

Inclusive Practice Tool: Adapted Items from 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 tool contains simplified items adapted from the Massachusetts Model Student Feedback Survey, Grades 3–5 and Grades 6–12. These items assess roughly the same content as the Model Survey but their use is intended for students with significant cognitive disabilities. Even if these students are not receiving instruction in the general education setting, their inclusion in school-wide initiatives such as gathering student feedback is an essential component of an inclusive school setting.

Directions: **Classroom educators** can use this tool as a starting point to solicit feedback from students with significant disabilities. **Building administrators** can use this tool to support classroom educators to promote inclusive values throughout schools. **District administrators** can use this tool to support inclusive values 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](#)

Educators at the Massachusetts Hospital School developed and administered the Simplified Language Adaptation with their students and made the following recommendations:

- It is highly recommended that teachers be familiar with the questions and introduce vocabulary and concepts prior to administering the survey.
- Additional accommodations and adaptations may include the use of familiar pictures or symbols for concept clarification, repetition of survey items, explanation of items using classroom examples, and administration of the survey over several days.
- Students may need to access the survey using a switch or keyboard. Responses may be differentiated to allow two or four choices for each question.
- An educator may print out the choices, use the printout as a choice board with the student, and then manually input the answers to the standard online survey.

Adapted Items from the Massachusetts Model Student Feedback Survey, Grades 3–5

Directions: Read each statement and then choose one answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class's answers to better understand what it's like to be a student in this class. Your teacher will not see your individual answers.

Item	Question	Always	Most of the Time	Sometimes	No
1.	Do you help each other learn in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Does your teacher ask you if you understand what is being taught?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Does your teacher ask you to improve your work when she or he thinks you can do better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	When you have trouble figuring something out, does your teacher give you other ways to help you understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Does your teacher use your mistakes to help you learn from them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Do you think the work in your class is challenging, but not too hard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	When asked, can you explain what you are learning and why?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Do you explain how you get your answers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Do you show your learning in many ways (for example, choice making, writing, art)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	After you finish your classwork, does your teacher give you more or harder work to do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Does your teacher show you how to respect your friends' ideas when they share in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Does your teacher help you to understand when you are confused?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	After talking to the teacher, do you know how to make your work better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item	Question	Always	Most of the Time	Sometimes	No
14.	When you read in class, can you think of more than one answer to the teacher's questions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	If you are sad or angry, do you feel like you can talk to your teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Do you look over your classmates' work and suggest ways to make it better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Do your classmates behave the way the teacher wants them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Does your teacher encourage you to think of more than one way to solve a problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Do you and your classmates encourage each other to do really good work in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Does your teacher tell you what good work looks like on classwork and projects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Does your teacher ask you to share what you have learned in a lesson?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Does your teacher use things that interest you to explain hard ideas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Do you teach your classmates things you understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Do your classmates listen to your ideas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	Does your teacher use your ideas to help classmates learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Adapted Items from the Massachusetts Model Survey, Grades 6–12

Directions: Read each statement and then choose one answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class's answers to better understand what it's like to be a student in this class. Your teacher will not see your individual answers.

Item	Question	Always	Most of the Time	Sometimes	No
1.	Does your teacher say that mistakes are okay?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Does your teacher ask you to state what you have learned in a lesson?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Do you and your classmates help each other to do better with classwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Does your teacher ask you to improve your work when she or he knows you can do better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Does your teacher let you come up with more than one right answer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Does your teacher review the work you are doing so you understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	In your class, do you look at each other's work and help each other to make it better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	When asked, can you explain what you are learning and why?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	After talking to the teacher, do you know how to make your work better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Do you think the work in the classroom is hard but doable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	During lessons, are you asked to show what you would do to handle hard problems or tasks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Do you listen to each other's ideas in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	When lessons are confusing, does your teacher know how to break it down so you can understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Does your teacher care about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	After you finish your work in class, does the teacher have more or harder work for you to do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item	Question	Always	Most of the Time	Sometimes	No
16.	Does your teacher make sure you understand what you are learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Can you explain how you got your answers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Do you and your classmates work together to learn new and harder things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Does your teacher help you to notice what you are good at and how to use it to learn better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Do you teach your classmates things you understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Does your class stay on task and not waste time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Does your teacher teach lessons in more than one way if you don't understand the first time around?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Does your teacher want you to listen to your classmates' ideas when they communicate in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Do you show your learning in many ways (for example, writing, speaking, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	In your class, do you learn and work on assignments that you enjoy personally?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>