New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Turnkey Guidance for Developing a Standards-Based IEP

Goal: To provide educators with essential questions that will guide the transition to the NYS Next Generation Learning Standards and the development of standards-based IEPs.

Materials needed:
- *The Standards-Based IEP Process* PowerPoint Presentation
- Next Generation English Language Arts (ELA) Learning Standards
- Next Generation Mathematics Learning Standards

Instructions:
- Prior to the presentation, send attendees copies of the materials. Encourage participants to review the materials in advance and bring print/digital copies to the session.
- Instruct participants beforehand to prepare by bringing a learning standard for discussion from their respective grade level from math or ELA.
- Review the PowerPoint prior to presentation and prepare talking points for slides
- After the presentation, share the list of Additional Resources located at the end of this document.

PART 1: KEY PRINCIPLES OF AND STEPS TO CREATE A STANDARDS-BASED IEP

Directions: Refer to the following notes for guidance for each of the following slides. Walk the participants through each slide, then pause after the 11th slide for discussion questions for this section.

Slide 1: Explain the following:
> *This presentation is a guide for developing an IEP with the incorporation of grade-level standards to help students receive specially designed instruction necessary to access their grade level curriculum. While some of the documents in this presentation, as well as the additional resources, make mention of the 2011 Common Core standards, the guidance is equally applicable to the Next Generation Standards.*

Slide 2: Kathy Gomes and Mary Ann White designed this presentation and originally delivered it at the Next Generation Learning Standards Conference in November, 2017.

Slide 3: Provides a definition of a standards-based IEP.

Slide 5: This slide introduces the *Blueprint for Improved Results for Students with Disabilities*. Explain that the blueprints were designed, in consultation with stakeholders, as a statewide framework of expectations to lay the foundation for improved instruction and results for students with disabilities, which includes preschool students with disabilities and school-age students with any of the 13 disability categories of autism, blindness, deafness, deaf-blindness, emotional disabilities, hearing impairment, intellectual disability, orthopedic impairments, multiple disabilities, health impairments, speech and language impairment, traumatic brain injury and visual impairment.

Slide 6: These seven principles, from the Blueprint for Improved Results, follow these essential understandings:

- communities, boards of education, district, and school leaders must provide systemic supports and professional development for teachers to meet the needs of students with disabilities;
- school principals and special education administrators are fundamental in their roles as instructional leaders for students with disabilities;
- all teachers are teachers of students with disabilities;
- students with disabilities must be held to high expectations and given the appropriate supports and services to meet those high expectations;
- students and parents of students with disabilities need information and support to be meaningfully involved in the special education process;
- students with disabilities should participate in making recommendations for supports and services needed for their academic success.

Slide 7: Provide participants a few minutes to turn and talk in small groups, addressing the prompts on the slide.

Slide 9: This quote is from the 2013 draft of New York State Education Department's "Continuum of Special Education Services for School Age Students with Disabilities" (included in additional resources).

Slide 10: The additional guidance referenced in this slide includes information from the following documents (included in the additional resources):
- NYSED Field Memo: Role of the CSE in Relation to the Common Core Learning Standards
- NYSED Special Education Advisory Memo (Parent Resource)
- NYSED Field Memo, School Districts' Responsibilities to Provide Students with Disabilities with Specially-Designed Instruction and Related Services in the Least Restrictive Environment

Slide 11: Steps were adapted from the National Association of State Directors of Special Education. The rest of the presentation will follow these seven steps.

Discussion and synopsis: Ask participants to turn and talk, providing a few moments to discuss the questions. Provide a brief synopsis of Part 1 by reviewing the questions.

1. How can standards be used to improve an IEP?
2. How do standards relate to Meaningful Access?
3. What are the differences between the key principles and the steps?

PART 2: GRADE-LEVEL CONTENT AND CLASSROOM/STUDENT DATA

Directions: The rest of the presentation will follow the 7 Steps to Creating Standards-Based IEPs. Continue to follow the slides and provide discussions and synopsis after each Part. Part 2 addresses the following steps:

Step 1: Know the Grade Level Content Standards/Content
Step 2: Examine Classroom and Student Data

At each slide that asks, "What is your role in this step?", ask participants to quietly consider their particular role, as well as challenges they face, when addressing this step. When the question is repeated at the end of the step, ask them to briefly consider alternative approaches they might take.

Slide 13: Ask participants to share their thoughts on the following questions:
1. What are examples of the differences between standards and curriculum?
2. What are examples of skills that different students have that allow them to learn curriculum?

Slide 14: Using the grade-level standard they prepared, ask participants to turn and discuss the questions on the slide.

Slide 19: In this graphic, the red line represents standards-based goals and the blue line represents student performance. The gap between the two for a student can be mitigated by the techniques on the slide (i.e. adaptations, strategies, differentiation, etc.)

Slide 20: Identifying the discrepancy between the grade-level standard and the student's abilities informs the instruction. The "point of access" refers to where the student's skills are; if they are below grade-level, the gap analysis will help to determine how to approach instruction.

Discussion and synopsis: Ask participants to turn and talk, providing a few moments for them to discuss the questions. Provide a brief synopsis of Part 2, repeating the importance of knowing the grade-level standard as well as where the student's skills are in relation to that standard.

1. Why are grade-level standards (and anchor standards for ELA) important for designing a standards-based IEP?
2. Considering the grade-level standard you prepared, what prerequisite skills are necessary to achieve that standard? What instructional strategies can be used to bridge a skill gap and teach the standard?

PART 3: PRESENT LEVEL OF PERFORMANCE, MEASURABLE ANNUAL GOALS, AND STUDENT PROGRESS

Directions: Continue with the 7 Steps to Creating Standards-Based IEPs.
Continue to follow the slides; provide discussions and synopsis at the end of this Part.
Part 3 addresses the following steps:

> Step 3: Develop the present level of academic achievement and functional performances.
> Step 4: Develop measurable annual goals aligned with grade-level academic content standards.

At each slide that asks, "What is your role in this step?", ask participants to quietly consider their particular role, as well as challenges they face, when addressing this step. When the question is repeated at the end of the step, ask them to briefly consider alternative approaches they might take.

Slide 24: Ask participants to turn and talk, thinking of examples for each of the two questions.

Slide 25: Discuss the examples, indicating how the middle example refers specifically to standards-based curricular expectations.

Slide 30: Provide participants a few moments to consider the following question, then invite them to turn and talk about their answer: "What essential skill or skills does a student need to master the grade-level standard you've been using?"

<u>Discussion and synopsis</u>: Ask participants to turn and talk, providing a few moments for them to discuss the questions. Provide a brief synopsis of Part 3 by reviewing the questions.

1. What is the relationship between skills and standards?
2. What standards-based data can you use to develop the present levels of academic achievement and functional performances?
3. What measurements of student progress can be used to assess standards **and** skills?

PART 4: SPECIALLY DESIGNED INSTRUCTION AND ASSESSMENT OPTIONS

<u>Directions</u>: Continue with the 7 Steps to Creating Standards-Based IEPs.
Continue to follow the slides; provide discussions and synopsis at the end of this Part.
Part 4 addresses the following steps:

> Step 5: Assess and report the student's progress throughout the year
> Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum

> *At each slide that asks, "What is your role in this step?", ask participants to quietly consider their particular role, as well as challenges they face, when addressing this step. When the question is repeated at the end of the step, ask them to briefly consider alternative approaches they might take.*

Slide 34: Explain "this slide reflects the various assessments and/or data that the CSE considers when developing an IEP to describe the student's present level of academic, social, and physical performance."
Ask the group "how are these tools used, and for what purpose, in the development of an IEP?"

Slide 38: Ask for examples of instructional strategies that can be used to support specific standards.

Slide 41: This slide presents information from the appendix of the [Accessing the Common Core for Students with Disabilities Guidance Document](#).

<u>Discussion and synopsis</u>: Ask participants to turn and talk, providing a few moments for them to discuss the questions. Provide a brief synopsis of Part 4 by reiterating the importance of Steps 5 and 6.

1. What instructional strategies have you utilized with special education students?
2. How can it relate to standards?
3. How can these strategies be incorporated into an IEP?
4. Who is responsible for designing SDI? For implementing it?

PART 5: DETERMINE THE MOST APPROPRIATE ASSESSMENT OPTION

Directions: Continue with the 7 Steps to Creating Standards-Based IEPs.
Continue to follow the slides; provide discussions and synopsis at the end of this Part.
Part 5 addresses the following step:

> Step 7: Determine the most appropriate assessment option.

*At each slide that asks, "What is your role in this step?", ask participants to
quietly consider their particular role, as well as challenges they face, when
addressing this step. When the question is repeated at the end of the step,
ask them to briefly consider alternative approaches they might take.*

Slide 44: Ask participants to share their thoughts on the following questions:

- How can different formative assessments appropriately demonstrate a student's development?
- How do assessment conditions impact IEP goals?

Discussion questions:

1. How can formative assessments support IEP goals?
2. At the end of the slide show, go back to slide 11 and review the steps.

This marks the end of the Power Point Presentation

Share these additional resources with participants:

- Accessing the Common Core for Students with Disabilities Guidance Document
- Blueprint for Improved Results for Students with Disabilities
- Continuum of Special Education Services for School-Age Students with Disabilities
- NYSED Field Memo: The Role of the Committee on Special Education in Relation to the Common Core Learning Standards
- NYSED Field Memo: School Districts' Responsibilities to Provide Students with Disabilities with Specially-Designed Instruction and Related Services in the Least Restrictive Environment
- Parent Resources: NYSED Advisory, Curriculum Instruction toward the Common Core Learning Standards
- Standards-Based Individualized Education Program Examples, Project Forum