

HLP 11: Identify and Prioritize Long- and Short-Term Learning Goals



High-Leverage Practices for Students with Disabilities

Prior to developing and implementing instruction and intervention, educators need to identify and prioritize appropriately ambitious long- and short-term learning goals. Learning goals should align with grade-level standards and needs identified in the IEP and reflect students' current performance levels. When implementing HLP 11, educators will use their knowledge of essential curriculum components, to identify essential prerequisites and foundations, and assess student performance on these components to ensure learning goals are meaningful and rigorous for students with disabilities.

HLP 11 can apply to academic and behavioral goal setting. When HLP 11 is implemented, teachers **prioritize** what is most important for students to learn and access to benefit from general education and other contextually relevant curricula. The principles of this HLP intersect with several other HLPs, including HLP 6 (Using assessment data and making instructional adjustments), HLP 12 (Systematically design instruction toward a specific learning goal), and HLP 20 (Provide intensive instruction). In addition, setting appropriate long- and short-term goals is best done with a collaborative team (HLPs 1-3). The team participating in developing goals will vary based on the purpose. For example, establishing IEP goals will include a team of individuals, including families, specified in IDEA, while developing daily short-term learning goals may include only the teacher and the student. When students take part in developing and owning their goals, they are often more motivated and engaged in their learning (HLP 18).

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this resource is the chapter by Sheila Alber-Morgan, Moira Konrad, Terri Hessler, Maria R. Helton, and Alana Oif Telesman in *High-Leverage Practices in the Inclusive Classroom*; the book *High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, and content on www.highleveragepractices.org.

Teachers Who Effectively Identify and Prioritize Long- and Short-Term Learning Goals

- Link students' learning goals to the essential knowledge and skill items presented within standards and curricula.
- Use formative (e.g., classroom practice, opportunities to respond) and summative (e.g., cumulative curriculum-based) assessments to obtain data on students' progress with learning goals.
- Consider individual student strengths and needs and select goals that are ambitious, attainable, and socially significant to ensure that students with disabilities can access and succeed in inclusive classrooms.
- Collaborate with families to learn about the family's valued instructional priorities.
- Are familiar with grade-level standards for the content area(s) they teach, identify the "big ideas" for those areas, teach big ideas first, and link content back to these big ideas throughout the year.
- "Unpack" or deconstruct standards, breaking them down into teachable components, and determining what students need to know and be able to do to meet the standard, identifying prerequisite skills, access skills, and component skills.

Tips for School Leaders to Support Teachers

- Provide instruction, professional development and/or coaching to teach educators how to write high quality and specific long- and short-term goals for students.
- Evaluate goals to ensure they meet appropriate benchmarks for quality and are tied to standards and IEP needs.
- Provide feedback to teachers on the quality, specificity, and accountability of established goals and support revisions as needed.
- Ensure educators have a strong plan for evaluating the extent to which students are meeting various goals and provide them with additional supports with data collection/management as needed.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- How might you approach "unpacking"/deconstructing a broader standard into specific learning targets?
- What is the importance of teaching "big ideas" of specific content areas?
- How do the collaboration and assessment HLPs relate to this HLP?

● References & Additional Resources

Online Resources

National Center on Intensive Intervention (NCII)

NCII builds the capacity of state and local education agencies, universities, practitioners, and other stakeholders to support implementation of intensive intervention. NCII's approach to intensive intervention is data-based individualization (DBI), a research-based process that integrates the systematic use of assessment data, validated interventions, and intensification strategies.

Promoting Rigorous Outcomes and Growth by Redesigning Educational Services for Students With Disabilities (PROGRESS) Center

Information, resources, tools, and technical assistance services to support local educators and leaders (kindergarten through transition age) in developing and implementing high-quality educational programs that ensure students with disabilities have access to free appropriate public education (FAPE) which allows them to make progress and meet challenging goals.

High-Leverage Practices: A Professional Development Guide for School Leaders

A downloadable online guide providing school leaders, including administrators, principals, mentors and coaches, with practical tools for engaging staff members in learning about how high-leverage practices can enhance student learning in the school and district.

Journal Articles

Konrad, M., Keesey, S., Ressa, V. A., Alexeeff, M., Chan, P. E., & Peters, M. T. (2014). Setting clear learning targets to guide instruction for all students. *Intervention in School and Clinic, 50*(2), 76–85. <https://doi.org/10.1177/1053451214536042>

