Standard Aligned IEPs: Major Points and Misconceptions

Good afternoon. Thank you for joining us for this webinar. I'm Ann Hen on Herman with the Pattan office in Pittsburgh. And we're glad to have you here today to talk about individualized education plans, IEPs. Some major points and misconceptions in regards to them. So we have an excellent presenter for you today, we're name is Marlene Schekter, she is a consultant here in the Pittsburgh office, and we're going to spend the next hour. And if you have questions we're going to ask you to type them into the question box that is in your Go to Meeting bar. All of your microphones will be muted, since there are hundreds on this webinar, it would be difficult to do it with audio -- with microphones. So we're going to ask you type your questions and Marlene will stop periodically during the presentation to answer as many of those as we can and still move through the material, and at the end of the Power Point you'll notice her contact information is there. And you can e-mail her at a later date if you have questions that we didn't get to or you might have at a later time. Just as a reminder, this is a webinar, not a legal presentation. So it is guidance in the area of IEP's. So Marlene, welcome, and thank you for presenting. Well, thank you Ann. I'm really glad to be here. We will just get started, we do have a lot of information to cover today, so I will get into the Power Point right now. And just give me one second here. Here we go. And we're ready to go. So as you know, Pattan's mission is -- our mission at Pattan is to support the efforts and initiatives of the bureau of special education and to build the capacity of local education agencies who serve students who receive special education services. And today's webinar is an example of our efforts to do so. Additionally, our goal is for each child to ensure that the IEP that's written for him or her and that the teams that work with each student begin with the general education setting with the use of supplementary aids and services, and again, this is the perfect segue into our task for today. Now this webinar will focus on effective and efficient practices. Sometimes I will refer to them as routines, sometimes I'll call it a protocol, but we want you to feel really comfortable when you're navigating our Pennsylvania Standard Alliance System, PSAS, in order to develop measurable IEP goals for students that are aligned with the Pennsylvania standards and anchors, eligible content. Actually any element from the curriculum framework. Along the way, I'm going to highlight some misconceptions that some of us may have, and then provide clarification for each of them. So let's begin with one major clarification right now. And that is that developing IEP goals that are aligned to standards or a component of the curriculum framework is undeniably considered the best practice for sure. But it is not in fact required by law. So as most of you know, webinars present a little bit of a challenge sometimes for being interactive or something being considered engaging. But today we are going to attempt to engage you with a presentation that we hope can have you included in the process and actually interacting with your own IEP. So we do hope you receive the message to bring an IEP because we will be referencing it throughout our presentation. So please have a highlighter handy or a pen remember pencil, because we are going to underline key ideas when we proceed, when we talk about our first item on the advanced organizer, which is identifying standards, aligned system navigation routine, that will link students' skills, the skill needs that are recorded on an IEP with Pennsylvania PSAS framework elements. Secondly, we're going to actually develop measurable IEP goals that are aligned to the standards, anchors, eligible content, or an element from that curriculum framework that I mentioned previously. And lastly, we hope that you will actually look at your own IEP that you brought and augment or make a revision to at least one IEP goal by thinking about, referencing, or implementing the

six-step routine that I'll be presenting and talking about today. So as I said, I really hope that we can make this as real authentic as possible. So as you can see, we have students. These are our students. Let's visualize on the screen that these guys are our students. But there is a blank on the bottom of the right-hand side. And this is intended for you to very quickly envision a student with whom you work, and maybe you have recently written an IEP or you have within the last year written an IEP. And sketch in there initials, maybe a little stick figure, perhaps a symbol or something to represent that student. Because throughout the presentation I want you to envision him or her, we'll also be referring to your student again as we proceed throughout the presentation. So let's take a look at this cycle. I am sure that most of you have seen this cycle before. Where do you think today's focus will be? Well, obviously it's going to be in the standards aligned measurable goal rectangle as the title indicates. But there's actually -- there's actually a second area that we will be talking about quite a bit, because it is really hard to separate present education levels of academic achievement with the writing of a standards aligned measurable annual goal. Now I guess maybe we could even think of that as a misconception, because to think that your school or your IU could even try to do a presentation solely on standards aligned IEP goals, that would be really difficult to do, because we -- writing those present levels of academic achievement, that's inherent in the entire process, writing your present levels correctly. So let's just get right to it. We're going to get to the routine, here it is. The six steps. And you may have seen them in different shapes, sizes, or forms before. But like I said, today is a real focus on the efficient and effective use of them when you write a standards aligned IEP goal. So let's take -- I would like you to quickly look through the six steps and read each. Number One would be reviewing present levels of academic achievement. Of course based on current assessments. Number Two would be identifying student needs, academic and functional skills. Today though our focus will be mostly on academic for this presentation. Number Three is how do we prioritize those student needs as skills that are essential to be developed, and then Number Four when we do look at PSAS and we enter the portal, how do we determine the standard anchor or element from the curriculum framework that directly correlates with each need? And then in Number Five, how too we write a goal to include of course the four criteria that are needed for an appropriately written goal, which of course is the action or behavior, condition, performance criteria, and the student about whom we're focusing our energy. And then Number Six, which sometimes is forgotten or at least not attended to, to the point of really providing progress monitoring so that instructors and teachers can adjust instruction based on the data from that monitoring. You know, just yesterday I learned of a new misconception that I didn't know of previously, and that was that someone told me, well, or asked -- actually stated -- can't one just type in the search box of PSAS, you know, a skill or a need, and viola, all of the information that's needed to be placed into an IP would be there, because we typed it into the box in PSAS, and that standard would just pop up and all the resources. And in fact that doesn't happen. But we will come close, I will show you a pretty expedient way in order to get that information. I'm sure most of you are familiar with PSAS, so we're not going to spend much time at all going through the components that we need to utilize in order to write an effective IEP goal that's assigned to the standards. But what we do want to note is the framework for content that needs to be taught and learned of course is found on PSAS, and that content is located in the red areas here, showing on your screen, which of course are the standards. But also the anchors [Inaudible] content and all the ideas found in the curriculum framework, including big ideas, concepts, competencies. And then to help us to teach those ideas and that content that we're looking for we have

links with suggested resources for effective instruction. And actually, we have teacher pools that when we find -- and I'm not sure how large your eportfolios are, but within teacher tools we are fortunate to have the ability to save the resources and the tools that we find that are helpful to us, we can save them right in our eportfolio and perhaps even label them, you know, for example, summarizing and put all of the ideas we find related to that, or persuasive writing, whatever it might be having individual folders for the information and resources we're able to obtain through PSAS. So if you don't mind, quickly, I'd like to ask you to read the three areas that are found within the curriculum framework, the big ideas, concepts and competencies, what they each mean. And place a star -- I'd like you to please place a star next to the area of that which you think you would reference most when writing a standards aligned IEP. Go ahead. [Silence] Well, if you put a star next to competencies you're correct and you're on your way. Obviously that's the area that will help us to describe what we want the student to be able to do -- to do -- the key skills as a result of our instruction. Well, here we are. Obviously, this is a picture of PSAS. And it's found at www.pdepsas.org. If you haven't visited there, perhaps you're a newer teacher to our system, please put a big circle around the web site in the beginning so you can find it easily, and bookmark that. What I want to point out though, right now, is it is continually growing. PSAS has changed and much, much for the better, I will say. A lot of us have been around when it began and there were some gaps, and those gaps are being filled each day. For example, there's a professional development center now with pretty much any course or any piece of information you'd like to find out about effective -- teacher effectiveness, the Danielson models, all of that is found within the professional development center, and if you'd like to note where you'd find that, that's actually found in the teacher tools up above here. If you can see my arrow, when you click on there, there's actually a link directly to professional development center. Also, there's the new pre-K through 2 standards in every subject that you might be able to utilize when you're writing an IEP for students in that grade level before there weren't as many standards. And now there's pretty much standards for all 16 areas we have. And then we also have common core editions with cross walks and more to come. And new resources for the keystones that I'll touch on in a moment when we talk about math in a minute. And as I briefly mentioned, there are 16 areas now, where there used to be only 14. So if you're looking for some information for students in business or computer or information technology, that would be number 15, that would be subject area number 15, and number 16 we'll be visiting today, which is personal skills. So those are new editions. Please note that it's continually growing and there for us to utilize. Not just with standards aligned IEP's but with all of our work, with all of our students. So let's go, let's take a look at the routines and the protocol. I want you understand that I added math for this first example because it was the most recent up to date referencing of some of the new areas I just told you about, and I wanted to be sure that you could actually see them and know how to find them. So I hope that's okay that I have added one example in math, because I feel it will be helpful to you. The rest will be related to reading, writing, and thinking, and listening. So we're at step one, let me back up for a moment. Do you see on the upper left corner, it said step one. And of course it's color coded with the first slide that had all of the six steps. So light blue is our step one. And we're going to meet Michael. And Michael is in ninth grade. And he's in Algebra One class. Let's learn a little bit more about Michael. Here is actually an excerpt from his present level of academic achievement. And this is quite well-written to be honest with you. And I want to use this as an example only, as we read through, we only took out the sections that are related to math. So I'll read it with you, and I'd like you to note the

different -- the different assessments, the data from the different type of assessments that you see here. Michael is included in a ninth grade Algebra One class, a special education co-teacher with supports such as preteaching and reteaching, and weekly use of a Mac software for practice, additional practice. His test grades range from 68 to 84%. He contributes in class discussions and completes homework and assignments, and asks for assistance from the learning support teacher. His teachers note that he appears to understand concepts when they're introduced, however computation errors impact his fluency and accuracy. He mastered his previous goal of improving computation skills with whole numbers as measured on weekly probes. Michael scored below basic on his eighth grade PSSA and he has improved from below basic to basic on foresight. Let's see why -- no. There we go. And his lowest scores were in numbers and operation, algebra and measurement. And based on data from the Classroom Diagnostic Tool, the CDT for Algebra One, Michael's scoring near the end of grade level expectation in one area, and that's data analysis. So this data from the CDT also indicates that Michael has difficulty linear equations and inequalities. Assessment data is consistent with observations by his algebra and learning support teachers. So I want to ask you first of all why do you think there are certain items in this excerpt of present levels that are red? Well, if you think about it, everything that is bolded and in red is a type of assessment and its data that is based on assessment that we can utilize when we think about writing the -- or at least considering the needs for a goal for Michael in Algebra One. So we are going to pause -- how do you like that homophone, we're going to pause, and pause, because I want to make sure that we're lying the appropriate -- proper foundation and support as we're on our journey to writing an appropriate goal. So what I mean by support is that as I mentioned earlier, if our present levels of academic achievement are not accurately and effectively written based on data then in fact we would have a difficult time writing a standards aligned IEP goal for this particular student. So this is Number One in our routine. You also have a handout that has this represented, a little bit more in a narrative form, you can use if in fact you're a teacher, you could use this as a checklist, if you are turning around and talking about this training with others you can also use this in sharing to make sure the folks with whom you're working have this down pat and what is included in an appropriately written present levels of academic achievement. Now as we look at this first section as we do pause and we're going to look at yours in a minute, we want to consider describing the current academic achievement and functional performance referencing both the grade level and instructional level. Would you please make sure to underline, circle, highlight, whatever it is you do that will focus your energy to that section of this page, because why do you think it's so important that I'm emphasizing to have both types of information in present levels? Why do you think? Make sure that -- I'm assuming that you did print out the Power Point. So when I ask you to highlight and note I want to make sure that you're doing it on your Power Point so when we leave this session you'll have this information with you and look back and remember the key points that we're talking about. So the question was why both? Because if we only focused on grade level information, only grade level, which would mean what? Some of the data? The PSSA in our case in Pennsylvania? That student might in fact look like he or she is really performing quite low or achieving quite low, because we're only basing it on that one day, that PSSA. Now if we only included information on the instructional level, so maybe some of our formative assessment work that we do in class, well, that student, the same student, might appear to be right on grade level and doing just fine because we've only shared the work on instructional level. So this is why it is critical that you include both grade level and instructional level data to get the true picture of where the student is performing

at this particular time. So you can see that we also want to interpret the assessment data noted. Again, please circle that. Do something so that you remember to interpret the data. What I mean by that is often we see it listed, and I'll have very lovely charts that I'm reviewing when I look at IEP's, but in fact it doesn't interpret the data for a parent or for someone else who's not working directly with that student that needs to know, well, what does this mean? So please be sure that you interpret the data. And of course, as always, we describe the student's ability, disability, in relationship to needs in observable and measurable ways. What's working and what's not working to advance learning, and of course the progress made in the general education curriculum. So that's -- that's step Number One is writing appropriate, well-written, I should say, present levels of academic achievement. Step two would be to -- we've got this underlined, highlighted, written in the present levels of academic achievement. Now -- now how do we determine and prioritize needs for that student? Sometimes I hear teachers say, well, there are so many needs I don't even know where to begin. And then how do I prioritize which would be step three, if Michael, for example, has three or four needs, which he does, how do I even know where to begin? So for time's sake, I'm not going ask you to write it in on your Power Point like I might if we were all meeting face-to-face, but if you would look back at Michael's present Ed levels, would you please highlight, underline, what you think are indicators of need based on his data. [Silence] Okay, hopefully you were able to do that, and we are going to go to the PSAS portal in just a moment. But again, we need to identify what the needs are in order to be able to write an appropriate IEP goal. So I don't know about you, but I -- when I look at all of the work in front of me and all of the data in front of me I feel that perhaps Michael's need would be to develop accuracy and fluency with real numbers and expressions. So that's including integers, fractions, decimals, percents, okay? And that would be the priority I might happen to choose related to Michael and his needs. So as we pause, again, if you want to look at your hand out, we can see that after we too that, we're using those four types of data, we probably want to do a little check here and make sure that the information that we have checked is including all four types of assessment. Do you see four different times, at least? Or how about three different times of assessment? I actually saw four. But you also would like -- I would like for you to note is that something important to note is that we should all be including at least three types of data. Three times of assessment data in our present levels so that we get a true profile, a true student academic profile. So for Michael, we'd have some of the data, we have formative data in his progress monitoring, and we have benchmark data from his foresight, and we actually have diagnostic data because his school district uses the CDT. So we certainly have quite a lot of information on Michael in order to write an appropriate goal. Now some of you might say, well, where do I even begin as we look at step three. So we've done step two and we've identified those needs based on the four types of data. And now as we move on to step three, this is a really important piece because prioritizing the skills -- we can't have -- how many [Inaudible] we should have in IEP. We certainly can't have many more than five to be able to appropriately monitor that progress throughout the year. So typically we suggest, and this is not law, this is just a suggestion in reality from time that's allotted to teachers to do progress monitoring, we typically think three to five goals are appropriate for many students. So as we look at that and we prioritize our student need, where do we find the information to help us do so. Well, in PSAS, and when we visit there I'll show you how to find it, there are not only the standards and anchors [Inaudible] content and those items in the curriculum, elements in the curriculum framework, but there are actual test blueprints that tell you how many items were tested for this particular area. How many are tested

in reading fiction compared to reading non fiction. Additionally, there are performance level descriptors that help you to understand what's most important for that student. And also your curriculum certainly will help guide you to prioritizing what you would need to do. So let's move on to step four. Now this is where I will go off road, off slide, whatever you'd like to call it, on to PSAS and show you exactly how we can make this process move along quickly, becomes part of your routine, and we're going to use Michael as we take our time and go through this the first time and we will have three other examples that we will certainly move more quickly through for your benefit. So I also wanted to let you know that there was a misconception that was brought to my attention -- actually at a couple of school districts. And that misconception is that you could only use the standards for writing a standard aligned IEP goal. And in fact as you look at Number One under step four here, you can see that it includes the assessment anchors, big ideas, concepts, competencies, eligible content from all of those features, items from the curriculum framework. So enable me -- allow me to go right to PSAS to show you what we would do as part of our routine when we're thinking about Michael and his needs that we had identified on the previous slide. As I mentioned, we would go to PDEPSAS.org and we are here. What I'd like to ask you to do because sometimes we get very busy and we might forget what it is I just said or some of the hints that I'm giving you, I would like you to please use either the margin of your Power Point, an extra piece of paper, the backside. But this process is key. So please humor me, go along with me. I'm going to very clearly say step one, step two, et cetera. So we go to PDEPSAS.org. And then step one, click on Standards. Step two, please write down that we will click on Vertical Viewer. Step three is we will -- we will carefully look at all of the subject areas. How many did I say that we have? Yes, that's correct. We had 16 different areas. So we will look through the subject areas as we get closer to matching the need in our case for Michael. So obviously, we would choose math. So Number Three would be choose your subject. Number Four, please write down that we need to specify an area within that subject. Specify the area that's closest to the need in that subject. So for Michael, if you remember, computation was difficult for him. And I'm going to click on 2.2, which is -- and we don't need to memorize these numbers, another misconception, the numbers don't mean a whole lot without the explanation next to them. So computation and estimation, that was 2.2. And then Number Five what we need to consider is are we looking at a grade or a course? Now if you remember, Michael was in algebra one. So I need to go to the upper grades and courses. I clicked on grades and courses for eighth grade and above. And as you'll see, I find algebra one here, and now is when I need to know my curriculum a little bit, because I need to look down through the left column and look at the different skills and the needs here. And ask I did some investigation of Michael and his needs and the skills that I want to teach and include on his goal, I see that evaluating numerical expressions that include all of the basic operations, all four of them, would probably be the closest to the skill area that would benefit Michael. Now I'm going to click on that. Now sometimes on the first shot you really do find the closest area of need that matches the area of need. And in this case, let's take a look. Hmm. I think we've hit it pretty well. We've got the four basic operations, and I'll tell you what, when I review all of the data and think back to all of the data in Michael's present levels of academic achievement, I think referencing this anchor -- I'm going to click on this right here -- really is pretty darn close to some of the information that would closely match Michael's needs. So when I think about the alignment to the standards, anchors, eligible content, something from the curriculum framework, representing using numbers in equivalent forms, whether they're integers, fractions, decimals, percents, square roots , or exponents, I think that's pretty close. So

that's something that I'm going to consider when I write Michael's goal. I'm going to switch back to our Power Point for a moment that that we in fact can see what this might look like as we continue our discussion. We've located an anchor that very closely matches Michael's needs. Now I wonder, which is our step four, now I wonder what would that look like when we begin step five, which would be to develop the actual goal for Michael. So again, please know that this is an example only, if someone else that you're working with has a need in algebra one, I bet it's probably not exactly like Michael's. So that's why this process is really important to follow the steps that I gave you when looking through PSAS to find the need that would help your student. Something else that I want to make sure that you understand in regards to misconceptions and writing goals is that we don't want you to actually just take a standard and plop it into a goal. That's absolutely not what the intent is. What the intent is, is to tell us what a student is going to do. So let's take a look. Given weekly mixed skills, probes, Michael will evaluate numerical expressions with real numbers, including integers, fractions, decimals, percents, and score at least 8 out of 10 correct on five consecutive weekly assessments. So it's not that Michael will score a certain number or a certain percent, right? It's what he will actually do and what he'll actually do is evaluate the numerical expressions. And then as you can see how we'll measure that is through the weekly probes, and of course I'm sure that most of you who do progress monitoring know that by having the student involved in graphing we certainly get them pretty excited about their work and wanting to beat the previous week's score. So now we'll be able to actually move through the routine pretty quickly. I did not talk about step six, which is progress monitoring, but I will do so in subsequent steps because I want us to then see the ease at which we're going to move more quickly, we're going to do the same routine, but with reading comprehension. So we're going to meet Alice, and Alice, we need to explore her needs, but she is in grade five. And we're going to look at her reading comprehension excerpt from her present levels. And I'd like for you as you read through, would you please underline any data that you feel would relate to -- that would indicate a need for Alice. [Silence] Okay, so as you can see, I'm hoping that you underlined the different times of data, because we certainly have some benchmark data as you saw, we have some formative data, and we also have -- so far we didn't see her PSSA scores here. We only have two type of data, actually three in this particular example to think about what her needs are. So what do you think her needs look like to you, when you -- did you find a theme, did you find a need, did the data indicate anything in neon lights to you what Alice needs to do in order to improve her reading comprehension? Assuming there might be two or three items that came to light for you, you would have to prioritize, and how do we do that? Remember we have some tools on PSAS, and in our curricula that help us to prioritize. So let's see what Alice's need might be in comprehension. Alice needs to develop comprehension skills which focus on summarizing and perhaps identifying key concepts, maybe main idea detail. That is what spoke to me as I read her data from her assessment. So let's look at step four, and again we'll have to reference and we'll have to go off slide, off line, and go to PSAS for grade five. And look at that information. So I am going to once again go back to PSAS. I'll go back to the top because I need to start again in the process, which I'm sure by now, I hope, you're starting to get the process. We're going to go to standard, Number One. We're going to go to vertical viewer, Number Two, and in this case, we're going to go to subject area reading, writing, speaking, listening. Not math, of course. Then I need to do some skills of my own, like thinking about my only knowledge of what would make sense considering the way I teach, the formative assessment I plan to use. And I'm going to go to reading independently for Alice. Now Alice was in grade five. So we need to

think down the left side all of the different skills, purpose for reading -- no, word recognition. In short, she could benefit from these items, but again, we're prioritizing. Vocabulary -- ah, here we are at comprehension. So we want to click on comprehension, because it talks about -- oh, I see the word summarizing right here and knowing about before, during, and after reading. So I will click on that. Here we are. And let's see. I know Alice has some background. Now this wasn't in her present Ed levels. I've been teaching her for a few months now. She has some deficits in her background knowledge. So as I look at the comprehension standard here I am going to actually focus -- I see re-telling, summarizing, note-taking, and I also see fiction and non fiction. Because she has gaps in her background knowledge, I am going to go straight to the non fiction assessment anchor because that's where I really want to spend most of my time with Alice. I'm going to individualize, of course, for her needs. So as I look here, wow, some of these anchor descriptions certainly would meet the needs of making sure as I look for resources and materials within these standards, identifying and interpreting the meaning of vocabulary, word recognition, conclusions -- ah, identifying main ideas and relevant details. Well, that's definitely an area that could apply to Alice's needs. Summarizing non fiction text. Again, both of those areas certainly could relate, as a matter of fact, I'm pretty satisfied that those would meet her needs. So I would like to prepare to make my goal for Alice, for reading comprehension, and I'm going to think about the eligible content and the anchor descriptors here that talk about explaining main ideas in relevant details. I also like the idea of summarizing and know that that would be helpful for letting me know if Alice is comprehending text. I have two samples to share with you of ideas I was able to utilize, to develop a goal for comprehension for Alice. Now please, again, these were my ideas, and yours would probably not resemble exactly, but I wanted to show you the efficiency at which this routine is moving along. So given a non fiction passage, what will Alice do? Alice will identify stated or implied main ideas and details. That's what she's going to do. As indicated by increasing a minimum of 0.8 correct word placements per month on a two-and-a-half minute [Inaudible] probe. If you're not familiar with what a maze probe is, it's basically a closure activity that has benchmarks of where students need to be, and it's always given in grade five, two-and-a-half minutes. So it only takes two-and-a-half minutes of your time but you're able to see growth over time for Alice using the same exact progress monitoring tool to see if she's made progress. So then of course just like in our previous example, we would like Alice to track and graph her own progress using the maze information and data. And we're also going to continue to give foresight and look at the formative assessments with her classroom comprehension questions as well. But what I would like for you to also see is another example, same needs, same student, different teacher perhaps, we're going to still use a non fiction passage but this time we're going to use a graphic organizer, and Alice is going to summarize major points. That's what she's going to do. Earning a minimum score of 4 of 5 points on a summarizing rubric for four consecutive times every two weeks. So again, it's the same student, I think we will accomplish meeting her needs, and there are two different samples that we wanted to share with you on how we can do this. So now before we meet Sydney, I would like to answer some of the questions that I in fact have received thus far. And one of the questions that does come up quite a bit, and actually we do get to it later in the presentation but I don't want you worrying about it, is can I talk about what is required when it -- in regards to standards aligned. When we say the term standards aligned, IEP. And as I mentioned previously and I mentioned again, there is not a law for writing a standards aligned IEP goal. However, undeniably, it is best practice that the IEP goals that we write for students are aligned with the standards from which we teach. So to

answer your question directly, there is not a law. However, it is considered best practice, and it certainly helps when students move from grade to grade because we're all using the same framework. Another question is should one state whether it is a grade level or instructional level material. I assume they mean, like, the condition. Using non fiction text of the grade level, or non fiction text maybe at instructional level, so and so will. This gets a little tricky. And I'm going to give you my best answer, and that is that I do not tend to state that in the IEP. And I'll tell you why. Typically what I like to do is let's suppose we're going to actually use a fluency measure or even a maze measure for a student. One is done every week, one is done every two weeks, sometimes even once a month. What I tend to do is for perhaps the majority of the first report card period or perhaps for the first six weeks of class I will work on instructional level only, give them instructional level. But then I would like to also see how is she fairing compared with her peers. And I will also give, if I'm using a maze measure, for example, I will also give a maze measure on her grade level. And yes, it is on a separate chart. But this way when I walk into that IEP meeting I have both where in our case we could even just say Alice, Alice is in fact here when working on instructional materials, and I would show my graph of where she is instructionally, I'm using formative assessment and progress monitoring at that level. But then I also have another graph without as many data points, but it's also showing where she is in relation to her peers. So when we're sitting around the IEP table we have a clear picture. We have a clear picture of where Alice is. So that is where I do not, in answer your question, put either. I just state what it is we're working on, but not if it's grade level or instructional level because in fact I use both. Okay, this kind of relates, a question that I'm seeing here relates to what I just answered. And that is if we're using Alice's example and we know that she becomes frustrated at even the fourth grade level, why are we probing her at the fifth grade level? I probably need to clarify this. We are not necessarily probing her at the fifth grade level, as I just mentioned except perhaps once every six weeks or so. We would be probing, we would be giving her assessments in -- progress monitoring in her instructional level. And then perhaps every six weeks or so in her grade level. However, we are referencing the grade level standards because that is our goal for where we would like Alice to be at the end of the year. We're referencing the grade level standard. I hope that was able to -- that that answered that question. And then I will answer one more, and of course I knew it would relate to progress monitoring. Probably another area we'll be addressing very soon. And that is that the question is saying that I'm not -- I think it's more of a comment than it is a question. I'm not sure how increasing replacements on a maze -- probe I assume -- relates to identifying main idea and detail. If you read some research on the maze progress monitoring tool that's often used, in order for a student to be able to accurately insert a correct replacement he or she does need to understand the ideas and the details surrounding it in the text. And as a matter of fact, often what we saw what that teachers who started using the maze actually modify their teaching so that they will sure to give other clues when they were reading, other ideas, on how to note what are the main ideas and details. And wow, we saw quite an increase in score because it did relate to correct replacements for the maze progress monitoring tool. Now I will continue answering more questions, but I want to move on because we're on a role with the system, and you're going to see how the routine flows -- I'll even use the word more fluently as we proceed. This time we will look at -- we only have one more example and then we get to you rolling up your sleeves. So I think we'll have plenty of time to finish up. Right now we want to look at something a little bit different which many of us are working with, and that's students who have maybe self advocacy needs. We're going to meet Sydney, she's in grade seven. And we're

going to start at step one again. And we can see that -- I'd like for you to take one moment and read her present levels. And again, underline information that you could utilize to relate to her need as we develop her goal. Go ahead. [Silence] Okay, hopefully you were able to see that there's problems because the accommodations listed on her IEP are not being met. Such as specifically her sound field system, she uses an FM system. And she cannot hear the students that are speaking in class, and sometimes the teacher depending on where he or she is standing. And also she isn't even able to communicate the accommodations that are needed for her to have appropriate communication to meet her learning needs. So those are pretty clear. I hope that they were as clear to you when you read them as they were to me. So again, let's think for a minute. We underlined what her needs are in two, and hopefully we could spend some time prioritizing. And when I did so, I came up with the conclusion that it relates to some self-management, self awareness on Sydney's party. So something like Sydney needs to -- a need for her would be to identify first and then express the times of services, supports, that she needs, that will provide her access in the general education classroom so that her learning can be effected in a positive manner. Now right away because I've studied PSAS quite a bit, I know that's the new edition, which is number 16, the subject area of number 16 right here. Student interpersonal skills. And because our time is running short and I see a couple more questions, I won't go off slide. And that's why I provided myself with screen shots, and I know you'll trust me, that this is what it really looks like. But when we go to area number 16 and remember how we get there, we start standards, vertical viewer, we slide down to 16 and here we are. We can see that there is an area actually within our standards about self awareness and self management that relate very much to impacting achievement for students. And many I'm sure you would agree, many of the students with whom we work. So as I -- I think I want to go back, actually, because you can see that the students interpersonal skills impact with learning, self-management, I was going to go to the Power Point because of the two areas it relates to. But let's just know that I chose the correct area, and that is that assessing factors that influence emotional self-management, because they impact relationships not even just at school but also at home and the community, and that's why I chose that area of need. So let's look at what a goal that we would develop for Sydney might look like. In this case a little bit different because it's more of a team approach. But something like given practice situations with her teacher up to [Inaudible] Sydney will identify and state what times of services, supports she needs that will provide access in her general education classroom, that will positively effect her ability to learn. And this will be evidenced, again, I chose to use a rubric, a score of five out of five on a self advocacy rubric. But this would be for three consecutive opportunities. The reason I chose five out of five is because I know that -- I'm going to scaffold this process. I have a year to work with Sydney to achieve that, and some of the ideas that I might use would be -- you can see over in how the student will progress in the next column here. After scaffolding and using modelling, that would be mean, the SLP, maybe even others that work with Sydney, cue cards, she'll practice, she'll repeat, and then eventually we want her to go to independence and be able to state, again as we mentioned, identify and state the services and supports that she needs to be successful. So that is another example of how we hope that she will progress and again, I wanted to kind of spread out of the examples in different areas, not just reading or math but also one for self advocacy. This is a review slide, as we are getting near to the point where I'd like you to look at your IEP's. And if you look at the -- I'll say the third column, clearly defined behavior, please circle where it says to remember that academic standards, big ideas, competencies, they provide the content for the

goals. And that's really why we're here today. This is where we get the content for our goals. Not necessarily from the curriculum, our opinions. They need to come from the standards, big ideas, concepts, competencies curriculum framework. I also need to mention because there have been some misconceptions that many of us have heard before, and that is that oh, don't all IEP's have to have short term objectives? Well, actually, they don't. All IEP goals are required to have a goal, obviously, hence the word goal, but they are not required to have short-term objectives unless your own school district is asking you to do so, or unless it is a student who is taking the PASA. Who has -- is severely cognitively disabled, perhaps, and is assessed by the PASA. Additionally, a student with a disability who is gifted and also has a disability, those students must have short term objectives included on their IEP's. But when we talk about short term objectives, remember it's the same four components that we talked about meaning the condition, criteria, student name and the behavior that's required for a goal. So a very quick checking for your understanding and then I'm going to answer the rest of your questions and we'll be able to call it a wonderful afternoon. So if you look here for our CFU, check for understanding, it's essential that IEP goals address prioritized needs from -- yes, present levels of academic achievement, functional performance, that IEP goals reflect standards, anchors, eligible content, big ideas, concepts, competencies from PASA's -- what? Curriculum framework, good. And that the IEP goals have clearly stated performance criteria including how progress will be monitored. And lastly that the IEP goals for students who are eligible to take the passa, the PASA, also include short term learning objectives. Good, I am sure that you got all of these correct as I go down the screen. And I just want to make sure that you take a quick glance, we're going to do a quick pause again and I'm going to answer your questions, but your IEP, if you looked at one area, just one subject area for a student for one student that you identified in the beginning of the presentation you know, did you have four types of assessments. Did you have three types in the present levels? Were you able to prioritize a goal? And then picking up on step four, are you able to differentiate what is needed on grade level versus instructional level, are they both included? And then in step five, when you referenced the standards, eligible content curriculum framework, any elements within there, did you write a clearly defined action, behavior, condition, and performance criteria? So anyone could pick up your IEP and read it. And then of course that there is a clear method established for monitoring progress. You know, were you able to use that to adjust your instruction? So as you looked at your IEP do you want to send it to PDE? Yes. Look at those pens in the corner. Or do you think you might need a little bit of help? You're moving in the right direction, maybe it's an eight-and-a-half, a little bit vague, an O, we don't have anyone I'm sure that needs to start over. I will answer the questions I have in front of me now, most of them. But if in fact you have additional questions please feel free to send them to me, Marlene Schekter [Phonetic] and there is my e-mail address. One of the questions that we talked about, that I received quite a bit in the beginning is if we know if the framework will be changed for the common core, the answer is yes. There will definitely be -- as a matter of fact, common core is up there right now, including the Keystone Exams. And they will be cross-walked, as they're calling them, to make connections. Actually, there's some newer materials and hopefully maybe Ann will invite me back or Diane [Inaudible] will invite me back to talk to you about some of the items in PSAS that are excellent resources for you to use related to the common core in your instruction and how we can talk about their emphasis of our instruction, what's important, what isn't, and how do we differentiate. So yes, we have quite a bit that's already aligned to the common core on PSAS. And moving more so every single day. Do I have any suggestions that prevent IEPs from being

grade level-specific. Well, I hope that I gave you some today. What you really would want to do is look at all of the elements. All of the elements within PSAS. So it means that they're not just related to the standards, sometimes actually we reference only the big idea. Because the big idea spans all grade levels, if you remember. The big idea is the same concepts, we begin to get more detail and competencies, we specifically state what a student is able to do. But for the big idea, if you have a struggling student, often we are able to begin there and hopefully as the student progresses through different grade levels become closer and closer to using the competencies. But one suggestion I have is perhaps using the eligible content which becomes more specific. Another suggestion is using the big idea information, referencing that in order to develop your goal. I hope that that helps a little bit. And I don't know, it looks like our time is up. It is, but [Inaudible] -- [Inaudible comment] The last question that I'll answer -- some of the other questions that I'm seeing here relate to progress monitoring which indicates that we definitely need some more work in that area. And we will note that, and you should too so that we can provide you with the tools for progress monitoring that you need. On the last question, though, does relate specifically to what we're talking about today, and that is that do students dually diagnosed, gifted and with a learning disability, do they need to have short-term objectives, and the answer is yes. It is actually stated in your slides that if there is a student with a disability and also who is gifted they would need to -- you would need to include short-term objectives. So Ann, I'll hand it back to you and say good-bye, and it's been wonderful chatting with you today, and please feel free to let me know if you have any questions, or I can be of help to you. Have a great evening. Well, Marlene, that was a wonderful presentation, and thank you for so much information. And we did have many questions about the handouts, and they are available on our Pattan web site. If you go to the homepage and you click on Training Calendar and then you choose this training today. It takes you to a new page. And on that page you will see where it says download handouts. But there's a tiny little arrow right beside it. When you click on that, it's a drop down list and you will see that there are actually more -- that there's actually more than one handout, and the second one in the list is actually the Power Point. So -- and the checklist is also there. So there's really three handouts that go with this, so if you use the little arrow you'll find them. If you have other questions please use Marlene's e-mail address that's listed here, and then lastly this webinar is being recorded and it will be closed-captioned and posted to our web site in several weeks once that is done. So it will be archived for your use at a later date. And Marlene, thanks. You're welcome. And everyone who joined in, thank you so much and have a great evening.