



# Behind the Scenes of Goal Writing AGENDA



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**Place :** CCISD PRC

## Discussion:

- Activity
- A Peek at Goal Writing
- Did it pass the test?
- Q&A Session

## Outcomes:

- Understanding of goal writing
- Criteria of a goal

## Take Aways:



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# BEHIND THE SCENES OF GOAL WRITING: DOES IT PASS THE TEST



1. Know the intended outcome

**"WE HAVE TO KNOW WHAT THE CHILD NEEDS TO LEARN AND WHAT ACTION WE WANT TO SEE"**

2. Outcome is stated as action



**"CONSIDER WAYS THE STUDENT WILL EXERCISE OR PRACTICE THE SKILL"**



3. Goals must be measured in an objective way



**"ACTION MUST BE VISIBLE OR ABLE TO BE COUNTED OR SCORED"**



"An IEP goal describes what we hope the child will achieve, or the intended outcome of instruction"

4. A goal must establish a criterion for acceptable mastery



5. Consider benchmarks or objectives



- **Specific**
- **Measurable**
- **Use Action Words**
- **Realistic**
- **Time-Limited**



Creating an IEP with a team of people who are all there to design a good educational program for one unique child can be a pleasure. It can also be very productive. When the whole team has the same level of understanding about IEPs, it is even better.

An IEP is good educational programming. Good IEPs set the standard for good education. Each part of the IEP addresses an important part of educational planning. The ARD Committee focuses on the unique educational needs of an individual student. The goals reflect the child's needs. Designing well-formed goals is an important part of writing an IEP.

*"Where do the goals come from you ask?"*

Great question. Good IEPs set the standard for good teaching. Each part of the IEP addresses an important part of educational planning.

IEP goals must be individualized. We do not rely on sample goals; we write IEP goals that meet the unique needs of each student.

### **So, let's talk about Goals!**

We all set goals for ourselves, whether we are aware of it or not. Our goals can be as simple as getting to work on time. They can be as complex as budgeting our expenses. We know what we need to do, and we set out to do it.

An IEP goal is not unlike a personal goal. With an IEP goal, we create an educational program for a child with special needs. **First, an IEP goal describes what we hope the child will achieve, or the intended outcome of instruction.**

**The outcome is stated as an action we expect to see.** Goals must be **measured** in an objective way. **We have to be able to see the action or count it or score it.** When we state goals clearly as actions, measuring progress comes naturally from the goal. **A goal must establish a criterion for acceptable mastery.**

**In short, when we write instructional goals we have to know what the child needs to learn and what action we want to see.** We have to measure progress toward the goal. Finally, we set a level of mastery that we expect.

*"How do we measure or track progress?"*

Great question. We use standardized tests and informal assessments to measure a child's progress toward the goals. We can do tallies or checklists or give tests specific to the action we seek. **Anyone who looks at the measurement should**

**be able to understand it.** And, all those who review the measurement should be able to come to the same conclusion.

Learning how to write individualized IEP goals is an important first step in developing the student's IEP.

*“What is the specific criteria for a goal?”*

Excellent question. **IEP goals should also be SMART and based on good educational practice.**

**SMART** IEP goals are:

- **S**pecific
- **M**easurable
- Use **A**ction words
- **R**ealistic
- **T**ime-limited

Primarily, educational research is used to help identify essential skills in the core academic subjects of reading, writing, and math. These standards can be located on Lead4ward Website. I have provided a link and flyer for this site. Once the **sequence of skills** for a subject is known, you will know how skills build on each other. Teachers can then identify gaps in skills – skills that your child hasn't mastered and needs to learn.

Think about how children learn math. A child learns how to add and subtract. Then he is ready to learn how to multiply and divide. Therefore, they must know how to add and subtract before they can add. Thus, this is the prerequisite to multiplication and division. As a teacher, if I am writing a goal for a student whose grade level is working on multiplication, and he/she has not mastered addition and subtraction, what will I write my goal on? Right, addition and subtraction.

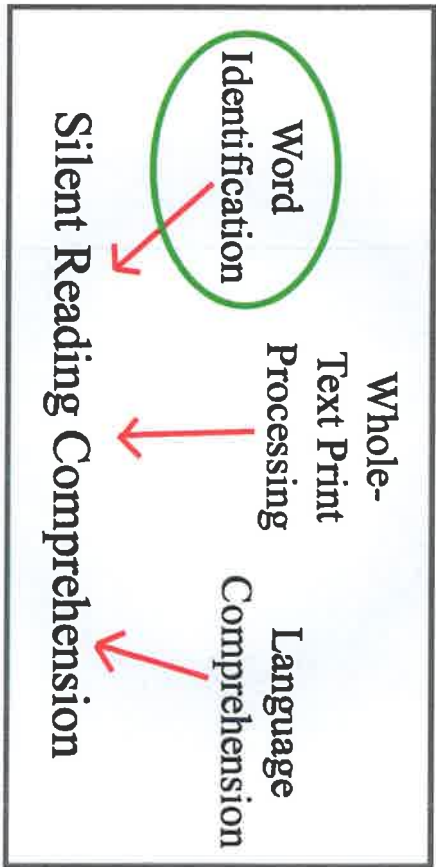
Additionally, before you can develop measurable IEP goals, the child's skills must be measured objectively. Objective data about a child's skills are the baselines for goals. This data also should show progress, or lack of it, when measured over time.

We tend to use the terms “goal” and “objective” to mean the same thing. In IEPs, there is a distinction between them. We write annual goals. Objectives are the short-term steps to reach goals.

# SMART Goals

## Graphic Organizer

<p><b>S</b>pecific What will the student accomplish?</p>	
<p><b>M</b>easurable How will you know when the student has mastered the goal?</p>	
<p><b>A</b>chievable (action words) What steps must he/she take to accomplish this goal?</p>	
<p><b>R</b>elevant/ <b>R</b>ealistic What makes this goal worth accomplishing? (prerequisite)</p>	
<p><b>T</b>imely When will the goal be accomplished or when will we know the student has mastered it?</p>	



(McCauley & Fey, 2006)



- 2.2(b) demonstrate and apply phonetic knowledge by:
- (i) decoding words with short, long, or variant vowels, trigraphs, and blends
  - (ii) decoding words with silent letters such as knite and gnat
  - (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
  - (iv) decoding compound words, contractions, and common abbreviations
  - (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and WCCCV
  - (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est
  - (vii) identifying and reading high-frequency words from a research-based list

### Phonics Methods

- Phonemic awareness
- blending onset-rime
- blending phonemes
- removing a phoneme and saying the new word
- segmenting words into phonemes

-Visual Discrimination (see left)

## Goal Writing: Baines

**Standard:**  
**Grade Level**  
**Expectation**



TEKS 3.1-Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to decode multisyllabic words in context and independent of context by applying common spelling patterns; using common syllabication patterns to decode words; decode words applying knowledge of common spelling patterns; identify and read contractions; identify at least 300 high-frequency words from a commonly-used list, and monitor accuracy in decoding.

**Goal:** What  
we want  
the student  
to do



Goal: In 36 instructional weeks, provided systematic, small-group instruction and interventions outlined in the Behavior Intervention Plan (BIP), STUDENT will use knowledge of letter-sound relationships to decode words in isolation (e.g., VC, CVC, CCVC, and CVCC words) and identify at least 100 sight words from a commonly used list. Success will be measured using data collection with 60% mastery.

In 36 instructional weeks, provided systematic, small-group instruction and strategies and interventions outlined in the Behavior Intervention Plan (BIP), STUDENT will use knowledge of letter-sound relationships to decode Vowel-Consonant (VC) words in isolation. Success will be measured using data collection with 60% mastery.

In 36 instructional weeks, provided systematic, small-group instruction and strategies and interventions outlined in the Behavior Intervention Plan (BIP), STUDENT will use knowledge of letter-sound relationships to decode Consonant-Vowel-Consonant (CVC) words in isolation. Success will be measured using data collection with 60% mastery.

**Objective:**  
**Baselines**  
for the  
goal



In 36 instructional weeks, provided systematic, small-group instruction and interventions outlined in the Behavior Intervention Plan (BIP), STUDENT will use knowledge of letter-sound relationships to decode Consonant-Consonant-Vowel-Consonant (CCVC) words in isolation. Success will be measured using data collection with 60% mastery.

In 36 instructional weeks, provided systematic, small-group instruction and strategies and interventions outlined in the Behavior Intervention Plan (BIP), STUDENT will use knowledge of letter-sound relationships to decode Consonant-Consonant-Vowel-Consonant (CCVC) words in isolation. Success will be measured using data collection with 60% mastery.

In 36 instructional weeks, provided systematic, small-group instruction and strategies and interventions outlined in the Behavior Intervention Plan (BIP), STUDENT will identify at least 100 words from the Dolch Sight Word Lists. Success will be measured using data collection with 60% accuracy.

Key:

Highlighted areas= accommodations (how the student will access the goal)

Underlined areas= criterion for mastery