

Inclusive Practice Tool: The Massachusetts Model Student Feedback Survey

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 reflection tool—a supplement to the Massachusetts Model Student Feedback Survey, Grades 3–5 and Grades 6–12—is designed to support reflection around inclusive practices within the educator evaluation process. By identifying those items in the MA Model Student Feedback Survey that support accessible instruction and positive behavior supports, educators can leverage the results to strengthen inclusive practice.

Directions: **Classroom educators** can use this tool when reviewing Model Survey data with a focus on 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 2a:** [Massachusetts Classroom Teacher Rubric Resource](#)
- **Tool 3a:** [Professional Practice Goal Setting Template](#)
- **Tool 5a:** [Lesson Plan Artifact Review](#)

Massachusetts Model Student Feedback Survey, Grades 3–5

This item key is *not* intended for distribution to students. The following table provides a crosswalk between Grades 3–5 survey items, the [Standards and Indicators of Effective Teaching Practice](#) addressed in the MA Model Student Feedback Survey, and principles of accessible instruction and positive behavior supports. You may sort the table differently by: (a) highlighting the table, (b) selecting the “Table Layout” tab, and (c) Selecting the “Sort” Function. Use this table to help you reflect on results from the MA Model Survey that in addition to reflecting good practice reflect elements of accessible instruction and positive behavior supports.

- Accessible Instruction (AI): ■
- Positive Behavior Supports (PB): ●

Standard I: Curriculum, Planning & Assessment				Standard II: Teaching All Students	
I.A: Curriculum & Planning				II.A: Instruction	
I.B: Assessment				II.B: Learning Environment	
I.C: Analysis				II.C: Cultural Proficiency	
				II.D: Expectations	
St/Ind	AI	PB	#	Item	
II.B	■	●	1.	In this class, students help each other to learn.	
II.D	■	●	2.	I play games, draw pictures, write stories and talk about my work in class.	
I.B	■	●	3.	When my teacher is talking, he or she asks us if we understand.	
I.A	■	●	4.	What I am learning now connects to what I learned before.	
II.A	■	●	5.	My teacher asks me to improve my work when he or she knows I can do better.	
II.D	■	●	6.	When we can't figure something out, my teacher gives us other activities to help us understand.	
II.C	■	●	7.	The teacher and students respect each other in this class.	
II.D	■		8.	My teacher asks questions that help me learn more.	
II.A	■		9.	When I am at home, I like to learn more about what I did in class.	
I.B	■	●	10.	In this teacher's class, students help the teacher develop guidelines (e.g., rubrics, student work examples) that will be used to grade our assignments.	
II.B	■	●	11.	When I am stuck, my teacher wants me to try again before he or she helps me.	
II.A	■	●	12.	When something is hard for me, my teacher offers many ways to help me learn.	
II.B	■	●	13.	My teacher uses our mistakes as a chance for us all to learn.	
II.D	■	●	14.	The work in this class is challenging but not too difficult for me.	
II.D			15.	When asked, I can explain what I am learning and why.	
I.A			16.	I use evidence to explain my thinking when I write, answer questions, and talk about my work.	
I.A		●	17.	My teacher makes me think first, before he or she answers my questions.	

St/Ind	AI	PB	#	Item
II.A	■		18.	I can show my learning in many ways (e.g., writing, graphs, pictures).
II.A	■	●	19.	I can do more challenging work when I am waiting for other students to finish.
II.C	■	●	20.	My teacher shows us how to respect different opinions in class.
I.A	■	●	21.	My teacher usually knows when I am confused and helps me understand.
I.A	■	●	22.	The activities (work) my teacher gives us really make me think hard.
I.C	■	●	23.	After I talk to my teacher, I know how to make my work better.
II.B		●	24.	Students speak up and share their ideas about class work.
I.A			25.	When we read in class, I can think of several possible answers to my teacher's questions.
II.B		●	26.	If I am sad or angry, I can talk to my teacher.
I.C	■		27.	I look over my classmates' work and suggest ways to improve it.
II.B	■	●	28.	My classmates behave the way my teacher wants them to.
II.C	■	●	29.	My teacher respects my ideas and suggestions.
I.A			30.	My teacher encourages us to think of more than one way to solve a problem.
I.A		●	31.	My teacher's answers to questions are clear to me.
II.B	■	●	32.	In this class, students work well together in groups.
I.C	■	●	33.	I use rubrics given by the teacher to judge how well I have done my work.
II.B	■	●	34.	My teacher encourages me to ask for help when I need it.
II.B		●	35.	My teacher helps students make better choices when they are misbehaving.
II.D	■	●	36.	Students encourage each other to do really good work in this class.
II.D	■		37.	My teacher explains what good work looks like on assignments and projects.
I.A	■	●	38.	My teacher asks us to share what we have learned in a lesson.
II.D		●	39.	In this teacher's class, I have learned not to give up, even when things get difficult.
II.A			40.	My teacher uses things that interest me to explain hard ideas.
II.D			41.	My homework helps me to understand what we do in class.
II.C		●	42.	Students help decide the rules for how students should behave in this class.
II.A	■	●	43.	My teacher lets me teach other students how I solved a problem.
II.C	■	●	44.	In this class, other students take the time to listen to my ideas.
I.A	■		45.	I understand the main idea being taught in each lesson.
II.A	■		46.	My teacher uses my ideas to help my classmates learn.

Massachusetts Model Student Feedback Survey, Grades 6–12

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I.B: Assessment				II.B: Learning Environment	
I.C: Analysis				II.C: Cultural Proficiency	
				II.D: Expectations	
St/Ind	AI	PB	#	Item	
II.B	■	●	1.	My teacher demonstrates that mistakes are a part of learning.	
I.A	■	●	2.	The activities in this teacher's class require me to think deeply.	
II.B	■	●	3.	My teacher believes in my ability.	
I.A			4.	My teacher asks us to summarize what we have learned in a lesson.	
II.A	■	●	5.	My teacher encourages students to challenge each other's thinking in this class.	
II.C	■	●	6.	Students help decide the rules for how students should behave in this class.	
I.C	■	●	7.	Using rubrics given to us by my teacher, I suggest ways for my classmates to improve their assignments.	
II.D	■	●	8.	Students push each other to do better work in this class.	
I.A			9.	I am able to connect what we learn in this class to what we learn in other subjects.	
II.A		●	10.	My teacher asks me to improve my work when she or he knows I can do better.	
I.B			11.	My teacher checks to make sure we understand what he or she is teaching us.	
I.A			12.	My teacher uses open-ended questions that enable me to think of multiple possible answers.	
II.D			13.	Examples of excellent work are provided by my teacher so I understand what is expected of me.	

St/Ind	AI	PB	#	Item
II.B		●	14.	In discussing my work, my teacher uses a positive tone even if my work needs improvement.
I.C	■	●	15.	In this class, students review each other's work and provide each other with helpful advice on how to improve.
II.A	■		16.	In this class, my teacher is willing to try new things to make learning more interesting.
II.D			17.	When asked, I can explain what I am learning and why.
I.C	■	●	18.	After I get feedback from my teacher, I know how to make my work better.
II.D	■	●	19.	The work in this class is challenging but not too difficult for me.
I.A	■	●	20.	In my class, my teacher uses students' interests to plan class activities.
II.A	■	●	21.	In this class, my teacher uses students' ideas to help students learn.
I.A			22.	During our lessons, I am asked to apply what I know to new types of challenging problems or tasks.
I.C	■	●	23.	My teacher tells me in advance how my work is going to be graded.
II.C	■	●	24.	In this class, other students take the time to listen to my ideas.
I.A	■	●	25.	When material in this subject is confusing, my teacher knows how to break it down so I can understand.
II.B			26.	In my class, my teacher is interested in my well-being beyond just my class work.
II.D	■		27.	The level of my work in this class goes beyond what I thought I was able to do.
II.A	■	●	28.	What I learn from my teacher often inspires me to explore topics outside of school.
I.A			29.	The material in this class is clearly taught.
II.C	■	●	30.	When possible, my teacher uses materials that reflect the cultural diversity (makeup) of this class.
II.B	■	●	31.	In this class, students are responsible for each other's success.
II.A	■		32.	If we finish our work early in class, my teacher has us do more challenging work.
II.B		●	33.	My teacher's passion for her/his subject makes me want to learn more.
I.B	■	●	34.	My teacher asks me to rate my understanding of what we have learned in class.
I.A		●	35.	I use evidence to explain my thinking when I write, present my work, and answer questions.
II.A	■	●	36.	To help me understand, my teacher uses my interests to explain difficult ideas to me.

St/Ind	AI	PB	#	Item
II.B			37.	In this class, students work together to help each other learn difficult content.
I.A	■	●	38.	In this class, I learn how to use technology well (e.g., Internet, tools) to support my learning.
II.C	■	●	39.	My teacher helps us identify our strengths and shows us how to use them to help us learn.
I.A			40.	I am challenged to support my answers or reasoning in this class.
II.A	■	●	41.	In this class, students are asked to teach other classmates a part or whole lesson.
II.B	■	●	42.	Our class stays on task and does not waste time.
II.D			43.	The homework assignments add to my understanding of what we are doing in class.
I.A		●	44.	My teacher helps me to develop many ways to think about an activity or a problem.
II.D	■	●	45.	During a lesson, my teacher is quick to change how he or she teaches if the class does not understand (e.g., switch from using written explanations to using diagrams).
II.C		●	46.	My teacher encourages us to accept different points of view when they are expressed in class.
II.B	■	●	47.	Student behavior does NOT interfere with my learning.
I.B	■	●	48.	My teacher uses a variety of ways to assess our understanding.
II.A	■	●	49.	I can show my learning in many ways (e.g., writing, graphs, pictures) in this class.
II.C	■	●	50.	The teacher and students respect each other in this class.
I.C	■	●	51.	My teacher provides quick feedback so I know how to do better with my next assignment.
II.D	■	●	52.	My teacher uses a variety of ways to help all students learn (e.g., draw pictures; talk out loud; use slides; write on board; play games).
I.B	■	●	53.	In this teacher's class, students help the teacher develop guidelines (e.g., rubrics, student work examples) that will be used to grade our assignments.
II.A	■	●	54.	In this class, students are allowed to work on assignments that interest them personally.
II.D	■	●	55.	My teacher believes that hard work, not ability will ensure our success.
II.A	■	●	56.	In this class, I can decide how to show my knowledge (e.g. write a paper, prepare a presentation, make a video).
II.B	■	●	57.	I feel physically safe in this class.
II.B	■	●	58.	I feel emotionally safe in this class.
II.B	■	●	59.	I feel comfortable that my teacher would reach out to my parent(s)/guardian if there were an issue to be addressed.