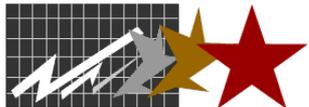


Essentializing the AK Standards & Essential Elements

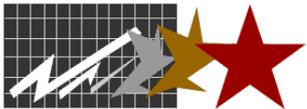
Dillard Research Associates and
Alaska Education & Early Development

January 22, 2015



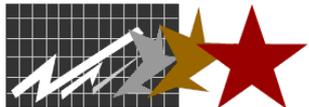
Objectives of Training

- To understand the reasons for linking IEPs with Alaska Standards in English language arts and Math
- To practice essentializing standards that are linked to the AK Standards



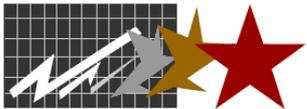
Why Link IEPs to AK Standards?

- IDEA 2004 – IEPs must include “academic and functional goals, designed to 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.**”
- Subsequent federal legislation requires all students to be provided access to the general education curriculum



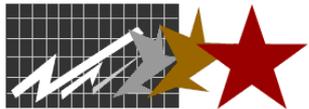
Why Link IEPs to AK Standards? cont'd.

- Access to the general education curriculum is supported
- Instruction is focused on more challenging content and skills
- Collaboration between general and special educators is promoted
- All students in Alaska must have full access to the Alaska Statewide Assessment System.
- Alaska students with an IEP can be assessed with either the general assessment or Alaska's alternate assessment, the AKAA.



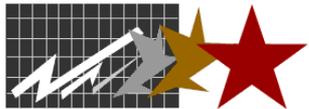
Standards-Based Reform

- Change the way we think about instruction for special education students (social conception of disability that is strength-based)
- Raise expectations for student learning
- Provide access to grade-level content standards
- Plan, teach, and assess students so that they can participate and make progress in the general education curriculum
- Ensure that parents continue to be part of this discussion and understand the rationale for change



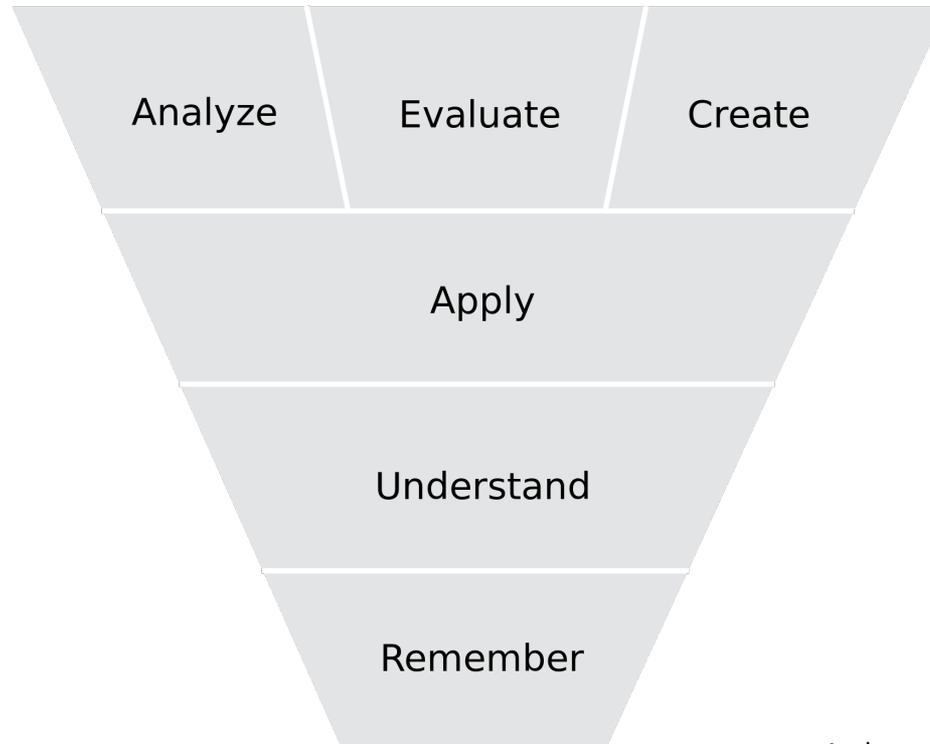
Tips for looking at the Standards

- Look for the essential content (nouns)
- Look for the essential intellectual operations (verbs)
- Look for vocabulary that limits the scope of the content and intellectual operations (delimiters)
- Consider prerequisite skills (access skills, including sensory/motor needs as well as use of supports)
- Consider the cognitive/linguistic process required to access the standard

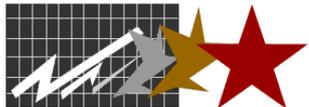


What level of cognition is required in order to access the standard?

Anderson's Taxonomy



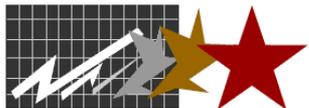
Anderson et. al. 2001



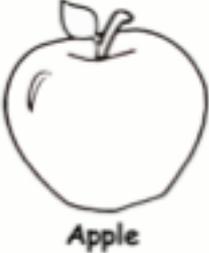
Levels of Communication

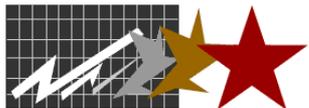
ENGAGEMENT	1 Attention 2 Joint Attention
PRE-SYMBOLIC	3 Pre-symbolic 4 Early Symbolic
SYMBOLIC	5 Symbolic 6 Conventional Symbolic
EXTENDED SYMBOLIC	7 Extended Conventional Symbolic 8 Symbolic Skills for Transition

*Framework derived from multiple sources, including Browder, Downing, Reichle, Wetherby, & colleagues. Please see References.

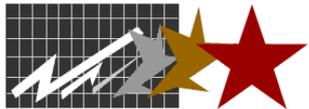


Apple Example

			Apple
<i>Engagement</i>	<i>Pre-Symbolic</i>	<i>Symbolic</i>	<i>Extended Symbolic</i>



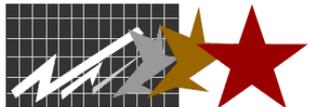
Essentializing Standards



Essentializing Coding System

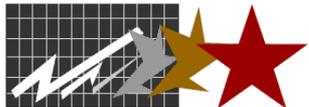
- (a) Essential content (nouns) is boxed
- (b) Essential intellectual operations (verbs) are underlined, with complex verbs also **bolded**.
- (c) Delimiters of content or intellectual operations are *italicized*.

Note: This is the process you will see in our examples, which are done electronically. When you do this by hand for practice, you will circle complex verbs and put delimiters in (parentheses)



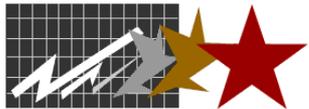
Essentialization Process

- Select standard
- Code using essentialization system
- Reduce depth, breadth, and complexity by:
 - transforming complex verbs
 - limiting scope of content/verbs
 - eliminating extra text
- Generate the essentialized standard



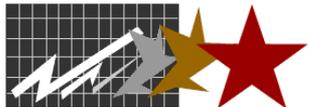
Example 1: How to Essentialize an AK Reading Foundation Standard

- 4.RF4 - Read with sufficient accuracy and fluency to support comprehension.
- **Read** text *with sufficient accuracy and fluency to support comprehension.*
- Essentialized standard: **Read** *appropriate* text *with accuracy.*



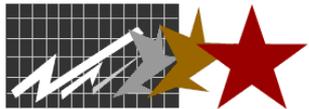
Example 2: How to Essentialize an AK Number and Operations in Base Ten Standard

- 4.NBT.4 - Fluently add and subtract multi-digit whole numbers using any algorithm. Verify the reasonableness of the results.
- *Fluently add and subtract multi-digit whole numbers using the standard algorithm. Verify the reasonableness of the results.*
- Essentialized standard: Add two-digit whole numbers with fluency.



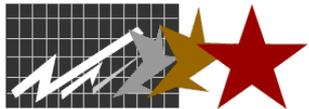
Example 3: How to Essentialize an AK Writing Standard

- 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience.
- **Produce** *clear and coherent* writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience.
- Essentialized standard: **Write** relevant text with accuracy.



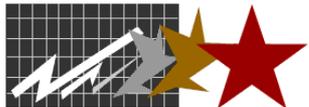
Example 4: How to Essentialize a Standard

- 9-10.L1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **Demonstrate** *command of the* conventions *of standard English grammar and usage when writing or speaking.*
- Essentialized standard: *Accurately* identify icons *when using expressive language.*

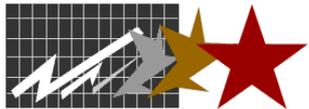


Quick Review of Essentializing

- Select standard
- Code using essentialization system
- Reduce depth, breadth, and complexity by:
 - transforming complex verbs
 - limiting scope of content/verbs
 - eliminating extra text
- Generate the essentialized standard



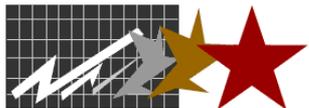
Your Turn to Practice Essentializing Standards



Practice Essentialization of Standard #1

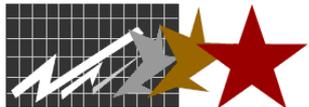
- 3.RL1 - Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
- Identify the essential content: _____
- Identify the essential intellectual operation(s): _____
- Identify the delimiter(s): _____

*See Activity #1 of
"2_DRA_IEP_Essentialize_Standards_Worksheet_VF.docx"*



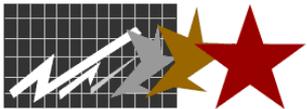
Practice Essentialization of Standard #1

- 3.RL1 - Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
- Essential content: questions, understanding
- Essential intellectual operation(s): ask, answer, demonstrate
- Delimiter(s): *and, to, referring explicitly to the text as the basis for the answers, and, (e.g., making basic inferences and predictions)*



Practice Essentialization of Standard #1

- Reduce depth, breadth, and complexity
 - Eliminate unnecessary content, intellectual operations, and delimiters
- Generate the essentialized standard
 - Answer questions *about a text.*



Practice Essentialization of Standard #2

Activity 1

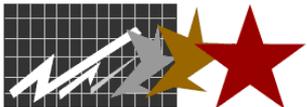
7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

For example, use models, explanations, number lines, real life situations, describing or illustrating the effect of arithmetic operations on rational numbers (fractions, decimals).

- Identify the essential content: _____
- Identify the essential intellectual operation(s): _____
- Identify the delimiter(s): _____

See Activity #2 of

"2_DRA_IEP_Essentialize_Standards_Worksheet_VF.docx"



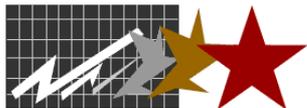
Practice Essentialization of Standard #2

Activity 2

7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

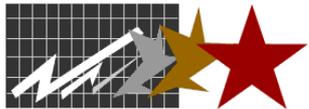
For example, use models, explanations, number lines, real life situations, describing or illustrating the effect of arithmetic operations on rational numbers (fractions, decimals).

- Essential content: problems
- Essential intellectual operation(s): **Solve**
- Delimiter(s): *real-world and mathematical, involving the four operations with rational numbers, (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.), and For example, use models, explanations, number lines, real life situations, describing or illustrating the effect of arithmetic operations on rational numbers (fractions, decimals).*



Practice Essentialization of Standard #2

- Reduce depth, breadth, and complexity
 - Eliminate unnecessary content, intellectual operations, and delimiters
- Generate the essentialized standard:
 - Solve *addition and subtraction* word problems.



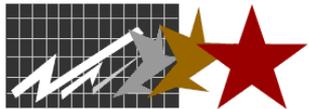
Practice Essentialization of Standard #3

Activity 3

8.RI.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.

- Identify the essential content: _____
- Identify the essential intellectual operation(s): _____
- Identify the delimiter(s): _____

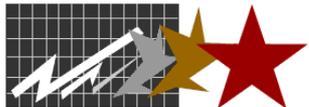
*See Activity #3 of
"2_DRA_IEP_Essentialize_Standards_Worksheet_VF.docx"*



Practice Essentialization of Standard #3

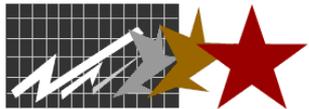
8.RI2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.

- Essential content: central idea, text, summary
- Essential intellectual operation(s): Determine, analyze, restate or summarize
- Delimiter(s): *a, of a text, and, its development over the course of the text, including its relationship to characters, setting, plot, main ideas or events, correct sequence, after reading the text*



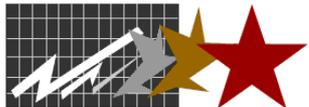
Practice Essentialization of Standard #3

- Reduce depth, breadth, and complexity
 - Eliminate unnecessary content, intellectual operations, and delimiters
- Generate the essentialized standard:
 - **Identify** the and of a text.



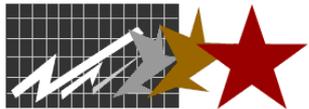
Quick Review of Essentializing

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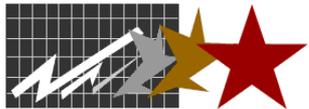
Developing Nodes

- Initial Precursor (IP)
- Distal Precursor (DP)
- Proximal Precursor (PP)
- Target (T)
- Successor (S)



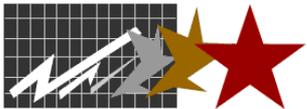
Internet Resources

- Alaska State Standards in ELA and Math –
 - state.ak.us/akstandards/
- Alaska State Standards in other content areas–
 - <http://education.alaska.gov/AKStandards/standards/standards.pdf>
- DLM Claims & Conceptual Areas in Math –
 - http://dynamiclearningmaps.org/sites/default/files/math_ye_blueprint.pdf
- DLM Claims & Conceptual Areas in ELA –
 - http://dynamiclearningmaps.org/sites/default/files/ela_ye_blueprint_0.pdf



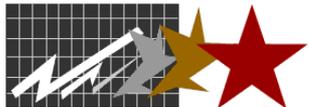
Resources Used

- Carol Kosnitsky –
 - Writing IEPs that Align with Common Core Standards
 - IEPs and Arizona Common Core Standards
- Ginevra Courtade, Ph.D. University of Louisville & Diane Browder, Ph.D. University of North Carolina, Charlotte –
 - Aligning IEPs to Common Core State Standards for Students with Moderate and Severe Disabilities



References

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- Browder, D., Wakeman, S., & Jimenez, B. (2006). *Creating access to the general curriculum with links to grade level content for students with Significant cognitive disabilities*.
- Downing, J. E. (2005). *Teaching communication skills to students with severe disabilities*. (2nd ed.). Baltimore, MD: Paul H. Brookes.
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- Wendell, Wendell (1996). *The social construction of disability* (p. 60). New York: Routledge, Taylor and Francis Group.
- Wetherby, A. M., Warren, S. F., & Reichle, J. (Eds.). (1998). *Transitions in prelinguistic communication* (pp. 233-259). Baltimore, MD: Paul H. Brookes.



Contacts

Please submit any additional questions or comments to one of us at the following email addresses. Thank you for your attention today!

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