

DOMAIN TWO:

Data Driven Planning, Embedded HLP

HLP 11: Identify and prioritize long- and short-term learning goals.



Identify and prioritize long-and short-term learning goals: Categories of Work

Knowledge of Students & Standards

- Collaborate with student, family, and team members to identify individual student's strengths and needs.
- Develop familiarity 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 term.
- 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

Developing Goals

- Collaborate with students and families to learn about their valued instructional priorities.
- Facilitate culturally inclusive discussion, highlighting equal voice, and contributions from all team members.
- 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.
- Link students' learning goals to essential knowledge and skill items presented within standards and curricula.
- Identify formative (e.g. classroom practice, opportunities to respond) and summative (e.g. cumulative curriculum-based) assessments to collect data on student's progress toward attaining learning goals.

Tips for Faculty to Support Candidates' Learning and Enactment

Knowledge of Students & Standards

Introduce – Provide an explicit overview of key features of this practice modeling how to deconstruct standards.

Prepare – Provide candidates a list of 4-5 standards and ask them to work in groups to identify the big ideas embedded in the standards and consider ways to make those big ideas accessible across cultural difference.

Enact – Provided individual candidates with a list 4-5 standards, and ask them to identify the big ideas, prerequisite skills, access skills, and component skills embedded in the standards and required for students to successfully meet those standards.

Analyze – Share examples and non-examples with candidates of standards-based goals and critique as a whole group.

Developing Goals

Introduce –Explicitly review culturally inclusive collaboration pedagogies and practices.

Prepare – Provide candidates descriptions of various “students” including their strengths and needs and examples and nonexamples of corresponding ambitious, attainable, and socially significant goals. Ask them to critique the goals and rewrite the nonexamples.

Enact – Given 4-5 ambitious and attainable goals, ask candidates to identify appropriate assessments for measuring progress toward meeting those goals.

Analyze – Facilitate a group discussion of the various HLPs connected to this HLP 11 and ask candidates to privately rate their confidence in enacting these practices along with a plan for strengthening their skillfulness.

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?