

# Uniting Expanded Core Curriculum and Literacy Instruction:

## Creating Student Portfolios with IEP Goals and Teacher Rubrics

Rachel Anne Schles, M.Ed. & TVI

November 15, 2019

# Agenda

---

- ❑ Introduction to Project Based Learning (PBL)
- ❑ PBL Resources
- ❑ Integrating PBL & ECC Instruction
- ❑ Activity: Developing ECC/Literacy Activities for Students
- ❑ Reflection & Conclusion

\*Before we begin, how many people familiar with this approach?

# ECC & IDEA

---

Why teach the Expanded Core Curriculum (ECC)?

- IDEA mandates that academic and functional performance and outcomes must be address in the evaluation for an IEP (IDEA 300.304) and development of an IEP (IDEA 300.320).

For students with VI:

- Functional Outcomes = Expanded Core Curriculum

How can we provide engaging & meaningful ECC instruction?

# Project- / Inquiry-Based Learning (PBL)

---

**Project-Based Learning** (PBL) challenges students to solve real-world problems.

Teachers provide mini-lessons throughout the process to guide students on content knowledge and developing a meaningful final product.

Key component for students w/VI—provides an **Audience** outside of themselves to share the results of their lessons w/TVI+COMS.

# Teacher Resources...



Buck Institute for Education / PBL Works

- <https://www.pblworks.org/>
  - [A Guide for Teachers](#)

Edutopia

- <https://www.edutopia.org/project-based-learning>

Social Media...

- Many companies and teachers maintain Facebook groups, Pinterest pages, and other social media accounts dedicated to resources and example projects – no need to reinvent the wheel!

Other keywords to search...

- Project Based Assessments, Inquiry Based Learning, Portfolio Assessments, Problem Based Learning

ECC & PBL:

# What Does this Look like in Action?

---

## Sample Question

You are finally on your own at college! How can you, as a student with a visual impairment, communicate your needs to your professors and other school personnel while securing the accommodations and tools you need to succeed?

Lessons/mini projects might include:

ADA & testing accommodations, dorm life/independent living skills, transportation, navigating campus, disability services, securing optical devices/technology, communicating with professors, and identifying social opportunities.

# First Comes Data: The Essential Assessments

---

What are the key components of the essential assessment (EA)?

- Functional Vision (FVA)
- Learning Media (LMA)
- Expanded Core Curriculum (ECC)

**Important Resource:**

**EArubric.com**

**RIOT  
Model:**

**Record Reviews**  
**Interviews**  
**Observations**  
**Testing**

I finally found the time to conduct an assessment (& write the report)...

*Now what?*

- Balance immediate & long-term goals
- Review students' strengths & needs
  - Opportunities to collaborate while learning?
  - Are there high-interest/motivating topics you can use to work on areas of need?
- Review “Bank of Activities” resource for ideas on activities

# IEP Goals & Activities

---

We can move away from traditional IEP goal styles and create IEP goals structured around project / inquiry-based learning

Handouts Provide:

- ✓ Sample IEP goal language
- ✓ Sample teacher rubric (objectives & IEP goal progress)
- ✓ Data collection templates
- ✓ Ideas for ECC & literacy projects for students

## Student Work Sample 1:

# Letter to Substitute Teachers & Staff

---

- Interview with the classroom teacher revealed concerns about the student's ability to convey her needs to adults in school.
- As a result, the following line was developed for the student's IEP goal that year.

	4	3	2	1
Note to Substitute Teachers & Support Staff	Writes a brief letter for substitute teachers/staff explaining VI & preferred accommodations, gives letter to staff at most/all opportunities.	Writes a brief letter for substitute teachers/staff explaining VI or preferred accommodations, gives letter to staff at most/all opportunities.	Writes a brief letter for substitute teachers/staff explaining VI & preferred accommodations, gives letter to staff on >50% of opportunities.	Writes letter but does not give to substitute teachers/staff.

# Letter to Substitute Teachers & Staff

---

Hello,

My name is Ginny and I have a visual impairment (Albinism). I wanted to tell you this just in case there is a book with pictures and I move up close. If there is something on the white board and I pull out something that looks like a mini telescope (AKA my monocular) don't be alarmed! My monocular helps me see far away and the monitor on my desk helps me see the things on the smart board. Also if I don't move up close it just means that I can see it and you don't need to remind me to go close up. And one last thing, I am also very smart (and pretty) so you do not have to worry about anything.

Sincerely, Ginny

## Student Work Sample 2:

# Questions for Low Vision Specialist

---

- Attending her first low vision exam in 4 years, this student had many questions.
- To ensure she would make the most of the exam and had the confidence to ask the questions herself, we used our lesson time to prepare questions in advance.

	4	3	2	1
Prepare for Low Vision Exam	Writes at least 5 questions for low vision examiner which discuss pros & cons of current devices, new devices to try, and questions about visual impairment <u>and</u> independently asks questions at exam.	Writes at least 4-5 questions for low vision examiner which discuss pros & cons of current devices, new devices to try, and questions about visual impairment but does not ask questions at exam.	Writes 0-3 questions for low vision examiner which discuss pros & cons of current devices, new devices to try, and questions about visual impairment.	Attends but does not prepare for Low Vision Exam.

## Questions for Low Vision Specialist

1. I have: magnifier, monocular, reading glasses, glasses, and CCTV. Right now monocular & reading glasses help the most. Want to keep having a magnifier, but are there different styles I can try (mostly because uncomfortable to use).
2. CCTV: always refocusing so sometimes annoying to use but would still like to use. Color is off on the screen. (use it for videos in classes)
3. Monocular, maybe a larger visual field and more magnification. Test out different monocular mounts.
4. Driving: Will I be able to drive? Can I see a pair of bioptics? What extra do I need to be able to do to drive with bioptics?
5. In the next 4 to 6 years, does it seem like my vision will get better, get worse, or stay the same?
6. In school, what I want to do and can't is: read a dictionary.

## Student Work Sample 3:

# IEP Statement & Participation

---

- 6<sup>th</sup> grade student with deafblindness
- K-1 English literacy level
- Developed statement with TVI (student dictated through ASL, TVI wrote in English, checking for student's approval)
- Student practiced statement with DHH classroom teacher (case manager)
- Student presented (with flashcards & prompting) during annual IEP/transitioning to middle school meeting

### Student's Statement

I am a Deafblind student and I use sign language and optical devices help me see and communicate. I also like to cook, draw, and go to art and music classes. I also really like the Spanish language and soccer. Because of my vision, I like to use the Ruby and dome magnifier for reading, because it is easier to see words and pictures. I like to use the monocular to see words on the board.

Student Work Sample 4:

# Golden Eyeballs Gazette

---

## Group Project

- Duration: 3-4 months, students working collaboratively and independently

As a group determined topics and assigned articles

Wrote content during monthly group meetings and individual lessons with TVI

- TVI taught mini lessons as students wrote

Once newsletter was complete, TVI sent it to other TVIs to share with other students (authentic audience!)

# Golden Eyeballs Gazette: Rubric Entry

---

	4	3	2	1
Vision Resource for Students	Actively participates in group activity, writing or co-writing at least 3 articles relating to self-determination skills and advice for other students with visual impairments.	Actively participates in group activity, writing or co-writing 2 articles relating to self-determination skills and advice for other students with visual impairments.	Reluctantly participates in group activity, writing or co-writing at least 2 articles relating to self-determination skills and advice for other students with visual impairments.	Reluctantly participates in group activity, writing or co-writing 1 article relating to self-determination skills and advice for other students with visual impairments.

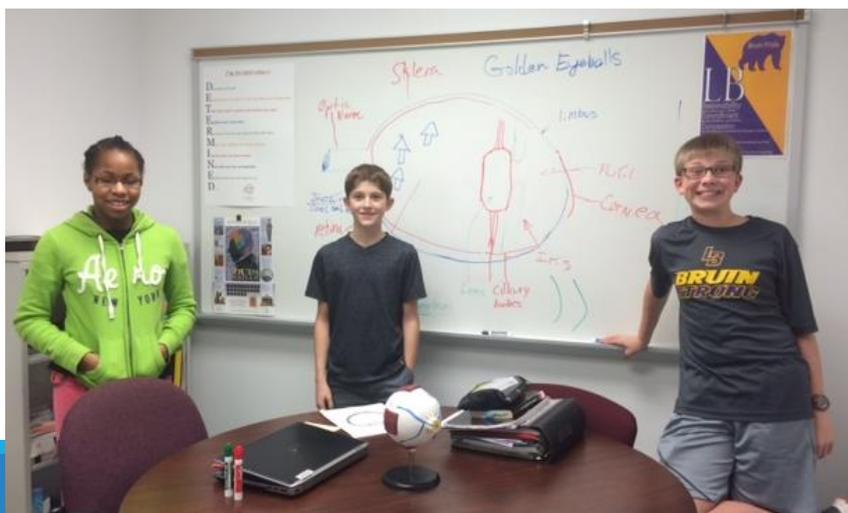
# Golden Eyeballs Gazette

Ms. Schles' Room M238

Spring 2016

## Welcome Readers!

This is the *Golden Eyeballs Gazette*, a pamphlet made for and by students with visual impairments! Check out the table of contents to pick out an article you are interested in. We hope you enjoy the pamphlet!



## TABLE OF CONTENTS

- 1 Our Advice
- 2 Getting Through Hard Situations
- 2 What is a Case Manager?
- 2 Parts of the Eye
- 3 How to Refuse Help
- 3 What is a Low Vision Exam?
- 4 Tools We've Used

You can check out the full newsletter during the activity!



Activity:

## Developing ECC + Literacy Activities for Students

---

# Student Portfolio Activities, Option 1

---

Review student work samples – consider the rubric’s description and the student’s final product.

- Did the student demonstrate mastery of the ECC content/skill set?
- Explore different student examples; remember PBLs are guided by student choice and interest to maintain engagement.
- What forms of collaboration or communicating with an audience do you see in the PBLs?

# Student Portfolio Activities, Option 2

---

Using templates (or create your own documents)

- Draft a portfolio rubric for your student
- Draft IEP goal and progress monitoring data sheets
- Draft driving questions or outline how you would implement certain activities.

**Work Smarter Not Harder!** Collaborate with your colleagues when you're stuck on how to word something on a rubric or figuring out how to use a student's interests to form a PBL.

\*\*Refer to "Bank of Activities" Handout for PBL ideas

# Student Portfolio Activities (link)

---

<https://sites.google.com/view/eccportfolio>

# Activity Reflection

---

## Reviewing Student Work Samples...

- Did the student demonstrate mastery of the ECC content/skill set?
- What forms of collaboration do you see in the PBLs?

## Developing Rubrics/Activities...

- What did you learn creating your own student portfolio goal for a student?
- What types of PBLs did you develop?
- What did you find challenging or enjoy?

# Portfolio Goals & the IEP

---



**Bring draft portfolio rubric to the IEP and review each item (briefly).**

Be prepared to edit the rubric based on team feedback.

Consider reviewing the portfolio individually prior to the meeting.



**Sharing the portfolio allows for credibility transparency and for the role of the TVI.**

Increased respect for TVI's time and effort.

TVI expectations are clear and students often work for the perceived highest grade possible.



**Do students do well (earn 3's or 4's) on activities?**

Yes, because TVIs don't move onto the next activity until the student has mastered the concepts in a given activity.



**Handout 1:**

Draft IEP goal language and sample forms (pages 2 & 3)

# Implementation & Service Time

---

How do you determine IEP hours/service time recommendations when a student has a portfolio project IEP goal?

An IEP is a living document, reflecting students' current strengths and needs through long- and short-term goals.

My opinion:  
September, December, and June likely contain little instructional time.

\*June will be used to write letters to next year's teachers

Consider the goal and rubric: how much time would you recommend for your student?

# Implementation Through Collaboration

---

As itinerants or TVIs in our own classroom all day, it can be all too easy to feel isolated and overwhelmed.

By collaborating with others already tasked with teaching our students (TVIs, COMS, SLPs, OTs, PTs, ATS, classroom teachers, parents, etc.) we enhance student learning through a multi-disciplinary approach (and make it a little easier on ourselves!).

It takes conscious effort to break routines and reach out to colleagues to plan collaborative lessons

- We all share the feeling that there is just not enough time in the day; as you transition from “survival mode” to long-term planning, consider the enduring impact of one lesson choice over another.

## Parting Thoughts...

### MY ADVICE TO OTHERS INTERESTED IN BEGINNING A PBL JOURNEY:

- START SMALL, BUT JUST START.
- USE PROJECTS THAT OTHER TEACHERS HAVE WRITTEN AND SHARED THROUGH BIE OR OTHER SOURCES.
- MODIFY WHAT YOU FIND TO WORK FOR YOUR STUDENTS. WHAT YOU FIND WILL NOT PERFECTLY MATCH YOUR GROUP.
- SET YOUR OWN PROFESSIONAL GOAL FOR EACH PROJECT.
- ALLOW FOR FAILURES AND LEAN INTO THE STRUGGLE.

- AUBREY DIORIO, "HOW I BECAME A  
PBL TEACHER BY MAKING  
IT MY OWN PROJECT"  
BIE.ORG/BLOG

# Reflection & Conclusion

---

- What are you looking forward to implementing?
- What barriers might you face in implementing?
- How will you work around the barriers you foresee?

Questions?

Contact me! [raschles@gmail.com](mailto:raschles@gmail.com)

Want to Learn More?

Visit my website to download handouts:

<https://sites.google.com/view/eccportfolio>

- Check out the webinar I recorded with the NCDB:  
<https://nationaldb.org/library/page/2735>