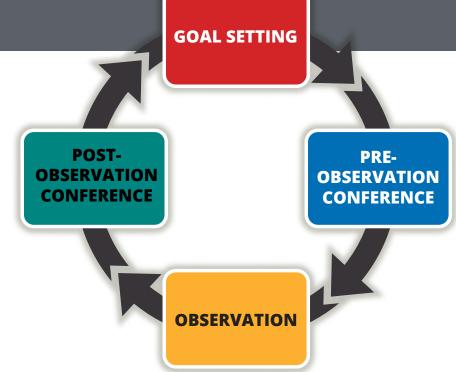# INSTRUCTIONAL LEADERSHIP TOOL:
Inclusion

PURPOSE:

This resource is intended to assist Local Education Agency (LEA) administrators with information and evidence to support performance evaluations for teachers of students with disabilities served in inclusive classroom settings. It is not intended to supplant any documents or resources adopted by the LEA to support the employee evaluation process. The considerations and discussion points provided are intended to help administrators guide their own thinking, teacher thinking, and purposeful conversations. This tool is designed to align with Domains 1-3 of the T-TESS evaluation system. It is recommended for use in any stage of the T-TESS process, especially during the Pre-Evaluation Conference and Post-Evaluation Conference meetings.

INSTRUCTOR	ADMINISTRATOR	SCHOOL YEAR

DATE:

PRE-CONFERENCE NOTES:

DATE:

POST-CONFERENCE NOTES:

DATE:

END-OF-YEAR-CONFERENCE NOTES:

DOMAIN 1: PLANNING

T-TESS DIMENSIONS	BEHAVIOR CONSIDERATIONS	DISCUSSION POINTS
1.1 Standards and Alignment The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards, and are appropriate for diverse learners. Standards Basis 1A, 1B, 3A, 3B, 3C	1. Specially designed instruction (SDI) is based on the student's Individual Education Program (IEP). 2. SDI is aligned with grade level TEKS. 3. The STAAR Alternate 2 TEKS Vertical Alignment Documents are used to determine appropriate prerequisite skills when appropriate. 4. The teacher collaborates with the classroom teacher to design classroom instruction and SDI.	1. How do you use the student's IEP to develop SDI? 2. How do you determine which below grade level TEKS (prerequisites) to focus on when appropriate? 3. Describe the planning process for developing SDI and how to account for individual student variation. 4. What process do you use to collaborate with the classroom teachers? 5. How do you build rapport with classroom teachers?
1.2 Data and Assessment The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. Standards Basis 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D	1. Data collection consists of anecdotal notes, parent input, student work samples, behavioral logs, informal assessment, formal assessments, and IEP data documentation. 2. A variety of assessments are used to show progress toward both short term and long-term IEP goals. 3. Student progress is shared with the classroom teacher. 4. Data collection is used to determine appropriate assessment and accommodations.	1. How are the assessments designed to show progress toward IEP goals overtime? 2. Discuss the methods used to collect assessment data and how the data informs instruction. 3. How and with whom do you share the assessment data? For what purpose? 4. How is data collected and maintained to ensure that modifications and accommodations are being implemented as documented in the student's IEP?
1.3 Knowledge of Students Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students. Standards Basis 1A, 1B, 1C, 2A, 2B, 2C	1. The teacher demonstrates awareness and understanding of students' qualifying eligibility and characteristics. 2. The teacher demonstrates understanding of students' functioning levels in relation to grade level standards. 3. The teacher uses students' Present Level of Academic Achievement and Functional Performance (PLAAFP) statements when considering students' access to lessons. 4. The teacher demonstrates understanding of students' interests and strengths and uses them when designing instruction.	1. Describe how knowledge of a student's IEP and the impact of their disability are utilized and informs lesson design. 2. Provide an example of how individualized student strengths are incorporated in planning SDI.
1.4 Activities The teacher plans engaging, flexible lessons that encourage higher–order thinking, persistence, and achievement. Standards Basis: 1B, 1C, 1D, 1E	1. The teacher uses differentiated materials and expectations dependent on student level of access. 2. There is evidence that accommodations, assistive technology (AT), and adapted materials are utilized. 3. To support persistence, learning activities are designed to ensure student success at varied times during instruction. 4. There is evidence the teacher has high expectations for the student and includes activities that challenge the student.	1. Discuss the steps taken to plan and address individual student accommodations, AT, and adaptive material needs. 2. Provide an example of a differentiated activity designed to incorporate student interests. 3. Describe the process you use to ensure the student is engaged in challenging activities that stretch thinking, but do not overwhelm the student.

DOMAIN 2: INSTRUCTION

T-TESS DIMENSIONS	BEHAVIOR CONSIDERATIONS	DISCUSSION POINTS
2.1 Achieving Expectations The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B	1. Grade-level content at appropriate skill level, including prerequisite skill levels, is the focus of instruction. 2. Data collection and objectives are based on student levels of skill acquisition. 3. Students complete tasks and activities to demonstrate understanding rather than paper and pencil assessments. 4. The teacher uses cues, prompts, and fading of support to build student independence and skill mastery. 5. The teacher provides immediate and specific feedback. 6. Differentiation of instruction is based on the student's individual ability level and specific needs.	1. Describe the process used to determine the appropriate skill level for individual student learning. 2. The grade level TEKS and the STAAR Alternate 2 TEKS Vertical Alignment Documents are used to determine the focus of instruction. 3. How do you determine how and when to fade out the use of accommodations and other instructional supports? What is the process for sharing that information with the classroom teacher?
2.2 Content Knowledge and Expertise The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs. Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C	1. Learning objectives and concepts are achieved through purposeful activities delivered in small groups or 1:1 instruction. 2. Task analysis is used to break skills into the smallest steps necessary for student understanding. 3. Academic content is cross-curricular and linked to concrete activities that rely on the student's previous experiences and interests. 4. The teacher collaborates with the classroom teacher to assist in developing whole group instruction that includes the appropriate accommodations and supports for the student.	1. When designing SDI, how are the prior experiences, interests, and unique learning needs of a student embedded? 2. Discuss the process for assisting the classroom teacher in designing instruction that includes the appropriate accommodations and supports for the student. 3. How do you ensure the SDI is unique to the student and in addition to regular classroom instruction?
2.3 Communication The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. Standards Basis: 1D, 1E, 2A, 3A, 4D	1. The teacher provides accommodations and AT to support students with limited or no verbal language. 2. Lesson objectives and directions for activities are presented in multiple ways such as verbal, written, recorded, and images. 3. The teacher teaches and encourages self-advocacy skills. 4. The teacher provides immediate and specific feedback. 5. The teacher uses questioning to lead a student to the answer or solution.	1. Share an example of providing directions to students in various ways. 2. How do you encourage a student to advocate for themselves? 3. Describe your process for helping a student successfully answer a question or complete an activity without giving the answer away.

DOMAIN 2: INSTRUCTION

T-TESS DIMENSIONS	BEHAVIOR CONSIDERATIONS	DISCUSSION POINTS
2.4 Differentiation **The teacher differentiates instruction, aligning methods and techniques to diverse student needs.** **Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D**	**1. The teacher incorporates students' interests, IEP-related accommodations, and AT supports.** **2. The teacher demonstrates knowledge of students' needs and incorporates components to meet those needs.** **3. The teacher develops instruction that is unique to the student and in addition to classroom instruction.** **4. The teacher collaborates with the classroom teacher to assist in developing instructional techniques based on the impact of the student's disability.**	**1. How do you build rapport with classroom teachers?** **2. Discuss opportunities you have to collaborate with the classroom teacher.** **3. Provide an example of when you collaborated with the classroom teacher to assist in developing instruction to meet the needs of the student.** **4. What is your process for using information from the IEP to differentiate instruction based on the impact of the student's disability?**
2.5 Monitor and Adjust **The teacher formally and informally collects, analyzes, and uses student progress data and makes necessary lesson adjustments.** **Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D**	**1. The teacher uses a variety of assessment measures to gather data.** **2. The teacher collaborates with colleagues to analyze and interpret the data.** **3. The data is used to support the changing learning needs of the student.** **4. The data is used to report progress toward IEP short- and long-term goals.** **5. The teacher demonstrates awareness of lesson length and opportunities for state changes such as movement, music, manipulatives, small group, and individual work.**	**1. What practices are used to monitor student engagement?** **2. Describe the process for collecting, analyzing, and using student progress data.**

DOMAIN 3: LEARNING ENVIRONMENT

T-TESS DIMENSIONS	BEHAVIOR CONSIDERATIONS	DISCUSSION POINTS
3.1 Classroom Environment, Routines and Procedures The teacher organizes a safe, accessible, and efficient classroom. Standards Basis: 1D, 4A, 4B, 4C, 4D	1. The teacher collaborates with the classroom teacher to help design a respectful and inclusive learning environment. 2. The teacher encourages the student to use self-advocacy skills to ask for adjustments in the learning environment. 3. The teacher collaborates with the classroom teacher to discuss ways to include the student in classroom responsibilities. 4. The teacher interacts with all students in the classroom and includes students without IEPs in small group instruction when appropriate.	1. How do you create opportunities to assist the classroom teacher in designing a respectful and inclusive learning environment? 2. How do you support students who are learning to use self-advocacy skills? 3. What strategies do you use to "blend in" and be recognized as a member of the classroom by all students and the classroom teacher? 4. How do you build rapport with classroom teachers?
3.2 Managing Student Behavior The teacher establishes, communicates, and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D	1. The teacher collaborates with the classroom teacher to discuss the classroom expectations, routines, and any Behavior Intervention Plans (BIP) students may have. 2. The teacher shares with the classroom teacher behavior intervention strategies needed for specific students. 3. In partnership with the classroom teacher, the teacher interacts and reinforces behavior for all students in the classroom.	1. How do you build rapport with classroom teachers? 2. How do you collaborate with classroom teachers to assist with classroom routines and expectations? 3. What strategies do you use to "blend in" and be recognized as a member of the classroom by all students and the classroom teacher?
3.3 Classroom Culture The teacher leads a mutually respectful and collaborative class of actively engaged learners. Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D	1. Materials used are authentic and reflect the community's culture in unbiased ways. 2. The teacher models caring and respectful behavior with adults and children. 3. The teacher encourages self-motivation and self-advocacy in taking responsibility for their own learning and behavior.	1. Share examples of how you support and reinforce community culture in the learning environment.

Teacher – the special education, inclusion teacher
Classroom teacher – The general education teacher