Goal Setting: Developing and Using Clear Academic Objectives

Now you are ready to develop and use clear academic objectives. Identify a lesson that you plan to teach. Using the checklist below, determine if you completed all the steps for developing and using clear academic objectives.

Simple Data [1]		
STEP	YES	NO
Have observable, measurable objectives (You can observe or count the outcome)		
Posted objectives for students		
Discussed objectives with students		
Linked objectives to prior and future learning		
Selected how to measure progress		
Shared with students how progress will be monitored		
Completed progress measurement		

Did I meet my goal? Yes No	
If YES, what went well?	If NO, what were the challenges?

How will I meet the goal next time?

[1] **Using Simple Data**

Keep the goal sheet near you while you develop your lessons and also readily accessible while delivering your lessons, such as on a clipboard you carry with you. Each time you write out a lesson plan, use the checklist to determine if all steps of the process for developing clear academic objectives have been planned for. After teaching a lesson, go back through the checklist and double check that all steps of the process were completed.

Determine whether or not your goal was met. Recording the simple data should not be cumbersome. If recording the data is taking too long or interfering with class time, try to adjust the way you are recording data. Basically, make it work for you and your classroom.

If you met your goal

Good for you! Continue to use this checklist as you plan more lessons if you want to ensure you're continuing to develop clear academic objectives.

If you did not meet your goal

Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your Double Check coach to problem solve can be helpful.

Challenges	Tips from the Field
Although you gave the student an appropriate objective, the student is not able to meet it.	Determine what is keeping the student from meeting the objective. Perhaps it is a lack of engagement in the task. The student may need additional behavioral supports or modifications to the setting or time of day to complete the objective to maximize the opportunity for successful completion.
You included a percentage in the objective but are unable to determine if the student has met the objective.	Including a percentage in the goal indeed seemed to make it measurable. However, you may find that many goals should be written using more specific skill measurements. For example, students will write a paragraph with 70% accuracy. Instead, include a checklist of items that should be in the paragraph. Then, students will include/complete them all in the assessment.
You used technical language in the objective, making it seem to be measurable, but it is not. For example, students will explain a procedure concisely and accurately.	Remember, you need to be able to count or observe an objective. Can you observe "concisely"? Define what "concisely" and "accurately" look like in behaviors that you can see or count the student demonstrating.