



## Data-Driven Planning

### HLP Pillars

#### HLP 6

Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Embedded HLPs

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

HLP 5: Interpret and communicate assessment information to collaboratively design and implement educational programs.

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

HLP 12: Systematically design instruction toward a specific learning goal.

Embedded HLPs

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

Educators prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula. Educators use grade-level standards, assessment data and learning progressions, students' prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize and develop long- and short-term goals accordingly. HLP 11 is an embedded practice under the Pillar Practice HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

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.

### 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 the standards-based curriculum.
- 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.
- Identify the teachable components within standards. Determine 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 do we support teachers in using formative and summative assessments to track progress toward learning goals?
- What professional development opportunities do we offer to help teachers write high-quality long- and short-term learning goals?
- How do we evaluate the effectiveness of PD and coaching related to instructional goal setting?

**MORE HLP RESOURCES AT  
CEDAR AND CEC**