Inclusive Practice Tool:
Professional Practice 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 process 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 2a:** Massachusetts Classroom Teacher Rubric Resource
- **Tool 5a:** Lesson Plan Artifact Review
- **Tool 5b:** Example Artifact List

Goal Type

☐ Individual

☐ Team

    ☐ Grade Level or Department

    ☐ Multidisciplinary

    ☐ Co-teaching or Team Teaching

    ☐ Other _____

Step 1: Determine a Goal Topic

■ What challenges arise in my(our) inclusive classroom?

■ What kinds of instructional practices do I(we) want to focus on this year?

■ What evidence do I(we) have of the need for a goal in this area?

The goal topic area identified for improvement is:

District and school initiatives this goal aligns with include:

This goal supports inclusive practice by:

Student performance data analysis identifies the following area(s) for professional growth:

Step 2: Identify the Skills, Knowledge, or Practices that Will Be Acquired

■ What are the essential skills, knowledge, and practices aligned with inclusive practice that will support attainment of this professional practice goal?

■ What do these look like in my(our) classroom context?

■ How will I(we) know that I'm(we're) implementing these practices with fidelity?

■ What supports will I(we) need to advance my inclusive practice?

The essential skills, knowledge, and practices that will support attainment of this goal are:

The resources necessary to improve my(our) professional practice include:

Step 3: Establish a Timeline with Key Benchmark Dates

■ Is this a one-year or two-year 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

■   What evidence will demonstrate that I have achieved my goal (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.