

ACCESSING THE GENERAL EDUCATION CURRICULUM: INCLUSION CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

CHALLENGE

- **Media:** How can Ms. Flores and Mr. Ericson use the school summary data to guide their efforts to help improve the scores of students with disabilities? What questions should Ms. Flores and Mr. Ericson ask the general and special education teachers? (movie)

INITIAL THOUGHTS

- Ms. Flores and Mr. Ericson are reviewing the large-scale assessment data across all grade levels and want to improve the scores of students with disabilities. What problems do you think they might discover?
- How can Ms. Flores and Mr. Ericson use the school summary data to guide their efforts to help improve the scores of students with disabilities?
- What questions should Ms. Flores and Mr. Ericson ask the general and special education teachers?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After reviewing the Perspectives and Resources section and completing the accompanying activities, the reader should understand that access to the general education curriculum directly affects testing outcomes for students with disabilities.

🎧 Page 1: A Quick Review

- State or district tests are referred to as “high stakes” because schools, principals, teachers, and (sometimes) students are rewarded or sanctioned based upon their results.
- Keep in Mind (box with bulleted list)

🎧 Page 2: Understand the Data

- Data from assessments should always be interpreted carefully, and principals should remember to... (bulleted list)
- Keep in Mind (box)

🎧 Page 3: Three Approaches

- **Media:** Listen as Victor Nolet discusses three ways to look at test scores of students (bulleted list and audio)

🎧 Page 4: A First Glance at the Data

- First... (bulleted list)
- Second... (bulleted list)
- Third... (bulleted list)

Page 5: Challenges

- Many states do not clearly differentiate scores of students with disabilities (bulleted list)
- States' Plans for Reporting Scores From Tests Taken with Non-Approved Accommodations (map)
- **Activity:** Develop a list of questions that will help Ms. Flores decide what to do to improve the results of students with disabilities

Page 6: Compare Data

- A school principal may wish to gauge what percentage of students with disabilities at each grade level is performing to the corresponding benchmark (box and bar graph)
- A school principal may want to determine whether a newly adopted sixth-grade curriculum is effective (box and line graph)
- A school principal may want to compare students who have exited from special education within the past school year to those students with disabilities who continue to receive special education services (box and bar graph)
- Keep in Mind (box)
- **Activity:** Find data from a recent assessment in a district other than your own

Page 7: A Few Cautions

- **Media:** Listen now as Victor Nolet explains two challenges in interpreting data (bulleted list and audio)
- Additional forms of assessment can include contextually-relevant methods, such as... (bulleted list)

Page 8: Make Improvements

- After interpreting the data, principals should create cross-disciplinary teams of teachers to help develop strategies for improvement (bulleted list)
- **Activity:** Gather state and district data for the past several years from two local school districts. This information can often be found in local newspapers

Page 9: What Is Being Taught?

- Listen as Maggie McLaughlin explains the importance of holding students with cognitive disabilities to the same high standards as all other students (audio)
- Keep in Mind (box)

Page 10: Legal Standards

- To specify how a student will access the general education curriculum, an IEP must now include (bulleted list)
- FYI (box)

Page 11: Using the Curriculum

- Intended Curriculum (box with bulleted list)
- Taught Curriculum (box with bulleted list)
- Learned Curriculum (box with bulleted list)

🔍 Page 12: Legal Requirements

- Remember, the law says... (bulleted list)

🔍 Page 13: Legal Requirements

- An accommodation is... (bulleted list)
- An accommodation is not... (bulleted list)
- **Media:** Maggie McLaughlin reports on the effectiveness of recent standards-based reform efforts, particularly the effectiveness in helping students with disabilities achieve higher academic success (audio)
- Who uses accommodations? (bulleted list)
- Examples of accommodations: For instruction (box)
- Keep in Mind (box)
- Examples of accommodations: For assessment (box)
- *Link:* The assessment Accommodations checklist (PDF)
- Keep in Mind (box)
- **Media:** Maggie McLaughlin gives several examples of students who might use testing accommodations (audio)

🔍 Page 14: Legal Requirements

- A modification is... (bulleted list)
- Types of modifications (box)
- Cautions in using modifications (bulleted list)

🔍 Page 15: Alternate Assessments

- Alternate testing is...
- Why are alternate assessments used?
- Who uses alternate assessments?
- Examples of alternate assessments (check box)
- *Link:* Information about the Iowa alternate assessment
- **Media:** Maggie McLaughlin reports on the effectiveness of recent standards-based reform efforts, particularly the effectiveness in helping students with disabilities achieve higher academic success (audio)
- **Activity:** Determine the percentage of students with disabilities in your state that participated in alternate assessments last year

🔍 Page 16: Summary

- Continuum of changes in instruction and assessment (bulleted list)
- **Media:** Virginia Richardson describes how she responds when she hears complaints that accommodations or modifications received by students with disabilities aren't "fair" (audio)
- Continuum of changes that can be made to instruction and assessment for students with disabilities (table)

🔍 Page 17: References, Additional Resources and Information

- References
- Additional Resources and Information

Page 18: Credits

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- “Please complete the items below” (numbered questions)
- Extended Learning Opportunities

WRAP UP

- **Media:** Maggie McLaughlin and Victor Nolet highlight some of the key points of the module (movie)
- Reflection on Initial Thoughts (box)