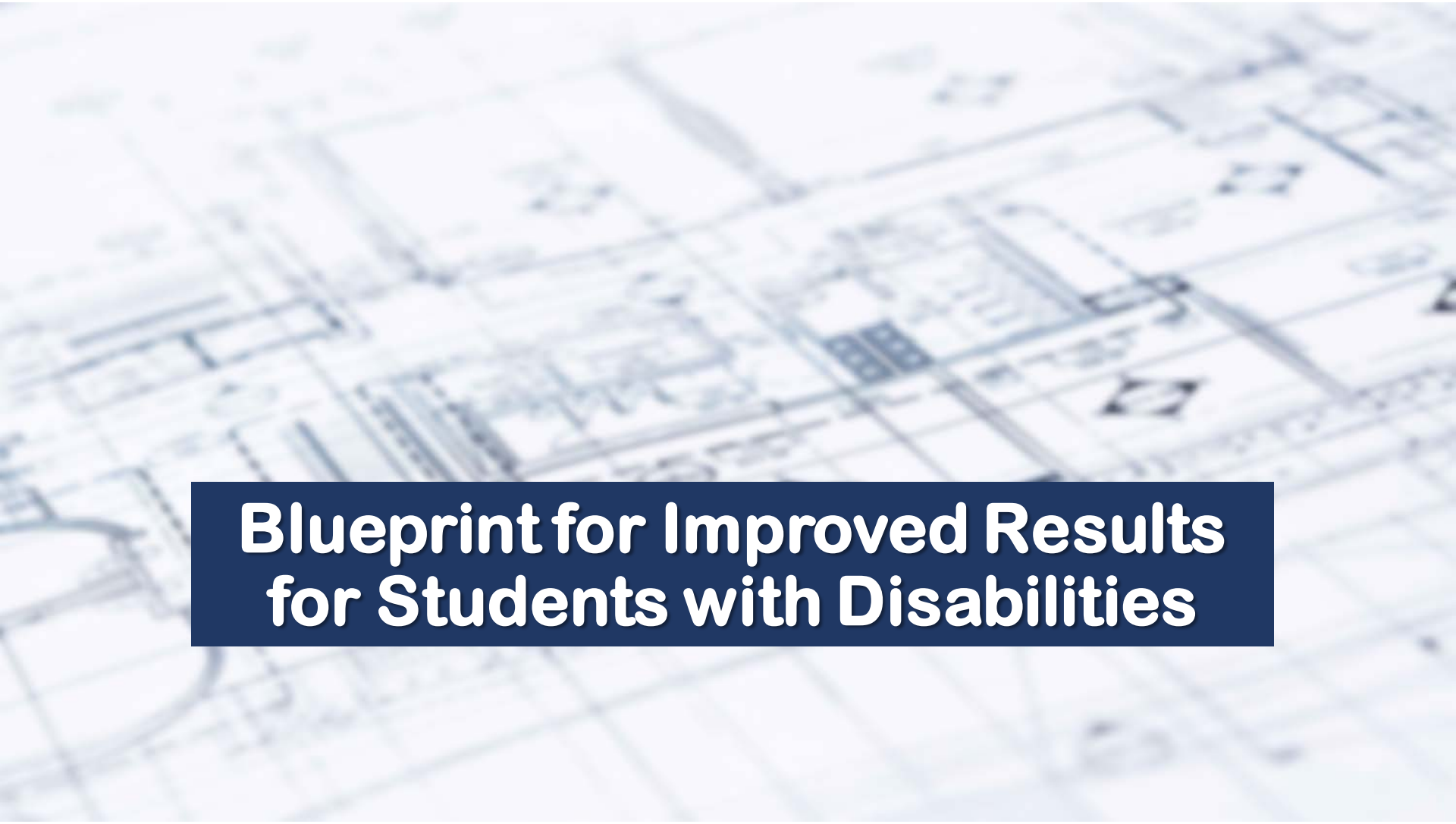
# What is a Standards-Based IEP?

"In a standards-based IEP, the CSE has incorporated State content standards in its development. Standards-based IEPs are a **best practice to create high expectations** for students with disabilities."

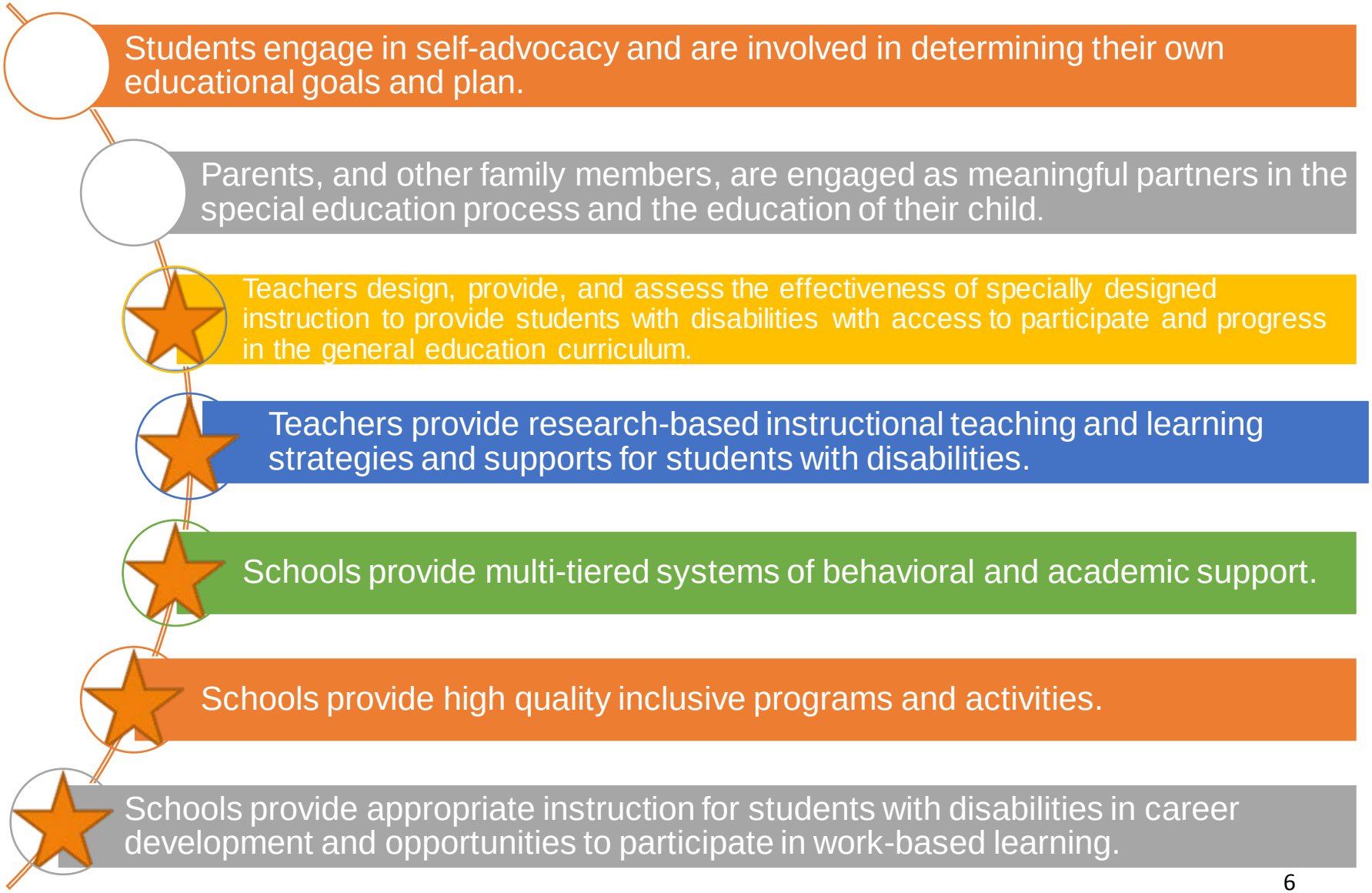
- Not a new idea
- The entire IEP is developed with the Standards in mind, not just goals.

# Imagine if every conversation about a struggling learner started like this:




Blueprint for Improved Results
for Students with Disabilities

# Blueprint For Improved Results For Students With Disabilities
## Key Principles



Blueprint & S-B IEPs

## What

- Turn & Talk:

## Why

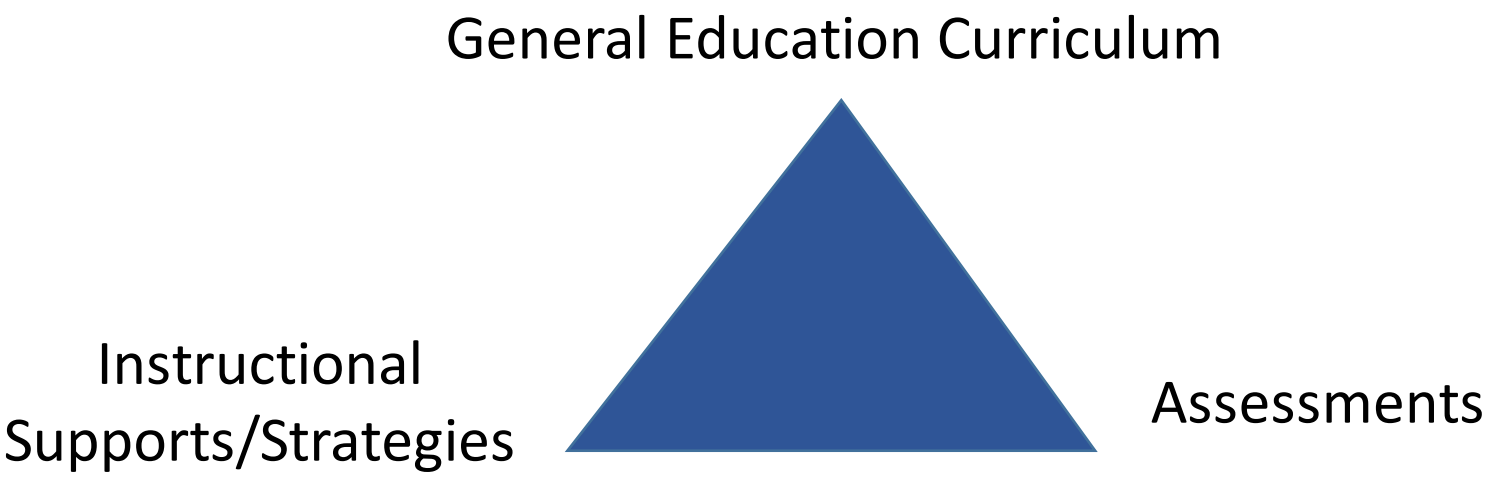
- See the connection between a standards-based IEP and the Blueprint

## How

- Review the Key Principles
- Select one of the starred key principle that relates to your role.
- Review the evidence - Identify key words, strategies or practices that support the development of a standards-based IEP
- Turn to a partner and share your observations.

# *Standards-Based IEPs are about facilitating active, purposeful participation in the curriculum*

Focus on the knowledge and skills needed by all students, so they can be successful in college and careers ……



# Meaningful Access

"Access to and participation in the general education curriculum does not occur solely because a student is placed in a general education classroom, but rather when students with disabilities are actively engaged in learning the content and skills that define the general education curriculum…"

# IEP Development

*Has not changed….*

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

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

But….

*…NYSED has provided additional guidance*

# Steps to Creating Standards-Based IEPs

| | |
|---|---|
| 1 | Know the Grade-Level Content Standards/ Context |
| 2 | Examine Classroom and Student Data |
| 3 | Develop the PLP |
| 4 | Develop Measurable Annual Goals |
| 5 | Assess/Report Student Progress |
| 6 | Identify SDI, Accommodations/Modifications |
| 7 | Determine Appropriate Assessment |

*Adapted from the National Association of State Directors of Special Education (NASDSE):
http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/36_a7f577f4-20c9-40bf-be79-54fb510f754f.pdf

# What is a Standards-Based IEP?

**1. Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.**

- **What is your role in this step?**

# *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

# Analyze Standards

- “Drill down” to determine what is required to access the standard.
- What are the prerequisite skills?
- Is the standard addressing a skill which has a hierarchical access point?
- Is the standard addressing content or knowledge which suggests degrees of difficulty and complexity?
- What are the student’s skills?

# *Unpacking the Standards*

- Anchor Standards for ELA and Math
- These are broken down into a logical **progression of content and skills from grade to grade**
  - Skills essential in ELA and Math
  - Hierarchical Access Points
  - Pre-requisite Skills & Scaffolding

http://dpi.wi.gov/sites/default/files/imce/ela/resources/CCSS_Vertical_Articulation_ELA.pdf

http://ime.math.arizona.edu/progressions/

http://www.achievementstrategies.org/curriculumStandards.html

3 useful resources

# What is a Standards-Based IEP?

**1. Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.**

- **What is your role in this step?**

**TAKE ACTION**

# What is a Standards-Based IEP?

**2. Examine the classroom and student data to determine where the student is functioning in relation to the grade-level standards**

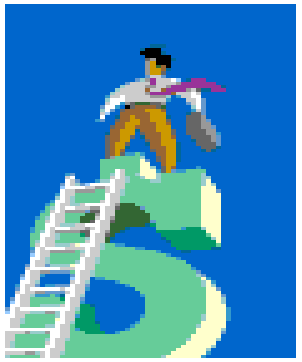
- **What is your role in this step?**

# *Connecting IEPs to Standards…*

**Does mean: Using the standards…**

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

## Common Core Learning Standards



ad*apt*ations

SDI

strategies

**G A P**

assistive technology

UDL

modifications

differentiation

supports

accommodations

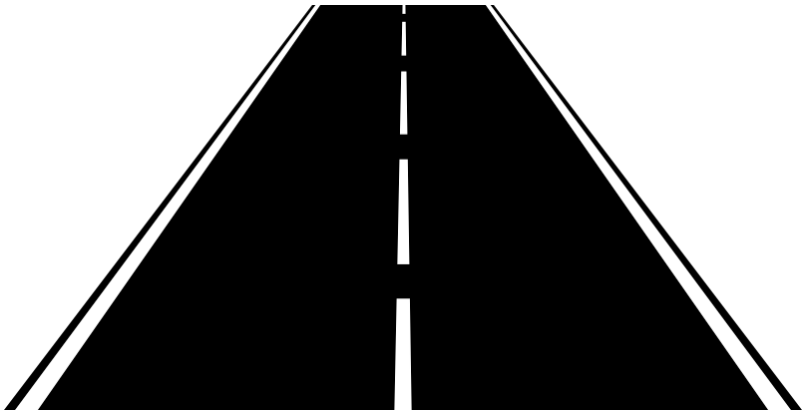
## Performance of Student with a Disability

# Grade Level vs. Instructional Level

- Correct point of access can be off grade-level due to the sequential nature of the skill acquisition

- Sometime we “teach up” to the grade-level by determining “what it will take”

- Gap Analysis determines the appropriate point of access and performance criteria



# What is a Standards-Based IEP?

**2. Examine the classroom and student data to determine where the student is functioning in relation to the grade-level standards**

- **What is your role in this step?**

**TAKE ACTION**

# What is a Standards-Based IEP?

**3. Develop the present level of academic achievement and functional performances.**

- **What is your role in this step?**

# Create a clear picture of the student…

# Impact of the disability on participation and progress in the curriculum

1. How does the student's disability impact the student's involvement and ability to progress in the general education curriculum?

2. What academic areas are impacted due to the disability?

# ***Present Level of Performance:***

... Kari's difficulty in organizing materials and information affects her ability to complete assignments independently and compose written essays…

... His teachers report that he has a good grasp of computation when working with whole numbers but struggles with computation involving fractions and decimals which will affect his involvement and progress in the 5th grade general curriculum…

Luis has difficulty organizing information into larger units (e.g., main ideas or themes). He understands parts of a text, but has difficulty determining the main ideas and writing summaries of information read….

# What is a Standards-Based IEP?

**3. Develop the present level of academic achievement and functional performances.**

- **What is your role in this step?**

TAKE ACTION

# What is a Standards-Based IEP?

**4. Develop measurable annual goals aligned with grade-level academic content standards.**

- **What is your role in this step?**

**Annual goals are based on skills, not standards**

# *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.

# Measurable Annual Goals

1. Given a reading passage, Luis will identify the main idea and two supporting details with accuracy across academic areas.

   Criteria: 80% accuracy in 3 out of 4 trials
   Procedure: work samples; Schedule: weekly

2. Using a graphic organizer, Kari will write a cohesive paragraph, including 3-5 sentences on a specific topic as per teacher request across a variety of settings.

   Criteria: 4 out of 5 trials over 4 consecutive weeks
   Procedure: work samples; Schedule: weekly

# What is a Standards-Based IEP?

**4. Develop measurable annual goals aligned with grade-level academic content standards.**

- **What is your role in this step?**

**TAKE ACTION**

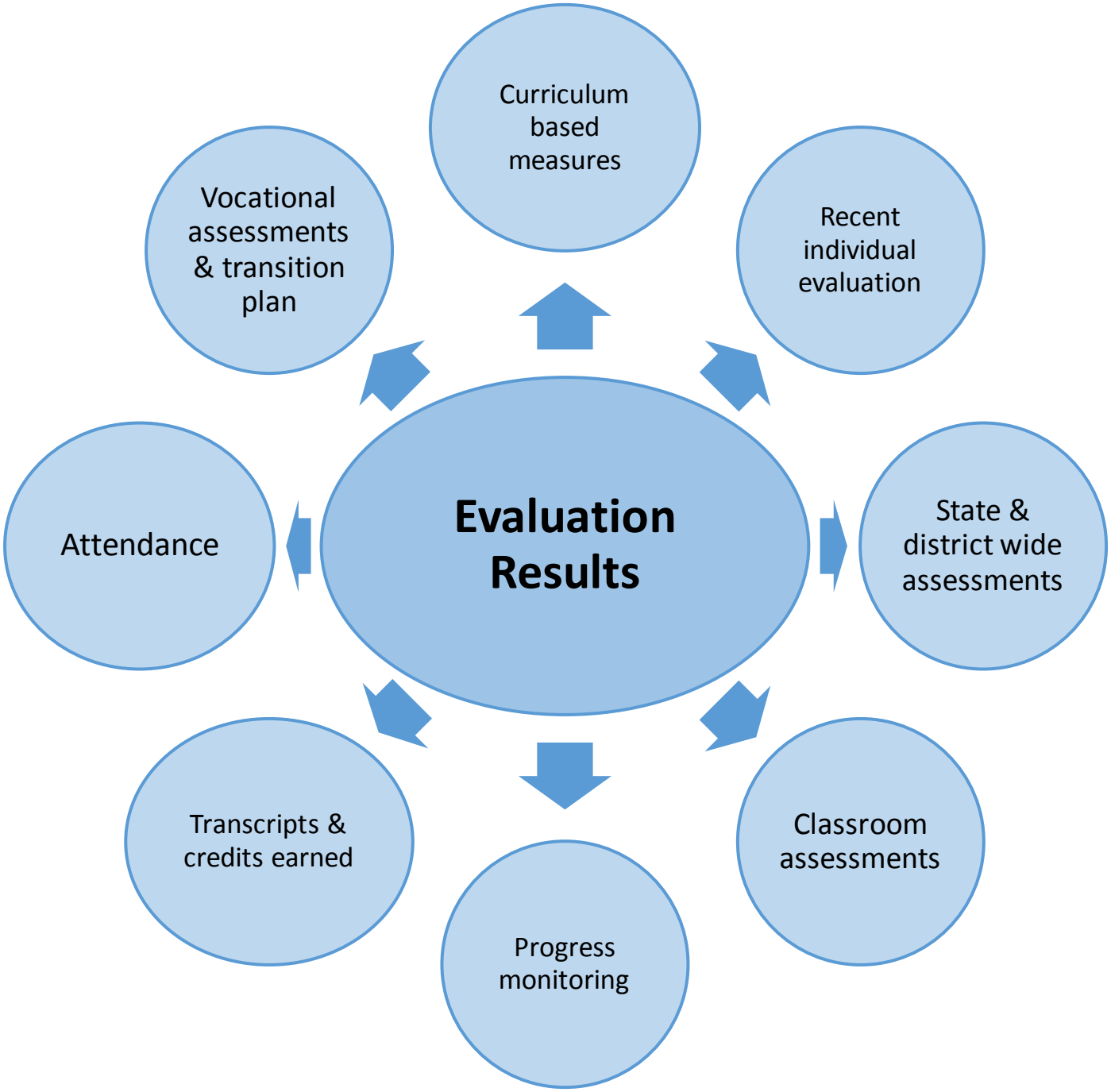
# What is a Standards-Based IEP?

**5. Assess and report the student's progress throughout the year.**

- **What is your role in this step?**

## Step 5 - Assess and report the student's progress throughout the year.

- How does the student demonstrate what he/she knows on classroom, district and State assessments?
- Are a variety of assessments used to measure progress of academic skills and functional performance to achieve the standards?
- Is the student making progress in achieving their annual goals?
- How will progress be reported to parents?


Curriculum based measures
Recent individual evaluation
State & district wide assessments
Classroom assessments
Progress monitoring
Transcripts & credits earned
Attendance
Vocational assessments & transition plan
Evaluation Results

# What is a Standards-Based IEP?

**5. Assess and report the student's progress throughout the year.**

- **What is your role in this step?**

**TAKE ACTION**

# What is a Standards-Based IEP?

**6. Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum**

- **What is your role in this step?**

# Specially Designed Instruction – SDI

"is the intentional and purposeful planning of instruction to ensure that students with disabilities can meaningfully access, participate and progress in the curriculum throughout the entire lesson."

# Specially Designed Instruction

**Standards:**

The ***WHAT*** of education for all students

**Specially Designed Instruction:**

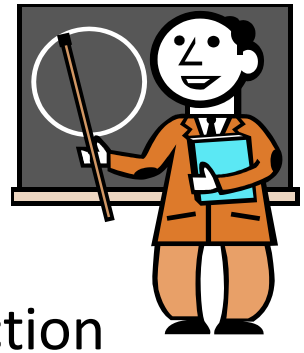
The ***HOW*** of education for students with disabilities

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

Environment

Content

Materials



Instruction

How Learning is Measured

# Examples of SDI

| | Explicit Core Instruction | Specially Designed Instruction |
|---|---|---|
| Introduction-Objective<br><br>"I Do" | Read the objective to students<br>Students will restate objective | **Sheldon** – have students read chorally & then have them read independently for reading fluency & comprehension<br>**Mark** – put students in pairs to process what we'll be doing for the day before restating |
| Guided Practice<br><br>"We Do" | Students will turn & talk to partner | **Chloe** – needs picture cues to assist in conversational skills |
| Independent Practice<br><br>"You Do" | Students will write 3 numbers in expanded, standard & written form | **Brayden** – graph paper for alignment<br>**Simon** – speech to text app on iPad for written form<br>**Mary** – graphic organizer with prompts for each number representation |

# Intentional & Purposeful Planning

## Appendix C: IEP and Lesson Plan Development Handbook1

| NONVERBAL COMMUNICATION | |
|---|---|
| **Specially Designed Instruction (SDI)**<br>**WHAT THE TEACHER TEACHES** | **Supplementary Aids and Services (SAS)**<br>**WHAT THE STUDENT NEEDS** |
| ☐ Visual, written, verbal, physical, picture prompts and cues<br>☐ Cue cards<br>☐ Graduated guidance<br>☐ System of least prompts<br>☐ Instruction of American Sign Language<br>☐ Computer assisted instruction<br>☐ Multiple-modality strategies<br>☐ Use of body language<br>☐ Attending to the speaker<br>☐ Other | ☐ Visual, written, tactual, verbal, physical, picture prompts and cues<br>☐ Hand-under-hand vs. hand-over-hand physical guidance/exploration<br>☐ American Sign Language<br>☐ Switch activated devices<br>☐ Augmentative communication devices<br>☐ Dynamic screens<br>☐ High technology communication devices<br>☐ Communication boards/books/ cards<br>☐ Picture-based communication<br>☐ Establishing and maintaining eye contact<br>☐ Switch accessibility<br>☐ Scan accessibility<br>☐ Educational interpreter<br>☐ Other |

# What is a Standards-Based IEP?

**6. Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum**

- **What is your role in this step?**

**TAKE ACTION**

# What is a Standards-Based IEP?

**7. Determine the most appropriate assessment option.**

- **What is your role in this step?**

# Determine the most appropriate assessment option.

## Know the Student

- What accommodations are used in the classroom?

## Know the Test

- What types of responses do the State assessments require?
- What are the administrative conditions of the assessment?
- What accommodations are allowed on the assessment(s)?
- What can be learned from the student's previous State assessment results?

# Appropriate Assessment

1. Participation in statewide assessment without accommodations

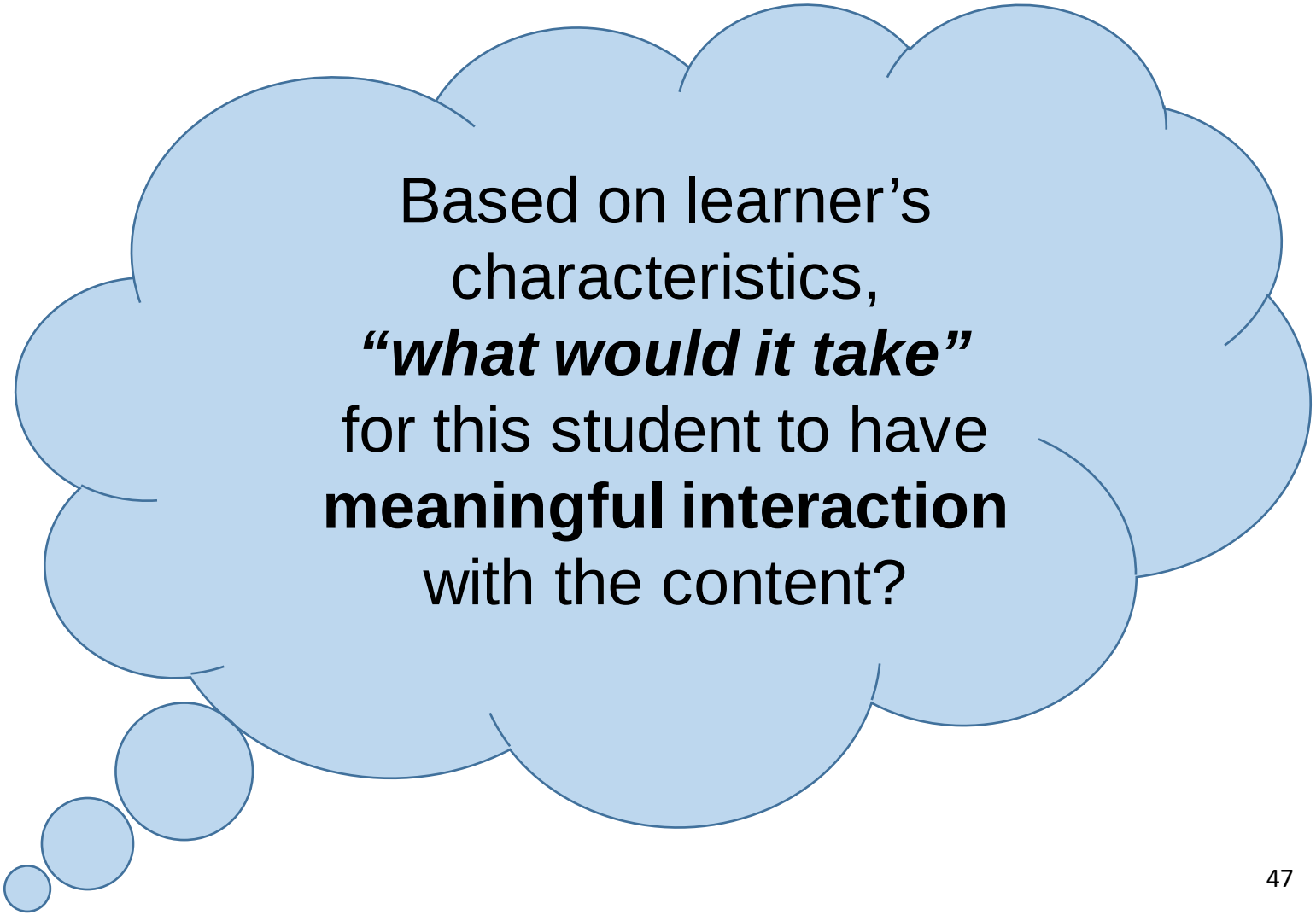
2. Participation in statewide assessments with allowable accommodations.

3. Participation in alternate Assessment based on alternate achievement standards.

# What is a Standards-Based IEP?

**7. Determine the most appropriate assessment option.**

- **What is your role in this step?**

**TAKE ACTION**

# Imagine if every conversation about a struggling learner provided the answer to …