

IEP's, and The Common Core

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Common Core?

- Since the adoption of Common Core Standards, there has been much discussion and debate about the relevance, rigor, and applicability to all students.
- The standards are meant to move students away from memorizing and process, towards understanding the content and making connections.
- It is about higher level thinking, problem solving and knowing how to obtain information instead of a mastery checklist.

Students with Disabilities

- The movement for high quality education for students with disabilities has made great strides in the last decade.
- Students with disabilities are not just special education students but general education students.
- All students can learn and make progress.

Can students with disabilities make progress on Common Core standards?

- It should be the expectation that all students make progress on grade level standards.
- Students must be prepared to enter the competitive world after graduation.
- It is the job of all teachers to ensure students are college and career ready
- Having a disability means teachers must make sure the appropriate supports as well as specially designed instruction are available as needed.

Important for All

- Universal Design for Learning (UDL) allows all students to access the standards in a way that allows each student a flexible way of, engaging, gathering information and expressing what they have learned.
- The principals of UDL allow teachers to meet all students needs by allowing multiple means of engagement, expression, presentation.

What does this mean for students with disabilities?

- We can't just teach skills and processes, we must teach content and understanding of concepts.
- We must teach real life applications
- Our job as educators is to ensure students make those connections and develop the skills needed to compete in today's world.

Myths of Common Core

What 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 language learners and students with special needs
- Everything needed to be college and career ready

Education

- In the last 10 years, Federal legislation has focused on the following:
- Special Education Students have the right to be taught the same grade level standards as general education students.
- All students must be provided the opportunity to learn the general curriculum.
- Accountability for the education of all students.

Common Core/ Extended Content Standards

Students who are functioning significantly below grade level in all areas, and face challenges that prevent them from accessing the general curriculum grade level standards, are often taught the Extended Content Standards.

These standards align with the common core standards, but allow for students with significant challenges to make progress in content based on modified grade level standards.

The expectation is for these students to make progress and gain life skills such as reading, writing, math, as well as adaptive skills.

IEPs and standards

- What if a student is not performing at grade-level in a content area, however, they are working toward meeting grade-level expectations and are receiving grade-level content instruction?

The IEP should address what needs to happen in order for the student to meet the standards. This means considering the student's unique needs. '

What about those life skills?

- Life skills such as self advocacy, social skills, hygiene, healthy choices, and other self help skills are important.
- We often see more of these worked on with our students who are being instructed on the Extended Content Standards, however should an IEP team determine a student needs to work on any of those skills then they can be added to the IEP.
- We look at functional and academic performance for all students.

Steps to Writing an Effective IEP for Common Core/SCOS- Getting started

- Determine information needed and collect that information for the students
- Analyze data to write a present level of academic and functional performance
- Write annual goals based on the student's unique needs.

What data?

- The following is not an all inclusive or limited list:
- Informal classroom assessment
- Statewide assessments
- Performance tasks
- Criterion based measures
- Curriculum based measure
- Work samples

Annual Goals

- What can we reasonably expect the student to accomplish in one year?
- It answers the question "what should the student be doing?"
- Goals are not a restatement of the grade level standards, but what the student needs to do to achieve that standard.

Present Level

- This sets the stage for developing IEP goals.
- It should include student strengths, data based information of how the student performs in the general education curriculum compared to the expectations for that grade level. (the gap),
and
- What the students needs to learn this year to close the gap.

Standards

- There are many grade level standards and objectives.
- It is often difficult to decide where to begin or what/ how many standards need to be addressed.
- The IEP is to be reviewed annually, or as needed before the annual review date.
- Not all standards can be addressed in an IEP year.

Grade Level Standards(CC/SCOS)

- Look at grade level content standards
- Determine the intent of the standards
- Decide which standards are the most important for each student's unique needs.
- What will the impact be of your choice?
- Use data to ensure you address areas the student finds difficult without support.

How do I determine the annual goals?

- Often students have multiple areas that need to be addressed.
- The IEP team must consider how each of the needs impacts progress in the general curriculum.
- Select those needs that will have the greatest impact on student progress towards grade level standards.

Selecting Skills to Assess

- Not all of the standards carry the same weight.
- Consideration must be given to the most powerful standards that will:
 - ❖ Target foundational skills
 - ❖ Target high leverage skills
 - ❖ Allow the student to move closer to the long term goals

Writing IEPs That Align to Common Core Standards by Carol Kouroussy

Remember

- The IEP goal is not the grade level content standard and should not be stated word for word.
- The goal is part of the plan that will make the standard individualized and attainable for the student based on their unique needs.

Elementary Example

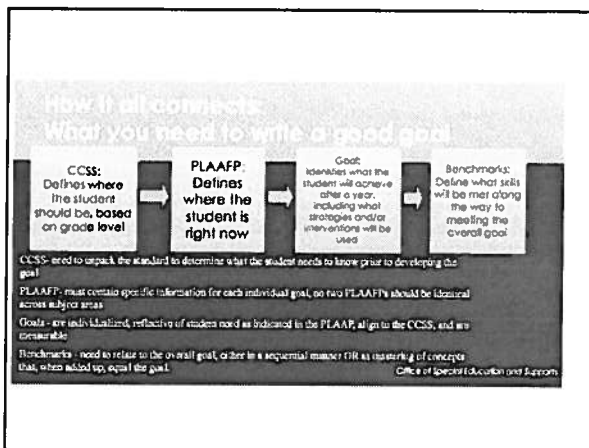
- Grade 3 Math: CC State Standard: Use place value understanding and properties of operationsto perform multi-digit arithmetic.
- Present Level: Based on classroom assessments, Student can perform addition and subtraction fluently but struggles with multiplication, placevalue, and estimation.....
- Possible Goal: Given visual cues,Student will compose and decompose numbers in expanded form in 8/10 trials.

High School-CC

- ELA- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Present Level- Based on classroom observations an data, Student understands information presented, is able to use technology to find information about a given topic, but is unable to organize thoughts on paper or stay on topic in presentations.
- Possible Goal: Using graphic organizers and note cards, Student will prepare a presentation on a given topic with at least 5 supporting details, and present staying on topic for a minimum of 5 minutes.

Extended Content Standard Example

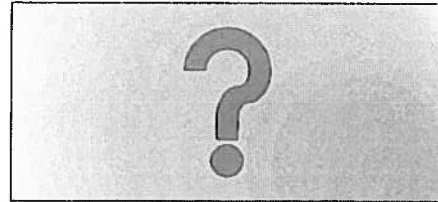
- ECS :Grade 3 ELA- Ask questions of or answer questions posed by adult or peer communication partners.
- Present Level: According to classroom data, Student has limited verbal skills. Exchanges are mostly one word requests for wants or need such as saying "drink", or "eat". Student can imitate short phrasesand sentences but does spontaneously produce them
- Possible goal: Given verbal prompts, Studentwill ask for wants and needs using a minimum of three words per request, in 7/10 trials.



Summary

- In N.C. every student is important and deserves a high quality education.
- Students with disabilities are no different than those without disabilities.
- It is our belief that with the proper supports in place students with disabilities can become amazing citizens and do great things.

Questions



- In education it isn't how much you have committed to memory or even how much you know. It's being able to differentiate between what you do know and what you don't. It's knowing where to go to find out what you need to know and it's knowing how to use the information you get." —*William Feather*