New York State Education Department
Office of Special Education

Educational Partnership

Developing Standards-Based IEPs

Produced by the Technical Assistance Partnership for Behavior

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Disclaimer

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Who Are We?
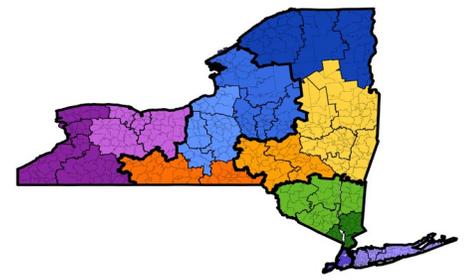
- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families

- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Sign attendance sheets / complete eval. form ✧ Use electronic devices when necessary
BE RESPECTFUL	✧ Put cell phones to "off" or "vibrate" ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

Virtual Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Sign attendance sheets / complete eval. form ✧ Use electronic devices when necessary
BE RESPECTFUL	✧ Put cell phones to "off" or "vibrate" ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

Agenda

Welcome & Inclusion

Please introduce yourself in the chat box

- Name

- Position

- Educational Organization

Training Norms

- Find a quiet place to participate

- Participate to the best of your ability

- Use the chat box for questions and comments

- Take care of your personal needs

- Begin and end on time

- Give equal regard to each participant

Slide Marker Icons

Activity

Handout

Poll

Discussion

Reflection

Action Plan

Vetted/ Policy

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 Standards in mind, not just goals.

Imagine if every conversation about a struggling learner started like this:
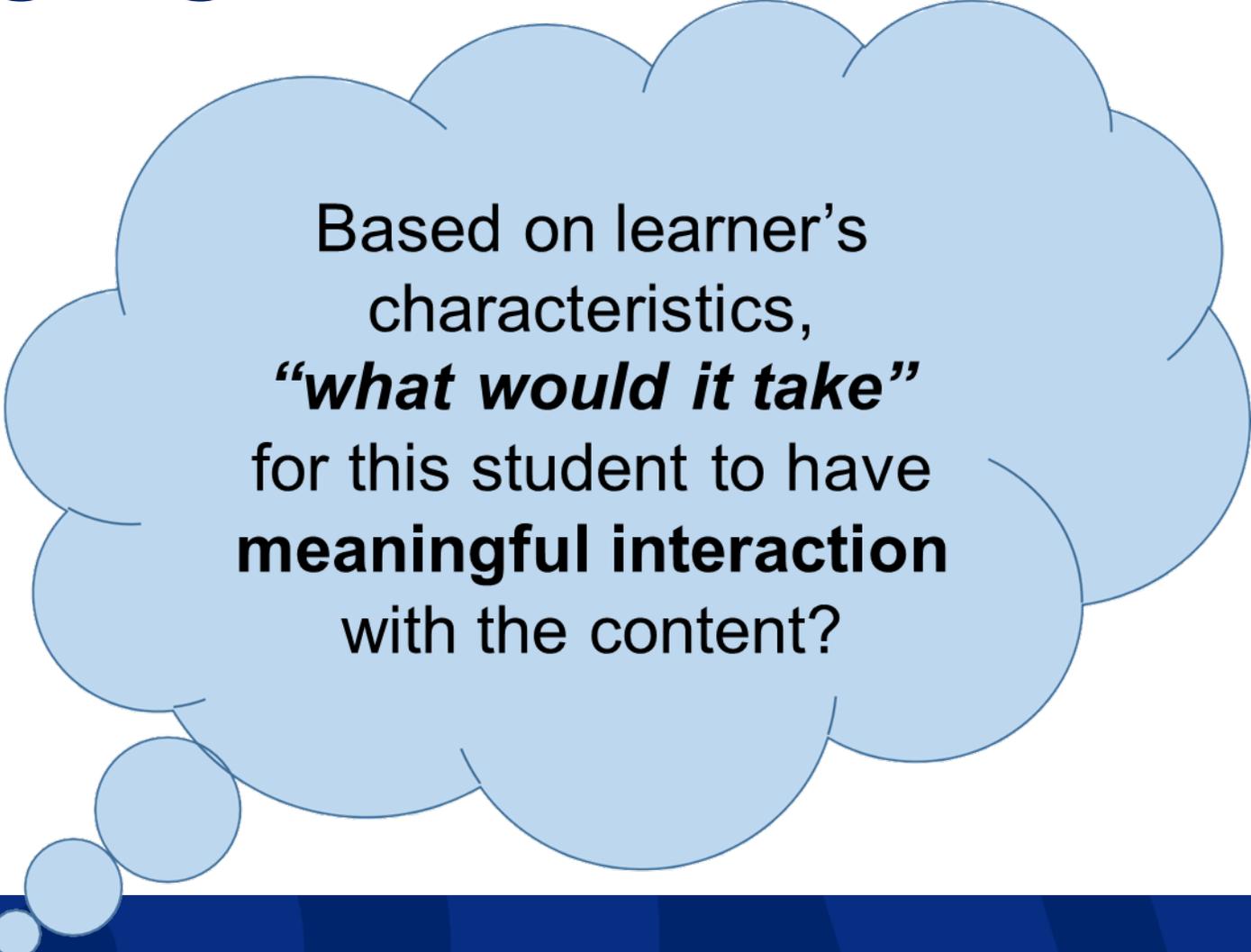
Based on learner's characteristics, *"what would it take"* for this student to have **meaningful interaction** with the content?

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

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

Family Partnership

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

Specially-Designed Instruction

Teacher's 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.

Research-Based Instruction

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

Multi-tiered Support

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

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

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

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 ……

General Education Curriculum

Instructional Supports/Strategies

Assessments
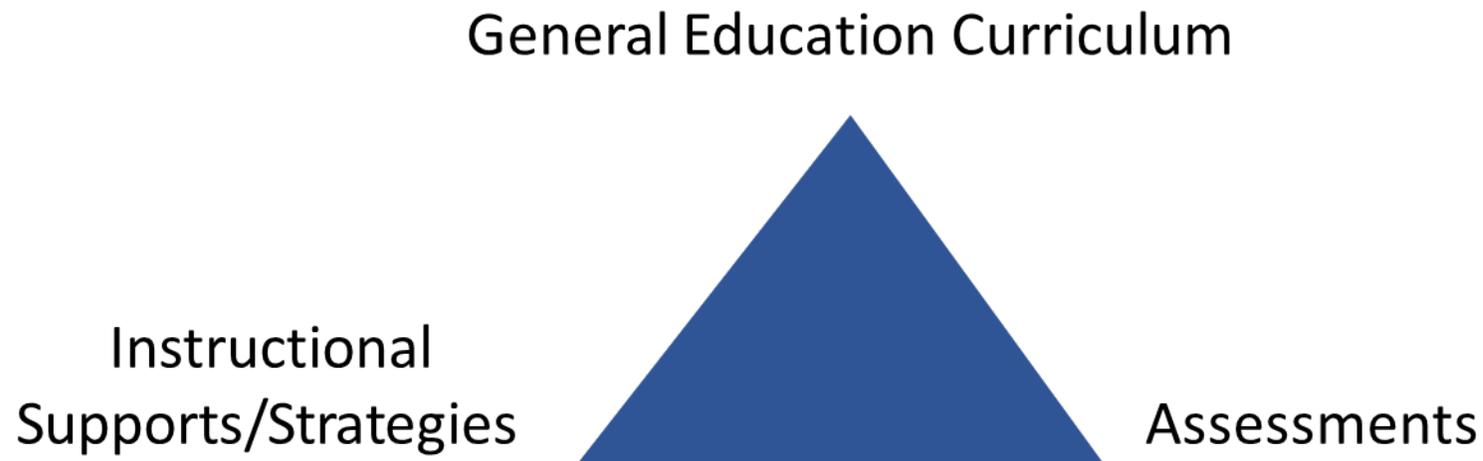
Meaningful Access

"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 and**
- **measurable progress in the general education curriculum**
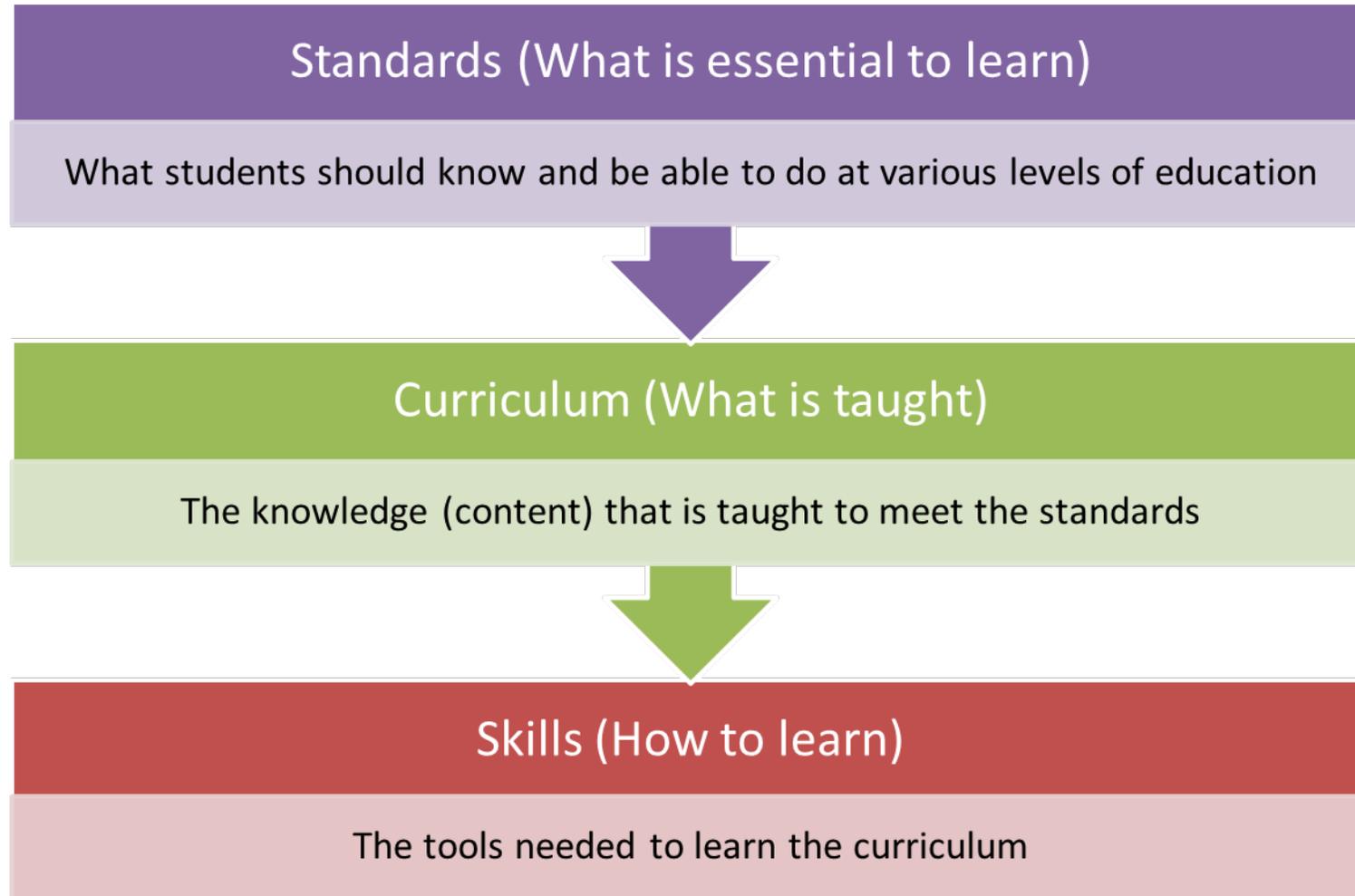
However,
- *…NYSED has provided additional guidance*

Why?

June 2014 Memo:

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

- Curriculum Instruction toward the Common Core Learning Standards

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

Supporting All Students: Resource Guides for Scaffolding Instruction of English Language Arts and Mathematics

- What are scaffolds?

- Who can use these scaffolds?

- How can teachers support all students?

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?

Basic Skills
- Can Read
- Can Write
- Perform Math Functions
- Listens Effectively
- Speaks Clearly

Thinking Skills
- Can Think Creatively
- Uses Decision Making Skills
- Thinking Leads to Problem Solving
- Knows How to Learn
- Applies Knowledge to New Situations

Technology
- Selects /Applies Technology
- Maintains Equipment
- Designs and Creates To Meet Needs

Interpersonal Skills
- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates/Communicates
- Works as a Member of a Team
- Works with Diversity

CDOS Standard 3A Universal Foundation Skills

Systems
- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands How Systems Perform Related to Goals, Resources and Organizational Function

Managing Information
- Acquires and Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses Computers to Enter, Modify, Retrieve and Store Data

Managing Resources
Understands how to use:
- Materials
- Facilities
- Time
- Money
- Human Resources
- Networking

Personal Qualities
Demonstrates:
- Responsibility
- Ability to Plan
- Ability to Take Independent Action
- Integrity/Honesty
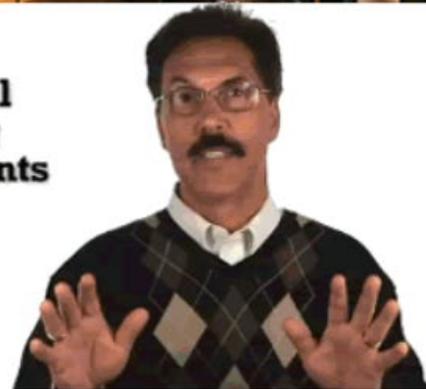- Self-determination and ability to self-evaluate knowledge, skills and abilities

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Resource

What skills will be needed?

Cognitive Skills
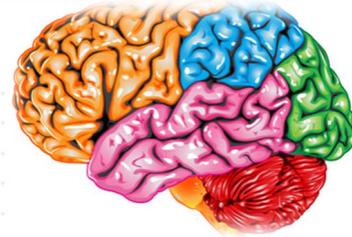
- Generating conclusions
- Presenting and supporting claims
- Problem solving
- Decision making
- Experimenting
- Application
- Fluency

Conative Skills

- Awareness of the power of interpretation
- Growth mindset
- Resiliency
- Perseverance
- Open-minded
- Collaborative

Steps to Creating Standards-Based IEPs

#	Step
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

What is a Standards-Based IEP (1 & 2)?
Steps 1 and 2

Step 1: Know the Grade Level Content Standards

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

Step 2: Examine Classroom and Student Data

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

What is your role?

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

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
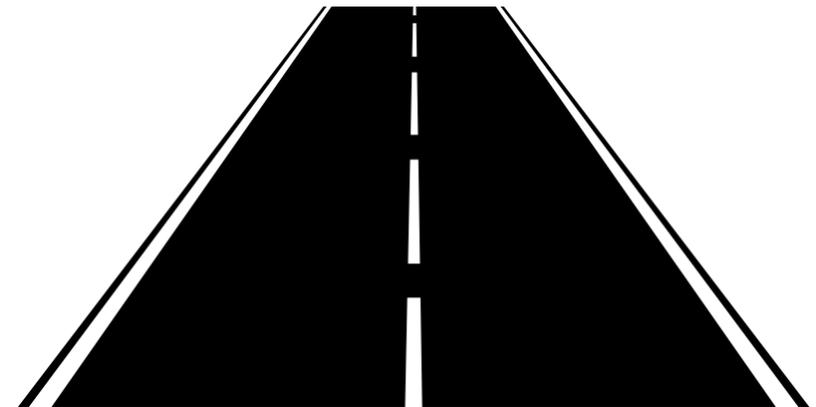
What is a Standards-Based IEP (3)?

Step 3. Develop the Present Level of academic achievement and functional performances.

Evaluations

- Executive functioning skills

- Digital literacy/ technology skills

- Communication skills

- Social skills

- Higher level thinking skills

- Cognitive skills related to making connections

Present Levels of Performance

- Is learning standard language being embedded?

- Is the learning standard language broken down into understandable parts for parents to understand or are supporting resources being utilized for parental comprehension?

- Making sure all members are aware of General Education expectations

- What Specially Designed Instruction (SDI) is needed?

What is your role?

Create a clear picture of the student...

Manifestations of Disability

Skill Deficits (Needs)

Progress / Regression Data

Parent Concerns/ Student Voice

Strengths

Supports in Current Placement

Affect of the disability on participation and progress in the curriculum

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

What academic areas are affected due to the disability?

What is a Standards-Based IEP (4)?

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

Annual Goals are based on skills, not standards

- Are academic skills as well as learning skills being considered?

- Are the goals aligned to CCLS standards?

- Will progress monitoring align with CCLS curriculum?

What is your role?

A simple definition
Alignment: "in line with"

Where you might be

Ultimate Goal

Goals, Services, Strategies, Supports

What is a Standards-Based IEP (5)?

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?

How will progress be reported to parents?

Is the student making progress in achieving their annual goals?

What is your role?

What is a Standards-Based IEP (6)?

Step 6: Identify specially designed instruction (SDI) including accommodations and/or modifications needed to access and progress in the general education curriculum

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."

Standards:

The WHAT of education for all students

Specially Designed Instruction:

The HOW of education for students with disabilities

What is your role?

Intentional & Purposeful Planning from Appendix C

NONVERBAL COMMUNICATION

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

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Examples of SDI

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

What is a Standards-Based IEP (7)?

Step 7: 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

Participation in statewide assessment without accommodations

Participation in statewide assessments with allowable accommodations.

Participation in alternate Assessment based on alternate achievement standards.

What is your role?

Placement

- Least Restrictive Environment (LRE) is crucial

- "Rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at a high level, and each student demonstrates learning at high levels."

Resources

- NYSED: OSE Memo, June 2014: "The Role of the Committee on Special Education in Relation to the Common Core Learning Standards"

- NYSED: OSE Memo, June 2014: "Curriculum Instruction toward the Common Core Learning Standards"

- NYSED: Blueprint for Improved Results for Students with Disabilities

- NYSED: Continuum of Special Education Services for School-Age Students with Disabilities

- NYSED: Field Memo, December 2015: School Districts' Responsibilities to Provide Students with Disabilities with Specially-Designed Instruction and Related Services in the Least Restrictive Environment

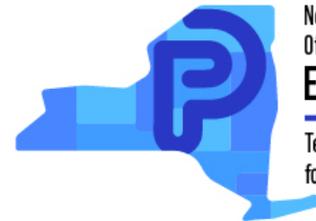- Dr. Bobb Darnell, Achievement Strategies, Inc: http://www.achievementstrategies.org/

Questions?

Contact Us