Inclusive Practice Tool: Self-Assessment Form

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, 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
- **Tool 2b:** Massachusetts School-Level Administrator Rubric Resource
- **Tool 2c:** Massachusetts Superintendent Rubric Resource
- Finally, check the Job-Embedded PD Planning Guide and Quick Tips for Guidebook PD

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

- ■ 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 *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

- 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: Self-Assessment with Power Elements

Standard	Element	Proficient Descriptor and Inclusive Practice Examples	In Place Status: (circle one)	Notes
Standard I: I: Curriculum , Planning, and Assessment	*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**	
	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. ● 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**	

Standard	Element	Proficient Descriptor and Inclusive Practice Examples	In Place Status: (circle one)	Notes
	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: Teaching All Students	*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. ● 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**	
	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	**Yes/no/partial**	

Standard	Element	Proficient Descriptor and Inclusive Practice Examples	In Place Status: (circle one)	Notes
		classroom climate that is sensitive to individual learner profiles ● Creates a nonthreatening, positive, and academically rigorous atmosphere and integrated with other important initiatives		
	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	*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**	
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	Element	Proficient Descriptor and Inclusive Practice Examples	In Place Status: (circle one)	Notes
Standard IV: Professional Culture	*Shared Responsibility (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**	