Building Bridges

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Speech-Language Regional Trainings 2013-14

Unpacking the Colorado Academic Standards

Standard Outcomes
• Be able to compare and contrast the CCSS and CAS
• Be able to navigate the CAS template
• Be familiar with the Evidence Outcomes and EEOs
• Be familiar with the organization
• Understand how to use CCSS as support
KWL

- What do you KNOW about the standards
- What do you WANT to know about the standards

History

- Colorado Model Content Standards past 20 years
- Senate Bill 08-212 CAP4K
- Colorado Academic Standards adopted in 2009
- CCSS in English Arts and Mathematics adopted in August 2010

Moving Forward

Colorado Model Content Standards → Colorado Academic Standards

Colorado Academic Standards
Phases of Implementation for the Colorado Academic Standards

- Awareness & Dissemination
  - Making Awareness to the New Standards
    - SY 2010-11
- Transition
  - Moving to the New Standards
    - SY 2011-12
- Implementation
  - Putting Standards Into Practice
    - SY 2012-13
- Transformation
  - Continuously Refining Teaching and Learning

Relationship between CAS and Districts

- Preschool
- 21st Century
- EEO
- PPL
- Colorado Academic Standards

Colorado Academic Standards
Academic Standards:

- Frameworks for designing curriculum (Erickson, 2007)
- Guidelines for what students are expected to understand, know and be able to do
- Future skills and Essential knowledge for the next generation
- Basis for the state assessment being designed by PARCC

CAS vs. CCSS

- Colorado Academic Standards
  - CCSS embedded
  - 21st Century Skills
  - Pre-12th Standards
  - Prepared Graduate Competencies
  - EEO
  - Personal Financial Literacy
  - School Readiness Competencies
- Common Core State Standards
  - K-12
  - Anchor Standards
  - Eng. Lang Arts
  - ELA Literacy Expectations Standards for History/Social Studies, Science and Technology

Supports for ELLs

Colorado English Language Proficiency Standards (CELPS)
Colorado Academic Standards

Colorado English Language Proficiency Standards

Common Core State Standards

CCSS

21st Century Learner Skills

• Critical Thinking & Reasoning
• Information Literacy
• Collaboration
• Self-Direction
• Invention

Did You Know? 21st Century Skills in R/W/C

Post-Secondary Workforce Readiness

Colorado Academic Standards

Common Core Standards

21st Century Learner Skills

Post-Secondary Workforce Readiness
Definition:
- Standards-based instruction is a process for teaching ALL students using a curriculum that is clearly defined by academic content standards for the purpose of improving academic performance.
Standards for ALL students

- Grade-level academic achievement standard
- GLEs / Evidence Outcomes

- Alternate Academic Achievement standard
- Extended Evidence Outcomes - EEOs

Understand and use ...percents in a variety of situations

- Identify 50% or 20
- Identify 67% of 81
- Shawn got 7 correct answers out of 10 possible answers on his science test. What % did he get correct?

% in a variety of situations

- JJ and Chris were competing for best free throw shooting %. JJ made 94% of his first 103 while Chris made 47 out of 51 shots.
  - Who had a better shooting %
  - In the next game JJ made 2 out of 10 shots, Paul made 7 out of 10 shots. What are their new overall shooting %
  - Jason argued that if JJ and Chris each made the next 10 shots, their shooting % would go up the same amount. Is this true? Why?
Vocabulary is embedded throughout CAS

- Comprehension of the content-area information is heavily dependent on a student's vocabulary development.

Colorado Academic Standards

Design Principles and Instructional Shifts

- Focus
- Coherence
- Rigor
- All students, All Standards

Content Area Academic Content Area

Standard: Topical Organization

Prepared Graduates: P-12 Concept and Skill thread students must master

High School and Grade Level Expectations (GLEs)

Evidence Outcomes (EOs), Ext. Evidence Outcomes (EEO)

Indicators of student mastery

21st Century Skills and Readiness Competencies

Inquiry Questions: Promote critical thinking

Relevance and Application: Relevant societal content

Nature of the Discipline

Characteristics of Discipline

Extended Readiness Competencies
Why do you think it is important to know where the CCSS are embedded within Colorado Academic Standards?

The new state assessment is being developed by PARCC and based on the CCSS.
Extended Evidence Outcomes (EEOs) = Alternate Achievement Standards

Alternate academic achievement standards

1. Are aligned with the State’s academic content standards;
2. Promote access to the general curriculum; and
3. Reflect professional judgment of the highest achievement standards possible.

Academic Achievement Standards

Alternate Academic Achievement Standard

Grade-Level Academic Achievement Standard
Academic Achievement Standards

- Students without a disability
  - Student has a formal educational plan – Section 504 or other...
  - Regular AAS
- Students with a disability - May use accommodations

Grade-Level Academic Achievement Standards

- Student has an IEP
- Students with a disability - May use Accommodations and receives Sp.Ed. Services

- Instructional Accommodations
- Accommodations on State Assessment

Student with a Significant Cognitive Disability

- Student has an IEP and meets Participation Guidelines for Alternate Instruction & Assessments

Alternate Academic Achievement Standard

1 %
Prepared Graduate Competency

Prepared Graduate Competencies are the P-12 concepts and skills that all students leaving the Colorado education system must have to ensure access to postsecondary and workforce positions.

Standards:
Standards are the logical organization of an academic content area.

Grade Level Expectations:
Grade Level expectations articulate what a student should know and be able to do at a specific grade level.

High School Expectations:
High School expectations articulate what a student should know and be able to do by the time they graduate.

Evidence Outcomes:
Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

Extended Evidence Outcomes:
Extended Evidence Outcomes articulate the readiness of a student to be a prepared graduate.

21st Century and PWR Skills:

Inquiry Questions:
Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Evidence Outcomes:
Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

Extended Evidence Outcomes:
Extended Evidence Outcomes articulate the readiness of a student to be a prepared graduate.

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Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

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Nature of the Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Alternate Assessment

General Assessment

How will you use this information about the STANDARDS?

Penny for your thoughts!
ABC’s of IEPs and don’t forget to Cross Your Ts

Writing Measurable Goals

Outcomes:

- Be able to identify the components of a measurable goal
- Know how to write IEP goals for students 14 years and older
- Know the difference for writing goals for students who take alternative assessments and those who don’t

SMART Goals

The characteristics of effective IEP goals can be captured in the SMART acronym

- Strategic and Specific
- Measurable (may be measurable by objectives)
- Action Oriented (use Action words to describe what you will see the student do)
- Realistic, Relevant, and Results driven
- Time Bound (within one year)
### Parts of a SMART Goal

**Strategic and Specific**
- The student (who)
- Description of relevant instruction (under what conditions or context)

**Measurable**
- Performance level
- Number of demonstrations
- Evaluation schedule
- To what level or degree (criterion)

### Parts of a SMART Goal (continued)

**Action Oriented**
- Observable action verb to describe what the student will do

**Relevant and Realistic**
- Address the child’s unique needs which are a result of the child’s disability (learner characteristics)

**Time Bound**
- Monitor student progress at regular intervals
- In what length of time (time frame)

### SMARTER Goals

- **Specific** to what the child will know and do
- **M** Measureable can be counted or observed
- **A** Active verbs are used
- **R** Realistic to address individual needs
- **T** Timely and time-limited: appropriate and can be achieved in one year
- **E** Explicit to the skill or knowledge to be acquired
- **R** Relevant to the child’s abilities and needs
“You begin with ABC”

It’s as simple as...

A B C D

Identifies WHO?

A = Audience

- Student
- Learner
- Sally
- Billy

Identifies WHAT you want the audience to do

B = Behavior

Includes the specific actions that the student is to perform, demonstrate, or exhibit:
- “complete all assignments”
- “follow two-step directions”
- “count orally to 20”

Includes
- increase
- decrease
The number of times the behavior occurs
**Behavior Descriptions**

<table>
<thead>
<tr>
<th>Vague</th>
<th>Clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will understand money concepts</td>
<td>Will orally count nickels, dimes and quarters up to $2.</td>
</tr>
<tr>
<td>Will improve written expression</td>
<td>Will write a paragraph containing 100 words or more.</td>
</tr>
<tr>
<td>Will make wise choices</td>
<td>Will choose and demonstrate a self-calming plan from a list of pre-learned and practiced strategies.</td>
</tr>
</tbody>
</table>

Data Without Tears by Terri Chiara Johnston

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**Be Specific**

**Identify by:**
- pointing
- touching
- stating
- activating a switch
- writing
- choosing

**Demonstrate by:**
- placing
- responding verbally/with an AAC device
- Writing/using an alternate pencil
- arranging ____ in a sequence
- matching ____ to ____
- Following directions

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**Condition**

Refers to the context in which you expect the student to perform the new skill or reduce the occurrence of the problem behavior. Include any special materials the student may need or supports.

Data Without Tears by Terri Chiara Johnston
**Condition Statements**

- Using an augmentative communication device during circle time with one verbal prompt, ...
- After a verbal 2 step direction, ...
- After listening to a story, lecture, ...
- When provided a four picture sequence cards, ...
- During transition from one activity to another and with one gestural prompt toward the child’s posted schedule, ...
- Given a visual cue, ...

**Degree/Criteria Statements**

- Four out of five opportunities over a two-week period
- Number correct
- Fifteen out of 20 correct responses
- Within a five-minute time period
- Label all 10 items correctly
- With 85% accuracy across all observation periods
- On five consecutive trials
- Completes all steps of a given sequenced task
- Over two consecutive weeks
- By the end of a specified date
- On 80% of opportunities

**Degree**

Also includes **Criteria and Time Frame**

States clearly what is considered to be acceptable performance.
Now, put **ABCD** all together.....

After listening to a fourth-grade short story (Condition), **Kurt** (Audience) will verbally respond to concrete WH questions (Behavior) four out of five opportunities over a two-week period [Degree]

Kurt is a 4th grade student

Transition Goals

Cross your T’s...

**A** – **B** – **C** – **D** plus **T**

**Stem statement**

**Audience** will **behavior**

**Condition**

**Degree** = **Criteria and Time frame**
Domains for Post-School Outcomes

- Education/Training
- Career/Employment
- Independent Living/Community Participation

Post secondary goals must be an actual outcome and not an activity or process.

Examples of Outcomes
- “will attend”
- “will volunteer in the community”
- “will work at Jamba Juice”

Examples of Processes
- “will seek employment”
- “will apply to college”

Overlapping Domains

Outcomes
- Attending College
- Join bowling league
- Live in a group home
- Self-advocacy
- Social skills
- Communication
- Money Management

Domains
- Education/Training
- Career/Employment
- Independent Living
**Post-secondary Goals**

- Education/Training
- Career/Employment
- If appropriate:
  - Independent Living/Community
- Outcomes
- Annual Goals and Transition Services

**Domains**

- Education/Training
- Career/Employment
- Independent Living

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**Annual Goal links to PSG**

**Post-Secondary Goal**
- After graduation Alex will attend technical school to become a carpenter

**Annual Goal**
- Given computation problems in fractional numbers with differing denominators, Alex will be able to compute the correct answer in 5 out of 5 trials over 2 consecutive weeks.

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**Stem Statement**

- Links the annual goal to the students Postsecondary Goals
  - Direct
  - Specific
  - Genuine
**Frankie**

- Employment PSG - Upon completion of high school Frankie will work as vet tech.
- Narrative: Frankie uses vague language to describe events or tell stories. He uses referential pronouns instead of topic specific vocabulary. In the student interview he stated he likes animals and wants to work in an animal hospital.

**Sample Transition Goal**

In order to communicate effectively with supervisors as a vet tech (stem statement), Frankie (A) will state the problem using specific vocabulary and descriptors in complete sentences (B) when presented with work related scenarios (C) in 4/5 scenarios for 2 consecutive weeks.

**Transition Activity**

Employment PSG – Upon completion of high school Adam will work as a clerk in an auto parts shop.

- Annual Goal: Adam will practice appropriate workplace communication skills with his job coach prior to working at the community job site.
- What’s missing??
- Re-write the goal
Annual Transition Goal

In order to effectively communicate with employers, when presented with workplace scenarios (C) Adam (A) will demonstrate appropriate communication skills (e.g., greetings, asking questions, communicating concerns) (B) 8 out of 10 scenarios for 3 consecutive days. (Criteria)

IDEA Requirements for Measurable Annual Goals

- Access and progress in the general education curriculum
- Meet other individual educational needs resulting from the disability
- Provide a description of benchmarks or short-term objectives
- Correspond with measured PLAAFP data

34 CFR § 300.320

Determining Content for Annual Goals

Post Secondary Goals
Annual Goals
Goal Writing Sequence

- Post-secondary outcomes (transition)
- PLAAPF
- Transition Services (transition)
- Link to PSG
- Write the goal and objectives (if necessary)

Are benchmarks or short-term objectives required?

“It depends. Whereas the 1997 reauthorization of IDEA required that all annual goals include benchmarks or short-term objectives, IDEA now requires these provisions only for students who take alternate assessments aligned to alternate achievement standards.”

The IEP from A to Z by Diane Twachtman-Cullen and Jennifer Twachtman-Bassett

Present Level: With verbal prompting, Catherine uses her AAC device to ask for basic needs and greet friends using pictures. She also will point to pictures of familiar objects or people in 6/10 trials when the object or person is present. She does not yet use pictures to represent a concept.

Annual Goal: Given a variety of academic topics, Catherine will select pictures to represent major concepts described in class as measured by the following objectives:

Short-Term Objective 1: Given familiar pictures and symbols presented, Catherine will select the picture or symbol named with a single word or short phrase with 8 out of 10 opportunities over 2 weeks consecutively.
Annual Goal: Given a variety of academic topics, Catherine will independently select pictures to represent major concepts described in class as measured by the following objectives:

<table>
<thead>
<tr>
<th>Short-Term Objective 2</th>
<th>Given a three choice array of pictures that relate to the lesson and asked, &quot;Show me ___ (e.g., &quot;tornado&quot;), Catherine will select the picture that shows the concept on 3/5 opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term Objective 3</td>
<td>When asked, &quot;What was the lesson about today?&quot; Catherine will independently select a picture from a three choice array on 4/5 opportunities over two consecutive weeks.</td>
</tr>
</tbody>
</table>

Aligning IEPs to Academic Standards, Courtade/Browder p. 25

Let's Review

Now, let’s practice a few more.....

Let’s Review this Annual Goal

Narrative: Tyler writes simple declarative sentences average length of 7 words with no major errors has mastered basic conventions of spelling, punctuation and capitalization (3rd grade). He is in the 10th grade has average intelligence. He plans to attend a community college for 2 years and then transfer to a 4 year university.

Goal: Tyler will write using various forms to communicate to a variety of purposes and audiences.

Does this goal meet our criteria?
Measurable Goal for Tyler

Tyler will write and edit a composition of at least five paragraphs each containing a main idea and two supporting ideas with no more than 2 errors of convention.

Measureable Goals Checklist

- Student’s important, unique educational needs
- Properly aligned with PLs in IEP
- Reasonable path of progress
- Repeating the same goal year after year
- Observable behavior and criterion
- Limit the use of percentage
- Progress toward the measurable goal

It’s Show Time

Developing IEP Goals that Support Academic Achievement
What is a Standards-based IEP?

- Instructional Accountability
- Individually designed goals
- Cornerstone to general education

Process of Developing Standard-based IEP Goals

- Collect Data
- Identify Strengths
- Identify Learner Characteristics
- Develop Impact Statement

- Review CAS Grade-Level Evidence Outcomes or alternate standards EEOs
- Prioritize educational needs
- Identify a reasonable learning progression toward the standard

Write Measurable Annual Goals

- SMART
  - Audience
  - Behavior
  - Condition
  - Degree
  - for Transition

Alignment is the process of matching two components which then strengthens the purpose and goals of both.
Considerations for Annual Goals Aligned with State Standards

- Based on Colorado Academic Standards for the child’s enrolled grade level
- Address the needs stated in the PLAAFP
- Measure progress over time

Why align goals with CAS?

- Instruct with the end in mind
- Access and support for general education curriculum
- Narrow focus for goals
- Connect student to classroom

“Standards-based IEPs include goals that promote learning of the state standards”
The IEP “provides goals for the strategies students need to develop to learn the general curriculum content”

Consideration of the Standards

• **Intent** of the standard
• **Skills** needed to meet standard
  o Includes depth of knowledge
  o New skills and extensions
• **Knowledge and skills** needed to meet standards
  o Prerequisites
  o Connections to previous learning
• **Methods** for showing what the student knows and can do within the standard

Determining Areas for Goal Writing

**Considerations:**

1. Using the PLAAFP data, review area[s] of instructional need,

   Which will:
   • have the greatest impact?
   • be met with accommodations in the general classroom?
   • require specialized instruction?
Determining Areas for Goal Writing

Considerations:

2. Select skills that promote reading writing and communicating for all content areas
   Which will:
   • have the greatest impact?
   • be met with accommodations in the general classroom?
   • require specialized instruction?

Considerations:

3. Focus on self determination skills
4. Integrate AT to increase independent skills
5. Use real-life situations to provide meaning to the academic concept.

Put Your 2 Cents in
Independent Practice Developing an IEP Goal

Based on Samantha’s profile, develop an appropriate goal.

Review Your Measurable Annual Goal

✓ Read the IEP goal statements.
✓ Are they SMART A-B-C-D + goals?
  ✓ Specific
  ✓ Measurable
  ✓ Action Oriented
  ✓ Realistic and Relevant
  ✓ Time-bound
✓ Are they connected to (derived from) the PLAAFP that includes an alignment to the State standards?
✓ Will the goal support the student’s ability to meet grade level standards and make progress in the general education curriculum?

Resource Books

Survey and Evaluation

You will receive an email with the link to the Regional Training Evaluation based on the sign-in sheet.

You will have until November 15, 2013 to complete this evaluation.

Certificates will be emailed by December 13, 2013.

If you need this certificate before this date for licensing renewal contact Debora Toliver @ Toliver_d@cde.state.co.us