



COLORADO

Department of Education

***Writing Standards-aligned
Individualized Education
Programs (IEPs and ALPs)***

Level II Charter School Institute

September 2016

Exceptional Student Services Unit

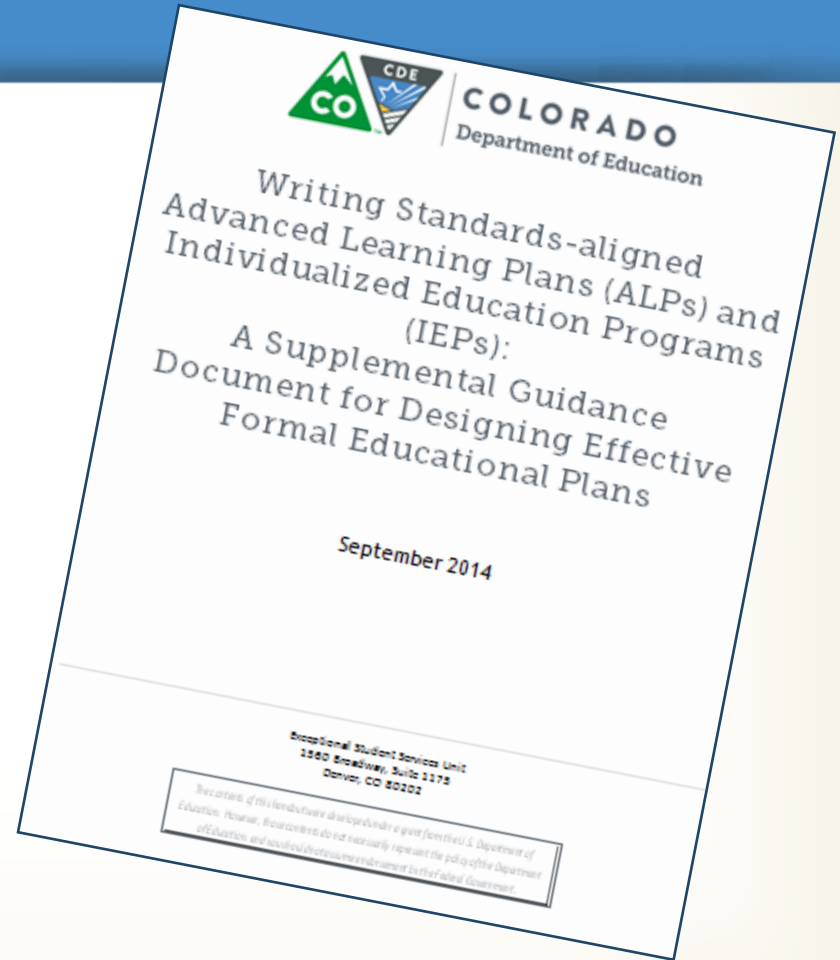
Diane Cassidy

Njal Schold

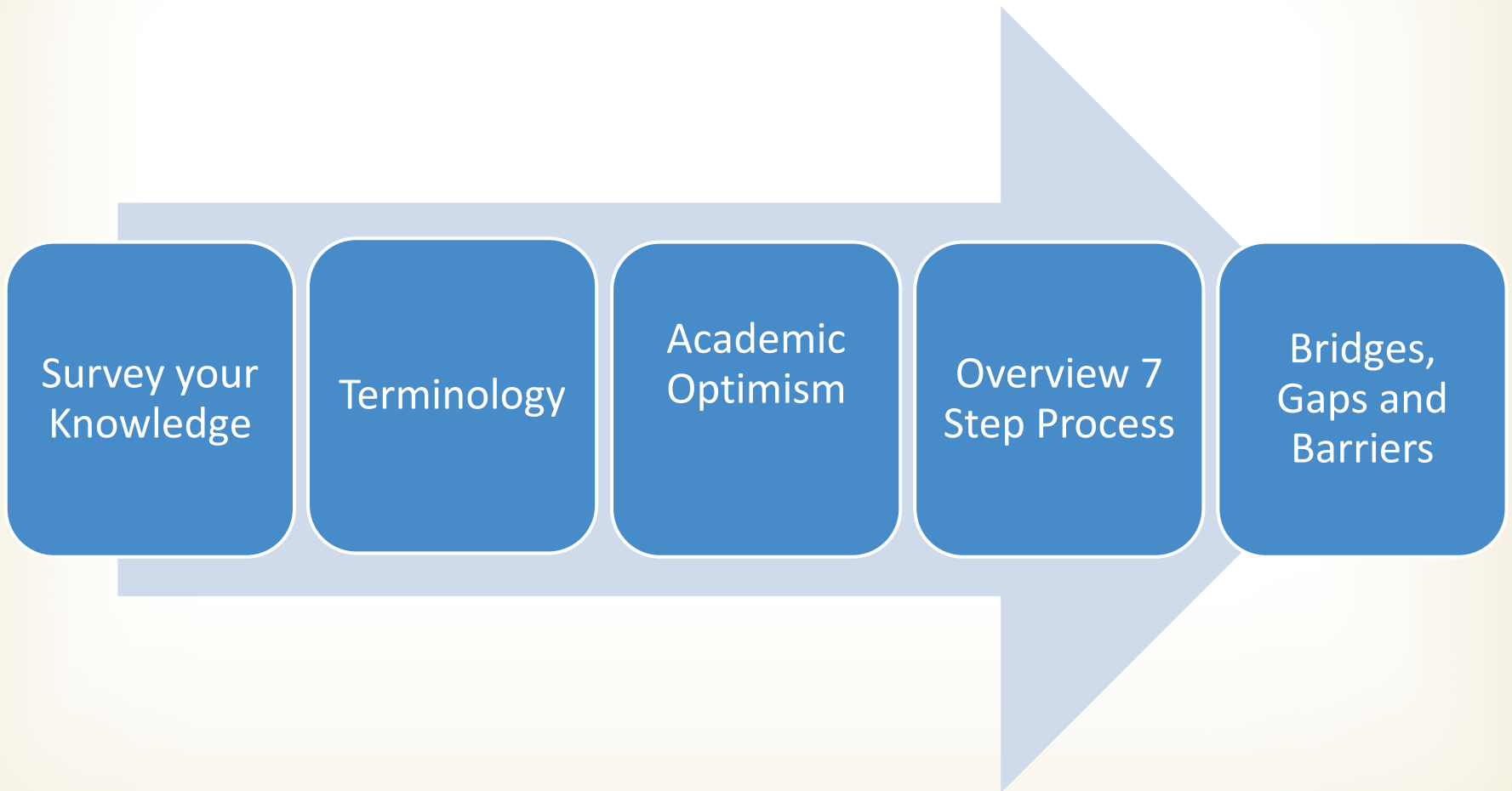
Purpose

Set the Colorado Academic Standards as the foundation for all instruction and provide guidance for the state around writing standards-aligned

- Advanced Learning Plans (ALPs)
- Individualized Education Program (IEP) Teams
- Resources for districts as they collaborate with families of children and youth with exceptionalities



Overview = 90 minutes



For Starters

- **Fist to five:**
- **What is your level of understanding of the Colorado Academic Standards?**
- **What is your comfort level with using the Colorado Academic Standards to develop IEPs?**
- **Based on your experience in working to implement Standards aligned IEPs this last school year, please write down areas that were difficult on the stickies on your table and post them under the big ?.**

PROMPTS FROM PRE BOOT CAMP SLIDES

- Is this approach a shift in thinking?
- How does this align with or challenge what you have experienced or witnessed?
- How can we shape our sites/situations to improve successful IEP initiation and implementation?
- Please share with a neighbor and be prepared to share out.

Review the Standards or How Do I Open This Door?




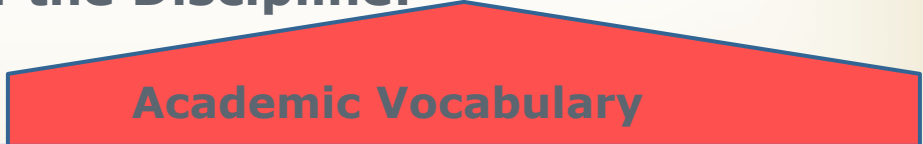
- Importance of understanding the standards and what is being taught in the classroom as we are placing more and more students in the general education classroom so that they are exposed to the general education curriculum along with their peers, all other students.
- Historical situation with Special Education and training in the academic standards
- Uniqueness of charter schools, but let's look at the structure of the standards

Content Area	Content Area
Standard:	Topical Organization
Prepared Graduates:	P-12 Concept and Skill thread students must master

High School and Grade Level Expectations

Concepts and skills students master:	Concepts & skills indicating progress to PGC mastery
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Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can: 	Inquiry Questions: 
	Relevance and Application: 
	Nature of the Discipline: 



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation

Extended Evidence Outcomes

Evidence outcomes for students with significant cognitive disabilities directly aligned to Grade Level Expectations

Extended Readiness Competencies

Content Based Access Skills:
Skills needed for student with significant cognitive disabilities to access the standards

What Does It Mean to Align IEPs to CAS?

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. A clear communication plan is necessary to effectively deliver and receive information

Evidence Outcomes

Students can:

- a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1)
 - i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a)
 - ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
 - iii. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c)
 - iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
- b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)
- c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)
- d. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS: SL.4.4)
- e. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)
- f. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is important to listen to all members in a group before making a decision about an issue or problem?
2. What are some important things to do when presenting ideas to a group?
3. Why is paraphrasing someone else's thinking important before sharing other opinions?

Relevance and Application:

1. Learning how to listen and support ideas with others is a life skill (Businesses of all sizes create communication plans so all employees are kept informed and know how and where to offer their opinion.)
2. Interacting with others by sharing knowledge, ideas, stories, and interests builds positive relationships. For example, when planning a school festival students, parents, and teachers work together to develop ideas and plan the work.
3. Using databases to organize information about and audience can improve a meeting.

Nature of Reading, Writing and Communicating:

1. Good communicators acknowledge the ideas of others.

Extended Evidence Outcomes

With appropriate supports, students can:

- I. Use 2-3 social phrases (e.g., compliment).
- II. Ask and answer simple social questions (e.g., What is your name?)
- III. Convey an idea on topic during a discussion

Extended Readiness Competencies

Content based access skills:

1. Demonstrating social amenities in a conversation
2. Acknowledging and honoring other's statements of needs, wants and feelings
3. Maintaining attention to others during a conversation

What Does It Mean to Align IEPs to CAS?

- Referring to standards to determine expectations at the student's enrolled grade level 4th Grade Standard 1: Oral Expression and Listening Concept 1

Grade Level Expectation

A clear communication plan is necessary to effectively deliver and receive information

Evidence Outcomes:

- Collaborative discussions
- Paraphrase portions of a text read aloud
- Identify reasons and evidence
- Report on a topic or text
- Plan to impact local ecosystem; tell a story
- Add audio/visual displays to presentations
- Differentiate between formal/informal discourse

Extended Evidence Outcomes (EEOs):

- Use 2-3 social phrases
- Ask and answer simple social questions
- Convey an idea on topic during a discussion

Extended Readiness Competencies (ERCs)

- Demonstrate social amenities in a conversation
- Acknowledge and honor other's statements
- Maintain attention to others during a conversation

Grade-Level Expectations

Questions to Consider

For Students with a Disability who receive instruction on Grade-Level Academic Achievement Standards

- What is the intent of the content standard?
- What does the Evidence Outcome indicate the student must know and be able to do?
- What are the essential skills associated with the content standard?
- What is the student's present level of performance?
- What **adaptations** are needed?
- Develop a logical sequence of skills toward the Evidence Outcome

[Center for Applied Technology](#)

[Colorado Accommodation Manual](#)



Alternate Standards – Extended Evidence Outcomes

- What is the intent of the grade-level content standard?
- What does the Extended Evidence Outcome indicate the student must know and be able to do?
- What are the essential skills associated with the extended content standard?
- What is the student's present level of performance?
- What **modifications** are needed?
- Develop a logical learning progression toward the Extended Evidence Outcome

Questions to Consider

For Students with a Significant Cognitive Disability who receive instruction on **Alternate Academic Achievement Standards**



Consideration of the Standards

- **Intent of the standard**
- **Skills needed to meet standard**
 - Includes depth of knowledge
 - New skills and extensions
- **Knowledge and skills that should be in place in order for student to meet standards**
 - Prerequisites
 - Connections to previous learning
- **Methods for showing what the student knows and can do within the standard**



Academic Optimism

Do you believe?

■ Three foundations of Academic Optimism:

■ **belief that all students can be successful and belief in yourself and your abilities as a teacher**

• **Academic Emphasis**

- High expectations, achievable goals, student respect for academics

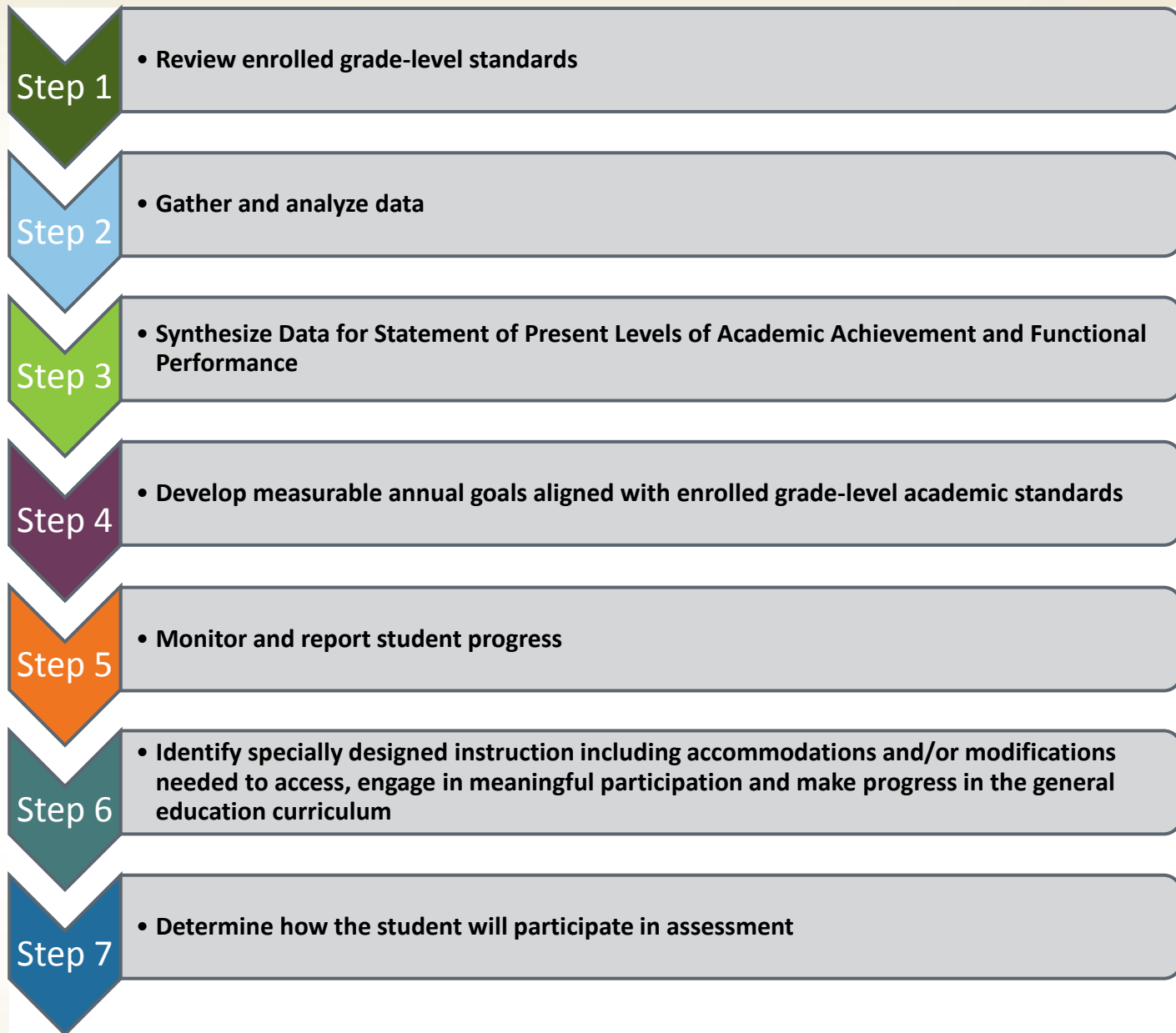
• **Collective Efficacy/ability to produce the result**

- Teachers believe and create a culture of academic optimism, positive efficacy collectively amongst staff leads to change

• **Relational Trust**

- All stakeholders cooperate to improve learning, trust leads to cooperative learning and supports risk taking

A Seven-Step Process for Writing Standards-aligned IEPs



Adapted from Project Forum, NASDSE 2007



Standards-aligned Guidelines

- **Know your student's present levels**
 - PLAAFP based on multiple sources of data
 - The bridges, gaps and barriers
- **Know your instructional standards**
 - Areas of critical need
- **Conditions, origin of the gaps**
 - Ensure that gaps and barriers don't interfere with access to GLS
- **Development of aligned goal**
- **Determine educational benefit and progress toward IEP goals and progress in general education curriculum**

Bridges, Gaps, & Barriers

The Bridges:

- the alignment between the student's readiness or present level of performance and the curriculum and setting expectations

Examples: Student-

- understands the main idea of a text
- understands technical terms

Bridges, Gaps, & Barriers

The Gaps:

- the discrepancy between the student's readiness or present level of performance and the curriculum and setting expectations, things the student cannot do without some level of change to the curriculum or setting demands

Examples: Student-

- struggles to identify the development of ideas over the course of a text
- Struggles to understand figurative language

Bridges, Gaps, & Barriers

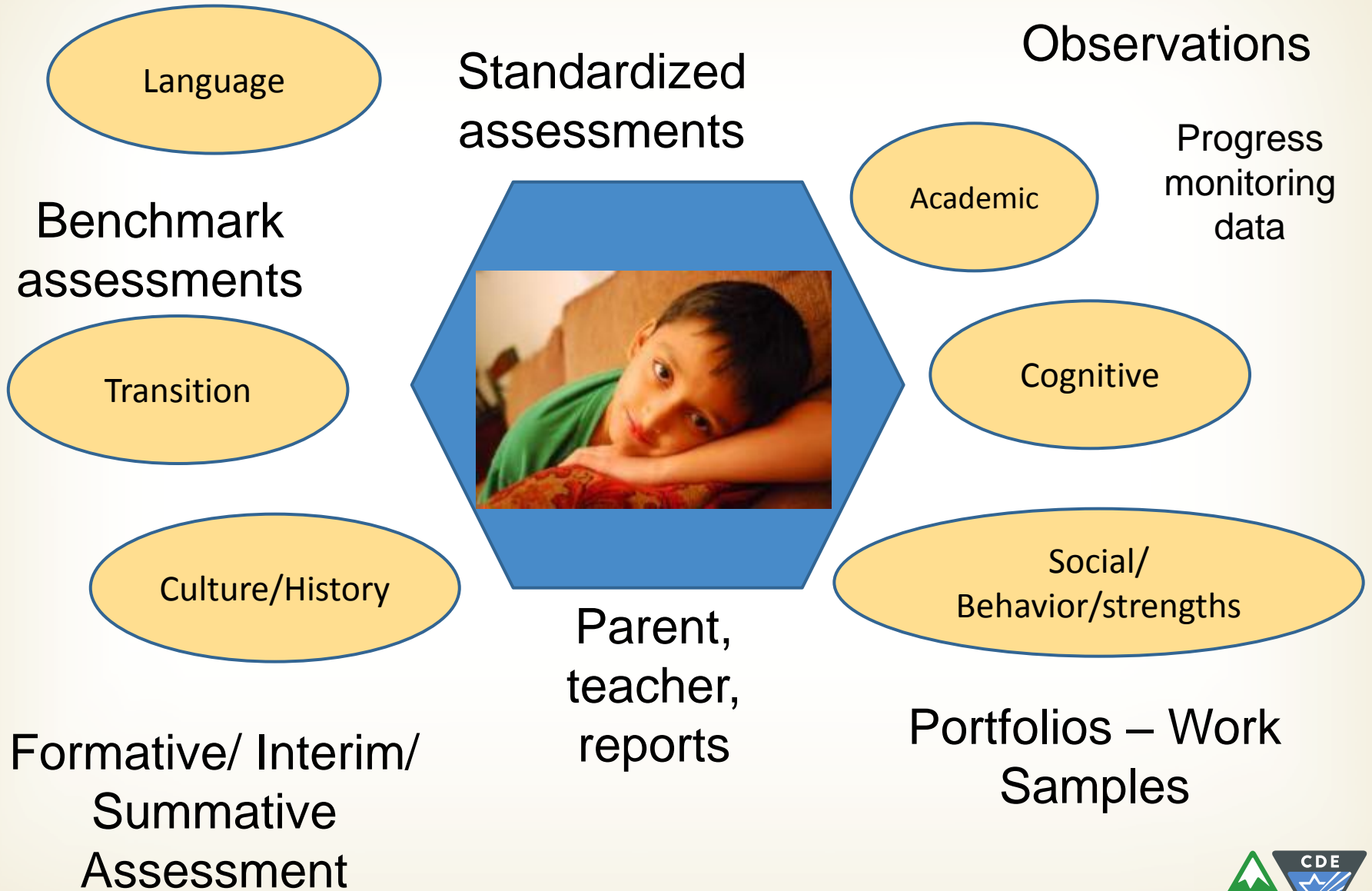
The Barriers:

- the things that exist in the curriculum, instruction or environment that prevent access to learning, things the student can't do as a result of a disability

Examples: Student-

- reads 2nd grade text,
- expanded vocabulary
- abstract concepts and vocabulary

Possible Sources of Data for Present Level Statements



Possible Data Sources

Progress monitoring results (review of achievement of previous IEP)

Classroom observation

Student work samples, classroom tests and grades

Curriculum-based assessment

Formative, benchmark and summative assessments

Possible Data Sources

Behavior data

Strategies, accommodations or assistive technology devices or services that have already shown success

Results of most recent state assessments(s)

Parent and student input

Language skills (including English Language Learners with a disability)

Choose Meaningful Skills

Pretti-Frontczak and her colleagues recommend choosing skills that are

- Functional, usable, observable and measurable
- Not likely to develop without intervention
- Developmentally appropriate/ match child's developmental level
- Address multiple areas and are generalizable
- A priority to all team members, including parents
- Enhance participation in appropriate activities academic and extracurricular
- Realistic and achievable as a means to prioritizing meaningful and measurable IEP goals



Choose Meaningful Goals

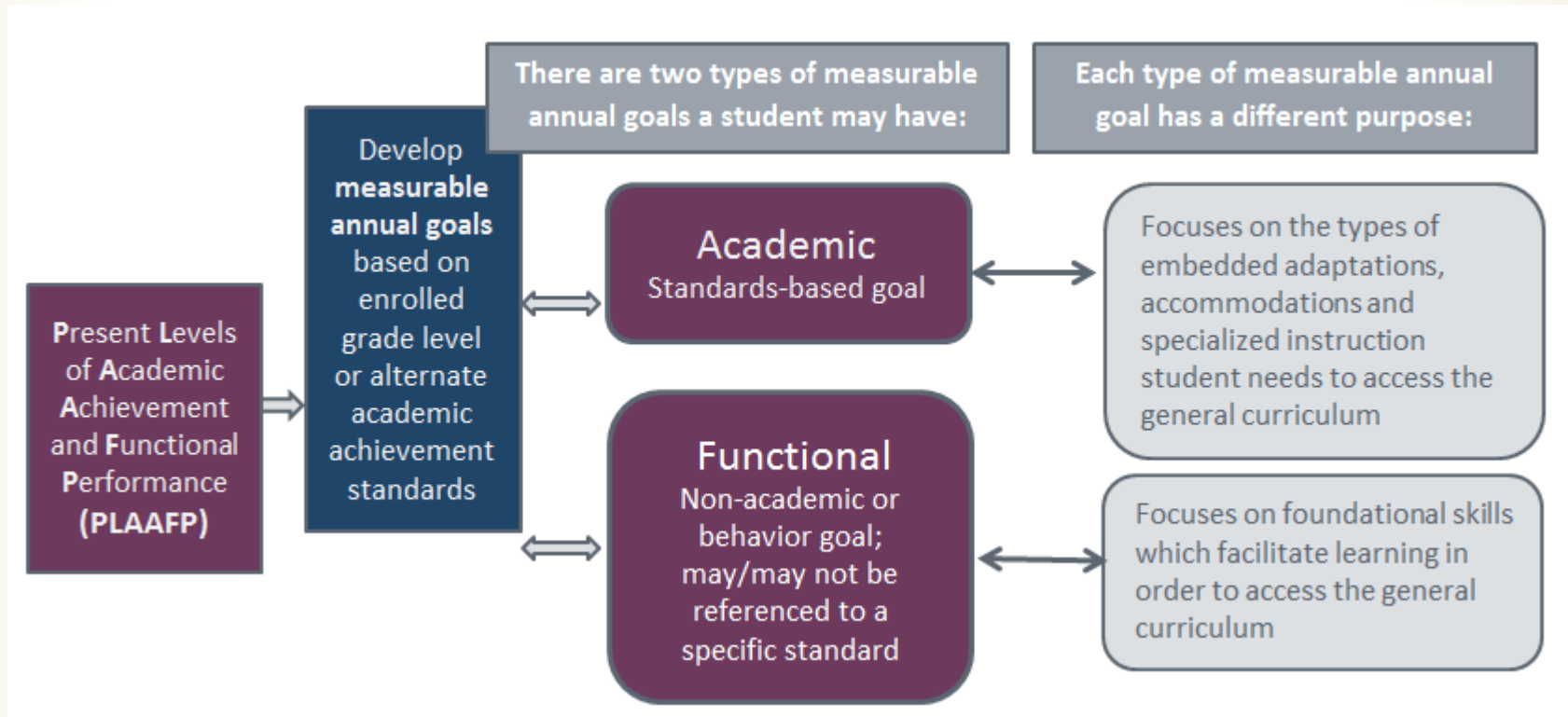
Student
Profile

- What is the big picture of the student's present level?

Identify &
Prioritize

- Where are the most significant gaps?
- Which are most important?

Goals Alignment



See the section called *Through the Lens...* for constructed examples using the **A-B-C-D-E** method of writing SMART goals.

Process of Developing Standard-based IEP Goals

Develop PLAAFP statement

- Collect Data
- Identify Strengths
- Identify Needs / Learner Characteristics
- Develop Impact Statement

Conduct Analysis

- Review CAS Grade-Level Evidence Outcomes or alternate standards EOs
- PLAAFP is basis for annual goals
- Prioritize educational needs
- Identify a reasonable learning progression toward the Standard

Write Measurable Annual Goals

- SMART
- Audience
- Behavior
- Condition
- Degree



Process of Developing Standard-based IEP Goals

**Develop
PLAAFP
statement**

- **Collect Data**
- Identify Strengths
- Identify Needs & Learner Characteristics
- Develop Impact Statement

Process of Developing Standard-based IEP Goals

Conduct Analysis

- Review CAS Grade-Level Evidence Outcomes or alternate standards EEOs
- Use PLAAFP as basis for annual goals
- Prioritize academic and functional needs
- Identify a reasonable learning progression toward the Standard

Process of Developing Standard-based IEP Goals

Write Measurable
Annual Goals

Academic
Functional

- **SMART**
- *Audience*
- *Behavior*
- *Condition*
- *Degree*

Prioritizing IEP Goals

The IEP Team must:

- Select the need(s) with the **greatest impact** on skill acquisition for goal development
- Consider impact of goal on the student's need for **future progress**
- Determine the standard that correlates with each prioritized need



SMART A-B-C-D-E Example

- The student **(Sean)**
- Will do what **(correctly answer literal and informational comprehension questions verbally or with an AAC device)**
- To what level or degree **(with 80% accuracy on 15-20 questions per reading)**
- Under what conditions **(after listening to a variety of recorded informational text passages of 100 words or less)**
- In what length of time **(by annual review date)**
- As measured by **(completed teacher created questions)**



Kim's Needs and Annual Goal

Need

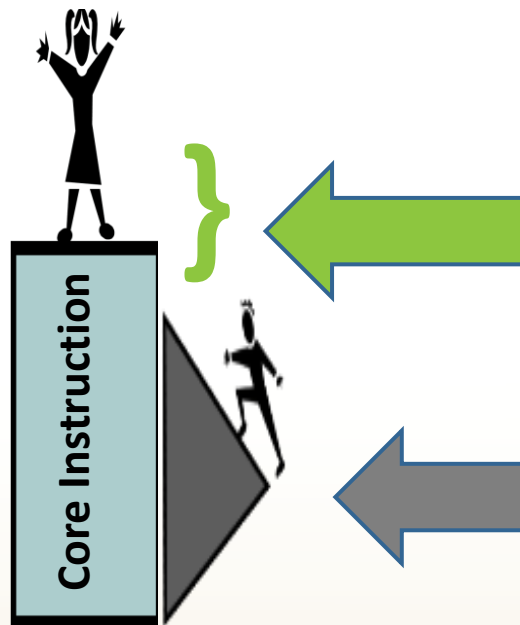
Kim needs to learn to apply phonics and word analysis to decode words (ELA Gr. 4 RF Standard 3)

Measurable Annual Goal

Given a list of 25 unfamiliar multi-syllable words out of context, Kim will correctly decode the words with an average of 90% accuracy on classroom assessments by the annual review date.



Specially Designed Instruction



Specially designed instruction targets the “The Gap”—concepts and skills that remain to be mastered.

Concepts and skills the student has attained = PLAAFP

PROMPTS FROM PRE BOOT CAMP SLIDES

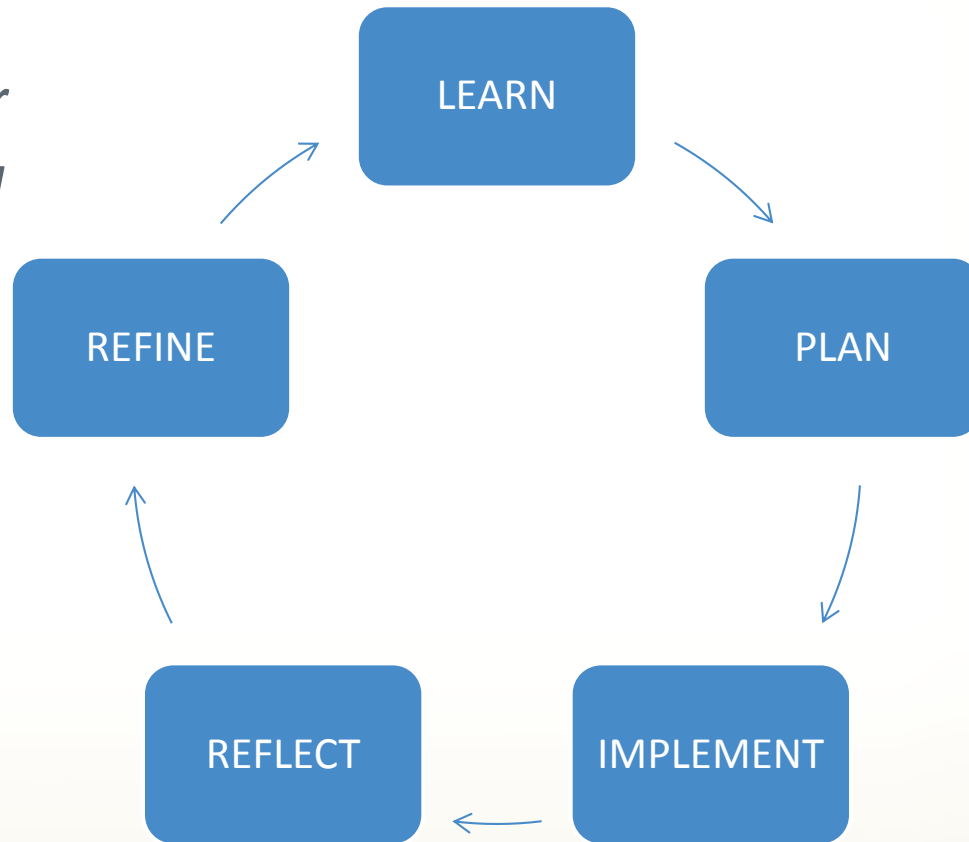
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- Please share with a neighbor and be prepared to share out.

CDE Contacts

- **Fran Herbert**
 - Supervisor, Results Driven Accountability Continuous Improvement Process
- **Tanni Anthony**
 - Director, Access, Literacy and Learning
- **Jaquelin Medina**
 - Director, Gifted and Talented
- **Cindy Dascher**
 - Supervisor, Family and School Partnering, Exceptional Student Services Unit
- **Faye Gibson**
 - Supervisor, Statewide Professional Development Initiatives
- **Njal Schold**
 - Results Driven Accountability; Accountability Specialist
- **Diane Cassidy**
 - Gifted Education Specialist

'Specially Designed Instruction'

Figure 1: Logic model for designing and delivering intensive interventions



'Specially Designed Instruction'

IMPLEMENT

- Develop plan(s)
- Adapt practices
- Deliver responsive instruction

'Specially Designed Instruction'

REFLECT

- Examine Data
- Determine effectiveness

'Specially Designed Instruction'

REFINE

- Additional resources?
- Adjust?
- Implement changes
- Reflect and Refine

Specially Designed Instruction

LEARN and
PLAN

- Review
Developed plan(s)