



Module 1: Introduction and Overview

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Module Scope and Sequence

1. Introduction and Overview
2. Legal Foundation
3. Access to the General Education Curriculum
4. Writing a Standards-Based IEP
5. Classroom Practices that Support Access to the Curriculum



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2

Related Readings

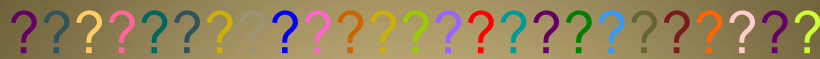
- Hock, M. (2000). Ten Reasons Why We Should Use Standards in IEPs. *In CASE*, 5-7.
<http://www.opi.mt.gov/PDF/Assessment/MCPresents/Pages-from-HockArticle.pdf>
- Cortiella, C. (2006) *NCLB and IDEA: What Parents of Students with Disabilities Need to Know*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
<http://www.opi.mt.gov/PDF/Assessment/MCPresents/Parents.pdf>



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3



What are standards-based IEPs?

How do I write one?

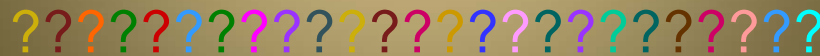
Why is this important?

WHICH STANDARDS?

Where did this idea come from?

Is this the law?

For whom is this intended?



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4

Why Standards-Based IEPs?



To improve the educational achievement of students with disabilities!!

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5

Demonstrated Benefits of a Standards-Based IEP

- Improved exposure to subject matter in the general education curriculum.
- Greater collaboration between special and general education teachers, working to implement standards-based IEPs.
- Greater focus on high expectations; less focus on academic deficits.



Source: McLaughlin, et al., 1999; Quenemoen et al., 2001; Thompson et al., 2001

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6

Demonstrated Benefits of a Standards-Based IEP (con't)



- Changes in teacher's instructional practices to ensure access to curriculum content for students with diverse needs and abilities.
- Improved use of academic interventions, accommodations, and test data.

Source: McLaughlin et al., 1999; Quenemoen et al., 2001; Thompson et al., 2001

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7

10 Reasons Why..... (Hock, 2000)



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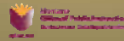


8

The Vocabulary of Standards-Based Education



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9

Content Standards

Content Standards are general statements of what students should know or be able to do as a result of their public school education.

MONTANA CONTENT STANDARDS AT-A-GLANCE							
Arts	Standard 1 Students create, perform/exhibit, and respond in the Arts.	Standard 2 Students apply and describe the concepts, structures, and processes in the Arts.	Standard 3 Students develop and refine arts skills and techniques to express ideas, poses and solve problems, and discover meaning.	Standard 4 Students analyze characteristics and merits of their work and the work of others.	Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.	Standard 6 Students make connections among the Arts, other subject areas, life, and work.	
	Career and Vocational Technical Education	Standard 1 Students experience various career opportunities and assess personal career pathways.	Standard 2 Students demonstrate an understanding and apply principles of Resource Management (i.e. financial time, personal management).	Standard 3 Students acquire and utilize personal and leadership skills to become successful, productive citizens.	Standard 4 Students acquire and demonstrate current technical skills leading to an occupation.	Standard 5 Students know and demonstrate the requirements of the workplace through authentic application.	
Communication Arts		Standard 1 Speaking and Listening: Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.	Standard 2 Reading: Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.	Standard 3 Literature: Students select, interpret, and respond to a range of literature.	Standard 4 Media Literacy: Students effectively evaluate and create media messages.	Standard 5 Writing: Students will write to communicate effectively for a variety of purposes and audiences.	
	Health Enhancement	Standard 1 Students have a basic knowledge and understanding of concepts that promote comprehensive health.	Standard 2 Students demonstrate competency in a variety of movement forms.	Standard 3 Students apply movement concepts and principles while learning and developing motor skills.	Standard 4 Students achieve and maintain a challenging level of health-related physical fitness.	Standard 5 Students demonstrate the ability to use critical thinking and decision making to enhance health.	Standard 6 Students demonstrate interpersonal communication skills to enhance health.

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10

MONTANA CONTENT STANDARDS AT-A-GLANCE

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Information Literacy/Library Media	A student must identify the task and determine the resources needed.	A student must locate sources, use information, and present findings.	A student must evaluate the product and learning process.	A student must use information safely, ethically and legally.	A student must pursue personal interests through literature and other creative expressions.
Mathematics	Standard 1 <i>Number Sense and Operation:</i> A student, applying reasoning and problem solving, will use number sense and operations to represent numbers in multiple ways, understand relationships among numbers and number systems, and compute fluently within a variety of relevant cultural contexts, including those of Montana American Indians.	Standard 2 <i>Data Analysis:</i> A student, applying reasoning and problem solving, will use data representation and analysis, simulations, probability, statistics, and statistical methods to evaluate information and make informed decisions within a variety of relevant cultural contexts, including those of Montana American Indians.	Standard 3 <i>Geometric Reasoning:</i> A student, applying reasoning and problem solving, will understand geometric properties, spatial relationships, and transformation of shapes, and will use spatial reasoning and geometric models to analyze mathematical situations within a variety of relevant cultural contexts, including those of Montana American Indians.	Standard 4 <i>Algebraic and Functional Reasoning:</i> A student, applying reasoning and problem solving, will use algebraic concepts and procedures to understand processes involving number, operation, and variables and will use procedures and function concepts to model the quantitative and functional relationships that describe change within a variety of relevant cultural contexts, including those of Montana American Indians.	

http://opi.mt.gov/pdf/standards/10JuneStandards_Glance.pdf

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11

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Science	Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations.	Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.	Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.	Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.	Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.	Students understand historical developments in science and technology.
Social Studies	Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.	Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.	Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).	Students demonstrate an understanding of the effects of time, continuity, and change on historical perspectives and relationships.	Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.	Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.
Technology	Standard 1 A student must use digital tools and resources for problem solving and decision making.	Standard 2 A student must collaborate and communicate globally in a digital environment.	Standard 3 A student must apply digital tools and skills with creativity and innovation to express him/herself, construct knowledge, and develop products and processes.	Standard 4 A student must possess a functional understanding of technology concepts and operations.		

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12

Content Area	Revision Cycle	Standards, Benchmarks and Performance Descriptors	Essential Learning Expectations	Performance Rubrics
Arts	Proposed 2010-2011			
Career and Technology Education	Proposed 2009-2010			
Communication Arts	Adopted January 2010		Anticipated Completion 2010	Anticipated Completion 2010
Health Enhancement	Proposed 2011-2012			
Information Literacy/Library Media	Adopted August 2008		PDF OR Excel	Anticipated Completion 2010
Mathematics	Adopted September 2009		By Grade Level By Benchmarks	Anticipated Completion 2010
School Counseling	Proposed 2011-2012			
Science	Adopted November 2006		PDF OR Excel	Anticipated Completion 2009
Social Studies	Proposed 2011-2012			
Technology	Adopted August 2008		PDF OR Excel	Anticipated Completion 2010
Traffic Education				
Workplace Competencies	Proposed 2009-2010			
World Languages	Proposed 2011-2012			

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13

Benchmarks

Benchmarks are clear descriptions of expectations for student knowledge, skills, and abilities relative to content standards.

Science Content Standard 1

Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.

Rationale
Students must understand the process of science—how information is gathered, evaluated and communicated to others. Learning by inquiry mirrors the process of science itself. The knowledge and skills related to scientific inquiry enable students to understand how science works. Inquiry allows students to construct understanding of scientific facts, principles, concepts and applications. In addition, scientific inquiry stimulates student interest, motivation and creativity.

Safety is a fundamental concern in all experimental science. Appropriate safety procedures must be applied when storing, using, and caring for materials.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation End of Grade 12
1. develop the abilities necessary to safely conduct scientific inquiry, including (a step-by-step sequence is not implied): (a) asking questions about events, events, and organisms in the environment, (b) planning and conducting simple investigations	1. identify a question, determine relevant variables and a control, formulate a testable hypothesis, plan and predict the outcome of an investigation, safely conduct scientific investigation, and compare and analyze data	1. generate a question, identify dependent and independent variables, formulate testable, multiple hypotheses, plan an investigation, predict its outcome, safely conduct the scientific investigations, and collect and analyze data
2. select and use appropriate tools including technology to make measurements (including metric units) and represent results of basic scientific investigations	2. select and use appropriate tools including technology to make measurements (including metric units), gather, process and analyze data from scientific investigations	2. select and use appropriate tools including technology to make measurements (including metric units), gather, process and analyze data from scientific investigations using appropriate mathematical analysis, error analysis, and graphical representation

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14

Performance Descriptors

Performance descriptors place a student's current level of skill, knowledge, or ability relative to an established benchmark.

A Profile of Four Levels

The Science Performance Descriptors define students' knowledge, skills, and abilities in the science content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency, and novice.

Advanced: This level denotes superior performance.

Proficient: This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing

Proficiency: This level denotes that the student has partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice: This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

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15


Essential Learning Expectations

- **Essential Learning Expectations** are specific statements of what all students should know and be able to do at a specific grade level. They measure a student's progress toward meeting a benchmark.

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16

K-12 CONTENT STANDARDS												
What all Montana students will know, understand and be able to do when they graduate from high school, ready for work and postsecondary education.												
BENCHMARKS												
Check points along the K-12 continuum to assess student progress toward meeting standards.												
End of Grade 4				End of Grade 8				Upon Graduation				
PERFORMANCE DESCRIPTORS												
How well students apply knowledge, skills and abilities.												
Novice			Nearing Proficiency			Proficient			Advanced			
Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12	
ESSENTIAL LEARNING EXPECTATIONS												
The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. It measures student progress toward meeting a Benchmark.												
K	1	2	3	4	5	6	7	8	9	10	11	12
STANDARDS-BASED EDUCATION IMPLEMENTATION												
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Standards within the larger educational context.

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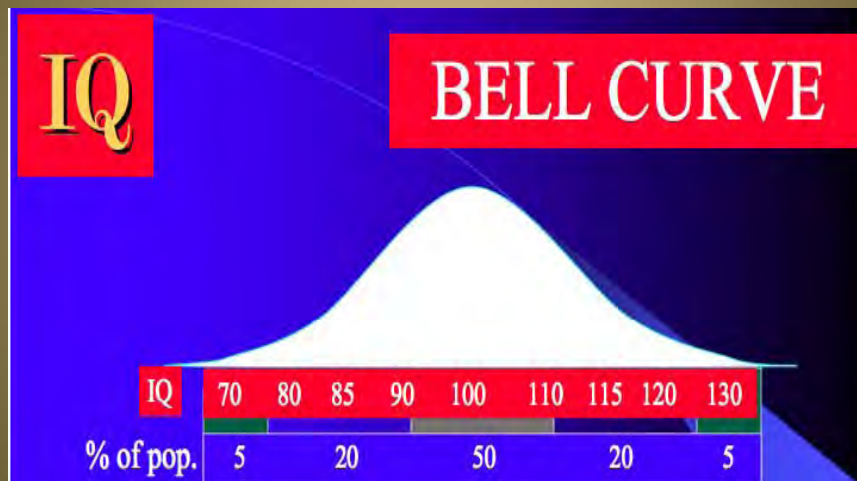

18

Equity.....Access



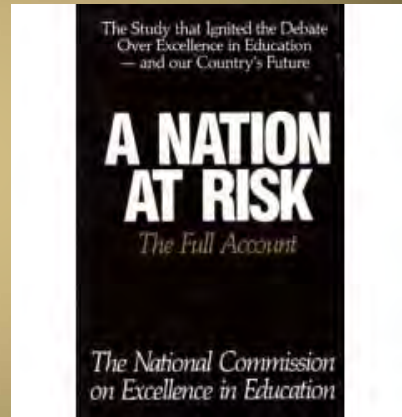
“Title I of the Elementary and Secondary Education Act (ESEA) of 1965 is the principal embodiment of the national commitment to help educate economically and educationally disadvantaged children” (Jennings, 2000, pg. 516).

Accounting for Performance Differences



Origins of Standards-Based Reform

- A Nation at Risk (1983) – contained sharp criticism of education practice in this country.



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21

Standards-Based Reform

- Policy response to dissatisfaction with public school performance and outcomes
- The prevailing paradigm of education reform, currently embodied by the No Child Left Behind Act.



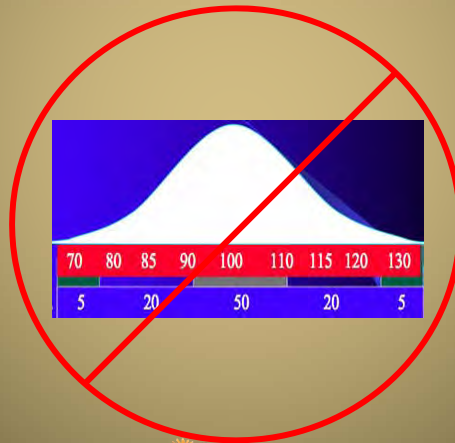
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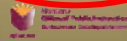
22

Standards-Based Reform Perspective

All students can be successful!



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23

Three Components of this Reform Model

- High content **standards**;
- Use of **assessments** to measure how schools are helping students meet these standards; and
- An emphasis on **accountability**, i.e., holding educators and students responsible for student achievement (Nolet & McLaughlin, 2000).

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24

Equity.....Access for *All* Students, Including Students with Disabilities



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25

Standards-Based IEPs: A means of promoting access to the general education curriculum



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26

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27

A short video that puts the “big ideas” of this topic together.



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28