What is a Standards-Based IEP?

"In a standards-based IEP, the CSE has incorporated State content standards in its development. Standards-based IEPs are a **best practice to create high expectations** for students with disabilities."

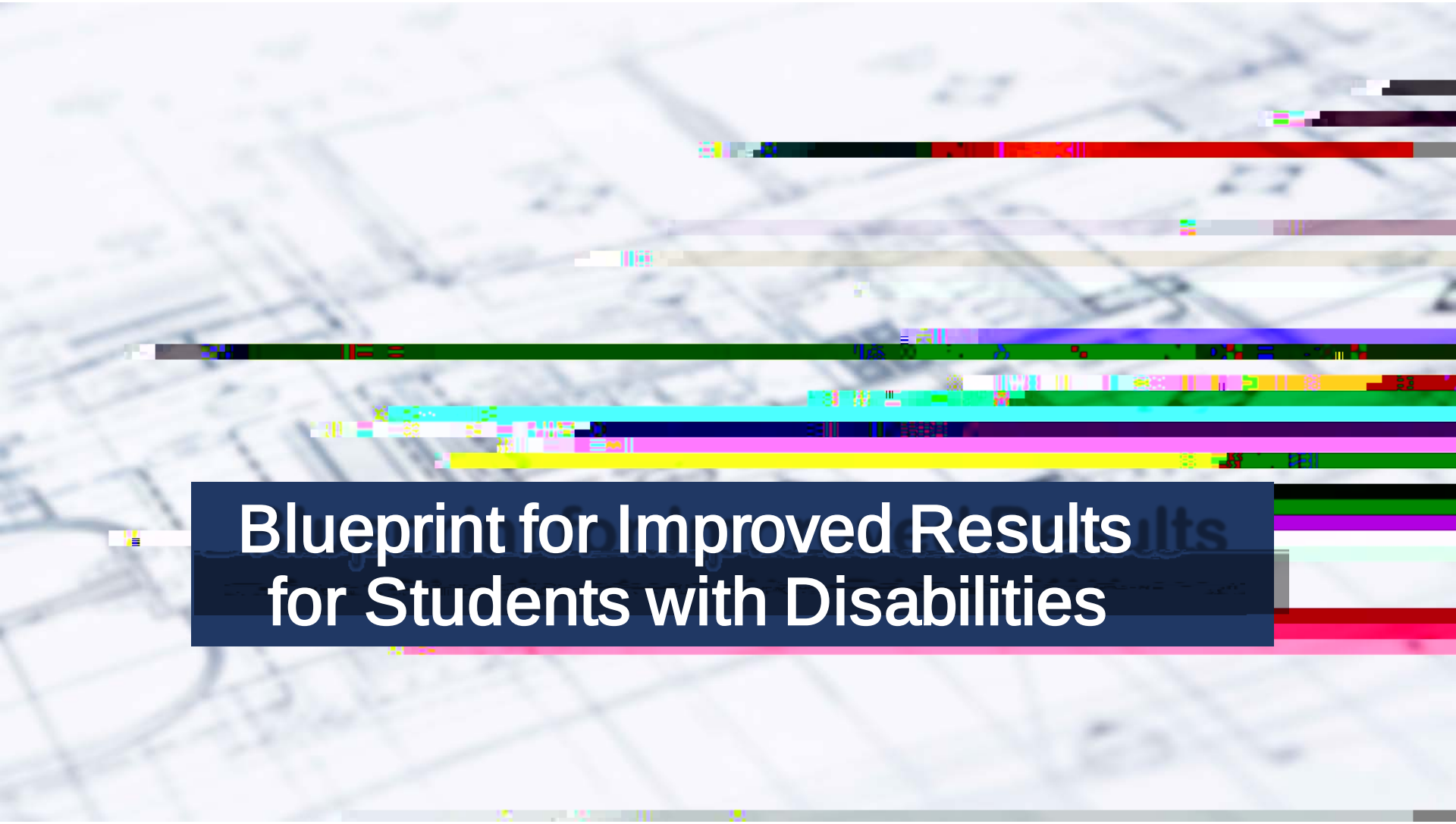
- Not a new idea
- The entire IEP is developed with the Standards in mind, not just goals.

Imagine if every conversation about a struggling learner started like this:

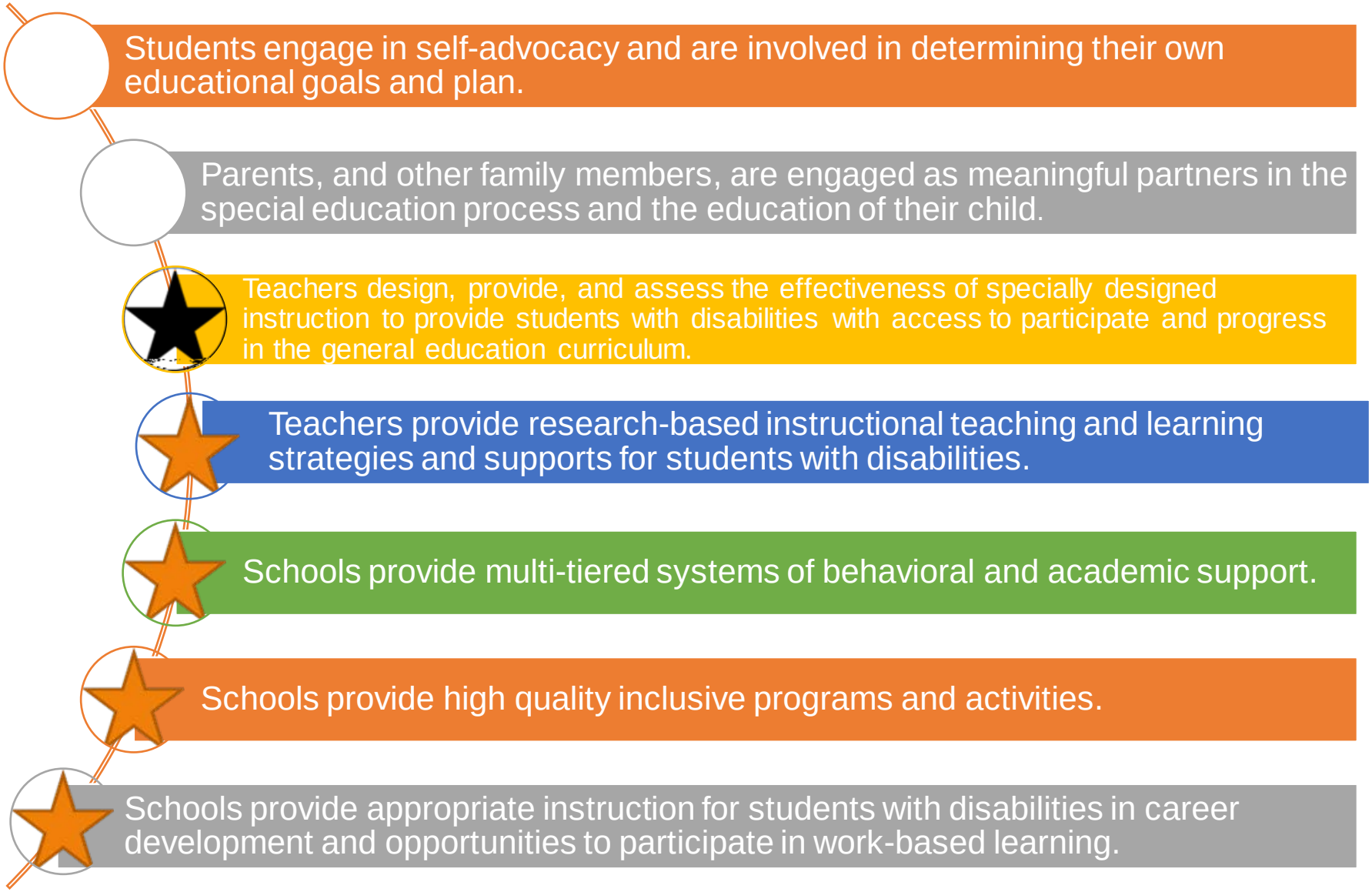
Based on learner's characteristics,

"what do I need to do

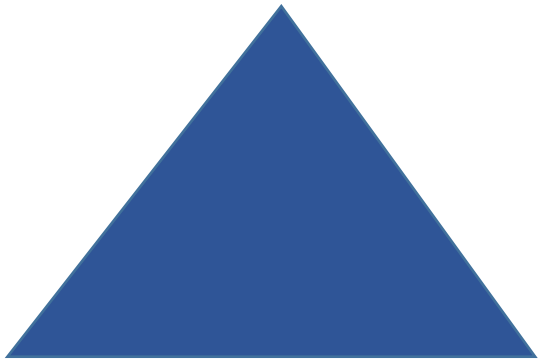
for this student to have **meaningful interaction** with the content?

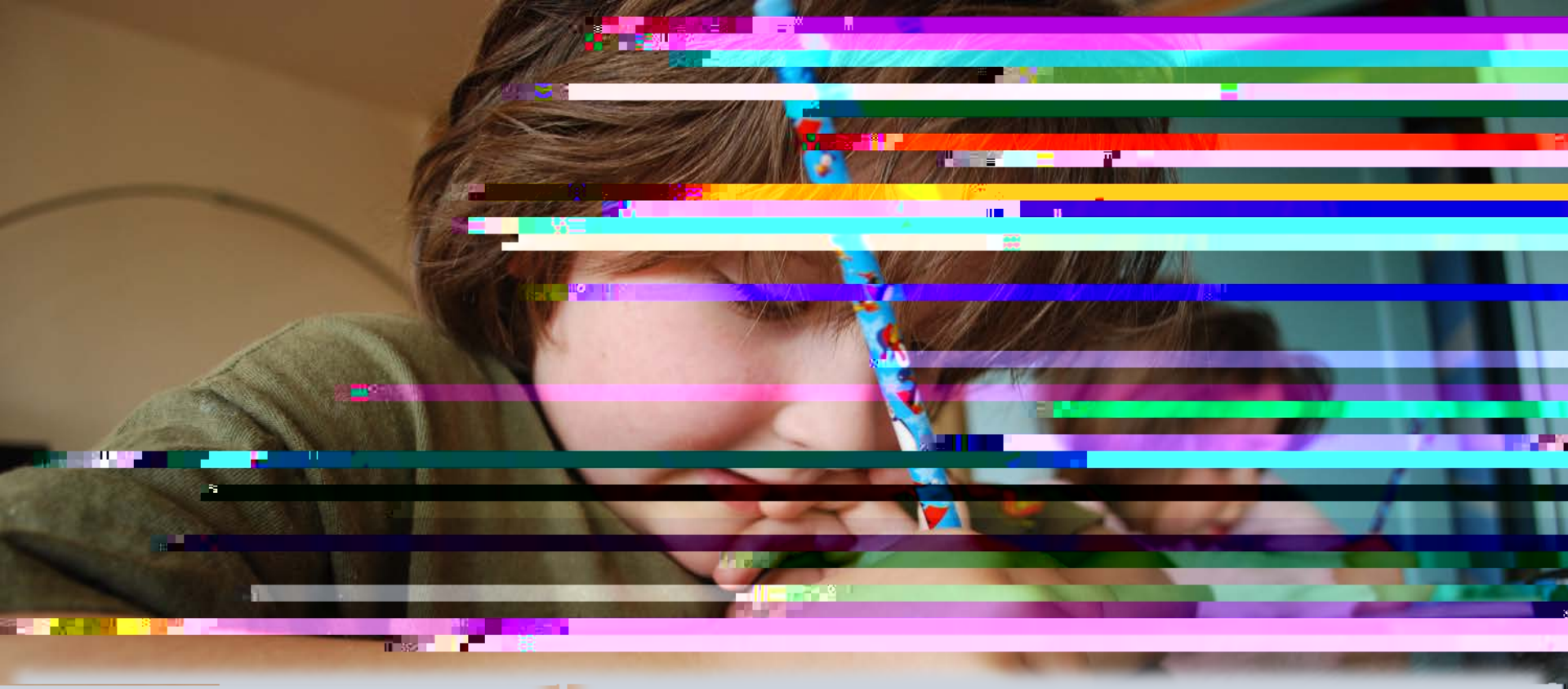

Blueprint for Improved Results
for Students with Disabilities

Blueprint For Improved Results For Students With Disabilities
Key Principles



Focus on the knowledge and skills needed by all students, so they can be successful in college and careers ……





“Access to and participation in the general education curriculum [illegible] in a general [illegible] does not occur solely because a student is placed in [illegible] or because a teacher [illegible] a general education curriculum [illegible] are actively engaged in learning the content and skills that [illegible] define the general education curriculum.”

IEP Development

Has not changed….

Intentional & Purposeful Planning of an educational program for a student with a disability to ensure

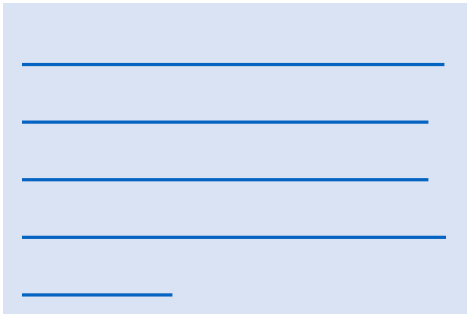
- **meaningful access,**
- **active participation &**
- **measurable progress in the general education curriculum**

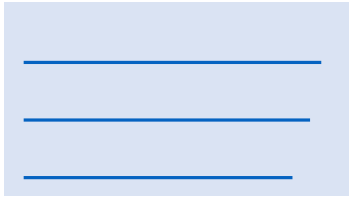
But….

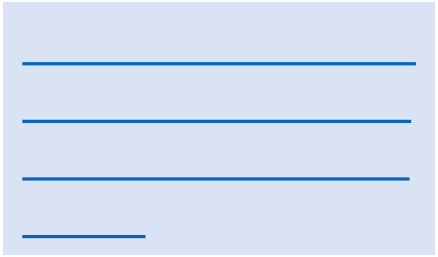
…NYSED has provided additional guidance

Updated

-
- progression of content and skills from grade to grade
  -
  -
  -







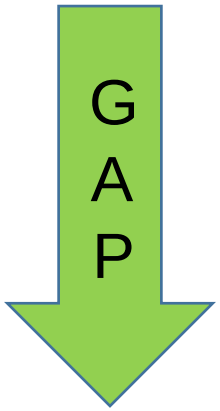
What is a Standards-Based IEP?

2. Examine the classroom and student data to determine where the student is functioning in relation to the grade-level standards

- **What is your role in this step?**

Common Core Learning Standards

apt

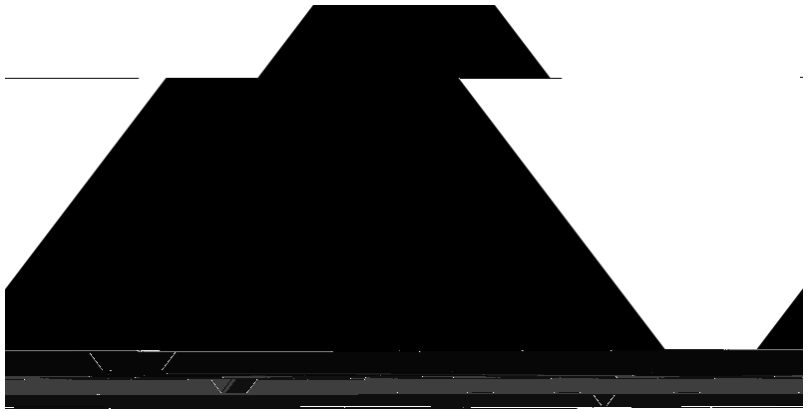


Grade Level vs. Instructional Level

- Correct point of access can be off grade-level due to the sequential nature of the skill acquisition

- Sometime we “teach up” to the grade-level by determining “what it will take”

- Gap Analysis determines the appropriate point of access and performance criteria



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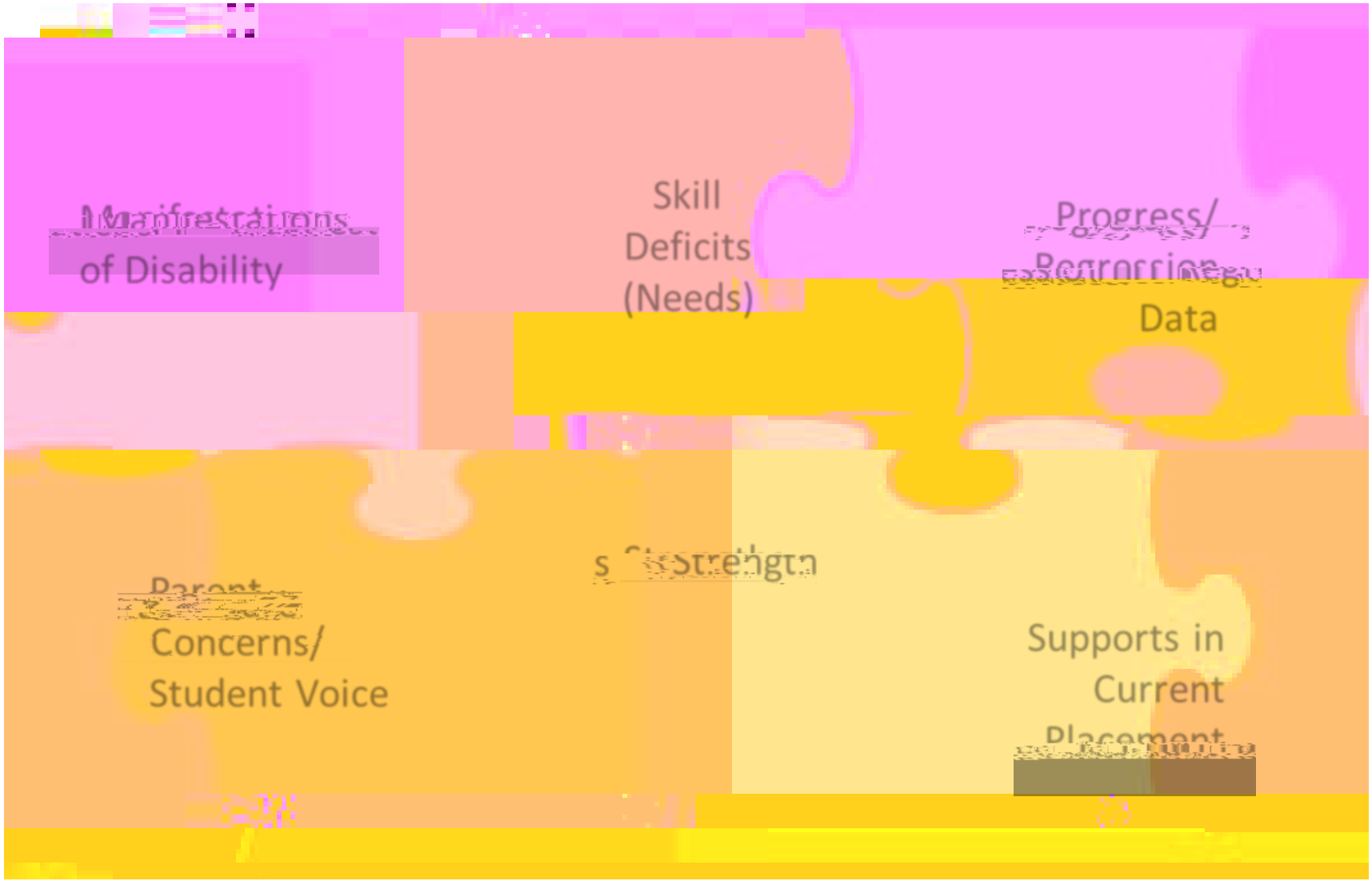
- **What is your role in this step?**

TAKE ACTION

Create a clear picture of the student…



Impact of the disability on participation and progre in the curriculum

1. How does the student's disability impact the student's involvement and ability to progress in the general education curriculum?

2. What academic areas are impacted due to the disability?

... Kari's difficulty in organizing materials and information affects her ability to complete assignments independently and compose written essays…

...

What is a Standards-Based IEP?

3. Develop the present level of academic achievement and functional performances.

- **What is your role in this step?**

TAKE ACTION

What is a Standards-Based IEP?

4.

Annual goals are based on skills, not standards

Standards-based IEP Goals

…not simply restatements of the standards;

rather,

standards-based annual goals identify the **essential skills** and knowledge that a student with a disability needs to acquire in order to master grade-level content standards.

Measurable Annual Goals

1. Given a reading passage, Luis will identify the main idea and two supporting details with accuracy across academic areas.

   Criteria: 80% accuracy in 3 out of 4 trials
   Procedure: work samples; Schedule: weekly

2. Using a graphic organizer, Kari will write a cohesive paragraph, including 3-5 sentences on a specific topic as per teacher request across a variety of settings.

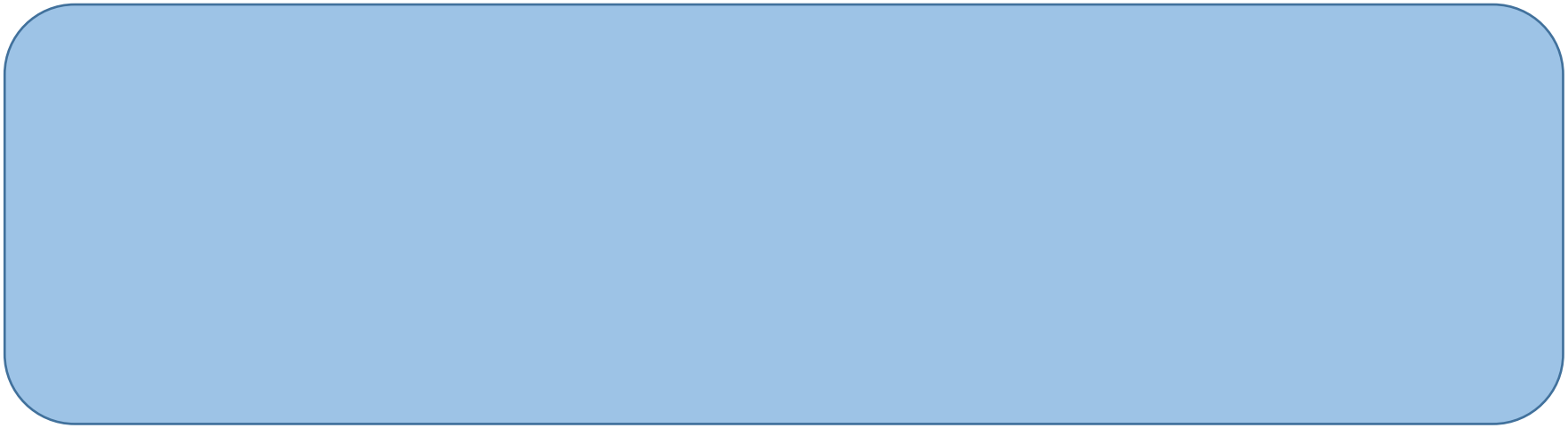
   Criteria: 4 out of 5 trials over 4 consecutive weeks
   Procedure: work samples; Schedule: weekly

What is a Standards-Based IEP?

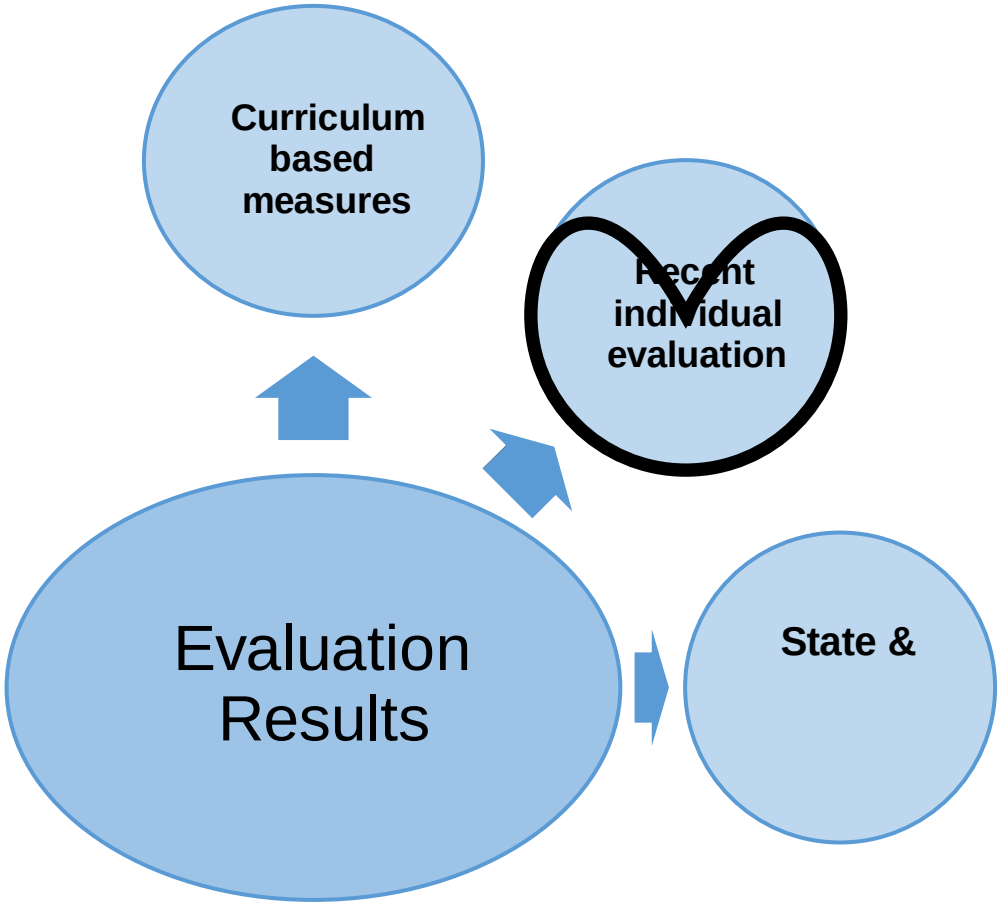
4. Develop measurable annual goals aligned with grade-level academic content standards.

- **What is your role in this step?**

TAKE ACTION



Step 5 -


Curriculum based measures
Recent individual evaluation
Evaluation Results
State &

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4. Develop measurable annual goals aligned with grade -level academic content standards.

- What is your role in this step?

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