

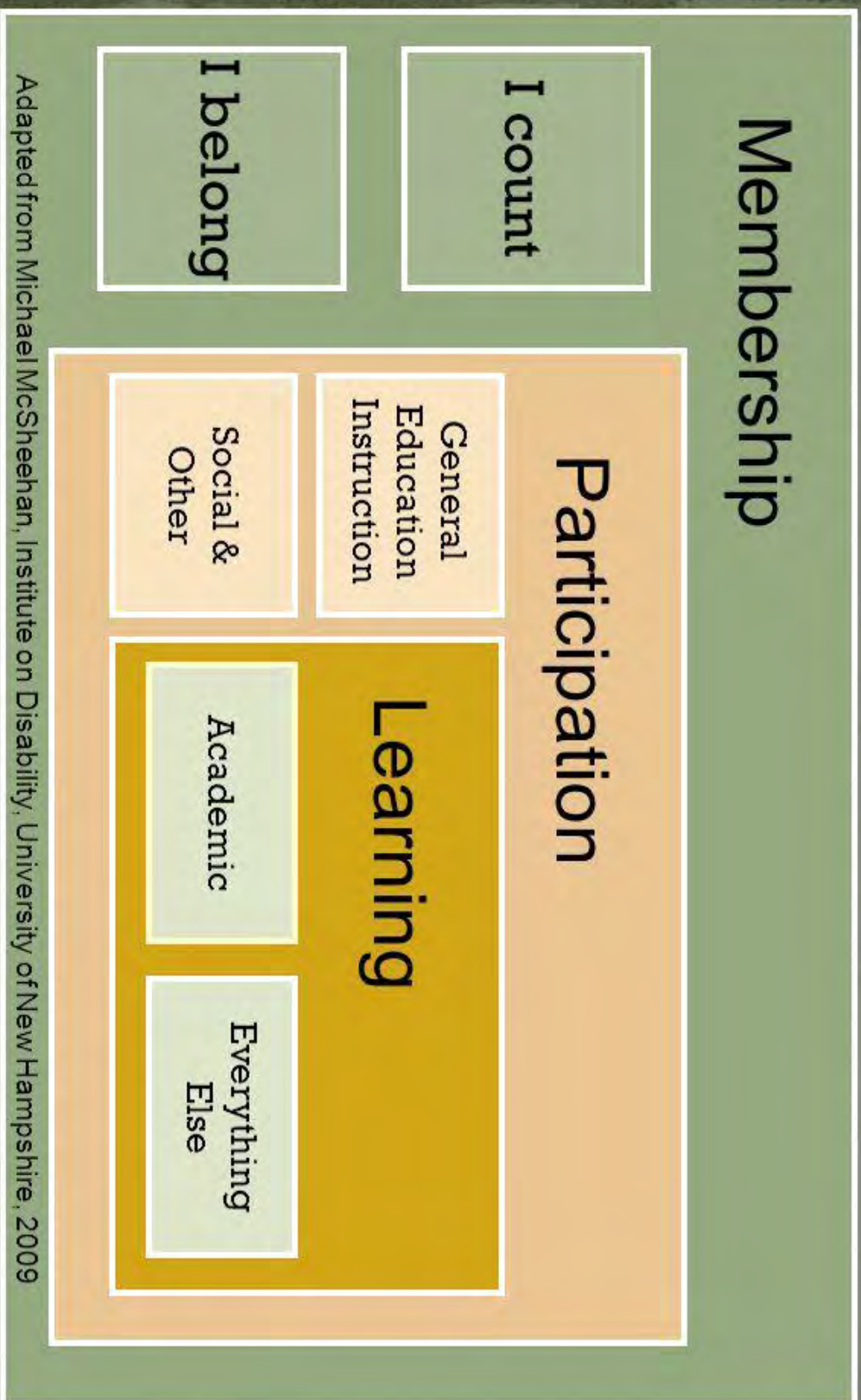
SECTION 2

**inclusion  
matters!**



# Planning

# Outcomes for ALL students...



Adapted from Michael McSheehan, Institute on Disability, University of New Hampshire, 2009

## SSD and Partner District Inclusive Education Best Practices Indicators Assessment - Part One - Membership

**Purpose Statement:** This tool has a dual purpose:

1. This can be a self-reflection that helps schools identify strengths and opportunities for improvement.
2. It may also be used to help identify pockets of inclusive practice excellence within schools and districts to help improve inclusive practices not only within the school but across the district and county.

This tool may be best completed as a conversation but can also be done independently by staff and/or families.

For more information, please contact Kris Weingartner Hartke, Director of SSD Planning and Development (kharthke@ssdmo.org).

**Instructions: In part one, you will find the indicators that identify Membership of all students within a school or classroom. Part two will provide indicators for Participation and Learning. Please begin by completing part one and identify if you are assessing a classroom or a school and within which school district. Please rate the level of implementation that supports Inclusive Education.**

Classroom \_\_\_\_\_

School \_\_\_\_\_

School District \_\_\_\_\_

Name and Contact Information of Person Completing this form \_\_\_\_\_

		Rarely	Sometimes	Often	Always	Unsure	Evidence/Comments
<b>M1 High Expectations and Presuming Competence</b>							
M1.1	"People First" language is used. (ex. Student with a disability instead of disabled student)						
M1.2	Language regarding the student's functioning or developmental level is not used; rather, descriptions of the student focus on abilities and needs is used (ex. Student with a variety of needs instead of Low Functioning student)						
<b>M2 School and District Leadership</b>							
M2.1	The values of diversity and inclusion are evident in the school's mission statement						
M2.2	General and special education administrators serve on a building leadership team together.						
M2.3	Administrators involve all stakeholders (families, administration, teacher and student) in two-way communication.						
<b>M3 School Climate</b>							
M3.1	The school environment is one that celebrates diversity and staff members work to create an atmosphere where human differences are understood and appreciated.						
M3.2	All students are included in a school-wide approach to building positive relationships across all activities (academic and nonacademic) and all settings.						
		Rarely	Sometimes	Often	Always	Unsure	Evidence/Comments
		Rarely	Sometimes	Often	Always	Unsure	Evidence/Comments

<b>M4 Collaboration</b>								
M4.1	The roles and responsibilities of all teachers and staff are clearly outlined to support the success of all students.	Rarely	Sometimes	Often	Always	Unsure	Evidence/Comments	
<b>M5 Family-School Partnerships</b>								
M5.1	Family and school partnerships meet the needs of all families							
<b>M6 Social Relationships and Natural Supports</b>								
M6.1	Whenever possible, physical, emotional, and instructional supports are provided by non-special educators -- by classroom teachers, librarians, classmates, office personnel,	Rarely	Sometimes	Often	Always	Unsure	Evidence/Comments	
<b>M7 Ongoing Authentic Assessment</b>								
M7.1	Performance based assessment reports reflect the student's abilities and needs rather than deficits and weaknesses.							

**References:**

Cheryl M. Jorgensen, Michael Sheehan, Mary Schuh, Rae M. Sonnenmeier, Essential Best Practices in Inclusive Schools, National Center on Inclusive Education, Institute on Disability/UCEDD, U. of New Hampshire, Durham, NH 03824, <http://www.ioid.unh.edu>, Original: Dec. 2002, Update: July 2012

Kentucky Alternate Portfolio Teacher's Guide, 2004

New Jersey Coalition for Inclusive Education (NJCIE), Quality Indicators for Effective Inclusive Education, January, 2010

MLP 2.23.18  
Perry 4.2.18

## SSD and Partner District Inclusive Education Best Practices Indicators Assessment - Part Two - [Participation and Learning](#)

Purpose Statement: This tool has a dual purpose:

1. This can be a self-reflection that helps schools identify strengths and opportunities for improvement.
2. It may also be used to help identify pockets of inclusive practice excellence within schools and districts to help improve inclusive practices not only within the school but across the district and county.

This tool may be best completed as a conversation but can also be done independently by staff and/or families.

For more information, please contact Kris Weingaertner Hartke, Director of SSD Planning and Development ([khartke@ssdmo.org](mailto:khartke@ssdmo.org)).

**Instructions: Part two assesses indicators for Participation and Learning for all students. If you have not yet completed part one, we encourage you to begin there. Identify if you are assessing a classroom or a school and which school district. Please rate the level of implementation that supports Inclusive Education.**

Classroom \_\_\_\_\_

School \_\_\_\_\_

School District \_\_\_\_\_

Name and Contact Information of Person Completing this form \_\_\_\_\_

		Rarely	Sometimes	Often	Always	Evidence/Comments
<b>P1 High Expectations and Presuming Competence</b>						
P1.1	Students with disabilities work on the same grade level content standards as typical peers with appropriate supports.					
<b>P2 School and District Leadership</b>						
P2.1	In practice there is a collective responsibility among the entire school staff for the success of all students.					
P2.2	Decisions are made collaboratively between General and Special Education Administrators regarding all school policies and practices, and communicating that all staff are responsible for all children.					
P2.3	Professional development includes topics related to practices that facilitate the learning of all students, including those with the most significant disabilities.					
<b>P3 School Climate</b>		Rarely	Sometimes	Often	Always	Evidence/Comments

P3.1	Intentional direct instruction, programs and modeling are utilized to strengthen school climate and acceptance of all students.					
		Rarely	Sometimes	Often	Always	Evidence/Comments
<b>P4 Collaboration</b>						
P4.1	All teachers have regular opportunities to consult with a special education service provider about strategies to help them work with students with IEPs in their classroom.					
		Rarely	Sometimes	Often	Always	Evidence/Comments
<b>P5 Family-School Partnerships</b>						
P5.1	Families know about resources for building their own leadership and advocacy skills relative to their child's education.					
P5.2	All families are asked for their input into their school or district's planning and inclusion initiatives.					
		Rarely	Sometimes	Often	Always	Evidence/Comments
<b>P6 Curriculum, Instruction and Support</b>						
P6.1	Instruction reflects principles of Universal Designs for Learning (CAST) <a href="http://www.cast.org">www.cast.org</a>					
P6.2	Curriculum, instruction and support are provided within the general education class and other typical environments.					
P6.3	Curriculum, instruction and support are defined by a specific student support plan, as well as IEP goals and objectives that are addressed throughout the day in academic and nonacademic activities and goals and instructional strategies are shared and taught to teacher assistants and all general education teachers.					
P6.4	For students with challenging behaviors, IEPs include behavioral support strategies that are positive (i.e., emphasize preventing problem behaviors and teaching the student alternative behaviors) and include evidence based practices to develop plans.					
		Rarely	Sometimes	Often	Always	Evidence/Comments
<b>P7 Social Relationships and Natural Supports</b>						
P7.1	School personnel are knowledgeable about the connection between social relationships and student learning outcomes and utilize intentional strategies to promote friendships.					
		Rarely	Sometimes	Often	Always	Evidence/Comments
<b>P8 Self-Determination</b>						
P8.1	The student actively participates in a process of their own IEP meetings and planning.					

P8.2	Staff encourage students to develop their understanding of their strengths, abilities, unique						
<b>P9 Assistive Technology</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	<b>Evidence/Comments</b>	
P9.1	A primary means of communication is identified at all times, which may include an assistive or augmentative device.						
P9.2	Technology is embedded in both the instruction and student use for learning.						

**References:**

Cheryl M. Jorgensen, Michael Sheehan, Mary Schuh, Rae M. Sonnenmeier, Essential Best Practices in Inclusive Schools, National Center on Inclusive Education, Institute on Disability/UCEDD, U. of New Hampshire, Durham, NH 03824, <http://www.iod.unh.edu>, Original: Dec. 2002, Update: July 2012

Kentucky Alternate Portfolio Teacher's Guide, 2004

New Jersey Coalition for Inclusive Education (NJCIE), Quality Indicators for Effective Inclusive Education, January, 2010

MLP 2.23.18

Perry 4.2.18



## Inclusive Education Practices Faculty Survey

*This survey is designed to gather information regarding your beliefs toward and comfort with the inclusion of students with disabilities in general education classes. This information will assist us in considering how to shape supports for schools that are working to increase and improve their delivery of special education services in general education settings. THANK YOU.*

School: \_\_\_\_\_

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

Position:

\_\_\_\_\_ General Educator

\_\_\_\_\_ Special Educator

\_\_\_\_\_ Administrator

\_\_\_\_\_ Building/Office Support

\_\_\_\_\_ Instructional Assistant

\_\_\_\_\_ Related Services Provider

\_\_\_\_\_ Other: \_\_\_\_\_

*Check off the box below the most accurately reflects your opinion and belief:*

<b><i>My beliefs about educating students with disabilities:</i></b>	<b>YES, I agree</b>	<b>SOME- TIMES</b>	<b>NO, I don't agree</b>	<b>I JUST DON'T KNOW!</b>
1. Every student, regardless of disability, should be assigned to and be instructed in general education classes.				
2. Students who have disabilities can be positive contributors to general education classes.				
3. Any student, and all students, can learn in the general education classroom.				
4. Students without disabilities can benefit when a student with a disability and extensive support needs is included in the class.				
5. A student with a disability and extensive support needs can benefit from and successfully achieve IEP goals in a general education class.				
<b>SUB-TOTAL:</b>	/5	/5	/5	/5





<b><i>My beliefs about the role of educators in my school:</i></b>	<b>YES, I agree</b>	<b>SOME- TIMES</b>	<b>NO, I don't agree</b>	<b>I JUST DON'T KNOW!</b>
6. Our school and staff have discussed and described our vision for including all learners with disabilities.				
7. Our school community, including family members of students who do not have disabilities, supports a vision for inclusive education.				
8. Our school's schedule and staff assignments are designed to support school-wide inclusive practices that support academic and social success for all students.				
9. Our school's administration supports teachers working and learning together to include students with disabilities.				
10. The role of special educators in the general education classroom is clearly defined.				
11. Specialized and general educators know how to use collaborative planning time and collaborative teaching structures.				
12. When a special education teacher is assigned to co-teach in a general education class, it benefits the whole class.				
13. Special educators are equipped to teach the curriculum alongside general educators.				
14. General educators are equipped to provide specialized instruction to students with disabilities.				
15. In our building, students who have disabilities feel welcomed and participate in all aspects of school life.				
<b>SUB-TOTAL:</b>	<b>/10</b>	<b>/10</b>	<b>/10</b>	<b>/10</b>



<b><i>My beliefs about my ability to educate all learners in general education classes:</i></b>	<b>YES, I agree</b>	<b>SOME- TIMES</b>	<b>NO, I don't agree</b>	<b>I JUST DON'T KNOW!</b>
16. I feel comfortable including students with disabilities in the general education classroom.				
17. I am adequately prepared to deliver instruction to a wide variety of learners using the general education curriculum as a base for instruction.				
18. I am willing to collaborate with other teachers.				
19. I feel comfortable and able to supervise and support the staff assigned to my class				
20. I am comfortable using technology (computers or adaptive equipment) to support the instruction of a wide variety of learners.				
21. I can adequately assess the progress and performance of most students who have IEPs.				
22. I can make instructional and curriculum accommodations for children with IEPs.				
23. I have the time to collaborate with other teachers when needed.				
24. I am willing to change and improve my instructional style to be able to reach more students.				
25. I feel that I can make a difference in the life of a student who has a disability.				
SUB-TOTAL:	/10	/10	/10	/10
<b>TOTAL:</b>	<b>/25</b>	<b>/25</b>	<b>/25</b>	<b>/25</b>

*Please share any additional comments that you have:*

### Membership and Participation Indicators

(adapted from the work of Michael McSheehan – University of New Hampshire and Cecil County Public Schools-Maryland)

Student Name:

Completed by:

Date:

Position:

<b>MEMBERSHIP</b>					
<b>Indicator</b>	<b>All of the time</b>	<b>Most of the time</b>	<b>Some of the time</b>	<b>None of the time</b>	<b>N/A</b>
Attends the general education classroom	3	2	1	0	N/A
Follows the same schedule as classmates	3	2	1	0	N/A
Attends core content area classes	3	2	1	0	N/A
Attends recess	3	2	1	0	N/A
Attends lunch	3	2	1	0	N/A
Attends specials/fine arts	3	2	1	0	N/A
Attends assemblies	3	2	1	0	N/A
Attends field trips	3	2	1	0	N/A
Has own desk	3	2	1	0	N/A
Has a communication mode/device	3	2	1	0	N/A
Has a textbook for academic/subject area (as applicable)	3	2	1	0	N/A
Has the same (adapted) materials/handouts as classmates	3	2	1	0	N/A
Has the same (adapted) technology as classmates	3	2	1	0	N/A
Homework is assigned	3	2	1	0	N/A
Has a homework folder for turning in assignments	3	2	1	0	N/A
Is on the attendance list; class list	3	2	1	0	N/A
Has a mailbox, cubby, locker	3	2	1	0	N/A
Gets a class job	3	2	1	0	N/A
Is acknowledged by the teacher in the same way as classmates	3	2	1	0	N/A
Is acknowledged by peers	3	2	1	0	N/A
*NOTE: The scale will need to be revised if N/A was selected.			TOTAL: _____/60 OR _____%		

<b>PARTICIPATION</b>					
<b>Indicator</b>	<b>All of the time</b>	<b>Most of the time</b>	<b>Some of the time</b>	<b>None of the time</b>	<b>N/A</b>
Participates in classroom and school routines (e.g., Pledge of Allegiance, lunch count, jobs, errands, eating lunch) in typical locations	3	2	1	0	N/A
Participates in school plays, field trips, and community service activities	3	2	1	0	N/A
Transitions between classes with other students, arriving and leaving at the same time	3	2	1	0	N/A
Completes assignments and other work products (with adaptations and modifications) as students without disabilities do	3	2	1	0	N/A
Participates in the classroom activities that are curriculum-based tasks in which age appropriate, general education peers are involved, and the student is work toward (check all that apply): <ul style="list-style-type: none"> <li>• Grade level academic outcome</li> <li>• Alternate, aligned academic outcome</li> <li>• Functional outcome</li> <li>• Social outcome</li> </ul>	3	2	1	0	N/A
Communicates in a way that is appropriate for his/her communication level and includes the appropriate content:					
Whole-class discussions: brainstorming, calling out answers, taking notes, engaging in social side talk	3	2	1	0	N/A
At the board: writing answers, drawing figures	3	2	1	0	N/A
In small groups: commenting to classmates, sharing information, taking notes, socializing	3	2	1	0	N/A
When called on by the teacher: sharing information	3	2	1	0	N/A
In non-academic activities: transitions, lunch, recess, brain-breaks	3	2	1	0	N/A
*NOTE: The scale will need to be revised if N/A was selected.			TOTAL: ____/30 OR ____%		