Special Education Monthly Webinar Series

December 2018

Office of Superintendent of Public Instruction

Chris Reykdal, State Superintendent

Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission:

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity Statement:

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

OSPI Special Education Services

The OSPI Special Education Services division is responsible for ensuring the provision of special education and related services on behalf of more than 130,000 eligible students in Washington. We:

- Provide technical assistance and professional development to support and facilitate improvement efforts by disseminating evidence-based and promising practices for the development of academic, health, and post-school outcomes.

- Engage stakeholders involved in, or affected by, special education services and outcomes for students with disabilities.

- Administer general supervision of the provision of special education services through an integrated monitoring system, dispute resolution options, and coordinated data management efforts.

- Allocate federal special education funding and manage the supplemental safety net program.

OSPI Priorities:
Improving Outcomes for Students with Disabilities

Leadership
Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.

Growth Mindset
Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, IEP-related Decisions, and post-school outcomes).

Evidence-Based Practices
Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.

Professional Development
Joint training for general educators, special educators, , administrators, and parents/families (e.g., IEP team members).

Resource Allocation
Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.

Recruitment & Retention
Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities.

Today's Presenters

- ❖ Tania May, Director of Special Education

- ❖ Aira Jackson, Director, English Language Arts

- ❖ Dr. Sharon Hartung, Program Supervisor

- ❖ Dr. Elizabeth Stewart, Program Supervisor

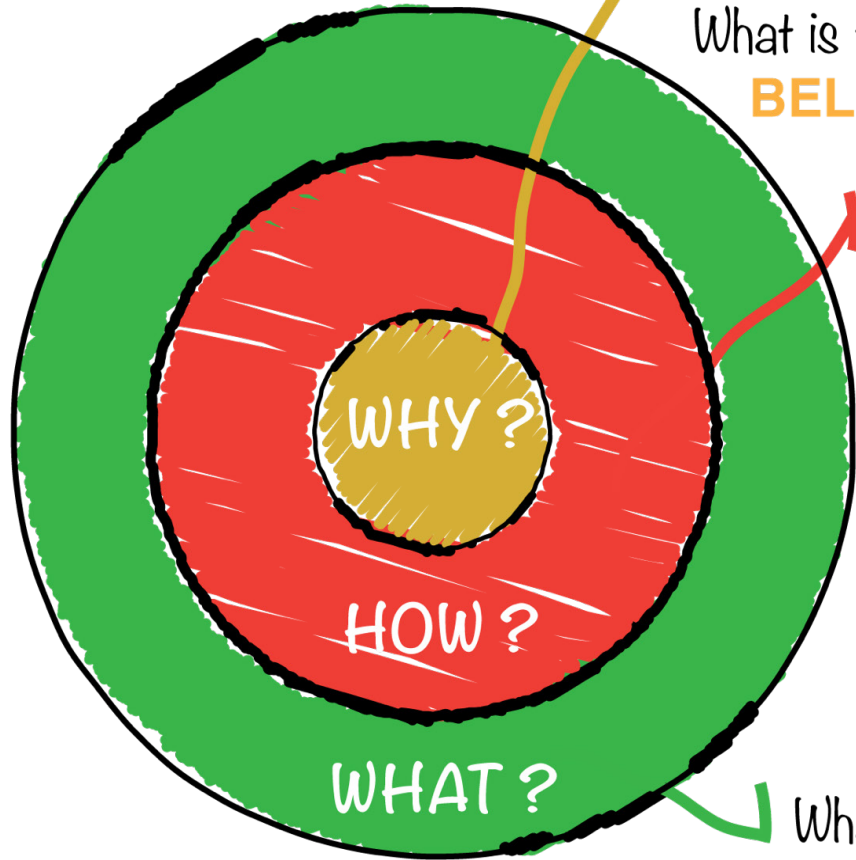- ❖ Dr. Petra Heppner-Nelson, Program Supervisor

Developing Standards-Aligned IEPs

- ❑ Welcome & Introductions

- ❑ Systemic Framework: The Golden Circle

- ❑ Start with Why:
    - ▪ Rationale & Research

- ❑ How to approach standards-aligned IEPs:
    - ▪ K-12 learning standards resources
    - ▪ Bridging the learning standards and IEPs

- ❑ What this means for practice:
    - ▪ Present Levels & IEP Goals
    - ▪ "The 7-Step Process"

- ❑ Wrap-up: Q&A and Survey

https://www.ourtowneguilderland.com/wp-content/uploads/2018/02/checklist-1024x768-300x225.jpg

https://i.pinimg.com/originals/0d/b7/15/0db715b1b2a52cf229ed8bc9f59de056.png

GOLDEN CIRCLE

Why: Do you do what you do? What is the purpose? **BELIEFS**

How: Do you do what you do? **PROCESS**
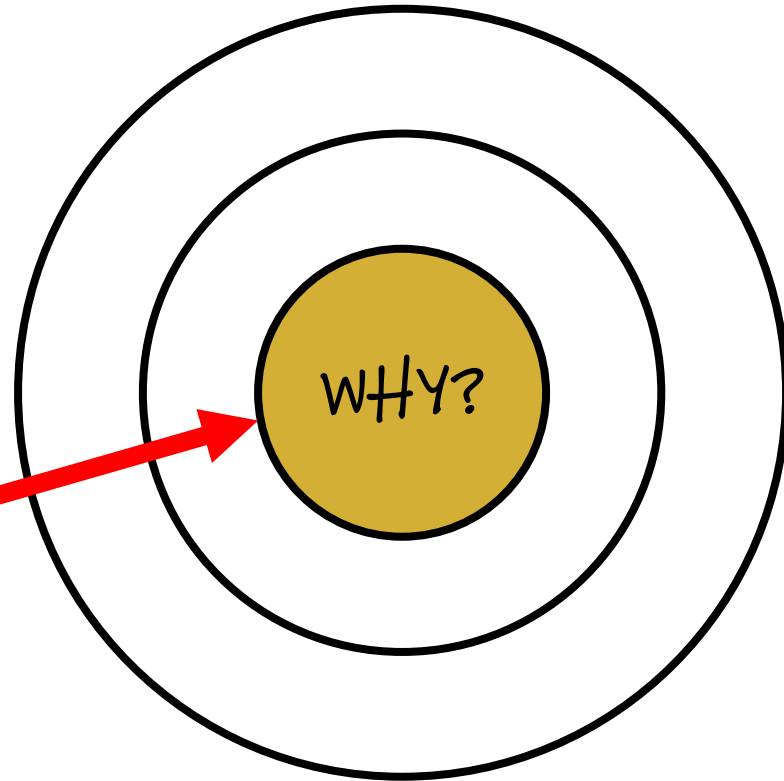
What: do you do? **RESULTS**

WHY?

HOW?

WHAT?

Source: Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. New York: Portfolio.

TED Talk: Simon Sinek
How great leaders inspire action

Start with why...

WHY?

What is your why? Why are standards-aligned IEPs important for your students?

Why align to standards?

- Increased Expectations & Improved Outcomes

- Backwards planning: standards alignment helps us start from where we want students to be (while taking into account where students are)

- A focus on grade-level content builds bridges with content matter experts

Instructional Implications for Standards Alignment

- High-quality, results-focused Specially Designed Instruction (SDI), Accommodations & Modifications

- Increased access to general education curriculum through:
  - Multi-tiered systems of supports (MTSS) & Positive Behavioral Interventions/Supports (PBIS)
  - Universal Design for Learning (UDL) & Differentiated Instruction

- Focus on self-determination & student-directed learning

Adapted from: Wehmeyer, M. L. (2013). *Implications for States Supporting Students with Significant Cognitive Disabilities.* ASES SCASS Summit on Implementing College and Career Readiness Standards.

What does the Research say?

"Research illustrates that when opportunities to learn grade-level standards-aligned content are consistently and regularly provided, students with extensive support needs make progress on that content."
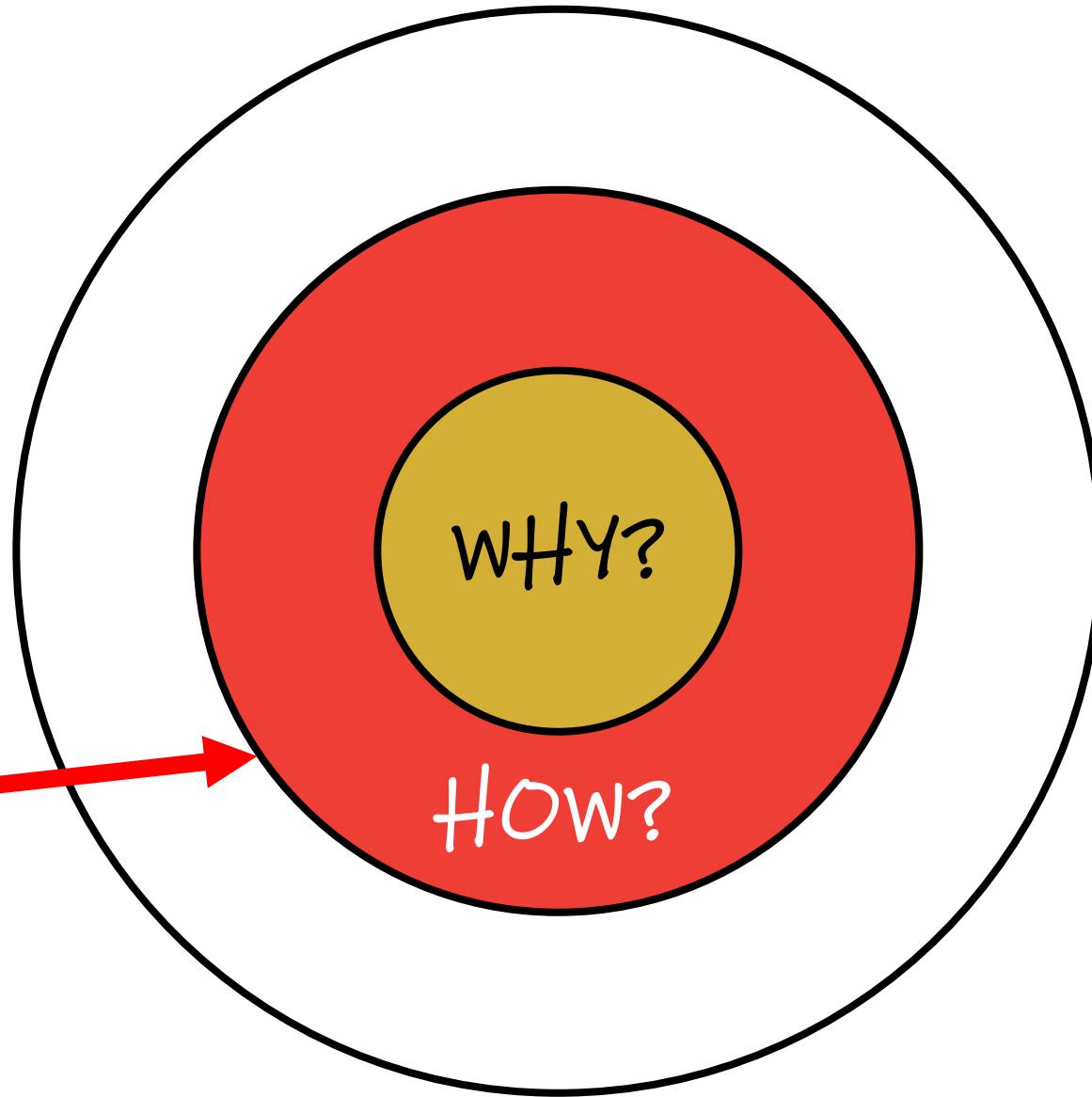
Taub, D. A., McCord, J. A., & Ryndak, D. L. (2017). Opportunities to Learn for Students With Extensive Support Needs: A Context of Research-Supported Practices for All in General Education Classes. *The Journal of Special Education*, 51(3), 127–137. https://doi.org/10.1177/0022466917696263

"Students who scored proficient on alternate assessments based on modified academic achievement standards (AA-MAS) in reading were more likely to have academic-focused IEP objectives than those who did not achieve proficiency (47% vs. 30%)."

Roach, et al. (2009). Opportunities and Options for Facilitating and Evaluating Access to the General Curriculum for Students With Disabilities, *Peabody Journal of Education*, 84(4), 511-528, DOI: https://doi.org/10.1080/01619560903240954
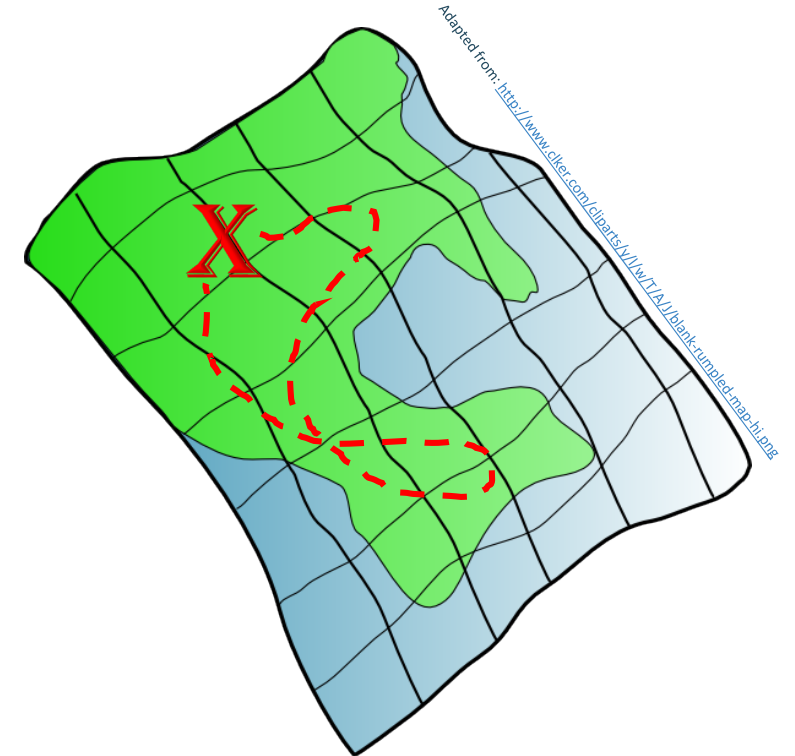
How do we approach this work?

WHY?

HOW?

We start and end with the
[Washington State K-12 Learning Standards](#)!

Excerpt from ESD 105's [Vertical Progression Documents for English Language Arts](#)

Grade Level		Reading Standard #1
CCR	RL	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	RI	
	RH	
	RST	
6th	RL	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	RI	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources.
	RST	Cite specific textual evidence to support analysis of science and technical texts.
5th	RL	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI	
4th	RL	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI	
3rd	RL	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	RI	
2nd	RL	Ask and answer questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
	RI	

Adapted from: [http://www.clker.com/cliparts/y/J/w/T/A/J/blank-rumpled-map-hi.png](#)

https://sdtimes.com/wp-content/uploads/2015/06/0602.sdt-mongodb.jpg

Building the bridge between the learning standards and IEPs

Connecting the K–12 Learning Standards and IEPs

What it means:

- Referring to standards to determine grade-level expectations;
- Using the standards as a guide to determine what the student is expected to know or to do; and
- Connecting to the district curricula at an appropriate level to meet the student's needs.

What it does NOT mean

- Using the standards alone as a goal or to determine goals; or
- Assuming that every student will work only on grade-level content or standards.

Caution: Standards are <u>not</u> goals

- Do not write goals that simply restate the standards or cut and paste the standards into the IEP.

- IEP goals must be based on a student's individual needs identified in the most current evaluation and documented in the present levels.

https://www.gettyimages.com/detail/photo/portrait-of-a-young-boy-crossing-guard-standing-on-royalty-free-image/bldar061704036

Bridging the learning standards and IEP goals
Elementary Example

Standard	Foundational skills (from present levels)	Academic Language	Observable Actions
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	• Identify hours and minutes • tell time to the hour & ½ hour • rounding/estimating	• analog clock • digital clock • nearest • a.m. • p.m.	• define analog, digital, a.m. & p.m. • count by 5's • write time in the correct format

Bridging the learning standards and IEP goals
Secondary Example

Standard	Foundational skills (from present levels)	Academic Language	Observable Actions
RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• listening comprehension • reading comprehension • quote from the text	• cite • support • analyze • Inference • explicit • textual evidence	• draw inferences • cite details to support inferences

Bridging the learning standards and IEP goals
Example for Students with Significant Cognitive Disabilities

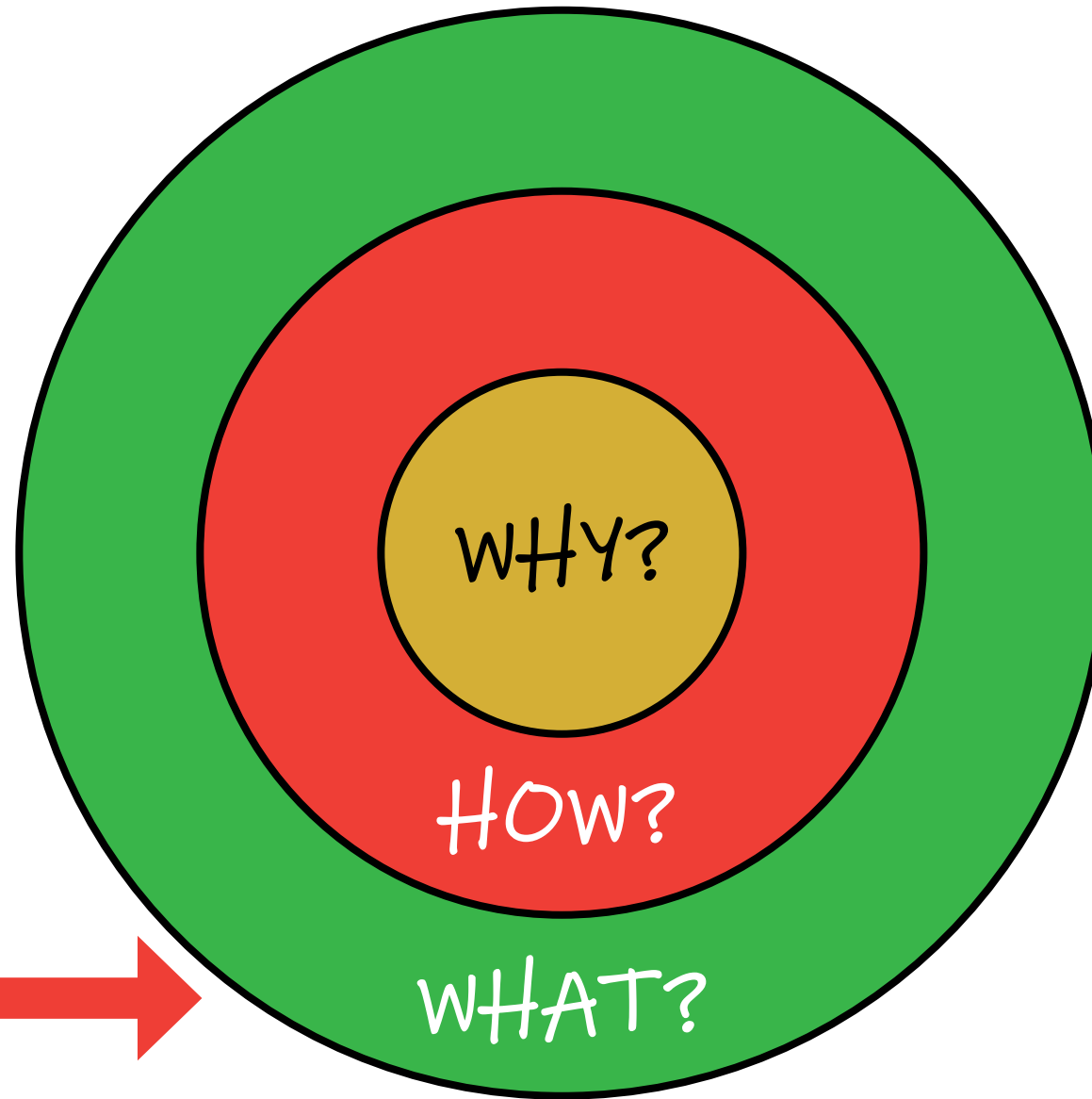| English Language Arts		GRADE 4		
Strand: Reading: Foundational Skills		**Sub-strand: Phonics and Word Recognition**		
Common Core State Standard	**Common Core Essential Element**	**ACCESS POINTS Built on Three Levels of Complexity**		
		More Complex .... **Less Complex**		
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	EE.RF.4.3 Use letter-sound knowledge to read words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. b. Decode single-syllable words with common spelling patterns (consonant-vowel consonant [CVC] or high frequency rimes).	Student may use letter sound knowledge and/or context to read text with single-syllable, high frequency, and/or unfamiliar words.	Given examples, student will decode words having similar spelling patterns (CVC, CCVC, CVCC, CCVCC).	Student may use letter sound knowledge and/or context (which may include accompanying pictures or symbols) to recognize familiar words (name, 'eve' words, environmental text).

http://www.k12.wa.us/specialEd/pubdocs/CCEE-CCSS-ELA.pdf

Poll: What types of opportunities do you and your staff have to continually enhance understanding of the standards?

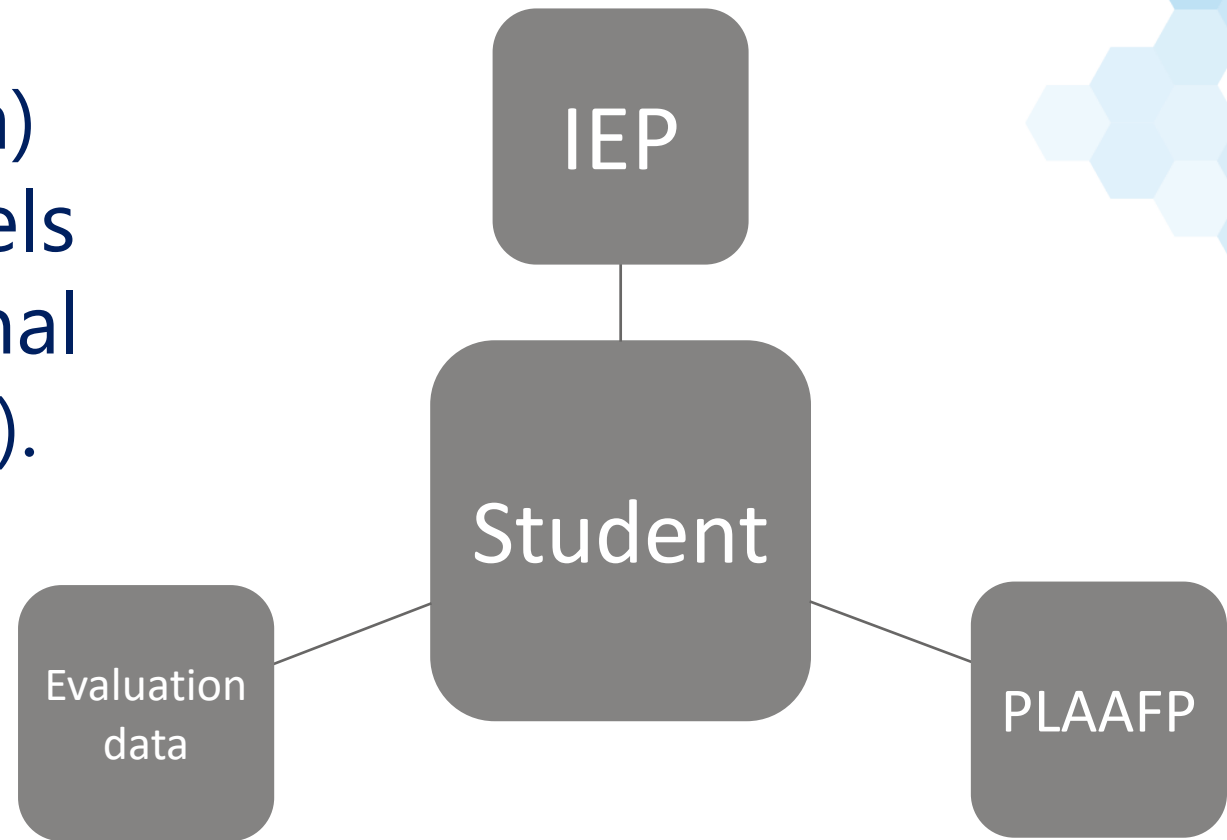https://i2.wp.com/www.thehedgelesshorseman.com/wp-content/uploads/2017/11/Poll.jpg?resize=1024%2C731

what this means for practice...

WHY?

HOW?

WHAT?

Developing Standards-Aligned IEPs

Starts with evaluation (and other current data) to develop present levels of academic & functional performance (PLAAFPs).
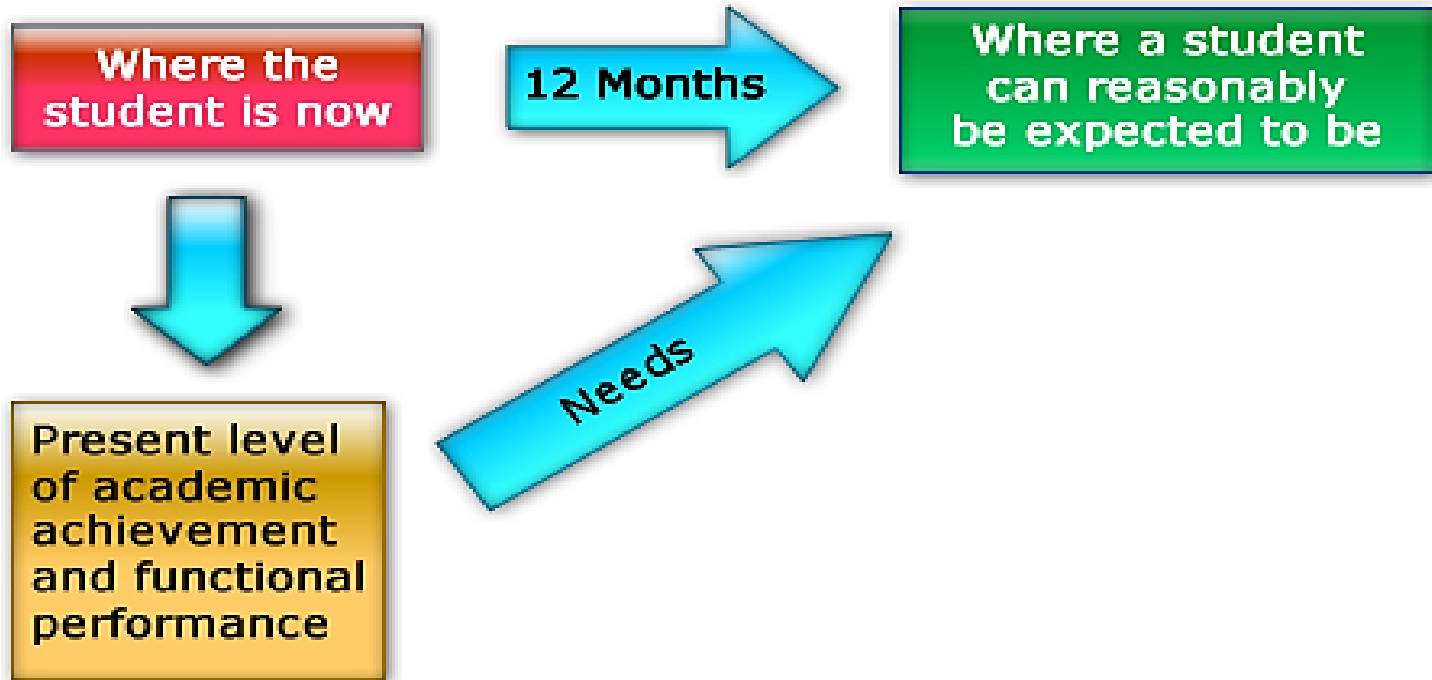
IEP

Student

Evaluation data

PLAAFP

The PLAAFP is Critical

- Provides a baseline for creating a high-quality IEP.

- Provides a description of the student's strengths in relation to the standards.

- Provides a source that drives and links all IEP components.

- The PLAAFP is the basis for the rest of the student's IEP, including the annual goals.

- Because it defines where the student currently is, both academically and functionally, it is the cornerstone for the development of the rest of the IEP.

PLAAFP

Where the student is now

12 Months →

Where a student can reasonably be expected to be

↓ Needs ↗

Present level of academic achievement and functional performance

Without the PLAAFP, the IEP does not have any data showing a student's present performance, and thus, cannot appropriately determine where the student's needs currently exist.

Texas, ESC Region 20

Data Sources for PLAAFPs

- Evaluations

- Assessments – Curriculum-Based Assessments (CBAs), interim and diagnostic assessments, benchmark data, etc.

- Goals/Objectives Progress Reporting

- Teachers – Progress Monitoring Data

- Classroom-based assessments (including work samples & grades)

- Parent/Guardian information

- School Records (health, behavior, attendance…)

- Observation Notes

Important Points to Remember

- PLAAFP statements are based on evaluation and assessment data, formal and/or informal.

- Use current data when developing the PLAAFPs.

- Know the state standards!

- Avoid assumptions (feelings and beliefs).

Poll: What types of data do you have access to when developing PLAAFPs?
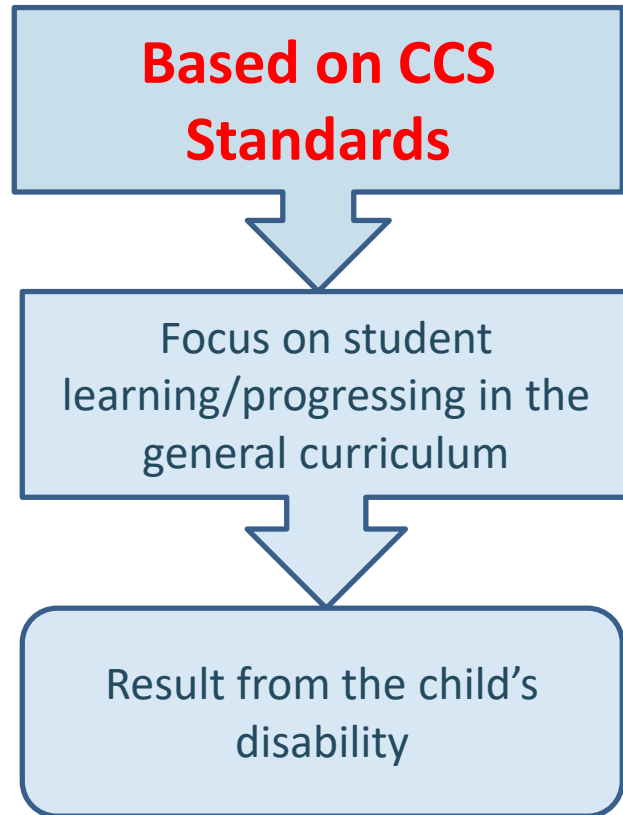

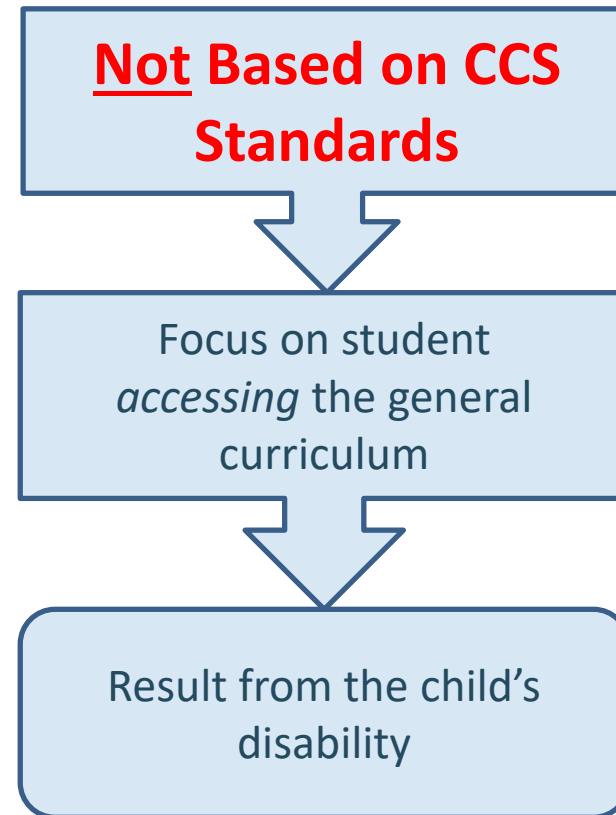https://i2.wp.com/www.thehedgelesshorseman.com/wp-content/uploads/2017/11/Poll.jpg?resize=1024%2C731

Writing IEP Goals

Academic Goals (Standards-Based)

Based on CCS Standards

↓

Focus on student learning/progressing in the general curriculum

↓

Result from the child's disability

Functional Goals (not Standards-Based)

<u>Not</u> Based on CCS Standards

↓

Focus on student *accessing* the general curriculum

↓

Result from the child's disability

Measurable Annual Goals

- Use baseline data from the present levels statement;
- Describe what the student can reasonably be expected to accomplish in the area of need within a specified period of time;
- Are written so the student's progress is clear and measurable;
- Target the unique needs of the student;
- Allow parents and teachers to observe whether the student is making progress, regressing, or staying the same.

- Describe the general education curriculum;
- List what the child is expected to learn in every content area;
- Just provide broad statements about what the student will accomplish within a year;

Source: Arkansas Department of Education
http://www.arkansased.gov/divisions/learning-services/special-education/presentations

Writing measurable goals

Realistic Expectations & Challenging, Attainable Results

- ❑ Are the goals:
    - ❑ Observable? (i.e., Measurable!)
    - ❑ Relevant?
    - ❑ Reasonable or attainable?
    - ❑ Challenging?
    - ❑ Attainable in the time given?

Source: Arkansas Department of Education
http://www.arkansased.gov/divisions/learning-services/special-education/presentations

Clearly-Defined Behaviors

Measurable Terms

- Match
- Speak
- State
- Write
- Choose
- Order
- Sort
- Solve
- Summarize
- List

Non-Measurable Terms

- Know
- Understand
- Listen
- Appreciate
- Enjoy
- Maintain
- Participate
- Appropriate

Source: Arkansas Department of Education
http://www.arkansased.gov/divisions/learning-services/special-education/presentations
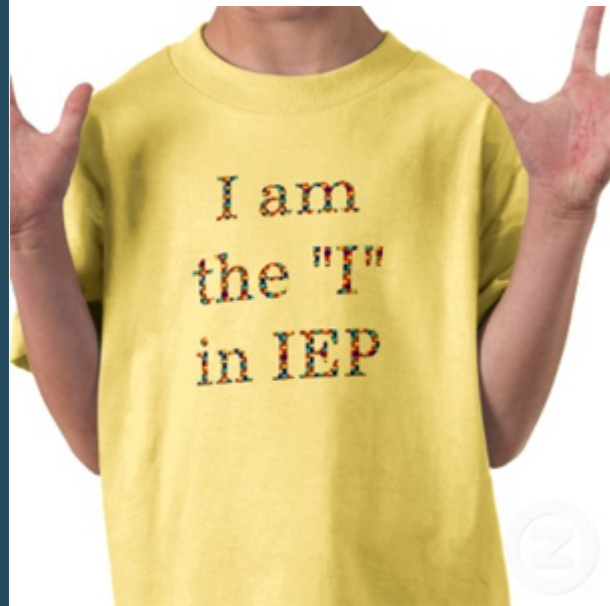
Goal Development Progression

Student Profile
Snapshot of student

Identify and Prioritize
What needs are most critical?

Choose the Standard
Based on Priorities. Can also be functional areas

Develop Present Level
Specific to the standard or functional level

Develop Goals & Objectives
Measurable breakdown of needed skills

https://www.morrisplainsschooldistrict.org/cms/lib/NJ01001854/Centricity/Domain/564/work%20together.jpg

https://www.friendshipcircle.org/blog/wp-content/uploads/2012/01/IEP-SHirt.jpg

The 7-Step Process

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

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

Source: http://www.nasdse.org/Portals/0/SevenStepProcesstoCreatingStandards-basedIEPs.pdf

http://mariafresa.net/single/2549089.html

The 7-Step Process

3. Develop the present level of academic achievement and functional performance.

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

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

http://mariafresa.net/single/2549089.html

The 7-Step Process

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

7. Determine the most appropriate assessment option.

http://mariafresa.net/single/2549089.html

https://crosswalkchurch.com/wp-content/uploads/2013/10/Putting-it-all-Together-copy.jpg

Application: Developing Standards-Aligned Goals

Revisiting our Elementary example…

Standard	Foundational skills (from present levels)	Academic Language	Observable Actions
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	• Identify hours and minutes • tell time to the hour & ½ hour • rounding/estimating	• analog clock • digital clock • nearest • a.m. • p.m.	• define analog, digital, a.m. & p.m. • count by 5's • write time in the correct format

…let's practice with a case study!

Sample PLAAFP: Sue can count to 45 by single digits, to 25 by 5s, and to 100 by 10s. When given a digital clock, she can tell time to the nearest hour with 90% accuracy and the nearest half hour with 50% accuracy. She is currently unable to read analog clocks or write out the time.

Standards-aligned IEP goal: Given 10 digital and 10 analog printed representations of clocks, Sue will verbally tell and write the correct time to the nearest quarter hour, from 0% to 50% of opportunities, as measured by teacher observation and student work samples.

Application: Developing Standards-Aligned Goals

Revisiting our Secondary example…

Standard	Foundational skills (from present levels)	Academic Language	Observable Actions
RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• listening comprehension • reading comprehension • quote from the text	• cite • support • analyze • Inference • explicit • textual evidence	• draw inferences • cite details to support inferences

…let's practice with a case study!

<u>Sample PLAAFP:</u> Robert comprehends grade-level literature digitally (auditory) and can state/cite an inference/claim with two supporting quotations that explicitly support the inference.

<u>Standards-aligned IEP goal</u>: Given grade-level literature digitally (auditory), Robert will state/cite an inference/claim from two to four supporting quotations that explicitly support the inference.

FAQs on Standards-Aligned IEPs

Does OSPI expect us to have standards aligned IEPs?

➢ Yes. The purpose of IDEA is to ensure access and progress in general curriculum (which means grade-level learning standards).

➢ The OSPI Priorities focus on growth mindset & evidence-based practices, and research supports the connection between standards-aligned IEPs & improved outcomes.

➢ We ask that, as part of the development of present levels, IEP teams consider grade-level standards and expectations in identifying academic and functional supports.

FAQs on Standards-Aligned IEPs

How will those IEPs look different than what districts do now?

➢ Many of our school and district partners have long been developing standards-aligned IEPs.

➢ This is about more than looking different. We anticipate discussions that address grade level standards and may also be reflected in meeting notes.

➢ Because IEPs are individualized, and because the body of research is ever expanding, the IEP process should always be under review.

FAQs on Standards-Aligned IEPs

When are we expected to have made the change?

> Rather than approach this as a requirement with a due date, or a process with an end, our hope is that these considerations and resources will be incorporated into IEP team discussions on an ongoing basis.

How are special education teachers supposed to know all of the grade level standards? What this means for practice?

> Great question! Our partners in learning & teaching are the key to this process.

> An IEP is not the sole responsibility of a special education teacher – the present levels, goals, and services should be developed with the expertise of all of the IEP team members, including students and families. Our focus should be on ways to authentically involve content-area experts in the IEP process.

Questions?

Comments?

On Developing Standards-Aligned IEPs

Introduction to the Common Core Essential Elements

A Seven-Step Process to Creating Standards-based IEPs

ESD 105's Vertical Progression Documents for English Language Arts

Roach, et al. (2009). Opportunities and Options for Facilitating and Evaluating Access to the General Curriculum for Students With Disabilities
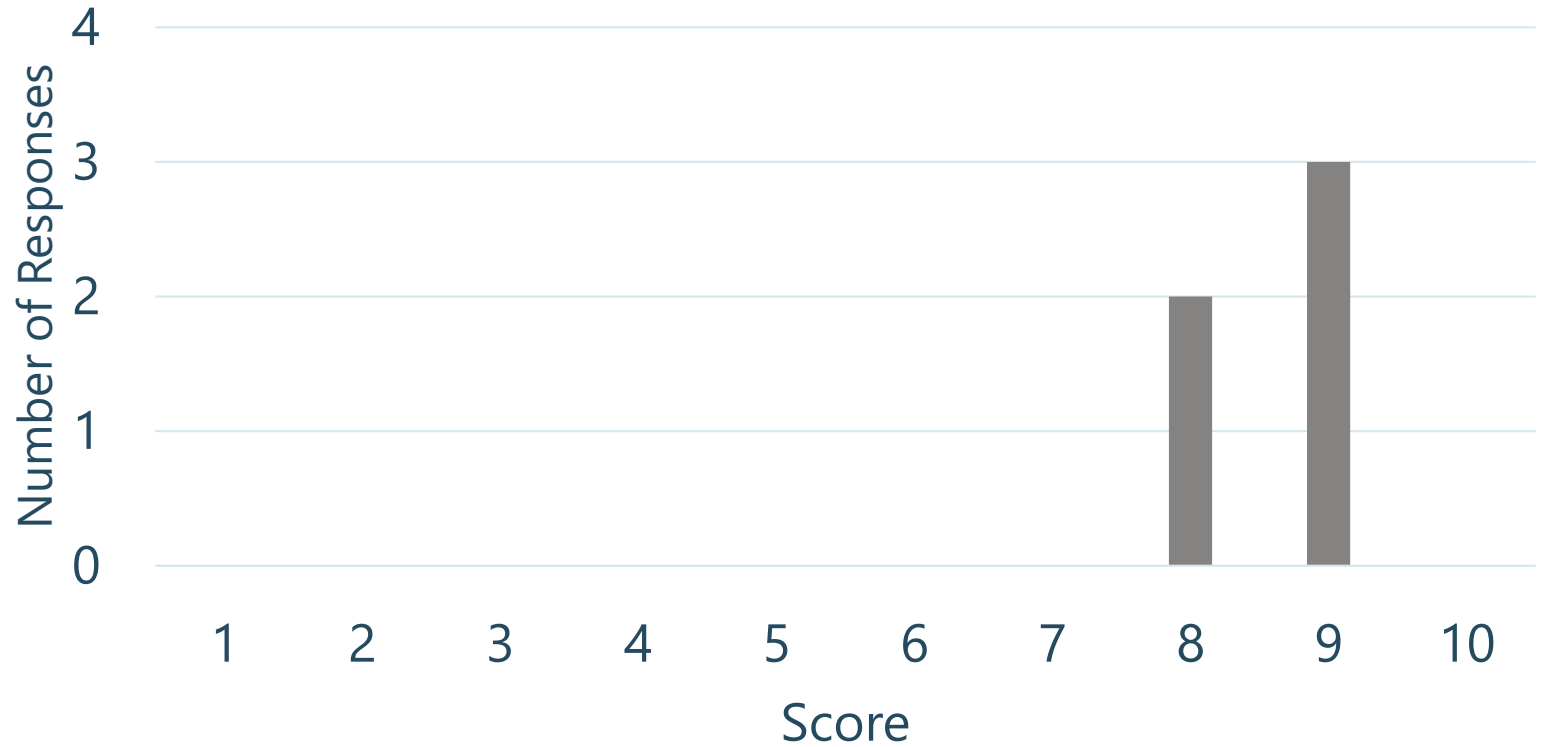
Taub, McCord & Ryndak, (2017). Opportunities to Learn for Students With Extensive Support Needs: A Context of Research-Supported Practices for All in General Education Classes

Learning Progression Frameworks Designed for Use with the CCSS, developed jointly by NAAC and NCIEA, for ELA and Math

How helpful was the November 2018 Webinar?

December Survey: https://www.surveygizmo.com/s3/4716813/Special-Education-Monthly-Webinar-Series-December-2018

Special Education November 2018 Webinar: https://youtu.be/MZCIvE44bdo