

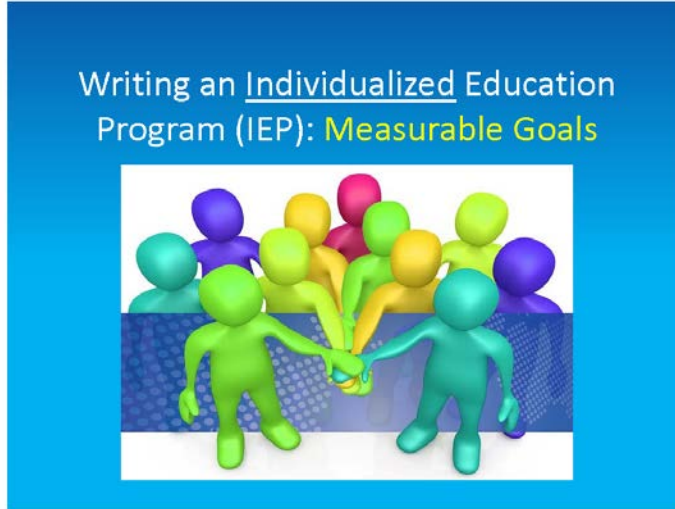
The IEP Team Professional Learning Project

Writing an Individualized Education Program (IEP)



Module 3: Measurable Goals

Presenter Notes

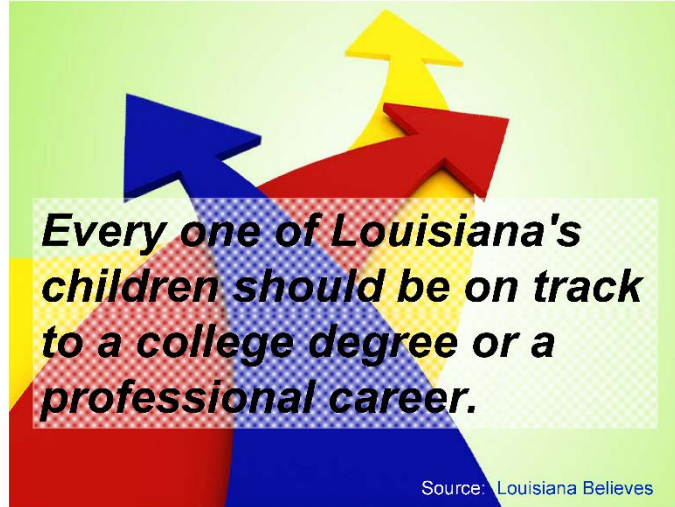


Point of the slide -Welcome

PRESENTER – *use content below to frame presentation of material*

- Note Third module in a series of 4
- General purpose - An overview and discussion about writing measurable goals

Notes: _____



Point of the slide – emphasis on child and education for success

PRESENTER – Learner Handout packet, p. 1 - agenda

Notes: _____

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

Point of slide – remind why modules and content of this specific module

PRESENTER – *use content below to frame presentation of material*

Modules serve the dual purposes of refreshing and extending professional learning. They incorporate guidance on how to make decisions based on new and changing requirements, such as Louisiana’s Act 833.

Module 1 – The Overview

Module 2 –Data-driven Present Levels of Performance


Module 3 – Measurable Goals

Module 4 – Accommodations, Modifications, and Service Delivery

Notes: _____

Module 3: Purposes

- How do You Select Goals?
- How do You Write Strong Goals?
- How do You Measure Progress?



Point of slide – continuity – ties Module 3 to Modules 1 & 2; uses questions to frame the conversation

NOTE to PRESENTER – outcome statements for these questions are on the next slide and page 1 of the [Learner Handout packet](#)

PRESENTER – *use content below to frame presentation of material*

Module 1 answered these questions:

- Why have an IEP?
- Why have an IEP team and meeting?
- What are the essential or critical components of an IEP? and
- What are the expected outcomes?

Module 2 answered these questions:

- What do we mean by present levels?
- What data should be used?
- How might the data be analyzed?
- What decisions can be made from the data analysis, including those for Act 833?
- How do you decide educational need and write an effective present level description?

This Module continues the conversation by focusing on goals that serve as a map to student success. It answers these questions:

- How do you select goals, especially when there are so many possible choices?
- How do you write strong goals?
- How do you select good measures using effective practices or tools that can be used to track and report progress?

Notes: _____

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

Point of slide – to provide a general purposes and expected outcomes

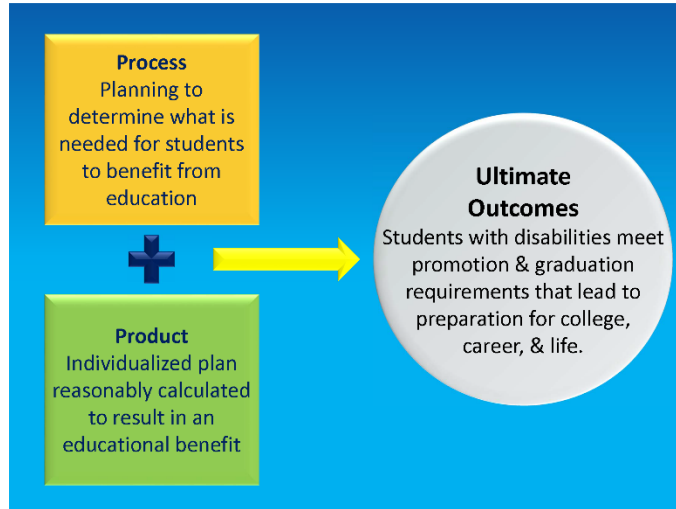
PRESENTER – *use content below to frame presentation of material*

Module - provide sufficient information and practice to accurately and adequately write measurable goals linked to the individual student’s needs - aligned to the general curriculum

The specific content outcomes as listed on the Handout page 2:

- 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 academic, behavioral, and health needs.
- Select evidence-based, quality tools or strategies for measuring and tracking student progress and making informed instructional decisions.
- Engage in activities to enhance individual and group learning.

Notes: _____

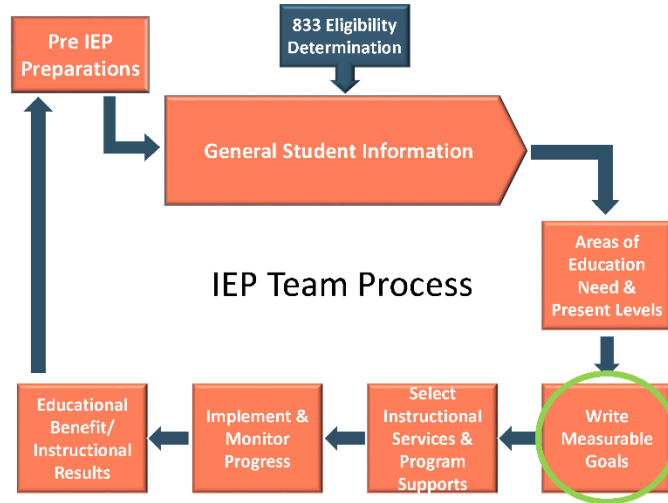


Point of slide – connector slide – reinforces content from Modules 1 & 2 – IEP as process that leads to a product (IEP) that leads to the ultimate successful outcomes for individual students with disabilities

PRESENTER – use content below to frame presentation of material

- The IEP is NOT a document with blank spaces to be completed
- IEP Team has important responsibility to thoroughly and thoughtfully consider the educational and functional outcomes, both short-term and long-term, of the student
- IEP Meeting is a process. IEP document -a product that results in meaningful information
 - Process - effective planning - one-year plan that focuses on goals
 - Product – plan “reasonably calculated to result in educational benefit” for the individual student
 - Ultimate Outcomes (graduation with a diploma, career and college)
- After the conversation – effective planning, then complete form

Notes: _____



Point of the slide – provide a visual reminder of the process; connector from Module 1 to Module 2 to Module 3; transition to writing measurable goals.

PRESENTER – Learner Handout packet, p. 2

NOTE TO PRESENTER - Click to change appearance of slide after words of each bullet

PRESENTER – *use content below to frame presentation of material*

Focus of this module is on using

- General Student Information,
- 833 eligibility determination,
- Educational need with descriptions of present levels of performance in that specific education need area to write measurable goals


Notes: _____

**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.



Learner Handout Packet, Page 3

Point of the slide – interaction with participants to engage in adult learning; helping individuals to connect their current practice with information to come.

PRESENTER – Learner Handout packet, p. 3

INSTRUCTIONS:

1. Click to show instructions to groups. Give individuals 3 minutes to do their own individual think and write on page 3 in handouts
2. Second pointer click – Give individuals 3 minutes to share with a neighbor and make any adjustments to their notes as they want.

Approximate Total Time: 8 minutes

Notes: _____



Point of the slide – transition to next agenda item.

PRESENTER – NOTE: The next few slides speak to how content standard considerations influence goal selection and writing.
The focus of this section is on students with disabilities accessing the general education curriculum.

Notes: _____

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)

Louisiana Believes

Point of the slide – Provide definition of academic standards

NOTE TO PRESENTER – Click to make individual boxes appear

PRESENTER – use content below to frame presentation of material

Overarching Point: A primary purpose of the IEP process is to identify special education services that will enable the student to be involved and progress in the general curriculum, and if the content standards are the basis for general education curriculum, then it is essential that IEP goals are aligned to the content standards.

- We want all students to graduate with skills and knowledge that will allow them to pursue post-secondary careers of their choice.
- Louisiana, as other states, has identified a set of content standards to help identify the content that students need to know in order to pursue a college degree or professional career.
- The content standards establish the focus for the general education curriculum.
- Standards define the knowledge and skills or what students need to know.
- The standards establish the content of statewide assessments. But there is still a major step in the process and that is how the standards will be taught.
- Teachers use the standards to develop the specific grade by grade curricula, including text books, lesson plans, assignments and on-going or formative assessments.

Notes: _____

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

Point of the slide – Importance of standards to special education in Louisiana

NOTE TO PRESENTER – Click to make individual boxes appear

PRESENTER – *use content below to frame presentation of material*

- Standards require a shift **from** relying on the use of standardized tests and materials that may not be aligned with the content standards.
- Shift **to** using standards for determining student instructional needs and performance.
- Special education teachers must be familiar with the content standards and the classroom curriculum designed to teach the standards.

Notes: _____



Point of the slide – transition to writing goals section of the IEP


PRESENTER – Learner Handout packet, p. 4

Notes: _____

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?



Point of the slide – considerations for choosing goal areas

NOTE to PRESENTER: Remind participants that in Module 2 we considered how to identify educational need areas or area for instruction. This is a review slide. As you go through the questions on the slide, ask participants to consider the activity they just completed. Ask if there are additional considerations they used in identifying instructional areas. (2 minutes)

PRESENTER – refer participants to Learner Handout packet, p. 5 for resources helpful for aligning goals with content standards

PRESENTER – *use content below to frame presentation of material*

- Thinking about these questions can help narrow down the most critical skills to be taught and lead to the most salient annual goals for a given year.
- Balance between relevance to the student, attainable within a year, and rigor.

Notes: _____

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

Point of the slide – defining measurable annual goals

NOTE TO PRESENTER: Click to make each box appear individually

PRESENTER – use content below to frame presentation of material

- IEP is a one-year plan with goals for that one year period
- Goals should be tied to a larger plan to ensure the student is on a path that promotes college and workforce readiness.
- Goals should also be rigorous as emphasized by Act 833.
- Critical to maintain high expectations and ensure the goals are sufficiently rigorous to support the student's path toward college and workforce readiness

Notes: _____

The graphic is a blue rectangular box with the title "SMART IEP Goals" in white text at the top. Below the title are five horizontal yellow bars, each containing a letter in a green square followed by a definition:

- 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

Point of the slide – Guide for writing good goals

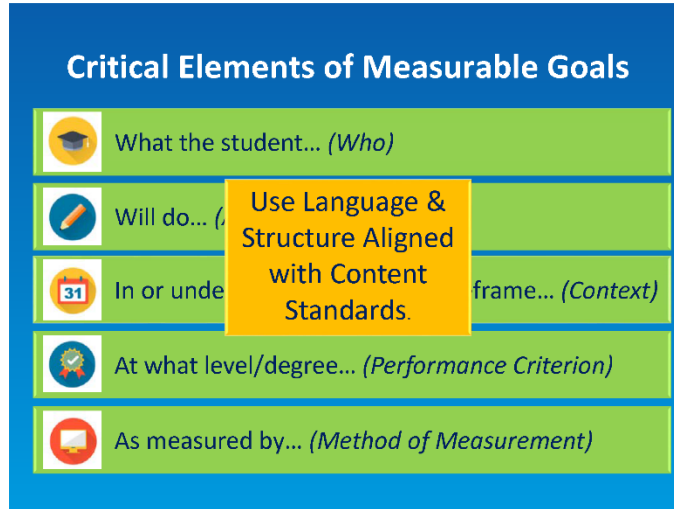
NOTE TO PRESENTER: Click to make each box appear individually

PRESENTER - [Learner Handout packet](#), p. 6

PRESENTER – *use content below to frame presentation of material*

- Review the acronym SMART as it relates to writing IEP goals or SMART Goals.
- Note to participants that some of the letters use different words. Example, Achievable is sometimes listed as Actionable or Attainable. Another example, Results-focused is sometimes listed as Relevant or Realistic. The point is that the goal has SMART components.

Notes: _____



Point of the slide – four critical elements for a complete goal

NOTE TO PRESENTER: Click to make each element appear individually and again to reveal the reminder that we want to align language and structure to content standards *whenever feasible*

PRESENTER – Learner Handout packet, p. 6

PRESENTER – *use content below to frame presentation of material*

Use these or other examples to demonstrate – ask participants to listen and identify the who, the action, the context, and the criterion.

- John will verbally compare and contrast two major characters, giving a minimum of three differences, after reading a 4th grade level fiction story. (Grade 5, Reading Standards for Literature K-5)
- Shontelle will analyze proportional relationships to provide written solutions to 8 of 10 teacher described real-world mathematical problems, involving multi-step proportion and ratio actions. (Grade 7, Mathematics Standards for Ratios and Proportional Relationships)
- Given small group or individual instruction, modeled practices, and drills, Tomas will use addition and subtraction skills to solve one- and two-step word problems by using drawings with 75% accuracy on graded teacher assignments and tests. (Grade 2, Operations and Algebraic Thinking)

Remember – goals are expected to span the IEP year.

Notes: _____

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...

Point of the slide – highlight that goals clearly define what the student will do

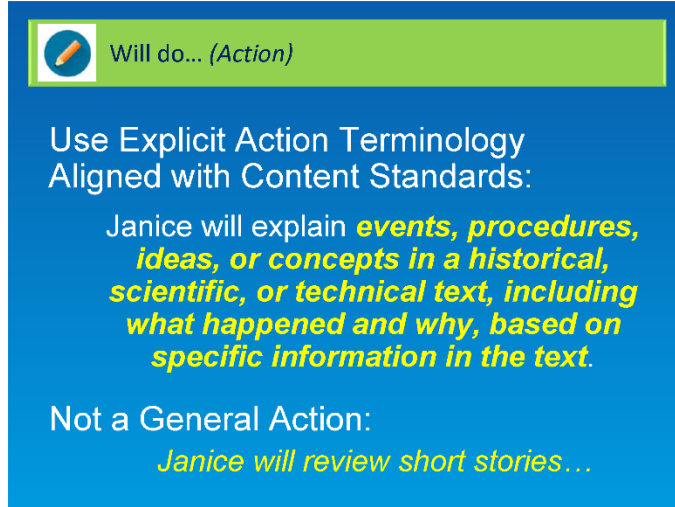
NOTE TO PRESENTER: Click to make each example appear individually


NOTE to PRESENTER: This example is based on standards from a different state and was developed about five years ago; it is for contrast and illustrative purposes only.

PRESENTER – use content below to frame presentation of material

- Instructionally, we want students to learn to use tools such as a graphic organizer, using the graphic organizer is not the knowledge or skill outcome.
- Important to have goals focus on the desired outcome - what the student will demonstrate at the end of a year.
- It is not “wrong” to include the use of a graphic organizer within the goal statement; however, this would be supplemental to the action the student is expected to perform. For example, Janice will use a graphic organizer to assist her to analyze a short story...
- It is important to consider multiple ways of getting to the primary goal and not get locked into just one option.

Notes: _____



 Will do... (Action)

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...

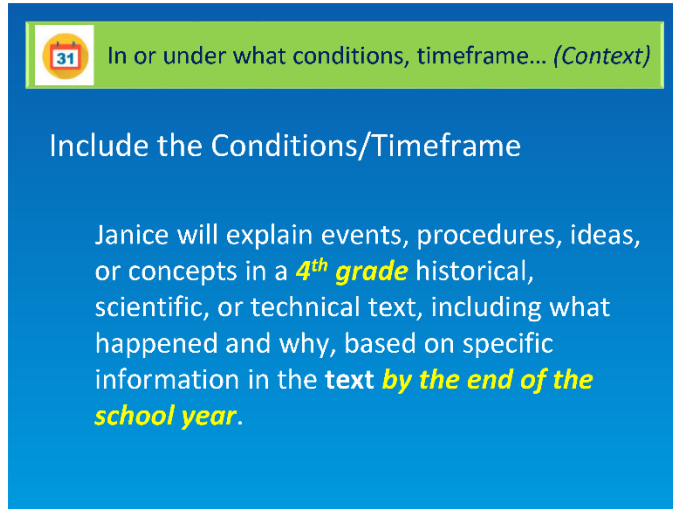
Point of the slide – another example of the expected behavior (action) aligned with state content standards


NOTE TO PRESENTER: Click to make each example appear individually

PRESENTER – use content below to frame presentation of material

- This example is based on the current LA fourth grade reading standards as found on the LA Department of Education website.
- It again is to contrast process from active performance of a goal statement.
- This is only a description of the behavior – it does not include all elements

Notes: _____



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

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.**

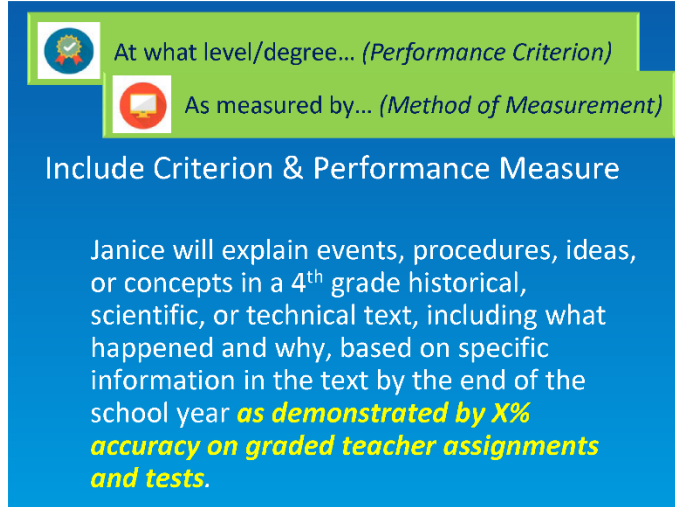
Point of the slide – To add a condition and timeframe to the goal statement.

NOTE TO PRESENTER: Click to make the example appear

PRESENTER – *use content below to frame presentation of material*

- This example adds the condition of reading independently.
- Other conditions might also be added
 - Example: when presented with a randomly selected short story . . .
 - Ask group for other examples of conditions that might be included
- The example also includes a timeframe – by the end of the school year.

Notes: _____



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.***

Point of the slide – Illustrate the addition of a performance criterion and method of measurement to a goal statement


NOTE TO PRESENTER: Click to make the example appear

PRESENTER – *use content below to frame presentation of material*

- Note the performance criterion, X%, was intentionally left unspecified as the criterion should always be based on current student data.
- The method of measurement specified is “graded teacher assignments and tests”
- Remember, this criterion is expected “by the end of the year” of the IEP.

Notes: _____

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?

Point of the slide – To think about what the level of performance should be.

PRESENTER – *use content of slide and content below to frame presentation of material*

Points to include:

- For students receiving instruction in a special education classroom, it is critical that instruction, the performance criterion, and assessment be aligned with that in the general classroom to ensure it will lead toward building the skills needed to be successful in the general education classroom.
- Performance criterion will be individualized and should reflect performance needed to demonstrate proficiency for promotion or graduation credit.
- The general classroom teacher’s involvement is essential in setting the performance criterion and measurement, especially when these are used for promotion or graduation credit.

Notes: _____

Learning Together Activity: Reflection

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

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

3 Share: Turn to your neighbor and share your responses

Learner Handout Packet, Page 7

Point of the slide – to initiate conversation and generate suggestions for how to choose a performance measure

NOTE TO PRESENTER: Click to make each instructor appear individually

PRESENTER –[Learner Handout packet](#), p. 7

PRESENTER -

INSTRUCTIONS:



1. Click to show the Think portion of this activity. Ask participants to think about the different tools they use when selecting a method of measurement. (2 minutes)
2. Click to show the Write portion of this activity. Ask participants to write down their thoughts on Worksheet 3. (2 minutes)
3. Click to show the Share portion of the slide. Ask participants to share their responses in groups of two or three. (3 minutes.)
4. Ask for individuals to share a few quick responses before moving to next slide. (2 minutes)

Approximate Total Time: 10 minutes

Notes: _____

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.



Point of the slide – practice adding performance criterion and measurement

NOTE to PRESENTER: This slide has an overlay with an option showing performance criterion and method of measurement. Click after the participants have had time to write answers. Ask 3 or 4 participants to share the criterion and method of assessing performance. (3 minutes)

PRESENTER – Refer to Learner Handout packet, p. 8

Instruct participants to complete the goal statement, specifically adding the performance criterion – how well must Albert perform and how will it be measured – what will be the measurement method or methods?

Give participants 2-3 minutes to complete the goal statement individually



PRESENTER – *use content below to frame presentation of material*

- No single right answer
- Example of a SMART goal
- Example reflects criteria from the Grade 5 reading standards
- Note the performance criterion, X%, was intentionally left unspecified as the criterion should always be based on current student data.

Notes: _____

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.



Point of the slide – practice adding performance criterion and measurement

NOTE to PRESENTER: This slide has an overlay with an option showing performance criterion and method of measurement. Click after the participants have had time to write answers. Ask 3 or 4 participants to share the criterion and method of assessing performance. (3 minutes)

PRESENTER – Refer to Learner Handout packet, p. 8

Instruct participants to complete the goal statement, specifically adding the performance criterion – how well must Brianna perform and measurement – what will be the measurement method or methods?

Give participants 2-3 minutes to complete the goal statement individually

PRESENTER – *use content below to frame presentation of material*

- No single right answer
- Example of a SMART goal
- Example reflects goal to build a home-school partnership that reinforces communication and generalization of skills
- Note the performance criterion, X%, was intentionally left unspecified as the criterion should always be based on current student data.

Notes: _____

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

Source: Act 833

Point of slide – to review the influence of Act 833 on goal development; emphasize that this is part of the goal development conversation

PRESENTER – Learner Handout packet, p. 9 (additional information related to Act 833 and IEP goals)

PRESENTER – *use content below to frame presentation of material-Act 833, p. 2 line 22-p. 3 line 1 (e):
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 ---*

Emphasize:

- Act 833 specifically requires establishing rigorous educational goals where alternate promotion or graduation criteria will be used.
- Accountability requirements require more rigor in establishing educational goals that are connected to state content standards to ensure students have opportunity to learn content used for statewide assessments.
- IEP teams must establish the performance criteria for promotion and for granting credit for courses used for meeting graduation criteria.
- IEPs should lead to development of intensive instructional programs and the use of innovative methods to support student achievement coordinated with a course of study that promotes college or workforce readiness.

These points influence:

- Content or focus of goals
- Determination of the measure or performance criteria within a goal.
- Determination of tools or strategies for tracking and reporting performance.

Notes: _____

Pathways to Promotion

Scenario A: (Not Act 833 eligible, not following alternate promotion) - Student

- 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) - Student

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

Point of slide – to show how Act 833 influences educational need and influences goal writing

NOTE TO PRESENTER: Click to make each scenario appear individually

PRESENTER: *use content below to frame discussion of material*

- Not all students will require alternate promotion criteria.
- Some students eligible for Act 833 will not follow an alternate pathway
- Every student deserves and will need to have a rigorous course of study and IEP goals aligned with content standards.
- For those students whose present levels indicate a need for alternate promotion criteria, the IEP team will need to establish that criteria.
- In either case, the determined need will drive the goals that are selected to meet the need.


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

- 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 promotion requirements) - Student*

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

Notes: _____



Pathways to Graduation

Scenario A: (not eligible for an alternate pathway to graduation) – Student

- Is meeting course criteria with support and is on target for graduation.
- Needs continued special education support including teacher consultation and accommodations.

Scenario B: (student eligible for alternate pathway to graduation) - Student

- Meets eligibility for Act 833 individual performance criteria.
- Needs individual performance criteria for area(s) of need.
- Needs specialized instruction aligned with content standards and designed to support success in course of studies leading to graduation.

Point of slide – to show how Act 833 influences educational need and thus influences goal writing.

NOTE TO PRESENTER: Click to make each scenario appear individually

PRESENTER: *use content below to frame discussion of material*

The same holds true for graduation criteria.

- Some will be eligible for alternate performance criteria for graduation.
- All will need a course of study and IEP that is rigorous and aligned with content standards.
- For those students whose present levels indicate a need for alternate graduation criteria, the IEP team will need to establish that criteria.
- The need in either scenario will drive the goals to be developed.

Notes: _____



Point of the slide – transition to next agenda item.

PRESENTER – Refer to Learner Handout packet, p. 11

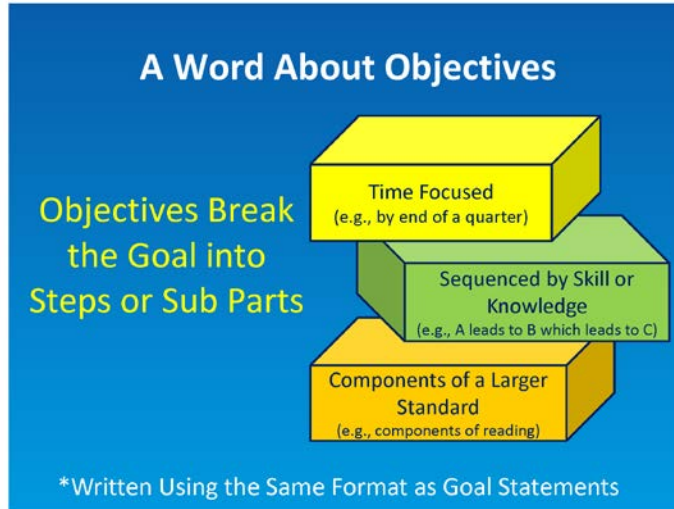
PRESENTER – use content below to frame presentation of material

Bulletin 1530: *8.c. short-term objectives/benchmarks shall be required for students with significant cognitive disabilities or functions like a student with significant cognitive disabilities at all ages and grade levels...* (p. 10)

While not explicitly noted in the requirements for promotion or graduation for Act 833, the requirement for objectives is referenced:

*H.(1) The State Board of Elementary and Secondary Education shall establish by rule adopted in accordance with the Administrative Procedure Act a procedure whereby a student's Individualized Education Program team shall determine promotion to the next grade level for any student with an exceptionality, as defined in R.S. 17:1942(B), except a student identified as gifted and talented and who has no other exceptionality, who fails to meet the required achievement level necessary for promotion to the next grade on a test administered to students pursuant to this Section or policies adopted by the state board provided that the student meets certain criteria established by the Individualized Education Program team relative to performance on the student's Individualized Education Program **goals and objectives** (emphasis added, p. 2).*

Notes: _____



Point of the slide – introduce the need for objectives

NOTE TO PRESENTER: Click to make each box appear individually, click again to bring up the note that objectives should be written using the same format as goals

PRESENTER – use content below to frame presentation of material

- Purpose of objectives – steps to achieving the goal
- Multiple ways to break a goal into objectives (illustrated by boxes on the slide)
- Important to communicate with the general classroom teacher about sequencing of content area information

Consider asking participants – are there other ways you use to identify objectives as steps or sub-parts of a goal?

Notes: _____

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.

Point of the slide – to examine one example of how a goal is divided into objectives

PRESENTER: Learner Handout packet, p. 11

INSTRUCTIONS:

Ask participants to write at least one objective for this goal. (2 minutes)

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.

Notes: _____

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.

Point of the slide – provide an example of objectives

NOTE to PRESENTER: Emphasize multiple ways to write objectives – not intended that these are the only right ones. Click to make objectives appear – one at a time – allow about 20 seconds between objectives for reading time

PRESENTER – *use content below to frame presentation of material*

- In this example, the IEP team chose to break apart the different elements of reading into three objectives that each are one year in length.
- Another way to do this would be to use these objectives as three annual goals and to break each of these down into steps for attaching each of the elements.

Notes: _____

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.

Point of the slide – provide another example

PRESENTER: Learner Handout packet, p. 12

INSTRUCTIONS: Ask participants to write at least one objective for this goal. (2 minutes)

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.

PRESENTER – *use content below to frame presentation of material*

Note that this example might look familiar as it is part of the LA Dept of Education training materials for Act 833.

Notes: _____

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.

Point of the slide – provide an example of objectives (student who is Act 833 eligible)

NOTE to PRESENTER: Emphasize multiple ways to write objectives – not intended that these are the only right ones. Click to make objectives appear – one at a time – allow about 30 seconds between objectives for reading time

PRESENTER – *use content below to frame presentation of material*

Notes: _____



Point of the slide – transition to documenting progress

PRESENTER – *use content below to frame presentation of material*

- We have already talked about the need to specify a measure and the conditions within the goal statement.
- Sometimes the method of measurement is also included, but it may not always be included.
- It is, however, required on the IEP form.

Notes: _____

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

Measurable Academic / Functional Goal

Method of Measurement: _____
Additional Methods of Measurement: _____
Date Achieved: _____

Point of the slide – To show where measurement information is required on LA IEP form

PRESENTER – Learner Handout packet, p. 13

NOTE to PRESENTER:

First click reveals the top half of the Instructional Plan page of the IEP form

Second click highlights the area where method of measurement information is inserted.

PRESENTER – *use content below to frame presentation of material*

- Even if the method of measurement is stated in the goal, it is also placed in this section of the IEP form.
- You can put the primary method of measurement as well as additional measures. For example, the primary method may be teacher tests while a second method might be observation.
- Remember that you also need to specify in another section of the IEP how often you will report progress to the parents.
- This is a good time to focus our attention on some considerations on what to use to measure progress.

Notes: _____

Determining & Documenting Progress

- Monitoring & Reporting Progress
- Making Adjustments, *When Needed*
- Documenting Mastery or Acceptable Performance Level
- Making Decisions Related to Promotion or Graduation



Point of the slide – To discuss the various purposes for measuring progress

PRESENTER – *use content below to frame presentation of material*

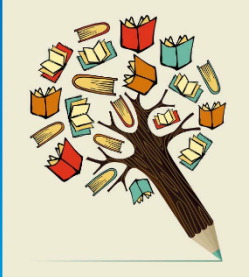
- Formative and summative assessments are a regular part of instructional practice.
- There may be multiple methods of measurement – progress monitoring – in addition to the formal method used to determine accomplishment of goals and objectives.
- The IEP team must talk about what actions they will take if slippage or no progress is noted.
- Also must talk about actions they will take if growth occurs at a greater rate than anticipated.

Notes: _____

Formative Assessment

Use a Variety of Methods such as:

- Benchmark Assessments
- Tests and Quizzes
- Projects
- Written Reports
- Class Assignments
- Progress Monitoring



Point of the slide – Show examples of formative assessment on slide and compare to participants’ lists

PRESENTER – *use content below to frame presentation of material*

Ask participants to give examples of other formative assessments not listed on the screen.


Notes: _____

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.



Learner Handout Packet, Page 14

Point of the slide - to initiate conversation and generate suggestions for performance assessments

PRESENTER – Learner Handout packet, p. 14

NOTE to PRESENTER – Click to show each instruction after the wait times.

INSTRUCTIONS:

Step 1: Ask individuals to write as many formative assessment methods (tools or strategies) they can think of in one minute. (Time for one minute).

Step 2: After one minute, ask each individual to combine their list with the list of one additional person. (3 minutes)

Step 3: Ask how many people have 10 on their combined list? 15? 20? 25? (1 minute)

Click to go to the next slide and Show examples on slide and compare.

Approximate Total Time: 7 minutes

Notes: _____

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

Point of the slide – review key elements of formative assessment or progress monitoring

PRESENTER – use content below to frame presentation of material

- Formative assessment is the language of current literature.
- Methods should align with formative assessment practices in the general classroom.

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/>).

Notes: _____

Resources for Assessing Progress

<p><u>LDOE Resources</u></p> <ul style="list-style-type: none">• Curriculum & Assessment Teacher Support Library• Teacher Support Toolbox• Assessment Library• Math Guidebook• English Guidebook• Eagle 2.0	<p><u>District Resources</u></p> <ul style="list-style-type: none">• Chosen Curricula• Benchmark Assessment Systems <p><u>Other</u></p> <ul style="list-style-type: none">• Specialized Assessments for Students with Significant Disabilities• Behavior Intervention Data
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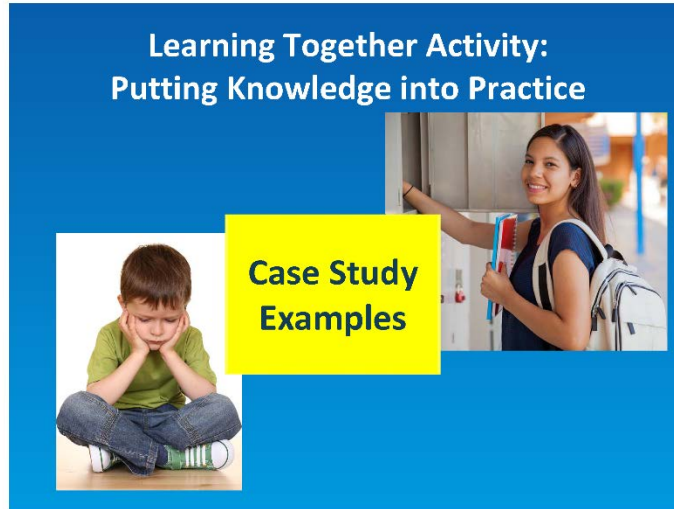
Point of the slide – to share resources

PRESENTER – Learner Handout packet, p. 15

PRESENTER – *use content below to frame presentation of material*

There are links to these resources in your Learning More Resources and References handouts.

Notes: _____



Point of the slide – interaction with participants to engage in adult learning

Separate Case Study

INSTRUCTIONS:

Step 1: Individual Activity:

- a) Take out the case study materials you used in Module 1 (1 minute)
- b) Spend 5 minutes re-familiarizing yourself with the case study student (5 minutes)

Step 2: Small Group Activity

- a) Re-Form IEP Team groups of at least 4 for Elementary and 5 for Secondary Case Study (2 minutes) – Handout IEP pages packet
- b) Take on your role: ODR, parent, special educator, general educator (both groups); for secondary group – counselor and student (3 minutes)
- c) Review the student’s educational needs identified in Module 2. (5 minutes).
- d) Choose one of the educational need areas and write a goal, including the method of measurement, and objectives. (20 minutes)

Step 3: Whole Group Activity

- a) Bring attention of group back to presenter (2 minutes)
- b) Ask IEP Teams to share (5 minutes) Ask participant listeners to determine whether these are SMART goals and objectives:
 - Specific
 - Measurable
 - Achievable
 - Results-oriented
 - Time-bound

Approximate Total Time: 45 minutes

Notes: _____

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.

Purpose of the slide – review/summarize the material covered today

NOTE to PRESENTER – Click to bring up the reminder that annual goals address needs resulting from student's disability that affect involvement and progress in the general education curriculum. .

Slides 13, 14

Notes: _____

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

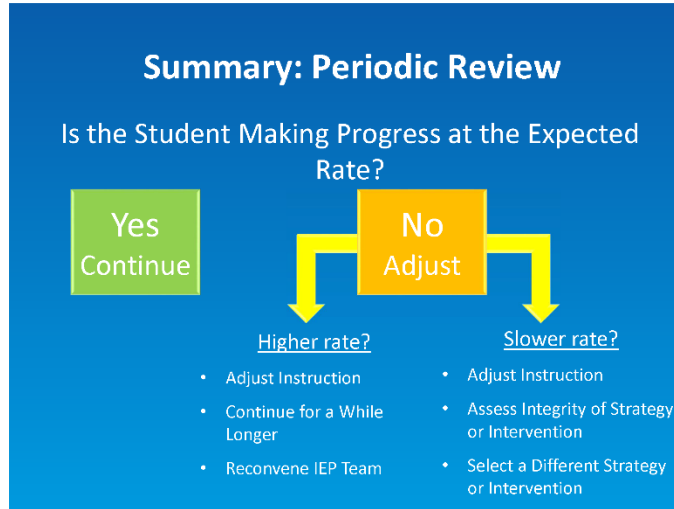
	What the student... (<i>Who</i>)
	Will do... (<i>Action</i>)
	In or under what conditions, timeframe... (<i>Context</i>)
	At what level/degree... (<i>Performance Criterion</i>)
	As measured by... (<i>Method of Measurement</i>)

Purpose of the slide – review/summarize the material covered today

PRESENTER – use content below to frame presentation of material

Slides 15-33

Notes: _____



Point of the slide – To summarize and highlight use of formative assessment

NOTE to PRESENTER – Click to show each element.

PRESENTER – use content below to frame presentation of material

Slides 34-40

- Progress reviews should be done routinely.
- Best practice assumes that routine review should occur at least every two weeks, if not every week.

Notes: _____



Purpose of the slide – independent learning extension activity

PRESENTER – Learner Handout packet, p. 16 – On Your Own Learning Activity

PRESENTER – *use content below to frame presentation of material*

Check your son or daughter or students' IEPs – are the goals SMART?

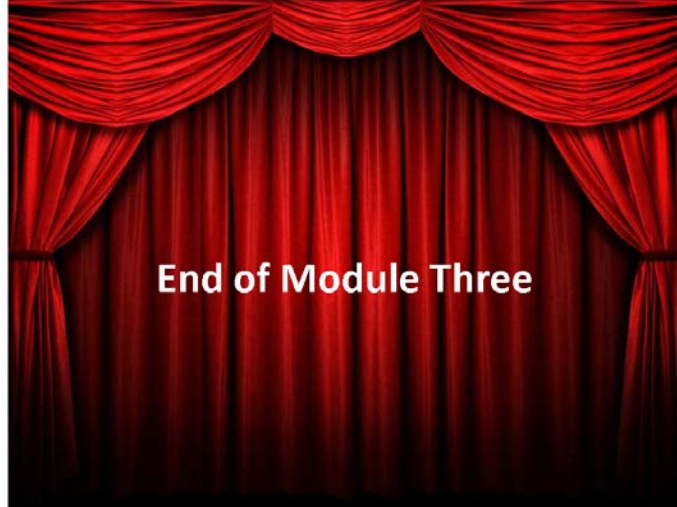
Notes: _____



Purpose of the slide – cue participants to additional references and resources

PRESENTER – Learner Handout packet, p. 17

Notes: _____



NOTE: Content of this slide and narrative will be shaped by how the module series is presented, either as standalone or part of a longer multiple module session.

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.

Notes: _____

