

Inclusive Practice Tool: WHAT TO LOOK FOR—School-Level Administrator



A RESOURCE FOR SUPPORTING INCLUSIVE PRACTICE

Power Elements for Inclusion

Identified by Massachusetts stakeholders as being most directly related to successful inclusive instruction. Elements within Standards I and II below are observable.

Standard I: Instructional Leadership

Diverse Learner's Needs

Lesson Development Support

Diverse Learner's Needs

Standard II: Management and Operations

Variety of Assessments

Student Safety, Health, and Social and Emotional Needs

Standard III: Family and Student Engagement

Time for Teaching and Learning

Student Support

Standard IV: Professional Culture

Shared Vision Development

Family Collaboration

This tool—a supplement for principal evaluation—is designed to identify, reinforce, and support leadership practice in inclusive school communities. This tool is a guide to discussion and reflection more than a list of readily observable practices.

How do I use this tool?

Directions: **Building administrators** and **school-based leadership teams** can use this tool to self-assess on inclusive practice. **Superintendents** can use this tool to conduct conversations about a school's enacted inclusive behaviors and to frame feedback to building administrators. **Building administrators** can use this tool as a school-wide diagnostic tool at the beginning of the year to inform decisions about school-wide initiatives, goals, and professional development priorities.

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](#).

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 2b:** [Massachusetts School-Level Administrator Rubric Resource](#)
- **Tool 8a:** [Superintendent Self-Assessment](#)
- **Tool 8b:** [Master Schedule Review](#)

In Effective Inclusive School Communities . . .

The Leader Will Be . . .	The Staff Will Be . . .	The School Environment Will . . .
<ul style="list-style-type: none"> ■ Supporting teaching approaches that address the needs of diverse learners ■ Establishing and maintaining tiered systems of positive behavior supports ■ Creating and maintaining a master schedule that prioritizes inclusive placement of students when appropriate ■ Creating and maintaining a master schedule that makes strategic use of educator time ■ Modeling and supporting well-structured lessons for educators ■ Modeling instruction in social-emotional learning skills ■ Providing tools and supports to ensure that educators use a variety of assessments ■ Engaging with stakeholders at all levels to promote and encourage a shared vision of inclusivity and differentiated supports ■ Interacting with individual students, demonstrating awareness of diverse backgrounds and academic profiles ■ Communicating with parents and families regularly, effectively, and with cultural sensitivity ■ Providing positive reinforcement and motivators 	<ul style="list-style-type: none"> ■ Providing options for student engagement, persistence, and self-regulation ■ Presenting curriculum content through multiple means and providing scaffolds and support for metacognitive processing ■ Conducting frequent checks for student understanding ■ Providing clear academic objectives and behavioral expectations ■ Demonstrating a shared accountability for all students ■ Collaborating actively during instruction when other adults are in the room ■ Modeling and reinforcing positive behavioral expectations ■ Using data and student response to differentiate instruction and support ■ Providing multiple options and supports to facilitate a language-rich environment ■ Creating a nonthreatening, positive, and academically rigorous atmosphere ■ Providing positive reinforcement and motivators 	<ul style="list-style-type: none"> ■ Support a variety of tasks and learning formats ■ Be safe and respectful of all cultures and backgrounds ■ Be rich with connections to student experience and interest ■ Clearly display expectations, rules, and routines ■ Be conducive to collaboration and group work ■ Use clear and effective displays of information (i.e., tools, resources, prompts) ■ Allow for smooth physical movement of students and educators ■ Be clean and inviting ■ Be strategic to meet the needs of all learners ■ Demonstrate a school-wide commitment to providing a positive social-emotional culture

Observation Notes

Administrator Behaviors:

Staff Behaviors:

School Environment:

Reflection and Feedback