



Developing Meaningful IEPs and Utilizing the New Illinois Learning Standards



Emphasis of the Individuals with Disabilities Education Act (IDEA)

- Involvement and progress in the general education curriculum
- Educational Environment/Least Restrictive Environment - education with nondisabled peers to the “maximum extent appropriate”
- Parental Involvement



Purpose of the IEP

- Ensure child has access to general education curriculum
- Establish measurable annual goals for child with a disability
- Provide a written commitment of services to be offered to the child



Key Points About IEPs

- IEP is the driving force for the student's educational program.
- IEPs are Individualized Education Programs.
- IEPs should include clear and specific statements about what the child can do and what the district will do for the child.



Before the IEP Meeting

- IEP must be developed annually.
- Invite the required team members, including the parents who are to be provided 10 days notice.
- Communicate with staff about student.
- Consider developing an agenda.
- “Draft” IEPs? Proceed with caution.



Flow of IEP Development

Evaluation



Present Levels of Performance



Annual Goals



Supplementary Aids and Supports



Services/Placement



Name Change in Illinois

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





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** ensure parents, teachers, and students understand the expectations





Next Steps

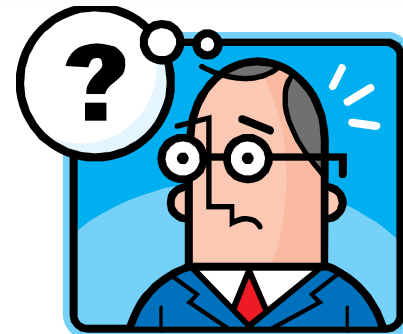
The **New Illinois Learning Standards** for the following areas will continue until new standards are adopted by ISBE: **Social Science, Physical Development/Health, Fine Arts, Foreign Language, and Social/Emotional**

The **Next Generation Science Standards (NGSS)** were adopted by ISBE on February 19, 2014 and will go into effect in the **2016-2017 school year.**





Special Education



ISBE has provided a guidance document to support special education teachers in the use of the New Illinois Learning Standards for ELA and Math.

<http://www.isbe.net/spec-ed/pdfs/guidance-ccss.pdf>



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



State Regulations



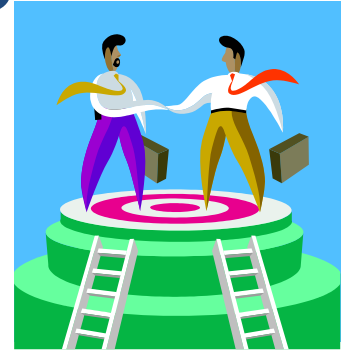
The content of each child's IEP shall conform to the requirements of 34 CFR 300.320. The additional requirements of this Section shall also apply. a) Each IEP shall include –

- 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.



Present Levels of Academic Achievement and Functional Performance

- Student Strengths
- Parental Educational Concerns
- Student's Present Level of Academic Achievement
- Student's Present Level of Functional Performance
- Description of the effect of the student's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills.





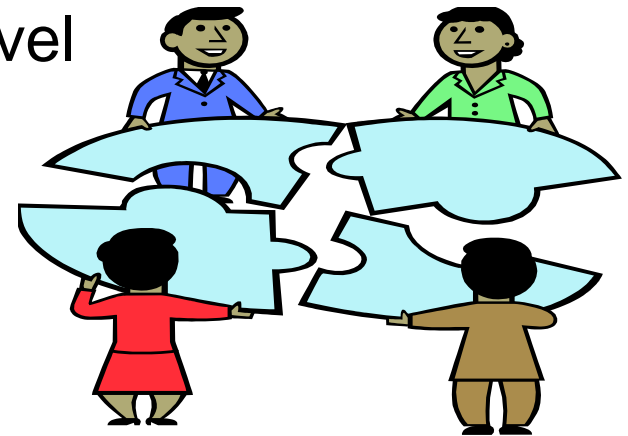
Present Levels of Academic Achievement and Functional Performance (continued)

- **Individualize the disability:** Description of **how** the disability affects the student's involvement and progress in the general education curriculum and the functional implications of the student's skills.
- **Meet them where they are:** This is the statement that connects the student's disability related performance to what goals, supports and services the student requires. The disability itself does not determine these needs; the disability's impact on the student determines the appropriate goals, supports, and services.



Connecting Kids to Goals through the NLS

- Have the PLAAFP and the standards in hand
- Identify in the PLAAFP those areas of deficit for which goals should be written
- Use the standards for the student's enrolled grade level
 - Goals are written to the student's enrolled grade, **not** functional level





Connecting Kids to Goals through the NILS (continued)

- IEPs are designed to close the gap between the special education student and his/her nondisabled peers.
- Write the goal to allow the student to show knowledge or skill at the grade level of the standard while addressing the uniqueness of the disability in the student.
 - Instructional techniques may appropriately be utilized at the student's functional level, so long as they are used to allow the student to work at the grade level standard.





Connecting NELS to Goals

Locate and use the **current grade** level standard for the student.

Choose the standard within the **student's deficit area(s)**.

Choose the skill area within the standard which is a **priority** for the student.

Write an **annual goal based on the standard** and skill area.



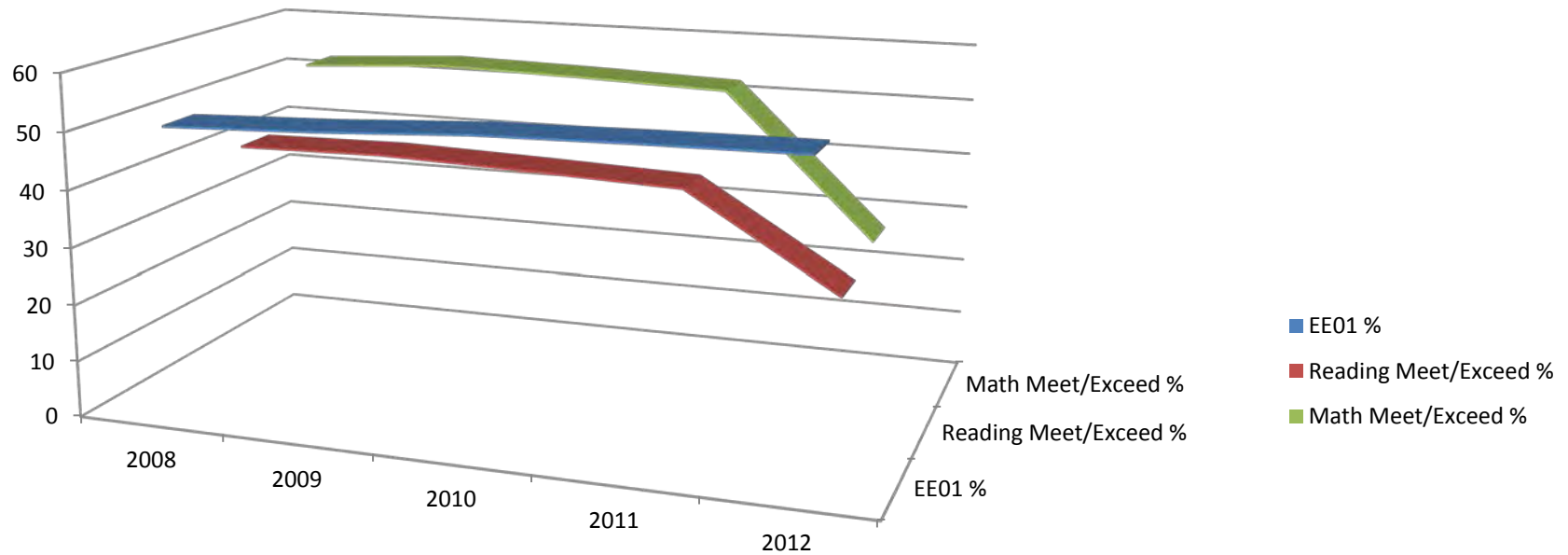
SMART Goal Format

- **S**pecific
- **M**easurable
- **A**ction Words
- **R**ealistic and Relevant
- **T**ime-limited





EE01 Related to Achievement in Students with Disabilities



	2008	2009	2010	2011	2012
EE01 %	50.4	51.3	52.7	53.2	53.5
Reading Meet/Exceed %	41.6	42	41.2	40.2	23.9
Math Meet/Exceed %	52.3	53.8	53.2	52.3	26.7



Paradigm Shift

- Students with disabilities are general education kids first.
- Raise the bar for students with disabilities by using student's current grade level to develop IEP goals.
- Collaboration among all educators is imperative.





Application



How do we make
this work?



Now It Is Your Turn

- Second grader - Remember this should be based on a well-written PLAAFP. **Please note that the specific instrument was not defined in the goal but could have been** AimsWeb, 100 word passage selected by the teacher so teacher-made, sight words, etc.
- **Know and apply grade level phonics and word analysis in decoding words. NLS.2.RF.3**
- Rewritten as a goal for second grader struggling with word fluency which includes a specific/word analysis skill that is the focus of a specifically designed instruction



Now It Is Your Turn (continued)

- Second grader- Remember this should be based on a well-written PLAAFP. Please note that the specific instrument was not defined in the goal but could have been AimsWeb, 100 word passage selected by the teacher so teacher-made, sight words, etc.
- **Know and apply grade level phonics and word analysis in decoding words. NELS.2.RF.3**
- **Given a selected reading passage at his instructional level and utilizing specific phonics/word analysis skills, John will increase his oral wcpm average from 32 to 45 for three consecutive weeks by June 2015. NELS.2.RF.3**
- **John will use decoding strategies such as chunking to sound out multisyllabic vocabulary words correctly in eight out of ten trials for three consecutive weeks by June 2015.**These second grade multisyllabic words might include: enemy, astronomy, telescope, etc.**



Now It Is Your Turn (continued)

- Seventh grader: Remember this should be based on a well-written PLAAFP. Please note that the specific instrument was not defined in the goal but could have been cloze reading activity teacher-made, MAZE by AimsWeb, etc.
- **Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.**
NILS.7.RL.4
- Rewritten as a goal for a seventh grader struggling with reading comprehension, particularly in content area textbooks



Now It Is Your Turn (continued)

- Seventh grader: Remember this should be based on a well-written PLAAFP. Please note that the specific instrument was not defined in the goal but could have been cloze reading activity teacher-made, MAZE by AimsWeb, etc.
- **Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama. NILS.7.RL.4**
- Rewritten as a goal for a seventh grader struggling with comprehension, particularly in content area textbooks
- **New Goal: Given a cloze activity of a selected reading passage (such as a poem), John will identify by circling or underlining the context clues (e.g. surrounding words, headings, parts of speech), and use them to determine the missing words with 80-100% accuracy in 3 of 4 consecutive administrations by June, 2015.**



Now It Is Your Turn (continued)

- Eleventh - twelfth grader: Please note the directives above.
- **Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. NELS.11-12.RI.2**
- Devise a goal for a high school student who struggles with comprehension and is working on summarization strategies in order to identify the main idea in both informational and fiction text. Write a new goal.



Now It Is Your Turn (continued)

- Eleventh - twelfth grader: Please note the directives above.
- **Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. NILS.11-12.RI.2**
- A high school student who struggles with comprehension and is working on summarization strategies in order to identify the main idea in both informational and fiction text. Write a new goal.
- **Goal: Given a selected text, John will utilize summarization strategies to provide a written summary of the text in 1-3 simple sentences that includes a clear identification of the central idea of the text in two of three consecutive administrations by June 2015. (NILS.11-12.RI.2)**



Low Incidence: Alternative Assessment

<http://www.isbe.net/assessment/dlm.htm>



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Student Assessment

Dynamic Learning Maps (DLM) Assessment



The Dynamic Learning Maps (DLM) project is guided by the core belief that all students should have access to challenging grade-level content. The new DLM alternate assessment system will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot.

The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction that are aligned to the common core standards. In this way, testing happens as part of instruction, which both informs teaching and benefits students. An end of the year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system.

- [What are the Common Core Essential Elements? \(11/5/13\)](#)
- [What is Dynamic Learning Map?](#)
- [What does a Learning Map look like?](#)
- [Test Features](#)

Resources

NEWS!

- ▶ SY14 Assessment Updates Presentation
- ▶ 2013 ISAT Cut Score Transition to PARCC

The Assessments

- ▶ ISAT
- ▶ PSAE
- ▶ IAA
- ▶ ACCESS
- ▶ EXPLORE/PLAN
- ▶ NAEP
- ▶ PARCC
- ▶ DLM **new**

Assessment Resources

- ▶ Illinois Report Card Data Page
 - ▶ Illinoisreportcard.c
- ▶ ACT Online Prep
- ▶ Assessment Dates in



Dynamic Learning Maps and Essential Elements

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.**



Examples of Essential Elements

NILS

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

SL.4.1b – Follow agreed-upon rules for discussions and carry out assigned roles.

Essential Elements

EE.RL.4.1 – Use details from the text to recount what the text says.

EE.SL.4.1b – With guidance and support, carry out assigned role in a discussion.



DLM Essential Elements and IEP Goals

NILS – 4.RL.1 – Refer to details and examples in text when explaining what the text says explicitly and when drawing inferences from the text

Essential Elements – 4.RL.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 (NILS.4.RL.1)



Social Emotional Goals





Social Emotional Goals

- The New Illinois Standards for ELA and Math do not directly address social/emotional functioning. **Continue** to reference Illinois's existing social emotional learning (SEL) Standards when writing annual goals in this area. http://www.isbe.net/ils/social_emotional/standards.htm
- As with goals written for academic skills, SEL goals should reference a grade-level standard but not restate the standard.
- Illinois SEL Standards are divided into early elementary (K-3), late elementary (4-5), middle school (6-8), early high school (9-10), and late high school (11-12).
- ISBE professional development for the New Illinois State Standards for ELA and Math have social, emotional, and behavioral competency development embedded.



Example: Erica

Erica is a sixth grade student who engages in frequent verbal conflicts with peers that occur in both classroom and unstructured settings (e.g., hallways, recess, lunchroom). These verbal conflicts can escalate into physical conflicts with peers.

- ❑ **SEL Goal 1:** Develop self-awareness and self-management skills to achieve school and life success.
 - ❑ **Standard A:** Identify and manage one's emotions and behaviors.
 - ❑ **Benchmark 3b:** Apply strategies to manage stress and to motivate successful performance.



Example: Erica (continued)

Goals/Objectives on the IEP

PLAAFP: Erica has verbal conflicts with peers 3-5 times per week in the classroom and unstructured settings, as measured by office discipline referrals and staff observations.

Goal: In a classroom or unstructured setting, Erica will use a strategy (walking away, deep breathing, “I-statements”) to avoid verbal conflicts with peers in 4 out of 5 observations by the end of the 2014-2015 school year (S1A).

Objective: During counseling sessions Erica will practice strategies to avoid verbal conflicts with peers on 5 of 5 occasions when prompted.

Objective: Erica will use a self-reflection guide to record a strategy that she could use to avoid a verbal conflict with peers in 4 out of 5 counseling sessions.



The Illinois State Standards and Pupil Personnel Services



- Use all Illinois Learning Standards for IEP goals and objectives. <http://www.isbe.net/ils/Default.htm>
- Be involved with professional development efforts and in-services about the New Illinois State Standards in order to gain insight into the environmental context variables that may effect school leadership.
- Take knowledge learned about implementing the New State Standards and disseminate information and establish Evidence-Based Practices (EBPs) in the classroom.

Troia, G. A., & Olinghouse, N.G. (2013). The Common Core State Standards and evidence-based instructional practices: The case of writing. *School Psychology Review*, 42 (3), 343-357.



The Illinois Learning Standards and Pupil Personnel Services (continued)

- Offer expertise on accommodating the needs of students with disabilities and other at-risk learners who may have difficulties meeting the Standards.
- Clarify the need to supplement the Standards with other pedagogical knowledge and skills to increase the effectiveness of classroom instruction.
- Build networks of research and practice (professional learning communities) to facilitate the inclusion of other practitioners in the research process and collaborate with them to identify and address contextual variables that may affect the implementation of EBPs



Speech/Language Goals

Connecting the NELS and Speech/Language Goals





The Illinois Learning Standards and Speech Pathologists

- Instruction in reading, writing, listening, and language is a shared responsibility.
 - The New Illinois Learning Standards for ELA and Math recognize the need to have a foundation in oral language development and the importance of integrating reading, writing, listening, and speaking (and language).
- Literacy is infused throughout the subject areas.
- Comprehension of subject area information is greatly dependent on vocabulary development (in each area-reading, writing, listening, and speaking vocabulary).
- Vocabulary is covered in the New Illinois Learning Standards in each subject and each grade.
- IEP goals that cover vocabulary are appropriate.



The Illinois Learning Standards and Speech Pathologists (continued)

- Individualize for each student by writing a concise, accurate **PLAAFP**.
- Understand and identify the skills to be scaffolded to achieve the standards. This will help write the **PLAAFP** and identify IEP goals and objectives.
- Common Core State Standards resource for SLPs:
<http://www.asha.org/SLP/schools/Common-Core-State-Standards/>



Special Considerations

- Assistive technology
- Communication needs
- Language - limited English proficiency
- Hearing - language and communication needs
- Visual - Braille instruction/Assistive Technology
- Behavior – positive interventions and supports, such as Behavior Intervention Plan (BIP)
- Autism - Consider communication, social interaction, sensory needs, daily routines (environmental changes/transitions), repetitive activities, behavioral interventions, other needs which impact progress



Supplementary Aids/Supports

- Purpose - To enable child to advance toward attaining goals, participate in general curriculum, and participate with other students in educational activities
- Supplementary aids, accommodations and modifications
 - Relate to identified deficit
 - Individualize
 - Specify circumstances under which accommodation is to be provided
- Accommodations on state and district assessments should align with classroom accommodations



Supports for School Personnel

- Necessary because of child's disability
- Consider for all children, but may be needed for child with
 - Behavioral Intervention Plan
 - assistive technology services
 - health care plan



Educational Services and Placement

- Based on the IEP - Present levels of performance, annual goals, supports/supplementary aids
- Determined at the IEP meeting
- Removal from general education setting only if needs of disability are severe - requires individualized explanation for removal



Educational Services and Placement

- Document placement options considered and rejected and harmful effects - individualized explanation
- Document placement option considered and accepted
- Projected date for beginning and end of services
- Anticipated frequency, location, and duration of services
 - Specify type of service being provided



Additional Considerations

- Considerations for ALL students
 - Transportation
 - Extended school year services

- Additional notes/information section can be used to document other relevant information, additional discussion, parental requests, follow-up activities, etc.



After IEP Development

- Provide copy of IEP to parents at conclusion of meeting
- Notify staff members of their responsibilities in implementing IEP - including general education teachers, “specials” teachers, administrators.
- Provide the services as identified and committed to in the IEP.
- Provide progress reports to parents in the format stated in the IEP.



Other Illinois Standards Resources

- **IEPQ**

- <https://iepq.education.illinois.edu/public/about>

- **National Common Core Homepage**

- www.corestandards.org

- **ISBE Common Core 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

- **Monthly 'Capture the Core' Newsletter**

- http://www.isbe.net/common_core/htmls/news.htm



Other Illinois Standards Resources (continued)

- **Learning Supports**

- <http://www.isbe.net/learningsupports/default.htm>

- **Jobs for the Future**

- http://www.jff.org/sites/default/files/publications/FromRemediationToAcceleration_forPrint.pdf.

- **Teaching Channel**

- <https://www.teachingchannel.org/>

- **Power Up What Works**

- <http://powerupwhatworks.org/>



Wrap-up of 'Big Ideas'

- Illinois Learning Standards will be used for all areas of education.
- The standards need to be reflected in the goals and objectives on the IEP.
- The use of current grade level material and standards are achievable for students who are functioning below their grade level.
- The IEP should include clear and specific information.
- PLAAFPs, annual goals, supplementary aids, special education services and placement should be connected.



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