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# **HLP Highlight Tool**

# **HLP 11: Identity and Prioritize Long- and Short-Term Goals**

Embedded under Data-Driven Planning (HLP 6)

## Here’s What It Is:

Identifying long- and short-term learning goals is a process that begins by unpacking grade-level content standards. First, teachers analyze grade-level content area standards to identify the most essential knowledge standards and related prerequisite skills to teach. Teachers then examine students’ baseline data, knowledge of essential prerequisite skills related to the standard, and pre-assessment data to systematically design instruction toward learning goals with sequenced lessons. Learning goals consider students’ prior knowledge and any IEP goals related to the standard. Special education teachers use information from students’ IEPs to create long- and short-term learning goals for specially designed instruction to provide access to the general education curriculum and achieve IEP goals. For co-teachers, this process is done collaboratively.

Tools: [HLP 11 Rubric](https://ttaconline.org/Resource/JWHaEa5BS76f8v58BeBJYg/Resource-rubric--hlp-11-identify-and-prioritize-long--and-short-term-learning-goals-vdoe-ttac-at-gmu) [HLP 11 Checklist](https://ttaconline.org/Resource/JWHaEa5BS76VDjWazacPxQ/Resource-hlp-11-checklist-identify-long--and-short-term-learning-goals-high-leverage-practices)

## Here’s When to Use It:

* When planning instruction in *all* learning environments.
* When planning specially designed instruction toward IEP goals.
* When planning for data-based individualization (DBI).

## Here’s What It Looks Like:

* [HLP 11 Video](https://highleveragepractices.org/hlp-11-goal-setting) (18:51)

## Resources to Extend Learning

* [National Center on Intensive Interventions](https://intensiveintervention.org/)
* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [High Leverage Practices](https://highleveragepractices.org/)
* [I'm Determined Goal Plan](https://www.imdetermined.org/wp-content/uploads/2022/11/Goal-Plan_Tool_IMD.pdf)

## Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).

## References

Aceves, T. C., & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities.* 2nd edition. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

Bailey, T., Kennedy, M. J., & Jackson, D. High leverage practice #11: Identify and Prioritize Long- and Short-Term Learning Goals. <https://highleveragepractices.org/hlp-11-goal-setting>

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. New York: Routledge.