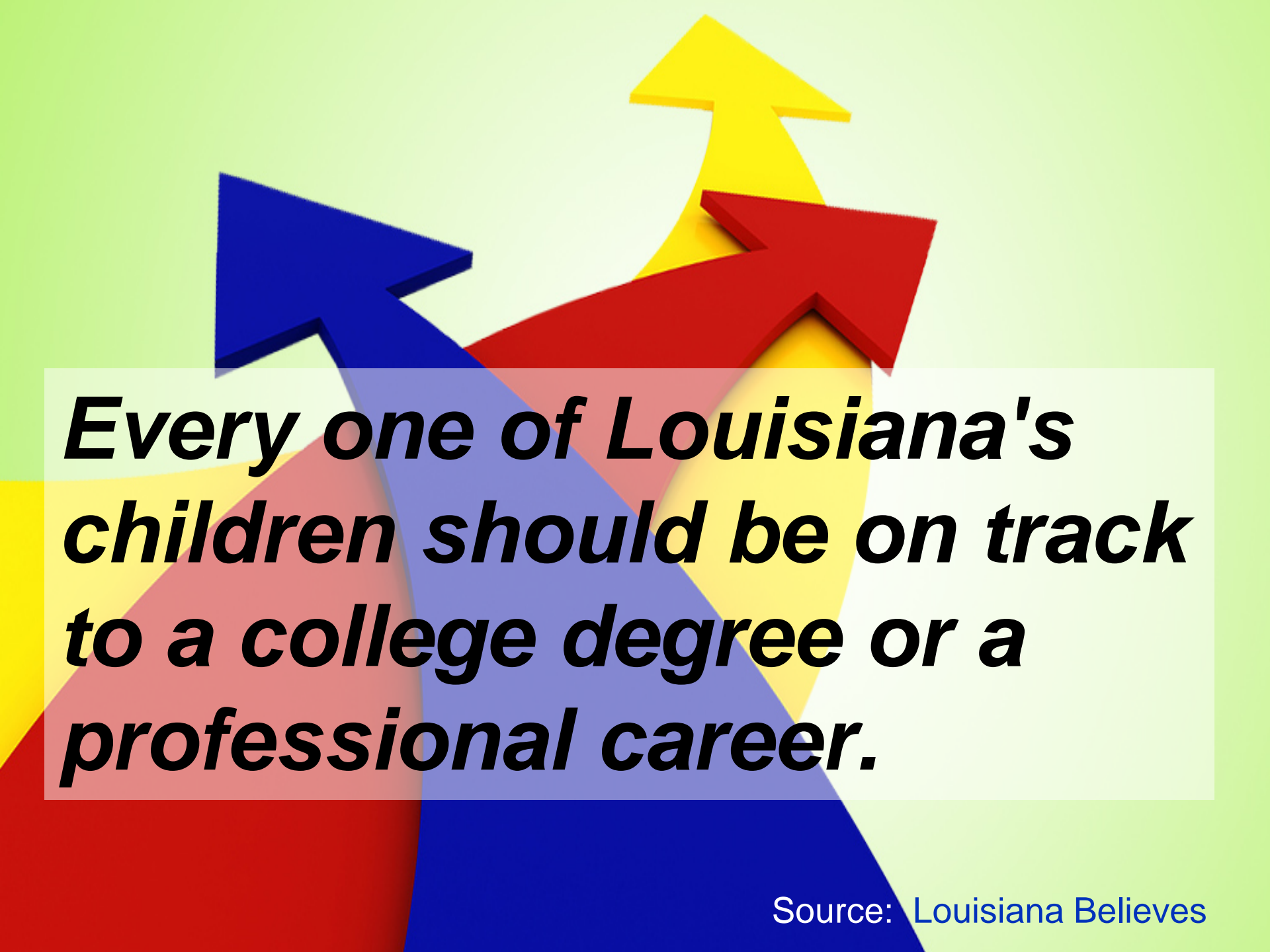# Disclaimer:

These four modules were developed by the Human Development Center, LSU Health Sciences Center and the Jefferson Parish Families Helping Families with the financial support of the Louisiana Department of Education. Integral to the development process was input from a stakeholder group representing the perspectives of parents/family members, teachers, school administrators, related service professionals, counselors, and special education supervisors. East Baton Rouge Parish graciously hosted field tests of several of the modules so developers could solicit additional feedback on module content and sequence. Staff of the Louisiana Department of Education generously offered feedback and related material. Input and advice from all these people was vital to the process of module development, however, the Human Development Center, LSUHSC, is solely responsible for the final product. No endorsement from any entity or their representatives is intended or implied.

Writing an Individualized Education Program (IEP): Measurable Goals

Every one of Louisiana's children should be on track to a college degree or a professional career.

Source: Louisiana Believes

The IEP Team Professional Learning Experience

Module 1:   Overview & Getting Ready

Module 2:   Data-Driven Present Levels of Performance

Module 3:   Measurable Goals

Module 4:   Accommodations, Modifications, & Service Delivery

Module 3: Purposes

- How do You Select Goals?

- How do You Write Strong Goals?

- How do You Measure Progress?

Module 3: Expected Participant Outcomes

Participants Will:

✓ Use Present Levels Data to Identify Priority Goals

✓ Write Strong, Annual Measurable Goal Statements

✓ Select Tools or Strategies to Measure Progress & Inform Instruction or Intervention

✓ Engage in Individual & Group Learning

Process
Planning to determine what is needed for students to benefit from education
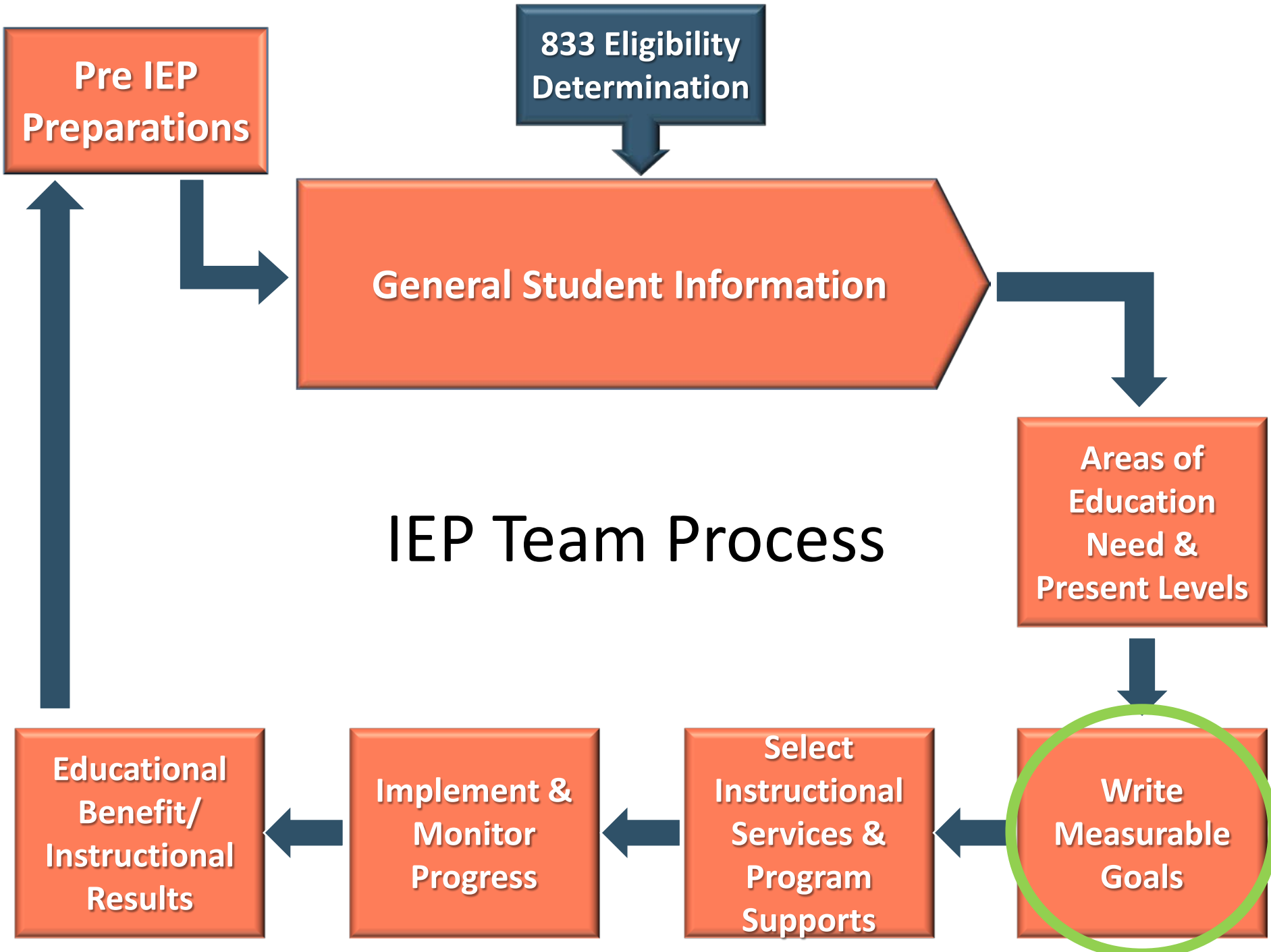
Product
Individualized plan reasonably calculated to result in an educational benefit

Ultimate Outcomes
Students with disabilities meet promotion & graduation requirements that lead to preparation for college, career, & life.

IEP Team Process

833 Eligibility Determination

Pre IEP Preparations

General Student Information

Areas of Education Need & Present Levels

Write Measurable Goals

Select Instructional Services & Program Supports

Implement & Monitor Progress

Educational Benefit/ Instructional Results

Learning Together Activity: Think, Write, Share

Think and write:
- 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?

Share your responses with two neighbors & modify your response if you think it is needed.

Aligning To Content Standards

Content Standards

Define the Knowledge & Skills Students are Expected to Learn in a Subject in Each Grade

Define *What* Students Need to Know But Not *How* Teachers Teach or *How* Students Learn

Standards are Used to Develop Curricula (Lesson Plans, Assignments, & Assessments)

Standards & Students with Disabilities

Students with Disabilities Must Have Opportunities to Excel within the General Curriculum & be Prepared for Success in Post-School Lives

Standards Provide the Opportunity to Improve Access to Rigorous Academic Content

How the Standards are Taught & Assessed is of Utmost Importance in Reaching this Diverse Group of Students

Louisiana Believes

Writing Goals

Instructional Areas for Goal Writing

Are the Instructional Areas:

- ✓ Relevant to this Individual Student?

- ✓ Aligned with Content Standards?

- ✓ Associated with the Student's Path to Promotion and/or Graduation?

- ✓ Rigorous, yet Reasonable?

- ✓ Attainable in the Timeframe?

What Are Measurable Annual Goals?

Statements that Describe what a Student Can Reasonably be Expected to Accomplish in the Student's Special Education Program within a One Year Period

Should be Rigorous & Promote College & Workforce Readiness

SMART IEP Goals

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 Elements of Measurable Goals

What the student... *(Who)*

Will do... *(A...*

In or unde... frame... *(Context)*

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

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

Use Language & Structure Aligned with Content Standards.

What the student... *(Who)*

Will do… *(Action)*

Focus on What the Student *(Who)* will do *(Action):*

Janice will explain…

Not the Manner:

Janice will use a graphic organizer…

Use Explicit Action Terminology Aligned with Content Standards:

Janice will explain ***events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text***.

Not a General Action:

Janice will review short stories…

Include the Conditions/Timeframe

Janice will explain events, procedures, ideas, or concepts in a *4th grade* historical, scientific, or technical text, including what happened and why, based on specific information in the **text** *by the end of the school year*.

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

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

Include Criterion & Performance Measure

Janice will explain events, procedures, ideas, or concepts in a 4ᵗʰ grade historical, scientific, or technical text, including what happened and why, based on specific information in the text by the end of the school year ***as demonstrated by X% accuracy on graded teacher assignments and tests***.

Considerations for Selecting Performance Criterion & Measures

What . . .

- Are the Criteria/Expectations of the General Curriculum for Demonstrating Mastery?

- Has Been the Rate of Growth for this Student in the Past?

- Skills & Knowledge are Necessary to Assure Student Mastery?

Learning Together Activity: Reflection

1 | **Think:**
   When writing goals, how do you choose methods of measurement for the goal?

Write: 3 or 4 ways you choose performance measures for goals | **2**

3 | **Share:** Turn to your neighbor and share your responses

Complete the Goal

One Example:

After reading a passage in the 5th grade literature book, Albert will determine two or more main ideas of the text and explain how they are supported by key details with X% accuracy using end of chapter tests.

Complete the Goal

One example:

Given teacher instruction with guidance and practice at home, Brianna will perform X% of the daily living skills steps on the checklist for straightening the bedroom for X consecutive days.

Act 833 Considerations in Developing Goals

If eligible:

a) Identify rigorous educational goals

b) Include diagnostic information and other evaluation strategies

c) Include intensive instructional program

d) Provide innovative methods to promote student's achievement

e) Identify a course of study that promotes college or workforce readiness

Pathways to Promotion

Scenario A: *(Not Act 833 eligible, not following alternate promotion) -* <u>Student</u>

- Is on a path to meet state and local promotion criteria.
- Needs specialized instruction and/or supports to meet goals aligned to content standards.

Scenario B: *(Act 833 eligible and following alternate promotion requirements) -* <u>Student</u>

- Needs individual promotion criteria.
- Needs specialized instruction and/or supports to meet goals aligned to content standards.

Pathways to Graduation

Scenario A: *(not eligible for an alternate pathway to graduation)* – <u>Student</u>

- Is meeting course criteria with support and is on target for graduation.
- Needs specialized instruction and/or supports aligned with content standards and designed to support success in course of studies leading to graduation.

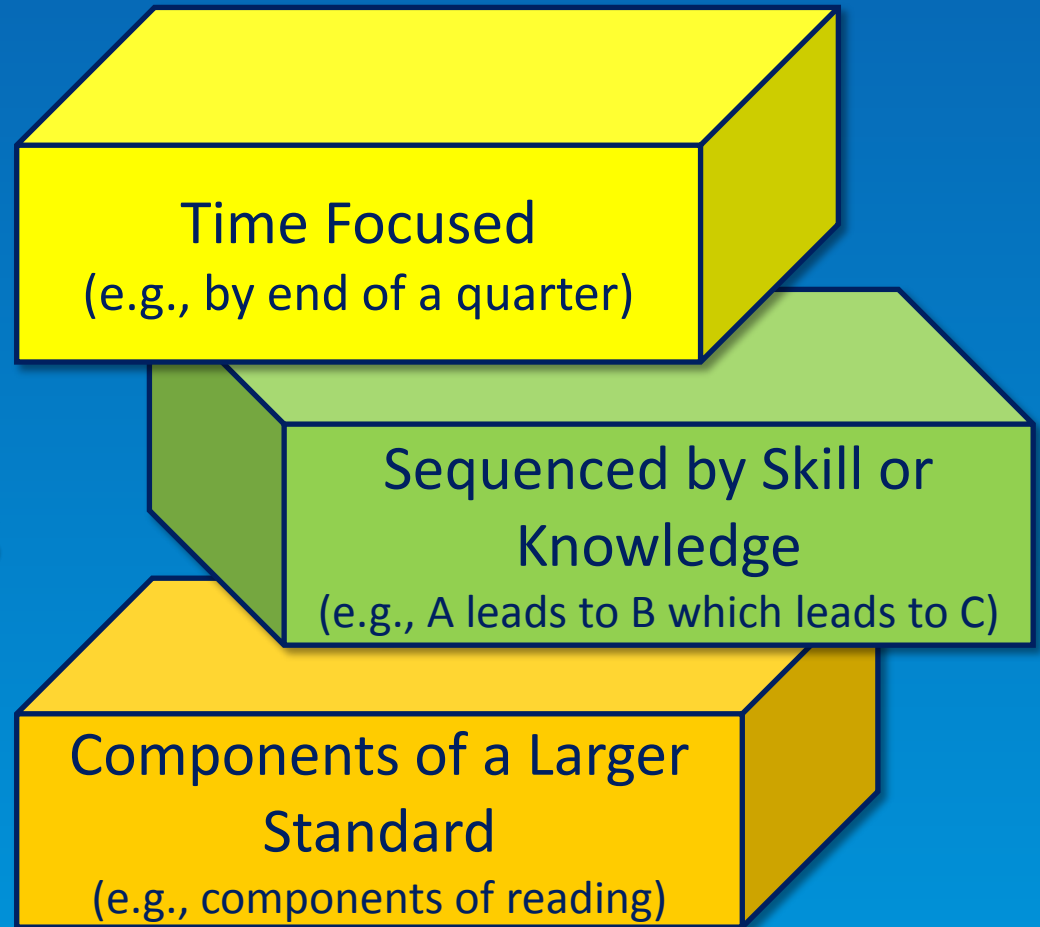Scenario B: *(student eligible for alternate pathway to graduation)* - <u>Student</u>

- Needs individual performance requirements for area(s) of need.
- Needs specialized instruction and/or supports aligned with content standards and designed to support success in course of studies leading to graduation.

Writing Objectives

A Word About Objectives

Objectives Break the Goal into Steps or Sub Parts

Time Focused
(e.g., by end of a quarter)

Sequenced by Skill or Knowledge
(e.g., A leads to B which leads to C)

Components of a Larger Standard
(e.g., components of reading)

*Written Using the Same Format as Goal Statements

A High School Example: 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.

A High School Example: Objectives

Given grade level passages, graphic organizers and AT/word processing, MM will write short paragraphs which compare and contrast content across multiple texts with 80% accuracy as measured by teacher made rubrics.

Given grade level passages, graphic organizers and AT/word processing, MM will cite textual evidence to support her written claims in response to questions with 80% accuracy in ¾ trials as measured by teacher made assessments and checklists.

Given grade level text, graphic organizers and AT/read aloud and word processing, MM will provide a written analysis of the development of complex characters and make inferences about the character with 80% accuracy in ¾ trials as measured by teacher made assessments and checklists.

Another Example: 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.

Another Example: Objectives

- **Joshua will explain the structure, roles, and responsibilities of the United States government with X% accuracy in 3 out of 4 attempts by the end of the grading period as measured by weekly assessments.**

- **When presented with unfamiliar words, Joshua will determine the meaning by using context clues or reference materials to analyze relationships between the United States and other nations with X% accuracy in 3 out of 4 trials as measured by bi-weekly assessments and work samples.**

- **Joshua will apply economic principles to make sound personal financial decisions with X% accuracy by the end of the grading period as measured by assessments and student work samples.**

Documenting Progress

INDIVIDUALIZED EDUCATION PROGRAM   Student Name: _____   DOB: _____   Grade: _____   CONFIDENTIAL DOCUMEN

LOUISIANA DEPARTMENT OF EDUCATION   System: _____   Meeting Date: _____   State ID: _____   Local ID: _____   Page __ of __   Revised 201

Instructional Plan # _____

EDUCATIONAL NEED AREA: _____

CONTENT AREA: _____

☐ ESY Instruction

☐ Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

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│                                                 │
│                                                 │
│                                                 │
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Measurable Academic / Functional Goal

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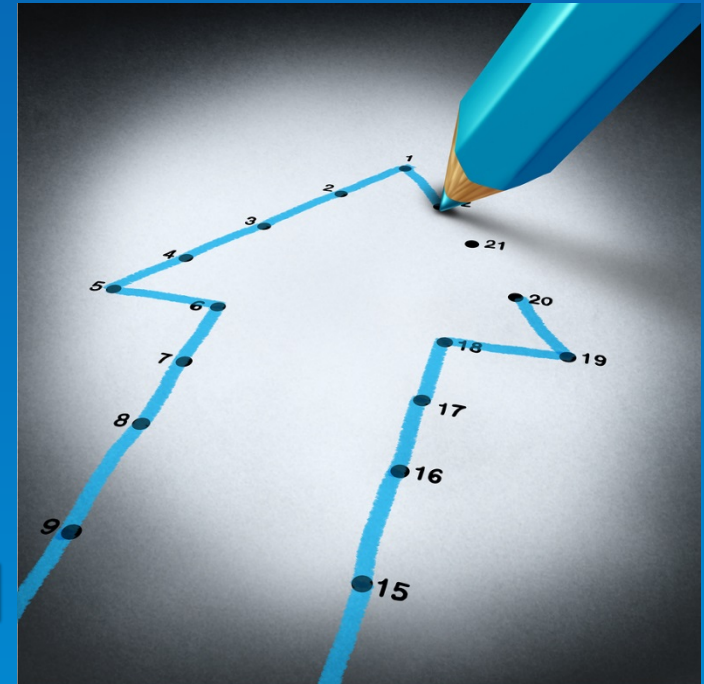
Method of Measurement: _____

Additional Methods of Measurement: _____

Date Achieved: _____

Determining & Documenting Progress

- Monitoring & Reporting Progress

- Making Adjustments, _When Needed_

- Documenting Mastery or Acceptable Performance Level

- Making Decisions Related to Promotion or Graduation

Formative Assessment

Use a Variety of Methods such as:

- Benchmark Assessments

- Tests and Quizzes

- Projects

- Written Reports

- Class Assignments

- Progress Monitoring

Learning Together Activity: Formative Assessment

Take one minute to list as many formative assessments as you can.

Combine your list with one person sitting near you.

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

Progress Monitoring

- Frequent, Ongoing, Systematic

- Occurs in Core, Supplemental, & Intensive Instruction with Varied Frequency

- Can Answer-

  - ✓ If Student is Making Progress Compared to Self, Peers, &/or a Standard

  - ✓ If Instructional Adjustments are Needed

  - ✓ If Adjustments in Behavioral Supports are Needed

Resources for Assessing Progress

LDOE Resources

- Curriculum & Assessment Teacher Support Library
- Teacher Support Toolbox
- Assessment Library
- Math Guidebook
- English Guidebook
- Eagle 2.0

District Resources

- Chosen Curricula
- Benchmark Assessment Systems

Other

- Specialized Assessments for Students with Significant Disabilities
- Behavior Intervention Data

Learning Together Activity: Putting Knowledge into Practice

Case Study Examples

Summary: Developing Goals

The IEP Team Must

- Consider the Impact of Each Need on the Student's Progress

- Select the Needs for the Greatest Impact on Progress

- Develop a Goal to Address Needs

Annual goals should address needs resulting from the student's disability that *directly affect involvement* and *progress* in the general education curriculum.

Summary: Goals & Objectives

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

- 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)*

Summary: Periodic Review

Is the Student Making Progress at the Expected Rate?

Yes
Continue

No
Adjust

Higher rate?

- Adjust Instruction
- Continue for a While Longer
- Reconvene IEP Team

Slower rate?

- Adjust Instruction
- Assess Integrity of Strategy or Intervention
- Select a Different Strategy or Intervention

On your Own Learning Activity

Checking for SMART Goals

End of Module Three