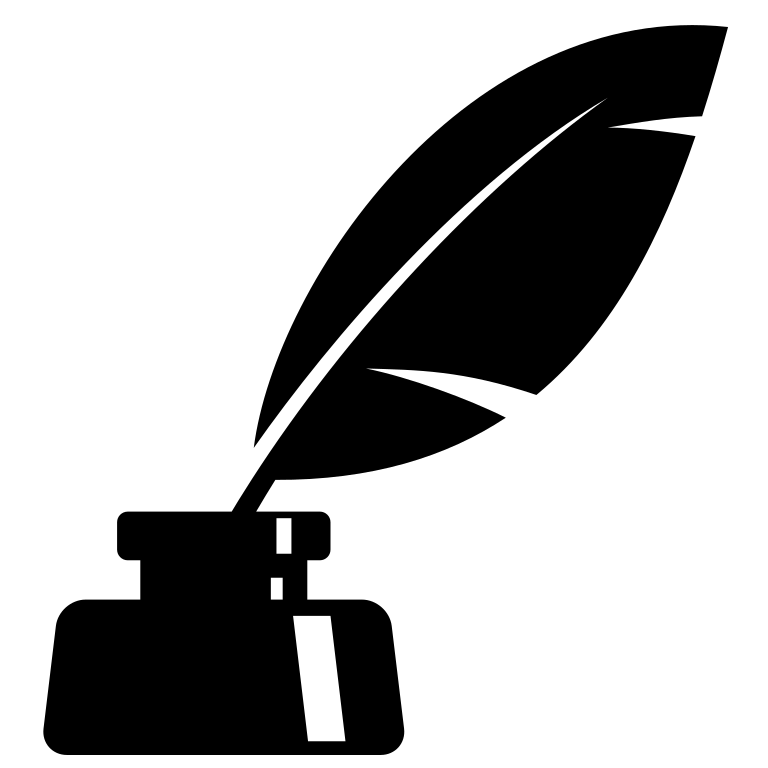
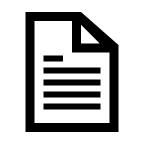
# Overview: Inclusive Instruction Look-Fors



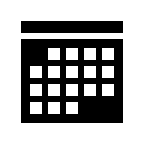
**CONTRIBUTOR**

Doris Van Gorder, Interim Dean, Cambridge College/Bay Path University



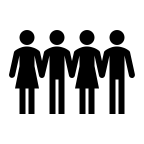
**WHAT is this resource?**

This document is a list of descriptors that indicate what inclusive instruction might look like in a classroom. The list is divided into specific areas, such as scaffolded instruction, support for students with disabilities, evidence of Universal Design for Learning, etc.



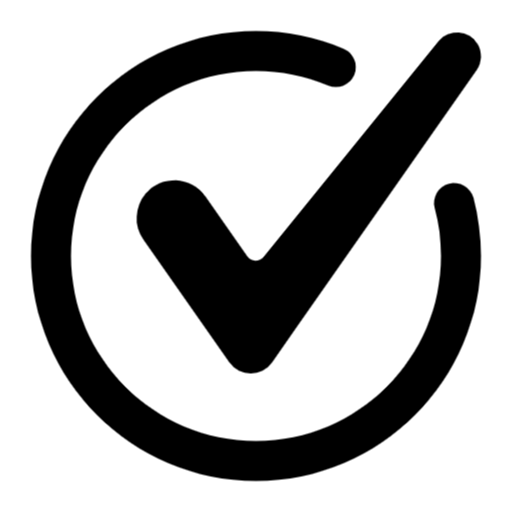
**WHEN could this resource be used?**

This resource can be used at multiple points. Before the practicum or any observations, Teacher Candidates can use it to engage in discussions with Program Supervisors and Supervising Practitioners about the behaviors and instructional strategies that demonstrate inclusive teaching. During an observation, the observer can use this list to check off what behaviors are evident. After an observation the list can be used to show a Teacher Candidate what areas were apparent and what areas, if any, were absent.



**WHO could use this resource?**

The faculty member responsible for preparing Teacher Candidates for the practicum, as well as the **Program Supervisor, Supervising Practitioner** and **Teacher Candidate** could all use this resource.

** HOW could this resource best be used?**

These Look-Fors can be used across three different CAP forms:

* Therequired CAP Observation form
* The optional Candidate Self-Assessment Form
* The optional Candidate Observation Self-Reflection Form

On all the above forms, the Essential Elements are listed but not described in detail. This list of Look-Fors helps the observer and the Teacher Candidate notice and name the instructional moves related to inclusive instruction. The list of Look-Fors not only functions as a checklist; it allows the observer to rate the Teacher Candidate's demonstration of various strategies and routines to support inclusive instruction by using the dropdown menus which have the same rating categories as in the CAP evaluation rubric. Another advantage of having a bank of Look-fors is that it helps Teacher Candidates, Program Supervisors and school-based Supervising Practitioners share a common understanding of what each element looks like in practice.

***Note:*** *This form was submitted for inclusion in the Candidate Assessment of Performance (CAP) Resource Hub. It is intended to serve as a reference and source of guidance for others engaged in the CAP process. While it reflects one approach, users should adapt its content to fit the specific context and needs of their own evaluations.*

## Inclusive Instruction Look-Fors

**For each statement, check the box to rate the proficiency of your teacher candidate.**

### Differentiation

| **Look-Fors** | **Rating** |
| --- | --- |
| **Differentiation by Readiness:** Plans and delivers lessons with tiered content, scaffolds, and tasks appropriate to students’ skill levels and prior knowledge. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Differentiation by Interest:**  Incorporates students’ personal interests and choices into activities and content to increase engagement. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Differentiation by Learning Profile:** Adapts instruction based on students’ preferred learning styles (e.g., visual, auditory, kinesthetic) or sensory needs. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Providing Tiered Supports:** Implements tiered interventions, such as small group instruction or enrichment, to address varied learning needs. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Incorporating Flexible Grouping:** Uses flexible grouping strategies (e.g., homogeneous, heterogeneous, peer tutoring) to support collaboration and targeted instruction. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Universal Design for Learning (UDL)

| **Look-Fors** | **Rating** |
| --- | --- |
| **Multiple Means of Representation:** Presents information using various modalities, such as videos, visuals, hands-on activities, and text | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Multiple Means of Action and Expression:** Provides students with diverse ways to demonstrate learning, such as creating projects, writing responses, or oral presentations. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Multiple Means of Engagement:** Utilizes choice, relevance, and real-world connections to maintain student motivation and engagement. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Clear and Accessible Materials:** Ensures that instructional materials (e.g., handouts, slide decks) are visually clear, free of barriers, and adaptable for assistive technology. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Proactive Planning for Accessibility:** Anticipates and designs lessons to minimize barriers and maximize accessibility for all learners, including those requiring assistive technology. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Scaffolded Instruction

| **Look-Fors** | **Rating** |
| --- | --- |
| **Explicit Modeling:** Demonstrates processes, strategies, and skills step-by-step to ensure clarity and accessibility for all learners. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Guided Practice:** Provides structured opportunities for students to practice skills with support before transitioning to independent work. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Use of Visual Supports:** Incorporates anchor charts, graphic organizers, and other visual aids to support comprehension. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Chunking Information:** Breaks down complex tasks or information into manageable steps to support understanding. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Gradual Release of Responsibility:** Follows the “I Do, We Do, You Do” model to scaffold student independence. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Culturally Responsive Practices

| **Look-Fors** | **Rating** |
| --- | --- |
| **Affirming Students’ Identities:** Includes students’ cultural, linguistic, and community experiences in the curriculum and instruction. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Culturally Relevant Materials:** Selects texts, resources, and examples that reflect the diversity of students’ backgrounds and identities. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Encouraging Student Voice:** Creates opportunities for students to share their perspectives and experiences as part of the learning process. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Building Relationships:** Demonstrates genuine knowledge of and respect for students’ individual strengths, challenges, and backgrounds. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Addressing Bias:** Proactively challenges stereotypes and incorporates discussions about equity and social justice into lessons where appropriate. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

## 

### Supporting English Learners (ELs)

| **Look-Fors** | **Rating** |
| --- | --- |
| **Incorporating Native Language Supports:** Uses students’ native language as a resource for learning, such as bilingual texts, glossaries, or peer supports. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Language Objectives:** Develops and communicates clear language objectives alongside content objectives to support ELs’ academic language development. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Scaffolding for Language Proficiency:** Incorporates supports like sentence starters, word banks, or visual aids to make content accessible to ELs. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Supporting Students with Disabilities

| **Look-Fors** | **Rating** |
| --- | --- |
| **Implementing IEP/504 Accommodations:** Follows and documents the use of accommodations and modifications as outlined in students’ IEPs or 504 Plans. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Integrating Assistive Technology:** Uses tools such as speech-to-text software, audiobooks, or adaptive devices to meet students’ unique needs. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Supporting Academically Advanced Students

| **Look-Fors** | **Rating** |
| --- | --- |
| **Providing Enrichment Opportunities:** Offers extension activities, advanced content, or inquiry-based projects to challenge advanced learners. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Encouraging Creative Thinking:** Incorporates open-ended tasks that require critical thinking, problem-solving, or innovation. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |