Inclusive Practice Tool:
Student Feedback Discussion Protocol

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?

Student feedback is a key piece of evidence teachers can use to reflect on their practice and inform their professional growth. This tool provides one approach to obtaining student feedback on practice—student discussions. Specifically, this tool is designed to gain insight from multiple students on their teacher's effectiveness in providing accessible instruction and positive behavior supports.

Directions: Classroom educators can use this tool to solicit student feedback 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
- Finally, check the Job-Embedded PD Planning Guide and Quick Tips for Guidebook PD

Use of the Student Feedback Tool

Similar to the [MA Model Student Feedback Survey](), the Student Feedback Discussion Protocol provides a tool for educators to engage students in conversations about teacher practice related to creating and sustaining an inclusive classroom culture. Responses can provide the teacher with nuanced yet concrete information for reflection regarding her or his role in implementing inclusive practice.

This tool is intended to be an example protocol. The questions provided are appropriate for students in grades 6-12. The prompts will need to be modified if facilitating discussions below Grade 6. Educators may find it appropriate to omit questions, supplement with additional questions, or modify the questions.

Discussion Protocol

BEFORE THE DISCUSSION
Who will conduct the discussion?
■   The teacher could conduct the discussion OR enlist a colleague, teacher evaluator, or instructional coach who has experience with accessible instruction and positive behavior supports.

What questions will be asked?
■   Use the discussion protocol in the next section. Additional questions may be included depending on the type of feedback needed. The tool is intended to be modifiable to fit your needs.

Which students will participate?
■   Select, at random, eight to twelve students to participate in a group discussion.

■   Include a representative sample of students to participate in the discussion.

How much time will you schedule?
■   Conduct the discussion when the facilitator and students can have a conversion for 10-15 minutes per question.

DURING THE DISCUSSION

Directions: Use the questions provided to conduct a discussion with select students from a teacher's classroom. Each item has an overarching question as well as probing questions that can be used to garner more detailed information from the participant.

The goal of the discussions is to obtain actionable information to inform instructional practice. When taking notes, attempt to capture those actions that support inclusive practice and those areas in which the educator can improve in his or her inclusive practice.

AFTER THE DISCUSSION

•   Synthesize the information garnered from the students to provide to the teacher.

•   Review the synthesized data with the teacher. Allow the teacher an opportunity to reflect on the data, and use the data to develop next steps to improve his or her accessible instruction and positive behavior supports.

Discussion Protocol

Introductory Statement

Thank you for taking the time to participate in today's conversation. We are going to be talking about _____'s classroom. We selected you and a few other students to participate in order to get your thoughts about your learning in that class. This information will help _____ reflect on her or his teaching. Any questions before we begin?

Questions
Question 1: What has been one of your favorite assignments, projects, or assessments? •   Why is it your favorite? •   Do you have opportunities to do assignments or projects like this often?
Notes:
Question 2: Tell me about a time that your teacher really challenged you in this class? •   Why was this challenging to you? •   What did the teacher do to support you when you felt challenged? •   How often do you feel challenged in the classroom?
Notes:
Question 3: Tell me about how what you learn in this class/course connects to life outside of school. •   How did your teacher make this class connect with your life, or not? •   How often does this class feel connected to life outside of school?
Notes:

Questions
Question 4: How are you expected to behave in this class/course?   - How do you know about these expectations?   - How does your teacher support these expectations?
Notes:
Question 5: Talk about a time when you worked with your peers in this course.   - How often do you work with your peers in the class?   - What did the teacher do to make sure you and were all successful when working together on a project?
Notes:
Question 6: Tell me what your teacher does to help you feel safe and comfortable in this class.   - What does your teacher do to help your peers feel safe and comfortable   - What would you tell your teacher you need in order to feel safer or more comfortable?
Notes:

Alignment to Educator Effectiveness Elements:

- **Question 1:** Access to Knowledge, Meeting Diverse Needs, Child & Adolescent Development
- **Question 2:** Access to Knowledge, Meeting Diverse Needs, Adjustment to Practice
- **Question 3:** Meeting Diverse Needs, Safe Learning Environment
- **Question 4:** Safe Learning Environment
- **Question 5:** Access to Knowledge, Child & Adolescent Development, Safe Learning Environment

Synthesis

Looking across the questions and responses, what are some of the themes that emerge?

Teacher Actions that Support Inclusive Practice

Suggestions for Improvement