

# Standards Based IEPs: A New Way to do Business

Arkansas CEC  
November 12, 2009  
Hot Springs, AR



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Special Education  
Arkansas Department of Education

Early Special Education

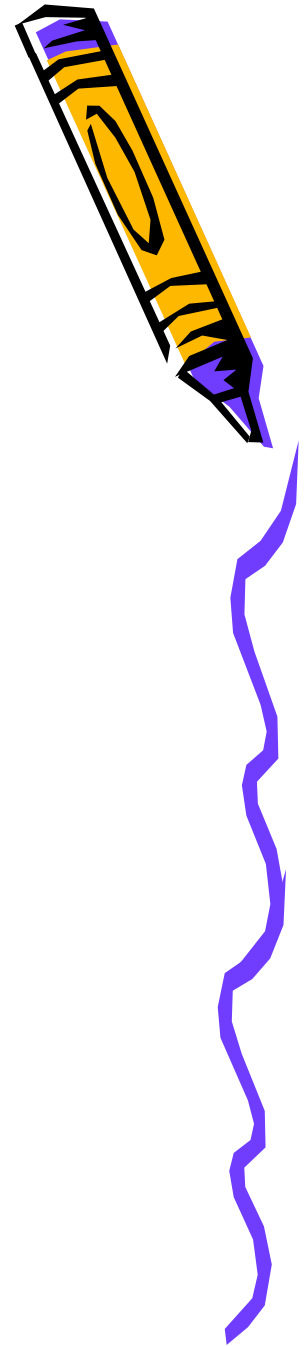
Separate Programs

Medical Model

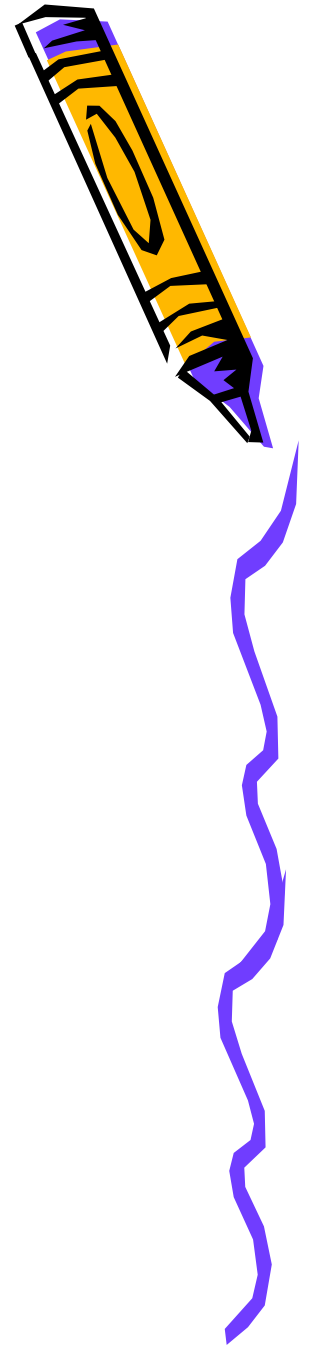
"Special" Labels



# Basic Skills Curriculum Mainstreaming

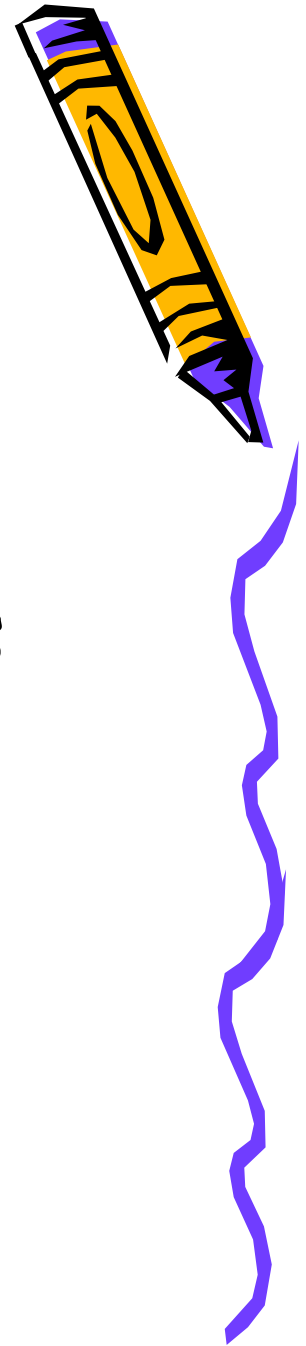


Legislative Mandates  
Arkansas - Act 102 early 70's  
Federal - 1991 IDEA  
2004 NCLB  
2004 IDEA



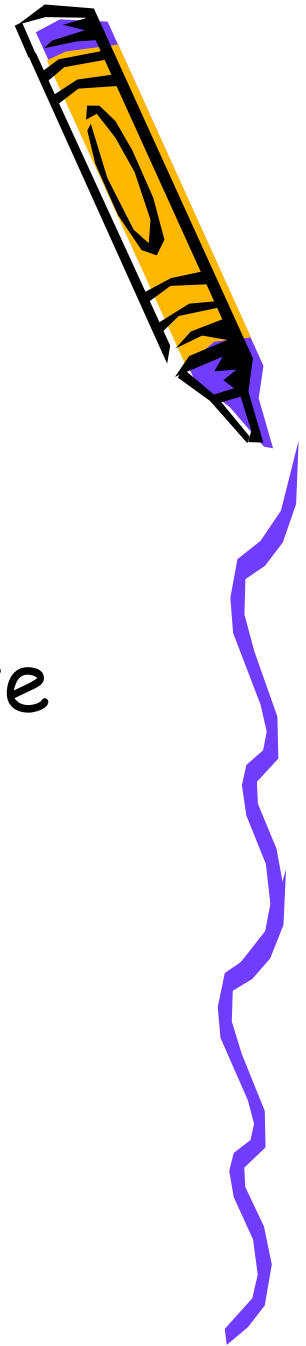
# Academic Content Standards

The content and skills the students should learn.

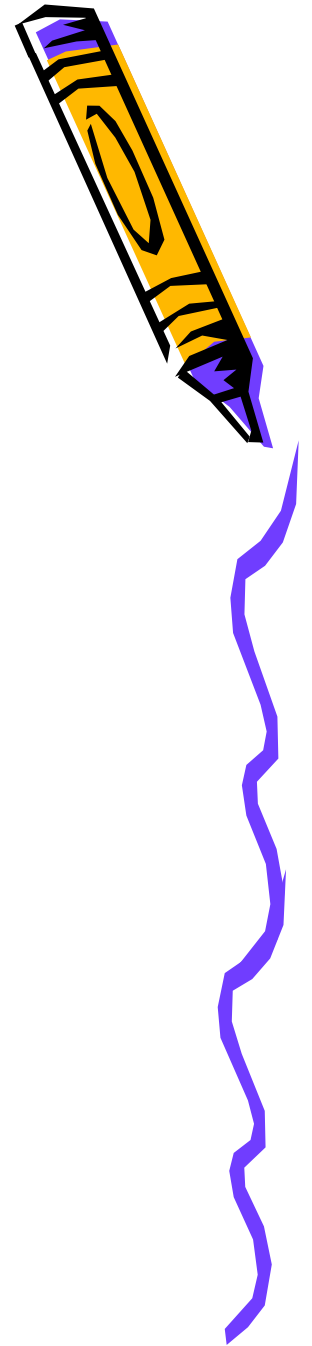


# Achievement Standards

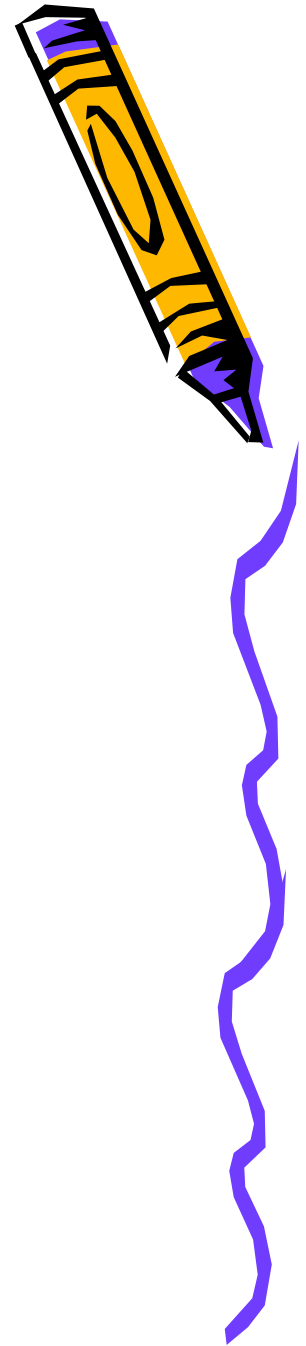
The criteria needed to demonstrate achievement of the standard



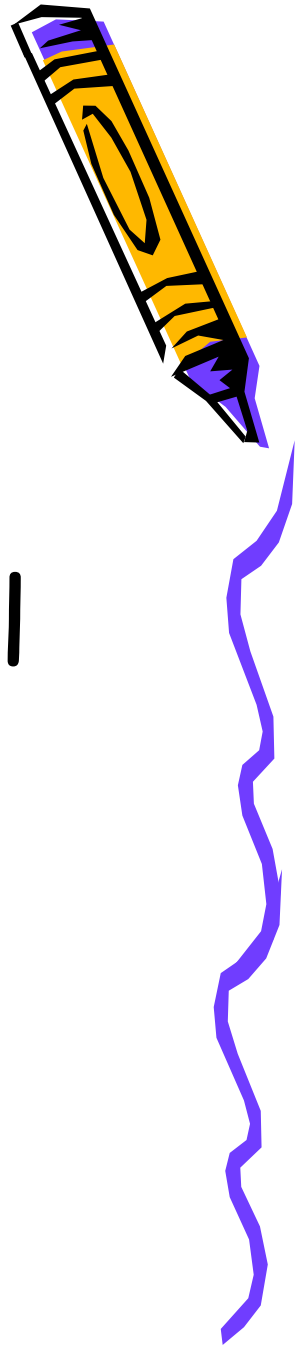
Federal Influence  
Least Restrictive  
Environment  
IEPs  
Accountability



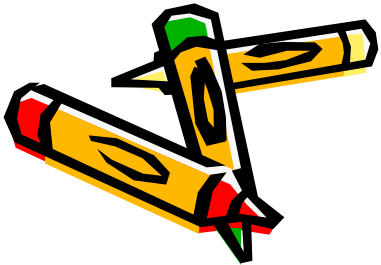
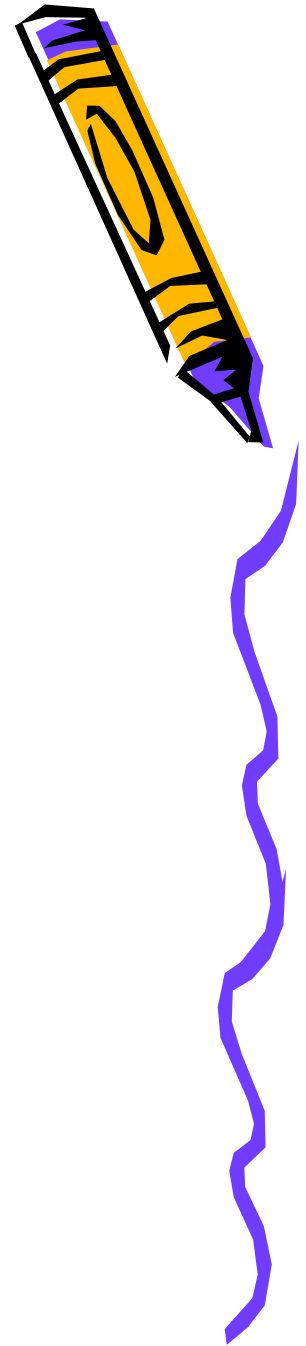
# Instruction Drives Assessment



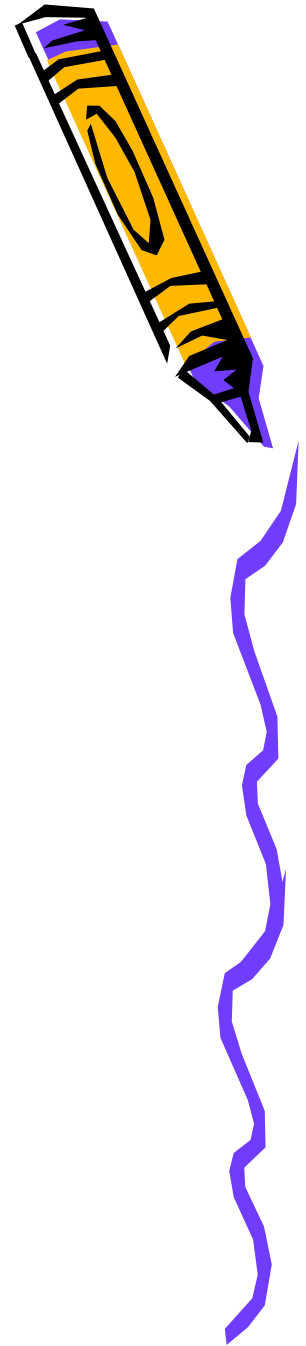
It doesn't matter which ship  
you came over on. We are all  
in the same boat now.



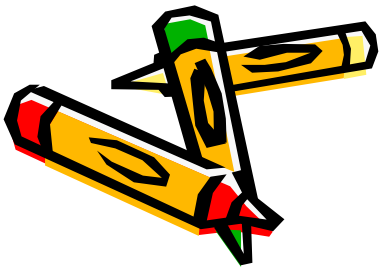
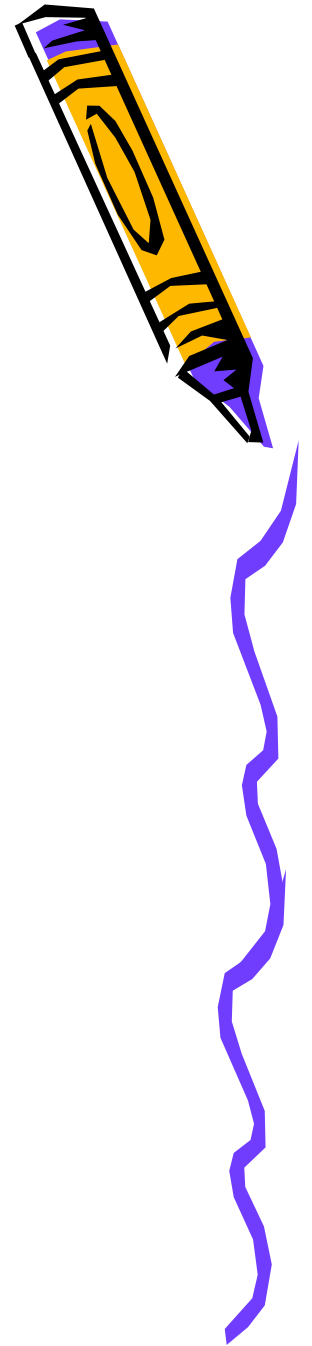
Standards Based IEPs  
are not a new concept



# Timeline for Implementation of Standards Based IEPs

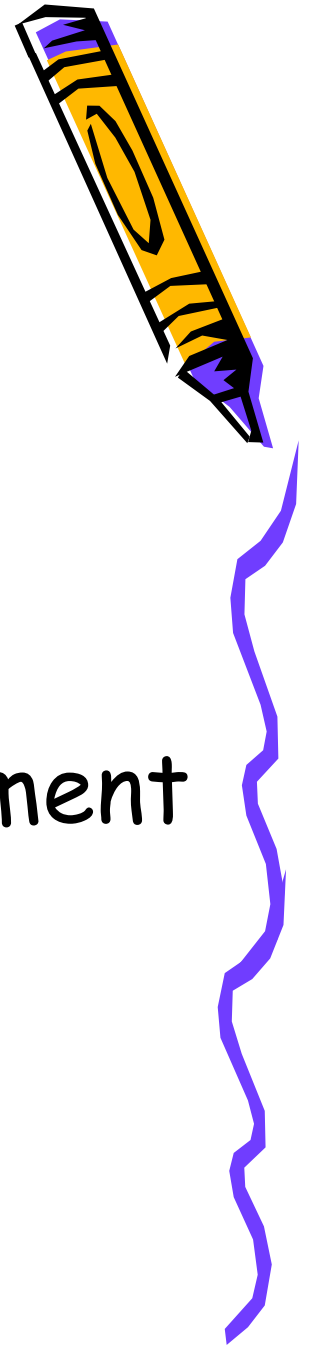
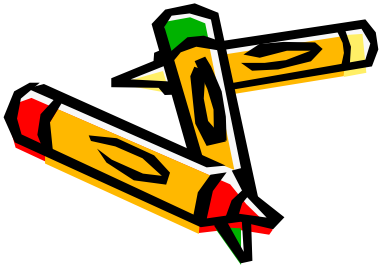


November 2009  
Introduction at CEC



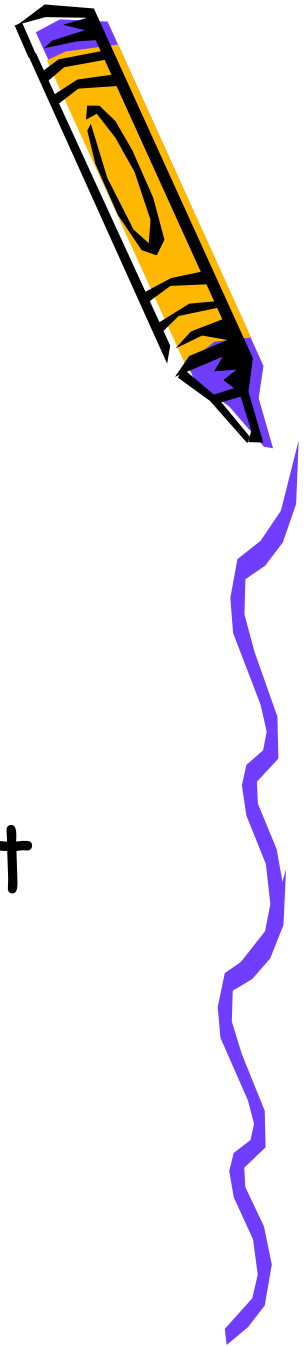
# Early Springs 2010

- Committee work
- Philosophy and Policy
- Training/Professional Development
- Forms
- Pilot design/Roll out



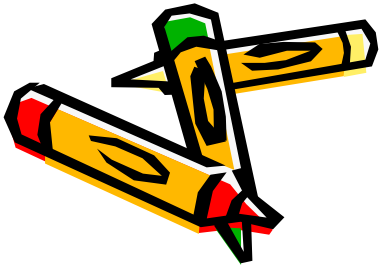
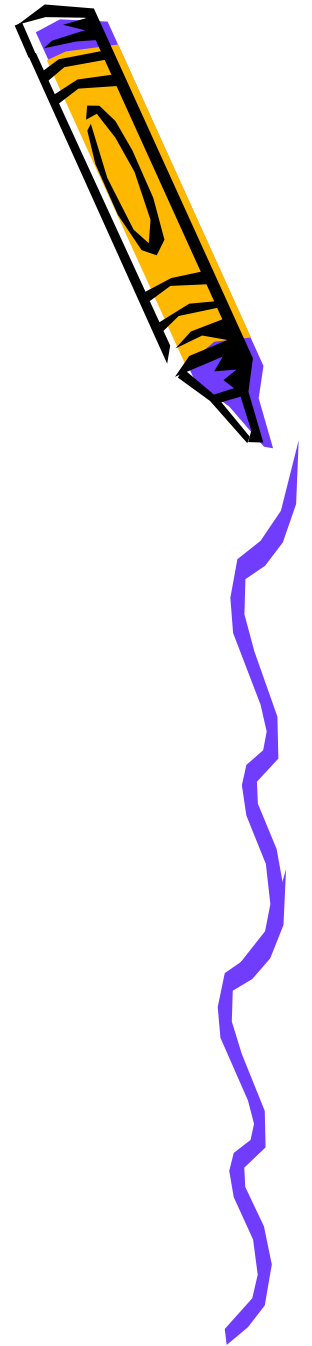
July 2010 - Overview/Training  
Special Show

Fall 2010 - Pilot project/Roll out



# Spring 2011

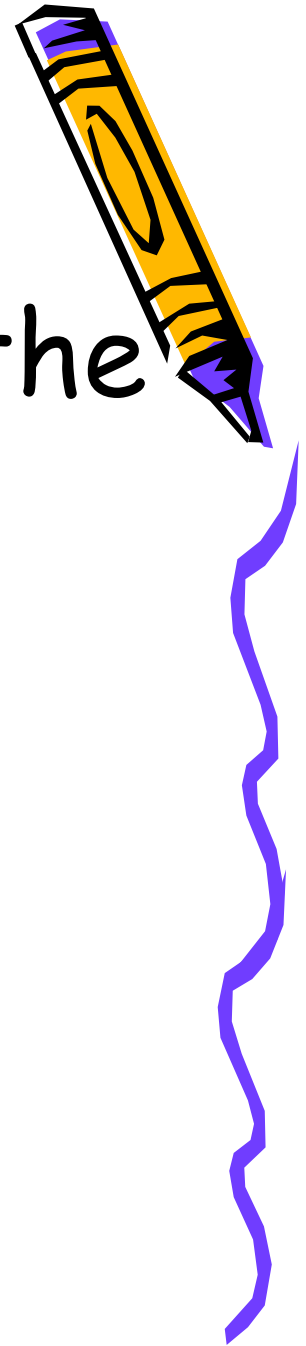
- Evaluation of Pilot Project
- Rule Changes/Forms out of Comment/State Board



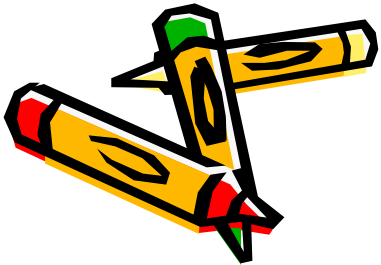
Fall 2011 - Require use of  
Standards Based IEPs in  
schools



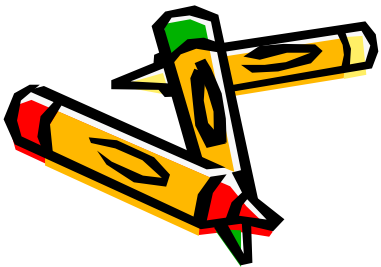
All students must be given the opportunity to learn the content standards.



All students must be assessed  
on academic content standards.



Standards based instruction is teaching all students the academic content standards for the purpose of improving academic performance.



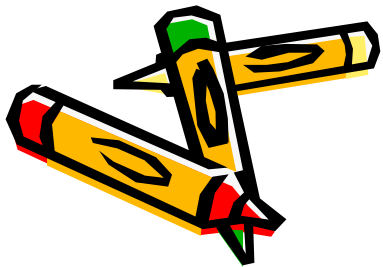


IEPs are the answer to providing full access to the general education curriculum for students with disabilities.

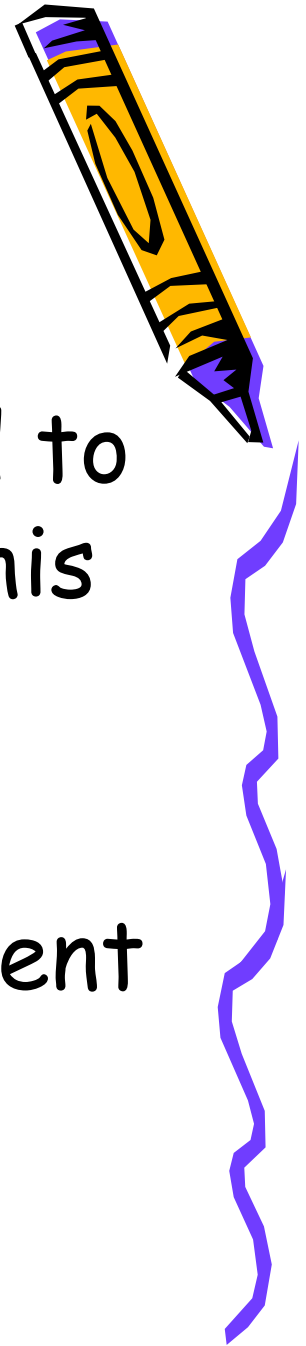


# STEP ONE

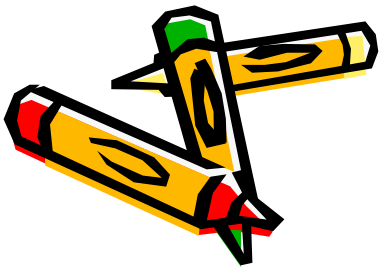
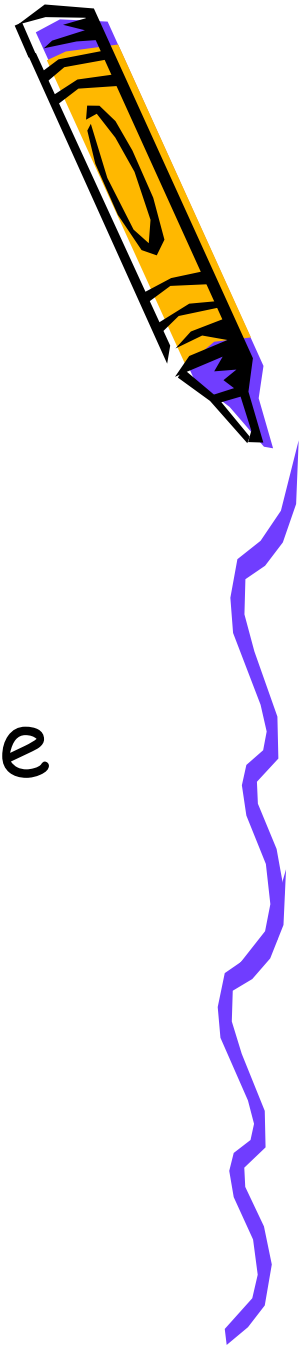
Consider the grade-level content standards for the grade the student is enrolled.



- What is this student expected to know and be able to do from this standard?
- What is the intent of the content standard?



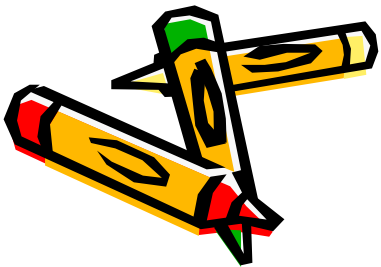
Refer to the Resource Guides  
from the Department to  
determine the "essence" of the  
standard



# STEP TWO

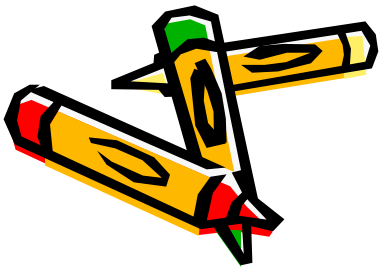
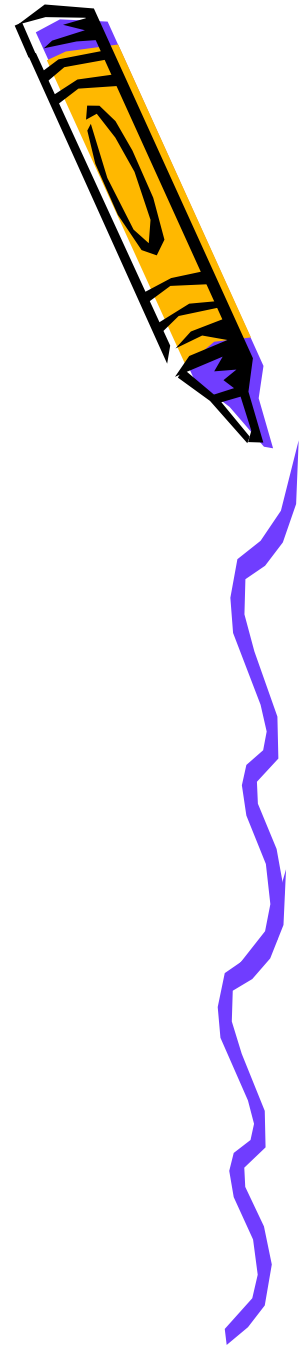


Examine classroom and student data to determine where the student is functioning in relation to grade-level standards.

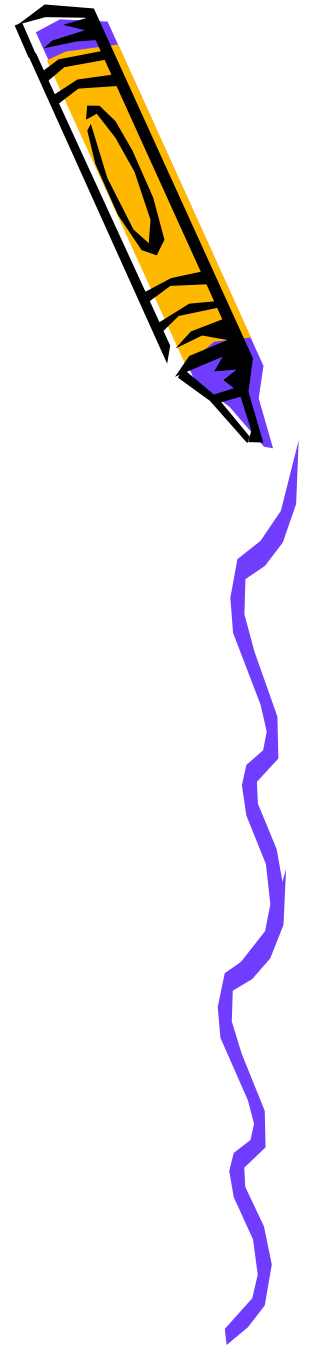


# STEP THREE

Develop the student's present level of academic achievement and functional performance.

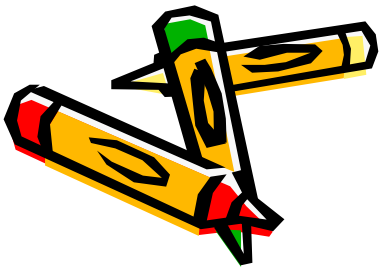


Present Level of Achievement  
and Functional Performance  
must be developed in each area  
of the IEP



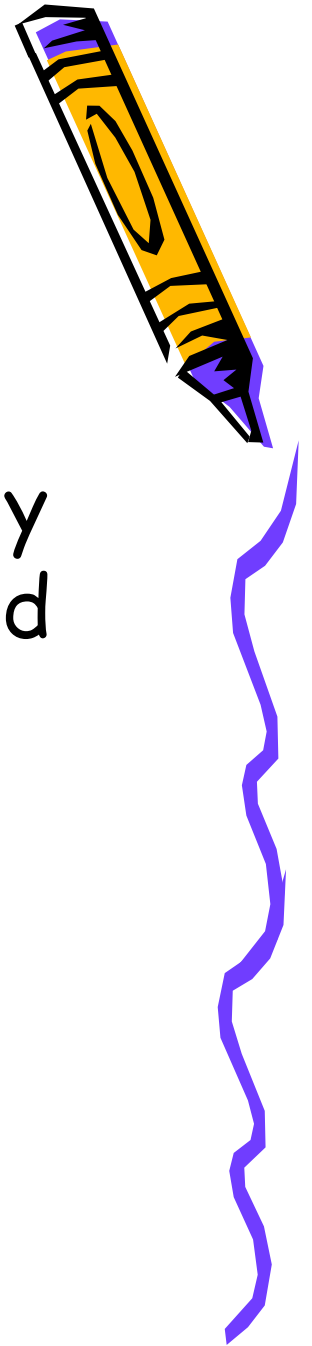
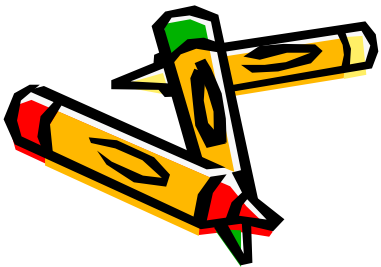


Present Level of Achievement must include the student's strengths, needs, and how the disability affects the performance in general education curriculum.



# Incorrect

- Mary's learning disability negatively impacts her ability to do math word problems.
- Bill's cognitive disability makes it impossible for him to reach grade level.



# Correct

- Judy's difficulties with reading comprehension and reading fluency negatively affect her performance in solving math word problems or timed classroom assessments.

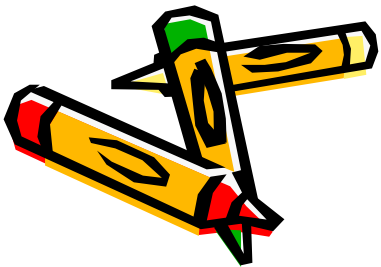
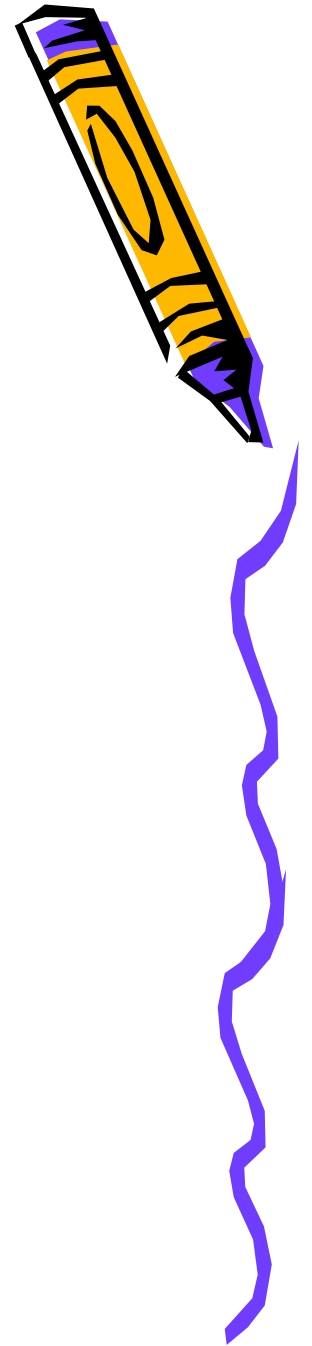


Robert listens to stories from a variety of media and demonstrates a preference for computer stories with visuals and sound effects. He can listen for information, answer simple factual questions and recall major events from the story. He needs additional instruction on listening for understanding in order to predict events and make inferences. Robert may experience difficulty with abstract concepts and understanding implications of characters' actions and/or the author's intent.



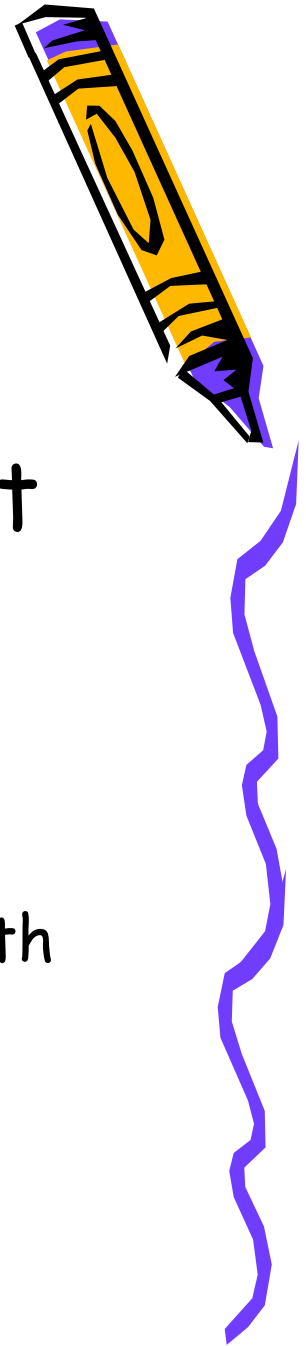
# STEP FOUR

Develop measurable annual goals aligned to grade-level content standards.

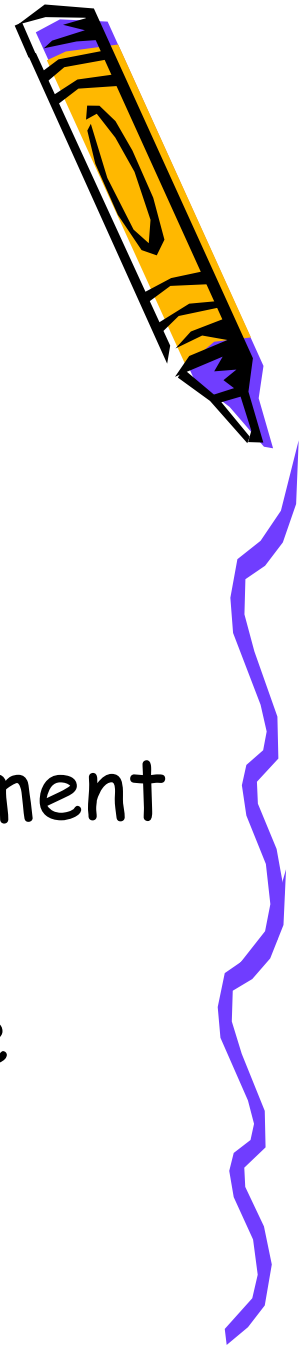


# Correct Measurable Goal

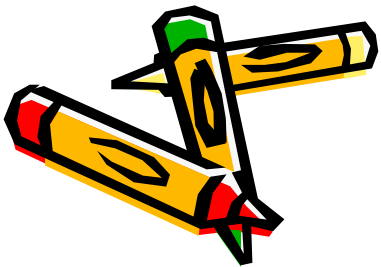
"After listening to stories Robert will make predictions and draw inferences with an average 90% accuracy on curriculum-based assessments by the end of the 6<sup>th</sup> grading period."



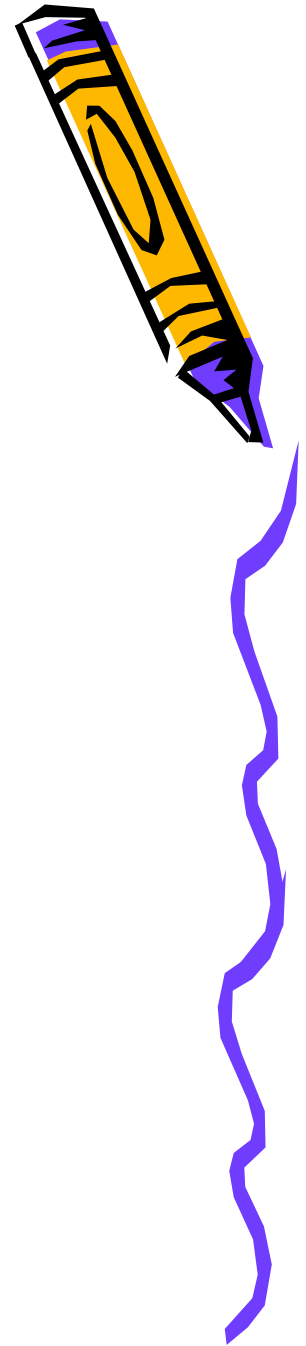
# Components for Measurable annual IEP goals



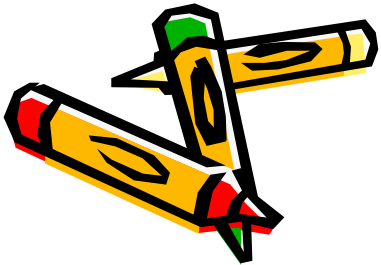
- The Student - Who
- Will do what - Behavior
- To what level or degree - Criterion  
Measurement
- Under what conditions - Conditions
- In what length of time - Time Frame



# STEP FIVE



Assess and report student's progress throughout the year.



# STEP SIX

Identify specifically designed instruction including accommodations and/or modifications needed to access and progress in general education curriculum.



# STEP SEVEN

Determine the most appropriate assessment option for the student.

