

Inclusive Practice Tool: WHAT TO LOOK FOR—Observations



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: Curriculum Planning and Assessment

Child and Adolescent Development

Variety of Assessment Methods

Adjustments to Practice

Standard II: Teaching All Students

Meeting Diverse Needs

Safe Learning Environment

Access to Knowledge

Standard III: Family and Student Engagement

Two-Way Communication

Standard IV: Professional Culture

Reflective Practice

Shared Responsibility

This tool—a supplement for classroom observation—is designed to identify, reinforce, and support educator practice in inclusive classrooms.

How do I use this tool?

Classroom educators can use this tool to promote discussion, collaboration, and planning around 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.

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 2a:** [Massachusetts Classroom Teacher Rubric Resource](#)
- **Tool 3a:** [Professional Practice Goal Setting Template](#)
- **Tool 5a:** [Lesson Plan Artifact Review](#)
- **Tool 5b:** [Example Artifact List](#)

In an Effective Inclusive Classroom . . .

The **educator** will be . . .

- Providing options for student engagement, persistence, and self-regulation
- Conducting frequent checks for student understanding
- Providing clear academic objectives and behavioral expectations
- Providing frequent and varied feedback and positive reinforcements to student responses
- Collaborating actively when other adults are in the room
- Presenting curriculum content through multiple means and providing scaffolds and support for metacognitive processing
- Providing multiple and varied options for student communication and expression
- Modeling and reinforcing positive behavioral expectations
- Using data and student response to differentiate instruction and support

The **student** will be . . .

- Making connections between new content, prior knowledge, and real-world applications
- Engaging in learning through a variety of approaches and developmentally appropriate tasks with a variety of resources
- Demonstrating self-regulation strategies by monitoring his or her own thinking, setting goals, and monitoring and reflecting on progress
- Demonstrating autonomy and self-advocacy by choosing appropriate learning tools and supports
- Persevering on difficult tasks
- Making academic and behavioral corrections based on staff feedback and other evidence
- Using a variety of tools and means to demonstrate and communicate knowledge
- Collaborating with peers and demonstrating appropriate behavior during group and individual work

The **classroom** will . . .

- Support a variety of tasks and learning formats
- Provide positive reinforcement and motivators
- Clearly display expectations, rules, and routines
- Use clear and effective displays of information, tools, resources, prompts, etc.
- Support student use of resources and scaffolding
- Be safe and respectful of all cultures and backgrounds
- Be rich with connections to student experience and interest
- Be conducive to collaboration and group work
- Allow for smooth physical movement of students and educators
- Create a nonthreatening, positive, and academically rigorous atmosphere

Observation Notes

Educator Behaviors:

Student Behaviors:

Classroom Environment:

Reflection and Feedback

Guiding Probes:

- How do you engage students who are “hard to reach”?
- What strategies have you put in place to address challenging behaviors?
- How do you provide tiered interventions and supports for students who need them?
- What data have you used to guide your instruction?
- In what areas do all students struggle, and in what areas do only some students need targeted support?