

# Common Core State Standards and Special Education: I'll know what it is when I see it..... I think!

- Neil Friesland, Ed.D.
- Leah Parsons, Rachel Marlow, Jess Werhli, Micah Lewis, Kristen Hirth
- [nfriesla@mnu.edu](mailto:nfriesla@mnu.edu)



# Common Core State Standards

- Are aligned to college and work expectations
- Clear and understandable and consistent
- Include rigorous content and application to knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Are informed by other top-performing countries global economy and society
- Are evidenced-based



# Considerations for SPED and CCSS

- Recognize that students with disabilities are a heterogeneous group and require individualized educational planning. “NO ONE SIZE FITS ALL”
- Distinguish between accommodations and modifications.
- Support an environment and set expectations that teachers will understand, and use evidence-based practices.
- Understand and support the alignment of IEPs with the CCSS.
- Assessments measure progress and growth

# IDEA Parts

- IDEA has four distinct sections; sections A, B, C and D.
  - A- of IDEA lays out the basic foundation for the rest of the Act.
  - B-lays out the educational guidelines for school children 3-21 years of age.
  - C-recognizes the need for identifying and reaching very young children with disabilities (Birth -2)
  - D-describes national activities to be undertaken to improve the education of children with disabilities.



# IDEA Key Principles

(Turnbull & Turnbull, 2010)

- Non-Discriminatory Evaluation
- Least Restrictive Environment
- Zero Reject
- Parent Participation
- Free and Appropriate Public Education
- Due Process

# IEP and CCSS: Steps for success

- Step 1:
  - Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.



# IEP and CCSS Cont.

- Step 2:
  - Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.
- Step 3:
  - Identify the present level of academic achievement and functional performance.
    - PLEP

# IEP and CCSS Steps Cont.

- Step 4:
  - Develop measurable annual goals aligned with grade-level academic content standards.
- Step 5:
  - Assess and report the student's progress throughout the year



# IEP and CCSS Steps Cont.

- Step 6:
  - Identify specially designed instruction, including accommodations and/or modifications needed to access and progress in the general education curriculum
    - (<http://www.ode.state.or.us/search/page/?id=3741>)

# How IDEA relates to CCSS

- Students with disabilities are eligible under the Individuals with Disabilities Education Act (IDEA)
  - —”must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers.”



# IDEA relationship Cont.

- Instructional Strategies based on Universal Design in Learning(UDL)
- Accommodations must not alter the standards or lower curricular expectations (If it does, it becomes a Modification)
- Assistive Technology Integration
  - All students must be provide with opportunities to interact with technologies.....to foster attitudes required for success in college and careers.

# Meeting CCSS in SPED

- In order for students with disabilities to meet high academic standards and skills in mathematics, reading, writing, speaking and listening (English language arts),
  - Instruction must incorporate supports and accommodations, including:
    - supports and related services designed to meet the unique needs of these students
    - An IEP
    - Teachers and specialized instructional support personnel who are highly qualified



# Severe Disability and CCSS

- Some students with the most significant cognitive disabilities will require substantial supports and accommodations..... based on their communication and academic needs.
- These supports and accommodations should ensure that students receive access to the curriculum via UDL to demonstrate knowledge.....and retain the rigor and high expectations of the Common Core State Standards.

- (<http://www.ode.state.or.us/wma/teachlearn/commoncore/application-to-students-with-disabilities.pdf>)

# Participation in Gen Ed Curriculum

Participation in the GE curriculum for students with disabilities , may be provided by:

- Universal Design for Learning (UDL)
- Instructional accommodations
- Assistive technology (along with accessible instructional materials) to ensure access



# Participation Cont.

- Universal Design in Learning (UDL) in process, product content and assessment means:
  - Multiple Means of Representation
    - Perception/comprehension/process
  - Multiple Means of Assessment
    - How will you determine outcomes are met if a student can't or has trouble with \_\_\_\_\_?
  - Multiple Means of Expression
    - Physical action, communication, executive functioning/product
  - Multiple means of Engagement
    - Interest, persistence, self-regulation/process

# Universal Design in learning

- To reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start.
  - “Designed for a few but all benefit”.



# CCSS and UDL Cont.

- Goals -CCSS
  - What is expected?
- Methods: Research- based Strategies
  - What is the step-by step process?
- Materials:
  - What do you need to make it happen?
- What accommodations or modifications are needed?
  - Is curriculum appropriate?
  - Is curriculum not appropriate?
- Assessment-Teach-formative assessment, reteach, formative assessment, reteach , summative assessment
  - How will you know they know?

# MTSS(RTI- every where else in the world) and CCSS

- A connection between what students ought to be able to know and do in order to be college and career ready
- MTSS is the how states go about providing that additional support that students need in order to close those learning gaps that they might have.
- A tool to keep non-SPED students from being referred to SPED



# SO... What's the Deal with CCSS and SPED?

- Ownership-students receiving SPED service is the responsibility of all
- High Expectations- all school-based personnel expect all students to be challenged and perform to the best of their ability
- Intervention Systems- policy and procedures ensure struggling learners meet academic performance
- Inclusion/collaboration- enough said
- Organization/professional development: data-driven support

# Oh... By the way: Dynamic Learning Maps (DLM)

## KAA-Kansas Alternate Assessment

- Learning portfolio and DLM
- Depends on the severity of the disability
- No more KAMM

The Common Core Essential Elements (CCEE) are specific statements of the content and skills that are linked to the Common Core State Standards (CCSS) grade-level specific expectations for students with significant cognitive disabilities.

Dynamic Learning Maps are the “new assessment process” that is tied to IEP goals and objectives, for students that are eligible for IDEA services

- <http://dynamiclearningmaps.org/>



# DLM principles

- Students with the most significant cognitive disabilities: receive instruction on grade level extended content standards (may be at a lower complexity level) within the context of grade-level curriculum ensuring that the intent of the grade level content standard remains intact.
- Use the same materials, or adapted version of the materials and appropriate assistive technology to gain access to the curriculum.

# DLM

- Kansas State Department of Education  
[www.ksde.org](http://www.ksde.org)
  - Instructional accountability
  - Drive general education content instruction
  - Support instruction in the least restrictive environment
  - Define the expectations of all students with or without disabilities
- Create a structure for linking the IEP to the grade level standards that are assessed



# DLM-Skills

- **Tested Subject-Specific Skills.** These skills include things like knowing a vocabulary word or being able to solve a multiplication problem.
- **Related Precursor Academic Skills.** These are the underlying skills necessary to master the tested skill. For example, to solve a multiplication problem, a student first needs to understand what numbers are, be able to order numbers, etc. For each grade-level skill that is tested, there are numerous precursor skills.
- **Communication Skills.** These are skills that allow students to communicate their answers. Communication skills are not limited to speech, but include a variety of things like pointing or nodding.
- **Attention Skills.** Before a student can show knowledge of a particular subject, the student must first be able to focus on the task or item presented.

# Yes, Standards-Based Instruction is Possible When...

- Special education students are held to the same state accountability measures as their general education.
- Special education ensures that students receive instruction in the standards areas for which they are assessed.
- Standards based IEPs are the foundation that ensures that students are working toward meeting state standards.
- Collaboration time is provided for special and general educators to provide seamless coordinated instruction to the standards .