

# Lowell Inclusive Practices Observation and Reflection Tool – 2025-26 Updated 8-24-25.

Teacher Name \_\_\_\_\_ Lesson/Topic \_\_\_\_\_ Date \_\_\_\_\_

*The Look-for tool was used during today's classroom observation and is being shared to support personal reflection and teacher-identified next steps.*

| Novak/UDL Look Fors with Danielson Alignment                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Possible Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Notes |
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| <p><b>Clear Learning Objectives (Learning Targets)</b></p> <p>Firm grade-level learning objectives are visible to students and referred to throughout the lesson.</p> <p><b>For learners to be engaged, they must know what they are doing and why they are doing it.</b></p> <p><b>What am I learning?</b><br/>(Learning Objective)</p> <p><b>Why am I learning it?</b><br/>(Clarity of Purpose)</p> <p><b>How will I know I learned it?</b><br/>(Success Criteria)</p> | <p><b>1a Applying Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Pedagogical Content Knowledge</li> <li>• Knowledge of Interdisciplinary Relationships and Skills</li> </ul> <p><b>1c Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• Value and Relevance</li> <li>• Alignment to Grade-Level Standards</li> <li>• Clarity of Purpose</li> </ul> <p><b>3a Communicating About Purpose and Content</b></p> <ul style="list-style-type: none"> <li>• Purpose for Learning &amp; Success Criteria</li> <li>• Specific Expectations</li> <li>• Explanations of Content</li> <li>• Use of Academic Language</li> </ul> <p><b>3d Using Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>• Clear Standards for Success</li> <li>• Monitoring Student Understanding</li> <li>• Timely, Constructive Feedback</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Posts lesson objective(s).</li> <li><input type="checkbox"/> Connects today's learning to previous learning.</li> <li><input type="checkbox"/> Verbally shares and processes the objective(s) with students.</li> <li><input type="checkbox"/> Objectives are rigorous and appropriate for students (linked to grade-level standards).</li> <li><input type="checkbox"/> Objectives refer to what the students will learn/know at the end of the lesson, not what the students will do (content, not activity-based).</li> <li><input type="checkbox"/> Teacher shares the purpose of the learning objective and/or why it is important. <i>Do students find meaning in the work?</i></li> <li><input type="checkbox"/> Refers to objectives (learning targets) multiple times throughout the lesson.</li> <li><input type="checkbox"/> Students engage with the learning task, indicating that they understand what they are to do.</li> <li><input type="checkbox"/> Instructional materials and assessments are linked to stated goals.</li> <li><input type="checkbox"/> States and explains success criteria (something students will say, do, make, or write to indicate they are moving toward the objective).</li> </ul> |       |

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|                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/> Provides opportunities for students to do their own goal setting as it relates to the learning target.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <p><b>Flexible Methods</b></p> <p>Teacher provides students with flexibility in how they learn, make sense of language, and build understanding in purposeful ways.</p> <p><b>To be engaged, students must believe that they have the ability (or a way to get it) and agency to make it happen.</b></p> | <p><b>1e Planning Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Tasks and Activities</li> <li>• Flexible Learning</li> <li>• Student Collaboration</li> <li>• Structure and Flow</li> </ul> <p><b>2c Maintaining Purposeful Environments</b></p> <ul style="list-style-type: none"> <li>• Productive Collaboration</li> <li>• Student Autonomy and Responsibility</li> <li>• Equitable Access to Resources and Supports</li> </ul> <p><b>2e Organizing Spaces for Learning</b></p> <ul style="list-style-type: none"> <li>• Safety and Accessibility</li> <li>• Design for Learning and Development</li> <li>• Co-Creation and Shared Ownership</li> </ul> <p><b>3e Responding Flexibly to Student Needs</b></p> <ul style="list-style-type: none"> <li>• Evidence-Based Adjustments</li> <li>• Receptiveness and Responsiveness</li> <li>• Determination and Persistence</li> </ul> | <input type="checkbox"/> Learning activities are matched to instructional outcomes.<br><br><input type="checkbox"/> Activities provide opportunity for higher-level thinking and/or student choice and independence (choice boards, visual task lists or menus).<br><br><input type="checkbox"/> Routines and procedures are largely student-directed and maximize opportunities for student learning.<br><br><input type="checkbox"/> Anticipates varying needs & provides support for vocab/language (word banks, sentence stems).<br><br><input type="checkbox"/> Provides scaffolds and structures to support student background knowledge.<br><br><input type="checkbox"/> Provides varied methods for sharing ideas – turn and talk, writing, use of primary language, Assistive Tech-Talkers, Seesaw, whiteboards, fingers/gestures to show agreement/disagreement, etc.<br><br><input type="checkbox"/> GLAD Strategies<br><br><input type="checkbox"/> Thoughtfully planned partnerships and groups, including language partners.<br><br><input type="checkbox"/> Capitalizes on “teachable” moments.<br><br><input type="checkbox"/> Persistently supports students who need extra help and/or students persist in helping one another.<br><br><input type="checkbox"/> Co-planning and/or co-teaching evidenced (w/ MLL, Sped). |  |

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| <p><b>Collaboration and Community</b></p> <p>Teacher provides students with opportunities to collaborate with others and fosters a sense of inclusion and community.</p> <p><b>To be engaged, students learn through, with, and from relationships with others.</b></p> <p><b>Collaborating with diverse peers is also a critical life skill.</b></p>                     | <p><b>1e Planning Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Student collaboration</li> </ul> <p><b>2a Cultivating Respectful and Affirming Environments</b></p> <ul style="list-style-type: none"> <li>• Positive Relationships</li> <li>• Sense of Belonging</li> <li>• Cultural Responsiveness</li> <li>• Positive Conflict Resolution</li> </ul> <p><b>2c Maintaining Purposeful Environments</b></p> <ul style="list-style-type: none"> <li>• Productive Collaboration</li> <li>• Student Autonomy and Responsibility</li> <li>• Equitable Access to Resources and Supports</li> </ul> <p><b>3c Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Collaboration and Teamwork</li> <li>• Opportunities for Thinking and Reflection</li> </ul> | <ul style="list-style-type: none"> <li>□ Presents scaffolds to support collaborative work (i.e. sentence stems, group norms, protocols).</li> <li>□ Draws out personal and cultural connections of the learners to the content or skill.</li> <li>□ Uses strategies for students to work with diverse partners (jigsaw, turn-talk, think-pair-share).</li> <li>□ Uses strategies that honor the input of all students.</li> <li>□ Responds, models, and supports students when they engage positively in their interactions.</li> <li>□ There are clear, constructive processes for disagreement/conflict resolution.</li> </ul>                                |  |
| <p><b>Emotional Literacy</b></p> <p>The learning environment and lesson design support students' self-awareness, self-regulation, and ability to navigate learning with confidence and agency.</p> <p><b>Lesson design and the classroom learning environment should fosters self-awareness and agency. This helps students engage confidently in their learning.</b></p> | <p><b>2a Cultivating Respectful and Affirming Environments</b></p> <ul style="list-style-type: none"> <li>• Positive Relationships</li> <li>• Sense of Belonging</li> <li>• Cultural Responsiveness</li> <li>• Positive Conflict Resolution</li> </ul> <p><b>2b Fostering a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Purpose and Motivation</li> <li>• Dispositions for Learning</li> <li>• Student Agency and Pride in Work</li> <li>• Support and Perseverance</li> </ul> <p><b>2d Supporting Positive Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations for the learning community</li> <li>• Modeling and Teaching Habits of Character</li> <li>• Self-Monitoring and Collective Responsibility</li> </ul>                                  | <ul style="list-style-type: none"> <li>□ Emotional check-ins as part of the learning process.</li> <li>□ Visible tools and routines support self-regulation (e.g., calm corners, short breaks, timers, mood meter, mindfulness, breathing).</li> <li>□ Teacher facilitates student self-advocacy and peer support moments to reinforce positive behaviors.</li> <li>□ Students self-advocate for adjustments (e.g., more time, different tool, space to focus) and/or use self-monitoring tools (checklists, trackers, timers) to stay engaged and productive.</li> <li>□ Students support peers by suggesting strategies or offering encouragement.</li> </ul> |  |