Inclusive Practice Tool:
Student Learning Goal Setting Template

Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for **all students,** with and without disabilities, in general education settings.

To support inclusive practice, the tools of this *Guidebook* are based on the frameworks of Universal Design for Learning, Positive Behavioral Interventions and Supports, and Social and Emotional Learning.

Directions: Classroom educators can use this tool to drive their own goal setting process. **Building administrators** can use this tool to design professional development during the goal writing process. **District administrators** can use this tool when designing district-wide professional development. The tool is adapted from the ESE Protocols for Developing S.M.A.R.T. Goal Statements.

The *Guidebook* tools are designed to strengthen inclusive practices and empower educators to meet the needs of all students by leveraging and augmenting the educator evaluation process. Although each tool is designed as a stand-alone resource, many tools mutually support educator practice. This tool has a strong relationship to the following *Guidebook* tools:

- **Tool 3c:** Case Study Goals for Discussion—Accessible Instruction
- **Tool 3d:** Case Study Goals for Discussion—Positive Behavior Supports
- **Tool 5a:** Lesson Plan Artifact Review
- **Tool 5b:** Example Artifact List
- **Tool 7b:** Considering Growth
- **Tool 7c:** Professional Judgment Guiding Questions

Goal Type

- ☐ Individual
- ☐ Team
    - ☐ Grade Level or Department
    - ☐ Multidisciplinary
    - ☐ Co-teaching or Team Teaching
    - ☐ School-wide
    - ☐ District-wide
    - ☐ Other _____

Step 1: Determine a Goal Topic

- ■ What is my vision for student success in an inclusive environment?

- ■ What qualitative and quantitative student data are informing this goal topic (i.e., student work samples, student support team notes, behavior plan notes, state assessments, district unit assessments and benchmark testing, progress monitoring data, and so forth)?

- ■ What does the data say about my students' knowledge and learning needs?

- ■ What inclusive practice strategies can be used to differentiate support so that all learners can achieve their learning targets?

- ■ How will this goal topic reflect high expectations for all learners?

Qualitative data analysis identifies the following student needs:

Quantitative data analysis identifies the following student needs:

The goal topic identified for student learning is:

Step 2: Identify Instructional Strategies

- Are there students who have similar baseline data or learning targets? What historical or trend data are available to inform the trajectory of growth for diverse learners?

- Is the learning target appropriate to this group of students?

- What strategies do I need to employ so all students can make progress?

- How will the strategies selected to support a few students also support the entire class?

- How will I know that I'm implementing these practices with fidelity? What resources do I need to implement these strategies?

The analysis of baseline data indicates the following student learning needs:

The strategies that I will use with my students so that all students can make progress include:

Step 3: Establish a Timeline with Key Benchmark Dates

- What is a realistic and achievable timeline for students to reach this goal?

- What are key benchmark dates for achieving specific actions within the goal?

The following timeline will be used for goal completion:

Step 4: Determine Progress Measures

- How will monitoring progress toward this goal connect with evidence already collected through the yearly evaluation cycle?

- What evidence and artifacts will be collected to demonstrate progress toward completion of this goal?

The evidence that will be collected to demonstrate progress toward the goal includes:

Step 5: Identify Evidence of Goal Attainment

- How will I demonstrate goal attainment (student work samples, observation feedback, assessment data, and so forth)?

The goal will be achieved when:

Step 6: Putting It All Together

Use the preceding information to construct your professional practice S.M.A.R.T. goal statement. The final goal statement should include the specific goal topic area, rationale for including the goal, timeline for attainment, and measures that will be used to determine progress as well as ultimate attainment of the goal.