

Inclusive Practice Tool: Lesson Plan Artifact Review

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 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](#). 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](#)
 - Tool 5b: [Example Artifact List](#)
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Power Element	My lesson plan(s) employ the following practices and strategies (<i>check all that apply</i>):	Self-Reflection 1. <i>How do I demonstrate these practices?</i> 2. <i>Why do I implement these practices? What outcomes do they lead to?</i> 3. <i>What can I do to better implement these practices with fidelity?</i>
<i>Child and Adolescent Development (I-A-2)</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Activates background or prior knowledge before teaching new information <input type="checkbox"/> Highlights the big ideas and essential questions of the lesson and unit <input type="checkbox"/> Provides clear academic expectations with examples <input type="checkbox"/> Teaches and implements clear behavioral expectations appropriate to students' ages <input type="checkbox"/> Supports organizational needs of students by providing tools and examples <input type="checkbox"/> Facilitates student management of information and resources in an age-appropriate way <input type="checkbox"/> Ensures behavioral and academic expectations are not too advanced or basic for the level of student development 	
<i>Variety of Assessment Methods (I-B-1)</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Provides students with choices in how they demonstrate knowledge, including alternate assessments if required <input type="checkbox"/> Uses a variety of formative, low-stakes assessments to demonstrate students' understanding of lesson or unit objectives <input type="checkbox"/> Varies methods of student responses <input type="checkbox"/> Provides opportunities for students to demonstrate use of content and academic language <input type="checkbox"/> Encourages students to self-assess and reflect on growth <input type="checkbox"/> Uses rubrics when appropriate to explain expectations <input type="checkbox"/> Uses authentic assessments that target individual student goals <input type="checkbox"/> Implements summative assessments that demonstrate students' growth over time <input type="checkbox"/> Leverages technology to ensure student access to content and means to demonstrate knowledge 	

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<i>Adjustment to Practice (I-B-2)</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses previous assessments to determine goals and objectives <input type="checkbox"/> Identifies specific interventions to differentiate instruction and allow for multiple means of representation and expression <input type="checkbox"/> Uses formative and informal assessments to guide instruction <input type="checkbox"/> Adapts instruction based on formative assessments <input type="checkbox"/> Provides regular check-ins for comprehension <input type="checkbox"/> Revisits lesson or unit objectives at the end of a lesson with a focus on the fidelity of implementation 	
<i>Meeting Diverse Needs (II-A-3)</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures students' practice and use of content and academic language <input type="checkbox"/> Gives an opportunity for students to access all four domains of language (reading, writing, listening, speaking) <input type="checkbox"/> Provides a variety of ways for students to access new content <input type="checkbox"/> Explicitly teaches and models skills and strategies prior to independent practice <input type="checkbox"/> Encourages connections to students' personal and academic experiences <input type="checkbox"/> Provides students with adequate processing time <input type="checkbox"/> Supports organizational and executive functioning <input type="checkbox"/> Provides students access to organizational and assistive technology tools to support different learning needs <input type="checkbox"/> Provides tiered supports to students on the basis of need 	

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<i>Safe Learning Environment (II-B-1)</i>	<input type="checkbox"/> Teaches classroom behavioral expectations <input type="checkbox"/> Teaches expected student behaviors directly and acknowledges them regularly <input type="checkbox"/> Develops an environment that supports ongoing positive behavior <input type="checkbox"/> Organizes classroom to support collaboration, behavioral expectations, and learning <input type="checkbox"/> Creates a positive and inviting classroom environment appropriate for the students' ages <input type="checkbox"/> Fosters student collaboration and communication <input type="checkbox"/> Uses mastery-oriented feedback that emphasizes effort and practice <input type="checkbox"/> Promotes expectations and beliefs that optimize motivation <input type="checkbox"/> Facilitates personal coping skills and strategies <input type="checkbox"/> Develops opportunities for students to feel successful <input type="checkbox"/> Ensures transitions are structured and expectations are clear	
<i>Access to Knowledge (II-D-3)</i>	<input type="checkbox"/> Optimizes individual choice and autonomy <input type="checkbox"/> Provides scaffolding for struggling students <input type="checkbox"/> Meets students' needs for assistive technology (e.g., text to speech options) <input type="checkbox"/> Encourages students' voices and opinions <input type="checkbox"/> Uses strategic questioning to foster students' critical thinking skills and capacity to make inferences	

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<i>Two-Way Communication (III-C-1)</i>	<input type="checkbox"/> Collects feedback from families regularly to identify classroom needs <input type="checkbox"/> Communicates with families regularly through a variety of methods, including telephone, electronic, and paper-based methods <input type="checkbox"/> Invites parents and family members to participate in student learning <input type="checkbox"/> Learns about student preferences and interests through communication with students, parents, and family members	
<i>Reflective Practice (IV-A-1)</i>	<input type="checkbox"/> Reflects on instruction and how to make the classroom more inclusive, by, for example, filling out this reflection form <input type="checkbox"/> Reviews lessons and interventions to determine research base <input type="checkbox"/> Implements student feedback regularly and strategically to make adjustments to practice	
<i>Shared Responsibility (IV-E-1)</i>	<input type="checkbox"/> Communicates with other educators (e.g., counselors, special education teachers, social workers) to support students and implement accessible instruction and positive behavior supports <input type="checkbox"/> Collaborates with colleagues to implement accessible instruction strategies and positive behavior supports school wide <input type="checkbox"/> Discusses student needs and progress with colleagues in professional learning communities <input type="checkbox"/> Works to improve school culture and ensure the school is a welcoming place to all students	