Inclusive Practice Tool:
Massachusetts Classroom Teacher Rubric Resource

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—a supplement to the Massachusetts Model Classroom Teacher Rubric—is designed to support inclusive practice within the educator evaluation process. Examples of inclusive practice are added per rubric indicator to identify the leverage points within the evaluation process to both strengthen inclusive practices and empower educators to support all students' learning.

Directions: Classroom educators can use this tool to promote discussion, collaboration, and planning relating to inclusive practice. **Building administrators** can use this tool to support classroom educators and target feedback and supports to meet the needs of educators and students. **District administrators** can use this tool to support inclusive practice across schools.

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 4a:** What to Look For—Observations
- ■ **Tool 5b:** Example Artifact List

Indicator	Annotated Description (Examples of the Indicator in Inclusive Practice)
I-A. Curriculum and Instruction ■ Subject Matter Knowledge ■ Child and Adolescent Development ■ Rigorous Standards-Based Unit Design ■ Well-Structured Lessons	Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. Critical content to be learned is identified and multiple, flexible methods for presenting concepts, engaging students, and means of expressing knowledge are provided. Instruction is modified according to students' readiness, interests, and learning profile. **Examples of educator inclusive practice:** ■ Provides clear academic objectives and behavioral expectations. ■ Identifies and removes curricular and/or instructional barriers to student learning (i.e., text complexity, lesson delivery format, physical environment, etc.). ■ Designs instruction that allows students to engage in learning through a variety of approaches and developmentally appropriate tasks with a variety of resources. ■ Identifies criteria for mastery based on curricular/lesson objectives and integrates opportunities for enhanced learning. ■ Offers multiple means to present key concepts and express understanding (include the use of technology, assistive technology, options for response, tools and resources to support learning) based on students' diverse learning needs. ■ Strategically plans to secure student engagement and interest by using multiple opportunities to connect to students' prior knowledge, experiences, and interests. ■ Designs the learning environment to support all students' learning by facilitating various learning activities (e.g., small group, learning centers) and integrating multiple opportunities for student feedback and collaboration with peers. ■ Embeds interpersonal and social-emotional skills within student learning activities. ■ Utilizes clear and effective displays of information, tools, resources, prompts, etc., such that perceptual features such as size, contrast, and color can be varied.
I-B. Assessment ■ Variety of Assessment Methods ■ Adjustment to Practice	Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction. Offers multiple means for assessing knowledge (e.g. presentation, video, report) and provides students choices for how they demonstrate their knowledge. Technology is leveraged to ensure student access to both content and means to demonstrate knowledge. Student assessment data is used to inform planning, instruction, and methods of assessment. **Examples of educator inclusive practice:** ■ Conducts frequent checks for student understanding.

Indicator	Annotated Description (Examples of the Indicator in Inclusive Practice)
	■ Provides multiple and varied options for student communication and expression to demonstrate understanding and build fluency (such as assistive technology, digital resources, and concrete objects).
I-B. Assessment (continued) ■ Variety of Assessment Methods ■ Adjustment to Practice	■ Ensures assessments are accessible such that all students' knowledge can be demonstrated and accurately captured. ■ Assesses student knowledge and growth based on criteria for mastery using a predetermined rubric or exemplar. ■ Develops (or uses validated) assessments that measure students' growth in both academic and social and emotional skills. ■ Provides frequent and varied feedback and positive reinforcements to student responses. ■ Assesses students to determine growth on identified social and emotional standards (e.g., assessing students' self-regulation skills, personal coping skills, and self-reflection).
I-C. Analysis ■ Analysis and Conclusions ■ Sharing Conclusions with Colleagues ■ Sharing Conclusions with Students	Analyzes data from assessments, draws conclusions, and shares them appropriately. **Examples of educator inclusive practice:** ■ Uses data and student response to differentiate instruction and support. ■ Identifies achievement gaps and specific student needs using formative assessment. ■ Demonstrates regular and systematic use of formative data to inform instructional practice. ■ Works with teams at the grade, school, and district level to analyze disaggregated data and plan interventions where appropriate.
II-A. Instruction ■ Quality of Effort and Work ■ Student Engagement ■ Meeting Diverse Needs	Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Designs and adapts instruction according to student's readiness, interest, and learning profile. Students are provided choices aligned to their interests, opportunities to learn through their strengths, and multiple means to demonstrate their learning. In addition, students are provided with direct skill instruction targeted to specific areas of need, including social-emotional skills. Students are motivated to take responsibility for their own learning. **Examples of educator inclusive practice:** ■ Differentiates instruction to present and scaffold student access to key concepts. Includes accommodations and modifications based on student need. ■ Facilitates comprehension by activating background knowledge, highlighting big ideas, critical features, patterns and relationships (e.g., using multi-modal strategies to activate background knowledge prior to lessons). ■ Provides explicit instruction and modeling of social and emotional learning.

Indicator	Annotated Description (Examples of the Indicator in Inclusive Practice)
	■ Supports student use of tools, resources, and scaffolding to promote student development of executive functioning skills (e.g., visual schedules, agenda, charts, cues, prompts, timers, graphic organizers, etc.). ■ Provides options for student engagement, persistence, and self-regulation.
II-A. Instruction (continued) ■ Quality of Effort and Work ■ Student Engagement ■ Meeting Diverse Needs	■ Differentiates the degree of difficulty or complexity with which core activities can be completed. ■ Provides options for language and expressions by clarifying vocabulary and syntax. ■ Provides opportunities for students to make connections between new content, prior knowledge, and real-world applications, which maximizes transfer and generalization of information. ■ Presents curriculum content through multiple means and providing scaffolds and support for metacognitive processing (e.g., using visual imagery, think-alouds, concept anchoring, or concept mastery routines). ■ Supports a variety of tasks and learning formats, and guides information processing through multi-modal means (e.g., kinesthetic, auditory, tactile, visual). ■ Uses comprehension scaffolds such as graphic organizers and interactive writing to maximize understanding, transfer, and generalization.
II-B. Learning Environment ■ Safe Learning Environment ■ Collaborative Learning Environment ■ Student Motivation	Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning. Establishes and reinforces a learning environment that is positive, safe, and productive. Supports school-wide positive behavior systems in the classroom, in which specific rules, behaviors, and expectations are taught, modeled, and rewarded while using an ongoing data-monitoring system to evaluate progress. Understands that all behavior is communicative and seeks to identify the student needs behind behavior. **Examples of educator inclusive practice:** ■ Defines, posts, teaches, and models positive classroom expectations and routines to increase, clarify, and reemphasize behavioral expectations. ■ Models and reinforces positive behavioral expectations. ■ Acknowledges and reinforces appropriate social and academic behavior (e.g., behavior-specific verbal praise, social/peer reinforcement, class-wide incentives or student choice of reward). ■ Develops and reinforces students' self-advocacy skills. ■ Fosters collaboration and community by creating an accepting and supportive classroom climate that is sensitive to individual learner profiles (e.g., academic, social-emotional, and behavioral). ■ Encourages and supports opportunities for peer interactions and supports (e.g., peer-tutors), in which students collaborate with peers and demonstrate appropriate behavior during group and individual work. ■ Sets up the physical environment to allow for smooth physical movement of students and educators. ■ Sets up the physical classroom environment to provide for flexibility for multiple groupings, ease of transitions, and space to accommodate varied ways of learning and encourage physical movement.

Indicator	Annotated Description (Examples of the Indicator in Inclusive Practice)
	■ Minimizes stressors and distractions by using charts, calendars, schedules, visible timers, cues, etc., that can increase the predictability of daily activities and transitions. ■ Creates a nonthreatening, positive, and academically rigorous atmosphere.
II-C. Cultural Proficiency ■ Respects Differences ■ Maintains Respectful Environment	Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. **Examples of educator inclusive practice:** ■ Models, encourages, and practices respect for diversity in background, identity, preferences, and all other areas. ■ Creates an environment that is safe and respectful of all cultures and backgrounds. ■ Supports and encourages a diverse learning community engaged in common interests or activities. ■ Considers students' diverse backgrounds, identities, strengths, and challenges during lesson planning, instruction, assessment, and classroom management. ■ Varies the social demands required for learning or performance depending on student comfort level. ■ Involves all participants in whole-class discussions in a supportive, encouraging way, allowing students to "take a pass" or to "recover" as necessary. ■ Models and practices appropriate responses to peer contributions and interactions during discussion and during group and partner work. ■ Optimizes and appreciates individual choice and autonomy. ■ When appropriate, invites students to share unique experiences, backgrounds, and histories and models active listening and positive, responsive questioning, commenting, and giving and receiving feedback.
II-D. Expectations ■ Clear Expectations ■ High Expectations ■ Access to Knowledge	Plans and implements lessons that establish and maintain clear and high expectations for all learners. Ensures expectations are individualized according to student needs and capacity. **Examples of educator inclusive practice:** ■ Differentiates core activities in degree of difficulty or complexity. ■ Supports a variety of tasks and learning formats that allow for active participation, exploration, and experimentation. ■ Communicates expectations in a variety of ways (e.g., verbally, in writing, graphically, pictorially, websites, through web platforms). ■ Demonstrates appropriately high academic and behavioral expectations for all students. ■ Involves learners, whereever and whenever possible, in setting their own personal academic and behavioral goals.

Indicator	Annotated Description (Examples of the Indicator in Inclusive Practice)
	■ Heightens salience of goals and objectives by using prompts or requiring learners to explicitly formulate or restate goal.
	■ Uses prompts, scaffolds, or models for visualizing desired outcome.
	■ Provides opportunities for students to demonstrate self-regulation strategies by monitoring their own thinking, setting goals, and monitoring and reflecting on progress.
II-D. Expectations (continued) ■ Clear Expectations ■ High Expectations ■ Access to Knowledge	■ Provides opportunities for students to demonstrate autonomy and self-advocacy by choosing appropriate learning tools and supports. ■ Provides differentiated models of self-assessment strategies (e.g., role-playing, video reviews, peer feedback). ■ Uses assessment checklists, scoring rubrics, and multiple exemplars of annotated student work and performance. ■ Engages learners in assessment discussions of what constitutes excellence and generates relevant examples that connect to students' cultural backgrounds and interests. ■ Provides opportunities for students to build positive strategies for future success based on feedback and other evidence, including identifying patterns of errors and wrong answers.
III-A. Engagement ■ Parent/Family Engagement	Welcomes and encourages every family to become active participants in the classroom and school community. **Examples of educator inclusive practice:** ■ Uses multimedia tools such as classroom websites, social media, scheduling and reminder apps, homework calendars, flipped classroom, e-mail, and phone conversations to communicate regularly with parents, guardians, and caregivers. ■ Engages with families through a variety of approaches, demonstrating awareness of appropriate cultural considerations. ■ Communicates and collaborates with student services personnel (guidance, special education, social workers, etc.) in order to better understand family dynamics and unique circumstances that may impact student learning, behavior, and social-emotional health.
III-B. Collaboration ■ Learning Expectations ■ Curriculum Support	Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school. **Examples of educator inclusive practice:** ■ Articulates to parents expectations of student performance, giving criteria for mastery and student capacity. ■ Provides guidance on how students learn and on each child's learning needs; helps parents understand the various ways students engage with content. ■ Consults with team members and student services staff as required to consider accommodations and modifications to content and curriculum (when appropriate) in order to provide optimal opportunities for success for each student.

Indicator	Annotated Description (Examples of the Indicator in Inclusive Practice)
III-C. Communication ■ Two-Way Communication ■ Culturally Proficient Communication	Engages in regular, two-way, and culturally proficient communication with families about student learning and performance, using communication tools that are responsive to the needs of the parents'/guardians' native language. **Examples of educator inclusive practice:** ■ Uses all available resources for communication, including e-mail, phone calls, and text messaging (when appropriate).
III-C. Communication (continued)	■ Listens to parents'/guardians' requests and insights regarding student instruction and possible antecedents for student behaviors. ■ Considers and is sensitive to cultural and other demographic considerations when communicating with families. ■ Is sensitive and aware of times of student conflict and crisis; provides supports and resources when necessary.
IV-A. Reflective Practice ■ Reflective Practice ■ Goal Setting	Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning. **Examples of educator inclusive practice:** ■ Can identify formalized routines to reflect on and improve practice. ■ Uses a variety of approaches to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve inclusive practices. ■ Seeks out and participates in aligned professional learning opportunities to improve inclusive practices, applying those professional learning experiences in the classroom. ■ Regularly assesses all student performance—with specific attention to struggling learners—to determine effectiveness of instructional practice.
IV-B. Professional Growth ■ Professional Learning and Growth	Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. Engages in multiple opportunities to improve individual and school-wide inclusive practices. **Examples of educator inclusive practice:** ■ Focuses on best inclusive practices when conducting self-assessments and developing professional practice goals. ■ Seeks and participates in professional development and other learning opportunities to broaden understanding of best practices for inclusion (including principles of Universal Design for Learning [UDL], Positive Behavioral Supports and Interventions [PBIS], and Social and Emotional Learning [SEL]). ■ Applies new learning about best practices to improve the quality of inclusive practices or to build upon existing expertise and experience in order to expand or alter school-wide and individual inclusive practices.

Indicator	Annotated Description (Examples of the Indicator in Inclusive Practice)
IV-C. Collaboration ■ Professional Collaboration	Collaborates effectively with colleagues on a wide range of tasks. Collaborates with colleagues about improving instructional practice to ensure that all students are participating in instructional activities that meet students' individual needs. **Examples of educator inclusive practice:** ■ Collaborates actively when other adults are in the room. ■ Shares ideas relating to, identifies, and models inclusive practices in order to improve educator capacity to facilitate all student learning.
IV-C. Collaboration (continued)	■ Seeks out and applies expertise of grade-level, content-area, and student services professionals to help broaden understanding of best practices (UDL, PBIS, and SEL). ■ Seeks out opportunities to engage with colleagues as both mentor and mentee, supporting improved inclusive practices.
IV-D. Decision-Making ■ Decision-making	Becomes involved in school-wide decision-making and takes an active role in school improvement planning. Participates in and collaborates with other teachers and administrators in analyzing both student and school-wide data to inform, revisit, and revise school-wide initiatives, instructional practice, and social and emotional supports as necessary. **Examples of educator inclusive practice:** ■ Supports and participates in the school-wide discipline and behavioral intervention system implementation and analysis. ■ Collaborates to develop social and emotional competencies systematically through the typical instructional cycle: goals and objectives of lessons, introduction to new material and modeling, group and individual practice, and conclusion and reflection.
IV-E. Shared Responsibility ■ Shared Responsibility	Shares responsibility for the performance of all students within the school. Takes individual and shared responsibility for achieving high academic and behavioral outcomes for all students. **Examples of educator inclusive practice:** ■ Collaborates with peers to ensure alignment on instructional plans and academic and behavioral expectations. For example, collaborates with professionals to align practices, routines, and vocabulary for behavior in common areas of the building such as hallways, cafeteria, bathrooms, playground, etc. ■ Shares responsibility for planning, instructing, and assessing all student performance. ■ Shares and discusses student data and problem-solves collaboratively. ■ Supports and participates in school-wide positive behavior systems inside and outside the classroom. ■ Shares accountability for student learning goals and results.
IV-F. Professional Responsibilities ■ Judgment	Is ethical and reliable, and meets routine responsibilities consistently. Models and advocates for fair, equitable and appropriate treatment of all students and

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■ Reliability and Responsibility	families. Educators follow all policies, regulations, and procedures specific to role and responsibilities. **Examples of educator inclusive practice:** ■ Models a high level of integrity in interactions with all students and families. ■ Maintains confidentiality when collaborating with colleagues concerning student needs and performance. ■ Discusses issues of equity and diversity with students and staff members. ■ Follows, implements, monitors, and measures progress on students' individualized education programs (IEPs). ■ Contributes to student planning and progress reporting on IEPs.