Writing Effective & Legally Defensible IEP Goals

District 204
Updated 2012 with CCSS
Presentation: April/May 2012
Today’s Agenda

• Today’s objectives: learn to reference CCSS when writing IEP Goals (Different for ELA & Math)
• Overview of Common Core Standards
  – Understand the structure of the ELA Standards
  – Understand the structure of the Math Standards
• Review importance of goal writing
• Present Academic Achievement and Functional Performance
• Aligning IEP Goals to Grade Level Standards
• Practice writing sample IEP Goals
  – Small group activity 1 (Lisa or Jerome)
  – Small group activity 2 (Walter)
For today...remember...

- It is not necessary to “re-invent” goal writing.
- Remember what you already know.
- We have always aligned goals with Illinois Learning Standards.
- The change: Illinois has now adopted Common Core Standards as the “NEW” learning standards.
- We have a process for writing goals; we are just learning how to reference the new CCSS.
Aligning IEP Goals to Instruction & Assessment

- Look at student’s Present Level of Performance.
- Prioritize Goal area(s) (ELA, Math, first).
- Start with grade level standards (Curriculum) (Begin with student’s current grade level, not instructional level.)
- Goals drive Instruction.
- Instruction Aligns to Assessment.
When IEPs Promote Alignment

IEP  
General Curriculum  
(State Standards)  
Instruction  
(Skills Taught)  
Assessment  
(State Test)
Develop Alignment Based on Assigned Grade Level for General Curriculum Access

Assigned Grade Level:

2nd Grade

2nd Grade State Standards

Instructional Level: Entry Level Academic Skills (Below K-1)

Align to 2nd grade, not Kindergarten, for age-appropriate general curriculum access for students with moderate and severe disabilities.
Design of the K-12 ELA Standards

- The K-12 ELA standards are benchmarked to College and Career Readiness Standards. (p. 10)
- Standards in grades 9-12 are listed in two year bands to allow flexibility in course design.
- The standards are separated into four strands: Reading, Writing, Speaking and Listening, and Language.
- K-8 standards are listed by grade level. (K-5, p. 11 – 29) or (6-12, p. 35-66)
Common Core ELA Standards cont.

Under each broad College & Career Readiness Anchor Standard, you will find specific Grade Level Standards.

“…that together define the skills and understandings that all students must demonstrate.”
Common Core ELA Standards
There are College & Career Readiness Anchor Standards (4)
There are Common Core State Standards Reading (10), Writing (10), Speaking & Listening (6), Language (6)
Visual K-12 CCSS ELA.
Overarching Standards for each strand are further defined by grade-specific standards.
Common Core ELA Standards cont.

There are also Standards for Literacy in History/Social Studies, Science, and Technical subjects in grades 6-12.

Standards for these subjects are embedded at grades K-5.

Content-specific literacy standards are provided for grade 6-8, 9-10 and 11-12.
Labeling Activity – ELA (all groups)

• Turn to page 11 of ELA Standards
• These are the beginning of the Kindergarten CCSS – ELA
• We will practice LABELING.
• CC.K.RL.1
• CC.K.RL.2
• (page 15) CC.K.RF.1a
• Finish Kindergarten Standards in small group on pages 12 – 27.
Labeling: Independent Practice ELA for Elem.

• Turn to page 11 & 13.

• Label Grade 1 CCSS-ELA.

• Finish pages 11 – 27.

• When done; come to front & get handout of Grade 1 (simple format).

• Note: Can go to ISBE to print only applicable grade levels.
Labeling: Independent Practice ELA for Middle

- Turn to page 36.
- Label Grade 6 CCSS-ELA.
- Finish pages 36 – 53.
- When done; come to front & get handout of Grade 6 (simple format).
- Note: Can go to ISBE to print only applicable grade levels.
Design of K-8 Math Standards

• The K-8 Math Standards are organized by Domain, Clusters, and Standards.

  • **Domain:** Overarching ideas that connect topics across the grade levels.

  • **Clusters:** Demonstrate the grade by grade progression of task complexity.

  • **Standards:** Define what a student should be able to know and do at that grade level.
Number and Operations in Base Ten 3.NBT

STANDARD

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiple of 10 in the range 10-90 using strategies based on place value and properties of operations.

CLUSTER (includes all 3)
Design of 9-12 Math Standards

- The Standards are organized by conceptual categories:
  - Number and Quantity
  - Algebra
  - Functions
  - Modeling
  - Geometry
  - Statistics and Probability
Visual for CCSS-Math

- CCSS K-8 Math Visual
- Visual K-8 CCSS Math
- Math Practices Visual
Labeling Activity - Math

- Turn to page 10 of Math Standards.
- These are the Kindergarten CCSS – Math.
- Label Activity
- CC.K.CC.1
- CC.K.CC.2
- CC.K.CC.4A
- Finish Kindergarten Standards in small group pages 11-12.

- Turn to page 15 & 16
- Label Grade 1 CCSS-Math
- When done; come to front & get Handout of Grade 1 – simple format.
- Note: Can go to ISBE to print only applicable grade levels.
Labeling: Independent Practice Math for Middle

- Turn to page 39 - 45
- Label Grade 6 CCSS-Math
- When done; come to front & get Handout of Grade 6 – simple format.
- Note: Can go to ISBE to print only applicable grade levels.
Break

• Please take 10 minute break.
• Return on Time.
• Then we will practice writing goals using Common Core State Standards.
Importance of Goal Writing

• Research indicates that when we set appropriate goals and monitor progress, that we are likely to get LARGE improvements in student outcomes. (Fuchs & Fuchs, 1987)

“If you don’t know where you’re going, you will probably end up somewhere else”

Lawrence J. Peter
Importance of Goal Writing (cont.)

- IEPs are goal documents, not intervention documents.
- Goals are translated into appropriate instructional strategies.
- Poor goals lead to poor progress monitoring.
- And, of course: Because the law says so!
Reporting on Goals

• Report cards:
  – normally goal updates are sent at report card time, so always check this box

• Progress reports:
  – Only if appropriate

• Parent conference:
  – Only if appropriate

• Other:
  – DON’T write “quarterly updates” here
Current Academic Achievement and Functional Performance - 1

- Must reference academic achievement and/or functional (including social, emotional and behavioral) performance (34 C.F.R. §300.320 (1)).

- IEP must include how the child’s disability affects the child’s involvement and progress in the general education curriculum; or for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities (34 C.F.R. §§300.320(1) (i) and (ii)).

(Illinois Alliance of Administrators of Special Education, 2010)
Current Academic Achievement and Functional Performance - 2

• Provides a baseline as applicable to the child’s educational needs & for monitoring progress on goals.

• Understandable to everyone who reads it, cross-discipline, parents, other schools.
Current Academic Achievement and Functional Performance - 3

• **DO:**
  - Include what student can do
  - Skill specific – relevant to that specific goal
  - Measurable
  - Data in comparison to typical peers – reference grade or age-level scores or functional skill levels
  - Data can come from a variety of sources
  - Most recent assessment/IEP data results

• **DON’T:**
  - List or report grades
Handout
Example of IEP goal aligned to a 2nd grade ELA Common Core Standard.
Lisa is a 3rd grade student with a cognitive disability. She is nonverbal and currently uses objects to communicate. She shows an interest in books read to her by peers. She will also sometimes look at pictures in a magazine. Lisa is ambulatory, but has limited use of her hands. She enjoys social contexts and will sometimes make her meaning known by eye gazing or laughing. From a field of 5 objects, she can count 3 blocks. She can recognize the numerals 1-10 by pointing.
Aligning ELAs Goals

Jerome is a student with Down Syndrome and a moderate intellectual disability. He has mastered about 50 sight words and is learning to apply them in activities of daily living. Jerome also has learned to recognize initial and final consonants and short vowels, and can decode many simple words. With his sight words and decoding skills, he can often help the teacher read short passages of text that have been prepared with controlled vocabulary. He communicates using a picture wallet and single spoken words to make requests, answer questions, and socialize. In math, he rote counts from 1-10, but cannot count objects consistently. Jerome does understand the purpose of money and likes to make purchases, but needs help counting out the correct number of dollars. Jerome is 11 years old and in 6th grade.
Aligning ELAs Goals

Activity # 1

- Practice writing IEP Goals for either Lisa or Jerome.
Activity # 2 Walter

- Find Card on your table which provides an Anchor Standard, and grade level Standard.
- With a partner, practice writing a goal for Walter.
- Pair/share with your table partners.
- Share out; provide feedback.
Walter’s Scenario

Walter is a 10 year old 5th grade student. He is nonverbal and has autism. He can read about 10 sight words and count to 20. Walter’s 5th grade language arts teacher likes to use both self-directed and cooperative learning activities. While both types of instruction provide the opportunity for Walter to develop age appropriate social skills that he currently lacks, his tendency to spend time alone engaged with his favorite objects and toys have made it difficult to get him participating in this class.
Expectations

• Begin Aligning goals to the Common Core ELA & Math Standards.
  – Note: Some IEP team members may be writing goals to the ILS. For example, motor goals, and SEL.
• For Math standards: write to the content standards; not to the math *Practices*.
• As you conduct Annual Reviews and Initial CSE, align goals to the CCSS.
• Review math standards information provided during building level activities.
Goal Statement: Required Components

- Reference CCSS
- By when
- Who
- Will do “what” (action verb/observable behavior)
- Given what conditions – what supports
  - e.g. augmentative communication, graphic organizer, calculator, prompts
- At what level of proficiency
- As measured by what measurable method and/or materials
Goal Statement: Example

• By (when) (who) will (action verb), given (what conditions/supports), as evidenced by (measurable procedure and materials) with (level of proficiency).

• By December 2013, Alex will demonstrate increased strength and endurance, given visual and verbal cues, as evidenced by his ability to catch a tennis ball thrown from 3 feet without trapping a ball with 3 out of 4 trials.
Elementary Grade 3
ELA-Reading Standards for Informational Text (RI)

CC.3.RI.5 By February 2013, Maureen will determine the main idea of a text and recount the details, in text read by her, given a graphic organizer and software that supports note taking skills, independently, in 4/5 trials as measured by a daily log reflecting number of cues provided.
Goal Statements: Examples

Elementary Grade 1
Math-Numbers and Operations in Base Ten (NBT)

CC.1.NBT.3 By May 2013, Nick will compare two digit numbers based on meanings of the tens and ones digits, recording results of comparisons with the symbols greater than, less than and equal to, given manipulatives and online virtual manipulatives, in 8/10 trials as measured by daily work samples.
Goal Statements: Examples

Middle School, Grade 6, ELA-Standards for Literature (RL)

CC.6.RL.1 By November 2012, Kaitlin will cite at least 4 textual evidences to support analysis of what a text says explicitly and draw 1 inference from the same text, given text at a complexity level appropriate to her instructional level and visual supports, with score of 4 out of 5 on a rubric to support text analysis.
Goal Statements: Examples

Middle School Grade 8, Math-Expressions and Equations (EE)

CC.8.EE.2 By March 2013, Patrick will use square root and cube root symbols to represent solutions to equations, given a color coded calculator and visual supports, in 8 of 10 trials, as measured by daily work samples.
Goal Statement: Sample Action Verbs

• Knowledge:
  – Write, list, identify, label, name, state, define
• Comprehension:
  – Summarize, explain, paraphrase, illustrate, describe
• Application:
  – Solve, demonstrate, use, apply, construct, compute
• Analysis:
  – Analyze, classify, compare, contrast, categorize, separate
• Synthesis:
  – Create, invent, develop, hypothesize, design, predict
• Evaluation:
  – Judge, recommend, justify, critique
Goal Statement: Evaluation Criteria

• How much:
  – Describe the performance accuracy of the action needed for the goal or short term objective/benchmark to be considered completed.
    • The assumption is that this is at 100%, unless a lesser level is stated.
  – Describe how many times the action must be observed for the goal or short term objective/benchmark to be considered completed.
    • Examples:
      – ______ out of ______ trials
      – In ______ consecutive trials
      – On ______ out of ______ days
      – Within ______ minutes
      – ______ times each day
Goal Statements: Procedures

• How measured:
  – Describe evaluation criteria
• Examples:
  – Work samples
  – Scoring guides
  – Standardized tests
  – Curriculum based tests
  – Daily behavior chart
  – Charts
  – Criterion-referenced tests
  – Portfolios
  – Discipline reports
  – Checklists
  – Rubrics
Goal Statements: DO’S

- Designed to meet each of the child’s other education needs that result from the child disability (34 C.F.R. 300.320(2)(i)(B))
- Describes what a child with a disability can reasonably be expected to accomplish within a twelve month period in the child’s special education program (34 C.F.R. 300.346(a)(1))
  (Illinois Alliance of Administrators of Special Education, 2010)

- Match criteria to the targeted skill and behavior, including social/emotional and behavioral
- Base goal progress on the baseline
- Use a data-collection strategy that supports the measurability of the goal.
- Focus on one skill/behavior
  - Prioritize to deficits that most greatly impact ability to access gen ed environment and curriculum.
  - Focus of goal must help student develop skills to access and participate, and make progress in general education and life in school.
- 12 months
- Communicates what to do to anyone who reads it
Goal Statement: DON’Ts

– use 80% or 100% arbitrarily
– write toward curriculum or a specific program, but rather toward a specific skill
– write goals for use of assistive technology, but rather include it under given conditions
Goal Statement: Common Core State Standards

- Type in reference number of standard.
- Type in Common Core Standard underneath where reference number is written.
- Be specific with standard reference. i.e. CC. 1.NBT.2a.
- Gen Ed Standards found at: http://www.isbe.net/common_core/
- It is okay to go on to an additional page.
Benchmarks/Objectives

• Need to choose: benchmark OR objective
Benchmarks/Objectives: Measuring Progress

- Criteria and procedures have to match how you collect data.
- Evaluation Criteria:
  - DO: has to match how you collect data
  - DON’T: use both percentage accuracy and number of attempts
- Evaluation Procedures:
  - DO: has to match how you collect data
- Schedule:
  - DO: should be at least weekly for most students for progress monitoring
Benchmarks/Objectives: Differences

Benchmark
- Is in sequential order – one skill in goal
- Intermediate steps that student is expected to reach within a specific period of time
  - DO: take into account transition and skill-loss over summer break
  - Percentage correct, trials, backward chaining, level of independence

Objectives
- Build on skill that is defined in goal (sub-skills) – discrete components (each including target behavior, condition and criteria).
- Each objective must be reported on at each reporting period.
  - DO: take into account transition and skill-loss over summer break
  - Rubrics, percentage, trials
Objectives Example (for telling time): DO

- CC.2.MD.7 Sophie will identify numbers 1-12, given a teacher prompt, as measured by a weekly progress monitoring chart.
- CC.2.MD.7 Sophie will count by 5’s to 60, given a teacher prompt, as measured by a weekly progress monitoring chart.
- CC.2.MD.7 Sophie will identify the hour and minute hands, given a teacher prompt, as measured by a weekly progress monitoring chart.
- CC.2.MD.7 Sophie will identify which hour the little hand is pointing to, given a teacher prompt, as measured by a weekly progress monitoring chart.
Reminders

Goals & Objectives/
Benchmark
State page

State Goals form 37-44M
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