Inclusive Practice Tool: Case Study Goals for Discussion—Positive Behavior Supports

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.

How do I use this tool?

This tool contains short, fictional case study descriptions of five educators (or educator teams) working in a variety of inclusive settings with a diverse set of learners, followed by discussion prompts. Each case study description is accompanied by a professional practice goal and a student learning goal. These goals were developed to demonstrate how the principles of accessible instruction can be used to drive improvements to professional practice and student learning in inclusive settings.

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

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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 3a:** Professional Practice Goal Setting Template
- **Tool 3b:** Student Learning Goal Setting Template

CASE STUDY EDUCATOR 1:
10th-Grade Team Targeting Persistent Tardiness

The educators at an urban high school have reviewed attendance data and determined that student tardiness, particularly for first-period classes, is an area of concern across the school. The educators met with administrators, reviewed student data, and determined that, generally, students with chronic tardiness issues are also struggling academically. Furthermore, the educators determined that the cumulative effect of tardiness on instructional time is the equivalent of two full months of class over the course of the school year. The 10th-grade team, in particular, has decided to collaborate on goals that address student tardiness. Administrators are particularly concerned about the 10th grade because they have observed that 10th-grade teachers have no consistent set of procedures for starting class or marking students as tardy, such as the use of bell work at the beginning of class and assigned seating to allow for quick and accurate attendance taking. Currently the average daily on-time attendance rate across all 10th-grade class periods is about 85 percent.

Professional Practice Goal

In order to improve tardiness rates, the 10th-grade team will adopt a standardized set of expectations for on-time class attendance, explicitly teach these expectations, and reinforce these expectations through a low- or no-cost incentive system in order to achieve a 97 percent average daily on-time attendance rate across all 10th-grade class periods by June 2016 as measured by school attendance data.

Student Learning Goal

One hundred percent of 10th-grade students will demonstrate engaged and productive behavior in the first 15 minutes of class as measured by student work samples, teacher-generated data, or administrator walk-throughs by June 2016.

Discussion Protocol

- What outcomes do the goals strive for? How do the goals support inclusive practice?
- How do these goals promote high expectations for all educators and learners?
- What data would you need to determine that these goals are appropriate for inclusive practice?
- What practices should be implemented to support these goals?
- What supports should be provided to all students, some students, and a few students to achieve the student learning goal?

Refer to Tool 3a: Professional Practice Goal Setting Template and Tool 3b: Student Learning Goal Setting Template for additional questions to guide your discussion.

CASE STUDY EDUCATOR 2:
Seventh-Grade Team Targeting Consistent Classroom Expectations

Steve Yardley is a seventh-grade English teacher in an urban middle school. The seventh-grade team consists of four teachers. Based on last year's disciplinary logs, the seventh-grade team gave an average of 10 office referrals per week. The majority of the office referrals were for behaviors that were demonstrated in the classroom setting. Careful reading of the disciplinary logs suggests that many incidents leading to a referral began with a relatively minor misbehavior (for example, a student talking during class) that was not addressed in a timely or effective manner until it escalated to the point of an office referral. Observation feedback from the school's instructional coach and administration indicates that the seventh-grade team does not enforce a consistent set of classroom expectations, explicitly teach and model positive behavioral expectations, or follow a tiered progression of consequences for misbehavior. The team also does not implement structured behavioral reinforcements, such as the use of a ticket chart or other positive classroom structures. Mr. Yardley's team wants to create a team professional practice goal focused on improving classroom behavior supports in order to increase positive learning behaviors. Although some educators on the team have aligned their student learning goals to the improved classroom behavior, Mr. Yardley expects that improvements in the classroom environment will lead to improvement in his students' performance on annual district-wide assessments.

Professional Practice Goal

In order to introduce more positive classroom behaviors and avoid escalating negative behaviors, the seventh-grade team will adopt a consistent set of classroom rules and consequences, redirect undesired behaviors through a tiered system of responses, and reinforce positive expectations using a "ticket board" system in order to reduce the average number of office referrals to no more than one per week by June 2016.

Student Learning Goal

By June 2016, 100 percent of Mr. Yardley's seventh-grade English students will achieve their growth targets for performance on the end-of-year statewide assessment.

Discussion Protocol

- What outcomes do the goals strive for? How do the goals support inclusive practice?

- How do these goals promote high expectations for all educators and learners?

- What data would you need to determine that these goals are appropriate for inclusive practice?

- What practices should be implemented to support these goals?

- What supports should be provided to all students, some students, and a few students to achieve the student learning goal?

Refer to Tool 3a: Professional Practice Goal Setting Template and Tool 3b: Student Learning Goal Setting Template for additional questions to guide your discussion.

CASE STUDY EDUCATOR 3:
Third-Grade Reading Teacher Targeting Loss of Educational Time

Janice Fanning is a third-grade teacher in a rural community. She has 25 students in her classroom. Within the first few days of school, she notices that a group of students consistently call out at inappropriate times without raising their hands and waiting to be acknowledged by the teacher. After speaking with the second-grade teacher, Ms. Fanning learned that this group exhibited this behavior last year as well. Ms. Fanning asked the school psychologist to observe her classroom and perform a behavioral assessment. She asked the school psychologist to keep tallies of every time the students called out throughout the day. The data showed that students talked out of turn an average of two times every five minutes. Ms. Fanning is losing a great deal of instructional time to redirect students who are calling out. After reviewing the available data, Ms. Fanning decided to create a goal that would increase positive behavior supports in her classroom in order to decrease instances of students talking out of turn. She worked with the school psychologist to develop a list of strategies, such as nonverbal cues, modeling of appropriate behaviors, and guided practice of clear behavioral expectations.

Professional Practice Goal

In order to decrease instances of students calling out during class, Ms. Fanning will incorporate at least three student self-regulation strategies into her classroom routines and consistently implement those strategies for a period of at least three months by June 2016 as evidenced by student self-monitoring data, peer observation data, or data from walk-throughs or observations by an administrator.

Student Learning Goal

In order to increase time on task for all students during reading instruction, Ms. Fanning will incorporate student self-regulation strategies into her classroom routines so that all students will demonstrate moderate to high reading growth by the end of the 2015–16 school year as measured by multiple assessments, including running records, district-wide benchmark assessments, tests, quizzes, and projects.

Discussion Protocol

- What outcomes do the goals strive for? How do the goals support inclusive practice?
- How do these goals promote high expectations for all educators and learners?
- What data would you need to determine that these goals are appropriate for inclusive practice?
- What practices should be implemented to support these goals?
- What supports should be provided to all students, some students, and a few students to achieve the student learning goal?

Refer to Tool 3a: Professional Practice Goal Setting Template and Tool 3b: Student Learning Goal Setting Template for additional questions to guide your discussion.

CASE STUDY EDUCATOR 4:
Administrative School Team Targeting Disrespectful Language

Staff at a suburban school district identified office referrals as negatively impacting instructional time. After reviewing disciplinary data from the previous two school years and student observations in the hallways, a middle school principal identified that "disrespectful language" was the most common reason for students to be given an office referral. First, the principal interviewed one staff member from each department (e.g., mathematics, English language arts) to gain a better understanding of what staff members have observed and experienced in classrooms or other parts of the school. The principal decided to further investigate by sending out an online survey to the entire staff. Questions were asked about frequency and locations where educators observed students using disrespectful language. Educators were also asked to give examples of what they defined as disrespectful language. Together with the student support team (SST), which includes two assistant principals, the social worker, the guidance counselor, and the school nurse, the principal developed a team goal to reduce the prevalence of referrals due to disrespectful language in the school.

Professional Practice Goal

In order to reduce the use of disrespectful student language by students in the school, the SST will host a series of four workshops and homeroom follow-up sessions for students to build positive social-emotional competencies. The principal will also lead a series of professional development sessions with the teaching staff to introduce a tiered system of behavioral support to reduce the escalation of behaviors that lead to office referrals for "disrespectful language." Evidence of outcomes from both sets of workshops may include responses on student surveys, decreases in office referral rates, and feedback from the principal.

Student Learning Goal

In order to increase the amount of instructional time spent in class, the SST will implement a tiered system of behavior supports for the whole student body in order to decrease the number of office referrals by 50 percent from the previous school year as measured by school discipline data.

Discussion Protocol

- What outcomes do the goals strive for? How do the goals support inclusive practice?
- How do these goals promote high expectations for all educators and learners?
- What data would you need to determine that these goals are appropriate for inclusive practice?
- What practices should be implemented to support these goals?
- What supports should be provided to all students, some students, and a few students to achieve the student learning goal?

Refer to Tool 3a: Professional Practice Goal Setting Template and Tool 3b: Student Learning Goal Setting Template for additional questions to guide your discussion.

CASE STUDY EDUCATOR 5:
Ninth-Grade Algebra Teacher Targeting Self-Monitoring of Learning

Mr. James is a ninth-grade Algebra I teacher. In the first four weeks of school, Mr. James has observed students who are demonstrating disengaged behavior, such as checking cell phones and putting their heads down. This behavior has been observed within a variety of classroom groupings, including whole group, small group, partner work, and independent work. Based on conversations with his students, Mr. James believes that this disengaged behavior occurs because some students are struggling with the mathematics content. These students report that when they encounter challenging mathematics problems, they don't know what to do, so they become frustrated, shut down, and disengage from class. Before creating a goal for the new school year, Mr. James reviewed student data and found that students exhibiting these disengaged behaviors had mostly lower than average performance on classwork and tests over a four-week time frame compared to their peers. Mr. James is interested in supporting these students by teaching them strategies to monitor their learning process and persevere in the face of academic challenges.

Professional Practice Goal

By April 2016, Mr. James will include at least one strategy to help students self-monitor their learning process and persevere through academic challenges in 100 percent of the lessons that he teaches as measured by analysis of student learning logs and other artifacts of student self-monitoring.

Student Learning Goal

In order to increase mastery of algebraic concepts, Mr. James will implement strategies to help students self-monitor their learning process and persevere through academic challenges so that all students will demonstrate moderate to high growth relating to Algebra I standards by the end of the 2015–16 school year as measured by the course post-assessment, tests, quizzes, and projects.

Discussion Protocol

- What outcomes do the goals strive for? How do the goals support inclusive practice?
- How do these goals promote high expectations for all educators and learners?
- What data would you need to determine that these goals are appropriate for inclusive practice?
- What practices should be implemented to support these goals?
- What supports should be provided to all students, some students, and a few students to achieve the student learning goal?

Refer to Tool 3a: Professional Practice Goal Setting Template and Tool 3b: Student Learning Goal Setting Template for additional questions to guide your discussion.