**Inclusive Practices Self-Assessment**

This self-assessment is designed to provide schools with a tool to guide a review of current practices regarding inclusion. The statements below describe key aspects/elements of inclusive practices.



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*Place a checkmark next to each statement that is evident in your classroom or school.*

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| Inclusive Norms | | |
|  | 1. Students attend the school they would attend if they didn’t have a disability. | |
|  | 1. All students are presumed competent to communicate about and learn general education academic content when they are provided with high quality, accurate, and consistent supports. | |
|  | 1. Students with disabilities, regardless of severity of disability, receive all or most of their education with age-/grade-appropriate peers and have similar schedules as their peers without disabilities. | |
|  | 1. Student’s names are on all class lists, posted group lists, classroom job lists, etc. | |
|  | 1. The percentage of students receiving special education services in your school reflects state and federal statistics. | |
|  | 1. The continuum of services is always discussed and analyzed for students to be the most successful as possible as this is the spirit of the law. (Providing services in other setting than general education may best meet student’s needs) | |
|  | 1. People use age-appropriate materials, vocabulary, and inflection when talking to students. | |
|  | 1. Annual goals on students’ IEPs reflect content standards from the general education curriculum. | |
|  | 1. Related services and specialized instruction are provided within the typical routines of a school day in addition to, not in place of, core general academic and behavioral instruction available to all students. | |
|  | 1. The school is physically accessible and/or accommodations are arranged so that students and other individuals with mobility challenges have full access to all opportunities within the school building. | |
| Instructional Excellence for ALL Learners | | |
|  | 1. All students participate in the district’s standards-based, general curriculum framework. | |
|  | 1. All educators use a variety of effective, research-based strategies (ex: UDL) to bring learning within the reach of all students. | |
|  | 1. Instructional interventions, modifications, and accommodations are used appropriately for all students who benefit from them. | |
|  | 1. Curricular modifications are used for students who require them per their individualized education program (IEP). (the 1% of student with significant disabilities) | |
|  | 1. A school-wide behavioral support system is in place and utilized by ALL. The system results in a positive and respectful learning environment for ALL students. | |
|  | 1. Are IEP goals and objectives aligned with the Standards of Learning and focused on literacy, writing, mathematics, communication skills, and social skills | |
|  | 1. Presented in a variety of accessible formats, including written information at appropriate reading levels and using multiple, symbolic representations (e.g., video, picture/symbols, actual objects, demonstrations, orally, etc.). | |
|  | 1. Instruction is universally designed with multiple options for representation, presentation, and engagement. | |
|  | 1. Instruction reflects the learning styles of all students in the class by the use of visual, tactile, and kinesthetic materials and experiences. | |
|  | 1. Instruction Is provided in a variety of routines, such as individual, pairs, small groups, and whole class | |
| Collaborative Teams | | |
|  | 1. Special education teachers and other specialists routinely provide consultation and deliver services in the general education classroom to the maximum extent possible. | |
|  | 1. Teachers who support students with disabilities are members of grade-level or subject-area teams rather than members of separate departments. | |
|  | 1. General education and Teachers who support students with disabilities regularly plan together and norms for the use of this valuable time are established and protected. | |
|  | 1. Special education personnel work within the general education classroom as co-teachers, team-teachers, small group instructors, or one-on-one support teachers for all students in the class. | |
|  | 1. The various roles and responsibilities of collaborative teachers, such as grading, conferencing with families, lesson planning, student discipline, are discussed prior to the start of the school year or semester and are equally and fairly assigned. | |
|  | 1. The skills of both teachers in a collaborative partnership are fully and equitably utilized. | |
|  | 1. The principal meets with all teaching partners on a regular basis to review the success of the partnerships and identify issues or concerns to be addressed. | |
|  | 1. Formal training in collaborative planning and service delivery is provided for all teaching partners who engage in teaming, including speech/language pathologists, related service personnel, literacy coaches, etc. | |
|  | 1. The roles and responsibilities of special education teachers, paraprofessionals, and related service providers reflect the provision of supports and services to students to enable them to participate in and benefit from the general education curriculum, and to teachers to enable them to effectively teach heterogeneous classes. | |
|  | 1. Paraprofessionals are skilled and responsible contributors to the classroom. | |
| Staffing and Scheduling | | |
|  | | 1. Data-based decision-making are used to identify and plan for meeting students’ academic and behavioral challenges. |
|  | | 1. In-class support options, such as co-teaching, support facilitation, and use of peers, are the predominant service delivery options for students with disabilities in our school. |
|  | | 1. No single approach, such as co-teaching, is used as *the* model for inclusive education. |
|  | | 1. Scheduling for students with disabilities is addressed before the master scheduling process. |
|  | | 1. Resources are used effectively and efficiently. This includes proper selection, training, and support of paraprofessionals, non-categorical staffing, peer tutoring models, etc. |
|  | | 1. Speech/language pathologists, occupational and physical therapists, and other typically itinerant personnel promote the use of their services within the context of the general education classroom when appropriate. |
|  | | 1. Teachers who support students with disabilities recognize that they may serve in multiple roles throughout the day on the basis of students’ needs. |
|  | | 1. Official planning process for students with disabilities who are transitioning between grades/schools to ensure educational supports are accurately implemented. |
|  | | 1. Teams use formal processes for conducting meetings, problem-solving, making decisions, and evaluating their own effectiveness. |
|  | | 1. There is adequate, regularly scheduled, ongoing planning time for general and special education teachers and other staff to collaborate? |
| Family Collaboration | | |
|  | | 1. Families are welcomed and valued partners in the school and in decisions involving their child’s education. |
|  | | 1. The school regularly surveys families regarding their satisfaction with the quality of services provided and the extent to which they feel welcomed into the school and uses this data to improve services, communication, and inclusion of students and families. |
|  | | 1. Families are provided clear information about inclusive education through informal meetings and training. |
|  | | 1. Families are members of school-based action planning teams for the purpose of improving inclusive practices. |
|  | | 1. Families are recruited to serve as resources for other families in ways that promote a shared understanding of inclusive practices and the role of families in supporting its success. |
|  | | 1. Family priorities are reflected in annual goals on students’ IEPs. |
|  | | 1. Families are provided with information about resources for building their own leadership and advocacy skills relative to their children’s education. |
|  | | 1. Families attend case-management meetings or curriculum planning meetings on a regular basis and during days, times, and locations convenient for families. |
|  | | 1. Families are provided with information and referral to community-based services related to healthy family functioning. |
|  | | 1. Families positively acknowledge educators’ efforts, and educators positively acknowledge families’ efforts on behalf of their children. |
| Accountability for Results | | |
|  | | 1. General education teachers and teachers who support students with disabilities share responsibility for the success of all students in the school. |
|  | | 1. The principal and staff recognize that inclusive education is not a separate initiative but is an important part of school-wide restructuring to meet increasing accountability standards from the local, state and federal levels for excellence for all students. |
|  | | 1. The principal effectively communicates to all staff that inclusive practices are expected across the school. |
|  | | 1. Data regarding instructional settings, percent of time in the general education classroom, and student performance are collected at least once each semester. |
|  | | 1. The principal and members of the staff review the data described above at least once each semester. Decisions are made and actions are taken to improve the status of inclusive practices as a result of these analyses. |
|  | | 1. The action steps for improving the status of inclusive practices are incorporated into the overall school improvement plan. |
|  | | 1. School improvement efforts are braided to align general and special education reform and the creation of a community of learners that is inclusive of students with disabilities. |
|  | | 1. School staff and families are provided with guidance to address issues of changing roles, feelings of incompetence, and other adaptive considerations related to inclusive education implementation. |
|  | | 1. General and special education administrators promote the values and benefits of inclusive education during meetings, in school improvement plans or annual reports, in school newsletters |
|  | | 1. School leaders accept and promote change as a normal and positive process that leads to continual improvement. |
| Leadership for ALL | | |
|  | | 1. School leaders explicitly discuss the expectation for collaboration, equity, and mutual respect among all staff members. |
|  | | 1. School leaders communicate a clear and consistent message that shared ownership for all students is a “non-negotiable” for all staff members. |
|  | | 1. School leaders are able to answer the ‘why’ questions related to inclusion, adequate yearly progress for all students, and the rationale for implementing accommodations and modifications. |
|  | | 1. School leaders incorporate an objective, student-centered process into staffing and scheduling decisions and ensure that support is provided where needed. |
|  | | 1. Candidates for positions within the school are asked to respond to questions relative to their position on inclusive education and are provided information about the school’s commitment to inclusive practices. |
|  | | 1. On-going professional development opportunities are provided to the entire staff to update and enhance instructional skills in working with diverse students. |
|  | | 1. School communicates a vision that values the contributions of all learners as members of the school community. |
|  | | 1. A common planning period or a “protected” planning period is provided to each staff member responsible for cooperatively teaching general and special education students. |
|  | | 1. The administrative team creates balanced classroom rosters (number and degree of severity of students with disabilities vs. the total number of students in each class) |
|  | | 1. School improvement plans include inclusive practices with action steps to support implementation. |

**SCORING**

**Application Phase (20-60 Points)**

Your responses indicate you are at the **Application** stage of inclusive education. At this stage, practices are generally associated with schools that have invested time and effort toward inclusive education, are experiencing some success, but still have more sophisticated or more complex practices to add.

**Characteristics of the *Application* Phase**

Staff utilize collaborative planning skills and use structured templates and agendas to guide their meetings. Most staff differentiated Instruction and use evidence base practice strategies all learners. Teachers routinely modify classroom assessments to meet the needs of individual students. Staff use data to analyze growth and adjust when need for positive outcomes.

**Investigation Phase (0-20 Points)**

Your responses indicate you are at the **Investigation** stage of inclusive education. At this stage, practices are generally associated with an early stage of inclusive education.

**Characteristics of the *Investigation* Phase**

Staff possess basic communication and team building skills. Staff members are increasing their use of differentiated instruction techniques. Outcomes are tracked yearly but rarely data is used to make changes.

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| **Inclusive Norms** |  |
| **Instructional Excellence for ALL Learners** |  |
| **Collaborative Teams** |  |
| **Staffing and Scheduling** |  |
| **Family Collaboration** |  |
| **Accountability for Results** |  |
| **Leadership for ALL** |  |
| **TOTAL** |  |

**Innovative Phase (60-70 Points)**

Your responses indicate you are at the **Innovative** stage of inclusive education. At this stage, practices reflect high levels of effectiveness and impact for all students in inclusive environments.

**Characteristics of the *Innovative* Phase**

Staff collaboration is consistent and seamless throughout the school building. Student recognize all staff have a responsibility to ALL students. Students with disabilities have access to the general curriculum through the quality of what is taught and how it is taught. Participation of students with disabilities in statewide assessments is 5% above the state average.