Indiana Department of Education

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Special Education Resource Guide for the Indiana Academic Standards for English/Language Arts and Mathematics (2014)

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Introduction

The new Indiana college-and-career ready English/Language Arts and Mathematics standards (2014) identify and describe the things that an Indiana student needs to know and be able to do in order to be prepared for college and career. Through the fall of 2013 and the spring of 2014, the IDOE facilitated a process to ensure standards were reviewed, evaluated, and developed by a diverse group of education stakeholders in multi-tiered roles. Representatives from higher education, business and industry, parents and community members worked alongside K-12 teachers to develop the best college and career ready standards for Indiana students.

Standards provide the basis for curriculum and instruction, but do not provide differentiation or intervention methods necessary to support and meet the needs of students with disabilities. Local school corporations, schools and educators determine the best and most effective methods of standards delivery for students with disabilities. Local corporations must appropriately differentiate curriculum and instruction for these students.

Students with disabilities are a heterogeneous group; therefore, how these new standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

Instruction must incorporate supports and accommodations in accordance with a student's IEP in order to ensure a student with a disability's access to the general education curriculum. There are a number of recommended approaches to access to the standards and general education curriculum, such as:

- Universal Design for Learning (UDL,) which encourages presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations with materials or procedures that do not change the standards but allow students to learn within the framework of the standards.
- Assistive technology devices and services
- Annual measurable goals in the IEP aligned with and designed to facilitate attainment of grade-level academic standards.

Teaching and Learning: There are key distinctions between standards, curriculum, instruction and content.

- o **Standards**: what students must know and be able to do
- o **Curriculum**: a set of planned learning experiences for a targeted audience
- o **Instruction**: methods used by teachers to facilitate students' mastery of the standards; *how* teachers teach
- o **Content**: skills and knowledge specific to a subject area

Recommended by the Indiana Education Roundtable and adopted by the State Board of Education, standards are what the students must be able to show they have mastered. These are written at the state level with input from educators. Teachers develop their student learning objectives for their lessons using the standards as a guide. Curriculum is material used to help students master the standards. Curriculum is determined at the local level. Curriculum may include textbooks, digital content, handouts, projects and any other material used to help the student understand and know the information the standards is requiring them to know. Instruction is the methods used by the teacher to help students learn and to present the curriculum. Teachers should use a variety of instructional methods to help students know and understand the curriculum so they master the standards. Content is the subject and materials being taught in the curriculum.   Content is what teachers present in their instruction for students to be able to master the standards. The following four points are important to keep in mind.

(1) The standards are not curriculum.

While the standards may be used as the basis for curriculum, **the new college-and-career ready standards are not a curriculum.** Therefore, identifying the sequence of instruction at each grade—what will be taught and for how long—requires concerted effort and attention at the corporation and school levels. While the standards may have examples embedded, and resource materials may include guidelines and suggestions, the standards do not prescribe any particular curriculum. Curriculum is determined locally by a corporation or school and is a prescribed learning plan toward educational goals that includes curricular tools and instructional materials, including textbooks that are selected by the corporation/school and adopted through the local school board.

(*2*) *The standards are not instructional practices.*

While the standards describe what Hoosier students should know and be able to do in order to be prepared for college and careers, the standards are not instructional practices. The educators and subject matter experts that worked on the standards have taken care to ensure that the standards are free from embedded pedagogy and instructional practices. **The standards do not define how teachers should teach.** The

standards must be complemented by well developed, aligned, and appropriate curricular materials, as well as robust and effective instructional best practices.

(3) *The standards do not necessarily address students who are far below or far above grade-level.*

The standards are designed to show what an Indiana Hoosier student should know and be able to do in order to be prepared for college and career. However, some students may be far below grade level and other students may be far above grade level. The standards do not provide differentiation or intervention methods necessary to support and meet the needs of these students. It is up to the corporation, school, and educators to determine the best and most effective methods of standards delivery for these students.

(4) *The standards do not cover all aspects of what is necessary for college and career readiness*

While the standards identify the essential skills Hoosier students need to be ready for college and careers, the standards are not—and cannot be—an exhaustive list of what students need in order to be ready for life after high school. Students, especially younger students, require a wide range of physical, social, and emotional supports in order to be prepared for the rigors of each educational progression (elementary grades to middle grades; middle grades to high school; and high school to college or career).

Universal Design for Learning (UDL)

Description:

"Universal Design for Learning is a set of principles for curriculum development that gives all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials and assessments that work for everyone --- not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." (http://www.udlcenter.org/aboutudl/whatisudl)

Websites:

- UDL Guidelines, Publications, Networking and Materials Exchange, http://castprofessionallearning.org/freeudlresources/
- UDL Planning, Internet Inquiry and Comprehension Support Toolkits, http://www.udlcenter.org/implementation/classroomresources/toolkits
- UDL Guidelines, http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice
- UDL Definitions, http://www.udlcenter.org/aboutudl/whatisudl
- UDL Curriculum Purpose and Components, http://www.udlcenter.org/aboutudl/udlcurriculum
- Applying Technology Using UDL Principles, http://www.udlcenter.org/aboutudl/udltechnology http://aim.cast.org/learn/historyarchive/backgroundpapers/teacher_planning#.U77vok3D_xY
- RtI (Response to Intervention) and UDL Videos and Links, https://www.blendspace.com/lessons/SYGIEYCS7oTuzA/rti-and-udl
- UDL Webinars, http://castprofessionallearning.org/free-udl-webinars/
- UDL and Planning for Learner Variability, http://www.middleweb.com/8245/sun-fun-and-udl/
- Giving Directions Using UDL Principles, http://bergman-udl.blogspot.com/2013/09/how-do-you-give-directions-medium-is.html?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+UniversallyDesigningLearningForAllMattBergmansEdTech20Blog+%28Learn-Lead-Grow+Blog+by+Matt+Bergman%29
- Reading Assignments and UDL, http://bergman-udl.blogspot.com/2013/07/reading-assignments-udl-way-text.html?utm_source=feedburner&utm_medium=email&utm_campaign=Feed

%3A+UniversallyDesigningLearningForAllMattBergmansEdTech20Blog+%28Learn
-Lead-Grow+Blog+by+Matt+Bergman%29
- o Effective Teaching through UDL and Differentiated Instruction,
  http://www.iidc.indiana.edu/www2/styles/iidc_www/defiles/CELL/Universal%20
  Design%20for%20Instruction%20Fact%20Sheet%20Final.pdf (Indiana Resource
  Network member)
- o Universal Design for Differentiated Instruction Overview, Resources, Training and
  Technical Support, http://www.iidc.indiana.edu/index.php?pageId=3348 (Indiana
  Resource Network member)

Differentiation/Differentiated Instruction (DI)

Description:

"In differentiated classrooms, teachers begin where students are, not the front of a curriculum guide. They accept and build upon the premise that learners differ in important ways. Thus, they also accept and act on the premise that teachers must be ready to engage students in instruction through different learning modalities, by appealing to differing interests, and by using varied rates of instruction along with varied degrees of complexity. In differentiated classrooms, teachers provide specific ways for each individual to learn as deeply as possible and as quickly as possible, without assuming one student's road map for learning is identical to anyone else's." (Excerpted from *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Ann Tomlinson)

Websites:

- Differentiation Programming, http://differentiatedinstruction.net/index.html
- Differentiated Instructions and Implications for UDL Implementation, http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl#.U77vNk3D_xY
- The Best Resources on Differentiating Instruction, http://larryferlazzo.edublogs.org/2012/01/09/the-best-resources-on-differentiating-instruction/
- Strategies for Intensifying Instruction, http://www.intensiveintervention.org/webinar/2014april28
- Intensive Intervention for Struggling Learners, http://www.intensiveintervention.org/resource/cec-2014-strand-i-presentations-using-intensive-intervention-meet-academic-and-behavior
- Downloadable Differentiated Instruction Resources, http://www.edutopia.org/stw-differentiated-instruction-budget-resources-downloads?utm_source=facebook&utm_medium=post&utm_campaign=stw-downloads-differentiated-instruction-list-pencil-bubbles-repost#page
- Differentiating Instruction versus Scaffolding a Lesson, http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber?utm_source=SilverpopMailing&utm_medium=email&utm_campaign=031914%20enews%20(actives%20AB%2030percent%206-9AM%2030K%20throttle)%20poetry%20remainder&utm_content=&utm_term=blog5&spMailingID=8192253&spUserID=MjgzNjQ5MTE5MDQS1&spJobID=261721983&spReportId=MjYxNzIxOTgzS0

- Effective Teaching through UDL and Differentiated Instruction, http://www.iidc.indiana.edu/www2/styles/iidc_www/defiles/CELL/Universal%20Design%20for%20Instruction%20Fact%20Sheet%20Final.pdf (Indiana Resource Network member)
- Universal Design for Differentiated Instruction Overview, Resources, Training and Technical Support, http://www.iidc.indiana.edu/index.php?pageId=3348 (Indiana Resource Network member)
- Basic Information on Differentiated Instruction, https://drive.google.com/folderview?id=0B8SaVzUyedXpdHVBZEEtMWdiRWc&usp=sharing (Indiana Resource Network member)
- Differentiated Instruction Modules, Information Briefs and Videos, http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=differentiated-instruction

Accommodations

Description:

Accommodations are intended to reduce or eliminate the effect of a student's disability in learning and test taking, allowing a student to demonstrate content proficiency. Accommodations do not alter the content of assignments, give students an unfair advantage, or in the case of assessments, change what a test measures. Examples of accommodations include: extended time to complete an assignment or a test, use of large print text or graphics, having tests or assignments read aloud, use of manipulatives, etc.

Websites:

- National Center for Learning Disabilities http://ncld.org/students-disabilities/accommodations-education
- Statewide Assessment Toolkit: Participation Decisions and Accommodations, http://www.doe.in.gov/sites/default/files/assessment/accommodations-resource-guide-and-toolkitrevised-july-2014.pdf (IDOE tool)
- Adapting Lessons to Reach All Students, https://www.teachervision.com/special-education/teaching-methods/3759.html
- Accommodations versus Modifications, http://ncld.org/students-disabilities/accommodations-education/accommodations-vs-modifications-whats-difference
- Making Accommodations Work for Students in the Special Education Setting, http://journals.cec.sped.org/tecplus/vol6/iss2/art2/
- Curriculum Modification, http://aim.cast.org/learn/historyarchive/backgroundpapers/curriculum_modification#.U77vcE3D_xY
- Accommodations Modules, Case Studies, Activities, Information Briefs, Interviews, Videos, http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=accommodations
- Accommodations to the Physical Environment: Setting Up a Classroom for Students with Visual Disabilities, http://iris.peabody.vanderbilt.edu/module/v01-clearview/
- Accommodations and Modifications at a Glance: Educational Accommodations for Students Who Are Blind or Visually Impaired, http://www.afb.org/info/programs-and-services/professional-development/experts-guide/accommodations-and-modifications-at-a-glance/1235

Assistive Technology (AT)

Description:

An Assistive Technology (AT) device is "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability," 511 IAC 7-32-7

Websites:

- o Assistive Technology Resource Roundup, http://www.edutopia.org/assistive-technology-resources
- o AT Resources for Educators and Families, http://patinsproject.com/index.php?option=com_content&view=article&id=91&Itemid=2 (Indiana Resource Network Member)
- o Speech to Text Dictation Software, https://talktyper.com/
- o Online Voice Recorder, http://vocaroo.com/
- o AT Information, Products, Resources and Library, http://abledata.com/abledata.cfm
- o Information and Training to Locate, Compare and Implement AT, http://www.closingthegap.com/
- o AT Modules, Activities, Information Briefs and Videos, http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=assistive-technology
- o iPad basics and introduction as an Assistive Technology and Accessible Instructional Materials Tool, https://connect.iu.edu/p6sl1zkbq12/?launcher=false&fcsContent=true&pbMode=normal (Indiana Resource Network Member)
- o Assistive Technology and Accessible Instructional Materials in Indiana, https://connect.iu.edu/p3gf3m0y7dg/?launcher=false&fcsContent=true&pbMode=normal (Indiana Resource Network Member)
- o Self-Operated Accessible Text, E-Reading, and Video Self-Modeling on iPads, iTouches, iPhones with Free Software, https://connect.iu.edu/p38281798/?launcher=false&fcsContent=true&pbMode=normal (Indiana Resource Network Member)

Accessible Instructional Materials (AIM)

Description:

"Accessible instructional materials, or AIM, are materials that are designed or converted in a way that makes them usable across the widest range of student variability, regardless of format (print, digital, graphic, audio, video). IDEA (the Individuals with Disabilities Education Act) specifically focuses on accessible formats of print instructional materials. In relation to IDEA the term AIM refers to print instructional materials that have been transformed into the specialized formats of Braille, large print, audio or digital text."
(http://aim.cast.org/learn/accessiblemedia/allaboutaim/what#.U8hLejtOXIU)

Websites:

- o Accessible Books Collection, http://tarheelreader.org/
- o Accessible Children's Story Books Collection, http://www.storylineonline.net/
- o National Center on Accessible Instructional Materials Homepage, http://aim.cast.org/
- o All About AIM, http://aim.cast.org/learn/accessiblemedia/allaboutaim
- o The Promise of Accessible Textbooks, http://aim.cast.org/learn/historyarchive/backgroundpapers/promise_of_accessible_textbooks#.U77vuU3D_xY
- o Accessible Online Library, https://www.bookshare.org/
- o Digitally Recorded Textbooks, https://www.learningally.org/
- o Accessible books, http://louis.aph.org

Inclusive Practices/Co-Teaching

Description:

Inclusion is a belief system or philosophy guiding all practices in the school or classroom setting. The underlying belief is that all students can participate in the general education curriculum when provided with appropriate supports and services. Inclusive education means every student is valued, belongs, and has the right to be a member of a classroom community. Co-teaching is one of several models for providing services to students with disabilities in the general education classroom. Effective co-teachers work as a team in a joint relationship to meet the needs of students and model collaborative relationships (Dieker, 2007). Teachers in inclusive schools have a core belief that all students are "our" students.

Websites:

- o Research-based Practices in Inclusive Education, http://indianaieprc.org/index.php/the-iep-process/inclusive-practices (Indiana Resource Network Member)
- o Keys to Successful Inclusion, https://www.teachervision.com/special-education/resource/2972.html
- o Frequently Asked Questions on Inclusion, https://www.teachervision.com/special-education/resource/2942.html
- o Communication Checklist, Survey and Classroom Expectations on Co-Teaching, http://www.susanhentz.com/#!resources/cakc (at bottom of web page)
- o Adapting Instructional Materials for Inclusive Settings, https://handsinautism.iupui.edu/pdf/posters/OCALICON2013_MaterialAdaptation.pdf (Indiana Resource Network Member)

Other

- Guiding Questions for Modifying Lessons, http://projectsuccessindiana.com/content/images/Monroe/GuidingQuestionsformodifyingLessons.pdf (Indiana Resource Network Member)
- Current Practices Rubric-General Education, http://projectsuccessindiana.com/content/images/Monroe/DifferentiationRubric_gened_teacher.pdf (Indiana Resource Network Member)
- Current Practices Rubric-Special Education, http://projectsuccessindiana.com/content/images/Monroe/DifferentiationRubric_spded_teacher.pdf (Indiana Resource Network Member)
- Modification Supports, http://projectsuccessindiana.com/content/images/Monroe/ModificationTypes.pdf (Indiana Resource Network Member)
- Lesson Plan Modification Worksheet, http://projectsuccessindiana.com/content/images/Monroe/Lessonplanmodificationworksheet.pdf (Indiana Resource Network Member)
- Weekly Lesson Plan Review: General Education, http://projectsuccessindiana.com/content/images/Monroe/WeeklyLessonPlanReview_gened.pdf (Indiana Resource Network Member)
- Weekly Lesson Plan Review: Special Education, http://projectsuccessindiana.com/content/images/Monroe/WeeklyLessonPlanReview_sped.pdf (Indiana Resource Network Member)
- Student Support Matrix, http://projectsuccessindiana.com/content/images/Monroe/studentsupportmatrix.pdf (Indiana Resource Network Member)
- Pre-Planning Questions, http://projectsuccessindiana.com/content/images/TAQuestionsINDIANA.pdf (Indiana Resource Network Member)
- Access to Standards Article, http://projectsuccessindiana.com/content/images/Monroe/WhyBotherGivingAccessToCurriculumForStudentsWithSignificantDisabilities.pdf (Indiana Resource Network Member)
- Free Online Resources for Reaching More Students, https://connect.iu.edu/p6czknvs7gq/?launcher=false&fcsContent=true&pbMode=normal (Indiana Resource Network Member)
- Information on educating students who are Deaf or Hard of Hearing. Topics of interest may include Supports and Accommodations for Students; Curriculum, Instruction, and Assessments; Academic Technology; and a link to Resources for Mainstream Programs: A Practical Guide, http://gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_%283_to_21%29.html