

Inclusive Practice Tool: Massachusetts Superintendent 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 Superintendent Rubric—is designed to support inclusive practice within the educator evaluation process. Annotated descriptions are added per rubric indicator to identify the leverage points within the evaluation process to strengthen inclusive practice and empower leaders to support educators and students in inclusive classrooms.

Directions: Teams of **classroom educators** can use this tool to promote discussion, collaboration, and planning relating to inclusive practice at the district level. Teams of **building administrators** can use this tool to promote discussion and conversation relating to inclusive practice at the school level. **District administrators** can use this tool to promote discussion, collaboration, and planning relating to inclusive practice across the district.

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 2b:** [Massachusetts School-Level Administrator Rubric Resource](#)
- **Tool 8a:** [Superintendent Self-Assessment](#)
- **Tool 8b:** [Master Schedule Review](#)

Indicator	Annotated Description (Examples of the indicator in inclusive practice)
<p>I-A. Curriculum</p> <ul style="list-style-type: none"> ■ Standards-Based Unit Design ■ Lesson Development Support 	<p>Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. Ensures that the district curriculum, instruction, and assessment programs are designed to provide full access and opportunity to all students.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Establishes opportunities for district and school administrators and educators to collaborate in aligning curriculum with state standards, across grades, and with appropriate progressions across levels. ■ Ensures access to high standards by offering and integrating the use of technology, including assistive technology and specialized instructional materials. ■ Analyzes district and school progress to determine capacity in supporting all students' learning by reviewing academic outcomes for all students, including the disaggregation of data by subgroups. ■ Supports and facilitates district-wide professional development in inclusive practice by advancing the understanding of the principles of Universal Design for Learning (UDL), Positive Behavioral Supports and Interventions (PBIS), and Social and Emotional Learning (SEL). ■ Collaborates with district technology team to expand training and resources for engaging students with content through multiple means of representation and expression through the use of technology. ■ Supports district and school teams in the application of evidence-based instructional practices through job-embedded professional learning. ■ Facilitates the adoption of an evidence-based curriculum that supports both academic and social-emotional growth of students.
<p>I-B. Instruction</p> <ul style="list-style-type: none"> ■ Instructional Practices ■ Quality of Effort and Work ■ Diverse Learners' Needs 	<p>Ensures that practices in all settings 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. Builds and sustains a culture that shares responsibility for improving the learning of all students. Establishes expectations and sets specific achievement targets for schools and students (including student subgroups).</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Leads and communicates to the district a commonly held vision for instruction that includes differentiation and accessibility for all students. ■ Models a continual review and analysis of formative and summative data—disaggregated by student subgroups—to review and revise instructional leadership decisions, pacing guides, sequences, and materials so that all students can access the curriculum. ■ Provides professional development and support to district administrators so that all educators design and adapt instruction according to students' readiness, interests, and learning profiles through the use of multiple means of representation and expression. ■ Expects and supports the development and implementation of flexible grouping, co-teaching, or building-specific models to ensure maximized learning outcomes for all learners.

Indicator	Annotated Description (Examples of the indicator in inclusive practice)
I-B. Instruction (continued) <ul style="list-style-type: none"> ■ Instructional Practices ■ Quality of Effort and Work ■ Diverse Learners' Needs 	<ul style="list-style-type: none"> ■ Ensures the district educator evaluation system promotes and supports consistent use of research-based effective instructional strategies in all classrooms to reach established targets. ■ Expects and supports school leadership to understand and model the principles of UDL, PBIS, and SEL.
I-C. Assessment <ul style="list-style-type: none"> ■ Variety of Assessments ■ Adjustment to Practice 	<p>Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. Monitors and disaggregates summative data to determine if curriculum and instruction is accessible to all. Plans and implements a system of monitoring district progress on students' academic and social goals.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Sets expectations for a district-wide summative and formative assessment plan that ensures accessibility. ■ Facilitates district- and building-level data disaggregation to ensure all subgroups are making reasonable growth. ■ Leverages technology to ensure full access and opportunity. ■ Uses student assessment data to inform district-wide professional learning. ■ Disaggregates data according to teacher and student type such that professional learning can be targeted. ■ Establishes a district-wide progress monitoring system to detect areas of concern, students failing to progress, and need for professional development and support.
I-D. Evaluation <ul style="list-style-type: none"> ■ Educator Goals ■ Observations and Feedback ■ Ratings ■ Alignment Review 	<p>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. Evaluates district administrators in a fair and equitable manner and utilizes the results of evaluations to provide professional learning and supports to improve inclusive practice.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Engages administration in reflective practice and discussion and models self-analysis with the exclusive purpose of improving organizational and individual movement toward inclusive buildings and classrooms. ■ Provides formal and informal feedback to district administrators on ways they can facilitate inclusive schools and classrooms. ■ Provides feedback and fosters discussions that encourage administrators to align professional goals to district needs related to inclusive practice. ■ Creates a culture in which administrators and teachers see the evaluation process as a means to continued growth and learning in the implementation of inclusive practice. ■ Assists administrators to make informed decisions about supports they need based upon the evaluation process and educator capacity.

Indicator	Annotated Description (Examples of the indicator in inclusive practice)
<p>I-E. Data-Informed Decision Making</p> <ul style="list-style-type: none"> ■ Knowledge and Use of Data ■ School and District Goals ■ Improvement of Performance, Effectiveness, and Learning 	<p>Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. Employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Models data-based decision making by analyzing multiple data sources to set district goals and objectives. Disaggregates the data by subgroups and uses the data to judge program effectiveness. ■ Schedules district administrator professional development that examines district and school data to discover trends in attendance, discipline, academic performance, and family engagement across all student populations. ■ Creates a culture that understands data, uses data to inform instruction, and disaggregates data to pinpoint areas of significant growth or concern across student subgroups. ■ Collects and disaggregates data that track the impact of a social-emotional or positive behavior curriculum on trends in attendance and discipline. ■ Uses data analysis to adjust or redesign research-based practices.
<p>II-A. Environment</p> <ul style="list-style-type: none"> ■ Plans, Procedures, and Routines ■ Operational Systems ■ Student Safety, Health, and Social and Emotional Needs 	<p>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, social, and emotional needs. Creates and sustains collaborative climates and ensures that district administrators establish the infrastructure to ensure staff members have the time, schedules, and preparation to plan for the needs of all students.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Demonstrates evidence of school environments in which administrators and educators recognize the value of, support, and participate in a school-wide system of behavioral supports. ■ Develops a positive disciplinary climate that provides clear and consistent social and behavioral expectations for all students. ■ Provides set protocols and routines to promote and reinforce school safety. ■ Provides administrators and educators with support for the development of PBIS and SEL through dedicated district-wide professional development and ongoing professional learning communities (PLCs) in each building. ■ Sets, models, and reinforces a system to address bullying and other threatening behaviors with consequences and opportunities for mediation and rehabilitation. ■ Recognizes IDEA regulations concerning discipline and manifestation determination and informs and supports district and school administrators in implementation. ■ Includes community stakeholders to understand the importance of and promote shared responsibility for preventing and addressing bullying and other behaviors that threaten students' social and emotional well-being

Indicator	Annotated Description (Examples of the indicator in inclusive practice)
<p>II.B. Human Resources Management</p> <ul style="list-style-type: none"> ■ Recruitment and Hiring Strategies ■ Induction, Professional Development, and Career Growth Strategies 	<p>Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice. Recruits and retains quality staff who model quality inclusive practice.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Acknowledges effective administrators and educators who exemplify quality inclusive practice. ■ Uses collaborative models (school, student, family, community, district) to effectively recruit, interview, and retain educators who exemplify positive inclusive practice. ■ Provides effective educators with opportunities for growth and leadership within the district to support inclusive practice. ■ Ensures the administration seeks out and employs staff with the specific skills to remediate needs as determined by data (e.g., mathematics coach, reading specialist, BCBA, social skills instructor).
<p>II-C. Scheduling and Management Information Systems</p> <ul style="list-style-type: none"> ■ Time for Teaching and Learning ■ Time for Collaboration 	<p>Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. Allocates time and resources that promotes shared ownership for all students' learning.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Facilitates district leadership to receive professional development in social-emotional learning, positive behavior interventions and supports, and universal design. ■ Develops district calendar that offers built-in opportunities for staff to collaborate, plan instruction, and review student data such as district-wide late-start days or early dismissal. ■ Supports school administrators to develop schedules that prioritize common planning time and consultation with specialists. ■ Identifies opportunities (e.g., hiring of floating substitutes to cover classes) for educators to observe, support, and coach each other in the implementation of inclusive practice.
<p>II-D. Laws, Ethics, and Policies</p> <ul style="list-style-type: none"> ■ Laws and Policies ■ Ethical Behavior 	<p>Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p> <p>Examples of inclusive leadership practices:</p> <ul style="list-style-type: none"> ■ Allocates resources equitably throughout the district to ensure all students have access to the tools necessary for success. ■ Ensures that the administrators understand and implement new laws and regulations within the mandated time frames (e.g., Chapter 222, restraint and seclusion) by providing the necessary resources and modeling their importance.

Indicator	Annotated Description (Examples of the indicator in inclusive practice)
<p>II-E. Fiscal Systems</p> <ul style="list-style-type: none"> ■ Fiscal Systems 	<p>Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. Allocates resources to support the needs and goals of the district to ensure high standards in academic and social-emotional growth are met across all student populations.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Ensures resources are allocated to support educator capacity to educate students in inclusive classrooms.
<p>III-A. Engagement</p> <ul style="list-style-type: none"> ■ Family Engagement ■ Community and Business Engagement 	<p>Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community. Provides information about student progress and learning expectations and engages parents in shared decision making as inclusive schools are developed and sustained.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Establishes and reinforces a shared understanding of expectations concerning student academic and social outcomes across all student populations. ■ Communicates regularly with families about expectations and example student successes related to inclusive practice. ■ Shares the instructional approaches and supporting research in implementing inclusive models and the district plan for building educator and family capacity to support all students’ learning. ■ Is readily accessible to all families regardless of socioeconomic, cultural, or linguistic diversity. ■ Builds capacity for increased family and community involvement in district councils involved in data-driven decision-making processes. ■ Engages parents to enhance students’ opportunities for learning. ■ Creates, with school and district staff, opportunities for parents, community members, government leaders, nonpolitical organizations, and business representatives to create a shared vision for the district.
<p>III-B. Sharing Responsibility</p> <ul style="list-style-type: none"> ■ Student Support ■ Family Collaboration 	<p>Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Builds a school-wide commitment to inclusive schools. Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Fosters a district-wide commitment to including students with disabilities, English language learners, and other diverse learners in providing multiple opportunities to achieve. ■ Engages educators, families, and the community so that everyone understands the importance of inclusion of all students. ■ Creates a culture of open communication, respect, and trust as the district and community develop a sense of collective responsibility for improving the learning of all students.

Indicator	Annotated Description (Examples of the indicator in inclusive practice)
<p>III-B. Sharing Responsibility (continued)</p> <ul style="list-style-type: none"> ■ Student Support ■ Family Collaboration 	<ul style="list-style-type: none"> ■ Models the use of EWIMS (Early Warning Intervention Monitoring System) data to provide proactive interventions early. ■ Ensures that administrators and educators understand the importance of SEI (Sheltered English Immersion) training and the implementation of the strategies learned.
<p>III-C. Communication</p> <ul style="list-style-type: none"> ■ Two-Way Communication ■ Culturally Proficient Communication 	<p>Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Develops capacity of administrators and educators to implement structures for engaging diverse stakeholders in school improvement decisions.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Develops a timeline with an action plan to create scheduled communication opportunities with families and community stakeholders about learning performance.
<p>III-D. Family Concerns</p> <ul style="list-style-type: none"> ■ Family Concerns 	<p>Addresses family and community concerns in an equitable, effective, and efficient manner.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Adopts a district policy timeline to create consistent, effective two-way communication and interaction with families and community.
<p>IV-A. Commitment to High Standards</p> <ul style="list-style-type: none"> ■ Commitment to High Standards ■ Mission and Core Values ■ Meetings 	<p>Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all. Builds a professional community that shares responsibility for improving the learning of all students. Communicates and reinforces high expectations for all students.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Empowers building leaders to set high and demanding academic and behavior expectations for every student. ■ Displays vision and mission statements throughout the district that reflect a shared commitment for high achievement for all. This vision is reflected in decision making, curriculum, and community engagement decisions. ■ Engages administrators and educators in conversations about expectations for all students and helps leaders acquire the knowledge and skills needed to work toward helping students reach grade-level standards.
<p>IV-B. Cultural Proficiency</p> <ul style="list-style-type: none"> ■ Policies and Practices 	<p>Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. Develops and implements culturally sensitive policies that acknowledge diverse backgrounds, identities, strengths, and challenges of administrators, students, staff, and community.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Communicates successes of inclusive practice using culturally sensitive language. ■ Demonstrates appreciation of diversity. ■ Demonstrates awareness of diverse backgrounds and academic profiles in all interactions. ■ Supports a district-wide culture that is safe and respectful of all cultures and backgrounds.

Indicator	Annotated Description (Examples of the indicator in inclusive practice)
<p>IV-C. Communications</p> <ul style="list-style-type: none"> ■ Communication Skills 	<p>Demonstrates strong interpersonal, written and verbal communication skills.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Communicates regularly with district regarding community and district concerns and celebrations using audience-specific interpersonal, written, and verbal communication. ■ Ensures that district staff have the tools necessary to communicate effectively with each other and their community.
<p>IV-D. Continuous Learning</p> <ul style="list-style-type: none"> ■ Continuous Learning of Staff ■ Continuous Learning of Administrator 	<p>Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice. Provides professional development and training opportunities to help administrators and staff adapt best practices based on reflection and data research.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Supports district-wide approach to promote collaboration as often and as feasibly and appropriately as possible.
<p>IV-E. Shared Vision</p> <ul style="list-style-type: none"> ■ Shared Vision Development 	<p>Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. Develops a district-wide (families, staff, students, community) embedded educational vision that demonstrates a commitment to inclusive schools and classrooms.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Builds a professional community that shares responsibility for improving the learning of all students. ■ Establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement with all student populations.
<p>IV-F. Managing Conflict</p> <ul style="list-style-type: none"> ■ Response to Disagreement ■ Conflict Resolution ■ Consensus Building 	<p>Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Provides professional development for district administrators to learn a variety of strategies to build consensus within the district community relating to shared responsibility for all students. ■ Establishes training and opportunity for application among general and specialty educators (i.e., special education, English language specialists) in working to resolve conflicts and differences in opinions and instructional and assessment choices among teams of teachers.