Building Bridges

Tami Cassel, M.A. CCC-SLP
Speech-Language Regional Trainings 2013-14

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Unpacking the Colorado Academic Standards

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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

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KWL

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

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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

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cde Improving Academic Achievement

Moving Forward

Colorado Model Content Standards → 2009 → Colorado Academic Standards

Colorado Academic Standards

Phases of Implementation for the Colorado Academic Standards

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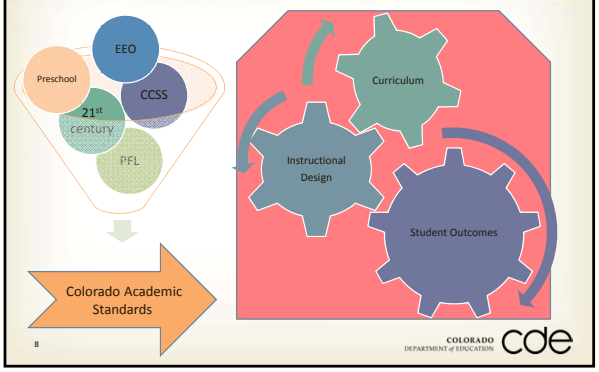
Relationship between CAS and Districts



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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

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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

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Supports for ELLs

Colorado English Language Proficiency Standards CELPS

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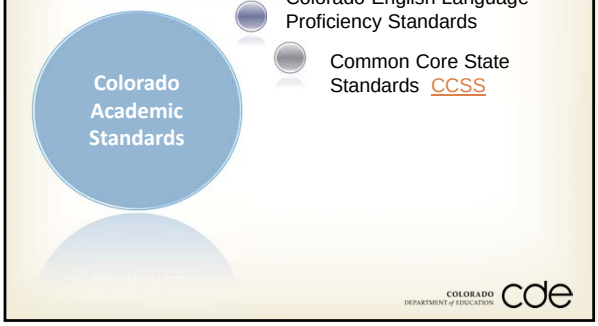
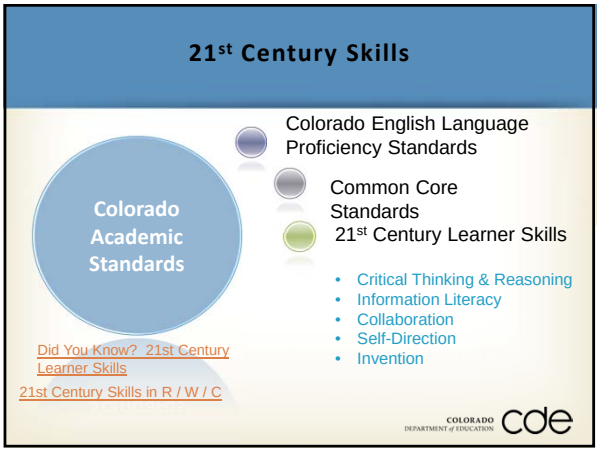
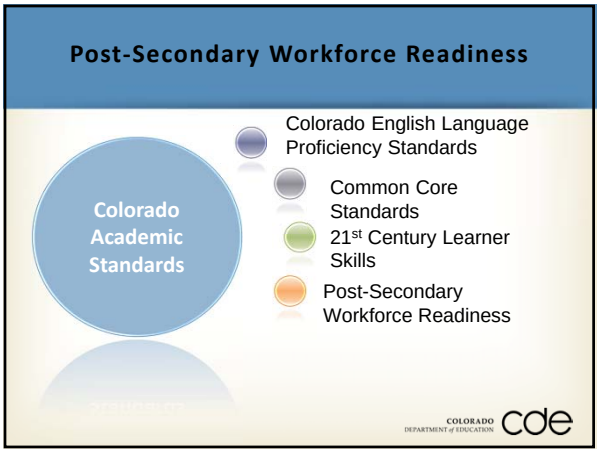
CCSS Embedded



21st Century Skills



Post-Secondary Workforce Readiness



Grade Level Expectations and Evidence Outcomes

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Extended Evidence Outcomes

In Colorado, "all" means "all" learners….

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Standards-based Instruction

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.

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Standards for ALL students

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

Alternate
- Alternate Academic Achievement standard
- Extended Evidence Outcomes - EEOs

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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?**

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% 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 7out 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?

Driven by Data, Bambrick-Santoyo, P

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Quick Tip

Vocabulary is embedded throughout CAS

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

Strategies to Reach Common Core State Standards, Montgomery, J, ASHA Schools, 2013

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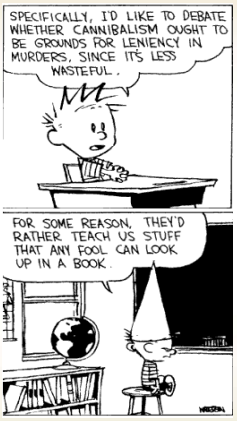
Colorado Academic Standards

Design Principles and Instructional Shifts



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

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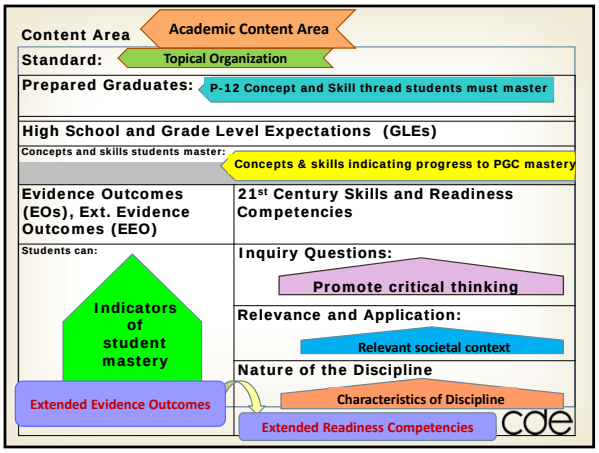

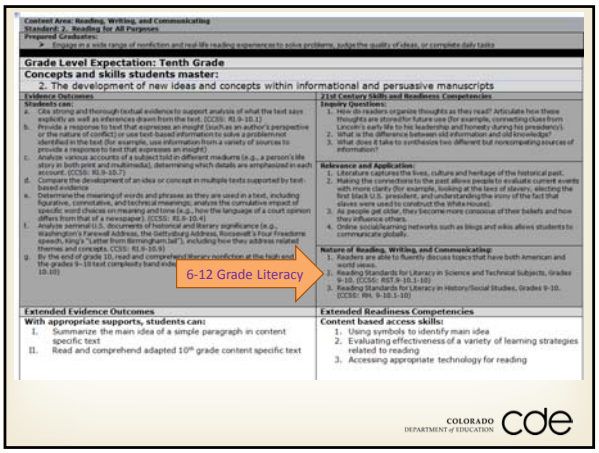
Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes
Prepared Graduates:
Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks
Grade Level Expectation: Tenth Grade
Concepts and skills students master:
2. The development of new ideas and concepts within informational and persuasive manuscripts
Evidence Outcomes
Students can:
21st Century Skills and Readiness Competencies
Inquiry Questions:
Relevance and Application:
Nature of Reading, Writing, and Communicating:
6-12 Grade Literacy
Extended Evidence Outcomes
With appropriate supports, students can:
I. Summarize the main idea of a simple paragraph in content specific text
II. Read and comprehend adapted 10th grade content specific text
Extended Readiness Competencies
Content based access skills:
1. Using symbols to identify main idea
2. Evaluating effectiveness of a variety of learning strategies related to reading
3. Accessing appropriate technology for reading
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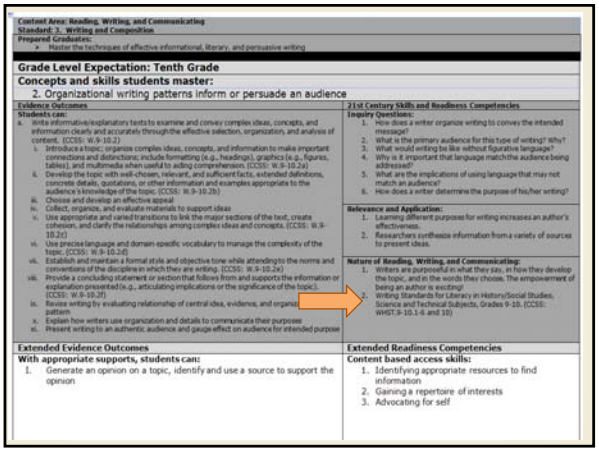
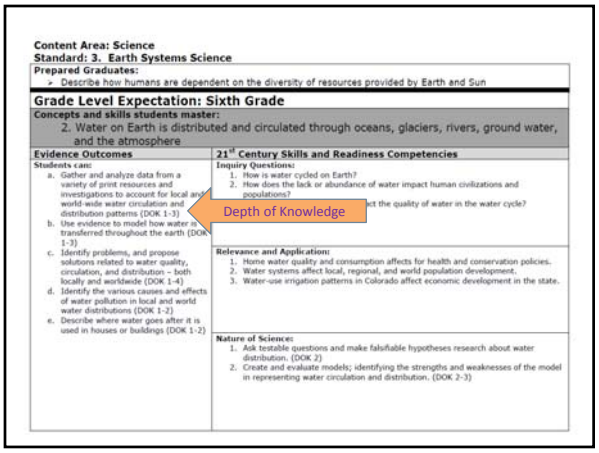
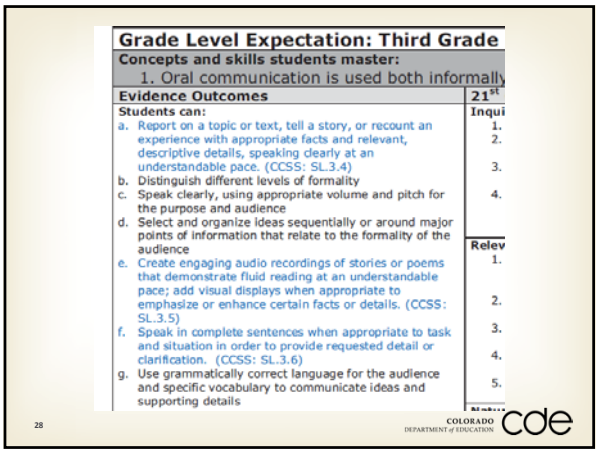

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition
Prepared Graduates:
Master the techniques of effective informational, literary, and persuasive writing
Grade Level Expectation: Tenth Grade
Concepts and skills students master:
2. Organizational writing patterns inform or persuade an audience
Evidence Outcomes
Students can:
21st Century Skills and Readiness Competencies
Inquiry Questions:
Relevance and Application:
Nature of Reading, Writing, and Communicating:
Extended Evidence Outcomes
With appropriate supports, students can:
I. Generate an opinion on a topic, identify and use a source to support the opinion
Extended Readiness Competencies
Content based access skills:
1. Identifying appropriate resources to find information
2. Gaining a repertoire of interests
3. Advocating for self


Content Area: Science
Standard: 3. Earth Systems Science
Prepared Graduates:
Describe how humans are dependent on the diversity of resources provided by Earth and Sun
Grade Level Expectation: Sixth Grade
Concepts and skills students master:
2. Water on Earth is distributed and circulated through oceans, glaciers, rivers, ground water, and the atmosphere
Evidence Outcomes
Students can:
a. Gather and analyze data from a variety of print resources and investigations to account for local and world-wide water circulation and distribution patterns (DOK 1-3)
b. Use evidence to model how water is transferred throughout the earth (DOK 1-3)
c. Identify problems, and propose solutions related to water quality, circulation, and distribution – both locally and worldwide (DOK 1-4)
d. Identify the various causes and effects of water pollution in local and world water distributions (DOK 1-2)
e. Describe where water goes after it is used in houses or buildings (DOK 1-2)
21st Century Skills and Readiness Competencies
Inquiry Questions:
1. How is water cycled on Earth?
2. How does the lack or abundance of water impact human civilizations and populations?
Depth of Knowledge
Relevance and Application:
1. Home water quality and consumption affects for health and conservation policies.
2. Water systems affect local, regional, and world population development.
3. Water-use irrigation patterns in Colorado affect economic development in the state.
Nature of Sciences:
1. Ask testable questions and make falsifiable hypotheses research about water distribution. (DOK 2)
2. Create and evaluate models; identifying the strengths and weaknesses of the model in representing water circulation and distribution. (DOK 2-3)


Grade Level Expectation: Third Grade
Concepts and skills students master:
1. Oral communication is used both informally
Evidence Outcomes
21st
Students can:
a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)
b. Distinguish different levels of formality
c. Speak clearly, using appropriate volume and pitch for the purpose and audience
d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience
e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)
f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
g. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details
Inqui
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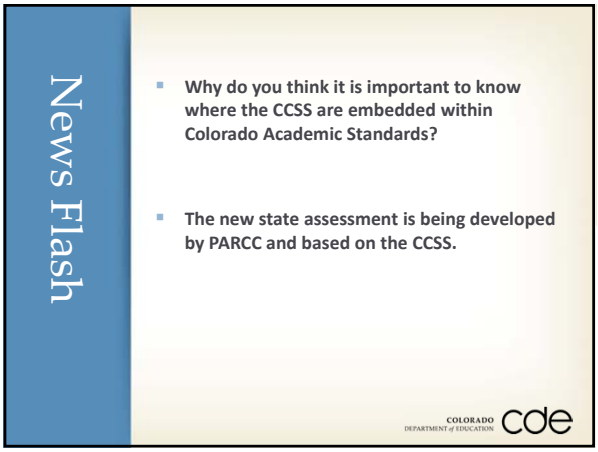
News Flash
Why do you think it is important to know where the CCSS are embedded within Colorado Academic Standards?
The new state assessment is being developed by PARCC and based on the CCSS.
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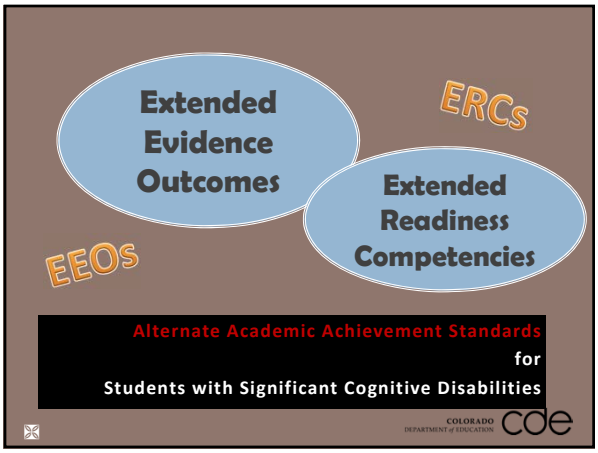
Extended Evidence Outcomes
ERCs
Extended Readiness Competencies
EEOs
Alternate Academic Achievement Standards
for
Students with Significant Cognitive Disabilities
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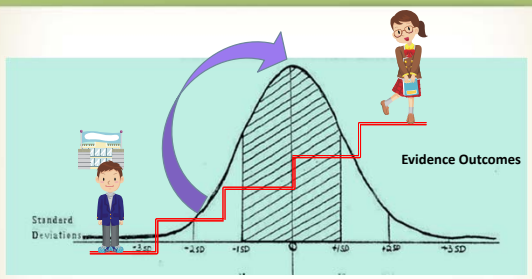
Appropriate Use of EEOs



Extended Evidence Outcomes

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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. ESEA – Title I (34 CFR 200.1 (d))

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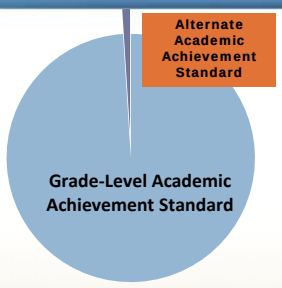
Academic Achievement Standards



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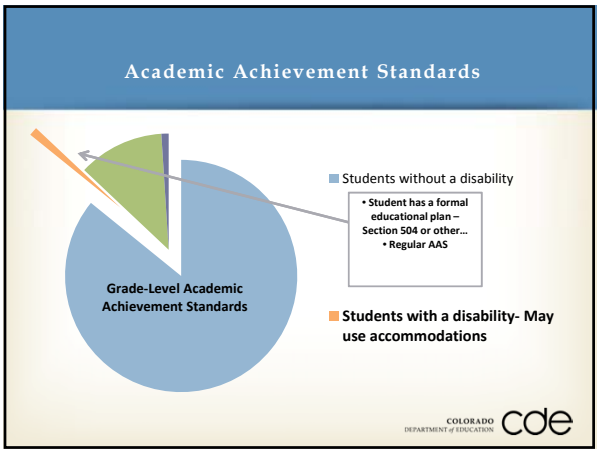
Academic Achievement Standards
Students without a disability
• Student has a formal educational plan – Section 504 or other…
• Regular AAS
Grade-Level Academic Achievement Standards
Students with a disability- May use accommodations
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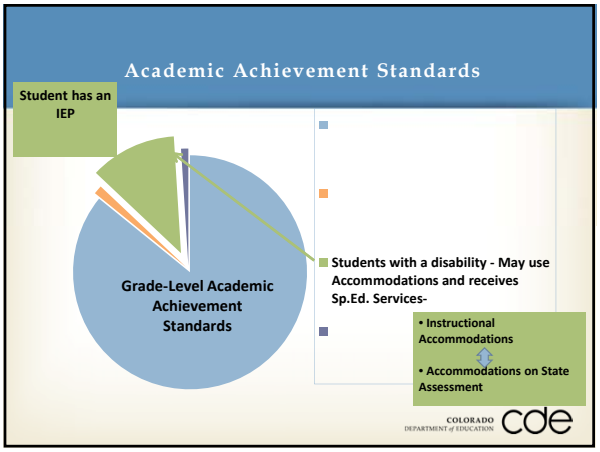
Academic Achievement Standards
Student has an IEP
Grade-Level Academic Achievement Standards
Students with a disability - May use Accommodations and receives Sp.Ed. Services-
• Instructional Accommodations
• Accommodations on State Assessment
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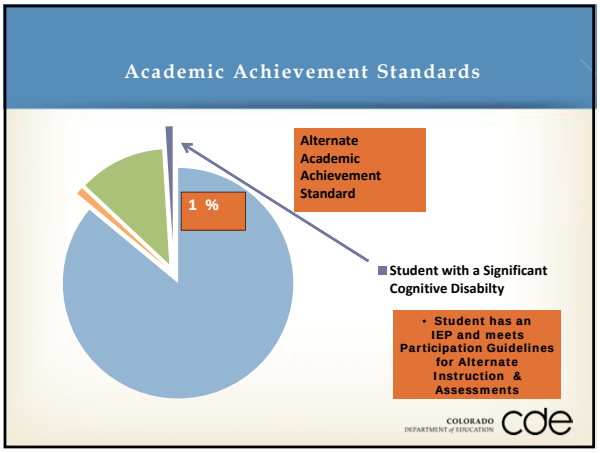
Academic Achievement Standards
Alternate Academic Achievement Standard
1 %
Student with a Significant Cognitive Disabilty
• Student has an IEP and meets Participation Guidelines for Alternate Instruction & Assessments
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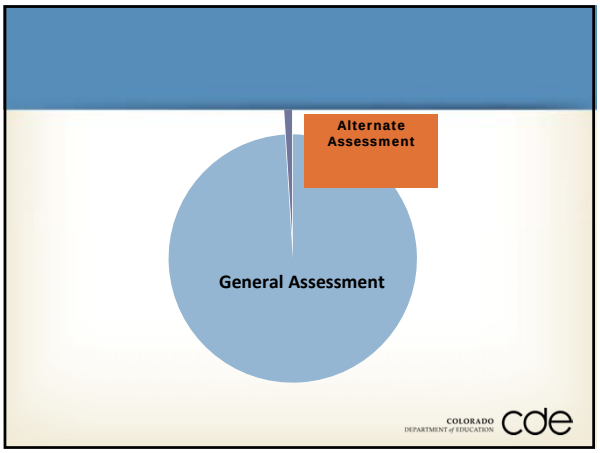
Alternate Assessment
General Assessment
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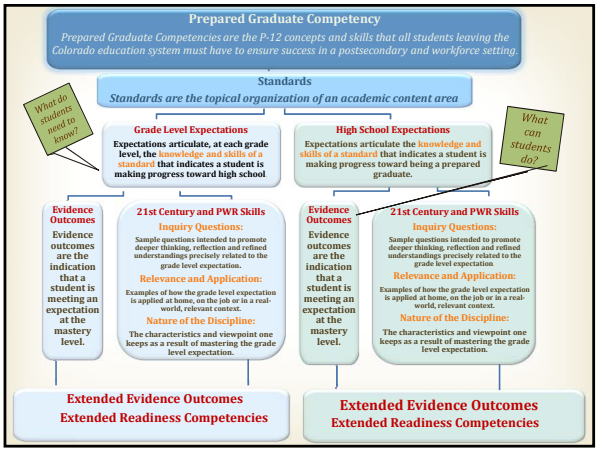
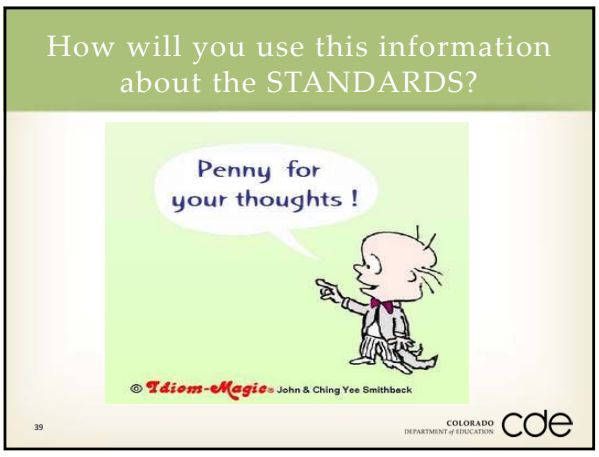

Prepared Graduate Competency
Prepared Graduate Competencies are the P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.
Standards
Standards are the topical organization of an academic content area
What do students need to know?
What can students do?
Grade Level Expectations
Expectations articulate, at each grade level, the knowledge and skills of a standard that indicates a student is making progress toward high school
High School Expectations
Expectations articulate the knowledge and skills of a standard that indicates a student is making progress toward being a prepared graduate.
Evidence Outcomes
Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.
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.
Extended Evidence Outcomes
Extended Readiness Competencies


How will you use this information about the STANDARDS?
Penny for your thoughts !
© Idiom-Magic John & Ching Yee Smithback
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ABC's of IEPs and don't forget to Cross Your Ts

Writing Measurable Goals

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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

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SMART Goals

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

- **S**trategic and Specific
- **M**easurable (may be measurable by objectives)
- **A**ction Oriented (use Action words to describe what you will see the student do)
- **R**ealistic, Relevant, and Results driven
- **T**ime Bound (within one year)

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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

- **SSpecific 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…

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A = Audience

- Student
- Learner
- Sally
- Billy

Identifies WHO?

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B = Behavior

Identifies WHAT you want the audience to do

Includes the specific actions that the student is to perform, demonstrate, or exhibit:

"complete all assignments"
"follow two-step directions"
"count orally to 20"

\+ INCREASE
\- DECREASE
The number of times the behavior occurs

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Behavior Descriptions

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

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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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C = 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.

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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,…

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= Degree

Also includes **Criteria and Time Frame**

States clearly what is considered to be acceptable performance.

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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

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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

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Transition Goals

Cross your T's…

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Formula for Annual Transition Goal

A – B – C – D plus T

Stem statement
Audience will behavior
Condition
Degree = Criteria and Time frame

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Domains for Post-School *Outcomes*

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

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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"

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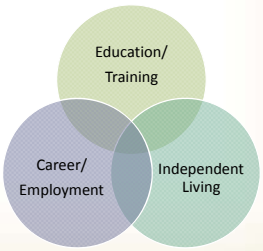
Overlapping Domains

Outcomes

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

Domains



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Post-secondary Goals

- **Post-secondary *Goals* (PSG):**
  - Education/training
  - Career/Employment
- **If appropriate:**
  - Independent Living/ Community
- ***Outcomes***
- ***Annual Goals* and *Transition Services***

Domains

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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

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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.

"Related Services and Communication: Making the Link to Transition" Cassel/Dougherty

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

"Related Services and Communication: Making the Link to Transition" Cassel/Dougherty

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)

"Related Services and Communication: Making the Link to Transition" Cassel/Dougherty

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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

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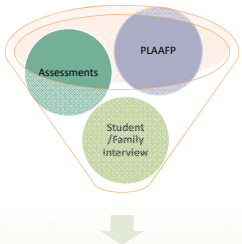
Determining Content for Annual Goals



Post Secondary Goals
Annual Goals

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Goal Writing Sequence

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

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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

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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.

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

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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:	
Short-Term Objective 2	Given a three choice array of pictures that relate to the lesson and asked , "Show me ____(e.g., "tornado"), Catherine will select the picture that shows the concept on 3/5 opportunities.
Short-term Objective 3	When asked, "What was the lesson about today?" Catherine will independently select a picture from a three choice array on 4/5 opportunities over two consecutive weeks.

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

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Let's Review

Now, let's practice a few more.....

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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?

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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.

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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 measureable goal

From Gobbledygook to Clearly Written Annual IEP Goals by Barbara D. Bateman
IEP Resources 2007 (pg. 25)

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It's Show Time

Developing IEP Goals that Support Academic Achievement

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What is a Standards-based IEP?

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

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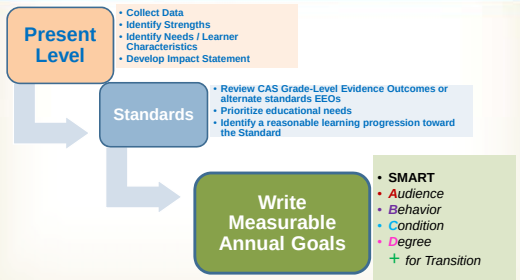
Process of Developing Standard-based IEP Goals



L. Lamirande

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Alignment is the process of matching two components which then strengthens the purpose and goals of both.

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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

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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**

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"Standards-based IEPs include goals that promote learning of the state standards"

Aligning IEPs to Common Core State Standards, Courtade and Browder, p. 11

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The IEP "provides goals for the strategies students need to develop to learn the general curriculum content"

Aligning IEPs to Common Core State Standards, Courtade and Browder, p. 11

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Consideration of the Standards

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

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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?

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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?

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Determining Areas for Goal Writing

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.

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Put Your 2 Cents in

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Independent Practice Developing an IEP Goal

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

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Review Your Measurable Annual Goal

- ✓ **Read the IEP goal statements.**
- ✓ **Are they SMART A-B-C-D + goals?**
  - ✓ **S**pecific
  - ✓ **M**easurable
  - ✓ **A**ction Oriented
  - ✓ **R**ealistic and Relevant
  - ✓ **T**ime-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?**

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Resource Books

- Courtade, Ginevra and Browder, Diane. *Aligning IEPs to the Common Core State Standards for Students with Moderate and Severe Disabilities* 2011, Attainment Company Inc.
- Johnston, Terri Chiara. *Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data*. Research Press, 2010.
- Bateman, Barbara. *From Gobbledygook to Clearly Written Annual IEP Goals*. IEP Resources, 2007.
- Twachtman-Cullen, Diane and Twachtman-Bassett, Jennifer. The IEP from A to Z. Jossey-Bass books, 2011.
- Gibb, Gordon S. and Dyches, Tina Taylor. Guide to Writing Quality Individualized Education Programs. Allyn and Bacon, Pearson Education, Inc., 2007.
- Schwarz, Shelley Peterman and McKinney, Nancy Druschke. *Organizing Your IEPs*. IEP Resources, Attainment Company, Inc., 2008.

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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

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