

Inclusive Practice Tool: Staff 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?

Obtaining staff feedback on administrator practice is a key piece of evidence that administrators can use to assess their level of effectiveness. More importantly, this tool can be used to inform an administrator's professional growth and facilitate reflection. It provides one approach to obtain staff feedback on an administrator's practice—staff discussions. Specifically, this tool is designed to gain insight from staff members on their administrator's effectiveness in supporting classroom and school-wide accessible instruction and positive behavior supports.

Directions: **Classroom educators** can use this tool to reflect on inclusive practice of their leadership. **Building administrators** can use this tool to self-assess their own inclusive practice.

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 2b:** [Massachusetts School-Level Administrator Rubric Resource](#)
- **Tool 6c:** [Student Feedback Discussion Protocol](#)
- **Tool 8d:** [What to Look For—School-Level Administrator](#)
- Finally, check the [Job-Embedded PD Planning Guide](#) and [Quick Tips for Guidebook PD](#)

Usefulness of the Staff Feedback Tool Is Multifaceted

Similar to the [MA Model Staff Feedback Survey](#), the Staff Feedback Discussion Protocol provides a tool for administrators to engage staff in conversations about administrator practice related to creating and sustaining an inclusive school culture. Responses can provide administrators with nuanced yet concrete information for reflection regarding their role in implementing inclusive practice. **This tool is intended to be an example protocol.** Educators may find it appropriate to omit questions, supplement with additional questions, or modify the questions.

Discussion Protocol Procedure

BEFORE THE DISCUSSION

Who will conduct the discussion?

- A trained facilitator
- An administrator evaluator, a district leader, or a staff leader who is familiar with conducting large discussions OR the administrator may facilitate her or his own discussion. The selection can be at the discretion of the administrator because this process is meant to be reflective.

What questions will be asked?

- Use the discussion protocol in the next section. However, additional questions may be included depending on the type of feedback needed. The tool is modifiable to fit your needs.

Which staff members will participate?

- Select at least twelve staff members to participate in any one discussion session. For larger participation, consider additional discussion sections.
- Include a mix of staff members, selected by years at the school, years of teaching, grade levels, subject areas, and professional role.

How much time will you schedule?

- Conduct the discussion when a group of educators can meet for 45-60 minutes.

DURING THE DISCUSSION

Directions: Use this document to conduct a group discussion with select staff from a school to obtain information about an administrator's inclusive practice. Each discussion item has an overarching question as well as probing questions that can be used to garner more detailed information from the participants.

The goal of the discussions is to obtain actionable feedback to provide to administrators. It can be difficult to capture everything, but the goal is to collect enough information to help administrators grow professionally. When taking notes, attempt to capture behaviors that support inclusive practice and areas in which the administrator can improve his or her inclusive practice.

AFTER THE DISCUSSION

- Synthesize the information gathered from the staff to provide to the administrator.
- Review the synthesized data with the administrator. Allow the administrator an opportunity to reflect on the data, and use the data to develop next steps to improve the administrator's accessible instruction and positive behavior supports.

Discussion Protocol

Introductory Statement

Thank you for taking the time to participate in the focus group today. The goal of this focus group is to obtain your feedback on your administrator's practice as it relates to supporting accessible instruction and positive behavior supports. The administrator we want to focus on today is _____. All information gathered today is confidential, and your individual answers will not be provided to your administrator nor will your responses impact your evaluation. This information will be used by your administrator to inform his or her practice and help your administrator identify ways to improve his or her practice. Any questions before we begin?

| Questions |
|---|
| <p>Question 1:</p> <p>Describe a time when your administrator helped develop a curriculum which all students can access and in which educators implement high-quality instructional strategies and behavior supports.</p> <ul style="list-style-type: none">• What else has your administrator done to support you in designing curriculum that supports all learners?• What are some additional supports that could be put in place to help promote rigorous instruction for all students? |
| Notes: |
| <p>Question 2:</p> <p>How does your administrator support developing instruction to meet diverse student needs?</p> <ul style="list-style-type: none">• What other systems or structures does your administrator and school use to support the needs of all students?• What other structures or supports could be put in place that would support students' diverse needs? |
| Notes: |

Questions

Question 3:

Please describe some of the systems and structures in the school that you find helpful.

- Are there some systems or structures that are not effective?
- What changes to the school's systems and structures could further help address students' social, emotional, and academic needs?

Notes:

Question 4:

How does your administrator support inclusive practice in the realms of professional development, collaborative planning, and communication practices?

- What approaches to professional development and common planning do you find helpful?
- Are there systems and structures that you do not find helpful? If so, what are they?
- What further structures of professional development would help address students' social, emotional, and academic needs?

Notes:

Questions

Question 5:

How does your administrator support collegial relationships among staff?

- What are other ways that your administrator helps develop and support relationships?
- What else could your administrator do to support relationships?

Notes:

Alignment to Educator Effectiveness Elements:

- **Question 1:** Lesson Development Support, Student Support
- **Question 2:** Student Safety, Health, and Social and Emotional Needs Meeting Diverse Needs, **Question 3:** Student Safety, Health, and Social and Emotional Needs, Safe Learning Environment
- **Question 4:** Shared Vision Development, Safe Learning Environment
- **Question 5:** Shared Vision Development, Time for Teaching and Learning

Synthesis

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

Actions that Support Inclusive Practice

Suggestions for Improvement