Introduction
In Massachusetts, a student with a learning disability who is educated in a full inclusion setting is nearly five times as likely to graduate on time as one who is educated in a substantially separate setting. On the whole, students with disabilities who have full inclusion placements appear to outperform similar students who are not included to the same extent in general education classrooms.\(^1\) To support these efforts, ESE has developed the Educator Effectiveness Guidebook for Inclusive Practice as a set of tools for collaboration and professional development. This document offers a potential path for a 15 PDP\(^2\) professional development plan around inclusive practice.

**Foundations for Inclusive Practice**
Three evidence-based frameworks anchor the tools of the Guidebook:
- Universal Design for Learning (UDL)
- Positive Behavior Interventions and Supports (PBIS)
- Social-Emotional Learning (SEL)

**Job-Embedded Professional Development**
Job-embedded professional development refers to teacher learning grounded in day-to-day practices designed to enhance teachers’ content-specific instructional practices with the intent of improving overall student learning\(^3\). In this model, PD is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice.\(^4\) A recent national study found that less than half of surveyed teachers felt their professional development was tailored to their specific needs or development areas.\(^5\) ESE supports an approach to professional development that is systematic, on-going, and based on making measurable progress toward an ambitious standard for teaching and student learning.

**Collaboration and Professional Development**
The tools of the Guidebook are designed to support collaboration and professional development around inclusive practice. Regardless of instructional arrangement, inclusion requires steady collaboration among educators. The tools of the Guidebook can help provide structure, consistency, and a common language to educators working in collaborative settings. Additionally, they can be used to design a comprehensive system of job-embedded professional development to support inclusive practice among a school community. The table on the following page illustrates one possible approach to such a system.

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\(^1\) Hehir et al. Review of Special Education in the Commonwealth of Massachusetts; A Synthesis Report; 2014
\(^2\) Professional Development Points
\(^3\) Job Embedded PD Issue Brief citation (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009)
\(^4\) Ibid citation (Hawley & Valli, 1999; National Staff Development Council, 2010).
\(^5\) TNTP, The Mirage, 2015

To offer suggestions, pose questions, or receive updates, please email EducatorEvaluation@doe.mass.edu.
<table>
<thead>
<tr>
<th>Session One: Defining Inclusive Practice</th>
<th>Session Two: Inclusive Lessons</th>
<th>Session Three: Lesson Planning for Inclusion</th>
<th>Session Four: Accessible Assessments</th>
<th>Session Five: Student Feedback</th>
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</thead>
<tbody>
<tr>
<td>Guiding Question</td>
<td>What do we mean by inclusive practice?</td>
<td>What are the signs of an inclusive lesson?</td>
<td>How do we plan for an inclusive lesson?</td>
<td>To what extent are our common assessments accessible?</td>
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<tr>
<td>1.5 hour group Activity</td>
<td>Compare Power Elements to the full rubric. Do they reflect priorities for the school community? Follow Case Study Goals discussion protocol.</td>
<td>Watch video from ESE’s <a href="http://library.com">Video Resource Library</a> and use WTLF form to give feedback.</td>
<td>Share results from lesson plan reviews in small groups. Discuss similarities/differences.</td>
<td>Review an assessment from a previous year using the Accessibility Review Tool.</td>
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<tr>
<td>1.5 hour Job-EMBEDDED Activity</td>
<td>Complete Power Elements Self-Assessment. Create individual/team goals based on inclusive practice.</td>
<td>Conduct peer observations using WTLF tool. Provide feedback using prompts.</td>
<td>Pre-work: use the tool to review a favorite lesson. Bring results to the session.</td>
<td>Review at least one common assessment for accessibility and share findings with another team via email.</td>
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<td>Evidence of Progress</td>
<td>Progress towards goal-attainment (on-going).</td>
<td>Collaborate on a shared vision of inclusive instructional practice.</td>
<td>Collaborate on shared inclusive instructional practice.</td>
<td>Continuous refinement of assessments for accessibility and universal design.</td>
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<tr>
<td>Tool(s)</td>
<td>• Power Elements for Inclusion: Self-Assessment Case Study Goals for Discussion</td>
<td>• What to Look For: Classroom Administrator Feedback</td>
<td>Lesson Plan Review Tool • Lesson Plan Review • Example Artifact List</td>
<td>Common Assessments • Accessibility Review • Measuring Growth</td>
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</tbody>
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