



Writing IEP Goals Aligned to Grade-Level Content Connectors

Open Office Hours
January 29, 2020





*** Writing quality IEP goals is as much an art as it a science. There are very few questions that will have a single correct answer. In the event of a conflict of information, follow your district's policies until the situation can be clarified by district and/or state administrators and supporting resources such as the Indiana IEP Resource Center.**

Indiana Resource Network

See a full list of resource centers and descriptions of their work at

www.doe.in.gov/specialed/indiana-resource-network



Project SUCCESS

- Equity and inclusion for students with significant disabilities
- Unpacking Content Connectors
- Curriculum mapping and lesson planning
- Formative assessment
- Online professional development for paraprofessionals and administrators

Learn more:



Project SUCCESS

Project SUCCESS is a resource center that supports higher academic achievement for students with disabilities. We are building local capacity to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

Project SUCCESS is part of the Indiana Resource Network and strives to support teams of teachers and administrators in Indiana as they work to implement academic standards into instruction for students with disabilities. Project SUCCESS provides current research.

Trending Now

Upcoming Events

2019 Webinar Series

<https://youtu.be/n1jVGCdHCdI>

www.projectsuccessindiana.com





INDIANA IEP RESOURCE CENTER

317.757.8297 | info@indianaieprc.org

- Indiana's online IEP system
- Writing measurable IEP goals
- Compliance and Article 7
- Eligibility for special education
- Evaluation practices
- Data collection and analysis protocol

Learn more:

A screenshot of the Indiana IEP Resource Center website header. It features the organization's logo on the left, contact information on the right, and a row of social media icons (location pin, phone, printer, email, and globe) on the far right. The text in the screenshot includes the address, phone numbers, email, and website URL.

Indiana IEP Resource Center Working For You



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Indiana IEP Resource Center

<https://youtu.be/bOZNo9BcyqY>

www.indianaieprc.org

IMPORTANT

“Under the IDEA, in order to make **FAPE** available to each eligible child with a disability, *the child’s IEP must be designed to enable the child to be **involved in and make progress in the general education curriculum.***”

Dear Colleague Letter, US Department of Education, Office of Special Education and Rehabilitative Services, 11/16/15

- » The focus of IEP goals is on *access* to and *participation* in the general education curriculum, at increasingly higher levels of independence.
- » Well-written annual goals address identified deficits that, after intervention, would reduce the adverse impact of the student’s disability on their mastery of standards.

Indiana's Alternate Academic Standards: Content Connectors

Content Connectors

- [ELA](#)
- [Math](#)
- [Science](#)
- [Social Studies](#)

- Condensed (*not easier!*) versions of the Indiana Academic Standards
- Highlight knowledge and skills necessary to reach learning targets at each grade level

NUMBER SENSE	
Indiana Academic Standards	Content Connectors
MA.3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	MA.3.NS.1.a.1: Read, demonstrate, and write whole numbers up to 200, in standard and word form.
MA.3.NS.2: Compare two whole numbers up to 10,000 using >, =, and < symbols.	MA.3.NS.2.a.1: Compare two whole numbers up to 200 using >, =, and < symbols and words.
MA.3.NS.3: Understand a fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b , as the quantity formed by a parts of size $1/b$. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]	MA.3.NS.3.a.1: Identify the numerator of a fraction.
	MA.3.NS.3.a.2: Identify the denominator of fractions to halves, thirds, and fourths.
	MA.3.NS.3.a.3: Identify halves, thirds, fourths of a whole.
MA.3.NS.4: Represent a fraction, $1/b$, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	MA.3.NS.4.a.1: Locate given common unit fractions (i.e., $1/2$, $1/4$) on a number line that has a value between 0 and 1.

Unpacking Template

Content Connector:

SKILLS: What should students be able to DO? (VERBS)

CONCEPTS: What should students KNOW? (NOUNS)

What access skills are required for every student to master this grade-level Content Connector?

Compare a student's current skills to the access skills identified here for clues on what to target in a student's IEP goals.

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? (*Varies*)

Unpacking Template

Content Connector:

3.RL.2.3.a.1: Describe characters in a story (e.g., their traits, motivations or feelings).

SKILLS: What should students be able to DO? (VERBS)

- Identify a character in the story (who)
- Describe a character from the story – traits, motivations, or feelings

CONCEPTS: What should students KNOW? (NOUNS)

- WH Questions: WHO, WHY
- Traits – details
- Feelings – emotions

What access skills are required for every student to master this grade-level Content Connector?

- Mode of communication
- Listen and attend to instruction/text
- Know difference between people and objects
- Identify relevant details
- Categorize
- Describe a character by stating the character's traits, motivations, and/or feelings

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? (*Varies*)

- Know difference between people and objects (Identify a character within the story)
- Identify relevant details

Unpacking Template

Content Connector:

MA10.SEI.1.a.2: Solve linear equations with integer coefficients using one or two steps.

SKILLS: What should students be able to DO? (VERBS)

- Solve one-variable equation
- Solve two-variable equation
- Read and analyze graphs

CONCEPTS: What should students KNOW? (NOUNS)

- Equation
- Graph
- Variable

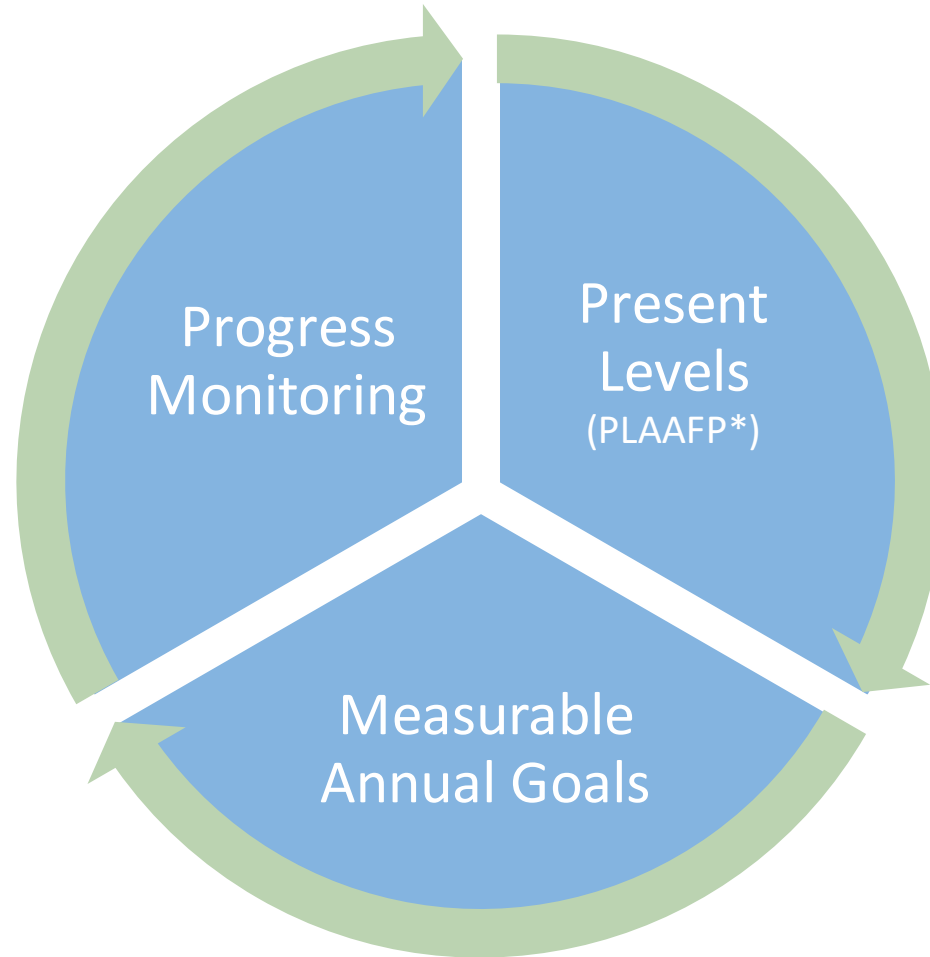
What access skills are required for every student to master this grade-level Content Connector?

- Mode of communication
- Number identification
- One-to-one correspondence
- Basic operations (+, -, x, /)
- Reading a graph
- Plotting points on a graph
- Knowledge of mathematical symbols
- Knowing difference between positive and negative numbers
- Identifying a variable
- Replacing a variable with a number
- Solving an expression
- Knowing basic properties of numbers (commutative, associative, and distributive)
- Knowing inverse properties

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? (*Varies*)

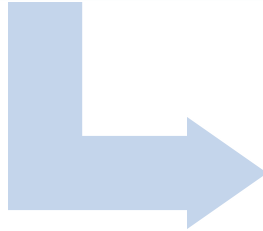
- Mode of communication
- Match/identify number or letters
- Using a calculator
- Understanding math operation symbols

The IEP Process

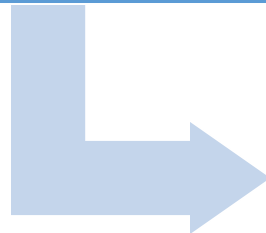


* Present Levels of Academic Achievement and Functional Performance

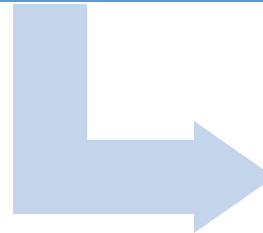
**Determine
present levels**



**Identify
target skill
or behavior**



**Determine
conditions**



Determine:

- Mastery criteria
- Data collection method
- Time period

Steps for Writing Measurable IEP Goals

Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation <i>(materials, settings, accommodations)</i> in /with which the student will perform the behavior.</p>	<p>Student's Name</p>	<p>Describe behavior (<i>what will she/he actually DO</i>) in <u>measurable</u>, <u>observable</u> terms using stems from standards</p>	<p>The <u>level</u> (<i>how well?</i>) the student must demonstrate for mastery:</p>	<p><u>Number of times</u> needed to demonstrate mastery (<i>how consistently?</i>)</p>	<p><u>Evaluation Schedule</u> (<i>how often?</i>) and method, (<i>how measured?</i>)</p>
<p><i>Given...,</i></p>	<p><i>he she</i></p>	<p><i>will do this,</i></p>	<p><i>this well,</i></p>	<p><i>this many days/times,</i></p>	<p><i>as measured this often, using this.</i></p>

Example Student:

Project SUCCESS Goal Writing Template

Present Level Data	
<p><i>What do we know about this student's specific learning needs?</i></p> <p><i>Which skill deficits impact academic standards across multiple subject areas?</i></p>	
Grade-level Academic Standard(s) & General Access Skills	
<p><i>Which academic standards are most affected by the student's disability?</i></p> <p><i>What access skills are required for every student to access the selected grade-level standard?</i></p>	
Student Specific Access Skills	
<p><i>What access skills will this student require to make progress toward academic standards</i></p>	
Goal and Objectives:	

Integration of Standards Aligned Goals & Specially Designed Instruction

Specially Designed Instruction and Measurable Goals are key components of an effective Individualized Education Program. This session explores the goal writing process and the relationship between Specially Designed Instruction and Annual IEP Goals. Participants will learn the goal writing process, methods for unpacking grade level standards, how to align goals to the standards, the components of skill-based measurable goals, and the design and delivery of unique individualized instruction.

INDIANAPOLIS

Wednesday, February 19, 2020

9:00-11:30am (local time)

Hilton Garden Inn - Indianapolis Northwest

Register [HERE](#)

MERRILLVILLE

Thursday, February 20, 2020

9:00-11:30am (local time)

Hilton Garden Inn – Merrillville

Register [HERE](#)

Goals Work Session

This follow-up session will be available for participants who have specific questions or issues that are being encountered around goals, Specially Designed Instruction (SDI), or progress monitoring. This workshop atmosphere allows participants to interact directly with consultants in a face to face or virtual setting.

INDIANAPOLIS

Wednesday, March 11, 2020

9:00am-3:00pm local time

Lunch on your own

Indiana IEP Resource Center

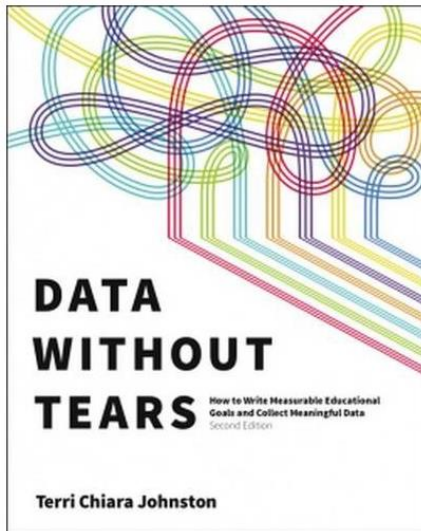
Register to participate IN-PERSON:

<https://www.indianaieprc.org/index.php/iep-process-events/goals-work-session/3-11-20-goals-work-session-indianapolis/individual-registration>


Register to participate VIRTUALLY:

<https://attendee.gototraining.com/rt/64011769851332098>





Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data

 Indiana IEP Resource Center Goal Development Checklist	
<input type="checkbox"/> IEP shows evidence of a direct relationship between present levels of educational performance, the goals and services to be provided.	
Present Levels Of Performance	
<input type="checkbox"/> Are current and relevant to the student <input type="checkbox"/> Evidence of need for the target behavior clearly identified <input type="checkbox"/> Contains baseline data <input type="checkbox"/> Includes how the student's disability impacts access to general education curriculum	
Annual Goals	
<input type="checkbox"/> Aligned to grade level standard (Indiana Academic Standard or Content Connector) <input type="checkbox"/> Three components of measurability are evident. <ul style="list-style-type: none"> <input type="checkbox"/> Target behavior (observable, repeatable, verifiable) <input type="checkbox"/> Stimulus material or Conditions under which the skill is expected to occur <input type="checkbox"/> Criterion for mastery or acceptable performance <input type="checkbox"/> Addresses a unique need of this student <input type="checkbox"/> Clearly written in common language understood by all stakeholders <input type="checkbox"/> Identifies the skill the student will be taught <input type="checkbox"/> Reflects a realistic expectation of one year's growth considering the student and his or her current skills	

IEPRC Goals Development Checklist

Short Share T.I.P.S.

Goal Development Checklist

Tool, Intervention, Process, Strategy





Indiana IEP Resource Center

Indiana DEPARTMENT OF EDUCATION

Working Together for Student Success

IDOE Short Share T.I.P.S.



Coffee Talk

PRESENTED BY
Office of Special Education

IDOE Coffee Talk 3: Goals



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Contact Us

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