

Guidebook for Inclusive Practice

Job-Embedded PD Planning Guide

Introduction

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.¹ To support these efforts, ESE has developed the [Educator Effectiveness Guidebook for Inclusive Practice](#) as a set of tools for collaboration and professional development. This document offers a potential path for a 15 PDP² professional development plan around inclusive practice.

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

Foundations for Inclusive Practice

Three evidence-based frameworks anchor the tools of the Guidebook:

- [Universal Design for Learning](#) (UDL)
- [Positive Behavior Interventions and Supports](#) (PBIS)
- [Social-Emotional Learning](#) (SEL)

Job-Embedded Professional Development

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 learning³. In this model, PD is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice.⁴ 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.⁵ 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.

¹ Hehir et al, [Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report](#); 2014

² Professional Development Points

³ [Job Embedded PD Issue Brief](#) citation (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009)

⁴ Ibid citation (Hawley & Valli, 1999; National Staff Development Council, 2010).

⁵ TNTP, [The Mirage](#), 2015

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	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 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)	<ul style="list-style-type: none"> Power Elements for Inclusion: Self-Assessment Case Study Goals for Discussion 	What to Look For: <ul style="list-style-type: none"> Classroom Administrator Feedback 	Lesson Plan Review Tool <ul style="list-style-type: none"> Lesson Plan Review Example Artifact List 	Common Assessments <ul style="list-style-type: none"> Accessibility Review Measuring Growth 	Student feedback tools: <ul style="list-style-type: none"> Discussion protocol Alignment with the Model Survey, Alternate forms of feedback

To offer suggestions, pose questions, or receive updates, please email EducatorEvaluation@doe.mass.edu.