Common Core State Standards

and

Students with Disabilities
The IDEA Partnership extends appreciation to, and acknowledges the contributions of, xx cross-stakeholders representing

- Teachers,
- General Education Administrators,
- Special Education Administrators,
- Specialized Instructional Support Providers,
- Families,
- Higher Education,
- Technical Assistance Providers, and
- Policymakers

from 24 states across the country, in the creation of this presentation

-and-

is deeply grateful for being allowed to adapt slides originally created by the Council of Chief State School Officers, Partnership for Assessment of Readiness for College and Careers, Smarter Balanced Assessment Consortia, and the Assessing Special Education Students Collaborative presented at the Office of Special Education Programs Project Directors Meeting, July 2012.
Agenda

- Common Core State Standards
- Application to students with disabilities
  - High quality instruction
  - IEP development
  - State assessments
- Resources for more information
To address...

- Disparate standards across states
- Student mobility
- Skills needed for today's jobs/careers

...and apply to ALL students, including students with disabilities
Grounded in evolving sense of reasonable benefit

Informed by growing knowledge of instruction

Guided by statute and regulation reauthorizations

Consistent with education reform

Aligned with disability policy direction across the lifespan
College/Career Readiness: anchor for the Common Core

- gap -

- 1/2 of grads prepared for postsecondary ed
- Career-readiness and college-readiness
- K-12 standards back-mapped
Students with disabilities…must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers.

Application to Students with Disabilities
English / Language Arts

- Reading – progressive development of skills and complexity of text access
- Writing – logical argument and research
- Speaking and Listening – purposeful in various situations
- Language – vocabulary and conventions
- Media and Technology – integrated throughout
- Literacy in the content areas – emphasized at grade 6 and beyond
ELA Significant Changes

- Independence with text complexity
  - Qualitative dimensions
  - Quantitative dimension
  - Reader and task considerations

- Value evidence in argument / different disciplines require different evidence
Mathematics

- **Focus** – 2 to 4 concepts developed deeply in each grade level

- **Coherence** – concepts logically connected
  - from one grade level to the next
  - to other major topics within the grade level

- **Rigor**
  - Fluency with math facts
  - Application of knowledge to real world situations
  - Deep understanding of mathematical concepts
Math Significant Changes

- Construct viable arguments and critique reasoning of others

- Use appropriate tools strategically; including technology
Standards do not...

- Prescribe teaching strategies
- Cover all that can be taught
- Define advanced work
- Prescribe needed interventions and supports
- Cover everything for college- and/or career-readiness
Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 § 300.39, 2004).

Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.
Being intentional...

- Retrofit of previous standards movement
- Build on what we know
- Consider students with disabilities in all aspects of instruction and alternate assessments

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All students are general education students first.
For SwD to meet standards and demonstrate learning...

- High-quality, evidence-based instruction
- Accessible instructional materials
- Embedded supports
  - Universal Design for Learning
  - Appropriate accommodations
  - Assistive technology
SwD in general education curricula

Instructional strategies
- Universally designed units/lessons
- Individualized accommodations/modifications
- Positive behavior supports

Service delivery options
- Co-teaching approaches
- Paraeducator supports
Universal Design for Learning (UDL)

- More ways to access...
- More ways to participate...
- More ways to demonstrate learning...
- Potentially more progress in...
  the general education curriculum
  for all learners
Learner variability is the norm!

- Learners vary
  - in the ways they take in information
  - in their abilities and approaches
  - across their development

- Learning changes by situation and context
3 Networks = 3 UDL Principles

**Recognition Networks**
The "what" of learning
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are recognition tasks.

- Present information and content in different ways
- More ways to provide **Multiple Means of Representation**

**Strategic Networks**
The "how" of learning
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

- Differentiate the ways that students can express what they know
- More ways to provide **Multiple Means of Action and Expression**

**Affective Networks**
The "why" of learning
How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- Stimulate interest and motivation for learning
- More ways to provide **Multiple Means of Engagement**
### Universal Design for Learning Guidelines

<table>
<thead>
<tr>
<th>I. Provide Multiple Means of Representation</th>
<th>II. Provide Multiple Means of Action and Expression</th>
<th>III. Provide Multiple Means of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide options for perception</td>
<td>4. Provide options for physical action</td>
<td>7. Provide options for recruiting interest</td>
</tr>
<tr>
<td>• Options that customize the display of information</td>
<td>• Options in the mode of physical response</td>
<td>• Options that increase individual choice and autonomy</td>
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<tr>
<td>• Options that provide alternatives for auditory information</td>
<td>• Options in the means of navigation</td>
<td>• Options that enhance relevance, value, and authenticity</td>
</tr>
<tr>
<td>• Options that provide alternatives for visual information</td>
<td>• Options for accessing tools and assistive technologies</td>
<td>• Options that reduce threats and distractions</td>
</tr>
<tr>
<td>2. Provide options for language and symbols</td>
<td>5. Provide options for expressive skills and fluency</td>
<td>8. Provide options for sustaining effort and persistence</td>
</tr>
<tr>
<td>• Options that define vocabulary and symbols</td>
<td>• Options in the media for communication</td>
<td>• Options that heighten salience of goals and objectives</td>
</tr>
<tr>
<td>• Options that clarify syntax and structure</td>
<td>• Options in the tools for composition and problem solving</td>
<td>• Options that vary levels of challenge and support</td>
</tr>
<tr>
<td>• Options for decoding text or mathematical notation</td>
<td>• Options in the scaffolds for practice and performance</td>
<td>• Options that foster collaboration and communication</td>
</tr>
<tr>
<td>• Options that promote cross-linguistic understanding</td>
<td></td>
<td>• Options that increase mastery-oriented feedback</td>
</tr>
<tr>
<td>• Options that illustrate key concepts non-linguistically</td>
<td></td>
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</tr>
<tr>
<td>• Options that provide or activate background knowledge</td>
<td>• Options that guide effective goal-setting</td>
<td>• Options that guide personal goal-setting and expectations</td>
</tr>
<tr>
<td>• Options that highlight critical features, big ideas, and relationships</td>
<td>• Options that support planning and strategy development</td>
<td>• Options that scaffold coping skills and strategies</td>
</tr>
<tr>
<td>• Options that guide information processing</td>
<td>• Options that facilitate managing information and resources</td>
<td>• Options that develop self-assessment and reflection</td>
</tr>
<tr>
<td>• Options that support memory and transfer</td>
<td>• Options that enhance capacity for monitoring progress</td>
<td></td>
</tr>
</tbody>
</table>

http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf
Appropriate Accommodations

*Change in instructional strategies that enable children to demonstrate their abilities in the classroom or assessment/testing setting; designed to provide equity, not advantage, for children with disabilities*
Critical Questions:

- What is needed beyond UDL?
- Has student been taught to use accommodation?
- Is the accommodation
  - Used by the student?
  - Beneficial to the student?
  - A barrier to student achievement?
  - Enabling the student?
Positive Behavior Supports

Broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.
Behavior is learned

Teach
- Identify
- Teach
- Model
- Re-teach

Practice
- Realistic
- Purposeful
- Cross environments

Reinforce
- Physical
- Psychological

Perform
- Internalized
- Expected
Most likely to drop out...

**Academic performance**
- Low grades
- Low test scores
- F’s in English and Math
- Few credits
- Retention

**Educational engagement**
- Low engagement
- High absenteeism
- Poor school behavior
- Low extracurricular participation
- Poor relationships with teachers and peers
RtI / multi-tiered systems of support

**Tier I:** CORE ACADEMIC AND BEHAVIORAL INSTRUCTION; UNIVERSAL SUPPORTS; universal screening and INSTRUCTIONAL and BEHAVIORAL INTERVENTIONS

**Tier II:** TARGETED INTERVENTIONS and progress monitoring

**Tier III:** INTENSIVE INTERVENTIONS and progress monitoring

Significantly Low Underachievement

Insufficient Response to Intervention

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Co-teaching

A service delivery model in inclusive schools whereby two or more teachers are delivering substantive instruction to a diverse and blended group of students in a single classroom.
Co-teaching approaches...

1. Teaching and Assisting
2. Alternative Teaching
3. Parallel Teaching
4. Station Teaching
5. Teaming
6. Teaching and Observing

Adapted from Friend and Cook
Paraeducator

*Under the direction of a certificated teacher, and with appropriate training, supports student academic and behavioral expectations.*
Traditional Duties

- Monitor learners in non-academic environments
- Maintain learning centers
- Reinforce lessons introduced by teachers
- Provide personal physical assistance
Additionally...

- Provide instructional interventions
- Carry out behavior plans
- Assist with assessments
- Document learner performance
- Support safe learning environment
- Assist related service personnel
- Participate in IFSP, IEP, and ITP development
Considering the CCSS, how do we address the needs of students with...

- low or limited academic skills
- significant cognitive disabilities
- language-based disabilities
- any combination of learning challenges
Demonstrating mastery

- Student learning standard
  - Precursor skill
    - Precursor skill
    - Precursor skill

- Communication skills of student
- Attention skills of the student
Determine the main idea of a text and explain how it is supported by key details; summarize the text

- In 3 paragraph text
- In 2 paragraph text
- In 1 paragraph text
- When in first sentence of paragraph
- In a sentence

Explicit before implicit

Listening, reading together, reading silently

Text complexity
Math example: measurement 5.1

Know relative sizes of measurement units within one system of units (e.g., linear, weight, time)

- Identify yard
- Identify foot
- Determine foot is less than yard
- Identify inch
- Determine inch is less than foot
Individualized Education Program

... a written statement for a child with a disability that is developed, reviewed, and revised in accordance with § 300.320 through § 300.324.

§ 300.22
Content of the IEP

- Present levels of academic achievement and functional performance
- Annual goals
- Evaluation of progress
- Services needed
- Participation in general education
- Accommodations
- Frequency, location, and duration of services
- Transition services, as appropriate

§300.320
IEP goals: two schools of thought

- Grade level standards
  - Supports to meet grade level standards
  - Specialized instruction or supports that go above and beyond UDL implementation in the classroom

- Foundational skills
  - Supports to close gaps in meeting standards
  - Specialized instruction significantly different from age/grade level peers
An IEP connects a student’s learning to grade-level standards and evaluates progress through the lens of the general education curriculum, standards, assessment anchors, and curriculum frameworks.

Adapted from: Pennsylvania Training and Technical Assistance Network (PATTAN)
Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction…

- To address the unique needs of the child that result from the child’s disability; and

- To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children

IDEA 2004
IEP considerations...

- What must student know and be able to do?
- What accommodations and supports are needed to achieve the goal?
- What specialized, individualized instruction is needed to achieve the goal?
- How will progress toward the goal be monitored?
- What data must be collected? How often?
New assessments...

- Aligned to Common Core State Standards
- Focused on student outcomes
  - Knowledge
  - Skills
  - Processes (writing, thinking, problem-solving)
Work in progress...

- **General Assessments**
  - Partnership for Assessment of Readiness for College and Careers
  - Smarter Balanced Assessment Consortium

- **Alternate Assessments**
  - Dynamic Learning Maps Alternate Assessment System Consortium
  - National Center and State Collaborative Partnership

- **English Language Proficiency + Assessment**
  - Assessment Services Supporting ELs through Technology Systems
  - English Language Proficiency Assessment for the 21st Century Consortium
Key similarities...

- Summative assessments
  - Online
  - Grades 3-8 and high school in ELA and Math
  - Mix of item types
  - Two components; administered end of year
    - Performance-based assessments
    - End-of-year comprehensive assessments
  - Electronic and human scoring; two-week return
Key similarities... (continued)

- Other features
  - Optional interim assessments
  - Professional development modules
  - Formative items/tasks for classroom use
  - Model curricular/instructional units
  - Online reporting suite
  - Digital library
Key differences...

PARCC
- Fixed-form summative assessment
- Optional diagnostic and mid-year assessments
- Required non-summative speaking and listening assessment (gr 3-8 & high school)

SBAC
- Computer adaptive summative assessment
- Retake option available
- Optional interim assessments
Embedded Supports Being Discussed

- Screen readers text-to-speech/speech-to-text software
- Font size/graphic enlargement
- Choice of background/text color
- Highlight critical features
- Passage/item/response choice
- Graphic organizers or representations
- Customized dictionary or other home language supports/tools
Embedded/pop-up glossary
Reducing visual distractions surrounding written text
Avatars [personalized for speaking or sign language]
Captions for audio
Option response: adapted keyboards, StickyKeys, MouseKeys, FilterKeys
Braille printing or refreshable Braille devices
Customized timing
Potential Built-in Supports

- Spoken presentation
- Magnification
- Digital tools (e.g., highlighter, answer eliminator, increased white space)
- Digital Companion materials (e.g., glossary, key value glosses, contextualized dictionaries)
- Tab-enter navigation
- Reverse contrast
- Alternate text and background colors
- Color overlay
Potential Built-in Supports (cont.)

- Line reader
- Auditory calming
- Masking
- Braille
- Translation
- Keyword translation
- Signing
- Tactile
Work in progress...

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Key similarities...

- Online assessment system
  - Student response when possible
  - Teacher management of data
- Attend to communication, sensory, and motor needs
- Professional development resources
Key differences...

DLM

- Common Core Essential Elements
- Embedded tasks
  - Series of 100 or more items/tasks throughout year
  - 5-10 minutes per task
- Optional stand-alone summative assessment

NCSC

- Grade-level assessment content targets
- Trained teachers in each state to support implementation
Students learn what we expect them to learn

We have to teach them ALL well!
For further information...

- Common Core State Standards Initiative
  www.corestandards.org

- Co-Teaching: General and Special Educators Working Together
  http://nichcy.org/schoolage/effective-practices/coteaching

- Dynamic Learning Maps Alternate Assessment System Consortium
  www.dynamiclearningmaps.org

- National Center and State Collaborative Partnership
  www.ncscpartners.org
For further information... (cont.)

- Partnership for Assessment of Readiness for College and Careers
  www.parcconline.org

- Smarter Balanced Assessment Consortium
  www.SmarterBalanced.org

- Technical Assistance Center on Positive Behavior Interventions and Supports
  www.pbis.org

- Universal Design for Learning
  www.udlcenter.org
Reflections!
Questions?
Discussion.