

IEP Team Guidelines: Questions and Answers

Standards-Based Goals And Objectives

Q Do annual goals still have to be measurable?

A Yes. Both the goal and its two objectives must be measurable.

Q On page four, step four of Standard-Based Goals, does “Align to the appropriate content standards” mean the student’s grade level standard? Or does it mean the grade level standard which is + one year above the student’s level of functioning? If the student is in grade 4 and baseline is still on grade 2, which standards are used to develop goals? Grade 2 or grade 4? The standards-based objectives are stated to be observable and measurable; however, that is not the criteria for the standards-based goal. Why?

A Goals should align to the appropriate content standard for the student’s grade level, not the performance level. Objectives may be written using standards below the grade level as a means of building to goal attainment.

Q If goals are what a child can reasonably be expected to achieve in a twelve-month period, how can the District validly defend a child not reaching their goals? This assumes that a valid baseline was attained and the rate of learning was validly calculated.

A Goals are not designed to be guarantees of progress but our best estimate of what the IEP team feels the child will attain given all the current information. If, in the process of regularly reporting progress to parents on the attainment of the goals, it is determined that progress is not being made, an IEP meeting might need to be held to consider the instructional supports, accommodations, modifications, or services the student needs to attain the goal.

Q Who can be identified as the responsible personnel for supporting the achievement of the goal on page 5 of the IEP?

A Page 5 allows for the general education teacher, special education teacher, licensed/credentialed counselor, DIS provider, or otherwise qualified personnel as options for responsible personnel for goal attainment. The IEP team may determine that the responsible personnel are any one or combination of these people. A paraprofessional cannot be identified as the responsible personnel.

Q When will general education teachers receive training on how to implement goals, modifications and accommodations?

A This is a Local District responsibility.

Q What is the impetus behind instruction in special education – the IEP goals or standard-based curriculum?

A Standard-based curriculum is the basis for writing the IEP goals.

Special education is defined as “specially designed instruction, at no cost to the parents, to

meet the unique needs of a child with a disability.”

“Specially designed instruction means adapting content, methodology, or delivery of instruction-to address the unique needs of an eligible child . . . that result from the child’s disability; and to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency.” 34CFR §300.24

Instruction in special education should support and align with the standards-based instruction provided in general education. Goals and objectives aligned to the content standards is one method for connecting instruction in general and special education.