



10 Steps to Implementing Effective Inclusive Practices

A Guide for School Site Leaders

*LaSPDG is a federal grant of the Louisiana Department of Education funded
by Office of Special Education Programs*



Acknowledgements



This guide was developed by
Kathy Kilgore, Director
The SUNS Center



Introduction

Strong leadership is critical and school site leaders play a pivotal role in making inclusive practices a reality in their schools. Principals and other individuals in leadership roles must have adequate knowledge of what inclusive practices entail and how to mobilize staff so those practices are effectively implemented. Advancing inclusive practices in a school is not just a matter of what the school leader thinks about inclusive practices, but how s/he actually implements those thoughts. The principal not only must believe that 'all students can learn,' but must demonstrate this belief in everyday actions.

Building collaborative relationships among staff may be challenging and requires leadership support, clarification of roles and responsibilities, and ongoing planning. Embracing the philosophy of 'inclusion' means eliminating the focus on labels of students and making student abilities and support needs the determining factors in the provision of services and placement settings. Special education teachers no longer may identify themselves as teachers of just a specific category of students. Rather, they must identify themselves as teachers of all students and be willing to provide whatever support is needed to meet the varied needs of students. Likewise, students should not be identified as self-contained or resource, but as students needing specialized instruction and supports for specific skills/subject areas for specific amounts of time in either a special education setting or a general education setting. This requires school staff to shift paradigms when determining how best to meet the needs of students with disabilities.

It is important that schools systematically design and implement more effective inclusive practices school-wide. In most instances, however, effective inclusive practices are not implemented without a conscious effort. It takes strong leadership to guide the process and a staff willing to establish a structured, but flexible framework in which inclusive practices may be seamlessly integrated into the school's culture. This guide will outline ten steps to implementing more effective inclusive practices in a school. Following these steps and implementing with fidelity will ensure that the support needs of students with disabilities are appropriately addressed in general education settings.

Suggested forms for each step are indicated and included in the Appendix. These forms are provided as examples only and may be modified to meet an individual district or school needs.

10 Steps to Implementing Effective Inclusive Practices

<i>Step</i>	<i>Topic</i>
1	<i>Current Practices</i>
2	<i>Leadership Team</i>
3	<i>Action Planning</i>
4	<i>Implementation</i>
5	<i>Professional Development</i>
6	<i>Family Engagement</i>
7	<i>Implementation Measures</i>
8	<i>Monitoring Implementation</i>
9	<i>Revision</i>
10	<i>Celebrate</i>

Step 1: Current Practices

Determine Current Practices

It is important to ascertain what currently is in place at your school. In order to move forward, you need a starting point. Data collected at this point will serve as your baseline on which to measure success during the school year.

First, determine what inclusive practices are already being implemented. For example, collect the following data/information:

- How many students with disabilities (SWD) are currently included in general education classes?
- Relative to performance standards, how are your SWD performing?
- How are SWD scheduled into general education classes? Based on numbers? Based on needs?
- How are SWD in general education classes supported in those classes?
- Are any of your special education teachers co-teaching? If so, what approaches are they using?
- Do special education and general education teachers who share instructional responsibilities for the same students have joint planning time?
- How many of your general education teachers are implementing high quality differentiated instructional strategies?
- Are there a variety of interventions available at each tier of your RtI process?
- What resources are available (instructional coaches, mentors, special programs) to help meet the support needs of SWD?

It is also crucial to inventory staff to determine what they currently know about inclusive practices and their level of readiness for implementation. For example, determine the following:

- How do staff members define “inclusion” (i.e., inclusive practices)? What is their definition?
- What do staff members currently know about inclusive practices? Collaborative Teaching Support Models, co-teaching approaches, scheduling SWD based on support needs?
- Are staff members currently implementing any inclusive practices models? Co-teaching, Consultancy, Paraeducator? If so, how are they are working?
- Are staff members willing to engage in implementing more inclusive practices such as co-teaching?

Information from a staff inventory will identify which staff needs additional professional development. It also will identify staff that may serve as mentors to other staff. Also, if the school is just beginning to use the co-teaching model, then a staff inventory will identify which staff members are willing to co-teach.

Conducting a needs assessment and staff inventory will provide a snapshot of what is occurring at the school at the present time. This information/data will help direct future actions. It also will provide baseline data on which to measure progress as you begin implementing a more structured approach to the provision of inclusive practices.

Step 2: Leadership Team

Establish an Inclusive Practices Leadership Team

An Inclusive Practices Leadership Team addresses the overall implementation of inclusive practices across the entire school. The team should be made up of the individuals within the school who function as leaders. The team does not have to be a new team; an existing leadership team may simply take on the function of an Inclusive Practices Leadership Team. This team should identify a set of principles and beliefs that will govern a school-wide inclusive focus. Principles and beliefs should include:

- All students can learn (even if not in the same way nor within the same timelines);
- All students have a right to quality instructional programs that help them progress;
- All students belong to all staff (all staff taking ownership for all students); and
- **Everyone** (administrators, teachers, paraeducators, support staff, cafeteria staff, custodians, security, clerical, etc.) focuses on supporting **all** students in all school environments

The Leadership Team should meet at least monthly to review implementation data and to revise the implementation plan as needed (see Step 3: Action Planning). The main function of this team is to foster the implementation of inclusive practices school-wide. The team should review practices and procedures to determine if they are consistent with the school's mission and ensure that all staff members are in agreement relative to inclusive practices. The Leadership Team should help to establish policy regarding inclusive practices and identify actions the entire staff and faculty needs to take to ensure effective implementation of policy. As challenges arise, the Leadership Team should brainstorm possible solutions and support staff in meeting those challenges.

Without clear leadership, successful implementation of inclusive practices will not be realized. Only through the guidance and facilitation of a Leadership Team will staff be empowered to implement more effective practices.

Step 3: Action Planning

Develop and Action Plan for Change

Most educators say they envision an education system that fully meets the needs of *all* students and one that helps *all* students achieve maximum success. For many educators, this is often an unrealized vision because there is no set of clear goals or specific actions that will actualize the vision. One thing that separates the schools that actualize this vision from those that don't is action planning. A plan with goals and timelines is the only way to fully realize such a vision. The Leadership Team (see Step 2: Leadership Team) should collaborate to develop an action plan that addresses both long-term and short-term goals. The team should identify activities that may be reasonably initiated within a specified time period. Attempting to implement too much too quickly will lead to failure. The action plan should identify possible challenges and how those challenges will be addressed. Each goal of the action plan should be addressed through specific activities/actions. The more concrete and specific the goal(s) and the activities/actions, the easier it will be for staff to implement. When the Leadership Team meets monthly, progress on the action plan should be reviewed. Remember: *What is addressed, especially in writing, is what gets done.*

Once the plan is developed, present it as a draft to the entire faculty and staff. Solicit input and make changes; but only make changes if the suggestions do not jeopardize effective implementation. The action plan must become a 'living' document. All staff must know what is in the plan and understand their role in implementing the plan. Also, they must believe the goals may be achieved if everyone works in collaboration. The school site leader is critical to the success of implementation. Without his/her support and clear commitment to the plan, the faculty will not 'buy-in' and the plan will not be realized.

The action plan needs to be continually reviewed. As activities are conducted and goals are achieved, revisions should be made. The plan should be updated regularly with the input of the Leadership Team. If the plan is reasonable and easy to implement, then it is expected that goals will be achieved.

Step 4: Implementation

Determine Implementation Parameters Including Reviewing Student Schedules and Updating IEP's

The next step in the process is to begin implementing the action plan. But, in order to ensure that effective implementation of inclusive practices will occur, decisions must be made first regarding specific parameters and logistical areas related to inclusive practices. These include areas such as identifying student support needs, scheduling SWD into general education classes, updating IEPs, lesson planning, planning time, caseloads and grading. Without adequately addressing each area and outlining procedures for each, implementation will not be effective.

Identifying Student Support Needs and Scheduling

The type and level of support a student with a disability needs in order to be successful in general education settings must be the first thing determined before assigning a student with a disability to a general education class. Unless a school has enough staff to assign a co-teacher or a paraeducator to each general education class, a process to identify how and where to assign limited support staff must be utilized.

The 'Student Needs First' process ensures that support needs are what dictates what general education classes a student is scheduled and, more importantly, how s/he will be supported in those classes. It begins with a thorough review of educational data on each student with a disability. Using information from a variety of sources (e.g., evaluations, IEPs, report cards, test scores, reports from teachers, behavior reports, input from families, etc.) is important in order to identify both a student's strengths and areas of need. In addition to this information, however, it also is important to know exactly what is expected of a student in a general education classroom in order to be successful. Comparing what is expected to what a student currently is doing identifies the gaps or discrepancies in learning. *These gaps or discrepancies are the areas in which a student with a disability needs to be supported while in general education settings.*

Once the support need areas are identified, it is then possible to identify the level of support and the type of staff who will provide the support (e.g., co-teacher, paraeducator, or just a general education teacher using differentiated instructional strategies). For ease in scheduling, identify students as needing Level 1 support (minimum), Level 2 support (moderate) or Level 3 support (maximum/intense).



Students needing **Level 1** support are those students who function fairly close to grade level and who meet class expectations for behavior. These students should be successful in general education settings without the benefit of a co-teacher or a paraeducator as long as the general education teacher is using differentiated instructional strategies and providing accommodations.



Students needing **Level 2** support are those students who will need accommodations in general education classes and possibly some modifications. These students would benefit from a co-teacher assigned to their general education class or possibly a paraeducator. With appropriate support in place, these students can be successful in general education; without support, they may experience limited success.



Students needing **Level 3** support are those students who will need maximum, intense support and accommodations to be successful in general education classes. These students need significant accommodations and probably some modifications for the majority of subjects. These students definitely will need a co-teacher assigned to their general education classes and may even need some 'pull-out' special education instruction for specific subjects.

Matching the appropriate support level to individual students is critical. This step of the process allows for the assignment of staff and the development of a master schedule indicating which classes will be co-taught, which classes will be assigned a paraeducator and which classes just need a special education teacher consulting with the general education teacher. At this point, school site leaders will begin to identify specific teachers and paraeducators by name when making assignments. This is the step where school site leaders will have to make hard decisions about where to assign limited staff. Remember, matching the appropriate support level to individual students will increase the likelihood of successful academic and behavior outcomes.

Once the support needs of students with disabilities have been identified, and the students are scheduled into general education classes with the appropriate staff identified to provide support, it may be necessary to update IEPs to reflect general education class attendance and the appropriate instructional minutes. Informing families of the specific inclusive practices models and the benefits these models will provide to students with disabilities attending general education classes will facilitate this part of the process.

Logistical Areas

In addition to utilizing a process to identify student support needs and scheduling students with disabilities into general education classes with the appropriate support, you also must address specific logistical issues that impact implementation at the classroom level. These areas may not be directly related to the Collaborative Teaching Support Models (e.g., co-teaching, consultancy, paraeducator) or the co-teaching approaches, but are essential to effective implementation. They include areas such as lesson planning, IEP Development, grading, teacher planning time, case loads, integrating Related Services, etc. These areas often are the determining factors of whether inclusive practices will be effective or not. Failure to identify and address the logistical issues in proactive and creative ways will hinder effective implementation of inclusive practices. For example, if teachers who are co-teaching don't have adequate planning time, then lesson delivery will not be as effective. If Related Services personnel such as Speech and Language Pathologists are not included in professional development regarding collaborative teaching models, then they are more likely to pull students out of general education classes to provide services rather than figuring out how they may integrate their program with the general education program.

You may want to refer to the *Louisiana's Co-teaching Resource Guide* developed in 2011 (<http://www.laspdg.org/content.cfm?id=416>) for guidance relative to these areas. The Louisiana State Personnel Development Grant (LaSPDG) has developed a series of webinars, *Inclusive Practices – Making it Work!* that also addresses these logistical areas.

(<http://www.laspdg.org/content.cfm?id=313&schoolyearID=4>)

After all necessary steps are identified the plan should be implemented. Of course, as with any plan, changes may need to be made. Be careful, however, of changing too much too quickly. Give your plan enough time and collect adequate data to determine if something is truly having an effect or not. Staff must believe there is a solid structure in place that will be consistently implemented and monitored. Continuously changing approaches, schedules or other parameters may cause confusion and limit successful outcomes.

Step 5: Professional Development

Provide Professional Learning Opportunities and Support to All Staff

As with any educational practice, meaningful professional development is critical to ensuring all staff members have the necessary knowledge and skills to implement effectively. In addition, it is important to create an environment that all staff members feel supported in their efforts to implement inclusive practices. Supporting ongoing professional learning helps create this kind of ideal working environment.

Professional Learning & Support

If inclusive practices are to be implemented appropriately, staff members must receive professional development on the models of inclusive practices (i.e., Co-teaching, Consultancy, Paraeducator) and how to implement them. Without training, staff will not be able to implement inclusive practices in reasonable and appropriate ways. Imagine asking teachers to implement a new science curriculum and accompanying programs and materials without providing training on what the curriculum entails and how to use the accompanying programs and materials. At the very most, only haphazard success may be achieved. It is the same with inclusive practices. Staff members need on-going learning opportunities in order to ensure effective implementation and positive student outcomes. Staff members need training in order to acquire the needed skills.

Ongoing monitoring of implementation is important because it identifies additional need areas. You may find it may be necessary to provide expanded professional development during the school year. Providing teachers with professional development opportunities only at the beginning of the year and not providing on-going training or support during the year is not sufficient if a school wants to yield increased positive student outcomes. A key to effective professional learning opportunities is to build in follow-up activities. One-shot professional development sessions do not yield the greatest results. Sessions that include on-site follow-up to determine if staff is implementing strategies learned during the sessions are the most effective.

In addition to workshops, seminars, and in-services, some staff may need or want to observe effective inclusive practices demonstrated by their peers. Often, in-school observations and visits to other schools and districts are the most effective way to provide meaningful learning opportunities. Especially for classroom teachers, often the most powerful professional development experience is to observe teachers implementing specific strategies.

In addition to on-going professional development, staff must feel supported in their efforts to implement inclusive practices. It is important that staff members have opportunities to ask questions regarding implementation or opportunities to meet with other staff members to brainstorm challenges and possible solutions. Providing these protected opportunities, such as common planning time, helps support the teachers' efforts. Teachers and other staff need to know there are resources and people available to guide their actions and validate their practices.

Teachers and other staff who feel supported will feel empowered to affect change. Environments that promote collegiality, openness, and support courageous conversations about implementation lead to improved student outcomes.

Step 6: Family Engagement

Meet With Families

Inclusive practices are supported and better promoted when there is meaningful family engagement. Any implementation plan must include informing family members of the benefits of inclusive practices. It is important that families of students with disabilities be assured their children will continue to receive specialized instruction as indicated on the IEP even if their child is a member of a general education class. Clearly articulate the benefits of inclusive practices relative to both academic performance and behavior exhibition. Families of students without disabilities need to be assured that whatever models and approaches a school will be using will only enhance the instructional program for their children. Well-informed families are the greatest ambassadors of the school. Include families in every step of implementation to ensure meaningful family-school relationships.

In addition to school-wide family engagement activities, encourage teachers to maintain on-going, positive communication with the families of each student. Often, teachers contact families only where there is something wrong. It is good practice for all teachers to commit to providing at least one positive feedback every month to each student's family. If the student is in a co-taught class, the positive feedback could be related to behavior or academics.

While most students will adjust easily and readily to having two teachers in their classroom, some explanation to the students is needed so they will view a co-teaching arrangement as a positive thing.

Family engagement may look different from school to school. It is important to remember that families are always involved in their child's life even if it is ways we cannot see, understand, or value. It is important for schools to support families in a variety of ways, not just relying on one method. The Inclusive Practices Leadership Team may help by identifying creative ways to better secure family engagement.

Step 7: Implementation Measures

Identify Implementation Measures

It is important to outline what effective inclusive practices look like. Identifying indicators of effective practices will provide staff with an explicit model of excellence and also serve as a monitoring tool to gauge success of implementation. A tool such as an Implementation Matrix (IM) or Identifiers of Practice will help ensure that all staff members have a clear understanding of what effective practices look like and provide staff with a way to measure implementation progress.

You may want to refer to the *Validated Practices Initiative Resource Guide* (<http://www.laspdg.org/files/ValidatedPractices.pdf>) developed by the Louisiana Department of Education to find a list of components of effective school improvement. The major domains listed in this document include Foundations of Inclusive Practices, Collaboration, Service Delivery, Instructional Practices, Behavior Support and Administrative Responsibilities. Under each domain, there is a list of indicators that reflect validated practices. These indicators will help a district or school in developing their own implementation structures.

The LaSPDG has published an *Inclusive Practices-Identifiers of Practice* document that may assist in identifying specific components of effective inclusive practices. This document uses the domains from the *Validated Practices Initiative Resource Guide* and describes quality indicators for each domain with specific identifiers. The document is designed to facilitate the collecting of implementation data and the provision of feedback to staff on how well they are doing. It is important to identify what indicators you will use to measure implementation progress and what instruments you will use to collect the data.

Inclusive Practices – Identifiers of Practice

Quality Indicators	Identifiers	Source	Details	Recommendations/Comments	
Domain 1: Foundations Inclusive Practices	1.1. LEA personnel hold high expectations for students with disabilities.	<input type="checkbox"/> A. Written information reflects high expectations for students with disabilities.	O, P	-Handbook -Mission Statement -Newsletter -Bulletin boards -Signs -Website	
	1.2. Decisions related to inclusive schooling incorporate frequent, timely, and meaningful input from families and other stakeholders.	<input type="checkbox"/> B. People First Language is used throughout the LEA.	O, P	-Handbook -Mission Statement -Newsletter -Bulletin boards -Signs -Website	
	1.3. The LEA's data indicate that most students receive the majority of their education in the general education setting	<input type="checkbox"/> C. Families and other stakeholders are included in the decision-making process on inclusive schooling.	I	-What stakeholders are involved in your decision-making process on inclusive schooling? -How are they involved?	
		<input type="checkbox"/> D. Access to the general education curriculum is determined by students' needs.	I	-How does the LEA ensure that students have access to the general education curriculum?	
		<input type="checkbox"/> E. General education placement data for students with disabilities meet or exceed the state average.	P	Review current data State Avg.= LEA=	
Total: _____ / 5 = _____ %					

Inclusive Practices – Identifiers of Practice

Quality Indicators	Identifiers	Source	Details	Recommendations/Comments	
Domain 2: Collaboration	2.1. Shared problem solving is reflected in LEA structures and procedures	<input type="checkbox"/> A. A process exists for stakeholders to review data (i.e. placement, graduation, achievement, discipline) on a regular basis.		-What is the process used to review data? -How often is this done? -Who is involved in this process?	
	2.2. LEA personnel use data (placement, achievement, graduation rate) as the basis for making decisions.	<input type="checkbox"/> B. A variety of LEA stakeholders are involved in shared problem solving on inclusive schooling.		-Who is involved in shared problem solving on inclusive schooling? -When does this take place?	
	2.3. Paraprofessional and support staff roles and responsibilities in general education classrooms (e.g., instruction and behavior support personnel) are articulated and implemented.	<input type="checkbox"/> C. Support staff (i.e. speech, APE, OT, PT), general and special education teachers collaborate to support students.		-How does your LEA ensure that support staff collaborate with your general and special education teachers?	
		<input type="checkbox"/> D. Paraprofessionals' roles and responsibilities are defined and shared.		-How are paraprofessionals' roles and responsibilities defined and shared?	
		<input type="checkbox"/> E. Support staff assists in the instructional and behavioral supports of students.		-How does your LEA ensure that support staff assists in the instructional and behavioral supports of students?	
Total: _____ / 5 = _____ %					

Step 8: Monitoring Implementation

Monitor Implementation and Provide Support

Monitoring the process is critical to ensuring effective implementation of inclusive practices. As discussed in Step 7, Identifiers of Practice may be used to measure implementation progress. However, in addition to monitoring implementation progress, the effectiveness of implementation relative to student performance also must be measured. Data must be collected in order to determine if maximum outcomes are being achieved as a result of implementing inclusive practices. There are numerous ways to assess effectiveness that include both quantitative and qualitative measures. These may include:

- Student achievement data;
- School performance scores;
- LRE data;
- Level of implementation of instructional practices;
- Student behavior data; and
- Change in stakeholder perspective

While some of these data may be collected through surveys and other informal instruments, most of the data must be collected using student performance outcome indicators. In the end, what matters most is how well students are doing. While it may be helpful to know that staff is supportive of inclusive practices, if positive student outcomes are not evidenced, then inclusive practices are not effective.

Monitoring should be on-going. If Identifiers of Practice are being used to gauge how well implementation is going, then it should be used quarterly. The Inclusive Practices Leadership Team will review the Identifiers of Practice data to determine if progress has been adequate or additional 'tweaking' of the action plan is needed. Other types of monitoring may be conducted more or less frequently depending on what is being monitored. For example, if implementation *effectiveness* relative to student performance outcomes is being monitored, then it probably will be done through quarterly benchmark testing and after LEAP test scores are received. If family engagement and satisfaction are being measured, then teachers will need to submit family contact logs at the end of each month. If behavior data are being reviewed, then monthly printouts of the number of discipline referrals will be needed. If measuring staff attitudes regarding acceptance of inclusive practices, then a staff inventory will need to be conducted at the beginning of the year, mid-year and then again at the end of the year. However, the most important data to focus on is the progress students are making either academically, behaviorally, or both.

Step 9: Revision

Revise Plan as Needed

Implementing inclusive practices is not a static endeavor but a dynamic and evolving process. Step 3 addresses the need for an action plan that outlines details of how a school will implement effective inclusive practices. However, plans must be revised as needs change. As schools begin to experience success in implementing inclusive practices, goals will need to change. For example, a school's action plan may address the goal of increasing the number of students with disabilities who are *successfully* included in general education for more than 80% of their day; or the plan may include a goal that indicates at least two teachers will begin co-teaching for at least two periods a day. As each of these goals is achieved, new ones need to be written that reflect higher expectations relative to positive outcomes.

If the implementation plan is successful, then you should expect student outcomes to improve. As they improve, the action plan needs to change to reflect higher expectations. Also, as new and different challenges arise, the plan may need to be updated to reflect actions to be taken to address the new challenges.

Step 10: Celebrate!

Celebrate Successes

Celebrating successes, even small ones, is an essential part of effective implementation of inclusive practices. Praising staff for achieving action plan goals will strengthen their commitment to the entire plan. Sometimes, just providing positive feedback to staff is a celebration. For example, praise two co-teachers when the number of discipline referrals for a student in their class is reduced. Praise two co-teachers when one of their co-taught students submits a winning writing selection, or is student of the month. By praising each progress milestone (even if just a small improvement), behavior is shaped in the direction in which the school leader wants the school to move. While most school site leaders already find ways to reward staff for student improvement, try to directly relate praises and rewards to the implementation of inclusive practices. Teachers and other staff members need to see the direct, positive correlation between effective inclusive practices and improved student outcomes. Remember, what you pay attention to and what you reward will be repeated.

Don't forget to celebrate with the students. Students need to be reinforced for taking responsibility for their learning. For example, reward all students in a co-taught class when their test scores go up; do a 'shout out' to recognize exemplary learners in a co-taught class.

Celebrations help adults and students feel good about what they are doing, and hence, guarantee continuation of their hard work. Everyone needs to know that their commitment and dedication to the school's inclusive practices action plan is recognized and appreciated.

Appendix

Step 1: Current Practices

- Inclusive Practices School Profile-School Needs Survey Reporting Form
- General Education Teacher Inventory
- Special Education Teacher Inventory

Step 3: Action Planning

- Inclusive Practices Action Plan

Step 4: Implementation

- FACT Sheet: Student Needs First Scheduling Process
- Student Support Needs Worksheet – General Education Class Expectations
- Sample Student Scheduling Forms

Step 5: Professional Development

- FACT Sheet: Collaborative Teaching Support Models
- Co-teaching Approaches-At-A-Glance

Step 7: IMPLEMENTATION MEASURES

- Inclusive Practices Implementation Matrix
- LASPDG Inclusive Practices – Identifiers of Practice

Step 1: Current Practices

Inclusive Practices School Profile-School Needs Survey Reporting Form
General Education Teacher Inventory
Special Education Teacher Inventory



SCHOOL NEEDS SURVEY REPORTING FORM

SCHOOL _____ DATE _____

_____ School is embarking on an exciting endeavor to implement more effective inclusive practices across the school. In order to ensure that a plan of implementation is successfully designed, information regarding current practices in the school is needed. The following information was collected from a variety of sources including data review and staff input and will help ensure an effective plan is designed and implemented so that positive student outcomes may be evidenced.

DATA: Indicate data regarding the amount of time students with disabilities spend in GenEd classes:

LRE Data:

- _____ Total # of students with disabilities (SWD)
- _____ Total # of SWD included in general education classes for more than 80% of the day
- _____ Total # of SWD included in general education classes for 40% to 79% of the day
- _____ Total # of SWD included in general education classes for less than 40% of the day

MODELS: Indicate the models used to support students with disabilities in GenEd classes:

Co-Teaching: Both a special education and a general education teacher jointly plan, teach, and assess instruction for a group of students for an entire period

- _____ # of co-teaching teacher pairs currently co-teaching together
- _____ # of students with disabilities supported by a special education co-teacher in a general education class

Consultant Model: A special education teacher consults with a general education teacher on a scheduled, on-going basis to help ensure the success of a student/s in the class. Special education teacher may identify accommodations/modifications, adapt lessons and/or materials, or design specialized lessons or assessment procedures.

- _____ # of special education teachers who function as A Consultant teacher
- _____ # of general education teachers supported by the special education consultant teacher

Paraeducator Model: A paraeducator is assigned to a general education class to support SWD

- _____ # of paraeducators supporting students in general education classes
- _____ # of special education students being supporting in a general education class by a paraeducator

IMPLEMENTATION: *Survey the staff to determine both their knowledge of the models of inclusive educational practices and their willingness to implement:*

After surveying all staff members to determine their level of awareness regarding inclusive educational practices and their willingness to implement more inclusive practices...

Yes No Do you think the models and strategies your school currently uses are effective?
1 = No, not effective; 2 = not very effective; 3 = yes, fairly effective; 4 = highly effective

Yes No Do you think your school needs to improve in implementing inclusive practices more effectively?
1 = No *2 = a little improvement needed*
3 = a fair amount of improvement needed *4 = improvement definitely needed*

Yes No How knowledgeable is the staff on the models of inclusive practices and ways to implement the models?
1 = not knowledgeable at all *2 = a little knowledgeable*
3 = fairly knowledgeable *4 = very knowledgeable*

Yes No Do you think staff is willing to embrace more inclusive practices by attending inservices and implementing strategies learned at the inservices?
1 = no, not willing *2 = less than a quarter are willing*
3 = half are willing *4 = majority are willing*

Indicate the top three concerns regarding implementation of inclusive practices:

1. _____
2. _____
3. _____



INCLUSIVE PRACTICES - SPECIAL EDUCATION TEACHER/PARAEDUCATOR INVENTORY

1. How knowledgeable are you regarding the models of Inclusive Practices (e.g., Co-teaching, Consultancy, Paraeducator)?

1 = not knowledgeable at all 2 = a little knowledgeable
3 = fairly knowledgeable 4 = very knowledgeable

2. Have you ever functioned as a co-teacher? Yes No NA
If Yes, how successful was the experience?

1 = not successful at all 2 = a little successful
3 = fairly successful 4 = very successful

3. If you functioned as a co-teacher, what co-teaching approaches did you use?

Parallel Teaming Station Alternative
One Teach/One Assist One Teach/One Observe

4. Have you ever functioned as a consultant teacher? Yes No NA
If yes, how successful was the experience?

1 = not successful at all 2 = a little successful
3 = fairly successful 4 = very successful

5. If you are a paraeducator, have you have functioned as a special education support para in a general education class under the direction of a general education teacher? Yes No NA
If yes, how successful was the experience?

1 = not successful at all 2 = a little successful
3 = fairly successful 4 = very successful

6. Are you willing to attend inservices to learn more about inclusive practices even if after school hours?
Yes No

7. If you are a teacher, are you willing to co-teach in a general education class? Yes No

List professional learning topics you would need in order to more effectively implement inclusive practices

1. _____ 2. _____

3. _____ 4. _____

Do you have any specific concerns regarding implementing more effective inclusive practices?

1. _____ 2. _____

3. _____ 4. _____



INCLUSIVE PRACTICES - GENERAL EDUCATION TEACHER INVENTORY

1. How knowledgeable are you regarding the models of Inclusive Practices (e.g., Co-teaching, Consultancy, Paraeducator)?

- 1 = not knowledgeable at all 2 = a little knowledgeable
- 3 = fairly knowledgeable 4 = very knowledgeable

2. Have you ever worked with a co-teacher in your classroom? Yes No NA
If Yes, how successful was the experience?

- 1 = not successful at all 2 = a little successful
- 3 = fairly successful 4 = very successful

3. If you worked with a co-teacher, what co-teaching approaches did the two of you use?

- Parallel Teaming Station Alternative
- One Teach/One Assist One Teach/One Observe

4. Have you ever had a special education teacher consult with you regarding the needs of students with disabilities in your class? Yes No NA
If yes, how successful was the experience?

- 1 = not successful at all 2 = a little successful
- 3 = fairly successful 4 = very successful

5. Are you willing to attend inservices to learn more about inclusive practices even if after school hours?
Yes No

6. If you are a teacher, are you willing to work with a co-teacher in your class? Yes No

List professional learning topics you would need in order to more effectively implement inclusive practices

- 1. _____ 2. _____
- 3. _____ 4. _____

Do you have any specific concerns regarding implementing more effective inclusive practices?

- 1. _____ 2. _____
- 3. _____ 4. _____

Step 3: Action Planning

Inclusive Practices Action Plan

INCLUSIVE PRACTICES ACTION PLAN

School _____ Date _____

Long Range Goal: By the year _____, our school...



Short Range Objectives: During the _____ school year, our school...



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Activities	Responsible Leader	Date to Begin	Date Accomplished
1.			
2.			
3.			
4.			
5.			
6.			

Obstacles	Possible Solutions
	

Comments:



Inclusive Practices Leadership Team: (name and position)

Step 4: Implementation

FACT Sheet: Student Needs First Scheduling Process
Student Support Needs Worksheet – General Education Class Expectations
Sample Student Scheduling Forms

All of the Collaborative Teaching Support Models (i.e., Co-Teaching, Consultant, or Paraeducator) operate on a 'student needs first' philosophy. The type and level of support a student needs in order to be successful in general education settings **must be the first thing determined** before identifying which of the collaborative teaching support models will be used. Identifying the instructional support needs of a student will guide the scheduling process for both students and teachers.

A thorough review of educational data on each student must be conducted. Specifically, the following should be reviewed:

- Multidisciplinary evaluation and IEP information
- Report card grades
- LEAP test scores and other test data (e.g., Dibels or even teacher made tests)
- Reports from classroom teachers
- Input from instructional team members, including the guardian/parent and the student
- Behavior records
- Other data as needed.

Information from these sources is important in order to identify both a student's strengths and need areas. But, in order to identify the type and level of support a student needs, it also is important to know exactly what is expected of a student in a general education classroom in order to be successful.

An inventory of appropriate general education classroom instructional and behavioral expectations must be conducted. In conducting the inventory, consider the following:

- What are the grade level academic skills a student will be expected to master?
- What are the appropriate grade level classroom routines in which a student must engage (e.g., entering/exiting the room, working independently,

gathering/putting away materials, responding to questions, asking for assistance, working in small groups/with a buddy, etc.)?

- How is the student expected to behave in the classroom (i.e., what are the classroom social behavior expectations, such as how to handle frustrating situations or what to do if another student is picking on you)?
- And what kinds of assessments will the student have to take?

A form such as *The Student Support Needs Worksheet-General Education Class Expectations* may be helpful in identifying specific academic, behavior and general classroom routines expected of students with disabilities in general education classes. This form requires the entering of information related to academic expectations, social behavior expectations and expected class routines and then an indication of how a student with disabilities is currently performing relative to those areas.

For example, under academic expectations, list what is expected of any student in the specific class relative to the major academic skills/concepts addressed in that grade level. These may be broader in scope. For example, you may indicate that every student in the class should have a vocabulary of X number of words, or every student should be able to write a short paragraph of at least 3 declarative sentences, or every student should be able to multiply three digit numbers, etc. Every academic skill or concept doesn't have to be listed, just the main skill areas. Relative to social behavior expectations, be a little more specific. For example, you might indicate how a student is expected to behave during frustrating situations or how they must be able to walk away from other students who are picking on them. Relative to class routines, you might indicate that what is expected of every student is to raise his/her hand before speaking in class, or that each student is expected to know what to do if s/he finishes a task early, or what is expected in terms of how students line up to exit the room, how they are to enter the room, etc.

Once expectations are listed in each category (academic, behavior, class routines), indicate how the student with a disability is currently performing relative to those specific skill areas. A comparison between what is expected and what a student with a disability is currently able to do will lead to the identification of learning gaps and help the instructional team make informed decisions about lesson content, delivery strategies and, most importantly, support accommodations.

The learning gaps are not noted for the purpose of denying access to general education settings to students with disabilities, but rather to identify how they need to be supported in those settings in order to be successful.

Once this process is completed, it is then possible to identify the level of support a student will need by subject area or class. For ease in subsequent scheduling, it is helpful to determine if students have Level 1, Level 2, or Level 3 support needs. Please note this does not refer to students as being level 1, 2 or 3 students, but to the level of their support needs. Let's look at the type of student that may be represented at each support need level.

Students with Level 1 Support Needs

- These students function fairly successfully in the general education classroom with minimal support.
- These students are easily included, functioning close to grade level, with behavior more or less in line with class expectations.
- These students may need accommodations in specific subjects (or at specific times), but accommodations may be provided fairly easily by the general education teacher.
- The general education teacher may need to consult with the special education teacher regarding accommodations for specific lessons/skills.
- These students usually are included in general education for all (or most) of the school day.
- Historically, these are students that used to be referred to as 'mainstreamed' students, and
- These students should be able to be successful in general education settings without the benefit of a co-teacher or support paraeducator as long as the general education teacher is using differentiated instructional strategies.

Students with Level 2 Support Needs

- These students definitely need accommodations in general education classes and possibly may need some modifications.
- These students will need support from a paraeducator or possibly direct assistance from a special education co-teacher for specific subjects in order to function successfully in the general education classroom.

- These students may benefit from some 'pull out' specialized instruction delivered by a special education teacher in a special education classroom for specific subjects. However, with appropriate support in the general education class, these students should only have to be 'pulled out' for specialized instruction on a very limited basis.
- With appropriate support in place, these students can be successful in general education; without support, they may experience success haphazardly, if at all.
- At the very least, these students will require the general education teacher to consult with the special education teacher on a regular basis to assist in designing accommodations.

Students with Level 3 Support Needs

- These students need maximum support and accommodations to be successful in general education classes (whether they are included for academic purposes or just for socialization reasons).
- These students need significant accommodations (and possibly modifications) in general education classes for the majority of subjects, if not all.
- These students need the support of a special education teacher co-teaching with the general education teacher for specific subjects.
- These students may need specialized instruction provided by a special education teacher in a special education classroom for some subjects (i.e., pull out).

Some things to remember about levels of support include:

- Some students may need Level 1 support for one subject/class, but need Level 3 support for other subjects/classes.
- If possible, try and avoid grouping large numbers of students needing Level 3 support in the same general education class at the same time (unless this arrangement best meets the needs of the students). For example, there may be 6 level 3 support needs students in 5th grade, but only one co-teacher. So, it may be more appropriate to place all of the students in the same 5th grade class so that the co-teacher support is maximized. If the 6

students are assigned to 2 or 3 different classes, it may be harder for the one co-teacher to provide support in that many classes.

- Support needs of students may change from semester to semester or even based on the skills being taught. For example, a student may begin the school year needing Level 3 support in math, but midyear, reexamination indicates the student now only needs level 2 or 1 support in math.

Probably, the hardest part of the scheduling process is determining the support needs of students with disabilities. It requires a very thorough approach to identifying both current strengths and deficits areas as related to general education classroom expectations. Once there is an accurate summary of the support needs, it is then possible to assign the most appropriate support to a specific student for a specific subject/course. With such purposeful assignment of support, students with disabilities have a greater chance of being successful.

In order to determine which Collaborative Teaching Support Model (i.e., co-teaching, consultant, paraeducator, or independent with only a general education teacher using differentiated instructional support) is appropriate, the following questions must be answered:

- What support will students need?
- When or where will they need the support?
- Who will provide support?
- How may we effectively meet the support needs of all students?

What support will students need?

The first step is to identify the support needs of individual students. As just discussed, this is done by reviewing the IEP and Multidisciplinary Evaluation, by conducting additional assessment, by observing the student in different learning environments and multiple settings, and by interviewing various individuals who know the student, e.g., special education teachers, general education teachers, support staff, parents. The next second step is to identify the general education classroom expectations that will be required of the student with disabilities and the discrepancies or gaps between what is required and what the student is currently able to do. Once these two steps have been completed, a decision about the levels of support a student will need in each general education subject/class can be made. In other words, determine if the student has level 1, 2 or 3 support needs in each subject/class. Also make a professional judgment as to what Collaborative Teaching

Support model is needed (i.e., co-teaching, consultant, paraeducator, or independent with only a general education teacher using differentiated instructional support) Finally, transfer this information to a worksheet. You may use something like the *Inclusive Educational Practices: Individual Student Support Needs Worksheet* to assist in documenting individual student support needs by subject/class area for each grade level. As you indicate whether the student needs level 1, 2, or 3 support in each class, also begin identifying what type of Collaborative Teaching Support model is needed. In other words, will the student need to be in a class with a co-teacher in order to have his/her support needs met? Will a paraeducator be able to meet the support needs? Will the general education teacher need to consult with a special education teacher? Will the general education teacher be able to meet the support needs by him/her self just by using differentiated instructional strategies?

This task is the most difficult in the entire scheduling process because it requires teachers to collect and review data and make informed judgments regarding the support needs of individual students.

When or where will they need the supports?

The support needs of all students with disabilities should be charted by subject by grade level. This will provide an overview of the support levels students have by grade levels in specific subjects consistent with IEPs. It will provide a general picture of all students needing support in a specific grade level and of the classes/subjects where the support is needed. It will identify the type of collaborative teaching support model needed, i.e., the co-teaching support model, the paraeducator support model, the consultant support, or if the student is able to be independent with just the general education teacher providing differentiated instructional strategies. This information will determine how many students need support in a particular grade, subject, time period, etc. and, therefore, allow for appropriate grouping of students in these classes/periods. This information should be transferred to a worksheet. You may use something like the *Inclusive Educational Practices: Summary of Supports Needed by Grade level and Class/Subject Worksheet* to assist in documenting students' support needs by subject/class area by grade level.

Who will provide support?

The type of staff needed to provide support to students with disabilities must be identified, i.e., co-teacher, paraeducator, consultant teacher, general education teacher, a special education teacher for pull out. Answering this question will

facilitate the assignment of staff to meet the support needs of students. Unless a school has enough staff to assign a co-teacher to each general education class, a process to identify how and where to assign limited support staff must be utilized. You may use something like the *School Summary Models of Support Worksheet* to indicate the number of students in each grade level and the collaborative teaching support model they will need. This form is used to capture the support needs of students at every grade level for the entire school.

How may we effectively meet the needs of all students?

Matching the appropriate support level to individual students is critical. This step allows for the final assignment of staff and the development of a master schedule indicating which classes will be co-taught, which classes will be assigned a paraeducator, and which classes just need a special education teacher consulting with the general education teacher. At this point, school site leaders will begin to identify specific teachers and paraeducators by name when making assignments. This is the step where school site leaders will have to make hard decisions about where to assign staff.

If you note, during this entire process, individual staff was not considered until the last step. It is critical that student support needs be identified first, without consideration of staffing issues. Once the entire special education population is charted and the school site leader is able to see where the specific support needs are, s/he is in a better position to assign support staff to areas of greatest need. This must be a very thoughtful and purposeful process based on student support needs, especially when there is limited staff. Also, this information provides valuable data to support a school site leader's request for additional staff in order to better meet the support needs of students with disabilities. This entire process helps ensure that student support needs are what dictates scheduling of students into specific classes and assignment of staff to those classes. When student support needs are met, maximum positive student outcomes are achieved.

Even if a school has adequate staff to assign for support (i.e., a co-teacher in each class), this process is still beneficial in that it will help identify performance gaps between students with disabilities and students without and enable staff to better design instruction to target interventions.

Kathy Kilgore, 2013, The SUNS Center



Student Support Needs Worksheet – General Education Class Expectations

Student Name _____ Person Completing Worksheet _____ Date _____

SUBJECT	ACADEMIC BEHAVIORS		SOCIAL BEHAVIORS		CLASS ROUTINES	
	Class Expectations	Learning Gaps	Class Expectations	Learning Gaps	Class Expectations	Learning Gaps

Comments:

One, two, three, four...



- Determine the level of support and models needed for each student. **(FORM #1)**
- Summarize models for each grade level . **(FORM #2)**
- Summarize total models for school. **(FORM #3)**
- Analyze teacher allocation for models. **(FORM #4)**

- Complete master schedule, considering the above recommendations.

#1



INCLUSIVE EDUCATIONAL PRACTICES

INDIVIDUAL STUDENT SUPPORT NEEDS WORKSHEET

GRADE Level: _____



Class/Subject Name ↓		Support Level ↓					

*Support Models: I = Independent – No Assistance
SpEd = Sp.Ed. Class*

*P = Assistance – Paraeducator
CO = Co-Teacher*

CT = Consultant Teacher

Instructions: List all students in a grade level in the first column and indicate next to each name if the student needs 1, 2, or 3 level of support. List classes/subjects in the first row. Indicate the type of Support Model needed by each student, in each class/subject column, using the codes above.



School Summary Models of Support Worksheet

Elementary



		Paraeducator Support						SpEd Teacher Support						Co-Teacher						Consultant Teacher					
Grade Level/Total # ↓	Subject Area →	L	M	S	SS	O	O	L	M	S	SS	O	O	L	M	S	SS	O	O	L	M	S	SS	O	O
K																									
1																									
2																									
3																									
4																									
5																									
6																									

#4

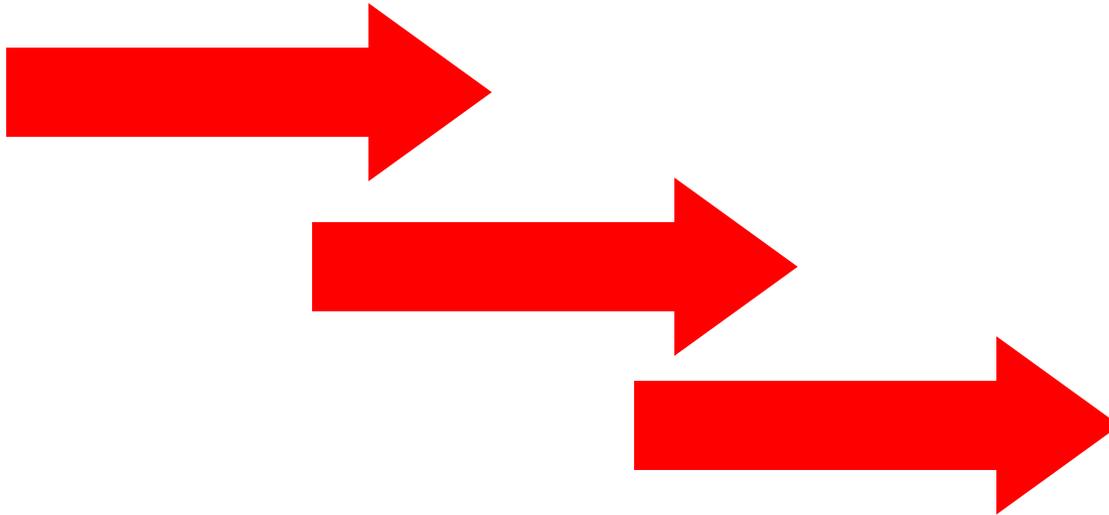


Sample Special Education Teacher Allocation Schedule



	Co-Teaching	Consultant	SpEd Class	Planning
1 st period				
2nd period				
3rd period				
4th period				
5th period				
6th period				
7th period				

Secondary Scheduling Process



One, two, three, four...



- Determine the level of support and models needed for each student. **(FORM #1)**
- Summarize models for each grade level. **(FORM #2)**
- Summarize total models for school. **(FORM #3)**
- Analyze teacher allocation for models. **(FORM #4)**

- Complete master schedule, considering the above recommendations.

#1



Models of Support Worksheet

Individual Student Support Needs



Grade Level: _____

Class/subject → Name ↓	Level of Support					

I = Independent – No Assistance SpEd = Special Ed Teacher CT = Consultant Teacher
P = Paraeducator CO = Co-Teacher

#2



Grade Level Summary Models of Support Worksheet

Grade: _____ Total Students with IEPs in grade level: _____

Subject area Courses ↓	→				
	No Support	Paraeducator	SpEd Teacher	Consultant	Co-Teacher



School Summary Models of Support Worksheet

Secondary



		Paraeducator						SpEd Teacher						Co-Teacher						Consultant Teacher					
Grade Level/ Total # ↓	Subject Area →	L	M	S	SS	O	O	L	M	S	SS	O	O	L	M	S	SS	O	O	L	M	S	SS	O	O
9																									
10																									
11																									
12																									

#4



Special Ed Teacher Course Schedule Plan Outline HIGH SCHOOL WITH BLOCK SCHEDULE ____TEACHERS



	1 st Period	2nd Period	3rd Period	4th Period
Teacher 1				
Teacher 2				
Teacher 3				
Teacher 4				

Step 5: Professional Development

FACT Sheet: Collaborative Teaching Support Models
Co-teaching Approaches-At-A-Glance

There are three basic Collaborative Teaching Support Models, Co-teaching, Consultant, and Paraeducator, that outline how supports may be provided to students with disabilities in general education settings. Each of these models outlines how the support needs of students with disabilities may be met in a general education setting. The determination of which model is appropriate for a specific student for a specific class is based on the identification of the student's support needs. In other words, how the student needs to be supported and by whom in order for him/her to be successful in addressing the general education curriculum.

Co-teaching Support Model

As defined by Friend and Cook in 2010, co-teaching is a service delivery option for providing special education or related services to students with disabilities or students with other special needs while they remain in their general education classes. Co-teaching occurs when two or more teaching professionals jointly deliver meaningful instruction to a diverse, blended group of students in a single physical space. There are six co-teaching approaches - Parallel, Station, Teaming, Alternative, One Teach/One Assist and One Teach/One Observe.

In a co-taught classroom,

- The special education teacher partners with a general education teacher in the general education class to meet the instructional goals of students with and without disabilities
- Both teachers share the responsibility for planning, delivering instruction, assessing progress and managing student behaviors
- Both teachers jointly plan lessons and lesson delivery styles
- Both teachers jointly deliver lessons using one of the co-teaching approaches
- Both teachers share responsibility for planning assessments and grading students
- Both teachers share responsibility for communicating with parents

In the co-taught classroom, it is important that both teachers make efforts to increase their knowledge in both content and instructional delivery strategies, since they will work with all of the students in the class. General education teachers often are considered the "content" experts and special education teachers often are considered the "process" experts. Combining the skills of both teachers in one classroom setting results in improved student outcomes for all students, not just those with disabilities.

Consultant Support Model

While it is true that research is beginning to demonstrate that having two teachers in the same classroom (i.e., the co-teaching support model) results in greater increases in student performance, not all students need to be in a co-taught classroom. The needs of some students with disabilities may be met by just a general education teacher utilizing differentiated instructional strategies and the special education teacher offering support and guidance to the teacher or teachers. Some students will have greater support needs than other students so some will need to be in a co-taught classroom while other students with less support needs may function well in a class with just a general education teacher who is differentiating instruction and consulting with a special education teacher.

The consultant support model consists of a special education teacher providing direction and feedback to a general education teacher or teachers regarding students with disabilities in general education settings. The special education teacher provides on-going support to the general education teacher to ensure instructional support needs of students with disabilities are addressed in the general education class.

The Consultant teacher...

- Articulates the needs of students with disabilities and serves as the liaison between the general education teacher or teachers and even other special education teachers who may work with the students
- Adapts lessons and identifies accommodations and instructional strategies appropriate for specific students
- Modifies materials, provides alternative assessment strategies and designs behavior management systems

The Consultant teacher must develop positive rapport with each of the general education teachers with whom s/he consults. The keys to this model are communication, collaboration and respect.

Paraeducator Support Model

For some students, there may be a need for an additional pair of hands in the general education class but it does not necessarily have to be a certified special education teacher. Support from a paraeducator may be sufficient to meet the learning needs of a student with disabilities in a general education class.

The paraeducator support model consists of a paraeducator supporting students with disabilities in general education settings under the direction of a general education

teacher. Rarely, unless the para is a child specific para, will a paraeducator be assigned to a co-taught class. If there is a second teacher already in the classroom, a paraeducator is probably not needed. Even though a para is working directly under the guidance of a general education teacher, s/he and the special education teacher of record must maintain on-going communication in order to ensure the supports outlined on students' IEPs are implemented in the general education class.

Paraeducators may...

- Supervise instructional activities as outlined and first introduced by the general education teacher
- Help implement individual student accommodations including behavior intervention plans, and
- Help collect instructional or behavioral data.

While the primary focus of a special education para must be special education students, s/he may support general education students during class time. The primary beneficiary of all services and staff paid for with IDEA funds must be students with disabilities, but general education students may receive incidental benefits from those services and staff.

While all three models are effective, research is beginning to demonstrate that the co-teaching model yields better and more positive outcomes for some students. This is not to say that the consultant or paraeducator support models are not effective, just that co-teaching maximizes student outcomes at a greater rate than the other two models.

CO-TEACHING APPROACHES – AT-A-GLANCE

Approach	Description	Advantages	Disadvantages	Suggestions
Station	<ul style="list-style-type: none"> • Involves establishing 3 to 4 learning centers or stations • Teachers divide instructional material to be taught • Each teacher staffs a station and works with small group of students Other station(s) is set up with independent activities • Instruction is paced so students can move smoothly from station to station • Students rotate through stations in groups and at times determined by teachers 	<ul style="list-style-type: none"> • Each teacher responsible for delivering part of the lesson • Students are taught in small groups with more one-on-one attention • Teachers can cover more material in a shorter period of time • Improved classroom management because teachers can monitor behavior in small groups and separate students who work best away from each other 	<ul style="list-style-type: none"> • Requires extensive planning, with all activities and materials prepared and organized in advance • Can be noisy • Independent work stations may require monitoring 	<ul style="list-style-type: none"> • Have written instructions at each station • Use a timer (one that everyone can see) to signal rotations. Give a 30 sec. to 1 minute alert before end • Have a system for pre-assigning students to groups • Teach routines for students to move in/out of groups and how to work in independent station(s) • Station lengths may vary based on student levels and skills being taught (usually 10 to 40 minutes)
Parallel	<ul style="list-style-type: none"> • Each teacher delivers the same lesson simultaneously to half of the class • Teachers may utilize different strategies in order to differentiate for different types of learners • Groups work in same classroom 	<ul style="list-style-type: none"> • Two smaller groups allow for increased supervision and monitoring of both behavior and comprehension • Recommended to promote discussions, teach writing, promote student participation • Good for introducing new material, reviewing previously taught materials, or for drill and practice 	<ul style="list-style-type: none"> • Noise can be a problem if both teachers are working in a small classroom • Labeling of some students or of one group being 'slow' (so students must be placed in heterogeneous groups to avoid this) • Teachers become associated with one group or the other (so teachers should switch groups often) 	<ul style="list-style-type: none"> • Use a timer (one that everyone can see) to signal rotations. Give a 30 sec. to 1 minute alert before end • Have a system for pre-assigning students to groups • Lesson length may vary based on student levels and what is being taught • Teachers should vary instructional strategies in each group to differentiate for different learners
Teaming	<ul style="list-style-type: none"> • Teachers plan and deliver instruction together, engaging in conversation, not lecture, in front of students • One teacher may take the role of primary speaker while the second teacher adds information, asks clarifying questions, charts the concepts on graphic organizers, etc. 	<ul style="list-style-type: none"> • Both teachers play an active role in planning, instructing, and management and are viewed as equally in charge by students • "One brain in two bodies" 	<ul style="list-style-type: none"> • Planning can be time-consuming • May take time to implement since it works best when teachers are very comfortable with each other and each other's teaching style • Not all lessons are suitable to be presented using this approach 	<ul style="list-style-type: none"> • It is not just turn taking; more like a conversation • Must really know your teaching partner • Must really respect one another

CO-TEACHING APPROACHES – AT-A-GLANCE

Approach	Description	Advantages	Disadvantages	Suggestions
Alternative	<ul style="list-style-type: none"> Occurs when one teacher teaches the larger group of students, while the other teacher works with a smaller group Time students spend in the smaller group is limited to 5 to 15 minutes 	<ul style="list-style-type: none"> Allows additional teaching for specific skills with little interference to the main lesson Good for re-teaching specific skills that have not been mastered or to cover material that was missed by a student who was absent when the lesson was first introduced May be used to provide added rigor for some students 	<ul style="list-style-type: none"> When students are pulled into the smaller group, they are missing the main lesson If the same students are always pulled into the smaller group, they be labeled as the slow group by the other students If the classroom is small, noise could be a concern 	<ul style="list-style-type: none"> Alternative should be used only for short periods of time Both teachers should pull the smaller group at times (i.e., not always the special education teacher)
One Teach/One Observe	<ul style="list-style-type: none"> One teacher has primary responsibility for teaching the entire class while the other teacher is observing a student or students and collecting observational data 	<ul style="list-style-type: none"> Allows for the collecting of instructional data in order to make future instructional decisions 	<ul style="list-style-type: none"> If one teacher spends a lot of time observing and recording data, then his/her teaching skills are underutilized 	<ul style="list-style-type: none"> Should be used only on a limited bases Observation time should be limited to 5 to 10 minutes at a time
One Teach/One Assist	<ul style="list-style-type: none"> One teacher has primary responsibility for teaching the entire class while the other teacher moves around the room assisting students as needed 	<ul style="list-style-type: none"> Allows individual students to receive individualized support during a lesson 	<ul style="list-style-type: none"> The skills of the teacher that is assisting are underutilized Students see the ‘assisting’ teacher as a paraeducator and not as a teacher 	<ul style="list-style-type: none"> This approach is best used when the second adult is a paraeducator and not a teacher

Kathy Kilgore 2010 The SUNS Center (Modeled on the work of Dr. Marilyn Friend, *The Power of 2* materials)

Step 7: Implementation Measures

Inclusive Practices Implementation Matrix
LASPDG Inclusive Practices – Identifiers of Practice



The SUNS Center

INCLUSIVE PRACTICES IMPLEMENTATION MATRIX

	4 Maximum Level of Implementation	3 Satisfactory Level of Implementation	2 Inadequate Level of Implementation	1 Unsatisfactory Level of Implementation
<u>Component 1</u> Organizational Structure	An Inclusive Practices Leadership Team is established and meets regularly to facilitate implementation of inclusive practices and has developed an action plan outlining how inclusive practices will be implemented school wide.	An Inclusive Practices Leadership Team is established but it does not meet regularly. An action plan outlining how inclusive practices will be implemented is developed but it focuses only on specific levels or grades.	An existing Leadership Team discusses inclusive practices but does not directly take actions to facilitate implementation. There is an action plan, but it does not outline specific actions that will result in school-wide implementation.	There is no Inclusive Practices Leadership Team and no action plan outlining how inclusive practices will be implemented school wide.
<u>Component 2</u> Collaborative Teaching Support Models	All 3 of the Collaborative Teaching Support Models (i.e., co-teaching, consultant, paraeducator) are used throughout the day in a variety of classes based on student needs.	The consultant and the paraeducator models are used throughout the day based on student needs and the co-teaching model is used by a few teachers in some classes.	Only the consultant and/or the paraeducator models are used but they are not necessarily based on student needs.	None of the Collaborative Teaching Support Models are utilized.
<u>Component 3</u> Co-Teaching Approaches	All special/general education co-teaching pairs use a variety of the co-teaching approaches based on lesson objectives and student needs.	Most special/general education co-teaching pairs utilize one or two of the co-teaching approaches based on lesson objectives and student needs.	Some special/general teachers are assigned to the same classroom, but they do not utilize the co-teaching approaches (i.e, SpEd teacher functions more like a para).	No co-teaching is occurring.
<u>Component 4</u> Professional Development	All staff members are provided PD on inclusive practices' models and approaches and differentiated instructional strategies.	All <i>instructional</i> staff members are provided PD on inclusive practices' models and approaches and differentiated instructional strategies.	Only special education staff is provided training on inclusive practices' models and approaches.	Little or no training is provided to staff on inclusive practices' models and approaches and differentiated instructional strategies.
<u>Component 5</u> Collaboration	Instructional teams (general and special educators) meet to collaboratively plan for the needs of students with disabilities in general education classes on a regular, on-going basis (i.e., scheduled weekly).	Instructional teams (general and special educators) meet to collaboratively plan for the needs of students with disabilities in general education classes but not on a regular basis (i.e., no scheduled set time).	Planning is done by individual teachers, but not in collaboration with other teachers for students included in general education classes.	No evidence to indicate instructional team members (e.g., teachers, paras, support staff) plan collaboratively.

Inclusive Practices – Identifiers of Practice

Domain 1: Foundations Inclusive Practices	Quality Indicators	Identifiers	Source	Details	Recommendations/Comments
	1.1. LEA personnel hold high expectations for students with disabilities. 1.2. Decisions related to inclusive schooling incorporate frequent, timely, and meaningful input from families and other stakeholders. 1.3. The LEA's data indicate that most students receive the majority of their education in the general education setting	<input type="checkbox"/> A. Written information reflects high expectations for students with disabilities.	O, P	-Handbook -Mission Statement -Newsletter -Bulletin boards -Signs -Website	
		<input type="checkbox"/> B. People First Language is used throughout the LEA.	O, P	-Handbook -Mission Statement -Newsletter -Bulletin boards -Signs -Website	
		<input type="checkbox"/> C. Families and other stakeholders are included in the decision-making process on inclusive schooling.	I	-What stakeholders are involved in your decision-making process on inclusive schooling? -How are they involved?	
		<input type="checkbox"/> D. Access to the general education curriculum is determined by students' needs.	I	-How does the LEA ensure that students have access to the general education curriculum?	
		<input type="checkbox"/> E. General education placement data for students with disabilities meet or exceed the state average.	P	Review current data State Avg.= LEA=	
Total: _____ / 5 = _____ %					

Inclusive Practices – Identifiers of Practice

Domain 2: Collaboration	Quality Indicators	Identifiers	Source	Details	Recommendations/Comments
	2.1. Shared problem solving is reflected in LEA structures and procedures	<input type="checkbox"/> A. A process exists for stakeholders to review data (i.e. placement, graduation, achievement, discipline) on a regular basis.		-What is the process used to review data? -How often is this done? -Who is involved in this process?	
	2.2. LEA personnel use data (placement, achievement, graduation rate) as the basis for making decisions.	<input type="checkbox"/> B. A variety of LEA stakeholders are involved in shared problem solving on inclusive schooling.		-Who is involved in shared problem solving on inclusive schooling? -When does this take place?	
	2.3. Paraprofessional and support staff roles and responsibilities in general education classrooms (e.g., instruction and behavior support personnel) are articulated and implemented.	<input type="checkbox"/> C. Support staff (i.e. speech, APE, OT, PT), general and special education teachers collaborate to support students.		-How does your LEA ensure that support staff collaborate with your general and special education teachers?	
		<input type="checkbox"/> D. Paraprofessionals' roles and responsibilities are defined and shared.		-How are paraprofessionals' roles and responsibilities defined and shared?	
		<input type="checkbox"/> E. Support staff assists in the instructional and behavioral supports of students.		-How does your LEA ensure that support staff assists in the instructional and behavioral supports of students?	
	Total: _____ / 5 = _____ %				