



Saskatchewan
Ministry of
Education

PERSONAL PROGRAM PLANS (PPP)

SMART OUTCOMES AND STUDENT OUTCOME RUBRICS

LIVING DOCUMENT

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PREFACE

This manual is a living document and will be revised in conjunction with the development of a provincial electronic Personal Program Plan (ePPP).

The current version may be accessed on the Ministry of Education's Blackboard Course Management System at <https://www.edonline.sk.ca/>

username: ppp

password: 123

Do not change the password as it will block subsequent users from the site.

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Chapter 1

PERSONAL PROGRAM PLAN DEVELOPMENT

A PPP is Not:

- a daily lesson plan
- a description of everything that will be taught to the student
- a contract
- static and designed to last forever
- a cumulative record/file of the student's school history
- perfect

(*Saskatchewan Learning*
2001)

What is a Personal Program Plan

A Personal Program Plan (PPP) is a written document developed and implemented by a collaborative team. It is a compilation of student outcomes that have the highest priority for the student during the year.

It includes:

- student identification and background information;
- student strengths, needs and preferences;
- current levels of performance;
- annual student outcomes (SMART);
- short-term objectives (SMART);
- strategies and resources;
- team members who will implement the PPP, and the location for implementation;
- plans for evaluation and review;
- procedures for reporting;
- plans for transitions; and
- signatures of team members.

A PPP should consider meaningful adult outcomes. These outcomes are defined by:

- optimal independence and self-determination;
- meaningful participation in community;
- social networking opportunities;
- a healthy and safe lifestyle; and
- meaningful employment.

Who Needs a Personal Program Plan?

A PPP is required for students who:

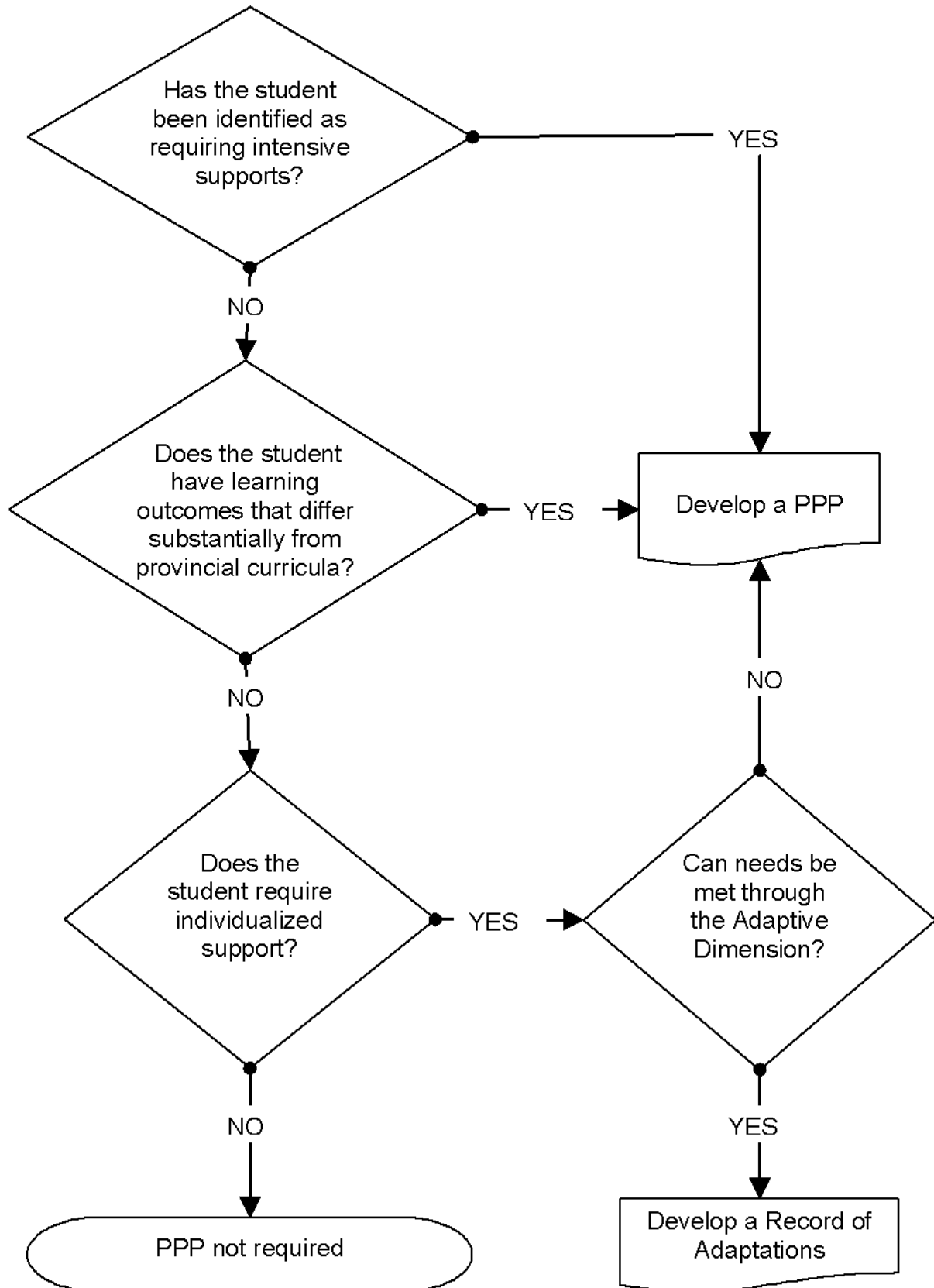
- are working on learning outcomes that differ from those in provincial curricula* for their grade level;
- require continuing interventions and individualized supports (beyond the Adaptive Dimension); or
- have been identified as requiring intensive supports level 1 or 2.

Every student who requires a PPP will not meet criteria for intensive supports.

All students identified for intensive supports will require a PPP.

*Provincial curricula in grades 10, 11 and 12 include Regular Education Programs (Locally Modified and Core) and Alternative Education Programs.

WHO NEEDS A PPP?



What is a Record of Adaptations?

The **Adaptive Dimension** refers to the concept of making adjustments in your educational program to accommodate the student's learning needs. The Adaptive Dimension allows teachers to make adjustments to their instructional practices, learning environment, and curriculum topics and materials to accommodate diversity and to help all students achieve the curriculum objectives. The Adaptive Dimension is for all students; however, all students do not require a Record of Adaptations.

A **Record of Adaptations** details strategies for those students who follow approved Saskatchewan curricula but require extensive and continuing use of the Adaptive Dimension (Saskatchewan Education, 1992) for either

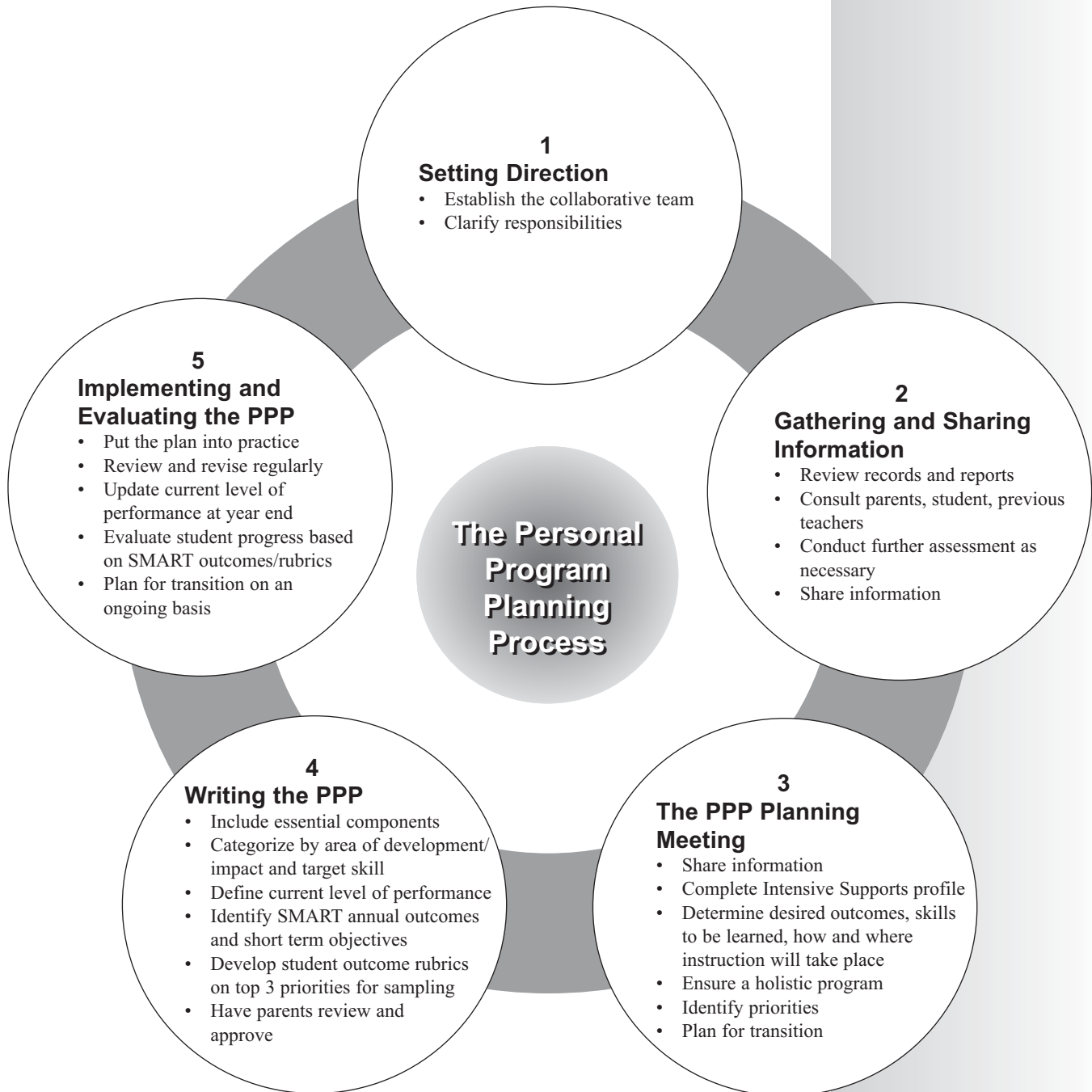
- accommodations/adaptations to enable students with learning difficulties to successfully achieve the learning objectives of their assigned grade level; or
- adaptations/extensions (enrichment strategies) to add breadth and depth to the achievement of grade level learning objectives.

A Record of Adaptations is part of the ePPP at

<https://www.edonline.sk.ca/> but may be used separately for students who do not require a PPP.

The Personal Program Plan Process

It is expected that school divisions will develop guidelines for developing PPPs.



The Collaborative Team

A PPP is more likely to be implemented successfully if all parties involved in its implementation are members of the planning team. The composition of each team varies, reflecting the individual needs of each student.

The collaborative team may include, but should not be limited to:

School Team

- parent/guardian
- student, when appropriate
- classroom teacher
- administrator
- resource/special education teacher
- educational assistant

School Division Team

- consultant/coordinator
- speech and language pathologist
- psychologist
- counsellor
- social worker
- occupational therapist
- physical therapist

Other Agencies

- Health
- Justice
- Community Resources

When deciding who should attend the planning meeting, it is important to **give consideration to achieving a balance between the natural supports within a student's life and specialists' expertise.** Parents should always be welcome to bring a support person.

The Planning Meeting

The meeting process should be clear and simple and one that invites and encourages participation in a relaxed and respectful atmosphere.

Conducting a PPP Meeting

1. Send an agenda* prior to meeting
 - indicate time and place of meeting
 - list items for discussion
2. Open the meeting by
 - introducing everyone present, when necessary
 - stating the purpose of the meeting and its time lines

- reviewing the agenda and making changes as required
 - choosing a recorder
 - encouraging participants to contribute openly
3. Move through the agenda by
 - discussing agenda items
 - summarizing the discussion and agreeing on follow-up actions for each agenda item (identifying what is to be done, who will do it, and when it will be done by)
 - encouraging collaboration and consensus, using problem-solving strategies when necessary
 - ensure parents are asked directly for their input
 4. Close the meeting by
 - summarizing the decisions the team has made
 - determining items for the agenda of the next meeting
 - setting a date for the next meeting
 - thanking participants for their time and contributions
 5. Follow up the meeting by
 - distributing a copy of the minutes
 - distributing appropriate documents or forms
 - discussing the minutes of the meeting with the student and/or parent (if they were not present)

*Agenda items for meetings will typically be determined by the team's place in the planning process. Agenda items may include but are not limited to:

- establishing roles and responsibilities
- reviewing background information
- sharing updated information about the student
- prioritizing student needs
- identifying priority Areas of Development/Impact
- describing current levels of performance
- identifying annual outcomes and short-term objectives
- writing the PPP
- approving the PPP
- developing and implementing a daily plan
- evaluating student progress
- reviewing the PPP

One model that can be used to assist in information gathering and sharing is Multi-Action Planning System (MAPs) (see Appendix B of *Creating Opportunities for Students with Intellectual or Multiple Disabilities*, Saskatchewan Learning 2001). MAPS is a family and student oriented approach for deciding on PPP priorities. It focuses on the student's strengths and needs and involves parents as partners in the planning session. Consideration must be given to all areas of development in order to ensure a holistic program. It is then essential to prioritize the annual student outcomes before writing the PPP.

Ensure that the priority Areas of Impact from the Student's Intensive Supports profile align with the priority outcomes in the PPP.

Living Document

The May 2008 version of the ePPP is updated to align the Areas of Development/Impact with the Areas of Impact in the Intensive Supports Profile.

Areas of Development/Impact

- Academic
- Communication
- Independence/ Problem Solving/ Work Habits
- Motor Skills/Sensory
- Safety
- Personal/Social Well-being
- Physical Health/ Medical/Personal Care
- Transition

Expanded descriptions of the aligned Areas of Development/Impact will be included in the next revision

Areas of Development/Impact and Target Skills

All areas of development should be considered by the team. The priorities identified are categorized by area of development and target skill. Areas of development are defined and examples of possible target skills are listed below. When target skills may fit into more than one area (e.g., conversation skills may fit either communication or social competence), choose the one most appropriate for your student.

A planning tool which considers the areas of development in relation to five different instructional environments is provided in Appendix A-1.

Academic

The essential focus is on attainment of functional skills in reading (for leisure and attaining information), writing and mathematics.

Target skill examples are:

- reading - safety signs/words
- math - making change

Communication

Communication focuses on expressive and receptive competence. It is the ability to effectively convey a message to another person and the ability to effectively receive, understand and react to a message from another person. Communication includes, but is not limited to, speech. For those who are unable to use speech there are several methods of augmentative communication that can be examined.

Target skill examples are:

- articulation
- using PECs to order food

Personal Management

The ability to take care of oneself. It includes such skills as toileting, grooming, food preparation, money management, shopping and transportation.

If a student is unable to administer to their own self care and requires personal assistance in this regard, the type and extent of this support is included in the PPP. It is also noted in the PPP if eventual independence in personal care is an intended outcome.

Target skill examples are:

- crossing the street
- responsibility for FM system

Social Competence/Social Networks

The skills necessary for initiating and maintaining social interaction and friendship are emphasized.

Target skill examples are:

- table manners
- reciprocal play

Leisure/Recreation/Physical Wellness

Consideration is given to the student's physical fitness and nutrition, spiritual values and ethics, emotional health, family concerns, community participation, intellectual growth (with respect to multiple-intelligence theory), social concerns and vocational prospects.

An understanding of 'how to engage' and a willingness to participate in passive and active leisure activities is important. This learning and appreciation applies to both individual activity and group activity.

Target skill examples are:

- fitness
- extra curricular activities

Career/Work Exploration

Skills that will be necessary for work exploration will vary with each job and the student's skills and abilities. Preparation might include doing classroom and home jobs with others as well as independently. Abilities to consider and plan for work in the community may include following work routines, understanding rules and codes of safety, following schedules, travelling to and from work and interacting appropriately with co-workers and customers.

Target skill examples are:

- navigation of the work environment
- career awareness

Task Performance/Work Habits

The skills necessary for beginning a task and bringing it to successful completion are addressed. This would include such skills as listening to directions, preparing, following directions, maintaining concentration, persevering with a task, time management, tempo management, problem solving, neatness and cleaning up after the task is finished.

Target skill examples are:

- following a schedule
- working independently

Other

e.g., Orientation and Mobility

Students with a visual disability require the skills to move independently, safely and purposefully through their environment. To learn to do so with little or no sight requires careful and effective instruction.

Target skill examples are:

- using a cane
- navigating the school

e.g., Visual Efficiency

It is important that students with a visual disability make optimal use of their residual vision. Typically these skills have to be trained and reinforced through systematic instruction.

Target skill examples are:

- tracking light
- eye gaze

Intensive Supports/Impact Assessment Profile

The **Intensive Supports/Impact Assessment Profile** used by school divisions to identify students requiring Intensive Supports Level I or II uses the terminology of Areas of Impact. The following chart is being provided to assist with cross referencing.

Identified Areas of Impact should be reflected a priority Areas of Development within the PPP.

Areas of Impact	Areas of Development
• Current Learning Achievement	• Academic
• Communication	• Communication
• Independence/Problem Solving/Work Habits	• Career and Work Exploration • Task Performance/Work
• Physical/Motor Skills/Sensory	• Personal Management • Other
• Safety	• Other
• Personal/Social Wellbeing	• Social Competence and Social Networks • Leisure/Recreation/Wellness
• Physical Health/Medical/Personal Care	• Personal Management
• Transitions	

Current Level of Performance (CLP)

The CLP should:

- identify what the student is currently able to do (or not do) as it relates to the target skill
- be as specific as possible using objective, descriptive language (positive and negative)
- establish a baseline from which to measure future progress

The CLP should not:

- use evaluative language such as “poor,” “lazy,” or “inappropriate”
- rely on standardized test scores which do not provide a measure of individual skills but tend to measure clusters of skills
- use diagnostic information available elsewhere in the PPP (e.g., has Cerebral Palsy)

It is frequently necessary to collect additional data in order to clarify CLP. Any member of the team should be able to picture exactly what a student is currently able to do after reading the CLP.

Example of a **Current Level of Performance**:

When told to stop or switch activities, Jane responds with hollering, crying, hitting the adult who is directing her and/or throwing objects. This occurred following 15/18 requests over two consecutive days of tracking in early September.

Annual Student Outcomes and Short-term Objectives

- An **annual student outcome** is a concise description of what a student will know and be able to do by the end of the school year (or end of semester at the secondary level).
- The **short-term objectives** are the developmental steps that lead to the annual student outcome: the annual student outcome broken down into sequential, manageable components.

Annual student outcomes and short-term objectives are:

- framed in positive terms - **what the student will do, not what he or she will stop doing**; and
- **SMART**.

Specific
Measurable
Achievable
Relevant
Time-related

[Student] will
 [action]
 [what/how]
 [by what criteria]
 [where]
 [by what date]

- S**pecific: written in clear language
- M**easurable: allows student achievement to be assessed and evaluated
- A**chievable: realistic for the student
- R**elevant: meaningful for the student
- T**ime-related: can be accomplished within a specific time period, typically one school year or end of semester

Example of a SMART Annual Outcome:

By June, when provided with a 3-minute warning using a picture schedule, Jane will follow the direction to change activities in the classroom setting at least 8 out of 10 times on at least 4 out of 5 consecutive days.

Well written annual student outcomes that meet SMART criteria have the following characteristics:

Specific

- Level of support is clear and specific (“when provided with a 3 minute warning using a visual clock”).
- Uses clear action verbs or qualifying phrases (demonstrate by *pointing*, identify by *naming*).
- Targets one skill, set of skills, or routine: “... wash hands independently” (turn on tap, wet hands, get the soap, lather, rinse, dry, turn off tap).
- Use of parenthesis (as above) or attachments that contain further detail of supports, prompts, or steps in a routine may help to clarify and avoid confusion.

Measurable

- Uses a measurement of trials (rather than percentage) as an accuracy measure when the number of trials is small and discrete (separate and easily counted).
- Uses percentage as an accuracy measure when the numbers are large.
- Uses both a consistency measure and a degree of accuracy measure when appropriate.
- Avoids 100% unless it is a health or safety issue.

Achievable

- Are consistent with the student’s ability and past rate of progress.
- Challenge the student but be achievable (**a meaningful stretch**).

Relevant

- Are established as priorities by the team.
- Important to the student’s future needs.

Time Related

- All outcomes are written as annual or end of semester.

Some verbs to avoid:

- know, feel
- consider, acquire
- think, be aware of
- understand, value
- remember, appreciate
- believe, learn

“I have changed the way I form my PPP goals. Now they are much more accountable.”

(Teacher, 2005)

Developing Short-term Objectives

Short-term objectives represent a task analysis of the component steps involved in reaching the annual student outcome. They should be attainable within a reasonable period of time, typically within six to eight weeks. They may align with school reporting periods.

Task analysis in the form of short-term objectives provides a way of determining the skill acquisition sequence towards a desired outcome.

- There should be enough steps identified to allow efficient and systematic teaching.
- Each step can itself be analyzed if the student has difficulty performing the step.
- Type of support is stated.

It is important that there is a direct sequential linkage from current level of performance in the target skill, through the short-term objectives, to the expected outcome.

Example of Short-term Objectives:

By October 15, when provided with visual timer and a picture schedule, Jane will follow the direction to change activities in the classroom by putting away one item with verbal prompts, modelling and physical assistance at least 8 out of 10 times on at least 4 out of 5 consecutive days.

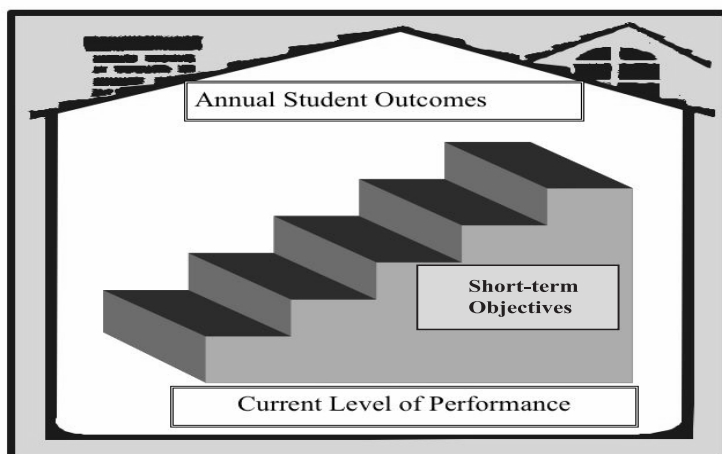
By January 15, when provided with visual timer and picture schedule, Jane will follow the direction to change activities by putting away 3 items with verbal prompts, 8 out of 10 times on at least 4 out of 5 days.

By April 15, when provided with a 3-minute warning using a picture schedule, Jane will follow the direction to change activities by putting away all necessary materials and moving to the next activity with physical assistance, at least 8 out of 10 times on 4 out of 5 days.

A sample page from a PPP is provided in Appendix A-2.

The house analogy serves to illustrate the linkage and sequence involved:

- The ground floor is where the student currently achieves in a targeted skill, the current level of performance.
- Short-term objectives are the steps that take a student from one floor to the next.
- The next floor is where we anticipate the student will be by the end of the year (annual student outcome).
- Through task analysis (breaking the annual outcome into manageable short-term objectives), we assist the student to reach the annual student outcome.



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Chapter 2

DEVELOPING STUDENT OUTCOME RUBRICS

Student Outcome Rubrics

A student outcome rubric is a tool which is used to evaluate annual student outcomes from the PPP at the end of the school year or semester.

It may not be practical to develop a SOR for every annual student outcome listed in a PPP or for every student.

- Three rubrics, selected from priority Areas of Development, are sufficient to serve as a measure of individual student progress. (Kiresuk, et al. p. 194).

In developing SORs, consider students who:

- appear to make very little progress from year to year
- require behavioural outcomes
- require personal care outcomes that overlap between home and school
- appear to have no buy-in to their programs

In developing SORs, consider annual outcomes that:

- involve more than one professional
- include parent participation and/or student participation
- can be envisioned beyond the annual outcome (at least a two year plan)
- are a priority as determined by the team
- are difficult to evaluate

A blank SOR form is provided in Appendix A-3.

The following illustrates a completed SOR:

Example of STUDENT OUTCOME RUBRIC

Area of Development: Transitions		Target Skill: Arriving at homeroom on time
Current Level of Performance	Jim does not go to his homeroom independently when the bell rings. He wanders the halls or goes to the library. He goes to his homeroom only after being escorted by a teacher or assistant (EA/TA) on 9 out of 10 consecutive days.	
1 Much less than expected	By June 2006, when provided with a verbal reminder and a physical prompt (accompaniment to the classroom), Jim will report to his home room by 9:00 a.m. on at least 8 out of 10 consecutive days.	
2 Somewhat less than expected	By June 2006, provided with a verbal reminder , Jim will report to his home room by 9:00 a.m. on at least 8 out of 10 consecutive days.	
3 Expected	By June 2006, Jim will independently report to his homeroom by 9:00 a.m. on at least 5 out of 10 consecutive days.	
4 Somewhat more than expected	By June 2006, Jim will independently report to his homeroom by 9:00 a.m. on at least 7 out of 10 consecutive days.	
5 Much more than expected	By June 2006, Jim will independently report to his homeroom by 9:00 a.m. and 1:00 p.m. on at least 9 out of 10 consecutive days.	

How is a SOR Created?

Like a PPP, a SOR is created by a team for an individual student. The number of SORs that are created should be determined by the team when the PPP is being prepared.

Step 1. Identify the Area of Development/Impact and the Target Skill

The area of development and target skill are taken directly from the PPP and are placed at the top of the rubric.

Area of Development: <i>Task Performance/Work Habits</i>	Target Skill: <i>Arriving at homeroom on time</i>
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Step 2. Define the Current Level of Performance

The current level of performance (CLP) is also taken directly from the student's PPP and placed on the rubric form. The CLP should identify what the student is currently able to do (or not do) as it relates to the target skill. It should be as specific as possible because it establishes a baseline from which to measure future growth.

Current Level of Performance	<i>Jim does not go to his homeroom independently when the bell rings. He wanders the halls or goes to the library. He goes to his homeroom only when escorted by a teacher or assistant (EA/TA) on 9/10 consecutive days.</i>
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Step 3. Set the Expected Level of Outcome

The SMART annual (or end of semester) student outcome is also taken directly from the PPP. It is placed at level 3 (expected) on the SOR.

Collaborative teamwork is especially important in this step. It tends to be easier to establish expected levels when you work with one or more team members.

3 Expected	<i>By June 2006, Jim will independently report to his homeroom by 9:00 a.m. on at least 5 out of 10 consecutive days.</i>
-----------------------	---

Step 4. Specify Somewhat Less (level 2) and Much Less (level 1)

Levels 1 and 2 describe achievement *below* the expected level of outcome. When establishing outcomes for level 1 (much less) and level 2 (somewhat less), keep in mind the short-term objectives established for the annual outcome. Short-term objectives can at times be placed into levels 1 and 2 with minimal changes.

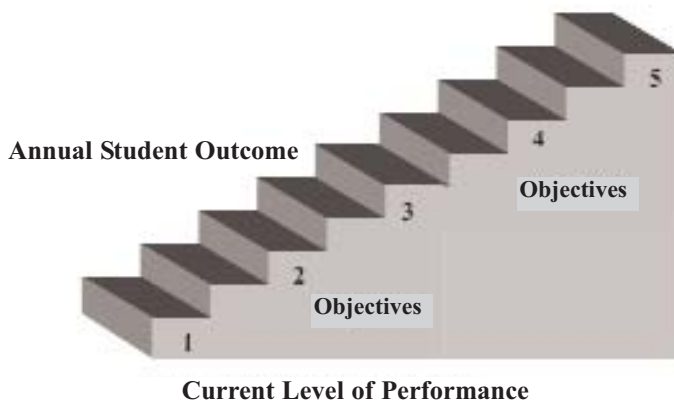
1 Much less than expected	<i>By June 2006, when provided with a verbal reminder and a physical prompt (accompaniment to the classroom), Jim will report to his homeroom by 9:00 a.m. on at least 8 out of 10 consecutive days.</i>
2 Somewhat less than expected	<i>By June 2006, provided with a verbal reminder, Jim will report to his homeroom by 9:00 on at least 8 out of 10 consecutive days.</i>

Step 5. Specify Somewhat More (level 4) and Much More (level 5)

Levels 4 and 5 describe achievement *above* the expected level of outcome. Steps 4 and 5 look beyond what has been targeted for the expected outcome. Levels 4 and 5 help with forward planning and transition, and when students exceed expectations.

4 Somewhat more than expected	By June 2006, Jim will independently report to his homeroom by 9:00 a.m. on at least 7 out of 10 consecutive days.
5 Much more than expected	By June 2006, Jim will independently report to his homeroom by 9:00 a.m. and 1:00 p.m. on at least 9 out of 10 consecutive days.

It may be helpful to refer to another house analogy when establishing steps 4 and 5.



The Levels of Achievement provide suggestions for the wording of the outcomes below and above the expected level of outcome described in Step 3.

Levels of Achievement

When establishing the differences among levels 1 to 5, it is important to consider the stage of learning involved:

- entry (skill is introduced)
- acquisition (skill is absent or minimally known)
- fluency (increase speed, productivity or quality of response)
- maintenance (opportunity for practice and use)
- generalization or application (applying the skill in a variety of environments).

Additional information on the stages of the learning may be found in the Saskatchewan Learning document, *Creating Opportunities for Students with Intellectual or Multiple Disabilities* (2001, p. 105).

Measuring the level of achievement can also be based on the following:

- Accuracy – the degree of correctness
- Frequency – may reflect an increase or decrease in a particular skill or behaviour
- Consistency – responding in a consistent manner each time a situation is presented (e.g., “Will wash hands at least 9 out of 10 times after using the toilet on 10 consecutive trials”)
- Components or steps involved in the task - complexity, number
- Supports and guidance – verbal, physical, materials, personnel, technical, etc.
- Level of independence – may include a decrease in level of support required
- Transfer to other settings – generalization

Step 6. Check the SOR for Completeness

When the team has completed the SOR, the final step is to review it for completeness. The following figure provides a checklist to ensure they key elements of a SOR are present. (See Appendix A-4.)

Student Outcome Rubric Criteria Checklist

	Yes	No
1. This annual outcome has been identified by the team as a priority for the student		
2. Current level of performance (CLP):		
• states a clear picture of the student's current level of functioning as it relates to the target skill		
• includes baseline information		
3. SMART criteria:		
i. Specific		
• only one skill or routine		
• clear action verbs or qualifying phrases		
• type and level of support clarified		
ii. Measurable		
iii. Attainable		
iv. Relevant		
v. Time-Related		
4. General		
• language is clear and non-technical		
• wording of each level is parallel		
• scale is continuous (no gaps or overlap between levels)		

Year End Evaluation of the Rubric

Formative assessment should occur throughout the school year to monitor whether or not the student is progressing as expected. At the end of the school year or semester (secondary level), teachers assess the student (summative assessment) and, by comparing the final assessment results to the levels on the SOR, indicate on the rubric form which level best describes the current student performance.

“When the cook tastes the soup, that’s formative assessment; when the customer tastes the soup, that’s summative assessment.”

(Brookhart, 1999)



3

Chapter 3

REPORTING ON STUDENT OUTCOMES

“Moving step by step helps a lot of children succeed without frustration or confusion.”

(Parent, 2005)

“The most positive aspect of using SMART goals and rubrics is so I could follow my daughter’s progress and help her to work toward these things.”

(Parent, 2005)

“Thanks for helping/ making my daughter everything she can be!”

(Parent, 2005)

Reporting to Parents

It is recommended that, whenever possible, the family be collaboratively involved in the SORs process. Parents provide the key to continuity in the long-term development of an individual program. Moreover, they represent a functional bridge between home and school and may be involved in working on the outcomes at home and in the community.

Developing and sharing a SOR with the student and the parents at the **beginning of the school year** would help to:

- set direction; and
- establish realistic expectations.

During parent-teacher reporting periods, the student outcome rubric can be used to provide a clear, concise and quick way to:

- inform parents about the student’s current level of functioning;
- indicate whether the student has underachieved, met goals as expected, or exceeded the desired outcomes; and
- look forward to the next steps.

Reporting to School Personnel

The completed SORs should be included as part of the PPP. At the beginning of the school year, rubrics developed in the previous year can be used as a quick overview of the student’s current level of performance in various areas of development.

The SOR can be useful in enhancing communication within the school team. Throughout the school year SORs can be used to focus discussion about the student’s progress. Following the year-end assessment, SORs data may be used for:

- documenting student progress;
- suggesting next steps for programming;
- maintaining continuity in future PPPs; and
- providing information for describing the current level of performance for the next year.

Reporting to School Divisions

Data that indicates how many/which students on PPPs are meeting their individual expected outcomes would help school divisions to make plans to meet the future needs of their students. If for example, data showed that individual annual student outcomes in

the personal management area were frequently not being met, this may indicate that further training in writing PPPs with SMART outcomes is needed and/or that additional support (strategies, programs, etc.) in the area of personal management is required.

Although the compiled, or aggregated, information reported to school divisions on PPPs and individual SORs does not reflect individual programming needs (e.g., why a student excelled or failed to meet SOR expectations), it does provide one piece of data to help school divisions plan, allocate supports, develop policy, and inform practice. SORs results can set the stage for dialogue.

“Data do not provide right answers or quick fixes, but data offer decision-makers an opportunity to view a phenomenon through a number of different lenses, to put forward hypothesis, to challenge beliefs, and to pose more questions.”

(Lorna Earl, 2005)

4

Chapter 4

TRAINING AND SUPPORTING TEACHERS

Professional Development

Modules are available as PowerPoint presentations. Speaker notes are included. Accompanying handouts and activities are in Microsoft Word or Adobe PDF format. All materials are posted on the Ministry of Education web site at www.learning.gov.sk.ca/childrenservicespublications and on Blackboard at <https://www.edonline.sk.ca/>

Module 1 (1/2 day): Planning for Success for All Learners: The Adaptive Dimension

Presents the Adaptive Dimension in the context of the first two tiers of the Response to Intervention model used on the Impact Assessment Profile. Tier 1: School-wide Interventions (Base) and Tier 2: Targeted/Group Interventions (Diversity). The use of a Record of Adaptations is discussed.

Workshop 2 (1/2 day): Developing PPPs and Writing SMART Annual Outcome

Provides guidance for the PPP process, and a step-by-step approach to writing annual student outcomes according to SMART criteria.

Workshop 3 (1/2 day): Developing Student Outcome Rubrics

Guides the participant through a step-by-step process for writing Student Outcome Rubrics (SORs). It is a concrete, hands-on workshop with the goal that the participants will have developed at least two SORs for students with whom they actually work, by the end of the workshop.

Teacher Support

Ways in which this support can be provided include:

- **Teacher mentors**
Many teachers have received training through the SORs workshops. Individual teachers who have received training could be paired with teachers being newly trained, acting as mentors.
- **Teacher networks**
Because learning to write effective SORs is a progressive development, it is important that teachers be given the opportunity to network with each other.
- **Ministry of Education web site <https://www.edonline.sk.ca/>**
Saskatchewan Learning has compiled samples of SORs through the “Blackboard” application. A user name and password are required.

- **Site visits**

Trained school division personnel work with individuals or small groups of teachers following the workshops.

Guidelines for Site Visit Facilitation

A site visit is the final stage of SORs training. The purpose of a site visit is to provide an opportunity for questions and individualized, supportive feedback to teachers as they develop and refine SORs.

State the purpose of the site visit at the beginning of the meeting.

The purpose is:

- to provide individual assistance in the SOR writing process;
- to review the rubrics together; and
- to provide positive feedback and support.

The purpose is not:

- to evaluate the special education teacher; or
- to rewrite their rubrics.

The essential elements of a site visit are:

1. Introductions and stated purpose.
 - Begin the process with an invitation to the teacher such as, “What would you like to work on first?”
2. Review each section of the SOR and provide supportive feedback:
 - Use the rubric analysis criteria checklist (Appendix A-4) to provide a focus for the review.
 - Invite the teacher to lead the review of each section beginning with the area of development and target skill.
 - During the review of the current level of performance, requests such as, “Let me picture what the student is currently doing” will invite the teacher to be more explicit without sounding evaluative.
3. Debriefing and closure:
 - Facilitators do not have the final answer; give credit to the teacher in the development of the rubric, being respectful of their knowledge and professionalism.
 - Thank them for their time and effort, which will have been considerable.

Site visits typically take from 60-90 minutes.

Site visits may be one-on-one or involve small groups.

All training methods will have to be respectful of professional status and specialty knowledge. Individualized feedback, discreetly done, is the overall concept to follow.

(Kiresuk, Smith & Cardillo, 1994)

Submission of Rubrics:

Completed rubrics should be submitted to the school division offices as soon as possible following the site visits. Evaluation of the rubrics should be done in May or June and submitted on a weblink to the Ministry of Education.

Considerations for School Divisions

- How does this professional development opportunity link to the larger vision for the school division?
- Which staff members should attend?
- What supports are required following the inservice?
- How will the SORs data be collected, aggregated and analyzed, and for what purpose?
- How will parents/caregivers become knowledgeable about the process?
- How will teachers determine and report the impact of the SORs process on their students outcomes?

APPENDICES

- A-1 Areas of Development/Impact Planning Guide Grid**
- A-2 Linking to PPP**
- A-3 Blank Rubric Form**
- A-4 Student Outcome Rubric Criteria Checklist**

AREAS OF DEVELOPMENT/IMPACT

The Instructional Environment									
	Academic	Communication	Independence/ Problem Solving/ Work Habits	Motor Skills/ Sensory	Safety	Personal/ Social Well-being	Physical Health/ Medical/ Personal Care	Transition	
Regular Classroom Instruction									
Informal Activities/ Interaction within the school									
Community									
Tutorial									
Home									

Adapted from Saskatchewan Learning, 2001

A-2

SAMPLE PPP

Area of Development	Target Skill
Current Level of Performance	
Annual Student Outcome (SMART goal)	
Short Term Learning Objectives	Instructional Strategies and Responsibility
Evaluation Method	Student Progress

A-3 BLANK RUBRIC FORM

STUDENT OUTCOME RUBRIC

	Area of Development:	Target Skill:
Current Level of Performance		
<p>1 Much less than expected</p>		
<p>2 Somewhat less than expected</p>		
<p>3 Expected</p>		
<p>4 Somewhat more than expected</p>		
<p>5 Much more than expected</p>		

Date: _____ Age: _____ Male Female

Team members /positions:

Evaluator: Year End Evaluation Date: Level Achieved:

A-4 STUDENT OUTCOME RUBRIC CRITERIA CHECKLIST

	Yes	No
1. This annual outcome has been identified by the team as a priority for the student		
2. Area of Development and Target Skill match with the annual outcome		
3. Current Level of Performance (CLP):		
• states a clear picture of the student's current level of functioning as it relates to the target skill		
• includes base line information		
4. SMART Criteria:		
a) Specific		
• only one skill or routine		
• clear action verbs or qualifying phrases		
• type and level of support clarified		
b) Measurable		
c) Attainable		
d) Relevant		
e) Time-Related		
5. General		
• language is clear and non-technical		
• wording of each level parallel		
• scale is continuous (no gaps or overlap between levels)		

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