Chapter 3: Developing Standards-Based IEPs that Promote Effective Instruction

Meagan Karvonen, Western Carolina University

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Questions states may be asking

- From Appendix C:
  - Questions 2, 3, 9-13, 16, 18, 28
The Regulations

- Assumption of having received appropriate instruction and supports
- Must have a standards-based IEP with goals based on grade-level content standards from the student’s enrolled grade
- Must include mechanisms for monitoring progress toward goal attainment
The Challenges

- Start below grade level and make more progress than higher-achieving peers
- Learn in grade-level content regardless of prior knowledge and skills
- Instructional needs vs. limited instructional time
- Opportunity to learn
  - Not just “exposure” to the content – effective instruction & supports
  - A matter of degree, not absolute
The Premise

- The **process of developing an IEP** is what will really help us meet the regulatory language and the needs of AA-MAS-eligible students
  - The document itself is secondary (form vs. substance)
  - The document is not the curriculum
Overarching Principles for Effective Instruction

1. Meaningful access to grade-level content
2. Instruction that incorporates proven practices, designed to work toward grade-level proficiency
3. Instruction that is flexible and responsive to student progress
4. Instruction that minimizes barriers and provides the full range of necessary supports
How the IEP can support high-quality instruction

- Present levels of performance and needs
- Selecting and writing academic goals
- Mechanisms for monitoring goal attainment
- Choosing and designing supports
What can states do?

- Clear criteria, with examples
  - Eligibility
  - Accommodations

- Professional development
  - Designed with emphasis on substance, not form
  - Resource sharing & PLCs
  - Focus on identified needs (e.g., RtI, CBM, or even goal writing or fundamental assumptions)
What can states do?

- Create culture of expectation for how the IEP team operates
  - Meaningful process vs. compliance paperwork
  - Education and involvement of all members (including general education teachers, families)
  - Self-evaluation of key components & principles
- Emphasize message to IHEs
Back to the questions (Appendix C)

- IEPs as a source of evidence
  - OTL – for eligibility, instruction, and projected progress
  - Meaningful access to the general curriculum
  - Policy assumptions about access

- Supporting the systems
  - Teacher training
    - Eligibility decisions
    - Effective instruction for improved student learning