New Illinois Learning Standards and Special Education

Making the Connection
Agenda

• Brief Overview of the New Illinois Learning Standards
• The New Illinois Learning Standards and Special Education Implementation
• Specific Examples of how the New Illinois Learning Standards have affected IEP Components
• Discussion-Question and Answer Period as Time Allows
Name Change in Illinois

Common Core State Standards (CCSS) is now New Illinois Learning Standards (NILS)

Common Core State Standards ≈ New Illinois Learning Standards
CCSS and NILS

- A single set of clear educational standards for K-12th grade
- Ensures students graduating from high school are prepared to enter college or the workforce
- Clear and concise standards for parents, teachers, and students to understand the expectations
Next Steps

The New Illinois Learning Standards for the following areas will continue until new standards are adopted by ISBE; Social Science, Physical development/Health, Fine Arts, Foreign Language, and Social/Emotional

The Next Generation Science Standards (NGSS) were adopted by ISBE on February 19, 2014 and will go into effect in the 2016-17 School Year.
Paradigm Shift

• Students with disabilities are general education kids first

• Raising the bar for students with disabilities by using students’ current grade level to develop IEP goals

• Collaboration between all educators is imperative
Making the Connection

Federal and State Regulations

New Illinois Learning Standards

Present Level of Academic and Functional Performance

IEP Goals
Federal Regulations

1) A statement of the child's present levels of academic achievement and functional performance, including—
   (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or

2)(i) A statement of measurable annual goals, including academic and functional goals designed to—
   (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
   (B) Meet each of the child's other educational needs that result from the child's disability
The content of each child’s IEP shall conform to the requirements of 34 CFR 300.320. The additional requirements of this Section shall also apply. a) Each IEP shall include –

1) A statement of measurable annual goals that reflect consideration of the State Goals for Learning and the Illinois Learning Standards (see 23 Ill. Adm. Code 1), as well as benchmarks or short-term objectives developed in accordance with the child’s present levels of educational performance.
What to include in the PLAAFP

- **Student strengths and needs** in academic achievement, social/emotional status, independent functioning, vocational, motor skills, and speech/language communication.

- **Data, data, data**...standardized tests, district assessments, curriculum based measures (CBM), evaluations, etc.

- **Parental educational concerns** and input

- Description of the **effect of the individual’s disability on involvement and progress in the general education curriculum and the functional implications of the student’s skills**
Connecting NILS to Goals

1. Locate and use the **current grade level** standard for the student
2. Choose the standard within the **student’s deficit area(s)**
3. Choose the skill area within the standard which is a **priority** for the student
4. Write an **annual goal** based on the standard and skill area
Things to Remember

• The **Standard is NOT the GOAL** but the guide for the GOAL

• Use the student’s **current grade level** to locate the standard for the GOAL

• **Reference the standard** at end of the GOAL
Example

**PLAAFP**: Sandra, a 10th grader with an Intellectual Disability, decodes at 3.5 G.E. and comprehends at the 3.2 G.E. as measured by the W-J III. She can answer factual information but not how and why. (This is a small excerpt from a well-developed PLAAFP)

**NILS.ELA.RI.9-10.2** - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details, provide an objective summary of the text.

**IEP Goal**: Given content area passages at the 3rd grade reading level, Sandra will read independently and orally identify the main idea and 3 supporting details of the passage with 100% accuracy 3 out of 4 consecutive trials by June, 2015. (NILS.ELA.RI.9-10.2)
Significant Intellectual Disabilities

Connecting NILS to IEP Implementation for students with Significant Intellectual Disabilities
Dynamic Learning Maps (DLM) Essential Elements were developed to build a bridge between content in the NILS and academic expectations for students with the most significant intellectual disabilities.

Essential Elements are specific statements of the content and skills linked to NILS with grade level specific expectations.
DLM Essential Elements and IEP Goals

NILS - RL.4.1 – Refer to details and examples in text when explaining what the text says explicitly and when drawing inferences from the text

**Essential Elements - RL.4.1** - Use details from the text to recount what the text says

**IEP Goal:** Given a content area passage orally read to the Student, student will use communication device and give 2 factual details answering who, what, where, or when about the passage with 100% accuracy 4 out of 5 trials by June, 2015 (EE.RL.4.1)
Social/Emotional Learning Standards

How does this affect writing social/emotional IEP Goals?
Social Emotional Goals

Continue to use and reference the current Illinois Learning Standards for Social Emotional Learning (SEL) Standards when writing IEP goals.
Speech/Language Goals

Connecting the NILS and Speech/Language Goals
New Illinois Learning Standards and Speech/Language Pathologists

Within the NILS, the following areas are embedded across most grade levels which can be used for speech and language goals within an IEP:

- articulation
- fluency
- grammar
- vocabulary
- categories
- word relationships
- basic concepts
- comprehension
- sequencing
- pragmatics
Resource

IEP-Quality Project

University of Illinois at Urbana-Champaign

https://iepq.education.illinois.edu/public/about

Development of this website was supported, in part, by grants from the U.S. Department of Education, Institute of Education Sciences, and from the Illinois State Board of Education.
Discussion

- NILS creates a paradigm shift to view students with IEPs as general education students FIRST!!!

- IEPs are based on NILS at the student’s current grade level

- Use the standards to build upon student’s strengths not weakness and to close the achievement gap!!!

- Questions???
Resources

- National Common Core Homepage
  www.corestandards.org
- ISBE New Illinois Learning Standards Homepage
  http://www.isbe.net/common_core/default.htm
- Professional Learning Series (PLS) Resources
  http://www.isbe.net/common_core/pls/default.htm
- CCSS Webinars & Workshops
  http://www.isbe.net/common_core/htmls/workshops.htm
- ISBE Guidance Document of Goal Writing
Resources

Learning Supports
http://www.isbe.net/learningsupports/default.htm
Learning Supports A-Z Index
http://www.isbe.net/learningsupports/html/a-z-index.htm
Teaching Channel
https://www.teachingchannel.org/
Power Up What Works
http://powerupwhatworks.org/
Contact Information

Ann DeNoyer, Principal Consultant
Connie Heinz, Principal Consultant
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001
Phone: (217) 782-5589