

**HLP Highlight Tool**

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

# **Here’s What It Is:**

* Linking goals to students’ present level of performance
* Setting goals that are aligned with grade-level standards and individual needs
* Written with the student to establish ownership, understanding and motivation
* Using data assessment on an on-going basis for planning explicit instruction

# **When Do I Use It?**

* When reviewing assessment data and planning instruction, behavior, and/or transition goals
* When collaborating with IEP teams
* Data based individualization

# **Here’s What It Looks Like:**

[Student Involvement in the IEP](https://www.imdetermined.org/resource/the-importance-of-student-involvement-in-ieps-featuring-sydni/) (0:51)

**I’m Determined Goal Setting Videos**

* [Goal Setting in the Classroom](https://vimeo.com/101537208) (2:21)
* [Goal Setting at the Elementary Level](https://vimeo.com/101524194) (1:07)
* [Goal Setting at the Secondary Level](https://vimeo.com/101523473) (1:19)

# **Resources to Extend Learning**

* [National Center on Intensive Interventions](https://intensiveintervention.org/)
* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [Planning Templates for Students](https://imdetermined.org/resource/secondary-iep-template/)

# **Here Are the Key Elements:**

* Set clear, concise, and measurable learning goals for students (individual, group, class)
* Organize/sequence lessons logically towards those learning goals
* Support students in organizing new knowledge by providing scaffolds and structures for learning

# **Suggested Activities:**

* Goals should clearly state the criteria needed for success (based on IEP and assessment data)
* Utilize classroom checklists for self-monitoring
* Ask students to graph their progress
* Establish student/teacher conferences to discuss and monitor goals

# **HLP 11 In Action!**

# **K-W-L Chart for Goal Planning**

## **Directions:** Watch the video, “[Instructional Strategies - The KWL Strategy](https://www.youtube.com/watch?v=PvF0ON4olOc) (4:01)”. Then, work with your student to complete a K-W-L Chart as the first step in helping him/her identify and prioritize short and long-term learning goals.

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**K-W-L Chart**

| What I Know | What I Want to Know | What I Have Learned |
| --- | --- | --- |
|  |  |  |

## **References**

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

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 additional information about TTAC Region 4, go to <https://ttac.gmu.edu/>