The systematic design of instruction towards a learning goal is an important high-leverage practice because it helps guide teachers and other professionals to think about the nuance of instruction needed to serve students with disabilities. Students with disabilities are more likely to achieve meaningful learning gains when the order, structure, and specificity of instruction is determined and adapted according to student needs. Before systematic instruction can be designed and delivered, effective professionals work in collaboration with colleagues (HLP 1) and families (HLP 3) and use data to make important decisions in teams (HLPs 2, 4, 6). In addition, core elements of this HLP (see guide below) are closely aligned with those presented in HLP 16 (Use explicit instruction), and HLP 11 (Identify and prioritize long- and short-term learning goals).

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

**Tips for School Leaders to Support Teachers**
- Ensure educators have a strong repertoire of explicit and other instructional strategies needed to systematically design instruction.
- Evaluate the extent to which educators have needed practices and skills in their repertoire, and provide instruction, professional development, and/or coaching on areas of need.
- Provide instruction, professional development and/or coaching to teach educators about writing high quality learning targets for students, using the ACCOMPLISH model as a guide.
- Evaluate goals to ensure they meet appropriate benchmarks for quality and are tied to standards and IEP needs.
- Provide feedback to teachers on the quality, specificity, and accountability of established goals and support revisions as needed.
- Ensure educators have a strong plan for evaluating the extent to which students are meeting various goals, providing them with additional supports for data collection/management as needed.

**Questions to Prompt Discussion, Self-Reflection, and Observer Feedback**
- How does the **ACCOMPLISH** model support the development of clear and specific learning goals?
- What does it mean to “systematically” design instruction? Why is it critical to do this?
- In what other ways can you support students in reaching specific learning targets?
- Why is it helpful to consistently link new content back to “big ideas” of a content area/course?

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**References & Additional Resources**

**Online Resources**

**High-Leverage Practices: A Professional Development Guide for School Leaders**
A downloadable online guide providing school leaders, including administrators, principals, mentors and coaches, with practical tools for engaging staff members in learning about how high-leverage practices can enhance student learning in the school and district.

**Journal Articles**