Inclusive Practice Tool:
WHAT TO LOOK FOR—Observation Feedback

A RESOURCE FOR SUPPORTING INCLUSIVE PRACTICE

Power Elements for Inclusion

Identified by Massachusetts stakeholders as being most directly related to successful inclusive instruction. Elements within Standards I and II below are observable.

**Standard I:
Curriculum Planning and Assessment**

Child and Adolescent Development

Variety of Assessment Methods

Adjustments to Practice

**Standard II:
Teaching All Students**

Meeting Diverse Needs

Safe Learning Environment

Access to Knowledge

**Standard III:
Family and Student Engagement**

Two-Way Communication

**Standard IV:
Professional Culture**

Reflective Practice

Shared Responsibility

This tool—a supplement for classroom observation—is designed to identify, reinforce, and support educator practice in inclusive classrooms.

How do I use this tool?

Classroom educators can use this tool to promote discussion, collaboration, and planning around 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.

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.

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 3a:** Professional Practice Goal Setting Template
- **Tool 5a:** Lesson Plan Artifact Review
- **Tool 5b**: Example Artifact List

Discussion Prompts to Promote Effective Inclusive Practice

Educator Actions

- When you presented [*reference specific content delivered by educator*], what considerations did you make for learner diversity?

- When students were expected to [*reference specific task*], how did you provide multiple options for student expression and communication?

- How did you strategically plan for student engagement in this lesson?

- Where did you find yourself teaching and modeling positive social behaviors?

Student Actions

- What were the intended outcomes for students? How well did [*reference specific students*] understand the lesson? What tells you so?

- Which students did you think expressed their knowledge in interesting ways? Why?

- Which students did you think were most engaged with the lesson? Why?

- What reflections do you have on student social-emotional learning in this class?

Classroom Environment

- How does the classroom environment enable your instruction?

- How do you use the classroom environment to maximize student expression?

- How does the classroom environment support positive student engagement and social-emotional behaviors?

Responses on Educator Actions	Responses on Student Actions	Responses on Classroom Environment

Summary of Feedback

Actionable Feedback:

"Aha!" Moments:

Other Relevant Information:

Reflection and Feedback