Standards Aligned IEPs: Major Points and Misconceptions

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PaTTAN

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PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Standards Aligned IEPs:
Major Points and Misconceptions

This webinar will focus on effective and efficient practices for utilizing Pennsylvania's Standards Aligned System (SAS) to develop measureable IEP goals that are aligned with PA standards, anchors, eligible content, or an element of the curriculum framework.

Advance Organizer

❑ Identify Standards Aligned System (SAS) navigation routines that link student skill needs recorded on an IEP with Pennsylvania SAS framework elements

❑ Develop measurable IEP goals which are aligned with PA standards, anchors, eligible content, or an element of the curriculum framework

❑ After rereading his/her own IEP document, augment/revise at least one IEP goal by implementing the 6-step routine presented
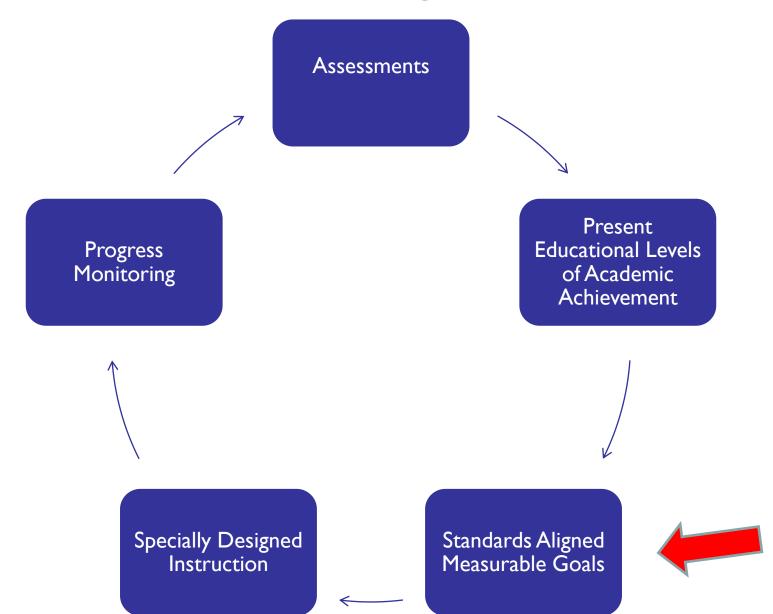
Anticipatory Set

Student in my class with an IEP

Standards Aligned IEPs

Assessments

Present Educational Levels of Academic Achievement

Standards Aligned Measurable Goals

Specially Designed Instruction

Progress Monitoring

Writing standards aligned IEP goals…

1. Review Present Levels of Academic Achievement (based on assessments)

2. Identify student needs (academic and functional skills)

3. Prioritize student needs as skills that are essential to be developed

4. Determine the Standard, Anchor, or element from the Curriculum Framework that correlates with each need

5. After considering the above, write the goal to include a clearly defined action/behavior, condition, and performance criteria

6. Monitor progress and adjust instruction based on data

PA Standards Aligned System (SAS) and the IEP

- SAS provides the framework for the content and skills that need to be taught and learned
- SAS represents the content via:
    - Content Standards; Assessment Anchors; Eligible Content
    - Curriculum Framework
        - Big Ideas
        - Concepts
        - Competencies
- SAS links its content with suggested resources for effective instruction
- Teacher Tools (curriculum mapping)

Curriculum Framework and the IEP

- **Big Ideas**: Declarative statements that describe concepts that transcend all grade levels; are essential to provide **focus** on specific content for all students

- **Concepts**: Describe what students should **know**, and key knowledge as a result of instruction, specific to grade level

- **Competencies**: Describe what students should be able to **do** - key skills - as a result of instruction specific to grade level

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SAS
Standards
Aligned
System

Search

Advanced Search

Standards   **Assessment**   **Curriculum Framework**   **Instruction**   **Materials & Resources**   **Safe & Supportive Schools**

Standards

Safe and
Supportive
Schools

Assessment

Student
Achievement

Materials
&
Resources

Curriculum
Framework

Instruction

Standards Aligned System

The **Pennsylvania Standards Aligned System (SAS)** is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement.

www.pdesas.org

SAS PORTAL SITE UPDATES

1/4/2012 Keystones to Opportunity -
Grant Application Readers Needed

Grant application readers are being
recruited for the pre-application phase...

12/20/2011 Keystones to Opportunity -
Local Literacy Needs Assessment

The Keystones to Opportunity Initiative
has added a NEW fill-in Local Liter...

12/6/2011 Pennsylvania Teacher of the
Year 2012

Registered Users Online
67

Total Page Views
18,385,838
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15   **Upcoming Trainings & Events**

Michael's Present Levels: Math – Algebra I

Meet Michael ~ Grade 9…

Excerpt from Michael's PLAA…

Michael is included in a 9th grade Algebra 1 class that has a special education co-teacher. With supports such as pre-teaching and re-teaching, and weekly use of math software for practice, his **test grades** range from 66% to 84%. He contributes in class discussions, completes classwork and assignments, and asks for assistance from the learning support teacher. His **teachers note** that he appears to understand concepts when introduced, however, computation errors impact his fluency and accuracy. He mastered her previous goal of improving computation skills with whole numbers, as measured on **weekly probes**. Michael scored Below Basic on his **8th grade PSSA**, and has improved from Below Basic to Basic on **4Sight**.

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Michael's Present Levels: Math – Algebra I

His lowest scores were in Numbers and Operations, Algebra, and Measurement. Based on data from the **Classroom Diagnostic Tool (CDT)** for Algebra I, Michael is scoring near the end of grade level expectation in Data Analysis. The data from the **CDT** also indicates Michael has difficulty with Linear Equations and inequalities. Assessment data is consistent with **observations** by his Algebra and learning support teachers.

PAWZ= Participant Action Work Zone

1. **Review** Present Levels of Academic Achievement

❏ Describe the current academic achievement and functional performance of the student referencing both the grade and instructional levels

   ▪ Interpret assessment data noted: summative, formative, benchmark, and diagnostic

❏ Describe the student's disability-related needs in an observable and measurable way

❏ Describe what is and is not working to advance learning

❏ Describe progress in the general education curriculum

Determine Needs and Prioritize

Needs:

- _____

- _____

Step 3

Priority:

- _____

PRIORITY NEED:

Michael needs to develop accuracy and fluency with real numbers and expressions, including integers, fractions, decimals, and percents.

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PAWZ= Participant Action Work Zone
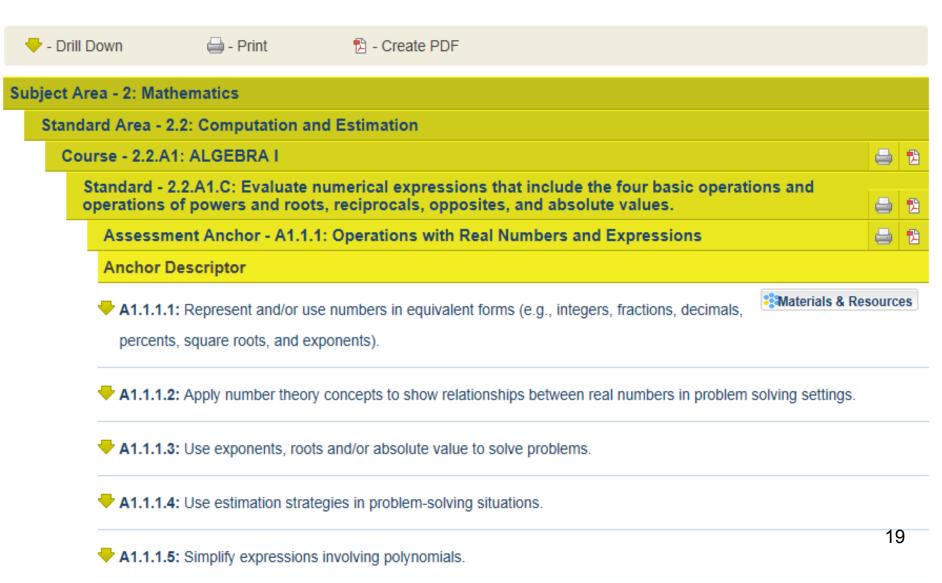
2. Identify student needs (academic and functional skills)

- ❑ Use assessment data (summative, formative, benchmark, and diagnostic) to determine student needs

3. Prioritize student needs as skills that are essential to be developed

- ❑ Use information found on SAS to assist in choosing skills that will be reflected in IEP goals
  - ❑ Standards, anchors, eligible content, curriculum framework
  - ❑ Test Blueprints
  - ❑ Performance Level Descriptors

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1) Look at the PA Academic Standards for Mathematics – Algebra I including Assessment Anchors, Big Ideas, Concepts, Competencies, and Eligible Content from the Curriculum Framework

2) Using the information from above, which standard and/or anchor or… element from the Curriculum Framework would best address Michael's needs in **Algebra I?**

_____

_____

Reset Browse Standards

⬇ - Drill Down   🖨 - Print   📄 - Create PDF

Subject Area - 2: Mathematics

Standard Area - 2.2: Computation and Estimation

Course - 2.2.A1: ALGEBRA I   🖨 📄

Standard - 2.2.A1.C: Evaluate numerical expressions that include the four basic operations and operations of powers and roots, reciprocals, opposites, and absolute values.   🖨 📄

Assessment Anchor - A1.1.1: Operations with Real Numbers and Expressions   🖨 📄

Anchor Descriptor

⬇ **A1.1.1.1:** Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, and exponents).   ⬡ Materials & Resources

⬇ **A1.1.1.2:** Apply number theory concepts to show relationships between real numbers in problem solving settings.

⬇ **A1.1.1.3:** Use exponents, roots and/or absolute value to solve problems.

⬇ **A1.1.1.4:** Use estimation strategies in problem-solving situations.

⬇ **A1.1.1.5:** Simplify expressions involving polynomials.

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Determine the Standard, Anchor, or element from the Curriculum Framework that correlates with each need

Standard 2.2.A1.C.   Evaluate numerical expressions that include the four basic operations and operations of powers and roots, reciprocals, opposites, and absolute values.

Assessment Anchor

A1.1.1: Operations with Real Numbers and Expressions

Anchor Descriptor

- **A1.1.1.1:** Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, and exponents).
- **A1.1.1.2:** Apply number theory concepts to show relationships between real numbers in problem solving settings.
- **A1.1.1.3:** Use exponents, roots and/or absolute value to solve problems.
- **A1.1.1.4:** Use estimation strategies in problem-solving situations.
- **A1.1.1.5:** Simplify expressions involving polynomials.

Michael's Goal for Algebra I

MEASURABLE ANNUAL GOAL Condition, Name, Behavior, and Criteria	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
Given weekly mixed skills probes, Michael will **evaluate numerical expressions** with real numbers, including integers, fractions, decimals and percents, scoring at least 8 out of 10 correct on 5 consecutive weekly assessments. *Standard 2.2.A1.C.* *Evaluate numerical expressions that include the four basic operations and operations of powers and roots, reciprocals, opposites, and absolute values.*	Weekly probes with scores graphed by student and teacher ---------------------- 4Sight data, <u>CDT results</u>, and classroom formative assessments will be reviewed	Weekly Every 9 weeks	

Goal is based on assessment data in the present levels. Example is for training purposes only!

Alice's Present Levels: Reading Comprehension

Meet Alice ~ Grade 5…

Alice's Present Levels: Reading Comprehension

Excerpt from PLAA for Alice:

…Alice has met the criteria of her current reading fluency goal of reading 120 words per minute. The San Diego Quick Assessment suggests that her instructional level is 3th grade, and frustration level is 4th grade. She scored low *Basic* on 4Sight. The 4Sight data, as well as curriculum-based assessments, indicate that Alice has difficulty summarizing and identifying key concepts in nonfiction texts. She is able to keep pace with her classwork in Social Studies with pre-teaching vocabulary and content, and review of important concepts…

Determine Needs and Prioritize

Needs:

- _____
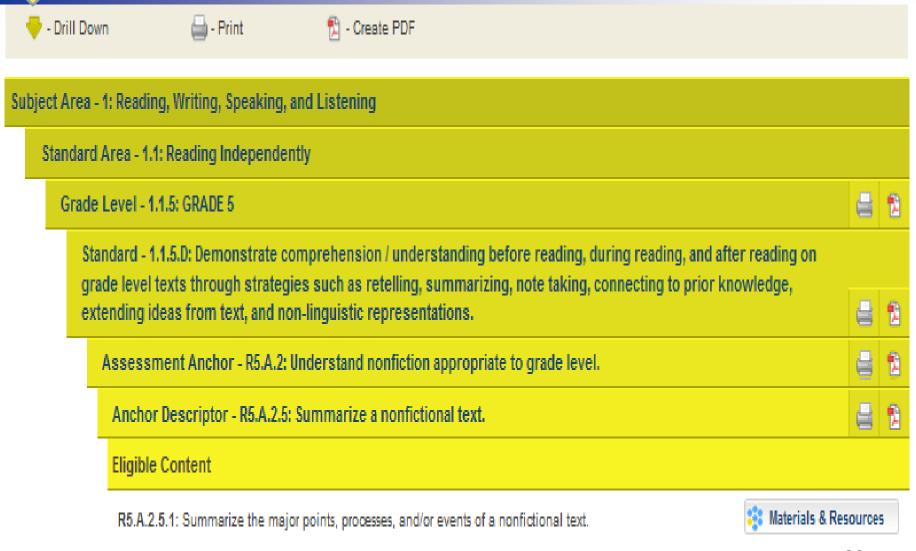
- _____

Priority:

- _____

PRIORITY NEED:

Alice needs to develop comprehension skills with a focus on summarizing and identifying key concepts.

1) Look at the PA Academic Standards for Reading, Writing, Speaking, and Listening for grade 5 – including Assessment Anchors, Big Ideas, Concepts, Competencies, and Eligible Content from the Curriculum Framework

2) Using the information from above, which standard and/or anchor or… element from the Curriculum Framework would best address Alice's needs in **reading comprehension**?

_____

_____

_____

Step 4: Determine the Standard, Anchor, or element from the Curriculum Framework that correlates with each need

- **⬇ - Drill Down**   **🖨 - Print**   **📄 - Create PDF**

Subject Area - 1: Reading, Writing, Speaking, and Listening

Standard Area - 1.1: Reading Independently

Grade Level - 1.1.5: GRADE 5

Standard - 1.1.5.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.

Assessment Anchor - R5.A.2: Understand nonfiction appropriate to grade level.

Anchor Descriptor - R5.A.2.5: Summarize a nonfictional text.

Eligible Content

R5.A.2.5.1: Summarize the major points, processes, and/or events of a nonfictional text.

⚙ Materials & Resources

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Determine the Standard, Anchor, or element from the Curriculum Framework that correlates with each need

One option…

Standard - 1.1.5.D:

Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.

Assessment Anchor - R5.A.2:

Understand nonfiction appropriate to grade level.

Anchor Descriptor - R5.A.2.4:

Identify and explain main ideas and relevant details.

Eligible Content - R5.A.2.4.1:

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria	Describe **HOW** the student's progress toward meeting this goal will be measured	Describe **WHEN** periodic reports on progress will be provided to parents	**Report of Progress**
Given a nonfiction passage, Alice will identify stated or implied main ideas and details as indicated by increasing a minimum of 0.8 correct word replacements per month on 2.5 minute MAZE probes. *Eligible Content - R5.A.2.4.1:* Identify and/or explain stated or implied main ideas and relevant supporting details from text.	Scores on a MAZE passage will be tracked; Alice will also graph her own progress. --------------------- 4Sight results and classroom formative assessments will also be reported.	Two times per quarter	

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Alice's Goal for Comprehension – **Sample 2**

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria	Describe **HOW** the student's progress toward meeting this goal will be measured	Describe **WHEN** periodic reports on progress will be provided to parents	**Report of Progress**
Given a nonfiction passage and a graphic organizer, Alice will summarize major points, earning at least 4 of 5 points on a Summarizing Rubric on 4 consecutive biweekly trials. *Eligible Content - R5.A.2.4.1:* Identify and/or explain stated or implied main ideas and relevant supporting details from text.	Scores on a rubric will be tracked; Alice will graph her own progress. ---------------------- 4Sight results and classroom formative assessments will also be reported.	Two times per quarter	

Sydney's Present Levels: Self-Advocacy

Meet Sydney ~ Grade 7…

Sydney's Present Levels: Self-Advocacy

Excerpt from PLAA for Sydney:

…Sydney has expressed frustration to her parents and the teacher of the deaf because her math and science teachers are not consistently employing the accommodations that are listed on her IEP. She has stated that she feels upset when the sound field system is not used and when the students are all speaking at the same time because she cannot understand what is being said. Sydney needs to identify the accommodations that address her communication and learning needs and explain their importance for access…
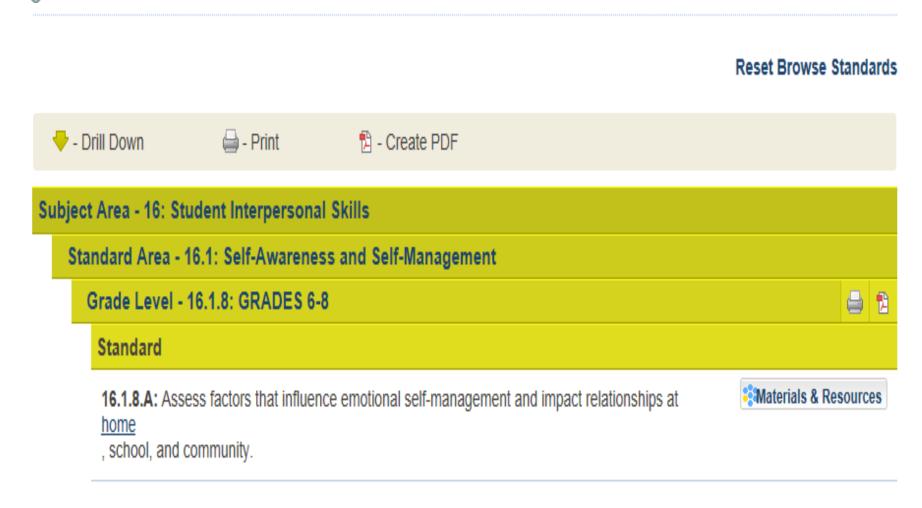
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Determine Needs and Prioritize

Needs:

- _____

- _____

Priority:

- _____

PRIORITY NEED:

Sydney needs to identify and express the types of services and/or supports she needs that will provide access in the general education classroom and that positively affect her ability to learn

Determine the Standard, Anchor, or element from the Curriculum Framework that correlates with each need

Reset Browse Standards

⬇ - Drill Down   🖶 - Print   📄 - Create PDF

Subject Area - 16: Student Interpersonal Skills

Standard Area - 16.1: Self-Awareness and Self-Management

Grade Level - 16.1.8: GRADES 6-8   🖶 📄

Standard

16.1.8.A: Assess factors that influence emotional self-management and impact relationships at home, school, and community.

❖ Materials & Resources

Determine the Standard, Anchor, or element from the Curriculum Framework that correlates with each need

School-Wide Area of Focus – SIS:

Student interpersonal skills

Standard Area - SIS.1:

16.1.8.A: Assess factors that influence emotional self-management and impact relationships at home, school, and community.

Write the goal to include a clearly defined action/behavior, condition, & performance criteria

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria	Describe **HOW** the student's progress toward meeting this goal will be measured	Describe **WHEN** periodic reports on progress will be provided to parents	Report of Progress
Given practice situations with her teacher of the deaf, Sydney will identify and state what types of services and/or supports she needs that will provide access in the general education classroom and that positively affect her ability to learn as evidenced with a score of 5 out of 5 on a Self-Advocacy Rubric for 3 consecutive opportunities. *Standard Area - SIS.1:* **16.1.8.A:** Assess factors that influence emotional self-management and impact relationships at home, school, & community.	After scaffolding using modeling; cue cards; repetition strategies, scores on a rubric will be used. Sydney will also graph her own progress.	One time per quarter	35

Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation in which the student will perform the behavior. *Materials, settings, accommodations?* Examples: Given visual cues… During lectures in math… Given active response checks…	Use the Student's Name	Describe behavior in <u>measurable, observable</u> terms. Use action verbs. *What will s/he actually DO?* Examples: **Locate** **Name** **Point** **Separate** **Rank** **Choose** *Remember--Academic Standards, Big Ideas, Competencies from the **Standards Aligned System (SAS)** provide the content for goals.	The <u>level</u> the student must demonstrate for mastery: *How well?* Examples: % of the time #times/# times With the # or % accuracy "X" or better on a rubric or checklist.	<u>Number of times</u> needed to demonstrate mastery: *How consistently?* How consistently will the student need to perform the skill(s) before considered "mastered?"	<u>Evaluation Schedule:</u> *How often?* How often will the student be assessed? AND : What will be the method of evaluation?

Short-term Objectives

- Short term objectives/benchmarks are only required for students who are eligible for special education who take alternative assessments (i.e., students severely cognitively disabled and assessed by the PASA).

- Once the IEP team has developed measurable annual goals, the team must determine short-term objectives/benchmarks that serve as a plan for reaching annual goals and a means for measuring progress toward meeting the annual goals.

Short-term Objectives

- Short term objectives/benchmarks provide a mechanism for determining whether the student is progressing during the year to ensure that the IEP is consistent with the student's instructional needs, and if appropriate, to revise the IEP. The team should indicate the expected level of achievement, as well as the method of evaluation.

- Short term objectives/benchmarks should include the same components as an annual goal:
    - ☐ Condition
    - ☐ Student's name
    - ☐ Clearly defined behavior, AND
    - ☐ Performance criteria

Short-term Objectives

The IEP of a student with a disability who is also gifted must include:

1) A statement of annual goals and short term learning outcomes which are responsive to the learning needs identified in the Evaluation Report, and

2) Appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved.

Note: Each short term learning outcome must relate to only one Annual Goal.

Review ~ Check For Understanding (CFU)

It is essential that IEP goals…

- ✓ address prioritized needs from _____ _____ of academic achievement and functional performance
- ✓ reflect standards, anchors, eligible content or big ideas, concepts, or competencies from SAS's

_____ _____

- ✓ have clearly stated performance criteria, including how _____ will be monitored
- ✓ for students who are eligible to take the PASA, also include _____

Review ~ Check For Understanding (CFU)

It is essential that IEP goals…

- ✓ address prioritized needs from Present Levels of academic achievement and functional performance
- ✓ reflect standards, anchors, eligible content or big ideas, concepts, or competencies from SAS's Curriculum Framework
- ✓ have clearly stated performance criteria, including how progress will be monitored
- ✓ for students who are eligible to take the PASA, also include short term objectives/benchmarks

Application of routine…

*Read the **PLAA** on the IEP you brought with you.*

How many different types of assessments and data do you see referenced?

Check all that apply from the list below:

❑ There are connections to standards
❑ They are descriptive; include strengths, needs, input from teachers
❑ They discuss data and **provide interpretations of the data**
  ❑ Summative
  ❑ Formative
  ❑ Diagnostic
  ❑ Benchmark
❑ Both instructional and grade level information is noted

*<u>**Underline**</u> the **measurable data** written for <u>**one**</u> subject/area.*

PAWZ= Participant Action Work Zone

4. Determine the Standard, Anchor, or element from the Curriculum Framework that correlates with each need

❑ Begin with the grade level standard closest to the stated need
❑ View the anchor, eligible content, and elements from the curriculum framework related to the standard and… that best captures what the student needs to do to build skills

5. After considering the above, write the IEP goal

❑ Be sure to include a clearly defined action/behavior, condition, and performance criteria
❑ Ensure that a parent, supervisor, or another teacher can describe and implement what the student needs to do in one year's time

PAWZ= Participant Action Work Zone

6. Monitor progress and adjust instruction based on data

❑ Choose a progress monitoring tool that will measure progress toward the goal
❑ Use the progress monitoring data to guide instruction

How well did you do?

A = I want to send this to PDE!

B = The goal includes most of the criteria needed for an
    IEP aligned to state standards.

C = I'm moving in the right direction!

D = The goal is vague - not measurable enough and
    does not include a standard, anchor, eligible
    content, or element from the curriculum framework.

F = I want to shred this and start over!

Contact Information   www.pattan.net

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