Standards-Based IEPs: What, Why, and How?
Summer, 2013 - University of Montana

Instructor:	Dr. Gail McGregor
On-campus Office:	47 Corbin Hall 243-5467
Off-Campus Office:	700 SW Higgins, Suite 250 Missoula, MT 59803 243-2348
Office Hours:	By appointment. Please contact me and we will schedule a time to meet, talk on the phone, videoconference, or "chat" online.
Mailing Address:	University of Montana Rural Institute on Disabilities 52 Corbin Hall Missoula, MT 59812
Fax:	243-4730
E-Mail:	gail.mcgregor@mso.umt.edu
Class Blog Site:	http://ruralinstitute.umt.edu/SBIEP
OPI Materials Page	http://www.opi.mt.gov/Curriculum/MontCAS/MontCAS_Presents.html#gpm1_3
Class Page for Introductions	TBA

Course Description: This course introduces the concept of aligning IEPs for students with disabilities with the general education curriculum standards. Using a series of 5 online modules as its basis, course participants will learn why this practice is growing nationally, and how standards-based IEPs serve as a mechanism to support access to the general education curriculum for students with disabilities. The general education curriculum, defined by content

standards, is currently undergoing a shift as Montana prepares for the transition to the Common Core Standards.

The course is taught online, in an asynchronous format. Participant interaction will be structured through threaded discussions and other online interactive forums.

Course Outcomes: At the end of this course, you will be able to do the following:

1. Define standards-based IEPs.
2. Discuss the rationale for standards-based IEPs, from a legal and educational perspective.
3. Identify the steps involved in creating a standards-based IEP.
4. Describe classroom practices that facilitate access to standards-based instruction by students with disabilities in general education classrooms.
5. Describe the current shift to the Common Core Standards, and several potential implications for students with disabilities.

Required Readings: In keeping with the Fair Use copyright guidelines for education, it is permissible for each class member to download a single copy of the readings below for educational purposes.

Unit 1: Why Standards-Based IEPs

Hock, M. (2000). Ten Reasons Why We Should Use Standards in IEPs. *In CASE*, 5-7.

Cortiella, C. (2006) *NCLB and IDEA: What Parents of Students with Disabilities Need to Know*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Unit 2: The Legal Foundation for Standards-Based IEPS

Karger, J., & Hitchcock, C. (2003). *Access to the general curriculum for students with disabilities: A brief legal interpretation.* National Center on Access to the General Education Curriculum. Retrieved online at: http://www.cast.org/publications/ncac/ncac_accesslegal.html.

Unit 3: Access to the General Education Curriculum

Clayton, J., Burdge, M., Denham, A., Kleinert, H. L., & Kearns, J. (2006). A four step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children, 38*(5), 20-27.

International Center for Leadership in Education. (2011, February). *Fewer, clearer, higher*

common core state standards. Implications for students receiving special education services. Rexford, NY: author. Retrieved online at: http://www.leadered.com/pdf/Special%20Ed%20&%20CCSS%20white%20paper.pdf

Unit 4:

Cortiella, C. (2008). Understanding the standards-based IEP. *Advocacy Brief*, National Center for Learning Disabilities.

Holbrook, M. D. (2007). Standards-based Individualized Education Program examples. *inForum*, Alexandria, VA: NASDSE.

McLaughlin, M. (2009). Keys to creating standards-based IEPs. *The Special Edge, 23*(1), 1, 4-6.

Unit 5:

Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum. Universal design for learning. *Teaching Exceptional Children, 35*(2), 8-17.

Hoover, J. J., & Patton, J. R. (2008). The role of special educators in a multitiered instructional system. *Intervention in School and Clinic, 43*(4), 195-202.

Schumm, J. S., Vaughn, S., & Harris, J. (1997). Pyramid power for collaborative planning. *Teaching Exceptional Children, 29*(6), 62-66.

Course Schedule:

The Summer semester at the University of Montana begins on June 4, 2012. Each unit of this two credit course will be one week, for a total of 5 weeks. The course is built around a series of 5 recorded webinars that were developed under the auspices of Montana's Office of Public Instruction, Division of Assessment. The topics and activities for each unit are summarized in the course schedule below.

Week	Class Topics/Activities/Related Projects	Readings/Videos
Unit 1: Introduction and Overview of Standards-Based IEPs		
1	**Unit 1: Introduction and Overview of Standards-Based IEPs** $ Definition of standards-based IEPs $ Rationale for aligning IEPs to standards $ Vocabulary of standards-based instruction $ Standards within the larger educational context	View: Standards-Based IEP Introduction View: Module 1 Hock (2000) Cortiella (2000)
2	**Unit 2: The Legal Foundation** $ History of access to the general education curriculum $ General curriculum implications for drafting the IEP $ Students working far below grade level $ Legal standards for FAPE	View: Module 2 Karger & Hitchcock (2003)
3	**Unit 3: Access to the General Education Curriculum** $ What is the "general curriculum"? $ Standards-based instruction for students with disabilities $ Common Core Standards $ Access for students with severe disabilities	View: Module 3 Clayton et al (2006) International Center for Leadership in Education (2011)

Week	Class Topics/Activities/Related Projects	Readings/Videos
4 1	**Unit 4: Writing a Standards-Based IEP** $ National trends in adopting standards-based IEPs $ Steps in developing IEPs, when referenced to standards $ Reviewing IEP examples **<u>Project 1</u>: Examining Access to the General Education Curriculum for a Sample of Students**	View: Module 4 Cortiella (2008) Holbrook (2007) McLaughlin (2009)
5	**Unit 5: Classroom Practices that Support Access to the General Education Curriculum** $ Lessons learned from the past $ Effective strategies $ Benefits of inclusion **<u>Action Planning</u> Discussion Response**	View: Module 5 Hitchcock et al (2002) Hoover & Patton (2008) Schumm et al., 1997

Course Requirements: The course requirements for participants taking this class for two graduate credits are listed below. The expectation is that you will complete all projects and course activities, worth a maximum of 75 points. The distribution of these points across class activities and due dates are identified below. The criteria for grading is provided after the table.

If you are taking this course for OPI Renewal Units, the number of Renewal Units associated with each activity is displayed in the table below. If you do not complete one or more activities, that associated number of renewal units will be deducted from the total you are awarded at the end of the class.

Activity/Project	Due Date	Points/Renewal Units Possible
Online interaction and threaded discussions	Weekly	30 pts (6 pts/week) 25 Renewal Units (5 RU/week)
<u>Project 1</u>: Examining Access to the General Education Curriculum for a Student		40 pts 4 Renewal Units

Activity/Project	Due Date	Points/Renewal Units Possible
Action Planning: Share on discussion board the "next steps" you have identified to improve access to standards-based instruction for students with disabilities.		5 pts 1 Renewal Unit
Total Points Possible:		**75**

Grading: The grading system at The University of Montana includes "+" and "-". The total points associated with final grades are as follows.

A	=	71 - 75	B	=	62 – 64	C	=	55 - 57	D	=	47 - 49
A-	=	68 - 70	B-	=	60 - 61	C-	=	52 - 54	D-	=	45 - 46
B+	=	65 - 67	C+	=	58 - 59	D+	=	50 - 51	F	=	0 - 44