

Goal Writing Introduction Transcript

Slide 1: IEP Goal Writing: Introduction

Welcome to the Introduction of Individualized Education Program Goal Writing.

Slide 2: Writing Goals Package

As part of the goal writing package, on the IEP goal writing section of the rule changes webpage. There are available webinars on Writing SMART goals, using data, and writing goals on grade level standards. Along with the recorded webinars, there are supplemental resources available along with live office hours. I would also encourage you to familiarize yourself with Proficiency-based Learning and Transferable skills webpages provided by the Agency of Education.

Slide 3: Why Do We Develop Goals?

You may be wondering, why do we develop goals for a student's individualized education program. We develop goals to align, guide, assess and provide for our students on IEPs. Goals align a student's program with learning standards and guide monitoring of progress towards meeting those standards. Goals assess the appropriateness of services in supporting the student in meeting goals, this leads to providing meaningful reports to a parent about actual growth.

Slide 4: Goal Writing Requirements

Let's discuss the requirements of goal writing. Measurable annual goals related to the child's present levels of academic and functional performance shall use pertinent data to inform the development of appropriate goals and objectives; and be written as measurable short-term objectives or benchmarks with projected dates for accomplishment. Goal should include a description of the evaluation procedures, including the specific data that will be used to assess goals progress. This evaluation procedure is to be used to measure the child's progress towards meeting the short-term objectives or benchmarks. These goals shall enable the child to be involved in and progress, to the extent appropriate, in the same curriculum as children without disabilities. For preschool children, goals shall include participation in activities appropriate for children without disabilities.

Slide 5: Goal Writing Requirements (cont.)

Furthermore, goals shall enable the child to meet other educational needs that result from his or her disability. There should be a method of reporting the child's progress to the parents at least as often as other parents in the school receive progress reports. A progress report shall inform

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parents of their child's progress toward the annual goals and the extent to which the progress is sufficient to enable the child to achieve the goals by the end of the year.

Slide 6: Drafting Goals Prior to Meeting

It may be tempting to create IEP goals prior to an IEP meeting, but federal regulations discourages schools from preparing draft IEPs (this may hinder full and open communication). If any team member has specific goals for the team to consider providing all team members with a copy of the goals. Give all team members adequate time to review the proposal before the meeting. This allows them to process and facilitates conversation. At the beginning of the meeting, clearly state that this is a draft and only contains recommendations while stating that all areas are open for discussion.

Slide 7: Present Levels of Academic Achievement and Functional Performance

A student's individualized education program also contains the present levels of academic achievement and functional performance, also known as the PLAAFP. The PLAAFP must include academic and functional performance. Performance is what a child knows and can do. A present level is the starting point used to determine if the child is making progress (as required by law). The PLAAFP includes current, measurable data that corresponds with IEP goals, and it states the child's unique needs that result for their disability. Within this, consider student's strengths and interests. Information in the PLAAFP must be current, measurable, objective, and specific. Consider some data that can be used in the PLAAFP, use baseline data that is collected over time with reliable, accurate, and valid measures. Quantitative data for example can include the number of words read correctly, how many task steps completed correctly in 2 minutes, while qualitative data may include observations of engagement, attention, and behavior survey results teacher notes from class observations, parental comments, and student interactions with peers. This data can also include narrative descriptions.

Slide 8: Academic Achievement and Functional Performance

Let's break down the Present levels of academic and functional performance. Academic achievement includes academic subjects such as reading and math. While functional performance includes non-academic areas such as communication and fine motor. Functional Performance includes behavioral as well.

Slide 9: Reflective Questions: Goal Development

Let's use some reflective questions for goal development, these questions can be used with the IEP team as you are developing goals. What is preventing this student from participating in a less restrictive environment and/or from progressing in general education curriculum? What foundational skill-needs cross multiple content areas and settings? How many goals are reasonable given the student's abilities and rate of progress? Does the student need academic and functional goals?

Slide 10: Goal Writing Process

For the goal writing process, include these questions as you begin writing out goals. What skill/behavior do you want to see changed? That's the goal. How frequently should I evaluate performance and adjust? That's the schedule for our progress monitoring. How will the performance be recorded? Who will record the performance? That's the method, include instructions of evaluation procedures. How long will it take to demonstrate proficiency? This is our criteria period; most IEP goals are set to one year or the course of that IEP. What is my standard for performance? That is our criteria. Overall, consider what conditions, behaviors, and criterion will be included?

Slide 11: How Many IEP Goals?

IEP team members may ask, how many IEP goals? The number of goals is individualized. Collect and interpret baseline data, then include parents in prioritizing which areas are the most important for the student to achieve. Consider how the time allotted for working on goals will affect the student's time spent with peers in the classroom.

Slide 12: Benchmarks and Objectives

As an IEP team, you may also consider benchmarks or objectives for an IEP goal. Short-term objectives are measurable and include a logical breakdown of the major components of the annual goal. Objectives give general indicators of progress, not a detailed instructional plan and include a timeframe, conditions, behavior, criteria. These objectives can be sequential or parallel and are comprehensive. Benchmarks are measurable, give an expected performance level. They may be major milestones or precursor steps to the goal. Benchmarks are sequential and include timeframe, condition, and behavior.

Slide 13: Proficiency-based Learning

IEP goals should consider proficiency-based learning. Proficiency-based learning (PBL) centers on demonstrations of specific and transparent learning outcomes in which learning is the constant and time is the variable. When an education system is grounded in PBL, students not only gain the academic and transferrable skills, abilities, and knowledge required for different content areas, but more importantly, the ability to apply their learning in novel and cross-disciplinary contexts necessary for success in career, college, and civic life. Proficiency-based education ensures that all students have the opportunity to be fully engaged and supported in authentic, rigorous learning inside and outside the classroom.

Slide 14: Characteristics of Proficiency-based Learning

Here are the characteristics of Proficiency-based Learning. Students make important decisions about learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning, thus developing ownership, independence, and responsibility. Assessment is a meaningful and empowering learning experience for students that yields timely, relevant, and actionable feedback. Students receive relevant, varied instruction and timely, differentiated support based on their individual learning needs. Student progress is based on evidence of proficiency, rather than level of participation, effort, or time spent in the

classroom. Students learn actively using different pathways and varied pacing. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems. Learning targets are rigorous, common expectations for learning that clarify what to learn, how deeply to learn it, and how to demonstrate evidence of new learning.

Slide 15: Proficiency-based Learning and IEP Goals

There are so many benefits for the connection between proficiency-based learning and IEP goals. Implementing Proficiency-based learning models will have the greatest impact on student learning. Student-centered learning approach is critical to high quality implementation. project based learning as a pedagogy is a great vehicle for meaningful inclusion because each of its project design elements and teaching practices are geared toward creating the kind of engaging and dynamic learning environment that are also known to best serve students with a wide range of disabilities. Project Based Learning also helps provide and build peer relationships and real-life skills.

Slide 16: 3 Steps for Proficiency-based Learning Connected to IEP Goals

Here are three steps for proficiency-based learning connected to IEP goals. First, collaborate: Set students up for success by planning with colleagues. Special education teachers bring expertise on their student's specific needs including IEP goals and instructional strategies to help them learn and grow along with their peers. General education teachers are the content experts and are invaluable in prioritizing which aspects of the standards are most important to make accessible. Collaborating and planning together makes it fairly easy to anticipate needs and embed considerations for the diverse range of students at the beginning stages of project design and throughout the project. Universal Design for Learning is one of the best ways to create a successful inclusive classroom.

Second, Differentiate Instruction: There are a number of ways to differentiate in PBL, offer voice and choice in student products to increase engagement and build on students' strengths, or the various ways you can manage project implementation. Scaffolding projects effectively still leaves plenty of room for conventional differentiation strategies like frontloading vocabulary, providing visual supports, or offering texts with varied reading levels. PBL is naturally differentiated! By allowing students to take different paths and explore different interest in a project, this means that at any given time, students in the same class may be working on very different things. This normalizes the students who need different things, alleviates the stigma of support that students often bring with them into the classroom, and reinforces a culture of individuality and self-management that leads to students' owning their learning.

Lastly, embed IEP goals into projects: There are obvious opportunities to embed students' specific academic IEP goals throughout their differentiated project pathway that allow you to address those skills with consistency, in addition to providing students with a sense of their genuine purpose. In a PBL classroom, the emphasis on key success skills provides daily opportunities to work on IEP goals such as augmentative communication, self-management, or social skills in an authentic and natural context. For example, when students work in teams, they constantly have to practice communication, social skills, organization, self-management,

self-determination, and self-advocacy. For further information on Proficiency-based Learning, please visit Vermont Agency of Education Webpage.

Slide 17: Progress Monitoring

Progress monitoring is an important part of a student's individualized education program. Progress monitoring describes how the child is progressing towards meeting their annual goals. Report includes the stated target area, the criteria that was used to measure progress, changes in performance or behavior clearly defined. The team decides how data will be collected and reported to measure progress. This assesses how the child is progressing in the educational setting and evaluates instruction. Progress monitoring dates (for goals and objectives when appropriate) and how progress will be reported to parents are determined at the IEP meeting and written into the IEP.

Slide 18: Checklist for IEP Goals

Let's review the checklist for IEP goals. Parent/Guardian was involved in the creation (and changes) of goals. Academic and functional present levels are accurate. Academic, social, behavioral, transitional goals are listed as appropriate. Goals are written as SMART goals. Goals are based on the present levels of performance. Goals are standards-based and strength-based. Materials, assistance, directions, or instructions are provided during assessment of goals are listed. Dates and methods of goal progress monitoring is listed.

Slide 19: Contact Information

Thank you for watching this recorded webinar, for further information please reach out to Ana Kolbach and [Ana Kolbach@Vermont.gov](mailto:Ana.Kolbach@Vermont.gov).