

# QUALITY INDICATORS OF INCLUSIVE SCHOOLS

MARYLAND COALITION FOR



INCLUSIVE EDUCATION

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

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

## ***Directions:***

*Please check off in one of the three columns (not yet, in progress, in place) where you think your school is in practicing the quality indicators listed on the following pages.*

*If you think this is an area in which your school should place a priority for school improvement, please check off the box in the last column.*

**THANK YOU!**

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The neighborhood school is that school assigned on the basis of the student's residence. Some school systems make exceptions due to family concerns such as day care or system practices such as magnet school participation. These exceptions apply to all students, including students with disabilities. Thus, the neighborhood school is considered to be that school the student would attend if he or she did not have a disability.

<b>School Leadership</b>	<b>SCHOOL PRACTICE IS...</b>			<b>✓ if this is a priority</b>
	<b>Not yet going on</b>	<b>In progress</b>	<b>In place</b>	
1. School administrators clearly support and actively participate in providing leadership, guidance and policies consistent with an inclusive philosophy				<input type="checkbox"/>
2. School administrators identify and articulate faculty needs and develop incentives and support strategies to promote teacher acceptance and use of inclusive education practices				<input type="checkbox"/>
3. School administrators use collaborative planning and problem solving structures across the school teams				<input type="checkbox"/>
4. School administrators and planning teams use data to identify school needs, and to monitor and evaluate school and individual student progress				<input type="checkbox"/>
5. School Improvement Plans address school-based needs for including students with disabilities				<input type="checkbox"/>
6. Professional development activities always include applications for students with disabilities				<input type="checkbox"/>

*Comment:*

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*Identify members of the school leadership team:*

<b>Assignment and Scheduling</b>	<b>SCHOOL PRACTICE IS...</b>			<b>✓ if this is a priority</b>
	<b>Not yet going on</b>	<b>In progress</b>	<b>In place</b>	
7. All students with disabilities who reside within the school's jurisdiction attend the school unless parents have elected to send their child to a private school or have dispensation for child-care reasons.				<input type="checkbox"/>
8. Schools use a student-centered planning process (e.g., MAPs) to plan for the inclusion of students who have significant behavioral or learning challenges.				<input type="checkbox"/>
9. All students are assigned to their age-appropriate grade				<input type="checkbox"/>
10. Classrooms reflect the natural proportion of students with disabilities (according to the approximate prevalence of a disability in the general population, not to exceed 15% in any given class)				<input type="checkbox"/>
11. Students with disabilities access the same physical locations for instruction and non-instructional activities as students without disabilities				<input type="checkbox"/>
12. Students without disabilities consider students with disabilities to be members of their class				<input type="checkbox"/>
13. Students with disabilities receive most, if not all, of their special education and related services within the general education classroom, based on their Individual Education Program (IEP)				<input type="checkbox"/>
14. The school administrator designs <i>schedules for students</i> to allow for heterogeneous student groups				<input type="checkbox"/>
15. The school administrator designs <i>schedules for teachers</i> based on school-wide needs, with adequate opportunity for collaborative planning between special and general educators				<input type="checkbox"/>
16. Students with disabilities ride the bus with students without disabilities in their neighborhood				<input type="checkbox"/>

*Comment:*

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<b><i>Instructional Practices</i></b>	<b><i>SCHOOL PRACTICE IS...</i></b>			<b><i>✓ if this is a priority</i></b>
	<b><i>Not yet going on</i></b>	<b><i>In progress</i></b>	<b><i>In place</i></b>	
17. All students receive instruction within an age-appropriate general education curricular framework				<input type="checkbox"/>
18. All students receive materials and resources required for the general education curriculum				<input type="checkbox"/>
19. Teachers differentiate instruction for a variety of learners' needs by incorporating visual, tactile, and kinesthetic materials and experiences				<input type="checkbox"/>
20. Instruction is provided in multiple formats such as individual, pairs, small groups and whole class				<input type="checkbox"/>
21. Teachers group and re-group students for instruction on the basis of learning styles, abilities, interests, and curricular focus, and not on the basis of ability alone				<input type="checkbox"/>
22. All students access computer technology as a tool for learning				<input type="checkbox"/>
23. Teachers plan accommodations for students with disabilities, based on their IEP, and incorporate those accommodations into lesson plans and everyday instruction.				<input type="checkbox"/>
24. Teachers plan modifications to curriculum goals and classroom instruction for students with disabilities who need it, using the same or similar, age-appropriate materials for assignments, homework, and tests				<input type="checkbox"/>
25. Teachers provide direct instruction on IEP goals, infused across subject areas within the general education curriculum				<input type="checkbox"/>
26. Students use Assistive Technology in classrooms as needed for meaningful participation in instructional activities				<input type="checkbox"/>
27. All students receive positive reinforcement and feedback (i.e. at least 75% positive; nor more than 25% corrective)				<input type="checkbox"/>
28. Teachers interact with students in ways that allow for positive peer relationships and personal dignity				<input type="checkbox"/>

*Comment:*

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<b><i>Individual Student Supports</i></b>	<b><i>SCHOOL PRACTICE IS...</i></b>			<b><i>✓ if this is a priority</i></b>
	<b><i>Not yet going on</i></b>	<b><i>In progress</i></b>	<b><i>In place</i></b>	
29. Schools use student data to identify and plan for meeting the academic instruction of students who score basic on the standard and alternate assessments				<input type="checkbox"/>
30. Teachers use evidence-based instructional practices that are based on individual student learning styles and needs				<input type="checkbox"/>
31. Schools use student data to identify and plan for meeting the behavioral needs of students who are at risk for office referral, suspension or expulsion due to their behavior.				<input type="checkbox"/>
32. Schools use school-wide positive behavior support strategies to improve student behavior and school participation				<input type="checkbox"/>
33. Individual student planning teams meet to design instructional modifications for students who take the modified or alternative assessment				<input type="checkbox"/>
34. Individual student planning teams meet to conduct functional behavior assessments and design individual behavior plans for students who need them				<input type="checkbox"/>
35. Teachers work with Para-educators who are assigned to individual students to a) provide appropriate supports and b) fade adult support to increase student independence				<input type="checkbox"/>
36. Non-special educators (e.g., peers, cafeteria workers, office personnel, volunteers) naturally support students with disabilities in the class and school				<input type="checkbox"/>

*Comment:*

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<b>Family Participation and IEP Development</b>	<b>SCHOOL PRACTICE IS...</b>			<b>✓ if this is a priority</b>
	<i>Not yet going on</i>	<i>In progress</i>	<i>In place</i>	
37. The school encourages families to visit the school and to communicate regularly with school staff on topics important to both the family and the school				<input type="checkbox"/>
38. The school assists families in accessing informal support networks and community resources (e.g., daycare programs, recreation programs, counseling, respite care, vocational rehabilitation, mental health)				<input type="checkbox"/>
39. Families are included in advisory, decision-making and advocacy activities in the school (e.g., advisory committees, school improvement teams)				<input type="checkbox"/>
40. There is active family involvement in assessing student needs and designing the IEP				<input type="checkbox"/>
41. IEP goals are relevant, age-appropriate and sensitive to the social culture of the student				<input type="checkbox"/>
42. IEPs include objectives that emphasize the learning of decision or choice making skills				<input type="checkbox"/>
43. IEPs include objectives to develop peer interaction, communication, or other social skills				<input type="checkbox"/>
44. At age 14, transition IEPs reflect goals and objectives that specifically target skills needed for post-school life				<input type="checkbox"/>

*Comment:*

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<b><i>Collaborative Planning and Teaching</i></b>	<b><i>SCHOOL PRACTICE IS...</i></b>			<b><i>✓ if this is a priority</i></b>
	<b><i>Not yet going on</i></b>	<b><i>In progress</i></b>	<b><i>In place</i></b>	
45. General educators, special educators, and related service providers have the collaborative planning time that they need, (including release time, if necessary)				<input type="checkbox"/>
46. Team meetings have agendas, begin with celebrations, rotate roles (facilitator and note-taker), and end with plans for the next meeting				<input type="checkbox"/>
47. Instructional teams use a) a student-centered approach to planning and b) solution-finding strategies to solve problems				<input type="checkbox"/>
48. All staff view the instruction of students with disabilities as a shared responsibility between special and general educators				<input type="checkbox"/>
49. Instructional staff select co-teaching methods on the basis of student need and curriculum content when two adults are instructors in the class				<input type="checkbox"/>
50. The roles and responsibilities of teachers and other staff are clearly defined				<input type="checkbox"/>
51. Adults in the classrooms share roles and responsibilities such that distinctions between “specialist” and classroom teacher are not obvious				<input type="checkbox"/>
52. Para-educators are trained and included as responsible contributors to the entire class				<input type="checkbox"/>
53. Para-educators implement positive behavior support strategies, instructional accommodations, and modifications as designed by teachers				<input type="checkbox"/>
54. Grade-to-grade and school-to-school articulation strategies are in place to facilitate the sharing of successful instructional strategies as students transfer to another grade and school				<input type="checkbox"/>
55. Instructional planning teams welcome parents as active team members and include students as appropriate				<input type="checkbox"/>

*Comment:*

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# QUALITY INDICATORS SUMMARY

(To be completed by Action Planning Team)

**School Leadership:** \_\_\_\_\_% in place. Priority areas for improvement?

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**Assignment and Scheduling:** \_\_\_\_\_% in place. Priority areas for improvement?

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**Instructional Practices:** \_\_\_\_\_% in place. Priority areas for improvement:

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**Individual Student Supports:** \_\_\_\_\_% in place. Priority areas for improvement?

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**Family Participation & IEP Development:** \_\_\_\_\_% in place. Priority areas for improvement:

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**Collaborative Planning & Teaching:** \_\_\_\_\_% in place. Priority areas for improvement?

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**Comment:**