Standards Based IEPs: A Journey

Hillsboro School District

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Basic Hillsboro School District Demographics

- 22,000 Students in Hillsboro School District

- 4 comprehensive High Schools, 4 Middle Schools, 25 Elementary Schools, 1 Charter School, 1 Alternative High School, 1 Online School

- 2800 students eligible for Special Education

- 3200 students eligible English Language Learners

- 530 students dual eligible for Special Education/English Language Learners

- 32 Programs (Lifeskills, Social Communication, Social Learning)

- 50% students are eligible for Free and Reduced meal program

- 50% of Special Education eligible students have Special Education code of Learning Disability

Where We've Been

- Compartmentalized culture

- Limited parent engagement

- Primarily pull out service delivery model

- Increasing number of students not receiving a standard diploma

- Limited collaboration at building and district level

- Student Services Department compliance focus

- IEP's were written in a deficit model:

  - Present Levels of Academic Achievement and Functional Performance (PLAAFP): Reflected what students could NOT do

  - Goals: Written at the level at which student was performing instead of standard at which their peers were performing

Where We Want to Be

- **Equity** is at the core of everything we do
- Increased access to core curriculum for all students
- Increased skills for all learners to be college/career ready
- Increased number of students graduating with standard diplomas
- Increased parent engagement
- Increased collaboration at district and building level

Continuous Improvement Plan 2013-2014

HILLSBORO SCHOOL DISTRICT

STUDENT SERVICES

Continuous Improvement Plan 2013-214

Communication

Develop a common understanding through collaborative, consistent, transparent and timely communication.

1. Student Services staff will communicate with building principals and other staff in a timely, helpful and predictable manner.
2. Student Services staff will learn about and be able to articulate the ways in which students with special needs can access *dual language programs*.
3. Student Services will communicate regularly with families and work toward building relationships with parents and other community partners.
4. Student Services will collaborate with OSP, and other departments as needed to provide high quality service to all students.

Instructional Practices

All stake holders believe that high quality, evidence based instruction regardless of ability or need is the norm of Hillsboro School District

1. Student Services Staff will gain an understanding of standards based teaching and learning for *all* students.
2. Student Services Staff will seek out and share instructional resources with building staff.
3. Student Services Staff will identify situations that are ineffective and work with OSP and the building to problem solve on a regular basis.

Outcomes for Student Success

All students have equal opportunity access to individualized high quality instruction in order to be college and or career ready.

1. Provide coaching and feedback to building staff to ensure al lstudents have equitable access to the core curriculum in order to increase academic achievement of sped students.
2. Review and re-evaluation the current resource program model.
3. Student Services staff will partner with building and department staff to support principals working toward more inclusive student instructional models.
4. Student Services staff will support buildings in reducing their modified diploma graduation rate while maintaining high quality classes designed to teach college and career readiness skills to

Committed to meeting the needs of culturally, linguistically, and intellectually diverse students

Benefits of a Standards Based IEP

- Improved exposure to subject matter in the general education curriculum

- Greater collaboration between special and general education teachers

- Changes in teacher's instructional practices to ensure access to curriculum content for students with diverse needs

- Greater focus on high expectations; less focus on academic deficits

- Improved use of academic interventions, accommodations, and test data

- Easier transition from special education program/classroom to general education classroom

- More conducive to collaborative teaching model

Benefits of a Standards-Based IEP

- Students are more involved/greater inclusiveness
- Parents of students on IEPs have greater awareness of grade level standards and expectations
- All teachers are an integral part of the IEP team
- Preparation for Smarter Balanced Assessment Consortium (SBAC) Test
- Preparation for middle school and high school transition with increased access to a standard diploma

History of Standards-Based IEPs

- The Individuals with Disabilities Education Improvement Act (IDEA 2004) and the Elementary and Secondary Education Act (No Child Left Behind Act of 2001 (NCLB) are designed to provide students with disabilities greater access to the general education curriculum

- "A standards-based Individualized Education Program (IEP) is a process and document that is framed by the state standards and that contains goals aligned with, and chosen to facilitate the student's achievement of, state grade-level academic standards, according to the National Association of State Directors of Special Education." (NASDSE)

History continued…

- 1997 reauthorization, first time access to the general curriculum mandated for students with disabilities

- Lack of curriculum alignment for students with disabilities

- No longer a separate curriculum

What is a Standards-Based IEP

- A "standards-based IEP" is an IEP that contains goals based on the <u>academic content standards</u>

- The term, standards-based IEP, describes both a document and a process

- Process is a collaboration between general education, special education and parents

What is....continued

- A plan to provide the opportunity for children with disabilities to learn the same challenging academic content as all children

- A method for joint planning (collaboration), problem solving and decision making

What is….continued

- "CAN DO" skills (strengths)
- Grade level expectations
- Skill needs
- Priority skill needs
- Annual goals based on priority needs

Logistics and Timeline

Year Zero:

- Administration research and district visit/collaboration
- One activity using an article with Special Education teacher groups

Year One:

- Three half day sessions for all case managers
- Session One: background/history of Standards Based IEPs, Accessible Instructional Materials, and the Common Core State Standards (CCSS)
- Session Two: Continued overview of CCSS, Seven-step process including sample present level and goals/objectives
- Session Three: Depth of Knowledge/Learning Progressions, Universal Design for Learning, peer review
- Expectation: write at least three Standards-Based IEPs by end of year one

Agent of Change: Our Standards-Based IEPs Journey

Common Core State Standards and Diverse Learners

Preparing our district to transition from Oregon state standards to Common Core State Standards required that we address the needs of diverse learners from the onset.

Ensuring meaningful and complete participation and success in the general education curriculum

- Universal Design for Learning (UDL)
- Accommodations vs. Modifications
- Assistive Technology and Accessible Instructional Materials (AIM)

Improving the Performance of Diverse Learners

○ **Ownership** – Understanding amongst staff that students receiving special education services are the responsibility of all to increase inclusiveness

○ **High Expectations** – Understanding amongst administrators; faculty; students and their families that all students in HSD will be challenged and expected to perform to the best of their ability

○ **Intervention Systems** – Policies, procedures and protocols to ensure that struggling learning meet academic and/or behavioral expectations as measured by improved performance based on assessment

Improving the Performance of Diverse Learners (continued)

- **Inclusion and Collaborative Teaching** – Teaching methodologies in which students receiving SPED services are included in the general education classrooms and have access to both core content and special education expertise

- **Organization and Professional Development** – Successful programs for all diverse learners depend on alignment of and access to standards-based curriculum, instruction, assessment, and data-driven professional development to support teachers

How We Tied Special Education to General Education

What we knew:

That all IEP's needed to be tied to the common core

That Hillsboro had just begun the process of examining the common core

That we would potentially be ahead of the game on common core (Meaning special education would be a few months ahead of general education)

That many of our teachers had not even heard of the common core

That common core would be a mystery in many of our program classrooms

That our teachers needed instruction on….instruction

How We Tied Special Education to General Education

What we did:

- Every standards based IEP training started with an overview of the CCSS and moved to progressively deeper digs into the CCSS

- We introduced Blooms Taxonomy and Webb's Depth of Knowledge to drive Present Levels and goals

# How We Tied Special Education To General Education

Present Level (Current Data, Strengths & Needs)

CCSS & Access Skills

Goals & Objectives

Each color in this table represent a DOK target.

Webb's DOK

1 Recall and Reproduction		2 Skills and Concepts	3 Short term Strategic Thinking and Reasoning		4 Extended Thinking
Bloom's Taxonomy					
Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
(remembering)	(understanding)	(applying)	(analyzing)	(evaluating)	(creating)

Watch as Bloom's Taxonomy and Webb's Depth of Knowledge form the DOK Matrix.

Bloom's Taxonomy of Learning
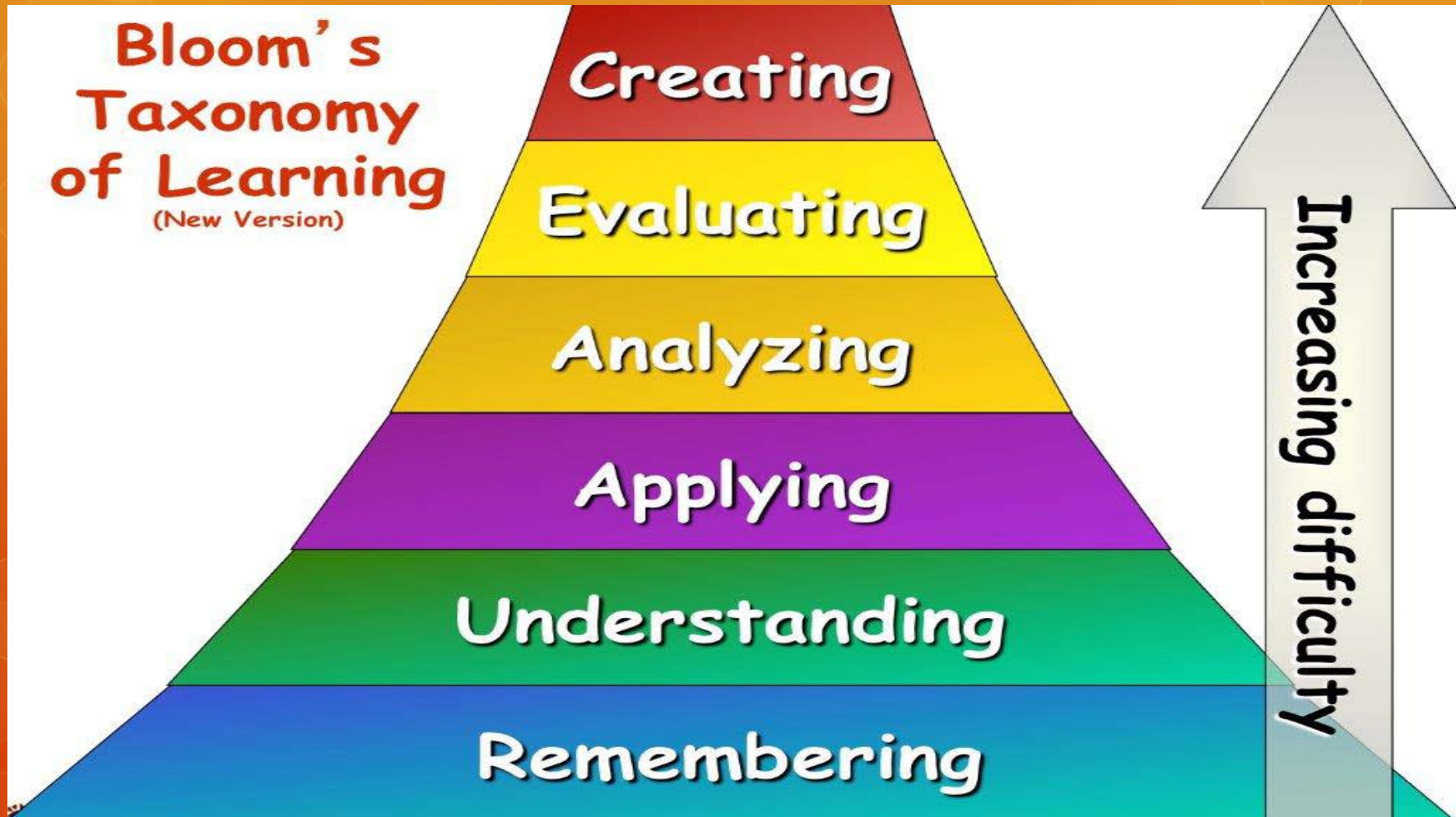
Learning Progression with Common Core State Standards

Literature: Key Ideas and Details

CCR Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade	Grade-Specific Standard	DOK
Kindergarten	With prompting and support, retell familiar stories, including key details.	1
Grade 1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2
Grade 2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2
Grade 3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2
Grade 4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	1-2
Grade 5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2
Grade 6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2
Grade 7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2-3
Grade 8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	2-3
Grades 9-10	Determine a theme or central idea of a text and analyze in detail 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.	2-3
Grades 11-12	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.	4

A Completed DOK Matrix Showing Paths and End Target Goals

Webb's Depth of Knowledge → Blooms ↓	DOK LEVEL 1 Recall and Reproduction	DOK LEVEL 2 Basic Skills and Concepts	DOK LEVEL 3 Strategic Thinking and Reasoning	DOK LEVEL 4 Extended Thinking
Remember (Knowledge)	-Recall, locate basic facts, definitions, details and events			
Understand (Comprehend)	-Select appropriate words for use when intended meaning is clearly evident.	-Specify, explain relationships -Summarize -Identify central ideas	-Explain, generalize or connect ideas using supporting evidence (quote, text, evidence).	-Explain how concepts or ideas specifically relate to other content domains.
Apply	-Use language structure(pre/suffix) or word relationships (synonyms/antonym) to determine meaning.	-Use context to identify word meanings -Obtain and interpret information using text features.	-Use concepts to solve non-routine problems.	-Devise an approach among many alternatives to research a novel problem.
Analyze	- Identify the kind of information contained in a graphic, table, visual, etc.	-Compare literary elements, facts, terms and events. -Analyze format, organization and text structures.	-Analyze or interpret author's craft (e.g., literary devices, viewpoint, or potential bias) to critique a text.	-Analyze multiple sources or multiple text. -Analyze complex abstract themes.
Evaluate			-Cite evidence and develop a logical argument for conjectures based on one text or problem.	-Evaluate relevancy, accuracy and completeness of information across texts or sources
Create (Synthesize)	-Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept.	-Generate conjectures or hypotheses based on observations or prior knowledge and experience.	-Develop a complex model or approach for a given situation. -Develop an alternative solution.	-Synthesize information across multiple sources or texts. -Articulate a new voice, theme, knowledge or perspective.

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How We Tied Special Education to General Education

○ We realized it wasn't enough to give them the same language as general education on instruction

○ What our staff needed was the same knowledge on Common Core State Standards and instruction

Review, Revisit, Revise

- Review for all case managers
- Revisit peer review and introduce rubric
- Revise and add samples/support especially for related service providers, programs and transition teachers

We are all learning this together!

Parent Engagement

- Research show that when parents are engaged, students perform better.
- We need to educate parents on CCSS
- Sharing grade level expectations with all parents
- Transparency
- Opportunities for parent training and feedback
- Connection with community resources

Next Steps

- We will begin in October, 2013 by re-examining Webb's Depth of Knowledge (DOK) and also focus on the connection between learning progressions and IEP goals

- We will also focus on assessment

- We will make sure that our special education teachers are using the same types of assessments as their general education counterparts

- Year Three: All IEPs will be standards based.

Resources

- National Center for Learning Disability www.LD.org
- California Department of Education, Special Education Division
- http://www.edresourcesohio.org/index.php?slug=gps-iep
- http://ritter.tea.state.tx.us/special.ed/guidance/sbIEP.html
- www.ode.state.or.us
- http://www.ode.state.or.us/search/page/?id=3741
- www.hsd.k12.or.us
- www.factoregon.org

Resources

- International Center for Leadership in Education

- http://www.nasdse.org/Portals/0/SevenStepProcesstoCreatingStandards-basedIEPs.pdf

- http://ncld.convio.net/site/Survey?ACTION_REQUIRED=URI_ACTION_USER_REQUESTS&SURVEY_ID=2486&s_src=ebook-standards-based-iep-sitetxt

Contact Information

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