



Turnkey Guidance for Developing a Standards-Based IEP

Goal: To provide educators with essential questions that will guide the transition to the NYS Next Generation Learning Standards and the development of standards-based IEPs.

Materials needed:

- [The Standards-Based IEP Process PowerPoint Presentation](#)
- [Next Generation English Language Arts \(ELA\) Learning Standards](#)
- [Next Generation Mathematics Learning Standards](#)

Instructions:

- Prior to the presentation, send attendees copies of the materials. Encourage participants to review the materials in advance and bring print/digital copies to the session.
- Instruct participants beforehand to prepare by bringing a learning standard for discussion from their respective grade level from math or ELA.
- Review the PowerPoint prior to presentation and prepare talking points for slides
- After the presentation, share the list of Additional Resources located at the end of this document.

PART 1: KEY PRINCIPLES OF AND STEPS TO CREATE A STANDARDS-BASED IEP

Directions: Refer to the following notes for guidance for each of the following slides. Walk the participants through each slide, then pause after the 11th slide for discussion questions for this section.

Slide 1: Explain the following:

This presentation is a guide for developing an IEP with the incorporation of grade

at the Next Generation Learning

Slide 3: Provides a definition of a standard

Slide 5: This slide introduces the Blueprint

Expectations at the workplace

results for students with disabilities

and school-age students with a

deafness, deaf-blindness, emotional

disability, orthopedic impairment,

language impairment, traumatic

Slide 6: These seven principles, from the Blueprint for Improved Results, follow these essential understandings:



- communities, boards of education, district, and school leaders must provide systemic supports and professional development for teachers to meet the needs of students with disabilities;
- school principals and special education administrators are fundamental in their roles as



Slide 13: Ask participants to share their thoughts on the following questions:

1. What are examples of the differences between standards and curriculum?
2. What are examples of skills that different students have that allow them to learn curriculum?

Slide 14: Using the grade-level standard they prepared, ask participants to turn and discuss the questions on the slide.

Slide 19: In this graphic, the red line represents standards-based goals and the blue line represents student performance. The gap between the two for a student can be mitigated by the7 Tw 2 0 Td [(-6.6(oo(Ton.6(ne qTc 0.0B)-6.6(i)(ed)10.5(by)-2(5.8(pr)-6(e)10.5w 2 0



Slide 30: Provide participants a few moments to consider the following question, then invite them to turn and talk about their answer: “What essential skill or skills does a student need to master the grade-level standard you’ve been using?”

Discussion and synopsis: Ask participants to turn and talk, providing a few moments for them to discuss the questions. Provide a brief synopsis of Part 3 by reviewing the questions.

1. What is the relationship between skills and standards?
2. What standards-based data can you use to develop the present levels of academic achievement and functional performances?
3. What measurements of student progress can be used to assess standards **and** skills?

PART 4: SPECIALLY DESIGNED INSTRUCTION AND ASSESSMENT OPTIONS

Directions: Continue with the 7 Steps to Creating Standards-Based IEPs.

Continue to follow the slides; provide discussions and synopsis at the end of this Part.

Part 4 addresses the following steps:

Step 5: Assess and report the student’s progress throughout the year Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum

At each slide that asks, “What is your role in this step?”, ask participants to quietly consider their particular role, as well as challenges they face, when addressing this step. When the question is repeated at the end of the step, ask them to briefly consider altern0.004 P <</MCID 1fde o5-alie(t)-6.7(2y)8.9(c)-2(o-)10.6(Pd3o)2.6(e o



Directions: Continue with the 7 Steps to Creating Standards-Based IEPs. Continue to follow the slides; provide discussions and synopsis at the end of this Part. Part 5 addresses the following step:

Step 7: Determine the most appropriate assessment option.

At each slide that asks, "What is your role in this step?", ask participants to quietly consider their particular role, as well as challenges they face, when addressing this step. When the question is repeated at the end of the step, ask them to briefly consider alternative approaches they might take.

Slide 44: Ask participants to share their thoughts on the following questions:

- How can different formative assessments appropriately demonstrate a student's development?
- How do assessment conditions impact IEP goals?

Discussion questions:

1. How can formative assessments support IEP goals?
2. At the end of the slide show, go back to slide 11 and review the steps.

This marks the end of the Power Point Presentation

Share these additional resources with participants:

- [Accessing the Common Core for Students with Disabilities Guidance Document](#)
- [Blueprint for Improved Results for Students with Disabilities](#)
- [Continuum of Special Education Services for School-Age Students with Disabilities](#)
- [NYSED Field Memo: The Role of the Committee on Special Education in Relation to the Common Core Learning Standards](#)
- [NYSED Field Memo: School Districts' Responsibilities to Provide Students with Disabilities with Specially-Designed Instruction and Related Services in the Least Restrictive Environment](#)
- [Parent Resources: NYSED Advisory, Curriculum Instruction toward the Common Core Learning Standards](#)
- [Standards-Based Individualized Education Program Examples, Project Forum](#)