Setting Long- and Short-Term Learning Goals for Students

What is it?

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals. (teachingworks.org)

What about for struggling students or students with disabilities?

CEC HLP #11: Identify and prioritize long- and short-term learning goals: Teachers 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. Teachers use grade-level standards, assessment data and learning progressions, students' prior knowledge, and individualized education program goals and benchmarks to make decisions about what is most crucial to emphasize, and develop long- and short-term goals accordingly. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components.

Evidence

Browder, D. M., Spooner, F., Ahlgrim-Delzell, L., Flowers, C., Algozzine, B., & Karvonen, M. (2003). A content analysis of the curricular philosophies reflected in states' alternate assessment performance indicators. *Research and Practice for Persons with Severe Disabilities, 28*(4), 165–181. doi:10.2511/rpsd.28.4.165

Collins, B., Hager, K. L., & Galloway, C. C. (2011). Addition of functional content during core content instruction for students with moderate disabilities. *Education and Training in Autism and Developmental Disabilities, 46*(1), 22–39.

Consortium for Policy Research in Education. (2011, January). *Learning trajectories in mathematics: A foundation for standards, curriculum, assessment and instruction* (CPRE Research Report # RR-68). Philadelphia, PA: Author. Retrieved from http://www.cpre.org/sites/default/files/researchreport/1220_learningtrajectoriesinmathcciireport.pdf

Hess, K. K. (2011, December). *Learning progressions frameworks designed for use with the Common Core State Standards in English Language Arts & Literacy K–12*. Retrieved from http://www.naacpartners.org/publications/ELA_LPF_12.2011_final.pdf

Resources for Preparing Preservice and Inservice Educators

- Teaching Works Video/Page: https://library.teachingworks.org/curriculum-resources/high-leverage-practices/

- CEC HLPs: www.highleveragepractices.org

- IRIS Content Standards: Connecting Standards-Based Curriculum to Instructional Planning: https://iris.peabody.vanderbilt.edu/module/cnm/

- NCII: Strategies for Setting High-Quality Academic Individualized Education Program Goals: https://intensiveintervention.org/resource/high-quality-academic-IEP-goals