

# COOL Schools

Creative Outlook On Learning



## INCLUSION SUPPORT INITIATIVE

Have you checked your MICC?

<b>School:</b>
<b>TA:</b>
<b>MICC Coach:</b>
<b>Date:</b>

**Instructions:** TA will complete all [blue TA sections](#) two days BEFORE coach visit. Add a “+” if you feel strong in that area of your practice. Add a “Δ” if this is a growth area for you. Your MICC coach will pay special attention to your Δ areas. Below, add any comments guiding your MICC coach to specific areas in which you want feedback and support.

Your coach will complete the “Coach” and “Evidence” columns during and after your visit. After, you will meet to debrief and identify action steps together.

## **MATERIALS & SPACE**

TA + or Δ	Coach + or Δ		Evidence
		Organize space & distribute materials so students can see, hear, and physically access them	
		Set up and organize materials in advance to minimize transition time	
		Bring adaptive or alternative versions of tools & materials (i.e., fat and thin markers)	
		Provide appropriate amount of choice of tools & materials	
		Orient self in a way that you can be seen and/or heard by all students	
		Take physical space parameters into account before designing curriculum and instruction	
		Other (please describe):	

## **INSTRUCTIONAL TECHNIQUES**

TA + or Δ	Coach + or Δ		Evidence
		Use multiple modalities to explain and give instructions - i.e. visual schedules, verbal cues, written goals for the day, etc.	
		Establish routines and sequences that are understandable and predictable	

		Choreograph transitions to move seamlessly between activities and account for students' needs and strengths	
		Check for student understanding and progress through multiple modalities/senses/signals	
		Break-down and scaffold activities to allow students processing & mastery time	
		Vary instruction and participation modes - individual, small group, full class	
		Excite students by connecting content and activities to students' prior experience & backgrounds	
		Include examples and perspectives that represent multiple cultures and backgrounds and allow for students to explore their intersectional identities	
		Partner with students to co-construct classroom spaces where their identities, practices, and ways-of-knowing are centered	
		Provide opportunities for students to be a leader in the classroom	
		Use an asset-based approach to understanding students and their communities	
		Work directly with students to determine how to best meet their access needs	
		Other (please describe):	
<b>COLLABORATION</b>			
<b>TA</b> + or Δ	<b>Coach</b> + or Δ		<b>Evidence</b>

		Exhibit camaraderie with classroom teacher -- have established trust and alliance as guest in space with common interest	
		Communicate with teachers before and during the residency about what is needed for residency success (i.e. modifying room layout to accommodate instruction, learning students' needs & strengths, problem-solving, etc.)	
		Identify allies in the school (other teachers, technology or art specialists, aides, paraprofessionals, PT/OT, etc.)	
		Align routines and strategies with those of teacher/school (i.e., transitions, calling on students, attention mechanisms, etc.)	
		Develop understanding of classroom, school, and community cultures as it relates to your residency	
		Include teachers and paras intentionally into scope of classroom activities	
		Utilize an asset-based approach when communicating about students, classrooms, and communities	
		Other (please describe):	

**CLASSROOM MANAGEMENT**

<b>TA</b> + or Δ	<b>Coach</b> + or Δ		<b>Evidence</b>
		Establish behavior expectations from beginning (i.e., classroom rules, roles & responsibilities, rewards & consequences, etc.)	
		Provide specific mechanisms to re-direct students	

		Give students methods to ask for help, breaks, or personal space	
		Collaborate on and model behavior support mechanism(s) with classroom teacher	
		Consider relations of power in your instruction and management choices	
		Other (please describe):	

**TA comments (what you want Coach to focus on):**

**Coach comments (response to TA request) post-observation:**

**Action steps (write together while debriefing):**