

Inclusive Practice Tool: Case Study Goals for Discussion—Accessible Instruction

A RESOURCE FOR SUPPORTING INCLUSIVE PRACTICE

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](#).

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: Sixth-Grade Science Teacher Targeting Multiple Means of Representation

Mr. Thompson has a sixth-grade science class of 25 students, including eight students with learning disabilities, one student on the autism spectrum, and two students in the gifted and talented range. Previous evaluators have noted Mr. Thompson's reliance on teacher-directed instruction in which students listen to a lecture, take notes, and are invited to ask questions as needed. Demonstration of student understanding tends to be through short essay responses on worksheets and assessments. Although no attendance or behavior issues were observed, not all students in the class consistently complete the work that is assigned, and many struggle on the differentiated cumulative end-of-unit assessments. For example, only 12 of Mr. Thompson's students earned a passing score of at least 75 percent on the differentiated Unit 1 end-of-unit assessment.

Professional Practice Goal

By April 2016, Mr. Thompson will incorporate at least one alternative method of representation of course content, appropriate for the individual needs within his classroom, into 100 percent of the lessons he teaches as measured by observation feedback, planning documentation, and student work samples.

Student Learning Goal

In order to improve student performance in his sixth-grade earth science class, Mr. Thompson will incorporate multiple means of representation of course content so that all students earn a passing score of at least 75 percent on the differentiated cumulative end-of-unit assessment by April 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: Third-Grade Reading Team Targeting Multiple Means of Engagement

Oakwood Elementary School has four third-grade teachers. All third-grade teachers report that they are having trouble maintaining student engagement during guided reading groups. Most students demonstrate on-task behavior during the beginning of guided reading rotations, but teachers have observed that by the end of rotations, many students have lost focus and are off task. Some of these off-task behaviors include students' walking around the room, calling out, sharpening pencils, and asking to go to the bathroom or get a drink of water. Reports of these behaviors are supported by classroom observations conducted by administrators. Baseline data indicate that students are on task 60 percent of the time during guided reading groups. The lack of engagement is negatively affecting the students' growth in reading, as evidenced by benchmark assessments. Baseline data indicate that 60 percent of third-grade students are on target to make one year's growth in reading. The third-grade team has decided to collaborate on a goal to increase student engagement during guided reading.

Professional Practice Goal

In order to increase student engagement during guided reading instruction, the third-grade team will implement strategies to support student effort and persistence so that by the end of the 2015–16 school year, 100 percent of students will be fully engaged in guided reading lessons at least 90 percent of the time as evidenced by teacher- and administrator-generated data.

Student Learning Goal

In order to improve third-grade reading performance, the third-grade team will implement strategies to increase student effort and persistence during guided reading lessons, so that all students will achieve moderate to high growth by the end of the 2015–16 school year as measured by benchmark assessments and other sources of classroom reading 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 3: Fifth-Grade General Education and Special Education Mathematics Co-Teachers Targeting Multiple Means of Action and Expression

A general education teacher and a special education teacher co-teach a fifth-grade inclusion class. There are 24 students in the class, and eight students have IEPs (individualized education programs). The teachers work together for the duration of the school day and share a common planning period. The two teachers have agreed on a collaborative student learning goal that will measure mathematics growth. The results of the beginning-of-year mathematics assessment show 67 percent of students in the class achieved a score of at least 50 percent, and 33 percent of the class scored below 50 percent on the beginning-of-year mathematics assessment.

This is the first year that these teachers have co-taught together, and they have found that they have varying styles of assessing student learning. The general education teacher prefers to assess formative learning through written exit tickets at the end of every class. Some students struggle to complete the exit ticket in the allotted time. The special education teacher likes to assess formative learning through frequent

verbal checks for understanding throughout the lesson. Some students respond well to this method, but other students who tend to be quieter are easily overlooked and are struggling with the content. Summative assessments in the class are almost exclusively pencil-and-paper tests and quizzes. The school has access to document cameras, iPads, interactive whiteboards, and student polling devices, but these tools are not currently used in the classroom.

Professional Practice Goal

By April 2016, the co-teachers will include at least two alternative media for students to communicate their learning into 100 percent of the lessons that the educators teach as measured by samples of student work and observation feedback.

Student Learning Goal

In order to improve mastery of fifth-grade mathematics skills, the co-teachers will allow students to communicate their learning through assessments using multiple media so that 100 percent of students will demonstrate moderate to high growth in mathematics as evidenced by performance on beginning- and end-of-year assessments.

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: 10th-Grade Geometry Teacher Targeting Activating and Supplying Background Knowledge

Mr. Sanchez is a 10th-grade geometry teacher. His classes include students with a range of academic profiles, including students with IEPs, students with 504 plans, and English language learners. He doesn't receive any in-class support but consults weekly with a special education teacher to adapt his course content to meet the needs of his students. Mr. Sanchez has to progress through his lessons quickly in order to cover the required content before each quarterly benchmark assessment. His lessons frequently build and expand on geometry concepts introduced in previous lessons. Classroom data show that most students are mastering these concepts the first time they are introduced, but when the same concepts reappear in later lessons, students are not able to make the connection to concepts they have already learned. Students are having difficulty applying previously learned concepts to new content and are struggling to demonstrate that they have mastered course content, particularly in the context of multistep word problems.

Currently, 80 percent of students are able to apply geometry concepts to solve differentiated multistep word problems with at least 68 percent accuracy.

Professional Practice Goal

In order to strengthen his students' mastery of geometry concepts, by June 2016 Mr. Sanchez will incorporate strategies to activate background knowledge into 100 percent of the lessons he teaches as measured by observation feedback, planning documentation, and student work samples.

Student Learning Goal

Mr. Sanchez will implement strategies to increase comprehension of mathematics concepts by activating his students' background knowledge, so that by the end of June 2016, 100 percent of his students will be able to apply geometry concepts to solve differentiated multistep word problems with at least 80 percent accuracy as evidenced by performance on multiple measures, including exit tickets, quizzes, tests, district benchmark assessments, 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 5: Occupational Therapist and Speech Language Pathologist Supporting Kindergarten Small- Group Instruction Targeting Alternative Methods of Presenting Auditory Information

Ms. Peters is a speech language pathologist with 11 years of experience. Ms. Keller is an occupational therapist with two years of experience. The two educators meet with a group of five kindergarten students once per week for a 30-minute group session. All students have developmental delays that impact their communication abilities. During the session, the students are working toward their IEP goals. In small groups, the students play cooperative games to practice skills related to language, motor skills, and interpersonal skills. It is through these games that the two service providers assess progress toward IEP goals. Ms. Peters and Ms. Keller frequently rely on verbally sharing information and directions with the students. Based on data from the student progress assessments and teacher observations, Ms. Peters and Ms. Keller feel the

verbally sharing may not be reaching all students all the time. Alternative methods for the presentation of auditory information are needed for students to access knowledge and skills. Ms. Peters and Ms. Keller are working with their students to achieve a goal of first-grade readiness by the end of the school year.

Professional Practice Goal

By April 2016, Ms. Peters and Ms. Keller will incorporate at least two alternative methods for the presentation of auditory information, appropriate for the individual needs of their students, into 100 percent of the weekly lessons they teach to the kindergarten group as measured by observation feedback, planning documentation, and student work samples.

Student Learning Goal

Ms. Peters and Ms. Keller will incorporate course content from the general education kindergarten curriculum so that all five kindergarten students will meet the developmental milestones for first-grade readiness as measured by kindergarten screening assessments 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.
