|  |  |  |
| --- | --- | --- |
| **Inclusive Learning Environment** | **Tally** | **Evidence / Notes** |
| 1. **Content, language, and social learning outcomes** are flexible, posted, measurable, observable, and in student-friendly language; created with/by students   **Measurable  Observable  Student-friendly Language** |  |  |
| 1. **Student-centered classroom**; student work displayed is current, relevant, and accurate; classroom charts are created with/by students   **Relevant  Accurate** |  |  |
| 1. **Respectful classroom management and organization**; rules, procedures, and behavior expectations are created with/by students; are evident and posted   **Rules/Behavior Expectations  Procedures** |  |  |
| 1. **Classroom library** organized with student input, variety of genres, accessible to all   **Variety of Genres  Student Choices  Text Accessibility  Physical Accessibility** |  |  |
| 1. **Word/Sound Walls and key vocabulary** charts are created with/by students; contain symbols/pictures and used as a resource by all students   **Symbols/Pictures  High Frequency/Key Vocabulary  Used as a Resource** |  |  |
| 1. **Presence and use of manipulatives**, objects, real-world and diverse examples   **Manipulatives  Real-world Examples/Objects  Diverse Examples** |  |  |
| 1. Effective and efficient transitions between activities   **Efficient  Effective  Engaging** |  |  |
| [Instructional Practices “The What”](http://udlguidelines.cast.org/representation) | **Tally** | **Evidence / Notes** |
| 1. **Demonstration (I do it):** whole group; comprehensible input is provided throughout the lesson; crystal clear language, pacing, visuals, realia, color, and different learning modalities are evident; explicit systematic instruction   **Explains  Comprehensible input  Show/Tells  Explicit/Systematic  Frontloads** |  |  |
| 1. **Shared Experiences (We do it):** whole group/small/flexible group modeling   **Scaffolds  Negotiates  Supports** |  |  |
| 1. **Guided Practice (You do it together):** small flexible group, 1-1 with minimal guidance; for fluency and transfer of new learning with support and problem solving   **Students in Charge of Learning  Practice for Fluency Collect Evidence of Learning  Problem**  **Solving** |  |  |
| 1. **Independent Practice (You do it by yourself):** time provided for mastery   **Assists as Needed  Coaches  Evaluates  Modifies and Adjusts** |  |  |
| 1. **Closure**; reviews learning targets with students; use of ongoing assessments   (self, formative, interim, summative, anecdotal)  **Reviews Learning Targets  Formative Assessment  Summative Assessment  Self Reflection** |  |  |
| 1. **Monitoring and adjusting student learning**; engagement; interactions; uses, gives immediate and specific feedback effectively   **Teacher Engagement  Teacher Interactions  Responsive  Immediate-Specific Feedback** |  |  |
| 1. **Incorporates, plans for higher order thinking** question activities and wait time   **Plans/Asks Questions  Creative Activities  Adequate Wait Time** |  |  |

# **Evidence-Based Practices Diagnostic Tool**

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |
| --- |
| (choose) |

|  |
| --- |
|  |

Observer: Teacher: Date:

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |
| --- |
|  |

TIME IN: TIME OUT: Grade: Subject:

|  |  |  |
| --- | --- | --- |
| **Inclusive Learning Environment** | 0 |  |
| **Teacher Instructional Practices** | 0 |  |

|  |  |  |
| --- | --- | --- |
| [Student Interactions “The How”](http://udlguidelines.cast.org/action-expression) | **Tally** | **Evidence / Notes** |
| 1. **Students expression** by thinking, listening, speaking, reading, writing, sharing, and discussing   **Listening/Thinking  Speaking/Sharing  Reading  Writing** |  |  |
| 1. **Students involved in text activity**; note-taking; research; use of assistive technologies and/or multi-media; use multiple tools for construction and composition   **Note-taking  Research  Assistive Technology/Multi-Media  Construction/Composition** |  |  |
| 1. **Students are goal setting**; ongoing use of self-assessments, formative assessments, and reflections   **Goal-Setting  Self-Assessment  Formative Assessment  Reflection** |  |  |
| 1. **Students interact in guided practice**, projects, conferencing, collaborating, community, personal coping skills and strategies, in charge of learning together   **Peer projects  Conferring  Collaborating  Personal Coping Skills/Strategies** |  |  |
| 1. **Students practice independently** **for personal mastery**; planning; choice; autonomy; visualization; manipulation of learning   **Plans Learning  Makes Choices  Generalizes Learning  Uses Visualization** |  |  |
| 1. **Student performance**; presentation; reading/writing for authentic audience/purpose   **Presentation Plan  Speaking/Reading/Writing  For an Audience  For a Purpose** |  |  |
| 1. **Students participate in higher-order thinking** and in a variety of learning modalities; show learning through physical action   **Art  Music  Physical Movement  Drama** |  |  |
| [Student Engagement “The Why”](http://udlguidelines.cast.org/engagement) | **Tally** | **Evidence / Notes** |
| 1. **Students are engaged in highly motivating**, real-world experiences and/or issues   **Highly Motivating  Real-World  Social Justice/Civic Issues  Culturally Responsive** |  |  |
| 1. **Students engaged in meaningful, challenging, relevant activities**; evidence of self-determined learners   **Meaningful  Challenging  Relevant  Self-determined/Self-monitoring** |  |  |
| 1. **Students connect and apply learning** to culture, background knowledge, strengths, and needs   **Culture  Background Knowledge  Strengths  Needs** |  |  |
| 1. **Students demonstrate learning** through planning, thinking, listening, speaking, reading, writing, multi-media; engaged in shared/collaborative learning   **Planning  Thinking/Listening  Speaking  Reading  Writing  Multi-media Collaborating** |  |  |
| 1. **Students’ materials, resources, texts are relevant** and suitable to the content and language, social learning outcomes, evidence of self-regulating behavior   **Language Outcome  Content Outcome  Social Learning Outcome  Self-regulation** |  |  |
| 1. **Students have multiple opportunities for dialogue and conversations** (50% student-talk); engaged in information processing, application and transfer of learning   **50% Student-Talk  Information Processing  Generalizes Learning** |  |  |
| 1. **Students are participating in differentiated activities and accommodations**   **Content  Process  Products/Resources/Materials  Time** |  |  |

|  |  |  |
| --- | --- | --- |
| **Student Interactions** | 0 |  |
| **Student Engagement** | 0 |  |

