

Inclusive Practice Tool: Massachusetts School-Level Administrator Rubric Resource

A RESOURCE FOR SUPPORTING INCLUSIVE PRACTICE

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

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

How do I use this tool?

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](#)
- **Tool 8c:** [Staff Feedback Discussion Protocol](#)
- **Tool 8d:** [What to Look For—School-Level Administrator](#)

| Indicator | Annotated Description (Examples of the Indicator in Inclusive Practice) |
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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.

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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.

| Indicator | Annotated Description (Examples of the Indicator in Inclusive Practice) |
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| <p>I-C. Assessment (continued)</p> <ul style="list-style-type: none"> ■ Variety of Assessments ■ Adjustment to Practice | <ul style="list-style-type: none"> ■ 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. |
| <p>I-D. Evaluation</p> <ul style="list-style-type: none"> ■ Educator Goals ■ Observations and Feedback ■ Ratings ■ Alignment Review | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |

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| <p>I-E. Data-Informed Decision Making</p> <ul style="list-style-type: none"> ■ Knowledge and Use of Data ■ School and District Goals ■ Improvement of Performance Effectiveness and Learning | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |
| <p>I-E. Data-Informed Decision Making (continued)</p> | <ul style="list-style-type: none"> ■ 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. |

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| <p>II-A. Environment</p> <ul style="list-style-type: none"> ■ Plans, Procedures, and Routines ■ Operational Systems ■ Student Safety, Health, and Social and Emotional Needs | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |

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| <p>II-B. Human Resources Management</p> <ul style="list-style-type: none"> ■ Recruitment and Hiring Strategies ■ Induction, Professional Development, and Career Growth Strategies | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |
| <p>II-C. Scheduling and Management Information Systems</p> <ul style="list-style-type: none"> ■ Time for Teaching and Learning ■ Time for Collaboration | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |
| <p>II-D. Laws, Ethics, and Policies</p> <ul style="list-style-type: none"> ■ Laws and Policies ■ Ethical Behavior | <p>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.</p> |

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| <p>II-D. Laws, Ethics, and Policies (Continued)</p> <ul style="list-style-type: none"> ■ Laws and Policies ■ Ethical Behavior | <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |
| <p>II-E. Fiscal Systems</p> <ul style="list-style-type: none"> ■ Fiscal Systems | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |
| <p>III-A. Engagement</p> <ul style="list-style-type: none"> ■ Family Engagement ■ Community and Business Engagement | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |

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| <p>III-B. Sharing Responsibility</p> <ul style="list-style-type: none"> ■ Student Support ■ Family Collaboration | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |
| <p>III-C. Communication</p> <ul style="list-style-type: none"> ■ Two-Way Communication ■ Culturally Proficient Communication | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |

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| <p>III-D. Family Concerns</p> <ul style="list-style-type: none"> ■ Family Concerns | <p>Addresses family concerns in an equitable, effective, and efficient manner.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |
| <p>IV-A. Commitment to High Standards</p> <ul style="list-style-type: none"> ■ Commitment to High Standards ■ Mission and Core Values ■ Meetings | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |
| <p>IV-B. Cultural Proficiency</p> <ul style="list-style-type: none"> ■ Policies and Practices | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |

| Indicator | Annotated Description (Examples of the Indicator in Inclusive Practice) |
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| <p>IV-C. Communication</p> <ul style="list-style-type: none"> ■ Communications Skills | <p>Demonstrates strong interpersonal, written and verbal communication skills. Communicates regularly with stakeholders using audience-specific communication skills.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ Engages with stakeholders at all levels to promote and encourage a shared vision of inclusivity and differentiated supports. |
| <p>IV-C. Communication (continued)</p> <ul style="list-style-type: none"> ■ Communications Skills | <ul style="list-style-type: none"> ■ 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. |
| <p>IV-D. Continuous Learning</p> <ul style="list-style-type: none"> ■ Continuous Learning of Staff ■ Continuous Learning of Administrator | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |
| <p>IV-E. Shared Vision</p> <ul style="list-style-type: none"> ■ Shared Vision Development | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |

| Indicator | Annotated Description (Examples of the Indicator in Inclusive Practice) |
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| <p>IV-F. Managing Conflict</p> <ul style="list-style-type: none"> ■ Response to Disagreement ■ Conflict Resolution ■ Consensus Building | <p>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.</p> <p>Examples of inclusive leadership practice:</p> <ul style="list-style-type: none"> ■ 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. |