



OREGON
DEPARTMENT OF
EDUCATION

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Spotlight on IEPs: Targeting Quality through Connections

Fall 2018

Introductions



Hello,
my name is

Objectives

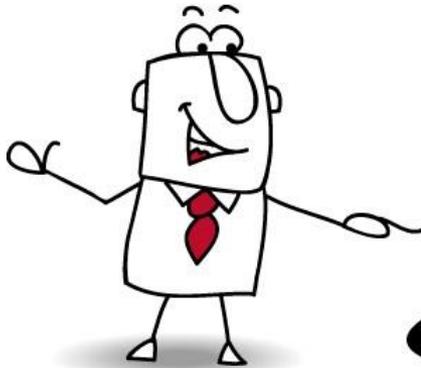


- Check for quality and connection between present levels and goals
- Share challenges and solutions
- Work with one another to increase capacity and improve IEP goals

Caveat

NINE

SIX



Polling the Room

- Go to [menti.com](https://www.menti.com)
 - Enter code: **42 86 53**
 - Follow the prompt & answer the question



 **Mentimeter**

Table Talk

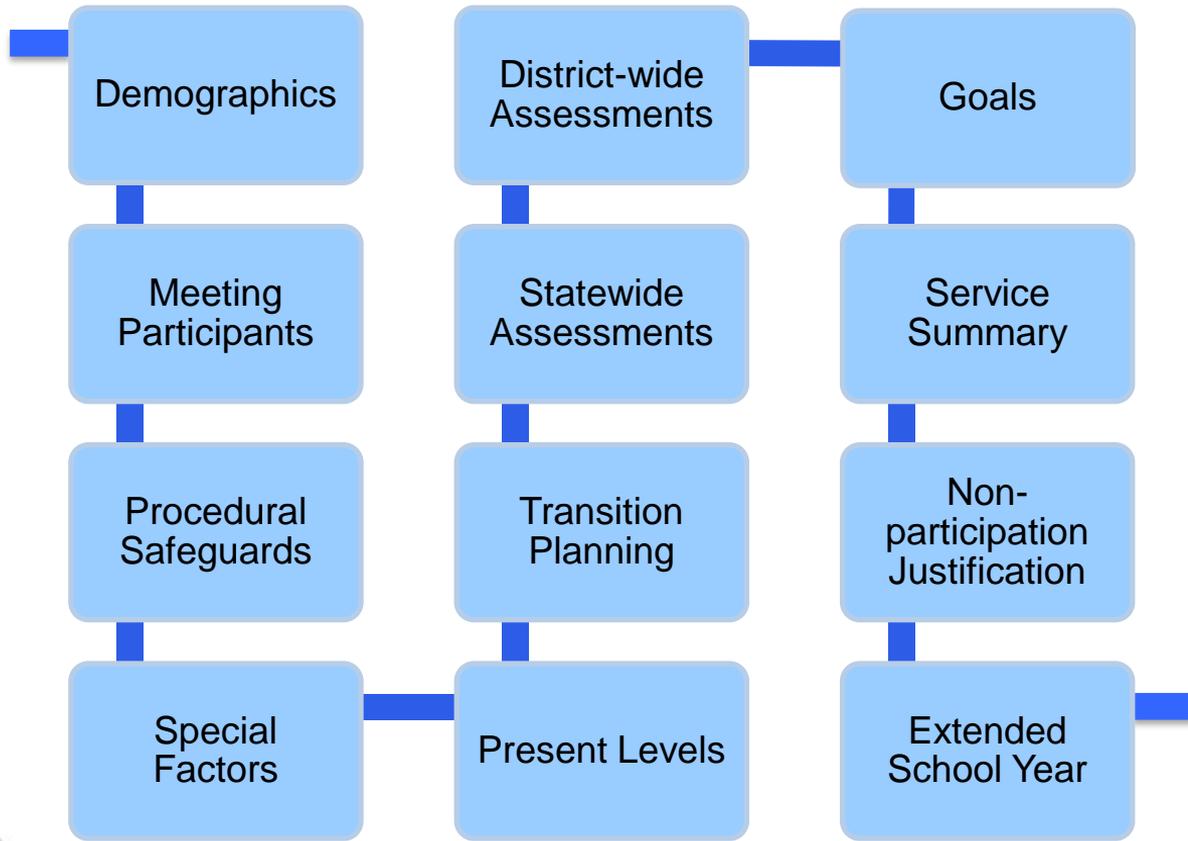
What challenges do you experience when developing quality present levels or goals?



Challenges: Present Levels & Goals

Us Me
You

Core Considerations: Through Line



Present Level - Academic Achievement

- Describes the level of development or achievement and how the child applies his or her learning in one or more of the following areas:

oral expression, listening comprehension, basic reading skills, reading fluency, reading comprehension, written expression, math calculation, and math reasoning.

Present Level - Functional Performance

- Skills/activities not considered academic or related to the child's academic achievement
- Considered routine everyday activities
- Examples: communication, social skills, behavior, organization, self-care, fine and gross motor

This is how we SHOULD think about the PLAAFP...

	PRESENT LEVELS OF ACADEMIC PERFORMANCE (Includes Transition for 16 and Older)	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE (Includes Transition for 16 and Older)
STRENGTHS OF THE STUDENT		
EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERNS		
RESULTS AND EXPLANATION OF CURRENT DATA, INCLUDING MOST RECENT EVALUATION		
NEEDS OF THE STUDENT		
IMPACT OF DISABILITY WITH CHILD'S INVOLVEMENT & PROGRESS IN THE GENERAL EDUCATION CURRICULUM		



Rubric Review



- Dig deeper by using the PLAAFP Quality rubric
- Identify any modifications you need for your own development

Present Levels Activity

Cross check
PLAAFP
components for
quality

Identify what is
missing & where/how
to obtain information,
if needed

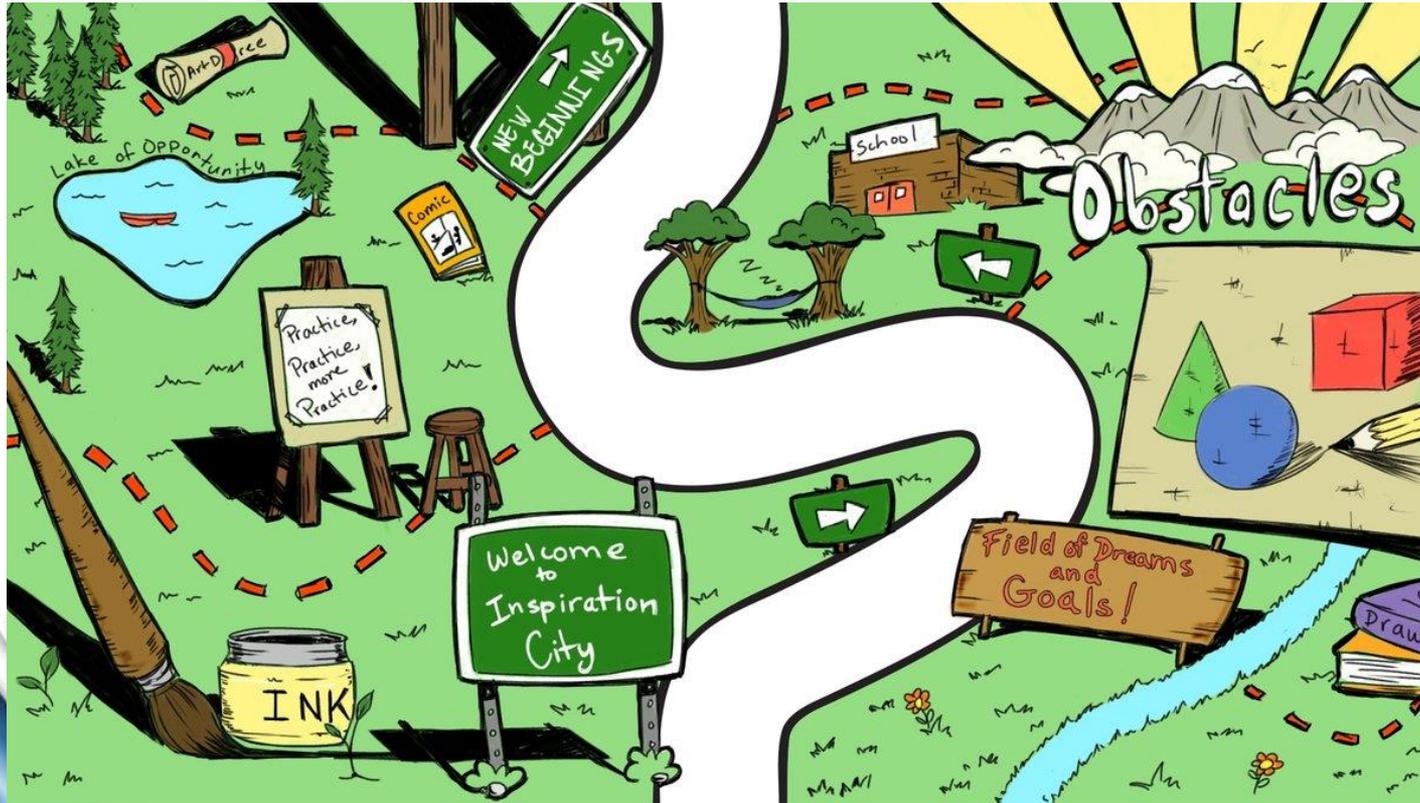
Break time



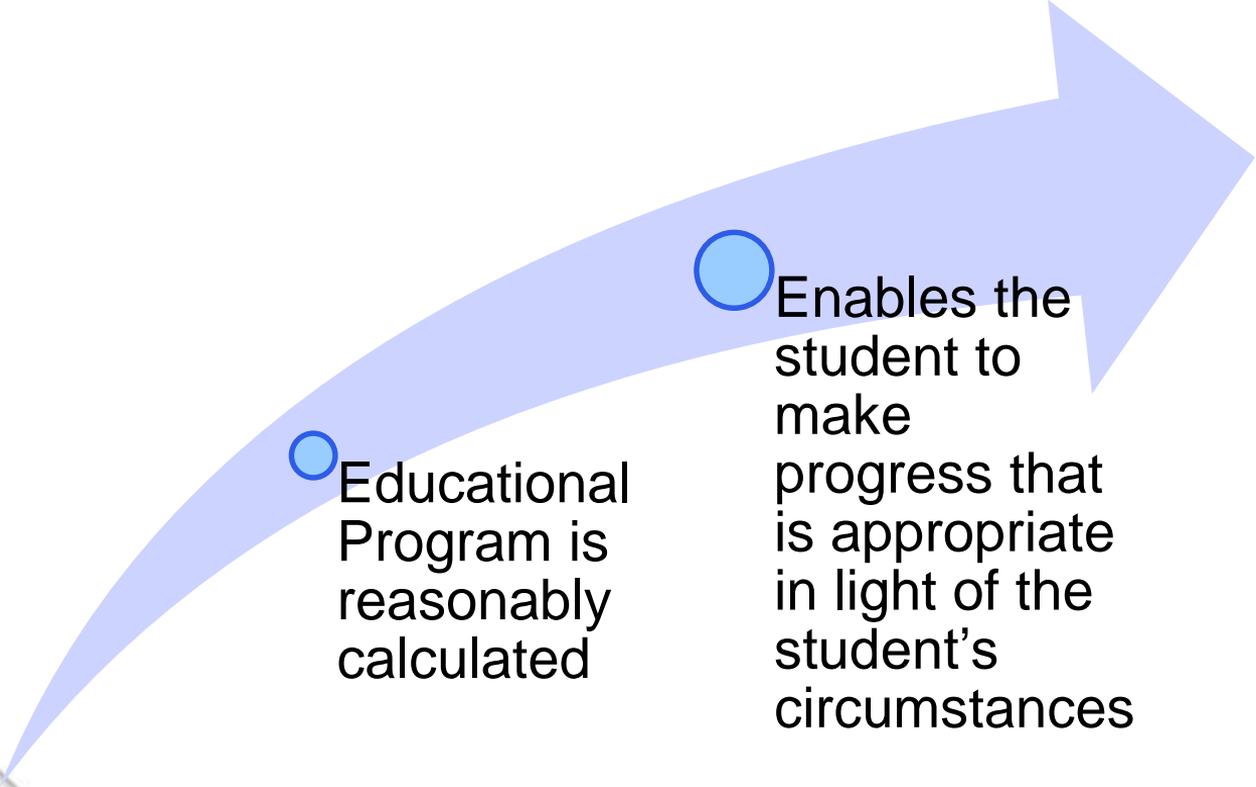
The Iceberg Illusion



End in Mind



Andrew F. Decision & Lessons Learned



● Educational Program is reasonably calculated

● Enables the student to make progress that is appropriate in light of the student's circumstances

Table Talk

What supports have you or your district put in place support high quality IEP development and/or implementation?

- What resources or structures are in place to build capacity?
- What practices are you proud of or what has made the most impact on your professional development?
- Does the Endrew decision impact any practices?

Goals

Measurable Annual Goal

- Must stand alone without assistance of short-term objectives

Measurable Short-Term Objective

- Incremental steps toward the annual goal
- Must be identified for students taking the alternate assessment



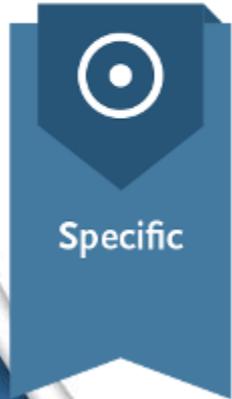
Goal Writing Template

Goal Component	Explanation
Given what...	<p>means... Under what conditions?</p> <ul style="list-style-type: none">• Accommodations (change materials, procedures, alternative response, formats, etc.)• Assistive Technology (dictation software, calculators, visuals, etc.)• Specialized Instruction• Instructional Strategies (prompts, graphic organizers, etc.)• Modification (change the standard)• Environmental (classroom with predictable routines, etc.)
Who...	means... The Student
Will do what...	<p>means... Observable Behaviors</p> <ul style="list-style-type: none">• Actions: create, make, analyze, sequence, summarize, complete, describe, attempts, builds, reads, etc.
How Often...	<p>means... Frequency</p> <ul style="list-style-type: none">• Daily, weekly, during content area, throughout the school day, when work is expected, etc.
How Accurately...	<p>means... How well or independently</p> <ul style="list-style-type: none">• Percentage of accuracy, with how much assistance, etc.
Mode of Measurement	<p>means... Assessment (as measured by...)</p> <ul style="list-style-type: none">• Progress monitoring• Teacher Observation• Curriculum Based Assessments• Behavioral Data• Formative Assessments• Self-Charting Progress• Classroom Progress (grades)• Student Work Samples• ... and others

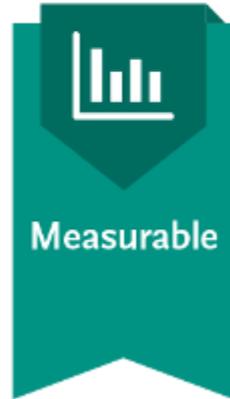


Checking for Quality

S



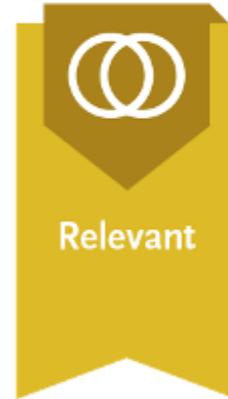
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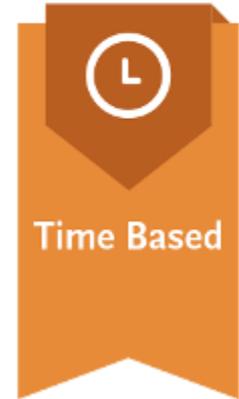
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R



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SMART

- **Specific** – clearly focused; answers who, what, where, when, etc.
- **Measurable** – establishes concrete criteria for measuring progress
- **Attainable** – reasonable chance of being achieved
- **Relevant** – achievement will make a significant difference to the student's ability to make progress
- **Time Based** – the goal has a begin date and time frames for progress monitoring and follow-up

Goal Example

Goal Area: Reading

Annual Measurable Goal: To increase Ray's ability to access general ed curriculum, when given visual prompts (graphic organizers, highlighted/number passages, and access to a dictionary), Ray will apply reading strategies (rereading, stop and highlight, listen to material) to improve understanding and fluency of a 7th grade level material by his annual review next year.

Objectives

Related Content Standards(s):

How will progress be measured: Reading assessments

How progress will be reported, including frequency: Progress Reports twice yearly with report cards.

Passing the Stranger Test

- If you were handed your partner's IEP and did not know the student, could you implement?
 - Do the goals connect to the PLAAFP?
 - What questions do you have about the goals?

Goal Improvement

- Working in pairs, utilize the SMART framework to measure goal quality
- Identify & draft improvements

PRACTICE
makes
PROGRESS,
NOT
PERFECT.



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Wrap Up

First, complete
evaluation

Then, trade
completed evaluation
form for PDUs

Questions and Feedback



ODE Resources

- [Accessible Educational Materials](#)
- [Accessibility Manual](#)
- [OR Standard IEP](#)
- [Procedural Safeguards](#)
- [Secondary Transition for Students with Disabilities](#)
- [System Performance Review & Improvement \(SPR&I\)](#)



Resources

- [Individuals with Disabilities Education Act \(IDEA\) website](#)
- [Oregon Administrative Rules \(OARs\)](#)
- [Oregon Revised Statutes \(ORS\)](#)
- [OSEP Dear Colleague Letters](#)
- [Q&A on SCOTUS Decision - Endrew F. vs Douglas County School District](#)



County Contact Assignments

County Contact	ESD	Counties
Lisa Bateman lisa.bateman@state.or.us 503-947-5655	Northwest Regional ESD	Clatsop Columbia Tillamook Washington
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