

Standards-Based Individualized Education Programs



Agenda

- Introduction to PA's Standards-Aligned System
- Standards-based Assessment of Skills & Integration into Present Educational Levels
- BREAK
- Assessment Data for Writing Standards-based IEP Goals
- LUNCH
- Small Group Work– Sample IEP Goals
- BREAK
- Relationship of Assessment Data and Standards-based IEP Goals to Specially Designed Instruction and Progress Monitoring

Outcomes

- Demonstrate the direct relationship between IEP development, implementation and progress monitoring to the general education curriculum via academic standards and anchors.
- Demonstrate the direct relationship between assessment data, present educational levels, the IEP goals and specially designed instruction, as measured by progress monitoring data.

Outcomes

- Demonstrate present educational levels in a more detailed narrative form, ensuring the inclusion of progress monitoring data in a standards aligned curricula.

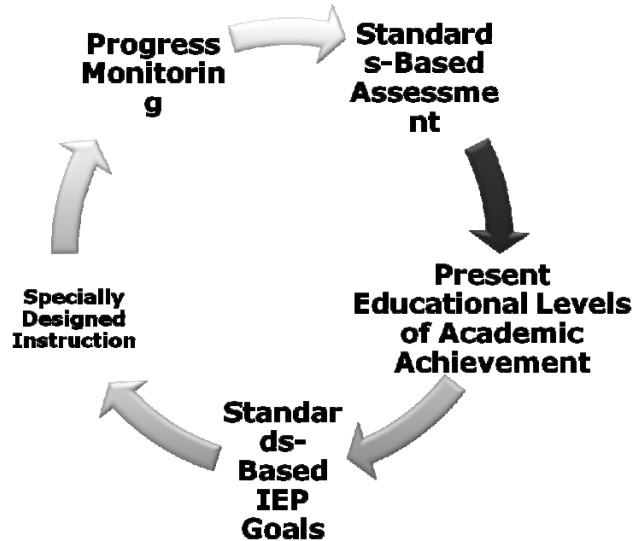
Outcomes

- Demonstrate the impact of specially designed instruction (SDI) that is directly related to assessment information and includes items that the student needs across all settings.
- Demonstrate how SDI is to be implemented by all teachers who teach the student, and is not specific to a subject, but related to a student's skills deficits.

Outcomes

- Demonstrate that specially designed instruction must be more descriptive so that it can be implemented correctly and measured.
- Demonstrate that the IEP is not a lesson plan or curriculum; it provides a detailed outline of what the student needs to be successful in the general education curriculum.

Standards Aligned System Standards-Based IEPs



Background for Standards-Based Reform

- Individuals with Disabilities Education Act (IDEA) 1997
 - Access to and progress in the general education curriculum
- No Child Left Behind Act of 2001 (NCLB) / Chapter 4
 - Aligned system of standards and assessments
 - Accountability for all students (disaggregated by subgroup)
 - State and local Adequate Yearly Progress (AYP)
- IDEA 2004/Chapters 14 and 711
 - Reinforces NCLB language and accountability

Accessing the General Education Curriculum

- What is meant by the general education curriculum?
 - The full range of courses, activities, lessons, and materials routinely used by the general population of a school
- What is meant by access?
 - Participation in the knowledge and skills that make up the general education curriculum

SAS Overview

The Pennsylvania Standards Aligned Systems (SAS) is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement.

Why do we need a Standards Aligned System in Pennsylvania?

- To support districts with curriculum, assessment, instruction
- To provide professional development
- To promote an ongoing learning community
- To help all students meet and when possible, *exceed, the PA Academic Standards*

Standards Aligned Systems



SAS 6 Circles - Explained

- ***Clear Standards*** Clear, high standards that establish what all students need to know and be able to accomplish.
- ***Fair Assessments*** Fair assessments aligned to the standards.
- ***Curriculum Framework*** A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level.
- ***Instruction*** Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance.
- ***Materials & Resources*** Materials that address the standards.
- ***Interventions*** A safety net/intervention system that ensures all students meet or exceed standards

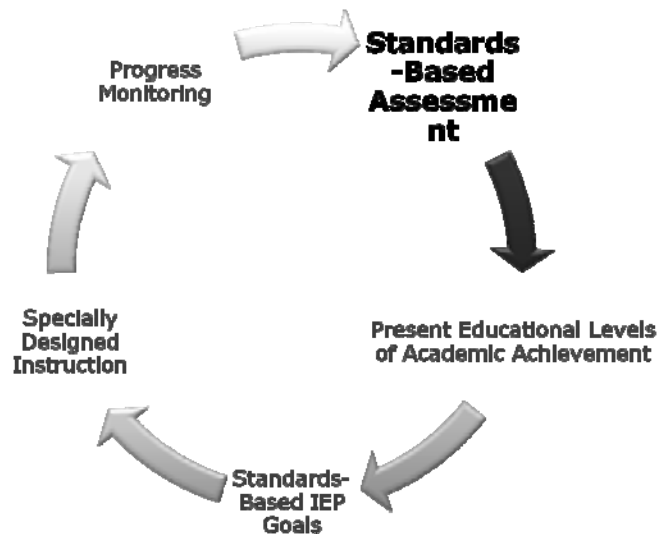
SAS Contents

- Clear Standards
 - Standards
 - Anchors
- Fair Assessments
 - Summative
 - Formative
 - Diagnostic
 - Benchmark

SAS Contents

- Curriculum Framework
 - Big Ideas
 - Concepts
 - Competencies
- Instruction
 - Essential Questions
 - Vocabulary
 - Exemplars
- Materials and Resources
- Interventions

Standards Aligned System Standards-Based IEPs



SAS Contents

In developing and implementing Standards- based IEPs and monitoring student progress, utilize SAS resources currently available

- Standards (under review)
- Assessment Anchors
- Fair Assessments
- Curriculum Framework

SAS: Standards and Anchors

Standards

- Benchmark measures define what students should know and be able to do
- For grades 3, 5, 8, 11

Assessment Anchors

- Provide clear examples of skills/knowledge that should be learned at the different grade levels that will be assessed on state tests.
- For grades 3-8 and 11 in Reading and Math

SAS: Fair Assessments

- Summative
- Formative
- Diagnostic
- Benchmark

Summative Assessments

- Seek to make an overall judgment of progress at the end of a defined period of instruction
- Occur at the end of a school level, grade, or course, or administered at certain grades for purposes of state or local accountability
- Considered high-stakes assessments
- Examples: PSSA, Terra Nova

Formative Assessments

Black and Wiliam (1998) define formative assessment broadly to include instructional formats that teachers utilize in order to get information that when used diagnostically alter instructional practices and have a direct impact student learning and achievement.

Formative Assessments

- Classroom based
- Can consist of:
 - formal instruments
 - informal observations
- Results should be used to shape teaching and learning
 - adapt instructional practices
 - meet individual student needs
 - provide individual students corrective feedback
 - "reach" set goals and targets

Formative Assessments

Examples:

- Questioning strategies (QAR, Reciprocal Teaching)
- Active engagement check-ins (response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, numbered heads together)
- Analysis of student work based on set rubrics and standards, including homework and tests

Diagnostic Assessments

- Identify, prior to instruction, each student's strengths, weaknesses, knowledge, and skills
- Permit the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs
- Examples: DRAs, Running Records, GRADE, GMADE

Benchmark Assessments

Designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards.

Benchmark Assessments

Well-designed benchmark assessments and standards-based assessments

- Measure the degree to which students have mastered a given concept
- Measure concepts, skills, and/or applications
- Are reported by referencing the standards, not other students' performance
- Serve as a test to which teachers want to teach
- Measure performance regularly, not only at a single moment in time

Examples: 4Sight, Riverside 9-12, DIBELS

Monitoring of Progress in A Standards Based System

- Monitoring of progress includes data from all four types of assessment:
 - Summative
 - Formative
 - Diagnostic
 - Benchmark

Monitoring of Progress in A Standards Based System

- The purpose of monitoring progress in a standards based system is to determine progress in the general education curriculum
- Progress in the general education curriculum is determined according to progress in mastery of subject matter content

Monitoring of Progress in A Standards Based System

- Monitoring of progress in a standards-based system at each level includes:
 - midterms, finals, skills tests, short term/long term
 - benchmark assessments across grades
 - portfolios, projects, tests, quizzes, homework
 - class participation, observation

Monitoring of Progress in A Standards Based System

- Standards/anchors mastery checklists
- Pre and post assessments
- Reading and math series unit and theme tests
- Writing samples
- Declarative and procedural knowledge strategy mastery
- Understanding and comprehension checks

Monitoring of Progress in A Standards Based System

- Monitoring of progress in a standards based system involves:
 - Numerical data
 - Percentage data
 - Descriptive data
- Monitoring of progress involves teachers making judgments based on data

Monitoring of Progress in A Standards Based System

- All information is obtained and all judgments are made with the standards and anchors as both the starting and ending point

Monitoring of Progress in A Standards Based System

- Progress monitoring in a standards-based system at each level includes:
 - Effective / evidenced based instruction

SAS: Curriculum Frameworks

- **Big Ideas** – A declarative statement of enduring understandings, for all students at each grade level/course.
- **Concepts** – What students should know.
- **Competencies** – What students should be able to do.

Let's Look at SAS on Ed Hub

- www.pde.state.pa.us
 - Ed Hub
 - Literacy: Comprehension Grades 5 and 8
 - Math: Grade 2 and Algebra I

Activity #1: Exploring SAS

Exploring SAS

Think- Pair- Share

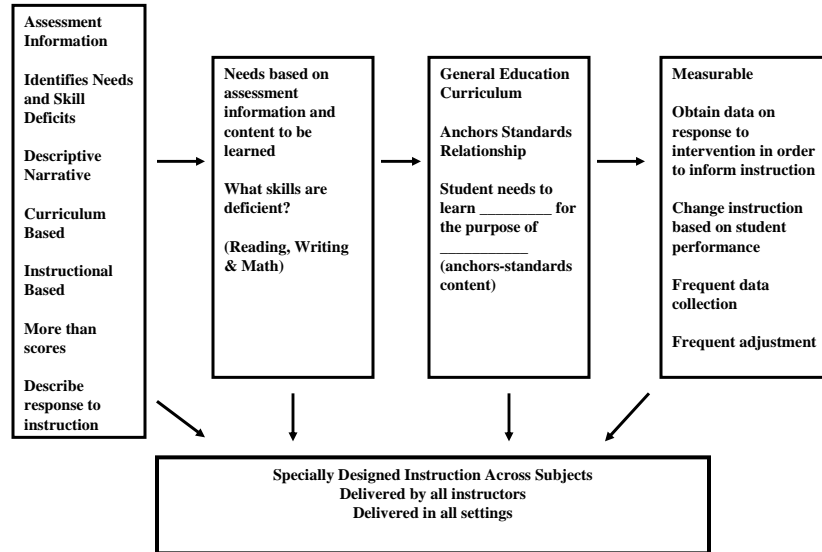
- The curriculum framework consists of the Big Ideas, Concepts and Competencies. Describe each of these terms and how do they differ from one another.
- How will the Big Ideas, Concepts and Competencies impact teachers' classroom practices?
- How will the Big Ideas, Concepts and Competencies impact student learning?

Standards Aligned System

Standards-Based IEPs



Developing Standards- and Anchors-Based IEP Goals



Purposes of Present Levels

- Provides a summary of baseline academic achievement data indicating what the student is currently able to perform.
- Identifies current functional performance.
- Provides a description of how the the disability affects the student's involvement / progress in the general curriculum

Present Levels of Academic Achievement Should Include

- Student strengths
- Student needs
- How skill deficits affect involvement / progress in general education curriculum
- Assessment data
- Status of prior IEP goals
- Input from Teachers / Parents / Student
- Transition needs (as appropriate)

Present Levels of Academic Achievement

Present levels are derived from measures that are:

- Curriculum based
- Descriptive
- Actual content to be learned
- Lead to skill development
- Including information related to standards

Present Levels of Academic Achievement

Instructional Level and Grade Level

- It is critical that assessment, present levels, goals and progress monitoring include both the instructional and grade levels
- Instructional level alone does not meet the criteria of the general education curriculum
- Grade level alone does not meet the criteria of an IEP based on identified skill deficits

Present Levels of Academic Achievement

Instructional Level and Grade Level

- The two levels together allow the student to make progress in the general education curriculum, while also addressing skill deficits
- It is necessary to use grade level, particularly for outcome, large scale measures in order to determine if what is in the IEP is working

Present Levels of Academic Achievement

Instructional Level and Grade Level

- The levels are determined by more than obtaining scores on assessments
- Obtaining the levels needs to include multiple ways of determining both understanding and expression of general education curriculum content

Present Levels of Academic Achievement

Instructional Level and Grade Level

- The information then translates into content for goals and specially designed instruction in order for the student to work toward mastery in the general education curriculum

Sample Data That Can Be Included:

- *Pennsylvania System of School Assessment (PSSA)*
- *Pennsylvania Value-Added Assessment System (PVAAS)*
- *4Sight*
- *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*
- *Group Mathematics Assessment and Diagnostic Evaluation (G-MADE)*
- *Group Reading Assessment and Diagnostic Evaluation (GRADE)*
- Student work samples
- Grades
- Report card grades
- Curriculum-Based Assessment (CBA)
- Specific skills assessment
- Progress monitoring in content areas related to reading, mathematics, writing
- Previous years' IEP

Other Data:

- Behavior
- Attendance
- Tardies
- Speech / Language
- Occupational Therapy
- Physical Therapy
- Vision Support
- Hearing Support

Important, but not a focus in this training

Characteristics of Present Levels

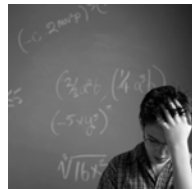
- Based on PA Standards / Anchors
- Data driven
- Understandable
- Measureable

Meet David

Completing his 7th grade year
IEP Written for 8th grade year

Review handout "David's Present Levels of
Academic Achievement"

Underline his needs.

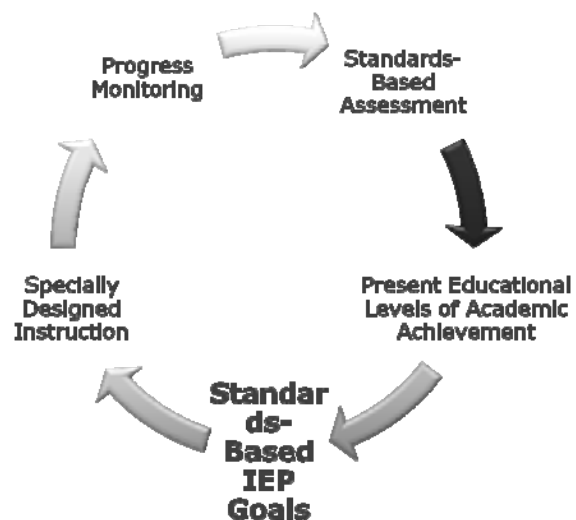


General Observations of David's Present Levels

David's Present Level in Reading, Writing and Math contains:

- Connections to standards
- Descriptive
 - Strengths, Needs, Input from teachers
- Data
 - Summative, Formative, Diagnostic, Benchmark

Standards Aligned System Standards-Based IEPs



Goal Requirements

Pennsylvania measurable goal statements include:

- Condition
- Student name
- Behavior
- Criteria

Measurable Goals At a Glance

Condition		Clearly Defined Behavior	Performance Criteria	Evaluation Schedule
-Describe the situation in which the student will perform the behavior. Given visual cues.. During lectures in math... Given active response checks...	Use the Student's Name	Name the action you will see the student actually doing. Use action verbs. Name Locate Point Separate Rank Choose	The level and frequency the student demonstrates mastery. % of the time #times/# times With the # or % accuracy "X" or better on a rubric "X" or better on a checklist.	Number of times needed to demonstrate mastery How consistently the student needs to perform the skill(s) before it's considered "mastered" Evaluation Schedule -How frequently the teacher plans to assess the student -Method of evaluation

Standards-Based IEP Goals

- The sequence of the IEP goal statement is NOT essential
- Including all elements IS essential

One Measurable Goal Reading Standard 1.3.8B

- **David will make connections between texts by comparing literary elements of setting, plot, theme, point of view, tone and style with 90% accuracy in 6 out of 8 probes.**
- **Given the literary elements of setting, plot, theme, point of view, tone and style David will compare and make connections between texts with 90% accuracy in 6 out of 8 probes.**
- **In 6 out of 8 probes, David will compare and make connections between texts with 90% accuracy using literary elements of setting, plot, theme, point of view, tone and style.**

Steps to Standards Based Goals

1. Prioritize standards - based on identified skill deficits (Check current present levels of academic achievement)
2. Choose the standard/anchor stem
3. Add the skill area-reason for the goal
4. Complete performance criteria and evaluation schedule

Standards Based Goals

- Goals are from the actual wording of standards/anchors
- Correspond to the identified skill deficit obtained from present levels of educational achievement.

General education standards curriculum + standards/anchors IEP goals = standards-based instruction

Prioritizing the Need

- What prerequisite skills/knowledge does David need to close the gap between his present levels of academic achievement and the grade-level standards?
- Very specific skills should be reflected in lesson plans and not in the IEP.

What are David's Reading Needs?

- Questions requiring inferences (Reading Standard 1.2.8A3) or figurative language (Reading Standard 1.3.8C2) are accurate on average of 42% from classroom work samples.
- David needs to be able to make and support, with evidence, assertions about texts (Reading Standard 1.1.8G1).

Inference Standards Based Goal

Category 1.2 Reading Critically in All Content Areas

Standard 1.2.8A *Read and understand essential content of informational texts and documents in all academic areas...3Draw inferences based on a variety of information sources.*

Anchor R8.A.1.3 *Make inferences, draw conclusions, and make generalizations based on text.*

Goal: Using classroom reading materials and graphic organizers, David will make inferences and locate evidence from text to support generalizations with 80% accuracy on 8 collected work samples.

Standard 1.2.8A 3 Work Sample

Read the Rule Statement. Next read the Passage and Inference Question. Underline the words that will help you answer the question. Write your answer.

Rule Statement	Passage and Inference Question
1. The more weight you lift, the bigger your muscles get.	1. David's and Dawn's muscles were the same size in January. Now David's muscles are smaller than Dawn's muscles. Who lifted more weight?
2. The faster you run, the more energy you use.	2. On Tuesday Cindy ran 3 miles in 15 minutes. On Wednesday she ran 3 miles in 13 minutes. On which day did she use more energy?

Figurative Language Standards Based Goal

Category 1.3. Reading, Analyzing and Interpreting Literature

Standard 1.3.8 C. *Analyze the effect of various literary devices...figurative language*

Anchor R8.B.2.1 *Identify, interpret, describe, and analyze figurative language in fiction and non fiction.*

Goal: Given fiction and nonfiction texts, David will identify and interpret figurative language of the text, with 90% accuracy in 9 out of 10 probes.

Anchor R8.B.2.1 Probe

- **Directions:** As you read the first chapter in *The Phantom Tollbooth*, find the page where the word or phrase is written and give the literal meaning and then the figurative meaning from the story.

Figurative Language Chart

WORD OR PHRASE	PAGE IN BOOK	LITLITERAL LITERAL MEANING	FIFIGURATIVE MEANING (Meaning in the Story)
Example: In the doldrums	22	An area near the equator where either strong winds or no winds come and go without warning.	The place where you go to when you aren't thinking. You are not moving or doing anything here.
Expectations			
Watchdog			
(As easy as) Falling off a log			

Assertions about Text Standards Based Goal

Category 1.1 Learning to Read Independently

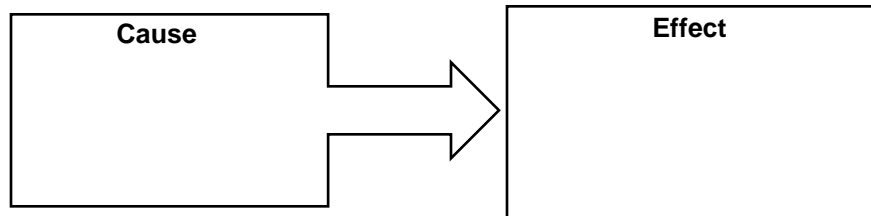
Standard 1.1.8 G *Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.. 1 Make, and support with evidence, assertions about texts.*

Goal: Given graphic organizers for retells, paraphrasing, inference and cause-effect sequences, David will make and support with evidence, assertions about texts with 90% accuracy in 10 out of 12 probes.

Standard 1.1.8 G1 Probe

Directions: Read the paragraph below. List the cause and effect in the boxes below.

Baseball was definitely segregated when Branch Rickey (1881-1965), a white man, started his career in baseball. Branch Rickey wanted to end segregation in baseball, and he played a major role in doing just that. One experience that influenced him was when he was a coach in college. He saw the pain that segregation caused one of his players. His starting catcher was denied service at a hotel and restaurant because he was black.



Reading Goals on IEP Format

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
READING Inferences Using classroom reading materials and graphic organizers, David will make inferences and locate evidence from text to support generalizations with 80% accuracy on 8 collected work samples.			
READING Figurative Language Given fiction and nonfiction texts, David will identify and interpret figurative language of the text, with 90% accuracy in 9 out of 10 probes.			
READING Assertions Given graphic organizers for retells, paraphrasing, inference and cause-effect sequences, David will make and support with evidence, assertions about texts with 90% the accuracy in 10 out of 12 probes.			

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

Short term objectives / Benchmarks

What are David's Writing Needs?

- David needs to write using a variety of sentence structures and descriptive word choices to enhance his writing style (Writing 1.5.5, 1.5.8).
- When writing and editing, David needs to use appropriate conventions including correct grammar, capitalization, spelling, punctuation, and sentence formation, and score a minimum of 56 on the Correct Word Sequence Grade 8 assessment (Writing 1.5.5, 1.5.8).

Writing Style Standards-Based Goal

Category 1.5 Quality of Writing (style)

Standard 1.5.8D.

Write with an understanding of style using a variety of sentence structures and descriptive word choices.

Goal: Using self-analysis revising strategies (i.e., Paragraph and Sentence Analysis Chart) on given essays, David will generate at least three different sentence structures in his paragraphs which include descriptive adjectives, 100% of the time, on 8 out of 10 writing samples.

PARAGRAPH and SENTENCE ANALYSIS CHART

Directions: Complete the chart from your draft; then answer the questions below.

	First three words of the sentence	Subject (Noun)	Predicate (Verb)	# of words
1				
2				
3				
4				
5				

Teacher-Student Style Checklist

Paragraph	Sentence 1 Type	Descriptive Words	Sentence 2 Type	Descriptive Words	Sentence 3 Type	Descriptive Words	Sentence 4 Type	Descriptive Words	Yes	No
1										
2										
3										
4										
5										

Writing Conventions Standards-Based Goal

Category 1.5 Quality of Writing (conventions)

Standard 1.5.8F Use grade appropriate conventions of language when writing and editing.

- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

Goal: After 36 weeks, given a writing prompt, David will write a three-paragraph essay and score a minimum of 56 on the Correct Word Sequence Grade 8 assessment, for three out of four prompts.

CWS – probe 1 and data

A spaceship landed in my backyard! I...

^ I ^ was ^ outside ^ when ^ a space ship	5
^ landed ^ . ^ I ^ jumped ^ so high of the ^ swing	6
I ^ hit ^ my ^ head ^ on ^ the ^ bar ^ . ^ Out ^ of ^ the	10
^ space ^ ship ^ came ^ a ^ puppy ^ dog he	6
looked ^ around ^ and, said " ^ Where am I " ^ . ^	5
Correct Word Sequence looks at the units of writing and their relationship to one another	<u>32</u>

Writing Goals on IEP Format

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
After 36 weeks, given a writing prompt, David will write a three paragraph essay and score a minimum of 56 on the Correct Word Sequence Grade 8 assessment, for three out of four prompts.	Writing prompts every two weeks - CWS progress monitoring	Every 9 weeks	David is inconsistent in his use of conventions ranging from 31 - 55
Using self-analysis revising strategies (i.e., Sentence Analysis Chart and Weak Word Tool) on given essays, David will generate at least three different sentence structures in his paragraphs which include descriptive adjectives, 100% of the time, on 8 out of 10 writing samples.	Teacher-Student Style Checklist PA Writing Assessment Domain Scoring Guide	Every 9 weeks August, 2008	

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (IPASA).

Short term objectives / Benchmarks

What are David's Mathematic Needs?

- Difficulty in mathematical written problem solving and needs to verify and interpret, using precise mathematical language (Math Standard 2.5.8B).
- Needs to describe and generalize patterns including linear, exponential and simple quadratic relationships (Math Standard 2.8.8B).

Interpret Math Language Standard Based Goal

Category 2.5 Mathematical Problem Solving and Communication

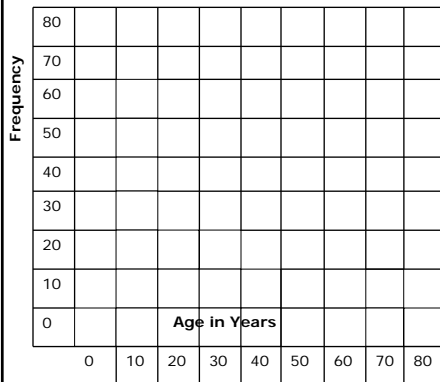
Standard 2.5.8.B Verify and interpret results using precise mathematical language, notation and representations, including numerical tables and equations, simple algebraic equations and formulas, charts graphs and diagrams.

Goal: David will verify and interpret results, using precise mathematical language, notation and representations, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams, as evidenced by increasing to 90% accuracy using probes every two weeks.

Standard 2.5.8.B Probe

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The histogram below shows the ages of the people attending a sports event.



- Estimate the mean age of the people attending this sports event.
- Describe the distribution of these ages.
- What type of sports event might this be? Explain your reasoning.

Describe and Generalize Patterns Standards Based Goal

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Category 2.8 Algebra and Functions

Standard 2.8.8 B Discover, describe and generalize patterns, including linear, exponential and simple quadratic relationships.

Goal: Given preteaching and reteaching on mathematical vocabulary and graphic organizers, David will describe and generalize patterns, including linear, exponential and simple quadratic relationships, by increasing to 90% accuracy using probes every two weeks.

Standard 2.8.8 Exponential Goal Probe

- Describe the patterns in data tables and plots that indicate an exponential growth or decay relation between variables.
- Describe the strategies you use to find an equation that models an exponential relationship when given a table of values, and a graph of data.

Activity #2: Working With Sample IEP Goals

Small Group Work – Directions

1. Take out handout called “Activity Writing Standards Based IEP Goals”
2. Use the PA Academic Standards to rewrite one goal so it is standards-based
3. Be sure to include PA required elements of condition, student name, behavior, and criteria.
4. Be prepared to share one with whole group

Summary of Standards Aligned System IEP Goals

PA measurable goal statements include:

- Condition
- Student name
- Behavior
- Criteria

Standards Based Steps

1. Prioritize standards
2. Choose standard/anchor stem
3. Add the skill area
4. Complete performance criteria and evaluation schedule

Standards Aligned System Standards-Based IEPs



Program Modifications and Specially Designed Instruction

- Standards-Based IEPs provide more time to focus on specially designed instruction - the reason for special education.
- SDI = The HOW of special education
- Standards / Anchors = The WHAT of all education

Program Modifications and Specially Designed Instruction

- Specially designed instruction flows from present levels—skill deficits—goals—instruction that is actually based on identified student needs.
- Over reliance on standardized tests does not lead to specially designed instruction.

Program Modifications and Specially Designed Instruction

- Specially designed instruction is the basis for the student being in special education.
- Specially designed instruction allows all teachers who teach the student to focus on similar skills—although intensity may vary, particularly when the student is with a special education teacher.

Program Modifications and Specially Designed Instruction

- Well developed specially designed instruction focuses directly on reading, writing and math.
- Specially designed instruction is delivered across subjects and across teachers throughout the day.
- A student does not only receive it when he or she is with the special education teacher.

Program Modifications and Specially Designed Instruction

- There is not necessarily a difference in the practice. The difference lies in the frequency of implementation
- What's So Special About Specially Designed Instruction?
- **For the most part, nothing is special about the practices associated with specially designed instruction. If a child with an IEP needs a particular intervention, the intervention becomes specially designed instruction.**

The “What” of SDI

- It is the definition of special education.
- **May** involve any aspect of the student’s instruction, including materials, techniques, assessments, and activities.
- **May** proceed to modifications of content, but only after modifying the instruction.
- **Must** always consider the regular education curriculum first, then modifications to the regular education curriculum, and only then can specially designed instruction involve a special course.

The “What” of SDI (continued)

- **Should** be delivered in many settings by all educators.
- In most instances specially designed instruction is an additional technique, practice, activity, and assessments that can be used for all students.
- Students being instructed using the regular education curriculum, sometimes with modifications, regardless of where they receive their instruction.
- Specially Designed Instruction is specific to skill deficits identified in the assessment process.
- It is not particular to specific subjects.

The “Frequency” of SDI

- Next, determine the “frequency.”
- If the student needs the “what” frequently, it is specially designed instruction.
- Delivered in many settings, by special and regular education teachers, with the direction of a special education teacher.
- The “frequency” alone does not determine “where.”

From Where Does SDI Come?

Specially Designed Instruction:

- **Is always** based on what the student needs--Assessment.
- **Comes** from effective instructional and learning practices.
- **Comes** from entirely new areas for teaching and learning, based on the assessment of the child, but directed to having the student be successful with academic standards.

Where is SDI Implemented?

- Anywhere inside or outside the school, as stipulated in the IEP.
- Implemented in any classroom.
- Implemented by all teachers, although a special education teacher directs it.

SDI and School-Wide Practices

- What about school-wide practices and interventions that are already in place?
- When is it Specially Designed Instruction and when is it just good instruction?
- **Assume nothing.** Base Specially Designed Instruction on what the student needs.

SDI Focus of Interventions

- Whole Class
- Small Group
- Individual

Examples SDI: Instruction

- Use of word processor for written assignments and notes.
- Use of graphic organizers with writing to organize thoughts and clarify ideas.
- Use of study guides one week prior to tests from chapter text and classroom notes for the purpose of review and reinforcement.
- Student will underline the answer found in the paragraph instead of writing out the answer to the question.
- Teacher assistance with written assignment directions on a daily basis.
- Read notes to students and provide a copy of notes after student attempts partial outline of his / her own notes.
- Students will outline each chapter in sections including main topics, supporting details, and vocabulary with teacher reading/checking for inclusion of important facts.
- Use of study guides to complete specific objectives in each chapter.

Examples SDI : Assessment

- Use scribe to complete narrative essay questions on content tests in science and social studies.
- Clarify or explain test questions defining vocabulary before taking the test.
- Student repeats test item directions before doing the test items.
- Oral responses from student to teacher only after student indicates that he has attempted the test item in writing.
- Provide an example of how to mark the answer sheet when giving a student a separate answer for a test.
- Do not use separate answer sheets for tests. Student to answer items right with the item, before going on to the next item.
- Use graphic organizers provided by teacher for essay tests.
- Student will underline the answer found in the paragraph instead of writing the answer to a question.
- Answers to essay questions will be dictated to support personnel by the student.

SDI : Non-examples

- "Small group instruction" listed without any clarifiers.
- "One-on-one instruction" listed without any clarifiers.
- "Materials as Appropriate" needs clarification.
- "Student responsible" is not acceptable because specially designed instruction is the responsibility of regular and special education teachers to implement.
- "Teacher assistant will assist with computer program" is too general; just what will the assistant do?
- "Preferential seating" is too general; just what does it do and why is it necessary?
- "Score no less than____"; specially designed instruction should state no levels of an expected grade.

SDI Considerations

(These considerations are for staff development purposes. There is no intention to add items to the IEP format).

- Does the SDI item relate directly to assessment information on the student?
- Can another adult read the SDI item and have a reasonable idea of what to do with the student?
- Does the SDI item include “brand names?” There should be no mention of brand name approaches in the IEP.
- Does the SDI item actually involve instruction/teaching?

SDI Considerations (continued)

- Does the SDI item define “who” is going to implement it, and how often a day or week it will be implemented?
- Does the SDI section include day-to-day testing items?
- Is it possible to measure the effectiveness of the SDI item?
- “As needed,” is never used. “Requested by student” is never used. The school district must delineate according to student’s needs.

Activity #3: SDI for David

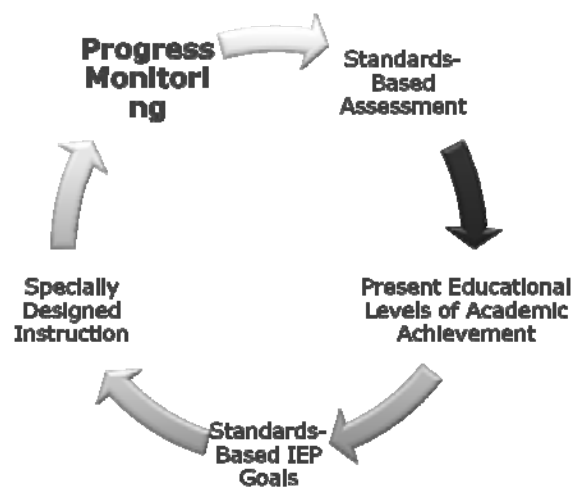
Small Group Work – Directions

1. Form groups of 3-5 people
2. Develop at least 3 SDI for David
3. Remember to refer to David's "Present Levels" and "SB Goals"
4. Be prepared to share one with whole group

SDI – Small Group Work

Groups report out
while we record on IEP form

Standards Aligned System Standards-Based IEPs



Progress Monitoring in A Standards Based System

- Purpose: determine progress in the general education curriculum
- Progress in the general education curriculum is determined according to progress in mastery of subject matter content

Progress Monitoring in A Standards Based System

Includes effective standards based teaching

- midterms, finals, skills tests
- benchmark assessments across grades
- portfolios, projects, tests, quizzes, homework
- class participation, observation
- Standards/anchors mastery checklists

Describe Progress on IEP

- HOW the child's progress toward meeting the standard goal will be measured
- WHEN periodic reports on progress will be provided to parents
- The criteria in special education is that the student make progress in the general education curriculum.

Measuring Progress

- There are many effective way to measure progress on the goals and progress in the general education curriculum.
- There is no specific procedure in the rules.
- Taking instructional data often and modifying instruction based on data are key.

Write David's Progress Monitoring

List the following on your paper. Write an example of what could be collected on David's progress for reading, writing or math.

1. Summative
2. Formative
3. Diagnostic
4. Benchmark

Examples of David's Progress Monitoring

1. Summative

PSSA, District Achievement Test

2. Formative

Checklists, rubrics, probes, work samples

3. Diagnostic

Gray Oral Reading Test, Test of Written Language, Key Math3

4. Benchmark

4Sight Benchmark in Reading/Math, words correct per minute in reading, correct word sequence in writing, digits correct in math.

Sample of David's Reading Progress Monitoring

Every 9 weeks parents will receive a report of Reading goals measured by

- Weekly probes in specific skills graphed
- Accuracy graphed on related classroom worksheets/quizzes and tests
- 4Sight Reading Benchmark in Nov. Jan. and April
- PSSA Reading April (parent report over summer)

Reading IEP Format

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
READING Inferences Using classroom reading materials and graphic organizers, David will make inferences and locate evidence from text to support generalizations with 80% accuracy on 8 collected work samples.	<ul style="list-style-type: none"> • Weekly probes graphed. • Accuracy on related classroom worksheets/quizzes and tests. • 4Sight Benchmark 3 times a school year. 	Every 9 weeks when report cards are sent.	11/3/08 David is successfully citing evidence to base his answers when the inference relationship is clearly stated. (See attached chart). We will now work on inferences when the common relationship is not stated.
READING Figurative Language Given fiction and nonfiction texts, David will identify and interpret figurative language of the text, with 90% accuracy in 9 out of 10 probes.	<ul style="list-style-type: none"> • Weekly probes graphed. • Accuracy on related classroom worksheets/quizzes and tests. • 4Sight Benchmark 3 times a school year. 	Every 9 weeks when report cards are sent.	
READING Assertions Given graphic organizers for retells, paraphrasing, inference and cause-effect sequences, David will make and support with evidence, assertions about texts with 90% the accuracy in 10 out of 12 probes.	<ul style="list-style-type: none"> • Weekly probes graphed. • Accuracy on related classroom worksheets/quizzes and tests. 	Every 9 weeks when report cards are sent.	

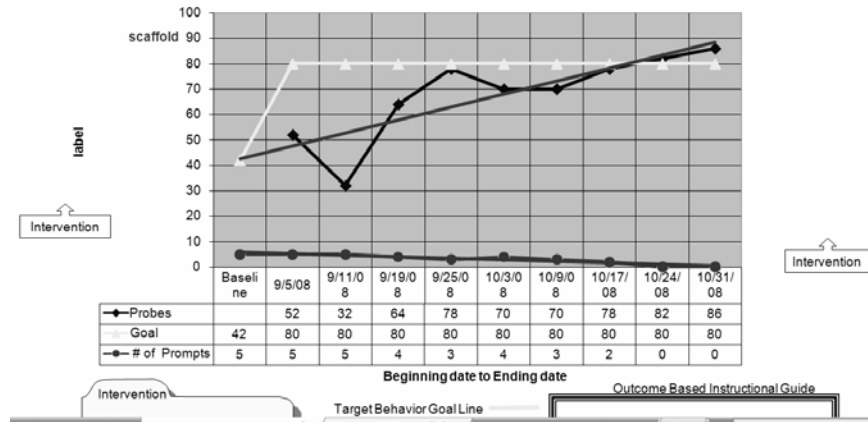
Graph on Inference Progress

Name: David

Goal: Using classroom reading materials and graphic organizers, David will make inferences and locate evidence from text to support generalizations with 80% accuracy on 8 collected work samples.

First Report

Specific Skills Progress Monitoring



Teacher Data Keeping

Specific Skills Progress Monitoring

Name: David
 Grade: 8
 Room: 109
 School: Very Best Middle

34 label
 42 accuracy
 51 accuracy
Median 42 accuracy

Goal: Using classroom reading materials and graphic organizers, David will make inferences and locate evidence from text to support generalizations with 80% accuracy on 8 collected work samples.

of Weeks: **35**
 Goal: **80** accuracy

of Prompts **5** scaffold
 # of Desired Prompts **0** scaffold

	Date	Probes	Goal		
	Baseline	42			
1st Week	9/5/08	52	80	inference accuracy	5 scaffold
2nd Week	9/11/08	32	80	inference accuracy	5 scaffold
3rd Week	9/19/08	64	80	inference accuracy	4 scaffold
4th Week	9/25/08	78	80	inference accuracy	3 scaffold
5th Week	10/3/08	70	80	inference accuracy	4 scaffold
6th Week	10/9/08	70	80	inference accuracy	3 scaffold
7th Week	10/17/08	78	80	inference accuracy	2 scaffold
8th Week	10/24/08	82	80	inference accuracy	0 scaffold

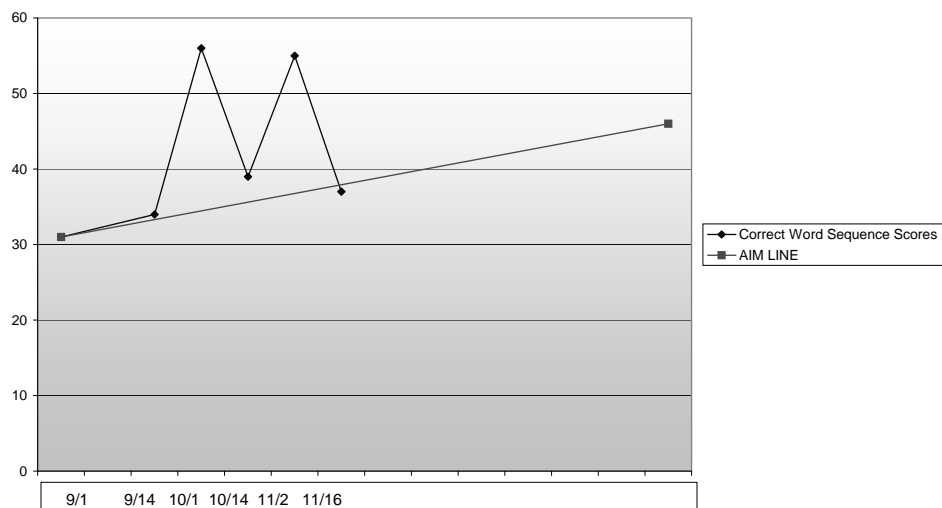
Sample of David's Writing Progress Monitoring

Every 9 weeks parents will receive a report of Writing goals measured by

- Bi-weekly writing prompts – Correct Word Sequence graphed – formative assessment
- Self and/or teacher analysis of use of style on writing prompts every two weeks
- PSSA Writing (parent report over summer) – summative assessment

Correct Word Sequence - Graph

Correct Word Sequence
Student 2



AIMSweb® Growth Table Written Expression - Correct Writing Sequences Multi-Year Aggregate Through 2001-2007 School Year									
Grade	Percentile	Fall		Winter		Spring		ROI	
		Num	CWS	Num	CWS	Num	CWS		
1	90	1204	9	2963	14	2799	21	0.3	
	75		4		9		15	0.3	
	50		2		4		9	0.2	
	25		0		1		5	0.1	
	10		0		0		2	0.1	
	Mean		3		6		11		
StdDev	5	6	8						
2	90	4169	20	4299	30	4091	38	0.5	
	75		13		21		29	0.4	
	50		7		14		20	0.4	
	25		3		8		12	0.3	
	10		1		3		6	0.1	
	Mean		9		16		21		
StdDev	9	12	13						
90		36		45		51	0.4		

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE					
	4	3	2	1	Score
Focus <i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Apparent point made about a single topic with sufficient awareness of task (mode)	No apparent point but evidence of a specific topic	Minimal evidence of a topic	
Content <i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.</i>	Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas	Sufficiently developed content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial and/or minimal content	
Organization <i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.</i>	Sophisticated arrangement of content with evident and/or subtle transitions	Functional arrangement of content that sustains a logical order with some evidence of transitions	Confused or inconsistent arrangement of content with or without attempts at transition	Minimal control of content arrangement	
Style <i>The choice, use, and arrangement of words and sentence structures that create tone and voice.</i>	Precise, illustrative use of a variety of words and sentence structure to create consistent writer's voice and tone appropriate to audience	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Limited word choice and control of sentence structures that inhibit voice and tone	Minimal variety in word choice and minimal control of sentence structures	
Convention <i>The use of grammar, mechanics, spelling, usage and sentence formation.</i>	Evident control of grammar, mechanics, spelling, usage, and sentence formation	Sufficient control of grammar, mechanics, spelling, usage, and sentence formation	Limited control of grammar, mechanics, spelling, usage, and sentence formation	Minimal control of grammar, mechanics, spelling, usage, and sentence formation	
TOTAL SCORE					
NON-SCORABLE			OFF-PROMPT		
<ul style="list-style-type: none"> Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response Is incoherent, i.e., words are legible but syntax is so garbled that response makes no sense Is insufficient, i.e., does not include enough to assess domains adequately Is a blank paper 			<ul style="list-style-type: none"> Is readable but did not respond to prompt 		

TRAIT RUBRIC - STYLE		Score
4	<ul style="list-style-type: none"> • Dynamic robust vocabulary • Variety of words • Notable wide range of a variety of sentence structures 	
3	<ul style="list-style-type: none"> • Generic vocabulary • Fair variety of words • A variety of sentence structures 	
2	<ul style="list-style-type: none"> • Ordinary vocabulary • Limited variety of words • Little sentence variety 	
1	<ul style="list-style-type: none"> • Weak vocabulary • Minimal variety of words • Minimal sentence variety 	

119

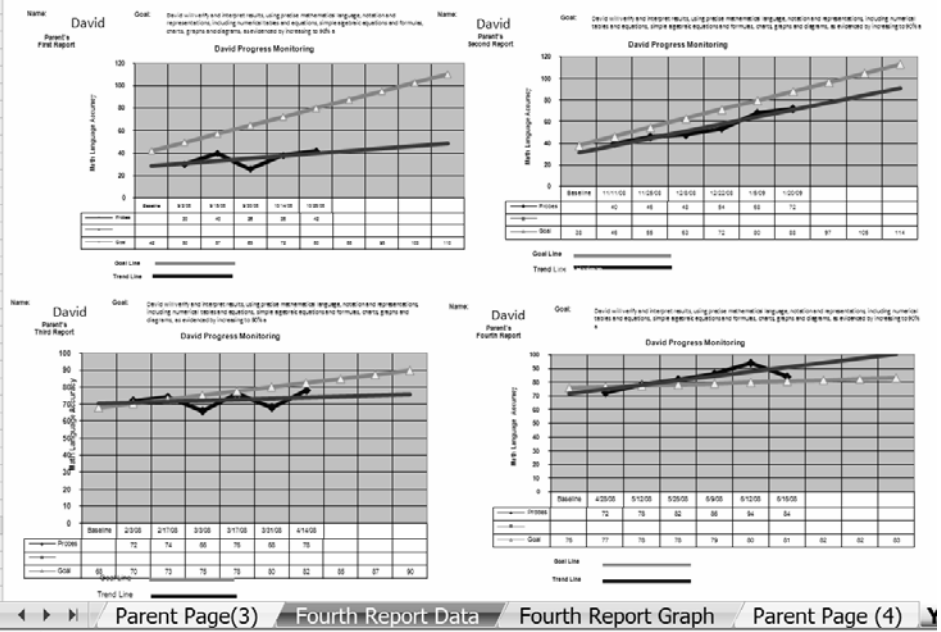
Sample of David's Math Progress Monitoring

Every 9 weeks parents will receive a report of math goals measured by

- Biweekly probes in math specific skills graphed
- 4Sight Math Benchmark in Nov. Jan. and April
- PSSA Reading April (parent report over summer)

120

David's Year at a Glance in Math Language



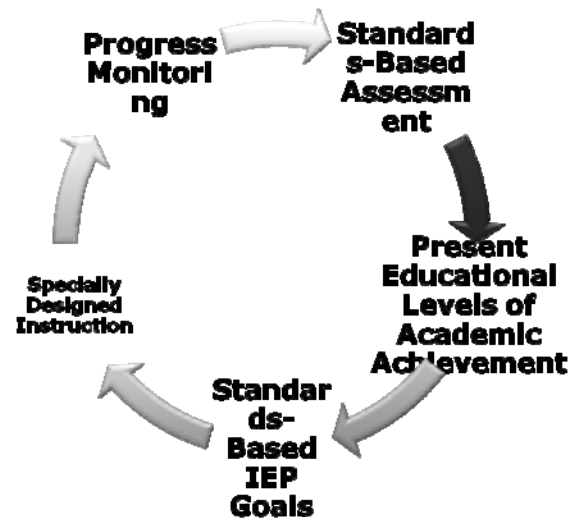
Summary of Progress Monitoring

Purpose: determine progress in the general education curriculum

- Summative
- Formative
- Diagnostic
- Benchmark

Monitoring progress of the standards based goal

Standards Aligned System Standards-Based IEPs



Conclusions and Resources

What All Administrators Should Do

- Get copies of Standards / Anchors to teachers
- Become familiar with Standards / Anchors
- Place special education staff on:
 - Instructional Planning Committees
 - Textbook Adoption Committees
- Help blend funding sources
- Make sure teachers have adequate resources

What All Educators Should Do

- Get copies of Standards / Anchors
- Become familiar with Standards / Anchors
- Reference instructional materials to Standards / Anchors
- Determine scope and sequence
- Share proven instructional methods, practices, lessons
- Integrate Standards / Anchors not covered in curriculum

What Parents Should Do

- Obtain a copy of the PA Standards / Anchors for your child's age group and skill levels.
- Be an integral member of the Standards-Based IEP Team.
- Chart your child's movement toward the Standards / Anchors.
- Review your child's homework, tests, and other schoolwork.
- Understand that SB IEPs are considered best practice, but are not mandated at this time.

What Students Should Do

- Know what Standards / Anchors you will be learning and thus assessed on the PSSA.
- Participate in your IEP meetings.
- Help set goals that lead you toward the Standards / Anchors .
- Share with your parents the Standards / Anchors on which you are currently working.
- Review your progress with your parents.

Conclusions

Conclusions

- NCLB, IDEA, Chapter 4, Chapter 14, and Chapter 711 challenge the educational system to apply standards equally to all students

Conclusions

- Standards / Anchors – the WHAT of education
- SDI – the HOW of special education
- In Standards-Based instruction, the focus of special education is on HOW to instruct the WHAT
 - The WHAT is the same for all students

Conclusions

- In our Standards-Aligned System, we have Standards-Based IEPs
- Within the Standards-Based IEP, there must be a direct relationship between:
 - Focus on Standards / Anchors
 - Present Educational Levels
 - Goals
 - Specially-Designed Instruction
 - Progress Monitoring

Resources

www.pattan.net/resources
Training 10/30/07
Specific Skills Creating Graphs
Excel format 188K

The screenshot shows a web browser window with the URL <http://www.pattan.net/resources/request.aspx?pageNumber=2&InterestArea=39&MaterialType=Training%20Materials>. The page title is "Specific Skills Progress Monitoring Focusing on Creating Graphs". The page content includes the following details:

- Training Title:** Specific Skills Progress Monitoring Focusing on Creating Graphs
- Material Type:** Training Materials
- Training Date:** 10/30/2007
- Interest Area(s):** Progress Monitoring
- File Attachment(s):**
 - [View Resource Online](#) (Pdf format 144KB)
 - [View Resource Online](#) (Pdf format 4.85MB)
 - [View Resource Online](#) (Excel format 58KB)
 - [View Resource Online](#) (Excel format 188KB)
 - [View Resource Online](#) (Excel format 116KB)
 - [View Resource Online](#) (Pdf format 57KB)
 - [View Resource Online](#) (Pdf format 4.84MB)
 - [View Resource Online](#) (Pdf format 4.76MB)
- Material Description:** Handouts for Specific Skills Progress Monitoring Focusing on Creating Graphs.

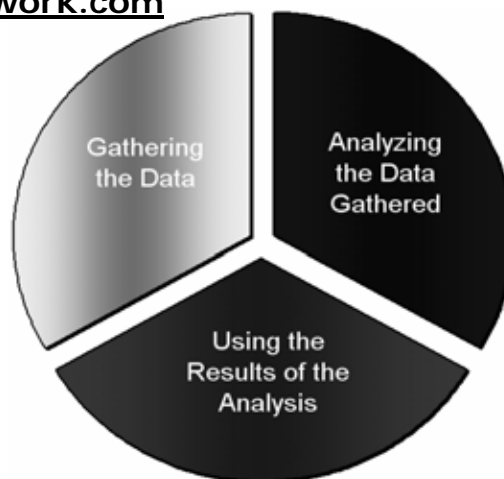
A red arrow points to the "View Resource Online (Excel format 188KB)" link.

Standards Based Resources

- **PSSA Results** <http://www.paayp.com/>
- **Grow Network** (need district password)
<https://www.grownetwork.com/ShowLoginPage.do;jsessionid=4DA17FB706CD158346B4F5DA7569AC21>
- **PA Dept. of Education** <http://www.pde.state.pa.us/>
- **Ed Hub and Standard Align System**
<http://www.portal.state.pa.us/portal/server.pt?open=512&objID=4228&mode=2>

Grow Network

<http://www.grownetwork.com>



2005 PSSA Results **Instructional Materials**

Overall Results Results by Grade and Subject

Grade 5 - Reading : All Students

Number of students in this group: 95

To view only subgroups with at least 10 students will appear.

See results of open-ended tasks below

Reporting Categories and Assessment Anchors for Reading	Number of Items		Points Achieved		Instructional Recommendations					
	Matrix and Common	Common	Matrix and Common	Common	Based on matrix and common items	Based on common items only				
	Multiple-Choice	Open-Ended	Multiple-Choice	Open-Ended	Total possible*	District average	State average	Percentage of students receiving each recommendation**		
A Comprehension and Reading Skills	61	5	32	2	76	53.8	52.7	Help with Fundamentals ¹	Instruction at Grade Level ²	Advanced Work ³
A.1 Understand fiction text	33	2	17	1	39	30.0	29.5	31%	47%	22%
A.2 Understand nonfiction text	28	3	15	1	37	23.7	23.1	20%	44%	27%
B Interpretation and Analysis of Fiction and Nonfiction Text	19	4	0	2	31	24.1	21.9	23%	24%	53%
B.1 Identify and compare components within and across texts	14	4	6	2	26	20.0	18.0	19%	26%	55%

■ Indicates largest group

Analyze by reporting category/anchor.

Overview

Core Resources
[Reviewing Student Work and the Standards](#)

Challenges
 1. [The Nature of Nonfiction](#)
 2. [Navigating Nonfiction](#)

Activities
[Help with Fundamentals](#)
[Additional Instruction and Practice](#)
[Advanced Work](#)

Get More
[Resources for Extended Response](#)
[Reading Questions](#)
Online Resources
[In This Topic](#)

printer-friendly version of all tools for this topic

Overview: Talking with Teachers about Understanding Nonfiction

How does this topic align with the standards?

Grade 11 Assessment Anchors

R11.A.2 - Demonstrate the ability to understand and interpret nonfiction text, including informational, e.g., textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.

R11.A.2.1
Identify the meaning of vocabulary from various subject areas.

R11.A.2.2
Apply word recognition skills--context clues, roots, prefixes, and suffixes.

R11.A.2.3
Make inferences and draw conclusions based on text.

R11.A.2.4
Identify main ideas, relevant details and generalizations.

R11.A.2.5
Retell or summarize the major points or procedures of the text.

R11.A.2.6
Check the validity and accuracy of information obtained from reading by differentiating fact from opinion.

R11.A.2.7
Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning.

What do students need to know and be able to do?

Reviewing Student Work

As students progress in Understanding Nonfiction, they should read and write about many types of nonfiction. Students should be able to identify the meaning of vocabulary, apply word recognition strategies, make inferences and draw conclusions, and summarize the major ideas or themes of a text. Teachers should assess how well students can do the following:

- Can students identify the meaning of multiple-meaning words used in text?
- Can students identify synonyms and antonyms?
- Can students apply word analysis strategies using affixes and roots?
- Can students identify and use context clues?
- Can students make inferences and draw conclusions based on explicit and/or implicit information from the text?
- Can students make inferences and draw conclusions about ideas in the text?
- Can students identify and interpret main ideas and relevant details from the text?
- Can students identify generalizations from the text?
- Can students recall key information stated in the text?
- Can students summarize or paraphrase the major ideas or procedures of a text?
- Can students identify facts that support an assertion in a text?
- Can students identify statements of opinion?
- Can students use headings, subsections, graphics and charts to interpret a text?

Activities: Help with Fundamentals

These activities can help you address the fundamentals of Understanding and Interpreting Nonfiction with your students.

Newsworthy Notes

Locating important information in Informational Texts can be a challenge for some students. Students who need practice distinguishing between main ideas and supporting details will benefit from taking notes using the 5 Ws. These are the basic questions that newspaper reporters use when reporting on a subject. Ask students to collect a variety of different types of news articles (national news, international news, sports, lifestyle, and feature stories). Then have students use the questions below to summarize each article.

- **Who** is this news item about?
- **What** happened?
- **When** did or will it happen?
- **Where** did it happen?
- **Why** is this event important?

<http://www.portal.state.pa.us/portal/server.pt?open=512&objID=4228&mode=2>

The screenshot shows a web browser window displaying the Pennsylvania Department of Education's "Education Hub" website. The page is titled "Standards Aligned Systems" and features a central banner with the text: "Our VISION: 'Every child by name reaching core academic proficiency in core academic disciplines regardless of zip code, economic status, race.'" Below this is a graphic that says "Teaching Matters". The page includes a navigation menu on the left with options like "Log In", "ED Hub Central", and "Classrooms for the Future". On the right, there is a "Contact Information" section for Angela Kirby-Wehr, Special Assistant to the Secretary, with her office address and phone number (717) 787-8913. The browser's address bar shows the URL: http://www.portal.state.pa.us/portal/server.pt?open=512&objID=4228&mode=2.

National Council of Teachers of English
http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=79

The screenshot shows the homepage of the National Council of Teachers of English (NCTE). The header includes the NCTE logo and the text "The National Council of Teachers of English". A search bar contains the text "figurative language". The main content area is divided into several sections: "about ncte" (with links for Books, Journals, Council Chronicle, Publish with NCTE, and Permissions), "membership", "professional development", "publications", "programs", and "related groups". Below this is a large image of a woman talking on a phone, with smaller images of children and a grid of categories: elementary, middle, secondary, college, parents/students, and press/policymakers. At the bottom, there are three main sections: "announcing" (with a link to "Learn how NCTE's Pathways Professional Development Program results in raising student achievement"), "my ncte page" (with a login form for User ID, Password, and Institutional IP Access), and "teaching resource collections" (with links for Summer Reading and Learning, Adolescent Literacy, Grammar, Elementary English Language Learner, Secondary English Language Learners, and College Research Paper). The footer includes a "Centennial Celebration: NCTE Turns 100 in 2011" logo and a link to "Give students resources to".

http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=79

Finding Figurative Language in *The Phantom Tollbooth*

Author

Lisa Hinton
Parkton, Maryland

Grade Band

6-8

Estimated Lesson Time

Four to eight 40-minute class sessions

Overview

To understand text, students need to know how to decode words and make inferences. Students in grades 6-8 are usually adept at decoding words, but many still have difficulty using context clues and making inferences to comprehend meaning. Figurative language is often difficult for this age group because many still grasp only the literal meanings of words. This lesson provides hands-on differentiated instruction by guiding students to search for the literal definitions of figurative language using the Internet. It also guides students in understanding figurative meanings through the use of context clues and making inferences.

From Theory to Practice

Leu, D.J., Jr. (2000). *Our children's future: Changing the focus of literacy and literacy instruction*. *The Reading Teacher*, 53, 424-430.

- The Internet provides access to a large amount of information that students can use to complete

Standards-Based Teaching Lesson Plan Sample	
Student: David	Subject/Teacher(s): Reading/Special Education/Inferences
Standard: 1.2 Reading Critically in All Content Areas 1.2.B A Read and understand essential content of informational texts and documents in all academic area. Draw inferences based on a variety of information sources.	Anchor/Eligible Content: R8.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.
Present Level of Performance:	IEP Goal: This is one of three goals: Using classroom reading materials and graphic organizers, David will make inferences and locate evidence from text to support generalizations with 80% accuracy on 8 collected work samples.
Lesson Objective: Given a worksheet with a rule-related inference, David will be able correctly infer answers and cite his evidence with 100% accuracy.	Materials: Teacher developed list of rule-related inferences and questions to model and do with guided practice. 5 Index cards with rule and inference question. Teacher made rule-related inference worksheet for students.
Lesson Purpose: Say to the student(s) "The purpose of this lesson is to help us think about what we read. Sometimes we have to determine the answer to reading questions by finding evidence to support what we think. When we are answering inferential questions we need to find the evidence to support our thinking."	Specialty Designed Instruction: Explicit Direct Instruction Have David orally identify the evidence before underlining
Procedure and Model: Read the rule. Say the rule. Read passage and the inference question. Underline the evidence. State the answer. Restate the rule. How to: "My turn. (Read rule) Students who study hardest make the best grades. (Say rule) Students who study hardest make the best grades. (Read passage and question) Item 1. Jim got a lower mark on the test than Bill. Who studied harder? I underline Jim got a lower mark. I read the question again. Who studied harder? I see Jim got a lower mark so Bill must have studied harder. How do I know? The rule says students who study hardest make the best grades. So the answer is Bill." Repeat model with 5 examples	Guided Practice: Have students state the procedure sequence. Read the rule. Say the rule. Read the passage and inference question. Underline the evidence State the answer. Restate the rule. Give student 5 index cards with rule and short passages and one inferential question. Have the student read rule aloud. Say the rule aloud. Have the student read the inferential question aloud. Help the student underline the words that they will use as their evidence. Teacher states correct answer and has student restate rule. For 2 cards. Then teacher should only supply a few words as evidence for 2 more cards and on last card only state one word as part of evidence allowing the student to take ownership of evidence words.
Independent Practice: Provide a worksheet with rule-related inferences. Have students underline their evidence and write their answer to inference questions. Do the first 2 items with them. Check their responses immediately.	Check for understanding during modeling, and guided practice Student can repeat the procedure sequence. Student can identify correct evidence. Student can connect evidence to correct answer.
Sequence of Instruction: *Relationship obviously stated *Relationship is assumed Inducing relationship based on examples	Standards-Based Assessment Check: Given teacher developed probes of passages with inferential questions, student will underline correct evidence and give correct response with 90% accuracy or greater.
Topic: Inferential questions * Indicates the level of this lesson.	

Standards-Based Teaching Lesson Plan Sample	
Student:	Subject/Teacher(s):
Standard:	Anchor/Eligible Content:
Present Level of Performance:	IEP Goal: This ___ of ___ goals:
Lesson Objective:	Materials:
Lesson Purpose:	Specially Designed Instruction:
Procedure and Model: How to:	Guided Practice:
Independent Practice:	Check for understanding during modeling, and guided practice:
Sequence of Instruction: Topic:	Standards-Based Assessment Check:

Data Decisions Worksheet	
1. Specific Skills Present Level(s): • • •	
2. Related Standard:	
3. Related Measurable Annual Goal:	
4. Data Collection Decisions	
Type: <input type="checkbox"/> Frequency/Rate <input type="checkbox"/> % / accuracy <input type="checkbox"/> Duration <input type="checkbox"/> Latency <input type="checkbox"/> Qualitative <input type="checkbox"/> Other _____	When: <input type="checkbox"/> Regular Ed <input type="checkbox"/> Special Ed <input type="checkbox"/> Community <input type="checkbox"/> Other _____
How often: <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> 2x / week <input type="checkbox"/> Other _____	Who: <input type="checkbox"/> Teacher <input type="checkbox"/> Paraeducator <input type="checkbox"/> Speech <input type="checkbox"/> Other _____
5. Data Collection Tools and Schedule	
Tool: <input type="checkbox"/> Structured observation / form <input type="checkbox"/> Test (specify _____) <input type="checkbox"/> Rubric <input type="checkbox"/> Rating scale <input type="checkbox"/> Checklist <input type="checkbox"/> Other _____	Schedule: <input type="checkbox"/> Class period <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other _____
6. Representing the Data Visually <input type="checkbox"/> Bar Graph <input type="checkbox"/> Chart <input type="checkbox"/> Line Graph <input type="checkbox"/> Checklist	
7. Evaluating the Data <input type="checkbox"/> 3 of 5 data points above goal line or aim line <input type="checkbox"/> 3 of 5 data points below goal line or aim line	
8. Instructional Adjustments	
IF THIS: <input type="checkbox"/> adequate or better progress <input type="checkbox"/> progress stalled <input type="checkbox"/> progress at or near zero <input type="checkbox"/> progress stalled close to goal <input type="checkbox"/> goal is accomplished	THEN THIS: <input type="checkbox"/> continue program <input type="checkbox"/> more direct or intense instruction <input type="checkbox"/> teach prerequisite skills <input type="checkbox"/> increase repetitions/practice <input type="checkbox"/> move on to next goal
9. Communicating progress	
<input type="checkbox"/> Letter <input type="checkbox"/> Report cards / progress reports <input type="checkbox"/> Teacher conference <input type="checkbox"/> IEP conference	<input type="checkbox"/> Parent - teacher log <input type="checkbox"/> District online program <input type="checkbox"/> Email / fax <input type="checkbox"/> Other _____

The Writing Site

- Provides instructional resources K-12
- Writing prompts for K-12
- Assessment information with an interactive scoring practice component
- 170 authentic writing samples from a variety of genres
- Newsletters, current research, and technology links

<http://www.thewritingsite.org/default.asp>

Web English Teacher

Presents K-12 English and language arts teaching resources:

- lesson plans
- WebQuests
- videos
- biographies
- e-texts
- jokes
- puzzles
- classroom activities

<http://www.webenglishteacher.com/writing.html>

Math Resources

- <http://www.sitesforteachers.com/index.html>

This site is a list of links teachers can use to look up information, find worksheets, find lesson plans, etc.

- <http://www.algebra-online.com/>

This website is a resource for teachers and students to use for assistance in Algebra.

- <http://www.iit.edu/~smile/mathinde.html>

This site is an index of links to math lessons sorted by mathematical categories.

- <http://www.atozteacherstuff.com/>

This site contains nearly 1000 pages of resources for teachers to access thousands of sites.

Math Resources (continued)

- <http://www.eduref.org/cgi-bin/lessons.cgi/Mathematics/Geometry>

On this site there are nine different lesson plans to use for geometry, ranging from grades 2-12.

- <http://www.teacherpathfinder.org/School/math.html>

There are links to lesson plans, math games and standards.

- <http://www.topmaths.com/>

Included are lesson plans and links to other resources including games and teaching ideas.



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