Aligning IEP Goals to Common Core Standards

Presented by L.E.A.S.E. Coordinators
Objectives

- Understand the ISBE guidance document
- Demonstrate an understanding of the vocabulary and structure of the Common Core Standards
- Develop SMART goals aligned to the Common Core Standards
  - Present levels of performance (PLAAFP)
  - Peer performance
  - Goals/objectives
  - Criteria, evaluation, & data collection
Agenda

- Benefits of Standard Based IEPs
- ISBE Guidance Document
- ELA and Math Standards Structures
- Essential Elements
- Development of Standard Based IEPs
- PLAAFP Activity
- Goal Writing
- Goal Writing Activity
Standards-Based Reform

In the last decade, Federal legislation has focused on:

- Special Education students have the right to be taught with the same high standards expected for all students.
- All students must be provided opportunities to learn the general education curriculum.
- Accountability for student learning became foremost in Federal regulations.
What are the benefits of a Standards-Based IEP?

- Ties the IEP to the general education curriculum.
- Provides positive direction and goals for intervention.
- Utilizes standards to identify specific content critical to a student's successful progress in the general education curriculum.
- Promotes a single educational system that is inclusive through common language and curriculum for special and general education students.
- Ensures greater consistency across schools and districts.
- Encourages higher expectations for students with disabilities.

MacQuarrie 2009
Does a Standard-Based IEP imply that the student is performing at grade-level in that content area?
No, the student may not be performing at grade-level in that 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.
ELA and Math Standard Structures at a Glance
ELA Standards Structure

- **Five Strands**
  - Reading
    - 10 anchors; 4 topics
  - Writing
    - 10 anchors; 4 topics
  - Speaking & Listening
    - 6 anchors; 2 topics
  - Language
    - 6 anchors; 3 topics
  - Foundational Skills
    - 4 anchors; 4 topics
English Language Arts Standards » Anchor Standards » College and Career Readiness

Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Key Ideas and Details

English Language Arts Standards » Reading: Literature » Grade 1

Standards in this strand:

RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.6 RL.1.7 RL.1.8 RL.1.9 RL.1.10

Key Ideas and Details

RL.1.1: Ask and answer questions about key details in a text.
RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3: Describe characters, settings, and major events in a story, using key details.
Organization of the CCSS ELA Standards K-12

**STRANDS**

- Reading Literature & Informational
- Writing
- Speaking & Listening
- Language

**CCR Anchor Standard**

1. Key Ideas & Details
2. Text Types & Purpose
3. Comprehension & Collaboration
4. Craft & Structure
5. Production & Distribution of Writing
6. Presentation of Knowledge & Ideas
7. Integration of Knowledge & Ideas
8. Research to Build Knowledge
9. Integration of Knowledge & Ideas
10. Range of Writing

**K-5 FOUNDATIONAL SKILLS**

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency
Math Standards Structure

K-8 Domains
- Counting & Cardinality (K)
- Operations & Algebraic Thinking (K-5)
- Numbers & Operations in Base Ten (K-5)
- Numbers & Operations – Fractions (3-5)
- Ratios & Proportional Relationships (6-7)
- The Number Systems (6-8)
- Expressions & Equations (6-9)
- Functions (8)
- Measurement & Data (K-5)
- Geometry (K-8)
- Statistics & Probability (8)

9-12 Conceptual Categories
- Number & Quantity
- Algebra
- Functions
- Geometry
- Statistics & Probability
How to read Common Core Mathematical Standards

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

www.corestandards.org/Math
# Overview of the Traditional Pathway for the Common Core State Mathematics

This table shows the domains and clusters in each course in the Traditional Pathway for Algebra 1. Each cluster included in that course are listed below each cluster. For each course, limits and focus for the clusters are shown in italics.

<table>
<thead>
<tr>
<th>Domains</th>
<th>High School Algebra I</th>
<th>Geometry</th>
<th>Algebra II</th>
<th>Fourth Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Quantity</strong></td>
<td></td>
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</tbody>
</table>
| The Real Number System | • Extend the properties of exponents to rational exponents.  
N.RN.1, 2 |                        |                        |                |
|                   | • Use properties of rational and irrational numbers.  
N.RN.3 |                        |                        |                |
| Quantities        | • Reason quantitatively and use units to solve problems. 
Foundation for work with expressions, equations and functions  
N.Q.1, 2, 3 |                        |                        |                |
| The Complex Number System |                        |                        |                        |                |
|                   | • Perform arithmetic operations with complex numbers.  
N.CN.1, 2 |                        |                        |                |
|                   | • Use complex numbers in polynomial identities and equations. |                        |                        |                |
|                   | • Represent complex numbers and their operations on the coordinate plane. |                        |                        |                |

**Courses**

**Clusters, Notes, and Standards**

**Domain**

**Conceptual Category**
The Essential Elements are statements that provide links for students with significant intellectual disabilities to the essential content and skills defined in the grade-level clusters of the CCSS.

The Essential Elements are not intended as a reinterpretation of the CCSS; rather, they were developed to create a bridge between the CCSS and challenging achievement expectations for students with significant intellectual disabilities.
Developing Standards-Based IEPs

What steps do IEP Teams need to follow to develop effective standards-based IEPs?

- Collect and examine materials for making data-based IEP decisions.
- Analyze data to develop the student profile.
- Use data to summarize the present level.
- Write annual goals
What Data Should be Considered When Writing a Standards-Based IEP?

The following data is not all inclusive and/or limited to:

- Informal classroom assessments
- Statewide assessments
- Authentic performance task
- Criterion based evaluations
- Curriculum-based assessments
- Work samples
Developing Standards-Based IEPs

Analyze data to develop the student profile.
The profile should include general statements regarding:

- Strengths
- Needs
- How the disability affects involvement/progress in the general education curriculum
- Assessment/Evaluation
- Status of prior IEP goals
- Teacher/Parent/Student input
- Transition needs (at least by age 14 1/2)
Developing Standards-Based IEPs

Use data to summarize the present level.

The present level answers the question:

“What is the student doing now?”
Protocol for PLAAPP

- Describe the skills the student demonstrates.
- Describe the skills the students needs to learn this year in order to narrow/close the gap.
Protocol for PLAAFP

- Describe how the student performs in the classroom/school environment.
  - Attendance
  - Work Completion
  - Navigating Environment
  - Social Interactions

- Include transition assessment information by 14 1/2.
  - Education
  - Employment
  - Training
  - Independent Living
Peer Performance

Describe how the student performs compared to expectations in the general education curriculum (how wide is the gap).
Remember…

The present level of academic achievement and functional performance sets the stage for developing IEP goals!
Annual Goals

Write annual goals

- Purpose
  - To describe what a student can reasonably expect to accomplish in one school year
  - Need to reflect the adverse effect from the student’s eligibility (Form 9)

- Annual Goals answer the question:
  “What should the student be doing?”
Select Skills to Assess

- Not all standards are created equal!
- Select the most powerful standards to address, such as those that will:
  - Target foundational skills;
  - Target high leverage skills; and
  - Move the student closer to long-term goals.

Writing IEPs That Align to Common Core Standards by Carol Kosnitsky
Annual Goals

- If a large number of needs are identified in the present level, the IEP Team must consider how each need impacts the students’ progress in the general education curriculum.
- Select the need that has the greatest impact on progress, and develop a goal to address that need.
Selecting the Content Standards

Consider content standards

- Look at all grade-level content standards
- Discuss intent of standard
- Determine which standards are most important for each student (based on progress in the general education curriculum)
- Compare standard(s) with student’s areas of needs and the impact of the disability
- Use data to determine the areas that student will find difficult without additional supports
Remember...

- The IEP goal is NOT the content standard.
- Do not copy the content standard word for word to become an IEP goal.
- The IEP goal is part of a plan to make the content standard obtainable and individualized for the student. (bridge the gap)
SMART Goals

Specific/Strategic
Target areas of academic achievement and functional performance, include clear descriptions of the knowledge and skills that will be taught, and include strategies and interventions.

Time-limited
Describes what a student is expected to learn within a 12-month period.

Realistic/relevant
Assist the student’s access and enables progress in the age-appropriate curriculum.

Measurable
Can be observed and quantify growth.

Action words
Uses a verb to identify what the student will do.

Office of Special Education and Supports
How it all connects: What you need to write a good goal

CCSS: Defines where the student should be, based on grade level

PLAAFP: Defines where the student is right now

Goal: Identifies what the student will achieve after a year, including what strategies and/or interventions will be used

Benchmarks: Define what skills will be met along the way to meeting the overall goal

CCSS- need to unpack the standard to determine what the student needs to know prior to developing the goal

PLAAFP- must contain specific information for each individual goal, no two PLAAFPs should be identical across subject areas

Goals - are individualized, reflective of student need as indicated in the PLAAP, align to the CCSS, and are measurable

Benchmarks - need to relate to the overall goal, either in a sequential manner OR as mastering of concepts that, when added up, equal the goal.
Quality Indicators for Annual Goals and Benchmarks

✓ Is tied directly to the subject area being addressed
✓ Has MEASURABLE, quantifiable outcomes
✓ Addresses the student’s individual needs as identified in the PLAAFP
✓ Is linked to the age/grade appropriate Common Core State Standard, but are not written verbatim
✓ Includes strategies to be used with the student to achieve the goal
✓ Focuses on specific behaviors or skills
✓ Is linked to desired post schools outcomes
✓ Is achievable within year
✓ Is practical and relevant to student needs
✓ Uses clear wording that all can understand (not vague, avoids jargon)
✓ States what the child will DO (observable, action words)
"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
Questions/Answers
References

- http://www.corestandards.org
- http://www.illustrativemathematics.org/illustrations
- www.parcconline.org