THE MISSING LINK

MESD PRESENTERS:

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Our Journey

IN THE BEGINNING...

- Silos of administrators and teachers working in isolation to collect behavior and academic data in order to write IEPs and provide instruction aligned to student's functional levels (K–21)
- No Professional Learning Teams discussing instructional planning across our system
- One district leadership team meeting to write a plan for systems change
- A lack of guidance for districts (MESD and local districts) trying to implement standardized IEPs
- Scope and Sequence approved by ODE for students at the functional level

The Students We Serve

- Intellectual Disabilities
- Cognitive impairments
- Autism Spectrum Disorder
- Significant Medical, Behavioral, and Academic Challenges
- Multiple Eligibilities

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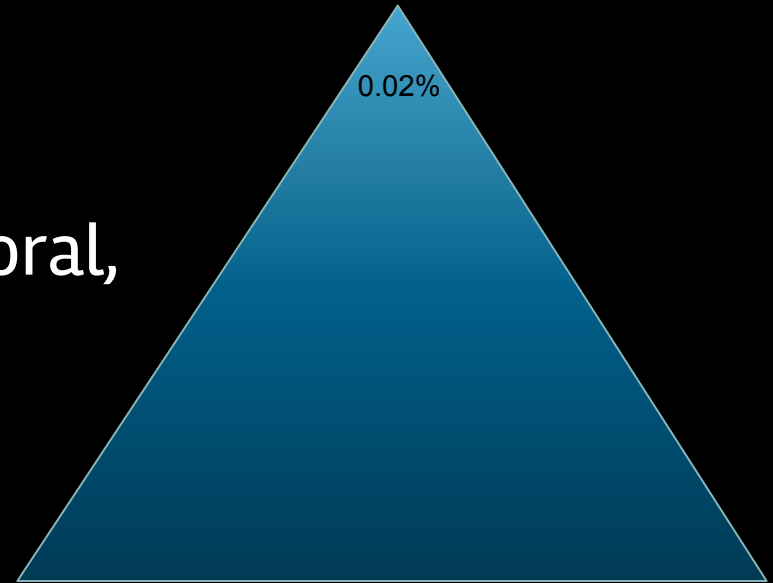
Limited Resources for these high needs students

How do our students with Significant Disabilities fit into the Common Core Vision and vice versa?
How can we provide opportunities to teachers to team and discuss evidence based instruction across our system?

Our process for systems change

What is the research?
Who should be a part of the initial team?
How can we work to bring two large silos together?
Which silo do we focus upon first?
What is our timeline?

"Linking Process"

- Become familiar with CCSS
  Learn the standards that are most functional.

- Identify classroom activities/instruction that connect with skills outlined in CCSS (What are we doing in the classroom already?).

- Look to grade level, but modify as needed (each skill builds on another so you can backtrack down the chain).

Research highlights the following:

❖ Standards based IEPs provide access and opportunity for our students to be exposed to the same curriculum content as their typical peers

❖ Provide a framework for the IEP

❖ Encourage collaboration between general education and special education

❖ Give context for academic instruction

❖ Require that we challenge all students identified for special education services

❖ Staff maintain high expectations

* Access to the general education curriculum is every student's right under the law

(Courtade, Spooner, Browder, Jimenez, 2012; McLaughlin et al., 1999)

The ultimate goal of a Standards Based IEP is to improve student learning and teacher instruction

Professional Learning Teams

Focus: District Leadership provides capacity/development for the What, Why, Who, How

What ways can the leadership team support teaching staff develop and maintain PLTs?

How do we help teacher leaders and create an organizational plan that includes time and resources for staff to meet?

How do we identify what is needed for Professional Development, Ongoing Training, Common Language, and Supports?

Focus: Teaching Staff receive support from the District Leadership in order to develop and maintain effective PLTs.

How are teachers and staff linking their practices from the IEP to the Common Core to instruction in the classroom?

How is data being collected, analyzed, and regularly reviewed? How does that data identify student growth?

What tools and resources do teachers and staff utilize to complete the connection process?

How is this PLT process aligned to the District and the State?
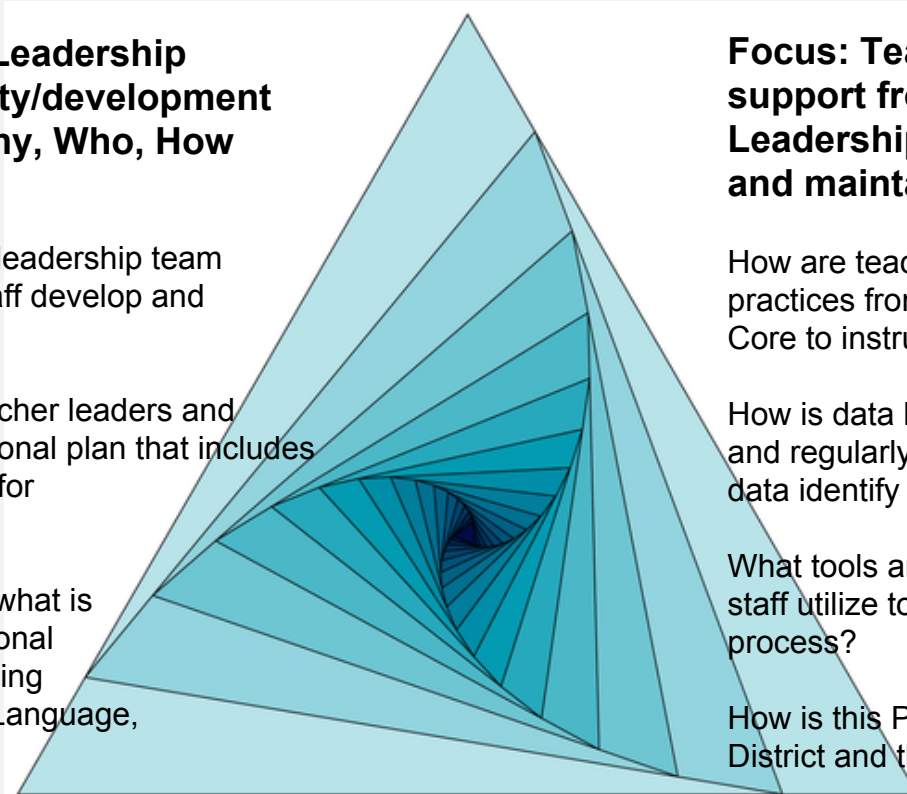
Teams focus upon

- The expectation is not that students with disabilities will make the same gains as their typically developing peers, but it is important that they be given the _opportunity_ to learn skills that are connected to grade level skills

- There are skills that you can "unwrap" even at the student's grade level

When working with a team remember:

IEPs–Through lines––we still need to write meaningful, appropriate and compliant IEPs

5 Steps to Standards Based IEPs (MESD)–see attached document

MAKING IT FUNCTIONAL:

5 STEPS TO DEVELOP STANDARDS-BASED IEPS FOR STUDENTS WITH SIGNIFICANT DISABILITIES

Step 1: Assess Student

· Domains: (Pre) Reading, Writing, Math, Academic Readiness, Communication

· Look at current goals and review classroom data to determine progress/lack of progress

· Use a variety of assessment tools (formal and/or informal)

· Gather parent concerns related to student's educational needs

Step 2: Develop the PLAAFP, including

· Clear link between assessment and the present level

· Student strengths

· Areas of need/gaps in learning

· Patterns of learning

· Supports needed in order to attain the skills and make progress (considering accommodations /interventions that have been successful in the past)

Step 3: Write proposed goals

· Measureable goals based on the needs identified in the present levels

· Short-term objectives that are clearly related to the annual goal

Step 4: Look to Common Core State Standards to find the "link"

· Refer to a comprehensive set of the Standards

· Start at the student's grade level

· Work backwards through the domain thread to find the standard that best describes where the student is currently performing, or is emerging toward

Step 5: Return to the PLAAFP to document the link*

· "This goal connects to Common Core State Standard _____"

· "In order to work towards ___grade level content, the student is working on goals in the domains of _____, and _____, that connect to Common Core State Standards"

· "This proposed goal connects to CCSS   which is a necessary skill for her to learn in order to make progress towards grade level Math

Goals Based on the Grade Level Standard, Trajectory

Johnny's present level of functioning in this area of academic focus
"Johnny is proficient at solving addition and subtraction problems up to 100 and is making progress towards working through multi-step story problems independently. He is still challenged to meet grade level math expectations in relation to multiplication, division, and algebraic equations"

Current level within the domain of OA-CCSS

Johnny's current grade level

Kindergarten

K.OA.A.1

Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

1ˢᵗ Grade

1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem

2ⁿᵈ Grade

2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3ʳᵈ Grade

3.OA.A.1

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.

4ᵗʰ Grade

4.OA.A.1

Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations

5ᵗʰ Grade

5.OA.A1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Goal should be written for **somewhere along the trajectory** towards that grade level expectation.
"Standards Based" means starting at the grade level standard, and then looking at the previous grade level standards within the same strand to identify prerequisite skills that need to be worked on to make progress towards the grade level standard

Differentiated Lesson Plans

Examples include:

a) classroom instruction for group activities

b) lessons modified from grade level to ability level

Next Steps

Inclusive systems change within all departments to complete the chain:

including instruction, special education, English Language Learner teacher leader teams to provide a strong link at the top that crosses silos and shares new information

Including:

PD this summer, fall PD for all staff across departments, utilizing grant funds, collaborating with ODE on projects

Where we are now

AND NOW...

- Current documents--Teacher teams (PLTs) developing instructional tools in areas of ELA and Math related skills
- Writing IEP goals that are linked to CCSS– all teachers write at least one goal per student linked to CCSS
- Professional Learning teams (PLTs) across Education Services (Summer professional development with DuFour's and locally in Oregon).
- Instructional plans within the MESD program—beefing up our instruction and training cross agency
- Common PLT reading: The Collaborative Administrator (DuFour & Eaker et al., 2008) as well as teacher PLT readings over the summer.

Thank you for attending he Missing Link