Inclusive Practice Tool: WHAT TO LOOK FOR—School-Level Administrator

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: Instructional Leadership**
- Diverse Learner’s Needs
- Lesson Development Support
- Diverse Learner’s Needs

**Standard II: Management and Operations**
- Variety of Assessments
- Student Safety, Health, and Social and Emotional Needs

**Standard III: Family and Student Engagement**
- Time for Teaching and Learning
- Student Support

**Standard IV: Professional Culture**
- Shared Vision Development
- Family Collaboration

This tool—a supplement for principal evaluation—is designed to identify, reinforce, and support leadership practice in inclusive school communities. This tool is a guide to discussion and reflection more than a list of readily observable practices.

**Directions:** Building administrators and school-based leadership teams can use this tool to self-assess on inclusive practice. Superintendents can use this tool to conduct conversations about a school’s enacted inclusive behaviors and to frame feedback to building administrators. Building administrators can use this tool as a school-wide diagnostic tool at the beginning of the year to inform decisions about school-wide initiatives, goals, and professional development priorities.

**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 2b: Massachusetts School-Level Administrator Rubric Resource
- Tool 8a: Superintendent Self-Assessment
- Tool 8b: Master Schedule Review

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How do I use this tool?
### In Effective Inclusive School Communities . . .

<table>
<thead>
<tr>
<th>The Leader Will Be . . .</th>
<th>The Staff Will Be . . .</th>
<th>The School Environment Will . . .</th>
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</thead>
<tbody>
<tr>
<td>■ Supporting teaching approaches that address the needs of diverse learners</td>
<td>■ Providing options for student engagement, persistence, and self-regulation</td>
<td>■ Support a variety of tasks and learning formats</td>
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<td>■ Establishing and maintaining tiered systems of positive behavior supports</td>
<td>■ Presenting curriculum content through multiple means and providing scaffolds and support for metacognitive processing</td>
<td>■ Be safe and respectful of all cultures and backgrounds</td>
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<tr>
<td>■ Creating and maintaining a master schedule that prioritizes inclusive placement of students when appropriate</td>
<td>■ Conducting frequent checks for student understanding</td>
<td>■ Be rich with connections to student experience and interest</td>
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<td>■ Creating and maintaining a master schedule that makes strategic use of educator time</td>
<td>■ Providing clear academic objectives and behavioral expectations</td>
<td>■ Clearly display expectations, rules, and routines</td>
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<td>■ Modeling and supporting well-structured lessons for educators</td>
<td>■ Demonstrating a shared accountability for all students</td>
<td>■ Be conducive to collaboration and group work</td>
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<td>■ Modeling instruction in social-emotional learning skills</td>
<td>■ Collaborating actively during instruction when other adults are in the room</td>
<td>■ Use clear and effective displays of information (i.e., tools, resources, prompts)</td>
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<td>■ Providing tools and supports to ensure that educators use a variety of assessments</td>
<td>■ Modeling and reinforcing positive behavioral expectations</td>
<td>■ Allow for smooth physical movement of students and educators</td>
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<td>■ Engaging with stakeholders at all levels to promote and encourage a shared vision of inclusivity and differentiated supports</td>
<td>■ Using data and student response to differentiate instruction and support</td>
<td>■ Be clean and inviting</td>
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<td>■ Interacting with individual students, demonstrating awareness of diverse backgrounds and academic profiles</td>
<td>■ Providing multiple options and supports to facilitate a language-rich environment</td>
<td>■ Be strategic to meet the needs of all learners</td>
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<td>■ Communicating with parents and families regularly, effectively, and with cultural sensitivity</td>
<td>■ Creating a nonthreatening, positive, and academically rigorous atmosphere</td>
<td>■ Demonstrate a school-wide commitment to providing a positive social-emotional culture</td>
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<td>■ Providing positive reinforcement and motivators</td>
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</tbody>
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**Observation Notes**

**Administrator Behaviors:**

**Staff Behaviors:**

**School Environment:**

**Reflection and Feedback**