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| **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**

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Observer: Teacher: Date:

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TIME IN: TIME OUT: Grade: Subject:

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

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| [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** |   |       |

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

