



## Designing a Goal Writing Academy 2011



### Why did our district hold a goal writing workshop?

- To provide the Board of Education with data regarding program effectiveness.
- Defensible goals need to meet the individual needs of the student and change over time.
- If you place several years of IEPs for one student next to one another, goals should not be the same year after year after year.
- To provide a positive note to parents that a goal has been mastered instead of making progress.
- Not to give parents unrealistic hopes that their child will be "fixed" in one IEP cycle.

### Why Continued

- IDEA requires that the team must "address any lack of expected progress".
- Doesn't mean that a child must achieve every goal but the team must address why they didn't.

### Goal Writing Academy Scheduled

- After reviewing IEPs team determined that goal writing could use adjustments
- Date chosen and teachers invited.
- Presenters: Director of Special Programs, District Process Coordinators (2)
- Door prizes collected
- The following information was presented:

## Our Objectives

- How to write a defensible measurable goal
- How to write an attainable goal in one IEP cycle
- How to write goals that address the specific needs of the student based on their disability
- How to determine what constitutes appropriate growth

## How to write a defensible measurable goal?

- It's attached specifically to the student's needs
- Goal should be individualized (i.e. LD student in basic reading) (Should be related to the student disability)
- Anybody should be able to implement the IEP goal as written – stranger test
- Measurable goals should include what the activity is, how the goal will be measured, and how will you know when the student has mastered the goal?

## How to write an attainable goal in one IEP cycle?

- Think reasonably and with common sense
- Is it reasonable to think that a student who has a skill with 0% accuracy will obtain 80% accuracy by the end of school?
- Remember: An annual IEP cycle typically includes 9 months, 174 days of school, doctors appointments, sickness, absences, assemblies, etc
- Some students are only seen 1 – 2 x per week
- Why 80%?

## How to write goals that address the specific needs of the student based on their disability?

- Is it appropriate to write a math goal for a student who qualifies for LD in basic reading?
- Is it appropriate to write a reading goal for a student who qualifies for LD in math calculation?
- Is it appropriate to write an organizational goal for a student who qualifies for OHI?
- Is it appropriate to write a written expression goal for a student who qualifies for Language?
- EASY – outlined and justified in the present level

### How to determine what constitutes appropriate growth?

- Look at where the student currently functions – take baseline date
- Look at disability, tendencies, attitude, aptitude, RtI graphs, past history and IEPs
- Set a mark
- Evaluate along the way
- We may have to work on “getting” it right. We may have to amend IEPs along the way if we set goal too low. Won't parents be ecstatic?

### Goals and Corrections:

- \_\_\_\_\_ will increase his expressive language skills by completing (targeted concepts/structured language tasks) with 80% accuracy over 3 data collection days.
- During structured language tasks \_\_\_\_\_ will demonstrate increased knowledge of expressive language by answering wh questions, inferencing, prepositions, is + verbing, with 70% accuracy in 3 out of five data collection days.

- \_\_\_\_\_ will increase her writing skills to a 10<sup>th</sup> grade level.
- \_\_\_\_\_ will increase her writing skills from a 9.2 grade level to a 9.8 grade level by writing a one paragraph narrative of at least seven sentences with less than two grammatical errors in five random data collection periods during each quarter of the school year.

### Corrected Goals Continued

- \_\_\_\_\_ will increase social-emotional skills with 80% on 4 out of 5 data collection days as measured by the following benchmarks.
- \_\_\_\_\_ will increase his/her social-emotional skills by demonstrating his/her ability by using a greeting (Hi, you having a good day?) towards the teacher and/or peers when entering the classroom 50 percent of the time on 3 out of 5 data collection days.

- \_\_\_\_\_ will use study skills to complete daily work with 80% accuracy.
- \_\_\_\_ will increase his study skills by highlighting, note taking during lessons, completing agenda, mnemonic strategies, homework completion to accomplish his daily work with 90% accuracy.

## Let's Practice

- Here are examples that need to be "fixed"
- Give us your suggestions
- \_\_\_\_\_ will complete grade level math activities with 75% accuracy.
- \_\_\_\_\_ will increase his reading comprehension skills by answering questions orally and in writing over materials read at his level with 80% accuracy.

## Let's Practice Cont.

- \_\_\_\_\_ will increase her spelling to a third-fifth grade level with 70% accuracy.
- \_\_\_\_\_ will increase (math, reading, writing) skills from 3<sup>rd</sup> to 4<sup>th</sup> grade level.
- \_\_\_\_\_ will use strategies to complete general education classroom activities with 80% accuracy.
- \_\_\_\_\_ will improve reading comprehension skills with 80% accuracy.

## Follow up

- After we had the initial presentation, the teachers were invited to return for a work session.
- They were encouraged to bring current or upcoming IEPs
- See following slide

## BYOG

- Bring your own goals.
- Bring current IEPs that you will be working on and we will put our brains together to help with wording, attainability, etc
- Date scheduled...

## Progress! Specific IEP Goal Data (District Wide)

	09-10	10-11
<b>Academic</b>		
■ Mastered	29%	32%
■ Making progress	70%	60%
■ Not making progress	1%	5%
■ Not addressed	<1%	3%
<b>Behavior</b>		
■ Mastered	50%	50%
■ Making progress	44%	27%
■ Not making progress	6%	23%
■ Not addressed	0%	0%
<b>Speech/Language</b>		
■ Mastered	17%	20%
■ Making progress	73%	73%
■ Not making progress	2%	<1%
■ Not addressed	8%	6%

## Lessons Learned

- Mandatory/not invitational
- Door prizes were a hit!
- Conversation among the group during presentation was beneficial.
- Even great teachers need refreshers and positive reinforcement.

## Questions and Answers