Resources to Support

Inclusive Practices

in the Classroom

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About the Grant

The Louisiana State Personnel Development Grant (LaSPDG) is a Louisiana Department of Education Grant (LDOE) funded by the Office of Special Education (OSEP). The purpose of the grant is to develop a system of professional development and support based on state, district, and school needs to improved outcomes for students with disabilities. The SPDG four focus areas relate to the use and effectiveness of (1) Data Based Decision-Making, (2) Inclusive Practices, (3) Family Engagement, and (4) Culturally Responsive Practices. This resource tool was designed to support schools in inclusive practices as it relates to instructional and best practices. For more information regarding the grant, visit www.laspdg.org. Contact Kala Burrell-Craft for additional questions regarding this resource at kalab@lsu.edu.

Purpose

The purpose of the resource tools is to assist educators in an inclusive setting:
- Defining inclusive practices along with their descriptors
- Planning of instruction and activities
- Improve professional growth and development

Tools

This resource consist of 2 tools: **Tool A** (Inclusive Practices Classroom Descriptors) and **Tool B** (Instructional Rounds Resource).

- **Tool A:** The Inclusive Practices Classroom Descriptors is a resource that can be used by classroom teachers in all grades. The tool can be used to plan instruction and activities.

- **Tool B:** The Instructional Rounds Resource is a peer teacher observation or non-evaluative feedback. The tool documents inclusive practices that are observed.

Suggestions

For new teachers, it is best to focus on a few indicators at a time and gradually add additional ones as you grow as an instructional leader.

For instructional coaches and administrators, select an indicator or two a month in which you want teachers to focus. In your instructional rounds, provide specific feedback tailored to the indicator(s) of the month.

Tool A: Inclusive Practices Classroom Descriptors

Listed below are best practices with descriptors that can be used to support planning and activities in an inclusive classroom.

Practice	*Descriptors*
Both teachers are directing student actions and activities.	Both teachers are: • actively involved in planning and implementation of instruction • knowledgeable about their instructional roles and responsibilities • providing pre-teaching or re-teaching • using one of the 6 co-teaching models (One teach/One observe, Station, Parallel, Alternative, Teaming, and One teach/One Assist)
Lesson outcomes are posted and terminology clearly understood by students.	Outcomes are: • visible and able to be read by students • formatted in operational terms (I will…; student will…) • inclusive of an essential question • measurable • posted for entire class period • matched to instructional activities • written in student-friendly language
Lesson outcomes are ***referenced periodically*** throughout instruction.	Outcomes are: • reviewed to check for student understanding of the material throughout the lesson • referenced at least 3-5 times in the lesson including opening and closure of the lesson • relevant to prior outcomes
Concrete examples and modeling of content being studied are offered.	Teachers provide: • a sample of the finished product which is displayed at the time of task assignment (project based assignment) • a template or rubric depicting an effective product • observing teachers using technology to model and display concrete examples • real life examples and connections • opportunities for students to interact with objects/manipulatives/artifacts • modeling of the process to complete the task (i.e. think aloud)
Teachers ***break down questions*** when needed.	Teachers: • define and clarify terms with examples • check for student understanding • ask students to rephrase for understanding • highlight or color code important facts and concepts
Teachers use a ***variety of strategies and activities*** to engage students.	Activities offer: • opportunities for the students to lead activities and facilitate the learning • opportunities for students to work in a variety of groups • opportunities for students to move about the room • multiple opportunities that allow diverse students to process the content
Student mastery of concepts is ***assessed periodically*** throughout instruction (Formative Assessments).	Formative Assessments: • show evidence of at least 2-4 formative assessments per class aimed at identifying students who are struggling or excelling with the concepts • lead to an adjustment of instruction • are used to check level of mastery (e.g. cruising clipboard; entrance and exit tickets; pinch cards; stop and thinks)

Practice	Descriptors
Pre-teaching and **Re-teaching occur through specially designed instruction** (SDI) based on student performance.	Students are: • grouped based on formative assessment data • engaged in different instructional strategies based on their level of mastery (re-teaching; extension or anchor activities…) • familiar with and readily move to designated areas for small group instruction • engaged in a review of key components prior to lesson (pre-teaching) if they have shown a lack of readiness for content • engaged in specially designed instruction as needed through modified content; methodology or delivery
Assignments and **Tasks are differentiated** based on student profile (interests, learning style, readiness).	Instruction offers: • different options for students to demonstrate what they learned (based on learning profile and interests…) • different options for students to process the information • tiered assignments • adapted or modified materials and or assignments • varied text complexity • students an opportunity to articulate why they are a working on a particular assignment • a high level of rigor for all students
Room arrangement allows for **Purposeful, flexible grouping** of students.	Classroom: • students participate in groups with a clear understanding of their roles & responsibilities • zones are purposefully grouped by readiness; interests or learning styles • students are familiar with designated areas for small group instruction • students actively participate in groups and their participation is monitored by teacher • desk arrangement allows for student movement • culturally responsive classroom environment
Student self-assessment of progress is observed.	Students are: • engaged in self-assessing their own progress related to the standard being studied • plotting/monitoring their success toward the standards in some format • using goal setting; learning contracts; student reflections; portfolio reviews; checklists; or rubrics connected to the outcome to assess their performance Teachers offer: • use of rubrics • scavenger hunt • detailed feedback and opportunities for students to obtain mastery
Available **technology is being used** effectively in instruction.	Students are: • purposefully using interactive technology - interactive boards, individual student responders (Smart response), video clips, projectors, document cameras; tablets… • using laptops independently for Kurzweil, student presentations, writing and reading accommodations
Students are **actively engaged** in the instruction.	Students are: • moving with purpose about the room • asking relevant questions • making appropriate comments • responding to teachers' questions • working effectively with peers Teacher offers: • variety of methods for student response • multiple opportunities that allow diverse students to process the content • utilization of wait time • essential questions throughout lesson to engage students in the thinking process

Developed by the Secondary Special Education Team, AA County MD 2011
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Tool B: Instructional Rounds Resource

In conducting peer teacher observations or non-evaluative instructional rounds, use this document to capture the Inclusive Practice behaviors that are observed. Use the boxes next to the behaviors as they are observed to check off. If the observer has any suggestions, please note them in the ***Observer Suggestions*** Column. Additional comments can be made at the end of the form. The form gets returned to the teacher that was observed so that he/she can reflect upon the feedback. The teacher can then write ***Self-Reflection*** notes, as appropriate, under the self-titled column. The teacher keeps this form as a tool to guide planning and grow instructionally.

Date:	Teacher/Class/Subject:	Number of Students _____ Number of SWD _____
Practice	**Observer Suggestions**	**Teacher Self-Reflection**

Both teachers are directing student actions and activities
□Both teachers familiar with content
□Mutual trust and respect shown for contributions
□Instructional roles clearly defined
□Distracting behaviors minimal
□Instructional behaviors reflect co-planning
□Both teachers in room bell to bell
□Lots of teacher movement
□ Evidence of Common planning/sharing
□Student-centered instruction
□Six Models:(check all that apply)
   □ Parallel Teaching
   □ Team Teaching
   □ One Teach, One Observe
   □ One Teach, One Assist
   □ Station Teaching
   □ Alternative		

Lesson outcomes are posted and reviewed in terminology that is clearly understood by students □Student-friendly terminology □"I can" or "I will be able to" statements □Essential questions		
Lesson outcomes are referenced periodically throughout instruction □3-5 Times per lesson (Beginning, Instructional Transition Points, Exit Evaluation) □Relevance to prior outcomes		
Concrete examples and modeling of content being studied are offered □"Unpack your thinking"/Metacognition □Learn by doing □Demonstrate □Visualization □Guided practice □Real life /authentic examples		
Teachers ***breaks down questions*** when needed □Scaffolding and Rewording □QAR (Question and Answer Relationship) □Clarify what the question is asking □Seek student explanations □Teacher clarification & repetition □Highlighting		

Practice	Observer Suggestions	Teacher Self-Reflection
Teachers use a *variety of strategies and activities* to engage students □Consider learning styles □Collaborative strategies □Independent strategies □Specially Designed Instruction		
Student mastery of concepts is **assessed periodically** throughout instruction □Assessment of prior knowledge □Formative assessments □Summative assessments □Written, oral, kinesthetic		
Evidence of **differentiated and specialized instruction** delivered to students based on performance □Problem-based learning □Pre-teaching □Vocabulary and Literacy Strategies □Tiered and/or Anchor activities □Portfolios □Goal-setting		
Assignments/Tasks are **differentiated** based on student abilities □Differentiated homework assignments/ students have choices □Scaffolding □Flexible grouping based on abilities □Standards based		
Room arrangement promotes small group learning and is being utilized □Alternative Desk Groupings □Student movement □ Culturally responsive environment		
Student self-assessment of progress is observed □Self-assessment of standards progress as demonstrated on test □Self-assessing which vocabulary they know or don't know □Use of rubrics vs. Scoring Guides		
Available **technology is being used** effectively in instruction □Smartboard, □Document cameras □Video clips □Projectors □Kurzweil or other Instructional Software		
Students are **actively engaged** in the instruction: □Not necessarily "just hands-on," rather "minds on" □Is there a thinking activity going on? □Variety of methods for student response & Utilization of wait time □Multiple opportunities that allow diverse students to process the content		

Additional comments and/or commendations: