

**Massachusetts Department of Elementary and Secondary Education**  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu/)





This document was prepared by the   
Massachusetts Department of Elementary and Secondary Education  
Mitchell D. Chester, Ed.D.  
Commissioner

**Board of Elementary and Secondary Education Members**Mr. Paul Sagan, Chair, Cambridge  
Mr. James Morton, Vice Chair, Boston   
Ms. Katherine Craven, Brookline  
Mr. Ed Doherty, Hyde Park  
Mr. Roland Fryer, Cambridge

Ms. Margaret McKenna, Boston  
Mr. Nathan Moore, Malden

Mr. Michael Moriarty, Holyoke  
Ms. Penny Noyce, Malden  
Mr. James Peyser, Boston  
Ms. Mary Ann Stewart, Lexington

Mitchell D. Chester, Ed.D., Commissioner and Secretary to the Board

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.   
We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or sexual orientation.  
 Inquiries regarding the Department’s compliance with Title IX and other civil rights laws may be directed to the  
Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.

© 2017 Massachusetts Department of Elementary and Secondary Education  
Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the “Massachusetts Department of Elementary and Secondary Education.”

This document printed on recycled paper

Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
www.doe.mass.edu



The Massachusetts Department of Elementary and Secondary Education would like to thank the following educators for their time, dedication, and hard work creating the tools within the *Guidebook*. These educators wrote, reviewed, and field tested each tool to ensure the tools were high quality and conducive to teaching and learning.

Jaclyn Abes  
*General education teacher*  
Chelsea Public Schools

Maryalice Aker  
*General education teacher*  
Winchendon Public Schools

Karrie Allen  
*Principal*  
Worcester Public Schools

Melissa Andresen  
*Specialized instructional support personnel*  
Somerset Public Schools

Karen Antonelli  
*Assistant principal*  
Westport Public Schools

Laura Banas  
*Special education teacher*  
Nashoba Regional School

Kathryn Bettley Bastien  
*Specialized instructional support personnel*  
Worcester Public Schools

Betsy Boulanger  
*Principal*  
Middleton Public Schools

Elizabeth Chamberland  
*Principal*  
Auburn Public Schools

Jeffrey Clem  
*Special education teacher*  
Carlisle Public Schools

Philip Conrad  
*Principal*  
Rockport Public Schools

Carla Crocker  
*Special education teacher*  
Attleboro Public Schools

Janet Fitzgerald  
*Specialized instructional support personnel*  
Seekonk Public Schools

Danielle Gardner  
*General education teacher*  
Berlin-Boylston Regional School District

Karyn Grace  
*Special education administrator*  
Cambridge Public Schools

Christopher Joaquim  
*Specialized instructional support personnel*  
Revere Public Schools

Cheryl Jordan  
*General education teacher*  
Winchendon Public Schools

Patricia Kavanagh  
*General education teacher*  
Manchester Essex Regional School District

Lisa Kingsley  
*Special education administrator*  
Prospect Hill Academy Charter School

Danielle Klingaman  
*Principal*  
North Attleborough Public Schools

Kevin Madden  
*Principal*  
Sharon Public Schools

Emily Madsen  
*Special education teacher*  
Winchedon Public Schools

Brenna Mahoney  
*Special education teacher*  
Brookline Public Schools

Joanne Maino  
*Assistant principal*  
Gloucester Public Schools

Heather McCarthy  
*General education teacher*  
Chelsea Public Schools

Ashleigh McElrath  
*Specialized instructional support personnel*  
Chelsea Public Schools

Bennett Milliner  
*Assistant principal*  
Berlin-Boylston Public Schools

Lily Morin  
*Special education teacher*  
Chelsea Public Schools

Alison Morrissey  
*General education teacher*  
Auburn Public Schools

Aliza Moschella  
*Assistant principal*  
Chelsea Public Schools

Heather O'Neill  
*Special education administrator*  
Marshfield Public Schools

Kristen Palatt  
*Special education teacher*  
Pittsfield Public Schools

Vidula Plante   
*General education teacher*   
Manchester Essex Regional School District

Coral Rondeau  
*Special education teacher*  
Wachusett Regional School District

Gina Sacco  
*Special education teacher*  
North Reading Public Schools

Morgan Shafer  
*General education teacher*  
North Adams Public Schools

Michael Thibodeau  
*General education teacher*  
Worcester Public Schools

Kathleen (Kathy) Veroude  
*Special education administrator*  
Ashburnham-Westminster Regional School District

Martha H von Mering  
*Special education administrator*  
Springfield Public Schools

Carolyn Wallace  
*Principal*  
Webster Public Schools

Jennifer Whelan  
*Specialized instructional support personnel*Worcester Publlic School

Contents

[1. Introduction 2](#_Toc483404412)

[Job-Embedded PD Planning Guide 8](#_Toc483404413)

[Quick Tips for Guidebook PD Activities 10](#_Toc483404414)

[2. Inclusive Practice: Interpreting Rubrics and Self-Assessment 15](#_Toc483404415)

[Inclusive Practice Tool: Massachusetts Classroom Teacher Rubric Resource 17](#_Toc483404416)

[Inclusive Practice Tool: Massachusetts School-Level Administrator Rubric Resource 25](#_Toc483404417)

[Inclusive Practice Tool: Massachusetts Superintendent Rubric Resource 35](#_Toc483404418)

[Inclusive Practice Tool: Self-Assessment Form 43](#_Toc483404419)

[Inclusive Practice: Educator Goals 50](#_Toc483404420)

[Inclusive Practice Tool: Professional Practice Goal Setting Template 53](#_Toc483404421)

[Inclusive Practice Tool: Student Learning Goal Setting Template 57](#_Toc483404422)

[Inclusive Practice Tool: Case Study Goals for Discussion—Accessible Instruction 61](#_Toc483404423)

[Inclusive Practice Tool: Case Study Goals for Discussion—Positive Behavior Supports 67](#_Toc483404424)

[Inclusive Practice: Conducting Observations 73](#_Toc483404425)

[Inclusive Practice Tool: WHAT TO LOOK FOR—Observations 75](#_Toc483404426)

[Inclusive Practice Tool: WHAT TO LOOK FOR—Observation Feedback 77](#_Toc483404427)

[Inclusive Practice: Analyzing Artifacts 79](#_Toc483404428)

[Inclusive Practice Tool: Social and Emotional Learning (SEL) Planning Tool 81](#_Toc483404429)

[Inclusive Practice Tool: Lesson Plan Artifact Review 85](#_Toc483404430)

[Inclusive Practice Tool: Example Artifact List 91](#_Toc483404431)

[Inclusive Artifact of Practice: Communicating About Inclusion 95](#_Toc483404432)

[Collecting Staff and Student Feedback 97](#_Toc483404433)

[Inclusive Practice Tool: The Massachusetts Model Student Feedback Survey 100](#_Toc483404434)

[Inclusive Practice Tool: Adapted Items from the Massachusetts Model Student Feedback Survey 106](#_Toc483404435)

[Inclusive Practice Tool: Student Feedback Discussion Protocol 111](#_Toc483404436)

[Inclusive Practice Tool: Alternative Strategies to Obtain Student Feedback 116](#_Toc483404437)

[Inclusive Practice: Reviewing Common Assessments 120](#_Toc483404438)

[Inclusive Practice Tool: Accessibility Review 123](#_Toc483404439)

[Inclusive Practice Tool: Considering Growth 127](#_Toc483404440)

[Inclusive Practice Tool: Professional Judgment Guiding Questions 131](#_Toc483404441)

[Inclusive Practice Tool: Key Characteristics of Social and Emotional Learning 133](#_Toc483404442)

[Inclusive Practice: Administrator Evaluation 136](#_Toc483404443)

[Inclusive Practice Tool: Principal Self-Assessment 139](#_Toc483404444)

[Inclusive Practice Tool: Superintendent Self-Assessment 145](#_Toc483404445)

[Inclusive Practice Tool: Master Schedule Review 148](#_Toc483404446)

[Inclusive Practice Tool: Staff Feedback Discussion Protocol 153](#_Toc483404447)

[Inclusive Practice Tool: WHAT TO LOOK FOR—School-Level Administrator 158](#_Toc483404448)

[Positive Behavioral Interventions and Supports 160](#_Toc483404449)

[Social and Emotional Learning 163](#_Toc483404450)



Massachusetts Department of   
Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906 Telephone: 781-338-3000

TTY: N.E.T. Relay 1-800-439-2370

A Letter from the Educators

I never teach my pupils, I only attempt to provide them with the conditions in which they can learn.

*–Albert Einstein*

Dear Educators,

Across the Commonwealth, educators strive to reach all students with effective instruction, to create safe and engaging classroom learning environments, and to ensure that all students have exceptional learning experiences. We strive to provide our students with *the conditions in which they can learn*. In April 2015, a group of Massachusetts educators, national educational researchers, and the Massachusetts Department of Elementary and Secondary Education came together in the true spirit of collaboration to create this resource that supports **inclusive practice** in our schools. Our collective hope is that the resources and tools included in *The Educator Effectiveness Guidebook for Inclusive Practice* will enable educators to create a place for all students to thrive in general education settings.

Inclusive practice and settings offer all students the opportunity to learn from one another in safe and supportive learning environments. We include all of our students so as not to set limits on any student. The *Guidebook* provides educators—both teachers and administrators—with user-friendly tools based on guiding principles from [**Universal Design for Learning**](https://www.cast.org/impact/universal-design-for-learning-udl)**,** [**Social and Emotional Learning**](#_Social_and_Emotional)**,** and[**Positive Behavioral Interventions and Supports**](#_Positive_Behavioral_Interventions) to build and strengthen inclusive practice; suggestions for simplified and specific means of communication and collaboration with colleagues; and a framework for best inclusive practice that all educators and students deserve.

The *Guidebook* also promotes meaningful application of the educator evaluation process through the lens of inclusive practice. Because the tools are designed to support existing educator evaluation processes, the tools will not feel like “one more thing” but rather should help educators attain higher levels of professional growth and satisfaction.

More than 40 educators in Massachusetts helped to create the tools within this *Guidebook*. In three groups, we wrote, reviewed, field tested, and rewrote each tool to ensure they were conducive to teaching and learning. The tools are designed to enhance teaching and leadership, promote inclusive practice, and provide our students with the best possible education. This *Guidebook* truly is a document written by educators for educators, and we believe it will create a positive impact on all of our schools, educators, and students in Massachusetts.

Sincerely,

*Guidebook Development Team Educators*

# 1. Introduction

Massachusetts has a longstanding commitment to providing a high-quality public education to every child, regardless of race, ethnicity, socio-economic status, cultural background, sexual orientation, gender identity, exposure to trauma, or disability status. There are persistent gaps in the quality of educational opportunities available to students in Massachusetts, however, and these gaps are a call to action.[[1]](#footnote-1) As the needs of our students become ever more diverse, the importance of fostering inclusive learning environments continues to grow.

Although commonly associated with special education and the federal mandate that students with disabilities be educated in the least restrictive environment to the maximum extent appropriate, an inclusive philosophy goes beyond the needs of students with disabilities to frame a system of accessible instruction and positive behavior supports that generates positive outcomes for *all* students. The emphasis on systemic implementation is important. Inclusion is not solely the job of any one educator or classroom—the successful creation of inclusive settings begins at the school and district levels, with superintendents and principals bearing as much responsibility for student success as educators and related service providers.

Inclusion is not necessarily a placement or a setting—it involves the implementation of systems and processes that allow all students to be educated within an educational community, the impact of which is significant. In Massachusetts, students with learning or communication disabilities who are educated, full-time, in general education settings are nearly five times more likely to graduate high school in four years or fewer than are similar students in substantially separate placements.[[2]](#footnote-2)

| **Definition** |
| --- |
| Inclusive practicerefers 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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |

The *Educator Effectiveness Guidebook for Inclusive Practice* is designed to support all classrooms, schools, and districts as they serve a diverse range of students with diverse educational needs. Using the Massachusetts Educator Evaluation Framework as an organizing structure, the set of tools offered within the *Guidebook* is designed to align with the process districts use to promote educator growth and development to strengthen inclusive practice and empower both educators and leaders to meet the needs of all students in inclusive classrooms. Use of these tools is purely optional but will help educators and evaluators implement, document, and reinforce evidence-based best practices for the provision of support to students with diverse needs in all classrooms. From master scheduling and goal setting to gathering student feedback and designing assessments, the tools of the *Guidebook* will support Massachusetts educators in the creation of inclusive settings for all learners.

Nobody knows the tools that educators need better than educators themselves. Therefore, each tool in the *Educator Effectiveness Guidebook for Inclusive Practice* was developed and field-tested by a team of educators, researchers, and policymakers that included the following:

* Forty Massachusetts educators, including teachers, specialized instructional support personnel, school administrators, and district administrators
* National experts and researchers in the fields of inclusive instruction, universal design for learning, positive behavioral interventions and supports, and social-emotional learning
* Massachusetts Department of Elementary and Secondary Education staff with expertise in inclusive practice and educator evaluation.[[3]](#footnote-3)

Guiding Principles

**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.Working with educational researchers and Massachusetts educators, designers wove strategies for best instructional practice and behavioral support throughout the *Guidebook* to provide a common language and consistent set of expectations. The tools of the *Guidebook* align to evidence-based best practice by following:

* The principles of Universal Design for Learning (UDL)
* The principles of Positive Behavioral Interventions and Supports (PBIS)
* The principles of Social and Emotional Learning (SEL)

These principles serve as the building blocks for promoting more consistent inclusive placements, where appropriate, and ensuring access to the general curriculum for all students. Throughout the *Guidebook*, these principles generally will be referred to as “accessible instruction and positive behavior supports.”

#### ****Universal Design for Learning****

Universal Design for Learning (UDL) is an approach to designing learning experiences so that they meet the needs of the widest range of learners. UDL grew out of the universal design movement in architecture in which accommodations such as wheelchair ramps and curb cuts began to be included in the original design of buildings and structures, rather than added on as an afterthought. Likewise, barriers to instruction can be removed from the initial design of lessons rather than addressed after the fact through accommodations. UDL increases flexibility and adaptation to student needs so that all students can learn from instructional practices and materials that are accessible to them, including the ways in which they take in information, process as they learn, show what they have learned, and engage with instruction and materials. The UDL framework addresses learner variability by providing multiple approaches to the representation of information, to student action and expression, and to student engagement.

#### Positive Behavioral Interventions and Supports & Social and Emotional Learning

As with UDL, the principles of Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) establish a proactive approach to modeling, developing, and supporting positive behaviors and social-emotional development in all students as a preventative approach, rather than reacting to negative behaviors after they occur. PBIS emphasizes educationally and behaviorally important student outcomes through the systematic consideration of data, evidence-based practices, and effective implementation systems supports across a multi-tiered logic. SEL emphasizes the process of developing students’ and adults’ social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices.

Follow the links below for more information on UDL, PBIS, and SEL. These contain the full [UDL Guidelines](http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf), school-wide and classroom-based approaches to [PBIS](#PBIS), and the competencies and practices of [SEL](#SEL). For more information about the Massachusetts Tiered System of Supports (MTSS), which incorporates the frameworks of both UDL and PBIS, visit the Massachusetts Department of Elementary and Secondary Education’s MTSS [page](http://www.doe.mass.edu/sped/mtss.html).

The Massachusetts Educator Evaluation Framework

The Guidebook tools are grounded in a sound evidence base and meet the commonsense definition of good teaching practice. Each tool in this Guidebook had to (1) meet the practical and professional review of Massachusetts educators and their colleagues; and (2) align with the Massachusetts Educator Evaluation Framework, a comprehensive set of regulations designed to support and improve teaching and leadership throughout the Commonwealth. Alignment with the Educator Evaluation Framework establishes a coherent understanding of educator practice and provides a practical context in which Massachusetts educators can use each tool.

The Educator Evaluation Framework is most effective when aligned to locally identified priorities. Many districts go through a process of analyzing ESE’s Model Rubrics and identifying particular elements or indicators that most fully represent district priorities. The Massachusetts educators who created the tools of the Guidebook applied a similar process to generate Power Elements for Inclusive Practice from the [Teacher](http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf) and [School-Level Administrator](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf) Model Rubrics. These Power Elements describe a set of high-impact areas that can focus conversations between educators and evaluators, collaborating educators, and decision makers at the school and district levels using the established, familiar language of the Model Rubrics. The Power Elements do not represent a narrowing of the Model Rubrics on the part of ESE, nor should they necessarily supplant focus elements that districts have identified as most aligned with their priorities. The Model Rubrics are solely meant to facilitate and focus discussions about inclusive practice. Districts should be mindful of existing evaluation systems when incorporating the [Power Elements](#TeacheRubric) and other tools of the *Guidebook*.

Using This *Guidebook*

Each section of the Guidebookis aligned to activities of the Educator Evaluation 5-Step Cycle:

* Rubrics and Self-Assessment
* Setting Goals
* Artifacts of Practice
* Observations
* Student Feedback
* Common Assessments
* Administrator Evaluation

Each section contains tools that provide supports for the Educator Evaluation Framework that are aligned to accessible instruction and positive behavior supports. The tools of the *Guidebook* can be used comprehensively to improve practice around inclusive supports, or they can be used individually to address specific areas of need.

The directions to each tool include guidance for educators at the classroom, school, and district levels. For example, Tool 7a in the Common Assessments section is an [Accessibility Review](#_Inclusive_Practice_Tool:_19). As you can see below, the directions give suggestions for possible uses:

| Inclusive Practice Tool: Accessibility Review |
| --- |
| Directions  **District administrators** can use this tool to systematically review common assessments with their instructional leadership teams. **Building administrators** can use this tool to review grade- and subject-level common assessments with instructional teams. **Classroom teachers** can use this tool to review common assessments for accessibility. |

The tools of the *Guidebook* are designed to support educators in providing accessible instruction and positive behavior supports to students with diverse learning profiles in inclusive settings. The tools should be used as supports for teaching and learning and guidelines for collaboration and planning.

Inclusion means a place for every student in every district—students with disabilities; students who are English language learners; students who are gifted; students who are gay, lesbian, bisexual, transgender, or questioning; and students who seem to fall neatly into the “average” range. All students deserve a chance to learn in a safe and supportive environment. Along with comprehensive professional development, supportive instructional leadership, and time for collaborative planning and decision making, the Educator Evaluation Framework and the *Educator Effectiveness Guidebook for Inclusive Practice* provide Massachusetts districts with robust tools to support educators and place the focus on teaching and learning for all students.

Power Elements for Inclusive Practice—Massachusetts Model System Classroom Teacher Rubric[[4]](#footnote-4)

|  |  |  |  |
| --- | --- | --- | --- |
| Standard | Indicator | Element | Description (Proficiency Level) |
| Standard I: Curriculum, Planning, and Assessment | Curriculum & Planning  (I-A) | Child and Adolescent Development  (I-A-2) | Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes. |
| Standard I: Curriculum, Planning, and Assessment | Assessment  (I-B) | Variety of Assessment Methods  (I-B-1) | Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards. |
| Standard I: Curriculum, Planning, and Assessment | Assessment  (I-B) | Adjustment to Practice  (I-B-2) | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. |
| Standard II:  Teaching All Students | Instruction  (II-A) | Meeting Diverse Needs  (II-A-3) | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. |
| Standard II:  Teaching All Students | Learning Environment  (II-B) | Safe Learning Environment  (II-B-1) | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. |
| Standard II:  Teaching All Students | Expectations  (II-D) | Access to Knowledge  (II-D-3) | Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. |
| Standard III:  Family & Community Engagement | Communication  (III-C) | Two Way Communication  (III-C-1) | Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families. |
| Standard IV:  Professional Culture | Reflection  (IV-A) | Reflective Practice  (IV-A-1) | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. |
| Standard IV:  Professional Culture | Shared Responsibility  (IV-E) | Shared Responsibility  (IV-E-1) | Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs. |

Power Elements for Inclusive Practice—Massachusetts Model System School-Level Administrator Rubric[[5]](#footnote-5)

|  |  |  |  |
| --- | --- | --- | --- |
| Standard | Indicator | Element | Description (Proficiency Level) |
| Standard I: Instructional Leadership | Curriculum  (I-A) | Lesson Development Support  (I-A-2) | Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping. |
| Standard I: Instructional Leadership | Instruction  (I-B) | Diverse Learners’ Needs  (I-B-3) | While observing practice and reviewing unit plans, looks for and identifies a variety of teaching strategies and practices that are effective with diverse learners. |
| Standard I: Instructional Leadership | Assessment  (I-C) | Variety of Assessments  (I-C-1) | Supports educator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas. |
| Standard II:  Management and Operations | Environment  (II-A) | Student Safety, Health, and Social and Emotional Needs  (II-A-3) | Demonstrates high expectations for student behavior and provides appropriate training for staff to uphold these expectations. Establishes schoolwide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students’ social and emotional well-being. |
| Standard II:  Management and Operations | Scheduling & Management Information Systems  (II-C) | Time for Teaching and Learning  (II-C-1) | Creates a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. |
| Standard III: Family & Community Engagement | Sharing Responsibility  (III-B) | Student Support  (III-B-1) | Supports educators to identify each student’s academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to address student needs, utilizing resources within and outside of the school. |
| Standard III: Family & Community Engagement | Sharing Responsibility  (III-B) | Family Collaboration  (III-B-2) | Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency. |
| Standard IV: Professional Culture | Shared Vision  (IV-E) | Shared Vision Development  (IV-E-1) | At all grade levels, continuously engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions. |

Job-Embedded PD Planning Guide

Introduction

### Connection to License Renewal

* **Individual professional development plans must include at least 150 PDPs including:**
* At least 15 PDPs related to SEI or English as a Second Language.
* At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
* At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's primary license.

603 CMR 44.06

In Massachusetts, a student with a learning disability who is educated in a full inclusion setting is nearly **five times** as likely to graduate on time as one who is educated in a substantially separate setting. On the whole, students with disabilities who have full inclusion placements appear to outperform similar students who are not included to the same extent in general education classrooms.[[6]](#footnote-6) To support these efforts, ESE has developed the [Educator Effectiveness Guidebook for Inclusive Practice](http://www.doe.mass.edu/edeval/guidebook/) as a set of tools for collaboration and professional development. This document offers a potential path for a 15 PDP[[7]](#footnote-7) professional development plan around inclusive practice.

Job-Embedded Professional Development

**Foundations for   
Inclusive Practice** Three evidence-based frameworks anchor the tools of the Guidebook:

* [Universal Design for Learning](https://www.cast.org/impact/universal-design-for-learning-udl) (UDL)
* [Positive Behavior Interventions and Supports](http://www.doe.mass.edu/edeval/guidebook/pbis.pdf) (PBIS)
* [Social-Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/sel.pdf) (SEL)

Job-embedded professional development refers to teacher learning grounded in day-to-day practices designed to enhance teachers’ content-specific instructional practices with the intent of improving overall student learning[[8]](#footnote-8). In this model, PD is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice.[[9]](#footnote-9) A recent national study found that less than half of surveyed teachers felt their professional development was tailored to their specific needs or development areas.[[10]](#footnote-10) ESE supports an approach to professional development that is systematic, on-going, and based on making measurable progress toward an ambitious standard for teaching and student learning.

Collaboration and Professional Development

The tools of the Guidebook are designed to support collaboration and professional development around inclusive practice. Regardless of instructional arrangement, inclusion requires steady collaboration among educators. The tools of the Guidebook can help provide structure, consistency, and a common language to educators working in collaborative settings. Additionally, they can be used to design a comprehensive system of job-embedded professional development to support inclusive practice among a school community. The table on the following page illustrates one possible approach to such a system.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Session One:  Defining Inclusive Practice** | **Session Two: Inclusive Lessons** | **Session Three: Lesson Planning for Inclusion** | **Session Four: Accessible Assessments** | **Session Five: Student Feedback** |
| **Guiding Question** | What do we mean by inclusive practice? | What are the signs of an inclusive lesson? | How do we plan for an inclusive lesson? | To what extent are our common assessments accessible? | What can student feedback tell us about inclusive practice? |
| **1.5 hour group Activity** | Compare Power Elements to the full rubric. Do they reflect priorities for the school community?  Follow Case Study Goals discussion protocol. | Watch video from ESE’s [Video Resource Library](http://www.doe.mass.edu/edeval/resources/calibration/) and use WTLF form to give feedback. | Share results from lesson plan reviews in small groups.  Discuss similarities/differences. | Review an assessment from a previous year using the Accessibility Review Tool. | Depending on the form of feedback, discuss student responses.  Plan for next year’s approach to collecting student feedback. |
| **1.5 hour Job-Embedded Activity** | Complete Power Elements Self-Assessment.  Create individual/team goals based on inclusive practice. | Conduct peer observations using WTLF tool. Provide feedback using prompts. | Pre-work: use the tool to review a favorite lesson.  Bring results to the session. | Review at least one common assessment for accessibility and share findings with another team via email. | Pre-work: collect student feedback using pre-determined instruments.  Synthesize feedback into notes for discussion. |
| **Evidence of Progress** | Progress towards goal-attainment (on-going). | Collaborate on a shared vision of inclusive instructional practice. | Collaborate on shared inclusive instructional practice. | Continuous refinement of assessments for accessibility and universal design. | Identify key takeaways from student feedback to be included in next year’s self-assessment. |
| **Tool(s)** | * [Power Elements for Inclusion](http://www.doe.mass.edu/edeval/guidebook/overview.html): * [Self-Assessment](http://www.doe.mass.edu/edeval/guidebook/overview.html) * [Case Study Goals](http://www.doe.mass.edu/edeval/guidebook/goals.html) for Discussion | [What to Look For](http://www.doe.mass.edu/edeval/guidebook/observations.html):   * Classroom * Administrator * Feedback | [Lesson Plan Review Tool](http://www.doe.mass.edu/edeval/guidebook/artifacts.html)   * Lesson Plan Review * Example Artifact List | [Common Assessments](http://www.doe.mass.edu/edeval/guidebook/commonassess.html)   * Accessibility Review * Measuring Growth | [Student feedback](http://www.doe.mass.edu/edeval/guidebook/studentfeedback.html) tools:   * Discussion protocol * Alignment with the Model Survey, * Alternate forms of feedback |

Quick Tips for Guidebook PD Activities

Introduction

The ideas below may help teachers and administrators develop professional development activities using the [Educator Effectiveness Guidebook for Inclusive Practice](http://www.doe.mass.edu/edeval/guidebook/) as a set of tools for collaboration and professional development. This document offers an array of suggestions for planning PD using the specific tools of the Guidebook.

Planning Professional Development with the Guidebook

This resource, in conjunction with the [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf), may be helpful in using the tools of the Guidebook to design professional development activities. The ideas were generated by a small team of educators who used and reviewed the tools over the course of SY2015-16. The activities are broken into three categories**: Individual Educator Activity; Group Educator Activity; Group Administrator Activity.** Professional development planning teams should customize the activities to meet the needs of their districts.

|  |  |
| --- | --- |
| **Tool(s)** | **PD Tips** |
| [Teacher Rubric with Inclusive Practice Annotations](http://www.doe.mass.edu/edeval/guidebook/2a-rubric.pdf)  [School-Level Admin Rubric with Inclusive Practice Annotations](http://www.doe.mass.edu/edeval/guidebook/2b-schadminrubric.pdf)  [Superintendent Rubric with Inclusive Practice Annotations](http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf) | **Group Educator Activity:** Jig Saw[[11]](#footnote-11):   * Divide educators into 4 groups, assign one Standard to each group (divide the first 2 standards further if needed). * Have each group read one Standard with its examples of inclusive practice. Discuss. Pick one or two to share * Have groups change to include one person from each of four Standards. Share major take-aways and favorites. |
| [Teacher Self Assessment Form](http://www.doe.mass.edu/edeval/guidebook/2d-teacherselfassess.pdf) | **Individual Educator:** Complete Self-Assessment. Use it to create to Professional Practice and/or Student Learning goals. |
| [Professional Practice Goal Template](http://www.doe.mass.edu/edeval/guidebook/3a-ppgtemplate.pdf)  [Student Learning Goal Template](http://www.doe.mass.edu/edeval/guidebook/3b-slgtemplate.pdf) | **Individual Educator:** Complete goal setting template  **Group Educator Activity:** Educators share Professional Practice and/or Student Learning goals based on Self-Assessment. See if commonalities can be found to create team goals |
| [Case Study Goals - Accessible Instruction](http://www.doe.mass.edu/edeval/guidebook/3c-csginstruction.pdf)  [Case Study Goals – Positive Behavior Support](http://www.doe.mass.edu/edeval/guidebook/3d-csgpbs.pdf) | **Group Educator Activity:** Brainstorm definition of “Accessible instruction” or “Positive Behavior Supports”   * Use the Case Study in whole group or small groups * Answer discussion protocol questions * Go back to definition: any additions or changes? * Next steps: could be discussion on how this topics relates to Professional Practice and Student Learning Goals |
| [What to Look For - Observations](http://www.doe.mass.edu/edeval/guidebook/4a-observations.pdf)  [What to Look For - Observation Feedback](http://www.doe.mass.edu/edeval/guidebook/4b-feedback.pdf) | **Individual Educator:** Watch videos from ESE’s [Calibration Video Library](http://www.doe.mass.edu/edeval/resources/calibration/) and compare to the descriptors of inclusive practice.  **Group Educator Activity**: Watch videos from ESE’s [Calibration Video Library](http://www.doe.mass.edu/edeval/resources/calibration/) together and compare to the descriptors of inclusive practice. Take a moment to make notes individually. Share thoughts in pairs small groups, or large group.  **Group Administrator Activity**: Watch videos from ESE’s [Calibration Video Library](http://www.doe.mass.edu/edeval/resources/calibration/) together and compare to the descriptors of inclusive practice. Take a moment to make notes individually. Partner up to role play giving feedback. Take turns who is in each role. |
| [Lesson Plan Artifact Review](http://www.doe.mass.edu/edeval/guidebook/5a-lessonplanrev.pdf) | **Individual Educator:** Pick a lesson or unit and analyze with Lesson Plan Artifact Review checklist and self reflection. |
| [Example Artifact List](http://www.doe.mass.edu/edeval/guidebook/5b-exartifacts.pdf) | **Individual Educator:** Looking at items you gathered for evaluation, use the artifact list to reflect on level of inclusivity.  **Group Administrator Activity:** Using items teachers have used as evidence, use the artifact list to reflect on level of inclusivity. Are there areas of strength and/or areas of need? Can PD or evaluation help address those needs? |
| [Adapted MA Model Student Feedback Survey](http://www.doe.mass.edu/edeval/guidebook/6b-adaptmodelsurvey.pdf) | **Individual Educator:** Look at Model Survey options. Determine if any of these work for your students. Determine how you are going to analyze responses and adapt instruction.  **Group Educator Activity**: Use teacher teams to look at student feedback data and help teachers use information from surveys to improve instruction. |
| [Student Feedback Discussion Protocol](http://www.doe.mass.edu/edeval/guidebook/6c-studiscussion.pdf) | **Group Educator Activity:** Review Student Feedback Discussion Protocol. What do educators think? Has anyone tried anything like this? How did it go? Are there educators who are willing to pilot the process?  **Group Administrator Activity:**  Review Student Feedback Discussion Protocol. Discuss the culture of feedback in your buildings. Is this what you want it to be? How do evaluators model accepting and learning from feedback? |
| [Alternate Strategies to Obtain Student Feedback](http://www.doe.mass.edu/edeval/guidebook/6d-altfeedback.pdf) | **Group Educator Activity:** Jig Saw. Divide educators into four groups. Each group discuss on one strategy. Re-arrange groups so that there is one person from each strategy in a group of four. Each person shares. Come back as a whole group. Discuss impressions. Are there other alternative ideas? |
| [Accessibility Review](http://www.doe.mass.edu/edeval/guidebook/7a-accessreview.pdf) | **Individual Educator:**  Review at least one assessment for accessibility. Make any changes to assessment as need. Are there take-aways to keep in mind going forward with assessments?  **Group Educator Activity:** Working in common assessment teams, review and revise a current assessment using the Accessibility Review Tool. Alternatively groups could be random. Make any changes to assessment as needed. Are there take-aways to keep in mind going forward with common assessments?  **Group Administrator Activity:** Look at common assessments using the Assessment Accessibility checklist. Are assessments accessible? Are there areas of strength and/or areas of need? Can PD or evaluation help address those needs? |
| [Considering Growth: Setting Parameters](http://www.doe.mass.edu/edeval/guidebook/7b-considergrowth.pdf) | **Individual Educator:** Look at your student data. Did your students demonstrate the growth you expected? Why or why not? Was the growth even or uneven across students? What does that tell you about the students, the learning, or the assessment. Discuss your results with a colleague. How can you learn from each other’s teaching?  **Group Educator Activity & Group Administrator Activity:** Discussion: How does your school/district look at growth? Discuss banding. Could growth be measured using banding?  If banding is already is already in use, how are the bands working? Are the growth targets appropriate to grade level standards? Too high/too low? Are students getting where you want them to be. If not, how to you get them there? What needs to be done in terms of PD and/or evaluation? |
| [Professional Judgment Guiding Questions](http://www.doe.mass.edu/edeval/guidebook/7c-irprofjudgment.pdf) | **Individual Educator:** Answer the Guiding Questions. What changes can be made to instruction and/or assessment to best meet the needs of your students.  **Group Educator Activity:** Group educators (could be by common students, by discipline or randomly). Have them answer the Guiding Questions with common assessments in mind. What do the answers mean to classrooms and the school?  **Group Administrator Activity:** Group evaluators (could be by school, by level or randomly). Have them answer the Guiding Questions with common assessments in mind. What do the answers mean to schools and the district? |
| [Key Characteristics of Social and Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/7d-sel.pdf) | **Group Educator Activity / Group Administrator Activity:** Review ESE’s [Social and Emotional Learning website.](http://www.doe.mass.edu/candi/SEL/)  Discuss how well the school or the district is doing meeting the social emotional needs of students. Are there areas of strength and/or weakness. How can we address the areas of weakness? Use the link to the curricula and frameworks as needed. |
| [Superintendent Self Assessment](http://www.doe.mass.edu/edeval/guidebook/8a-suptselfassess.pdf) | **Group Administrator Activity:** Work in groups to complete Self Assessment checklist. Come back together and share thoughts. Discuss any areas without consensus. Discuss if further planning is need to address any areas that were not “In Place” or only partial. Create a strategic plan for implementation. |
| [Master Schedule Review](http://www.doe.mass.edu/edeval/guidebook/8b-masterschedreview.pdf) | **Group Educator Activity:**  Use the Inclusive School Reflective Questions and Schedule Team Protocol with all stakeholders involved in building the master schedule. |
| [Staff Feedback Discussion Protocol](http://www.doe.mass.edu/edeval/guidebook/8c-stafffeedbackdiscuss.pdf) | **Group Administrator Activity:** Look at Staff Feedback Discussion Protocol. Review Student Feedback Discussion Protocol. What do educators think? Has anyone tried anything like this? How did it go? Are there educators who are willing to pilot the process? How do evaluators model accepting and learning from feedback? |
| [What to Look For - School Level Administrator](http://www.doe.mass.edu/edeval/guidebook/8d-observationschadmin.pdf) | **Group Administrator Activity**: Watch videos from ESE’s [Calibration Video Library](http://www.doe.mass.edu/edeval/resources/calibration/) together, or take building tours together. Take a moment to make notes individually. Partner up to role play giving feedback. Take turns who is in each role. |

# 2. Inclusive Practice: Interpreting Rubrics and Self-Assessment

### Overview

The Massachusetts Task Force on the Evaluation of Teachers and Administrators proposed common Standards and Indicators for Effective Teaching Practice and for Effective Administrative Leadership Practice because “it is critical to develop and adopt a common statewide understanding about what effective teaching practice and administrative leadership looks like.”[[12]](#footnote-12) These standards and related indicators are the principles around which performance rubrics are organized and support each step of the 5-Step Cycle of evaluation.

The Massachusetts Model System for Educator Evaluation includes four [model rubrics](http://www.doe.mass.edu/edeval/resources/rubrics/) based on role: Superintendent, School-Level Administrator, Classroom Teacher, and Specialized Instructional Support Personnel. Districts may adopt or adapt the model rubrics or use a comparably rigorous and comprehensive rubric. According to ESE’s [Guide to Rubrics](http://www.doe.mass.edu/edeval/model/PartIII.pdf), rubrics are designed to help educators and evaluators:

* Define and describe effective practice for educators, which grounds the professional practice component of the self-assessment
* Inform areas of focus for the student learning and professional practice goals
* Help educators and evaluators organize evidence and provide feedback throughout the evaluation cycle

| Inclusive Practice Tools |
| --- |
| **Tool 2a:** Massachusetts Classroom Teacher Rubric Resource  **Tool 2b:** Massachusetts School-Level Administrator Rubric Resource  **Tool 2c:** Massachusetts Superintendent Rubric Resource  **Tool 2d:** Self-Assessment Form |

* Inform and calibrate professional judgments about performance in each standard overall, formatively, and at the end of the cycle

The model rubrics foster constructive dialogue about educators’ performance and provide clear expectations that are used to promote practice through professional learning and support.

### Using Rubric Resources in Inclusive Settings

All Massachusetts educators are held to the same high professional standards through the Massachusetts Educator Evaluation Framework. The tools offered in this section do not replace existing rubrics within the Massachusetts Model System but rather serve as supplements to the existing rubrics and are designed to support inclusive practice within the educator evaluation process. Examples are added per rubric indicator to identify the leverage points within the evaluation process to support educators and students in the cultivation of an inclusive learning environment. These tools may be a useful frame of reference for evaluators and educators to stimulate discussion and facilitate action toward inclusive practices and systems.

The following tools provide examples of what accessible instruction and positive behavior supports may look like through the lens of three model rubrics and an opportunity to complete a self-assessment. Use these tools to promote discussion, collaboration, self-assessment, and planning relating to inclusive practice.

### Tools and Resources

#### Inclusive Practice Tool 2a: Massachusetts Classroom Teacher Rubric Resource

This tool annotates the Model Classroom Teacher Rubric, at the indicator level, with examples of accessible instruction and positive behavior supports to facilitate a more targeted and strategic application of rubric components to practice in inclusive settings. Use this tool to promote discussion, collaboration, and planning relating to inclusive practice at the classroom level.

#### Inclusive Practice Tool 2b: Massachusetts School-Level Administrator Rubric Resource

This tool annotates the Model School-Level Administrator Rubric, at the indicator level, with descriptions of accessible instruction and positive behavior supports to facilitate a more targeted and strategic application of rubric components to practice in inclusive settings. Use this tool to promote discussion, collaboration, and planning relating to inclusive practice at the school level.

#### Inclusive Practice Tool 2c: Massachusetts Superintendent Rubric Resource

This tool annotates the Model Superintendent Rubric, at the indicator level, with descriptions of accessible instruction and positive behavior supports to facilitate a more targeted and strategic application of rubric components to practice in inclusive settings. Use this tool to promote discussion, collaboration, and planning relating to inclusive practice at the district level. Superintendents may also consider the Massachusetts Tiered System of Supports [Self-Assessment Tool](http://www.doe.mass.edu/apa/sss/mtss/sa/default.html).

#### Inclusive Practice Tool 2d: Self-Assessment Form

This tool, adapted from ESE’s [Model System](http://www.doe.mass.edu/edeval/resources/QRG-5StepCycle.pdf), allows educators to conduct a self-assessment with an emphasis on inclusive practice. Classroom educators, building administrators, and district administrators can use this tool in the process of conducting self-assessments, the first step of the 5-Step Cycle of evaluation.

Inclusive Practice graphic with icons

**Inclusive Practice Tool:  
Massachusetts** Classroom Teacher Rubric Resource

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



This tool—a supplement to the Massachusetts Model Classroom Teacher Rubric—is designed to support inclusive practice within the educator evaluation process. Examples of inclusive practice are added per rubric indicator to identify the leverage points within the evaluation process to both strengthen inclusive practices and empower educators to support all students’ learning.

**Directions: Classroom educators** can use this tool to promote discussion, collaboration, and planning relating to 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 4a:** What to Look For—Observations](#_Inclusive_Practice_Tool:_4)
* [**Tool 5b:** Example Artifact List](#_Inclusive_Practice_Tool:_5)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

|  |  |
| --- | --- |
| Indicator | Annotated Description  (Examples of the Indicator in Inclusive Practice) |
| I-A. Curriculum and Instruction   * Subject Matter Knowledge * Child and Adolescent Development * Rigorous Standards-Based Unit Design * Well-Structured Lessons | Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. Critical content to be learned is identified and multiple, flexible methods for presenting concepts, engaging students, and means of expressing knowledge are provided. Instruction is modified according to students’ readiness, interests, and learning profile.  Examples of educator inclusive practice:   * Provides clear academic objectives and behavioral expectations. * Identifies and removes curricular and/or instructional barriers to student learning (i.e., text complexity, lesson delivery format, physical environment, etc.). * Designs instruction that allows students to engage in learning through a variety of approaches and developmentally appropriate tasks with a variety of resources. * Identifies criteria for mastery based on curricular/lesson objectives and integrates opportunities for enhanced learning. * Offers multiple means to present key concepts and express understanding (include the use of technology, assistive technology, options for response, tools and resources to support learning) based on students’ diverse learning needs. * Strategically plans to secure student engagement and interest by using multiple opportunities to connect to students’ prior knowledge, experiences, and interests. * Designs the learning environment to support all students’ learning by facilitating various learning activities (e.g., small group, learning centers) and integrating multiple opportunities for student feedback and collaboration with peers. * Embeds interpersonal and social-emotional skills within student learning activities. * Utilizes clear and effective displays of information, tools, resources, prompts, etc., such that perceptual features such as size, contrast, and color can be varied. |
| I-B. Assessment   * Variety of Assessment Methods * Adjustment to Practice | Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction. Offers multiple means for assessing knowledge (e.g. presentation, video, report) and provides students choices for how they demonstrate their knowledge. Technology is leveraged to ensure student access to both content and means to demonstrate knowledge. Student assessment data is used to inform planning, instruction, and methods of assessment.  Examples of educator inclusive practice:   * Conducts frequent checks for student understanding. * Provides multiple and varied options for student communication and expression to demonstrate understanding and build fluency (such as assistive technology, digital resources, and concrete objects). |
| I-B. Assessment (continued)   * Variety of Assessment Methods * Adjustment to Practice | * Ensures assessments are accessible such that all students’ knowledge can be demonstrated and accurately captured. * Assesses student knowledge and growth based on criteria for mastery using a predetermined rubric or exemplar. * Develops (or uses validated) assessments that measure students’ growth in both academic and social and emotional skills. * Provides frequent and varied feedback and positive reinforcements to student responses. * Assesses students to determine growth on identified social and emotional standards (e.g., assessing students’ self-regulation skills, personal coping skills, and self-reflection). |
| I-C. Analysis   * Analysis and Conclusions * Sharing Conclusions with Colleagues * Sharing Conclusions with Students | Analyzes data from assessments, draws conclusions, and shares them appropriately.  Examples of educator inclusive practice:   * Uses data and student response to differentiate instruction and support. * Identifies achievement gaps and specific student needs using formative assessment. * Demonstrates regular and systematic use of formative data to inform instructional practice. * Works with teams at the grade, school, and district level to analyze disaggregated data and plan interventions where appropriate. |
| II-A. Instruction   * Quality of Effort and Work * Student Engagement * Meeting Diverse Needs | Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Designs and adapts instruction according to student's readiness, interest, and learning profile. Students are provided choices aligned to their interests, opportunities to learn through their strengths, and multiple means to demonstrate their learning. In addition, students are provided with direct skill instruction targeted to specific areas of need, including social-emotional skills. Students are motivated to take responsibility for their own learning.  Examples of educator inclusive practice:   * Differentiates instruction to present and scaffold student access to key concepts. Includes accommodations and modifications based on student need. * Facilitates comprehension by activating background knowledge, highlighting big ideas, critical features, patterns and relationships (e.g., using multi-modal strategies to activate background knowledge prior to lessons). * Provides explicit instruction and modeling of social and emotional learning. * Supports student use of tools, resources, and scaffolding to promote student development of executive functioning skills (e.g., visual schedules, agenda, charts, cues, prompts, timers, graphic organizers, etc.). * Provides options for student engagement, persistence, and self-regulation. |
| **II-A. Instruction (continued)**   * Quality of Effort and Work * Student Engagement * Meeting Diverse Needs | * Differentiates the degree of difficulty or complexity with which core activities can be completed. * Provides options for language and expressions by clarifying vocabulary and syntax. * Provides opportunities for students to make connections between new content, prior knowledge, and real-world applications, which maximizes transfer and generalization of information. * Presents curriculum content through multiple means and providing scaffolds and support for metacognitive processing (e.g., using visual imagery, think-alouds, concept anchoring, or concept mastery routines). * Supports a variety of tasks and learning formats, and guides information processing through multi-modal means (e.g., kinesthetic, auditory, tactile, visual). * Uses comprehension scaffolds such as graphic organizers and interactive writing to maximize understanding, transfer, and generalization. |
| II-B. Learning Environment   * Safe Learning Environment * Collaborative Learning Environment * Student Motivation | Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning. Establishes and reinforces a learning environment that is positive, safe, and productive. Supports school-wide positive behavior systems in the classroom, in which specific rules, behaviors, and expectations are taught, modeled, and rewarded while using an ongoing data-monitoring system to evaluate progress. Understands that all behavior is communicative and seeks to identify the student needs behind behavior.  Examples of educator inclusive practice:   * Defines, posts, teaches, and models positive classroom expectations and routines to increase, clarify, and reemphasize behavioral expectations. * Models and reinforces positive behavioral expectations. * Acknowledges and reinforces appropriate social and academic behavior (e.g., behavior-specific verbal praise, social/peer reinforcement, class-wide incentives or student choice of reward). * Develops and reinforces students’ self-advocacy skills. * Fosters collaboration and community by creating an accepting and supportive classroom climate that is sensitive to individual learner profiles (e.g., academic, social-emotional, and behavioral). * Encourages and supports opportunities for peer interactions and supports (e.g., peer-tutors), in which students collaborate with peers and demonstrate appropriate behavior during group and individual work. * Sets up the physical environment to allow for smooth physical movement of students and educators. * Sets up the physical classroom environment to provide for flexibility for multiple groupings, ease of transitions, and space to accommodate varied ways of learning and encourage physical movement. * Minimizes stressors and distractions by using charts, calendars, schedules, visible timers, cues, etc., that can increase the predictability of daily activities and transitions. * Creates a nonthreatening, positive, and academically rigorous atmosphere. |
| II-C. Cultural Proficiency   * Respects Differences * Maintains Respectful Environment | Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.  Examples of educator inclusive practice:   * Models, encourages, and practices respect for diversity in background, identity, preferences, and all other areas. * Creates an environment that is safe and respectful of all cultures and backgrounds. * Supports and encourages a diverse learning community engaged in common interests or activities. * Considers students’ diverse backgrounds, identities, strengths, and challenges during lesson planning, instruction, assessment, and classroom management. * Varies the social demands required for learning or performance depending on student comfort level. * Involves all participants in whole-class discussions in a supportive, encouraging way, allowing students to “take a pass” or to “recover” as necessary. * Models and practices appropriate responses to peer contributions and interactions during discussion and during group and partner work. * Optimizes and appreciates individual choice and autonomy. * When appropriate, invites students to share unique experiences, backgrounds, and histories and models active listening and positive, responsive questioning, commenting, and giving and receiving feedback. |
| II-D. Expectations   * Clear Expectations * High Expectations * Access to Knowledge | Plans and implements lessons that establish and maintain clear and high expectations for all learners. Ensures expectations are individualized according to student needs and capacity.  Examples of educator inclusive practice:   * Differentiates core activities in degree of difficulty or complexity. * Supports a variety of tasks and learning formats that allow for active participation, exploration, and experimentation. * Communicates expectations in a variety of ways (e.g., verbally, in writing, graphically, pictorially, websites, through web platforms). * Demonstrates appropriately high academic and behavioral expectations for all students. * Involves learners, whereever and whenever possible, in setting their own personal academic and behavioral goals. * Heightens salience of goals and objectives by using prompts or requiring learners to explicitly formulate or restate goal. * Uses prompts, scaffolds, or models for visualizing desired outcome. * Provides opportunities for students to demonstrate self-regulation strategies by monitoring their own thinking, setting goals, and monitoring and reflecting on progress. |
| II-D. Expectations (continued)   * Clear Expectations * High Expectations * Access to Knowledge | * Provides opportunities for students to demonstrate autonomy and self-advocacy by choosing appropriate learning tools and supports. * Provides differentiated models of self-assessment strategies (e.g., role-playing, video reviews, peer feedback). * Uses assessment checklists, scoring rubrics, and multiple exemplars of annotated student work and performance. * Engages learners in assessment discussions of what constitutes excellence and generates relevant examples that connect to students’ cultural backgrounds and interests. * Provides opportunities for students to build positive strategies for future success based on feedback and other evidence, including identifying patterns of errors and wrong answers. |
| III-A. Engagement   * Parent/Family Engagement | Welcomes and encourages every family to become active participants in the classroom and school community.  Examples of educator inclusive practice:   * Uses multimedia tools such as classroom websites, social media, scheduling and reminder apps, homework calendars, flipped classroom, e-mail, and phone conversations to communicate regularly with parents, guardians, and caregivers. * Engages with families through a variety of approaches, demonstrating awareness of appropriate cultural considerations. * Communicates and collaborates with student services personnel (guidance, special education, social workers, etc.) in order to better understand family dynamics and unique circumstances that may impact student learning, behavior, and social-emotional health. |
| III-B. Collaboration   * Learning Expectations * Curriculum Support | Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.  Examples of educator inclusive practice:   * Articulates to parents expectations of student performance, giving criteria for mastery and student capacity. * Provides guidance on how students learn and on each child’s learning needs; helps parents understand the various ways students engage with content. * Consults with team members and student services staff as required to consider accommodations and modifications to content and curriculum (when appropriate) in order to provide optimal opportunities for success for each student. |
| III-C. Communication   * Two-Way Communication * Culturally Proficient Communication | Engages in regular, two-way, and culturally proficient communication with families about student learning and performance, using communication tools that are responsive to the needs of the parents’/guardians’ native language.  Examples of educator inclusive practice:   * Uses all available resources for communication, including e-mail, phone calls, and text messaging (when appropriate). |
| III-C. Communication (continued) | * Listens to parents’/guardians’ requests and insights regarding student instruction and possible antecedents for student behaviors. * Considers and is sensitive to cultural and other demographic considerations when communicating with families. * Is sensitive and aware of times of student conflict and crisis; provides supports and resources when necessary. |
| IV-A. Reflective Practice   * Reflective Practice * Goal Setting | Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.  Examples of educator inclusive practice:   * Can identify formalized routines to reflect on and improve practice. * Uses a variety of approaches to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve inclusive practices. * Seeks out and participates in aligned professional learning opportunities to improve inclusive practices, applying those professional learning experiences in the classroom. * Regularly assesses all student performance—with specific attention to struggling learners—to determine effectiveness of instructional practice. |
| IV-B. Professional Growth   * Professional Learning and Growth | Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. Engages in multiple opportunities to improve individual and school-wide inclusive practices.  Examples of educator inclusive practice:   * Focuses on best inclusive practices when conducting self-assessments and developing professional practice goals. * Seeks and participates in professional development and other learning opportunities to broaden understanding of best practices for inclusion (including principles of Universal Design for Learning [UDL], Positive Behavioral Supports and Interventions [PBIS], and Social and Emotional Learning [SEL]). * Applies new learning about best practices to improve the quality of inclusive practices or to build upon existing expertise and experience in order to expand or alter school-wide and individual inclusive practices. |
| IV-C. Collaboration   * Professional Collaboration | Collaborates effectively with colleagues on a wide range of tasks. Collaborates with colleagues about improving instructional practice to ensure that all students are participating in instructional activities that meet students’ individual needs.  Examples of educator inclusive practice:   * Collaborates actively when other adults are in the room. * Shares ideas relating to, identifies, and models inclusive practices in order to improve educator capacity to facilitate all student learning. |
| IV-C. Collaboration (continued) | * Seeks out and applies expertise of grade-level, content-area, and student services professionals to help broaden understanding of best practices (UDL, PBIS, and SEL). * Seeks out opportunities to engage with colleagues as both mentor and mentee, supporting improved inclusive practices. |
| IV-D. Decision-Making   * Decision-making | Becomes involved in school-wide decision-making and takes an active role in school improvement planning. Participates in and collaborates with other teachers and administrators in analyzing both student and school-wide data to inform, revisit, and revise school-wide initiatives, instructional practice, and social and emotional supports as necessary.  Examples of educator inclusive practice:   * Supports and participates in the school-wide discipline and behavioral intervention system implementation and analysis. * Collaborates to develop social and emotional competencies systematically through the typical instructional cycle: goals and objectives of lessons, introduction to new material and modeling, group and individual practice, and conclusion and reflection. |
| IV-E. Shared Responsibility   * Shared Responsibility | Shares responsibility for the performance of all students within the school. Takes individual and shared responsibility for achieving high academic and behavioral outcomes for all students.  Examples of educator inclusive practice:   * Collaborates with peers to ensure alignment on instructional plans and academic and behavioral expectations. For example, collaborates with professionals to align practices, routines, and vocabulary for behavior in common areas of the building such as hallways, cafeteria, bathrooms, playground, etc. * Shares responsibility for planning, instructing, and assessing all student performance. * Shares and discusses student data and problem-solves collaboratively. * Supports and participates in school-wide positive behavior systems inside and outside the classroom. * Shares accountability for student learning goals and results. |
| IV-F. Professional Responsibilities   * Judgment * Reliability and Responsibility | Is ethical and reliable, and meets routine responsibilities consistently. Models and advocates for fair, equitable and appropriate treatment of all students and families. Educators follow all policies, regulations, and procedures specific to role and responsibilities.  Examples of educator inclusive practice:   * Models a high level of integrity in interactions with all students and families. * Maintains confidentiality when collaborating with colleagues concerning student needs and performance. * Discusses issues of equity and diversity with students and staff members. * Follows, implements, monitors, and measures progress on students’ individualized education programs (IEPs). * Contributes to student planning and progress reporting on IEPs. |

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Massachusetts School-Level Administrator Rubric Resource

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



This tool—a supplement to the Massachusetts Model Administrative Leadership Rubric—is designed to support inclusive practice within the educator evaluation process. Annotated descriptions are added per rubric indicator to identify the leverage points within the evaluation process to strengthen inclusive practice and empower leaders to support educators and students in inclusive classrooms.

**Directions:** Teams of **classroom educators** can use this tool to promote discussion, collaboration, and planning relating to inclusive practice at the school level. **Building administrators** can use this tool to promote discussion and conversation relating to inclusive practice at the school level. **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 8b:** Master Schedule Review](#_Inclusive_Practice_Tool:_6)
* [**Tool 8c:** Staff Feedback Discussion Protocol](#_Inclusive_Practice_Tool:_7)
* [**Tool 8d:** What to Look For—School-Level Administrator](#_Inclusive_Practice_Tool:_8)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

|  |  |
| --- | --- |
| Indicator | Annotated Description  (Examples of the Indicator in Inclusive Practice) |
| I-A. Curriculum   * Standards-Based Unit Design * Lesson Development Support | Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. Ensures that the district curriculum, instruction, and assessment programs are designed and implemented to provide full access and opportunity to all students. Provides support and assistance for educators and teams to use a backward design approach to plan standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.  Examples of inclusive leadership practice:   * Ensures access to high standards by offering and integrating the use of technology, including assistive technology and specialized instructional materials. * Establishes opportunities for educators to collaborate in aligning curriculum with state standards, across grades, and with appropriate progressions across levels; facilitates the identification of key constructs in curriculum. * Assesses progress toward building goals by reviewing data consistently to assess how struggling learners are progressing. * Provides support for educators to provide multiple means of representation (offering alternatives to access auditory information and visual information). * Facilitates professional learning opportunities for building staff to begin, or expand, their understanding and implementation of the principles of Universal Design for Learning [UDL], Positive Behavioral Supports and Interventions [PBIS], and Social and Emotional Learning [SEL]). * Shares exemplars for standards-based units involving higher order thinking, academic risk-taking, and measurable outcomes. * Guides and assists educators in developing a backward design approach for all units, providing additional supports and resources in the areas of implementing multiple means of representation, action, expression, and engagement into unit and lesson design. * Provides support for educators to foster positive social, emotional, and behavioral development. |
| I-B. Instruction   * Instructional Practices * Quality of Effort and Work * Diverse Learners’ Needs | Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Builds and sustains a culture that shares responsibility for improving the learning of all students. Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping. Establishes expectations and sets specific achievement targets for schools and students (including student subgroups).  Examples of inclusive leadership practice:   * Leads and communicates to the school a commonly held vision for instruction that includes differentiation and accessibility for all students. |
| I-B. Instruction (continued) | * Models a continual review and analysis of formative and summative data—disaggregated by student subgroups—to review and revise instructional decisions, pacing guides, sequences, and materials so that all students can access the curriculum. * Supports teaching approaches that address the needs of diverse learners. * Provides professional development and support to school staff so that all educators design and adapt instruction according to students’ readiness, interests, and learning profiles through the use of multiple means of representation and expression. * Establishes an expectation that all students take responsibility for their own learning by establishing and monitoring learning targets. * Protects educators’ instructional time, allowing ample time to fulfill paperwork and documentation requirements. * Expects and supports the development and implementation of flexible grouping, co-teaching, or building-specific models to ensure maximized learning outcomes for all learners. * Supports the implementation of options for student engagement, persistence, and self-regulation. * Supports the implementation of curriculum content through multiple means and providing scaffolds and support for metacognitive processing. * Supports educators to provide clear academic objectives and behavioral expectations. * Leverages the district educator effectiveness system to promote and ensure the consistent use of research-based effective instructional strategies in all classrooms to meet established learning targets and the social and emotional needs of students. * Observes practice, provides feedback, stimulates teacher reflection, and supports quality instruction accessible to all learners. * Expects and supports educators and specialists to understand and model the principles of accessible instruction and positive behavior supports. * Models and supports well-structured lessons for educators as a leader. |
| I-C. Assessment   * Variety of Assessments * Adjustment to Practice | Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. Collects, monitors and disaggregates summative data to determine if curriculum and instruction is accessible to all. Plans and implements a system of monitoring school progress on students’ academic and social goals. Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice.  Examples of inclusive leadership practice:   * Sets expectations for a school-wide summative and formative assessment plan that ensures all students’ access. |
| I-C. Assessment (continued)   * Variety of Assessments * Adjustment to Practice | * Disaggregates data at the building and grade levels to ensure all subgroups are making reasonable growth; shares these data with educators. * Leverages technology to ensure full access and opportunity. * Facilitates the use of student assessment data to inform professional learning and support educators. Disaggregates data according to educator and student type such that professional learning can be targeted. * Ensures that internal accountability systems are in place for monitoring student progress and that these data are meaningful to educators and useful for improving instruction for all students. * Supports the provision of professional development for staff to create a variety of best practices for measurement of student growth. * Provides tools and supports to ensure that educators use a variety of assessments. * Supports educators to conduct frequent checks for student understanding. |
| I-D. Evaluation   * Educator Goals * Observations and Feedback * Ratings * Alignment Review | Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions. Evaluates school staff in a fair and equitable manner and utilizes the results of evaluations to provide professional learning and supports to improve inclusive practice.  Examples of inclusive leadership practice:   * Provides tiered professional development support to building administrators and educators based on need. * Engages educators in reflective practice and discussion and models self-analysis with the exclusive purpose of improving organizational and individual movement toward inclusive buildings and classrooms. * Provides timely and actionable feedback to staff on ways they can facilitate inclusive schools and classrooms. * Provides feedback and fosters discussions that encourage educators to align their professional goals to school needs related to inclusive practice. * Creates a culture in which the educators view the evaluation process as a means to continued growth and learning in the implementation of inclusive practice. |
| I-E. Data-Informed Decision Making   * Knowledge and Use of Data * School and District Goals * Improvement of Performance Effectiveness and Learning | Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. Employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.Models data-based decision-making by analyzing multiple data sources to establish school goals.  Examples of inclusive leadership practice:   * Disaggregates student data by subgroups and uses the data to determine equity gaps and judge program effectiveness. * Examines school data to discover trends in attendance, discipline, academic performance, and family engagement across all student populations. |
| I-E. Data-Informed Decision Making (continued) | * Uses educator evaluation data to identify areas of need concerning inclusive practice. * Collects and disaggregates data that track the impact of a social-emotional or positive behavior curriculum on trends in attendance and discipline. * Ensures that educators use data and student response to differentiate instruction and support. * Models the use of Edwin Analytics. |
| II-A. Environment   * Plans, Procedures, and Routines * Operational Systems * Student Safety, Health, and Social and Emotional Needs | Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students. Creates and sustains collaborative climates and ensures that staff members have the time, schedules, and preparation to plan for the needs of all students. Develops a positive disciplinary climate that provides clear and consistent social and behavioral expectations for all students.  Examples of inclusive leadership practice:   * Provides set protocols and routines to promote and reinforce school safety. * Ensures there is sufficient staffing to promote school safety. * Sets, models, and reinforces a system to address bullying and other threatening behaviors with consequences and opportunities for mediation and rehabilitation. * Recognizes IDEA (Individuals with Disabilities Education Act) regulations concerning discipline and manifestation determination, and informs and supports district administrators in implementation. * Includes community stakeholders to understand the importance of and promote shared responsibility for preventing and addressing bullying and other behaviors that threaten students’ social and emotional well-being. * Models social-emotional learning instruction. * Establishes and maintains tiered systems of positive behavior supports. * Supports educators to provide multiple options and supports to facilitate a language-rich environment. * Supports educators to create a nonthreatening, positive, and academically rigorous atmosphere. * Provides an environment that allows for smooth physical movement of students and educators. * Provides an environment that is clean and inviting. * Demonstrates a school-wide commitment to providing a positive social-emotional culture. |
| II-B. Human Resources Management   * Recruitment and Hiring Strategies * Induction, Professional Development, and Career Growth Strategies | Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice. Recruits and retains quality staff who model quality inclusive practice.  Examples of inclusive leadership practice:   * Acknowledges effective educators who exemplify inclusive practice as a part of the mission of the district. * Uses a collaborative model (school, student, family, community, district) to effectively recruit, interview, and retain educators. * Provides effective educators with opportunities for growth and leadership within the district. * Seeks out and employs staff with the specific skills to remediate needs as determined by data (e.g., mathematics coach, reading specialist, BCBA [Board Certified Behavior Analyst], social skills instructor). * Prioritizes professional development opportunities to develop in-depth understanding of the principles of UDL, PBIS, and SEL. * Identifies educator leaders and mentors with sound knowledge of evidence-based best practices for inclusion. |
| II-C. Scheduling and Management Information Systems   * Time for Teaching and Learning * Time for Collaboration | Uses systems to ensure optimal use of time for teaching, learning, and collaboration. Allocates time and resources that promotes shared ownership for all students’ learning.  Examples of inclusive leadership practice:   * Develops school calendar that offers built-in opportunities for staff to collaborate, plan instruction, and review student data such as district-wide late-start days or early dismissal. * Considers the staffing and environmental requirements necessary to execute well-planned lessons for populations of students with greater needs (e.g., class sizes, paraprofessional support, physical space requirements, availability of technology, time of day, length of time, frequency of transitions, sequence of day, etc). * Identifies opportunities (e.g., hiring of floating substitutes to cover classes) for educators to observe, support, and coach each other in the implementation of inclusive practice. * Creates and maintains a master schedule that prioritizes inclusive placement of students when appropriate. * Creates and maintains a master schedule that allows educators to collaborate in aligning curriculum with state standards, across grades, and with appropriate progressions across levels. |
| II-D. Laws, Ethics, and Policies   * Laws and Policies * Ethical Behavior | Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. |
| II-D. Laws, Ethics, and Policies (Continued)   * Laws and Policies * Ethical Behavior | Examples of inclusive leadership practice:   * Allocates resources equitably throughout the school to ensure all students have access to the tools necessary for success. * Ensures that the educators understand and implement new laws and regulations within the mandated time frames (e.g., Chapter 222, restraint and seclusion) by providing the necessary resources and modeling their importance. |
| II-E. Fiscal Systems   * Fiscal Systems | Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources. Allocates resources to support the needs and goals of the school to ensure high standards in academic and social-emotional growth are met across all student populations.  Examples of inclusive leadership practice:   * Ensures budget reflects a commitment to providing tiered systems of support based on student need. * Ensures resources are allocated to support educator capacity to educate students in inclusive classrooms. * Allocates funds to support professional development and collaborative planning time for educators to develop inclusive practice skills. |
| III-A. Engagement   * Family Engagement * Community and Business Engagement | Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community’s effectiveness. Provides information about student progress and learning expectations and engages parents in shared decision making as inclusive schools are developed and sustained.  Examples of inclusive leadership practice:   * Supports student use of resources and scaffolding. * Establishes and reinforces a shared understanding of expectations concerning student academic and social outcomes across all student populations. * Communicates with parents and families regularly, effectively, and with cultural sensitivity. * Shares the instructional approaches and supporting research in implementing inclusive models and plans for building both educator and family capacity to support all students’ learning. * Is readily accessible to all families regardless of socioeconomic, cultural, or linguistic diversity. * Engages parents to enhance students’ opportunities for learning. |
| III-B. Sharing Responsibility   * Student Support * Family Collaboration | Continuously collaborates with families to support student learning and development both at home and at school. Builds a school-wide commitment to inclusive schools. Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.  Examples of inclusive leadership practice:   * Fosters a school-wide commitment to including students with disabilities, English language learners, and other diverse learners by providing multiple opportunities to achieve. * Engages educators, families, and the community so that everyone understands the importance of inclusion of all students. * Creates a culture of open communication, respect, and trust as the school and community develop a sense of collective responsibility for improving the learning of all students. * Creates an environment that is conducive to collaboration and group work. * Models the use of EWIMS (Early Warning Intervention Monitoring System) data to provide proactive interventions early. * Ensures that administrators and educators understand the importance of Massachusetts’ Sheltered English Immersion training and the implementation of the strategies learned. * Ensures that there is a shared accountability for all students. * Provides professional development that meets the 15 required hours for recertification in both special education and English language education and is targeted to district needs. |
| III-C. Communication   * Two-Way Communication * Culturally Proficient Communication | Engages in regular, two-way, culturally proficient communication with families about student learning and performance. Develops capacity of educators to implement structures for engaging diverse stakeholders to provide input and feedback in school improvement decisions.  Examples of inclusive leadership practice:   * Develops a timeline with an action plan to create scheduled communication opportunities with families and community stakeholders about learning performance. * Strategically reaches out to all families in the district, finding ways to communicate with 100 percent of them. * Provides resources and support to communicate with families in the home language and through community resources. * Understands the needs and rights of parents with disabilities and is proactive in facilitating conversations with parents relating to their unique needs. |
| III-D. Family Concerns   * Family Concerns | Addresses family concerns in an equitable, effective, and efficient manner.  Examples of inclusive leadership practice:   * Develops consistent, effective, two-way communication and interaction with families and community. * Provides support and resources (e.g., tutoring information, food banks, community counseling referrals, etc.) to families of students with diverse needs. |
| IV-A. Commitment to High Standards   * Commitment to High Standards * Mission and Core Values * Meetings | Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Builds a professional community that shares responsibility for improving the learning of all students. Communicates and reinforces high expectations for all students.  Examples of inclusive leadership practice:   * Empowers educators to set high and demanding academic expectations for every student and ensures that students are consistently learning. * Empowers educators to model and reinforce positive behavioral expectations. * Clearly displays expectations, rules, and routines. * Displays vision and mission statements throughout the district that reflect a shared commitment for high achievement for all. This vision is reflected in decision making, curriculum, and community engagement decisions. * Engages educators in conversations about expectations for all students and helps leaders acquire the knowledge and skills needed to work toward helping students reach grade-level standards. |
| IV-B. Cultural Proficiency   * Policies and Practices | Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected. Develops and implements culturally sensitive policies that acknowledge diverse backgrounds, identities, strengths, and challenges of administrators, students, staff, and community.  Examples of inclusive leadership practice:   * Communicates successes of inclusive practice using culturally sensitive language. * Demonstrates appreciation of staff and student diversity. * Interacts with individual students, demonstrating awareness of diverse backgrounds and academic profiles. * Supports an environment that is safe and respectful of all cultures and backgrounds. |
| IV-C. Communication   * Communications Skills | Demonstrates strong interpersonal, written and verbal communication skills. Communicates regularly with stakeholders using audience-specific communication skills.  Examples of inclusive leadership practice:   * Engages with stakeholders at all levels to promote and encourage a shared vision of inclusivity and differentiated supports. |
| IV-C. Communication (continued)   * Communications Skills | * Provides positive reinforcement and motivators. * Provides consistent information through a variety of channels to meet the communication styles of varied audiences. * Ensures that educators collaborate actively during instruction when other adults are in the room. * Creates an environment that uses clear and effective displays of information, tools, resources, prompts, etc. |
| IV-D. Continuous Learning   * Continuous Learning of Staff * Continuous Learning of Administrator | Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator’s own practice.  Examples of inclusive leadership practice:   * Provides professional development and training opportunities to help administrators and staff adapt best practices based on reflection and data research. * Supports school-wide approach to promote collaboration as often and as feasibly and appropriately as possible. |
| IV-E. Shared Vision   * Shared Vision Development | Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors. Develops a school-wide (families, staff, students, community) embedded educational vision that demonstrates a commitment to inclusive schools and classrooms.  Examples of inclusive leadership practice:   * Builds a professional community that shares responsibility for improving the learning of all students. * Establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement with all student populations. |
| IV-F. Managing Conflict   * Response to Disagreement * Conflict Resolution * Consensus Building | Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community. Provides professional development for school teams to build a variety of conflict resolution strategies.  Examples of inclusive leadership practice:   * Provides professional development for teachers to learn a variety of strategies to build consensus within the district community relating to shared responsibility for all students. * Establishes training and opportunity for application among general and specialty educators (i.e., special education, English language specialists) in working to resolve conflicts and differences in opinions and instructional and assessment choices among teams of teachers. |

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Massachusetts Superintendent Rubric Resource

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



This tool—a supplement to the Massachusetts Model Superintendent Rubric—is designed to support inclusive practice within the educator evaluation process. Annotated descriptions are added per rubric indicator to identify the leverage points within the evaluation process to strengthen inclusive practice and empower leaders to support educators and students in inclusive classrooms.

**Directions:** Teams of **classroom educators** can use this tool to promote discussion, collaboration, and planning relating to inclusive practice at the district level. Teams of **building administrators** can use this tool to promote discussion and conversation relating to inclusive practice at the school level. **District administrators** can use this tool to promote discussion, collaboration, and planning relating to inclusive practice across the district.

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](#_Inclusive_Practice_Tool:_9)
* [**Tool 8a:** Superintendent Self-Assessment](#_Inclusive_Practice_Tool:_10)
* [**Tool 8b:** Master Schedule Review](#_Inclusive_Practice_Tool:_6)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

|  |  |
| --- | --- |
| Indicator | Annotated Description  (Examples of the indicator in inclusive practice) |
| I-A. Curriculum   * Standards-Based Unit Design * Lesson Development Support | Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. Ensures that the district curriculum, instruction, and assessment programs are designed to provide full access and opportunity to all students.  Examples of inclusive leadership practice:   * Establishes opportunities for district and school administrators and educators to collaborate in aligning curriculum with state standards, across grades, and with appropriate progressions across levels. * Ensures access to high standards by offering and integrating the use of technology, including assistive technology and specialized instructional materials. * Analyzes district and school progress to determine capacity in supporting all students’ learning by reviewing academic outcomes for all students, including the disaggregation of data by subgroups. * Supports and facilitates district-wide professional development in inclusive practice by advancing the understanding of the principles of Universal Design for Learning (UDL), Positive Behavioral Supports and Interventions (PBIS), and Social and Emotional Learning (SEL). * Collaborates with district technology team to expand training and resources for engaging students with content through multiple means of representation and expression through the use of technology. * Supports district and school teams in the application of evidence-based instructional practices through job-embedded professional learning. * Facilitates the adoption of an evidence-based curriculum that supports both academic and social-emotional growth of students. |
| I-B. Instruction   * Instructional Practices * Quality of Effort and Work * Diverse Learners’ Needs | Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Builds and sustains a culture that shares responsibility for improving the learning of all students. Establishes expectations and sets specific achievement targets for schools and students (including student subgroups).  Examples of inclusive leadership practice:   * Leads and communicates to the district a commonly held vision for instruction that includes differentiation and accessibility for all students. * Models a continual review and analysis of formative and summative data—disaggregated by student subgroups—to review and revise instructional leadership decisions, pacing guides, sequences, and materials so that all students can access the curriculum. * Provides professional development and support to district administrators so that all educators design and adapt instruction according to students’ readiness, interests, and learning profiles through the use of multiple means of representation and expression. * Expects and supports the development and implementation of flexible grouping, co-teaching, or building-specific models to ensure maximized learning outcomes for all learners. |
| I-B. Instruction (continued)   * Instructional Practices * Quality of Effort and Work * Diverse Learners’ Needs | * Ensures the district educator evaluation system promotes and supports consistent use of research-based effective instructional strategies in all classrooms to reach established targets. * Expects and supports school leadership to understand and model the principles of UDL, PBIS, and SEL. |
| I-C. Assessment   * Variety of Assessments * Adjustment to Practice | Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. Monitors and disaggregates summative data to determine if curriculum and instruction is accessible to all. Plans and implements a system of monitoring district progress on students’ academic and social goals.  Examples of inclusive leadership practice:   * Sets expectations for a district-wide summative and formative assessment plan that ensures accessibility. * Facilitates district- and building-level data disaggregation to ensure all subgroups are making reasonable growth. * Leverages technology to ensure full access and opportunity. * Uses student assessment data to inform district-wide professional learning. * Disaggregates data according to teacher and student type such that professional learning can be targeted. * Establishes a district-wide progress monitoring system to detect areas of concern, students failing to progress, and need for professional development and support. |
| I-D. Evaluation   * Educator Goals * Observations and Feedback * Ratings * Alignment Review | Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. Evaluates district administrators in a fair and equitable manner and utilizes the results of evaluations to provide professional learning and supports to improve inclusive practice.  Examples of inclusive leadership practice:   * Engages administration in reflective practice and discussion and models self-analysis with the exclusive purpose of improving organizational and individual movement toward inclusive buildings and classrooms. * Provides formal and informal feedback to district administrators on ways they can facilitate inclusive schools and classrooms. * Provides feedback and fosters discussions that encourage administrators to align professional goals to district needs related to inclusive practice. * Creates a culture in which administrators and teachers see the evaluation process as a means to continued growth and learning in the implementation of inclusive practice. * Assists administrators to make informed decisions about supports they need based upon the evaluation process and educator capacity. |
| I-E. Data-Informed Decision Making   * Knowledge and Use of Data * School and District Goals * Improvement of Performance, Effectiveness, and Learning | Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. Employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.  Examples of inclusive leadership practice:   * Models data-based decision making by analyzing multiple data sources to set district goals and objectives. Disaggregates the data by subgroups and uses the data to judge program effectiveness. * Schedules district administrator professional development that examines district and school data to discover trends in attendance, discipline, academic performance, and family engagement across all student populations. * Creates a culture that understands data, uses data to inform instruction, and disaggregates data to pinpoint areas of significant growth or concern across student subgroups. * Collects and disaggregates data that track the impact of a social-emotional or positive behavior curriculum on trends in attendance and discipline. * Uses data analysis to adjust or redesign research-based practices. |
| II-A. Environment   * Plans, Procedures, and Routines * Operational Systems * Student Safety, Health, and Social and Emotional Needs | Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, social, and emotional needs. Creates and sustains collaborative climates and ensures that district administrators establish the infrastructure to ensure staff members have the time, schedules, and preparation to plan for the needs of all students.  Examples of inclusive leadership practice:   * Demonstrates evidence of school environments in which administrators and educators recognize the value of, support, and participate in a school-wide system of behavioral supports. * Develops a positive disciplinary climate that provides clear and consistent social and behavioral expectations for all students. * Provides set protocols and routines to promote and reinforce school safety. * Provides administrators and educators with support for the development of PBIS and SEL through dedicated district-wide professional development and ongoing professional learning communities (PLCs) in each building. * Sets, models, and reinforces a system to address bullying and other threatening behaviors with consequences and opportunities for mediation and rehabilitation. * Recognizes IDEA regulations concerning discipline and manifestation determination and informs and supports district and school administrators in implementation. * Includes community stakeholders to understand the importance of and promote shared responsibility for preventing and addressing bullying and other behaviors that threaten students’ social and emotional well-being |
| II.B. Human Resources Management   * Recruitment and Hiring Strategies * Induction, Professional Development, and Career Growth Strategies | Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice. Recruits and retains quality staff who model quality inclusive practice.  Examples of inclusive leadership practice:   * Acknowledges effective administrators and educators who exemplify quality inclusive practice. * Uses collaborative models (school, student, family, community, district) to effectively recruit, interview, and retain educators who exemplify positive inclusive practice. * Provides effective educators with opportunities for growth and leadership within the district to support inclusive practice. * Ensures the administration seeks out and employs staff with the specific skills to remediate needs as determined by data (e.g., mathematics coach, reading specialist, BCBA, social skills instructor). |
| II-C. Scheduling and Management Information Systems   * Time for Teaching and Learning * Time for Collaboration | Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. Allocates time and resources that promotes shared ownership for all students’ learning.  Examples of inclusive leadership practice:   * Facilitates district leadership to receive professional development in social-emotional learning, positive behavior interventions and supports, and universal design. * Develops district calendar that offers built-in opportunities for staff to collaborate, plan instruction, and review student data such as district-wide late-start days or early dismissal. * Supports school administrators to develop schedules that prioritize common planning time and consultation with specialists. * Identifies opportunities (e.g., hiring of floating substitutes to cover classes) for educators to observe, support, and coach each other in the implementation of inclusive practice. |
| II-D. Laws, Ethics, and Policies   * Laws and Policies * Ethical Behavior | Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.  Examples of inclusive leadership practices:   * Allocates resources equitably throughout the district to ensure all students have access to the tools necessary for success. * Ensures that the administrators understand and implement new laws and regulations within the mandated time frames (e.g., Chapter 222, restraint and seclusion) by providing the necessary resources and modeling their importance. |
| II-E. Fiscal Systems   * Fiscal Systems | Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. Allocates resources to support the needs and goals of the district to ensure high standards in academic and social-emotional growth are met across all student populations.  Examples of inclusive leadership practice:   * Ensures resources are allocated to support educator capacity to educate students in inclusive classrooms. |
| III-A. Engagement   * Family Engagement * Community and Business Engagement | Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community. Provides information about student progress and learning expectations and engages parents in shared decision making as inclusive schools are developed and sustained.  Examples of inclusive leadership practice:   * Establishes and reinforces a shared understanding of expectations concerning student academic and social outcomes across all student populations. * Communicates regularly with families about expectations and example student successes related to inclusive practice. * Shares the instructional approaches and supporting research in implementing inclusive models and the district plan for building educator and family capacity to support all students’ learning. * Is readily accessible to all families regardless of socioeconomic, cultural, or linguistic diversity. * Builds capacity for increased family and community involvement in district councils involved in data-driven decision-making processes. * Engages parents to enhance students’ opportunities for learning. * Creates, with school and district staff, opportunities for parents, community members, government leaders, nonpolitical organizations, and business representatives to create a shared vision for the district. |
| III-B. Sharing Responsibility   * Student Support * Family Collaboration | Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Builds a school-wide commitment to inclusive schools. Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.  Examples of inclusive leadership practice:   * Fosters a district-wide commitment to including students with disabilities, English language learners, and other diverse learners in providing multiple opportunities to achieve. * Engages educators, families, and the community so that everyone understands the importance of inclusion of all students. * Creates a culture of open communication, respect, and trust as the district and community develop a sense of collective responsibility for improving the learning of all students. |
| III-B. Sharing Responsibility (continued)   * Student Support * Family Collaboration | * Models the use of EWIMS (Early Warning Intervention Monitoring System) data to provide proactive interventions early. * Ensures that administrators and educators understand the importance of SEI (Sheltered English Immersion) training and the implementation of the strategies learned. |
| III-C. Communication   * Two-Way Communication * Culturally Proficient Communication | Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Develops capacity of administrators and educators to implement structures for engaging diverse stakeholders in school improvement decisions.  Examples of inclusive leadership practice:   * Develops a timeline with an action plan to create scheduled communication opportunities with families and community stakeholders about learning performance. |
| III-D. Family Concerns   * Family Concerns | Addresses family and community concerns in an equitable, effective, and efficient manner.  Examples of inclusive leadership practice:   * Adopts a district policy timeline to create consistent, effective two-way communication and interaction with families and community. |
| IV-A. Commitment to High Standards   * Commitment to High Standards * Mission and Core Values * Meetings | Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all. Builds a professional community that shares responsibility for improving the learning of all students. Communicates and reinforces high expectations for all students.  Examples of inclusive leadership practice:   * Empowers building leaders to set high and demanding academic and behavior expectations for every student. * Displays vision and mission statements throughout the district that reflect a shared commitment for high achievement for all. This vision is reflected in decision making, curriculum, and community engagement decisions. * Engages administrators and educators in conversations about expectations for all students and helps leaders acquire the knowledge and skills needed to work toward helping students reach grade-level standards. |
| IV-B. Cultural Proficiency   * Policies and Practices | Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected. Develops and implements culturally sensitive policies that acknowledge diverse backgrounds, identities, strengths, and challenges of administrators, students, staff, and community.  Examples of inclusive leadership practice:   * Communicates successes of inclusive practice using culturally sensitive language. * Demonstrates appreciation of diversity. * Demonstrates awareness of diverse backgrounds and academic profiles in all interactions. * Supports a district-wide culture that is safe and respectful of all cultures and backgrounds. |
| IV-C. Communications   * Communication Skills | Demonstrates strong interpersonal, written and verbal communication skills.  Examples of inclusive leadership practice:   * Communicates regularly with district regarding community and district concerns and celebrations using audience-specific interpersonal, written, and verbal communication. * Ensures that district staff have the tools necessary to communicate effectively with each other and their community. |
| IV-D. Continuous Learning   * Continuous Learning of Staff * Continuous Learning of Administrator | Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator’s own practice. Provides professional development and training opportunities to help administrators and staff adapt best practices based on reflection and data research.  Examples of inclusive leadership practice:   * Supports district-wide approach to promote collaboration as often and as feasibly and appropriately as possible. |
| IV-E. Shared Vision   * Shared Vision Development | Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. Develops a district-wide (families, staff, students, community) embedded educational vision that demonstrates a commitment to inclusive schools and classrooms.  Examples of inclusive leadership practice:   * Builds a professional community that shares responsibility for improving the learning of all students. * Establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement with all student populations. |
| IV-F. Managing Conflict   * Response to Disagreement * Conflict Resolution * Consensus Building | Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.  Examples of inclusive leadership practice:   * Provides professional development for district administrators to learn a variety of strategies to build consensus within the district community relating to shared responsibility for all students. * Establishes training and opportunity for application among general and specialty educators (i.e., special education, English language specialists) in working to resolve conflicts and differences in opinions and instructional and assessment choices among teams of teachers. |

Inclusive Practice graphic with icons

**Inclusive Practice Tool: Self-Assessment** Form

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports](http://www.doe.mass.edu/edeval/guidebook/pbis.pdf), and [Social and Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/sel.pdf). |



This tool, adapted from ESE’s Model System, allows educators to conduct a self-assessment with an emphasis on inclusive practice. Classroom educators, building administrators, and district administrators can all use this tool in the process of conducting self-assessments.

**Directions: Classroom educators** can use this tool to reflect on inclusive practice, in which they use data to inform the practices that they implement, as well as promote discussion, collaboration, and planning relating to inclusive practice. **Building administrators** can use this tool to reflect on inclusive practice, in which they use data to promote discussion and conversation relating to inclusive practice at the school level. **District administrators** can use this tool to reflect on inclusive practice, in which they use data to promote discussion, collaboration, and planning relating to inclusive practice across the district.

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](http://www.doe.mass.edu/edeval/guidebook/2a-rubric.pdf)
* **Tool 2b:** [Massachusetts School-Level Administrator Rubric Resource](http://www.doe.mass.edu/edeval/guidebook/2b-schadminrubric.pdf)
* **Tool 2c:** [Massachusetts Superintendent Rubric Resource](http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

## Part A: Inclusive Practice: Self-Assessment Form

Educator—Name/Title:

Primary Evaluator—Name/Title:

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s):

|  |
| --- |
| Part 1: Analysis of Student Learning, Growth, and Achievement |
| Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by the educator, but Part 1 can also be used by individuals and teams who jointly review and analyze student data.  [603 CMR 35.06 (2)(a)1](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06) |
| * What are my sources of evidence? * What student needs do I want to address this year based on this evidence? * What practices will best help me address those needs? * How I do know that these practices are effective? * What supports do I expect ALL students to need? * What supports do I expect SOME students to need? * What supports do I expect A FEW students to need? |

Team, if applicable:

List Team Members below:

Educator—Name/Title:

|  |
| --- |
| Part 2: Assessment of Practice Against Performance Standards |
| Citing your district’s performance rubric, briefly summarize areas of strength and high-priority areas for growth. Use the annotated descriptions in the [Inclusive Practice Tools: Rubric Resource](http://www.doe.mass.edu/edeval/guidebook/2a-rubric.pdf) document. Areas may target specific standards, indicators, or elements, or span multiple indicators or elements within or across standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.  [603 CMR 35.06 (2)(a)2](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06) |
| * What are my areas of strength around inclusive practice? * What aspects of [Social Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/sel.pdf) do I want to develop this year? * What aspects of [Positive Behavior Interventions and Supports](http://www.doe.mass.edu/edeval/guidebook/pbis.pdf) do I want to develop this year? * What aspects of [Universal Design for Learning](https://www.cast.org/impact/universal-design-for-learning-udl) do I want to develop this year? * What supports do I expect SOME students to need?   What supports do I expect A FEW students to need? |

Team, if applicable:

List Team Members below:

Signature of Educator Date

Signature of Evaluator\* Date

\*The evaluator’s signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.

## Part B: Self-Assessment with Power Elements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard | Element | Proficient Descriptor and Inclusive  Practice Examples | In Place Status:  (circle one) | Notes |
| Standard I: Instructional Leadership  Standard I: Instructional Leadership  Standard I: Instructional Leadership  Standard I: I: Curriculum , Planning, and Assessment  Standard I: Instructional Leadership  Standard I: Instructional Leadership | *Child and Adolescent Development*  *(I-A-2)* | Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.   * Designs the developmentally appropriate learning environment to support all students’ learning by facilitating various learning activities, integrating multiple opportunities for student action and expression, and collaboration with peers. | **Yes/no/partial** |  |
| *Lesson Development Support (I-A-2)* |
| *Diverse Learners’ Needs*  *(I-B-3)* | Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards.   * Conducts frequent checks for student understanding and uses data to drive instruction * Provides multiple and varied options for student communication and expression to demonstrate understanding and build fluency | **Yes/no/partial** |  |
| *Variety of Assessment Methods*  *(I-B-1)* |
| *Diverse Learners’ Needs*  *(I-B-3)* |
| *Adjustment to Practice*  *(I-B-2)* | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.   * Ensures assessments are accessible such that all students’ knowledge can be demonstrated and accurately captured * Provides frequent and varied feedback and positive reinforcement to student responses | **Yes/no/partial** |  |
| Standard II: Management and Operations | *Student Safety, Health, and Social and Emotional Needs (II-A-3)* | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.   * Identifies and removes curricular and/or instructional barriers to student learning * Familiarizes themselves with student learning profiles (IEPs, 504s, WIDA report cards) and uses information to guide instruction * Utilizes evidence based practices and district supports (UDL, PBIS, SEL, SEI, DCAP) | **Yes/no/partial** |  |
| **Standard II: Teaching All Students**  Standard II: Management and Operations  Standard II: Management and Operations | *Meeting Diverse Needs*  *(II-A-3)* |
| *Safe Learning Environment*  *(II-B-1)* | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment.   * Promotes academic risk taking * Utilizes preventative measures to minimize behaviors that interfere with learning. * Fosters collaboration and community by creating an accepting and supportive classroom climate that is sensitive to individual learner profiles * Creates a nonthreatening, positive, and academically rigorous atmosphere and integrated with other important initiatives | **Yes/no/partial** |  |
| *Time for Teaching and Learning  (II-C-1)* |
| Standard II: |
| *Access to Knowledge*  *(II-D-3)* | Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.   * Presents curriculum content through multiple means and provides scaffolds and supports for metacognitive processing | **Yes/no/partial** |  |
| Standard III: Family and Community Engagement  Standard III: Family and Community | *Two Way Communication*  *(III-C-1)* | Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.   * Establishes a welcoming and family friendly classroom * Utilizes multiple means of communication to reach all families * Is sensitive to cultural and other demographic considerations when communicating with families | **Yes/no/partial** |  |
| *Student Support  (III-B-1)* |
| Standard IV: Professional Culture | *Reflective Practice*  *(IV-A-1)* | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.   * Utilizes a variety of approaches to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve inclusive practices * Regularly assesses all student performance to determine effectiveness of instructional practice | **Yes/no/partial** |  |
| Standard IV: Professional Culture  Standard IV: Professional Culture  **Standard IV: Professional Culture** | *Shared Vision Development*  *(IV-E-1)* | Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.   * Collaborates with others to ensure alignment of instructional plans and academic expectations * Collaborates with others to align practices, routines, and vocabulary for behavior * Shares and discusses student data and problem solves collaboratively | **Yes/no/partial** |  |
| *Shared Responsibility*  *(IV-E-1)* |
| *Shared Vision Development*  *(IV-E-1)* |

# Inclusive Practice: Educator Goals

### Overview

The Massachusetts Educator Evaluation Framework requires every educator to develop at least one student learning goal and at least one professional practice goal. On the basis of a [**self-assessment**](#_Inclusive_Practice_Tool:_20), many educators may wish to focus one or both of their goals on inclusive practice. The principles of accessible instruction and positive behavior supports can help educators identify targeted, actionable instructional practices and related assessments that help all learners in inclusive instructional settings access core instruction and demonstrate what they know.

| Inclusive Practice Tools |
| --- |
| **Tool 3a:** Professional Practice Goal Setting Template  **Tool 3b:** Student Learning Goal Setting Template  **Tool 3c:** Case Study Goals for Discussion—Accessible Instruction  **Tool 3d:** Case Study Goals for Discussion—Positive Behavior Supports |

### Professional Practice Goals

Professional practice goals challenge educators to continually reflect and improve on their practice in order to better serve their students. For educators in inclusive settings, it is especially important that professional practice goals advance their capacity to implement accessible instruction and positive behavior supports. To create professional practice goals that reflect progress toward more inclusive classroom settings, educators will need a clear understanding of how the standards and indicators outlined in the Framework can support professional growth and development related to inclusive practice.

### Professional Practice Goals in Inclusive Settings

When developing a professional practice goal focused on aspects of an educator’s practice related to inclusive settings, educators should consider the following:

* **Goal identification.** The guiding principles of accessible instruction and positive behavior supports create a foundation of support for diverse learners. Self-assessing one’s practice in these areas will allow for a more focused goal development process that targets the skills educators need to improve their classroom environment and promote learning among all students.
* **Collaborative goals.** In inclusive settings with a diverse range of learner abilities, it is important to leverage the skills and expertise of all educators to serve students. Therefore, when appropriate, educators should consider setting professional practice goals as a team. Collaborative instructional models require clear identification of roles and responsibilities as well as shared responsibility for planning, delivering, and assessing instruction.
* **Rationale of focus.** Professional practice goals should advance educators’ capacity to support accessible instruction and positive behavior supports. Educators must be able to connect their professional practice targets with outcomes that support improvement in the classroom environment and promote learning for all students.
* **Relevant resources and supports.** After educators have developed their professional practice goals, they should consider instructional and behavioral resources that they can employ to help them achieve their goals. Educators should discuss among their team and with their evaluator necessary resources and how support will be provided by colleagues and school leaders.

### Student Learning Goals

Student learning goals are an important opportunity for educators to demonstrate their impact in the classroom. Through student learning goals, educators in inclusive classrooms set high expectations for all learners and then differentiate the type of support that will help learners achieve those targets.

The process of creating a student learning goal enables educators to reflect on ways in which their professional practice, including the incorporation of accessible instruction and positive behavior supports, directly contributes to student learning. In conjunction with the required professional practice goal, the student learning goal promotes professional growth and continuous improvement by connecting educator professional practice to the needs of students.

### Student Learning Goals in Inclusive Settings

When developing a student learning goal, educators in inclusive settings should consider the following:

* **Goal identification.** Student learning goals should reflect an inclusive classroom setting in which all students are held to high expectations. Educators in inclusive settings should consider how a student learning goal creates an inclusive attitude toward diverse learners and promotes appropriately differentiated teaching and learning so that all students can access core curriculum and demonstrate growth.
* **Learning targets.** Educators must consider multiple data sources when determining learning targets for students in an inclusive setting. Meaningful learning targets reflect high expectations for all students while taking into account differences in the growth trajectories for students with a wide variety of learning needs.
* **Collaborative goals.** Educators working in collaborative teams to serve students in an inclusive environment may consider a team goal that reflects shared responsibility for the success of all students in the inclusive setting. For example, co-teachers may choose to write and pursue together a shared student learning goal for all students in the class.
* **Identifying strategies.** Accessible instruction and positive behavior supports provide entry points for students with a variety of learning needs to access the core instruction. Strong student learning goals identify specific strategies aligned with accessible instruction and positive behavior supports that meet the needs of students and support their attainment of the learning goal.
* **Measuring progress.** Educators should use student data to frequently monitor progress toward attainment of the student learning goal and to inform instructional and positive behavioral adjustments to the strategies that will promote learning and social-emotional success in an inclusive environment.

The following tools will help educators develop professional practice and student learning goals that leverage inclusive instructional strategies to support the success of all students.

### Guidebook Tools

#### Inclusive Practice Tool 3a: Professional Practice Goal Setting Template

The Professional Practice Goal Setting Template helps educators create professional practice goals that drive improvements to their instructional practice in inclusive settings. The existing [ESE Protocol for Developing a S.M.A.R.T. Professional Practice Goal Statement](http://www.doe.mass.edu/edeval/resources/implementation/ProfessionalPractice.pdf) has been modified with guiding questions and prompts to help educators develop professional practice goal statements that advance their ability to effectively implement accessible instruction and positive behavior supports strategies to serve students in inclusive settings. The questions and prompts in the template are based on the guiding principles of accessible instruction and positive behavior supports and can help refine the focus of the instructional practice.

#### Inclusive Practice Tool 3b: Student Learning Goal Setting Template

The Student Learning Goal Setting Template modifies the existing [ESE Protocol for Developing a S.M.A.R.T. Student Learning Goal Statement](http://www.doe.mass.edu/edeval/resources/implementation/StudentLearning.pdf) with guiding questions and prompts to help educators develop student learning goal statements that set high expectations for all learners. This tool also helps incorporate strategies aligned with accessible instruction and positive behavior supports to help diverse learners achieve their learning targets.

#### Inclusive Practice Tool 3c: Case Study Goals for Discussion—Accessible Instruction

The Accessible Instruction Case Study Goals are a collection of professional practice goals and student learning goals that use the guiding principles of accessible instruction to promote progress in inclusive settings. This tool contains five case study descriptions of educators working in a variety of inclusive settings. One professional practice goal and one student learning goal accompany each case study description. These goals were developed to demonstrate how the principles of accessible instruction can be used to drive improvements to professional practice and student learning in inclusive settings. These goals are intended to be examples to guide educators in the development of their own professional practice and student learning goals aligned to accessible instruction.

#### Inclusive Practice Tool 3d: Case Study Goals for Discussion—Positive Behavior Supports

The Positive Behavior Supports Case Study Goals are a collection of professional practice goals and student learning goals that use the guiding principles of positive behavior supports to promote progress in inclusive settings. This tool contains five case study descriptions of educators working in a variety of inclusive settings. One professional practice goal and one student learning goal accompany each case study description. These goals were developed to demonstrate how positive behavior supports can be used to drive improvements to professional practice and student learning in inclusive settings. These goals are intended to be examples to guide educators in the development of their own professional practice and student learning goals aligned to positive behavior supports.

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Professional Practice Goal Setting Template

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |

Directions: **Classroom educators** can use this process to drive their own goal setting process. **Building administrators** can use this tool to design professional development during the goal writing process. **District administrators** can use this tool when designing district-wide professional development. The tool is adapted from the [ESE Protocols for Developing S.M.A.R.T. Goal Statements](http://www.doe.mass.edu/edeval/resources/implementation/ProfessionalPractice.pdf).

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](#_Inclusive_Practice_Tool:)
* [**Tool 5a:** Lesson Plan Artifact Review](#_Inclusive_Practice_Tool:_11)
* [**Tool 5b:** Example Artifact List](#_Inclusive_Practice_Tool:_5)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

### Goal Type

* Individual
* Team
* Grade Level or Department
* Multidisciplinary
* Co-teaching or Team Teaching
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Step 1: Determine a Goal Topic

* What challenges arise in my(our) inclusive classroom?
* What kinds of instructional practices do I(we) want to focus on this year?
* What evidence do I(we) have of the need for a goal in this area?

| The goal topic area identified for improvement is: |
| --- |
|  |

| District and school initiatives this goal aligns with include: |
| --- |
|  |

| This goal supports inclusive practice by: |
| --- |
|  |

|  |
| --- |
| Student performance data analysis identifies the following area(s) for professional growth: |
|  |

### Step 2: Identify the Skills, Knowledge, or Practices that Will Be Acquired

* What are the essential skills, knowledge, and practices aligned with inclusive practice that will support attainment of this professional practice goal?
* What do these look like in my(our) classroom context?
* How will I(we) know that I’m(we’re) implementing these practices with fidelity?
* What supports will I(we) need to advance my inclusive practice?

| The essential skills, knowledge, and practices that will support attainment of this goal are: |
| --- |
|  |

| The resources necessary to improve my(our) professional practice include: |
| --- |
|  |

### Step 3: Establish a Timeline with Key Benchmark Dates

* Is this a one-year or two-year goal?
* What are key benchmark dates for achieving specific actions within the goal?

| The following timeline will be used for goal completion: |
| --- |
|  |

### Step 4: Determine Progress Measures

* How will monitoring progress toward this goal connect with evidence already collected through the yearly evaluation cycle?
* What evidence and artifacts will be collected to demonstrate progress toward completion of this goal?

| The evidence that will be collected to demonstrate progress toward the goal includes: |
| --- |
|  |

### Step 5: Identify Evidence of Goal Attainment

* What evidence will demonstrate that I have achieved my goal (student work samples, observation feedback, assessment data, and so forth)?

| The goal will be achieved when: |
| --- |
|  |

### Step 6: Putting It All Together

| Use the preceding information to construct your professional practice S.M.A.R.T. goal statement. The final goal statement should include the specific goal topic area, rationale for including the goal, timeline for attainment, and measures that will be used to determine progress as well as ultimate attainment of the goal. |
| --- |
|  |

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Student Learning Goal Setting Template

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |

Directions: **Classroom educators** can use this tool to drive their own goal setting process. **Building administrators** can use this tool to design professional development during the goal writing process. **District administrators** can use this tool when designing district-wide professional development. The tool is adapted from the [ESE Protocols for Developing S.M.A.R.T. Goal Statements](http://www.doe.mass.edu/edeval/resources/implementation/StudentLearning.pdf).

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 3c:** Case Study Goals for Discussion—Accessible Instruction](#_Inclusive_Practice_Tool:_12)
* [**Tool 3d:** Case Study Goals for Discussion—Positive Behavior Supports](#_Inclusive_Practice_Tool:_13)
* [**Tool 5a:** Lesson Plan Artifact Review](#_Inclusive_Practice_Tool:_11)
* [**Tool 5b:** Example Artifact List](#_Inclusive_Practice_Tool:_5)
* [**Tool 7b:** Considering Growth](#_Inclusive_Practice_Tool_1)
* [**Tool 7c:** Professional Judgment Guiding Questions](#_Inclusive_Practice_Tool:_14)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

### Goal Type

* Individual
* Team
* Grade Level or Department
* Multidisciplinary
* Co-teaching or Team Teaching
* School-wide
* District-wide
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Step 1: Determine a Goal Topic

* What is my vision for student success in an inclusive environment?
* What qualitative and quantitative student data are informing this goal topic (i.e., student work samples, student support team notes, behavior plan notes, state assessments, district unit assessments and benchmark testing, progress monitoring data, and so forth)?
* What does the data say about my students’ knowledge and learning needs?
* What inclusive practice strategies can be used to differentiate support so that all learners can achieve their learning targets?
* How will this goal topic reflect high expectations for all learners?

| Qualitative data analysis identifies the following student needs: |
| --- |
|  |

| Quantitative data analysis identifies the following student needs: |
| --- |
|  |

| The goal topic identified for student learning is: |
| --- |
|  |

### Step 2: Identify Instructional Strategies

* Are there students who have similar baseline data or learning targets? What historical or trend data are available to inform the trajectory of growth for diverse learners?
* Is the learning target appropriate to this group of students?
* What strategies do I need to employ so all students can make progress?
* How will the strategies selected to support a few students also support the entire class?
* How will I know that I’m implementing these practices with fidelity? What resources do I need to implement these strategies?

| The analysis of baseline data indicates the following student learning needs: |
| --- |
|  |

| The strategies that I will use with my students so that all students can make progress include: |
| --- |
|  |

### Step 3: Establish a Timeline with Key Benchmark Dates

* What is a realistic and achievable timeline for students to reach this goal?
* What are key benchmark dates for achieving specific actions within the goal?

| The following timeline will be used for goal completion: |
| --- |
|  |

### Step 4: Determine Progress Measures

* How will monitoring progress toward this goal connect with evidence already collected through the yearly evaluation cycle?
* What evidence and artifacts will be collected to demonstrate progress toward completion of this goal?

| The evidence that will be collected to demonstrate progress toward the goal includes: |
| --- |
|  |

### Step 5: Identify Evidence of Goal Attainment

* How will I demonstrate goal attainment (student work samples, observation feedback, assessment data, and so forth)?

| The goal will be achieved when: |
| --- |
|  |

### Step 6: Putting It All Together

| Use the preceding information to construct your professional practice S.M.A.R.T. goal statement. The final goal statement should include the specific goal topic area, rationale for including the goal, timeline for attainment, and measures that will be used to determine progress as well as ultimate attainment of the goal. |
| --- |
|  |

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Case Study Goals for Discussion—Accessible Instruction

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



This tool contains short, fictional case study descriptions of five educators (or educator teams) working in a variety of inclusive settings with a diverse set of learners, followed by discussion prompts. Each case study description is accompanied by a professional practice goal and a student learning goal. These goals were developed to demonstrate how the principles of accessible instruction can be used to drive improvements to professional practice and student learning in inclusive settings.

Directions: **Classroom educators** can use this tool to drive their own goal setting process. **Building administrators** can use this tool to design professional development during the goal writing process. **District administrators** can use this tool when designing district-wide professional development. The tool is adapted from the [ESE Protocols for Developing S.M.A.R.T. Goal Statements](http://www.doe.mass.edu/edeval/resources/implementation/StudentLearning.pdf).

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 3a:** Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15)
* [**Tool 3b:** Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

**CASE STUDY EDUCATOR 1:** Sixth-Grade Science Teacher Targeting Multiple Means of Representation

Mr. Thompson has a sixth-grade science class of 25 students, including eight students with learning disabilities, one student on the autism spectrum, and two students in the gifted and talented range. Previous evaluators have noted Mr. Thompson’s reliance on teacher-directed instruction in which students listen to a lecture, take notes, and are invited to ask questions as needed. Demonstration of student understanding tends to be through short essay responses on worksheets and assessments. Although no attendance or behavior issues were observed, not all students in the class consistently complete the work that is assigned, and many struggle on the differentiated cumulative end-of-unit assessments. For example, only 12 of Mr. Thompson’s students earned a passing score of at least 75 percent on the differentiated Unit 1 end-of-unit assessment.

Professional Practice Goal

By April 2016, Mr. Thompson will incorporate at least one alternative method of representation of course content, appropriate for the individual needs within his classroom, into 100 percent of the lessons he teaches as measured by observation feedback, planning documentation, and student work samples.

Student Learning Goal

In order to improve student performance in his sixth-grade earth science class, Mr. Thompson will incorporate multiple means of representation of course content so that all students earn a passing score of at least 75 percent on the differentiated cumulative end-of-unit assessment by April 2016.

| Discussion Protocol |
| --- |
| * What outcomes do the goals strive for? How do the goals support inclusive practice? * How do these goals promote high expectations for all educators and learners? * What data would you need to determine that these goals are appropriate for inclusive practice? * What practices should be implemented to support these goals? * What supports should be provided to all students, some students, and a few students to achieve the student learning goal?   Refer to [Tool 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15) and [Tool 3b: Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16) for additional questions to guide your discussion. |

**CASE STUDY EDUCATOR 2:** Third-Grade Reading Team Targeting Multiple Means of Engagement

Oakwood Elementary School has four third-grade teachers. All third-grade teachers report that they are having trouble maintaining student engagement during guided reading groups. Most students demonstrate on-task behavior during the beginning of guided reading rotations, but teachers have observed that by the end of rotations, many students have lost focus and are off task. Some of these off-task behaviors include students’ walking around the room, calling out, sharpening pencils, and asking to go to the bathroom or get a drink of water. Reports of these behaviors are supported by classroom observations conducted by administrators. Baseline data indicate that students are on task 60 percent of the time during guided reading groups. The lack of engagement is negatively affecting the students’ growth in reading, as evidenced by benchmark assessments. Baseline data indicate that 60 percent of third-grade students are on target to make one year’s growth in reading. The third-grade team has decided to collaborate on a goal to increase student engagement during guided reading.

Professional Practice Goal

In order to increase student engagement during guided reading instruction, the third-grade team will implement strategies to support student effort and persistence so that by the end of the 2015–16 school year, 100 percent of students will be fully engaged in guided reading lessons at least 90 percent of the time as evidenced by teacher- and administrator-generated data.

Student Learning Goal

In order to improve third-grade reading performance, the third-grade team will implement strategies to increase student effort and persistence during guided reading lessons, so that all students will achieve moderate to high growth by the end of the 2015–16 school year as measured by benchmark assessments and other sources of classroom reading data.

| Discussion Protocol |
| --- |
| * What outcomes do the goals strive for? How do the goals support inclusive practice? * How do these goals promote high expectations for all educators and learners? * What data would you need to determine that these goals are appropriate for inclusive practice? * What practices should be implemented to support these goals? * What supports should be provided to all students, some students, and a few students to achieve the student learning goal?   Refer to [Tool 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15) and [Tool 3b: Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16) for additional questions to guide your discussion. |

**CASE STUDY EDUCATOR 3:** Fifth-Grade General Education and Special Education Mathematics Co-Teachers Targeting Multiple Means of Action and Expression

A general education teacher and a special education teacher co-teach a fifth-grade inclusion class. There are 24 students in the class, and eight students have IEPs (individualized education programs). The teachers work together for the duration of the school day and share a common planning period. The two teachers have agreed on a collaborative student learning goal that will measure mathematics growth. The results of the beginning-of-year mathematics assessment show 67 percent of students in the class achieved a score of at least 50 percent, and 33 percent of the class scored below 50 percent on the beginning-of-year mathematics assessment.

This is the first year that these teachers have co-taught together, and they have found that they have varying styles of assessing student learning. The general education teacher prefers to assess formative learning through written exit tickets at the end of every class. Some students struggle to complete the exit ticket in the allotted time. The special education teacher likes to assess formative learning through frequent verbal checks for understanding throughout the lesson. Some students respond well to this method, but other students who tend to be quieter are easily overlooked and are struggling with the content. Summative assessments in the class are almost exclusively pencil-and-paper tests and quizzes. The school has access to document cameras, iPads, interactive whiteboards, and student polling devices, but these tools are not currently used in the classroom.

### Professional Practice Goal

By April 2016, the co-teachers will include at least two alternative media for students to communicate their learning into 100 percent of the lessons that the educators teach as measured by samples of student work and observation feedback.

Student Learning Goal

In order to improve mastery of fifth-grade mathematics skills, the co-teachers will allow students to communicate their learning through assessments using multiple media so that 100 percent of students will demonstrate moderate to high growth in mathematics as evidenced by performance on beginning- and end-of-year assessments.

|  |
| --- |
| Discussion Protocol |
| * What outcomes do the goals strive for? How do the goals support inclusive practice? * How do these goals promote high expectations for all educators and learners? * What data would you need to determine that these goals are appropriate for inclusive practice? * What practices should be implemented to support these goals? * What supports should be provided to all students, some students, and a few students to achieve the student learning goal?   Refer to [Tool 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15) and [Tool 3b: Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16) for additional questions to guide your discussion. |

**CASE STUDY EDUCATOR 4:** 10th-Grade Geometry Teacher Targeting Activating and Supplying Background Knowledge

Mr. Sanchez is a 10th-grade geometry teacher. His classes include students with a range of academic profiles, including students with IEPs, students with 504 plans, and English language learners. He doesn’t receive any in-class support but consults weekly with a special education teacher to adapt his course content to meet the needs of his students. Mr. Sanchez has to progress through his lessons quickly in order to cover the required content before each quarterly benchmark assessment. His lessons frequently build and expand on geometry concepts introduced in previous lessons. Classroom data show that most students are mastering these concepts the first time they are introduced, but when the same concepts reappear in later lessons, students are not able to make the connection to concepts they have already learned. Students are having difficulty applying previously learned concepts to new content and are struggling to demonstrate that they have mastered course content, particularly in the context of multistep word problems. Currently, 80 percent of students are able to apply geometry concepts to solve differentiated multistep word problems with at least 68 percent accuracy.

Professional Practice Goal

In order to strengthen his students’ mastery of geometry concepts, by June 2016 Mr. Sanchez will incorporate strategies to activate background knowledge into 100 percent of the lessons he teaches as measured by observation feedback, planning documentation, and student work samples.

Student Learning Goal

Mr. Sanchez will implement strategies to increase comprehension of mathematics concepts by activating his students’ background knowledge, so that by the end of June 2016, 100 percent of his students will be able to apply geometry concepts to solve differentiated multistep word problems with at least 80 percent accuracy as evidenced by performance on multiple measures, including exit tickets, quizzes, tests, district benchmark assessments, and projects.

|  |
| --- |
| Discussion Protocol |
| * What outcomes do the goals strive for? How do the goals support inclusive practice? * How do these goals promote high expectations for all educators and learners? * What data would you need to determine that these goals are appropriate for inclusive practice? * What practices should be implemented to support these goals? * What supports should be provided to all students, some students, and a few students to achieve the student learning goal?   Refer to [Tool 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15) and [Tool 3b: Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16) for additional questions to guide your discussion. |

**CASE STUDY EDUCATOR 5:** Occupational Therapist and Speech Language Pathologist Supporting Kindergarten Small-Group Instruction Targeting Alternative Methods of Presenting Auditory Information

Ms. Peters is a speech language pathologist with 11 years of experience. Ms. Keller is an occupational therapist with two years of experience. The two educators meet with a group of five kindergarten students once per week for a 30-minute group session. All students have developmental delays that impact their communication abilities. During the session, the students are working toward their IEP goals. In small groups, the students play cooperative games to practice skills related to language, motor skills, and interpersonal skills. It is through these games that the two service providers assess progress toward IEP goals. Ms. Peters and Ms. Keller frequently rely on verbally sharing information and directions with the students. Based on data from the student progress assessments and teacher observations, Ms. Peters and Ms. Keller feel the verbal sharing may not be reaching all students all the time. Alternative methods for the presentation of auditory information are needed for students to access knowledge and skills. Ms. Peters and Ms. Keller are working with their students to achieve a goal of first-grade readiness by the end of the school year.

Professional Practice Goal

By April 2016, Ms. Peters and Ms. Keller will incorporate at least two alternative methods for the presentation of auditory information, appropriate for the individual needs of their students, into 100 percent of the weekly lessons they teach to the kindergarten group as measured by observation feedback, planning documentation, and student work samples.

Student Learning Goal

Ms. Peters and Ms. Keller will incorporate course content from the general education kindergarten curriculum so that all five kindergarten students will meet the developmental milestones for first-grade readiness as measured by kindergarten screening assessments by June 2016.

| Discussion Protocol |
| --- |
| * What outcomes do the goals strive for? How do the goals support inclusive practice? * How do these goals promote high expectations for all educators and learners? * What data would you need to determine that these goals are appropriate for inclusive practice? * What practices should be implemented to support these goals? * What supports should be provided to all students, some students, and a few students to achieve the student learning goal?   Refer to [Tool 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15) and [Tool 3b: Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16) for additional questions to guide your discussion. |

Inclusive Practice graphic with icons

Inclusive Practice Tool: Case Study Goals   
for Discussion—Positive Behavior Supports

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



This tool contains short, fictional case study descriptions of five educators (or educator teams) working in a variety of inclusive settings with a diverse set of learners, followed by discussion prompts. Each case study description is accompanied by a professional practice goal and a student learning goal. These goals were developed to demonstrate how the principles of accessible instruction can be used to drive improvements to professional practice and student learning in inclusive settings.

Directions: **Classroom educators** can use this tool to drive their own goal setting process. **Building administrators** can use this tool to design professional development during the goal writing process. **District administrators** can use this tool when designing district-wide professional development. The tool is adapted from the [ESE Protocols for Developing S.M.A.R.T. Goal Statements](http://www.doe.mass.edu/edeval/resources/implementation/StudentLearning.pdf)

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 3a:** Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15)
* [**Tool 3b:** Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

**CASE STUDY EDUCATOR 1:** 10th-Grade Team Targeting Persistent Tardiness

The educators at an urban high school have reviewed attendance data and determined that student tardiness, particularly for first-period classes, is an area of concern across the school. The educators met with administrators, reviewed student data, and determined that, generally, students with chronic tardiness issues are also struggling academically. Furthermore, the educators determined that the cumulative effect of tardiness on instructional time is the equivalent of two full months of class over the course of the school year. The 10th-grade team, in particular, has decided to collaborate on goals that address student tardiness. Administrators are particularly concerned about the 10th grade because they have observed that 10th-grade teachers have no consistent set of procedures for starting class or marking students as tardy, such as the use of bell work at the beginning of class and assigned seating to allow for quick and accurate attendance taking. Currently the average daily on-time attendance rate across all 10th-grade class periods is about 85 percent.

Professional Practice Goal

In order to improve tardiness rates, the 10th-grade team will adopt a standardized set of expectations for on-time class attendance, explicitly teach these expectations, and reinforce these expectations through a low- or no-cost incentive system in order to achieve a 97 percent average daily on-time attendance rate across all 10th-grade class periods by June 2016 as measured by school attendance data.

Student Learning Goal

One hundred percent of 10th-grade students will demonstrate engaged and productive behavior in the first 15 minutes of class as measured by student work samples, teacher-generated data, or administrator walk-throughs by June 2016.

| Discussion Protocol |
| --- |
| * What outcomes do the goals strive for? How do the goals support inclusive practice? * How do these goals promote high expectations for all educators and learners? * What data would you need to determine that these goals are appropriate for inclusive practice? * What practices should be implemented to support these goals? * What supports should be provided to all students, some students, and a few students to achieve the student learning goal?   Refer to [Tool 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15) and [Tool 3b: Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16) for additional questions to guide your discussion. |

**CASE STUDY EDUCATOR 2:** Seventh-Grade Team Targeting Consistent Classroom Expectations

Steve Yardley is a seventh-grade English teacher in an urban middle school. The seventh-grade team consists of four teachers. Based on last year’s disciplinary logs, the seventh-grade team gave an average of 10 office referrals per week. The majority of the office referrals were for behaviors that were demonstrated in the classroom setting. Careful reading of the disciplinary logs suggests that many incidents leading to a referral began with a relatively minor misbehavior (for example, a student talking during class) that was not addressed in a timely or effective manner until it escalated to the point of an office referral. Observation feedback from the school’s instructional coach and administration indicates that the seventh-grade team does not enforce a consistent set of classroom expectations, explicitly teach and model positive behavioral expectations, or follow a tiered progression of consequences for misbehavior. The team also does not implement structured behavioral reinforcements, such as the use of a ticket chart or other positive classroom structures. Mr. Yardley’s team wants to create a team professional practice goal focused on improving classroom behavior supports in order to increase positive learning behaviors. Although some educators on the team have aligned their student learning goals to the improved classroom behavior, Mr. Yardley expects that improvements in the classroom environment will lead to improvement in his students’ performance on annual district-wide assessments.

Professional Practice Goal

In order to introduce more positive classroom behaviors and avoid escalating negative behaviors, the seventh-grade team will adopt a consistent set of classroom rules and consequences, redirect undesired behaviors through a tiered system of responses, and reinforce positive expectations using a “ticket board” system in order to reduce the average number of office referrals to no more than one per week by June 2016.

Student Learning Goal

By June 2016, 100 percent of Mr. Yardley’s seventh-grade English students will achieve their growth targets for performance on the end-of-year statewide assessment.

|  |
| --- |
| Discussion Protocol |
| * What outcomes do the goals strive for? How do the goals support inclusive practice? * How do these goals promote high expectations for all educators and learners? * What data would you need to determine that these goals are appropriate for inclusive practice? * What practices should be implemented to support these goals? * What supports should be provided to all students, some students, and a few students to achieve the student learning goal?   Refer to [Tool 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15) and [Tool 3b: Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16) for additional questions to guide your discussion. |

**CASE STUDY EDUCATOR 3:** Third-Grade Reading Teacher Targeting Loss of Educational Time

Janice Fanning is a third-grade teacher in a rural community. She has 25 students in her classroom. Within the first few days of school, she notices that a group of students consistently call out at inappropriate times without raising their hands and waiting to be acknowledged by the teacher. After speaking with the second-grade teacher, Ms. Fanning learned that this group exhibited this behavior last year as well. Ms. Fanning asked the school psychologist to observe her classroom and perform a behavioral assessment. She asked the school psychologist to keep tallies of every time the students called out throughout the day. The data showed that students talked out of turn an average of two times every five minutes. Ms. Fanning is losing a great deal of instructional time to redirect students who are calling out. After reviewing the available data, Ms. Fanning decided to create a goal that would increase positive behavior supports in her classroom in order to decrease instances of students talking out of turn. She worked with the school psychologist to develop a list of strategies, such as nonverbal cues, modeling of appropriate behaviors, and guided practice of clear behavioral expectations.

Professional Practice Goal

In order to decrease instances of students calling out during class, Ms. Fanning will incorporate at least three student self-regulation strategies into her classroom routines and consistently implement those strategies for a period of at least three months by June 2016 as evidenced by student self-monitoring data, peer observation data, or data from walk-throughs or observations by an administrator.

Student Learning Goal

In order to increase time on task for all students during reading instruction, Ms. Fanning will incorporate student self-regulation strategies into her classroom routines so that all students will demonstrate moderate to high reading growth by the end of the 2015–16 school year as measured by multiple assessments, including running records, district-wide benchmark assessments, tests, quizzes, and projects.

|  |
| --- |
| Discussion Protocol |
| * What outcomes do the goals strive for? How do the goals support inclusive practice? * How do these goals promote high expectations for all educators and learners? * What data would you need to determine that these goals are appropriate for inclusive practice? * What practices should be implemented to support these goals? * What supports should be provided to all students, some students, and a few students to achieve the student learning goal?   Refer to [Tool 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15) and [Tool 3b: Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16) for additional questions to guide your discussion. |

**CASE STUDY EDUCATOR 4:** Administrative School Team Targeting Disrespectful Language

Staff at a suburban school district identified office referrals as negatively impacting instructional time. After reviewing disciplinary data from the previous two school years and student observations in the hallways, a middle school principal identified that “disrespectful language” was the most common reason for students to be given an office referral. First, the principal interviewed one staff member from each department (e.g., mathematics, English language arts) to gain a better understanding of what staff members have observed and experienced in classrooms or other parts of the school. The principal decided to further investigate by sending out an online survey to the entire staff. Questions were asked about frequency and locations where educators observed students using disrespectful language. Educators were also asked to give examples of what they defined as disrespectful language. Together with the student support team (SST), which includes two assistant principals, the social worker, the guidance counselor, and the school nurse, the principal developed a team goal to reduce the prevalence of referrals due to disrespectful language in the school.

Professional Practice Goal

In order to reduce the use of disrespectful student language by students in the school, the SST will host a series of four workshops and homeroom follow-up sessions for students to build positive social-emotional competencies. The principal will also lead a series of professional development sessions with the teaching staff to introduce a tiered system of behavioral support to reduce the escalation of behaviors that lead to office referrals for “disrespectful language.” Evidence of outcomes from both sets of workshops may include responses on student surveys, decreases in office referral rates, and feedback from the principal.

Student Learning Goal

In order to increase the amount of instructional time spent in class, the SST will implement a tiered system of behavior supports for the whole student body in order to decrease the number of office referrals by 50 percent from the previous school year as measured by school discipline data.

|  |
| --- |
| Discussion Protocol |
| * What outcomes do the goals strive for? How do the goals support inclusive practice? * How do these goals promote high expectations for all educators and learners? * What data would you need to determine that these goals are appropriate for inclusive practice? * What practices should be implemented to support these goals? * What supports should be provided to all students, some students, and a few students to achieve the student learning goal?   Refer to [Tool 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15) and [Tool 3b: Student Learning Goal Setting Template](#_Inclusive_Practice_Tool:_16) for additional questions to guide your discussion. |

**CASE STUDY EDUCATOR 5:** Ninth-Grade Algebra Teacher Targeting Self-Monitoring of Learning

Mr. James is a ninth-grade Algebra I teacher. In the first four weeks of school, Mr. James has observed students who are demonstrating disengaged behavior, such as checking cell phones and putting their heads down. This behavior has been observed within a variety of classroom groupings, including whole group, small group, partner work, and independent work. Based on conversations with his students, Mr. James believes that this disengaged behavior occurs because some students are struggling with the mathematics content. These students report that when they encounter challenging mathematics problems, they don’t know what to do, so they become frustrated, shut down, and disengage from class. Before creating a goal for the new school year, Mr. James reviewed student data and found that students exhibiting these disengaged behaviors had mostly lower than average performance on class work and tests over a four-week time frame compared to their peers. Mr. James is interested in supporting these students by teaching them strategies to monitor their learning process and persevere in the face of academic challenges.

Professional Practice Goal

By April 2016, Mr. James will include at least one strategy to help students self-monitor their learning process and persevere through academic challenges in 100 percent of the lessons that he teaches as measured by analysis of student learning logs and other artifacts of student self-monitoring.

Student Learning Goal

In order to increase mastery of algebraic concepts, Mr. James will implement strategies to help students self-monitor their learning process and persevere through academic challenges so that all students will demonstrate moderate to high growth relating to Algebra I standards by the end of the 2015–16 school year as measured by the course post-assessment, tests, quizzes, and projects.

|  |
| --- |
| Discussion Protocol   * What outcomes do the goals strive for? How do the goals support inclusive practice? * How do these goals promote high expectations for all educators and learners? * What data would you need to determine that these goals are appropriate for inclusive practice? * What practices should be implemented to support these goals? * What supports should be provided to all students, some students, and a few students to achieve the student learning goal?   *Refer to* [*Tool 3a: Professional Practice Goal Setting Template*](#_Inclusive_Practice_Tool:_15) *and* [*Tool 3b: Student Learning Goal Setting Template*](#_Inclusive_Practice_Tool:_16) *for additional questions to guide your discussion.* |

# Inclusive Practice: Conducting Observations

### Overview

Observations and high-quality feedback play an important role in fostering reflective educator practice, improving instruction, and supporting evaluators as instructional leaders. Observations and targeted feedback can contribute to an objective picture of educator practice over time, help to identify specific areas for professional growth, and stimulate ongoing communication concerning teaching and learning. Within the Massachusetts Educator Evaluation Framework, unannounced and announced observations are used as one of multiple sources of evidence. Coupled with actionable and timely feedback, observations are a key driver for improvement in the evaluation process.

#### General Strategies and Suggestions for Observations

The core structure of observations in the Massachusetts Educator Evaluation Framework is based on the following components:

* Observations should be frequent, focused on an educator’s goal areas, and followed by brief, actionable, targeted feedback.
* Short, unannounced observations, followed by targeted, actionable feedback, are essential to improving instructional practice. Through short, unannounced visits, more samples of practice can be collected, and many more powerful conversations about teaching and learning can take place throughout the year.
* Observations can occur outside the classroom.

| Inclusive Practice Tools |
| --- |
| Tool 4a: What to Look For—Observations  **Tool 4b:** What to Look For—Observation Feedback |

* Observations are not limited to classroom instruction but may take place in a variety of settings, such as team meetings, school-based community events, individualized learning environments, and leadership forums. Observations outside the classroom may reveal insight into an educator’s engagement with families and the community, role in the school community, collaboration with colleagues, and skills in collaboration, professionalism, and leadership.

### Observations in Inclusive Settings

Although the Standards of Effective Teaching Practice are shared across all educators, observed practices may look different for educators working in different settings. For educators who support diverse learners, observations that target principles of accessible instruction and positive behavior supports will lead to meaningful and actionable feedback. Classroom practices that might be observed in an inclusive setting with positive behavior supports include the following:

* **Educators present information in multiple ways.** Students may have options for the perception of information, for simplified or clarified language, for mathematical expressions and symbols, and for how students comprehend information.
* **Students demonstrate their knowledge in multiple ways.** Students may have options for how they perform physical tasks, for how they communicate their understanding to the educator and each other, and for how they plan and manage tasks.
* **Student engagement is not one-size-fits-all.** Educators provide options that optimize individual choice and autonomy, relevance, and authenticity. Students demonstrate sustained effort and persistence and have strategies for managing their own work.
* **The learning environment is safe and supportive.** Classroom culture reflects positive social-emotional supports. Some students may require individualized behavior plans and supports to address their individual needs.

The following resource tools provide concrete “look fors” for observations of educators in those observations.

### Guidebook Tools

#### Inclusive Practice Tool 4a: What to Look For—Observations

The What to Look For Observations tool provides guidance for educators and evaluators when conducting observations and self-assessments in inclusive instructional settings. The observation tool provides examples of educator behaviors, student behaviors, and environmental conditions in an effective inclusive classroom. Because an educator’s role in an inclusive setting can vary depending on the needs of diverse learners, this tool references multiple instructional and behavioral management strategies but should not be considered a comprehensive list. The tool allows the observer to see how the educator has recognized and addressed differences through effective and flexible instructional practices aligned with the principles of accessible instruction and positive behavior supports.

#### Inclusive Practice Tool 4b: What to Look For—Observation Feedback

The What to Look For Observation Feedback form can be used in conjunction with the tool, What to Look For–Observations, to provide educators in inclusive instructional settings targeted feedback based on observations. This tool provides example prompts that evaluators can use with educators based on what the evaluators observe in the instructional setting, including prompts related to educator behaviors, student behaviors, and environmental conditions. By using this feedback tool, educators and evaluators will be able to have more targeted conversations aligned with the principles of accessible instruction and positive behavior supports.

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
WHAT TO LOOK FOR—Observations



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:  Curriculum Planning and Assessment |
| Child and Adolescent Development |
| Variety of Assessment Methods |
| Adjustments to Practice |
| Standard II:  Teaching All Students |
| Meeting Diverse Needs |
| Safe Learning Environment |
| Access to Knowledge |
| Standard III:  Family and Student Engagement |
| Two-Way Communication |
| Standard IV:  Professional Culture |
| Reflective Practice |
| Shared Responsibility |

This tool—a supplement for classroom observation—is designed to identify, reinforce, and support educator practice in inclusive classrooms.



Classroom educators can use this tool to promote discussion, collaboration, and planning around 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.

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |

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](#_Inclusive_Practice_Tool:)
* [**Tool 3a:** Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15)
* [**Tool 5a:** Lesson Plan Artifact Review](#_Inclusive_Practice_Tool:_11)
* [**Tool 5b**: Example Artifact List](#_Inclusive_Practice_Tool:_5)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

### In an Effective Inclusive Classroom . . .

| The **educator** will be . . . | The **student** will be . . . | The **classroom** will . . . |
| --- | --- | --- |
| * Providing options for student engagement, persistence, and self-regulation * Conducting frequent checks for student understanding * Providing clear academic objectives and behavioral expectations * Providing frequent and varied feedback and positive reinforcements to student responses * Collaborating actively when other adults are in the room * Presenting curriculum content through multiple means and providing scaffolds and support for metacognitive processing * Providing multiple and varied options for student communication and expression * Modeling and reinforcing positive behavioral expectations * Using data and student response to differentiate instruction and support | * Making connections between new content, prior knowledge, and real-world applications * Engaging in learning through a variety of approaches and developmentally appropriate tasks with a variety of resources * Demonstrating self-regulation strategies by monitoring his or her own thinking, setting goals, and monitoring and reflecting on progress * Demonstrating autonomy and self-advocacy by choosing appropriate learning tools and supports * Persevering on difficult tasks * Making academic and behavioral corrections based on staff feedback and other evidence * Using a variety of tools and means to demonstrate and communicate knowledge * Collaborating with peers and demonstrating appropriate behavior during group and individual work | * Support a variety of tasks and learning formats * Provide positive reinforcement and motivators * Clearly display expectations, rules, and routines * Use clear and effective displays of information, tools, resources, prompts, etc. * Support student use of resources and scaffolding * Be safe and respectful of all cultures and backgrounds * Be rich with connections to student experience and interest * Be conducive to collaboration and group work * Allow for smooth physical movement of students and educators * Create a nonthreatening, positive, and academically rigorous atmosphere |

| Observation Notes | Reflection and Feedback |
| --- | --- |
| Educator Behaviors:  Student Behaviors:  **Classroom Environment:** | Guiding Probes:   * How do you engage students who are “hard to reach”? * What strategies have you put in place to address challenging behaviors? * How do you provide tiered interventions and supports for students who need them? * What data have you used to guide your instruction? * In what areas do all students struggle, and in what areas do only some students need targeted support? |

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
WHAT TO LOOK FOR—Observation Feedback



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:  Curriculum Planning and Assessment |
| Child and Adolescent Development |
| Variety of Assessment Methods |
| Adjustments to Practice |
| Standard II:  Teaching All Students |
| Meeting Diverse Needs |
| Safe Learning Environment |
| Access to Knowledge |
| Standard III:  Family and Student Engagement |
| Two-Way Communication |
| Standard IV:  Professional Culture |
| Reflective Practice |
| Shared Responsibility |

This tool—a supplement for classroom observation—is designed to identify, reinforce, and support educator practice in inclusive classrooms.



Classroom educators can use this tool to promote discussion, collaboration, and planning around 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.

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |

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](#_Inclusive_Practice_Tool:)
* [**Tool 3a:** Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15)
* [**Tool 5a:** Lesson Plan Artifact Review](#_Inclusive_Practice_Tool:_11)
* [**Tool 5b**: Example Artifact List](#_Inclusive_Practice_Tool:_5)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

| Educator Actions | Student Actions | Classroom Environment |
| --- | --- | --- |
| * When you presented [*reference specific content delivered by educator*], what considerations did you make for learner diversity? * When students were expected to [*reference specific task*],how did you provide multiple options for student expression and communication? * How did you strategically plan for student engagement in this lesson? * Where did you find yourself teaching and modeling positive social behaviors? | * What were the intended outcomes for students? How well did [*reference specific students*] understand the lesson? What tells you so? * Which students did you think expressed their knowledge in interesting ways? Why? * Which students did you think were most engaged with the lesson? Why? * What reflections do you have on student social-emotional learning in this class? | * How does the classroom environment enable your instruction? * How do you use the classroom environment to maximize student expression? * How does the classroom environment support positive student engagement and social-emotional behaviors? |
| Responses on  Educator Actions | Responses on  Student Actions | Responses on  Classroom Environment |
|  |  |  |

| Summary of Feedback |
| --- |
| Actionable Feedback: |
| “Aha!” Moments: |
| Other Relevant Information: |
| Reflection and Feedback |

# Inclusive Practice: Analyzing Artifacts

## Overview

In the Massachusetts Educator Evaluation Framework, educators and evaluators share responsibility for collecting and analyzing evidence of educator practice from multiple sources. Evidence includes observations, multiple measures of student learning, feedback from staff or students, and artifacts of practice. The underlying purpose of evidence collection is to inform meaningful conversations between educators and evaluators and generate a representative picture of educator practice. During these conversations, educators and evaluators reflect together on areas of strength and areas of growth. Educators and evaluators should begin the process by asking themselves “What do we want to learn about instructional practice?”

### Artifacts in Inclusive Settings

Educators in inclusive settings may have varying roles and responsibilities in supporting the diverse needs of all students. Educators develop lesson plans, activities, and resources in ways that address the individualized needs of learners. In addition, educators tend to engage with families and community resources in multiple ways in order to maximize the supports for all of their students. When identifying authentic artifacts of practice, which include evidence of accessible instruction and positive behavior supports, educators may consider the following:

| Inclusive Practice Tools |
| --- |
| Tool 5a: Lesson Plan Artifact Review  **Tool 5b:** Example Artifact List |

* Accessible Instruction. To be successful with a diverse population of learners, educators will need to incorporate the principles of accessible instruction into their practice. Artifacts reflecting instruction that is accessible to all learners should demonstrate that students had options for how they perceived information; how they communicated vocabulary, mathematical expressions, and symbols; and how they activated background knowledge, identified patterns, and processed information. Similarly, the artifacts should reflect multiple ways for students to demonstrate their knowledge, to communicate and express themselves, and to plan and manage their work.
* Positive Behavior Supports. PBIS emphasizes graphic displays of expected behaviors and classroom routines, development of explicit social skills lessons, procedures for reinforcing displays of expected behavior, data collection and displays, and other highly visual demonstrations of positive behavior supports. All of these could be useful artifacts to demonstrate positive behavior supports.
* Communication. Discussing and describing artifacts can be a helpful way for educators and evaluators to agree on evidence of practice and identify areas for ongoing development. A discussion of artifacts can happen at various points during the 5-Step Cycle. The optional [artifact cover page](http://www.doe.mass.edu/edeval/resources/evalforms/ArtifactCover.pdf), provided by ESE, allows educators to align artifacts of practice with the Standards and Indicators of Effective Teaching Practice. Strong explanations on the artifact cover page can draw evaluator attention to the presence of accessible instruction and positive behavior supports.

## Guidebook Tools

### Inclusive Practice Tool 5a: Lesson Plan Artifact Review

The Lesson Plan Artifact Review tool provides educators with prompts to determine if their instructional plan employs the practices and strategies of an inclusive classroom. For each of the elements of Standard I, Curriculum, Planning and Assessment and Standard II, Teaching All Students, educators are asked if their instructional plan includes relevant strategies to support inclusion. There is also a space provided for educator self-reflection, prompting educators with the questions “How do I demonstrate these practices?” and “What do I need to do differently?” This tool can be used by educators in planning or when considering which artifacts to submit that demonstrate evidence of inclusive practice aligned with these standards. It may also be a helpful tool for educators who are collaborating in inclusive classrooms.

### Inclusive Practice Tool 5b: Example Artifact List

Educators can provide evidence of their work in inclusive settings by carefully selecting authentic artifacts that demonstrate implementation of inclusive practice. The list of sample artifacts is not exhaustive, but it provides educators and evaluators with possible artifacts that can provide evidence of best practices in accessible instruction and positive behavior support for one or more of the Power Elements for Inclusive Practice.

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Social and Emotional Learning (SEL) Planning Tool

A Resource for Supporting Inclusive Practice

| **Definition** |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports](http://www.doe.mass.edu/edeval/guidebook/pbis.pdf), and [Social and Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/sel.pdf). |

This tool is designed to help design lesson plans for instruction in social-emotional learning. It provides examples of instructional practice that promote each of five SEL competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). It also includes space for educators to identify the type of approach to SEL instruction demonstrated and space for educator reflection.

Directions: **Classroom educators** can use this tool when designing lesson plans to promote 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 3a: [Professional Practice Goal Setting Template](http://www.doe.mass.edu/edeval/guidebook/3a-ppgtemplate.pdf)
* Tool 5b: [Example Artifact List](http://www.doe.mass.edu/edeval/guidebook/5b-exartifacts.pdf)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

**Background Information**

*The collaborative for Academic, Social, and Emotional Learning (CASEL) has provided the following descriptions of Social and Emotional Learning (SEL).*

**Five Core Competencies of SEL:**

* **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
* **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
* **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
* **Relationship skills**: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
* **Responsible decision making**: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.

**Four Approaches to SEL Instruction**

CASEL has identified four general approaches to SEL instruction in the classroom:

* **Free-standing lessons** that provide explicit, step-by step instructions to teach students social and emotional competencies across the five core competency clusters;
* **General teaching practices** that create classroom and school-wide conditions that facilitate and support social and emotional development in students;
* **Integration** of skill instruction and practices that support SEL within the context of an **academic curriculum**; *and*
* Guidance to administrators and school leaders on how to facilitate SEL as a **school-wide initiative.**

|  |  |  |
| --- | --- | --- |
| **SEL Competency** | **Examples** | **Planned Activity & Approach to SEL** |
| * **Self-Awareness**   Self-Management  Social-Awareness  Relationship Skills  Responsible Decision-Making | Example practices that address Self-Awareness:   * Clearly state classroom rules * Provide students with specific feedback regarding academics and behavior * Offer different ways to demonstrate understanding * Create opportunities for students to self-advocate * Check for student understanding / feelings about performance * Check for emotional wellbeing * Facilitate understanding of student strengths and challenges | **Lesson Activity** |
| **Approach:**   * Free-standing lessons * General teaching practices * Integration with curriculum * School-wide programs |
| Self-Awareness   * **Self-Management**   Social-Awareness  Relationship Skills  Responsible Decision-Making | Example practices that address Self-Management:   * Encourage students to take pride/ownership in work and behavior * Encourage students to reflect and adapt to classroom situations * Assist students with being ready in the classroom * Assist students with managing their own emotional states | **Lesson Activity** |
| **Approach:**   * Free-standing lessons * General teaching practices * Integration with curriculum * School-wide programs |
| Self-Awareness  Self-Management   * **Social-Awareness**   Relationship Skills  Responsible Decision-Making | Example practices that address Social-Awareness:   * Encourage students to reflect on the perspective of others * Assign appropriate groups * Help students to think about social strengths * Provide specific feedback on social skills * Model positive social awareness through metacognition activities | **Lesson Activity** |
| **Approach:**   * Free-standing lessons * General teaching practices * Integration with curriculum * School-wide programs |
| Self-Awareness  Self-Management  Social-Awareness   * **Relationship Skills**   Responsible Decision-Making | Example practices that address Relationship Skills:   * Engage families and community members * Model effective questioning and responding to students * Plan for project-based learning * Assist students with discovering individual strengths * Model and promote respecting differences * Model and promote active listening * Help students develop communication skills * Demonstrate value for a diversity of opinions | **Lesson Activity** |
| **Approach:**   * Free-standing lessons * General teaching practices * Integration with curriculum * School-wide programs |
| Self-Awareness  Self-Management  Social-Awareness  Relationship Skills   * **Responsible Decision-Making** | Example practices that address Responsible Decision-Making:   * Support collaborative decision making for academics and behavior * Foster student-centered discipline * Assist students in step-by-step conflict resolution process * Foster student independence * Model fair and appropriate decision making * Teach good citizenship | **Lesson Activity** |
| **Approach:**   * Free-standing lessons * General teaching practices * Integration with curriculum * School-wide programs |

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Lesson Plan Artifact Review

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



This tool is intended to be used to evaluate lesson plans as artifacts of inclusive practice. This tool is aligned to the nine [Power Elements for Inclusive Practice](#TeacheRubric). When this tool is used in conjunction with Tool 5b, Example Artifact List, it can help educators incorporate decisions about inclusive practice in their instructional planning.

Directions: **Classroom educators** can use this tool when presenting lesson plans as evidence of 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 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15)
* [Tool 5b: Example Artifact List](#_Inclusive_Practice_Tool:_5)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

|  |  |  |
| --- | --- | --- |
| Power Element | My lesson plan(s) employ the following practices  and strategies *(check all that apply):* | Self-Reflection   1. *How do I demonstrate these practices?* 2. *Why do I implement these practices? What outcomes do they lead to?* 3. *What can I do to better implement these practices with fidelity?* |
| *Child and Adolescent Development*  *(I-A-2)* | * Activates background or prior knowledge before teaching new information * Highlights the big ideas and essential questions of the lesson and unit * Provides clear academic expectations with examples * Teaches and implements clear behavioral expectations appropriate to students’ ages * Supports organizational needs of students by providing tools and examples * Facilitates student management of information and resources in an age-appropriate way * Ensures behavioral and academic expectations are not too advanced or basic for the level of student development |  |
| *Variety of Assessment Methods*  *(I-B-1)* | * Provides students with choices in how they demonstrate knowledge, including alternate assessments if required * Uses a variety of formative, low-stakes assessments to demonstrate students’ understanding of lesson or unit objectives * Varies methods of student responses * Provides opportunities for students to demonstrate use of content and academic language * Encourages students to self-assess and reflect on growth * Uses rubrics when appropriate to explain expectations * Uses authentic assessments that target individual student goals * Implements summative assessments that demonstrate students’ growth over time * Leverages technology to ensure student access to content and means to demonstrate knowledge |  |
| *Adjustment to Practice*  *(I-B-2)* | * Uses previous assessments to determine goals and objectives * Identifies specific interventions to differentiate instruction and allow for multiple means of representation and expression * Uses formative and informal assessments to guide instruction * Adapts instruction based on formative assessments * Provides regular check-ins for comprehension * Revisits lesson or unit objectives at the end of a lesson with a focus on the fidelity of implementation |  |
| *Meeting Diverse Needs*  *(II-A-3)* | * Ensures students’ practice and use of content and academic language * Gives an opportunity for students to access all four domains of language (reading, writing, listening, speaking) * Provides a variety of ways for students to access new content * Explicitly teaches and models skills and strategies prior to independent practice * Encourages connections to students' personal and academic experiences * Provides students with adequate processing time * Supports organizational and executive functioning * Provides students access to organizational and assistive technology tools to support different learning needs * Provides tiered supports to students on the basis of need |  |
| *Safe Learning Environment*  *(II-B-1)* | * Teaches classroom behavioral expectations * Teaches expected student behaviors directly and acknowledges them regularly * Develops an environment that supports ongoing positive behavior * Organizes classroom to support collaboration, behavioral expectations, and learning * Creates a positive and inviting classroom environment appropriate for the students’ ages * Fosters student collaboration and communication * Uses mastery-oriented feedback that emphasizes effort and practice * Promotes expectations and beliefs that optimize motivation * Facilitates personal coping skills and strategies * Develops opportunities for students to feel successful * Ensures transitions are structured and expectations are clear |  |
| *Access to Knowledge*  *(II-D-3)* | * Optimizes individual choice and autonomy * Provides scaffolding for struggling students * Meets students' needs for assistive technology (e.g., text to speech options) * Encourages students’ voices and opinions * Uses strategic questioning to foster students' critical thinking skills and capacity to make inferences |  |
| *Two-Way Communication*  *(III-C-1)* | * Collects feedback from families regularly to identify classroom needs * Communicates with families regularly through a variety of methods, including telephone, electronic, and paper-based methods * Invites parents and family members to participate in student learning * Learns about student preferences and interests through communication with students, parents, and family members |  |
| *Reflective Practice*  *(IV-A-1)* | * Reflects on instruction and how to make the classroom more inclusive, by, for example, filling out this reflection form * Reviews lessons and interventions to determine research base * Implements student feedback regularly and strategically to make adjustments to practice |  |
| *Shared Responsibility*  *(IV-E-1)* | * Communicates with other educators (e.g., counselors, special education teachers, social workers) to support students and implement accessible instruction and positive behavior supports * Collaborates with colleagues to implement accessible instruction strategies and positive behavior supports school wide * Discusses student needs and progress with colleagues in professional learning communities * Works to improve school culture and ensure the school is a welcoming place to all students |  |

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Example Artifact List

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



Artifacts are a form of evidence that educators can use to tell the story of their classrooms and showcase their instructional practices. The Example Artifact List is designed to support educators in the process of gathering artifacts, while strengthening inclusive practices. This tool will also aid in the process of providing authentic evidence within the educator evaluation cycle.

Directions: **Classroom educators** can use this tool when compiling artifacts of 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](#_Inclusive_Practice_Tool:)
* [**Tool 4a:** What to Look For—Observations](#_Inclusive_Practice_Tool:_4)
* [**Tool 4b:** What to Look For—Observation Feedback](#_Inclusive_Practice_Tool:_17)
* [**Tool 5a:** Lesson Plan Artifact Review](#_Inclusive_Practice_Tool:_11)
* [**Tool 6d:** Alternative Strategies to Obtain Student Feedback](#_Inclusive_Practice_Tool:_18)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

|  |  |
| --- | --- |
| Power Element | Example Artifacts to Support Best Practices in Accessible Instruction and  Positive Behavior Supports |
| Child and Adolescent Development  (I-A-2) | * Lesson materials that provide students with information in a variety of modalities * Assignments or activities that activate prior knowledge * Templates or graphic organizers used to assist processing, visualization, and manipulation of information * Lessons that reflect a balance of collaborative learning and direct instruction * Lessons that offer students choices of how they demonstrate mastery * Lessons that incorporate competence building (e.g., modeling, practicing, feedback, and coaching) * Behavioral data collection tools (e.g., ABC charts, frequency counts, momentary time sampling) |
| Variety of Assessment Methods  (I-B-1) | * Templates for student self-assessment, self-reflection, goal setting, and progress monitoring * Observation checklist for informal assessments (academic, behavioral, social-emotional) * Assessments that have options for multiple forms of expression such as presentations, posters, and essays * Assessments with options for paper-and-pencil or computer-based tasks * Exit slips, with details of how responses were used to adjust instruction * Peer conferencing form or peer feedback sheet used by students to provide feedback to peers * Alternative assessments and work samples, including those aligned with IEPs |
| Adjustment to Practice  (I-B-2) | * Data charts to monitor progress across a variety of assessments in a specific area * A whole-classroom improvement goal to support specific areas of focus and recognize or celebrate improvements (e.g., project based, social-emotional, behavioral improvements) * Multiple examples of student annotated work * Graphs and charts showing progress over time * Process portfolios * Review of practice to assess fidelity of implementation |
| Meeting Diverse Needs  (II-A-3) | * Identified flexible small instructional groupings and flexible partners or pairings that are regularly used * Lessons involving cooperative groupings * Tiered interventions that offer varying levels of support to students based on need * Goal setting sheets used to develop collective accountability and individual accountability * Timelines to guide appropriate goal setting * Lessons that include the use of technology (e.g., assistive devices, computers, projectors, laptops, tablets) * Note-taking templates provided to students that can be accessed in multiple ways (e.g., computer, tablet, paper) * Special education tracking data and IEP progress reports |
| Safe Learning Environment  (II-B-1) | * Posted daily schedule or schedule of use of centers or stations—explicitly taught then reinforced using an acknowledgment system * Posted positively stated behavioral expectations—explicitly taught then reinforced using an acknowledgment system * Classroom recognition system to provide positive reinforcement for expected and modeled behaviors * A bulletin board or visual of the shared norms and values of the classroom * Reflection form or checklist for students to reflect on their assignments (self-assessment) * Class schedule that offers and allows for a variety of whole-class, small-group, partner, and individual instructional options |
| Access to Knowledge  (II-D-3) | * Templates or graphic organizers used to assist processing, visualization, and manipulation of information * Nonlinguistic supports such as pictures or videos to support instruction * Use of text-to-speech options to allow students multiple ways to gain knowledge and demonstrate their mastery * Visual imagery to activate prior knowledge * Templates to provide examples and non-examples to build vocabulary * Checklists, organizers, sticky notes, electronic reminders * Use of analogy or metaphor and dramatization to imbed new ideas into familiar ideas * Visual schedule or routine with variations in pacing of tasks |
| Two-Way Communication  (III-C-1) | * Parent or guardian survey at the beginning of the year to determine preferred forms of communication * Biweekly or monthly e-mails to families sharing class updates and tips for reinforcing lessons at home * E-mail or phone log documenting conversations regarding student performance * E-mails or notices in families’ native languages * Log of efforts made to ensure that meetings and calls were conducted in families’ home languages (e.g., using interpreters) * Agenda from a parent, family, and teacher meeting (e.g., PTO) during which the educator made a presentation or facilitated a discussion |
| Reflective Practice  (IV-A-1) | * Teacher reflection: What worked well? What is an area in need of improvement? * Student reflection: What worked well? What is an area in need of improvement? * Lesson or intervention reflection: Was this lesson research based? How do I know? * Meeting agenda documenting efforts to share strategies for reflection at faculty, grade-level, or department meetings * Classroom contract or behavioral strategy implemented in classroom and shared with colleagues via e-mail or at faculty, grade-level, or department meeting * Student surveys to gather actionable feedback about inclusive practice * Inclusive Practice Tool 5a: Lesson Plan Artifact Review |
| Shared Responsibility  (IV-E-1) | * Lesson plans that target school-wide initiatives and best practices * Lesson or unit plans that culminate in a school-wide or grade-level demonstration or product (e.g., mural, collage, science fair, etc.) * Collaborative meeting notes to discuss specific areas of strength and areas in need of improvement with action plan (academic, behavioral, social-emotional) * Action plans for school-wide positive behavior celebrations * School-wide character education texts, assignments, or activities * Correspondence with families to introduce interdisciplinary initiatives or events |

Inclusive Artifact of Practice:   
Communicating About Inclusion

A Resource for Supporting Inclusive Practice

### Introduction

Our school/district is committed to **providing a high-quality public education to every child**, regardless of race, ethnicity, socioeconomic status, cultural background, sexual orientation, exposure to trauma, or disability status.  As the needs of our students become ever more diverse, the importance of fostering inclusive learning environments continues to grow. **Inclusion** is not necessarily a placement or a setting—it involves the implementation of systems and processes that allow **all students** to learn within an educational community.[[13]](#footnote-13)

### Benefits of Inclusion

### What is Inclusion?

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.

With inclusion, students and parents can expect:

* Greater access to content
* Increased academic performance
* More opportunities to engage with peers
* Levels of support are determined, or tiered, according to student need
* Instruction tailored to individual student needs and learning styles
* A team of educators working collaboratively to plan, implement and evaluate students’ educational programs

### With Inclusion, There are Real Results

### In Massachusetts, a student with a learning disability who is educated in a full inclusion setting is nearly five times as likely to graduate on time as one who is educated in a substantially separate setting.

* Students with disabilities in full inclusion settings, on average, perform better on standardized tests, such as MCAS, than students with similar disabilities in substantially separate classrooms.
* Students with disabilities who had full inclusion placements were less likely to move to out-of-district placements than students educated in substantially separate settings.
* On the whole, students with disabilities who have full inclusion placements appear to outperform similar students who are not included to the same extent in general education classrooms.[[14]](#footnote-14)

**What will my school district do to make inclusion work for my child?**

Districts committed to inclusion use multiple strategies to ensure that every child is able to access the academic and social learning experiences in a meaningful way.  **Collaboration** among educators and with families is essential in order to ensure the success of the inclusive setting. Education teams (parents, students, teachers, paraeducators, administrators) must develop consistent expectations and common language so that the following programs and strategies can be successfully implemented.

**Universal Design for Learning (UDL)** is an organizational framework teacher teams use to design curriculum and learning experiences, ensuring that all students will have the ability to access them at the appropriate level and modality.

**Data Cultures** are an essential element of successful inclusive settings.  Teacher teams who regularly collaborate to review multiple data sources are able to flexibly adapt to student needs.  By differentiating the instructional strategy, content, or products of learning students are able to continuously develop essential content knowledge and skills.

Data cultures also inform the development of **multi-tiered systems of academic support**.  This is an organizational system for educators to make instructional decisions based on individual student needs. Teacher teams plan lessons knowing that ALL students will get great instruction, SOME students will need extra supports, and A FEW students will need more intensive supports.

These systems provide teacher teams with an organizing structure around **interventions & extensions**, allowing flexibility in meeting individual needs as students learn and grow.

**Multi-tiered systems of social supports**, like **Positive Behavior Interventions and Supports (PBIS)** create clear expectations and provide structured strategies, empowering students to meet those expectations.

**Resources**

More about UDL: <https://www.cast.org/impact/universal-design-for-learning-udl>

More about PBIS: <http://www.doe.mass.edu/edeval/guidebook/pbis.pdf>

More about Social Emotional Learning: <http://www.doe.mass.edu/edeval/guidebook/sel.pdf>

# Collecting Staff and Student Feedback

### Overview

| Inclusive Practice Tools |
| --- |
| **Tool 6a:** The Massachusetts Model Student Feedback Survey  **Tool 6b:** Adapted Items from the Massachusetts Model Survey  **Tool 6c:** Student Feedback Discussion Protocol  **Tool 6d:** Alternative Strategies to Obtain Student Feedback |

The Massachusetts Educator Evaluation Framework incorporates information about educator practice from a wide and representative range of sources. Student and staff feedback, which is a required piece of evidence, offers a unique and important perspective on educator effectiveness. When taken together with other information sources, student and staff feedback helps to provide a more accurate and detailed picture of an educator’s practice.[[15]](#footnote-15)

Student feedback informs teachers’ evaluations while staff feedback informs administrators’ evaluations. By including student and staff feedback in the evidence that educators will collect, the Massachusetts Educator Evaluation Framework ensures that this critical perspective is used to inform and support professional growth and development.

### Principles of Effective Feedback Instruments

Districts have flexibility in the identification of feedback instruments for educators. Districts may choose to implement district-wide feedback instruments, such as student or staff surveys, or districts may help educators and evaluators identify feedback instruments at the individual educator level.

Regardless of the mode of feedback (e.g., surveys, interviews) or the population(s) of students the educator works with (e.g., diverse groups of students in inclusive settings), there are three main principles to consider when making decisions about student and staff feedback instruments (see [*Part VIII: Using Student and Staff Feedback in the Evaluation Process*](http://www.doe.mass.edu/edeval/feedback/PartVIII-SSFGuidance.pdf) for more information).

* Feedback should be aligned to one or more of the [Massachusetts Standards and Indicators of Effective](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=03) [Teaching Practice](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=03) in order to ensure that the feedback provides meaningful about an educator’s key responsibilities.
* The feedback instrument should yield results that are informative and actionable. Educators should be able to use information from the instrument to draw conclusions that allow educators to make changes in their instructional practices.
* Items on the feedback instrument should be accessible to all potential respondents. Respondents need to be able to understand the questions that are asked of them, so they can respond accurately. If respondents do not understand items, educators cannot draw valid conclusions.

### Using Feedback to Support Inclusive Practice

#### Identifying Effective Feedback Instruments

When selecting and developing staff and student feedback instruments that will support practice in inclusive settings, it is important to consider the principles of accessible instruction and positive behavior supports in terms of both *content* and *process*.

* Content: Does the feedback instrument solicit input from students or staff that directly addresses practices or experiences related to accessible instruction and positive behavior supports?
* Process: Is the feedback instrument designed and administered in a way that makes it possible for all students or staff to participate?

Addressing these questions will afford all staff and students opportunities to provide feedback on their working or schooling experience, as well as to inform administrators and educators about staff and student perceptions in the use of accessible instruction and positive behavior supports.

#### Using Results from Staff and Student Feedback Instruments

Educators can use feedback in multiple ways to improve educators’ practices to ensure accessible instruction and positive behavior supports for all students. These approaches include the following:

* Developing next steps and action plans based on the specific strengths and challenges revealed in the feedback
* Engaging students or staff in the analysis of results to encourage more input and responsibility, and then allowing students or staff to suggest how educators can improve accessible instruction and positive behavior supports
* Engaging students in a self-reflection process to understand how their behavior has an impact on the educator’s use of accessible instruction or positive behavior supports and to determine how students can modify their own behavior to improve the teaching and learning environment

The following tools provide concrete strategies to help educators collect feedback from a diverse group of students in inclusive settings and to inform the larger picture of an educator’s practice (staff feedback instruments are in the eighth section, Inclusive Practice: Administrator Evaluation).

### Guidebook Tools

#### Inclusive Practice Tool 6a: The Massachusetts Model Student Feedback Survey

The MA Model Student Feedback Survey was developed to obtain feedback from students on educator practice related to Standards I and II from the classroom teacher rubric (see [MA Model Survey Grades 3–5](http://www.doe.mass.edu/edeval/feedback/G3-5StandardForm.pdf) and [MA Model Survey Grades 6–12](http://www.doe.mass.edu/edeval/feedback/G6-12StandardForm.pdf)). This tool aligns items from the MA Model Survey with best practices in accessible instruction and positive behavior supports. This alignment will help educators target data analyses from Model Survey results to understand how students perceive accessible instruction and positive behavior supports in their classrooms.

#### Inclusive Practice Tool 6b: Adapted Items from the Massachusetts Model Student Feedback Survey

This tool contains simplified items adapted from the Massachusetts Model Student Feedback Survey. Although these items assess roughly the same content as the Model Survey, their use is intended for students with significant cognitive disabilities. Including all student populations in school-wide initiatives is an essential component of an inclusive school setting.

#### Inclusive Practice Tool 6c: Student Feedback Discussion Protocol

Student discussions provide an alternative to student surveys by tapping into aspects of accessible instruction and positive behavior supports that surveys may not capture. Through dialogue, students may provide rich and more descriptive information about particular aspects of the classroom experience. This tool includes student discussion questions that can be used with individual students or groups of students, as well as directions on what should be considered prior to administering the discussion protocols and how results can be used.

| Surveying Students with Disabilities |
| --- |
| To ensure that students with special needs can provide feedback, these students should be provided with necessary accommodations at least consistent with the accommodations in their IEP (individualized education program). Because the purpose of the student feedback surveys is to solicit students’ opinions, accommodations can be more intensive than those listed in the IEP. More information can be found in the [MA Model Feedback Instruments & Administration Protocols](http://www.doe.mass.edu/edeval/feedback/). |

#### Inclusive Practice Tool 6d: Alternative Strategies to Obtain Student Feedback

This tool provides alternative strategies that educators can use to ensure that students are able to represent their feedback in multiple ways, depending on students’ developmental needs or choice of expression. For example, teachers of early elementary students could gather feedback using the [MA Model Grades K–2 Discussion Prompts](http://www.doe.mass.edu/edeval/feedback/K2DiscussionProtocol.pdf), or nurses could collect student input using exit slips gathered over the course of the year.

These alternative protocols are designed to meet the individual needs of an educator or a specific group of students and may or may not be administered district wide. Similar to more systematic survey results, feedback from alternative strategies can be used as evidence in the evaluation process and in conversations between educators and evaluators.

.

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
The Massachusetts Model Student Feedback Survey

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



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](#_Inclusive_Practice_Tool:)
* [**Tool 3a:** Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15)
* [**Tool 5a:** Lesson Plan Artifact Review](#_Inclusive_Practice_Tool:_11)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

### 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](http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf) 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  I.B: Assessment  I.C: Analysis | II.A: Instruction  II.B: Learning Environment  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. |
| 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

**This item key is not intended for distribution to students.** The following table provides a crosswalk between Grades 6–12 survey items, the [Standards and Indicators of Effective Teaching Practice](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=03) addressed in the Model 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  I.B: Assessment  I.C: Analysis | II.A: Instruction  II.B: Learning Environment  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. |
| 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. |
| 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. |

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Adapted Items from the Massachusetts Model Student Feedback Survey

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



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 be 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](#_Inclusive_Practice_Tool:)
* [**Tool 3a:** Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

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? | **○** | ○ | ○ | ○ |
| 2 . | Does your teacher ask you if you understand what is being taught? | ○ | ○ | ○ | ○ |
| 3. | Does your teacher ask you to improve your work when she or he thinks you can do better? | ○ | ○ | ○ | ○ |
| 4. | When you have trouble figuring something out, does your teacher give you other ways to help you understand? | ○ | ○ | ○ | ○ |
| 5. | Does your teacher use your mistakes to help you learn from them? | ○ | ○ | ○ | ○ |
| 6. | Do you think the work in your class is challenging, but not too hard? | ○ | ○ | ○ | ○ |
| 7. | When asked, can you explain what you are learning and why? | ○ | ○ | ○ | ○ |
| 8. | Do you explain how you get your answers? | ○ | ○ | ○ | ○ |
| 9. | Do you show your learning in many ways (for example, choice making, writing, art)? | ○ | ○ | ○ | ○ |
| 10. | After you finish your classwork, does your teacher give you more or harder work to do? | ○ | ○ | ○ | ○ |
| 11. | Does your teacher show you how to respect your friends’ ideas when they share in class? | ○ | ○ | ○ | ○ |
| 12. | Does your teacher help you to understand when you are confused? | ○ | ○ | ○ | ○ |
| 13. | After talking to the teacher, do you know how to make your work better? | ○ | ○ | ○ | ○ |
| 14. | When you read in class, can you think of more than one answer to the teacher’s questions? | ○ | ○ | ○ | ○ |
| 15. | If you are sad or angry, do you feel like you can talk to your teacher? | ○ | ○ | ○ | ○ |
| 16. | Do you look over your classmates’ work and suggest ways to make it better? | ○ | ○ | ○ | ○ |
| 17. | Do your classmates behave the way the teacher wants them to? | ○ | ○ | ○ | ○ |
| 18. | Does your teacher encourage you to think of more than one way to solve a problem? | ○ | ○ | ○ | ○ |
| 19. | Do you and your classmates encourage each other to do really good work in class? | ○ | ○ | ○ | ○ |
| 20. | Does your teacher tell you what good work looks like on classwork and projects? | ○ | ○ | ○ | ○ |
| 21. | Does your teacher ask you to share what you have learned in a lesson? | ○ | ○ | ○ | ○ |
| 22. | Does your teacher use things that interest you to explain hard ideas? | ○ | ○ | ○ | ○ |
| 23. | Do you teach your classmates things you understand? | ○ | ○ | ○ | ○ |
| 24. | Do your classmates listen to your ideas? | ○ | ○ | ○ | ○ |
| 25 . | Does your teacher use your ideas to help classmates learn? | ○ | ○ | ○ | ○ |

### 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? | ○ | ○ | ○ | ○ |
| 2. | Does your teacher ask you to state what you have learned in a lesson? | ○ | ○ | ○ | ○ |
| 3. | Do you and your classmates help each other to do better with classwork? | ○ | ○ | ○ | ○ |
| 4. | Does your teacher ask you to improve your work when she or he knows you can do better? | ○ | ○ | ○ | ○ |
| 5. | Does your teacher let you come up with more than one right answer? | ○ | ○ | ○ | ○ |
| 6. | Does your teacher review the work you are doing so you understand? | ○ | ○ | ○ | ○ |
| 7. | In your class, do you look at each other’s work and help each other to make it better? | ○ | ○ | ○ | ○ |
| 8. | When asked, can you explain what you are learning and why? | ○ | ○ | ○ | ○ |
| 9. | After talking to the teacher, do you know how to make your work better? | ○ | ○ | ○ | ○ |
| 10. | Do you think the work in the classroom is hard but doable? | ○ | ○ | ○ | ○ |
| 11. | During lessons, are you asked to show what you would do to handle hard problems or tasks? | ○ | ○ | ○ | ○ |
| 12. | Do you listen to each other’s ideas in your classroom? | ○ | ○ | ○ | ○ |
| 13. | When lessons are confusing, does your teacher know how to break it down so you can understand? | ○ | ○ | ○ | ○ |
| 14. | Does your teacher care about you? | ○ | ○ | ○ | ○ |
| 15. | After you finish your work in class, does the teacher have more or harder work for you to do? | ○ | ○ | ○ | ○ |
| 16. | Does your teacher make sure you understand what you are learning? | ○ | ○ | ○ | ○ |
| 17. | Can you explain how you got your answers? | ○ | ○ | ○ | ○ |
| 18. | Do you and your classmates work together to learn new and harder things? | ○ | ○ | ○ | ○ |
| 19. | Does your teacher help you to notice what you are good at and how to use it to learn better? | ○ | ○ | ○ | ○ |
| 20. | Do you teach your classmates things you understand? | ○ | ○ | ○ | ○ |
| 21. | Does your class stay on task and not waste time? | ○ | ○ | ○ | ○ |
| 22. | Does your teacher teach lessons in more than one way if you don’t understand the first time around? | ○ | ○ | ○ | ○ |
| 23. | Does your teacher want you to listen to your classmates’ ideas when they communicate in class? | ○ | ○ | ○ | ○ |
| 24. | Do you show your learning in many ways (for example, writing, speaking, etc.)? | ○ | ○ | ○ | ○ |
| 25. | In your class, do you learn and work on assignments that you enjoy personally? | ○ | ○ | ○ | ○ |

Inclusive Practice graphic with icons

**Inclusive Practice Tool:   
Student** Feedback Discussion Protocol

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports](http://www.doe.mass.edu/edeval/guidebook/pbis.pdf), and [Social and Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/sel.pdf). |



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](http://www.doe.mass.edu/edeval/guidebook/2a-rubric.pdf)
* **Tool 3a:** [Professional Practice Goal Setting Template](http://www.doe.mass.edu/edeval/guidebook/3a-ppgtemplate.pdf)
* **Tool 5a:** [Lesson Plan Artifact Review](http://www.doe.mass.edu/edeval/guidebook/5a-lessonplanrev.pdf)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

### Use of the Student Feedback Tool

Similar to the [MA Model Student Feedback Survey](http://www.doe.mass.edu/edeval/feedback/surveys.html), 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: |
| ***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 |
|  |

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Alternative Strategies to Obtain Student Feedback

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



In order to incorporate alternative student feedback into the Massachusetts Educator Evaluation Framework, educators have a variety of alternative tools from which to draw. In earlier sections, educators were given strategies, such as surveys and discussions, for the collection of student feedback. This tool is meant to be a resource from which educators can choose a variety of strategies that are modifiable to meet the specific needs of the educator and to document the feedback the educator would like to receive on her or his inclusive practice.

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 3a: Professional Practice Goal Setting Template](#_Inclusive_Practice_Tool:_15)
* [Tool 5b: Example Artifact List](#_Inclusive_Practice_Tool:_5)
* [Tool 6c: Student Feedback Discussion Protocol](#_Inclusive_Practice_Tool:_21)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

Classroom Suggestion Box

|  |  |
| --- | --- |
| Stage | **Description** |
| Purpose | This tool can be used to obtain student feedback on a variety of aspects of the classroom, including content, instruction, learning environment, engagement, behavior, and social-emotional learning. |
| Implementation | Buy or make a suggestion box. The top of the jar or box should be open or have a slot for students to put in their suggestions. Provide students with slips of paper with any combination of the following prompts. You may also provide students with blank pieces of paper to draw, diagram, or write something unrelated to the suggested prompts. It is suggested to modify prompts to be relevant to classroom context and to obtain feedback on inclusive practice.  *Sample Prompts:*   * School would be better if . . . * My teacher can help me by . . . * I am struggling with . . . * I am feeling good about . . . * I am proud of . . . * If I could change something, it would be . . . |
| Data Collection | Educators can review suggestions weekly, monthly, quarterly, or by unit in order to look for patterns or themes related to what is happening in the classroom. Information can be arranged on a document such as the attached Alternative Student Feedback Data Collection Form, which, once completed, can be stored for use during educator evaluations. |

Exit Slips

|  |  |
| --- | --- |
| Stage | **Description** |
| Purpose | This tool can be used to collect data as a means of informing future practice.  Exit slip responses can be analyzed to identify concepts students are struggling with most, concepts students have a solid understanding of, and any questions that students may still have. Exit slips can be done lesson by lesson, daily, unit by unit, or by any other collection routine pertinent to the educator. |
| Implementation | During the last few minutes of the day or class period, distribute slips of paper with any combination of the following prompts. It may also be appropriate to provide students with a blank piece of paper to draw or diagram something from the lesson. It is suggested to modify prompts to be relevant to your classroom context and to obtain feedback on your inclusive practice.  *Sample Prompts:*   * One thing I learned from the lesson was . . . * One question I still have is . . . * One thing I learned about my behavior was . . . * One thing I would like to revisit is . . . * The hardest thing about the lesson was . . . * I helped another student when I . . . |
| Data Collection | Teachers can review slips weekly, monthly, quarterly, or by unit in order to look for patterns or themes related to what is happening in the classroom. Information can be arranged on a document such as the attached Alternative Student Feedback Data Collection Form, which, once completed, can be used during educator evaluations. |

Entrance Ticket

|  |  |
| --- | --- |
| Stage | Description |
| Purpose | This tool can be used to collect data as a means of informing future practice.  Entrance ticket responses can be analyzed to identify concepts students are struggling with most, concepts students have a solid understanding of, and any questions that students may still have. Entrance tickets can be done lesson by lesson, daily, unit by unit, or by any other time span appropriate for the educator. |
| Implementation | During the first few minutes of the day or class period, distribute slips of paper with any combination of the following prompts. It may also be appropriate to provide students with a blank piece of paper to draw or diagram something from the lesson. It is suggested to modify prompts to be relevant to your classroom context and to obtain feedback on your inclusive practice.  *Sample Prompts: Last Time in Class—*   * One thing I learned from last class was . . . * One question I still have is . . . * One thing I learned about my behavior was . . . * One thing I would like to revisit is . . . * The hardest thing about the last lesson was . . . * I helped another student when I . . . * The easiest thing from the last lesson was . . . * One thing my teacher can do to help me learn more is . . ... |
| Data Collection | Teachers can review entrance tickets as they are completed and look for patterns or themes related to classroom instruction. Information can be arranged on a document such as the attached Alternative Student Feedback Data Collection Form, which, once completed, can be stored for use during educator evaluations. |

Letter to Next Year’s Students

|  |  |
| --- | --- |
| Stage | Description |
| Purpose | This tool can be used to collect data as a means of informing future practice.  Letters can be analyzed to identify concepts students struggled with most, concepts students felt they had a solid understanding of, and any questions students still had after classes concluded. The tool would be completed during the last week of classes. |
| Implementation | During the last week of classes, give students the following writing prompt and ask them to write a letter in response to next year’s incoming students. It is suggested to modify prompts to be relevant to your classroom context and to obtain feedback on your inclusive practice.  *Sample Prompt:* *Dear Incoming Students—*   * During this past year, the single best thing that happened to me in class was . . . * During this past year, the single hardest thing that happened to me in class was . . . * During the past year, the one best thing I learned about myself was . . . * During the past year, I learned these top three things from the course . . . * Although the class is now over, one question I still have is . . . * During the past year, the one thing I learned about my behavior was . . . * One piece of advice I would give to myself as a result of taking this class is . . . * The advice I would like to give to the incoming students is . . . * The one thing the teacher can do to help you learn more is . . . |
| Data Collection | Teachers can review the letters and look for patterns or themes related to the year in review by the outgoing students. Information can be arranged on a document such as the attached Alternative Student Feedback Data Collection Form, which, once completed, can be stored for use during educator evaluations. |

Feedback Through Technology

|  |  |
| --- | --- |
| Stage | **Description** |
| Purpose | Technology is a powerful means for collecting data. Any of the preceding alternative strategies for obtaining student feedback can be facilitated with technology. |
| Data Collection | Data collection websites can collect and analyze alternative student feedback data and determine next steps for the educator. |

|  |
| --- |
| Alternative Student Feedback Data Collection Form |
| Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week of:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Student Prompt: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Summarize Responses: |
| Action Steps to Address Prompt Responses: |
| Resources Accessed: |

| Inclusive Practice Tools |
| --- |
| **Tool 7a:** Accessibility Review  **Tool 7b:** Considering Growth  **Tool 7c:** Professional Judgment Guiding Questions  **Tool 7d:** Key Characteristics of Measures of Social-Emotional Learning |

# Inclusive Practice: Reviewing Common Assessments

#### Overview

The Massachusetts Educator Evaluation Framework is designed to promote educators’ professional growth and development while placing improved student learning at the center of every educator’s work.

#### Common Assessments in Inclusive Settings

What kinds of common assessments are appropriate for educators working with diverse groups of students in inclusive settings? When addressing this question, it is important to remember the two guiding principles behind all common assessments in the Educator Evaluation Framework:

* Assessments should be aligned to curriculum.
* Assessments should give educators meaningful information about student growth.

Aligning common assessments to curriculum is particularly important when considering the various roles of educators working in inclusive classroom settings. For example, because one goal of inclusion is to give all students access to the general curriculum, general curriculum measures will be appropriate for almost all educators. In some cases, the special educator’s role involves providing instruction in unique curricula to students in a general education setting (following a social-emotional curriculum, for example). In those cases, it may be appropriate to use a different measure aligned to that content. For more information about the identification of common assessments for educators in inclusive settings, see ESE’s DDM Implementation Brief: [Educators of Students with Disabilities](http://www.doe.mass.edu/edeval/ddm/SpecialEduEducators.pdf).

The following resource tools provide concrete strategies to help educators identify and evaluate appropriate common assessments for use with a diverse group of students in inclusive settings that can inform an educator’s impact on student learning. For more information on designing accessible assessments, visit the [Assessment Design Toolkit](http://csai-online.org/spotlight/assessment-design-toolkit).

#### Guidebook Tools

##### **Inclusive Practice Tool 7a: Accessibility Review**

The Accessibility Review helps educators and evaluators ensure that a common assessment is accessible to a diverse group of students. When reviewing assessment items for accessibility, educators should be mindful of the specific concept being assessed by the item. Educators then should look for potential barriers that might present challenges beyond the intent of the assessment. For example, components of an assessment that might warrant additional review include the following:

* Advanced vocabulary on a social studies assessment item that presents challenges to students beyond the intention of the assessment—for example, procedural words such as *interpret* or *analyze*
* Cultural references in a language arts reading comprehension item that present challenges beyond the intent of the assessment, such as idioms on an item not assessing student understanding of idioms
* Writing skills required on a science assessment item that measure skills beyond the intent of the assessment—for example, requiring students to write a paragraph when the concept could be assessed equally effectively by having students label a diagram
* Reading comprehension skills required on a mathematics assessment item that measure skills beyond the intent of the assessment—for example, providing extensive background information or creating a detailed scenario that is not necessary for the concept being assessed

In addition to ensuring that all students have appropriate accommodations, assessments should be reviewed for accessibility. It is important to offer students multiple modes of representation and expression when completing common assessments.

Although some assessment items are designed to measure integrated skills (in some cases, for example, the goal of the measure will be to assess students’ scientific writing skills), educators will need to be clear about what those skills are. Educators must be cautious that items address all relevant skills without going beyond the intent of the assessment. This review process can help refine the accuracy of assessment data and focus the intent of instructional practice.

##### **Inclusive Practice Tool 7b: Considering Growth**

If a common assessment meets the standard of accessibility, then it can be used as a measure of student growth. The Considering Growth Tool helps to determine differential rates of learning, growth, and achievement by groups of students taking the same common assessment. The concept of a growth measure can be somewhat challenging, so remember the following three guiding principles when discussing growth:

* Growth is contingent on collecting good baseline data.
* All students should have an equal chance to demonstrate *high*, *moderate*, and *low* growth, but not all students need to show the same change in score to do so—a concept that can be developed through a process commonly known as banding. This process allows educators to identify ranges of baseline data in order to set parameters for *high*, *moderate*, and *low* growth that take into account where different students started.

##### **Inclusive Practice Tool 7c: Professional Judgment Guiding Questions**

The Professional Judgment Guiding Questions help evaluators take all data and contextual factors into account and come to a determination of educator impact on student learning, growth, and achievement.

Evaluators need to consider the *student population*, *instructional context*, and *measures* themselves. This work is vital to the success of inclusive school communities because educators will need to know that working with students with diverse learning needs will not negatively impact their evaluation ratings.

* **Student Population.** When considering a measure and how accurately it reflects an educator’s impact on student learning, growth, and achievement, evaluators need to be aware of the student population assessed. Although parameters should be set so that all students have an equal opportunity to demonstrate growth, student-specific considerations, such as persistent attendance issues, family complications, and medical issues may play a role in their progress on the measure.
* **Instructional context.** When evaluating an educator’s impact on student learning, growth, and achievement, evaluators should consider the specific instructional context. Were there distractions that might have impacted student performance on the measures? Did the educator have sufficient instructional time with the students? Were the duties of the educator well matched to the content of the measures (e.g., did the educator’s work responsibilities change significantly over the course of the year)?
* **Reviewing measures.** After administration, educators may determine that a particular measure contained some items that were not as well designed as they could have been for students. Have measures been reviewed for accessibility, consistency, and their ability to identify differential rates of growth? When considering Student Growth Percentiles as a measure, remember that the median SGP for students with disabilities (SWD) is lower than 50. SWDs still have a range of SGPs and often demonstrate *high* as well as *low* growth. However, for a group of students made up entirely of SWDs, SGPs may consider correct­ing for this bias by adding 5 points. (Thus, a median SGP of 31 may be considered *moderate*, given the context.) For more information, see ESE’s Imple­men­tation Brief: [Using Student Growth Percentiles](http://www.doe.mass.edu/edeval/ddm/GrowthPercentiles.pdf).

##### **Inclusive Practice Tool 7d: Key Characteristics of Measures of Social-Emotional Learning**

There may be cases in which educators are providing a unique set of curricula specific to students’ social-emotional learning in inclusive settings. In such cases, a common assessment of those curricula may be the appropriate measure of the educators’ impact. Tool 7d describes key characteristics of measures of social-emotional learning and provides criteria that educators can use to create those measures.

Inclusive Practice graphic with icons

Inclusive Practice Tool: Accessibility Review

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports](http://www.doe.mass.edu/edeval/guidebook/pbis.pdf), and [Social and Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/sel.pdf). |



Use this tool to analyze common assessments for accessibility through a process to determine whether assessments and assessment items effectively address what is important for students to know and be able to do. This tool will help educators identify elements at the item-specific level that interfere with students’ ability to demonstrate their knowledge.

Directions: **Classroom educators** can use this tool to ensure that assessments are accessible and unbiased. **Building administrators** can use this tool to support classroom educators through a review of assessments and to guide professional development activities. **District administrators** can use this tool to support inclusive practice across schools and ensure that all students in a district have an equal opportunity to demonstrate growth through unbiased assessments.

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](http://www.doe.mass.edu/edeval/guidebook/2a-rubric.pdf)
* Tool 3b: [Student Learning Goal Setting Template](http://www.doe.mass.edu/edeval/guidebook/3b-slgtemplate.pdf)
* Tool 4a: [What to Look For—Observations](http://www.doe.mass.edu/edeval/guidebook/4a-observations.pdf)
* Tool 7b: [Considering Growth](http://www.doe.mass.edu/edeval/guidebook/7b-considergrowth.pdf)
* Finally, check the [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

Although some assessment items are designed to measure integrated skills (for example, the goal of some measures will be to assess students’ scientific writing skills), educators will need to be clear about the nature of those skills. This review process can help refine the accuracy of assessment data and focus the intent of instructional practice.

It is assumed that all common assessments are aligned to the current curriculum intended to be taught. This tool does not address content or instructional practices. The tool comprises two components:

1. A checklist to determine whether a common assessment is accessible
2. A protocol to drive conversation while reviewing the accessibility of common assessments

### Essential Questions to Ask When Reviewing Assessments

1. What knowledge and skills does this item measure?
2. Is this item designed in a way that will allow the student to demonstrate the knowledge and skills specific to the assessment?

#### Part 1: Assessment Accessibility Checklist

Use the following tables to review your assessments for accessibility. Fill out the item-by-item table and circle yes or no according to each item’s accessibility. ***Any item that receives a yes response will need to be revised.*** Use the Notes for Revision column to clarify changes required to make the assessment accessible.

|  |  |  |
| --- | --- | --- |
| Accessibility Type | Primary Consideration | Examples |
| Language Accessibility | Does the test item, or any associated directions, include language that presents challenges beyond the intent of the item? | * Vocabulary words on a social studies assessment item that are not related to the concept being assessed and that may present challenges to students, such as advanced academic vocabulary * Sentences or phrases that provide background knowledge or other information not necessary for completing the item |
| Cultural Accessibility | Is the item free of cultural references that present challenges beyond the intent of the assessment? | * References to holidays, sports, or other cultural observances that may not be equally familiar to all students * Slang terms, idioms, dialects or technical terms that are not related to the intent of the item |
| Skill Accessibility | Does the item require students to have and demonstrate skills beyond the intent of the assessment? | * Items, not assessing writing skills, that require a significant amount of writing * Items not assessing reading comprehension that include complex sentence structures, a large amount of text, or other challenging reading tasks |
| Test Fatigue Accessibility | Does the item duplicate the content of another item and contribute to unnecessary test fatigue? | * Multiple items assessing knowledge of the same standard in similar ways * Overall assessment design does not account for differentiated levels of endurance among students |

Assessment Accessibility Checklist—Item Level  
(Notice that circling “Yes” indicates possible need for revision)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Language Accessibility (Circle One) | Cultural Accessibility (Circle One) | Skill Accessibility (Circle One) | Test Fatigue Accessibility  (Circle One) | Notes for Revision |
| Paste specific items in this column if desired. | Do the test item and directions include language that presents challenges beyond the intent of the assessment? | Does the item include cultural references that present challenges beyond the intent of the assessment? | Does the item require students to have skills beyond the intent of the assessment? | Does the item duplicate the content of another item and contribute to unnecessary test fatigue? |  |
| Item 1 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 2 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 3 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 4 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 5 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 6 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 7 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 8 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 9 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 10 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 11 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 12 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 13 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 14 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 15 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 16 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 17 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 18 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 19 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |
| Item 20 | **Yes or No** | **Yes or No** | **Yes or No** | **Yes or No** |  |

#### Part 2: Common Assessment Accessibility Review Protocol

##### **Purpose**

To identify elements within common assessments that interfere with students’ ability to demonstrate their

knowledge.

##### **Planning**

*Time:* 15-30 minutes, depending on assessment  
*Group size:* Minimum of four people

##### **Norms**

Establish norms for the group.

##### **Process**

1. Each person will choose one category (language, cultural, skill, fatigue) from the Assessment Accessibility Checklist to revisit andwill review each item on the assessment using that lens. If there are more than four participants, consider dividing the items in the interest of time.
   1. The person or people reviewing for language accessibility will read the directions and items and make note of items that are wordy, use advanced vocabulary, or present other challenges.
   2. The person or people reviewing items’ cultural accessibility will read directions, items, and (when appropriate) passages to identify any slang, culture-specific content, or other challenges related to culture.
   3. The person or people reviewing items for skill accessibility will make note of skills required to complete each item and whether these skills present challenges beyond the scope of the assessment. For example, the reviewer(s) might note items that require a large amount of writing or reading not directly related to the concept being assessed.
   4. The person or people reviewing items fatigue accessibility will make note of potentially duplicative items. Does the item duplicate the content of another item and contribute to unnecessary test fatigue?
2. As a group, participants will review each item, sharing their observations on each element of accessibility. Each participant will note concerns specific to the type of accessibility that was his or her focus. Participants may note any other accessibility concerns that arose as they reviewed the items.
3. If particpants note any concerns, the team will suggest revisions for the item that address those concerns. If no concerns are noted, the item will stand as written, and the team will proceed to the next item.

Follow this process until the team has reviewed all items and any necessary revisions to items have been made.

Inclusive Practice graphic with icons

**Inclusive Practice Tool:** Considering Growth

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



This tool is intended to assist educators in determining growth for a range of students with diverse learning profiles. The tool introduces the concepts of gathering accurate baseline data and setting parameters through a process called banding.

Directions: **Classroom educators** can use this tool to ensure that measures of student growth are accurate. **Building administrators** can use this tool to support classroom educators through a review of assessments and to guide professional development activities. **District administrators** can use this tool to support inclusive practice across schools and ensure that all students in a district have an equal opportunity to demonstrate growth.

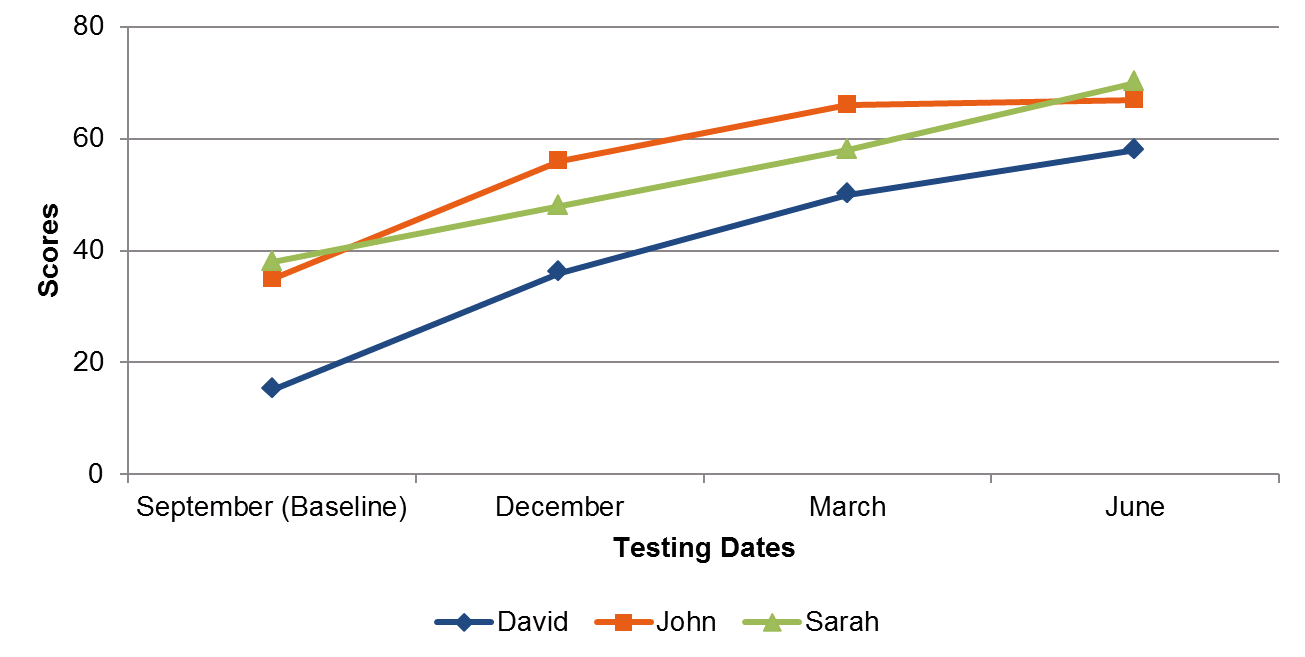
The *Guidebook* tools are designed to strengthen inclusive practices and empower educators to meet the needs of all students by leveraging and augmenting the educator evaluation process. Although each tool is designed as a stand-alone resource, many tools mutually support educator practice. This tool has a strong relationship to the following *Guidebook* tools:

* [**Tool 7a:** Accessibility Review](#_Inclusive_Practice_Tool:_19)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

#### Baseline Data

Use this tool to set parameters of growth for students of varying ability levels. In order to identify accurate measures of student growth, it is imperative that baseline data be collected. Baseline data are defined as an initial collection of data (pre-assessment) that serve as a basis for comparison with the subsequently acquired data (post-assessment). The following graph shows possible growth trajectories for three hypothetical students.

Growth Trajectories Using Baseline Data



The baseline data are represented by the first point on the graph, which shows the results of the pre-assessment given in September. The students were assessed three more times, culminating with the post-assessment in June. Each student progressed differently over the course of the year, with John showing the highest overall score. Although David started and ended with the lowest scores, the graph illustrates that he made the most growth over the course of the year.

#### Banding

All students should have an equal chance to demonstrate growth on a common assessment. The banding process allows educators to set growth parameters that capture different cutoff scores depending on the student’s baseline score.

Setting “bands” according to baseline scores allows educators to set *low*, *moderate*, and *high* ranges of growth for students more accurately and acknowledges that, on many assessments, an increase of 1 point does not necessarily equal the same amount of growth consistently across the scale. In other words, it may be easier for students to move from a baseline score of 5 to an end-of-course score of 10 than it is to move from a baseline of 90 to an end-of-course score of 95.

The following table is an example of ranges of *low*, *moderate*, and *high* growth for students in three bands, based on baseline scores. Educators may create as many bands in the parameter setting process as they wish, but three is the recommended minimum when working with students with diverse learning profiles. In the following example, three bands were set to capture different rates of growth.

|  |  |  |  |
| --- | --- | --- | --- |
| Baseline (Start-of-Course) | End-of-Course | End-of-Course | End-of-Course |
| Initial Score | Low Growth | Moderate Growth | High Growth |
| 0–4 | <8 points | 8–12 points | >12 points |
| 5–11 | <3 points | 4–10 points | >10 points |
| 12–22\* | <2 points | 2–5 points | >5 points |

\*Students who scored above 22 on Baseline should be offered a more challenging assessment in order to demonstrate growth

#### Process

##### Pre-Assessment

* Educators who are using the measure should meet and review together the items in the measure. The educators should establish bands for baseline scores based on their review of the measure and their professional judgment. Three bands are recommended, but educators might find it beneficial to use more than three.
* Educators should then use professional judgment (and past student performance on the measure, if available) to determine a range of scores that represent *moderate* growth for all three bands. Growth above and below that range should be identified as *high* and *low* growth, respectively.

##### **Review**

* After students have taken both pre-assessments and post-assessments, educators should review scores for disproportionate student growth. For example, students with disabilities should show similar amounts of *low*, *moderate*, and *high* growth as their peers who are not disabled.

#### Template

* Determine a range of scores for each band, adding more than three bands if appropriate. Considering the baseline assessment, determine score cutoffs that indicate different levels of initial proficiency. In the preceding table, for example, scores from 0 to 4 suggest limited or no prerequisite knowledge. Scores of 12 or more points on the baseline assessment indicate that students are well prepared or have an advanced level of skills and knowledge.
* Identify the range of scores that represent *moderate* growth for each band by determining how much growth a student at both the *low* and the *high* ends of the band should show in order to be considered *moderate*. Expectations for *moderate* growth should be high but not unattainable, and growth may differ between bands.

|  |  |  |  |
| --- | --- | --- | --- |
| Baseline (Start-of-Course) | End-of-Course | End-of-Course | End-of-Course |
|  | Low Growth | Moderate Growth | High Growth |
| Band One |  |  |  |
| Band Two |  |  |  |
| Band Three |  |  |  |

#### Key Understandings for Measuring Student Growth in Inclusive Environments

* Assessments that result in many students scoring 0 are problematic because of the “floor effect.” That is, the assessment does not make distinctions between the skills and knowledge of these students. For example, if a third-grade reading pretest assessed only grade-level reading skills, a student reading at a high second-grade level and a student still struggling with letter recognition may receive the same baseline score. As a result, it would be considerably more difficult for the second student to demonstrate growth on the posttest. It is important to review assessment results to ensure that groups of students (e.g., students with disabilities, English language learners [ELLs]) are not being impacted unfairly by floor effects. A similar problem can occur if many students receive the top score on an assessment, which leads to a “ceiling effect.”
* Inconsistent accommodation use across years can inflate or deflate estimates of growth. Evaluators should be aware of the use of student accommodations. Educators and evaluators should regularly assess the accessibility of assessment tools ([Accessibility Review](#_Inclusive_Practice_Tool:_19) ).
* Regardless of the student growth model that is used, national studies have shown that the inclusion or exclusion of scores from students with disabilities does not—in most cases—affect an educator’s score relative to other educator[[16]](#footnote-16).

#### Framework for Reflective Conversations about Student Growth in Inclusive Environments

* In an effective common assessment, all students should have the opportunity to demonstrate growth, regardless of their baseline scores.
* Educators should review measures to ensure that they are appropriate and fair for all students, including ELL students and students with disabilities.
* After common assessments have been identified, a system for progress monitoring should be developed to assist with charting students’ differential rates of learning.
* After end-of-course assessments are given, the educator’s reflections about student growth should be shared with the educator’s evaluator to inform professional judgment about student learning.

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Professional Judgment Guiding Questions

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



This tool will guide considerations when applying professional judgment to multiple measures of student learning, growth, and achievement.

Directions: **Classroom educators** can use this tool to reflect on student learning levels. **Building administrators** can use this tool to support classroom educators through a review of assessments and to guide the application of professional judgment in determining student learning levels. **District administrators** can use this tool to support fair, consistent application of professional judgment 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 7a:](#_Inclusive_Practice_Tool:_19)** [Accessibility Review](#_Inclusive_Practice_Tool:_19)
* [**Tool 7b:** Considering Growth](#_Inclusive_Practice_Tool_1)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

#### Guiding Questions

|  |
| --- |
| Student Population |
| What was the makeup of the group of students who completed the measure? |
| Did the student population experience any enrollment issues, such as irregular attendance or late entry? (Note any individual students and the relevant concerns.) |
| Were there any significant home or family issues that might have impacted individual students’ learning? (Note any individual students and the relevant concerns.) |

|  |
| --- |
| Instructional Context |
| What was the educator’s role in planning instruction? |
| What was the educator’s role in classroom instruction?   * Was the educator the teacher of record for the content? * How long was the educator the teacher of record for that class? |

|  |
| --- |
| Considerations of the Measure |
| What measure(s) was (were) used? |
| Was the measure reviewed for accessibility? (See the Inclusive Practice Tool: [Accessibility Review](#_Inclusive_Practice_Tool:_19).) |
| Does the measure accurately capture growth across diverse student populations? |
| How did similar groups of students score on similar measures in other settings? |

Inclusive Practice graphic with icons

Inclusive Practice Tool:   
Key Characteristics of Social and Emotional Learning

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |



This tool describes some of the key criteria to measure social-emotional learning. This tool is designed to support special educators as well as guidance counselors, school psychologists, and others in related positions who provide a unique set of curricula specific to students’ social­emotional learning in inclusive settings.

**Directions: Classroom educators** can use this tool to create measures of social-emotional learning. **Building administrators** can use this tool to support classroom educators through the creation of measures to assess social-emotional learning. **District administrators** can use this tool to support inclusive practice across schools and ensure that all students in a district have an equal opportunity to demonstrate growth.

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](#_Inclusive_Practice_Tool:)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

#### Social and Emotional Learning

Social and Emotional Learning (SEL) is the process through which students acquire and effectively apply the knowledge and skills necessary to understand and manage emotions, achieve positive goals, show empathy for others, maintain positive relationships, and make responsible decisions. Social and emotional skills are critical to being a good student and functioning appropriately in society. These skills can be developed through effective classroom instruction, student engagement, and parent and community involvement in program planning, implementation, and evaluation. Effective SEL programming begins in preschool and continues through high school.

#### Key Characteristics of Social-Emotional Learning



* **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
* **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
* **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
* **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
* **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.[[17]](#footnote-17)

#### Massachusetts Comprehensive Health Curriculum Frameworks

Educators can use the following core objectives from the Massachusetts [Comprehensive Health Curriculum Frameworks](http://www.doe.mass.edu/frameworks/health/1999/1099.pdf) to assess and monitor their students’ social-emotional learning progress.

|  |
| --- |
| Core Objective |
| Student(s) can identify basic emotions and feelings. (Mental Health 5.1) |
| Student(s) can link current feelings to corresponding physical symptoms. (Mental Health 5.1) |
| Student(s) understand and demonstrate character traits such as honesty, trustworthiness, self­ discipline, respectfulness, and kindness. (Mental Health 5.3) |
| Student(s) demonstrates decision-making skills within a team and cooperates with others.  (Mental Health 5.4 and 5.5) |
| Student(s) demonstrates coping skills effectively. (Mental Health 5.6 and 5.11) |
| Student(s) applies both verbal and nonverbal communication skills to develop positive relationships and improve the social environment of the school. (Interpersonal Relationships 7.2) |
| Student(s) can make and sustain friendships with others. (Interpersonal Relationships 7.3) |
| Student(s) demonstrates respect and tolerance for individual differences. (Interpersonal Relationships 7.7) |

# Inclusive Practice: Administrator Evaluation

#### Overview

The Massachusetts Model Systems for Principal and Superintendent Evaluation were created in response to new [regulations](http://www.doe.mass.edu/lawsregs/603cmr35.html) adopted by the Massachusetts Board of Elementary and Secondary Education in 2011. The models were designed to promote leaders’ growth and development while placing student learning at the center of the process.

Similar to the educator evaluation system, the administrator evaluation system consists of a five-step cycle. Administrators are assessed on four Standards: Instructional Leadership, Management and Operations, Family and Community Engagement, and Professional Culture, as well as completion of goals related to student learning, professional practice, and school improvement. Evaluators review administrator goals, student outcomes, and professional practice in order to determine the administrator’s Summative Performance and impact on student learning. The Model System can be found [here](http://www.doe.mass.edu/edeval/model/PartIV_AppxD.pdf).

##### Administrator’s Role in Creating an Inclusive Environment

Inclusion is not the job of any one educator, classroom, or school. Although the tools of this *Guidebook* are designed to support the inclusion of diverse learners in general education classrooms, the successful creation of an inclusive educational setting begins at the school and district levels. Superintendents, principals, and other administrators are vital to this process. It is crucial that administrators know and can integrate strategically and effectively the principles of accessible instruction and positive behavior supports within a school culture, establish the infrastructure needed, and support educators’ implementation. When cultivating an inclusive school setting, administrators implement the following practices:

| Inclusive Practice Tools |
| --- |
| **Tool 8a:** Superintendent Self-Assessment  **Tool 8b:** Master Schedule Review  **Tool 8c:** Staff Feedback Discussion Protocol  **Tool 8d:** What to Look For—School-Level Administrator |

* **Committing to the philosophy that *all means all*.** Administrators who embrace and model a philosophy that all students can learn set the stage for establishing a collaborative, supportive, and effective environment for students with exceptional learning needs. Educators are more inclined to share responsibility for all students when they are involved in decision making, provided strong leadership, engaged in a common mission, and surrounded by peers who buy into the notion that all students can succeed when provided with appropriate supports and instructional strategies.
* **Strategic planning.**Administrators play a critical role in creating strategic plans and schedules that take into account the needs of diverse learners, prioritize uninterrupted instructional time, and provide educators the opportunity to collaborate to meet students’ needs. When plans and schedules are built with district core values at the forefront, students benefit.
* **Embracing high expectations for all students.**Administrators play a key role in leading and educating staff to ensure that high standards and expectations are held for all students. For example, research suggests that English language learners perform much better when placed according to academic ability rather than language proficiency, reinforcing the need to establish high expectations.[[18]](#footnote-18)
* **Focusing on instruction and learning.**Administrators should hold high expectations, and provide opportunities, for all educators to acquire the knowledge, skills, and dispositions needed to employ instructional strategies designed to meet the individualized learning needs of all students. Administrators can emphasize and model the importance of collaboration to provide supports and services to ensure equitable access to the standards and curriculum.

The following tools provide concrete strategies to help evaluators support and develop administrators’ skills in implementing and supporting inclusive practices.

#### Guidebook Tools

##### **Inclusive Practice Tool 8a: Superintendent Self-Assessment**

This tool is designed to assist superintendents or district leadership teams conduct self-assessments regarding the adoption and implementation of district-wide inclusive practice. It aligns inclusive practice at the district level with nine *Power Elements for Inclusive Practice* from the Massachusetts Model Superintendent Rubric.

Districts considering comprehensive implementation of the *Guidebook* may find value in using this tool to demonstrate a comprehensive commitment to the work of establishing an inclusive environment at all levels.

##### **Inclusive Practice Tool 8b: Master Schedule Review**

The Master Schedule Review Tool helps administrators and leadership teams ensure that the school’s master schedule promotes an inclusive climate. The tool also provides a protocol for school-based teams to use to review school schedules for inclusive practice. The combination of activities asks leaders to do the following:

* Reflect on the equity of the schedule and how well it incorporates principles of accessible instruction and positive behavior supports
* Analyze schedule data to look for trends, strengths, and deficits in the schedule
* Create a plan to support more inclusive scheduling

Educators also may be interested in MTSS’ Quick Reference Guide: [Scheduling within a Tiered System of Support.](http://www.doe.mass.edu/apa/sss/mtss/ta/scheduling.pdf)

##### **Inclusive Practice Tool 8c: Staff Feedback Discussion Protocol**

Staff feedback on administrator practice is a key piece of information related to an administrator’s ability to create and support an inclusive environment. Evaluators can use the [MA Model Staff Feedback Survey](http://www.doe.mass.edu/edeval/feedback/surveys.html) for evidence of an administrator’s practice in this area. Evaluators can also use the Staff Feedback Discussion Protocol to gather information from educators about an administrator’s practice related to creating and sustaining an inclusive school culture.

##### **Inclusive Practice Tool 8d: What to Look For—School-Level Administrator**

Administrator observations will often take place in a variety of settings and contexts. The What to Look For—Observations tool for evaluators identifies administrator behaviors, staff behaviors, and environmental conditions that are reflective of an inclusive school community. Evaluators can also use the What to Look For—Observations tool to frame post-observation conferences when inclusive practice is an identified area of focus.

Inclusive Practice graphic with iconsInclusive Practice Tool:   
Principal Self-Assessment

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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports](http://www.doe.mass.edu/edeval/guidebook/pbis.pdf), and [Social and Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/sel.pdf). |



This tool, adapted from ESE’s Model System, allows administrators to conduct a self-assessment with an emphasis on inclusive practice. Building administrators and district administrators can use this tool in the process of conducting self-assessments.

**Directions: Classroom educators** can use this tool to reflect on school culture as it relates to inclusive practice. **Building administrators** can use this tool to conduct self-assessments around inclusive practice. **District administrators** can use this tool to conduct self-assessments around inclusive practice, reflect on inclusive practice, and use data to promote discussion, collaboration, and planning relating to inclusive practice across the district.

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 standalone resource, many tools mutually support educator practice. This tool has a strong relationship to the following *Guidebook* tools:

* **Tool 2c:** Massachusetts Principal Rubric Resource
* **Tool 8b:** [Master Schedule Review](http://www.doe.mass.edu/edeval/guidebook/8b-masterschedreview.pdf)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

For more resources relating to the systemic implementation of Positive Behavioral Interventions and Supports, review the [***Implementation Blueprint and Self-Assessment for Positive Behavioral Interventions and Supports***](https://www.pbis.org/common/cms/files/pbisresources/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf) prepared by the OSEP Center on PBIS.

**Part A: Inclusive Practice: Self-Assessment Form**

Administrator—Name/Title:

Primary Evaluator—Name/Title:

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s):

|  |
| --- |
| **Part 1: Analysis of Student Learning, Growth, and Achievement** |
| *Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and teams who jointly review and analyze student data.*  [603 CMR 35.06 (2)(a)1](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06) |
| What are my sources of evidence?  What student needs do I want to address this year based on this evidence?  What practices will best help me address those needs?  How I do know that these practices are effective?  What supports do I expect ALL students to need?  What supports do I expect SOME students to need?  What supports do I expect A FEW students to need? |

Team, if applicable:

List Team Members below:

Administrator—Name/Title:

|  |
| --- |
| **Part 2: Assessment of Practice Against Performance Standards** |
| *Citing your district’s performance rubric, briefly summarize areas of strength and high-priority areas for growth. Use the annotated descriptions in the* [Inclusive Practice Tools: Rubric Resource](http://www.doe.mass.edu/edeval/guidebook/2b-schadminrubric.pdf) *document. Areas may target specific standards, indicators, or elements, or span multiple indicators or elements within or across standards. The form should be individually submitted by educators, but Part 2 can also be used by teams in preparation for proposing team goals.*  [603 CMR 35.06 (2)(a)2](http://www.doe.mass.edu/lawsregs/603cmr35.html?section=06) |
| What are my areas of strength around inclusive practice?  What aspects of [Social Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/sel.pdf) do I want to develop this year?  What aspects of [Positive Behavior Interventions and Supports](http://www.doe.mass.edu/edeval/guidebook/pbis.pdf) do I want to develop this year?  What aspects of [Universal Design for Learning](https://www.cast.org/impact/universal-design-for-learning-udl) do I want to develop this year?  What supports do I expect SOME students to need?  What supports do I expect A FEW students to need? |

Team, if applicable:

List Team Members below:

Signature of Educator Date

Signature of Evaluator\* Date

\*The evaluator’s signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.

**Part B: Inclusive Practice: Self-Assessment with Power Elements**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard | Element | Inclusive Practice | In Place Status:  (circle one) | Notes |
| Standard I: Instructional Leadershrd I: Instructional Leadership  Standard I: Instructional Leadership  Standard I: Instructional Leadership  Standard I: Instructional Leadership | *Lesson Development Support (I-A-2)* | Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.   * Provides support with teacher lesson development through feedback and professional learning opportunities (UDL) | **Yes/no/partial** |  |
| *Lesson Development Support (I-A-2)* |
| *Diverse Learners’ Needs*  *(I-B-3)*  *Diverse Learners’ Needs*  *(I-B-3)*  *’ Needs*  *(I-B-3)* | While observing practice and reviewing unit plans, looks for and identifies a variety of teaching strategies and practices that are effective with diverse learners.   * Encourages teachers to consider DCAP and evidence based practices (UDL, PBIS, SEL, SEI) | **Yes/no/partial** |  |
| *Variety of Assessments*  *(I-C-1)* | Supports educator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.   * Formative and summative evaluations, benchmark testing * Regular, comprehensive review of assessments for accessibility | **Yes/no/partial** |  |
| Standard II: Management and Operations | *Student Safety, Health, and Social and Emotional Needs (II-A-3)* | Demonstrates high expectations for student behavior and provides appropriate training for staff to uphold these expectations:   * Establishes school-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students’ social and emotional well-being (PBIS, SEL) * Develops a consistent implementation strategy to ensure implementation with fidelity and regularly review outcome measures | **Yes/no/partial** |  |
| **Standard II: Management and Operations**  Standard II: Management and Operations  Standard II: Management and Operations | *Student Safety, Health, and Social and Emotional Needs  (II-A-3)* | **Yes/no/partial** |  |
| *Time for Teaching and Learning  (II-C-1)* | Creates a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction.   * Schedules common planning for teachers and support staff * Student services are systematically embedded, where appropriate, within general education programming * Multi-tiered systems of support are aligned and integrated with other important initiatives | **Yes/no/partial** |  |
| *Time for Teaching and Learning  (II-C-1)* |
| Standard II: Management and Operations |
| Standard III: Family and Community Engagement  Standard III: Family and Community | *Student Support  (III-B-1)* | Supports educators to identify each student’s academic, social, emotional, and behavioral needs, including students with disabilities and English language learners. Collaborates with families to address student needs, utilizing resources within and outside of the school.   * Establishes Student Support Team/Teacher Assistance Team/Behavioral Intervention Team * Links community based partnerships with services vital to students and families | **Yes/no/partial** |  |
| *Student Support  (III-B-1)* |
| *Family Collaboration*  *(III-B-2)* | Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.   * Establishes a welcoming and family friendly school * Utilizes multiple means of communication to reach all families (PACs, PTOs, School Councils, Newsletters) * Is sensitive to cultural and other demographic considerations when communicating with families |  |  |
| Standard IV: Professional Culture  Standard IV: Professional Culture  **Standard IV: Professional Culture** | *Shared Vision Development*  *(IV-E-1)*  *Shared Vision Development*  *(IV-E-1)*  *Shared Vision Development*  *(IV-E-1)* | At all grade levels, continuously engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.   * Recruits and facilitates school council in developing school improvement plan and assessing school culture relating to tolerance and respect for all groups * Establishes an Instructional Leadership Team * Seeks input from all stakeholders | **Yes/no/partial** |  |

Inclusive Practice Tool:   
Superintendent Self-Assessment

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports](http://www.doe.mass.edu/edeval/guidebook/pbis.pdf), and [Social and Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/sel.pdf). |



This tool is designed to assist superintendents or district leadership teams in self-assessment regarding the adoption and implementation of district-wide inclusive practice. It aligns inclusive practice at the district level with nine *Power Elements for Inclusive Practice* from the Massachusetts Model Superintendent Rubric. The inclusive practice column contains a set of possible district systems that may be helpful in providing examples of effective support to educators and students.

**Directions:** **Superintendents** or **district leadership teams** can use this tool to conduct a self-assessment relating to inclusive practice. When used in conjunction with the tools listed below, this tool can provide for a powerful self-assessment of district support for inclusive practice.

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 2c:** [Massachusetts Superintendent Rubric Resource](http://www.doe.mass.edu/edeval/guidebook/2c-suptrubric.pdf)
* **Tool 8b:** [Master Schedule Review](http://www.doe.mass.edu/edeval/guidebook/8b-masterschedreview.pdf)
* Finally, check the [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

For more resources relating to the systemic implementation of Positive Behavioral Interventions and Supports, review the [***Implementation Blueprint and Self-Assessment for Positive Behavioral Interventions and Supports***](https://www.pbis.org/common/cms/files/pbisresources/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf), prepared by the OSEP Center on PBIS.

**Superintendent Self-Assessment with Power Elements**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard | Element | Inclusive Practice | In Place Status:  (circle one) | Notes |
| Standard I: Instructional Leadership  Standard I: Instructional Leadership  Standard I: Instructional Leadership  Standard I: Instructional Leadership I: Instructional Leadership | *Lesson Development Support (I-A-2)* | District curriculum accommodation plan is implemented with fidelity. | **Yes/no/partial** |  |
| *Lesson Development Support (I-A-2)* | District curriculum accommodation plan is regularly reviewed and updated if needed. | **Yes/no/partial** |  |
| *Diverse Learners’ Needs*  *(I-B-3)* | Clearly established tiered systems of instructional intervention and support. | **Yes/no/partial** |  |
| *Diverse Learners’ Needs*  *(I-B-3)* | Consistent implementation strategy for tiered systems of support across multiple school buildings. Implementation fidelity and outcome measures are regularly reviewed. | **Yes/no/partial** |  |
| *Diverse Learners’ Needs*  *(I-B-3)* | Implementation of strategies for tiered systems that are measured for fidelity of implementation as well as academic and behavioral outcomes. | **Yes/no/partial** |  |
| Standard I: Instructional Leadership | *Variety of Assessments*  *(I-C-1)* | Regular, comprehensive review of assessments for accessibility and universal design principles. | **Yes/no/partial** |  |
| Standard II: Management and Operations | *Student Safety, Health, and Social and Emotional Needs (II-A-3)* | Clearly established tiered systems of behavioral intervention and support. | **Yes/no/partial** |  |
| **Standard II: Management and Operations** | *Student Safety, Health, and Social and Emotional Needs  (II-A-3)* | Consistent implementation strategy across multiple school buildings. Implementation fidelity and outcome measures are regularly reviewed (for example, using the [SWPBIS Tiered Fidelity Inventory](https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf)). | **Yes/no/partial** |  |
| Standard II: Management and Operations | *Time for Teaching and Learning  (II-C-1)* | Student services are systematically embedded, where appropriate, within general education programming. | **Yes/no/partial** |  |
| Standard II: Management and Operations | *Time for Teaching and Learning  (II-C-1)* | Multi-tiered systems of support are aligned and integrated with other important initiatives. | **Yes/no/partial** |  |
| Standard II: Management and Operations | *Fiscal Systems*  *(II-E-1)* | Funding structures are designed to provide support services on the basis of student need. | **Yes/no/partial** |  |
| Standard III: Family and Community Engagement | *Student Support  (III-B-1)* | Community-based partnerships are established that provide vital services to students and families. | **Yes/no/partial** |  |
| Standard III: Family and Community Engagement | *Student Support  (III-B-1)* | Policies and procedures for transition planning and services are well established and used with fidelity. | **Yes/no/partial** |  |
| Standard III: Family and Community Engagement (continued) | *Family Collaboration*  *(III-B-2)* | Relationships with Parent Advisory Councils are supported by clearly defined processes for communication and collaboration. | **Yes/no/partial** |  |
| Student learning experience is reviewed to ensure equitable access to excellent educators for all student populations. | **Yes/no/partial** |  |
| Standard IV: Professional Culture | *Shared Vision Development*  *(IV-E-1)* | School Councils are involved in assessing school culture relating to tolerance and respect for all groups. | **Yes/no/partial** |  |
| Standard IV: Professional Culture | *Shared Vision Development*  *(IV-E-1)* | Recruitment strategies for School Council and other advisory groups are strategically designed to be inclusive of community demographics. | **Yes/no/partial** |  |
| **Standard IV: Professional Culture** | *Shared Vision Development*  *(IV-E-1)* | Statement of Inclusive Philosophy has been collaboratively developed by appropriate stakeholders (e.g., [Taunton Public Schools](http://www.tauntonschools.org/uploads/1/6/5/4/16543006/tpsinclusionphilosophy.pdf)). | **Yes/no/partial** |  |

Inclusive Practice graphic with icons

Inclusive Practice Tool: Master Schedule Review

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |

**Directions: Administrators** and **school-based leadership teams** can use this tool to review master schedules for alignment with best practices for inclusion. This tool may help support administrators who wish to use the master schedule as an artifact of practice in their evaluations.[11](#Footnote11)

* Part 1 of this tool is a series of reflective questions about the master schedule to support leaders in evaluating their schedule with an inclusive lens. Administrators can use ideas generated by this reflection to change the school schedule and make decisions about school priorities.
* After this reflection, leaders can use Part 2 to have a guided conversation about how to adapt the master schedule to promote inclusive practices. Part 2 is a team protocol intended for school-based instructional leadership teams. The team will reflect on the essential question, “To what degree are we using our schedule to promote, develop, and sustain an inclusive learning culture?” The team then will make decisions to modify the schedule to move toward a more inclusive learning environment.

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](#_Inclusive_Practice_Tool:_9)
* [**Tool 5a:** Lesson Plan Artifact Review](#_Inclusive_Practice_Tool:_11)
* [**Tool 5b:** Example Artifact List](#_Inclusive_Practice_Tool:_5)
* [**Tool 8d:** What to Look For—School-Level Administrator](#_Inclusive_Practice_Tool:_8)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

Key stakeholders in the master schedule guided conversation might include the following:

* School-based administrators
* Guidance counselors
* Educator leaders
* Special education administrators
* Central office administrators

11 Educators also may be interested in MTSS’ Quick Reference Guide: [Scheduling within a Tiered System of Support](http://www.doe.mass.edu/apa/sss/mtss/ta/scheduling.pdf).

#### Part 1: Reflective Questions[12](#Footnote12)

##### Values

To what degree are we using our schedule to promote, develop, and sustain an inclusive learning culture?

* What core values are reflected in the master schedule?
* What is the process for creating the master schedule?
* What are the primary influences in developing the master schedule?
  + What do we consider primary, nonnegotiable influences incorporated within the master schedule?
  + What do we consider secondary and open to negotiation?
  + What are competing priorities of the master schedule, and to what extent does the schedule balance these priorities?
* To what extent does our schedule reflect our commitment to the principles of accessible instruction and positive behavior supports?
* Does the master schedule support all students and programs in an equitable manner?

Does the master schedule support collaboration between special educators, English as a second language (ESL) specialists, and general educators?

* How is common planning time determined (i.e., grade level, content area)?
  + How are skills and practices launched by professional development supported and developed within the schedule for ongoing collaboration and implementation?
* How does the master schedule allow for intervention needs and tiered systems of support?
* How do we avoid scheduling conflicts in the provision of special services?
* Does the master schedule promote educator leadership?
* How could the schedule promote, improve, develop, and sustain an inclusive learning culture?

12 New Leaders Epic Program: Learning from High-Needs Schools Driving Achievement Gains: Block Scheduling: A Catalyst for Improving Teaching and Learning

##### Data Analysis

School-Wide Data

* What trends, strengths, and deficits are present in school-based data?
* If instructional data reflects a need for improved Tier 1 instruction in specific areas, does the master schedule address those needs by supporting targeted instruction?
* Where does school-wide data reflect the need for more intensive, tiered intervention?

Classroom Analysis

* What is the typical proportion of learners with diverse needs in the general education classroom—for example, students who are English language learners (ELLs), students with individualized education programs (IEPs), students at risk according to screeners for tiered support or other metrics?
* What is the ideal balance of needs in a general education classroom reflecting levels of needs informed by IEPs (i.e., low, moderate, high)?
* What is the ideal number of educators in a general education classroom at any one time? What is the maximum we can support?
* What resources, professional development, and ongoing support will be needed by educators in general education classrooms with a high proportion of student needs?

Educator Schedule Analysis

* On average, how many collaborative partnerships are our educators expected to maintain?
* What are our expectations relating to those partnerships? Is there an expectation and/or have staff been trained and supported in how to negotiate the collaborative partnerships such that clear roles and responsibilities are determined?
* What supports, resources, and structures can we offer to those educators?

#### Part 2: Developing an Inclusive School Schedule: Team Protocol

Use this tool to review master schedules for alignment with best practices for inclusion.

Instructional Leadership Team: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Purpose | Goals | Outcome |
| Leverage our schedule as a tool for creating, developing, and sustaining an inclusive learning culture. | The Instructional Leadership Team will be able to . . .   1. Analyze and inform the way in which our schedule impacts our inclusive learning culture 2. Prioritize scheduling decisions and adjustments 3. Create a master schedule to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction | List of priorities and considerations to support inclusive practice |

|  |
| --- |
| Essential Question |
| How can we change our schedule to create, develop, and sustain an inclusive learning culture? |

Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Duration | Details |
| Framing | 5 min | *Review the purpose, goals, and outcome of this meeting.*   * Define roles: note taker, timekeeper, facilitator, norm checker, and clarifier of understanding |
| Step 1 | 15 min | *Determine our school’s highest priority needs.*   * List priorities based on student data (e.g,. discipline referrals, student placement, graduation rates where applicable, screening information, district assessments, state assessments, and progress monitoring system data). |
| Step 2 | 20 min | *How do students spend time in our school?*   * How are students assigned to classes and courses? * How much time is spent on learning (minutes and percentages of overall time)? * Given our students performance in English language arts and mathematics, do we need to adjust the schedule to allow additional time in a targeted subject? * What type of groupings and program development can be incorporated to support students in a broad range of instructional needs (e.g., learning styles, intervention, remedial, specially designed instruction)? * How is educator time spent to maximize student learning outcomes? * How much time on learning is reflected in the schedule? * How much time is spent in co-planning, collaboration, and consultation with special education staff? |
| Step 3 | 10 min | *Set concrete goals that meet highest priority instructional and social-emotional needs.*   * What goals will we set to promote, develop, and sustain an inclusive learning environment? |
| Step 4 | 15 min | *Identify and evaluate options for accomplishing our goals.*   * List potential options for accomplishing goals from step 3. * List the pros and cons of each option named in step 3. * Establish a data-based system to prioritize goals and thereafter assess goal monitoring and achievement. |
| Step 5 | 15 min | *Create a strategy that creates a sustainable inclusive learning environment.*   * Reach consensus on which options (step 4) we will use to refine our schedule. * A protocol such as the [First to Five](https://www.beaverton.k12.or.us/depts/tchlrn/Music%20Task%20Force/Music%20Task%20Force%20Decision%20Strategy.pdf) strategy may be helpful. |
| Step 6 | 10 min | *Process reflection*   * What worked for us in this process? * What did not work for us in this process? * How can this process be improved? |

Inclusive Practice graphic with icons

Inclusive Practice Tool:  
Staff Feedback Discussion Protocol

A Resource for Supporting Inclusive Practice

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports](http://www.doe.mass.edu/edeval/guidebook/pbis.pdf), and [Social and Emotional Learning](http://www.doe.mass.edu/edeval/guidebook/sel.pdf). |



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.

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](http://www.doe.mass.edu/edeval/guidebook/2b-schadminrubric.pdf)
* **Tool 6c:** [Student Feedback Discussion Protocol](http://www.doe.mass.edu/edeval/guidebook/6c-studiscussion.pdf)
* **Tool 8d:** [What to Look For—School-Level Administrator](http://www.doe.mass.edu/edeval/guidebook/8d-observationschadmin.pdf)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

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.

### Usefulness of the Staff Feedback Tool Is Multifaceted

Similar to the [MA Model Staff Feedback Survey](http://www.doe.mass.edu/edeval/feedback/surveys.html), 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 |
| ***Question 1:***  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.   * 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: |
| ***Question 2:***  How does your administrator support developing instruction to meet diverse student needs?   * 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: |
| ***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** |
|  |

Inclusive Practice graphic with icons

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.

| Definition |
| --- |
| **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](https://www.cast.org/impact/universal-design-for-learning-udl), [Positive Behavioral Interventions and Supports,](#PBIS) and [Social and Emotional Learning.](#_Social_and_Emotional) |

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](#_Inclusive_Practice_Tool:_9)
* [**Tool 8a:** Superintendent Self-Assessment](#_Inclusive_Practice_Tool:_10)
* [**Tool 8b:** Master Schedule Review](#_Inclusive_Practice_Tool:_6)
* [Job-Embedded PD Planning Guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.pdf) and [Quick Tips for Guidebook PD](http://www.doe.mass.edu/edeval/guidebook/QuickPDTips.pdf)

###### **In Effective Inclusive School Communities . . .**

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

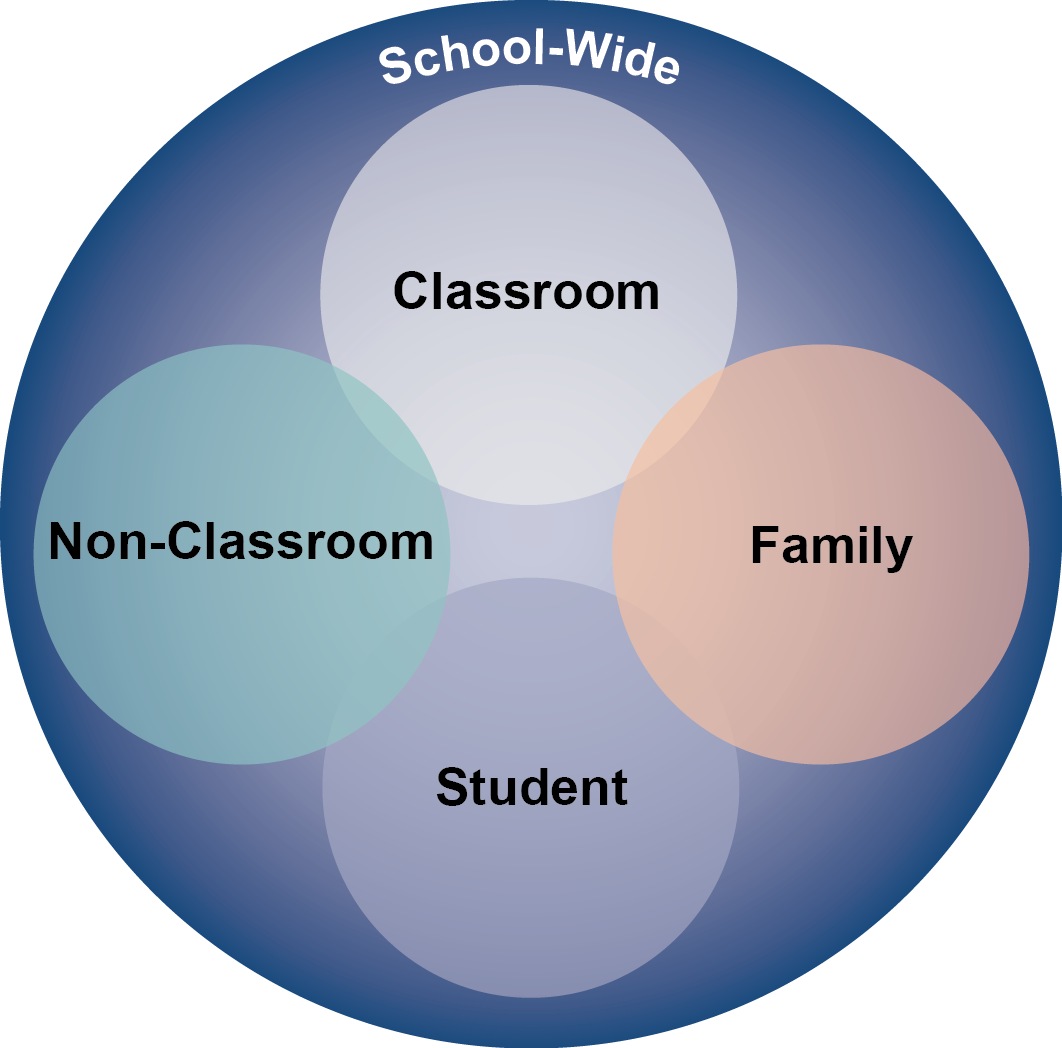
| Observation Notes |
| --- |
| Administrator Behaviors: |
| Staff Behaviors: |
| School Environment: |
| Reflection and Feedback |

# Positive Behavioral Interventions and Supports

###### 

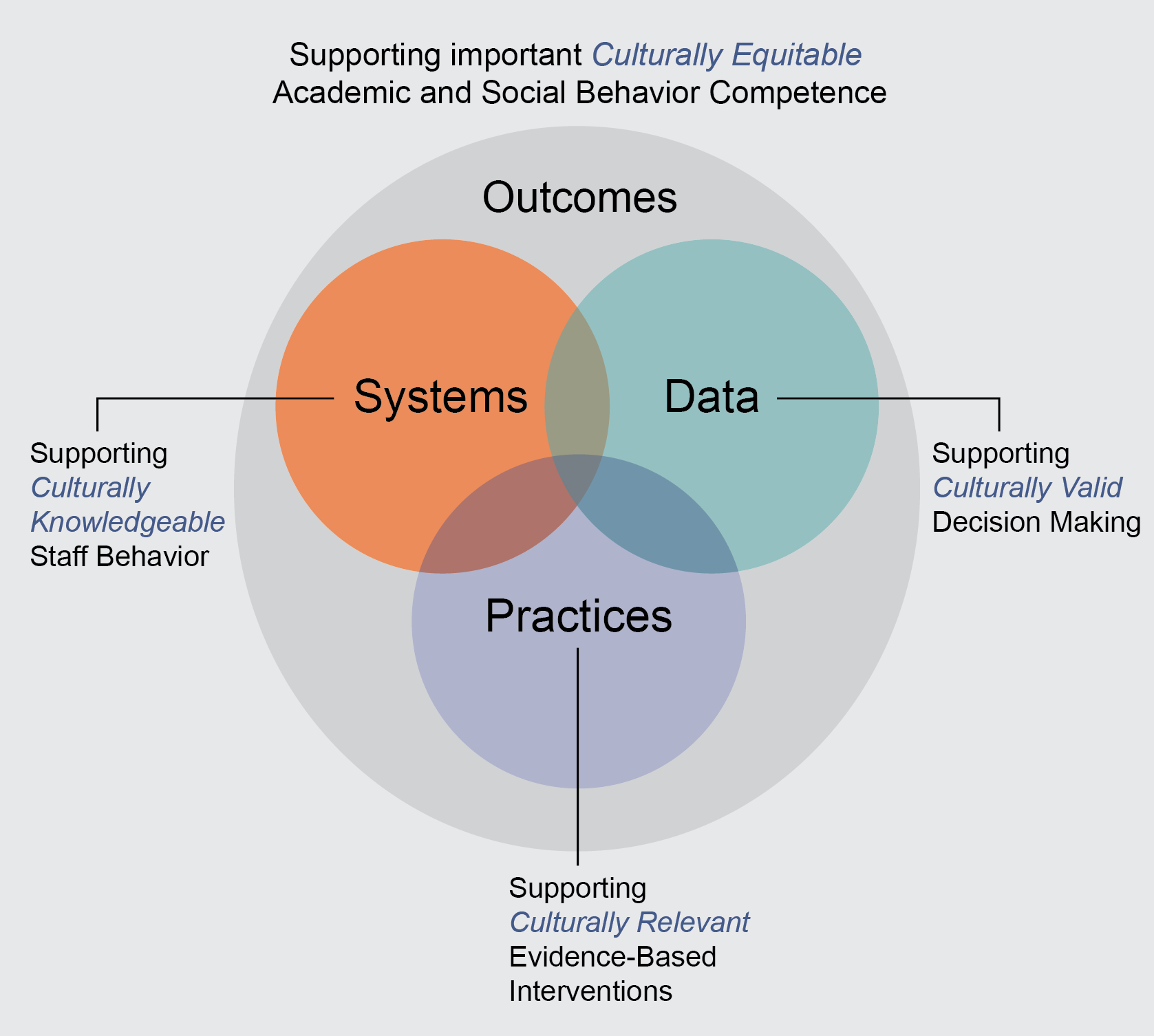
###### **What is PBIS?**

PBIS (positive behavioral interventions and supports) is a framework for organizing the implementation of evidence-based practices across a multi-tiered support system. PBIS focuses on making improvements in the school or classroom environment to ensure students will successfully meet social, behavioral, and academic standards.



###### **What is a systems approach?[13](#Footnote13)**

The PBIS framework emphasizes clear culturally equitable social behavior, academic, and school climate **outcomes** for *all* students. **Data** are used regularly to evaluate *student progress*, guide *culturally relevant decision making*, and monitor *implementation fidelity*. Culturally relevant evidence-based **practices** are selected according to alignment with the identified outcomes. **Systems** are built to support staff behavior and sustain implementation. These critical elements are addressed in school-wide, non-classroom, classroom, family, and individual student contexts. The PBIS framework also promotes the integration of school–family–community mental health services and other empirically supported approaches to effecting relevant school outcomes.

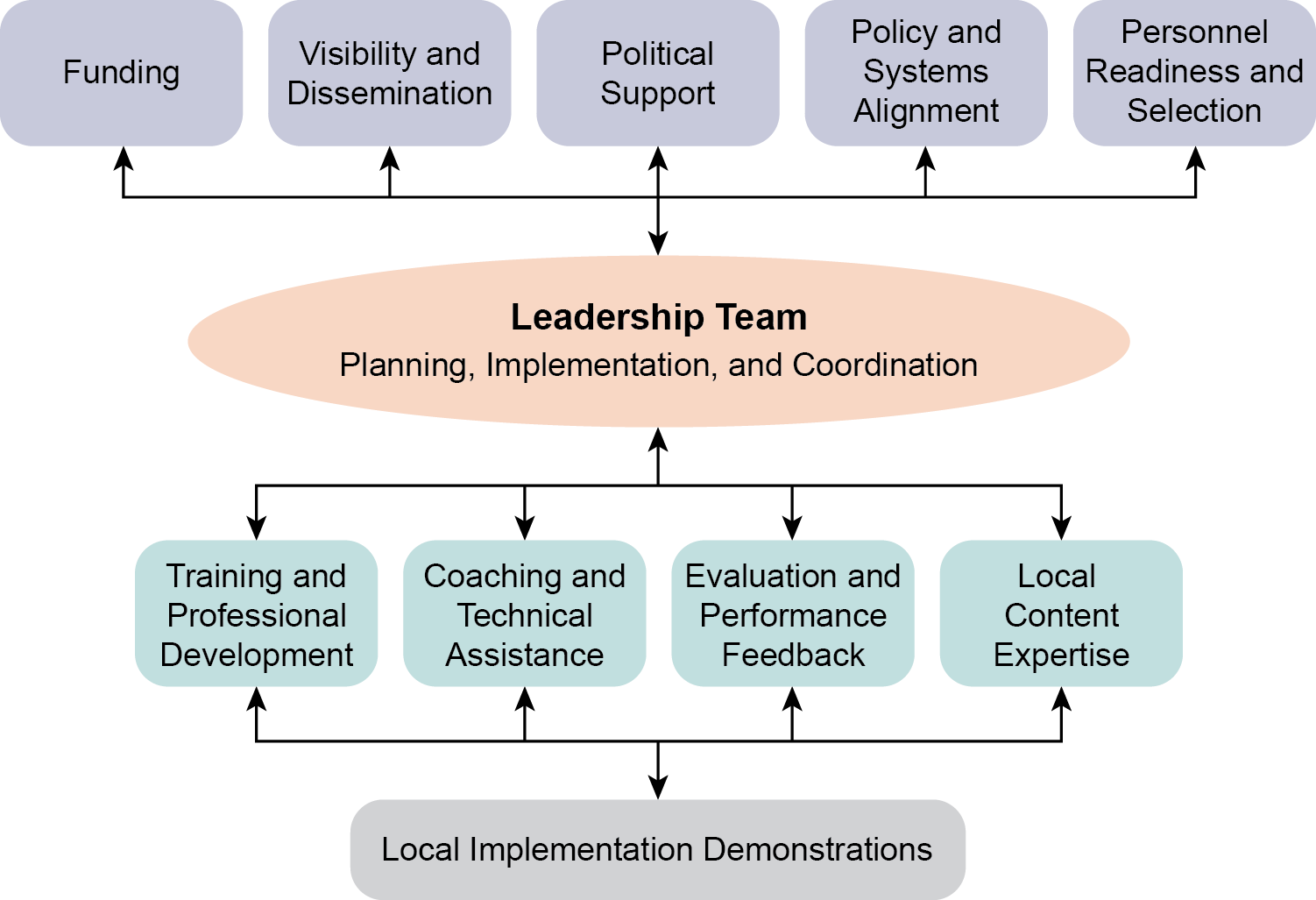


###### **A graphic of a pyramid represents this approach. The base of the pyramid is labeled "All" (encompassing primary prevention—school- and classroom-wide systems for all students, staff, and settings). The middle section is labeled "Some” (encompassing secondary prevention—specialized group systems for students with at-risk behavior); and the top is labeled “Few” (encompassing tertiary prevention—specialized individualized systems for students with high-risk behavior).What is a multi-tiered approach?**

The PBIS framework organizes supports within tiers. The primary prevention (Tier 1) applies to all staff, students, and settings and ensures *all* students have access **to culturally and contextually relevant evidence-based academic and social supports.** For groups of students who need additional supports in one or more areas, the secondary prevention (Tier 2) provides intensified instruction and support in addition to Tier 1 supports. Finally, for students who need additional support, the tertiary prevention (Tier 3) provides individualized and intensive supports.

###### **What does PBIS look like at state, district, and school levels?**

A leadership team coordinates state-, district-, and school-level PBIS implementation. This team provides **visibility**, garners **political support**, ensures adequate **funding** is available for implementation and scale-up, and works to align state or district **policy** with PBIS implementation logic. This team also works to **integrate and align** other academic or behavioral initiatives within the PBIS decision-making framework.



13 All graphics from [Positive Behavioral Interventions & Support, OSEP Technical Assistance Center](http://www.pbis.org/blueprint/implementation-blueprint): 2015, Portland, OR: OSEP Technical Assistance Center for Positive Behavioral Interventions & Support, University of Oregon. Reprinted by American Institutes for Research with permission from the author.

In addition, the team coordinates all **training**, **coaching,** and **evaluation** activities and provides **content expertise** to guide implementation. Local school and district demonstrations are developed, and implementation is scaled up across schools and districts over time.

###### **What does PBIS look like at the school-wide, classroom, and individual student levels?**

School-wide, class-wide, and individual student PBIS use the same logic and seek to improve the teaching, learning, and social environment to support student academic and behavioral success. All staff members and students (school-wide) or classroom teachers and students (class-wide) identify relevant academic, social, or behavioral **outcomes** and plan for **multi-tiered supports** across all school settings (school-wide) or routines and activities (class-wide). **Data** are used regularly to evaluate *student progress* across settings (school-wide) or routines and activities (class-wide), guide culturally relevant *decision making*, and monitor *implementation fidelity*. Contextually and culturally relevant evidence-based **practices** are selected based on alignment with the identified outcomes. **Systems** are built school-wide to support and sustain *teachers’ implementation* of these practices. Practices and supports for individual students follow the same multi-tiered logic of PBIS especially by prioritizing access to all opportunities available within the classroom and across all school settings. At this level, assessments, intervention planning, and implementation involve greater precision, engagement, and intensity. A function-based approach is used to develop and implement individual behavior plans, and a wraparound approach is taken to integrate family, community, and school supports.

Evidence-based behavior support includes the following key Tier 1 practices and features[14](#Footnote14)

|  |  |  |
| --- | --- | --- |
| School-Wide | Class-Wide | Individual Student |
| * Develop a positively stated social behavioral purpose statement * Post, define, teach, and encourage three to five positive school-wide expectations * Provide a continuum of procedures for responding to rule violations and reteaching prosocial alternatives * Use team-based decision making and implementation coordination * Use data-based decision making to monitor implementation fidelity and student progress | * Effectively design the physical environment of the classroom * Develop and teach predictable classroom routines * Post, define, and teach three to five positive classroom expectations * Actively engage students in observable ways with high rates of varied opportunities to respond, prompts, and active supervision * Acknowledge expected behavior with specific praise * Use brief, specific, instructional error corrections to correct inappropriate behaviors * Provide a continuum of supports to both support appropriate behavior and correct inappropriate behavior | * Use function-based assessment and behavior intervention planning * Select and implement evidence-based and individualized behavioral practices * Conduct comprehensive and universal screening for risk and strengths * Continuously monitor progress * Use team-based decision making and implementation coordination * Use data-based decision making to monitor implementation fidelity and student progress |

14 Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). A review of evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31,* 351–380*.*

# Social and Emotional Learning

According to [Collaborative for Academic, Social, and Emotional Learning](http://www.casel.org/), Social and Emotional Learning (SEL) is the process of developing students’ and adults’ social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. CASEL identifies five social and emotional competencies, each of which is composed of multiple skills and abilities (see Figure 1; CASEL, 2015).[15](#Footnote15)

To achieve the development of the whole child requires teachers with distinctive knowledge and skills. Through a systematic process described in the research-to-practice brief, Yoder (2013)[16](#Footnote16) identified a working set of 10 teaching practices that promote SEL as well as high standards for academic learning (see Figure 2).

Figure 1. Social and Emotional Core Competencies



When teachers enact and students participate in these teaching practices, students and teachers are able to develop their social and emotional skills and apply these skills to create a more productive and supportive schooling experience. To learn more about SEL, see the [Massachusetts Department of Elementary and Secondary Education Guidelines on Implementing SEL Curricula.](http://www.doe.mass.edu/bullying/SELguide.pdf)

Figure 2. 10 Teaching Practices That Promote SEL

15 [Collaborative for Academic, Social, and Emotional Learning](http://www.casel.org/social-and-emotional-learning/core-competencies). (2015). *Social and emotional learning core competencies.* Chicago, IL: Author.

16 Yoder, N. (2013). [*Teaching the whole child: Instructional practices that promote social and emotional learning in three instructional frameworks*](http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)*.* Washington, DC: Center on Great Teachers and Leaders.

1. [Massachusetts State Equity Plan](http://www.doe.mass.edu/educators/equitableaccess/) [↑](#footnote-ref-1)
2. For a comprehensive analysis of special education in Massachusetts, see [Reports by Dr. Thomas Hehir and Associates](http://www.doe.mass.edu/sped/2012/0412sped.html). [↑](#footnote-ref-2)
3. The contents of this resource were developed under the Race to the Top grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government. [↑](#footnote-ref-3)
4. These Power Elements were identified by Massachusetts stakeholders as being most directly related to successful inclusive instruction. They may provide a useful frame for conversation around inclusive practices. They do not represent a narrowing of the Model Rubrics on the part of ESE, nor should they necessarily supplant focus elements that districts have identified as most aligned with their priorities. [↑](#footnote-ref-4)
5. These Power Elements were identified by Massachusetts stakeholders as being most directly related to successful inclusive instruction. They may provide a useful frame for conversation around inclusive practices. They do not represent a narrowing of the Model Rubrics on the part of ESE, nor should they necessarily supplant focus elements that districts have identified as most aligned with their priorities. [↑](#footnote-ref-5)
6. Hehir et al, [Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report](http://www.doe.mass.edu/sped/hehir/http:/www.doe.mass.edu/sped/hehir/); 2014 [↑](#footnote-ref-6)
7. Professional Development Points [↑](#footnote-ref-7)
8. [Job Embedded PD Issue Brief](http://www.gtlcenter.org/sites/default/files/docs/JEPD%20Issue%20Brief.pdf) citation (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009) [↑](#footnote-ref-8)
9. Ibid citation (Hawley & Valli, 1999; National Staff Development Council, 2010). [↑](#footnote-ref-9)
10. TNTP, [The Mirage](http://tntp.org/assets/documents/TNTP-Mirage_2015.pdf), 2015 [↑](#footnote-ref-10)
11. Other group reading options include: '[Save the Last Word for Me?"](http://www.nsrfharmony.org/system/files/protocols/save_last_word_0.pdf), good for short texts and can be combined with a jigsaw for multiple texts, and a '[Silent Conversation](https://www.facinghistory.org/resource-library/teaching-strategies/big-paper-silent-conversation) Carousel' approach for short texts. [↑](#footnote-ref-11)
12. Massachusetts Task Force on the Evaluation of Teachers and Administrators. (2011, March). *Building a breakthrough framework for educator evaluation in the Commonwealth.* Malden, MA: Massachusetts Department of Elementary and Secondary Education. [↑](#footnote-ref-12)
13. MA DESE, Educator Effectiveness Guidebook for Inclusive Practice; 2015 [↑](#footnote-ref-13)
14. Hehir et al, Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report; 2014 [↑](#footnote-ref-14)
15. Bill & Melinda Gates Foundation. (2012). *Asking students about teaching: Student perception surveys and their implementation.* Retrieved from <http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf>;   
      
    Bill & Melinda Gates Foundation. (2012). *Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains.* Retrieved from [http://www.metproject.org/downloads/MET\_Gathering\_Feedback\_Practioner\_Brief.pdf](http://www.metproject.org/downloads/MET_Gathering_Practitioner_Brief.pdf) [↑](#footnote-ref-15)
16. Buzick, H. & Jones, N. (forthcoming). Using test scores from students with disabilities in teacher evaluation. *Educational Measurement: Issues and Practice* [↑](#footnote-ref-16)
17. Image and descriptions from http://www.casel.org/social-and-emotional-learning/core-competencies. [↑](#footnote-ref-17)
18. [Callahan, R. (2005)](http://www.researchgate.net/profile/Rebecca_Callahan/publication/250184959_Tracking_and_High_School_English_Learners_Limiting_Opportunity_to_Learn/links/0c96053cd25268ebcc000000.pdf). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal, 42,* 305–328. [↑](#footnote-ref-18)