



HLP 12: Systemically Design Instruction Toward Learning Goals

Educators help students to develop important concepts and skills that provide the foundation for more complex learning. Educators sequence lessons that build on each other and make connections explicit, in both planning and delivery. They activate students' prior knowledge and show how each lesson "fits" with previous ones. Planning involves carefully considering of learning goals and what is involved in reaching the goals, and allocating time accordingly. Ongoing changes (e.g., pacing, examples) occur throughout the sequence based on student performance. HLP 12 is an embedded practice under the Data Driven Planning Domain and Pillar 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 Systematically Design Instruction Toward Learning Goals

- Translate the identified and prioritized long- and short-term learning goals into individual lesson learning targets that are clear, measurable, ambitious, attainable, and actionable.
- Use the ACCOMPLISH Model to develop specific learning targets and help students reach and exceed goals:
 - **Antecedent Condition:** Teachers should be clear about exactly where and how skills and knowledge will be measured within broad settings and individual lessons. *"When given a 2nd grade reading passage within language-arts, block students will read orally..."*
 - **Conspicuous Behavior:** Teachers should develop goals that clearly define what the student will do to demonstrate learning. *"Students will read aloud with errors and correct pronunciations recorded ... and then answer literal comprehension questions..."*
 - **Clear Criteria:** Teachers should have clear criteria to determine the extent to which the student has achieved the goal. *"Students will read 87 words per minute with less than 5 errors... and answer 8/10 questions with accuracy."*
 - **Observable:** Goals and objectives set by teachers should be clearly observable. *"The student will read aloud at the rate of 90 words per minute with less than 5 errors, and answer questions with 80% accuracy."*
 - **Measurable:** Goals and objectives set by teachers should be clearly measurable. *"You read 87 words in a minute with only 3 errors and answered 8/10 of the questions!"*
 - **Positive:** Goals and objectives should be positively stated. *"Given a specific task during cooperative learning group time students will take turns speaking and giving answers."*
 - **Linked to the General Curriculum:** Goals should be linked to the general curriculum to the maximum extent possible. *"Given two attempts reading an expository third grade passage each session, students will improve their first read fluency by 100% over five weeks."*
- **Individualized:** Goals and objectives should be derived from students' IEPs and be in service of their individualized needs. *"Given feedback on performance on a spelling pretest, students will write the weekly words they spelled incorrectly three times each."*
- **Socially Valid:** There should be a clear need for the goals and objectives that are set. *"When presented with a reading passage with 10 highlighted science terms, students will refer to a list of defined morphemes and write the definitions of the terms with 80% accuracy."*
- **High-Reaching:** To the extent possible, goals and objectives should be ambitious for the student, again mediated by their individualized needs. *"Given 20 multiplication facts, students will write the products within 60 seconds with 90% accuracy."*
- Work with students toward accomplishing set goals by systematically sequencing instruction:
 - Teach big ideas and main ideas before detail.
 - Teach according to a logical hierarchy: less complex skills before more complex ones; prerequisites before requisites; and concrete information before abstract information.
 - Separately teach skills and concepts that are similar before requiring discrimination; and
 - Teach commonly encountered content before lower-frequency content.
- Strategically design instruction in a way that helps students make connections within the appropriate sequencing of content and skills, and follow these six principles of effective instruction:
 - Relate new information to the big ideas for that content area/course.
 - Incorporate conspicuous strategies that are explicit and unambiguous to help students make connections back to big ideas.
 - Provide mediated scaffolding by using a model-lead-test sequence (e.g., my turn, our turn, your turn) until the student can do the skill independently.

- Prime student background knowledge by guiding students to identify information they already know through probing questions and discussion.
- Combine new information with what the student already knows to produce a higher-order skill by strategically integrating new content.
- Use judicious review, carefully designing instruction to help students maintain skills and knowledge they have learned so they can continue building upon it and enhance future learning.
- Provide students with tools to help them organize content with visual displays (e.g., graphic organizers).
- Use ongoing data collection to monitor students' progress and determine changes to instruction that might yield better outcomes, as needed.

Tips for School Leaders to Support Teachers

- Ensure educators have a strong repertoire of explicit and other instructional strategies needed to systematically design instruction.
- Evaluate the extent to which educators have needed practices and skills in their repertoire, and provide instruction, professional development, and/or coaching on areas of need.
- Provide instruction, professional development and/or coaching to teach educators about writing high quality learning targets for students, using the ACCOMPLISH model as a guide.
- 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, providing them with additional supports for data collection/management as needed.

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

- What role do school leaders play in modeling and reinforcing systematically designed instruction for all learners?
- How do we ensure that instructional goals are clear, measurable, and aligned with IEPs?

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