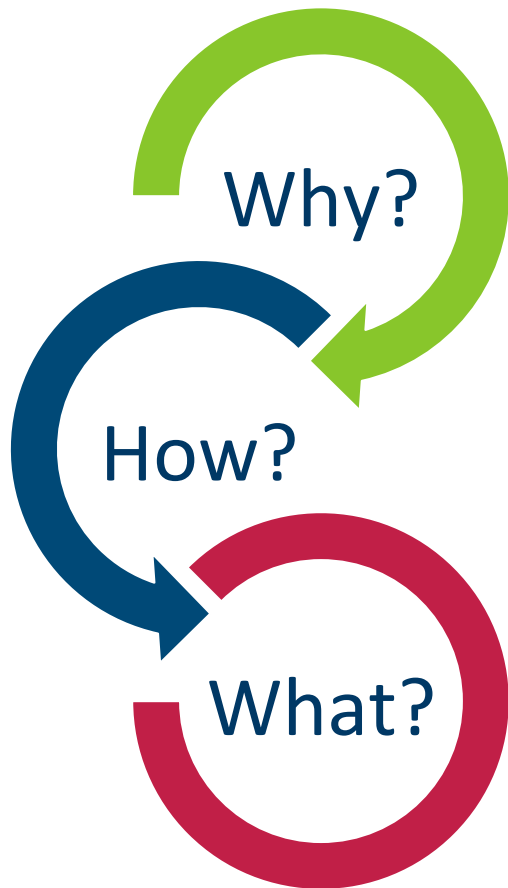




**ECSE Chiropractic:
Your program's backbone—Just a 60 minute Adjustr**

MASE-Best Practices-2019

Adjustment & Alignment: Why?...How?...What?



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IEP goals address developmentally appropriate expectations across domains.

Ongoing assessment is aligned to IEP goals and to the curriculum in school-based early learning programs.

Assessment data reported to MDE is linked to multiple data sources:

- MARSS
- MN Common Course Catalog
- STAR

District leaders receive meaningful interactive reports/data displays to support continuous quality improvement.

Item Level Data: MDE is Ready

MDE has successfully accepted item level assessment data for two years.

Upon submission, each child's data is automatically reviewed for completeness.

Complete data are automatically aligned to the early childhood indicators of progress (ECIPS) and child progress for all children can be measured along those dimensions.

The data are also aligned to the three OSEP child outcomes and COSF ratings are automatically calculated using a 9-point scale.

Data is held in the early childhood data warehouse with other MDE data sources like MARSS, MN Common Course Catalog, etc...

The HOW: Item level data is submitted three times annually

Period	Observations Made	Submission Deadline
Fall	July 1 – November 1	November 30
Winter	November 2 – February 28	March 30
Spring	March 1 – June 30	July 15

Ongoing Data Submission (1

Because children come into your program throughout a year, you will need to collect item level data in all three data collection windows to avoid being asked to complete a COSF.

MDE will then be able to determine which data collect period to use to calculate your COSF score.

- Exit from Part C
- Exit from Part C/Entry Part B
- Exit from Preschool Special Education.

Ongoing Data Submission (2)

Simple batch upload of file provided by test publisher or data entered into specially formatted spreadsheet provided.

No list of students provided. You will upload data on the children observed.

Each fall, lists of children will be generated for each required collection as we have done for years: Entry and Exit from Part C and Preschool

For each child on the fall list who had data reported during the time period that corresponded with their entrance or exit, the child will be marked completed in the system.

Districts will be responsible each fall to report data on children not yet complete.

Item Level Data Submission: Are you ready for 2018-2019?

To submit item level data for this school year, you need to be using one of the three approved assessment tools.

Teaching Strategies Gold (TS Gold)

Work Sampling System (WSS)

Desired Results Developmental Profile (DRDP)

Observations should have been made during required periods—or even just this spring! This data could replace exit COSF ratings.

Support is available: mde.ecse@state.mn.us

Are you planning to be ready for 2019-2020?

Select an approved tool, if you are not already using one.

Ensure all staff members are able to use the tool as developed by the publisher.

- Train
- Coach/Community of Practice
- Provide sufficient oversight to ensure fidelity of use

Authentic Assessment Procedural Fidelity Measure: Grisham-Brown & Pretti-Front

Important Clarifications

All programs in your District do not need to be using the same tool. You can submit using a combination of tools.

All children with disabilities do not need to have data reported on the same tool.

Entry data for a child nearing exit can have been reported using a COSF

A COSF rating informed by a more granular developmental assessment may remain the best way to capture developmental gains made by children experiencing significant delays.

Why Standards?

Standards have the advantage of creating the platform for more equitable approaches to education. Rather than advancing diverse expectations for students hypothesized to have different learning capacities, standards ensure that all students – not just the privileged - will have access to challenging content. In so doing, standards level the playing field and promote equity.”

(Sharon Lynn Kagen, pg 59, 2012)

What are standards?

Standards are generalized expectations for what students should learn by grade and content area. Learning standards express shared expectations for young children's learning and provide a common language for measuring progress. In Minnesota, early learning standards are the Early Learning Indicators of Progress (ELICIPs).

Standards are not a curriculum or an assessment but curriculum and assessment should be based on and aligned to the state standards.

What are Minnesota's Standards

Cover 8 areas including:

Language Literacy Communication

Mathematics – Cognitive

Arts

Approaches to Learning

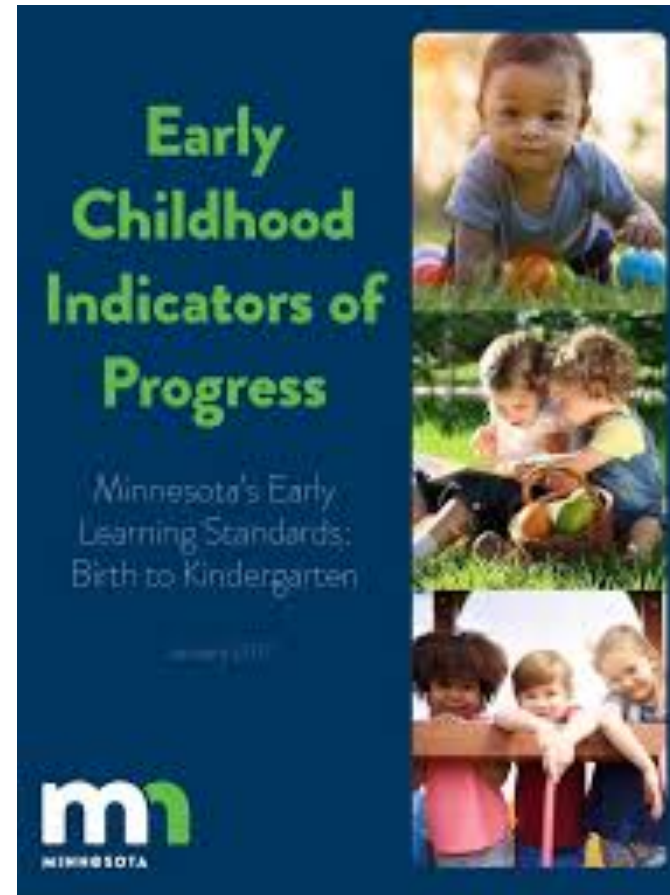
Physical and Movement

Social Emotional

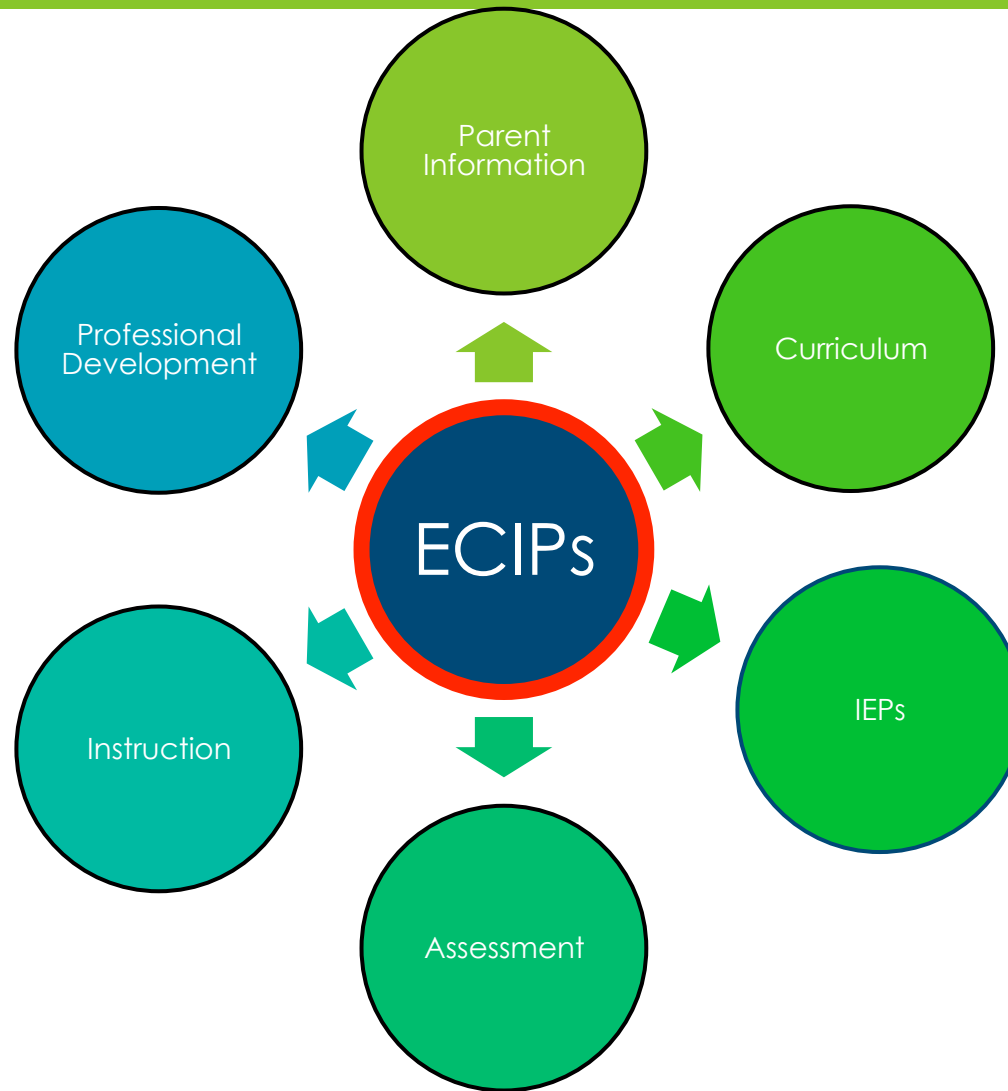
Social Systems – Cognitive

Scientific Thinking - Cognitive

[ECIPs](#)



ECIPs at the center



ECIP Structure

2

Component

Domain

Domain: Mathematics - Cognitive

Component Number Knowledge M1

Subcomponent

Age Ranges

<i>Subcomponent</i>	<i>0-1 years</i>	<i>1-2 years</i>	<i>2-3 years</i>	<i>3-4 year, K-Readiness</i>	<i>4-5, K-Readiness</i>	<i>K Alignment</i>
Rote counting The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	<p>M1.1 Releases one item to reach for another</p> <p>M1.2 Uses body language to indicate a desire for more.</p>	<p>M1.3 Imitates use of at least one number word</p> <p>M1.4 Imitates counting</p>	<p>M1.5 Recites number words but not necessarily in the correct order</p> <p>M1.6 Recites number words correctly, up to 3</p> <p>M1.7 Names familiar numerals</p>	<p>M1.8 Shows interest in counting or number oriented play, and notices numbers in the environment during free play</p> <p>M1.9 Orders a few objects by size with assistance Recites number words in the correct sequence up to 10</p> <p>M1.10 Recognizes when others make errors in the number word sequence</p> <p>M1.11 Points to objects while reciting number word sequence</p>	<p>M1.13 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects.</p> <p>M1.14 Recites number words aloud, backward, down from at least 10 without objects</p> <p>M1.15 Is able to name the next number word for numbers up to 9</p> <p>M1.16 Reads and writes numerals from 0 to 10, with some reversals possible</p>	<p>K.1.1.3 Count, with and without objects, forward and backward to at least 20.</p> <p>K.1.1.3 Count, with and without objects, forward and backward to at least 20.</p> <p>K.1.1.3 Count, with and without objects, forward and backward to at least 20.</p> <p>K.1.1.2 Read, write, and represent whole numbers from 0 to at least 31.</p>

What are Standards-Aligned IEPs?

A Standards Aligned IEP is a process in which the IEP team has incorporated the Minnesota Early Indicators of Progress (ECIPs) into the development of a child's IEP.

The standards are used to guide decision making not replace individualized decision making.

It is not simply a restatement of the standards.

The components of the IEP are the same.

Present Level of Academic Achievement and Functional Performance (PLAAFP)

The PLAAFP should contain the baseline of current performance, creating a clear picture of how the child is performing in relationship to age level standards, **a statement on how the child's disability affects the child's involvement** and progress in the general education curriculum and how the disability affects the child's participation in appropriate activities. It should identify the child's strengths and needs as well as **what skills the child needs to learn in order to make progress towards the age level expectations.**

Challenging but achievable

Close gaps

Outline the essential skills and knowledge a child needs to gain in order to meet age level standards

Benefits for teachers

LESS WORK – Teachers will be using the data they are already collecting to inform progress monitoring and IEPs

Using the ECIPs to guide annual goals and progress creates a common language general education, special education, and parents can all understand.

Helps to align Pre-kindergarten IEP goals and to kindergarten IEPs and standards.

Creates a more collaborative environment where the general education teacher is the expert on the standards and the special education teacher is the expert on modifications and accommodations.

Benefits for children

Leads to better outcomes for children because, they will be continuously working towards age expectations.

Leads to higher expectations for children with disabilities from both general education teachers and special education teachers.

Benefits for families

Parents will have a better understanding of what is expected of their student including the steps to get him or her to age expected skills.

Leads to higher expectations for children with disabilities from both general education teachers and special education teachers.

Component LLC 1-2: Listening and Understanding; Receptive Language

ECIP subcomponent(s)	ECIP Indicator(s) 3-4 years	GOLD Green Color Band	ECIP Indicator(s) 4-5 years Fall of Kindergarten	GOLD Blue Color Band	Kindergarten Academic Standard(s) End of Kindergarten
L1. Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)	L1.11 Responds to direct questions and follows simple directions	8b Listens to and understands increasingly complex language - Follows directions	L1.13 Follows directions that involve two or more steps	8b Listens to and understands increasingly complex language - Follows directions	K 0.8.1.1.a Follows agreed upon rules for discussions K 0.8.1.1.d Follows basic oral direction
	L1.12 Points to or places objects before, after, above, and below based on verbal cues	8a Listens to and understands increasingly complex language - Comprehends language	L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to	8a Listens to and understands increasingly complex language - Comprehends language	
L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas	L2.10 Continues conversations with comments or questions	10a Uses appropriate conversational and other communication skills - Engages in conversations	L2.11 Negotiates, shares, plans, and solves problems with others	10a Uses appropriate conversational and other communication skills - Engages in conversations	K 0.8.1.1.b Continue a conversation through multiple exchanges K 0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood
			L2.12 Asks and answers questions to seek help or get information	9b Uses language to express thoughts and needs - Speaks clearly	

Documents with guidance on how and why to write and use Standards-Aligned IEPs will be released.

Six Steps to Creating a Standards-Aligned IEP

Step 1: Identify area(s) of need and identify standards for the student's age level

Standards Aligned IEPs

Preface/Background

Requirements that include students with disabilities' access to the general education curriculum and statements on how the child's disability affects the child's involvement and progress in the general curriculum were added in the 1997 amendment of the Individuals with Disabilities Education Act (IDEA). The 2004 amendment to IDEA required that students be educated to the regular classroom in addition to the curriculum.

Alignment Documents for the KEP Approved tools – June anticipated release

Pilot opportunity for training and ongoing support for the 19-20 school year

- Late June – district will have to opportunity to apply for a spot in the pilot program
- School year 19-20, professional development plan will be created and implemented with district

More Assessment Resources

DEC Recommended Practices

- www.ectacenter.org

Minnesota Centers of Excellence

- www.mncoe.org