Inclusive Practice Tool:
Example Artifact List

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?

Artifacts are a form of evidence that educators can use to tell the story of their classrooms and showcase their instructional practices. The Example Artifact List is designed to support educators in the process of gathering artifacts, while strengthening inclusive practices. This tool will also aid in the process of providing authentic evidence within the educator evaluation cycle.

Directions: Classroom educators can use this tool when compiling artifacts 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 2a:** Massachusetts Classroom Teacher Rubric Resource
- **Tool 4a:** What to Look For—Observations
- **Tool 4b:** What to Look For—Observation Feedback
- **Tool 5a:** Lesson Plan Artifact Review
- **Tool 6d:** Alternative Strategies to Obtain Student Feedback

Power Element	Example Artifacts to Support Best Practices in Accessible Instruction and Positive Behavior Supports
Child and Adolescent Development (I-A-2)	■ Lesson materials that provide students with information in a variety of modalities ■ Assignments or activities that activate prior knowledge ■ Templates or graphic organizers used to assist processing, visualization, and manipulation of information ■ Lessons that reflect a balance of collaborative learning and direct instruction ■ Lessons that offer students choices of how they demonstrate mastery ■ Lessons that incorporate competence building (e.g., modeling, practicing, feedback, and coaching) ■ Behavioral data collection tools (e.g., ABC charts, frequency counts, momentary time sampling)
Variety of Assessment Methods (I-B-1)	■ Templates for student self-assessment, self-reflection, goal setting, and progress monitoring ■ Observation checklist for informal assessments (academic, behavioral, social-emotional) ■ Assessments that have options for multiple forms of expression such as presentations, posters, and essays ■ Assessments with options for paper-and-pencil or computer-based tasks ■ Exit slips, with details of how responses were used to adjust instruction ■ Peer conferencing form or peer feedback sheet used by students to provide feedback to peers ■ Alternative assessments and work samples, including those aligned with IEPs
Adjustment to Practice (I-B-2)	■ Data charts to monitor progress across a variety of assessments in a specific area ■ A whole-classroom improvement goal to support specific areas of focus and recognize or celebrate improvements (e.g., project based, social-emotional, behavioral improvements) ■ Multiple examples of student annotated work ■ Graphs and charts showing progress over time ■ Process portfolios ■ Review of practice to assess fidelity of implementation

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Meeting Diverse Needs **(II-A-3)**	■ Identified flexible small instructional groupings and flexible partners or pairings that are regularly used ■ Lessons involving cooperative groupings ■ Tiered interventions that offer varying levels of support to students based on need ■ Goal setting sheets used to develop collective accountability and individual accountability ■ Timelines to guide appropriate goal setting ■ Lessons that include the use of technology (e.g., assistive devices, computers, projectors, laptops, tablets) ■ Note-taking templates provided to students that can be accessed in multiple ways (e.g., computer, tablet, paper) ■ Special education tracking data and IEP progress reports
Safe Learning Environment **(II-B-1)**	■ Posted daily schedule or schedule of use of centers or stations—explicitly taught then reinforced using an acknowledgment system ■ Posted positively stated behavioral expectations—explicitly taught then reinforced using an acknowledgment system ■ Classroom recognition system to provide positive reinforcement for expected and modeled behaviors ■ A bulletin board or visual of the shared norms and values of the classroom ■ Reflection form or checklist for students to reflect on their assignments (self-assessment) ■ Class schedule that offers and allows for a variety of whole-class, small-group, partner, and individual instructional options
Access to Knowledge **(II-D-3)**	■ Templates or graphic organizers used to assist processing, visualization, and manipulation of information ■ Nonlinguistic supports such as pictures or videos to support instruction ■ Use of text-to-speech options to allow students multiple ways to gain knowledge and demonstrate their mastery ■ Visual imagery to activate prior knowledge ■ Templates to provide examples and non-examples to build vocabulary ■ Checklists, organizers, sticky notes, electronic reminders ■ Use of analogy or metaphor and dramatization to imbed new ideas into familiar ideas ■ Visual schedule or routine with variations in pacing of tasks

Power Element	Example Artifacts to Support Best Practices in Accessible Instruction and Positive Behavior Supports
Two-Way Communication (III-C-1)	■ Parent or guardian survey at the beginning of the year to determine preferred forms of communication ■ Biweekly or monthly e-mails to families sharing class updates and tips for reinforcing lessons at home ■ E-mail or phone log documenting conversations regarding student performance ■ E-mails or notices in families' native languages ■ Log of efforts made to ensure that meetings and calls were conducted in families' home languages (e.g., using interpreters) ■ Agenda from a parent, family, and teacher meeting (e.g., PTO) during which the educator made a presentation or facilitated a discussion
Reflective Practice (IV-A-1)	■ Teacher reflection: What worked well? What is an area in need of improvement? ■ Student reflection: What worked well? What is an area in need of improvement? ■ Lesson or intervention reflection: Was this lesson research based? How do I know? ■ Meeting agenda documenting efforts to share strategies for reflection at faculty, grade-level, or department meetings ■ Classroom contract or behavioral strategy implemented in classroom and shared with colleagues via e-mail or at faculty, grade-level, or department meeting ■ Student surveys to gather actionable feedback about inclusive practice ■ Inclusive Practice Tool 5a: Lesson Plan Artifact Review
Shared Responsibility (IV-E-1)	■ Lesson plans that target school-wide initiatives and best practices ■ Lesson or unit plans that culminate in a school-wide or grade-level demonstration or product (e.g., mural, collage, science fair, etc.) ■ Collaborative meeting notes to discuss specific areas of strength and areas in need of improvement with action plan (academic, behavioral, social-emotional) ■ Action plans for school-wide positive behavior celebrations ■ School-wide character education texts, assignments, or activities ■ Correspondence with families to introduce interdisciplinary initiatives or events