



the ability challenge

THRIVE teacher inclusive practices assessment

1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

When reflecting on my practice, I regularly use and adapt evidence-based teaching strategies to meet the needs of all students in my classroom.

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When reflecting on my own practice, I create opportunities for all students to participate meaningfully in classroom activities.

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In my practice, I effectively collaborate with colleagues to support students with disabilities.

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In my practice, I use a variety of assessment methods to accurately measure the progress of diverse learners.

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When reflecting on my practice, I am comfortable managing challenging behaviors in an inclusive classroom setting.

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When reflecting on my practice, I use cooperative learning strategies to promote inclusion in my classroom.

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When reflecting on my practice, I routinely differentiate or specialize my instruction to address the diverse learning needs of my students.

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When reflecting on my practice, I ensure that students know the learning objectives for every lesson.

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In my practice, I regularly use data (e.g., baseline, formative, summative) to make instructional decisions on behalf of all students.

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When reflecting on my practice, I make explicit notations in my lesson plans to remove barriers or enhance accessibility so diverse learners can engage with grade level content.

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In my practice, I regularly adjust my assessment methods to accurately measure learning outcomes for students with diverse needs and abilities (e.g., pre-testing, ongoing progress checks, and final evaluations).

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When reflecting on my practice, I seek out information about new inclusive practices to improve my teaching.

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In my practice, I use collaborative approaches to maximize the support of all adults in the classroom (e.g., paraprofessionals, related services providers, co-teachers, administrators, etc.).

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When reflecting on my practice, I reflect on and adjust my use of inclusive instructional practices based on student outcomes.

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In my practice, I take advantage of formal (e.g., meetings, coaching) and informal (e.g., hallway conversations) opportunities to share ideas about strategies that work for students.

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When reflecting on my own practice, I advocate for resources and support to implement inclusive practices effectively.

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When reflecting on my practice, I implement the accommodations, modifications, and goals specified in students' IEPs.

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I am confident in my ability to consistently apply specific accommodations and modifications for students and can explain the rationale to colleagues and parents.

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In my practice, I actively participate in IEP meetings, providing valuable input on student progress and needs.

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In my practice, I use data to monitor the effectiveness of interventions for students with disabilities.

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What is your most significant challenge in implementing inclusive practices?

What does effective inclusive education mean to you?

Describe a specific inclusive practice you've implemented in your classroom. What was the impact on student learning?



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