Aligning IEPs to the Standards



Elizabeth Littlefield Regional Special Education Training Specialist Capital District/North Country RSE-TASC

elizabeth.littlefield@neric.org

518-483-6420 x 2015



- Introduction
- New York State Special Education Policy and Memos
- Steps to Aligning IEPs to the Standards
- Student Example
- Closure



BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

Key Principles

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Schools provide multi-tiered systems of behavioral and academic support.

Schools provide high quality inclusive programs and activities.

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Objectives: Why

- IEPs are developed in consideration of grade level standards.
- All teachers continually assess students' understanding of lessons to improve and target instruction to student needs.
- Progress monitoring data are collected and inform decisions about the effectiveness and/or need for modification to interventions
- The needs of the students are the primary consideration in the configuration of special education programs and services to be provided to students with disabilities.



Objectives

<u>How</u>

- Review steps to aligning IEPs to the Standards
- Discuss considerations for students with disabilities when developing and implementing IEPs
- Implement "Steps to Aligning IEPs to the Standards" template and student example as tools in the development process

<u>What</u>

- Blueprint for Improved Results for Students with Disabilities
- Role of the CSE in Relation to the CCLS
- NYS Next Generation Learning Standards
- Steps to Aligning IEPs to the Standards
- Student Example



Why Align IEPs to the Standards?



Least Restrictive Environment (LRE)

200.1(cc) The placement of an individual student with a disability in the least restrictive environment shall:

- provide the special education needed by the student
- provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- be as close as possible to the student's home.

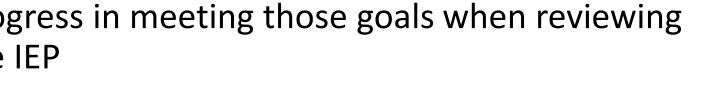
IEPs provide students with the opportunity to receive specially designed instruction that is linked to the general educational curriculum along with appropriate accommodations to support achievement of grade-level expectations.

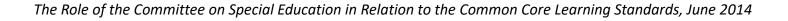


The Role of the Committee on Special Education in Relation to the Common Core Learning Standards, June 2014

What is the Role of the CSE?

- Responsibility of the CSE to recommend goals and ulletservices in a student's IEP
- The goals and services will assist the student to be \bullet involved and progress in the general education curriculum
- Members of the CSE will need to consider the ulletState's learning standards, as well as the schoolbased instructional curriculum, and student's progress in meeting those goals when reviewing the IEP







How to Align IEPs to the Standards



Steps to Aligning IEPs to the Standards

- **1** Consider the Grade Level Standards
- **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

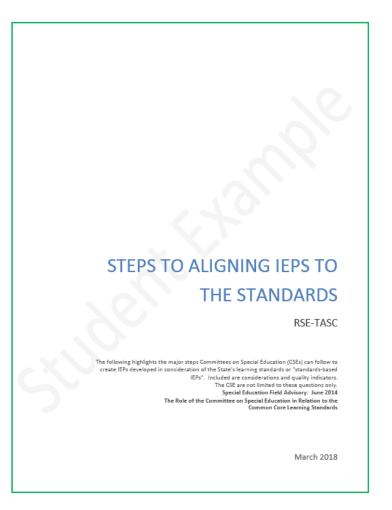
7 Determine Appropriate Assessment

*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

Tools for Aligning IEPs to the Standards



Tools for Aligning IEPs to the Standards

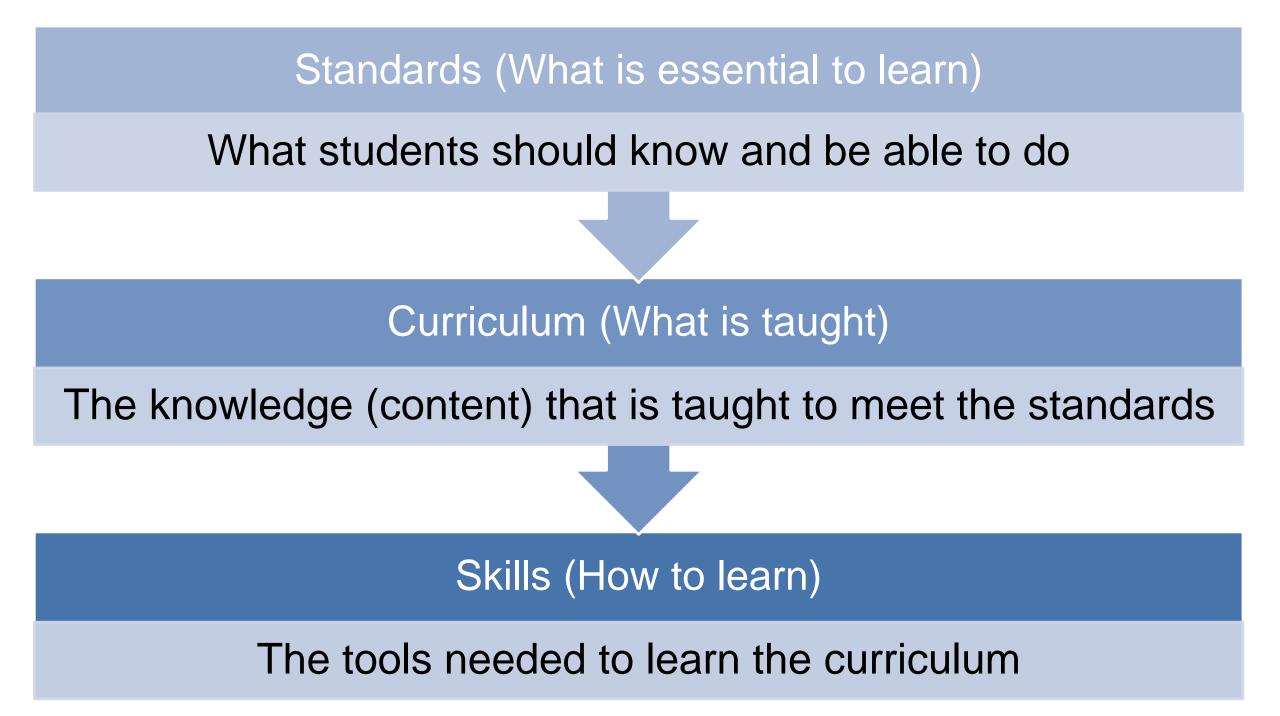




1: Consider the Grade Level Standards

- What is the intent of the content standard?
- What is the content standard saying that the student must know and be able to do?





2: Examine Classroom and Student Data

- Where is the student functioning in relation to the grade level standards?
- Has the student been taught content aligned with grade-level standards?
- Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
- Were the lessons and teaching materials used to teach the student aligned with State grade-level standards?
- Was the instruction evidence based?



Using the Standards

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



3: Develop the Present Levels of Performance

- Describe the individual strengths and needs of the student in relation to accessing and mastering the general curriculum.
- Consider the factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows.



PLPs are the <u>foundation</u> of the IEP

The PLP provides the informational basis for generating goals, supports, and services that are specifically designed to meet the student's individual needs and prepare him or her to

meet post-secondary goals.



4: Develop Measurable Annual Goals

- What are the student's needs as identified in the present level of performance?
- Does the goal have a specific timeframe?
- What can the student reasonably be expected to accomplish in one school year?
- Are the conditions for meeting the goal addressed?
- How will the outcome of the goal be measured?



Measurable Annual Goals

 The goals in a student's IEP should relate to the student's need for specially designed instruction to address the student's disability needs and those needs that interfere with the student's ability to participate and progress in the general curriculum.



5: Assess and Report Student Progress

- How does the student demonstrate what he/she knows on classroom, district and State assessments?
- Are a variety of assessments used to measure progress?
- How will progress be reported to parents?



6: Identify Specially Designed Instruction, Accommodations and/or Modifications

- What accommodations are needed to enable the student to access the knowledge in the general education curriculum?
- What specially designed instruction, including accommodations, has been used with the students and were they effective?
- Has the complexity of the material been changed in such a way that the content has been modified?



Specially Designed Instruction 200.1(vv)

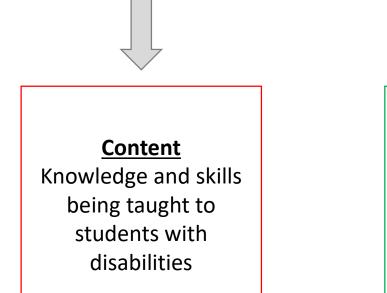
Adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the education standards that apply to all students.



 IEPs identify how specially designed instruction will be provided in the context of supporting students in general education curriculum and in reaching the same learning standards as nondisabled students.



Specially Designed Instruction



<u>Methodology</u> Instructional strategies or programs used with students with disabilities Delivery of Instruction The way in which instruction is delivered to students with disabilities

7: Determine Appropriate Assessment Option

Based on a number of factors, including:

- the type of instruction the student has received
- the student's response to the instruction
- the student's instructional level compared to the instructional level of typical peers
- the time it takes for the student to make progress toward grade-level content standard



Appropriate Assessments

- 1. Participation in statewide assessment without accommodations
- 2. Participation in statewide assessments <u>with</u> <u>allowable accommodations</u>
- 3. Participation in alternate assessment



The Role of the Committee on Special Education in Relation to the Common Core Learning Standards, June 2014

To ensure students with disabilities have access to participate and progress in the general curriculum:

- Develop and implement an IEP which includes annual goals based on information about a student's strengths, needs and present levels of performance
- Recommend supports and services within the least restrictive environment
- Teachers are knowledgeable about the curriculum and are prepared and qualified to deliver highquality, evidence-based specially designed instruction and support services.

