

Goalview® Handout

Developed by the Utah Personnel Development Center
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“That which we persist in doing becomes easier for us to do; not that the nature of the thing itself is changed, but that our power to do is increased.” ~ Ralph Waldo Emerson

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Educator Insights

“I enjoy using Goalview because it is easy and time effective. For instance, I serve as an Autism Specialist for South Sanpete District, as well as in Piute School District. Because Piute also uses Goalview, I can assist in developing a draft IEP without having to be on the phone long distance.” ~ Carolyn Durfee, South Sanpete School District

“Goalview has been a huge time saver. I was able to practice when it was convenient.... It now takes me about a 1/2 hour to complete a draft IEP. I've found it especially user-friendly when students have transferred within district because I've been able to access their IEPs almost immediately.” ~ Kevin Peters, Academy Park Elementary, Granite School District

References

www.apple.com

<https://goalview.com/ut>

http://www.transcendentalists.com/emerson_quotes.htm

The Utah Special Educator, www.updc.org/library/speducator/index.html

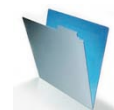
Goalview Tools & Features

Goalview Tools



- Web-based data management tool.
- Complete an IEP and other Special Education forms online.
- Generate progress reports.
- Print all forms in PDF. (Acrobat Reader 5.0 +)
- Create various district reports.
- Manage special education data.

Why a Web-Based Data Management Tool?



- Address teacher paperwork concerns.
- Want to guide compliance.
- Can't afford to be isolated as districts.
- From an administrative point of view, track what services are being offered to students w/ disabilities at a district and school level.
- Promote "We know where we are" attitude by having information digitally accessible.
- Address the Medicaid reimbursement change.
- More informed and meaningful conversations about students.

Goalview Features



- IEP team has shared access.
- Not platform specific (Mac and PC friendly).
- Access wherever there is Internet access (district, home, etc.).
- Communicates with district student information system.
- Populates information into forms.
- Allows to copy and paste from a word processor.
- Automatic updates (No CDs or floppy needed).

Entering Information Into Goalview



- Much of the information is populated by district's Student Info System.
- Enter and edit text in a text field.
- Copy and paste from a word processor or email.
- Use autotext or goalbank.
- Select from a drop down menu.
- Check a box/ Use Radial buttons

Logging In to Your District GoalView Website



Launch Your Internet Browser

For Live Site: <https://goalview.com/ut> (Real Data)

Log In Procedures

USER ID: uofustudent

Password: practice

1. Type your user name (Your district email address).
2. Type your Password.
3. Hit "Return" or click "go"



Your district will provide you with a user ID and password.

IMPORTANT: USER NAME AND PASSWORD ARE CASE SENSITIVE!

Special Education Forms

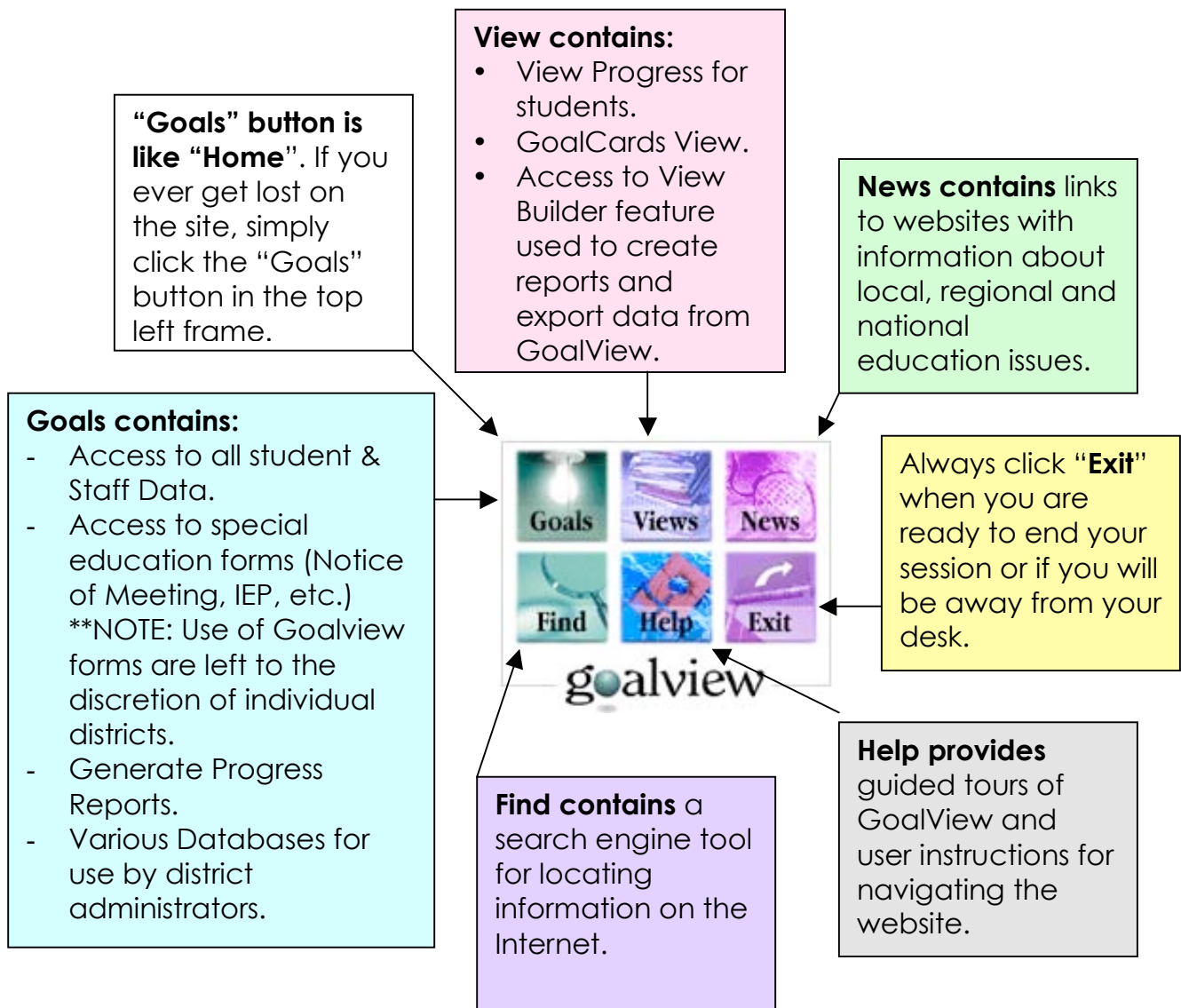
List of Forms

Special Education Form:	Goalview Folder Name:
Notice of Meeting	<u>Notice</u>
At-Risk Documentation (General Ed Form)	<u>Intervention</u>
Referral for Special Education	<u>Referral</u>
Prior Notice & Consent to Evaluate/Reevaluate	<u>Consent</u>
Evaluation Results Summary	<u>Evaluation</u>
Eligibility Determination for Special Education Services	<u>Eligibility</u>
Individualized Educational Program	<u>IEP</u>

****NOTE: Your individual districts will determine when you will use these forms ****

Navigating the Goalview Site

Once you've logged in, you are on a secured Intranet site. Locating individual students and forms is similar to navigating documents and folders on your computer.

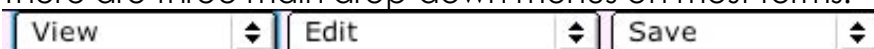


General Navigating Guidelines

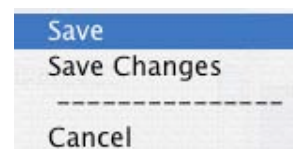
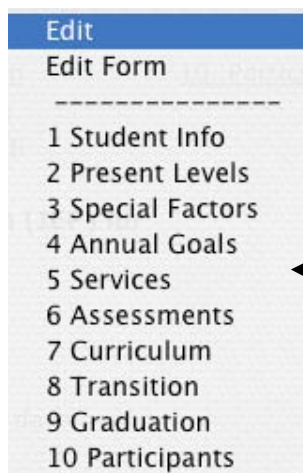
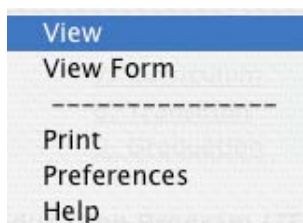
- ONLY use the folders and buttons in the far left frame.
- Do not use the “Back” and “Forward” arrows on the web browser toolbar.
- Select a folder or link by clicking it once. Double clicking may cause the browser to freeze.
- Entering information and editing of forms will take place in the right frame.

Navigating on an IEP Screen

- There are three main drop-down menus on most forms:



- Print is currently found under “View”.
- Select “Edit” in order to fill out the form.
- Select “Save Changes” under Save to save work.



****NOTE:** Your browser will work faster selecting one component at a time instead of “Edit Form”.

Navigating Autotext

- Select the “Autotext” link. A separate window opens.
- Check the items that apply to the student.
- Click “Save” at the top of the window. The window will save and close.
- The text will appear in the text box. Click inside the text and edit.

Navigating Goals

- Select “Add Goals” or “Edit Goals”. A Separate window will open.
- ONLY use the “Next” and “Previous” links inside the window to navigate back and forward.
- ONLY save when the “Save” option appears in the top right corner of the window.

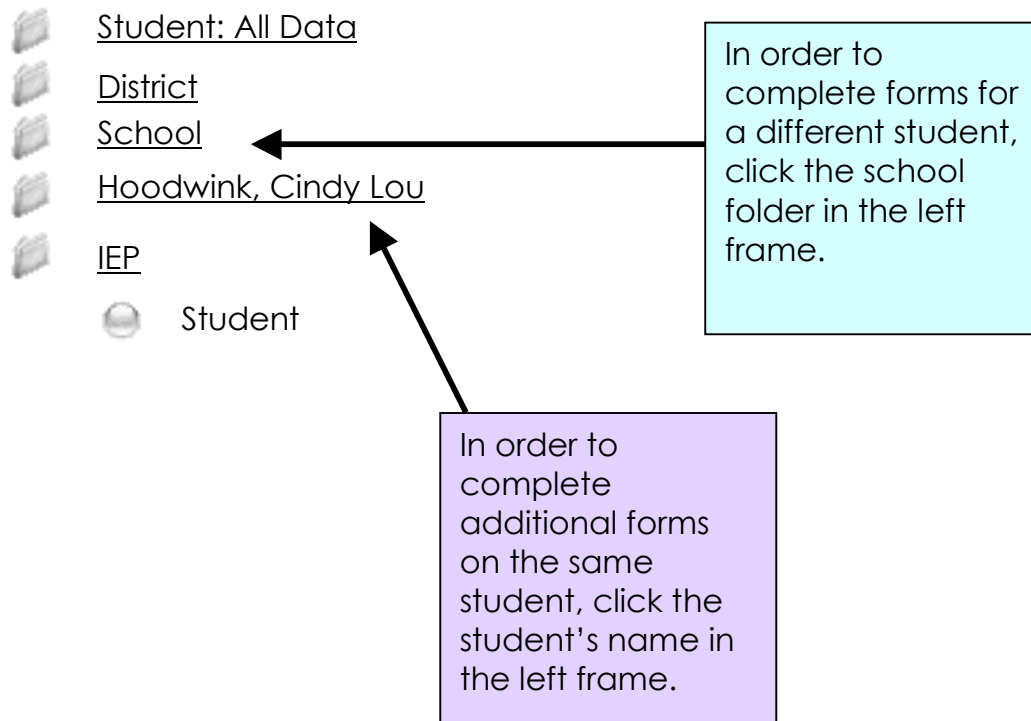
Accessing a Student

Step 1: Select the "Student: All Data" Folder in the left frame. ****NOTE:** You will have access to the school(s) you are assigned.

Step 2: Select your student.

Step 3: Select the form you wish to complete (Notice, Consent, IEP, etc.)

Step 4: Select student. (The student's form will appear in the right frame.)



REMINDERS:

- You cannot add or delete students to the system. This is done automatically through your student information system nightly.
- If there are mistakes in the student information contact your Goalview Manager or district designee.
- If this is an initial IEP follow procedures outlined by your district.

Developing an IEP

REMINDER: Prior to generating a Draft IEP, review formal/ informal test data and consult members of the IEP Team, including the parent.

***** The IEP form autosaves anytime you leave a step, as well as every few minutes. You may also manually save by selecting “Save Changes” under the “Save” drop-down menu. *****



Steps on Completing an IEP/Annual Review Using Goalview

Prior to the IEP or Annual review:

- ❑ Send a Notice of Meeting to parent and other team members regarding the upcoming IEP. Make a copy of the parent notice for the file.
- ❑ Gather baseline data, progress data, and other important information from all team participants, including the parent, in preparation for developing a draft IEP.

Now you are ready to log onto Goalview. Select the specific student’s IEP.

A) Entering information for each of the 10 steps under the edit menu on the IEP template.

Step	Tasks
Step 1: Student Information.	<ul style="list-style-type: none"> ❑ Enter upcoming IEP meeting date. ❑ Enter due date or date will be populated (Defaulted to 1 year from IEP meeting date).
Step 2: Present Levels	<ul style="list-style-type: none"> ❑ Enter data and statements in each applicable area that describe: <ul style="list-style-type: none"> ○ Baseline data (current level of performance) and ○ How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for non-disabled children); or ○ For preschool children, as appropriate, how the disability affects the child's participation inappropriate activities;

Step 3: Special Factors	<ul style="list-style-type: none"> ❑ Consider each special factor. ❑ If the IEP Team determines that the student has a need, check “addressed in the IEP”. ❑ If no needs in that area, check “not needed”.
Step 4: Annual Goals.	<ul style="list-style-type: none"> ❑ Enter measurable annual goals, including objectives or benchmarks related to: <ul style="list-style-type: none"> ○ Baseline data in the PLEP, ○ Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for non-disabled children), or for preschool children, as appropriate, to participate in appropriate activities; and ○ Meeting each of the child's other educational needs that result from the child's disability; ❑ Document how progress towards goals will be measured. ❑ Document how progress will be reported to parents.
Step 5: Services	<ul style="list-style-type: none"> ❑ Identify at least one special education service (specialized instruction). ❑ Identify related service(s) required to assist student to benefit from special education. ❑ Identify program modifications, supports for school personnel, and/or supplementary aids and services, etc. that help the student: <ul style="list-style-type: none"> ○ Advance appropriately toward attaining the annual goals. ○ Be involved and progress in the general curriculum, to participate in extracurricular, and other nonacademic activities. ○ Be educated and participate with other children with disabilities and non-disabled children.
Step 6: Assessments	<ul style="list-style-type: none"> ❑ Identify how the student will participate in district and statewide assessment(s). ❑ Identify accommodations, if any, that the student may need in order to participate in the assessment.
Step 7: Curriculum	<ul style="list-style-type: none"> ❑ Identify the extent to which student will participate with non-disabled peers in the general curriculum, extracurricular, and nonacademic activities.

Step 8: Transition	<ul style="list-style-type: none"> ❑ For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of the transition service needs of the student, including the student's course of study. ❑ For each student, beginning at age 16 (or younger if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. ❑ Age of majority statement, beginning at least one year before the student's 18th birthday.
Step 9: Graduation	<ul style="list-style-type: none"> ❑ Answer whether graduation requirements are or are not amended by the IEP. ❑ If amended, the IEP must document the nature and extent of modifications, substitutions and/or exemptions made to accommodate a student with disabilities.
Step 10: Participants	<ul style="list-style-type: none"> ❑ Determine ESY ❑ Determine placement in LRE: initial, maintain current, or change. ❑ List the participants of the IEP. ❑ Indicate date parents received a copy of IEP in Comments.

- B) Print a Draft IEP
- C) Hold the IEP meeting.
- D) If an annual review, review previous year's IEP.
- E) Make edits as recommended by IEP Team. If an annual review, indicate that you reviewed the previous year's IEP under Step 10: Participants.
- F) Print Final IEP
- G) Obtain signatures. One copy of the IEP goes to parents. Another copy is placed in the student's special education folder. Make copies as necessary for other IEP team members.

Adding Goals

Once PLEPs have been entered:

Step 1: Select “Annual Goals” under the “Edit” drop-down menu.

Step 2: Document how progress towards goals will be measured and how progress will be reported to parents (Check all that apply).

1. Cindy Lou's progress towards her annual goals will be measured using
 - test scores
 - curriculum based assessment
 - grades
 - behavior observations
 - work samples
 - checklist of activities
 Other

2. Cindy Lou's progress will be reported to her parents using
 - report cards
 - progress reports
 - GoalCards
 - parent/teacher conferences
 Other

Step 3: Select “Add Goals”. A pop-up window will appear.

REMINDER: ONLY use the “Next” and “Previous” links inside the goal pop-up window to navigate back and forward. ONLY save when the “Save” option appears in the top right corner of the goal window.

Now you will follow a series of pop-up windows that will guide you through the process of adding specific measurable goals and objectives.

<p>Step 1: Select Area then click “Next”</p>	<div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">Select Area for Cindy Lou Hoodwink</div> <p style="margin-left: 20px;"> UT Language Arts (GE) UT Mathematics (GE) SE Language & Speech </p>
<p>Step 2: Select Topic then click “Next”</p>	<div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">Select Topic for Cindy Lou Hoodwink</div>
<p>Step 3: Add goals by either checking the box</p> <p>OR</p> <p>Add your own (indicate the given and task only).</p>	<div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">Add Goals for Cindy Lou Hoodwink</div> <div style="margin-top: 10px;"> <input checked="" type="checkbox"/> understand and apply measurement tools, formulas, and techniques [Standard 4] </div> <div style="margin-top: 10px;"> <input type="text" value=", using a calculator, solve two-step story problems"/> </div>

REMINDER: Goals address needs indicated in PLEP.

Step 4: Add objectives by checking the box, then click "Next"

OR

Add your own (indicate the given and task only), then click "Next".

- understand and apply measurement tools, formulas, and techniques [Standard 4]
- understand measurable attributes of objects and the units, systems, and processes of measurement [Objective 4.1]
- measure length, area, volume, and angles to appropriate levels of precision
- determine perimeters of polygons and circumferences of circles; areas of triangles, parallelograms, and circles; volumes of right rectangular and triangular prisms and cylinders; and surface areas of right rectangular and triangular prisms and cylinders using formulas

, using a calculator, solve two-step story problems

identify problem in a story problem

identify the correct operation to solve the story problem

using a calculator, solve one-step story problems

REMINDER: Objectives can correspond to the end of each grading period and maybe a task analysis of the goal.

Step 5: Add measurement criteria then click "Next" if you have more than one goal or "Save" to preview.

Goal 1 Cindy Lou Hoodwink will understand and apply measurement tools, formulas, and techniques [Standard 4]

Responsible	?
Baseline	25%
Target	90%

REMINDER: Criteria addressed is based on individual need and is an IEP Team determination.

Step 6: At this point you can preview the goals and make changes.

Once you've previewed, click "Save"

Cindy Lou will , using a calculator, solve two-step story problems starting 05/19/2004, without any current achievement, and with 90% target achievement completed by 05/19/2005. 0% Active

Cindy Lou will identify problem in a story problem starting 05/19/2004, without any current achievement, with 90% target achievement and completed by 05/19/2005. 0% Active

Cindy Lou will identify the correct operation to solve the story problem starting 05/19/2004, without any current achievement, with 90% target achievement and completed by 05/19/2005. 0% Active

Cindy Lou will using a calculator, solve one-step story problems starting 05/19/2004, without any current achievement, with 90% target achievement and completed by 05/19/2005. 0% Active

If you want to make a change:

- Click on the bubble in front of the goal or objective,
- Make the change, and
- Click "Save" to return to the preview window.

Step 7: The window will close. Click "Save Changes" under the Save drop-down menu to update your IEP.

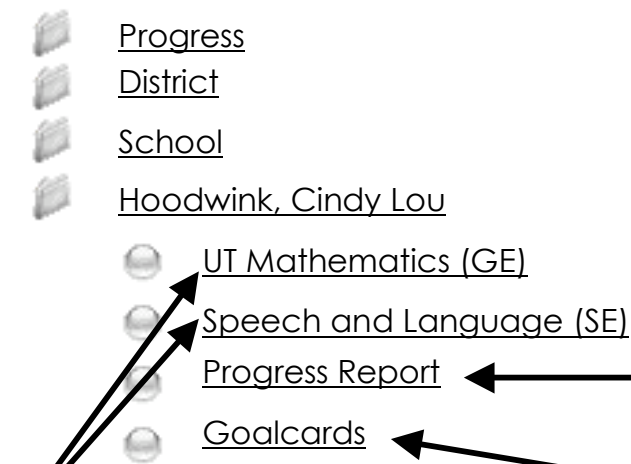
You can keep track of your last save by the time indicated.

Progress Reports

Accessing Progress Reports

Step 1: Select Progress link on the main page.

Step 2: Select Student (You may have to select school).

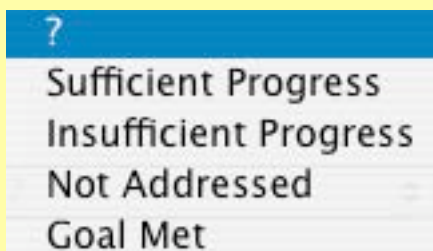


Printing Progress Reports

- A) Make sure all updates have been made and you've saved your changes.
- B) To print, click the Progress Report link in the left frame. **(Print 2 copies)**

Editing Progress Reports

- Step 3:** Select Goal Category [Mathematics (UT), Speech & Language (SE)], etc.
- Step 4:** Select "Edit" – Update percentages and select amount of progress made:



- Step 5:** Select "Notes" to add notes regarding progress
- Step 6:** Select "Save"

Goalcard

- A) A simple progress report that contains percentages only.
- B) No ability to edit.
- C) Can serve as a weekly update to parents.

REMINDER: Parent(s) must be informed of progress at least as often as parents of non-disabled children are informed.

Report on:

- A) Child's progress toward the annual goals.
- B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

Printing Forms

In order to print any form in Goalview, including progress reports, you need to have Adobe Acrobat 5.0 + (MAC and PC) or Preview (MAC).

Your computer should come installed with these programs as part of the operating system. Refer to your district technology department.

***You are ready to print when all sections of a form are green. Goalview allows you to preview your form prior to printing.**

Print enables you to print **draft** and **final** versions of forms in HTML and PDF. You can also print previously archived final versions of the current document, e.g., **print IEPs for this year, last year** and as **many years** as the student has archived documents.

Printing a Form

Step 1: Select "Print" under the "View" drop-down menu. **A separate print window will open.**

Your current document **contains errors and is not ready to print. (Draft ONLY)**

OR

Your current document **is error free and ready to print. (DRAFT or FINAL)**

Step 2: Select "PDF Draft" or "PDF Final" under the Print drop-down menu. **A draft of the IEP will open using Adobe Acrobat Reader. This may take a minute or so.**

REMINDER: GoalView helps you ensure the correctness of your form with the Print function, and will not display a printable version of your forms if there are errors in your document. You will be notified and allowed to edit and fix those errors.

Step 3: Select either the printer icon or "File-Print". **A familiar print prompt window will open – follow normal printing procedures for your network or computer.**

