Overview

Before teachers can systematically design instruction and select relevant and appropriate adaptations to the curriculum to help ensure student success, they must first identify long- and short-term learning goals. Goals should be based on the general state standards/curriculum, but also individualized student needs. However, in practice, writing goals for students requires a nuanced understanding of what the standards are asking the student to know and be able to do, while at the same time giving consideration to the students' individualized needs and capabilities. Goals should be measurable, and relevant to the students' needs.

Based on the HLP resources (www.highleveragepractices.org) and information shared at the workshop on May 16th, 2019 by Dr. Michael Kennedy, the following is a checklist to guide school leaders and other professionals as they address key elements that comprise the identification and prioritization of long- and short-term learning goals.

Notes

High-Leverage Practices in Special Education

KEY PRINCIPLES AND ELEMENTS FOR IDENTIFYING AND PRIORITIZING LONG– AND SHORT-TERM LEARNING GOALS

Setting High-Quality Goals

	1. Identify long– and short-term goals for students using all available sources of data. Goals should be linked to the essential knowledge and skill items presented within standards and curricula.
	2. Translate goals into learning targets addressed within units and individual lessons. All goals and targets should be clear, measurable, ambitious, attainable, and actionable.
	3. Analyze what students need to know and be able to do to master a standard, and classify standards into lower and higher level thinking skills.
	4. Use the **ACCOMPLISH** Model to help students reach and exceed goals (see next page)

Questions to Consider When Observing Identification of Learning Goals:

Are goals being set for students done with the specificity and clarity required by the ACCOMPLISH model?

Are goals measurable and observable?

Are goals linked to the curriculum/standards? Do they also address individuals needs?

Notes

KEY PRINCIPLES AND ELEMENTS FOR IDENTIFYING AND PRIORITIZING LONG– AND SHORT-TERM LEARNING GOALS

The ACCOMPLISH Model

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."*

HIGH-LEVERAGE PRACTICES IMPLEMENTATION GUIDE

Additional Resources

Journal Article (available in the cohort library)

"Setting clear learning targets to guide instruction for all students ," by M. Konrad, S. Keesey, V.A. Ressa, M. Alexeeff, P.E. Chan, & M.T. Peters, *Intervention in School and Clinic,* vol. 50.1

Web Resources

How to Tell If Your Child's IEP Goals Are SMART

IEPs: Developing High-Quality Individualized Education Programs

SMART Goal Examples

SMART IEPs: Write Measurable (Not Abstract) Goals

Wright's Law: SMART IEPs

Notes