

Roadmap to Quality Inclusion

A Simple Checklist for School Leaders

This self-check instrument was designed to provide principals and assistant principals with a roadmap for implementing inclusive practices. It is also a format for identifying the steps you have accomplished and the steps you believe should be part of your future efforts toward continuous improvement of services to students in inclusive settings.

Get Ready

Indicator	✓
Examine your personal commitment to equity and access for all students, including special population students.	
Review your school profile data regarding academic achievement, behavioral/disciplinary data, including disciplinary removals and other performance results for all students, disaggregated by all demographic variables. Examine 3-year trend lines.	
Review your school data profile that identifies current effective practices regarding inclusive education.	
Using the data provided above, define inclusive education in the context of your school improvement plan.	
Develop a clear message to communicate to the total faculty that demonstrates your commitment to inclusive education and to providing the support needed by the faculty to make it successful.	
Discuss shared ownership of all students as a "non-negotiable" among schoolwide practices.	

Prepare the Faculty

Indicator	✓
Conduct a faculty survey to identify current perceptions, attitudes and concerns relative to inclusive education.	
Form a work group to analyze the data and to report the results to the faculty. This group should also solicit faculty suggestions for implementation.	
Meet personally with each grade level or department to determine the specific administrative and instructional support that is needed in order to engage the faculty in successfully implementing inclusive education. Make a list, implement as appropriate, and periodically review faculty perceptions of the adequacy of these supports.	
Conduct explicit discussions with faculty that underscore your positive position related to the education of <i>all</i> students and inclusive education practices.	
Model full acceptance of all students, including special needs students.	

Establish Systems Level Supports

Indicator	✓
Use inclusive, child-first language when speaking to faculty groups.	
Dispel misconceptions by providing training to all faculty members on the definition of inclusion.	
Model a belief that with effort all students can attain high levels of achievement.	
Based on the results of the faculty survey, provide training to dispel continuing misconceptions about inclusive education.	
Meet with district support staff to articulate your specific needs in building inclusive practices.	
Assure that schoolwide initiatives and inclusive education practices are complementary of each other.	

Build a Collaborative Faculty

Indicator	✓
Assign all teachers, including special education teachers, to grade level or subject area teams.	
Provide a planning tool to assist teams with clarifying roles and responsibilities	
Create protected planning time for collaborative teaching partners when common planning time is not possible in the master schedule.	
Provide training for all faculty in the effective use of planning time, including establishing group norms for efficiency.	
Monitor collaborative planning sessions and collaborative classrooms on a regular basis and provide feedback designed to increase instructional effectiveness.	
Provide training to faculty regarding leading meetings, conflict resolution and problem solving.	

Enhance Instructional Effectiveness

Indicator	✓
Ensure that instructional practices include differentiated assessment and differentiated instruction that is student centered and activity based	
Make certain that all faculty understand the difference between accommodations and modifications and that they are all expected to apply these as appropriate for each learner who requires them for instructional success.	
Ensure access to the general curriculum for all students and that instructional materials are age appropriate and correlated to the curriculum	
Monitor the implementation of effective instructional practices and provide feedback, training, and ongoing support as needed.	
Implement a comprehensive school-wide behavior management plan.	

Increase the Amount and Quality of In-Class Support

Indicator	✓
Increase the numbers and percentages of students with disabilities that participate in the general education classroom instruction.	
Form in-class support teams on a voluntary basis, when possible.	
Conduct regular observations to determine the effectiveness of instruction being delivered in inclusive classrooms.	
Ensure that staff members assigned to inclusive classrooms receive training on collaborative instruction.	
Understand the three support models promoted by the Step-by-Step training, including external support, in-class support, and specialized support).	
Review the current use of instructional aides to assure that all instructional paraprofessionals spend 90% of their time in the classroom.	

Determine Staffing and Scheduling

Indicator	✓
Include faculty as decision makers in staffing and scheduling activities.	
Use Forms 1 and 2 as the basis for making individual student decisions related to needed services and supports.	
Compile information regarding needed services and supports onto a single campus spreadsheet.	
Use information from the single spreadsheet to determine the number of sections by grade level and subject that require special education support.	
Determine the number of special education teachers and paraeducators needed to provide the identified levels of support.	
Develop campus master schedule around sections providing special education support.	
Where needed, hand schedule students with disabilities to assure that students are in the right classes on the first day of school.	

Sustain and Grow Inclusive Practices

Indicator	✓
Maintain a clear and consistent definition of inclusion education across your school.	
Ensure that the total faculty understands and has a commitment to this definition.	
As new members of the faculty are added, implement a process for educating them regarding this common definition.	
Work to maintain the practice of assigning staff on the basis of student needs rather than on the basis of disability label or available setting.	
Provide on-going staff development opportunities for all faculty members to enhance their skills in working with diverse learners.	
Establish a clear "non-negotiable" on your campus that all faculty members are responsible for all learners.	

Include Parents as Partners

Indicator	✓
Include a brief parent survey at the conclusion of each IEP meeting or other meetings for parents of special population students regarding satisfaction with services.	
Identify strategies to increase participation of special needs students in the general activities of the school.	
Model positive relationships with family members.	
Communicate to faculty that the school wishes to eliminate possible adversarial relationships with parents.	
Include family members in planning social opportunities/extracurricular activities within the school setting.	