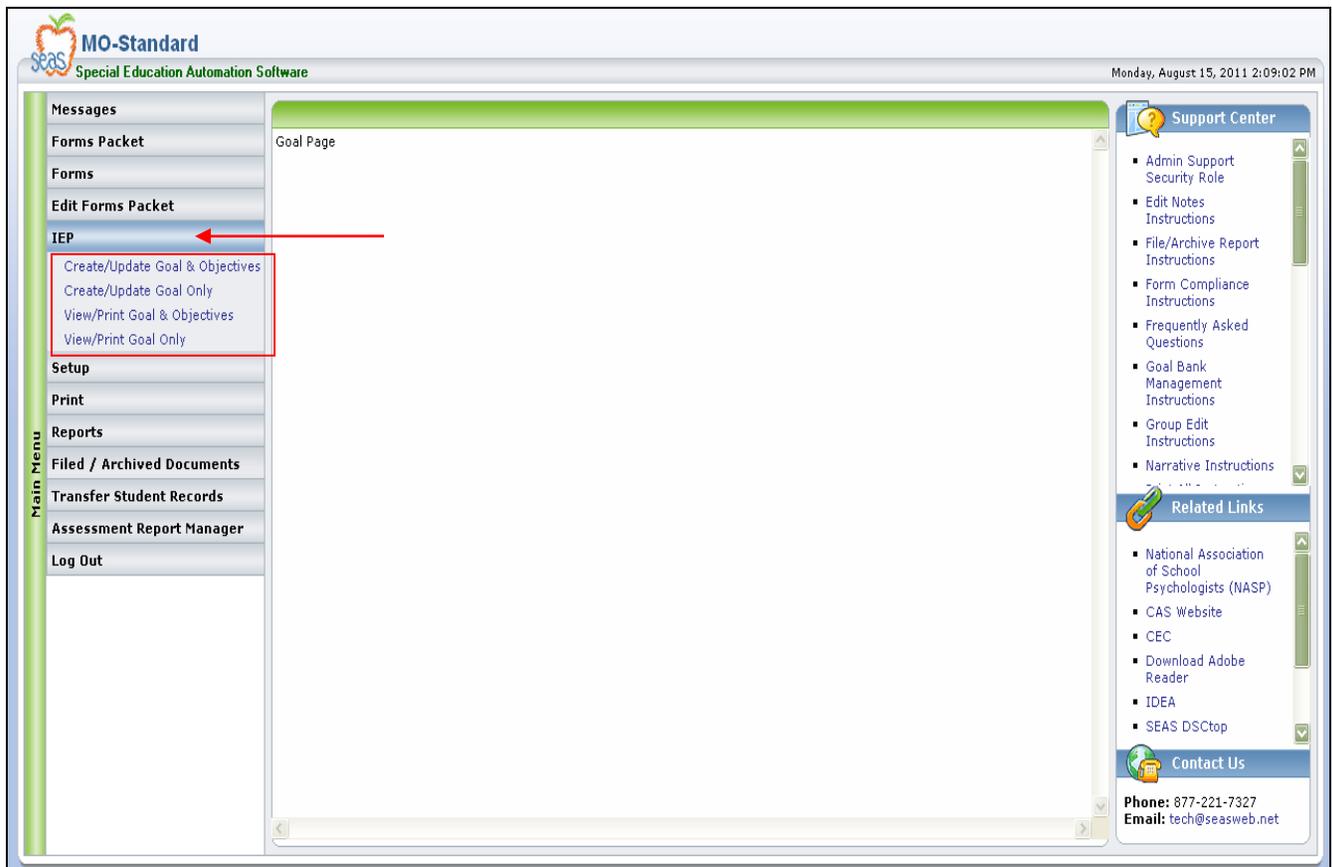


IEP Wizard Instructions

The IEP Wizard is a component within SEAS that allows users to easily access and manage goals and / or objectives for goal sheet and progress forms.

The IEP Wizard has been modified to accommodate the addition of the federally mandated Common Core Standards. All goal banks except CLASS now include a new “Standards” tier that cannot be edited by users.

To access the IEP Wizard, click the “IEP” button located on the Main Menu. Then, select the appropriate link to either “Create/Update” or “View/Print” the desired sheet. The specific types of sheets (i.e. Goal/Progress, Goal Only, etc.) will vary from state to state or district to district.



Goal Banks

There are three (3) categories of “banks” for goals and objectives that exist in the SEAS program:

- Copyrighted – These are published goal banks and cannot be edited. Brigrance and CLASS are copyrighted banks; access to all copyrighted banks is defaulted to “Read” and cannot be changed.
- Custom – Custom banks are typically state or exceptionality specific. Some custom banks are obtained from the state DOE website, and some custom banks contain the state curriculum standards. Goals and objectives may be added to custom banks.
- SEAS –The purpose of the SEAS bank is to provide districts with a goal bank that administrators and teachers can tailor to meet their needs. The SEAS bank is fully editable.

Creating Goal and Objective and/or Goal/Progress Sheets

To create a goal and objectives or goal/progress sheet, select the appropriate link to the form for the student under “IEP” on the “Main Menu.”

- Select the student from the “Select a Student” list.
- Select the “Bank.”
- Select the “Area of Need.”
- Select the “Grade.”
- Select the “Subarea of Need” or skip to goals.
- Once you have selected a subarea, the “Standards” tier will display (except in the CLASS bank). The list of standards correlate with the chosen area, grade, and subarea selected previously.

Please Note: If you “Skip” the subarea, the only option in the “Standards” tier will be “Skip to Goals.”

- Select “Skip To Goals” or the appropriate “Standard” and click “Next.”

Please note: Standards cannot be edited in the IEP Wizard or Goal Bank Management, nor can they be added to an existing bank. Standards can only be edited on the goal page.

- If a standard has been selected, the standard will display below the Bank, Area of Need, Grade, and Subarea of Need, and above the Annual Goal(s).

Please note: If a standard was not selected, the Standard display box will not appear.

- Select the appropriate “Goal(s)” or click the checkbox next to “Add Your Own Goal” and click “Next.”

Please note: The option to “Write Your Own Goal” will only be available in banks that contain standards.

Additionally, writing your own goal on this page does not add that goal to the goal bank. To add a goal to the goal bank, it must be added through “Goal Bank Management.”

Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP and Transition Activities

Student's Name: Adams, Gomez Previous Goal Areas: Language (LCCE)

Bank: SEAS Area of Need: Mathematics

Grade: 12 SubArea of Need: Functions

Standards: Distinguish comparisons of absolute value.

Next

0 = Original D = District U = User

Select	Annual Goal	Type	Added By
<input type="checkbox"/>	**Write Your Own Goal** Please note: This goal will display on the form but will not be saved in the bank.	D	Zieleniuk, Jeff
<input checked="" type="checkbox"/>	shall understand meanings of operations and how they relate to one another.	D	Lee, Steve

Next

- Select the appropriate objective or click the checkbox next to “Add your own Objective.” Click “Next.”

Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP and Transition Activities

Student's Name: Adams, Gomez Previous Goal Areas: Language (LCCE)

Bank: SEAS Area of Need: Mathematics

Grade: 12 SubArea of Need: Functions

Standards: Distinguish comparisons of absolute value.

Goal: [STUDENT] will demonstrate an understanding of absolute values.

Previous Next

0 = Original D = District U = User

Select	Objective	Type	Added By
<input type="checkbox"/>	Add your own Objective		
<input checked="" type="checkbox"/>	[STUDENT] will compare absolute values correctly 5 or more times out of 10 attempts.	D	Lee, Steve

Previous Next

- The selected standard, goal(s), and objective(s) display. If “Add your own Objective” was selected, type the objective under “Benchmarks/Short-Term Instructional Objectives.”

Please note: Writing your own objective on this page does not add that objective to the goal bank. To add an objective to the goal bank, it must be added through “Goal Bank Management.”

- Goals and objectives may be edited on the “Create/Update” page to meet the student’s needs.

Please note: Changes made to goals and objectives on this page do not reflect in the goal bank.

- After verification that the goal and objectives selected and/or written meet the student’s needs, click “Next” and the goal/progress sheet displays.
- If necessary, additional editing to goals and objectives may be done on the goal/progress sheet. Once the form is complete, click “Save” to save the goal/progress sheet as part of the student’s record.

Creating Goal Only Sheets

The functionality for creating a goal only sheet varies whether you are selecting one (1) or no Standards or selecting multiple Standards. To create a goal only

sheet, select the appropriate link to the form for the student under “IEP” on the “Main Menu.”

- Select the student from the “Select a Student” list.
- Select the “Bank.”
- Select the “Area of Need.”
- Select the “Grade.”
- Select the “Subarea of Need” or skip to goals.
- Once you have selected a subarea, the “Standards” tier will display. The list of standards correlate with the chosen area, grade, and subarea selected previously.

Please Note: If you “Skip” the subarea, the only option in the “Standards” tier will be “Skip to Goals.”

- Select “Skip To Goals” or the appropriate “Standard(s)” and click “Next.”

Please note: If the user chose “Skip to Goals” or if a standard was not selected, the Standard display box will not appear.

Home Change Student Exit

Create/Update Standards Goal Only

Measurable Annual Goals

Student's Name: Adams, Gomez [View Previous Goal Areas](#)

Bank: AR FRAMEWORKS 07-08 Area of Need: Mathematics

Grade: Grade 7 SubArea of Need: Geometry

Select	Standards
<input type="checkbox"/>	Skip to Goals
<input checked="" type="checkbox"/>	Understand congruence and similarity using physical models, transparencies, or geometry software.
<input checked="" type="checkbox"/>	Distinguish comparisons of absolute value.

If a Single Standard is selected:

- When a single goal is selected and “Next” is clicked, the goal will display in an editable text box below the correlating standard.

Please note: Standards cannot be edited in the IEP Wizard or Goal Bank Management, nor can they be added to an existing bank. Standards can only be edited on the goal page.

- When “Write Your Own Goal” is selected and “Next” is clicked, four (4) goal boxes display below the correlating standard. The user can write a new goal to be added in each of the four (4) boxes.
- When a single goal or multiple goals and “Write Your Own Goal” are selected together on the list of goals, all of the selected goals will display below the correlating Standard and can be edited. Below the selected goals, four (4) goal boxes display allowing the user to write their own goals.

- Once “Next” is clicked, the Goal Only sheet will display.

Home Change Student Exit

Create/Update Standards Goal Only

Measurable Annual Goals

Student's Name: Sanders, Bradley

Bank: SEAS **Area of Need:** Mathematics

Grade: 12 **SubArea of Need:** Functions

Standard 1

Distinguish comparisons of absolute value.

Select	Annual Goal ^ v	Type ^ v	Added By ^ v
<input type="checkbox"/>	**Write Your Own Goal** Please note: This goal will display on the form but will not be saved in the bank.		
<input type="checkbox"/>	<input type="button" value="v"/> shall understand meanings of operations and how they relate to one another.	D	Lee, Steve

Create/Update Standards Goal Only

Measurable Annual Goals

Student's Name: Sanders, Bradley [View Previous Goal Areas](#)

Bank: SEAS **Area of Need:** Mathematics

Grade: 12 **SubArea of Need:** Functions

Standard 1

Distinguish comparisons of absolute value.

Benchmarks/Short-Term Instructional Goal

1. [Student] shall understand meanings of operations and how they relate to one another. ←

2.

3.

4.

5.

Main Menu

If multiple Standards are selected:

- Select the desired Standards and click “Next.” Select the desired goals or “Write Your Own Goal” for the first Standard that is displayed and click “Next.” If more than 25 goals exist in the list of goals, click the corresponding page numbers at the bottom of the list to display the next 25. Goals selected on one page will be retained as you continue to select / view goals on other pages.
- Both a “Previous” and “Next” button will display above and below the Standard and list of goals. See screenshot for placement
- Click “Next” at either the top of the standard or bottom of the goal list. Clicking “Next” will display the next Standard and list of goals correlating to that Standard.
- Select the appropriate goal(s) for that Standard and click “Next.”

- This process will continue until the user has selected goals for all previously chosen standards.

Create/Update Goal Only

Measurable Annual Goals

Student's Name: Sanders, Bradley, New Student [View Previous Goal Areas](#)

Bank: SEAS Area of Need: Math

Grade: K-12 SubArea of Need: Geometry

[Previous](#) [Next](#)

Standard 2 of 3

Understand congruence and similarity using physical models, transparencies, or geometry software. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

0 = Original D = District U = User

Select	Annual Goal	Type	Added By
<input type="checkbox"/>	**Write your own goal** Please note: This goal will display on the form but will not be saved in the bank.		
<input type="checkbox"/>	M-G 2 will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.	0	
<input type="checkbox"/>	M-G 3 will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).	0	
<input type="checkbox"/>	M-G 4 will describe the proximity of objects in space (near, far, close by, below, above, up, down, beside, and next to).	0	
<input type="checkbox"/>	M-G 5 will draw, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, corners, and square corners.	0	
<input type="checkbox"/>	M-G 6 will identify and describe objects in his/her environment that depict plane geometric figures (triangle, rectangle, square, and circle).	0	
<input type="checkbox"/>	M-G 7 will identify, describe, and sort three-dimensional (solid) concrete figures, including a cube, rectangular solid (prism), square pyramid, sphere, cylinder, and cone, according to the number and shape of the solid's faces, edges, and corners.	0	
<input type="checkbox"/>	M-G 8 will identify and create figures, symmetric along a line, using various concrete materials.	0	
<input type="checkbox"/>	M-G 9 will compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, and rectangle/rectangular solid).	0	
<input type="checkbox"/>	M-G 10 will analyze two-dimensional (plane) and three-dimensional (solid) geometric figures (circle, square, rectangle, triangle, cube, rectangular solid, square pyramid, sphere, cone, and cylinder) and identify relevant properties, including the number of corners, square corners, edges, and the number and shape of faces, using concrete models.	0	
<input type="checkbox"/>	M-G 11 will identify and draw representations of line segments and angles, using a ruler or straightedge.	0	
<input type="checkbox"/>	M-G 12 given appropriate drawings or models, will identify and describe congruent and symmetrical, two-dimensional (plane) figures, using tracing procedures.	0	
<input type="checkbox"/>	M-G 13 will investigate and describe the relationships between and among points, lines, line segments, and rays.	0	
<input type="checkbox"/>	M-G 14 will	0	
<input type="checkbox"/>	M-G 15 will identify and draw representations of lines that illustrate intersection, parallelism, and perpendicularity.	0	
<input type="checkbox"/>	M-G 16 will	0	
<input type="checkbox"/>	M-G 17 will identify the ordered pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane.	0	
<input type="checkbox"/>	M-G 18 will classify angles and triangles as right, acute, or obtuse.	0	
<input type="checkbox"/>	M-G 19 using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will	0	
<input type="checkbox"/>	M-G 19 using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will	0	
<input type="checkbox"/>	M-G 20 will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).	0	
<input type="checkbox"/>	will ability to multiply digit numbers with % accuracy.	0	
<input type="checkbox"/>	will computation application skills when given a task on instructional level with % accuracy.	0	
<input type="checkbox"/>	M-G 16 will	0	
<input type="checkbox"/>	M-G 17 will identify the ordered pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane.	0	

1 2

[Previous](#) [Next](#)

- Click “Next” after selecting the last goal for the last standard. All selected standards and correlating goals will display. If desired, the goals can be edited in their display boxes.
- When a single goal or multiple goals and “Write Your Own Goal” are selected together on the list of goals, all of the selected goals will display below the correlating Standard and can be edited. Below the selected goals, four (4) goal boxes display allowing the user to write their own goals.

The screenshot shows a web-based interface for setting goals. At the top, it displays student information: Student's Name: Sanders, Bradley, New Student; Bank: SEAS; Area of Need: Math; Grade: K-12; SubArea of Need: Geometry. There are 'Previous' and 'Next' buttons. The main content is divided into three sections, each representing a standard. Each section starts with a blue header for the standard and a description. Below each standard is a table of benchmarks with numbered rows and edit/delete icons. Red arrows point to the 'Next' button at the top of the first standard, the 'Next' button at the bottom of the second standard, and the 'Next' button at the bottom of the third standard.

- If desired, edit selected goals and write new goals for each standard. Depending on how many goals are selected for each standard, scrolling down the page may be necessary.
- When finished editing goals, click “Next” at the bottom of the goal list or the top of the standard first standard.
- Once “Next” is clicked, the Goal Only sheet will display.