



Quality Indicators of Inclusive Schools

An Equity Approach for Teaching Each and Every Learner

A self-assessment tool based on the MCIE framework for effective and inclusive education

This document may not yet be reproduced or distributed for commercial purposes.

No commercial use of this document is permitted.

Contact the Maryland Coalition for Inclusive Education prior to adapting or modifying this document for non-commercial purposes.

mcie@mcie.org

The foundation for inclusive schools is built on the premise that all children and youth attend the school they would attend if they did not have a need for special education or other specialized services and would receive appropriate supports and individualized instruction in the general education classroom and other regular school settings. Today's schools are changing to meet the demands of ongoing accountability requirements, rigorous curriculum, and the wide range of supports needed by a diverse body of learners. In an inclusive school, administrators set a vision for WHAT inclusion means, WHY it is important, and HOW the school staff will operate to achieve the vision. It is the "how" that is different in an inclusive school. This "how" includes time for effective collaboration, methods for efficient collaborative decisions, and shared ownership and responsibility for the experiences and outcomes of each and every learner. The school leader will model the use of inclusive vocabulary, create an approach to scheduling children in natural proportions across grades or subjects, establish collaboration protocols, and engage the whole school community in embracing diversity and accepting difference.

Purpose of Assessing

The **Quality Indicators of Inclusive Schools** are designed to assist school teams in determining the extent to which they are implementing practices that lead to all children and youth in the school community being valued members who have a sense of belonging, participate in social and academic activities in a meaningful way, and receive the services that they need to be successful. The items reflect evidence-based practices and are intended to be conducted through a team self-reflection process, with a facilitator guiding the questions and assisting the team in their discussion. These **Quality Indicators of Inclusive Schools** were developed based on our work with schools over 25 years, and a review of the literature and several evidence-based tools and resources including:

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradeway, J., McIntosh, K., & Sugai, G. (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

California State Department of Education and WestEd (2007). *California Least Restrictive Environment Self-assessment and Continuous Improvement Activities Tool-School Site Level*. California Least Restrictive Environment Resources Project.

Florida Inclusion Network (2023). *School best Practices for Inclusive Education (BPIE) Assessment*. Tallahassee, FL: Florida Inclusion Network.

Jorgensen, C., McSheehan, M., & Sonnenmeier, R. (2005). *School-Wide Inclusive Education Best Practice Indicators*. University of New Hampshire University Affiliated Program, Durham, New Hampshire.

Maryland Coalition for Inclusive Education (2023). *Quality Indicators of Inclusive Schools*. Elkton, MD: MCIE.

Massachusetts Department of Elementary and Secondary Education (ND). *Inclusive Practice Tool: Massachusetts School-Level Administrator Rubric Resource*. Malden, MA: MA Dept. of Elementary and Secondary Education.

McGregor, G. and Brinkley, J. (2007). *Supports for Inclusive Practices: An Evidence Based Self-Assessment*. Pennsylvania Training and Technical Assistance Network.

New Jersey Council on Developmental Disabilities and New Jersey Coalition for Inclusive Education (2009). *Quality Indicators for Effective Inclusive Education Guidebook*. East Brunswick, NJ.

VA Department of Education. (2019). *K-12 Inclusive Practices Guide*. Richmond, VA: VA Department of Education.

This tool is intended to be used to identify the practices to implement or strengthen to increase the capacity of educators to include and effectively teach all learners in their community. For schools engaged in MCIE's systems change process, the results will be coupled with other data gathered from staff and data on learner outcomes to develop an implementation plan. Technical assistance will be provided collaboratively by MCIE professional staff and district support staff.

MCIE Framework for Inclusive Schools

Leadership	Visionary and Collaborative School Leadership		
	Adaptive Professional Learning and Coaching		
	Family and Community Partnerships		
	BEHAVIOR	ACADEMIC	INTER-DISCIPLINARY COLLABORATION
School Wide Systems	School-wide system for <i>behavioral, social, and emotional</i> learning	School-wide expectations for <i>instruction</i> and use of research-based <i>curricula</i>	Co-Planning time and effective <i>collaboration</i> structures
Classroom Instruction	Positive, clearly defined, routines, rituals, and relationship development	Universally designed lessons and differentiation for <i>learner engagement</i>	<i>Collaborative teaching</i> of core and specialized instruction
Interventions and Supports	Tiered interventions for those who need more	Tiered interventions for those who need more	Data used to collaboratively plan <i>participation and learning</i> for those who need more

DIRECTIONS

A. TEAM-Based Self-Assessment

A team of stakeholders including administrators, general and special educators, and other staff (e.g., guidance counselor, paraprofessionals, etc.) who are familiar with the school’s inclusive practices should complete this self-assessment. Consider the extent to which each indicator is currently in place in the school. The “examples of what it may look like” column provides sample practices and/or evidence to consider. Include notes or comments in the space provided.

B. Staff-Wide Survey

If the administrative leadership team would like each staff member to participate, the indicators can be implemented through an on-line survey. Please contact mcie@mcie.org for information about how to obtain survey access.

C. Scoring

Mark each item as:

3 = We are fully implementing this practice.
2 = We are implementing this practice in targeted areas or with targeted groups.
1 = We are preparing the people and the organizational system to implement this practice.
0 = We are not implementing this practice.

After completing the self-assessment, identify and **star** the items that the stakeholder team considers their **priorities** for change. These items serve as the basis for an action plan that delineates specific steps to improve inclusive practices.

D. Prioritize

Select the practices that the team determines to be a) most likely to be implemented within a year, b) critical to move the inclusive practices forward given the current school climate, and/or c) connected to other school priorities identified by school staff. These will be further designed into doable actions in a plan that the team reviews and updates on a regular basis.

QUALITY INDICATORS OF INCLUSIVE SCHOOLS - LEADERSHIP

I. VISIONARY AND COLLABORATIVE SCHOOL LEADERSHIP

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
<p>1. School administrators communicate a vision that all learners are valued members of the school community who belong in all general education settings and activities; and all staff are responsible for supporting the performance and progress of each and every learner.</p>	<ul style="list-style-type: none"> • <i>The school has materials (e.g. mission or vision statement, school website, or other documents) with statements that address inclusion, a value for diversity, and/or welcoming all learners who live in the school community.</i> • <i>The school principal clearly articulates the expectation that each and every child or youth who lives in the school community is a valued member who belongs in their grade level general education class.</i> • <i>The school leadership intentionally works with staff to create shared spaces in the building so that no child is segregated based on a service need, and all spaces are open to all learners.</i> • <i>All staff are expected to share responsibility and accountability for the education of each and every learner in the school.</i> • <i>The principal and school leaders greet learners each morning as they arrive to the school.</i> • <i>Learners report that the principal and other school leaders know them and care about their learning.</i> 		
<p>2. School leadership is distributed within a team that has representatives across disciplines and includes opportunities for input from all members of the school community. The school leadership team is: (names/titles).</p>	<ul style="list-style-type: none"> • <i>There is a school leadership team that is cross-departmental and includes staff members from non-instructional staff as well as educators and other service providers.</i> • <i>The leadership team solicits input from a variety of sources and stakeholders in the design of school improvement plans or other school-wide implementation plans (e.g., inclusive practices, positive behavior supports, restorative practices, new literacy curricula, etc.).</i> • <i>Leadership creates opportunities for educators to take leadership roles in communications and practices within grades or departments.</i> • <i>Learner voice is intentionally sought in school-wide planning.</i> 		
<p>3. The school administration models and provides guidance on collaboration tools and expectations and creates sufficient time in the master schedule for co-educators and team members to collaborate to</p>	<ul style="list-style-type: none"> • <i>The leadership team uses collaborative meeting structures:</i> <ul style="list-style-type: none"> ○ <i>A prepared, timed agenda is sent in advance of the meeting</i> ○ <i>Celebrations/positive outcomes start the meeting</i> ○ <i>Notes are shared and sent within a day of the meeting</i> ○ <i>Meetings end with processing “what worked” and “what can be improved” as well as next steps and/or next agenda</i> 		

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
<p>plan and evaluate instruction and learner impact.</p>	<ul style="list-style-type: none"> • <i>Leadership provides guidance to grade level, departmental, learner support, and other teams (e.g., intervention teams) to use collaborative structures and tools for effective and efficient use of time (e.g., meeting templates, brainstorming practices).</i> • <i>The master schedule is prepared with input across grades and departments, considering the placement of learners in natural proportions in classes, flexible educator roles, and the assignment of specialists and paraprofessionals to general education classes to support learners who need interventions or specialized services.</i> • <i>The master schedule includes collaborative planning time for co-educators and learner planning teams to design and evaluate instruction and the impact on learner performance.</i> 		
<p>4. The school leadership team uses data to develop a plan to support school staff as they implement, sustain, and continuously improve educational practices and outcomes for ALL learners with a focus on collaborative learner assessment, planning, and evaluation of instruction and social-behavioral supports.</p>	<ul style="list-style-type: none"> • <i>The school leadership regularly reviews disaggregated reports of learner performance in reading, math, behavior, and attendance to identify gaps experienced by groups of learners (grades, ability, gender, race, etc.).</i> • <i>The leadership team reviews a variety of data from school staff, learner performance, family input, and classroom observations to identify school strengths and priorities for improvement.</i> • <i>The leadership team understands how to use data and supports teacher teams to use data for instructional decisions.</i> • <i>There is a means to communicate progress on learner performance and implementation of school practices to the school community, including families and other external community members, on a regular basis.</i> 		
<p>5. The principal models and encourages language that does not label children and school spaces by ability or service; and the school does not segregate any member of the school community based on ability or specialized service, fostering a sense of belonging for all learners and all adults.</p>	<ul style="list-style-type: none"> • <i>Children and youth are named by their name and/or grade (10th grader, Jack), and not by their disability label or service they receive. No learner is referenced as a “SPED” learner, “Downs” learner, or “gifted” learner, for example.</i> • <i>The physical layout of the school fosters collaborative spaces for learners and collaborative planning spaces for adults; all spaces are open to all educators and learners.</i> • <i>No classroom is named and dedicated only for a special learner population (e.g., “ED program,” “Life Skills Classroom,” “SLE Class.”).</i> • <i>Special educators and other specialized staff are located in offices or co-located in general education classes and provide their services in spaces open to and used by all learners.</i> 		
Totals:			
Comments:			

II. ADAPTIVE PROFESSIONAL LEARNING AND COACHING

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
<p>6. The principal selects and hires staff with an eye toward promoting the knowledge and skills to include all learners, especially those in the school community at most risk for exclusion.</p>	<ul style="list-style-type: none"> • <i>When staff are recruited and interviewed, the leadership inquire about the applicant’s background related to supporting all learners within a school.</i> • <i>The selection process includes consideration of the potential for the applicant’s collaboration with peers across areas of expertise and willingness to “release responsibility” through sharing of their own expertise.</i> • <i>The vision for an inclusive school is clearly articulated to applicants so they understand the culture of the school.</i> 		
<p>7. The principal provides safe opportunities for staff to identify their comfort, confidence, and competence in including all children and youth in academic and social activities in order to continuously promote the vision while creating opportunities for professional learning and practice of new skills.</p>	<ul style="list-style-type: none"> • <i>Anonymous surveys, one-to-one discussions, interactive input sessions, and/or focus groups are conducted in order to understand where the school staff are in their journey to include all learners and where they may struggle to provide or adapt instruction for groups such as those who are multi-lingual and learning English, who have disabilities, who are advanced learners, who have a different ethnic or racial identify, whose culture has norms that are different from the adults, or who identify with the LGBTQ+ community.</i> • <i>School leadership responds to staff input by sharing results and follow up actions to support ongoing staff adoption of inclusive practices.</i> 		
<p>8. The school provides effective support to educators to implement, sustain, and continuously improve educational practices and outcomes for ALL learners.</p>	<ul style="list-style-type: none"> • <i>The school administration conducts regular class observations, provides strengths-based feedback, and facilitates support for educators and staff who need them.</i> • <i>There is a clear and well-known process for educators and support staff to request and receive technical assistance or coaching support in a timely manner.</i> • <i>All staff, including paraprofessionals, office/clerical staff, janitorial staff, bus drivers, cafeteria workers, and non-instructional professional staff are included in discussions of an inclusive vision and how it relates to their role in the school.</i> • <i>The school administrator and/or other school leaders receive and use input from educators and support staff to develop professional learning opportunities.</i> • <i>The school has a plan for providing professional learning through a variety of methods, including, but not limited to, book studies, professional learning communities, and research on specific topics.</i> 		
<p>9. Administrators encourage and create opportunities for educators to develop skills in universal design for learning, culturally competent instruction, differentiation, and</p>	<ul style="list-style-type: none"> • <i>The school administration conducts regular assessments/surveys/observations to determine staff skills and implementation of universal design for learning, culturally competent instruction, differentiation, and other evidence-based core instructional practices in their classrooms.</i> • <i>The school administration uses staff input in the development and differentiation of professional learning opportunities on the topics of UDL, culturally competent instruction, DI, and other evidenced-based core instructional practices.</i> 		

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
other evidence-based core instructional practices.	<ul style="list-style-type: none"> <i>School leaders build time for professional learning opportunities into the master schedule.</i> 		
10. There is a system for providing coaching to educators who need support for implementing academic curricula, social-emotional learning (SEL), and behavioral supports and interventions.	<ul style="list-style-type: none"> <i>Literacy coaches use a consistent coaching method based on best practices to support educators through observations, modelling, and teaching instructional practices through strengths-based, intentional discussions and shared resources.</i> <i>Mathematics coaches use a consistent coaching method based on best practices to support educators through observations, modelling, and teaching instructional practices through strengths-based, intentional discussions and shared resources.</i> <i>Behavior and/or SEL Support Coaches are available and use consistent evidence-based coaching strategies to observe, model, and discuss implementation of learner and classroom instruction and interventions.</i> <i>Counselors (e.g., Guidance, social workers, behavior specialists, psychologists) use consistent evidence-based coaching strategies to observe, model, and discuss implementation of learner and classroom instruction and interventions.</i> 		
Totals:			
Comments:			

III. FAMILY AND COMMUNITY PARTNERSHIPS

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
11. The principal helps the community understand what, why, and how children and youth with additional service and support needs can and should be included.	<ul style="list-style-type: none"> <i>School leaders create opportunities for intentional discussions, shared resources, and engagement of families in learning about inclusion and how it supports the learning of all children and youth in the community.</i> <i>Recognition of learners includes opportunities for all learners, and not only those who demonstrate grade level expectations and typical abilities (intellectual, communication, physical, etc.).</i> 		
12. School leaders create opportunities for the cultures and languages in the community to be represented	<ul style="list-style-type: none"> <i>Family nights or after-school events are developed to reflect the local culture and language of families in the community.</i> <i>Family members participate in planning extra-curricular learner and family events.</i> 		

<p>in school learning and extra-curricular activities.</p>	<ul style="list-style-type: none"> <i>Families contribute to the understanding of all school staff related to their culture, family influences, and customs (e.g., holidays, meals, discipline, etc.).</i> 		
<p>13. Family members are actively recruited to contribute to school decisions, policies, and practices.</p>	<ul style="list-style-type: none"> <i>The school has a means of regularly communicating with and engaging families in discussing school processes.</i> <i>The school regularly evaluates the level of family satisfaction with information shared and input offered.</i> <i>Families are represented in leadership teams and/or contribute to school decisions, such as behavioral expectations, supporting learners in extra-curricular activities, and other aspects of school life.</i> <i>Family members feel comfortable in communicating with school leadership and report that they feel that their opinions are valued.</i> 		
<p>14. The school invites families to participate in leadership through team meetings and other opportunities for decision-making on current and potential initiatives.</p>	<ul style="list-style-type: none"> <i>Considering family circumstances and capacity (transportation, economics, resources), school leadership designs opportunities that enable families to come to the school building and participate in meetings and discussions about school performance and improvement.</i> <i>School leaders design methods and adaptations for families who have capacity limitations for school/decision participation due to work schedules, or other constraints.</i> <i>School leaders identify methods for families to contribute to decisions or create strategies for school practices that improve the sense of belonging and membership in the school community, participation in academic and social activities, and learning aligned with grade level standards for all learners.</i> 		
<p>15. Families are fully involved in and regularly consulted about their child’s educational program and progress.</p>	<ul style="list-style-type: none"> <i>Both general and special educators maintain communication with family members about learner progress in the general education curriculum and on IEP goals for learners with disabilities.</i> <i>The school invites families to participate in planning sessions for their child.</i> <i>The school provides transportation or other supports or hold planning sessions in locations that encourage family participation, as needed.</i> 		
		Totals:	
<p>Comments:</p>			

QUALITY INDICATORS OF INCLUSIVE SCHOOLS – Social-Emotional/Behavioral Instruction & Intervention

IV. School-Wide Systems for Behavioral/Social-Emotional Instruction & Intervention

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
16. The school has behavior support and discipline policies and procedures that emphasize instructive, preventive, and restorative practices and minimize classroom removals or suspensions from school.	<ul style="list-style-type: none"> • <i>A written guide or policy outlines methods for preventing and responding to social-emotional and behavioral concerns.</i> • <i>The school has an accessible data system for teaching teams to monitor learner performance and progress.</i> • <i>Removals from school for disciplinary reasons occur rarely and primarily for learner safety, not as a behavioral consequence.</i> 		
17. The school has a universal behavior screener or other data system for educators to identify learners at risk and plan interventions.	<ul style="list-style-type: none"> • <i>The school uses consistent and reliable methods to screen or identify learners at risk for needing behavior and/or social-emotional support.</i> • <i>Screening/data reviews are conducted 3 or 4 times/year for all learners, including English Language Learners and learners with disabilities.</i> • <i>Data is used to plan interventions and to evaluate school instructional support needs.</i> 		
18. The school has proactive plans to address bullying and other concerns related to positive social-emotional health.	<ul style="list-style-type: none"> • <i>Learners and families are engaged to identify potential areas for support and design anti-bullying messages, instruction, and consequences.</i> • <i>Educators regularly communicate messages about fairness, positive support, and acceptance of differences.</i> • <i>School plans address expected behavior and methods to maintain communications with families about anti-bullying and emergency support for learners who are at risk for bullying or being bullied.</i> 		
19. The school uses an evidence-based approach to social-emotional learning to foster positive and pro-social interactions.	<ul style="list-style-type: none"> • <i>There is an overall approach, based on research, that educators are encouraged or required to use within their classes to promote positive social and emotional learning.</i> • <i>Social-emotional learner competencies are understood by all staff, including non-instructional staff (office, janitorial, cafeteria, bus).</i> 		
20. There is regular professional learning and other opportunities for the whole staff to establish agreed-upon methods for implementing positive behavior and social-emotional supports.	<ul style="list-style-type: none"> • <i>School leadership has a clear understanding of the research behind methods for providing positive behavior and social-emotional support to all learners.</i> • <i>The school has a process for providing information, training, and coaching to school staff for implementing positive behavior and social-emotional support.</i> 		
Totals:			

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
Comments:			

V. Classroom Applications of Behavioral/Social-Emotional Instruction

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
21. Educators use rituals and routines to establish behavioral expectations for class participation.	<ul style="list-style-type: none"> • Educators provide explicit instruction in expectations, class routines, and positive pro-social interactions. • Educators encourage learners to support each other in developing skills in class participation. • Educators provide direct instruction, reminders, and behavior-specific praise for following routines and expectations in classrooms, hallways, and other school areas. 		
22. Educators consistently implement classroom applications of a school-wide system to prevent behavior challenges and support positive social interactions .	<ul style="list-style-type: none"> • All school staff can name 3-5 school-wide expectations in behavioral terms and how learners are supported to be learners and contributors to the school community. • Educators select and use positive, social-emotional supports within the classroom (e.g., class meetings, flexible learner groupings, systematic positive attention, reflective discussions, and other methods) to prevent problem behavior. 		
23. Educators emphasize prevention methods for children/youth who need additional support for participation in class and engaging in social interactions.	<ul style="list-style-type: none"> • Educators provide at least 5 explicit behavioral praise statements for performance in contrast to 1 statement of corrective feedback. • Educators offer positive affirmations to all children/youth in the class to enable them to view themselves as learners. • Educators intentionally teach and have their class practice positive social interactions with each other such that no child is left out of activities, and all are included in cooperative teamwork, especially those with disabilities, multi-lingual learners, racial minorities, or from a background that is culturally different from the majority of classmates. 		
24. Educators engage families in the design of behavioral support strategies to ensure cultural and familial responsiveness to the child’s life.	<ul style="list-style-type: none"> • Educators intentionally communicate with families to develop their understanding of a child’s culture, personal situation, ability/disability, to create a positive learning environment. • Classroom decorations and assignments reflect the culture and background of the class members, with input from families to ensure cultural appropriateness. 		
25. Educators embed social and emotional supports within classroom instruction and every-day activities.	<ul style="list-style-type: none"> • Educators focus on the talents of the learners in their class. • Educators weave stress management into daily routines (e.g., stretch breaks, movement, journaling, or providing calm areas). 		

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
	<ul style="list-style-type: none"> • Educators use guided instruction for problem-solving during instruction (e.g., procedural prompts, activating background knowledge, goal setting). • Educators provide individualized supports, respecting a learner’s dignity and privacy when they are experiencing emotional challenges. 		
	Totals:		
Comments:			

VI. Behavioral/Social-Emotional Interventions for Children/Youth

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
<p>26. The district/school has a process for selecting research-based Tier 2 and Tier 3 behavior interventions that are matched to learner need.</p>	<ul style="list-style-type: none"> • Multiple sources of data are used by teams to identify learners who require additional support, such as: validated research-based screener, office discipline referrals, attendance, and academic progress. • District uses learner performance data and input from schools to select and use social-emotional and behavior intervention programs and progress monitoring methods. • Educators and other staff as appropriate are trained and coached to deliver targeted and intensive interventions to provide additional time and focused instruction in social-emotional and/or behavior skill development, matched to learner performance and progress. 		
<p>27. The school has a process for deciding the type, intensity, and length of time a learner participates in social-emotional or behavior interventions based on data.</p>	<ul style="list-style-type: none"> • Districts/schools provide guidance for: <ol style="list-style-type: none"> determining who needs an intervention, how to match interventions to learner patterns of performance, measuring the progress of learners receiving social-emotional or behavior interventions and supports, and deciding when and how long learners receive supplemental and intensive interventions. • The school designs teams to select/design interventions and monitor learner progress bi-weekly for targeted (supplemental Tier 2 interventions) and weekly for individualized behavior plans or social-emotional supports (tier 3 interventions). 		
<p>28. Individual learner behavior plans use proactive, preventive, instructional</p>	<ul style="list-style-type: none"> • Behavior plans are developed to address the function of a behavior, are based on a functional behavior assessment that uses data and feedback from multiple sources (e.g., staff, learner, and family input), and consider the contribution of the disability to the use of the target behavior. 		

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
<p>approaches that are implemented with fidelity.</p>	<ul style="list-style-type: none"> • <i>Behavior plans include a positive, functionally equivalent replacement skill and a plan for supporting and teaching that skill.</i> • <i>Plans for behaviors that result from anxiety, stress, or other neurological processing disability include strategies to teach stress reduction, increase focus, and include the child in goal setting and problem solving.</i> • <i>Data is collected daily and reviewed weekly to assess the fidelity of implementation as well as the effectiveness of interventions (adjusting as necessary).</i> 		
<p>29. Individual learner behavior plans have a response plan that promotes dignity and reduces reinforcement of an unsafe behavior.</p>	<ul style="list-style-type: none"> • <i>Response plans are developed by the team so that staff can maintain a safe environment and the dignity of the learner during the occurrence of the behavior(s) being addressed.</i> • <i>Data is collected and reviewed regularly to assess the fidelity of implementation as well as the effectiveness of the response plan.</i> 		
<p>30. Individual behavior plans are implemented with fidelity by all school staff.</p>	<ul style="list-style-type: none"> • <i>Educators and other staff, as appropriate, are trained and coached to implement each of the components of individual behavior plans.</i> • <i>Data is collected and reviewed regularly to assess the fidelity of implementation as well as the effectiveness of individual plans.</i> 		
Totals:			
Comments:			

QUALITY INDICATORS OF INCLUSIVE SCHOOLS – Academic Instruction/Intervention

VII. School-Wide Systems for Academic Instruction and Intervention

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
31. The school acquires evidence-based Reading and Mathematics curricula that have been demonstrated to lead to achievement of grade level standards.	<ul style="list-style-type: none"> • <i>Curricula are selected based on research that shows evidence of effectiveness with the learner population.</i> • <i>The district obtains and systematically provides training for school staff in curricula implementation.</i> • <i>The school has an accessible data system for teaching teams to monitor learner performance and progress, and data on curricular implementation to determine the impact on learning.</i> 		
32. The district/school acquires and provides guidelines for schools to use evidence-based reading universal screening tools to identify learners in need of intervention.	<ul style="list-style-type: none"> • <i>The district/school selects a research-based reading screener to determine learners who are achieving grade level expectations, those at risk for not meeting academic targets, and disproportionate performance of learner subgroups.</i> • <i>Screening is conducted 3 or 4 times/year for all learners, including English Language Learners and learners with disabilities.</i> • <i>Data from screening is used to plan interventions and to evaluate school instructional support needs.</i> 		
33. The district/school has a process for selecting research-based Tier 2 and Tier 3 reading and mathematics interventions that are matched to learner need.	<ul style="list-style-type: none"> • <i>District uses learner performance data and input from schools to select and acquire reading intervention programs and progress monitoring methods.</i> • <i>Educators and other staff as appropriate are trained and coached to deliver targeted and intensive interventions to provide additional time and focused instruction in reading skill development, matched to learner performance and progress.</i> 		
34. The school has a strategy to implement and scale up use of Universal Design for Learning (UDL) framework across all curricular areas.	<ul style="list-style-type: none"> • <i>School leadership have a clear understanding of the research behind UDL and methods for developing curricula within the UDL framework.</i> • <i>Curricula supervisors have a unified plan for supporting school-based instruction using the UDL framework.</i> • <i>Schools have professional learning and coaching plans to build teacher capacity to use the UDL framework to advance learning and access for a wide variety of learners.</i> 		
35. The district and schools define differentiated instruction (DI) and other Tier 1 interventions for	<ul style="list-style-type: none"> • <i>School leadership ensures that school staff understand that differentiated instruction is the way in which a teacher anticipates and responds to a variety of learners' needs in the classroom.</i> 		

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
implementation in core instruction across all content areas.	<ul style="list-style-type: none"> <i>The school provides guidance and support for educators to differentiate instruction through modifying the content (what is being taught), the process (how it is taught), and the product (how learners demonstrate their learning).</i> 		
Totals:			
Comments:			

VIII. Classroom Applications of Academic Instruction

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
36. Educators and learners have access to technology to support learning and communication.	<ul style="list-style-type: none"> <i>Accessible technology is available to all learners.</i> <i>All staff (e.g., instructional assistants, classroom educators, cafeteria helpers) working with learners who require Instructional or Assistive Technology to access the curriculum are trained in the use of that technology, including communication systems and software.</i> <i>Educators know how to use instructional and assistive technology.</i> <i>Every learner who needs augmentative or alternative communication system has one that is used for academic content, social engagement, and participation in school/class activities.</i> 		
37. Educators know how to adapt general education lessons to deliver pecially designed instruction (SDI) for learners with disabilities in and aligned to the core curricula and interventions.	<ul style="list-style-type: none"> <i>Educators create lessons for all learners to participate in a meaningful way to make progress toward grade level standards.</i> <i>Educators address specific IEP goals within the core instruction as well as in supplemental interventions.</i> <i>Educators create supports for participation and learning in general education classes for learners with significant cognitive disabilities and/or extensive support needs.</i> 		
38. Learners who need specialized services (e.g., special education, English Language, behavior interventions, academic interventions) receive them within the general education class or school setting.	<ul style="list-style-type: none"> <i>All learners with disabilities (including those with significant cognitive disabilities) and English Language Learners receive core instruction in grade-appropriate general education classroom.</i> <i>Learner Support Teams, grade level teams, Individual Education Program teams and other instructional planning teams design supplemental and intensive or specialized services to support learner participation and growth in performance in the general education curriculum.</i> <i>Educators provide interventions and services to learners in general education.</i> 		

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
39. The school has clear guidance for delivering pecially designed instruction (SDI) for learners with disabilities in and aligned to the core curricula and interventions.	<ul style="list-style-type: none"> • <i>The school has guidance for educators about:</i> <ul style="list-style-type: none"> ○ <i>Standards-aligned performance assessment and IEP goals.</i> ○ <i>Specially designed instruction that addresses the unique needs of the learner that result from the learner’s disability, ensures access of the learner to the general curriculum, and enables the learner to meet the educational standards that apply to all learners.</i> ○ <i>Conditions under which removal from general education instruction and tiered interventions are allowed.</i> 		
40. Learners with disabilities, multilingual learners, and others who may be marginalized have access to and are encouraged to participate in the same extracurricular activities as their peers (e.g., clubs, school play, sports, learner government, etc.).	<ul style="list-style-type: none"> • <i>Club sponsors are chosen because of their commitment to include ALL children and youth in club activities.</i> • <i>Learners with disabilities and multilingual learners participate in a variety of extracurricular activities.</i> • <i>Peer supports are intentionally designed to minimize the use of extra adult support for social and extracurricular activities.</i> 		
Totals:			
Comments:			

IX. Academic Interventions for Children/Youth

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
41. The district/school has a process for deciding the type, intensity, and length of time a learner participates in an intervention based on performance data.	<ul style="list-style-type: none"> • <i>Districts/schools provide guidance for:</i> <ul style="list-style-type: none"> ○ <i>determining who needs an intervention,</i> ○ <i>how to match interventions to learner patterns of performance,</i> ○ <i>measuring the progress of learners receiving reading interventions, and</i> ○ <i>deciding when and how long learners receive supplemental and intensive interventions.</i> • <i>Schools design teams to select/design interventions and monitor learner progress bi-weekly for targeted (supplemental Tier 2 interventions) and weekly for intensive (tier 3 interventions).</i> 		
42. Intervention teams use data to regularly assess and address issues of disproportionality.	<ul style="list-style-type: none"> • <i>The school has teams that conduct regular reviews of academic and behavioral data to identify trends by disability label, race, or other learner groups in:</i> <ul style="list-style-type: none"> ○ <i>Placement in separate settings</i> 		

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
	<ul style="list-style-type: none"> ○ Identification of disability and disability type ○ Achievement ○ Discipline referrals ○ Suspensions ● The school develops implementation plans to address any identified areas of disproportionality. 		
<p>43. Intervention teams use collaborative planning tools and meeting practices for effective and efficient decision making.</p>	<ul style="list-style-type: none"> ● Team members follow collaborative meeting structures: <ul style="list-style-type: none"> ○ Prepared, timed agenda sent in advance ○ Celebrations/positive outcomes start the meeting ○ Facilitation of meeting is rotated ○ Notes are projected and sent within a day of the meeting ○ Meetings end with processing “what worked” and “what can be improved” as well as next steps and/or next agenda 		
<p>44. Non-teaching staff (office, janitorial, cafeteria, transportation, etc.) use strategies to support and communicate with all learners.</p>	<ul style="list-style-type: none"> ● The school provides non-teaching staff with the knowledge and practice to effectively interact with learners who need behavioral or alternative communication support. ● The school ensures that non-teaching staff participate in and provide input to school improvement and other school-wide planning and learning opportunities for learners. 		
<p>45. The district/school has a process for assessing the impact of supports and interventions on individual learners.</p>	<ul style="list-style-type: none"> ● The school engages in regular review of data resulting from staff implementation of interventions and supports for individual learners to assess their impact. ● The school provides learners who are receiving interventions and supports opportunities (e.g., surveys, interviews) to give feedback on the impact of these supports and interventions on their school experiences and quality of life. 		
Totals:			
Comments:			

QUALITY INDICATORS OF INCLUSIVE SCHOOLS – Cross-disciplinary Collaboration

X. School-wide Systems for Collaboration

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
<p>46. The school assigns learners who need support in natural proportions to classes (generally not more than 15% or the proportion in the school).</p>	<ul style="list-style-type: none"> • <i>Class rosters, learner schedules, caseloads, etc. show learners with IEPs distributed across classes/sections.</i> • <i>Learners with disabilities are on the same class roster as learners who do not receive special education services.</i> • <i>No learners are assigned to special education classes for most or all their core subject instruction.</i> 		
<p>47. The school schedule provides adequate and ongoing time for collaborative planning among co-educators and for instructional planning teams.</p>	<ul style="list-style-type: none"> • <i>General and special education educators have designated time (that supplements individual planning time) to collaborate and plan lessons and social-behavioral instruction that address the instructional needs of all learners.</i> • <i>Content area, Grade level, learner support, or intervention planning teams have opportunities to collaborate for learner planning.</i> 		
<p>48. Instructional planning teams are formed by content, grade, tier of intervention planning, or other configuration and allows for cross-departmental communication and planning.</p>	<ul style="list-style-type: none"> • <i>Teams include members who have critical areas of expertise (e.g., General and special education educators, psychologist, speech therapist, English language teacher, social worker, school counselor, etc.) based on the purpose of the team.</i> • <i>Extended team members are invited as needed, based on their expertise and the planning needs for a learner/group of learners.</i> 		
<p>49. A variety of collaborative teaching structures are used school-wide to deliver interventions and specialized instruction.</p>	<ul style="list-style-type: none"> • <i>The role of special educators in relation to general educators is based on individual classroom needs for effective instruction and service delivery.</i> • <i>Data is used to determine the way(s) in which collaborative consultation, peer modeling, and other team-teaching methods are used to meet the needs of the whole class.</i> • <i>Co-educators use a variety of co-teaching structures when specialized and general educators teach together to minimize the use of a one-teach/one-support approach.</i> • <i>Educators have a written fidelity checklist for co-teaching methods.</i> 		
<p>50. The school has a standard process for planning the grade to grade and school to school transition of learners who receive specialized services or when entering the school for the first time.</p>	<ul style="list-style-type: none"> • <i>Staff regularly use a person-centered planning process for identifying learner supports for learners with more intensive academic or behavior support needs.</i> • <i>Special planning sessions are conducted for families of learners who have significant cognitive disabilities, behaviors, or social-emotional needs that interfere with instruction.</i> 		

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
Totals:			
Comments:			

XI. Classroom applications of collaborative teaching, assessing, and adapting instruction

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
51. General and specialized educators are mutually responsible for the education of all learners , and share instructional accountability, regardless of the specialized services that learners receive.	<ul style="list-style-type: none"> • <i>The language of educators emphasizes “our” learners instead of “my” and “their” learners when referring to learners who receive specialized services.</i> • <i>All staff in the school are invested in the success of each and every learner.</i> • <i>Within co-taught classes, parity is displayed through shared roles (so that no one teacher bears more responsibility over time than the other), with both educators’ names displayed on classroom identifying signs and documents.</i> • <i>Collaborating general educators and specialized educators regularly use co-planning and/or co-teaching structures to design lessons for diverse learners in the general education setting, including accommodations, program modifications, and other supports and services for individual learners.</i> • <i>Planning teams for learners with intensive needs use structured forms/formats to ensure that learner participation, membership, and learning are addressed in designing supports and services.</i> 		
52. Educators plan lessons based on the Universal Design for Learning framework.	<ul style="list-style-type: none"> • <i>Educators use proactive planning of curricula (goals, assessments, methods, and materials) and take into account the variability of all learners.</i> • <i>Educators develop lessons with clear goals that learners can identify and flexible methods by which learners can achieve them.</i> • <i>Educators utilize multiple means of engagement to recruit and sustain learner interest.</i> • <i>Educators provide opportunities for choice in how learners express what they know.</i> • <i>Educators present information in a variety of formats, allowing learners a variety of ways to access the curriculum.</i> 		
53. Educators scaffold and differentiate instruction to reflect the interests and current performance of individual learners.	<ul style="list-style-type: none"> • <i>Educators assess learner interests, skills, and talents to design flexible instructional groups and options for engaging in learning.</i> • <i>Educators collect formative assessment data and use it to adjust instruction (e.g., scaffolding, tiered lesson plans).</i> 		
54. Para-professionals are trained and responsible contributors to the classroom.	<ul style="list-style-type: none"> • <i>Schools have a handbook or guide for the responsibilities of paraprofessionals and specific roles are clearly articulated by the administration and educators.</i> 		

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
	<ul style="list-style-type: none"> • <i>Paraprofessionals receive specific training, monitoring, and feedback for the academic, behavioral, and participation supports that they provide to learners.</i> • <i>Paraprofessionals are assigned to support classrooms rather than individual learners.</i> • <i>Paraprofessionals participate in ongoing school-wide professional learning opportunities.</i> 		
<p>55. Related service personnel and other specialists routinely provide consultation to classroom educators and deliver services in the general education classroom.</p>	<ul style="list-style-type: none"> • <i>Related service providers consult with educators and provide services that align with curriculum within the general education classroom.</i> • <i>Related services are only provided outside of the general education classroom if public instruction or intervention in a particular goal area would be ineffective or an invasion of privacy.</i> 		
Total:			
Comments:			

XII. Intensive collaborative planning for children/youth with more extensive support needs

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
<p>56. Teams regularly use a variety of data to plan interventions and evaluate the impact on learner performance.</p>	<ul style="list-style-type: none"> • <i>Multiple data sources (e.g., attendance, behavior referrals, screening, formative assessment, etc.) are used to design academic and behavioral interventions.</i> • <i>Progress monitoring tools are used by educators and interventionists to assess learner progress and identify the need for supplemental, targeted, and intensive interventions.</i> <ul style="list-style-type: none"> ○ <i>Instruction teams meet at least monthly to review the performance and progress of learners in their grade, using academic and behavioral data.</i> ○ <i>Instruction/intervention teams monitor learner progress bi-weekly for targeted (supplemental Tier 2 interventions) and weekly for individualized behavior plans or social-emotional supports (tier 3 interventions).</i> • <i>Diagnostic tools are used to identify error patterns for intensive instruction and interventions.</i> 		
<p>57. Teams use effective and efficient collaborative meeting structures.</p>	<ul style="list-style-type: none"> • <i>Team members follow collaborative meeting structures:</i> <ul style="list-style-type: none"> ○ <i>Prepared, timed agenda sent in advance</i> ○ <i>Celebrations/positive outcomes start the meeting</i> ○ <i>Facilitation of meeting is rotated</i> ○ <i>Notes are projected and sent within a day of the meeting</i> ○ <i>Meetings end with processing “what worked” and “what can be improved” as well as next steps and/or next agenda</i> 		

Quality Indicators	What it may look like:	Score (0-1-2-3)	Priority?
58. Learners participate in decisions related to school improvement.	<ul style="list-style-type: none"> • <i>Learners participate in surveys or other structured methods to provide input on what works, what needs improvement, and other aspects of school life, including learning opportunities and behavioral expectations.</i> • <i>Learners who speak other languages or whose communication is limited are provided with the means to communicate on school matters in the most effective way, including their native language or alternative communication system.</i> 		
59. Learners participate in decisions related to achieving their own educational and life goals.	<ul style="list-style-type: none"> • <i>Learners receive instruction in goal setting, decision-making, and problem-solving.</i> • <i>There are opportunities for learners to set learning goals.</i> • <i>Learners engage in discussions related to career and future life planning.</i> 		
60. Learners with disabilities participate in decisions related to achieving their own educational goals.	<ul style="list-style-type: none"> • <i>Learners who have Individualized Education Programs are active participants in the design of their goals and services (e.g., learner-led IEPs).</i> • <i>Learners with disabilities, and others as appropriate, are provided with instruction in self-determination skills.</i> 		
Totals:			
Comments:			