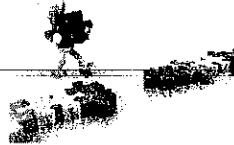


**IEP Goal Writing and the Impact
Upon Special Educators using the New
Illinois Learning Standards and
Common Core**
Making the Connection



Agenda



- Brief overview
- How the new standards relate to special education
- Examples of use of the New Illinois Learning Standards for ELA & Math, along with the other remaining State Standards in the classroom
- Discussion
- Wrap-up

Name these Acronyms

1. CCSS
2. NILS
3. ILS
4. EE
5. DLM
6. ELA
7. NGSS
8. PLAAFP

Name Change in Illinois

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

Common Core State Standards = New Illinois Learning Standards



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 for parents, teachers, and students to understand the expectations



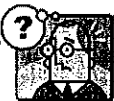
Next Steps

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 2016-17 School Year



Special Education???



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

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

Special Education and Standards Assessment

The Partnership for Assessment of Readiness for College & Careers (PARCC)

-- "PARCC Accessibility Features and Accommodations Manual"
<https://www.parcconline.org/sites/parcc/files/PARCC%20Accessibility%20Features%20and%20Accommodations%20Manual%20November%202013.pdf>



-- email notifications are the best way to stay current with the new assessments. (Sign up in the upper right-hand corner.)

<http://www.parcconline.org>

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.

Making the Connection

Federal and State Regulations

New Illinois Learning Standards



Present Level of Academic and Functional Performance

IEP Goals

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 individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills.



34 CFR 300.320

Present Levels of Academic Achievement and Functional Performance – cont.

- **Individualize the Disability:** Description of how the disability effects 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 where the student's disability related performance is 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 NILS

- 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

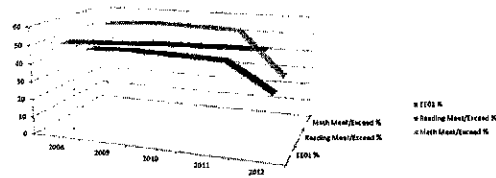


Connecting Kids to Goals through the NILS – cont.

- IEPs are designed to close the gap between the special education student and his or her non-disabled 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



EE01 Related to Achievement in Students with Disabilities



	2006	2009	2010	2011	2012
EE01 N	50.4	51.2	51.7	50.2	51.5
Reading Mean/Exceed %	41.4	42	41.2	40.9	39.9
Math Mean/Exceed %	32.9	32.8	32.2	31.9	30.7

Paradigm Shift

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



Application...



How do we make this work?

Example: Sandra
Using the NILS to Write a Goal

- **PLAAPP:** Sandra is a 10th grader with an Intellectual Disability. She decodes at the 3.5 G.E. and she comprehends at the 3.2 G.E. as measured by the WJ-III. She can read at the 3rd grade level and retell basic information from text which she has read. Sandra can write a simple narrative or expository passage. She can use 3-5 word simple sentence structure. (short excerpt from a well-written PLAAPP) **AREA OF FOCUS: READING COMPREHENSION**
- **NILS.ELA-Literacy.RI.9-10.2:** Determine a central idea of a text and analyze 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.
- **Final IEP Goal:** Given a selected text, Sandra will orally identify the main idea of the text and provide two written examples of supporting details and summaries in 2 out of 3 consecutive trials by June, 2014. (NILS.ELA.RI.9-10.2)

Example: Curtis

PLAAPP: Curtis is a 9th grader with a learning disability in the area of reading comprehension. His recent score on the W-J III was 5.5 G.E. for reading comprehension. After reading a passage, he has difficulty listing the events in chronological order and answering literal and inferential questions. Curtis states that he reads so quickly that he does not understand what he reads. After reading a text, he answers story comprehension questions with 50% accuracy. His recent scores on the WJ-III were 5.5 GE for reading comprehension. (short excerpt from a well-developed PLAAPP)

NILS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Final IEP Goal: Using self-monitoring strategies (such as re-reading for understanding), Curtis will read a selected text, and correctly answer comprehension questions with 80% accuracy in 3 out of 4 consecutive trials by June, 2014. (NILS.ELA-Literacy.RL.9-10.10)

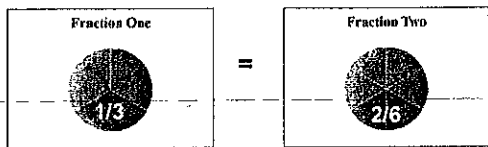
Example: Derek

Derek is a 5th grade student with a specific learning disability in math computation. Derek has mastered basic addition and subtraction facts. He is proficient in whole number addition and subtraction with and without regrouping. He can solve 3 by 2 digit multiplication (325 x 53). In long division, he can solve correctly 1 digit divisors by 2 digit dividends with and without remainders. With fractions, he can identify numerators and denominators but needs to develop an understanding of basic fraction concepts. (This is a small excerpt from a well-developed PLAAPP)

- **NILS.Math: Number and Operations – Fractions-Use equivalent fractions as a strategy to add and subtract fractions-5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

Example: Derek – cont.

Final IEP Goal: Given 5 addition fraction equations with unlike denominators, and using pictorial representations of fractions to find common denominators, Derek will make equivalent fractions to rename fractions and solve equations with 80% accuracy for 3 of 4 consecutive trials by June, 2015. (NLS.Math-5.NF.1)



IEPQ

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

Now it is Your Turn

- **2nd grader** → Remember this should be based on a well written PLAAPP. **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 – cont.

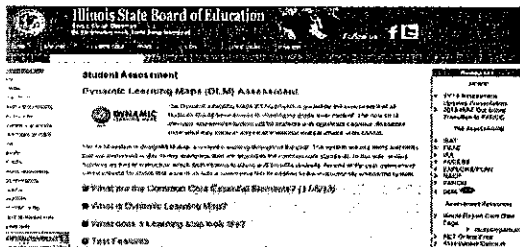
- **7th grader** → Remember this should be based on a well written PLAAFP. Please note that the specific instrument was not defined in the goal but could have been → cloze reading activity teacher-made, MAZE by AinsWeb, etc.
- **Determine the meaning of words and phrases as they are used in a text, including 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.** NLS.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 – cont.

- **11th-12th 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.** NLS.11-12.RI.1
- **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** →

Low Incidence: Alternative Assessment

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



Significant Intellectual Disabilities

Connecting NELS to IEP Implementation for students with Significant Intellectual Disabilities



Dynamic Learning Maps and Essential Elements

Dynamic Learning Maps (DLM) Essential Elements were developed to build a bridge between content in the NELS and academic expectations for students with the most significant intellectual disabilities

Essential Elements are specific statements of the content and skills linked to NELS with **grade level specific expectations**.

DLM Essential Elements and IEP Goals

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

Essential Elements - RL.4.1 - 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, 2016 (EE.RL.4.1)

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/files/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.
 - Face-to-Face PD and Webinars available on Engagement, Building a Collaborative Classroom, use of Technology, etc.
 - http://www.isbe.net/files/social_emotional/standards.htm

Example: Erica

Erica is a 6th 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 - cont.

Goals/Objectives on the IEP

PLAAFP: Erica has verbal conflicts with peers 3-5 times per week in 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 2013-2014 school year (SIA).

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 have used to avoid a verbal conflict with peers in 4 out of 5 counseling sessions.

The Illinois State Standards & 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 ~~www~~ 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., & O'Rourke, N.G. (2013). The Common Core State Standards and evidence-based instructional practices: The case of writing. *School Psychology Review*, 42 (3), 341-357.

The Illinois Learning Standards & Pupil Personnel Services - cont.

- 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

The Illinois Learning Standards & 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, 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 & Speech Pathologists - cont.

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

Other Illinois Standards Resources

- 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 - cont.

- Learning Supports
 - <http://www.isbe.net/learningsupports/default.htm>
- Learning Supports A-Z Index
 - <http://www.isbe.net/learningsupports/html/a-z-index.htm>
- 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.
- Acceleration, Not Remediation
 - Great article:
http://www.ifl.org/sites/default/files/FromRemediationToAcceleration_forPrint.pdf

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