



Agenda

- Introductions
- Essentials of IDEA
- IEP Purpose
- IEP Rubric

SERC 2013-14

Equity for Students with Disabilities

Philosophy – Policy – Structures – Practices

Pathways to Inclusive Practices (2001)

- ▶ Providing education within LRE
- ▶ Using a decision-making process that promotes inclusive education
- ▶ Providing access to general education curriculum—Every student is a general education student FIRST.

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Equity for Students with Disabilities

Philosophy – Policy – Structures – Practices

Pathways to Inclusive Practices (2001)

- ▶ Providing a continuum of services that supports student mastery of IEP goals and objectives, leading to post-school outcomes
- ▶ Creating program options based on inclusive philosophy and practices

What is the Purpose of IDEA?

“ To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living”

§601 (d) of IDEA '04

SERC 2013-14

Accessing the General Education Curriculum

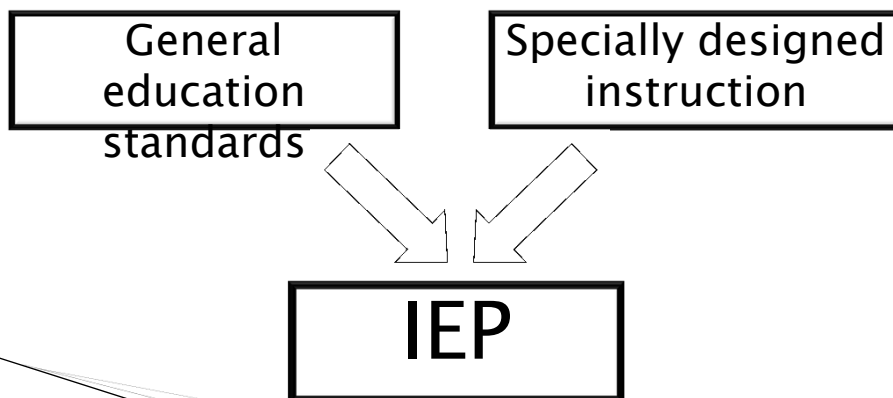
The IEP for each child with a disability must address how the child will be involved and progress in the general curriculum (i.e., the same curriculum as for non-disabled children).

IDEA (2004) §300.347 (a) (1) (i)

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Generating Goals and Objectives

Making All Ends Meet...



SERC 3/18/2015

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For a Copy of the Rubric, Visit:

[http://ctserc.org/initiatives/lre/SERC%20IEP%20Rubric%20revised%20\(3\).pdf](http://ctserc.org/initiatives/lre/SERC%20IEP%20Rubric%20revised%20(3).pdf)



State Education Resource Center

IEP Rubric

Developed by SERC, Middletown, Connecticut
Revised 2013



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Key Ideas & Indicators

A Crosswalk

Elements of a Rubric

- ▶ **Outcomes**
 - Expected learner objectives
- ▶ **Indicators**
 - Criteria necessary to meet outcomes
- ▶ **Descriptors or examples**
 - Define elements of indicators
- ▶ **Quality levels**
 - Degrees of performance
- ▶ **Scoring**
 - Process for qualifying totals

Outcomes for SERC's Rubric

- ▶ **Use decision-making values**
 - “least dangerous assumptions” (Donnellan, 1984)
 - “only as specialized as necessary” (Giangreco, 2001)
- ▶ **Analyze gap**
 - expected performance for all students
 - student's present level (Moll, 2003)

Outcomes for SERC's Rubric

- ▶ Determine specially designed instruction
 - adapts general education

- ▶ Develop goals and objectives
 - increase access, participation, & progress in general education

- ▶ Outline flexible comprehensive plan
 - supports & services
 - in general education

Key Idea #1

- Least Dangerous Assumptions (Donnellan, 1984) & Only as Specialized as Necessary (Giagreco, 2001)
 - Age-appropriate
 - General education standards
 - Materials
 - Tasks
 - High expectations
 - Instructional Context
 - Authenticity
 - Used in daily environment
 - General education standards

Key Idea #2

- Access, Participation, and Progress in General Education Curriculum (Nolet & McLaughlin, 2005)
 - Assessments
 - Technically sound, & reliable
 - Relevant, & comprehensive
 - Driven by general education standards
 - Isolation of needs
 - Relation to general education standards
 - Unique
 - Gaps & Barriers

Key Idea #2

- Access, Participation, and Progress in General Education Curriculum (Nolet & McLaughlin, 2005)
 - Specially designed instruction
 - Connected to gaps
 - Generalizability
 - Across settings, tasks, situations, etc.
 - Expands general education curriculum
 - Evidence based

Key Idea #3

- Continuum of Support from General Education to Accommodations to Modifications (Nolet & McLaughlin, 2005; Stetson, 2002)
 - From least like peers to most like peers
 - Supports access to general education curriculum
 - Supports before modifications
 - Supports for personnel

Key Idea #4

- Least Restrictive Environment (U.S. Department of Education: Office of Special Education Programs, 2006)
 - General education as first placement option
 - Connects to specially designed instruction
 - Highly-qualified personnel
 - Natural situations, tasks, & materials
 - Generalizability
 - Instructional context
 - Shared responsibility
 - Single comprehensive plan
 - Supports unique needs
 - Implementation fidelity
 - Observable & measurable terms (measurability)

Special Education's Perspective

IDEA's LRE Provision

"To the maximum extent appropriate, children with disabilities... are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Section 612 (a)(5) (A) (IDEA '04)



Elements of a Rubric

- ▶ **Outcomes**
 - Expected learner objectives
- ▶ **Indicators**
 - Criteria necessary to meet outcomes
- ▶ **Descriptors or examples**
 - Define elements of indicators
- ▶ **Quality levels**
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Indicators of the Rubric

- ▶ 14 Indicators
- ▶ 4 Sections
 - Gap Analysis
 - Levels of Support
 - IEP Goals and Objectives
 - Types of Support

Elements of a Rubric

- ▶ Outcomes
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Quality Levels

- ▶ **Promising Practice**
 - ideal standard
 - supports continuous improvement
- ▶ **Progressing**
 - merits educational benefit
 - considered reasonable
- ▶ **Emerging**
 - meets low threshold for compliance & educational benefit
- ▶ **Unacceptable**
 - does not meet procedural compliance or any educational benefit

Let's look at an example.

- ▶ **Indicator 2: The IEP contains explicit statements determining the student's strengths as related to the student's progress in the general education curriculum.**

Indicator 2

The IEP contains explicit statements determining the student's strengths as related to the student's progress in the general education curriculum.

Unacceptable	Emerging	Progressing	Promising Practice
<ul style="list-style-type: none"> • There are no or vague, superficial statements about the student's strengths. • There are no statements about how the student can participate in the general education settings or curriculum. • The student's strengths have no relationship to the general education curriculum, instruction, or environment and are not comparative to peers. 	<ul style="list-style-type: none"> • There are general statements about the student's strengths related to academic learning. • There are vague statements about the student's strengths and how the student can participate in general education settings. • The student's strengths have no relationship to general education curriculum, instruction, or environment and are not comparative to peers. 	<ul style="list-style-type: none"> • There are general statements about the student's capacity and strengths to participate and progress in general education curriculum. • There are general statements about how the student can be successful in general education curriculum. • The student's strengths are relative to how he or she can participate in general education curriculum and are not comparative to peers. 	<ul style="list-style-type: none"> • There are explicit statements about the student's capacity and strengths to participate and progress in general education curriculum. • There are statements about the student's strengths that can be useful to a general education teacher in understanding how the student can progress in general education curriculum. • The student's strengths are relative to how he or she can participate in general education curriculum and are not comparative to peers.

A Closer Look: Unacceptable

Unacceptable

- There are no or vague, superficial statements about the student's strengths.
- There are no statements about how the student can participate in the general education settings or curriculum.
- The student's strengths have no relationship to the general education curriculum, instruction, or environment and are comparative to peers.

A Closer Look: Emerging

Emerging

- There are general statements about the student's strengths related to academic learning.
- There are vague statements about the student's strengths and how the student can participate in general education settings.
- The student's strengths have no relationship to general education curriculum, instruction, or environment and are not comparative to peers.

A Closer Look: Progressing

Progressing

- There are general statements about the student's capacity and strengths to participate and progress in general education curriculum.
- There are general statements about how the student can be successful in general education curriculum.
- The student's strengths are relative to how he or she can participate in general education curriculum and are not comparative to peers.

A Closer Look: Promising Practice

Promising Practice

- There are explicit statements about the student's capacity and strengths to participate and progress in general education curriculum.
- There are statements about the student's strengths that can be useful to a general education teacher in understanding how the student can progress in general education curriculum.
- The student's strengths are relative to how he or she can participate in general education curriculum and are not comparative to peers.

Elements of a Rubric

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Rubric Scores

- ▶ Indicator
- ▶ Section
- ▶ Overall Score

Section Score

Scoring for Gap Analysis of Present Level of Performance

/9 Total Score for Gap Analysis

Quality Level	Score	Interpretation
Promising Practice	8-9	The assessment process is driven by examining how the student performs within the general education curriculum. The assessment process explicitly identifies barriers that affect access to, participation in, and progress in the general education curriculum. The unique needs of the student are specifically isolated and defined. There a number of assessment tools used that can serve to continuously monitor student progress over time. The information in the IEP is recorded clearly with specific statements that are useful and explicitly lead to the development of the specially designed instruction.
Progressing	5-7	The assessment process contains a comprehensive examination of how the unique profile of the student compares to the general education curriculum. There is a mix of assessment tools and types used to determine areas of strength and need, but the recorded information can appear disjointed. The information flows logically, and it is predictable as to what the IEP goals should contained based on this information.
Emerging	2-4	The assessment process relies heavily on standardized assessments and with a focus on aspects of the disability. The assessment process references the general education curriculum or assessments, but does not provide a full picture of how well the student is performing in the general education curriculum. The information recorded provides some broad understandings, but is vague.
Unacceptable	0-1	There is one or more of the following concerns with the assessment process: the process does not use the age-appropriate assessments or curriculum; there are very little or no technically reliable assessments used; and/or the assessment process is very narrow in scope and does not meet the standards for comprehensive assessment. The assessment process is disability-driven with little to no reference to the general education curriculum. Information recorded is superficial, very vague, and maybe comparative to peers.

Overall Score

The Overall Score

/42 Total Score

Quality Level	Scores	Interpretation
Promising Practice	37-42	The IEP is driven by the general education curriculum and provides only necessary specially designed instruction or services. There is a clear use of the continuum of supports and services that moves from general education to more restrictive special education. The gap analysis explicitly identifies the environmental and instructional strengths, barriers, and gaps. The flow of the IEP explicitly links the gap analysis to targeted supplemental instruction, accommodations/assistive technology, and modifications. The IEP goals and objectives are written in language that allows for clear instruction. The assessments used throughout the IEP can be used to easily track student progress at least monthly from a specific baseline to a specific set of targets. The supports and services are designed to implement the IEP with fidelity and the intentions of closing gaps and addressing barriers. The IEP is written in very clear and precise language that allows for any educator or family member to fully understand what needs to occur on a daily basis without the need for any further clarification.
Progressing	22-36	The IEP is closely aligned with the general education curriculum. There is a continuum of supports and services that moves from general education to more restrictive special education. The gap analysis identifies the environmental and instructional gaps. The flow of the IEP links the gap analysis to supplemental instruction, accommodations/assistive technology, and modifications. The IEP goals and objectives are written in language that leads instruction. The assessments used throughout the IEP can be used to track student progress at least quarterly. The supports and services are designed to implement the IEP with fidelity. The IEP is written in language that is clear enough for an educator or family member to understand what needs to occur.
Emerging	8-23	The IEP is loosely connected with the general education curriculum. It is unclear if a continuum of supports and services is used, or the IEP seems to flow from special education to general education. The gap analysis is vague and provides only broad understanding of the gaps. The flow of the IEP is disjointed and choppy from gap analysis to goals to services. The IEP goals and objectives are vague and broad. The IEP is not always clear for educators or family members.
Unacceptable	0-7	The IEP has no or very little connection with the general education curriculum. The IEP seems to focus on special education programming and services and may over-support the student. The IEP appears isolated and unconnected between gap analysis, goals, and services. Goals and objectives seem to have been written for specific special education programs versus addressing unique needs. The determination of service seems to be set for implementation of programs versus individualized supports. The IEP is written in vague and unclear language that makes it difficult to understand what needs to occur to implement the IEP.



IEP

Rubric for Secondary Transition

September 17, 2014

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Secondary Transition Planning & Services
Component 1

Evidence that the student was invited to and participated in his/her Planning and Placement Team (PPT) meeting.

Non-Compliance	Compliance		
	Unacceptable	Emerging	Progressing Promising Practice
<ul style="list-style-type: none"> A "NO" response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> There was no evidence of a written invitation to the student to attend his/her PPT meeting. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> There are no documented student preferences and interests listed on the Transition Planning page of the IEP (page 6, # 2d). 	<ul style="list-style-type: none"> A "YES" response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> There is evidence of a written invitation to the student to attend the PPT meeting. (Student could be written on parent invitation.) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> The student may not have attended or participated in the PPT meeting but documented student preferences and interests were listed on the Transition Planning page of the IEP (page 6, # 2d). 	<ul style="list-style-type: none"> A "YES" response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> There is evidence of a separate written invitation to the student to attend the PPT meeting. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> The student attended and/or participated in his/her PPT meeting. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> The student's preferences and interests are listed on the Transition Planning page of the IEP (page 6, # 2d). 	<ul style="list-style-type: none"> A "YES" response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> There is evidence of a separate written invitation to the student to attend the PPT meeting. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> The student participated in and/or facilitated his/her PPT meeting as recorded in PPT Meeting Summary (page 2). <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> The student's preferences and interests are clearly and consistently evident throughout the IEP (other than just page 6, # 2d).
<input type="checkbox"/> Majority of the elements = 0	<input type="checkbox"/> Majority of the elements = 1	<input type="checkbox"/> Majority of the elements = 2	<input type="checkbox"/> Majority of the elements = 3

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IEP Rubric:
How can we use this tool?

- 1. District uses for practice**
- 2. SERC uses to evaluate district IEP's**

IEP Rubric
How can we use this tool?

- 3. SERC Trains staff to use the tool to uncover trends in districts IEP development**
- 4. SERC Trains district staff to be reliable scorers so the tool can be evaluative**

Questions and Evaluation

- ▶ You may type questions into your Chat Box.
- ▶ While we gather the Questions, please complete the evaluation.
- ▶ We will be back in 2 minutes to answer the questions that came in.

IEP Rubric Training in District

- ▶ Call SERC for more information to on additional training related to the IEP Rubric.

Contact US or Visit the SERC Library

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