COLORADO
Department of Education

Writing Standards-aligned Advanced Learning Plans (ALPs) and Individualized Education Programs (IEPs): A Supplemental Guidance Document for Designing Effective Formal Educational Plans

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Through the Lens of..... disability-specific constructed examples

Disability Category	Grade	Academic Achievement Standard	Content Area
Other Health Impairment	Preschool	Grade-level	Functional Goal - Comprehensive Health & PE
Developmental Delay	Kindergarten	Grade-level	**Reading**/Writing/ Communicating
Orthopedic Impairment	1st Grade	Grade-level	Functional Goal – Comprehensive Health & PE
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Overview

Purpose

CDE Vision Statement

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

This guidance document***, Writing Standards-aligned Advanced Learning Plan (ALPs) and Individual Education Program (IEPs): A Supplemental Guidance Document for Designing Effective Formal Educational Plans*** has been a collaborative effort of members of the Exceptional Student Services Unit of the Colorado Department of Education and Colorado educators for students with exceptionalities.

The purpose of this document is to:

- Provide an overview of the **Colorado Academic Standards** and their importance as the foundational framework for formal educational plans

- Provide guidance for district/campus educational teams as they write standards-aligned **Advanced Learning Plans** for students identified as gifted and twice exceptional.

- Provide guidance for **Individualized Education Program (IEP) Teams**, the members of which may include students, families, administrators, general education teachers, special education teachers, gifted education educators, school psychologists, speech and language pathologists, related service personnel, and para-educators who are working collaboratively to design and provide effective educational plans for students with a disability.

- Provide resources for **families** and districts as they collaborate in the process of developing and implementing individualized education programs to serve the needs of their children and youth. It is imperative for families and educators to understand that the purpose for linking Standards and Individualized Education Programs is to ensure that students have access to quality instruction, are engaged in meaningful, purposeful learning activities, and have the opportunity to progress in the general curriculum.

Definitions

Selected foundational terms used throughout the document are defined or referenced to IDEA/ECEA below. Further elaboration related to each definition is included in the narrative sections.

The General Curriculum	The *general curriculum* includes the full educational experience available to all students. General curriculum **content** includes the subjects that all students study, including both *core academic areas and subjects like art, music, physical education and career education. States have standards for what students will learn in these core content areas. The general curriculum **context** is the general education classroom and other school environments where students receive instruction. (Courtade and Browder 2011)*Colorado makes no distinction between core/non-core standards.
Universal Tier Instruction	Best-First Instruction, (also referred to as first, classroom, Tier I, core, or universal instruction), is designed to meet the needs of all students. Universal Tier Instruction is high-quality, effective, and engaging instruction provided in the general education classroom as outlined in a class or course curriculum. It provides students with their first opportunity to learn standards and grade-level expectations. All first instruction should be grounded in research-based methodology.
Access to the General Curriculum	IDEA requires that the content of the child's individualized education program (IEP) include "information related to enabling the child to be involved in and progress in the general education curriculum" [§614(b)(2)(A)(ii)], "how the child's disability affects the child's involvement and progress in the general education curriculum" [§614 (d)(1)(A)(i)(I)(aa)], and a statement of the program modifications or supports for school personnel that will be provided for the child "to be involved in and make progress in the general education curriculum..." [§614 (d)(1)(A)(i) (IV)(bb)].
State Adopted Colorado Academic Standards (CAS)	Each state adopts academic standards, which are the framework for district-determined curricula. The standards articulate *what* is to be taught at each grade level, but does not stipulate *how* specific content is designed or delivered. Districts adopt textbooks, instructional materials, scope and sequence curriculum plans, and other methodology to prepare students for college and career.
Response to Intervention (RtI)	The state of Colorado has defined response to Intervention as "a framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. A continuum of evidence-based, tiered instruction and interventions with increasing levels of intensity and duration is central to RtI. The implementation of RtI was initiated across the state of Colorado in 2006, when a change in legislation occurred in the Exceptional Children's Education Act (ECEA) regarding eligibility for special education related to the identification of specific learning disabilities. (Also see Multi-Tiered System of Support)
Standards-aligned Advanced Learning Plan (ALP)	A standards-aligned ALP is a process and a document that is informed by and based upon the state academic standards (Preschool-12) and National Affective Standards containing measurable annual goals developed to meet individual academic and social-emotional needs

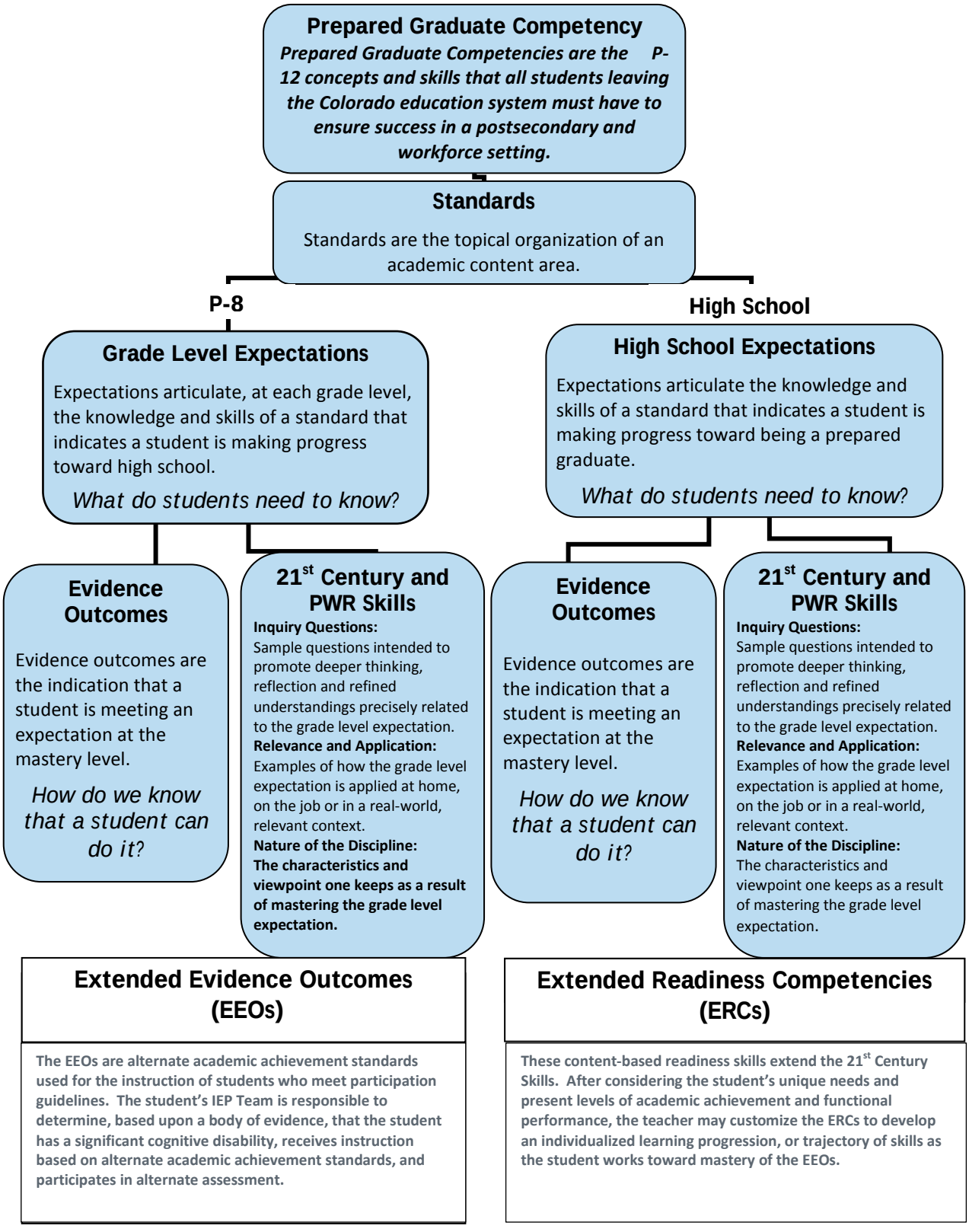
Eligibility to Receive Special Education Services	Passed in May, 2011, House Bill 11-1277 of ECEA aligns Colorado's eligibility categories with corresponding federal terms and requirements. Training tools and Eligibility Checklists detail each disability category and its corresponding eligibility criteria.
Standards-aligned Individual Education Program (IEP)	A standards-aligned IEP is a process and a document that is informed by and based upon the state adopted academic standards (Preschool-12) containing measurable annual goals developed to meet individual student needs and designed to facilitate achievement of enrolled grade level academic standards. *(CDE ESSU 2014)*
Present Levels of *Academic Achievement and **Functional Performance (PLAAFP)	A statement, written in family-friendly language and terms that details the student's disability in terms of how it impacts his or her ability to access and make progress in the general education curriculum. The statement is intended to comprehensively describe a child's abilities, performance, strengths, and needs. The statement is drawn from a variety of information and data, including the full and individual evaluation of the child performed under the provisions of §300.301 through §300.311. The PLAAFP establishes the starting point, or baseline, that is used to develop the IEP's measurable annual goals. (In some cases, this statement is referred to as "PLOP"-Present Level of Performance, or simply "PL" – Present Levels) (National Center for Learning Disabilities/ Center for Parent Information and Resources)
***Academic Achievement**	According to the Department of Education, the *"academic achievement"* part of the PLAAFP generally refers to a child's performance in academic areas (e.g., reading or language arts, math, science, and history). The definition could vary depending on a child's circumstance or situation. (71 Fed. Reg. at 46662; adapted from IDEA-National Center for Learning Disabilities/ Center for Parent Information and Resources)
****Functional Performance**	With respect to the meaning of the *"functional performance"* part of the PLAAFP, the Department of Education points to how the term is generally understood as referring to "skills or activities that are not considered academic or related to a child's academic achievement." This term is often used in the context of routine activities of everyday living. The reason that examples of functional skills were not included in IDEA was because the range of functional skills is as varied as the individual needs of children with disabilities. "Routine activities of everyday living" refer to skills and activities such as: dressing, eating, going to the bathroom; social skills such as making friends and communicating with others; behavior skills, such as knowing how to behave across a range of settings; and mobility skills, such as walking, getting around, going up and down stairs. (71 Fed. Reg. at 46661; adapted from National Center for Learning Disabilities/ Center for Parent Information and Resources)
"Present Levels" for Preschoolers	For preschoolers, the PLAAPF/Present Levels statement describes how the disability affects the child's participation in appropriate preschool activities, which may include learning basic skills such as using scissors, coloring, grouping things, learning the alphabet letters, playing children's games etc. The statement for a preschooler also includes how the child's disability affects his or her participation and success in the preschool environment. (Center for Parent Information and Resources)
Annual Goal	Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a twelve-month period in the student's individualized education program. These goals are skills and/or knowledge that will be mastered, not an activity. Annual goals can be academic (standards-based) or non-academic (functional).

Measurable Annual Goal	Each IEP developed for a child with a disability must include: *(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—* *(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and* *(B) Meet each of the child's other educational needs that result from the child's disability…* [§300.320(a)(2)(i)(A) and (B)] Measurable goals are defined as statements that contain four critical components: timeframe, conditions, behavior and criterion. A measurable goal includes the behavior or skill that can be measured at periodic intervals against a criterion of success.
Objectives for Annual Goal	The IEP must include…. • *For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives* (34 CFR 300.320(a)(2) • Stating objectives in measurable terms allows for progress reporting toward the goal Short-term objectives/benchmarks outline the steps or learning trajectory to be taken between the student's present levels of academic achievement and functional performance and the attainment of the annual goal. In order to report progress on the objectives, it is considered best practice for the short-term objectives to be written in actionable, observable and measurable terms and include at least two objectives in order to track student progress toward the goal.
Functional Skills	*Functional skills* are those essential for everyday life, learning and work that focus on the student's individual needs in the home, school, and community and may include skills in: self-help, behavioral and social interactions, independent living, mobility, and/or self-determination. (CDE ESSU 2014)
Preschool Goals	Nationally, all preschool special education goals are referred to as "functional". Functional refers to goals that address developmentally appropriate routines and activities related to promoting the child's positive social relationships, acquisition and use of knowledge and skills, and use of appropriate actions to meet needs.
Specially Designed Instruction (Specialized Instruction)	*Specially Designed Instruction* (SDI) as defined by IDEA, 2004 regulations refers to adaptations to the ***content, methodology or delivery of instruction*** that: • Address the unique needs of a child that result from the child's disability • Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3)) • Instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings (ECEA Rules, March 2013 2.43(1)(a)(i)) • Are at no cost to parents
Special Education	Includes specially designed instruction provided by a special education teacher, speech-language pathologist or adaptive physical education teacher. Service delivery method can be direct or indirect. (ECEA Rules, March 2013 2.43)
Related Services	*Related Services* means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and evaluation of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related

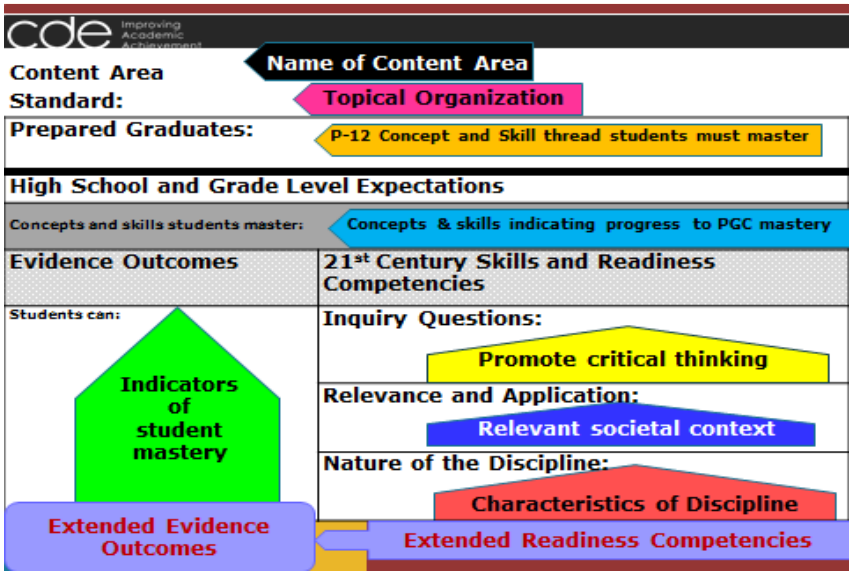
	services also include school health services and school nurse services; social work services in schools; and parent counseling and training. (ECEA 2.37 (1) (2) 2.37 (2) Exception: Services that apply to children with surgically implanted devices, including cochlear implants.
Gifted and Talented Children	*"Gifted and Talented Children"* means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socioeconomic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the areas of giftedness.
Advanced Learning Plan (ALP)	An *Advanced Learning Plan (ALP)* as defined by the Exceptional Children's Education Act (ECEA) is a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making.
Twice Exceptional	*Twice exceptional* means a student who is: (a) Identified as a gifted student pursuant to Section 12.01(9) of ECEA (b) (1) Identified as a child with a disability pursuant to Section 4.02 of the ECEA(2) (c) A qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §794
Grade-level Academic Achievement Standard	All students receive instruction based upon the Colorado Academic Standards for their enrolled grade level. Colorado has ten content areas.
Adaptations	*"Instructional adaptation"* is the generic term for any adjustment, support or change a teacher might make to help any student be successful as a learner. Adaptations take learning preferences, multiple intelligence and student interests into consideration while designing instruction based upon the principles of Universal Design for Learning and any unique learning needs for students with a disability.
Accommodations	Accommodations are adaptations made to the instructional and assessment environment that have been made in order for the student with a disability to more fully show what he or she knows and can do. Based upon each child's unique needs, the use of an accommodation is intended to allow the student to fully access daily instruction and various assessments by reducing the impact of the disability upon the child's ability to perform academic and functional tasks. **Accommodations do not substantially change the performance expectation**; however, classroom accommodations and assessment accommodations may be integrated as the information is presented; as the student's response is given; as the location or conditions of the setting are arranged or how the time is allotted to complete tasks.
Alternate Academic Achievement Standard	An alternate achievement standard is "an expectation of performance that differs in complexity from a grade-level achievement standard" (68 F.R. 68698, 68699). It must be "aligned with the State's academic content standards [20]; promote access to the general curriculum; and reflect professional judgment of the highest achievement standards possible" (34 C.F.R. §§ 200.1(d)(1)-(3) The IEP Team must document that the student meets participation requirements to receive instruction based upon alternate academic achievement standards and participate in alternate assessment.

Modifications	Modifications go beyond accommodations for presentation, response, setting or timing, and refer to curricular changes in instructional materials as well as measuring performance against alternate academic achievement standards. Modified instruction is for students with a significant cognitive disability who meet participation requirements to receive instruction based on alternate academic achievement standards (CAS/Extended Evidence Outcomes EEOs) and participate in alternate assessment. Accessible materials allow the student to engage with enrolled grade-level topics, but which are modified for content, complexity and rigor. Classroom and interim assessments are also to be modified according to alternate standards that align with the student's instruction**. Modifications change the depth of what the student is expected to learn and the academic achievement standard by which the student is evaluated.**
Supplementary Aids and Services	Supplementary aids and services can be accommodations and modifications to the curriculum under study or the manner in which that content is presented or a child's progress is measured. Supplementary aids and services can also include: direct services and support to the child and support and training for the staff who work with that child. National Dissemination Center for Children with Disabilities www.nichcy.org
Family-School Partnering	Family-School Partnering can be defined as the collaboration that drives student achievement (Flamboyan Foundation). According to IDEA, (34 CFR § 300.321(a)(1)), families must be actively and equally involved team members in the special education process, from initial disability evaluation to IEP development and implementation. In addition to their defined IEP role, families are now seen as having crucial responsibilities in supporting learning at home and in the community.

A Continuum of State Standards Definitions



The Colorado Academic Standards template contains the following elements:



What is the desired outcome?

Each grade-level expectation includes a **Prepared Graduate Competency** statement that describes what all students who complete the Colorado education system must master in order to ensure their success in a postsecondary and workforce setting.

What is the intent of the content standard?

The **Concepts and Skills** statement provides an overarching view of the essential learnings defined at each grade level.

What is the student is expected to know and be able to do?

Deconstructing, or "unpacking" the concepts and skills required for mastery of a standard leads to a deeper understanding of the important concepts and progressions for each grade level.

- ***Grade-level Expectations(GLEs)- Evidence Outcomes (EOs)***
  The **Concepts and Skills statement** on each Colorado Academic Standard Template defines what the student needs to know and be able to do at each grade level. The **E**vidence **O**utcomes are the indication that a student is meeting an expectation at the mastery level. (*How do we know the student can do it?)* The Common Core State Standards (CCSS) references are embedded within the Evidence Outcomes for English Language Arts and Mathematics. Depth of Knowledge (DOK) levels are included for Science Evidence Outcomes.

What is included in the 21st Century Skills and Readiness Competencies?

- ***Inquiry Questions:***
  Sample questions are 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

For students who meet the participation guidelines as a student with a significant cognitive disability and whose IEP Team has determined that the student will receive instruction on the alternate academic achievement standards and participate in alternate assessments, the following elements of the Colorado Academic Standards are applicable: (See the ***Alternate Standards and Assessment Participation Guidelines Worksheet***)

- ***Extended Evidence Outcomes (EEOs)***
  For students with a significant cognitive disability, the Extended Evidence Outcome, or alternate academic achievement standard, is aligned to the grade-level expectation, but reflects modification in depth, complexity and rigor. Since the EEOs are linked to the grade-level expectations, they are also aligned to the Colorado Academic Standards in Reading/Writing/Communicating and Mathematics. The use of Extended Evidence Outcomes reflects the student's need for presentation, response, timing and setting **accommodations** for as well as for **appropriately modified content and accessible materials** related to the grade-level standard.

- ***Extended Readiness Competencies (ERCs)***
  The Extended Readiness Competencies extend the 21st Century Skills and Postsecondary Workforce Readiness skills. These content-based access skills are intended to be customized for the individual student by first identifying the student's present levels of academic achievement and functional performance as evidenced by current data, and then outlining a reasonable learning progression toward mastery of the Extended Evidence Outcome. Typically, the readiness competencies may serve as the foundation for a student's short-term/benchmark objectives. Objectives are stated in actionable, observable and measurable terms that can be used to capture progress and growth toward mastery of the alternate standard. The ERCs listed are neither intended to be an exhaustive list nor full learning progression; rather the teacher will determine how the skills need to be sequenced or spiraled when designing the student's objectives.

Standards Design Principles and Instructional Shifts

For more information related to the history, development and design of Colorado Academic Standards, please reference CDE's *Fact Sheet* from the Office of Standards and Instructional Support. The *Fact Sheet* also describes the design principles and instructional shifts in English language arts and Mathematics that are focused, coherent and rigorous in order to provide students with a rich and balanced education.

Please reference the following table for key information related to the design principles and instructional shifts for the Colorado Academic Standards.

Colorado Academic Standards: Design Principles and Instructional Shifts

Focus
The Colorado Academic Standards emphasize what students need to be postsecondary and workforce ready.

- Articulated grade level expectations express the concepts and skills every student should master at each grade level
- 21st century information literacy, collaboration, critical thinking, self-direction, and invention skills are evident throughout the standards

Coherence
The Colorado Academic Standards establish vertical and horizontal connections.

- Grade level expectations build vertically toward the achievement of the prepared graduate competencies for each content area
- Interdisciplinary relationships in the standards connect content areas (horizontally) across grade levels

Rigor
The Colorado Academic Standards are written for mastery.

- Fluency, application and transfer comprise Colorado's definition of mastery
- Requirements for deeper student understanding are the foundation of the standards

All Students, All Standards
The Colorado Academic Standards reflect the importance of teaching the whole child.

- The Colorado Academic Standards include standards for 10 content areas: comprehensive health and physical education; dance, drama and theatre arts; mathematics; music; reading ,writing, and communicating; science; social students; visual arts; world languages
- Literacy skills, the basis of academic success for all students, are a prominent focus with the standards

Office of Standards and Instructional Support

Universal Design for Learning

As Colorado schools operationalize full implementation of the Colorado Academic Standards, they will need to leverage a variety of instructional approaches to address the diversity of student needs in the classroom and to improve the academic performance of all students.

One way to address the challenge of delivering first best instruction in the general education classroom is through an integrated, interdisciplinary approach to learning that aligns with the principles of Universal Design for Learning (UDL).

UDL is a framework for designing a general education curriculum that is barrier-free; that is, creating instructional goals, methods, materials, and assessment that support learning. All learners, and especially diverse learners, can benefit from incorporating multiple means of representation, multiple means of action and expression, and multiple means of engagement to address the wide variety of skills, needs and interests in the learner population.

In addition to the overall UDL framework, students should be supported by research-based instructional strategies, tools, processes and individual supports along with effectively used accommodations. These supports combine to create a foundation of a Multi-Tiered System of Support (MTSS) for effective instructional practices. Multi-Tiered System of Supports is defined as a whole-school, data-driven,

prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.

Whereas MTSS is an organizational framework to address the needs of every student, RtI is the process for identifying students with exceptionalities or learning needs. In 2004, the reauthorization of the Individuals with Disabilities Education Act (IDEA), introduced the Response to Intervention (RtI) model, in an attempt to better identify and serve the diverse educational needs of all students. This prevention based approach was designed to: resolve barriers to learning; respond early to those with learning difficulties; and support the growth of students with exceptional learning needs. When done with fidelity, Response to Intervention is intended to reduce referrals and evaluations for students with specific learning disabilities (SLD).

For more information on the components of MTSS, contact the Office of Learning and Supports.

State Standards

Colorado Academic Standards

The Colorado Academic Standards clearly delineate what students (PK-12) are expected to learn in each subject and grade, with each grade level building to the next, to ensure all Colorado students have the academic knowledge and skills needed to be successful in college and career. The updated standards are focused and rigorous, articulating the prepared graduate competencies and the points of mastery at each grade level that lead to college and career readiness (CCR).

Alternate Academic Achievement Standards

> *An alternate achievement standard is "an expectation of performance that differs in complexity from a grade-level achievement standard" (68 F.R. 68698, 68699). It must be "aligned with the State's academic content standards [20]; promote access to the general curriculum; and reflect professional judgment of the highest achievement standards possible"* (34 C.F.R. §§ 200.1(d)(1)-(3)

On August 3, 2011, the State Board of Education unanimously adopted the Extended Evidence Outcomes (EEOs) as part of the Colorado Academic Standards. These alternate academic achievement standards for Reading/Writing/Communicating, Mathematics, Science and Social Studies are directly linked to the grade level expectations within the Colorado Academic Standards, and are designed to appropriately meet the needs of students with a significant cognitive disability.

A student's IEP Team must determine that the student meets participation guidelines as a student with a significant cognitive disability to receive modified instruction based on the alternate standards (EEOs) and participate in alternate assessment.

The following optional worksheet and companion document are offered to serve as tools to facilitate the decision-making process for IEP Teams as they consider the option of alternate standards:

- Alternate Standards and Assessment Participation Guidelines Worksheet
- Companion Document: Participation Guidelines

Colorado English Language Proficiency Standards

On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the World-Class Instruction Design and Assessment (WIDA) standards as the Colorado English Language Proficiency (CELP) standards. English Language Proficiency standards are required by Colorado state and federal law. The CELP standards exceed minimum legal requirements. Overall, the standards center on the English language needed and used by English Language Learners (ELLs) to succeed in school. They guide all educators who teach ELLs and help students access grade level academic content while learning English.

Colorado Career and Technical Education Standards and Academic Alignment

In 2008, as a part of Senate Bill 08-212, Colorado Career and Technical Education (CTE) provides quality educational programs emphasizing core academic content; postsecondary and workforce readiness (PWR) competencies; technical skills; and a seamless transition to further education or employment. Colorado CTE has created a standards site that houses all of the current CTE standards for each content area. To browse the standards by content area, please click on the link. Course outlines can be built by Evidence Outcome, Units of Instruction and Academic Alignment.

Guidelines and Other Supports

Colorado Early Learning and Development Guidelines

Colorado's Early Learning and Development Guidelines are the result of a partnership between the Colorado Department of Education, the Colorado Early Childhood Leadership Commission, and Colorado Head Start. The Colorado Early Learning and Development Guidelines describe the trajectory of children's learning and development from birth to eight years old. These guidelines include a broad description of children's growth to ensure a holistic approach to creating positive early childhood environments. For each age level, the guidelines address approaches to learning, health and physical development, social and emotional development, language, literacy, numeracy, logic and reasoning, and other subject-specific learning.

The Guidelines acknowledge and are responsive to variations in culture, languages, and abilities. For instance, child rearing practices, developmental expectations, the role of different family members, and the child's own individual versus collective identity, may vary across cultures. To address this, the Guidelines include examples and resources that address the particular requirements of children for whom English is a second language and children with learning or physical challenges.

The Guidelines also acknowledge the great variation in when and in what order children attain particular developmental milestones. The knowledge and skills described are designed to provide support and information to families, caregivers, and educators concerning children's development within certain age spans, rather than dictate exactly when or how each child should progress. The Office of Early Learning and School Readiness maintains a website that includes information in both English and Spanish, tailored to provide a platform for each audience to explore the Guidelines and to learn more about the progression of domains across ages.

Preschool Special Education Services is a state and federal mandated program for three- and four-year-old children who meet state eligibility criteria of developmental delay or disability and are experiencing challenges in their learning and development. A child is eligible if they have a significant delay in one or more areas of development, such as learning, speaking or playing.

Colorado Preschool Academic Standards Support

While the Early Learning and Development Guidelines are the main source to inform practice, Colorado Preschool Program staff developed additional support documents to help link the Colorado Academic Standards for Preschool with the early childhood best practices that are already present in high quality early childhood care and education settings.

Standards Side-by-Side Reference Tool

As a resource for teachers creating standards-aligned IEPs for students receiving instruction on alternate standards, a side-by-side reference tool is available for English Language Arts/Literacy and Mathematics to see the relationships between the Colorado Academic Standards / Extended Evidence Outcomes and the Dynamic Learning Maps™ Essential Elements. (The Essential Elements serve as alternate standards for the Common Core State Standards referenced in the CAS standards. To access, click on the grade-level tabs at the bottom of the sheet. The Guide lists the source documents and abbreviation guide. An * in front of the Essential Element indicates that it is on the DLM Blueprint.

Writing Standards-aligned Advanced Learning Plans (ALPs) for Students Identified as Gifted

The Exceptional Children's Educational Act (ECEA) is Colorado's primary law with requirements for the implementation of specific elements and procedures for gifted education programs. These requirements include Administrative Unit (AU) provisions for the Advanced Learning Plan, the main topic for this guidebook.

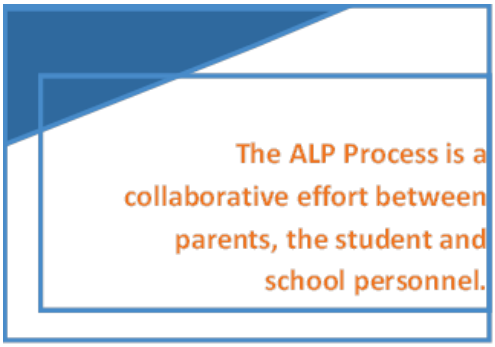
The Advanced Learning Plan (ALP) is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted students and is used as a guide for educational planning and decision-making. The Exceptional Children's Educational Act states that there will be ALP content and procedures set in Rule for statewide implementation; and that goals in the ALP are standards-based. Sections 12.02(2)(f) – 12.02(2)(g)(vi) of the Rules clarify ALP content, procedures and responsibilities. For high school students the ALP may be blended with an Individual Career and Academic Plan (ICAP) if all contents of the ALP are inclusive in the ICAP, including achievement and affective goals.

An ALP shall be developed for every gifted student according to the student's determined area(s) of giftedness, interests, and instructional and affective needs.

Standards-aligned ALPs:

A standards-aligned approach to developing an ALP incorporates standards-aligned education and best practices in gifted instruction. This approach identifies the appropriate standards, at or above grade-level, to challenge a gifted student, and provides opportunities to show application and transfer of those standards.

- A standards-aligned ALP is a process and a document that is informed by and based upon Colorado Academic Standards (CAS) and National Association for Gifted Children (NAGC) affective standards.
- Achievement goals are standards-based statements in a student's strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interests [12.02(2)(f)(ii].
- Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency [12.02(2)(f)(ii].
- The ALP is a collaborative effort between parent(s)/guardian(s), the student and ECEA Regulations [12.02(2)(f)(v)].



- ECEA Regulations require a system to show evidence of **parent engagement and input** in ALP development and in the regular review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance of parental support for the student's growth. If, after three documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process [12.02(2)(g)(vi)].

- Teacher(s) and other school personnel directly responsible for instruction or program delivery develop ALP goals in collaboration with gifted personnel at an end-of-year review or within the first month of the beginning of a school year.

- For identified gifted students new to a district, adjustments may need to be made in the ALP to match programming options available in the district. Communication to parents shall occur within **60 school days** of the district's start date or date the student entered the district outlining changes or modifications to the student's ALP.

- ALPs are managed and monitored in the school and filed in the student's cumulative file or e-file. Districts determine the process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students [12.02(2)(g)(iv)].

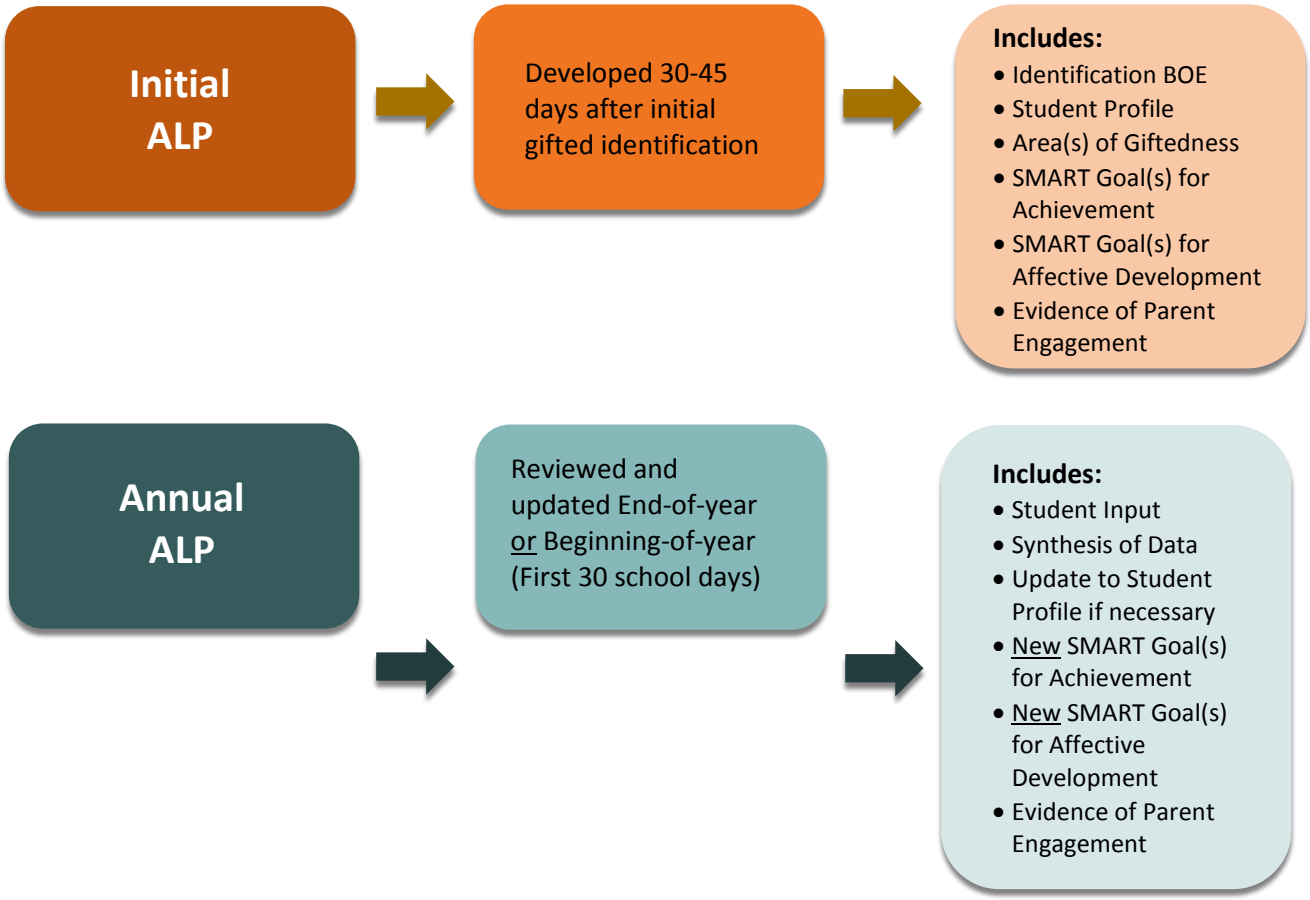
- An ALP is created **30-45 days** from the time of formal identification.

- In order to receive per-pupil funding for Early Access students in kindergarten and first grade, an ALP must be completed by **September 30** and clearly marked as an Early Access ALP.

- An **initial** ALP is developed after identification to include information on the body of evidence (BOE) and a student profile. Achievement and affective goals are included within the initial and subsequent ALPs.

    - A body of evidence includes quantitative and qualitative data used for identification and area(s) of identification [12.02(2)(c)(v)].
    - A student profile includes area(s) of strength, student interest and parent input. The profile is periodically updated in terms of student interests and/or demonstration of previously unidentified strengths [12.02(2)(f)(i)].

- The working-document section of the ALP is updated at least **annually with routine progress monitoring reports during the year.** The report card cycle is a suggested routine**.** This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. It describes supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student's strength area(s) and support the goals [12.02(2)(f)(ii)-(iii)]. The ALP may also contain programming options that extend to community and/or university resources.


Initial ALP
Developed 30-45 days after initial gifted identification
Includes:
• Identification BOE
• Student Profile
• Area(s) of Giftedness
• SMART Goal(s) for Achievement
• SMART Goal(s) for Affective Development
• Evidence of Parent Engagement
Annual ALP
Reviewed and updated End-of-year or Beginning-of-year (First 30 school days)
Includes:
• Student Input
• Synthesis of Data
• Update to Student Profile if necessary
• New SMART Goal(s) for Achievement
• New SMART Goal(s) for Affective Development
• Evidence of Parent Engagement

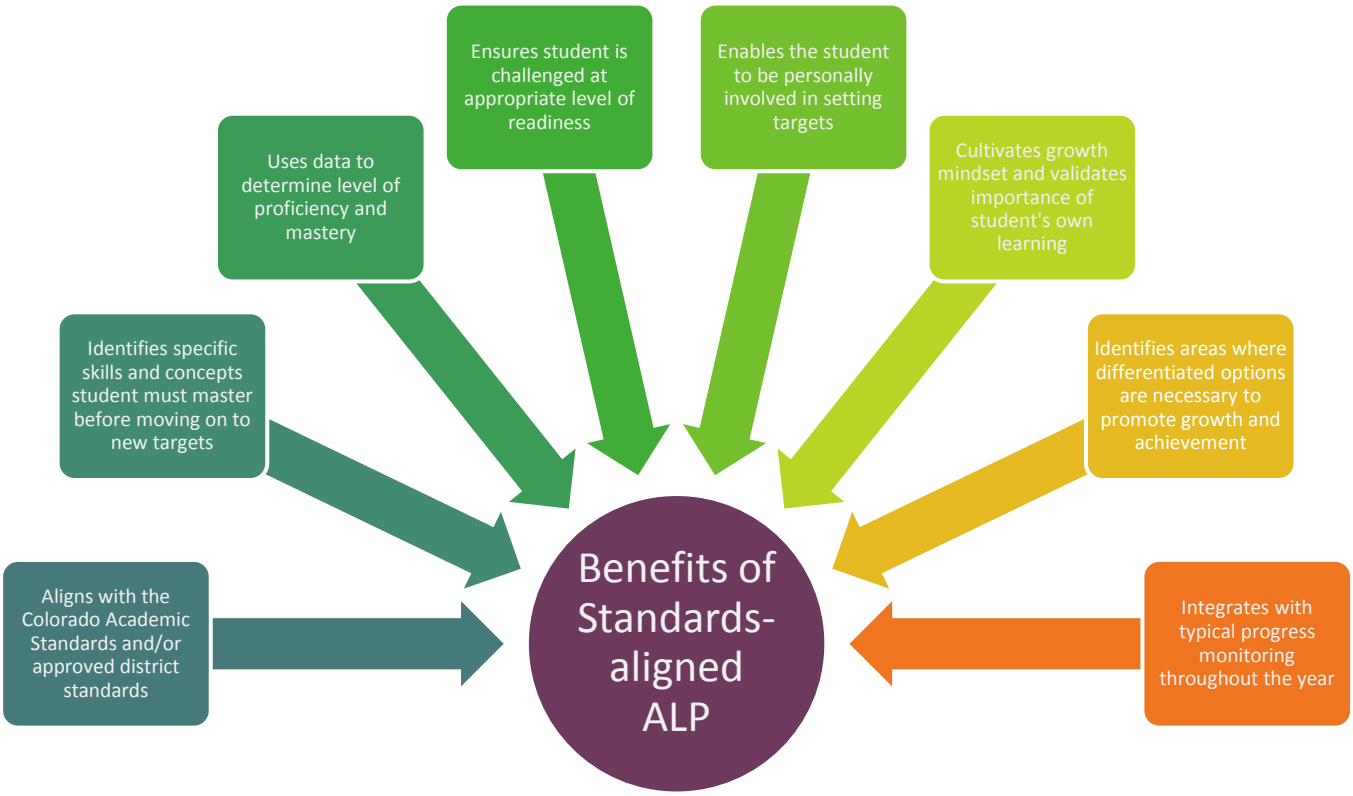
Advanced Learning Plan Content:

The AU determines the format and student data system used to develop and warehouse student learning plans. Many vendors of Colorado student information systems offer a template for developing an Advanced Learning Plan. AUs should ensure the template contains the information required by ECEA Rules. AUs may also choose to develop their own template or model the CDE example located on the gifted education website (www.cde.state.co.us/gt). While ECEA Rules require certain content to be included in an ALP, Colorado does not have a required state ALP.

The ALP shall include but not be limited to: [12.02(2)(f) – (v)]:

- Student profile described in a body of evidence;
- Updated student interests;
- Previously unidentified strengths;
- Annual standards-based achievement SMART goal aligned to strength area(s);
- Annual standards-based affective SMART goal;
- Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student's strength area(s) and support the goals;
- Progress reports;
- Personnel involved with ALP development;
- System to show evidence of parent engagement and input into ALP.

Benefits of Standards-aligned ALPs:



Achievement Standards

It is important for all stakeholders to be familiar with their district's comprehensive curriculum, the Colorado Academic Standards (CAS) and components of the state assessment system. The Colorado Academic Standards are the framework upon which the district-adopted curriculum is designed. This framework guides the content that teachers teach, but not the methodology for teaching the concepts.

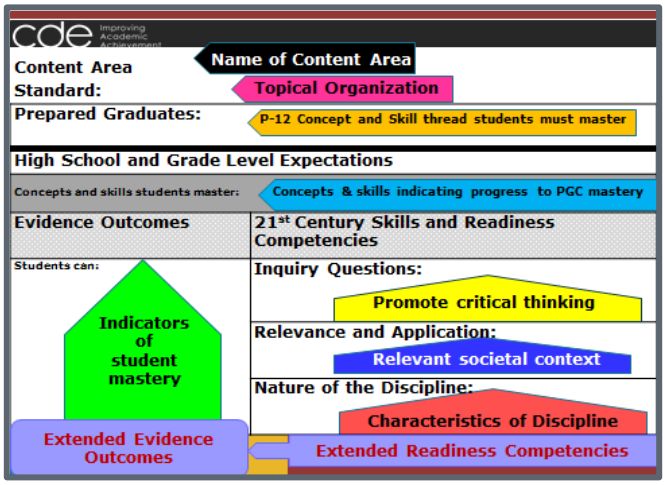
The Colorado Academic Standards include other critical elements for success, such as 21st Century Skills, postsecondary workforce readiness skills, personal financial literacy and the vocabulary and nature of the discipline. Colorado Academic Standards have been developed for ten content areas. These include:

- Comprehensive Health and Physical Education
- Dance
- Drama/Theatre Arts
- Mathematics
- Music
- Reading, Writing and Communicating

- Science
- Social Studies
- Visual Arts
- World Languages

What are the desired outcomes of the academic standards?

Each Colorado Academic Standard template has a **Prepared Graduate Competency** statement that describes what all students who complete the Colorado education system must master in order to ensure their success in a postsecondary and workforce setting. Gifted students might master these competencies at an early age, requiring opportunities for post-graduate work prior to high school graduation (i.e., early college entrance, concurrent enrollment, mentorships and internships).



What is the student expected to know, understand and be able to do?

Deconstructing or "unpacking" the concepts and skills required for mastery of a standard leads to a deeper understanding of the important concepts and progressions for each grade level.

The **Concepts and Skills statement** on each Colorado Academic Standard Template defines what the student needs to know and be able to do at each grade level. The **E**vidence **O**utcomes (EOs) are the indication that a student is meeting an expectation at the mastery level. (*How do we know the student can do it?*)

The **Concepts and Skills statement** provides an overarching view of the essential learnings defined at each grade level. The content standards are comprehensive and based on a continuum of learning. This means the student can experience a standard at varied levels of depth and complexity. Gifted students, who often master the evidence outcomes at a quicker rate, can still benefit from transferring these skills to a higher level of application through the inclusion of the 21st Century Skills and Postsecondary Workforce Readiness (PWR) Competencies.

What is included in the 21st Century Skills and Postsecondary Workforce Readiness Competencies?

- **Inquiry Questions:**
  Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation. Inquiry questions require student to use creative and critical thinking to examine topics with a greater level of depth and complexity.
- **Relevance and Application:**
  Examples show how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- **Nature of the Discipline:**
  These are the characteristics and viewpoints one keeps as a result of mastering the grade level expectation.

Leadership Standards

The Colorado Gifted Leadership Standards support students identified in the area of Leadership. These standards were developed by the Executive Directors of the Student Council Associations and adopted by Colorado as the standards to align with gifted Leadership identification. More information on the Colorado Gifted Leadership Standards may be found at: http://www.cde.state.co.us/gt

Creativity Standards

The Colorado Academic Standards encompass many standards that support students identified in the area of Creativity. Consider standards in any content area that align to creative and critical thinking as indicated by the use of verbs such as:

- Create
- Produce
- Develop
- Analyze
- Construct
- Problem solve
- Evaluate
- Generate

Affective Standards

Standards for affective goal development come from **three areas**:

1. *National Association for Gifted Children (NAGC) Pre-K to Grade 12 Programming Standards* support affective goal development. More information on these standards may be found at: http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12
2. Colorado Academic Standards:
    - Comprehensive Health: Emotional and Social Wellness http://www.cde.state.co.us/cohealth
        - Utilize knowledge and skills to enhance mental, emotional, and social well-being
        - Exhibit responsible personal and social behavior that respects self and others in physical activity settings
    - Social Studies: Civics http://www.cde.state.co.us/cosocialstudies/statestandards
        - Rights, roles and responsibilities of citizens

3. Colorado Career and Technical Education (CTE) Standards, Essential Skills for Postsecondary and Workforce Readiness (PWR) http://www.coloradostateplan.com/content_standards.htm

There are several **types** of affective goals written around these standards:

- Goals that further develop personal or social skills
- Goals that develop leadership and communication
- Goals that increase cultural awareness and understanding
- Goals that modify or eliminate personal or social behaviors that interfere with a student reaching his or her potential
- Goals that prepare students for college and/or a career

Affective goals may be **measured** in two ways:

- Student self-evaluation:
    - Document a behavior (graph, chart, calendar, journal reflection)
    - Develop a portfolio (experiences, visits, action steps completed)
    - Evaluate a performance (rubric, checklist, journal reflection)

- Teacher, parent or expert evaluation:
    - Interview about goal attainment
    - Observation of practice and/or mastery of goal
    - Review of documents, portfolios and performances

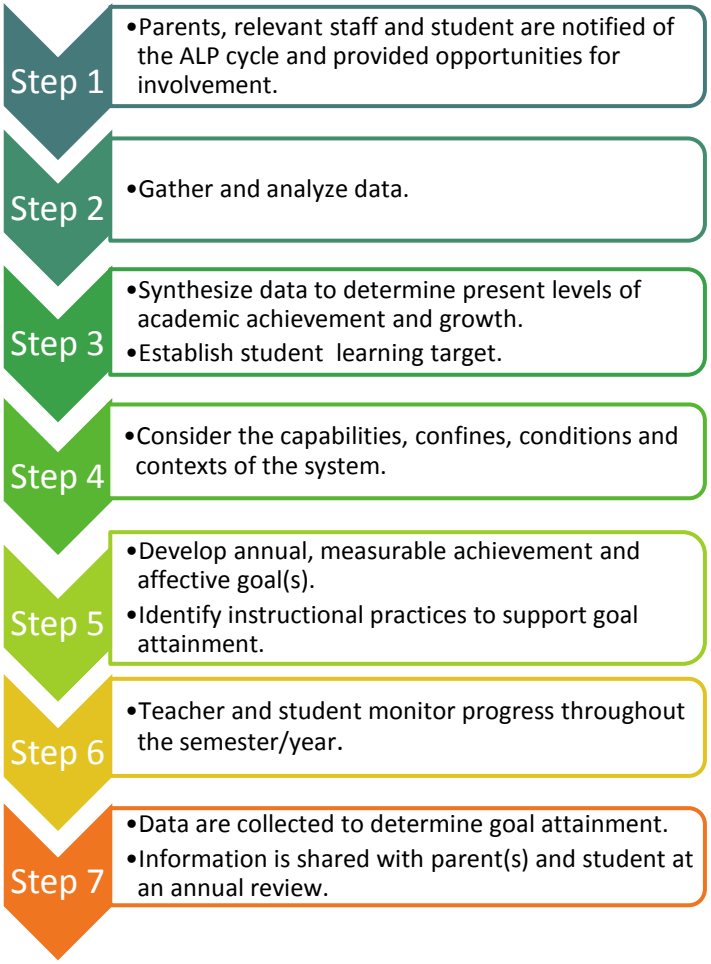
Factors that could interfere with a student's growth

Sometimes it is determined that a gifted student is not performing to his/her full potential. The word "underachiever" should not be a label placed on a child, but rather a definition used to describe a child's current progress in school. Diane Heacox states, "Underachievement is defined as a discrepancy between the child's school performance and his or her actual ability." Sylvia Rimm suggests that the lack of control in making decisions contributes to behaviors of underachievement. It is important for the team to determine if the student is purposefully selecting to underperform or has developed a set of learned behaviors inhibiting achievement. Additionally, underachievement may be a result of an unidentified disability. If a disability is suspected, begin consultation with the school's student problem solving team including special education personnel.

Regardless, identify if certain pressures are being placed on the student causing the underachievement, analyze the purpose of underlying behavior, or explore possible specific social or emotional barriers creating roadblocks to learning. After determining possible causes of the underachievement, initiate a plan to address the situation with the development of student-led affective goals. **When a student is not performing to his or her potential, the answer is not to remove the child's gifted identification, but rather to support the student with a strong intervention plan that includes parent and family involvement and other support personnel as necessary**.

At a Glance: The Seven Thinking and Action Steps Toward Meaningful Standards-aligned ALPs

The following seven steps highlight the process utilized in the initial development, annual update and review of an ALP. Not all steps require **actions** but are part of the **thinking** required in the process.



Steps 1-3 require thinking and actions on the part of the classroom teacher(s) who will provide instructional support to the gifted student. These steps integrate with **typical instructional routines** for all students and occur prior to the writing of the actual goal(s). **Step 1** requires a resource specialist, counselor or classroom teacher to notify all stakeholders the ALP process is beginning and to solicit their input. **Steps 2 and 3** exemplify the cognitive or thinking process that occurs within the typical classroom routine of data analysis, progress monitoring and planning for data-driven instruction.

Step 4 is part of the collaboration required in the ALP process. This step might promote conversations at a district level that ensure all possible instructional options for gifted students have been fully considered. An example might be a district that has never allowed content acceleration based on past experience. A discussion about the research on the subject as well as about scheduling conflicts and K-12 articulation might open doors that had previously been closed to gifted students. Such considerations may naturally occur annually when the gifted program plan is re-examined and self-evaluated.

Step 5 includes the actual writing of ALP SMART learning goals as well as documenting the instructional practices the teacher will implement to support the student's goal attainment.

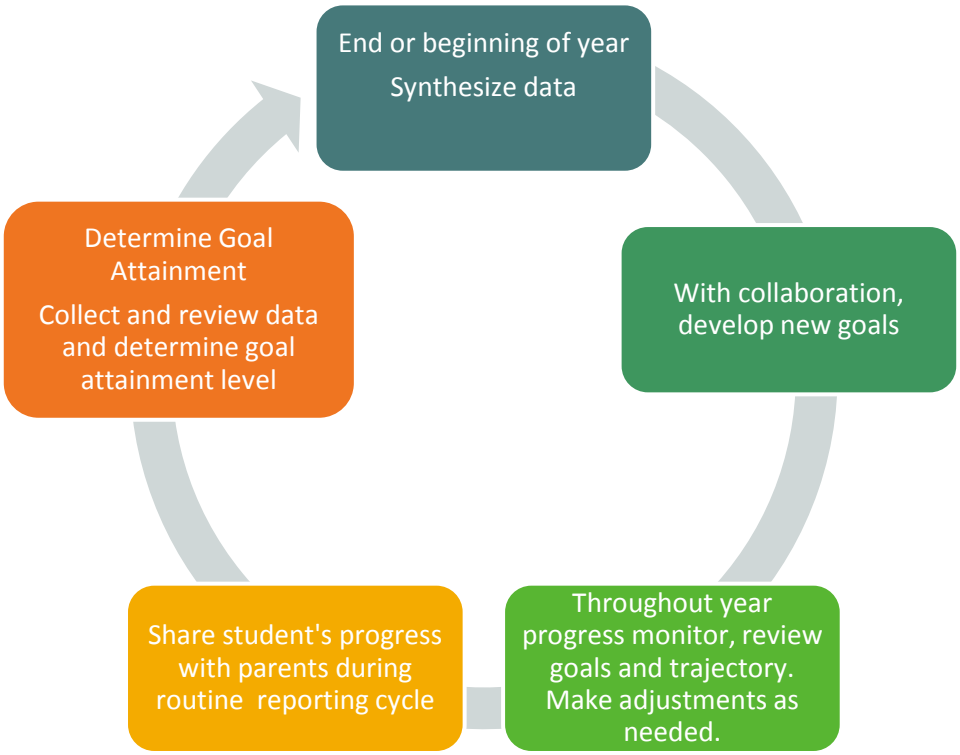
Steps 6 and 7 involve progress monitoring, the sharing of those monitoring responsibilities between teacher and student and the open communication necessary to promote goal attainment. It is highly recommended to blend progress monitoring with the reporting cycle of the school/district.

For Deeper Understanding: The Seven Thinking and Action Steps toward Meaningful Standards-aligned ALPs:

Step 1: Parents, relevant staff and student are notified of the ALP cycle and provided opportunities for involvement.

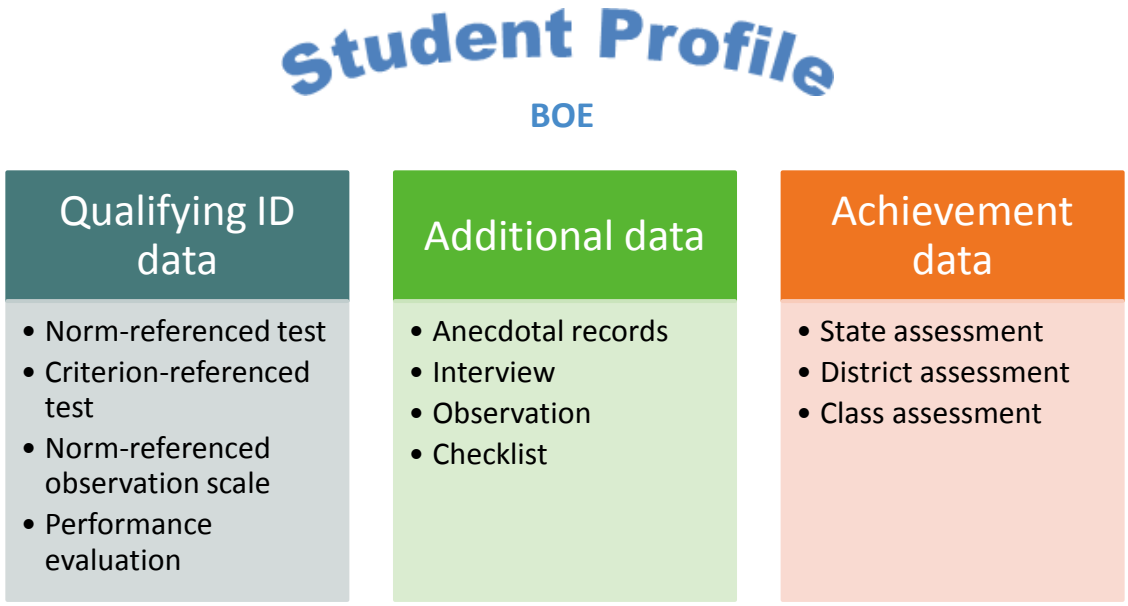
The initial creation of the ALP and regular updates are a **collaborative** process. Input is solicited from those who know the student best. This includes, but is not limited to, the student, the previous and current teacher(s), counselor, gifted personnel, and the parent(s). Feedback provides information that is both quantitative and qualitative (e.g., assessment data, questionnaire, checklist, survey, interview, observations). In preparation for an ALP conference, input is collected formally and informally in a number of ways such as email, traditional mail, phone call, and conference or school open house.

After the creation of an initial ALP, the process is a continuous cycle of review. The cycle typically begins at the end of a school year or at the very beginning of a school year when data are available.



Step 2: Analyze data to determine student's performance level and potential

Type of data to examine	Why examining this data will inform the next steps
The body of evidence (BOE) that identified the student	• A comprehensive BOE includes quantitative and qualitative data. While some qualitative and quantitative data are used as qualifying measures for gifted identification, additional data within the BOE are used to develop a student's **learning profile** of strengths and interests that may vary over time. This profile assists in the development of the ALP and ICAP.
New data available since the student was first identified	• Examination of data allows educators to define the performance level of a student and determine if the student is working to his/her full potential. • Annual review of data may lead to the team adding a new area of identification to the student's profile. • If data demonstrate a student is not working to his/her potential, interventions are developed to address the poor performance.
Content standards in student's area of strength for which the student has been and will be receiving instruction	• Analysis of data allows educators to assess the student's level of mastery. • Data informs where the student needs to go next for continued growth and achievement.



For more information on BOE or determining strength areas, see Chapter 3 - Gifted Identification at http://www.cde.state.co.us/gt

Data-driven decision making

Developing a standards-aligned ALP is centered upon using data to inform decisions. Data comprise the primary "cog," which in turn drives the creation of SMART goals. Finally, the SMART goals propel decisions about effective instructional practices or programming options that will be required to move the student forward in his/her growth.

It is only through a thorough analysis of data that a complete picture can emerge of where a student is in relationship to the mastery of concepts and skills in the standards. Without that picture as the basis of decision making, next steps will be based on conjecture and assumptions, resulting in an ALP that is not useful to the student's learning.

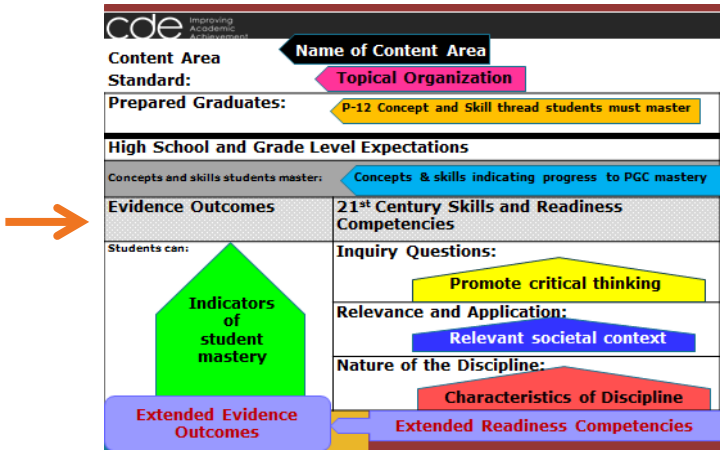
Questions to consider when analyzing data:

What do the data tell us about the student's academic performance?

- Does the student exceed expectations on the state assessment in his/her strength area? If not, determine possible reasons for the current performance level.
- On which standards is the student scoring at the highest level on state, district and/or school assessments?
- On which standards is the student scoring below expectations compared to ability and competence?
- Does the student demonstrate a 95th percentile or higher on a norm-referenced test in his/her strength area? If not, determine the possible reasons for the performance level.
- Does the student demonstrate an advanced level of achievement or ability in an area not tested using state or norm-referenced assessments? If so, how do the data indicate next steps to ensure continued growth?
- Does the student demonstrate behaviors or characteristics that inhibit or may alter any of the data? If so, how will the team take this into consideration in developing the ALP?

Step 3, Part I: Synthesize data to determine student academic and affective needs

In step two, educators look at data and ask, "What are the data telling us?" In step 3, the question becomes, "Based on our data analysis, what conclusions can we make?" Each separate data point is combined together to make an informed decision on how best to meet the student's unique needs.



An essential step in the synthesis of data is to review the vertical articulation of the standard to identify what the student should know, understand and be able to do within each grade-level standard. It is helpful to examine the Evidence Outcomes (EO) for this level of specificity.

It is not uncommon for a gifted student to be above grade-level on a majority of grade-level standards, particularly in a content area that is a strength, but also to have a small number of standards where an additional level of focus is needed to increase and improve proficiency. "Gaps" in learning can inhibit access to and success in advanced learning opportunities.

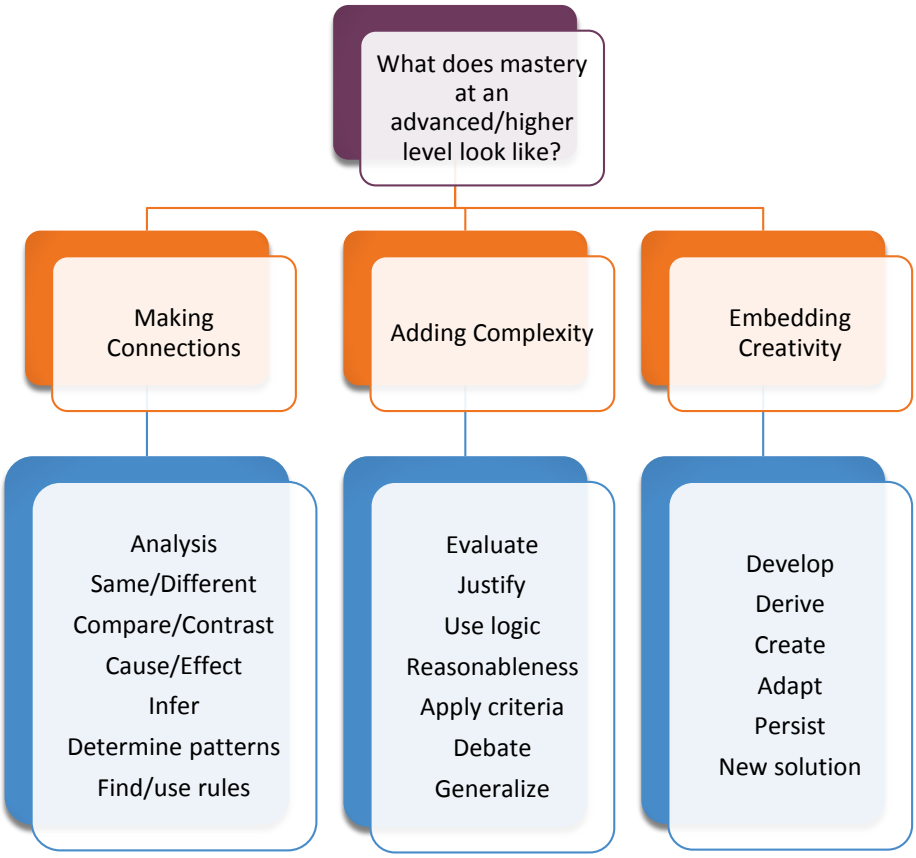
Before moving a student to the next grade-level standard, consider programming options that allow the student to go deeper into standards-based grade-level learning. Examining the 21st Century Skills within each standard provides a framework for adding an additional level of depth and complexity. These might include content extension, extended learning opportunities, and capstone experiences.

After examining the EO's and the 21st Century Skills for Readiness Competencies, a team **may** determine a student has mastered all content standards at a grade level and is a candidate for acceleration. It is important to consider the types of acceleration that best meet the needs of the individual student, such as:

- Early Access to kindergarten or first grade
- Whole-grade acceleration
- Content acceleration
- Curriculum compacting
- Concurrent enrollment
- Advanced Placement
- International Baccalaureate
- Telescoping curricula
- Credit by examination
- Special fast-paced classes
- Individual tutoring in advanced subject matter
- Mentorships
- Early college entrance without a high school diploma
- College early entrance programs

For more information on Acceleration, see Appendix A.

Consider the following when evaluating level of mastery:

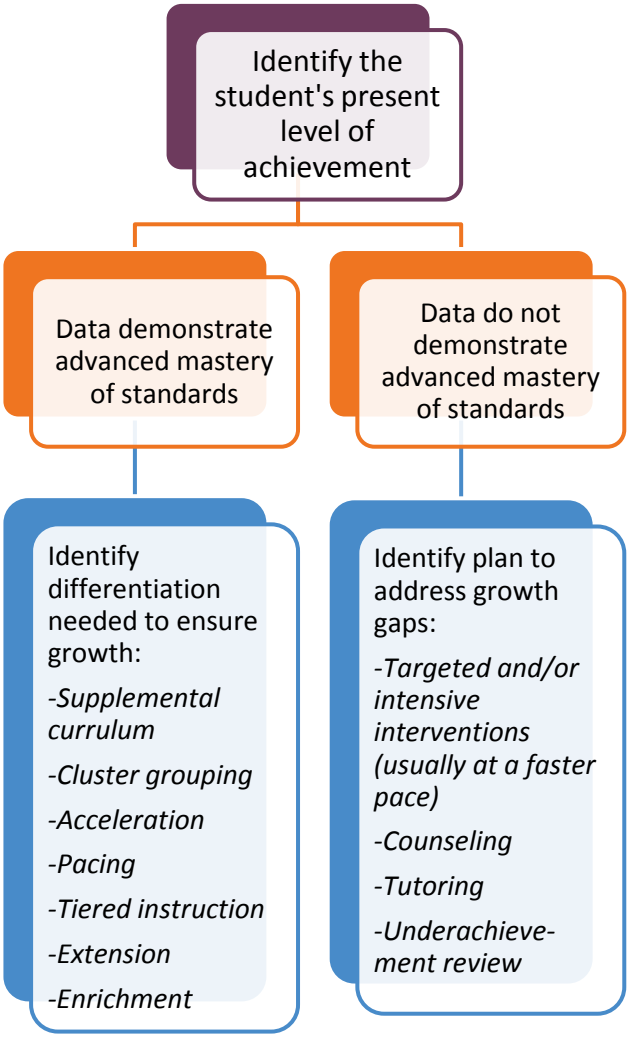


Lin Kuzmich (2011)

Standards-aligned goals for the accelerated student

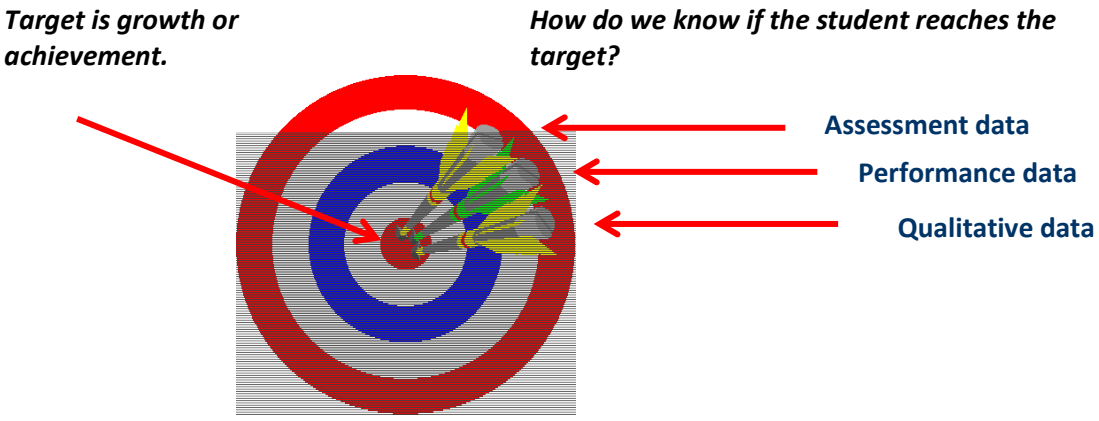
When a team of educators, parents and the gifted child deem whole-grade or content acceleration is appropriate, it is important to understand this targeted programming strategy may sufficiently provide an adequate level of challenge and rigor to promote student growth and achievement. Therefore, the gifted student's data may indicate student growth is proficient for the accelerated grade-level and not at an advanced/distinguished level. If data indicate that the student is making significant growth in the new grade-level, this is not perceived as a "gap" or weakness. Review the accelerated student's data and develop SMART goals in the strength area(s) or area(s) of interest.

It may not be realistic to expect advanced or distinguished performance from the student immediately after acceleration has occurred. Remember, SMART goals must be attainable and realistic for the individual student. Accelerated students may need an additional level of affective support to develop realistic self-expectations. However, it is also not uncommon for a gifted student who has been accelerated to the next grade to still require content/subject level acceleration and/or curriculum compacting. Examining the data will drive these instructional decisions.


Identify the student's present level of achievement
Data demonstrate advanced mastery of standards
Data do not demonstrate advanced mastery of standards
Identify differentiation needed to ensure growth:
-Supplemental currulum
-Cluster grouping
-Acceleration
-Pacing
-Tiered instruction
-Extension
-Enrichment
Identify plan to address growth gaps:
-Targeted and/or intensive interventions (usually at a faster pace)
-Counseling
-Tutoring
-Underachieve-ment review

Step 3, Part II: Establish the learning target

Once data have been synthesized, set a student learning target. In most cases, the target is student growth, mastery or achievement. The target is **general and overarching**. For example, an appropriate target for a student identified in the Specific Academic Aptitude area of Mathematics might include the student demonstrating a year and a half of growth as measured by a norm-referenced assessment or exceeding expectations on a state assessment. After setting the target, the team determines how it will know if the student successfully reaches the target and the type of programming that will be required to support attainment of the target. Setting the target will lead to determining the specific standards that align to the student's needs.



Step 4: Consider capabilities, confines, conditions and context

Once a student's target is established, consider the student's needs and align those to the capabilities, confines, conditions and contexts of the system. The guiding question becomes, "How can we support the student in reaching the target within the designated period of time?"

Considering the capabilities, confines, conditions and contexts is not about being bound by system limitations, but rather providing opportunities for enhancing and growing.

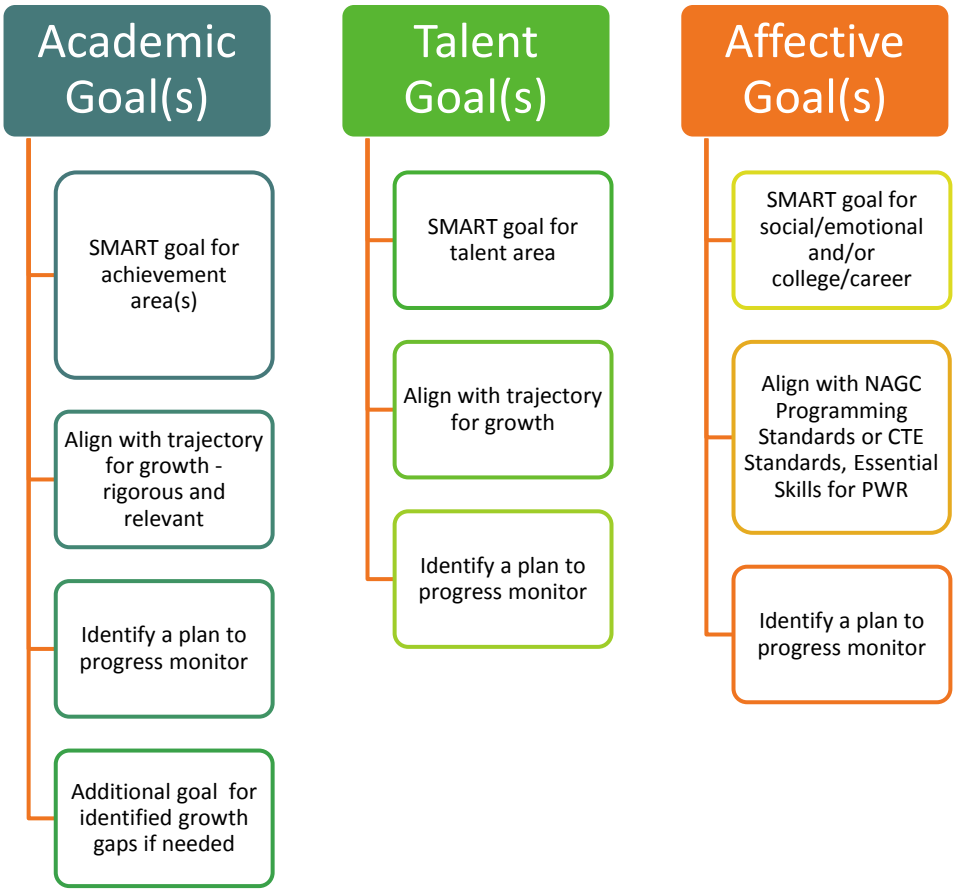
Limited capabilities, confines, conditions and context are **not** always fixed or unchangeable. A review of possible limitations creates an opportunity to examine systemic areas for programming growth and improvements. If teachers lack knowledge in differentiation, professional development can be offered to enhance teacher capacity. Rural schools are often limited by small populations. Cluster grouping may not be an option due to small numbers; however, accommodations can be made to allow students to accelerate in a variety of ways.

CONSIDER			
Capabilities ***What are the capabilities within the system?***	**Confines** *What are the confines within the system?*	**Conditions** *In what type of condition or situation will learning occur within the system?*	**Contexts** *In what context will learning be delivered within the system?*
• **What is the student's potential?** • **What is the teacher's proficiency level for providing advanced, differentiated instruction?** • **How effective is the curriculum for advanced learning?** • **Are appropriate materials available?** • **What personnel are available?** • **What course options can be provided?** • **What community resources are available?**	• Will transportation be required? • Do materials need to be purchased? • Is professional development required? • Are there affective concerns? • Does the plan align with district/school policy and procedures? • Will it require additional funds? • Is there time in the day/week/semester?	• Classroom • Small group • Flexible group • Cluster group • Discussion group • Level • Course • Center • Computer • Pull-out • Club • Contest • Before/after school	• Project-based learning • Acceleration • Supplemental curriculum • Tiered lessons • Mentorship • Independent study • Online • Internship

Step 5, Part I: Develop annual, measurable goals

ECEA Regulations require gifted students have at least two **SMART** learning goals within their ALPs:

- One achievement goal, academic and/or talent, for their identified area(s) of strength
- One affective goal for social-emotional development or college and career planning



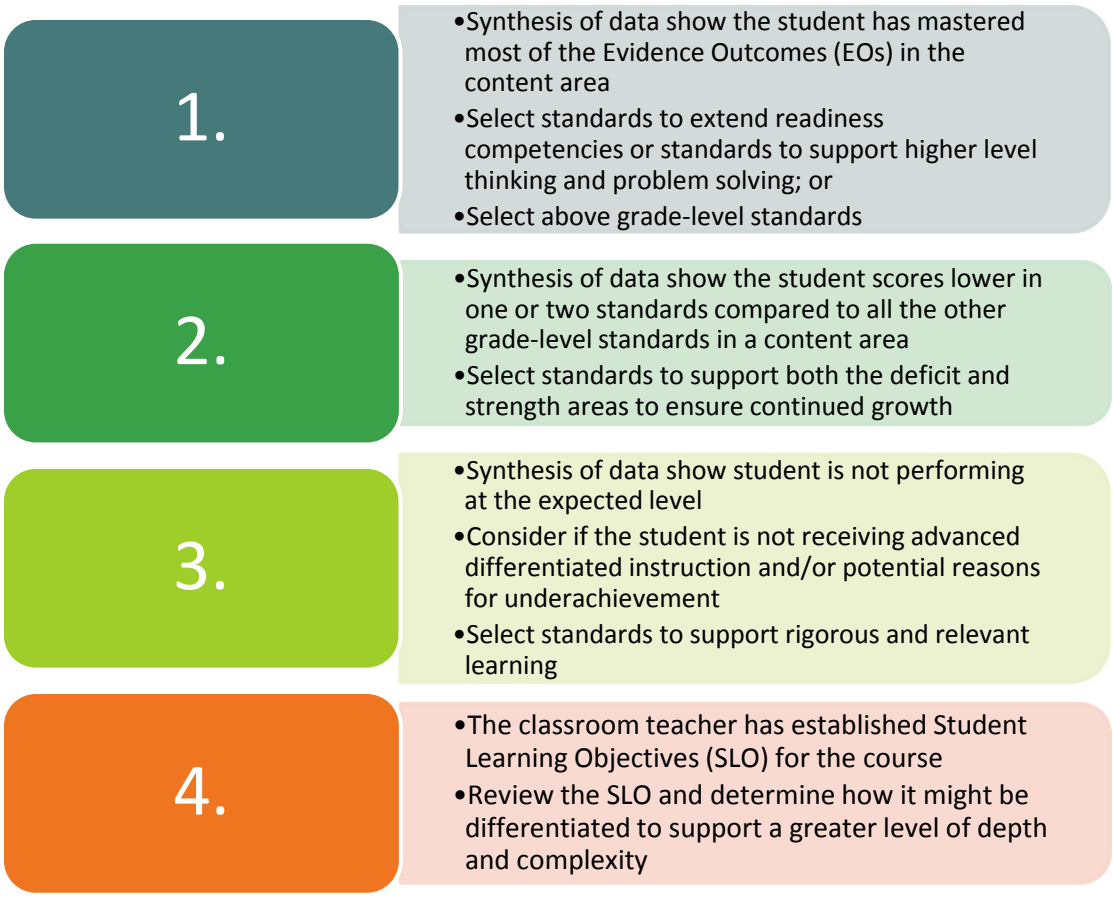
Goals differentiated based on a student's grade-level

Regardless of the grade level, students are always part of the ALP process. At the elementary and middle school levels, standards-aligned achievement goals are typically developed by the educator providing the primary, daily instruction to the student in his/her strength area. Middle school students begin examining pathways for college and career readiness. At the middle school level, an affective goal might include a focus on developing a student's leadership, communication, social or cultural competence. The affective goal may also include a focus on college and career readiness.

At the high school level, many AUs transition to student-directed ALPs and/or ICAPs. An ICAP may take the place of an ALP if the ICAP indicates the student is identified as gifted and includes achievement and affective standards-aligned SMART goals. For more information on the ALP/ICAP see page 31. At this level, goals may shift from the student's strength area to a passion or interest area to support college and career readiness. If students create their own goals, the goal must be aligned to standards and follow the SMART goal guidelines. Within the ICAP, all high school students must also have a college and career goal. The goal the student develops for the ICAP may also be considered as the affective goal required for an ALP. An additional affective goal might be added based on student need.

Selecting standards for goal development

There are many different standards within a content area. The question then becomes, "Which standards are selected for the student's goal?" The lead teacher may consider the following:



Examples of selecting appropriate standards

1. A 5th grade student identified in mathematics scored a 91% on the beginning-of-the-year math pretest and scored 99th percentile on the norm-referenced math achievement test. She has scored advanced/exceeded expectations on her math state assessments. The team determines acceleration is not an option because the elementary school cannot provide personnel to teach a sixth grade math class. The student will receive a pretest prior to every math chapter and based on analysis of test data, she will receive a compacted curriculum. With her independent study time, she will be provided differentiated math activities requiring her to apply mathematical computational skills to solve multi-step, real-world contextual word problems. After reviewing the PARCC 5th grade Mathematics Evidence Statements for Type III tasks on the state assessment and examining the 5th grade CAS for mathematics, a goal is developed that incorporates application and relevancy for each of the concepts and skills delineated in the **Grade Level Expectations (GLEs)** for 5th grade mathematics.

Wording for the first part of the goal is uplifted from the PARCC 5th Grade Evidence Statements. The second part of the goal includes 5th grade GLEs for mathematics.

The student will solve multi-step contextual word problems requiring application of the following knowledge and skills: Decimal number system; multi-digit whole numbers; addition, subtraction, multiplication and division of fractions; number patterns; interpretation of data; and calculating volume of solids.

2. A 7th grade middle school student identified gifted in reading demonstrates advanced command on all Reading, Writing and Communicating (RWC) Standards, with the exception of standards aligned to **informational text**. The student will be placed in the 7th grade Language Arts Honors class. The advanced course supports the student's strength area. The goal will include a focus on rigorous instruction provided by the use of complex text and the integration and application of knowledge. The goal will also address the student's area of weakness. The student's goal will include a focus on CAS 7th grade RWC Standard 2, Evidence Outcome (EO) 2.c.i – iv.

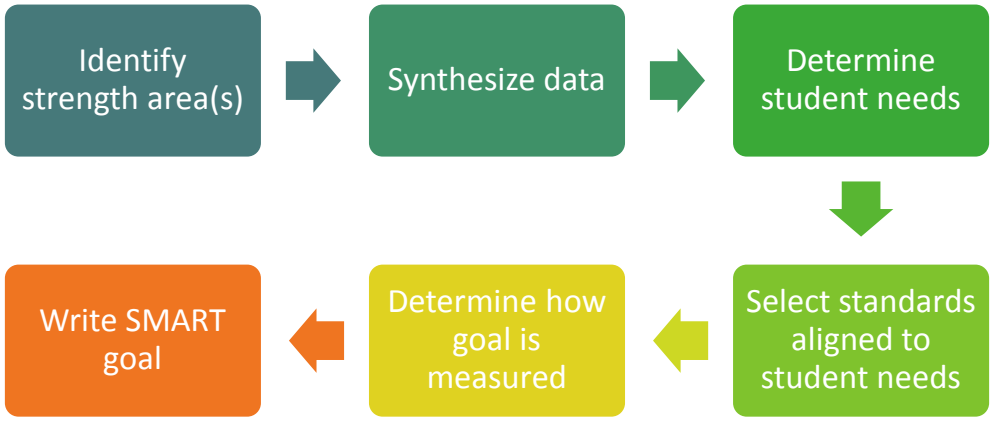
The student will use integration of knowledge and ideas of informational and persuasive complex texts to: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject; Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts; and Organize and synthesize information from multiple sources, determining the relevance of information.

3. A 9th grade student identified in mathematics and science has demonstrated advanced and exemplary performance in these content areas until this school year. At mid-term, the student has a "C" in math and a "B" in biology. The counselor meets with the student who reports "high school is boring" and he sees no point in doing homework to practice concepts he already knows. Examination of his grades demonstrate he has earned an "A" on all assessments but has not completed many homework assignments. The counselor schedules a meeting with the student and the math and science teachers. The math teacher agrees to provide the student with a pretest prior to each new chapter and modify homework according to the score on the pretest. When the student is exempt from certain math assignments, he may use the time to work on his science research project. When the science teacher hears the student's ICAP goal is to become a doctor and cure diabetes, she provides the student with several options of an independent research project to work on in lieu of some of the more skill-based biology assignments. Together, the student and teacher developed the following goal that aligns to CAS for Life Science, Grade Level Expectation (GLE) 7.

The student will research the physical and behavioral characteristics of an organism and how they are influenced by varying degrees by heritable genes and compare and contrast this analysis as to how it plays a role in obesity. The student will develop, communicate, and justify an evidence-based scientific explanation on the type of genes most likely to suffer obesity and what can prevent this from happening to future generations.

4. An example of how a Student Learning Objective (SLO) might be used to develop a standards-aligned goal for a high school student is described on page 47.

Steps for considering standards for goal development



Achievement and affective goals must be SMART

S
- **Specific** to the students' identified areas of strength and personal affective needs
- **Standards-based** focusing on grade level gaps and extensions and above grade-level mastery
- **Strategic** planning as deliniated in Steps 1-4 of the "Thinking and Action Steps"

M
- **Measurable** by use of specific tools and metrics
- **Meaningful** as determined through collaboration among teacher, student and parents

A
- **Achievable** based on student data, time, capabilities, confines, conditions and context
- **Attainable** based on student data, current performance and level of instruction
- **Appropriate** based on capabilities, confines, conditions and context

R
- **Relevant** to standards and student's identified area of strength, interests and experience
- **Rigorous** instruction determined by student data, grade level placement, teacher capacity
- **Realistic** based on student data, time, capabilities, confines, conditions and context

T
- **Targeted** for growth, achievement, mastery or behavior/habit attainment or elimination (affective)
- **Timely** completion by a predetermined date
- **Tangible,** not vague or elusive, able to be seen or discerned by stakeholders

For more information on SMART goals, see Appendix B.

Student-focused goals

Standards-aligned learning goals are **student-focused** rather than activity-focused. Although a student may participate in a designated gifted activity or event or be provided a specific course to meet his/her gifted needs, goals quantify what the student will **know, understand or be able to do** over an extended period of time.

Goals align to and support the **daily**, rigorous, differentiated, direct instruction a gifted student receives in his/her strength area. Standards-aligned goals specify how the strength area is supported by **all** educators providing daily instruction in the student's strength area. Daily classroom instruction is differentiated to ensure individual student growth and achievement, and pull-out classes align to standards and the student's strength area.

Example of Early Model of Gifted Education

2 hours per week: Attend gifted enrichment seminar

Remainder of week: 6th grade class schedule

=

SMART GOAL Aligned to participation in enrichment seminar

Early models of gifted education primarily consisted of pull-out programs for gifted students. Typically, these stand-alone enrichment programs were provided weekly by gifted personnel and may or may not have addressed student strengths. The remainder of the week, a gifted student attended regular education classes with instruction similar to that of other students. SMART goals aligned to participation in the pull-out program. While these enrichment classes provided students an opportunity to explore topics with greater depth and breadth, the student's strength area may not have been supported the remainder of the school week or aligned to specific standards.

Example of Current Model of Gifted Education

2 hours a week: Attend gifted enrichment seminar aligned to standards & strength area

Remainder of week: 6th grade class schedule with **Differentiated Instruction**

=

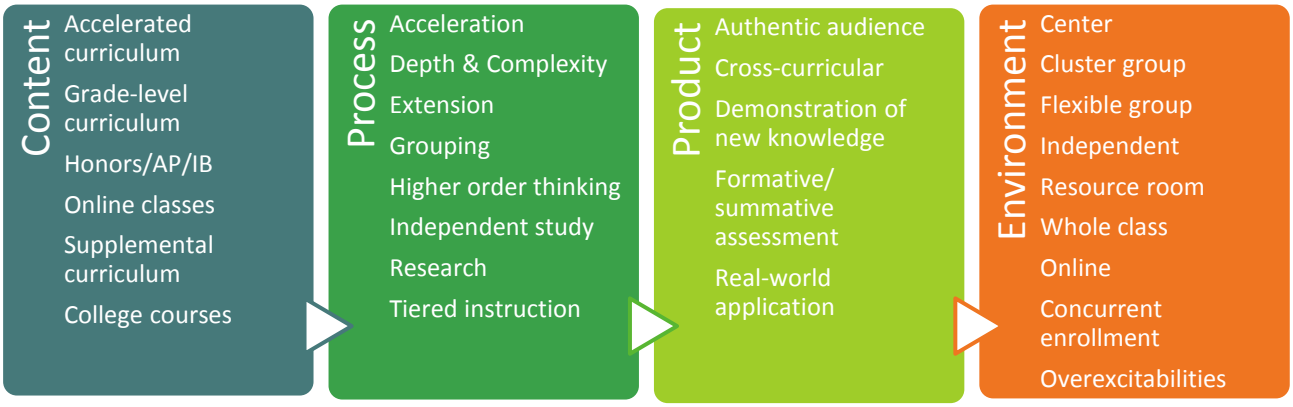
SMART GOAL
Aligned to standards
Data-driven
Student-focused

The current model of gifted education considers the individual needs of the identified student and ensures **daily**, direct instruction is provided to support achievement and growth in the student's strength area. Supplemental activities, also aligned to standards, may be provided to support a student's interest or passion area and to extend learning opportunities.

Step 5, Part II: Identify instructional strategies to support goal attainment

Whereas the goal specifies what the **student** will know, understand and/or be able to do over an extended period of time, **educators** working with the student examine instructional strategies that will be implemented to support goal attainment. Differentiated strategies often include:

- **Content:** *What will students learn?*
- **Process**: *How will students learn?*
- **Product**: *How will students demonstrate and apply their learning?*
- **Environment**: *Where and when will students learn?*



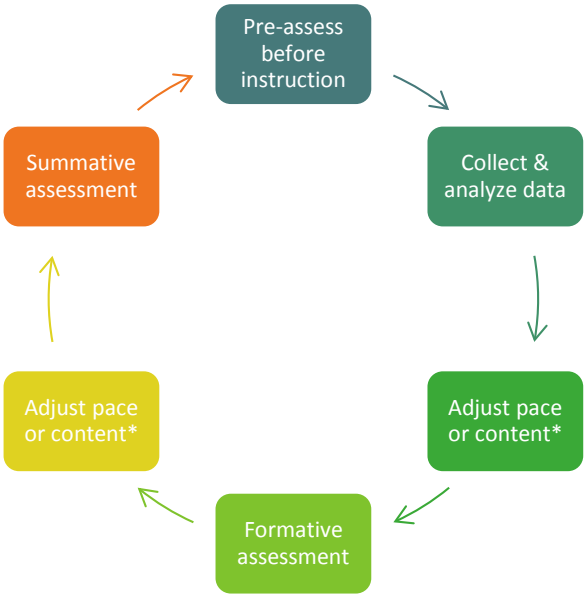
Step 6: Monitor student progress

Progress monitoring is an evidence-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. **The ALP is a working document.** This means once learning goals are written, it is important to continually review the document throughout the year and make changes when necessary. Progress monitoring data are used to inform instructional decisions. Generally, gifted students do not require the same intensity and frequency of progress monitoring as do students with general or special education needs. However, gifted student data should be monitored at the same scheduled intervals established by the district for all students. Some students in an accelerated or advanced class might need weekly check-points around knowledge and understanding to monitor student success or needed scaffolding. If at any time it is determined the student is not on target, modifications should be made in the programming options, curriculum, and/or instructional strategies provided to the student.

The following questions can help guide progress monitoring of student data:

- What pre-assessments will be administered to measure level of mastery prior to beginning a new unit?
- What assessments will be administered to monitor the progress of the student?
- What are the dates for progress monitoring review?
- What indicators will be used to ensure the student is on track?
- How will the student demonstrate what he/she knows?
- In what ways will the student be involved in monitoring his/her own progress?
- How does the student's performance compare with the expected growth target of the SMART goal?
- If the student is not on-target, what changes should be made?
- How and when will progress be reported to parents?

An example of how progress monitoring informs instructional planning



* Adjusting the pace and/or content may include providing the student direct instruction, compacting the curriculum and/or providing extensions

Suggestions on measures to use for progress monitoring

Elementary	Secondary
•Curriculum-based assessment •Norm-referenced test •Writing prompt •Standards-based, district-wide common assessment •Formative assessment •Performance assessment •Observation scale •Journal/Log	•Mid-term or semester curriculum-based assessment •Norm-referenced test •Writing prompt •Standards-based, district-wide common assessment •Formative assessment •Performance assessment •Observation scale •Juried performance •Journal/Log

Step 7:
Determine Goal Attainment

In the continuous ALP cycle, the seventh step is to collect and analyze data to determine the level to which the student attained annual goals. The information gathered at this step should be shared with the student and parent(s). The summary data become an essential element for dialogue in developing new goals. If the student successfully attained the established goals, new goals should align with a continued trajectory for growth and achievement. If the student did not attain the goal(s), an examination of potential causes should be explored and interventions and/or multi-tiered system of supports (MTSS) identified in the development of new goals.

New ALP goals are written at the end or beginning of the school year with student and parent involvement. ALP goals should be in place within the first 30 days of school. Fall and spring parent conferences or open houses provide an opportunity for reporting ALP progress or obtaining a parent signature if necessary.

Examining data is important to determine goal attainment. Additionally, it is important to review new data annually to reevaluate a potential change to a student's category of gifted identification. Remember, **gifted identification is not fixed**. As a student grows, new strength areas may emerge.

Guiding Questions

1. •Who must be notified the ALP cycle is beginning?
   •How will input be collected?
2. •What are the data telling us?
3. •Based on our data analysis, what conclusions can we make?
   •What target should we set to ensure student growth and achievement?
4. •How can we get the student to the target within the designated period of time?
   •What are the capabilities, confines, conditions and contexts of the system?
5. •Which standards are selected to support the student reaching the target?
   •What instructional strategies will be necessary to support goal attainment?
6. •How will we monitor the student's progress throughout the year?
7. •Did the student attain the goal?
   •How will this be communicated to the student and parent?

Blending an ALP with ICAP

The Individual Career and Academic Plan (ICAP) is an individualized plan developed by the secondary student and the student's parent or legal guardian in collaboration with school counselors, school administrators, school personnel and/or approved post-secondary service providers. The ICAP is used to establish personalized academic and career goals, explore postsecondary career and educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid and ultimately enter the workforce [22-2-R-2.00 (2), C.R.S].

It is critical that counselors and/or ICAP administrators meet with gifted students prior to the beginning of high school and throughout the high school years. Conversations with the student about post-secondary goals and aspirations ensure appropriate coursework is recommended to align with college entrance requirements. Providing the student and parent with information about the various institutions the student is capable of attending and the scholarships available can identify opportunities the parent or student might not have thought possible.

A district/school may choose to blend the ALP and ICAP for gifted secondary students. The requirements of both the ALP and ICAP need to be met on the singular portfolio system where data are collected and goals established and monitored. Districts may also choose to retain separate ALP and ICAP systems.

The personnel who support gifted students in developing the combined ALP/ICAP should have:

1. Training in the understanding of gifted students and their academic and affective needs;
2. Information for programming in the strength area(s) with appropriate course selection, rigor, acceleration methods or concurrent enrollment; and
3. Knowledge of differing college and university requirements such as AP exam scores and accepted core or elective credits, required ACT/SAT scores for admittance, foreign language and other course requirements, service hours, etc.

If the ICAP will replace the ALP, the following requirements must be met:

- Designation of gifted identification
- Annual academic SMART goals in strength area(s)
- Affective SMART goals
- Course selection plan appropriate for desired college/career path
- Evidence of parent collaboration and/or signature

Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is defined by the Colorado Department of Education as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.

The development of ALPs closely aligns with this framework by defining the individualized tiered interventions and programming specifically designed to address the needs of a gifted student. This systemic approach involves an examination of the interconnected influences of instruction, curriculum, and learning environment on student success.

For more information on MTSS, see Appendix C.

Example I: Elementary Language Arts

Step 1: Parents, relevant staff and the student are notified of the ALP cycle and provided opportunities for involvement

Lisa was identified in the area of Specific Academic Aptitude for Reading and Writing at the beginning of her 4th grade year using the data shown below. She is now beginning her 5th grade year. The first week of school Lisa was asked to complete an interest inventory. The inventory revealed she has joined a soccer team, and she continues to be passionate about horses. She also indicated an interest in continuing her involvement with the school's student council. Lisa's fifth grade teacher meets briefly with Lisa's teacher from last year to review programming options that were successful in Lisa's growth and achievement and to discuss any possible areas of concern. The teacher receives an email from the gifted resource teacher indicating Lisa will be participating in a weekly pull-out class using *Jacob's Ladder* as a supplemental curriculum.

The third week of school, Lisa's parents receive a letter outlining the process for Lisa's upcoming ALP review.

Parental information included:

- A review of the process to develop new achievement and affective goals;
- Form for parents to complete and return to the school to provide any new input important to Lisa's programming;
- Dates of fall conference when ALP and progress monitoring data will be shared with the parent and a signature obtained;
- Invitation to contact the school if the parent wishes to make an appointment with the teacher before conference time.

Meet Lisa

Personal:

- **4th grade student**
- **First chair flute in elementary band**
- **Plays club volleyball, basketball & soccer**
- **Student council representative**
- **All "A" Honor Roll kindergarten-third grade**

3rd Grade MAP					
Reading NPR			Math NPR		
99	99	99	93	92	93

SIGS	Teacher Percentile
General Intellectual	93
LA	96
Math	88
Science	85
Social Studies	90
Creativity	90
Leadership	97

TCAP			
	Reading	Writing	Math
3rd Grade	A-M	A-L	P-H

3rd Grade CogAT Percentile	
Verbal	98
Quantitative	97
Nonverbal	95

Step 2: Gather and analyze data

Data being examined are from 4th grade, but in moving forward, 5th grade Reading, Writing and Communicating (RWC) Colorado Academic Standards (CAS) are used as a resource to drive the next steps of the process. When results of these assessments are closely examined, it is possible to tell which areas of the standards are areas of mastery for Lisa and in which areas she still needs direct instruction.

New assessment data:

MAP					
3rd Reading NPR			***3rd Math NPR***		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
99	99	99	93	92	93
4th Reading NPR			***4th Math NPR***		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
99	98	96	91	93	95

District Writing Assessment – Opinion Writing	
5th Grade Beginning of Year	3.2/4 = Proficient (Advanced rating on conventions & language/vocabulary, proficient-low on organization & development)

5th Grade Basal Pre-test	
5th Grade Beginning of Year	88% - Correctly answered all pre-test questions with the exception of incorrectly answering 4 of the 8 questions on informational text

State assessment data not available at this time

Step 3, Part I: Synthesize data

Data demonstrate Lisa scored a 95th percentile on the spring MAP Math assessment. The ALP team determines to collect additional data in mathematics to possibly add Mathematics to Lisa's identification. The analysis of data indicate Lisa's strengths in reading align to comprehension of fiction, knowledge of advanced vocabulary, and interpretation of literary text. Lisa's lowest scores align to the reading standards for analysis of informational text. Lisa's 4th grade teacher and current 5th grade teacher are slightly concerned Lisa earned a proficient rating on the district writing pre-assessment, as this does not reflect her writing abilities within the classroom. The writing prompt for the 5th grade writing assessment required Lisa to develop an opinion essay. Reviewing the writing rubric scores, Lisa received an advanced rating in conventions and language/vocabulary but was rated at the proficient-low

level on organization and development. Lisa's teacher and the gifted resource teacher determine an area of focus this year should be using complex informational text to develop Lisa's opinion writing skills.

Step 3, Part II: Establish the learning target

Lisa's target is to demonstrate continued growth in reading as measured by her RIT Score on the MAP Reading assessment and end of year cumulative reading test.
Lisa will Increase her performance level in opinion writing as measured by the end-of-year district writing assessment.

Step 4: Consider capabilities, confines, conditions and context

Capabilities:
- Above grade-level on all RWC standards with the exception of informational text and opinion writing
- 5th grade teacher uses flexible grouping in language arts

Confines:
- Lisa stated a desire to continue her research on wild horses

Conditions
- Heterogeneous 5th grade class
- Whole class and small, flexible group instruction for language arts
- Gifted resource teacher in building once a week
- 5th grade *Jacob's Ladder* supplemental curriculum used in pull-out class 60 minutes week
- Media specialist available to provide support with independent research study 20 minutes a week

Context
- 5th grade basal series
- Leveled non-fiction readers included in basal series materials
- *Jacob's Ladder* curriculum
- *Every Child a Writer* curriculum
- Media Center resources with computer work stations

Step 5, Part I: Develop annual, measurable goals

Achievement SMART Goal:
(Red wording is uplifted from 5th grade Reading, Writing and Communicating Standards and NAGC PreK-Grade 12 Programming Standard 4.3. for her affective goal.)

Reading: Lisa will use complex informational text to compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts, and analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
She will demonstrate growth by increasing her RIT score by 100 points or more from the 5th grade fall MAP Reading test to the spring MAP Reading test and score a 95% or higher on the end of year basal cumulative assessment.

Writing: Lisa will write opinion pieces supporting point of view with reasons and information to include: cause and effect, opinions, and other opposing viewpoints in persuasive writing; create an organizational structure in which ideas are logically grouped to support the writer's purpose; provide logically ordered reasons that are supported by facts and details; link opinion and reasons using words, phrases, and clause; provide a concluding statement or section related to the opinion presented. She will demonstrate growth by increasing her end of year district writing assessment score to a 3.8 or higher.

She will conduct a research project of her choice that uses several sources to build knowledge through investigation of different aspects of a topic, earning a 90% or higher on the report evaluation rubric; and will score at the advanced level on the district end-of-year writing assessment.

4-Point Quality Review:

I. The goal is focused on what the student will know, understand and be able to do.
II. The goal includes the measure and metric used to determine goal attainment.
III. The goal is aligned to standards.
IV. The goal is SMART.

S – The goal is specific to Lisa's strength area and supports a potential learning gap. It is aligned to standards. It provides a strategic roadmap to drive instructional planning.
M – Uses metrics and measures that include district-level assessment, district-developed rubrics and assessments. The goal supports a passion area of the student, thereby making learning meaningful.
A – Goals are appropriate for all stakeholders and are attainable within the school year.
R – Standards selected are rigorous and relevant to learning. Independent study has personal relevancy to student.
T – Goal supports the target and is appropriate for the time available from all educators.

Affective SMART Goal:

Lisa will participate in a monthly gifted leadership lunch group, and demonstrate personal and social responsibility and leadership skills by successfully completing a leadership project of choice and presenting it to an evaluation team comprised of teachers, an administrator and a community member. She will earn a 45 or higher on the leadership evaluation form completed by the evaluation team.

Step 5, Part II: Identify instructional strategies to support goal attainment

Differentiation	Instructional Strategy
Content:	Compacted grade-level basal, leveled readers, *Jacob's Ladder*, variety of resources on horses
Process:	Flexible grouping, gifted pull-out and independent study
Product:	Opinion essay for or against preservation of wild horses in their natural environment; extension projects aligned to *Jacob's Ladder* and basal leveled readers
Environment:	5th grade reading class with 20 minutes of daily small group instruction, 60 minutes gifted literacy pull-out, 15 minutes each week for individualized instruction to support research project

Step 6: Monitor student progress

Progress Monitoring	
Mid-year MAP test	Examine RIT score to ensure Lisa is on track to increase score by 100 points.
End of each quarter	Review portfolio of writing and determine if rubrics represent continued growth in opinion writing. Make necessary interventions if growth is not demonstrated.
Monthly check-ins for independent study project	Review progress, set goals for next month, and check quality of completed work.

Step 7: Determine level of goal attainment

Goal attainment will be determined following the spring MAP Reading test and end-of-year district writing assessment. The 5th grade teacher and Lisa will review her MAPS data, writing portfolio and independent study rubric to determine the level of Lisa's goal attainment. Parents will be notified that they may attend the end-of-year review or an email/letter indicating the level of goal attainment will be sent home.

Advanced Learning Plan

Student Name: Lisa **Grade:** 5 **Date:** Sept. 2015

ALP Collaborators: Classroom Teacher, Gifted Resource Teacher, Media Specialist, Student, Parent

Evidence of Parent Engagement: ☐ Signature ☐ Electronic Signature ☐ Email ☐ Other Assurances

Goal Attainment: ☐Attained ☐Not Attained **Date:**

Student Profile and Body of Evidence

Lisa was identified as a third-grader in reading and writing based on the following qualifying body of evidence:

- CogAT verbal 98th NPR, quantitative 97th NPR, nonverbal 95th NPR
- MAP reading 99th NPR trend
- SIGS Language Arts 96th NPR
- TCAP Reading and Writing Advanced

Other data suggest monitoring Lisa for possible identification in Math and Leadership:

- MAP Math end of 4th grade 95th percentile
- TCAP Math Proficient High
- SIGS Math 88th NPR, Leadership 97th NPR

Current Student Interests: Joined soccer team and continues to be passionate about horses. Parent indicated Lisa spends her free time at home writing poetry and wants to enter her poetry in some contests this year.

Mark identified area(s) of giftedness: ☒Reading ☒Writing ☐Mathematics ☐Science ☐Social Studies ☐World Language ☐Visual Arts ☐Drama/Theatre Arts ☐Music ☐Dance ☐Psychomotor Abilities ☐Creative or Productive Thinking ☐Leadership Abilities

SMART Learning Goals Aligned with Standards

ACHIEVEMENT:

Reading: Lisa will use complex informational text to compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts, and analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

She will demonstrate growth by increasing her RIT score by 100 points or more from the 5th grade fall MAP Reading test to the spring MAP Reading test and score a 95% or higher on the end-of-year basal cumulative assessment.

Writing: Lisa will write opinion pieces supporting point of view with reasons and information to include: cause and effect, opinions, and other opposing viewpoints in persuasive writing; create an organizational structure in which ideas are logically grouped to support the writer's purpose; provide logically ordered reasons that are supported by facts and details; link opinion and reasons using words, phrases, and clause; provide a concluding statement or section related to the opinion presented. She will demonstrate growth by increasing her end-of-year district writing assessment score to a 3.8 or higher.

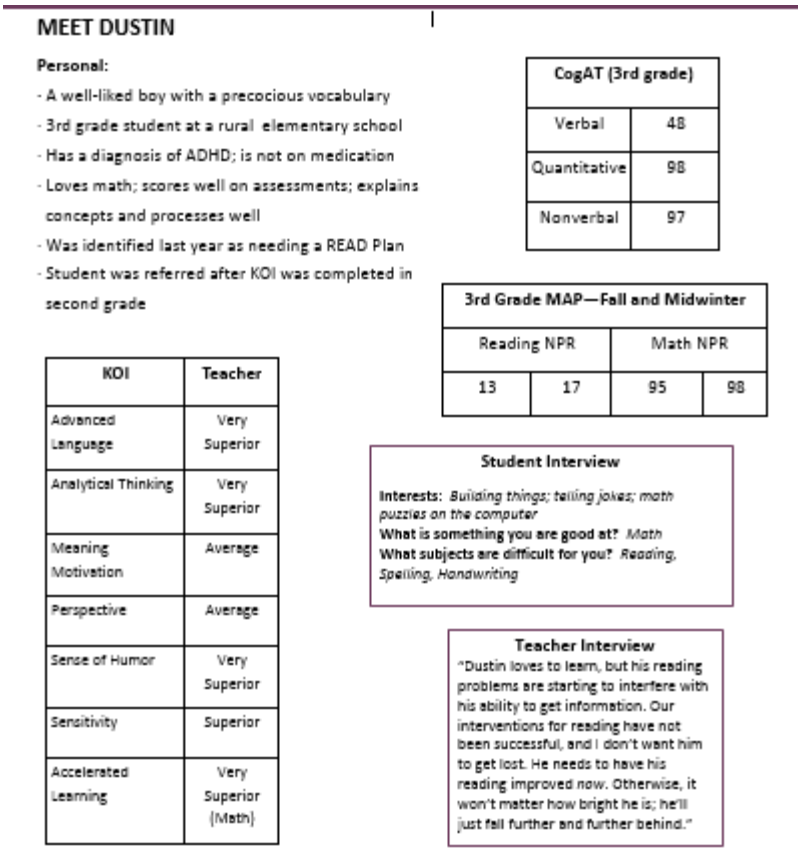
She will conduct a research project of her choice that uses several sources to build knowledge through investigation of different aspects of a topic, earning a 90% or higher on the report evaluation rubric; and will score at the advanced level on the district end-of-year writing assessment.

AFFECTIVE: Lisa will participate in a monthly gifted leadership lunch group, and demonstrate personal and social responsibility and leadership skills by successfully completing a leadership project of choice and presenting it to an evaluation team comprised of teachers, an administrator and a community member. She will earn a 45 or higher on the leadership evaluation form completed by the evaluation team.			
Instructional Strategies			
Content	**Process**	**Product**	**Environment**
Compacted grade-level basal leveled readers, *Jacob's Ladder*, variety of resources on horses	Flexible grouping, gifted pull-out and independent study	Opinion essay for or against preservation of wild horses in their natural environment; extension projects aligned to *Jacob's Ladder* and basal leveled readers	5th grade reading class with 20 minutes of daily small group instruction, 60 minutes weekly gifted literacy pull-out, 15 minutes each week for individualized instruction to support research project
Progress Monitoring			
Mid-year MAP test		Examine RIT score to ensure Lisa is on track to increase score by 100 points.	
End of each quarter		Review portfolio of writing and determine if rubrics represent continued growth in opinion writing. Make necessary interventions if growth is not demonstrated.	
Monthly check-ins for independent study project		Review progress; set goals for next month; check quality of completed work using school-wide rubric.	

Example II: Middle School Mathematics

Step 1: Parents, relevant staff and the student are notified of the ALP cycle and provided opportunities for involvement

Dustin was identified as gifted in the area of General Intellectual Ability in the spring of his 3rd grade year using the data shown below. During the identification process, Dustin was referred to the problem solving team based on concerns about his reading performance. In 4th grade, Dustin was diagnosed with dyslexia and placed on an IEP. Additionally, during his end-of-year ALP review, data supported adding the area Specific Academic Aptitude in Mathematics to his identification. Dustin is a twice-exceptional student concluding his 7th grade year where he has been accelerated one year in math and placed into the Algebra I class. The Algebra I class is typically intended for highly capable 8th grade mathematics students and gifted 7th grade mathematics students. Seventh graders who earn an "A" both semesters in Algebra I are placed in a high school Geometry class that is provided at the middle school.



MEET DUSTIN

Personal:

- A well-liked boy with a precocious vocabulary
- 3rd grade student at a rural elementary school
- Has a diagnosis of ADHD; is not on medication
- Loves math; scores well on assessments; explains concepts and processes well
- Was identified last year as needing a READ Plan
- Student was referred after KOI was completed in second grade

CogAT (3rd grade)	
Verbal	48
Quantitative	98
Nonverbal	97

3rd Grade MAP—Fall and Midwinter			
Reading NPR		Math NPR	
13	17	95	98

KOI	Teacher
Advanced Language	Very Superior
Analytical Thinking	Very Superior
Meaning Motivation	Average
Perspective	Average
Sense of Humor	Very Superior
Sensitivity	Superior
Accelerated Learning	Very Superior (Math)

Student Interview

Interests: *Building things; telling jokes; math puzzles on the computer*
What is something you are good at? *Math*
What subjects are difficult for you? *Reading, Spelling, Handwriting*

Teacher Interview

"Dustin loves to learn, but his reading problems are starting to interfere with his ability to get information. Our interventions for reading have not been successful, and I don't want him to get lost. He needs to have his reading improved now. Otherwise, it won't matter how bright he is; he'll just fall further and further behind."

Prior to the end of the year, Dustin, the 8th grade counselor/gifted case manager and the Geometry teacher meet to determine appropriate programming for Dustin and to develop achievement and affective goals for the following year.

At the meeting, Dustin shares his goal is to attend MIT to study engineering. The counselor provides Dustin a brochure on a summer engineering camp that he might wish to apply for next year. The camp is designed for students entering high school and scholarship options are available.

A month prior to the ALP review date, the counselor sent a group email to all parents of identified gifted students informing them of the dates of the upcoming ALP reviews and encouraged parents to respond to the email if they had any concerns or feedback to share. The email also reminded parents to view the student's updated ALP at the end of the year using the parent's secure log-in for the district's student information system. Parents are requested to check the appropriate box on the ALP to indicate their electronic signature.

The counselor received an email from Dustin's mother indicating her concern about Dustin's math grade this year and the frustration she is experiencing at home with Dustin not completing his nightly math homework.

Step 2: Gather and analyze data

Colorado Academic Standards for 8th grade Mathematics and High School Mathematics are used as a resource to determine appropriate programming for 8th grade and to develop Dustin's ALP achievement goal. Because Dustin was accelerated one year in math, it is important to determine Dustin's level of mastery of grade-level mathematic standards.

- Advanced Math TCAP 3rd, 4th, 5th, 6th grades
- Scantron Performance Series Math test 99th percentile 5th – 7th grades
- 1st place in city-wide Math Olympiad competition, scoring in top 10% of finishers in the nation
- Earned "B" in Algebra I 1st and 2nd semester as a result of incomplete homework
- Earned an 93% average on Algebra I chapter tests
- Earned a 76% average on homework, due to missing work
- 100% on Algebra I mid-term and a 99% on Algebra I final

Step 3, Part I: Synthesize data

Because Dustin received a "B" in Algebra I, his current math teacher does not want to recommend him for the high school Geometry course, instead recommending placing him in the 8th grade integrated math course. However, multiple data points demonstrate Dustin's exceptional ability in mathematics. The data analysis indicates Dustin has mastered 8th grade CAS for Mathematics and Algebra I. He is academically prepared for Geometry. Dustin's math grade this year is solely representative of incomplete homework assignments. Dustin's counselor/gifted case manager advocates for Dustin's placement into Geometry. The counselor and two math teachers agree to place Dustin in the Geometry course if Dustin agrees to work collaboratively with the 8th grade math teacher to address his lack of homework completion through his affective goal.

Step 3, Part II: Establish the target

Dustin will earn an 85% or higher on Geometry mid-year and end-of-year district assessments.
Dustin will enter high school eligible for continued placement in advanced mathematics course options.

Step 4: Consider capabilities, confines, conditions and context

Capabilities

- Dustin demonstrates mastery of 8th grade mathematics standards and Algebra I standards as measured by chapter tests, mid-term, and Scantron end-of-year test

Confines:

- A student must earn an "A" first and second semesters in Algebra I to be placed in Geometry as an 8th grade student, according to traditional school procedures

Conditions:

- Dustin's Algebra I teacher did not use pre-assessment or compacting as instructional strategies
- All students in the Algebra I class were expected to complete 30 textbook problems each night for homework as recommended by the curriculum

- The Algebra I teacher weighted homework completion as 40% of the final grade, and daily missing homework assignments could not be turned in late for credit

Context

- Curriculum being used for the Geometry course doesn't require 30 nightly homework practice questions
- After-school Math Olympiad Club
- Ten 8th grade students each year selected for participation in summer engineering camp

Step 5, Part I: Develop annual, measurable learning goals

Achievement SMART Goal:

(Red wording is uplifted from High School Mathematics Standard 4: Shape, Dimensions, and Geometric Relationships and NAGC PreK-Grade 12 Programming Standard 1.6. for his affective goal.)

> Dustin will complete a pre-assessment prior to each new mathematics chapter and receive a compacted curriculum that provides Dustin opportunities to: apply geometric concepts in modeling situations and apply geometric methods to solve design problems with an advanced degree of difficulty. Dustin will earn an 85% or higher on the Geometry mid-year and end-of-year district assessment.
>
> Dustin's IEP documents his need for the accommodations of text-to speech on the state mathematics assessment and oral presentation for math word problems on district math assessments.

4-Point Quality Review:

I. The goal is focused on what the student will know, understand and be able to do.
II. The goal includes the measure and metric used to determine goal attainment.
III. The goal is aligned to standards.
IV. The goal is SMART.

S – The goal is specific to Dustin's strength area and supports his need for differentiated learning. It is aligned to standards. It provides a strategic roadmap to drive instructional planning.
M – Uses metrics and measures that include district-level assessments. The goal is meaningful because it supports Dustin's post-secondary goal to become an engineer and attend MIT.
A – Goals are appropriate for all stakeholders and the goal is attainable within the school year.
R – Standards selected are rigorous and relevant to learning.
T – Goal supports the target and is appropriate for the time available from all educators.

Affective SMART Goal:

Dustin will work collaboratively with the Geometry teacher to develop meaningful and challenging learning activities addressing his unique characteristics and needs by developing a contract for each math chapter to determine the homework assignments that will be required of him. The teacher will contact Dustin's mother when lack of completion of homework begins to impact Dustin's class grade. Dustin's mother will support Dustin at home by ensuring Dustin is upholding his end of the agreement. Dustin will complete 90% or more of his contracted math assignments. Additionally, Dustin will meet with the 8th grade counselor once a month as a check-in and to share current projects and assignments he is completing in math class.

Student Goal and Post-secondary Workforce Readiness Goal:

Although not required, Dustin decided he wanted to include the following goal on his ALP so his 8th grade counselor/gifted case manager would remember to keep him informed about registration for Engineering Camp.

Dustin's personal goal this year is to be selected to participate in the summer Engineering Camp. His post-secondary goal is to attend MIT and study engineering.

Step 5, Part II: Identify instructional strategies to support goal attainment

Content:	Geometry curriculum Math Olympiad tests
Process:	Pre-assessment and compacting curriculum based on pre-assessment score Participation in after-school math club
Product:	85% or higher on all chapter tests Silver or Gold Pin winner for Math Olympiad
Environment:	8th grade Advanced Geometry class, 55 minutes daily instruction After-school math club

Step 6:
Monitor student progress

Progress Monitoring	
Monthly check-ins	8th grade counselor will check-in with Dustin monthly to track math grade and homework completion with him
End of chapter tests	If Dustin scores below 85% on chapter test, determine if there was difficulty understanding a concept or if grade was reflective of lack of effort or completion of homework
Mid-year district math test	If Dustin scores below a 90% consider necessary interventions

October parent open house or email if mother cannot attend	Check with Dustin's mother to see if she has been able to access Dustin's grades through the parent portal and seek her feedback on level of success of homework completion
February	Provide Dustin the application for Summer Engineering Camp

Step 7:
Determine level of goal attainment

Goal attainment will be determined by the math teacher upon review of the end-of-the year district assessment data. Prior to the end of middle school, Dustin will meet with the middle school counselor and the high school gifted case worker for his transition meeting to receive support in determining appropriate course placement for high school. At that time, Dustin will determine if he successfully attained his personal goal of being selected to attend Engineering Camp. Dustin and the counselor will review his homework completion for the year to determine if additional support in this area is required in high school.

Advanced Learning Plan

Student Name: Dustin **Grade:** 8 **Date:** March 2015

ALP Collaborators: Middle school counselor/gifted case manager, 8th grade math teacher, student and parent

Electronic Signatures: ☐Parent ☐Classroom teacher ☐Student

Goal Attainment: ☐Attained ☐Not Attained **Date:**

Student Profile and Body of Evidence

Dustin was identified as a third grader in general intellectual ability with the following qualifying body of evidence:

- CogAT quantitative 98 NPR, nonverbal 95 NPR
- MAP Math fall 95 NPR and midyear 98 NPR

Dustin's identification was changed to Specific Academic Aptitude in Mathematics in 4th grade.

- TOMAGS 98 NPR

4th grade qualified for special education services with IEP to support Dustin's dyslexia diagnosis. Dustin has a current IEP. IEP Accommodation for oral presentation on mathematic assessments

Current Student Interests: Dustin wants to attend MIT and major in engineering.

Mark identified area(s) of giftedness: ☐Reading ☐Writing ☒Mathematics ☐Science ☐Social Studies ☐World Languages ☐Visual Arts ☐Performing Arts ☐Musical Abilities ☐Dance ☐Psychomotor Abilities ☐Creative or Productive Thinking ☐ Leadership Abilities

SMART Learning Goals Aligned with Standards

ACHIEVEMENT:
Dustin will complete a pre-assessment prior to each new mathematics chapter and receive a compacted curriculum that provides Dustin opportunities to: apply geometric concepts in modeling situations and apply geometric methods to solve design problems with an advanced degree of difficulty. Dustin will earn an 85% or higher on the Geometry mid-year and end-of-year district assessment.
Dustin's IEP documents his need for the accommodations of text-to speech on the state mathematics assessment and oral presentation for math word problems on district math assessments.

AFFECTIVE:
Dustin will work collaboratively with the Geometry teacher to develop meaningful and challenging learning activities addressing his unique characteristics and needs by developing a contract for each math chapter to determine the homework assignments that will be required of him. The teacher will contact Dustin's mother when lack of completion of homework begins to impact Dustin's class grade. Dustin's mother will support Dustin at home by ensuring Dustin is upholding his end of the agreement. Dustin will complete 90% or more of his contracted math assignments. Additionally, Dustin will meet with the 8th grade counselor once a month as a check-in and to share current projects and assignments he is completing in math class.

Personal Goal: Dustin's personal goal this year is to be selected to participate in the summer Engineering Camp. His post-secondary goal is to attend MIT and study engineering.

Instructional Strategies

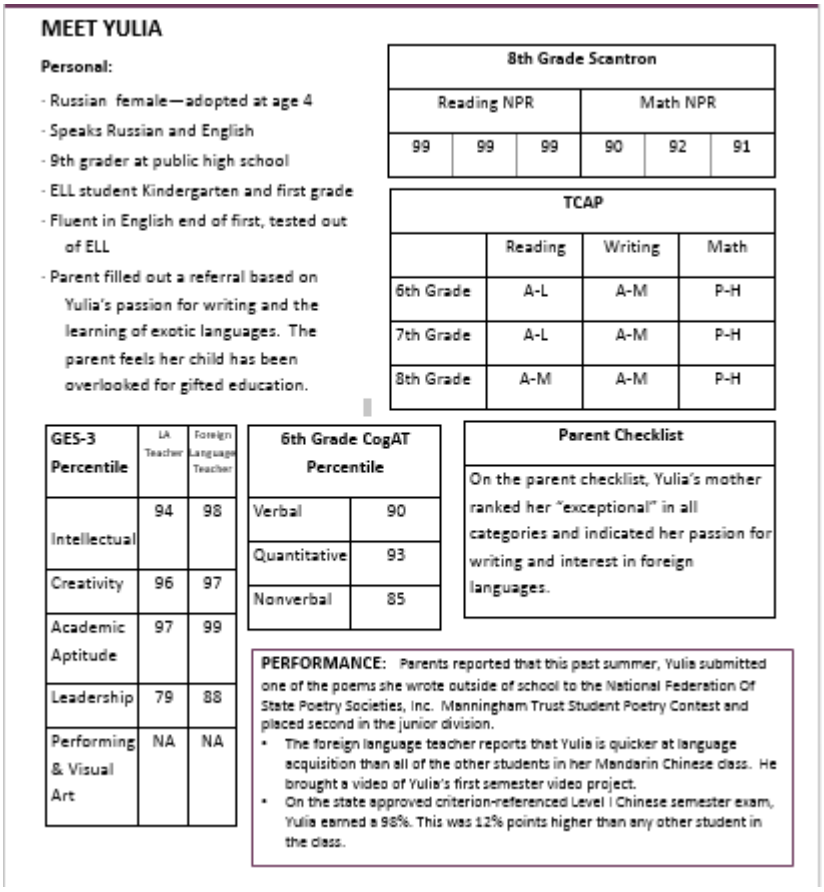
Content	Process	Product	Environment
Geometry curriculum Math Olympiad tests	Pre-assessment and compacting curriculum based on pre-assessment score Participation in after-school math club	Solutions to real-world design problems Silver or Gold Pin winner for Math Olympiad	8th grade Advanced Geometry class, 55 minutes daily instruction After-school math club

Progress Monitoring

Monthly check-ins	8th grade counselor will check-in with Dustin monthly to track math grade and homework completion with him
End of chapter tests	If Dustin scores below 85% on chapter test, determine if there was difficulty understanding a concept or if grade was reflection of lack of effort or completion of homework
Mid-year district math test	If Dustin scores below a 90% consider necessary interventions
October parent open house or email if mother cannot attend	Check with Dustin's mother to see if she has been able to access Dustin's grades through the parent portal and seek her feedback on level of success of homework completion
February	Provide Dustin the application for Summer Engineering Camp

Example III: High School Language Arts

Step 1: Parents, relevant staff and the student are notified of the ALP cycle and provided opportunities for involvement.



MEET YULIA

Personal:

- Russian female—adopted at age 4
- Speaks Russian and English
- 9th grader at public high school
- ELL student Kindergarten and first grade
- Fluent in English end of first, tested out of ELL
- Parent filled out a referral based on Yulia's passion for writing and the learning of exotic languages. The parent feels her child has been overlooked for gifted education.

8th Grade Scantron

Reading NPR			Math NPR		
99	99	99	90	92	91

TCAP

	Reading	Writing	Math
6th Grade	A-L	A-M	P-H
7th Grade	A-L	A-M	P-H
8th Grade	A-M	A-M	P-H

GES-3 Percentile	LA Teacher	Foreign Language Teacher
Intellectual	94	98
Creativity	96	97
Academic Aptitude	97	99
Leadership	79	88
Performing & Visual Art	NA	NA

6th Grade CogAT Percentile	
Verbal	90
Quantitative	93
Nonverbal	85

Parent Checklist

On the parent checklist, Yulia's mother ranked her "exceptional" in all categories and indicated her passion for writing and interest in foreign languages.

PERFORMANCE: Parents reported that this past summer, Yulia submitted one of the poems she wrote outside of school to the National Federation Of State Poetry Societies, Inc. Manningham Trust Student Poetry Contest and placed second in the junior division.

- The foreign language teacher reports that Yulia is quicker at language acquisition than all of the other students in her Mandarin Chinese class. He brought a video of Yulia's first semester video project.
- On the state approved criterion-referenced Level I Chinese semester exam, Yulia earned a 98%. This was 12% points higher than any other student in the class.

Yulia is beginning her junior year in high school. In 9th grade, Yulia was identified gifted in Specific Academic Aptitude in the areas of Reading, Writing and World Languages. Beginning in ninth grade, gifted students at Yulia's high school are guided through the process of merging their middle school ALP into their ICAP. Additionally, students are provided instruction on how to create their own personal learning and affective goals. Gifted students select one of their courses of study in which to develop an individual learning goal that supports their identified strength or an area of personal interest. In previous years, students typically wrote goals indicating a grade they wanted to achieve in a particular class. For example, "I will earn an 'A' in AP Human Geography." With the introduction of standards-aligned goals, students are directed to develop goals that identify what they want to know, understand and/or be able to do as a result of their participation in a specific course. The teacher of the class for which the goal will be written conferences with the student and provides assistance to develop an appropriate standards-aligned learning goal. The teacher also identifies avenues of differentiated support he/she will provide to the student throughout the year. Teachers may share the Student Learning Objective (SLO) they created for their course and then identify ways the SLO may be differentiated to ensure an appropriate level of challenge for the student. Or, if the SLO is not appropriate for the gifted student, a new goal might be developed that better aligns to the student's individual and unique learning needs or interests.

After the first week of school, Yulia is intrigued with the topics they will explore in her AP Human Geography class and decides she would like to integrate what she will learn in the class with her passion for writing. She sets a time with her teacher, Mr. Wilson, to develop her personalized learning goal. During their 10 minute conference, Mr. Wilson reviews with Yulia the SLO he has developed for the class and they examine ways the goal might be differentiated to meet Yulia's interests and ideas.

The third week of school, the junior class counselor sets a time for his gifted students to come to the computer lab to type their annual learning and affective goals into their ICAP. Students are required to bring the designated form that includes the learning and affective goals they developed and signatures of their sponsor teachers/educators and their parents indicating all parties are aware of and have reviewed the student's goals.

Step 2: Gather and analyze data

It is important that high school students developing their own achievement and affective goals are aware of their assessment data and are able to identify their personal strengths and interests. Developing personal standards-aligned goals requires that students receive assistance with moving beyond the grade they hope to earn in a class to instead identifying what they want to know, understand and/or be able to do upon the conclusion of a course. It isn't necessary for Yulia to have a detailed level of understanding of all the specific course standards of AP Human Geography. However, it is important her teacher has shared with his students the overarching learning outcomes for the course. This information assists Yulia in determining what she would like to know, understand or be able to do upon the completion of her class of focus.

Mr. Wilson reviews the SLO he developed for AP Human Geography:

> AP Human Geography students will earn an 85% or higher on the summative course assessment. The assessment will require students to select one of the seven broad topical units of study and write an argumentative thesis to justify their position on their topic. Students must construct a line of reasoning, based on multiple sources, to include at least three or more of the enduring understandings to defend their logical argument. Students will then present their argument to the class using visual and oral formats. Seventy-five percent of the grade will be based on the student's thesis and twenty-five percent will be based on the oral presentation.

Step 3, Part I: Synthesize data

Mr. Wilson and Yulia determine the SLO is appropriately aligned to Yulia's strength areas and personal interests; however, to provide an additional level of challenge to Yulia, Mr. Wilson suggests that Yulia not only cite current research to support her argument, but also conduct her own authentic research to support her claim. After presenting her thesis to the class, Yulia will facilitate a class debate on her research topic. Mr. Wilson encourages Yulia to also submit her final research to the community newspaper for possible publication.

Step 3, Part II: Setting the target

Yulia shares with her parents her desire to develop a learning goal based on the topics she will explore in her AP Human Geography class. Her father reviews her learning goal, course syllabus and then reminds Yulia of how the rural Colorado town he grew up in has drastically changed over time. Yulia's grandfather is always expressing his concern about another farm going into foreclosure or another business closing in the community. Yulia has also had a long-standing debate with her grandfather because he believes there is no scientific evidence to prove "global warming." Yulia decides she would like to explore the topic of rural decline and conduct research that will lead her to develop a claim that identifies the primary reasons for the agricultural and economic changes within her grandfather's community.

Step 4: Consider capabilities, confines, conditions and context

Yulia is asked to reflect on the capabilities she will need to attain her goal, the conditions in which her learning will occur, the context in which she will demonstrate her new learning and any confines that might restrict or limit her goal attainment. Yulia identifies these on her Student Planning Form.

Step 5, Part I: Develop annual, measurable learning goals

Achievement SMART Learning Goal:

> In AP Human Geography I will use the information we learn in class and also conduct my own research to write a minimum of a 10 page or longer argumentative research paper to defend my claim justifying the primary reasons for the agricultural and economic decline of the Peak River community. I will present my argument to the class and then facilitate a debate on my topic. I will earn a 90% or higher on the project and will evaluate the strength of my argument based on the outcome of the class debate after my presentation. Mr. Wilson also has encouraged me to present my research to the Peak River newspaper for possible publication.

4 Point Quality Review: *Students are directed to self-evaluate their goal.*

V. The goal is focused on what the student will know, understand and be able to do.
VI. The goal includes the measure and metric used to determine goal attainment.
VII. The goal is aligned to standards.
VIII. The goal is SMART.

S – My goal is specific to my strength area and supports my need for differentiated learning. It is aligned to standards and/or the course outcomes. It provides me a road map for my school year.
M – My goal is measurable. My goal is meaningful to me and supports my post-secondary goals and/or an interest or passion area.
A – My goal is attainable for this school year.
R – My goal is rigorous and relevant to my learning.
T – My goal supports my target, and I have the appropriate amount of time to complete my goal.

Affective SMART Goal: *Post-secondary readiness goal*

At Yulia's high school, affective goals are also developed by the student. The high school provides monthly lunch groups as an avenue to support the affective needs of gifted students. Lunch groups are led by the class counselor and assistant principal. Students may choose to attend these lunch groups and align their affective goal to lunch group topics, or create a goal that addresses a more personalized social/emotional need or interest. Within the goal statement, students identify an educator who will support them with their affective goal attainment.

I will participate in the monthly lunch groups to review the selective college admission process, tips on writing a successful college admission essay and strategies for searching for scholarship opportunities. Completion of my goal will be measured by dated notes I take for each month's meeting. Mrs. Freemont is the leader of our lunch group.

Or

As a student council representative I will strengthen my leadership skills by planning and organizing our annual community food drive. The successful measure of my goal will be the completion of the food drive. I am aiming for a 20% increase of food items over the 350 items collected last year. Mr. DeHerrera is our student council advisor.

Step 5, Part II: Identify instructional strategies to support goal attainment

When Yulia meets with Mr. Wilson to develop her individual learning goal, Mr. Wilson sets up a monthly conference time when the two will meet for 15 minutes before school to review Yulia's progress on her project and determine ways Mr. Wilson might support her with the development of her thesis.

Step 6:
Monitor student progress

Monthly student-teacher conferences before school.

Step 7:
Determine Level of Goal Attainment

At the end of the year, Yulia will determine if she successfully attained her personal learning and affective goals.

Identified gifted students are asked to bring their completed Student Goal Planning Form with them when they come to the computer lab to type their goals into their ICAP. The counselor checks each form to ensure there is a parent and teacher signature and the student has thoughtfully completed each section of the planning form. If the counselor deems the planning form is not complete, he/she works individually with the student to make necessary corrections or additions.

Student Goal Planning Form

Student Name: Yulia	**Grade:** 11	**Date:** September 2015
Course Aligned to Goal: AP Human Geography		**Teacher:** Ben Wilson

Achievement Learning Goal

In AP Human Geography I will use the information we learn in class and also conduct my own research to write an argumentative research paper, minimum of a 10 pages in length, to defend my claim justifying the primary reasons for the agricultural and economic decline of the Peak River community. I will present my argument to the class and then facilitate a debate on my topic. I will earn a 90% or higher on the project and will evaluate the strength of my argument based on the outcome of the class debate after my presentation. Mr. Wilson also has encouraged me to present my research to the Peak River newspaper for possible publication.

What capabilities are required to support learning?	Understanding reasons for rural decline. Researching rural decline. Conducting my own authentic research. Completing and analyzing actual research in Peak River.
In what context learning be demonstrated?	Argumentative research paper
In what type of condition or situation will learning occur?	AP Human Geography class, my research and my visits to Peak River
What confines might limit or restrict learning?	I will need to travel to Peak River to conduct my research. My parents said they will be able to drive me there.
What process has been developed to monitor progress of learning to ensure successful goal attainment?	I have a planner with a timeline of when I have to turn in different parts of my project to Mr. Wilson. I will meet once a month before school with Mr. Wilson to review my work.

Teacher Signature	**Parent Signature**

Affective Goal

I will participate in the monthly lunch groups to review the selective college admission process, tips on writing a successful college admission essay and strategies for searching for scholarship opportunities. Completion of my goal will be measured by dated notes I take for each month's meeting.

Facilitator/Sponsor:	Mrs. Freemont

Appendix A

Acceleration

It is important to consider the types of acceleration that best meet the needs of the individual student, such as:

- Early Access
- Whole Grade Acceleration
- Content Acceleration
- Curriculum Compacting
- Dual Enrollment
- Advanced Placement
- International Baccalaureate
- Telescoping Curricula
- Credit by Examination
- Individual Tutoring in an Advanced Subject Matter
- Mentorships

These options can be tailored to the individual student and the resources available in a school. The goal is to provide gifted students with a combination of learning opportunities that can include acceleration, enrichment and outside activities. These options are continually adjusted by data that reflects the gifted student's needs for appropriate instruction.

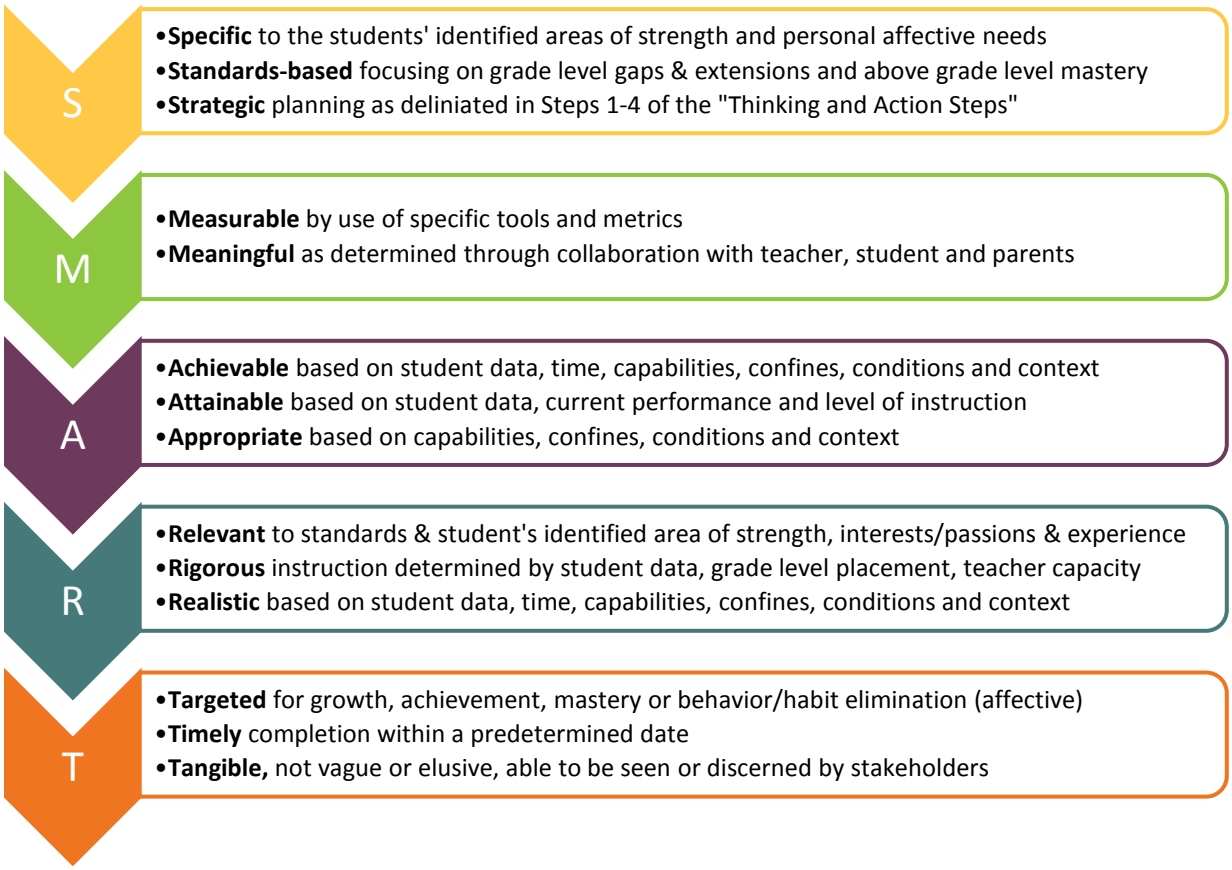
Keep in mind that acceleration is not just about pacing. The idea is not to rush through school but to "meet the needs of demonstrated precocity [through]...more rapidly paced instruction and advanced placement ... accommodations [for] the abilities, achievements, and needs of capable learners." (*VanTassel-Baska & Stephens, 2005)*

For more information on these types of acceleration view the Focus on Best Practices in Gifted Education: Acceleration tutorial.

Appendix B

SMART Learning Goals

ALP goals should contain each of the following attributes:



Specific:

The goal is based on the student's specific academic or talent aptitude or other identified strength area (i.e., general intellectual ability) and personalized affective strength- or deficit-based needs.

Areas of Gifted Identification

The development of ALP goals are based on the **area** of gifted identification as specified in ECEA Rules [12.01(12)(a)-(e)] :

- General or Specific Intellectual Ability
- Specific Academic Aptitude
- Creative or Productive Thinking
- Leadership Abilities
- Visual Arts
- Performing Arts

2014; Updated 3/16

- Musical Abilities
- Dance Abilities
- Psychomotor Abilities

Measureable:

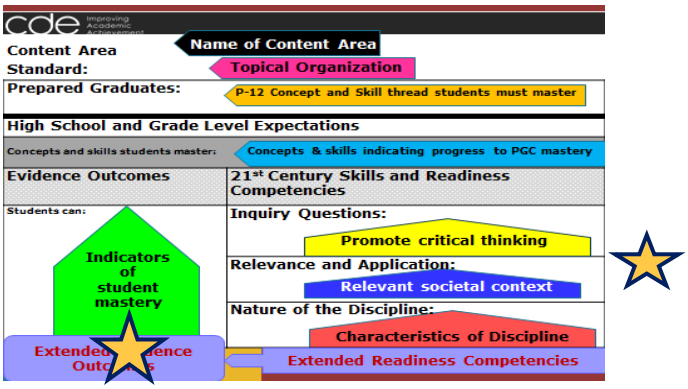
It is essential the goal contain the **tool** that will be used to determine student growth. The tool must be recognized as a reliable and valid instrument. Two measurement components should be identified within the goal, the measure and the metric. The "**measure**" refers to the tool or assessment that will be used. The "**metric**" is the scale or unit(s) of the measure that indicates growth. Metrics include percentages, percentiles, performance ratings, etc. Clearly defining the measure and the metric within the goal allows for progress monitoring throughout the year and evaluating goal attainment at the end of the year.

Achievable:

Goal achievement depends on student commitment to the goals and a school culture that values collaboration and shared accountability of staff to the success of all students within the parameters set by time, capabilities, confines, conditions and context. Educators directly responsible for the delivery of instruction and/or services develop the goals in conjunction with gifted personnel as needed. For example, a music teacher might be responsible for developing and progress monitoring the ALP for a musically gifted student. However, all educators who come into contact with the student should be aware of the ALP and review and support the goals within his/her content domain when appropriate. For instance, a student gifted in reading and writing should receive differentiated instruction in science and/or social studies when assignments align to reading and writing standards. Because mathematics is a component in science, a gifted mathematics student might benefit from advanced science courses, tiered science lessons, or outside opportunities such as science camps and competitions. Therefore, it is important for all educators to work together as a team to support the academic and affective growth of the student throughout and beyond the school day. This exemplifies the attributes of shared responsibility and decision making seen in MTSS.

Relevant:

Relevancy is built into the Colorado Academic Standards as 21st Century Skills and Readiness Competencies. A focus on Relevance and Application along with Nature of the Discipline extends understanding and promotes long-term memory by making personal connections and pointing out relationships beyond the specific content being taught. The connection of gifted students' interests and passions to standards establishes relevancy and promotes student engagement.



Targeted & Timely:

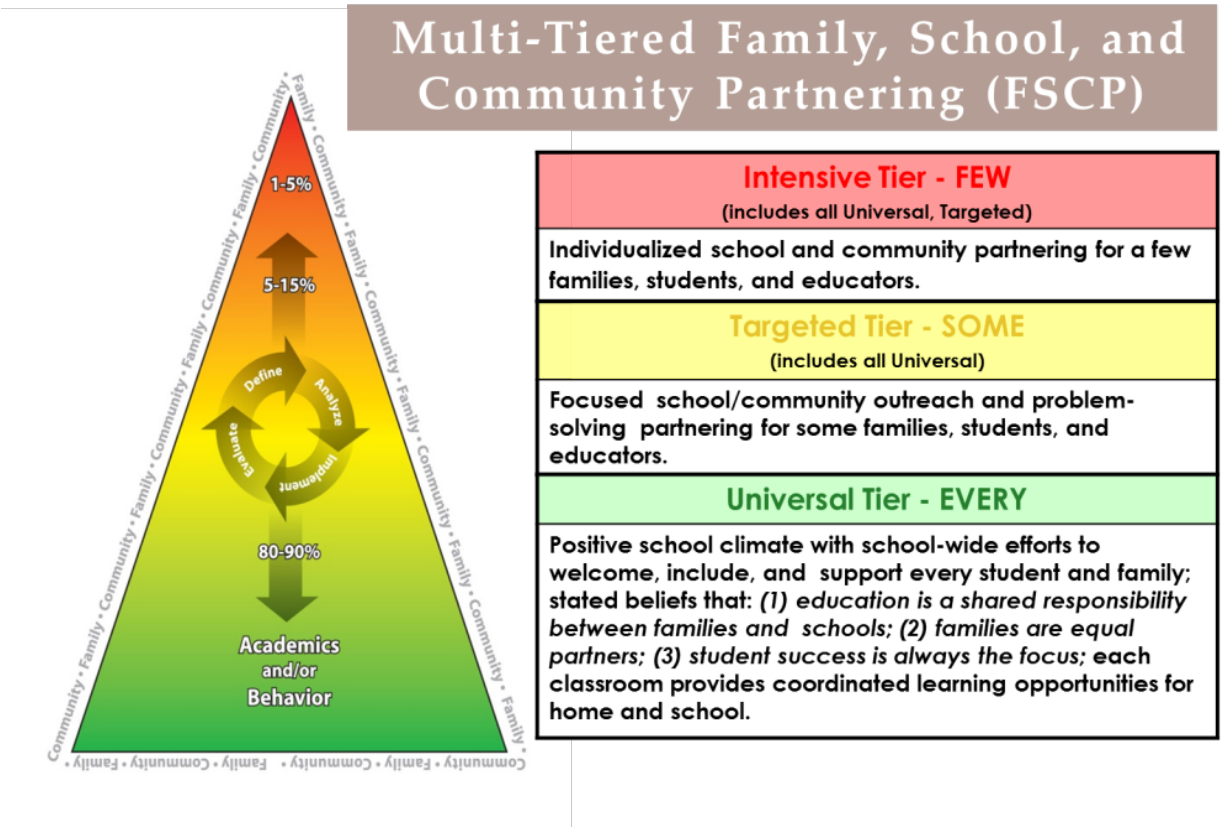
Gifted students' ALP goals relate to their performance as exhibited through the most recent data collected. While interim and summative assessments are important, pre-assessment is critical for targeting appropriate placement and instruction. Gifted students who pass a pre-assessment at 85% show mastery of the content. The focus of further instruction should be on extended learning or content in the next chapter, unit or at the next level. Pre-assessment provides opportunities for gifted students to complete timely goals at a pace commensurate with their rate of learning.

Appendix C

MTSS and Standards-aligned ALPs

The steps utilized to develop a standards-aligned ALP correspond with and support the six essential components of a Multi-Tiered System of Supports (MTSS):

1. Shared Leadership
2. Data-Based Problem Solving and Decision Making
3. Layered Continuum of Supports
4. Evidence Based Instruction, Intervention, and Assessment Practices
5. Universal Screening and Progress Monitoring
6. Family, School, and Community Partnering (FSCP)



Connecting ALP and MTSS

Climate
Every student may require special support structures at different times.
Individualized planning facilitates implementation of special provisions that lead to student success.
Learning is a shared responsibility of enthusiastic, effective educators, students and families.
Systemic infrastructures in the school system permit open dialogue, data analysis, and informed instructional decisions for determining programming options for individual gifted students.

Leadership
Sets a proactive, positive tone in the school environment in terms of gifted programming
Supports the diversity and learning needs of every student
Provides professional development, time for coaching and team dialogue about gifted education and social-emotional needs of gifted students

Problem Solving
Team focuses on a student's strengths to ensure academic and affective growth.
Team investigates potential gap areas and implements appropriate interventions.

Layered Continuum of Supports
Select appropriate programming options
Consider flexible grouping and cluster grouping
Identify appropriate supplemental curriculum
Use above grade level curriculum if deemed appropriate
Offer extended and/or expanded learning opportunities
Provide counseling opportunities
Conduct peer seminars/groups

Progress Monitoring
Progress monitoring is as essential for gifted students as it is for other students.
Mastery of knowledge, skills, and understanding requires evidence (no assumptions)
Evaluation of the impact of programming options and interventions on student achievement and growth is a component of discussions for an ALP meeting.
Ongoing, regular progress monitoring and summary assessments will inform decisions about pace, depth and complexity, extensions, and when acceleration is required for growth and achievement.

For more information on MTSS: http://www.cde.state.co.us/mtss

Appendix D

Twice-Exceptional Students: Students Identified as Gifted with a Disability

Students who have been identified as gifted under state criteria and have been identified with a disability under federal and state criteria are termed "twice-exceptional" students if their disability qualifies them for either an IEP (individual Education Plan) or a 504 plan under Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). These students will have two plans, either the IEP or 504, and their Advanced Learning Plan (ALP).

Because there are two separate plans, the need for collaboration among educators is critical, both in the creation and management of the plans and in the educational programming that meets the student's needs.

All students have both strengths and weaknesses or areas of concern, but a twice-exceptional student has strengths and difficulties of such exceptional degree that both qualify him or her for specialized programming. The twice-exceptional student may be very difficult to identify or even to recognize, because the student's strengths and weaknesses may mask each other. There are three situations in which we generally find a twice-exceptional student:

- Identified as gifted yet exhibits difficulties in school
- Identified with a disability but exceptional abilities are unrecognized and unmet
- Abilities and disabilities mask each other – student is not identified for either exceptionality

Often, the twice-exceptional student in the third situation, the "hidden" twice-exceptional student, comes to the attention of educators only because of extreme behaviors. By that time, the focus is on getting rid of the poor behavior, not looking at the underlying causes for it.

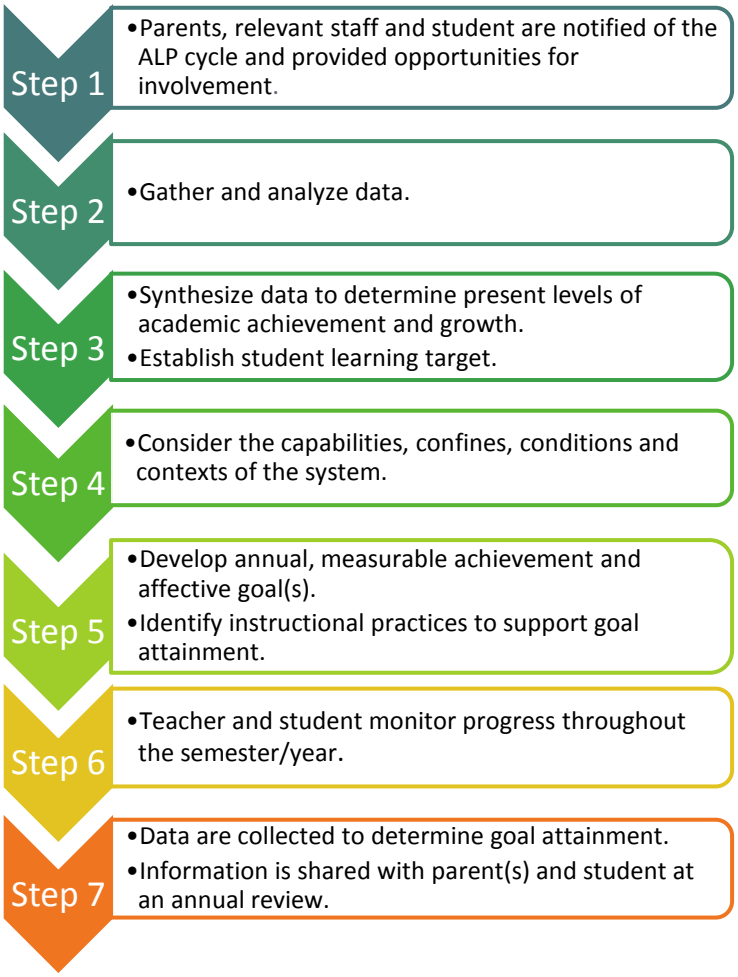
Since a twice-exceptional student may be first recognized as such by a general classroom teacher, a special education teacher, or a teacher of the gifted, that person must take the initiative to involve other teachers who may have or may need to have responsibility for the student's instructional program. In addition, specialized service providers, such as those who may work with the student's specific disability (e.g., speech/language therapists, occupational or physical therapists, school psychologists or social workers), need to be in the planning loop so that collaboration may begin as soon as possible.

Collaboration among gifted education, special education, general education, and families should begin as soon as paradoxical characteristics and behaviors or discrepant data are noted. An established Multi-Tiered System of Supports (MTSS) makes this more likely and increases the chances that the student will begin receiving interventions right away, both to nurture the strength and to compensate for the weakness. As the problem-solving process continues, the need for accurate and thorough data is crucial.

The more data collected for identifying the twice-exceptional student, the better informed the team will be to create a thorough and accurate ALP, as well as to add information to the student's IEP or 504 Plan.

The 7-Step Process

The process for creating a standards-aligned ALP for a twice-exceptional student follows the same steps as it would for any gifted student. In **Step 1**, there may be a larger group of people that need to be involved including other teachers who may have or may need to have responsibility for the student's instructional program. In addition, specialized service providers, such as those who may work with the student's specific disability (e.g., speech/language therapists, occupational or physical therapists, school psychologists or social workers), need to be in the planning loop.



Special attention is needed in **Steps 2-3** because the student will likely have very discrepant data. The identification process will already have shown the team that the student's aptitude or cognitive ability and his/her achievement are vastly different from each other. In addition, disruptive behaviors are often developed by the student of high ability who is frustrated with the inability to fully demonstrate and communicate that ability. The team must concentrate on teasing out the *reasons* for poor behavior and the *true* academic needs. Academic targets for twice-exceptional should be as rigorous as are those for gifted students without disabilities. The difference is that accommodations may need to be in place for the student's disability, so that the student does not experience barriers to the achievement of rigorous targets.

Educators may find they need to stretch the boundaries of what they normally consider the capabilities and conditions of the system at their school or in their district when they think about the needs of the twice-exceptional student in **Step 4**. Recent research indicates that many successful people, especially those whose work involves creativity and problem solving (e.g., entrepreneurs and inventors) are not only highly gifted, but also have some type of learning disability. Meeting the combined needs of a student with high-level thinking ability and insatiable curiosity while also helping him or her learn the basics of reading or learn simple organizational skills will most likely involve changing the status quo, not for every student, but certainly for this particular twice-exceptional student.

In **Step 5**, the academic learning goal will still need to be based on the student's area of giftedness. It is a common misconception that twice-exceptional students must first work on their area of disability before they are "permitted" to work on their strengths. More than twenty years of research shows that developing the gift is so important to the student's motivation and future success that it must be considered ***before*** devoting instruction to the student's area of disability. (See *Gifted Child Quarterly, 57*(4), 2013, for a retrospective on this research and new research on twice-exceptionality.) Remember that the student's IEP or 504 Plan will address his/her disability.

Instructional practices to help the student meet the academic and affective goals may be drawn from evidence-based practices in gifted education or special education, but successful implementation may require practices that are different from those in either specialty. This "third type" of differentiation is very individualized because it must be based on the student's specific strength(s), specific disability, and the interaction between the two exceptionalities. The team approach is especially helpful in generating ideas for such unusual circumstances.

Steps 6-7 are similar to those taken for gifted students without disabilities. Because progress monitoring is being done in connection with two different plans, however, the need for communication and collaboration continues.

For more information on twice-exceptional students, see the resources here.

Part II – The Standards-aligned Approach to Writing Individualized Education Programs (IEPs) for Students with a Disability

Students with a Disability

Over the past years, Colorado's general education classrooms have become increasingly diverse. Our students present a range of abilities, interests, strengths, and challenges. Nationally, approximately 60 percent of children with disabilities ages 6–21 who are receiving special education support spend the majority of their day (more than 80 percent) in the general education setting. We know that students with disabilities are general education students first. A one-size-fits-all approach to teaching is impractical and often unsuccessful, especially for students with a disability.

> **The purpose of Special Education is "…to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children."** (34 CFR §300.2.6)b)(3)(i)

Writing Standards-aligned Individualized Education Programs (IEPs)

Foundation

The structure of this guide builds upon the steps outlined in Project Forum's ***A Seven-Step Process to Creating Standards-based IEPs*** that has been used as a framework across the United States over the past few years. Adaptations have been made to align with the Colorado Academic Standards and best practices within the state of Colorado. A data-driven process model is presented to provide information for school staff as they work with families to develop Individualized Education Programs (IEPs) for students who meet eligibility criteria to receive special education services under the federal and state IDEA/ECEA disability categories, including students identified as gifted who also have a disability (Twice Exceptional). (Project Forum, NASDSE June 2007)

IEP Procedural Guidance (7/2015) is the complete reference for all IDEA-required elements. It contains a comprehensive overview of the special education referral process (page 5), timelines (page 2), determination of eligibility and more.

Background

Federal and state laws require formal educational plans for students with exceptionalities. Beginning with the re-authorization of IDEA in 1997, students with a disability were not only to be integrated with peers without disabilities, but were also to have access to the general education curriculum. The *No Child Left Behind Act of 2001* aligned systems of standards and assessments. In addition, the Act required the participation of all students in assessments based on the state's academic content standards which apply to all students, with their performance reported for accountability. Further, the Act required the participation of all students and that their performance be reported for accountability. The assessments must be based on the state's academic content standards and the **academic content standards must apply to all students**. Subsequently the revisions of IDEA in 2004 and 2007, served to turn the focus not only to the general education curriculum but specifically toward student achievement.

Some additional legislation that impacts the policies and practices in Colorado for students with exceptionalities includes:

- **Individuals with Disabilities Education Act IDEA, 2004** – provides the framework for students with disabilities to access the general curriculum and work toward the same high standards as students who do not receive special education services. Although IDEA does not specifically include standards, or address standards-aligned IEPs directly, the regulations do have requirements to ensure access to the general curriculum and speak to the important participation of students with disabilities in the general curriculum. (34 CFR §300.347(a)(1)(2))
- ***Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities***: **Non-Regulatory Guidance August, 2006**
- **Elementary and Secondary Education Act** (ESEA) added accountability by requiring demonstrated progress on state standards and required all students to be assessed on enrolled grade level content standards
- **Exceptional Children's Education Act (ECEA)** defines the rules for the implementation of the **Individuals with Disabilities Education Act for Colorado:** http://www.cde.state.co.us/spedlaw/rules
- The federal and state statutes align in their intent to produce successful educational outcomes for all students through statewide assessment accountability
- **No Child Left Behind Act of 2001** included a definition for gifted students
- **U.S. Dept. of Education Office of Special Education and Rehabilitative Services, *Dear Colleague Letter*, Nov. 16, 2015**

> *To help make certain that children with disabilities are held to high expectations and have meaningful access to a State's academic content standards, we write to clarify that* ***an individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the State's academic content standards for the grade in which the child is enrolled****.1*

In recent years, federal legislation has focused on two major assumptions related to teaching and learning:

- Students receiving special education services have the right to be **taught with the expectation that they can meet the same standards expected of all students.**
- **All** students, including students with an identified need, must be provided opportunities to learn the general education curriculum.

Closing the Achievement Gap for Students with Individualized Education Programs (IEPs)

Essential Components Addressing Access to the General Education Curriculum

The power of Colorado's education improvement efforts lies in having a comprehensive system consisting of relevant and rigorous standards, aligned and meaningful assessments, excellent teachers and school leaders, and high-performing schools and districts. All aspects of our system are continuously improving to advance student learning, including students with a disability, to prepare students to succeed in an increasingly competitive workforce. (*Supporting College and Career Readiness*, CDE Fact Sheet, 2013)

There are four tenets or principles related to access to the grade-level Colorado Academic Standards that are supported by field research, the Individuals with Disabilities Education Act 2004 (IDEA), and No Child Left Behind (NCLB)/ESEA. (adapted for Colorado from Core Message Area: Closing the Achievement Gap for Students with Individualized Education Programs (IEP) CalSTAT Technical Assistance and Training, retrieved from http://www.calstat.org/closingachievementgapmessages.html)

1. Access to the General Education Curriculum

All students have access to the general education curriculum to allow them the opportunity to learn content-based, grade-level standards that can increase their readiness for college and career.

Access to the general education curriculum for students with IEPs means that all students

- have individualized, strength-based, age and culturally appropriate goals
- engage in learning the content concepts and skills that define the general education curriculum. This refers to the same curriculum that is taught to students without disabilities
- receive access and achieve educational outcomes based on high standards, and have equal educational opportunities as their same age peers
- demonstrate academic growth on statewide assessments which are based on the Colorado Academic Standards
- receive equal opportunity to participate in non-academic and extracurricular activities

2. Participation and Progress in the General Education Curriculum

All students will participate and make progress in the general education curriculum, as appropriate, in order to increase their readiness for college and career.

Participation and progress in the general education curriculum as determined by the IEP team means students with IEPs

- receive appropriate educational services by the school staff that support student learners regardless of abilities or challenges
- receive instruction that is based on school personnel's high expectations that allows the students to reach the same academic achievement as non-disabled age peers
- receive ongoing and documented monitoring of progress toward meeting the IEP goals
- participate in state and districtwide assessments, with or without accommodations and/or modifications, as specified in the IEP

3. Accommodations and Modifications

All students with IEPs will be provided appropriate instructional adaptations either as accommodations, if they receive instruction on grade-level academic achievement standards or modifications, for students on alternate academic achievement standards.

Appropriate adaptations allow access to the general education curriculum in order for all students to

- receive accommodations as determined by the IEP team that reflect changes in presentation, response, timing and/or setting in order for the student to access and engage in learning, but which does not change the grade-level academic achievement a student is working toward

- receive modifications to content and materials as determined by the IEP team that will reflect changes in presentation, response, timing and/or setting in order for the student to access and engage in learning based up the alternate academic achievement standards a student is working toward

- receive accommodations and modifications in instruction and assessments based on individual student need and documented in the IEP

4. Supports and Services

All students with IEPs will have access to IEP-identified ***supports and services that allow access to the general education curriculum in order for students to***

- participate in the Least Restrictive Environment (LRE) educated with non-disabled children in general education settings to the maximum extent appropriate

- participate in instruction with appropriate supplementary aids, services, and supports as designated on the IEP

- participate with school personnel who have been trained in specific supports and strategies that have been identified on the IEP

Standards-aligned Approach

Benefits of Writing a Standards-aligned IEP

A standards-aligned IEP is based on the premise that a student with a disability is capable of

- achieving grade-level proficiency when given appropriate instruction, related services and supports;
- demonstrating mastery in a variety of ways;
- using accommodations and embedded supports for presentation, response, timing and setting to access the grade-level content and the
- earning of a diploma

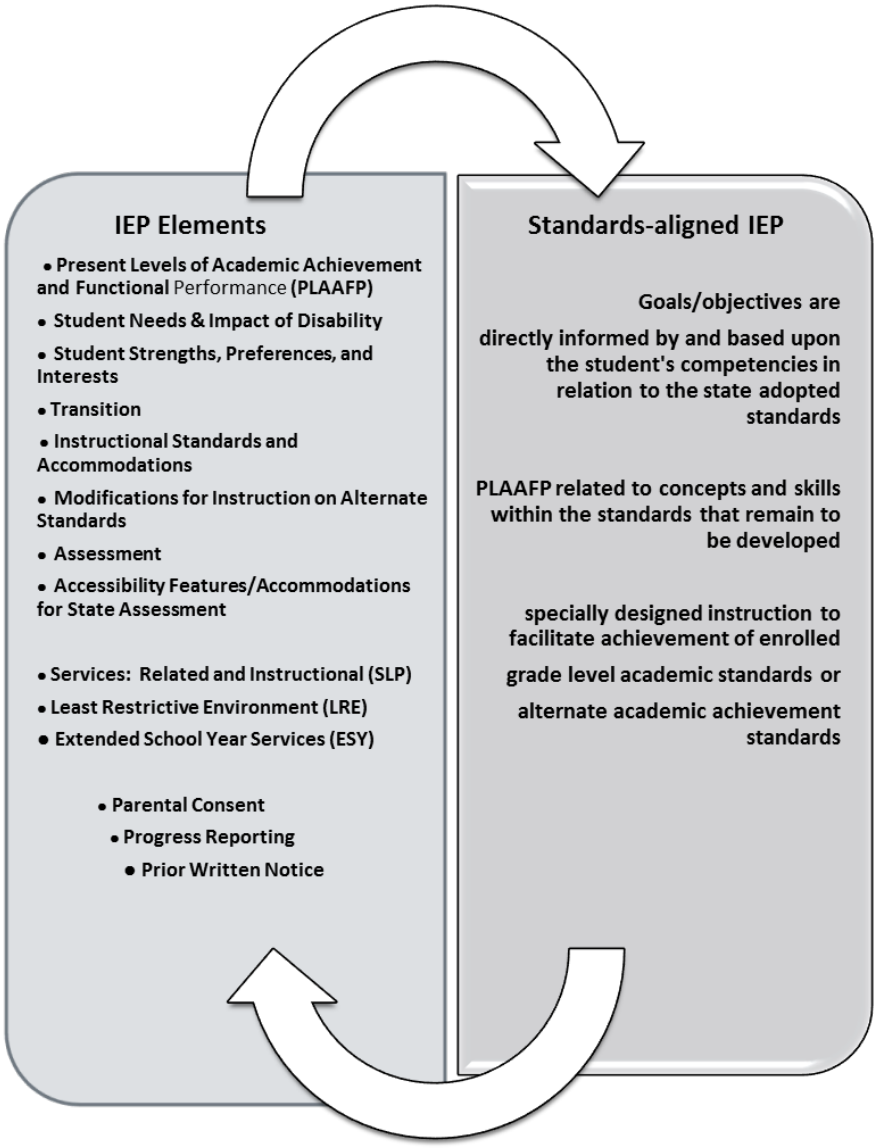
Additionally, the collaborative approach among educators, families and schools increases understanding of what is expected and encourages innovative strategies to support a student at school as well as at home and in the community.

A standards-aligned approach to developing IEPs incorporates the best of standards-based education and specially designed instruction. This approach represents the shift to not only basing a student's goals on Colorado Academic Standards, but also to determining and carefully examining the gap based on data between the student's current level of academic achievement and functional performance and the expectations for grade-level performance. By

providing a clear picture of what needs to be accomplished, measurable annual goals, and objectives as required, can be written to correlate with the PLAAFP statement and outline a reasonable learning progression for the student. The IEP provides a roadmap for students to receive tailored adapted instruction and accommodations to enable them to engage and achieve in the general education curriculum; receive specially designed instruction targeted at needed concepts and skills, and as indicated, related services (e.g., OT/ PT) and instructional services (e.g., speech/language, adapted PE) to facilitate their access to the general curriculum at their enrolled grade level.

…a standards-based IEP process starts with a review by the IEP team of the student's present level of academic achievement performance focused on the student's achievement of academic standards for the enrolled grade. This information is then used to identify which state standards the student has achieved and which standards remain to be accomplished. It is important to note that the student's IEP resulting from this process does NOT contain a restatement of the state standards, but rather includes goals that designate the necessary learning—the specially designed instruction—that will lead to the student's attaining the standards that the team has identified as not yet achieved. If needed, goals related to acquisition of functional skills that will facilitate the achievement of state academic standards are also included. *(Ahearn, Standards-Based IEP Update: In Forum, NCEO, June 2010.)*

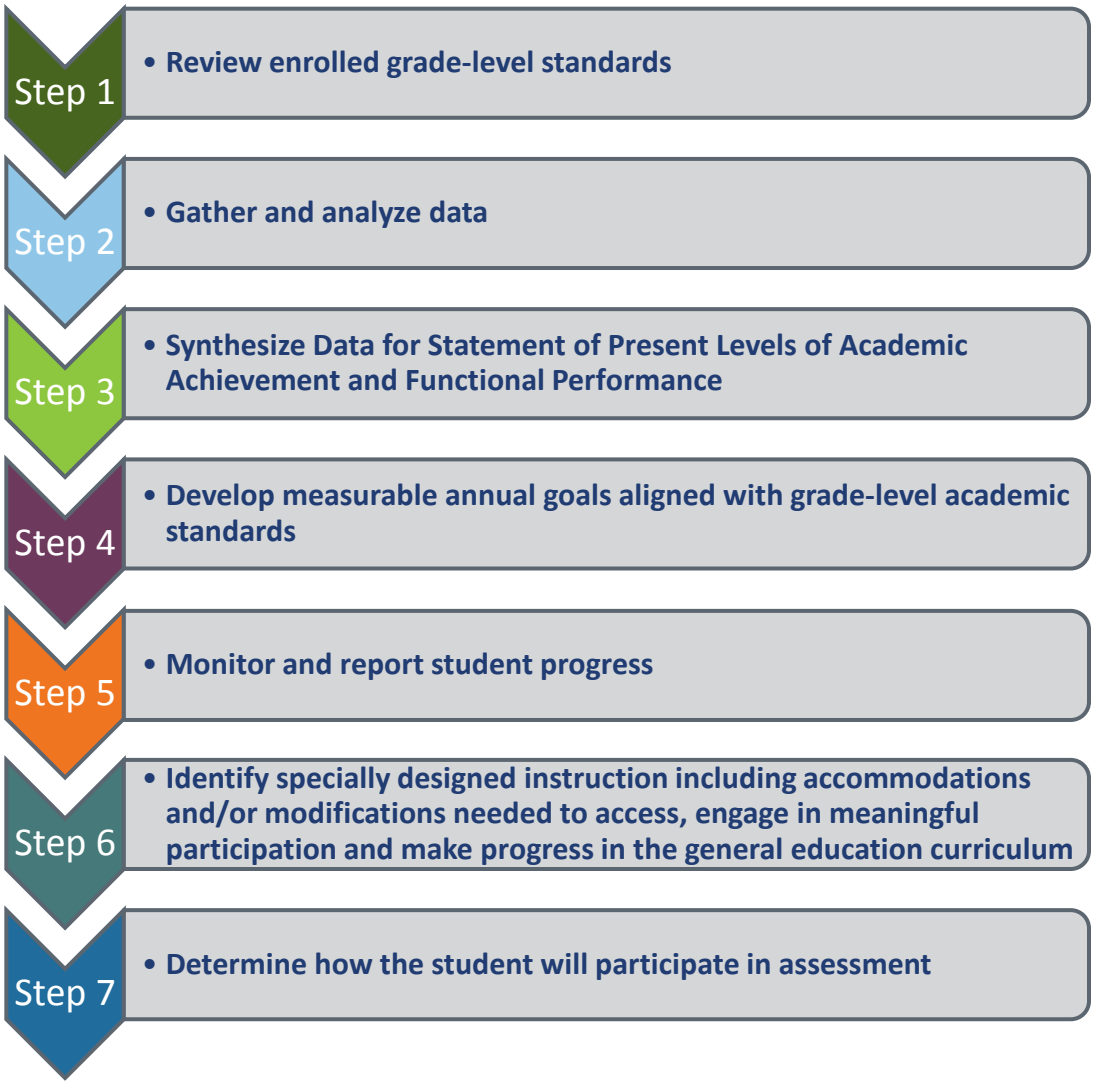
Elements of a Standards-aligned IEP



A Seven-Step Process for Creating Standards-aligned IEPs

It is important for all IEP Team members to be familiar with their district's general education curriculum, the Colorado Academic Standards (CAS) and components of the state assessment system. The Colorado Academic Standards are the framework upon which the district-adopted curriculum is designed. **The standards framework guides the content that teachers teach, but not the methodology for teaching the concepts**. The CAS includes the concepts and skills students need to master in each given content area, but other elements critical for success, such as the 21st Century Skills in the areas of critical thinking and reasoning, information literacy, collaboration, self-direction and invention); Postsecondary and Workforce Readiness (PWR) skills addressing content knowledge, learning and behavior skills, personal financial literacy, and critical language of the discipline. By examining the grade-level standard carefully and identifying the essential components of the stated concept and skills, the team can proceed to **identify those standards which have the most potential to close the achievement gaps.**

This graphic provides an overview of the process for writing standards-aligned IEPs; each step is described below with narrative and examples.



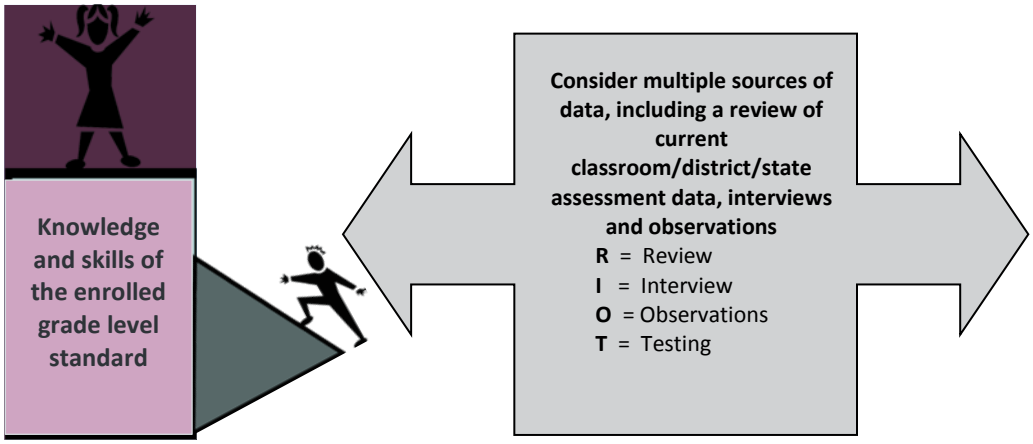
Step 1: Review enrolled grade-level standards

The initial step in crafting a standards-aligned IEP begins with all team members being familiar with the Colorado Academic Standards (CAS) for the student's enrolled grade level.

A review of the student's enrolled grade level expectations will allow the IEP Team to identify the concepts, knowledge and skills the student has already acquired, or has been introduced to, as well as those skills that remain to be developed. This process of first considering the student's strengths and needs in relation to the enrolled grade level standards requires the collaboration of the IEP Team. Reference: Colorado Academic Standards and Standards Side-by-Side Reference Tools.

Step 2: Gather and analyze data

In order to make data-driven decisions, the next step of the standards-aligned process is to consider presented factual information about the student's academic and functional performance in relation to the expectations of the enrolled grade level standard.



(Adapted from Heartland Area Education Agency, Iowa)

Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards

The Colorado Academic Standards define what students should know and be able to do in each content area. It is the IEP Team's responsibility to carefully examine what is known about the student's classroom performance in relation to the enrolled grade-level standards in all content areas and then to design an individualized education program to facilitate **access to the general curriculum** and identify concepts and skills requiring **specially designed instruction.**

Gather and Analyze the Data:

An examination of evaluation data will include analyses of the student's present levels of academic achievement and functional performance from various sources which may include, but are not limited to, the following:

Possible Data Sources	Description / Purpose	Possible Evaluation Tools (*not an inclusive list)
21st Century Skills	inventory the essential abilities of the student related to critical thinking skills, information literacy, collaboration, self-direction and invention	Student sample; teacher observation
Digital Literacy Skills	evaluate the student's ability to use digital technology, communication tools or networks to locate, evaluate, use and create information	Observation; student sample. Technology Skills Checklist for Online Assessment; Long Beach Unified School District Technology Skills Scope and Sequence
Executive Functioning Skills	consider how the student uses mental processes to help connect past experience with present action when performing activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space	Informal Brain Injury Observation Form found on pages 54-58 in the Brain Injury in Children and Youth: A Manual for Educators that can be used for observation of learning and executive function
Diagnostic Assessments	used to pinpoint a student's instructional gaps	GORT-5; KeyMath-2nd Ed.; Woodcock-Johnson - III; TOWL; Comprehensive Test of Phonological Processes (CTOPP); Test of Word Reading Efficiency (TOWRE-2); DIBELS Deep
Expressive and Receptive Language Vocabulary	oral fluency, receptive comprehension, ability to use academic vocabulary	STAR Reading and Math; DIBELS Next; NWEA (MAPS); Peabody Picture Vocabulary Test (PPVT) ; Expressive One-Word Picture Vocabulary Test
Speech / Articulation	Used to evaluate student's ability to produce clear articulate speech	Goldman Fristoe Test of Articulation (GFTA); Clinical Evaluation of Language Fundamentals (CELF); Comprehensive Assessment of Spoken Language (CASL); Oral Written Language Scale (OWLS II); CELF-5 Metalinguistics
Benchmarks	a periodic assessment of a student's progress toward mastery of standards or annual IEP goals	District-selected
Interim assessment	an assessment, typically created or purchased by a district, that measures a student's growth related to a specific content area standard	*If a district directs the administration of an assessment to all students, then an alternate is to be provided for students receiving instruction on alternate standards;

		may consider using Dynamic Learning Maps™ instructionally embedded assessments for English language arts and Math
Reading	Assess in the area of the student's reading Lexile level	***READ Act Resource Bank*** of Approved Assessments K-3 ***Differentiated Pathways*** for students who are not able to access the READ Act assessments
Formative assessment	not a "test", but rather a process of interaction between the teacher and student that is used to inform the next steps of instruction	classroom data; teacher interaction/observation
Progress monitoring data	analysis provides evidence of progress toward the attainment of the IEP goal/objective	classroom data; teacher interaction/observation
Teacher/family/student input	data gained from interview or discussion	
Observations	may be performed by teachers, mental health providers, related-services personnel, other school staff and families to obtain information on a student's communication skills; cognitive skills related to linking concepts; executive functioning; social skills related to working collaboratively with peers; digital literacy skills; higher-order thinking skills; and mental processes, such as resiliency and impulse control.	For preschool age students, this includes ongoing observation and documentation of developmental skills measured by Teaching Strategies GOLD (or other assessment tool used to collect data on Indicator 7)
Portfolios/work sample	error pattern analysis of work samples using item analysis, reviewing rubrics, etc. to identify areas of mastery or areas that indicate continued instruction or adjustment of instructional strategy	
Evaluation of accommodation use	use information regarding a student's preferred learning modality and access needs to choose an appropriate accommodation or evaluate the effectiveness of an accommodation by comparing the student's performance on a task using an identified accommodation vs. an opportunity to perform a similar task without the accommodation	Observation; See Section III Tools in the ***Colorado Instructional Accommodations Manual*** for some optional forms to collect data
Early Transition	information gathered from the family and service providers	child's current Individual Family Service Plan (IFSP), early intervention (Part C) provider notes, parent interview, *Child Outcomes Summary Form*, etc.
Classroom environment survey	identify any barriers; determine appropriate accommodations and classroom expectations	Classroom Management Checklist (Florida PBIS Project, 2007)
Secondary Transition	Data is collected on the student's individual needs, preferences, and interests as they relate to the demands of employment, postsecondary education, independent living, personal and social environments. Analysis of these multiple sources of student assessment data through a transition lens is the	CDE Secondary Transition Resources

	common thread in the transition process and is the foundation for defining goals and transition services in the IEP.	
Behavior	formal/informal assessments designed to provide qualitative and quantitative data on a student's social, emotional and behavioral functioning	Conners Rating Scales; Behavior Assessment Scales for Children (BASC); Behavioral and Emotional Rating Scale (BERS-2); Behavior Rating Inventory of Executive Function (BRIEF); Test of Adolescent Problem Solving (TOPS); Delis-Kaplan Executive System (D-KEFS); Functional Behavioral Assessment (FBA)
Social skills	related to working collaboratively in large/small/individual settings	
Attendance and discipline data	can be used to examine influencing factors	
Summative state assessment data		analysis reports indicate areas of strength/need in relation to the tested standard (ACCESS/Alternate ACCESS; PARCC/CoAlt: DLM ELA and Mathematics; CMAS Science and Social Studies; CoAlt: Science and Social Studies; ACT/ 11th Grade Alternate Assessment for the Colorado ACT)

Discussion Points for Consideration by the IEP Team:

What do the data tell us about the student's participation and engagement in the general education curriculum?

- Has the student received rigorous, explicit, differentiated **instruction** based on the appropriate academic achievement standards?
- Have appropriate curricular adaptations been made in order for the student to **access the content**?
- Have **embedded supports** been provided for presentation, response, setting or timing for students with a disability? (e.g. adapting instructional materials to maintain the integrity of content information; presenting text in a variety of formats; reducing text complexity if needed; using assistive technology; designing instruction utilizing principles of Universal Design for Learning, etc.)

- Have **appropriate content modifications** been made for students receiving instruction on alternate academic achievement standards? (grade-level aligned content; less in complexity and rigor; presented in multiple formats and providing various means of response)
- For students aged 18-21, does the data indicate that the student requires additional instruction (academic and/or non-academic) related to achieving their **postsecondary goals**?
- Have **families** partnered in coordinating learning between home and school resulting in reinforcement and practice in multiple settings?

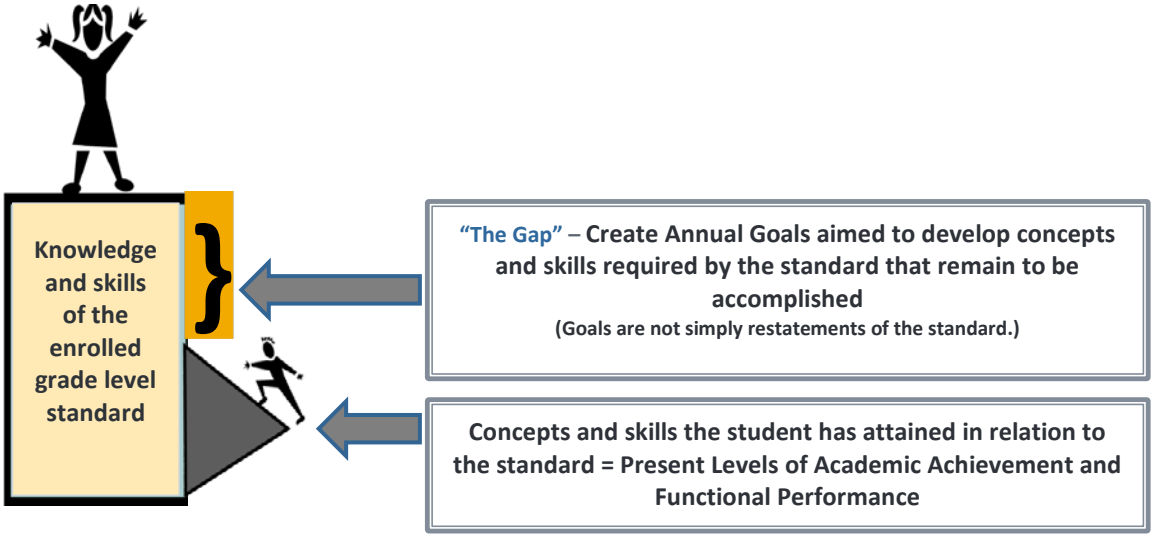
Result:

The data analyses and consideration of other factors unique to the student's characteristics as a learner will paint the overall picture of the student's performance both on point-in-time specific tasks and as a measure of growth over time.

The IEP directly links a student's present levels of academic achievement and functional performance to the state's enrolled academic content standards. Such a focus affords the student an opportunity to engage and interact with grade-level and age-appropriate content which is appropriately adapted for students with an IEP who receive instruction on grade-level standards or modified materials for students receiving instruction under alternate standards. Specialized instruction is then designed to address concepts and discrete skill areas that most impact the student's ability to access the general curriculum and achieve the grade-level or alternate standard. In addition, the IEP must address other unique needs of the student to access the general curriculum and **may** include:

- communication (e.g., listening, speaking, reading, writing including assisted augmentative alternative, alternate pencil; sign language)
- functional skills (e.g., personal care, accessing the environment, activities of daily living)
- behavioral needs (e.g., social skills, collaboration, transitioning, self-advocacy)
- executive function (e.g., focus, persistence, effort, working memory and self-regulation skills)
- community access (e.g., orientation and mobility skills, navigating the environment)
- technology literacy (e.g., ability to self-initiate assistive technology, embedded supports and other digital literacy skills)

Step 3: Synthesize Data for Statement of Present Levels of Academic Achievement and Functional Performance



*In a standards-based IEP, the PLOP (PLAAFP) should also identify the **skills and knowledge** the student has already attained **relative to grade-level standards**. This information is then used to decide what academic standards the student has achieved and what standards remain to be accomplished. Determining the gaps between the student's current level of academic achievement and the expectations for grade-level performance provides a clear picture of what needs to be accomplished in the coming year.* *(Advocacy Brief: Understanding the Standards-based Individualized Education Program (IEP), National Center for Learning Disabilities, www.LD.org; web document retrieved 5/14/2014.)*

The IEP must also contain a statement about how the child's disability affects the child's involvement and progress in the general education curriculum. (§300.320(a)(2)(i)(A)) Thus, the importance of clearly determining the Present Levels of Academic Achievement and Functional Performance (PLAAFP) first allows the IEP Team to identify the skills the student already has in relation to the grade-level standard and then to examine "the gap" that inhibits access and success in the general curriculum. Specialized instruction will provide an appropriate level of support in the general education curriculum as well as target concepts and skills that remain to be developed.

Student Strengths, Preferences and Interests

The student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments must be considered when designing the educational program. Universal Design for Learning (UDL) principles address policies and practices that are intended to improve access to learning and assessments for all students. When Universal Design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal Design is built around the premises of first determining **student learning styles**, seeing "how the student is smart" with a **multiple intelligence profile**, and then intentionally designing instruction for access by providing multiple means of representation, multiple means of action and expression, and multiple means of engagement.

Universal Design Resources

These resources offer several options to gain more information on student characteristics as learners (some have a fee; others are free).

Learning Styles

Multiple Intelligences Tests for Children

More on UDL and sample units: CAST center

CAST UDL Book Builder- Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

Develop the Present Levels of Academic Achievement and Functional Performance (PLAAFP) summary statement

The data sources considered and described in Step 2, are synthesized into a concise and family-friendly narrative which describes the child's performance in relation to the enrolled grade-level academic standards. The IEP Team must also describe the impact of the child's disability on his/her ability to learn and do the kinds of things that typical, nondisabled children learn and do. Data is collected annually, analyzed for skills the student has mastered in relation to the enrolled grade level standards, and synthesized into areas remaining to be targeted for specialized instruction. This process creates the link between the data-supported present levels of performance and the measurable annual goals to address instructional gaps.

Describe the age-appropriate transition process

For students aged 15 and older, the secondary transition plan includes multiple data points from a variety of sources such as interest surveys, career cluster surveys, student interview, student/family statement of interest, school-to-work planning, community and agency involvement, etc. The various data points align toward educational and career goals and may influence annual goals, transition services, progress reporting, and assessment.

Student Needs and Impact of Disability

It is the description of how the disability impacts participation, engagement and progress in the general curriculum that distinguishes the need for specialized instruction and drives the development of annual goals. All other areas of the IEP support the description of need in the present levels statement.

Family and Student

- Family and student's perspective related to the student's current and future participation in the learning environment and community
- specific strengths, preferences, interests and needs identified

Focus for Present Levels of Academic Achievement and Functional Performance Statements

The **results** of various types of evaluation reported in the PLAAFP provide the necessary foundation for the data-based decision making process. However, the data, in and of itself, is only a part of the picture. Practitioners will gain information from specific scores with outcome and evaluation data for eligibility and identify targeted areas for instruction.

A family-friendly **summary** statement of what the data means in relation to the child's abilities, is also an essential component of the PLAAFP. **The analysis should focus on the student's abilities, rather than deficits, to ascertain**

the student's present level of performance in relation to the enrolled grade level standard. In the tables below, there are two examples of data analysis appropriate for inclusion in the Present Levels of Academic Achievement and Functional Performance statements. The first example is for a student enrolled in grades K-12 (over age 6). The second example includes information as it pertains to a preschool student.

Example of Data Analysis and Summary Included in Present Levels of Academic Achievement and Functional Performance Statements (K-12, over age 6)

***This constructed example is not intended to imply any required format other than just the inclusion of both elements:**

1) the data analysis and

2) a family-friendly summary statement of what the data analysis means in terms of how the child's disability impacts

- **access to the general curriculum**
- **what strengths the child has and**
- **what skills remain to be developed**

Data analysis:

Mark is enrolled in 5th grade and receives special education services as a student with a specific learning disability in the basic reading skills of phonics and decoding, reading comprehension, and written expression. Mark's weak decoding skills significantly impact both reading accuracy and speed (fluency). He is able to participate successfully in classroom discussions and works well with peers, especially during peer editing sessions for writing. In the area of writing, as measured by a district writing survey administered by his teacher, Ms. Jones, he is able to develop ideas independently, but struggles with conventions of standard English capitalization, punctuation, and spelling when writing. As a result, expanding, combining, and reducing sentences for meaning are skills which need support. He is familiar with word prediction software with prompting. When working on the draft process, he is able to develop a topic, use facts, definitions, and examples or other information orally, but struggles to put the words onto paper as measured by the 5th grade writing rubric on 3 writing prompts given during the week of 9/02/14 by Ms. Smith, special education teacher.

On the 5th grade benchmark, DIBELS Next Oral Reading Fluency (ORF), he scored 27 words read correctly (WRC) in 1 minute. The expected beginning-of-year (BOY) benchmark for 5th grade is 111 words read correctly with a 98% accuracy rate. Mark is progress monitored with a 2nd grade reading probe. On 9/10/14, and he scored at the 13th percentile, with 41 words read correctly at 86% accuracy in 1 minute. Mark's teacher administered *DIBELS Deep Word Reading and Decoding Quick Assessment*. The results of that assessment indicate need for further remediation with short vowels, vowel teams, consonant blends and common syllable patterns.

Summary Statement: The assessments show that even though Mark's word reading skills are significantly below grade level in the area of reading, his strength in listening comprehension and his well-developed fund of background information greatly assist his comprehension of various texts. When he uses audio formatted materials or text-to-speech, his levels of understanding are significantly higher as measured by comprehension scores of 87% (audio format) versus 40% (print format). He is able to accurately determine the elements of short stories and locate key details in informational texts. He needs to develop strategies for decoding unfamiliar words and work on applying knowledge of syllable patterns to both decoding and encoding. Learning more about morphology (e.g., roots and affixes) can also help Mark understand the meaning of words in a text and is an additional strategy for decoding multi-syllabic words. Vocabulary acquisition is accelerated when interventions that encompass "repeated", "echo", and "choral" are used. Reading and pre-reading strategies are needed for Mark to read with sufficient accuracy and fluency to support comprehension.

Example of Data Analysis and Summary Included in Present Levels of Academic Achievement and Functional Performance Statements (Preschool)

***This constructed example is not intended to imply any required format other than just the inclusion of both elements:**

1) the data analysis and

2) a family-friendly summary statement of what the data analysis means in terms of how the child's disability impacts

- **access to the general curriculum**
- **what strengths the child has and**
- **what skills remain to be developed**

Data Analysis:

Jose is actively engaged in the learning environment. During whole group, Jose points to pictures from books or visuals when asked to do so. He enjoys movement and music, supporting his learning during whole group. Jose is beginning to use a communication device to share during story time. Currently he uses signs and gestures to request or reject objects and to say "yes" or "no".

With visual supports, Jose will choose and participate in centers. He has a few favorite friends and likes to join them in the center activity. Jose will sustain his attention to center activities for 5-10 minutes. He joins friends in dramatic play, and helps clean up toys organizing them correctly.

During small group activities, Jose enjoys working with adults and other children. He is building pre-academic skills with teacher support. He matches colors, shapes and animal figures with pictures. He uses his fingers to count to 5, holding up the correct number of fingers with 50% accuracy. He will match letters by their shape.

Recess is Jose's favorite time of day. He runs with his friends, climbs the playground equipment and rides the tricycle during most recesses.

TS Gold Learning Progressions that will guide the IEP Development Based on Jose's Learning Needs

Areas to be addressed in IEP Goals:

Expressive Language, Receptive Language, early literacy, early math

TS Gold Language Objectives:

8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills
16. Demonstrates knowledge of the alphabet
18. Comprehends and responds to books and other texts
20. Uses number concepts and operations

Summary Statement:

Increasing expressive language both orally and through the use of the communication device will support Jose's participation in the learning environment. The next steps with the communication device are to share information from books and stories, ask friends to play, ask adults for help or request something, and demonstrate learning of academic information (numbers, letters, shapes, and color names). He will use simple sentences and increased vocabulary with the device, allowing him to share what he has learned. The increased communication will enable Jose to communicate during his school day and at home.

Jose will need visual systems in the classroom to support his receptive language needs. With supports, Jose will be able to independently follow the classroom routines and transition between activities. Visual supports are needed to build Jose's receptive vocabulary, enabling him to use the communication device across the routines in the classroom. Additionally, Jose needs vocabulary modeled for him. Repeating important words paired with a visual will support Jose's receptive language development.

Please see the section titled, ***Through the Lens of…..***for some additional constructed examples that contain PLAAFP statements.

Prioritize student's needs to align with Annual Goals

Annual goals focus on the student's important, unique educational needs as well as the concerns of the parent. ***Each goal addressing a critical need must be properly aligned with the present level of academic achievement and functional performance (PLAAFP).*** Goals identify the area(s) in which a student with a disability needs specially designed instruction and/or related services targeted to build essential skills that will facilitate participation and progress in the general education curriculum.

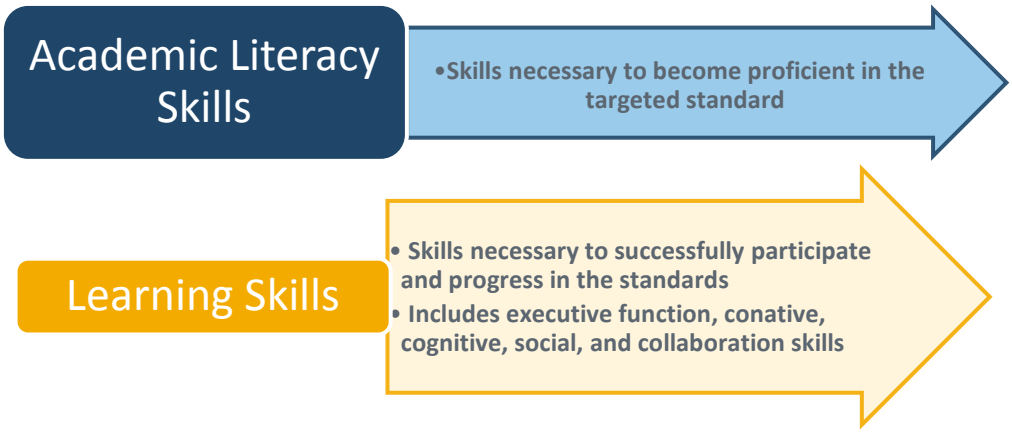
Identify the **critical skill(s)** needed to demonstrate proficiency of general education curriculum expectations at student's enrolled grade level. It is critical to focus on skills and knowledge that are:

- Essential to desired outcomes
- Challenging, yet attainable
- Essential to participation in the general education curriculum
- Prioritized to clearly indicate skills and knowledge most important to long-term academic success

Annual goals can then be developed to close the gap between skills the student has already acquired in relation to skills required for success in the Colorado Academic Standards. Standards-aligned IEPs are not intended to define *every* educational goal for a student, nor are they meant to eliminate any functional skills students require in order to access the general curriculum.

Additional areas to consider for inclusion in the PLAAFP (adapted from Schillinger & Wetzel, pg.89-93, 2014)

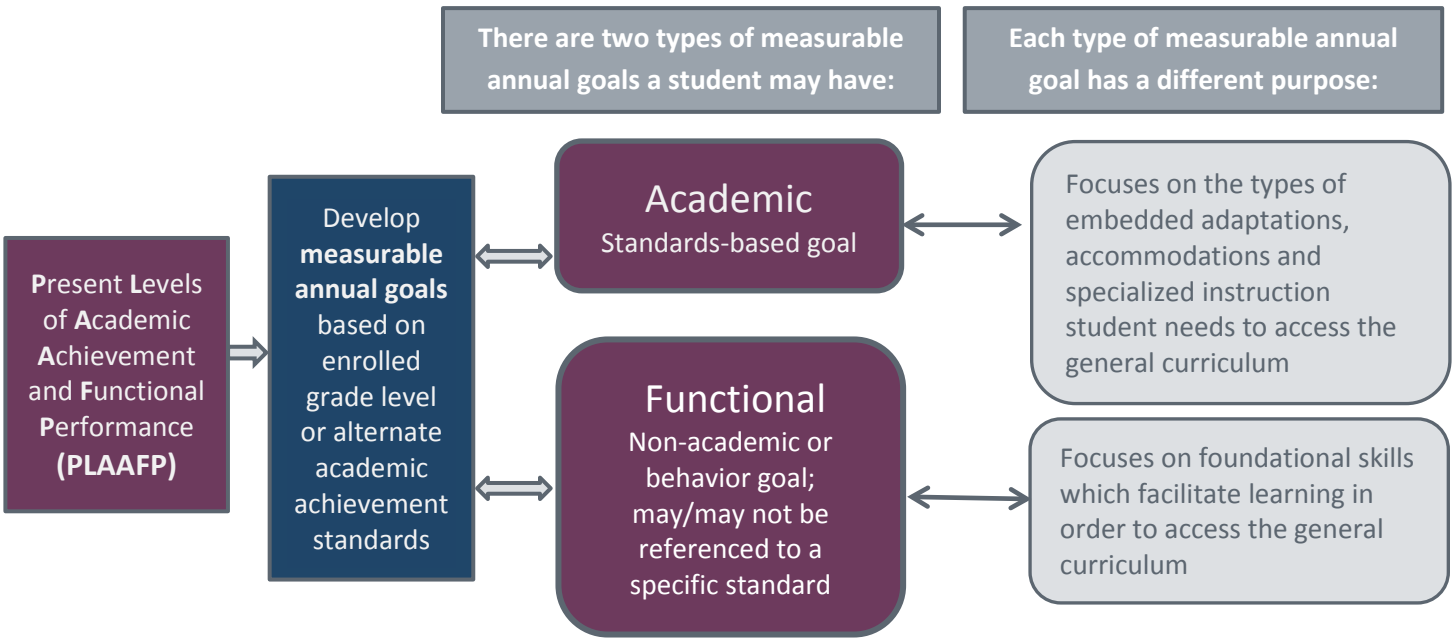
- academic literacy skills
- learning style for Universal Design for Learning (UDL)
- best modalities for how the task is presented and how the student will express learning (CAST)
- executive function skills
- technology literacy
- cognitive and conative strategies
- social skills



The IEP team will <u>not</u> necessarily want to develop goals on every grade-level standard in every content area, as that would be too cumbersome and time consuming. An understanding of how learning develops will allow the IEP team to prioritize and develop goals and objectives that are **based on the standards that are most likely to maximize the progress in the general education curriculum**. The goals will be based on the team's best estimate of how far a student can reasonably advance, given specially designed instruction and accommodations, within the year that the IEP is in place. Remember, the aim in writing a standards-aligned IEP is not to re-create an alternate curriculum for the student. Rather, it is to clearly define the skills that need to be targeted for specialized instruction to "narrow the gap" in order for the student to meaningfully participate in the enrolled grade level curriculum with accommodations for presentation, response, timing or setting and to accelerate the acquisition of pre-requisite skills.

See ***IEP Procedural Guidance*** for a full explanation of the required elements of the PLAAFP section of the IEP form.

Step 4: Develop measurable annual goals aligned with enrolled grade-level academic content standards



The standards-aligned IEP considers the student's ***unique areas of need*** identified by evaluation data. Academic and/or functional goals, including those related to behavior / executive function are then

specifically addressed through specialized instruction, related and instructional services, or other supplementary aids and services.

A. Determine the Academic Achievement Standard for the Student's Instruction

After developing the Present Levels statement, but before crafting measurable annual goals for a standards-aligned IEP, the IEP Team must determine the academic achievement standard used for instruction. All students receive instruction based upon the Colorado Academic Standards **grade level** academic achievement standards, with specified appropriate adaptations and/or accommodations unless the IEP Team concludes, based upon a body of evidence and evaluation data, that the student meets participation requirements as a student with a significant cognitive disability. The team may determine that the student's progress is most appropriately measured against **alternate** academic achievement standards. Measurable annual goals and objectives would then be based upon the Extended Evidence Outcomes (EEOs), which are linked to the grade-level standards, but are less in complexity, depth of content and rigor. Grade-level content is modified according to the needs of the student. A student receiving instruction on alternate standards is required to have measurable annual goals and benchmarks/short term objectives (IDEA §300.320(2)(B)(ii))

To assist the IEP Team with the discussion preceding the decision as to whether the student meets participation guidelines for receiving all classroom instruction based on alternate academic achievement standards and participating in classroom/district/state assessments based on alternate academic achievement standards (AA-AAS), please see the *Alternate Standards and Assessment Participation Guidelines Worksheet* and companion clarifying document in the *Colorado Instructional Accommodations Manual.*

B. Determine the Type of Annual Goal

For students K-12 , annual goals are either related to a student learning the content of the Colorado Academic Standards (**academic** goal) or related to the student learning a skill he/she needs to learn in order to access the general curriculum (**functional** goal).

In a standards-aligned IEP, the PLAAFP describes how the student is currently performing in relationship to the standards for the student's enrolled grade. The PLAAFP focuses on the specific curriculum-based skills and knowledge required which the student has already attained, or is developing, relative to grade-level standards. This information is then used to decide which academic skills the student has achieved and what skills remain to be accomplished. Advocacy Brief: Understanding the Standards-based Individual Education Program (IEP), National Center for Learning disabilities, www.LD.org; retrieved 5/14/2014.

Once the skills needed for instruction have been determined and prioritized according to student need, annual goals can then be developed to close the gap between skills the student currently has, to skills required in the grade-level or alternate standard. Standards-aligned IEPs are not intended to define every educational goal for a student, and they are also not meant to eliminate any functional training students require. (Special Educators Look to Tie IEPs to Common Core, Education Week, Published online December 27, 2010; Updated March 23, 2012; Retrieved May 14, 2014).

Academic Goal (standards-based)

After considering the areas of need identified in the PLAAFP, and prioritizing those critical needs, the appropriate enrolled grade level content standard is selected to address those needs. Goals should be based on standards that are most essential for accelerating the student's ability to progress in the general education curriculum and that will result in the most educational benefit. The Concepts and Skills statement, the Evidence Outcomes (grade-level) or Extended Evidence Outcomes (alternate) articulate the essential learnings of the content standard and may form the foundation of a goal. There is no one specific method of constructing an annual goal; the unique needs of the student drive that decision. However, **the exact wording of the standard should NOT be copied as the goal**, since it is not stated in measurable terms.

Functional / Behavior Goal

While IDEA 2004 does not define the term "functional", the US Department of Education generally describes functional as activities and skills that are not considered academic or related to a child's achievement as measured on statewide achievement tests. The IDEA allows states to define "functional" as long as the definition and its use are consistent with the Act. (71 Fed. Reg. at 4661)

> The Colorado Department of Education, Exceptional Student Services Unit, has defined "functional" in the following manner: *"Functional skills are those essential for everyday life, learning and work that focus on the student's individual needs in the home, school, and community and may include skills in: self-help, behavioral and social interactions, independent living, mobility, and/or self-determination."*

Annual goals that are non-academic are considered to be functional goals. These goals are not necessarily referenced to a specific enrolled grade-level content standard if an appropriate linkage is not evident. Functional goals may include skills that are supported by or taught within related services such as occupational therapy (OT), physical therapy (PT), and orientation and mobility (O&M). Certainly, a related service goal can be linked to and support an academic goal; however, there is no federal requirement for every non-academic goal to be linked to a standard.

Executive Function

Another area included under the category of functional goals may be goals related to executive function. Students with various types of disabilities may have areas of need related to these foundational processes:

- Attention and concentration
- Processing speed
- Memory
- Task Initiation
- Planning
- Mental flexibility
- Reasoning
- Organization
- Emotional control
- Sustained attention
- Persistence
- Metacognition/self-monitoring

It is critical to consider areas of executive function since it is often these types of skills that highly impact a student's ability to fully participate and engage in classroom learning (Dawson and Guare, 2010). For example, a PLAAFP for a student with Attention Deficit Hyperactivity Disorder or Traumatic Brain Injury

which impacts his/her attention and concentration, might warrant consideration for a functional annual goal related to self-monitoring strategies or focusing strategies.

The **Colorado Academic Standards for Comprehensive Health and Physical Education** include the areas listed below and may serve as references for functional goals.

- movement competence
- physical and personal wellness
- social/emotional wellness
- prevention and risk management

Some functional goals, such as those involved in orientation and mobility, may not necessarily be linked to a specific academic standard in the CAS; however, there are many functional skills that can be associated with the **Comprehensive Health and P.E standards** in areas relating to mobility, health and wellness, social and emotional behavior, social skills etc.

The basis for writing measurable functional annual goals is the consideration of how the student's disability impacts access to the general education curriculum, as well as its impact on functioning in everyday life; it is **not** based on the disability category. **The ultimate purpose for a functional goal is to facilitate skill attainment necessary to access general education and achieve successful post-school outcomes.**

Preschool IEP Goals

From a national perspective, *functional* is the descriptor used for high quality preschool goals whether they may be academic, adaptive, social-emotional, etc. The Colorado Department of Education does not have the expectation that preschool IEP goals be separated as "functional" vs. "academic".

To better align with the general education curriculum as required by law, preschool IEP teams should be developing IEP goals that reflect the *Colorado P-12 Academic Standards*, (CAS) which are built in to the *Colorado Early Learning and Development Guidelines* (CEL&DG). These *Guidelines* were developed to expand the preschool section of the *Colorado P-12 Academic Standards*, and to describe the trajectory of children's learning and development from birth to age eight.

In addition to referencing the *Early Learning and Development Guidelines* (with Colorado State Academic Standards embedded), many districts also look to the *Teaching Strategies GOLD Objectives for Development and Learning* when writing IEP goals that reflect the general preschool curriculum.

A routines-based/functional goal is based on priorities that address skills within routines to help preschool children participate and be successful within the general education curriculum. While there is no "correct" format for writing a routines-based goal, Preschool Special Education recommends the following format drawn from the work of Dr. Robin McWilliam, Director of the Siskin Center for Child and Family Research at the Siskin Children's Institute in Chattanooga, Tennessee:
"(Name) will participate in (routine[s]) by (specify behavior). We will know she can do this when (measure)."

1. Begin with a prioritized outcome(s).
2. Identify the *routine(s)* impacted by the outcome.
3. Write "*(name) will 'participate'*" in *(specify routine[s])"*

4. Write "*by (specify behavior you want to observe and generalize).*"
5. Add a measurement to demonstrate when the child has acquired the skill. "We will know she can do this when *(measure).*"

Example

Kelman will participate in play activities during free time, small groups, and outside time (routines) by independently choosing and playing with toys (behavior to be observed and generalized). We will know he can do this when he selects a toy and plays with it for 2 minutes or more for 4 consecutive days (measure).

C. Ensure the Goal is Measurable

SMART is a commonly understood acronym to represent the process of developing measurable annual goals. SMART goals appeared originally in business literature and have been adapted to relate to educational goals:

The **"specific and relevant"** determination is made by the IEP team considering:

- Is the goal clear and understandable?
- Is the goal positively stated?
- Is the goal reasonable based on the information in the PLAAFP?
- Is the goal practical and pertinent to the student's academic, social and transition needs?
- Is the goal practical and pertinent to the student's age and remaining years in school?
- Note: Including brand names or specific vendor products is not recommended.

The **"measurable and attainable"** determination is made by the IEP team considering:

- Does the goal include condition, behavior and standard criteria?
- Can progress on the goal be graphed?
- What assessment measure will be used to monitor progress?

The **"time sensitive"** determination is made by the IEP team considering:

- Will progress on this goal reflect sufficient growth according to the student's age/grade level and remaining years in school?
- Will progress on the goal be examined frequently enough to make instructional decisions?
- What instructional decisions will be made based on the progress of this goal (continue, change the goal, discontinue the goal)?
  www.wrightslaw.com

One user-friendly method of creating SMART goals is the "**A**-**B**-**C**-**D**-**E**" method which was adapted from Terri Chiara Johnston's book, ***Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data***. This involves four components for measurable goals, with an additional stem statement related to transition if needed. Mary Schillinger and Becky Wetzel, add an "**E**" for Evaluate. The following examples are a blending of that work.

		Description	Example
+ Stem for Transition		Age 15 or by the end of 9th Grade	In order to handle the writing demands of postsecondary…. In order to perform the duties of a veterinary assistant….. In order to communicate effectively with a supervisor and others in a workplace….(**relates to the postsecondary goal**)
A	**Audience**	identifies the **"who"** of the goal	Student's name: Johnny
B	**Behavior**	clearly identifies the **performance** that is being monitored; (Stranger Test: can a person who does not know the child observe the desired behavior?) represents an action that can be directly observed and measured (Can you see it and quantify it?)	What will the student DO? ….will identify by activating a single switch to select…. …will count by 2s to 20 …will construct sets…. …will produce a three paragraph essay containing…..
C	**Conditions** ***Consider embedded accommodations and assistive technology**	Tells to what extent the student is expected to perform the desired behavior in order to **demonstrate mastery** of the skill	Using an alternate pencil…. Using an adapted keyboard and word prediction software…. Using speech-to-text software to dictate….. When provided a verbal prompt…. Using adapted grade-level text…. Using a graphic organizer and assistive technology…. Given a grade level writing prompt…. When attending a school assembly or meeting….

D	**Degree**	**Can include:** **Criteria** – 4/5 opportunities; number correct **Frequency** – 80%; tallies **Duration** – over a two week period; during a 15 minute shared reading activity **Generalization**- transfer of skill to another setting/situation **Timeframe** – by the end of the first grading period; before the next annual review date	
(E)	**Evaluate**	**How will we know if the degree was met? What was the standard of success?**	…as measured by…. E.g., a district writing rubric; teacher-created checklist; project-based learning rubric

Another example, adapted from the Maine Department of Education's rubric, describes a well-aligned IEP Goal:
(Jessica Yates, 2013)

Academic Goal:	**Functional Goal:**
Contains all specified components: o **When…** o **Given what…** o **Who…** o **Does what…** o **How much…** o **How often…** o **How measured** **Is properly referenced to an academic standard**	**Is properly referenced to an academic standard, such as CAS/ Comprehensive Health and P.E. as appropriate** *Some functional goals may not have a standards-reference (e.g., orientation and mobility) Example: By November 15, 2014, given access to a math journal and the use of models/manipulatives, the student will use understandings about angles to write and solve equations with 100% independence in 4 out of 5 opportunities as measured by classroom assessments and progress monitoring. (CCSS: Math 7.G.5)
https://sites.google.com/site/thealignedieppprocess/home/fall-2013-superintendent-region-trainings	

For more examples using the **A-B-C-D** method, please refer to the ***Through the Lens…*** section of this document.

Additional considerations for IEP goal development

- In addition to the academic considerations and needs identified in the PLAAFP statement, consider areas of need identified in executive function, social skills for group work, cognitive problem solving skills, digital literacy, etc., based on assessment information.

- Goals are NOT a restatement of the academic standard, but should reflect consideration of the Colorado P-12 Academic Standards. The measurable annual goal should focus on the skill development needed to progress toward the standard. For students receiving instruction on alternate standards (EEOs), the goal may be based on the EEO; however, depending upon student need, the Concept and Skills statement from the Standards framework may be a better foundation for an annual goal.

- Consider how the goal could be generalized across settings to maximize skill acquisition

- **If a student is receiving instruction on alternate standards and participates in alternate assessment, the IEP must contain measurable annual goals and objectives.** The Extended Readiness Competencies (ERCs) listed on each standard template may be considered when formulating objectives, but are not intended to be a complete listing of pre-requisite skills, nor full learning progressions. The ERCs must be customized for each student and written in measurable actionable terms. The data from the student's present levels of academic achievement and functional performance will indicate an entry level and the teacher will formulate short-term benchmarks/objectives to reflect reasonable learning progressions toward mastery of the Extended Evidence Outcomes.

- Consider the principles of Universal Design for Learning (UDL), the student's preferences for how information is presented, as well as how the student will respond to demonstrate learning. The UDL methods and/or accommodations may be embedded in the conditions of the goal statement (e.g., When provided multiple means of input, such as audio, speech-to- text or human reader, the student will……).

- Consider how the goal can be addressed in multiple settings, such as home and community, to reinforce and generalize learning.

- For children in preschool, also consider the child's TS GOLD data and the Early Learning & Development Guidelines.

Tip: Develop data collection tools to monitor progress on IEP goals / objectives at the time the goal is written.

See Standards Implementation Support on the CDE Webpage for more resources.

Standards Side-by-Side Reference Tool

The *Standards Side-by-Side Reference Tool* is intended for application to instruction and development of IEPs for students receiving special education services. For students who receive instruction on grade-level academic achievement standards, only the Evidence Outcomes in the left column apply. Naturally, teachers may consult the Extended Evidence Outcomes and Essential Elements to inform targeted and specially designed instruction.

However, the student's IEP goals would be referenced to the enrolled Colorado Academic Standards and the student would receive instruction based on grade-level academic achievement standards, with, or without accommodations.

The Colorado Academic Standards/Extended Evidence Outcomes and DLM Essential Elements are for students identified with a significant cognitive disability, and whose IEP Team has determined that the student meets participation requirements to receive instruction on alternate standards and to participate in alternate assessment. IEP Goals and objectives may be referenced to these alternate standards for Reading/Writing/Communicating and Mathematics.

The online **Standards Side-by-Side Reference Tools** for English Language Arts/Literacy and Mathematics are posted on the ***Instructional Standards for Students with a Disability*** webpage. (Scroll down to just beneath the DLM logo)

Step 5: Assess, analyze and report the student's progress throughout the year

Progress monitoring is a scientific-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring strategies can be implemented in a classroom and/or for an individual student using a variety of collection sources.

> *…an IEP must include…a description of how the child's progress toward meeting the annual goals…will be measured.* §300.320(B)(3)(i)

Considerations for monitoring progress

- *How does the student demonstrate what he/she knows on classroom, benchmark, and state assessments?*
- *Is a variety of assessments used to measure progress?*
- *How can families participate in progress monitoring at home?*
- *How will progress be reported to families in a way that is understandable and that they can use to adjust learning at home?*
- *Did the student make the progress expected by the IEP team?*
- *How does the student's performance compare with the performance of general education students?*
- *Is the student more independent in the goal area?*
- *Will work in the goal be continued or will the student be dismissed from this goal area?*

The Benefits of Progress Monitoring

- Sensitive to changes needed in instruction
- Directly related to instruction
- Allows for goal setting
- Allows for prediction
- Can be administered frequently and quickly
- Measures individual differences *and* growth
- Informs students of their progress and needed next steps for mastery

Monitoring Progress on IEP

Progress monitoring procedures guide how data will be collected in order to make instructional decisions about the progress of the student and establish a decision making plan for examining the data collected. After the IEP Team has determined the student's annual goal/objectives based upon the PLAAFP, the tool used for progress monitoring will be developed or stated. *Examples may include the following:

- teacher-designed data collection tools for academics and/or behavior
- commercially-available products (e.g., AIMSweb, Easy CBM and others)
- software-based progress monitoring tools embedded in some curriculum products
- behavior intervention monitoring assessment system (BIMAS)
- *For more examples, see the National Center on Intensive Intervention's webpage:

At the time an IEP is developed, it must specify and document how the child's progress toward each annual goal will be measured, including. *(§300.320(B)(3)(i)*

- **what** will be monitored
- **who** will monitor it
- **when** it will be monitored
- **where** the monitoring will be conducted and
- **how** the data will be reported

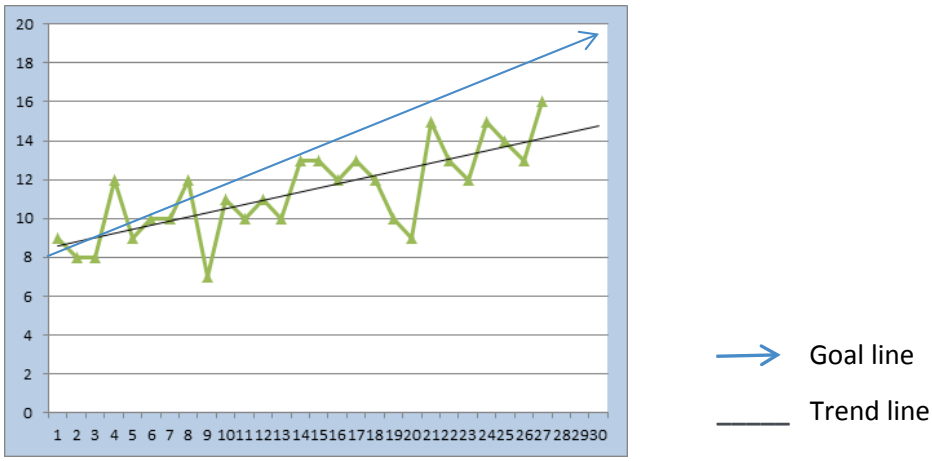
Evaluation procedures and tools selected to collect data and measure student progress should be identified in the IEP. Data collection tools should represent different types of measurement in order to provide a clear picture of student progress.

There are several important characteristics of progress monitoring. First, the behavior outlined in a goal is measured with an equivalent measure each time progress is assessed. Thus, the baseline and unit of measurement need to align. For example, if a child's baseline is given in a percent, the progress monitoring probe is also scored as a percent. Another important characteristic is ensuring a regular and frequent collection of data in a format that is easy to implement and takes a short amount of time to complete. Finally, one of the most important features of progress monitoring is the ability to analyze performance over time and adjust instruction.

Analyzing Progress Monitoring Data to Inform Instruction

While there are numerous methods of plotting and visualizing data in order to analyze trends and identify areas still needing development, using trend line analysis is an effective strategy to compare what learning has occurred and what is currently occurring. The trend line usually indicates either an upward or downward slope. More frequent progress monitoring allows instructional decisions to be made sooner and as the number of data points increases, the effects of measurement error on the trend line decreases. (National Center on Intensive Intervention)

Trend Line Analysis



This graph shows data points for the actual performance as well as a trend line to demonstrate the pattern (trend)

of the performance over time. Perhaps the easiest way to think about a trend line is as an average of all the data points. Research indicates that multiple data points (not including baseline) should be collected before relevant decisions can be made. (Fuchs, L. S., & Fuchs, D. (2004))

Standard Decision–Making Strategies

- After trend lines have been drawn, teachers use graphs to evaluate student progress and formulate next steps for instruction
- If the trend line is steeper than the goal line, the end-of-year performance goal needs to be increased.
- If the trend line is flatter than the goal line, the student's instructional program needs to be revised.
- If the trend line and goal line are fairly equal, no changes need to be made.

Note: After implementing specialized instruction, the tendency may be to stop after plotting only 2-3 data points. In the example above, if the intervention would have been changed or discontinued after the first three points, the gain evidenced in the fourth point would have been lost.

4-Point Decision Making
While best practice indicates that at least six data points should be collected prior to making instructional decisions, considering the **four most recent** data points can reflect the most accurate picture of the student's progress.

Ascending Goals - For behaviors that we are trying to increase, (e.g., number of words spelled correctly; on task behavior)

- If the most recent 4 consecutive data points fall below the goal/aim line, **make an instructional change**
- If the 4 consecutive data points fall above the goal/aim line, **consider increasing the goal**
- If the last 4 consecutive data points fall above and below the goal line, **continue with current instruction**

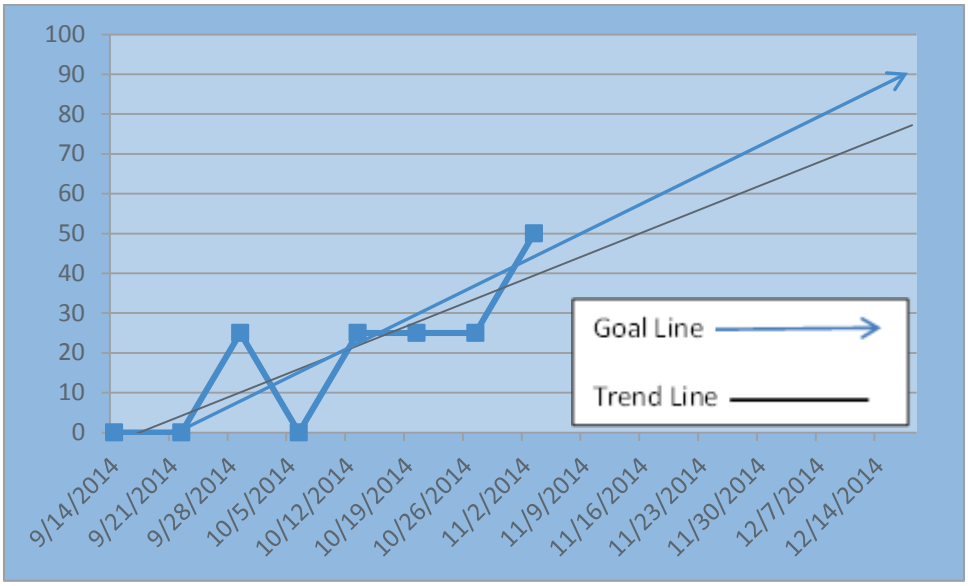
Descending Goals - For behaviors that we are trying to decrease, (e.g., frequency and length of verbal outbursts; number of errors)

- If the most recent 4 consecutive data points fall below the goal/aim line, **make an instructional change**
- If the 4 consecutive data points fall above the goal/aim line, **consider decreasing the goal** or **making a phase change** in the intervention and/or strategy
- If the last 4 consecutive data points fall below and above the goal line, **continue with current instruction**. (Fuchs, L. S., & Fuchs, D. (2004))

Analyzing Progress Monitoring Data

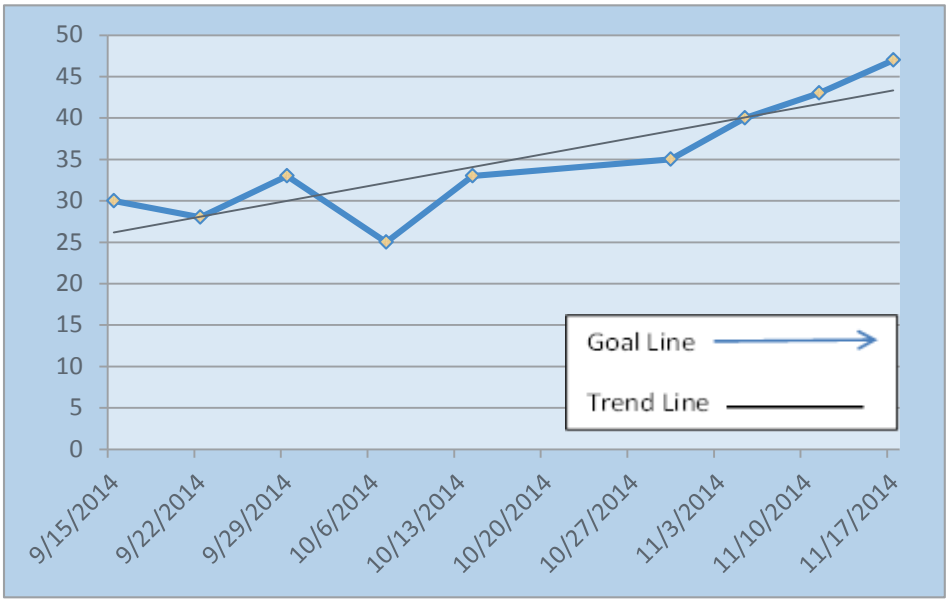
Practice using these examples:

Graph 1



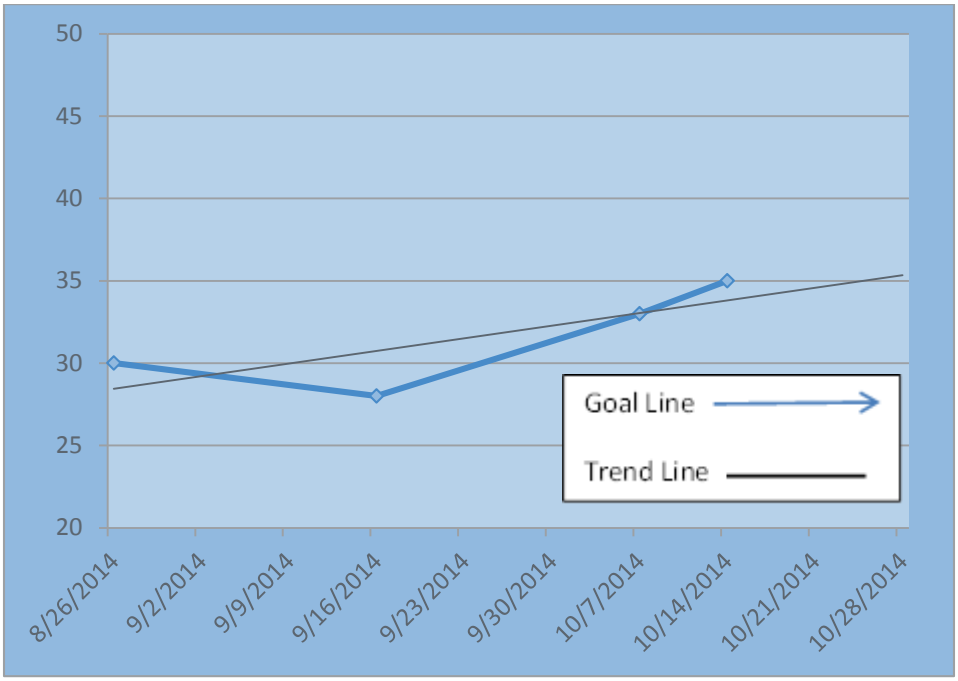
In Example #1, the decision would be to increase the goal as the last four data points are above the goal line.

Graph 2



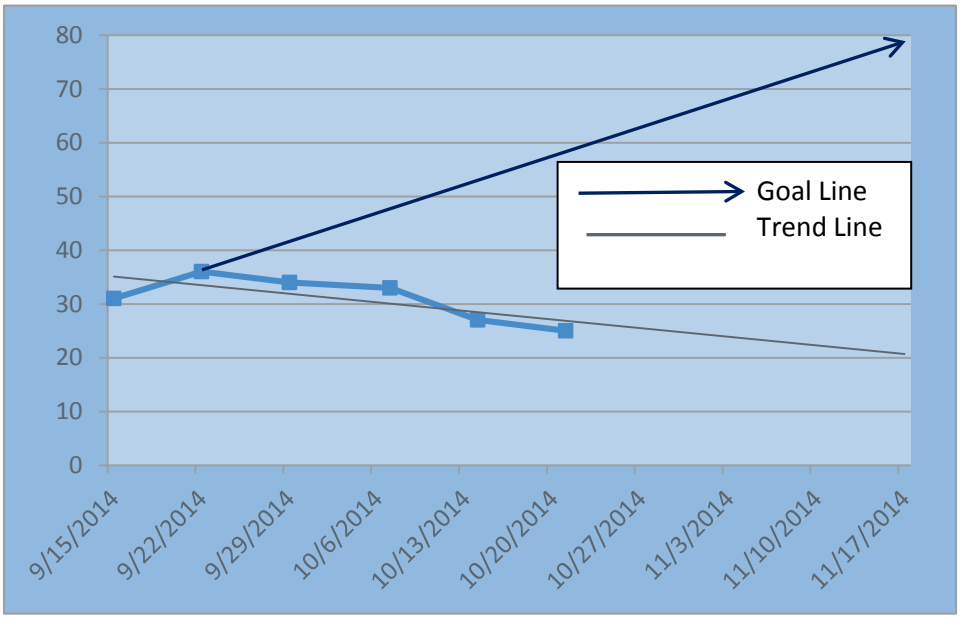
In Example #2, the decision would be to **continue the instruction**; the student is making progress.

Graph 3



In Example #3, the decision would be to **continue collecting data**; there is not enough data to make a decision.

Graph 4



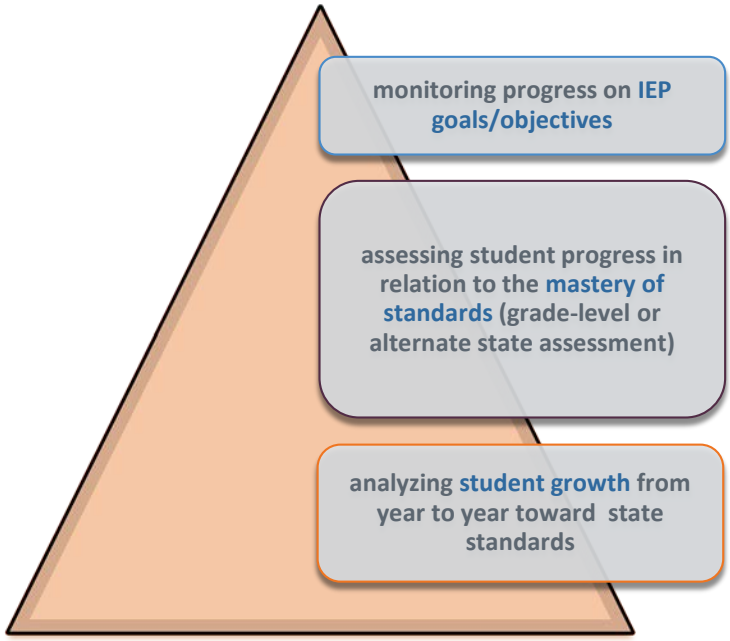
In Example #4, the decision would be to **change the instruction**; the student is not making progress.

Assessing student progress and growth from year to year

Monitoring a student's progress assists a teacher or a service provider or a family member in making ongoing instructional decisions about the strategies and interventions being used. It also provides summative evidence that enables the IEP Team to determine whether the student has achieved his or her stated annual goals including the overall growth gained. Thus, the triangulation of this data with the monitoring of progress toward IEP goals provides a holistic approach to gauging student growth and reporting progress to families. Consider the following sources of data:

- **benchmark** assessments (e.g., DIBELS; STAR math/reading)
- district **interim** measures – district-created assessments designed to provide feedback on how students are progressing on the standards; use to assess whether the current rigor is sufficient to project mastery of the standard
- **state** assessments- measure student's academic mastery of grade-level or alternate Colorado Academic Standards and show the student's growth from year to year. (Colorado Growth Model http://www.cde.state.co.us/schoolview/generalgrowthmodelfaq)

Triangulation of Data



Reporting Progress to Families

The monitoring of progress provision in IDEA (2004) requires that the IEP specify how the student and parents will be regularly informed of the child's progress toward the goals* (i.e., what the student can now do that he/she was not doing previously as it relates to the annual goal) and the extent to which progress is considered sufficient. Progress monitoring helps IEP teams address any lack of expected progress towards the annual goals and make decisions concerning the effectiveness of curriculum delivery. Families may contribute progress monitoring data from home, which is considered in ongoing decision-making.

> ***Progress must be reported at least as often as parents of nondisabled students are informed of their child's progress.*** *(34 CFR 300.320 (a)(3))*

*Check your local school progress reporting schedule to determine the required dates.
In addition, an evaluation schedule should be included in the IEP stating the date/ intervals/ frequency of the progress monitoring and data compilation, such as weekly, daily, etc.

Progress Monitoring/Reporting Example (Colorado IEP form)

Evaluation Method: ☐Monitor and Chart Progress ☐ Focused Assessments ☐ Portfolio Collection ☐ Other:_____ IDEA 300.320(a)(3)(i)			
Progress Report (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur) IDEA 300.320(a)(3)(iii)			
Reporting Date: ___/___/____	Reporting Date: ___/___/____	Reporting Date: ___/___/____	Reporting Date: ___/___/____
Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:

Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access, engage in meaningful participation, and make progress in the general education curriculum

Specially Designed Instruction (SDI), in accordance with IDEA 2004 regulations, is adapting the ***content, methodology or delivery of instruction*** to:

- Address the unique needs of a child that result from the child's disability
- Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3))
- Follow provisions guaranteed by IDEA and implemented in accordance with the Individual Education Program (IEP) process
- Provide such services at no cost to parents

This definition of specially designed instruction unmistakably indicates that the intent is for students with a disability to be provided **access to first best instruction** along with **specialized services** that allow them to access the same curriculum as their same age peers without a disability.

Specially designed instruction simply means "what the special education teacher does" to support, instruct, assess and re-teach the student. SDI defines what the teacher does to **accelerate the acquisition of skills in order to close the academic performance gap between students with a disability and their general education peers**. According to the U.S. Department of Education, "states, school districts, and school personnel must…select and use methods that research has shown to be effective, to the extent that methods based on peer-reviewed research are available".

"Peer-reviewed research" generally refers to research that is reviewed by qualified reviewers to ensure that the quality of the information meets the standards of the field before the research is published. Families should understand how they can support the specially designed instruction in multiple settings and how to engage in on-going two-way communication with school staff around student progress. Families should understand how they can support the specifically-designed instruction in multiple settings and how to engage in ongoing two-way communication with school staff around student progress.

Specially designed instruction is based upon the specific skills that the student has not yet developed which are necessary for the child to improve his/her academic performance required for his/her annual goals. This unique teacher instruction should be clearly written in the IEP and be easily understood by anyone who reads the IEP. The student and the parent should know ***what*** specially designed instruction is being provided to increase the student's achievement and academic performance; **w*ho*** will be providing this instruction to the child; **w*here*** the SDI will be provided and ***how often*** (frequency).

In best practice, Specially Designed Instruction *IS*…	**In best practice, Specially Designed Instruction is *NOT*….**
Focused, goal driven and targeted instruction aimed at the prioritized needs identified in the PLAAFP—"closing the gap"	Intended to supplant general education instruction
Helps to "pave the way" for the student to be successful in the general education setting (e.g., pre-teaching content vocabulary; adapting text complexity level for grade-level passages; pre-reading and discussing passages; supplying background knowledge/context for the content; providing accessible materials in alternate formats etc.)	Assuming students will "just pick it up" from the general education classroom discussion
Explicit instruction is systematic, direct, engaging and success oriented (Anita Archer/Charles Hughes)	about getting homework or general education classwork done (that's tutoring)
Adapting instruction, materials and assessments to allow access to the rich grade-level content aligned to standards	"Watered down curriculum"
Modifying instruction, materials and assessments to align to grade-level content which is based on alternate standards	Using materials that are not age appropriate, using materials that do not link to the content of the standard or providing grade-level materials without appropriate modifications
Using assistive technology to adapt presentation and response in order for student to produce work independently	Providing an unnecessarily high level of support; to always "make things easier" or "do it faster" rather than encouraging the student to do as much as possible on their own
Linked to the general education curriculum for the child's enrolled grade	about having an extra person (e.g. co-teacher, paraprofessional) in the general education classroom working on an unrelated task
Approaching instruction with a positive mindset of "how can I best adapt and present this content in order for this student to be successful".	Allowing the student's disability to be a barrier to learning or having lower expectations

Specially designed instruction details the kinds of unique instructional services a student with a disability needs in order to accomplish their IEP goals/ objectives. These services may include, but are not limited to, accommodations/modifications; related services (e.g., OT/ PT) and instructional services (e.g., speech/language, adapted PE); supplementary aids, along with options such as adaptations in instructional methods, materials, media, technology and physical setting, or environment.

Considerations for Specially Designed Instruction:

- What are this student's characteristics as a learner? (e.g., multiple intelligences, learning styles)
- How can this student best access the enrolled grade level content?
- How do I differentiate content, process and product to meet this child's needs?
- How can this student best demonstrate mastery?
- How can I include the family in expanding learning opportunities to multiple settings?

Accommodations and Modifications

Purpose of Instructional Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessment for students who have a documented need, including students with a disability. The use of accommodations moves us one step closer to ensuring that students with a disability in Colorado have a fair and equal chance to receive standards-based instruction and demonstrate mastery of the state standards. **Providing documented accommodations in any formal educational plan is not discretionary.**

When a student has a documented need or a disability that requires a change in methodology or procedure in order to allow the student to access the information, then certain adaptations in presentation, response, setting/environment, or timing/scheduling are considered **accommodations**. The student is ultimately expected to master the same content, but may demonstrate that mastery in different ways or accomplish the work with various types of support. The content of the standard is the same for all students receiving instruction on grade-level standards. An adaptation is considered to be an accommodation to a learning or performance difference. Typically, accommodation is reflected in how the teacher delivers instruction and/or how the student demonstrates mastery. **The use of an instructional accommodation does not change the grade-level academic achievement standard or any assessment that is used to monitor the student's progress toward mastery of the standard.**

However, if the student's IEP Team determines that the student meets participation guidelines as a student with a significant cognitive disability, then the Team will also determine the academic achievement standard for instruction. If the impact of the student's disability is such that daily instruction is most appropriately based on alternate academic achievement standards and student progress is best evaluated with alternate assessments based on alternate academic achievement standards (AA-AAS), the IEP Team will document those decisions in the IEP. Accommodations may also be required along with modification of the academic content and materials. The student participates in district alternate assessments; CoAlt: Science and Social Studies; CoAlt: Dynamic Learning Maps Alternate (English Language Arts and Mathematics). PSAT Alternate is the DLM 10th Grade Alternate for ELA/Literacy and Mathematics; SAT Alternate is the DLM 11th Grade Alternate for ELA/Literacy and Mathematics.

Receiving instruction on alternate academic achievement standards (EEOs/EEs) **reflects a change of content and rigor** and requires a standards-aligned IEP for instruction. **Modifications change what the student is expected to learn and the academic achievement standard by which the student is evaluated.**

Selecting Instructional Accommodations

An ***instructional accommodation*** is to be selected, designed, and evaluated by the student's teachers, parents, and the student based upon the student's characteristics as a learner. A sound decision about a student's need for accommodations considers the student's preferences and needs in combination with the tasks required during assessment. The goal is to find the right balance which gives a student access to instruction without diluting the content or expected outcomes. Effectiveness of an accommodation is dependent upon the student's proficiency with its use, which improves through regular practice in everyday life.

Accommodations are…	Accommodations are NOT…
based on individual student documented need and used routinely in instruction with sufficient frequency to ensure familiarity and independent use	to be provided solely for convenience
designed to give students equitable access to the general curriculum during instruction and assessment	intended to give educational advantage
to be used for students to produce their own work independently and demonstrate learning	used to reduce learning expectations or replace instruction
determined by districts for classroom and/or district interim assessments	intended to "help all students do better"
documented in a formal education plan	to be continued without evidence of effectiveness

Typically, the use of accommodations does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in postsecondary education and in the workplace. Students should be encouraged to be involved in the selection and evaluation of accommodations.

To ensure that students with a disability are engaged in standards-based instruction, the members of the IEP team should consider the following:

- What are the **student's characteristics** as a learner?
- How can **access to grade-level standards** be ensured regardless of a disability or language barrier?
- What **types of instructional tasks** are expected of the student in order to demonstrate proficiency in grade-level content?
- Is there a consistent "golden thread" or supporting **body of evidence** that connects the student's characteristics and needs with accommodations?
- Are accommodations documented in a formal plan or standards-aligned IEP, which serves as a foundation for classroom instruction and assessment?
- Does the student really **NEED** the accommodation?

- Remember, the educational goal is for students to have access to tools which allow them to produce work independently. Accommodations are **not intended for convenience or just "to do better."**
- Does the student demonstrate **willingness to consistently use** the accommodation?
- Can the student self-advocate for accommodations in multiple settings?
- What accommodations are needed for learning in multiple settings, such as home and community?

The ***Colorado Instructional Accommodations Manual*** presents a ***Five-Step Process*** for all educational teams to follow in the selection, implementation, and evaluation of accommodations used during instruction and assessment. The guidance in this manual pertains to all students in the State of Colorado with a formally documented need or identified disability. The educational team is responsible to consider each student's individual need for an accommodation used during instruction, classroom assessments, and district assessments, as well as to consider policies for use on a state summative assessment.

The purpose of the Five-Step Process is to ensure:

- Accommodations are provided in order for students to ***gain access*** to instruction and assessments
- Accommodations or modifications are provided to ***qualified*** *students*
- Clear documented **evidence** exists to support the use of accommodations in instruction and assessments

Step 7: Determine how the student will participate in assessment

One of the responsibilities of the IEP Team is to determine ***how*** the student is to participate in assessment, **not whether** the student participates. In Colorado, all students are included and compelled by law to participate in state and federally-mandated grade-level assessments. If a student meets participation requirements to receive instruction based on alternate academic achievement standards, the Extended Evidence Outcomes, then the student will take the alternate assessment for **all** district and state required assessments. If a district conducts an interim assessment, an alternate must be provided that is based on the student's alternate instructional standards.

> Section §300.160 of IDEA is related to participation in assessments and states:
> (a) General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

Resource:

The U.S. Office of Special Education Programs (OSEP) has released A Decision Framework for IEP Teams Related to Methods for Individual Student Participation in State Accountability Assessments. Please note that in Colorado, there are three possible methods of participation for a student:

- General assessment (CMAS)
- General assessment with accommodations
- Alternate assessment judged against alternate achievement standards

Guiding questions for IEP Teams

- Has the student received instruction based upon the appropriate academic achievement standards?
- Have classroom/district assessments been designed to reflect the student's instruction?
- Under what conditions will the assessment be administered? (e.g., timing, setting, delivery of instruction)
- What accessibility features and accommodations are available on state assessments that are also used during instruction?
- What can be learned from the student's accommodation use during previous state assessments?

Accommodations for Assessment Linked to Instruction

The state's assessment system supports the teaching and learning process by providing a range of assessments to inform classroom instruction and school and district improvement. This system of assessments includes peer reviewed interim assessments; school readiness; early literacy (READ Act); English language proficiency; summative content assessments, college/career readiness assessments; and corresponding alternate assessments.

State Assessments (K-12)

For more information on accessibility features and accommodations offered on the various state assessments, please reference the Assessment Unit's webpages.

Through the Lens of…….

Given the diverse nature of the population of students with disabilities, when creating IEPs, there may be additional considerations for students with specific types of disabilities. Various invented profiles are offered in this section for illustrative purposes ONLY. Please note:

- The examples presented here should not be considered as a "model" or requirement for any student in a given disability category.
- Examples of data included in the PLAAFP statement are not intended to reflect a complete evaluation.
- The goal statements are color-coded to correspond with the **A**-**B**-**C**-**D** method of creating SMART goals. (See Step 4.) It is to emphasize the elements of the goal that are necessary, not any specific wording or method. The **E**, as evaluated by statement, may also be included for specificity.
- The **exact language of a standard should not be used as the goal itself**, as standards are too general to be included as observable and measurable annual goals.
- Functional goals are considered essential or foundational and are intended to provide access to the general education curriculum. Most functional goals can be referenced to a content or

Comprehensive Health and P.E. standard; however, there may be certain instances where a specific standard is not applicable for the goal.

- Academic goals are referenced to the Colorado Academic Standards for students receiving instruction on grade-level standards. For students who meet participation requirements to receive instruction on alternate academic achievement standards, academic goals are referenced to the Extended Evidence Outcomes.
- IDEA requires short-term objectives, or benchmarks for goals of students who participate in alternate assessment. Since the term "objectives" is plural, best practice would indicate that a minimum of two objectives would be needed to outline progress toward the measurable annual goal.
- A requirement to include objectives for all annual goals, including goals based upon grade-level academic achievement standard, is a local Administrative Unit decision.
- The constructed examples below that include a PLAAFP statement are not intended to imply any required format other than just the inclusion of both elements--1) the **data analyses** and 2) a **family-friendly summary statement** of what the data means in terms of how the child's disability impacts access to the general curriculum; what strengths the child has; and what skills remain to be developed.

....Other Health Impairment

Andrew: Preschool – Grade-level Academic Achievement Standard Functional Goal referenced to Comprehensive Health & PE standard	
Andrew will participate in toileting, and transitions indoors and outdoors by manipulating clothing fasteners (buttons, zippers, snaps) on the clothes he typically wears to school. We will know he can do this when he dresses and undresses independently in each of these routines for 4 out of 5 days for 2 weeks.	
CAS reference: **Content area: Physical and Personal Wellness in Health** **Preschool** **Standard 2** **Prepared Graduates**: Apply knowledge and skills related to health promotion, disease prevention and health maintenance **Concepts & Skills**: Develop self-management skills and personal hygiene skills to promote healthy habits **Evidence Outcome:** **a. Develop an awareness of healthy habits such as using clean tissues, washing hands, handling food hygienically, brushing teeth and dressing appropriately for the weather** (DOK 1-3)	**Instructional Accommodations:** • Presentation: Visual supports • Response: • Timing: Extended time for toileting • Setting: Adaptive Dressing Equipment

… DEVELOPMENTAL DELAY

Student Profile: Samantha – Kindergarten- Grade-level Academic Achievement Standard Academic Goal for Reading/Writing/Communicating

Data analysis

Sam is a Kindergarten student receiving special education services as a student with a developmental delay; however, the IEP Team has not determined that Sam meets participation requirements as a student with a significant cognitive disability. She has attended preschool for two years. Ms. Happy administered DIBELS on 9/10/14. (Sam's school district has chosen to use DIBELS as their screening/interim assessment for compliance with the READ Act.) Subsequently, Ms. Happy administered a number of additional assessments to help determine an appropriate educational program for Sam. Her scores are as follows:

- *DIBELS Next
  - Composite Score: 9 (READ Act cut score for beginning K = 12)

Additional Assessments: Administered by Ms. Happy 9/23/14 and 9/27/14

- Kaufman Survey of Early Academic and Language Skills (K-SEALS)
  - Vocabulary - 27th percentile
  - Numbers, Letters & Words – 7th percentile
  - Articulation Survey – Passed
- Test of Auditory Analysis Skills (TAAS) - Phonological Awareness 0/13
- Criterion Test of Basic Reading Skills – 2nd Edition
  - Capital Letters 1/26
  - Lower case letters 2/26
- Executive function skills, those skills that help us decide what activities or tasks we will pay attention to and which ones we'll choose to do, were assessed with informal measures by Mr. Here, school psychologist on 9/10/14. She has the conversational skills needed for learning in groups, but her attention and ability to sustain focus appear to interfere with her participation in group activities and independent work. This was supported through observations during math and writing activities in the classroom. In the area of number and letter recognition, she needs strategies for recall and when frustrated, finds it difficult to persist in a task.

Summary Statement: The formal and informal assessments indicate that Samantha qualifies as a student with a significant reading deficiency (SRD) and her general education Kindergarten teacher will prepare a Readiness Plan that integrates the required components of a READ Plan in compliance with the Colorado READ Act to address early literacy skills. At the age of 3, Samantha was identified as meeting eligibility criteria for special education services under the disability category of Developmental Delay. Samantha demonstrates a need for specially designed instruction to provide extended practice and opportunities to enhance her symbolic processing and early literacy development.

Example of a goal to link with priority needs identified in Samantha's PLAAFP:

Upon presentation of upper and lowercase letter symbols, Samantha will correctly name all 26 letters of the alphabet on 4/5 trials by the date of annual review.

CAS reference:	Instructional Accommodations:
Reading/Writing/Communicating Grade Level Expectations: **Kindergarten** **Standard: 2** Reading for All Purposes **Prepared Graduates**: Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary, Demonstrate comprehension of a variety of informational, literary, and persuasive texts **Concept & Skills: 3** Decoding words in print requires alphabet recognition and knowledge of letters and sounds **Evidence Outcome a. iv** ***Recognize and name all upper and lower case letters of the alphabet*** **(CCSS: L.K.1a)**	Presentation: Adapt instructional materials if needed; cueing system for focus

…Orthopedic Impairment

Zak: 1st Grade – Grade-Level Academic Achievement Standard Functional goal referenced to Comprehensive Health & PE standard	
Example 1: In a physical education class with general education peers, Zak will participate in a locomotor activity while driving his power wheelchair 50% of class time without bumping into peers and objects for 2 out of 3 class periods over a period of 6 months without adult support, visual and verbal prompts, or extended time.	
Example 2: By May 2015, in a physical education class with general education peers, Zak will follow the rules when participating in 1 organized team activity per class period using visual and verbal prompts.	
CAS reference: **Content Area: Physical Education & Comprehensive Health** **Standard 3** Emotional and Social Wellness in Physical Education **Prepared Graduates**: Exhibit responsible personal and social behavior that respects self and others in physical activity settings **Concepts and skills: 2**. Follow the rules of an activity **Evidence Outcome: a. perform a simple sequence of movements within given parameters and guidelines** (DOK 1-2)	**Instructional Accommodations**: Presentation: visual and verbal prompts Response: allow time for processing prompts when given Setting: in regular physical education setting

Student Profile: Miles – 3rd Grade - Alternate Academic Achievement Standard (EEO) Academic Goal for Reading / Writing / Communicating	
After listening to a 3rd grade level informational topic presented with adapted instructional materials related to the topic, Miles will use a preferred mode of communication to choose the main idea of the topic from picture/text prompts and construct a complete a subject/verb/object sentence to include one detail or fact related to the topic with 80% accuracy in 4 out of 5 by the annual review date.	
CAS reference: **Reading/Writing/Communicating** **3rd grade** **Standard: 3** Writing and Composition **Concept & Skills: 2**. A writing process is used to plan, draft, and write a variety of informational texts **Extended Evidence Outcome**: **II. *Produce and publish one sentence of writing using technology*** ***(DLM: Essential Element EE.W.3.2.a Select a topic and write about it using one fact or detail.)***	**Instructional Accommodations/Modifications** Presentation: adapted instructional materials Response: Use preferred mode of communication to make a selection when presented a picture/text prompt (e.g., point; switch; adapted keyboard; eye-gaze frame etc.) Timing: extended time Setting: small group *Apply to other content area topics

Example of possible objectives for Miles: (state in measurable terms for progress monitoring)

1. Match a picture to an object which represents the topic (e.g. topic of soil—match picture of soil with a container of soil)
2. Choose a picture that identifies the topic (e.g., present picture of soil vs. a fire truck)
3. Write a single word response when given a constructed sentence stem (I learned about _____.)
4. Complete a sentence to include a fact or attribute about the topic (e.g., The soil is brown; gritty etc.)
5. Select picture/text cards to sequence noun/verb/object sentence related to the topic

...SERIOUS EMOTIONAL DISABILITY

Becky: 3rd Grade – Grade Level Academic Achievement Standard Functional (Behavior/Executive Function) Goal referenced to Comprehensive Health & PE standard	
During daily independent activities without prompting, Becky will self-monitor escalating frustration and place a visual reminder card on her desk when she does not understand what to do next in 3 of 5 situations over a six week period.	
CAS reference: **Comprehensive Health** **Grade 3** **Standard 3** Emotional and Social Wellness in Physical Education **Prepared Graduate Statement**: Utilize knowledge and skills to enhance mental, emotional, and social well-being **Concepts and skills students master:** **2.** Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others **Evidence Outcome: a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way** (DOK 1-3)	**Instructional Accommodations**: Presentation: adapted instructional materials Response: use of visual reminders

Note: The Comprehensive Health and P.E. standards do not currently have adopted Extended Evidence Outcomes; therefore, the grade-level standards would also be referenced for students receiving instruction on alternate standards. *Please see the Comprehensive Health & P.E. Side by Side Reference Tool.

…SPEECH OR LANGUAGE IMPAIRMENT

Spee Keezy – 4th Grade – Grade-Level Academic Achievement Standard Academic Goal for Reading/Writing/ Communicating	
In a classroom discussion after completing a graphic organizer from a grade-level story or informational text presented in a audio format, Spee Keezy will identify two basic similarities and two differences between the stories or text in 4/5 opportunities over a four-week period.	
CAS reference: **Content area: Reading/Writing/Communicating** **4th Grade** **Standard 1** Oral Expression and Listening **Prepared Graduates:** Use language appropriate for purpose and audience **Concepts and skills:** **1.** A clear communication plan is necessary to effectively deliver and receive information **Evidence Outcome: b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.** (CCSS: SL.4.2)	**Instructional Accommodations:** • Presentation: provide text in audio format (e.g., text to speech reader; audio books etc.) • Response: use graphic organizer • Timing: allow extended wait time for Spree to respond orally • Setting: (with headphones) **Possible Support Roles for this goal:** **General Education Teacher** – apply background knowledge; discuss vocabulary – choose instructional topic/informational text; conduct classroom discussion using strategies provided by special education staff **Special Education Teacher** – teach comprehension strategies; use of graphic organizer; cite evidence from text **Speech-Language Pathologist**: pre-teach vocabulary; talk about multiple meaning words; use completed graphic organizer to structure a discussion; use complete sentences/ thoughts to express similarities/differences from the text (SLP may elect to go into the classroom during the class discussion to observe/elicit the oral language responses)

…Orthopedic Impairment

(Student could possibly be a student who receives special education services under another disability category—this is provided only as an example.)

Student Profile: Iga Taheet – 4th Grade – Grade-level Academic Achievement Standard - Functional Goal for Dysphagia (shown here as linked to an academic standard for CHPE)	
In order to improve her independent feeding skills during lunch and snack time with a variety of textures Iga Taheet will maintain lip closure while chewing to contain food within her mouth in 4/5 bites within a feeding period (lunch or snack) over consecutive 2-week period.	
Content area: Comprehensive Health and Physical Education **4th Grade** **Standard 2** Physical and Personal Wellness and Health **Prepared Graduates:** Apply knowledge and skills to engage in lifelong healthy eating **Concepts and skills:** **1.** Demonstrate the ability to set a goal in order to enhance personal nutrition status **Evidence Outcome: c. Identify healthy foods (including snacks) in appropriate portion sizes** (DOK 1-2)	**Instructional Accommodations:** Presentation: picture cue/; tactile/verbal prompting Response: use of augmentative communication device/head switch/eye gaze to communicate choices Timing: extended time to complete activity Setting/Environment: adapted equipment; preferential seating to avoid distractions

...Autism Spectrum Disorder – Writing

Student Profile: Judy: 5th Grade – Grade-Level Academic Achievement Standard Academic Goal for Reading/ Writing/ Communicating	
After reading a grade level informational passage and viewing a short video of the same concepts, Judy will use word processing with word prediction software to write a two-paragraph essay to summarize the passage by comparing/contrasting two or more concepts with 80% accuracy as evaluated with a scoring rubric for writing in five consecutive trials.	
Student Profile: Judy: 5th Grade – Grade-Level Academic Achievement Standard Academic Goal for Reading/ Writing/ Communicating	
CAS Reference: **Content Area: Reading, Writing and Communicating** Grade Level Expectations: **Fifth Grade** **Standard: 2.** Reading for All Purposes **Prepared Graduates:** Demonstrate comprehension of a variety of informational, literary, and persuasive texts and Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks **Concepts and skills:** **2.** Ideas found in a variety of informational texts need to be compared and understood **Evidence Outcome: a. ii** ***Use Key Ideas and Details to Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.*** (CCSS: RI.5.2)	**Instructional Accommodations**: Presentation: • text to speech (read aloud); text provided in audio format • use of video or other digital media to support reading of text • Use of graphic organizers Response: • use of word processing with word prediction software to produce writing responses • Use of software to read aloud what Judy has written as a support for checking and editing her writing

...INTELLECTUAL DISABILITY

Susan: 5th Grade Mathematics – Alternate Academic Achievement Standard Academic Goal and Objectives for Mathematics	
Using a 1 x 5 multiplication chart and various types of manipulatives, Susan will accurately multiply whole numbers up to 25 on 4/5 opportunities across three consecutive data collection periods.	
*Possible Objectives: (write in measurable terms for progress monitoring)	• construct equal sets of objects • relate counting sets to the multiplication chart (e.g., skip count by 2s, 3s, 4s and 5s) • Combine equal sets with repeated addition • identify the meaning of the +, = , and x symbols • use manipulatives to create arrays for sets of 1-5 • complete a multiplication chart using repeated addition to create patterns • create and practice with a set of flashcards for the multiplication facts up to 5 x 5
CAS Reference: **Content Area: Mathematics** **Grade Level Expectation: Fifth Grade** **Standard 1** Number Sense Properties and Operations **Prepared Graduates**: Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency **Concepts and skills:** **2**. Formulate, represent, and use algorithms with multi-digit whole numbers and decimals with flexibility, accuracy, and efficiency **Evidence Outcome: a. Fluently multiply multi-digit whole numbers using standard algorithms.** (CCSS: 5.NBT.5) ***EEO: III. Solve simple one-step equations (____ +/- a constant up to 5 =) in input/output boxes (e.g. ? + 3 = triangle).*** ***DLM Essential Elements: EE.5.NBT.5. Multiply whole numbers up to 5 × 5.***	**Instructional Accommodations:** • Presentation: manipulatives; 1-100 Chart; Multiplication Chart

…AUTISM SPECTRUM DISORDER

Student Profile: David – 8th Grade – Grade Level Academic Achievement Standard Academic Goal for Reading/Writing/Communicating	
Using a typed script that incorporates visual icons of the targeted non-verbal communication skill (appropriate gestures, facial expressions, posture, and body language), David will deliver an assigned classroom speech in person or on video, on a preferred topic, using targeted nonverbal communication skills in 3 out of 4 opportunities across 2 semesters.	
CAS reference: **Content area: Reading/Writing/Communicating** **Grade: 8** **Standard**: **1**.Oral Expression and Listening **Prepared Graduates**: Demonstrate skill in inferential and evaluative listening **Concept**: **2.** A variety of response strategies clarifies meaning or messages **Evidence Outcome: a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.** (CCSS: SL.8.4)	**Instructional Accommodations**: • Presentation: visual prompts • Response: present orally in person or use of self-video; produce script using word processing or other preferred mode of writing; use of tablet/digital video equipment • Timing: Extended time • Setting: general education classroom/ designated quiet setting **Possible Support Roles for this goal:** **General Education Teacher** – presentation of grade-level topic using multimodal approach **Special Education Teacher** – provide strategies to identify salient points and organize topic/details; use of graphic organizer **Speech-Language Pathologist**: Using completed graphic organizer/ script, teach pragmatic skills and add visual symbols/cues to script; rehearse oral delivery (SLP may elect to go into the classroom during the class presentation to observe the oral language delivery)

....Specific Learning Disability – Reading

Student Profile: Melita – 8th Grade – Grade-level Academic Achievement Standard Academic Goals for Reading/Writing/Communicating

Data analysis:

Melita's difficulty with applying close reading strategies, such as making inferences, complex predictions, and utilizing text structures affects her progress in comprehending 8th grade literacy materials. As a result, she is hesitant to engage in a wide range of nonfiction and real-life reading at her independent level. Additionally, due to her working memory weakness, as demonstrated on assessment tasks, administered on 4/8/14, by Mr. Sam, school psychologist, Melita requires a systematic approach to comprehension instruction including the teaching of visualization and explicit
reading comprehension strategies. She collaborates with peers and contributes to class discussions. When provided multiple means of input in addition to print, she is better able to gather information, make connections, develop and deliver oral presentations.

On the Woodcock Johnson III Test of Achievement, administered by Ms. Mary on 4/10/14, she scored the following:

- Broad Reading: 13th percentile
- Letter-Word Identification: Average
- Reading Fluency: Below average (below the 16th percentile)
- Passage Comprehension: Significantly below average
- Listening Comprehension: Below Average

Story Recall: Significantly below average
Progress Monitoring Probes administered weekly by Ms. Mary:
AIMSweb Reading Comprehension (MAZE) 8th grade probes

- 3/17/14: 24 correct responses, 2 errors
- 3/25/14: 24 correct responses, 0 errors
- 4/8/14: 28 correct responses, 0 errors
- 4/15/14: 28 correct responses, 3 errors
- 4/22/14: 29 correct responses, 2 errors

TCAP- 7th Grade – Math Partially Proficient; Reading Unsatisfactory; Writing Partially Proficient

Summary Statement:

Melita has strengths in the areas of letter-word identification, conversational language and demonstrates a strong desire to achieve. The focus of her specialized instruction needs to include comprehension strategies. Melita will need support in the general education setting for comprehending grade-level text written for various purposes across content areas.

Possible goals which could link with priority needs identified in Melita's PLAAFP:

Following explicit instruction on text structures for problem/solution, cause/effect, compare/contrast and description, Melita will select an appropriate graphic organizer to use with grade-level text passages and complete the graphic organizer with the required elements for each text structure on 4/5 trials by the next annual review date.

CAS reference:	Instructional Accommodations
Content Area: Reading/Writing/Communicating 8th Grade **Standard: 2** Reading for All Purposes **Concept: 2** Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment **Evidence Outcome: b.ii.** ***Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*** ***(CCSS: RI.8.5)***	Presentation: Text to Speech/audio/video format of grade-level passage to support independent reading; pre-teach academic vocabulary; support presentation with visuals Response: use of graphic organizer Setting: Use of headphones and technology for audio format (e.g., computer, eReader, iPod etc.)

Using a completed graphic organizer and framing questions, Melita will create a paragraph summary with 80% accuracy on 4/5 trials by the next annual review date.

CAS reference:	Instructional Accommodations:
Reading/Writing/Communicating **8th Grade** **Standard: 3** Writing and Composition **Prepared graduates**: Apply standard English conventions to effectively communicate with written language **Concept & Skills: 3** Editing, writing for grammar usage, mechanics, and clarity is an essential trait of a well-written document **Evidence Outcome: d**. ***produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.*** **(CCSS W.8.4)**	Presentation: graphic organizer Response: use of word processing Timing: time and ½ to produce product when using technology

...Specific Learning Disability - Writing

Student Profile: Joe – 9th Grade – Transition – Grade-level Academic Achievement Standard – Academic Goal for Reading/Writing/Communicating	
(linked to Postsecondary Goal – Education/Training) **In order to handle the writing demands in a degree program for logistic management, when given academic grade level writing assignments, with a graphic organizer, and the use of assistive technology, Joe will produce and edit a writing sample 4 out of 5 times with 75% accuracy as determined by a grade level writing rubric that includes using a checklist to edit for correct spelling, grammar usage, mechanics and writing with clarity, and proper organization.**	
Postsecondary Goal Education/Training **Postsecondary Goal Career/Employment** **Postsecondary Goal Independent Living**	• *After high school, Joe will attend a 2-year college for logistic management.* • *After high school, Joe will work full-time in the field of logistic management.* • *N/A Based on TPI assessment data, Joe has the skills to live independently.*
CAS reference: **Content area: Reading/Writing/Communicating** **Grade Level: High school** **Prepared Graduates:** Apply standard English conventions to effectively communicate with written language **Concepts and skills:** 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. CCSS.ELA –Literacy.w.9-10.4	**Instructional Accommodations:** • assistive technology as recommended • Presentation: speech-to-text • Response: use adapted keyboard/word prediction software for all writing tasks

....Multiple Disabilities – Intellectual Disability/Autism Spectrum Disorder

Student Profile: Antonio 9th Grade student with a significant cognitive disability receiving instruction under alternate academic achievement standards (EEOs)

Data analysis

Strengths, Preferences, and Interests:

Antonio has good attendance at school. He feeds himself with a spoon and fork. He likes TV, going for rides in the car, interacting with musical devices and the computer, and listening to music. Mom states that on the weekends they go to the park, stores or parties. He enjoys going for walks at school and being in the gym during P.E. classes with peers.

Assessments:

Antonio has been instructed under the alternate academic achievement standards in 6th through 9th grades and continues to meet participation requirements to receive instruction on alternate academic achievement standards. Results from the 8th grade alternate assessment indicated little response to the questions on reading, writing, and math; similar results were seen on the alternate assessment results for 7th grade. He is progress monitored at least 4 times a week on IEP goals with the reduction in levels of prompting as the key indicator of success.

For the 2013 IEP, goals were continued for food prep, physical fitness, hygiene, the communication goal was revised to include a visual schedule, the food preparation goal was met, and a goal was added for pre-vocational skills; completing work boxes w/no more than 3 verbal prompts. Antonio made significant progress with the majority of his IEP goals and requires no more than 2 verbal prompts for task initiation.

Transition:

As indicated on a situational assessment administered by special education teacher, Ms. Smith, M.Ed., on 5/12/2014, Antonio completes a work experience activity daily. The classroom is responsible for the breakfast clean-up for the building. Antonio is accompanied by a staff member as he *picks up totes from outside the classrooms. He has moved from full physical assistance to partial in bringing the totes back to the classroom. He is able to *sustain his attention to this job for 32-42 minutes. He returns totes to the cafeteria and is always accompanied by a staff member or a leadership student. He just started cleaning off the tables in the cafeteria. He is able to move the trash can as he walks but needs guidance as to what table has trash on it. He will throw away all trash with a verbal command. Antonio's weekly job in the classroom is to vacuum the office. When he hears the request to vacuum, he goes to the vacuum cleaner and turns it on. He does need hand-over-hand assistance to *vacuum because he wants to turn the vacuum on and off. He sustains attention to the task. He can roll up the cord with hand-over-hand assistance. There are some days that Antonio does not want to work and would prefer to sit on a mat and sleep. It is important to keep him active.

Per an informal transition parent interview, administered by special education teacher, Ms. Smith, M.Ed., on 5/13/14, Antonio's mother reported that he will receive adult services from Insight after completion of high school, will live at home with family, and will participate in community activities with family or with Insight. For working, Antonio would need sheltered employment with support for continued development of vocational skills. His family will continue providing activities for independent living skills.

Academics

Antonio will take an adult's hand when he wishes to walk or watch TV. He does not indicate any other needs. With his visual schedule, he uses the pictures to obtain his preferred activity and for the most part, maintains interest in the activity. Staff needs to continue to work with him to learn he can obtain preferred items when he completes his work. He returns the completed activity pictures to his binder with one verbal prompt.

Antonio has mastered the directions of "In" and "hand me". He is now sorting 3 colors: green, red, and white and needs explicit instruction in blue, black, and yellow. When working on hand me, he is beginning to distinguish the names of the different items and give the correct one to staff. With number concepts, he continues to need patterning, 1:1 correspondence, and counting items to 5. He is sorting two shapes. During literacy class, he has been introduced to identifying elements of short stories and answering the five whys using content material using visuals and full physical prompting. Antonio is able to listen to preferred content for 10-30 minutes, but requires verbal prompting for maintaining socially acceptable behaviors.

Through explicit instruction with partial physical prompting, he is able to match object to object with 50 % accuracy and match simple black line symbols with 40% accuracy.

His "pencil" is a color coded eye gaze with frames for the letters. He is at the beginning level of using his pencil, but he does make consistent clear choices. He receives instruction in literacy, math, science and social studies using the alternate academic achievement standards in the special education classroom.

Postschool Independent Living Goal: After graduating from District ___, Antonio will live at home with his family and increase his communication and attention skills in order to participate in supported activities within the community and develop social networks that he can be part of as an adult.

(linked to Postsecondary Goal – Independent Living)
In order to participate in community activities as an adult, using his preferred mode of communication, Antonio will listen to a variety of content (stories, nonfiction, videos, music, conversations) for a sustained period of up to 15 minutes per session and participate in a group discussion by contributing a comment 4/5 opportunities over consecutive 2-weeks in each grading period by the next annual review date.

Possible Objectives: (could vary the level of prompt or increase periods of sustained attention….)
Content based access skills:
1. Maintaining attention to a presentation
2. Demonstrating socially acceptable behaviors during a presentation
3. Interpreting meaning of information gained from a presentation

Content Area: Reading, Writing, and Communicating **Grade Level Expectation: Ninth Grade** **Standard: 1. Oral Expression and Listening** **Prepared Graduates:** Demonstrate skill in inferential and evaluative listening **Concepts and skills:** **2.** Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention **Students can:** a**. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)** **EEO: II.** ***Identify the topic of a presentation*** **DLM Essential Element**: **EE.SL.9-10.1** ***Engage in collaborative discussions.***	**Instructional Accommodations:** Presentation: adapted stories and text using a variety of media; preferential seating to maintain classroom safety and to control distraction Response: Communication device programmed with natural conversational comments (e.g., Oh, I like that! I want to hear that again…) Timing: extended time to allow response

....Specific Learning Disability – Mathematics

Note: The green indicates the inclusion of a transition stem as part of the A-B-C-D method

Student Profile: Ethan – 10th grade - Grade-level Academic Achievement Standard – Academic Goal for Mathematics	
(linked to Postsecondary Goal – Education/Training) **In order to be prepared for the academic demands of a welding program at a technical college, when given a math assignment with 15 problems, Ethan will add and subtract fractions with unlike denominators using appropriate terms with 90% accuracy in 2 of 3 trials over 3 months.**	
CAS Reference: **Content area: Mathematics** **Grade Level: High School** **Standard: 1. Number Sense, Properties, and Operations** **Prepared Graduates:** Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error **Concepts & Skills: 2.** Quantitative reasoning is used to make sense of quantities and their relationships in problem situations **Evidence Outcomes: a. i. *Reason quantitatively and use units to solve problems. Use units as a way to understand problems and to guide the solution of multi-step problems.* (CCSS: N-Q.1)** *Information for the skills needed for Ethan's postsecondary goal was obtained from http://www.onetonline.org/ under the occupation of welder. This was determined to be a priority goal as Ethan has gaps in his mathematics skills.	**Instructional Accommodations:** Presentation: Use of visuals and technical graphics Response: Use of calculator Timing: extended time Setting: small group

...INTELLECTUAL DISABILITY – TRANSITION 18-21

Student Profile: Jared - 20 year old Transition Age student who has received instruction based on alternate academic achievement standards and is connecting with a community agency that provides job skills development. Referenced to Career and Technology Education (CTE)

Present Levels of Academic Achievement and Functional Performance Statement:
Data analysis:

Strengths, Preferences, and Interests:
Jared is a polite and friendly young man with good boundaries and conversational skills with peers. He does well identifying money and its value. In school based instruction and community settings, Jared is always willing to lend a helping hand. He shows interest in topics and is engaged with instructors and peers. Jared is a hard worker and shows pride in his work. He has shown leadership qualities at several work experiences which include serving lunches at a senior living center, assisting with organization of recycled home materials at a community agency, working as a courtesy clerk with a local grocer, and working through an adult agency on two restaurant experiences. Jared enjoys spending his free time playing video games, watching movies, riding his bike, and going to the gym. Jared expresses that he has a goal to work in a grocery store or a restaurant.

Transition Assessments:
Within the agency setting that Jared participates in through district based 18-21 services, he has been assessed by staff in the areas of independent living skills and in unpaid work experience settings to address skills required to be successful independently in a paid work environment. In an assessment completed January 10, 2014 and reviewed by Ms. Ima Social-Worker M.Ed., Case Manager, the following strengths were identified:

- Identifies money/numbers: Identifies coins name/value; constructs given amount of money using bills and coins; (this can be inconsistent), and formulates change. Is able to estimate cost of most items, tells time with digital clock; sets alarm
- Socially: Jared demonstrates personal boundaries and carries on appropriate conversations
- Vocationally: Jared is a hard worker once he knows the tasks to perform and is able to remain on task with familiar tasks up to 30 minutes; follows two-step directions with visual supports

Jared needs continued instruction in the following areas:

- Money/Numbers: Filling out deposit slips/checks; correctly read an analog clock.
- Writing: filling out job applications utilizing verbal prompts for information, writing size, spelling and spacing. Support to find information in phone book/electronic device, using a signature stamp for signing documents
- Socially: presenting with confidence and speaking in voice easily heard
- Vocationally: Jared benefits from modeling and frequent feedback accompanied with visual supports as he learns new tasks (ideally from work place provider to fade school district supports

- Transportation: benefits from verbal prompts when scheduling a ride with community supported transit or reading a bus map

Academics:
Jared has transitioned into 18-21 services and employment. He has previously received instruction in a high school setting under alternate academic achievement standards. The focus of his IEP is on the application of skills in workplace and community settings and his goals are now referenced to CTE/ACE Standards which align with his Post School Goals and Transition Assessments.

Communication:
Staff agency and school district staff complete a daily feedback report on each day that Jared is in the work setting in assessing progress toward his goal. They report 61% for previous three months and 85% for current three months for this goal being accomplished. Comments include: Jared requires occasional prompts to ask for help; benefits from the use of "think-aloud" strategy utilized by providers to model asking for help; he shows increased independence in task completion within the restaurant setting; occasionally requires reminders to wash his hands and to make sure his clothing is free of stains; when prompted, Jared is does well at remembering to speak up; repeating tasks help Jared accept new ideas and remember processes for subsequently repeated tasks; Jared occasionally looks to provider for repetitive reassurance that he is doing something correctly.

Workshops/Agency feedback:
Instructor reports the following: Jared is positive and engaging with his peers and staff and most of the time will use an appropriate volume when speaking to others. When asked to be a leader and model for his peers and/or when he sees another peer struggling with a task, Jared has offered his support to them and will step up to meet expectations. During unstructured break times, Jared is at times more focused on his snack and has difficulty engaging with his peers. With a previously set expectation to do so, he does interact with peers and appears to enjoy their conversations and vice versa. Jared has increased his self-advocacy skills in problem solving situations by coming up with some suggested options, as well as asking for feedback from. Additionally, wait time allows him to initiate requests for support and/or provide modeling for him.

In order to work independently, Jared needs instruction to increase his low voice volume and confidence when asking for assistance. As a result, he requires modeling and rehearsal in a variety of work environment to seek support from site staff.

Student Profile: Jared

(linked to Postsecondary Goal – Career/Employment)
To be successful in a supported working environment within the food service industry, Jared will request and accept feedback from supervisors to make positive work skills changes and will "meet expectations" on his work evaluation over two assessments within the IEP timeframe.

Postsecondary Goal Education/Training **Postsecondary Goal Career/Employment** **Postsecondary Independent Living goal**	• *After completion of 18-21 year old transition program, Jared will participate in on the job training to increase independence and learn a variety of job tasks in the food service industry.* • *After completion of 18-21 year old transition program, Jared will work part-time in supported employment in the food service industry.* • *After completion of 18-21 year old transition program, Jared will live semi-independently with a roommate on an assisted living environment and utilize public transportation to access his*

	community and work.
Career and Technology Education (CTE) **Employability & Career Development Skills:** ESSK.09.01 - Identify and demonstrate positive work behaviors and personal qualities needed to be employable. (based on CTE: ACE Standards)	**Accommodations:** • Visual task chart in work environment • Frequent verbal cueing to stay on and complete task

…Traumatic Brain Injury

Considerations for Brain Injury

Brain Injury includes all **congenital** (before birth) and **acquired** brain injury (after birth)
Acquired Brian Injury: Damage to the brain, which occurs after birth and is not related to a congenital or a degenerative disease. These impairments may be temporary or permanent and cause partial or functional disability or psychosocial maladjustment. - World Health Organization (Geneva 1996)

- Traumatic: acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, which impairment adversely affects the child's ability to receive reasonable educational benefit from general education (examples: shaken baby syndrome, falls, external force/blow).
- Non-traumatic: acquired injury to the brain caused by illness, infection, brain tumor, anoxic or vascular injury, poisoning, metabolic disorders, etc. (examples: ischemia/stroke (lack of blood flow), hypoxia/anoxia (lack of oxygen)

Congenital conditions/brain impact = Damage to the brain, which occurs before birth (example: prenatal exposure to drugs and/or alcohol (Fetal Alcohol Spectrum Disorder)

Note: While all brain injuries, as defined above, may impact learning – the only special education category designated in the area of brain injury is Traumatic Brain Injury (TBI). **Meaning, only TBI (an external physical force) may result in TBI special education identification**. Therefore**, other types of brain injury or impact must be designated within a different special education category (e.g., SLD, SLI, OHI, etc.) if criteria are met.**

Typical Impact areas (domains) for brain injury :
- Fundamental Processes: Attention, Processing Speed, Memory, Sensory-Motor Processes
- Intermediate Processes: Visual-Spatial Processes, Learning Processes (new concepts), Language Processes
- Higher Order Processes: Social-Emotional Competency, Executive Functioning

The single hallmark of a brain injury on a child's performance is unevenness in abilities across different settings, over time, and/or across different content areas. Most people are consistent across settings, time, and skill domains, so this extreme variability can be highly confusing to family, teachers, and friends. It is not unusual for a student with a brain injury to have performance on cognitive measures ranging from below the 1st percentile to the 95th percentile. This large variability means that certain types of performance will come easily and automatically for the student, while other areas of performance are labored or highly unsuccessful.

The pattern of strengths and deficits may not be sensible or logical, given what we know about the normal development of academic skills. Thus, a student may be above grade level in some areas (i.e., knowledge of facts) and behave like a child several years younger in other areas (contributing to a class discussion). This unevenness can also be observed in a student being able perform a task one day but is unable to do the same task on another day. Wide variability among skill domains is particularly true of students injured as adolescents, and therefore these students often are misread as being unmotivated, disinterested, or not working hard enough.

Unevenness in the cognitive and learning profile is often revealed on testing performed by school personnel.

Examiners need to consider if there is wide scatter either within subtests or across subtests. Keep in mind that unevenness in performance may also be related to fatigue, medical issues or as a side effect and/or change in medications.
**Note: Standardized assessments may not give an accurate picture of a student's functioning level. It is recommended that functional assessments and observations are included in all data collection efforts to provide a more complete picture of how the student performs in the educational environment.*
For more information and accommodations: *Brain Injury in Children and Youth: A Manual for Educators*

…Visual Impairment, Including blindness

Considerations for Visual Impairment, Including Blindness

General Considerations:
For students with visual impairment, including blindness, the expectation for instruction is that the student will engage in grade-level instruction, with accommodations to access the information. An exception would be in the case of a student with the sensory impairment coupled with a significant cognitive disability. In that case, the IEP Team may determine that the student meets participation requirements for instruction based upon alternate standards and participates in alternate assessment.

Best practice to address needs of students who have visual impairment including blindness is for certified teachers of students with visual impairments (TVIs) to work with general and special education staff to follow the district math curriculum to address the Colorado Academic Standards. Students will use adaptive materials such as a talking calculator, braille or large print clocks, real money, etc. to access the standard math.

***However, for this example, the element that would require specially designed instruction would be an identified need for the student to learn to use an abacus as a tool for mathematical calculations**. (The example could be generalized to include other grade levels). Whenever a student is allowed to use a pencil and paper for working calculations, an abacus should be considered an equivalent substitution for a student with visual impairment, including blindness.*

Grade 3 Example: Standard 1: Number Sense, Properties and Operations
1. The whole number system describes place value relationships and forms the foundation for efficient algorithms
ii. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 3.NBT.2)

Given an standard (Cranmer) abacus, Gene will complete mathematical problems by setting up the appropriate format for _____(see possible choices below) on the abacus ……. (see choices below for criteria)

a. whole numbers (add, subtract, multiply, divide)
b. decimals (add, subtract, multiply, divide)
c. simple fractions
d. improper fractions
e. mixed fractions
f. addition of fractions
g. subtraction of fractions
h. multiplication of fractions
i. division of fractions

Possible degree/criteria formats……(What is considered acceptable performance?)

a. at least ___ of ____trials for ____session(s)
b. With no more than ____ errors for _____ sessions over ___ (time period)
c. At least ___ of ___trials across ___ settings correctly
d. At least ___ times in a ____minute session
e. At least ___ of ___ minutes
f. For ___ sessions
g. At least ___% accuracy in ___ out of ____ trials over a ____ period
h. In ___ age-appropriate settings
i. At least ___ % accuracy during _____(activity) over ____consecutive weeks
j. On ___ % of opportunities over _____ (timeframe)
k. With ___% consistency
l. On ___ consecutive trials over ___ consecutive weeks

More possibilities for application of skills for the abacus for primary and middle grade levels may include understanding the following terminology :

- set
- clear
- separation bar
- 5 bead
- count using one to one correspondence
- demonstrate the use of the 5 bead in setting and reading numbers
- set and read any number to 1000
- clear the abacus
- demonstrate mastery of number facts to 10
- add and subtract using the abacus

Skills (Grade 4 to 7)

Given a standard (Cranmer) abacus, the student will _____(see possible skills below) + degree criteria

- show a functional knowledge of the multiplication facts
- use the abacus for the calculation of multiplication and division problems
- use the abacus for the calculation of fraction, percent and decimal problems

For transition, add a stem related to the student's postschool goal: **In order for Gene to work as an inventory clerk in a local company, he will use a standard (Cranmer) abacus to calculate the total number of items in a category on the shelf with 100 % accuracy over two consecutive monthly periods during his internship.**

For some students with Visual Impairment, Including Blindness, orientation and mobility goals are needed. Such functional goals may not have a specific Colorado Academic Standards reference. As an example for Gene:

By the date of the next annual IEP meeting and **after receiving services from an Orientation and Mobility instructor for 30 minutes per week, Gene will demonstrate an ability to accurately use sounds to orient to the environment by localizing a moving sound, identifying and labeling the source of environmental sounds and applying spatial concepts (e.g., traffic is on my left/right side).**

For more information examples: http://www.teachingvisuallyimpaired.com/the-cranmer-abacus.html

Routines-Based IEP Goal Analysis Table for Preschool

GOAL: Sally will participate in snack time, free choice, sensory table and small group routines by picking up a variety of small items including raisins, cereal pieces, fruit bites, beads, playing cards, small toys, stickers, etc. using her thumb and forefinger. We will know she can do this when she independently accesses small objects in the classroom related to eating, playing and learning 5 times per day for 5 days.

Ask:	Yes 2	Partially 1	No 0	Notes
1. Is this goal functional? Does it focus on: a.) engagement?	*x*			
Does it focus on: b.) social skills?		*x*		*Social interaction is assumed based on the nature of the routines, but not directly stated*
c.) independence?	*x*			
2. Is this goal measureable? Will you know when goal is achieved?	*x*			
3. Is this goal contextual? Is the skill being practiced in places it will be used?	*x*			
4. Are there multiple opportunities for the child to practice this skill in a day?	*x*			
5. Is the skill being targeted achievable within the child's current and developing skill level?	*x*			
6. Is this goal flexible? Can the child initiate the skill in more than one way, respond to a variety of cues and use a variety of materials?	*x*			
7. Is the goal free of professional jargon? Is it written in a way that any adult working with the child can understand?	*x*			
8. Is the goal related to a Colorado Preschool Standards/Early Learning & Development Guidelines indicator?	*x*			ELDGs: *4.1 Develop hand strength and dexterity* TS GOLD (optional based on your AU): *7, 7a, 6*
9. Can you determine the nature of the disability from reading the goal?	*x*			
10. Can you envision how you'll collect data on this goal?	*x*			
TOTAL: ***23/24***	***22***	***1***		

Schell-Frank, D. & Link, S. (revised 2014) Developing Routines-Based IEP Goals for Preschool online course for CDE

Summary of the Seven-Step Process for Writing Standards-aligned IEPs

A standards-aligned IEP represents the relationship between the student's present levels of academic achievement and functional performance in relation to the enrolled grade-level standards and the specialized instruction needed to make meaningful progress in the general education curriculum.

Step	Approach to Writing Standards-aligned IEPs
1. Review Standards	• All IEP Team members need to be familiar with the **Colorado Academic Standards** and enrolled grade level content expectations in order to understand what students are expected to know and be able to do at each grade level
2. Gather and Analyze Data	• Most **recent evaluation data** (state/ district interim assessments; IEP goals progress monitoring; benchmark assessments; family/home/community data; and for secondary students, transition assessment • **Characteristics as a learner** in relation to accessing and mastering the general curriculum
3. Synthesize data for PLAAFP	**Standards-aligned PLAAFP** • Describes the individual **strengths, preferences, and interests** of the student and includes what the student CAN DO in relation to academic or functional skills called for in the general curriculum • Ties **areas of greatest need** to standards-based goals **Impact of Disability statement** • Describes how the student's disability impacts **progress and involvement** in the general education curriculum **The concerns of the family** • Address global functioning in the educational, home, and community environment • Include the family in deciding how the student's needs are related to accessing the general curriculum and achievement of postsecondary goals (transition) **Transition Services** • Addressed beginning with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP Team • Transition assessment informs the identification and development of postsecondary goals. • Includes a statement that indicates the student's **postsecondary goals** were considered and reviewed, then updated, if appropriate, based on transition assessment information
4. Measurable annual goals	• Contain the elements of a S.M.A.R.T. goal; **A**udience, **B**ehavior, **C**ondition, **D**egree, and **E**valuation method. • Written to indicate the skills and knowledge **most important to overall academic success** • Develop goals that result in the **greatest generalization across content areas** • Develop strategies and structures that support students to **access grade-level content** • Embed **supports** for identified skills that enable the student to access the content standard

4. Measurable annual goals	• *Objectives outline reasonable learning progressions toward the goal that are designed to be rigorous enough to close the gap • Consider how goals can be achieved, addressed, and reinforced in multiple learning settings. *For students receiving instruction on alternate academic achievement standards (EEOs), objectives are required
5. Monitor/report progress	**Progress Monitoring:** • Progress is monitored and **instruction adjusted** based on the body of evidence • May use vendor products to collect data • May use teacher-designed data collection tools (tip: design tool when the goal is written) • Apply a data analysis to identify concepts that require review, re-teaching or providing adaptations (*use item analysis or error pattern analysis to develop strategies needed for increasing depth of knowledge and progression of independence*) **Formative assessment** o Is a process, not a defined or standardized product o guides the student to be engaged with monitoring their own learning o informs the next steps for instruction **Interim assessment** provides benchmarks in comparison with peers to gauge progress toward standards **Summative assessment** measures the student's performance in relation to the standard(s) assessed • Include families in understanding, participating, and decision-making; include data from home
6. Specially designed instruction and accommodations	• Specially designed instruction is intended to **target and address identified skill gaps** in order to obtain the enrolled-grade level knowledge and skills outlined in the grade-level standard or alternate standard • identifies embedded supports, assistive software/devices, curriculum adaptations, and other effective accommodations for presentation, response, timing and setting needed to **access the general curriculum** • Identify ways instruction can be coordinated and supported at home and in multiple settings
7. Assessment	• IEP Team determines academic achievement standard, which in turn determines how the student participates in assessment • IEP Team documents instructional accommodations (Reference: Colorado Instructional Accommodations Manual 2014-15) • IEP Team documents accessibility features and accommodations needed for use during state assessment (See state assessment manuals) • IEP Team reviews previous state assessment results to inform instruction

Part III – Family-School Partnerships

Family and School Partnerships

Purpose

Families are integral members of the IEP Team

The purpose of this section is to provide resources for families and districts as they collaborate in the process of developing and implementing individualized education programs to serve the needs of their children or youth. It is imperative to facilitate both educators' and families' understanding that the purpose for linking Standards and Individualized Education Programs is to ensure students can access, and have the opportunity to progress in the general curriculum, as well as to support their active participation in their child's learning. It is also important for IEP teams to understand the standards-aligned approach to developing IEPs incorporates the best of standards-based education and specially designed instruction. Students with exceptionalities should be challenged to excel within the general curriculum and be prepared for success in their post-school lives. The implementation of the Colorado Academic Standards/Common Core State Standards provides teachers and families with an opportunity to improve collaborative practices and to access challenging academic content for students with disabilities. The resources listed on these pages are intended to support educators and families to better understand how these standards integrate into special education processes and how to actively include families in the process of developing, implementing, and evaluating individual programs to serve the needs of their child or youth. These resources also provide general information on supporting the coordinated learning between home, school, and the community for improved student achievement.

Family – School Partnering can be defined as the collaboration that drives student achievement (Flamboyan Foundation, 2011). According to IDEA 2004, families must be actively and equally involved team members in the special education process, from initial disability evaluation to IEP development and review. In addition to their defined IEP role, families are now seen as having crucial responsibilities in supporting learning at home and in the community. Students spend 70 percent of their time out of school. (Callander & Hansen, 2004). Forty years of research shows that the participation of families in their child's education, through specific coordinating between home and school, results in improved outcomes (Jeynes, 2012). In standards-aligned IEPS, as in every educational plan and curriculum delivery, families need to be seen as partners in assessment, goal-setting, progress monitoring, learning reinforcement, and data-based decision-making.

Note: Researched-based partnering with families to improve student achievement has been described and integrated into numerous other state initiatives. This includes Colorado's recent legislation, such as in the READ Act (HB 12-1238) and Educator Effectiveness (SB 10-191). Also, publications from the Exceptional Student Services Unit outline and stress the importance of families actively participating in their student's learning: *Guidelines for Determining Eligibility for Special Education for Students with Serious Emotional Disability* (CDE, 2013); *Response to Intervention (RtI) Family & Community Partnering: "On the Team and At the Table"* (CDE, 2009); *Guidelines for Identifying Students with Specific Learning Disabilities* (CDE, 2008).

Resources

Partnering with Families for Standards-aligned Individualized Education Programs (IEPs)

The Shift from Parent Involvement to Family-School Partnering (FSP)

PARENT INVOLVEMENT	FAMILY-SCHOOL PARTNERING
"*Parent*" refers primarily to parents.	"*Family*" refers to all caretakers and the student.
"*Involvement*" refers to an objective, highly visible activity by one agent.	"*Partnering*" refers to an ongoing, joint action among more than one agent.
School is the typical site of involvement, usually with participants engaging in structured volunteering or signing documents or receiving information.	Home, school and community settings are all partnering sites, with a focus on a broad array of opportunities to increase student learning and school success.
Education is viewed primarily as the school's responsibility with families often playing a limited or unclear role in supporting student school success.	Education is explicitly viewed as a shared responsibility between home and school with families playing a critical role in supporting student school success.
School-parent meetings and conferences tend to be formally initiated by the school, with a primary focus on information, program eligibility, and school-administered plans.	Family-school meetings can be initiated by the school or family members, with a primary focus on student school success, joint planning, and progress monitoring; students are included whenever appropriate and possible; much discussion can occur outside of formal meetings
Separate learning opportunities are planned for staff and families.	Joint learning opportunities are often planned so that staff and families can learn together.
Homework is often given with the expectation of independent completion and with consequences for failure to complete.	Homework is given after families understand expectations and purpose; homework is seen as an expansion of learning; if a student is unable to complete, solutions are jointly developed between the school, student, and family.
Communication is often shared one-way from the school to the home, mostly through formal written formats.	Communication is often shared two-way from school to home and from home to school through various means.
Individual student plans, such as IEPs or ALPs, are primarily developed, implemented, and monitored by educators within the school setting; families attend meetings, discuss, and provide input.	In individual student planning, families and school staff actively partner in data sharing, goal-setting, implementation, progress monitoring, and evaluation; learning is explicitly coordinated in multiple settings.
Family data collection is isolated and demographic in nature.	Family data collection is ongoing and relates directly to home-school partnering for student school success.

(Adapted from *Essential RtI Information Slides with Notes,* Colorado Department of Education, 2012)

As IEP teams move to writing standards-aligned Individualized Education Programs, the following resources, for families and educators, may be of benefit. Guiding questions to keep in mind are:

1. How do schools ensure students and families understand what students are expected to learn and how they can partner in coordinating learning at home and in the community, thus reinforcing learning in multiple settings?

2. How can the school ensure students and families know what mastery looks like in all expected concepts and skills?

3. What opportunities are provided for students and families to make connections to prior learning, higher education, and careers?

4. What will be different about aligning an Individualized Education Program to the Colorado Academic Standards?

General Resources

National Parent Teachers Association (2008). *PTA national standards for family-school partnerships: An implementation guide*. Retrieved from http://www.pta.org/nationalstandards. These standards and indicators are based on the research which has identified key partnering factors that support positive school outcomes.

Teachers Involving Parents in Schoolwork (TIPS). Retrieved from http://www.csos.jhu.edu/p2000/tips/index.htm. This program provides specific information about involving families in learning at home through specific homework assignments with interactive and shared components.

Vatterott, C. (2009). *Rethinking homework: Best practices that support diverse needs.* Alexandria, VA: ASCD.
This resource explains how to tie homework explicitly to learning and how to problem solve with student and family feedback related to individual needs.

Family Involvement Network of Educators (FINE)/Harvard Family Research Project
http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators
This project researches and compiles expert information on early education and care, out-of-school learning, and family and community partnership in K-12 education. Examples of resources are: newsletters, reports, school stories, webinars, planning tools, trainings, and databases.

Flamboyan Foundation
http://flamboyanfoundation.org/resources-and-publications/
This website has classroom and school resources. it includes a series of 40 video clips describing various aspects of partnering, from preschool to the secondary level, through short educator vignettes. Some information is in **Spanish.**

National Network of Partnership Schools
http://www.partnershipschools.org
This site reports on research, programs, and policy analyses related to the national network and other initiatives. TIPS (Teachers Involve Parents in Schoolwork) is research-based interactive homework and is one of numerous programs described. There are school-based examples.

Colorado

Colorado Department of Education. (2014). *Multi-tiered system of supports (MTSS) family, school, and community partnering fact sheet and video.* Retrieved from http://www.cde.state.co.us/mtss/resources.
These two resources summarize partnering actions within a multi-tiered system of supports.

Colorado Department of Education. (2013). *Guidelines for determining eligibility for special education for students with serious emotional disability.* Denver, CO: Author.

Colorado Department of Education (2009). *Response to intervention (RtI): Family & community partnering: "On the team and at the table" toolkit:* Denver, CO: Author.

Colorado Department of Education (2008). *Guidelines for identifying students with specific learning disabilities.* Denver, CO: Author.

These three guiding documents describe the family role in a tiered intervention framework as applied to specific learning and serious emotional disabilities, in conjunction with specific tools and actions.

State Advisory Council for Parent Involvement in Education (SACPIE)
http://www.cde.state.co.us/sacpie
This website contains information on the following: legislation, community organizations, Colorado Department of Education resources, member contributions, research, and SACPIE.

Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS)
http://www.cde.state.co.us/rti/family
A tiered instructional framework is required in every Colorado school. One of the essential components of RtI/MTSS is Family, School, and Community Partnering. The Colorado Department of Education offers opportunities at this site including: toolkit, face-to-face trainings, online courses, email network, and archived webinars. Some are in **Spanish.**

IEP and/or Standard Related Resources

Colorado Department of Education (2009). *An Overview of the Special Education Process.* Retrieved from http://www.cde.state.co.us/cdesped/iepvideoenglish. This video describes family and educator teaming roles throughout the special education process.

The Exceptional Student Services Unit of the Colorado Department of Education has a webpage explaining resources for parents: http://www.cde.state.co.us/cdesped/Family.asp

The National Center for Learning Disabilities published an advocacy brief on Standards-based IEPs and provides an introduction to standards-based IEPs. This brief is located at http://www.nasdse.org/Portals/0/Standards-BasedIEPExamples.pdf

Project Forum, collaboration between the National Association of State Directors of Special Education and the U.S. Department of Education, has also written about standards-based IEPs and how they are being implemented nationwide.

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The link to the seven step process is: http://www.nasdse.org/Portals/0/SevenStepProcesstoCreatingStandards-basedIEPs.pdf. Additionally, Project Forum also created guidance manual for writing standards-based IEPs. The link is http://www.nasdse.org/Portals/0/Standards-BasedIEPExamples.pdf

The Standards-Based Teaching/Learning Cycle, under the section on "Essential Practices". Page 15 describes how Standards and grade-level expectations are communicated effectively to students and families. This handbook is located at http://www.cde.state.co.us/sites/default/files/ti_ati_sstmembers_standardsbased.pdf

In this podcast on standards-based IEPs Laura Kaloi, NCLD's Director of Public Policy, interviews Dr. Margaret McLaughlin, professor in the Department of Special Education and Associate Director of the Institute for the Study of Youth at the University of Maryland. Dr. McLaughlin explains the basics of standards-based IEPs and how they differ from traditional IEPs. http://www.ncld.org/at-school/your-childs-rights/iep-aamp-504-plan/standards-based-individualized-education-programs

This resource, from the National Center on Educational Outcomes, provides frequently asked questions and answers on the topic of academic standards and students with disabilities. http://www.cehd.umn.edu/nceo/topicareas/Standards/StandardsFAQ.htm

Educating our Children Together: A Sourcebook for Effective Family- School-Community Partnerships. This document provides practical information for parents and families, educators and administrators, and individuals involved in programs that support partnerships between families, schools and communities. It has been developed to support and promote creative solutions through the sharing of resources and information about family-school-community partnerships.

http://www.directionservice.org/cadre/pdf/educating_our_children.pdf

Acronym Guide

A Parent Primer on Special Education Acronyms, Abbreviations, and Definitions.
http://www.directionservice.org/cadre/pdf/educating_our_children.pdf

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