Inclusive Practice Tool:
Principal Self-Assessment

Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for **all students,** with and without disabilities, in general education settings.

To support inclusive practice, the tools of this *Guidebook* are based on the frameworks of Universal Design for Learning, Positive Behavioral Interventions and Supports, and Social and Emotional Learning.

How do I use this tool?

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
- Finally, check the Job-Embedded PD Planning Guide and Quick Tips for Guidebook PD

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*** 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

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](#) *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](#)

What are my areas of strength around inclusive practice?

What aspects of [Social Emotional Learning](#) do I want to develop this year?

What aspects of [Positive Behavior Interventions and Supports](#) do I want to develop this year?

What aspects of [Universal Design for Learning](#) 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 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	
	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. ● 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	
	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:	Yes/no/partial	

Standard	Element	Inclusive Practice	In Place Status: (circle one)	Notes
Standard II: Management and Operations	*Student Safety, Health, and Social and Emotional Needs (II-A-3)*	● 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	
	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	
Standard III: Family and Community Engagement	*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	

Standard	Element	Inclusive Practice	In Place Status: (circle one)	Notes
	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	*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	