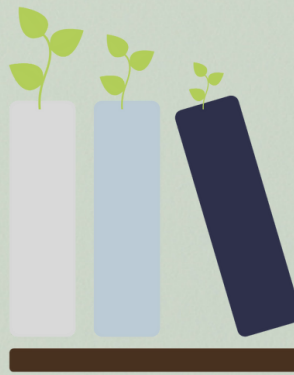




# INCLUSIVE CLASSROOM FRAMEWORK

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# THE WORKBOOK



CULTIVATE  
EDUCATION

By Chris Perry, M. Ed

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### **Cultivating an Inclusive Classroom**

A banana tree won't grow and flourish in the tundra of Siberia, and likewise, a child won't grow and flourish in an environment that isn't suited to their needs. Fortunately for students, teachers have the ability to create a hospitable, and inclusive environment for all students, but this doesn't come easy. Student engagement and learning can improve by thoughtfully and purposefully setting up the classroom environment. As a parallel, a farmer wouldn't plant their crops before amending the soil, running irrigation lines, considering cover crops, frost dates, and other environmental considerations. Similarly, teachers should work to cultivate their classroom environment before students arrive, and continue to meet the basic environmental requirements of their students through structural, environmental changes.

“Despite the widespread belief that individual grit, extraordinary self-reliance, or some in-born, heroic strength of character can triumph over calamity, science now tells us that it is the reliable presence of at least one supportive relationship and multiple opportunities for developing effective coping skills that are essential building blocks for the capacity to do well in the face of significant adversity,”

- National Scientific Council on the Developing Child (2015).

Because students enter the classroom with a wide range of abilities, backgrounds, cultures, preferences, and goals - it is in everyone's best interest to structure the classroom environment to be as well amended and inclusive as possible. In this sense, rather than fighting the natural diversity of the student strengths and needs in the classroom, that diversity is accounted for and embraced to serve as the central domains of an inclusive classroom environment. Every student deserves to be meaningfully included in a **safe, predictable, caring, supportive** and **ambitious** classroom.

One important consideration when setting up your classroom environment: students need to feel safe and welcomed into a classroom before they can be motivated to take risks and grow. This concept was famously articulated by Maslow, and intuitively makes sense: if we don't feel safe and included in a setting, we are extremely unlikely to be actively engaged in that setting. For example, if you go to a meeting, and no one says hello to you, gives you a run-down on what is happening at the meeting, and never asks your opinions or thoughts on the subject matter - you are very unlikely to be engaged in that meeting or find it to be a valuable usage of your time.

For this reason, the following Inclusive Classroom Framework is designed to help you prioritize creating a safe and predictable environment first, before working on creating a caring and supportive environment, and then finally striving for an



ambitious environment. If we are placed into an ambitious setting with high expectations, yet we don't feel it is a safe, predictable, or caring environment; then this will inevitably lead to frustration, anxiety, and disengagement as a means of self preservation. By prioritizing the more primary levels of needs first, we enable a progressive growth of the environment over time - without leaving any students behind and stuck at a developmental stage without the requisite environmental supports to continue to grow.

Before using this Workbook, please consider whether each of your students are having their physiological needs met. While often far outside the locus of control of an education system; students who are not fed, bathed, given enough sleep, properly clothed, or given appropriate access to medical treatment when needed - are not fully capable of meeting their educational potential. As an example: think of a time you were over-tired, maybe after staying awake much of the night with a newborn child; were you able to be your best self the following day? Did you find yourself having difficulty thinking, have a shorter temper, have trouble staying as active as you typically are? Far too many students arrive at school everyday in this state. While it is beyond every class serving as a food pantry and having cots available for naps, it's important to note that these physiological needs are not met, they will always overtake the upper-end mental process. So spending time working on something like goal setting with a student who is malnourished is a missed opportunity to address the root cause of the student's needs.

### **Domains of the Inclusive Classroom**

**Safe:** Many parents often remark, "my #1 job is to keep my kids safe". By extension, the number one job of educators is to ensure the safety of their students; whether that be carrying scissors the proper way, operating bunsen burners correctly, to using crosswalks after they leave school. In the Substance Abuse and Mental Health Services Administration's (SAMHSA) pivotal 2014 work, *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*, they describe safety as one of the key principles of a trauma-informed approach. In this report they describe the depth to which we need to address the feeling of safety by stating that, "throughout the organization, staff and the people they serve, whether children or adults, feel physically and psychologically safe; the physical setting is safe and interpersonal interactions promote a sense of safety". Additionally, according to the U.S. Department of Education, approximately 20% of students reported being bullied at school (Seldin, M., & Yanez, C. 2019).

This emphasis on ensuring that students feel safe in their environments can have a psychological, emotional, social and mental impact on students. As McIntosh, Ty, and Miller illustrate, when we increase the perception of safety, we "create conditions that foster healthy social development through a safer environment"(2014). Since



teachers have the primary control over the classroom environment, the first domain they should think about when setting up their classroom, is, “how do I ensure a feeling of safety for all my students.” Given that students come from a variety of backgrounds and previous experiences, it is best for teachers to structure the classroom with some degree of flexibility, in order for students to have the ability to self-regulate in the classroom environment. Lastly, it’s ok to be strict when it comes to safety - it really is that important.

**Predictable:** In order to create a predictable environment, you have to know your students, and what their needs, preferences, triggers, and personalities are. All of us have a hard time dealing with situations in which we don’t know what is happening and don’t know what to do next. This should not be construed as being monotonous or boring, but rather as stable and consistent. In fact, Fallon, L. M., O’Keeffe, B. V., & Sugai, G. (2012) articulated this well by saying, “providing positive, preventive, and predictable school and classroom environments has become a central consideration to academic and social behavior success”.

Predictability is dependent upon a foundation of safety; it allows us to know that the safe environment is likely to continue. Predictable environments mean that kids can spend less mental energy “reading the room” and worrying about what will happen next, and spend more time engaging in learning the content of the class period.

**Caring:** Kids feel safer with teachers they can trust to take care of them, and care about them as an individual. Transforming Education advocates that classrooms should be set up to enable “honest, authentic relationships between students and teachers that foster complex understandings about one another in order to disrupt inequitable and deficit-based views”(2019). Establishing a classroom environment that is built on trust requires that the teacher systematically builds relationships that convey an individual and collective sense of caring.

When students trust you as the classroom leader, they will be in a position to extend themselves academically and socially, with the understanding that you are a partner in that journey. Hattie’s work has indicated that student-teacher relationships, and having a sense of belonging, are both strategies with the potential to accelerate learning (2019). Since the teacher sets the tone for the classroom, if caring is a central tenet of the classroom culture, then caring relationships will become the norm, driving peer interactions as well. As the Aspen Institute well articulated, the “quality of a person’s relationships and social interactions shapes their development and health, both of the body and of the brain.”(2018)

Building a caring environment doesn’t have to be complicated, as an example, recent research from Cook, et. al, has found simply that greeting students at the door



before class resulting in a 20% increase in Academically Engagement Time with Middle School students (2018).

**Supportive:** No two students will be exactly the same, so it is important to have a classroom environment that is set up to support each student in their continuum of needs and abilities. Building classroom structures that are capable of changing and adjusting, will enable you to quickly adapt to support the needs of your students. Again from the Aspen Institute,

“Supportive learning environments in middle childhood offer opportunities to engage in inquiries and projects that allow children to set goals, seek answers, evaluate evidence, and draw conclusions; continue to engage in concrete experiences of the world on which they can begin to build more abstract thinking; support productive collaboration with other children in undertaking these and other efforts; teach social and emotional skills such as awareness of and productive ways of articulating and managing feelings, while developing empathy and positive inter- personal relationships; and communicate ideas in multiple artistic, linguistic, and mathematical formats.”(2018)

As a helpful analogy, think of the number of adaptations that a driver’s seat in a car has: the seat moves forwards and backwards, up and down, and the steering wheel adjusts as well. All this is to avoid a “one size fits all” driver’s seat, and instead embrace the variability that we all have as humans. Similar to the adjustable driver’s seat of a car, when a classroom’s supports adapt to the needs of the “driver”, it enables all students to successfully integrate and operate within that environment.

**Ambitious:** Students need rigorous, engaging, challenging and ambitious learning environments in order to meet their full potential. With the preceding needs met, a teacher can devote more attention to reaching the “zone of proximal development” for each student, in which they are challenged up to the point that their learning is maximized. As John Hattie’s *Visible Learning* work has repeatedly shown, when students are engaged in higher order thinking tasks, such as critical thinking, deep motivation, self-reported grades, etc., that student learning quickly accelerates and takes on a life of its own (2019). This condition is last, as an ambitious environment that is unpredictable or uncaring, is simply stressful - which de-emphasizes learning and reduces risk taking in learning. Reaching this conditional state is also the aspirational educational objective for every parent, educator, and community involved in ensuring equitable access to opportunities for our children. In other words, while ambitious classrooms are the last condition listed here - they’re also the reason for having schools in the first place.



### Self-Assessment of Inclusive Classroom Practices

Directions:

1. Use a 5-point scale (1 = Never, to 5 = Always) to rate your usage of each practice.
2. Once completed, total the results for each domain.
3. Starting with Safe, move down the list and focus improvement efforts on the lowest domain that is below 40 points.
  - a. Example, if Safe has a total of 45, go to Predictable. If Predictable has a total of 37, then concentrate your efforts in improving your usage of those practices listed under Predictable, and make a plan to re-rate your implementation in two weeks.
4. If all domains are above 40 points, then first celebrate having an Inclusive Classroom!
  - a. As an additional effort, set a higher goal of 45, 48, etc., and focus attention on the lowest level domain below that new goal.

#### Safe

	Classroom is well lit and clean
	Classroom is temperature controlled and noise is moderated
	Active supervision is provided
	Teacher and students can see and hear each other at all times
	There is an established process for asking for help and resolving conflicts
	There is a designated space and/or routine for students to utilize calming strategies
	Furniture is arranged for ease of movement
	There are several distinct types of areas within the room (i.e. area for working, area for materials to be stored, multiple tables or seating options)
	Peer-to-peer interactions are monitored to ensure that bullying is not occurring
	Emergency and safety procedures are clearly posted and frequently rehearsed



**Predictable**

	There is an orderly environment with easy access to frequently used materials
	Routines, procedures, and transitions are well defined, consistent, and reviewed as needed
	There is a posted schedule with clear expectations
	Learning goals are articulated, posted, and reflected upon
	Potential triggers, distractions, and disruptions are minimized
	Activities and movement happen at organized and coordinated times
	Students are made aware of upcoming changes before they happen
	Common attention signals are consistently used
	Teacher maintains a consistent demeanor
	Teacher responds to misbehavior with consistency and proportionality

**Caring**

	Classroom has a welcoming environment
	Positive teacher attention is given equitably
	Positive teacher attention is given frequently
	Positive teacher attention is given non-contingently
	Each student has a personal connection to the teacher
	The background of each student is taken into account and respected
	The individual strengths and needs of each student are taken into account in instruction
	Amicable and respectful interactions are the status quo
	Students are encouraged to respectfully express and discuss their thoughts, beliefs, and emotions
	Opportunities for interpersonal connections are emphasized throughout the day





**Supportive**

	Class periods start with activities to draw upon background knowledge and involve all students
	Academic, social and emotional skills are explicitly taught, practiced, and reinforced
	A continuum of academic, behavioral, social and emotional supports are available
	Teacher frequently and quickly interacts with students to monitor their progress, encourage their engagement, and correct mistakes in learning
	All students are provided with specific, ample, and helpful feedback geared towards spurring growth and self-reflection
	Physical arrangement allows for a variety of flexible instructional groups and interactions
	There are individual and group contingencies for classroom behavior
	Students have access to tools to aid in learning, such as graphic organizers, math manipulatives, audio/visual, linguistic supports, etc.
	Frequent activities geared towards including and engaging all students
	Lessons are structured to build upon previous knowledge and ready the student for future learning

**Ambitious**

	Instructional time is maximized
	Instructional level of lessons is challenging, but not overly difficult
	Student agency, choice, self-direction, and self-monitoring are actively taught, practiced, and encouraged
	Student resilience and self-regulation are taught, practiced, and encouraged
	There are frequent opportunities to respond to instruction in a variety of groupings (individual, small group, whole group)



	There are a variety of engagement methods (verbal, white boards, hand raising/gestures, response cards, technology, clickers, written, choral response, etc.)
	There are a variety of formats for students to express and demonstrate understanding, and to extend their learning (written reports, presentations, project based learning, etc.)
	Large and small achievements in learning are visually displayed and celebrated
	Learning activities are oriented toward achieving mastery of mutually agreed, developed, and understood goals
	Meta-cognition is taught, encouraged, and expected of all students

**Totals**

Domain	Total Score	Notes and Next Steps
Safe		
Predictable		
Caring		
Supportive		
Ambitious		



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## **Implementation Forms**

One of the perpetual challenges that schools struggle with is consistent implementation of evidence based practices. As Fixsen, Naoom, Blase, Friedman, & Wallace stated, “The challenge schools face is not finding what works, but implementing what works” (2005). With this in mind, the following Implementation Forms are designed to assist educators in addressing this challenge.

Each form is set up to support a two-week implementation plan for each selected inclusive practice, monitored by self-reflection of fidelity to implementation. Essentially, this helps each educator to answer: “did I do the things I was said I was going to do?”

Each inclusive practice has a set of 3-4 “Success Criteria” that give educators more definitive action steps to implementation. This helps to demystify common goals such as “building relationships with students”, to giving more specifics on what research indicates are effective techniques to improving relationships with students (these details can be found under Caring #5: “Each student has a personal connection to the teacher” on page 36).

It is recommended to limit the number of implementation plans being used at any one time. This is intended to prevent you from feeling overextended, which even though well-intended, will reduce implementation outcomes by dividing your attention in too many directions. Since there are so many variables at work within a classroom (how many students, years of experience for the teacher, elementary vs. secondary, etc.), there is no “magic number” to how many implementation plans to monitor at once. As a general rule of thumb though, you will be best suited to prioritize monitoring somewhere between one and three implementation plans at any given time.

Lastly, do not be shy about collaborating with your colleagues on implementation efforts. Implementation is much better as a team sport, and will likely deepen everyone’s understanding of the practices themselves as well as what it takes to have consistent implementation across the board.

**Best of luck in your efforts to improve your inclusive classroom!**



# Safe #1: Classroom is well lit and clean



CULTIVATE  
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Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Utilize varying ways to increase and decrease the type (natural and electric) and the amount of light such as different light switches, blinds, lamps, etc.						
b. Adjust for the amount of light based on external factors (such as weather and time of day), as well as based on activity (such as use of projectors and independent work).						
c. Trash, dust, clutter, and surfaces are frequently cleaned to minimize germs and increase comfort.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Utilize varying ways to increase and decrease the type (natural and electric) and the amount of light such as different light switches, blinds, lamps, etc.						
b. Adjust for the amount of light based on external factors (such as weather and time of day), as well as based on activity (such as use of projectors and independent work).						
c. Trash, dust, clutter, and surfaces are frequently cleaned to minimize germs and increase comfort.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Safe #2: Classroom is temperature controlled and noise is moderated



CULTIVATE  
EDUCATION

Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Inclusive Classroom Framework

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The ambient temperature and noise level of the classroom is evaluated at various times throughout the school day and year to identify patterns.						
b. When applicable and within the teachers locus of control, efforts are made to moderate the classroom temperature to between 68-74°F.						
c. When applicable and within the teachers locus of control, efforts are made to moderate the classroom noise to below 35 decibels most of the time, with shorter periods of up 60 decibels.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The ambient temperature and noise level of the classroom is evaluated at various times throughout the school day and year to identify patterns.						
b. When applicable and within the teachers locus of control, efforts are made to moderate the classroom temperature to between 68-74°F.						
c. When applicable and within the teachers locus of control, efforts are made to moderate the classroom noise to below 35 decibels most of the time, with shorter periods of up 60 decibels.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

### Safe #3: Active supervision is provided



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The teacher is frequently moving around the entirety of the classroom.						
b. The teacher is visually and auditorily scanning the classroom for signs of students in need of support and/or redirection every 3-5 minutes.						
c. Interaction is made with each student at least once per class period.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The teacher is frequently moving around the entirety of the classroom.						
b. The teacher is visually and auditorily scanning the classroom for signs of students in need of support and/or redirection every 3-5 minutes.						
c. Interaction is made with each student at least once per class period.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Safe #4: Teacher and students can see and hear each other at all times



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** "Did I do what I planned to do?"

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The physical layout of the classroom minimizes blind spots.						
b. The primary work areas for students and the teacher are openly visible from all locations in the classroom.						
c. Acoustics and application are considered from both the environmental context (large or obstructed spaces) as well as based upon individual student needs.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The physical layout of the classroom minimizes blind spots.						
b. The primary work areas for students and the teacher are openly visible from all locations in the classroom.						
c. Acoustics and application are considered from both the environmental context (large or obstructed spaces) as well as based upon individual student needs.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						



# Safe #5: There is an established process for asking for help and resolving conflicts



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** "Did I do what I planned to do?"

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Students are taught how to ask for help.						
b. Students are taught how to resolve conflicts appropriately.						
c. Reinforcement and redirection are provided as needed.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Students are taught how to ask for help.						
b. Students are taught how to resolve conflicts appropriately.						
c. Reinforcement and redirection are provided as needed.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Safe #6: There is a designated space and/or routine for students to utilize calming strategies



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is a dedication space and/or routine for students to use when they experience strong emotions.						
b. Students are taught how to utilize these calming resources appropriately and allowed time to practice while calm.						
c. Students are allowed access to calming resources as needed and without consequence.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is a dedication space and/or routine for students to use when they experience strong emotions.						
b. Students are taught how to utilize these calming resources appropriately and allowed time to practice while calm.						
c. Students are allowed access to calming resources as needed and without consequence.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Safe #7: Furniture is arranged for ease of movement



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Some form of an evaluation, observation, or reflection is conducted to look at areas of the classroom that are more often utilized and student traffic patterns going to/from those locations.						
b. Effort is made to increase space around commonly used areas and/or redistribute crowded spots as appropriate.						
c. Special consideration is given to students with additional physical, visual, and/or auditory needs and how they can access and utilize the learning space.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Some form of an evaluation, observation, or reflection is conducted to look at areas of the classroom that are more often utilized and student traffic patterns going to/from those locations.						
b. Effort is made to increase space around commonly used areas and/or redistribute crowded spots as appropriate.						
c. Special consideration is given to students with additional physical, visual, and/or auditory needs and how they can access and utilize the learning space.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

*Safe #8: There are several distinct types of areas within the room (i.e. area for working, area for materials to be stored, multiple tables or seating options)*



Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

<p><b>Rating Scale</b>                  NA = Not Applicable                  0 = Not at all                  1 = Somewhat                  2 = Yes</p>
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**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The classroom space is evaluated for flexible utilization that provides a variety of work spaces and seating options, as well as dedicated spaces for students to settle in.						
b. When appropriate, students are provided with some choice in workspace and seating.						
c. Each student is provided at least one “home base” within the classroom.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The classroom space is evaluated for flexible utilization that provides a variety of work spaces and seating options, as well as dedicated spaces for students to settle in.						
b. When appropriate, students are provided with some choice in workspace and seating.						
c. Each student is provided at least one “home base” within the classroom.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Safe #9: Peer-to-peer interactions are monitored to ensure that bullying is not occurring



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Students are directly taught and practice how to interact in an age appropriate fashion.						
b. The teacher monitors peer-peer interactions and provides feedback as needed.						
c. In instances of repeated inappropriate behaviors and/or bullying, the teacher will address the situation in accordance to class, building, and district policies.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Students are directly taught and practice how to interact in an age appropriate fashion.						
b. The teacher monitors peer-peer interactions and provides feedback as needed.						
c. In instances of repeated inappropriate behaviors and/or bullying, the teacher will address the situation in accordance to class, building, and district policies.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Safe #10: Emergency and safety procedures are clearly posted and frequently rehearsed



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There are posted visual aids that illustrate emergency evacuation procedures, as required by law, district/local policy, and regional needs (such as natural disasters).						
b. Special consideration is given to safety procedures for both the activity (such as a science lab activity) as well as the students served (student medical emergencies such as allergic reactions, seizures, etc.).						
c. Responses to these emergency and safety procedures are practiced and reinforced as needed.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There are posted visual aids that illustrate emergency evacuation procedures, as required by law, district/local policy, and regional needs (such as natural disasters)						
b. Special consideration is given to safety procedures for both the activity (such as a science lab activity) as well as the students served (student medical emergencies such as allergic reactions, seizures, etc.).						
c. Responses to these emergency and safety procedures are practiced and reinforced as needed.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Predictable #1: There is an orderly environment with easy access to frequently used materials



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The physical layout of the classroom is evaluated in the context of improving consistency and access to commonly used materials such as books, pencil sharpeners, technology, etc.						
b. A plan is developed and put in place to increase consistency and ease of access to commonly used materials.						
c. Students play a part in helping to keep the classroom orderly to maximize learning.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The physical layout of the classroom is evaluated in the context of improving consistency and access to commonly used materials such as books, pencil sharpeners, technology, etc.						
b. A plan is developed and put in place to increase consistency and ease of access to commonly used materials.						
c. Students play a part in helping to keep the classroom orderly to maximize learning.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

*Predictable #2: Routines, procedures, and transitions are well defined, consistent and reviewed as needed*



Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The need for routines, procedures and transitions is evaluated, with students playing a part as appropriate.						
b. Written and/or visual instructions are provided as a resource to students.						
c. Routine, procedures, and transitions are taught, practiced and reinforced on an as needed basis.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The need for routines, procedures and transitions is evaluated, with students playing a part as appropriate.						
b. Written and/or visual instructions are provided as a resource to students.						
c. Routine, procedures, and transitions are taught, practiced and reinforced on an as needed basis.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						



# Predictable #3: There is a posted schedule with clear expectations



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Inclusive Classroom Framework

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The schedule for the day is posted.						
b. The behavioral expectations for the day are posted.						
c. The students are taught/provided review of the schedule and expectations as frequently as needed.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The schedule for the day is posted.						
b. The behavioral expectations for the day are posted.						
c. The students are taught/provided review of the schedule and expectations as frequently as needed.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Predictable #4: Learning goals are articulated, posted, and reflected upon



CULTIVATE  
EDUCATION

Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** "Did I do what I planned to do?"

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Inclusive Classroom Framework

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The learning goal(s) of a lesson or activity have been identified.						
b. The learning goal(s) of a lesson or activity have been articulated to students and posted in some way.						
c. Students are guided through a reflection of their performance or understanding of the learning goal(s).						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The learning goal(s) of a lesson or activity have been identified.						
b. The learning goal(s) of a lesson or activity have been articulated to students and posted in some way.						
c. Students are guided through a reflection of their performance or understanding of the learning goal(s).						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Predictable #5: Potential triggers, distractions, and disruptions are minimized



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** "Did I do what I planned to do?"

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Take stock of potential triggers, distractions, and disruptions for students that originate from the school setting (i.e. bell schedule, passing periods, activity outside the classroom windows, clicking radiators, etc.) that consistently happen day to day.						
b. Teach staff and students appropriate ways to ignore and handle triggers, distractions, and disruptions.						
c. Teach staff and students appropriate ways to minimize the creation of triggers, distractions, and disruptions to other students.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Take stock of potential triggers, distractions, and disruptions for students that originate from the school setting (i.e. bell schedule, passing periods, activity outside the classroom windows, clicking radiators, etc.) that consistently happen day to day.						
b. Teach staff and students appropriate ways to ignore and handle triggers, distractions, and disruptions.						
c. Teach staff and students appropriate ways to minimize the creation of triggers, distractions, and disruptions to other students.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Predictable #6: Activities and movement happen at organized and coordinated times



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The daily activities and movement are anticipated prior to the start of the school day.						
b. The daily schedule is geared towards maximizing the instructional time and purposeful activities and movement times during the day.						
c. Students are taught how to manage these activities and movement times, with reinforcement and redirection used as needed.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The daily activities and movement are anticipated prior to the start of the school day.						
b. The daily schedule is geared towards maximizing the instructional time and purposeful activities and movement times during the day.						
c. Students are taught how to manage these activities and movement times, with reinforcement and redirection used as needed.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Predictable #7: Students are made aware of upcoming changes before they happen



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Inclusive Classroom Framework

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. As much as possible, changes to the schedule and/or classroom routine are identified prior to the start of the school day.						
b. Students are told/taught about the upcoming changes and practiced if needed.						
c. A visual/tangible reminder of the change is posted somewhere in the classroom space (written on the board, sticky note on the desks, emailed to students, etc.).						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. As much as possible, changes to the schedule and/or classroom routine are identified prior to the start of the school day.						
b. Students are told/taught about the upcoming changes and practiced if needed.						
c. A visual/tangible reminder of the change is posted somewhere in the classroom space (written on the board, sticky note on the desks, emailed to students, etc.).						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Predictable #8: Common attention signals are consistently used



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** "Did I do what I planned to do?"

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Common attention signal(s) is/are selected.						
b. Common attention signal(s) is/are taught to students.						
c. Common attention signal(s) is/are utilized consistently across the school day.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Common attention signal(s) is/are selected.						
b. Common attention signal(s) is/are taught to students.						
c. Common attention signal(s) is/are utilized consistently across the school day.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Predictable #9: Teacher maintains a consistent demeanor



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The teacher considers their own typical demeanor and responses, and how they may impact students.						
b. The teacher models a consistent demeanor for the students.						
c. The teacher regularly self-reflects on their consistency, and works to expand strengths and remediate weaknesses.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The teacher considers their own typical demeanor and responses, and how they may impact students.						
b. The teacher models a consistent demeanor for the students.						
c. The teacher regularly self-reflects on their consistency, and works to expand strengths and remediate weaknesses.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Predictable #10: Teacher responds to misbehavior with consistency and proportionality



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Inclusive Classroom Framework

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is a documented set of responses/consequences to misbehavior that are proportionate to the misbehavior, such as a discipline flowchart or code of conduct.						
b. The students are taught which behaviors are appropriate for the classroom and which are not, and in accordance to the set of responses/consequences.						
c. The set of responses/consequences are followed consistently across students, situations, and time.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is a documented set of responses/consequences to misbehavior that are proportionate to the misbehavior, such as a discipline flowchart or code of conduct.						
b. The students are taught which behaviors are appropriate for the classroom and which are not, and in accordance to the set of responses/consequences.						
c. The set of responses/consequences are followed consistently across students, situations, and time.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						



# Caring #1: Classroom has a welcoming environment



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Positive interactions between students is encouraged.						
b. Each student has their own “place” within the room such as a seat, cubby, or locker.						
c. There are spaces within the classroom that allow for, and encourage, sharing, interacting, and collaborating.						
d. The classroom environment has features and decor that are reflective of the community, families, and students served.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Positive interactions between students is encouraged.						
b. Each student has their own “place” within the room such as a seat, cubby, or locker.						
c. There are spaces within the classroom that allow for, and encourage, sharing, interacting, and collaborating.						
d. The classroom environment has features and decor that are reflective of the community, families, and students served.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Caring #2: Positive teacher attention is given equitably



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is approximately a 4:1 (Positive:Corrective ratio) for the class across the school day.						
b. There is approximately a 4:1 (Positive:Corrective ratio) for each student across the school day.						
c. For students who are in need of more attention and connection with staff, this is also provided.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is approximately a 4:1 (Positive:Corrective ratio) for the class across the school day.						
b. There is approximately a 4:1 (Positive:Corrective ratio) for each student across the school day.						
c. For students who are in need of more attention and connection with staff, this is also provided.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

### Caring #3: Positive teacher attention is given frequently



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is frequent, direct, positive attention given to individual students.						
b. There is frequent, direct, positive attention given to small groups of students.						
c. There is frequent, direct, positive attention given to the whole class.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is frequent, direct, positive attention given to individual students.						
b. There is frequent, direct, positive attention given to small groups of students.						
c. There is frequent, direct, positive attention given to the whole class.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Caring #4: Positive teacher attention is given non-contingently



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Pre-plan time in your schedule, such as before class begins, to connect with your students.						
b. Consider using pre-planned topics, observations, and carry-over topics from previous days as connect starters.						
c. Connect with every student every day.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Pre-plan time in your schedule, such as before class begins, to connect with your students.						
b. Consider using pre-planned topics, observations, and carry-over topics from previous days as connect starters.						
c. Connect with every student every day.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Caring #5: Each student has a personal connection to the teacher



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Devote time to each student each day.						
b. Communicate high levels of expectations, caring, and support.						
c. Find opportunities to show them that you see them as an individual daily.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Devote time to each student each day.						
b. Communicate high levels of expectations, caring, and support.						
c. Find opportunities to show them that you see them as an individual daily.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Caring #6: The background of each student is taken into account and respected



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The teacher spends time getting to know the unique background and interests of their students.						
b. With an eye towards inclusivity, the unique background and interests of students are incorporated into the classroom climate as much as possible.						
c. With an eye towards inclusivity, the unique background and interests of students are incorporated into the instruction and activities as much as possible.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The teacher spends time getting to know the unique background and interests of their students.						
b. With an eye towards inclusivity, the unique background and interests of students are incorporated into the classroom climate as much as possible.						
c. With an eye towards inclusivity, the unique background and interests of students are incorporated into the instruction and activities as much as possible.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Caring #7: The individual strengths and needs of each student are taken into account in instruction



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The teacher spends time getting to know the unique strengths and needs of their students.						
b. With an eye towards inclusivity, the unique strengths and needs of students are incorporated into the classroom climate as much as possible.						
c. With an eye towards inclusivity, the unique strengths and needs of students are incorporated into the instruction and activities as much as possible.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The teacher spends time getting to know the unique strengths and needs of their students.						
b. With an eye towards inclusivity, the unique strengths and needs of students are incorporated into the classroom climate as much as possible.						
c. With an eye towards inclusivity, the unique strengths and needs of students are incorporated into the instruction and activities as much as possible.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Caring #8: Amicable and respectful interactions are the status quo



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Students are directly taught about how to interact kindly and respectfully in a school setting.						
b. Respectful interactions are modeled and reinforced throughout the school day.						
c. Redirection and reteaching are provided to maintain and clarify kind and respectful interactions as needed.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Students are directly taught about how to interact kindly and respectfully in a school setting.						
b. Respectful interactions are modeled and reinforced throughout the school day.						
c. Redirection and reteaching are provided to maintain and clarify kind and respectful interactions as needed.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						



*Caring #9: Students are encouraged to respectfully express and discuss their thoughts, beliefs, and emotions*



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Teach students about their emotions and how to appropriately express and manage them in a school setting.						
b. Model and reinforce appropriate expression and management of emotions.						
c. Look for opportunities within your curricula to connect back to expressions and management of emotions.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Teach students about their emotions and how to appropriately express and manage them in a school setting.						
b. Model and reinforce appropriate expression and management of emotions.						
c. Look for opportunities within your curricula to connect back to expressions and management of emotions.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Caring #10: Opportunities for interpersonal connections are emphasized throughout the day



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There are times built in the schedule to both formally work together as well as informally socialize.						
b. These interaction times are consistently utilized and monitored for appropriateness.						
c. All students are active participants in both the formal and informal interactions.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There are times built in the schedule to both formally work together as well as informally socialize.						
b. These interaction times are consistently utilized and monitored for appropriateness.						
c. All students are active participants in both the formal and informal interactions.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Supportive #1: Class periods start with activities to draw upon background knowledge and involve all students



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. It is planned to include all students at the start of each lesson.						
b. These plans includes activation of prior knowledge as applicable.						
c. All students actively participate in the initial activities of the lesson.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. It is planned to include all students at the start of each lesson.						
b. These plans includes activation of prior knowledge as applicable.						
c. All students actively participate in the initial activities of the lesson.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Supportive #2: Academic, social and emotional skills are explicitly taught, practiced, and reinforced



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Academic, social, and emotional skills are directly taught to all students.						
b. Academic, social, and emotional skills are directly practiced by all students.						
c. Academic, social, and emotional skills are directly reinforced with all students.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Academic, social, and emotional skills are directly taught to all students.						
b. Academic, social, and emotional skills are directly practiced by all students.						
c. Academic, social, and emotional skills are directly reinforced with all students.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Supportive #3: A continuum of academic, behavioral, social and emotional supports are available



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. All students are assessed or evaluated for their current mastery of academics, behavior, and/or social-emotional skills.						
b. Students are provided with remediation or enrichment instruction and support based on their present skill levels .						
c. This data is used to determine instructional needs for the whole class as well as individual students.						
d. Progress monitoring is utilized to keep track of skill development.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. All students are assessed or evaluated for their current mastery of academics, behavior, and/or social-emotional skills.						
b. Students are provided with remediation or enrichment instruction and support based on their present skill levels .						
c. This data is used to determine instructional needs for the whole class as well as individual students.						
d. Progress monitoring is utilized to keep track of skill development.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

*Supportive #4: Teacher frequently and quickly interacts with students to monitor their progress, encourage their engagement, and correct mistakes in learning*



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Within the class period, check in on every student’s progress at least once.						
b. Look and listen for signs of disengagement, and quickly respond.						
c. As needed, provide encouragement and/or mistake correction.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Within the class period, check in on every student’s progress at least once.						
b. Look and listen for signs of disengagement, and quickly respond.						
c. As needed, provide encouragement and/or mistake correction.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

*Supportive #5: All students are provided with specific, ample, and helpful feedback geared towards spurring growth and self-reflection*



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Specific and process oriented reinforcing and corrective feedback was provided to all students.						
b. Reinforcing and corrective feedback was provided as timely as possible.						
c. Both reinforcing and corrective feedback were directed towards self-reflection and encouraging growth.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Specific and process oriented reinforcing and corrective feedback was provided to all students.						
b. Reinforcing and corrective feedback was provided as timely as possible.						
c. Both reinforcing and corrective feedback were directed towards self-reflection and encouraging growth.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Supportive #6: Physical arrangement allows for a variety of flexible instructional groups and interactions



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** "Did I do what I planned to do?"

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The classroom is arranged in a way to allow for a variety of instructional groups.						
b. A variety of instructional groups are intentionally planned for throughout the day.						
c. A variety of instructional groups are intentionally used and monitored for impact throughout the day.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The classroom is arranged in a way to allow for a variety of instructional groups.						
b. A variety of instructional groups are intentionally planned for throughout the day.						
c. A variety of instructional groups are intentionally used and monitored for impact throughout the day.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						



# Supportive #7: There are individual and group contingencies for classroom behavior



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is a classroom or school-wide contingency system for reinforcing behaviors for all students.						
b. This contingency system is selectively used to increase motivation for a difficult task, improve group functioning, and/or solidify the acquisition of new learning/behaviors.						
c. There are modifications or adaptations for individual students who need more frequent or targeted reinforcement.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is a classroom or school-wide contingency system for reinforcing behaviors for all students.						
b. This contingency system is selectively used to increase motivation for a difficult task, improve group functioning, and/or solidify the acquisition of new learning/behaviors.						
c. There are modifications or adaptations for individual students who need more frequent or targeted reinforcement.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

*Supportive #8: Students have access to tools to aid in learning, such as graphic organizers, math manipulatives, audio/visual, linguistic supports, etc.*



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is a selection of tools that aid in the learning of the specific lesson goals and objectives.						
b. Students are taught/retaught how to utilize these tools to aid in their learning.						
c. Both the teacher and student reflect upon the usage of the tool in relation to enhancing the approachability of the lesson.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is a selection of tools that aid in the learning of the specific lesson goals and objectives.						
b. Students are taught/retaught how to utilize these tools to aid in their learning.						
c. Both the teacher and student reflect upon the usage of the tool in relation to enhancing the approachability of the lesson.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Supportive #9: Frequent activities geared towards including and engaging all students



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Class periods start with engagement activities that are intended to connect with the diverse backgrounds, needs, and interests of all students.						
b. Throughout the lesson, there are activities that provide students opportunities to re-engage and more deeply engage.						
c. Throughout the school day and year, there are extra-curricular activities that provide additional opportunities for student engagement.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Class periods start with engagement activities that are intended to connect with the diverse backgrounds, needs, and interests of all students.						
b. Throughout the lesson, there are activities that provide students opportunities to re-engage and more deeply engage.						
c. Throughout the school day and year, there are extra-curricular activities that provide additional opportunities for student engagement.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

*Supportive #10: Lessons are structured to build upon previous knowledge and ready the student for future learning*



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Individual lessons are connected to the previous lesson, the subsequent lesson, or both.						
b. Individual units are connected to the previous unit, the subsequent unit, or both.						
c. Individual units are connected to at least one grade level standard.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Individual lessons are connected to the previous lesson, the subsequent lesson, or both.						
b. Individual units are connected to the previous unit, the subsequent unit, or both.						
c. Individual units are connected to at least one grade level standard.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Ambitious #1: Instructional time is maximized



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Instructional activities are prepared in advance, with instruction starting on time and meaningful learning extends to the end of the class/period.						
b. The frequency and duration of disruptions is minimized.						
c. The frequency and duration of transitions is minimized.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Instructional activities are prepared in advance, with instruction starting on time and meaningful learning extends to the end of the class/period.						
b. The frequency and duration of disruptions is minimized.						
c. The frequency and duration of transitions is minimized.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Ambitious #2: Instructional level of lessons is challenging, but not overly difficult



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Current student skills, competencies, and knowledge are assessed.						
b. Current student skills, competencies, and knowledge are incorporated into the instructional targets to maximize the instructional benefit for the majority of students.						
c. Learning scaffolds are provided for students for whom the instructional targets may be at their “frustration” level (beyond their current skills, competencies, and knowledge).						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Current student skills, competencies, and knowledge are assessed.						
b. Current student skills, competencies, and knowledge are incorporated into the instructional targets to maximize the instructional benefit for the majority of students.						
c. Learning scaffolds are provided for students for whom the instructional targets may be at their “frustration” level (beyond their current skills, competencies, and knowledge).						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

### Ambitious #3: Student agency, choice, self-direction, and self-monitoring are actively taught, practiced, and encouraged



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Consideration is given to the where and when input and choice can be extended to students to the maximum benefit and extent possible.						
b. Students have the opportunity to have input, choices, and agency daily.						
c. The input they provide and choices that they select are respected and valued.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Consideration is given to the where and when input and choice can be extended to students to the maximum benefit and extent possible.						
b. Students have the opportunity to have input, choices, and agency daily.						
c. The input they provide and choices that they select are respected and valued.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Ambitious #4: Student resilience and self-regulation are taught, practiced, and encouraged



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Resilience and self-regulation skills are taught to all students.						
b. Resilience and self-regulation skills are practiced by all students.						
c. Resilience and self-regulation skills are encouraged in all students.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Resilience and self-regulation skills are taught to all students.						
b. Resilience and self-regulation skills are practiced by all students.						
c. Resilience and self-regulation skills are encouraged in all students.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						



*Ambitious #5: There are frequent opportunities to respond to instruction in a variety of groupings (individual, small group, whole group)*



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The class utilizes individual instruction to build fluency and mastery of skills.						
b. The class utilizes small group instruction to build acquisition, fluency and mastery of skills.						
c. The class utilizes whole group instruction to build acquisition and fluency and of skills.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. The class utilizes individual instruction to build fluency and mastery of skills.						
b. The class utilizes small group instruction to build acquisition, fluency and mastery of skills.						
c. The class utilizes whole group instruction to build acquisition and fluency and of skills.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

*Ambitious #6: There are a variety of engagement methods (verbal, white boards, hand raising/gestures, response cards, technology, clickers, written, choral response, etc.)*



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *"Did I do what I planned to do?"*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. A variety of response methods were planned to enhance engagement.						
b. A variety of response methods were provided.						
c. A variety of response methods were used by students.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. A variety of response methods were planned to enhance engagement.						
b. A variety of response methods were provided.						
c. A variety of response methods were used by students.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

*Ambitious #7: There are a variety of formats for students to express and demonstrate understanding, and to extend their learning (written reports, presentations, project based learning, etc.)*



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity: "Did I do what I planned to do?"**

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. A variety of methods were provided for students to demonstrate learning.						
b. A variety of methods were used by students to demonstrate learning.						
c. Overall student learning towards goals is assessed and reflected on.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. A variety of methods were provided for students to demonstrate learning.						
b. A variety of methods were used by students to demonstrate learning.						
c. Overall student learning towards goals is assessed and reflected on.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Ambitious #8: Large and small achievements in learning are visually displayed and celebrated



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** *“Did I do what I planned to do?”*

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is at least one area of the classroom dedicated to an achievement display.						
b. All students have an opportunity to display their work.						
c. Displayed work is connected back to larger learning objectives and/or goals.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. There is at least one area of the classroom dedicated to an achievement display.						
b. All students have an opportunity to display their work.						
c. Displayed work is connected back to larger learning objectives and/or goals.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

## Ambitious #9: Learning activities are oriented toward achieving mastery of mutually agreed, developed, and understood goals



**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Name/Class: \_\_\_\_\_ Start Date: \_\_\_\_\_ Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** "Did I do what I planned to do?"

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Under the direction of the teacher, the class worked together to develop, personalize, and/or modify goals.						
b. Students can articulate what their goals are and what mastery looks like.						
c. Students can connect what they are currently learning to larger goals.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Under the direction of the teacher, the class worked together to develop, personalize, and/or modify goals.						
b. Students can articulate what their goals are and what mastery looks like.						
c. Students can connect what they are currently learning to larger goals.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						

# Ambitious #10: Meta-cognition is taught, encouraged, and expected of all students



Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity:** "Did I do what I planned to do?"

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Students are taught how to engage in metacognition and the benefits.						
b. Students are encouraged to engage in metacognition within a variety of classroom activities and group sizes.						
c. Students are expected to engage in metacognition as a part of application of their learning.						
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
a. Students are taught how to engage in metacognition and the benefits.						
b. Students are encouraged to engage in metacognition within a variety of classroom activities and group sizes.						
c. Students are expected to engage in metacognition as a part of application of their learning.						
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						



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Name/Class: \_\_\_\_\_

Start Date: \_\_\_\_\_

Finish Date: \_\_\_\_\_

Who can help you with your plan, and when will you meet to discuss data and results?: \_\_\_\_\_

**Plan to monitor implementation fidelity: "Did I do what I planned to do?"**

**Rating Scale**  
 NA = Not Applicable  
 0 = Not at all  
 1 = Somewhat  
 2 = Yes

Inclusive Classroom Framework

Success Criteria - Week 1	Mon	Tue	Wed	Thu	Fri	Weekly Total
<b>Daily Total</b>						
<b>Week 1 Reflection</b>						

Success Criteria - Week 2	Mon	Tue	Wed	Thu	Fri	Weekly Total
<b>Daily Total</b>						
<b>Week 2 Reflection</b>						



# CULTIVATE EDUCATION

INCLUSIVE CLASSROOM FRAMEWORK :  
THE WORKBOOK  
Publication Date 2024