Guidebook for Inclusive Practice
Quick Tips for Guidebook PD Activities

Introduction

The ideas below may help teachers and administrators develop professional development activities using the Educator Effectiveness Guidebook for Inclusive Practice as a set of tools for collaboration and professional development. This document offers an array of suggestions for planning PD using the specific tools of the Guidebook.

Planning Professional Development with the Guidebook

This resource, in conjunction with the Job-Embedded PD Planning Guide, may be helpful in using the tools of the Guidebook to design professional development activities. The ideas were generated by a small team of educators who used and reviewed the tools over the course of SY2015-16. The activities are broken into three categories: **Individual Educator Activity; Group Educator Activity; Group Administrator Activity.** Professional development planning teams should customize the activities to meet the needs of their districts.

Tool(s)	PD Tips
Teacher Rubric with Inclusive Practice Annotations School-Level Admin Rubric with Inclusive Practice Annotations Superintendent Rubric with Inclusive Practice Annotations	**Group Educator Activity:** Jig Saw[1]: ● Divide educators into 4 groups, assign one Standard to each group (divide the first 2 standards further if needed). ● Have each group read one Standard with its examples of inclusive practice. Discuss. Pick one or two to share ● Have groups change to include one person from each of four Standards. Share major take-aways and favorites.
Teacher Self Assessment Form	**Individual Educator:** Complete Self-Assessment. Use it to create to Professional Practice and/or Student Learning goals.
Professional Practice Goal Template Student Learning Goal Template	**Individual Educator:** Complete goal setting template **Group Educator Activity:** Educators share Professional Practice and/or Student Learning goals based on Self-Assessment. See if commonalities can be found to create team goals
Case Study Goals - Accessible Instruction Case Study Goals – Positive Behavior Support	**Group Educator Activity:** Brainstorm definition of "Accessible instruction" or "Positive Behavior Supports" ● Use the Case Study in whole group or small groups ● Answer discussion protocol questions ● Go back to definition: any additions or changes?

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[1] Other group reading options include: 'Save the Last Word for Me?", good for short texts and can be combined with a jigsaw for multiple texts, and a 'Silent Conversation Carousel' approach for short texts.

	● Next steps: could be discussion on how this topics relates to Professional Practice and Student Learning Goals
[What to Look For - Observations](#) [What to Look For - Observation Feedback](#)	**Individual Educator:** Watch videos from ESE's [Calibration Video Library](#) and compare to the descriptors of inclusive practice. **Group Educator Activity**: Watch videos from ESE's [Calibration Video Library](#) together and compare to the descriptors of inclusive practice. Take a moment to make notes individually. Share thoughts in pairs small groups, or large group. **Group Administrator Activity**: Watch videos from ESE's [Calibration Video Library](#) together and compare to the descriptors of inclusive practice. Take a moment to make notes individually. Partner up to role play giving feedback. Take turns who is in each role.
[Lesson Plan Artifact Review](#)	**Individual Educator:** Pick a lesson or unit and analyze with Lesson Plan Artifact Review checklist and self reflection.
[Example Artifact List](#)	**Individual Educator:** Looking at items you gathered for evaluation, use the artifact list to reflect on level of inclusivity. **Group Administrator Activity:** Using items teachers have used as evidence, use the artifact list to reflect on level of inclusivity. Are there areas of strength and/or areas of need? Can PD or evaluation help address those needs?
[Adapted MA Model Student Feedback Survey](#)	**Individual Educator:** Look at Model Survey options. Determine if any of these work for your students. Determine how you are going to analyze responses and adapt instruction. **Group Educator Activity**: Use teacher teams to look at student feedback data and help teachers use information from surveys to improve instruction.
[Student Feedback Discussion Protocol](#)	**Group Educator Activity:** Review Student Feedback Discussion Protocol. What do educators think? Has anyone tried anything like this? How did it go? Are there educators who are willing to pilot the process? **Group Administrator Activity:** Review Student Feedback Discussion Protocol. Discuss the culture of feedback in your buildings. Is this what you want it to be? How do evaluators model accepting and learning from feedback?
[Alternate Strategies to Obtain Student Feedback](#)	**Group Educator Activity:** Jig Saw. Divide educators into four groups. Each group discuss on one strategy. Re-arrange groups so that there is one person from each strategy in a group of four. Each person shares. Come back as a whole group. Discuss impressions. Are there other alternative ideas?
[Accessibility Review](#)	**Individual Educator:** Review at least one assessment for accessibility. Make any changes to assessment as need. Are there take-aways to keep in mind going forward with assessments?

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	Group Educator Activity: Working in common assessment teams, review and revise a current assessment using the Accessibility Review Tool. Alternatively groups could be random. Make any changes to assessment as needed. Are there take-aways to keep in mind going forward with common assessments? **Group Administrator Activity:** Look at common assessments using the Assessment Accessibility checklist. Are assessments accessible? Are there areas of strength and/or areas of need? Can PD or evaluation help address those needs?
[Considering Growth: Setting Parameters](#)	**Individual Educator:** Look at your student data. Did your students demonstrate the growth you expected? Why or why not? Was the growth even or uneven across students? What does that tell you about the students, the learning, or the assessment. Discuss your results with a colleague. How can you learn from each other's teaching? **Group Educator Activity & Group Administrator Activity:** Discussion: How does your school/district look at growth? Discuss banding. Could growth be measured using banding? If banding is already is already in use, how are the bands working? Are the growth targets appropriate to grade level standards? Too high/too low? Are students getting where you want them to be. If not, how to you get them there? What needs to be done in terms of PD and/or evaluation?
[Professional Judgment Guiding Questions](#)	**Individual Educator:** Answer the Guiding Questions. What changes can be made to instruction and/or assessment to best meet the needs of your students. **Group Educator Activity:** Group educators (could be by common students, by discipline or randomly). Have them answer the Guiding Questions with common assessments in mind. What do the answers mean to classrooms and the school? **Group Administrator Activity:** Group evaluators (could be by school, by level or randomly). Have them answer the Guiding Questions with common assessments in mind. What do the answers mean to schools and the district?
[Key Characteristics of Social and Emotional Learning](#)	**Group Educator Activity / Group Administrator Activity:** Read ESE's [Statement of Social Emotional Learning](#). Discuss how well the school or the district is doing meeting the social emotional needs of students. Are there areas of strength and/or weakness. How can we address the areas of weakness. Use the link to the curricula and frameworks as needed.
[Superintendent Self Assessment](#)	**Group Administrator Activity:** Work in groups to complete Self Assessment checklist. Come back together and share thoughts. Discuss any areas without consensus. Discuss if further planning is need to address any areas that were not "In Place" or only partial. Create a strategic plan for implementation.
[Master Schedule Review](#)	**Group Educator Activity:** Use the Inclusive School Reflective Questions and Schedule Team Protocol with all stakeholders

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	involved in building the master schedule.
Staff Feedback Discussion Protocol	**Group Administrator Activity:** Look at Staff Feedback Discussion Protocol. Review Student Feedback Discussion Protocol. What do educators think? Has anyone tried anything like this? How did it go? Are there educators who are willing to pilot the process? How do evaluators model accepting and learning from feedback?
What to Look For - School Level Administrator	**Group Administrator Activity**: Watch videos from ESE's Calibration Video Library together, or take building tours together. Take a moment to make notes individually. Partner up to role play giving feedback. Take turns who is in each role.

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