The scripted power point presentation –

slides 3-5 – tells teachers the “why” citing the USDOE letter from 2017

slides 6-7 – is an example of a student’s IEP who has been determined to be a student with a significant cognitive disability and will participate in the alternate assessment. Activity – ask teachers to give you statements from the IEP profile that would make you question the validity of the participation decision.

Slide 8 – Alabama’s revised definition of a SWSCD. Discuss the 3 components of the definition - especially the holistic view of the child.

Slides 9-10 – based on a 15-state study using the Learner Characteristics Inventory. Activity – review the student profile in slides 6-7 and compare to the common characteristics of a SWSCD.

Slide 12 – indicates the point in the IEP process where the question about participation in the alternate assessment must be answered for all students with IEPs.

Slide 13 – shows the State forms that must be used for students who already participate in the alternate assessment and any student who the IEP Team is considering the alternate assessment.

Slide 14 – outlines the four-step training process. The demonstration (below) includes slides 15 – 24.
   Slides 15 – 16 – Monique’s information
   Slides 17-18 – Data Analysis Snapshot
   Slides 19 – 24 – ACAP Participation Decision Documentation form

DEMOnstration – This is a modeling activity. As you go through the handouts you will want all your teachers to be involved in the discussion.

First – Handout 1 – Monique case study. Teachers are to carefully review this profile information.

Second – Handout 2 – Data Review Template Monique. Review the information in each category with the teachers. Discuss how the current performance data answers the questions in the first column. The categories in the first column are based on the components of the definition of a SWSCD and the information required for the ACAP Participation Decision Documentation form.

Third – Handout 3 – Monique AA Participation Decision Documentation Form. As you discuss this form, demonstrate how the evidence used supports the definition of a SWMSCD. Also, as you discuss the evidence have the teachers indicate the specific information from Monique’s profile. For example, in question 1, informal assessments would include the progress monitoring data, teacher input and observations under achievement as well as the information under Adaptive behavior. Question 1 addresses the first two components of the definition of a SWMSCD which required intellectual and adaptive deficits.

Slides 25 – 26 – include the federal regulation in ESSA that addresses the requirement for IEP Teams and Parents to be clearly informed that participation in the alternate assessment may delay or affect a student from completing a requirement for a regular high school diploma. It is imperative that all teachers understand the federal definition of a “regular high school diploma”.

Slide 27 – starts the Independent Activity. This activity includes slides 28 – 29.
  Slide 28 – Mateo’s information
  Slide 29 – guiding questions to reflect on the activity

**ACTIVITY** – Each teacher will be given 3 handouts to be completed as demonstrated earlier.

Handout 1 - Mateo case study
Handout 2 – Blank review template
Handout 3 – AAAP Participation Decision Documentation
For Facilitators only – (to be used as a guide) Sample Data review template

MOST IMPORTANT – Guiding Questions

Take the time needed for teachers to discuss these questions. The questions are designed to give insight into the assessment participation decision made for Mateo. It is important that teachers understand the need for meaningful data and discussion needed to support the participation decision.

Slides 30-33 – concludes the training.

  Slide 30 – show the Alternate Achievement Standards and where to locate them. All IEP should include grade level goals from these standards. Teachers must teach all the standards for ELA, math, science and social studies.

  Slide 31 – is the cover of the guidance document for the participation decision for the assessments. This document should be given to parents (printed copy, link, QR code) to explain the 1% requirement and process and allow the parent to ask questions.

  Slide 32 – announces a resource for teachers of AAS.

  Slide 33 – announces resources that will be coming soon.

This concludes the training. If you have any questions regarding the training or questions that may come up during the training, please feel free to contact Susan Goldthwaite at sgoldthwaite@alsde.edu.