Inclusive Practice Tool:
Superintendent Self-Assessment

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 designed to assist superintendents or district leadership teams in self-assessment regarding the adoption and implementation of district-wide inclusive practice. It aligns inclusive practice at the district level with nine *Power Elements for Inclusive Practice* from the Massachusetts Model Superintendent Rubric. The inclusive practice column contains a set of possible district systems that may be helpful in providing examples of effective support to educators and students.

Directions: Superintendents or **district leadership teams** can use this tool to conduct a self-assessment relating to inclusive practice. When used in conjunction with the tools listed below, this tool can provide for a powerful self-assessment of district support for inclusive practice.

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 2c:** Massachusetts Superintendent 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.

Superintendent 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)*	District curriculum accommodation plan is implemented with fidelity.	**Yes/no/partial**	
		District curriculum accommodation plan is regularly reviewed and updated if needed.	**Yes/no/partial**	
	Diverse Learners' Needs (I-B-3)	Clearly established tiered systems of instructional intervention and support.	**Yes/no/partial**	
		Consistent implementation strategy for tiered systems of support across multiple school buildings. Implementation fidelity and outcome measures are regularly reviewed.	**Yes/no/partial**	
		Implementation of strategies for tiered systems that are measured for fidelity of implementation as well as academic and behavioral outcomes.	**Yes/no/partial**	
	Variety of Assessments (I-C-1)	Regular, comprehensive review of assessments for accessibility and universal design principles.	**Yes/no/partial**	
Standard II: Management and Operations	*Student Safety, Health, and Social and Emotional Needs (II-A-3)*	Clearly established tiered systems of behavioral intervention and support.	**Yes/no/partial**	
		Consistent implementation strategy across multiple school buildings. Implementation fidelity and outcome measures are regularly reviewed (for example, using the SWPBIS Tiered Fidelity Inventory).	**Yes/no/partial**	

Standard	Element	Inclusive Practice	In Place Status: (circle one)	Notes
	Time for Teaching and Learning (II-C-1)	Student services are systematically embedded, where appropriate, within general education programming.	**Yes/no/partial**	
		Multi-tiered systems of support are aligned and integrated with other important initiatives.	**Yes/no/partial**	
	Fiscal Systems (II-E-1)	Funding structures are designed to provide support services on the basis of student need.	**Yes/no/partial**	
Standard III: Family and Community Engagement	*Student Support (III-B-1)*	Community-based partnerships are established that provide vital services to students and families.	**Yes/no/partial**	
		Policies and procedures for transition planning and services are well established and used with fidelity.	**Yes/no/partial**	
Standard III: Family and Community Engagement (continued)	*Family Collaboration (III-B-2)*	Relationships with Parent Advisory Councils are supported by clearly defined processes for communication and collaboration.	**Yes/no/partial**	
		Student learning experience is reviewed to ensure equitable access to excellent educators for all student populations.	**Yes/no/partial**	
Standard IV: Professional Culture	*Shared Vision Development (IV-E-1)*	School Councils are involved in assessing school culture relating to tolerance and respect for all groups.	**Yes/no/partial**	
		Recruitment strategies for School Council and other advisory groups are strategically designed to be inclusive of community demographics.	**Yes/no/partial**	
		Statement of Inclusive Philosophy has been collaboratively developed by appropriate stakeholders (e.g., Taunton Public Schools).	**Yes/no/partial**	