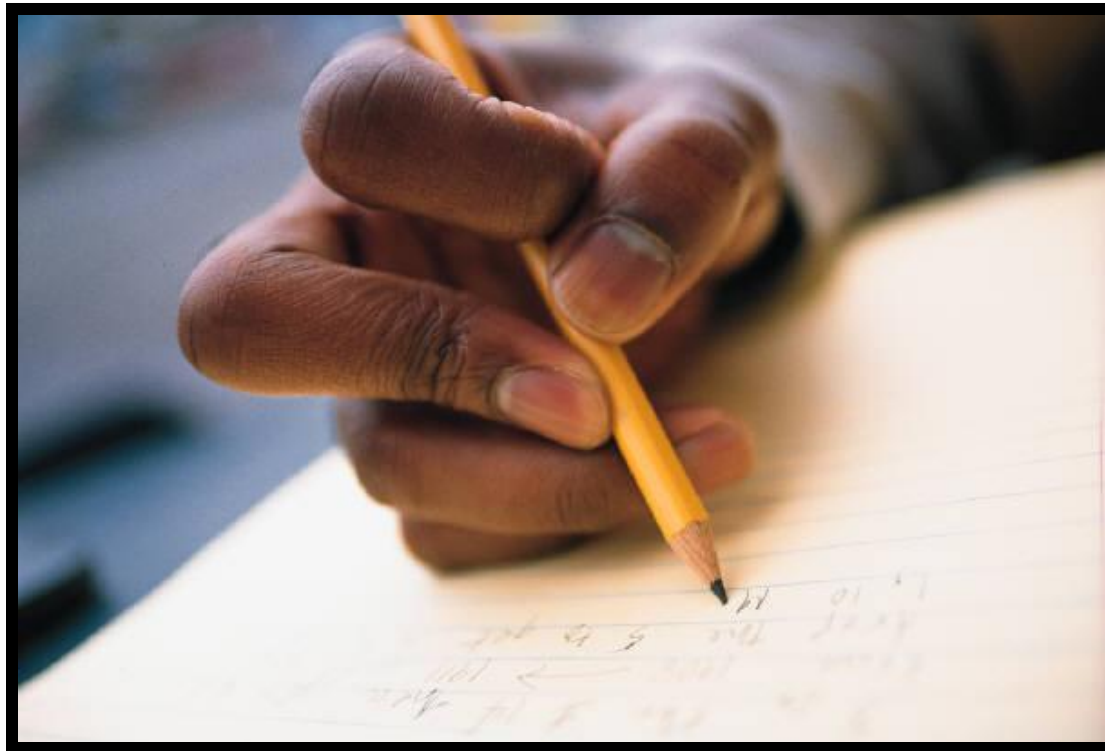


The Standards-based IEP Process: *What You Need to Know*



What is a Standards-based IEP?

A Standards-based IEP describes a process in which the IEP team has incorporated state content standards in its development

8.6 The student will

- verify by measuring and describe the relationships among vertical angles, adjacent angles, supplementary angles, and complementary angles; and
- measure angles of less than 360° .

| UNDERSTANDING THE STANDARD (Background Information for Instructor Use Only) | ESSENTIAL UNDERSTANDINGS | ESSENTIAL KNOWLEDGE AND SKILLS |
|---|--|---|
| <ul style="list-style-type: none"> Vertical angles are (all nonadjacent angles) formed by two intersecting lines. Vertical angles are congruent and share a common vertex. Complementary angles are any two angles such that the sum of their measures is 90°. Supplementary angles are any two angles such that the sum of their measures is 180°. Reflex angles measure more than 180°. Adjacent angles are any two non-overlapping angles that share a common side and a common vertex. | <ul style="list-style-type: none"> How are vertical, adjacent, complementary and supplementary angles related? Adjacent angles are any two non-overlapping angles that share a common side and a common vertex. Vertical angles will always be nonadjacent angles. Supplementary and complementary angles may or may not be adjacent. | <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> Measure angles of less than 360° to the nearest degree, using appropriate tools. Identify and describe the relationships between angles formed by two intersecting lines. Identify and describe the relationship between pairs of angles that are vertical. Identify and describe the relationship between pairs of angles that are supplementary. Identify and describe the relationship between pairs of angles that are complementary. Identify and describe the relationship between pairs of angles that are adjacent. |

What is the difference between the traditional and Standards-based IEP?

Traditional IEP

- Focused on acquiring basic academic, access, and/or functional skills
- Little relationship to a specific academic area or grade-level expectations

Standards-based IEP

- Directly tied to the state's content standards
- Both the student's present level of academic achievement and functional performance (PLOP) and the annual IEP goals are aligned with and based on the state's grade-level standards

What are the components of a Standards-based IEP?

The components are the same as the traditional IEP

What are the benefits of a Standards-based IEP?

- Ties the IEP to the general education curriculum
- Provides positive directions and goals for intervention
- Utilizes standards to identify specific content critical to a student's successful progress in the general education curriculum
- Promotes a single educational system that is inclusive through common language and curriculum for special and general education students
- Ensures greater consistency across schools and districts
- Encourages higher expectations for students with disabilities

MacQuarie (2009)



Are all special education students required to have a Standards-based IEP?

Best practice would suggest that a Standards-based IEP would be beneficial for all students. However, only students being considered for or meets the criteria to participate in one or more Virginia Modified Achievement Standards Test (VMAST) require a Standards-based IEP.

VMAST Implementation Schedule

| 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|
| Field tests conducted for VMAST in grades 3-8 mathematics and Algebra 1 | Field test conducted for VMAST in grades 3-8 reading and EOC Reading | No field testing |
| Operational VMAST assessments not yet available | Operational VMAST assessments are available in grades 3-8 mathematics and Algebra I | Operational VMAST assessments are available in grades 3-8 reading and mathematics, Algebra I, and EOC Reading |

Does a standard based IEP imply that the student is on grade-level in that content area?

No, the student may not be on grade-level in that content area. However, they are working toward meeting grade-level expectations and are receiving grade-level content instruction.

How do you develop a grade-level Standards-based IEP when a student is not on grade-level?

The National Association of State Directors of Special Education (NASDSE) has produced a document that illustrates a recommended seven-step process, with accompanying guiding questions, to assist special education teachers and other professionals in developing a standards-based IEP.

Standards-based IEP Resources

- Standards-based State-directed TTAC Project
- Standards-based IEP Guidance Document
- Training Presentation (including voiceover PPT modules)
- Standards-based Skills Worksheets
- Additional Resources

http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/index.shtml

VMAST/SB-IEP Rollout Training

- Collaborative effort between Office Special Education Instructional Services and the Office of Test Administration, Scoring and Reporting
- Regional train-the-trainer model
 - ✓ Staff from 101 Local Education Agencies were in attendance including local school divisions, SOP, DCE, VSDB, SECEP, and private schools
 - ✓ Remaining LEAs have been invited to attend a web conference

Next Steps

- Web conference
- TTAC directed teacher work sessions
- Presentation to higher education personnel
- State-wide conferences *i.e. 2011 Virginia Transition Forum*

Standards-based IEP Resources

http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/index.shtml

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