IEP Goal Writing Rule Changes Professional Development

Purpose

The rule changes that will take place in July 2022 include changes to the content of the Individualized Education programming for students, including changes to goal writing. These rule changes affect section 2363.7, Content of Individual Education Program (IEP) (34 CFR §300.320), with specific revision to sections (b)(1) and (b)(2). The rule states that measurable annual goals related to the child's present levels of academic and functional performance shall use pertinent data to inform the development of appropriate goals and objectives and be written as measurable short-term objectives or benchmarks with projected dates for accomplishment, including a description of the evaluation procedures, including the specific data that will be used to assess goals progress.

The changes for goal writing include using pertinent data to inform the development of appropriate goals and objectives. Assessing goal progress shall also include the specific data for measurement. It is the expectation that individual student data will inform the development of writing goals and objectives and will be used to monitor progress on goals.

It is the responsibility of the district to improve students' academic outcomes, monitor progress, and train administrators and teachers on how to write appropriate IEPs that meet the expanded definition of Free and Appropriate public education. As a result of Endrew F. (2017), each child's educational program must be "appropriately ambitious in light of their circumstances, and every child should have the chance to meet challenging objectives. Individualized education program goals shall be ambitious, regardless of the nature of the student's disability. Every child should have the chance to meet challenging objectives. A district must offer an Individualized Education Program that is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances."

Materials Available by November 8th, 2021

Goal Writing: Introduction

This introduction will review why we develop goals, what is required, present levels of academic and functional performance, goal development, benchmarks and objectives, progress monitoring. The recorded webinar will be accompanied by a [slide deck](#) for participants to download, along with a companion document for further review. The duration of the [recorded webinar](#) is about 15 minutes.

Goal Writing: SMART Goals

The SMART Goals portion will discuss specific, measurable, actionable, realistic, relevant, and time limited goals. The recorded webinar will be accompanied by a [slide deck](#) for

Contact Information:

If you have questions about this document or would like additional information please contact:

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participants to download along with a companion document for further review. The duration of the recorded webinar is about 8 minutes.

Goal Writing: Using Data

Using Data will discuss logical practices, steps for goal setting, selecting target and measure, establishing baseline, choosing a strategy for setting a goal, and writing a SMART goal. The recorded webinar will be accompanied by a slide deck for participants to download along with a companion document for further review. The duration of the recorded webinar is about 12 minutes.

Goal Writing: Grade-Level Standards

Grade-Level Standards will discuss writing goal on grade-level standards, selecting attainable and realistic goals, setting goals, and the process and aligning goals to those standards. The recorded webinar will be accompanied by a slide deck for participants to download along with a companion document for further review. The duration of the recorded webinar is about 12 minutes.

Educational Benefit Review Process Training is available through a request on the Special Education Professional Development Request Form.

For more information regarding IEP Goal Writing changes and training please contact Ana Kolbach at Ana.Kolbach@vermont.gov.