

The IEP Team Professional Learning Project

Module 3: Measurable Goals

Process Agenda

| Section | Content | Resource (Slides and Handouts) | Time |
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| <p>This process agenda provides an overview or outline of the content of this module. Please note that the outline follows the PowerPoint slides but does not duplicate the information from the slides. It is important to review the slides and the speaker notes that go with the slides when planning for delivery of this module. Times are all estimates. Time and activities may need to be adjusted based on the size of the group as well as the actual time allotted for the event.</p> | | | |
| <p>Introduction (Total time 28 minutes; 5 minute cushion for late start + 23 minutes of content)</p> | <p>This section is intended to introduce this module by reviewing the purposes of the modules and specific expected outcomes of this module. This section sets the context by connecting this module to the two prior modules.</p> | | |
| | <p>Introduction to Professional Learning Module Series – Module 3 Louisiana Believes (connection to high standards) Review the content of the IEP modules Module 3: Purposes Expected Participant Outcomes IEP as Process plus Product to reach Ultimate Outcomes IEP Team Process (review, highlight Module 3 purpose)</p> | <p>Slide 1 Slide 2, Handout, p. 1 Slide 3 Slide 4, Handout, p. 1 Slide 5 Slide 6 Slide 7, Handout, p. 2</p> | <p>12 minutes</p> |
| | <p>Learning Together Activity: Think, Write, Share (1 minute setup+3 minute individual reflection and writing+ 3 minutes share with neighbor+1 minute regrouping)</p> | <p>Slide 8, Handout, p. 3</p> | <p>8 minutes</p> |

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| Writing Goals (23 min) | This section is designed to provide a review and refresher on writing annual, measurable goals. An overview of SMART goal components and four critical elements of goals are provided and illustrated before moving into practice activities. It also includes considerations in goal development based on Act 833. | | |
| | Transition Slide-Aligning to Content Standards Content Standards Standards for Students w/ Disabilities Transition Slide-Writing Goals Instructional Areas for Goal Writing What are Measurable Goals? SMART IEP Goals Critical Elements of Measurable Goals Demonstrating the Critical Components Example Selecting Performance Criterion and Measures | Slide 9 Slide 10 Slide 11 Slide 12 Slide 13, Handout, p. 5 Slide 14 Slide 15, Handout, p. 6 Slide 16, Handout, p. 6 Slides 17-20 Slide 21 | 12 minutes |
| | Learning Together Activity: Reflection (2 minutes Think + 2 minutes Write + 3 minutes share + 2 minutes group share) | Slide 22, Handout, p. 7 | 10 minutes |
| | Complete the Goal – English/Language Arts Complete the Goal – Social/Daily Living Skills (3 minutes for completing each goal + 2 minutes for group sharing after each) | Slide 23, Handout, p. 8 Slide 24, Handout, p. 8 | 10 minutes |
| | Act 833 Considerations in Goal Development Pathways to Promotion Pathways to Graduation | Slide 25, Handout, p. 9 Slide 26 Slide 27 | 5 minutes |
| | BREAK (15 minutes) | No Slide | 15 minutes |
| The purpose of this section is to talk about the purpose of objectives and how they essentially have the same elements as goals, yet, are steps to accomplishment of the goal. It is also to discuss the importance of progress monitoring and stimulate thinking about tools or strategies that can be used for progress monitoring. | | | |
| Writing Objectives | Transition Slide Purpose of Objectives Examples: Writing Objectives | Slide 28 Slide 29 Slides 30-33, Handouts, pp. 11, 12 | 12 minutes |
| | Transition Slide – Documenting Progress Method of Measurement: Placement on IEP form Determining and Documenting Progress Considerations | Slide 34 Slide 35, Handout, p. 13 Slide 36 | 7 minutes |

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| | Formative Assessment Examples | Slide 37 | |
| | Learning Together: Formative Assessment (write – 1 minute + combine lists – 3 minutes + count – 1 minute) | Slide 38, Handout, p. 14 | 7 minutes |
| | Progress Monitoring or Formative Assessment Resources | Slide 39 Slide 40, Handout, p.15 | 10 minutes |
| Putting Knowledge into Practice | <p>Learning Together Activity: Putting Knowledge into Practice</p> <p><u>Case Study</u> handout packet materials: Narrative descriptions and General Student Information pages:</p> <ul style="list-style-type: none"> • Pages: 1-4 for Jack (see Step 1a below) • Pages: 1-5 for Megan (see Step 1a below) <p><u>IEP Program/Services pages</u> used in Module 2 (see Step 2 below)</p> <p>INSTRUCTIONS:</p> <p>Step 1: <u>Individual Activity:</u></p> <ol style="list-style-type: none"> 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) <p>Step 2: <u>Small Group Activity</u></p> <ol style="list-style-type: none"> a) Re-Form IEP Team groups of at least 4 for Elementary and 6 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 1. (5 minutes). d) Choose one of the educational need areas and write a goal, including the method of measurement, and objectives. (20 minutes) <p>Step 3: <u>Whole Group Activity</u></p> <ol style="list-style-type: none"> a) Bring attention of group back to presenter (2 minutes) | Slide 41 (Separate handout packet – Instructional Page from Module 2 Learning Together Activity) | 45 minutes |

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| | <ul style="list-style-type: none"> b) Ask IEP Teams to share (5 minutes) Ask participant listeners to determine whether these are SMART goals and objectives: <ul style="list-style-type: none"> a) Specific b) Measurable c) Achievable d) Results-oriented e) Time-bound | | |
| Summary/Closing (5 minutes) | This is an opportunity to do a quick review or highlight key points the goal writing session. | Slides 42-44 | 5 minutes |
| On Your Own Learning Activity (1 minute) | | Slide 45, Handout, p. 16 | 1 minute |
| Learning More (1 minute) | Learning More: Resources | Slide 46, Handout, p. 17 | 1 minute |
| End of Module 3 (1 minute) | Depending on whether this is a standalone module or part of a 2-3 module session, this section would be Next Steps – for example, Module 4 will be (date, day, time) or transition language to move to Module 4 in 5 minutes | Slide 47 (intentionally blank) | 1 minute |
| Total Time | | | 150 Minutes |

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.