

# Instructional Practices for an Effective Inclusive Classroom

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## Rating Scale:

- 1= Not observed (You do not see teachers implementing this in their classroom)
- 2=Inconsistent (Some teachers are implementing this item and some teachers are not)
- 3=Established (You have witnessed this item being implemented consistently with all teachers)

1. Classroom rules are clearly displayed	1	2	3
2. A system is in place for praising and acknowledging students' academic and behavioral accomplishments	1	2	3
3. Routines are clearly defined and posted in the classroom	1	2	3
4. A process is in place for quick recording of both behavioral and academic data	1	2	3
5. Classroom organization and structure allow for the smooth transitions between groups, classes, and activities	1	2	3
6. Procedures are in place for dealing with severe/dangerous behaviors	1	2	3
7. Instruction is explicit, interesting, varied, age appropriate, and individually appropriate	1	2	3
8. The teacher ensures that prerequisites skills are mastered before continuing with the lesson	1	2	3
9. The teacher assures predictability and provides transitional warnings	1	2	3
10. Instruction is provided in a variety of formats; one-to-one, small group, and large group	1	2	3
11. The pacing of instruction maintains student attention	1	2	3
12. Instructional materials are designed to meet varying student performance levels	1	2	3
13. Time is provided for corrective feedback and error correction	1	2	3
14. Independent activities are designed to provide instructionally relevant practice	1	2	3
15. A process is in place to assess the effectiveness of instruction	1	2	3

TOTAL \_\_\_\_\_

## Score Indicators:

- 36-45—Indicative of a school with strong evidence of strategies characteristic of effective classrooms
- 22-35—Indicative of a classroom moving toward effective instructional practices
- 21 or fewer—Indicative of a classroom that requires more emphasis on effective instructional practices