

**The IEP Team Professional Learning Project**

# **Writing an Individualized Education Program (IEP)**



## **Module 3: Measurable Goals**

**Learner Handouts**

# Module 3

## Agenda

- I. Introduction
- II. Writing Goals
- III. Writing Objectives
- IV. Putting Knowledge into Practice
- V. Summary & Closing

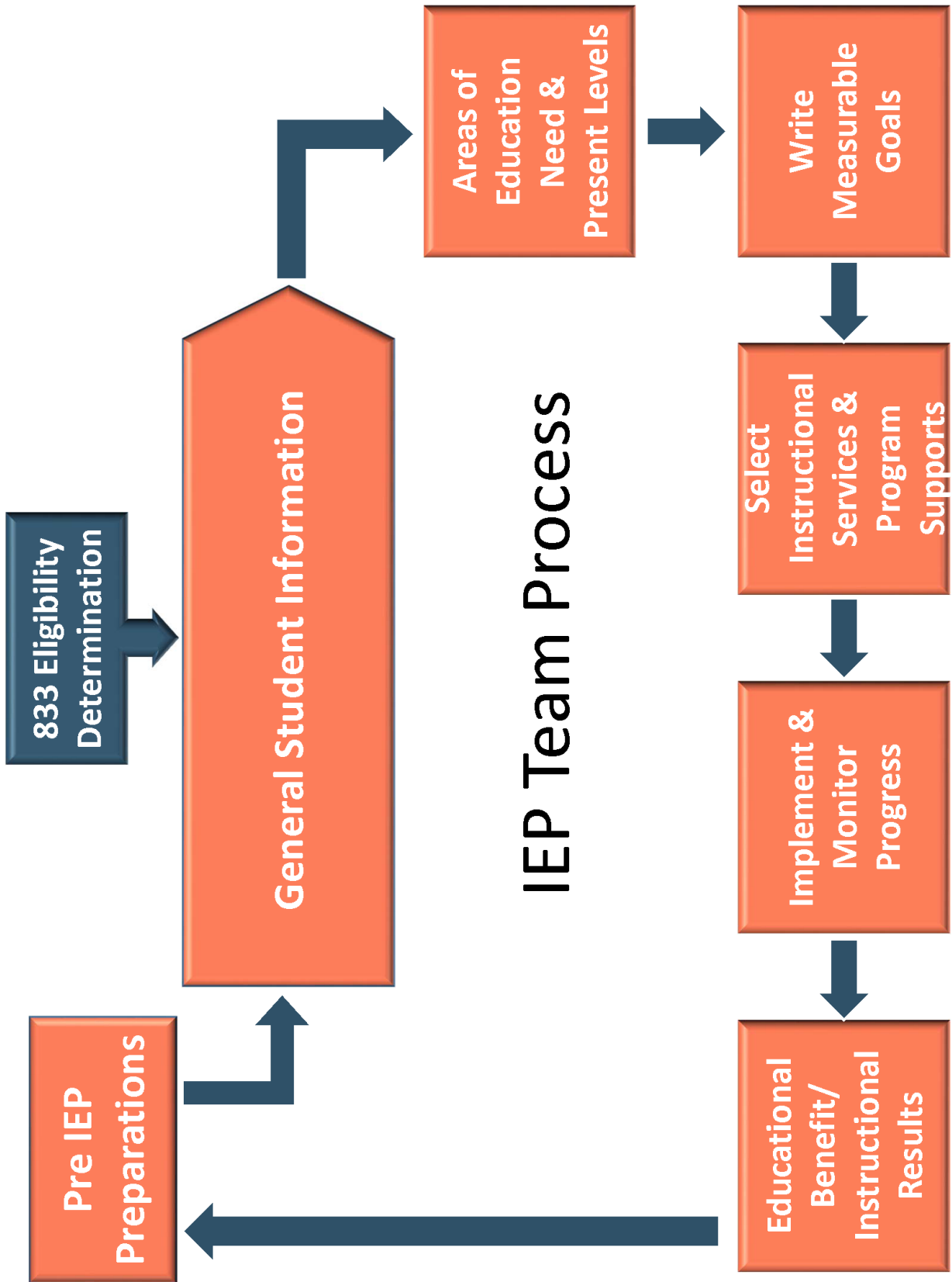
## Purpose

- How do you select goals?
- How do you write strong goals?
- How do you measure progress?

## Expected Outcomes

- Having identified educational needs from present levels data, align needs to goals that will result in progress aligned with the common core state standards.
- Accurately and clearly write measurable goals for each area of educational need
- Select evidence-based, quality tools or strategies for measuring and tracking student progress and making informed decisions instructional decisions.
- Engage in activities to enhance individual and group learning.

Disclaimer: Resources and references in this document do not imply endorsement of either content or organization, they are strictly included as additional resources and references on the topic. There is neither explicit nor implied endorsement of any website or product whether for cost or free. Individual needs and decision making rules must be considered when deciding the utility of any single or combination of resources.



# IEP Team Process

## Learning Together Activity: Think, Write, Share

**Think:** What guides or resources do you use to decide what to include in a goal statement? What elements are included in a complete goal statement?

**Write:** Write your thoughts down.

**Share:** Share your thoughts with two neighbors. Modify your response, if needed.

**Write:** Goal statement resources

**Write:** Elements of a complete goal statement

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Instructional Plan #** \_\_\_\_\_

EDUCATIONAL NEED AREA: \_\_\_\_\_

CONTENT AREA: \_\_\_\_\_

- ESY Instruction
- Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

Measurable Academic / Functional Goal

Method of Measurement:

Additional Methods of Measurement:

Date Achieved:

## For Your Knowledge: Learning More

### Aligning to State Content Standards: Resources

*Fewer, Clearer, Higher Common Core State Standards: Implications for Students Receiving Special Education Services* - [http://teacher.scholastic.com/products/scholastic-achievement-partners/downloads/SpecialED\\_CCSS.pdf](http://teacher.scholastic.com/products/scholastic-achievement-partners/downloads/SpecialED_CCSS.pdf)

Aligning the IEP and Academic Content Standards to Improve Academic Achievement - <http://www.cpacinc.org/materials-publications/programming-and-placement/aligning-the-iep-and-academic-content-standards-to-improve-academic-achievement/>

Connecting Common Core Standards and IEPs: Toto, We're Not in Kansas Anymore! - <https://www.uwosh.edu/coehs/conferences-and-symposiums/seeds-of-inclusion/documents/2013-documents/van-haren-session-connecting-common-core-standards.pdf>

Standards-Based IEPs: Module 4: Writing Measurable Next Generation-Linked Individualized Education Program Goals - <http://nortonsafe.search.ask.com/web?geo=&prt=cr&o=apn10506&chn=&ver=&q=prioritizing+state+standards+for+students+with+disabilities&tpr=6&ots=1432933065009>

English Language Arts – North Carolina Department of Education - <http://rt3nc.org/objects/standards/cclitmap/ela.html>

## For Your Knowledge: SMART Goals & Critical Elements

### Remember SMART

S

Specific: Based on Present Level Data

M

Measurable: Progress is Determined at Data Points

A

Achievable: Realistic & Related to Critical Needs

R

Results-Focused: Developed with Outcome in Mind

T

Time-bound: Include Defined Beginning & Ending

### Critical Goal Elements



What the student... (*Who*)



Will do... (*Action*)



In or under what conditions, timeframe... (*Context*)



At what level/degree... (*Performance Criterion*)



As measured by... (*Method of Measurement*)

## Learning Together Activity: Choosing Performance Measures

**Think:** When writing goal statements, how do you choose methods of measurement for specific goals?

**Write:** Three or four ways you choose methods of measurement for goals. How do you make decisions about performance criteria?

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## For your Practice: Complete the Goals

### Educational Need Area: English/Language Arts

After reading a passage in the 5<sup>th</sup> grade literature book, Albert will determine two or more main ideas of the text and explain how they are supported by key details \_\_\_\_\_

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### Educational Need Area: Social (Daily Living Skills)

Given teacher instruction with guidance and practice at home, Brianna will perform \_\_\_\_\_

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**Notes:** \_\_\_\_\_

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## For Your Knowledge: Learning More

### Act 833

pp. 2-3:

*If an Individualized Education Program team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, the team shall:*

*(a) Identify rigorous educational goals for the student.*

*(b) Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies.*

*(c) Include an intensive instruction program.*

*(d) Provide innovative methods to promote the student's advancement including flexible scheduling, alternate learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validate to improve learning and cognitive ability.*

*(e) Identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.*

**Instructional Plan #** \_\_\_\_\_

EDUCATIONAL NEED AREA: \_\_\_\_\_

CONTENT AREA: \_\_\_\_\_

ESY Instruction  
 Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

Measurable Academic / Functional Goal

Method of Measurement: \_\_\_\_\_

Additional Methods of Measurement: \_\_\_\_\_

Date Achieved: \_\_\_\_\_

**REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT**  
 MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)

#	THE STUDENT WILL	Date Achieved
1		
2		
3		
1		
2		
3		
1		
2		
3		

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

Special Education Teacher     Parent     Speech/Language Pathologist     Regular Education Teacher     Student     Adapted Physical Educator

Copies must be provided to Teacher(s), Parent(s), and Central Office

## For your Practice: Writing Objectives

### High School Example

**Educational Need Area:** English II

**Goal:** Provided text to speech/speech to text software (AT) or read aloud accommodation, MM will read grade appropriate text and convey complex ideas and concepts derived from the text via written responses with 80% accuracy in 3 out of 4 trials.

**Objectives:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## For your Practice: Writing Objectives

### Elementary School Example

**Educational Need Area:** English/Language Arts

**Goal:** By the end of the 2014-15 school year Joshua will use templates and graphic organizers in making predictions, drawing inferences, and accessing prior knowledge when reading on-grade level texts and express understanding of texts through speaking and writing with X% accuracy on 4 out of 5 collected work samples.

**Objectives:** \_\_\_\_\_

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**Notes:** \_\_\_\_\_

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**Instructional Plan #** \_\_\_\_\_

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CONTENT AREA: \_\_\_\_\_

ESY Instruction  
 Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

\_\_\_\_\_

Measurable Academic / Functional Goal

\_\_\_\_\_

Method of Measurement: \_\_\_\_\_

Additional Methods of Measurement: \_\_\_\_\_

Date Achieved: \_\_\_\_\_

## Learning Together Activity: Formative Assessment

*Take 1 minute and list as many formative assessments as you can in the My List column.*

*Combine your list with one person sitting next to you.*

*Count the number of unique formative assessments on the combined list.*

My List	Partner's List

**Add**

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## For Your Knowledge: Documenting Progress

### Progress Monitoring or Formative Assessment

*Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class (<http://www.studentprogress.org/>).*

#### **LDOE RESOURCES**

Curriculum and Assessment Teacher Support Library - <https://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library>

Teacher Support Toolbox - <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox>

Assessment Library - <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>

Math Guidebook - <https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning>

English Guidebook - <https://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>

Eagle 2.0 - <http://www.louisianabelieves.com/assessment/eagle>



## On Your Own Learning Activities: IEP Review

### Review an IEP Worksheet

1. Read the IEP goal statements.
2. Are they SMART goals?
  - Specific
  - Measurable
  - Achievable
  - Results-oriented
  - Time-bound
3. Does each goal have the critical elements?
  - What the student . . . (*Who*)
  - Will do . . . (*Behavior*)
  - At what level/degree . . . (*Criterion*)
  - And in what conditions/timeframe . . . (*Context*)
  - As measured by . . . (*Performance Measure*)
4. Are they connected to (derived from) the Present Level of Academic Achievement and Functional Performance that includes a reference to the standards?
5. Will the goal support the student's ability to meet grade-level standards and make progress in the general curriculum?
6. Will the goal support the student's ability to be promoted and/or graduate?

## Resources & References

### Resources and References

#### How do you select goals?

National Association of State Directors of Special Education (NASDSE) – *Seven Step Process for Creating State Standards IEPs* - <http://www.nasdse.org/portals/0/sevenstepprocesstocreatingstandards-basedieps.pdf>

Wrightslaw - <http://www.wrightslaw.com/bks/feta2/ch12.ieps.pdf>

#### How do you write strong goals?

Writing IEP Goals – Ruth Heitin – Wrightslaw - <http://www.wrightslaw.com/info/goals.lesson.heitin.htm>

Writing Measurable IEP Goals and Objectives - [http://www.attainmentcompany.com/sites/default/files/pdf/sample/WMIIEP\\_Sample.pdf](http://www.attainmentcompany.com/sites/default/files/pdf/sample/WMIIEP_Sample.pdf)

(Note – the language may not reflect State Standards; however, the concepts for writing measurable IEP goals and objectives are accurate.)

Developing IEP Goals - <http://www.spedforms.com/goals/criteria.htm>

#### How do you measure progress?

IEP: Measuring and Reporting Progress – Partners Resource Network - <http://www.partnerstx.org/iep-measuring-reporting-progress>

National Center on Progress Monitoring - <http://www.studentprogress.org/default.asp>

Center on Response to Intervention - <http://www.rti4success.org/>

National Center on Intensive Intervention - <http://www.intensiveintervention.org/>

**Just for Fun:** <http://www.greatschools.org/gk/articles/individualized-education-program-iep-goals/>