Common Core State Standards

Considerations and Implications for Student with Disabilities/Struggling Students

Christy Murray

Center on Instruction, Special Education Strand

Meadows Center for Preventing Educational Risk

The University of Texas at Austin

In the next 75 minutes…

- Getting to know you
- What we know about CCSS and SWD
- Assessment efforts
- Thoughts from your colleagues
- Interactive discussion
- Links between CCSS and RTI

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Getting to Know You

- What is your role?
- Do you identify your role more with general education? Special education? Somewhere in between?
- Why are you here today and what do you want to learn or discuss?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

A Look Back…

- 1800s:
  - Asylums, charities, philanthropists, hospitals, schools, etc.; isolation
  - 1817--first special education school in U.S. (American Asylum for the Education and Instruction of the Deaf and Dumb; now American School for the Deaf)
- 1900s:
  - Disabilities lumped together (MR, deaf/blind, LD, children of foreign parents) and housed with children deemed “delinquent;” institutions starting to move toward collaboration
  - ”Segregation;” SWD in same school as other children, but kept in separate classrooms

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Education of All Handicapped Children Act of 1975

- Mainstreaming and integration
- Six crucial elements
  - Free and Appropriate Public Education (FAPE)
  - System to find and assess children fairly
  - Least Restrictive Environment
  - Due Process
  - Parental Participation
  - Individualized Education Programs

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

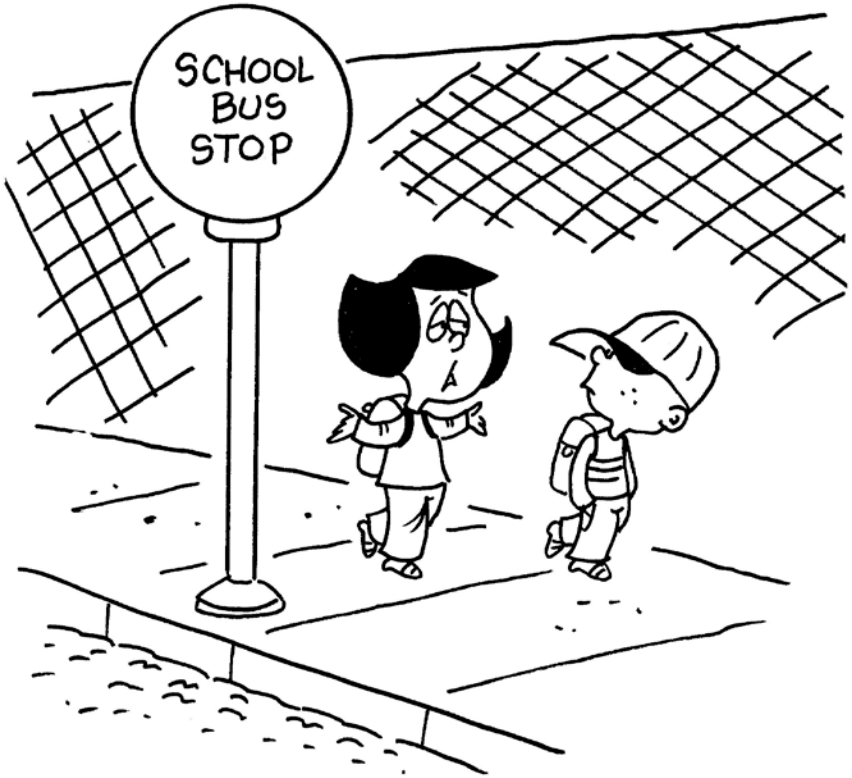
Now

- Individuals with Disabilities Act
- Widespread use of various inclusion models
- Response to intervention
- Increase in postsecondary success (from 1990 - 2005):
  - 18 point increase in community college
  - 13 point increase in vocational, business, technical schools
  - 9 point increase in four-year universities
- Job outlook has DECREASED
- Far fewer SWD attend postsecondary institution when compared to the general population (17 point difference)

(Newman, Wagner, Carmeto, and Knokey, 2009)

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

A sign of the times…



" BUT IF YOU DON'T LEARN TO READ AND WRITE, HOW ARE YOU EVER GOING TO TEXT?"

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Common Core State Standards

- Create a "culture of high expectations"
- Offer an opportunity for SWD to have access to rigorous coursework
- "SWD…must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers."

How do we help SWD succeed?

(CCSSO & NGA, 2010)

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

CCSS:
A focus on results, not means

- The standards do **not** define the following:
  - The intervention methods or materials necessary to support students who are well below or well above grade-level expectations
  - The full range of supports appropriate for ELLs and students with special needs, though the standards stress that **all** students must have the opportunity to learn and meet the same high standards

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Application for Students With Disabilities (CCSSO & NGA, 2010)

How the standards are taught is of the utmost importance, particularly the following:

- Supports and related services to enable access to general curriculum (IDEA 34 CFR §300.34, 2004)
- Individualized education plans (IEPs) that include annual goals aligned with and chosen to facilitate attainment of grade-level academic standards
- Prepared and qualified teachers
- Instructional supports for learning, including Universal Design for Learning (UDL)
- Instructional accommodations (changes in materials or procedures)
- Assistive technology devices

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Summary

- The CCSS has the intention of improving outcomes for ALL students, including SWD, by raising expectations
- The standards are “just standards;” they are not actual instruction
- Guidance for implementing CCSS with SWD within the CCSS documents is sparse and is really nothing new or groundbreaking. Most applies to students with severe cognitive impairments or physical disabilities.

Has the CCSS renewed our sense of urgency?

How will educators be held accountable?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

New Assessment Efforts

- Development of new common assessment system:
  - Partnership for the Assessment of Readiness for College and Careers (25 states)
  - Smarter Balanced Assessment Consortium (> 30 states)
- All students, including ELLs and SWD, with exception of the 1% of students with the most significant cognitive disabilities
- Grades 3–8, once in high school
- Mathematics and English language arts
- Ready for 2014–2015 school year

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Impact on ELLs and SWD

"All English language learners and students with disabilities will take the new assessments, with the exception of the one percent of students with the most significant cognitive disabilities. Unlike existing assessments, which often retrofit mediocre accommodations into tests, the new assessment systems will be designed, from the start, to accurately assess both English learners and students with disabilities and provide appropriate accommodations. And for the one percent of students with the most significant disabilities, states will have funds to develop an alternate assessment as a result of a soon-to-be-completed competition."

— Beyond the Bubble Tests: The Next Generation of Assessments
Secretary Arne Duncan's remarks to state leaders
at ACHIEVE's American Diploma Project Leadership Team meeting
September 2, 2010

Note: Elimination of alternate assessments based on modified achievement standards (2% tests)

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Assessment Resources

- Assessment and Accountability Comprehensive Center
  www.aacompcenter.org
- National Center on Educational Outcomes
  www.cehd.umn.edu/NCEO
- CCSSO Presentations from 2010 National Conference on Student Assessment
  http://ccsso.confex.com/ccsso/2010/webprogram/Session1959.html

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

What now?

- What kind of guidance is needed for instruction?
- What kind of guidance is needed for accommodations and assistive technology?
- What kind of guidance is needed for assessment?
- What are the implications for SEAs, LEAs, general education teachers, and special education teachers?
- What other questions should we ask ourselves?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Center on Instruction Calls with Regional Comprehensive Centers

- Occur regularly on various instructional areas (math, literacy, ELL, special ed, RTI)
- Share updates, network, let staff from various RCCs share challenges, concerns, successes, questions, etc.
- **October 20, 2010--Common Core State Standards and Implications for SWD**

  --10 RCC participants

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Common Core Standards: Implications for Educators

- Transition to expectation of higher achievement based on demonstrated outcomes
- Need for appropriate accommodations and supports in general education
- Increased collaboration between teachers and departments
- Increased individualized teaching and learning
- Increased special education teachers knowledge:
  - How standards "fit together" from year to year
  - Awareness of which standards are appropriate for a student's current status and which are appropriate for where the student needs to be
- Increased general education teacher knowledge:
  - What is a learning disability?
  - How do I teach this student?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Common Core Standards: Implications for States

- Statewide PD: Will districts and schools be prepared to teach SWD these new standards?
- Assessment work:
  - Development of “regular” tests and 1% tests
  - Are we losing flexibility for assessment beyond accommodations?
- Defining “college and career readiness”: How are states defining the term, and how can RCCs support them?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Discussion

- Is it unrealistic for students with disabilities (other than the 1% of students with the most significant cognitive disabilities) to be expected to master these standards? Or, it is this expectation long overdue?
- What are the implications of implementing the CCSS with SWD at the state level? District level? School level? Classroom level?
- What impact will the implementation of the CCSS with SWD have on the field of special education? General education?
- How will CCSS implementation efforts align with or conflict with instruction delivered within a response to intervention framework?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Some Solutions?

Strengthen Instructional Delivery

- Curriculum-aligned instruction
- Differentiated instruction, UDL
- Ongoing data collection and data-based decision making
- Effective, intense interventions that embed standards-based content instruction (Skill recovery vs. grade-level instruction)
- Standards-based IEPs
- Appropriate accommodations

State support, guidance, PD, tools

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Using RTI as a Means to Support the CCSS

(NCRTI, 2010)

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Universal Screening

To Support the Implementation of
ANY state standards

- ***What***: Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for which students will develop learning or behavioral problems (NCRTI, 2010).
- ***How*** and ***Why***: Conduct with ALL students to identify those who are at risk of academic failure and in need of more intensive intervention (NCRTI, 2010).

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Universal Screening

To Support the Implementation of

Common Core State Standards

- Same *What, How and Why*
- *Additional Considerations*:
  - If screening for mastery of 'elements,' **do your screening instruments align with the CCSS standards** (and your new curriculum)?
  - **Do you anticipate having more students score below benchmark initially?** What impact will this have on the level of prevention students are served in?
  - Other?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Progress Monitoring

To Support the Implementation of

ANY state standards

- ***What***: Repeated measurement of performance to inform the instruction of individual students in general and special education. Tools should be reliable and valid for representing students' development and have demonstrated utility for helping teachers plan more effective instruction (NCRTI, 2010).
- ***How*** and ***Why***: Conduct at least monthly to (a) estimate rates of improvement; (b) identify students who are not demonstrating adequate progress; (c) compare the efficiency of different forms of instruction to design more effective, individualized instruction (NCRTI, 2010).

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Progress Monitoring

To Support the Implementation of Common Core State Standards

- Same *What, How* and *Why*
- *Additional Considerations*:
  - If monitoring mastery of 'elements,' **do your progress monitoring instruments align with the CCSS** (and your newly adopted curriculum?)
  - Empirical question: **Do cut points need to be adjusted** so they align with the expectations set forth in the CCSS? How steep does your aim line need to be? (How much is enough and by when?)
  - Other?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Example

Kindergartners will "read emergent-reader texts with purpose and understanding."

- CCSS Reading Standards, Foundational Skills, Kindergarten #4 (Fluency), p. 16

- Some districts/schools may not measure or monitor the reading of connected text (or fluency) until later in first grade.
- Do we need to monitor this skill earlier to align with instruction being provided within CCSS?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Data-Based Decision Making

To Support the Implementation of

ANY state standards

- ***What***: The use of screening, progress monitoring, and formative data to examine the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school (NCRTI, 2010).
- ***How*** and ***Why***: Aggregate data and examine it on an ongoing basis (either independently or within school data meetings) to determine if instruction needs to altered within a tier, students need to be moved to more or less intense tiers, etc.

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Data-Based Decision Making

To Support the Implementation of Common Core State Standards

- Same *What, How* and *Why*
- *Additional Considerations:*
  - **What kind of data do you need to review?** Indicators of future success? Mastery of elements and skills? How will you aggregate this data to make the best instructional decisions?
  - **Will you analyze data on an ongoing basis at different levels?** (Student level, classroom level, school level, etc.) Results may have an impact on how you conduct PD in the future, provide ongoing support to teachers, etc.

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Primary Prevention (Core Instruction)

To Support the Implementation of ANY state standards

- ***What*:** Includes the research-based core curriculum and instructional practices used for ALL students. Even students who require supplemental interventions should receive instruction in the core curriculum (NCRTI, 2010).
- ***How* and *Why*:**
  - Instructional practices should be culturally and linguistically responsive
  - Universal screening should be implemented with all students
  - Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs
  - Accommodations to ensure all students have access to the instructional program
  - Problem solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess (NCRTI, 2010).

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Primary Prevention (Core Instruction)

To Support the Implementation of Common Core State Standards

- Same *What, How* and *Why*
- *Additional Considerations*:
  - Does the state need to adopt a new curriculum to align with the CCSS? Support the CCSS?
  - How will teachers find the wide range of texts that they will now need to teach from?
  - What kind of PD do states need to provide to teachers to support the use of this new curriculum?
  - What kind of PD do states need to provide to teachers (gen ed and sped) to provide necessary supports for SWD?
  - Other?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Secondary Prevention

To Support the Implementation of

ANY State standards

- ***What***: Typically, small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration, and frequency of instruction (NCRTI, 2010).
- ***How*** and ***Why***: Provided to students not making sufficient progress in core instruction (primary prevention), this supplemental instruction is intended to target specific students needs as demonstrated by progress monitoring measures. Instruction provided in this small group format are evidence-based, adult-led, and involves delivering a clearly articulated, validated intervention with fidelity (NCRTI, 2010).

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Secondary Prevention

To Support the Implementation of Common Core State Standards

- Same *What, How,* and *Why*
- *Additional Considerations*:
  - Will the "content focus" of supplemental interventions be expanded? Small groups for foundational skills plus small groups for "other" skills as found in CCSS?
  - How will schools find time to have small groups focused on "skill recovery" vs. skills found in CCSS that apply to their grade level? (Embed these skills within skill recovery groups?)
  - Other?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Tertiary Prevention

To Support the Implementation of

ANY State Standards

- ***What***: Most intense of the three levels; individualized instruction to target each student's area(s) of need
- ***How*** and ***Why***:
  - Teacher might begin with a more intensive version of the secondary intervention program.
  - Teacher conducts frequent progress monitoring (weekly) and adjusts instruction appropriately when pm data indicate that a student's rate of progress is unlikely to achieve the established learning goal.
  - Ongoing problem-solving process (NCRTI, 2010)

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Tertiary Prevention

To Support the Implementation of Common Core State Standards

- Same *What*, *Why*, and *How*
- *Additional Considerations*:
  - Similar considerations as those listed for secondary prevention?
  - Some of these students will be students with disabilities; use standards-based IEPs?
  - Increased collaboration between intervention specialists, special ed teachers and gen ed teachers?
  - Other?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Next Steps for COI…

- Develop information/guidance on links between RTI and CCSS for public dissemination
  - What links do you see?
  - From your perspective, what would be helpful?
  - What challenges do you anticipate for implementers?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

The Big Picture

- The bar has been raised.
- We are hopeful of the impact the Common Core will have on students with disabilities.
- It is our job to now interpret the CCSS, put appropriate tools in place, and prepare teachers (**and each other)** to educate our students.

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Why will you wear shades?

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

Thank you!

Christy Murray

866/774-2262

christymurray@austin.utexas.edu

www.centeroninstruction.org

www.meadowscenter.org

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin

References

- Council of Chief School State Officers & National Governors Association. (2010). *Application to students with disabilities*. Retrieved from www.corestandards.org
- National Center on Response to Intervention. (April, 2010). *Essential components of RTI - A closer look at response to intervention*. American Institutes of Research. Washington D.C. Retrieved from www.rti4success.org
- Newman, L., Wagner, M., Carmeto, R., and Knokey. A. M. (2009). *The Post-High School Outcomes of Youth with Disabilities up to 4 Years After High School. A Report From the National Longitudinal Transition Study - 2 (NLTS2)* (NCSER 2009-3017). Menlo Park, CA: SRI International.

©2011 The Meadows Center for Preventing Education Risk
The University of Texas at Austin