

LEADERSHIP

No or Not at All **Kind of or Sometimes** **Often or Mostly** **Yes or Definitely**

Leaders build a culture of trust and respect through a mentoring and facilitation mindset

[1]

[2]

[3]

[4]

Leaders see resistance as part of the change process and handle it well

[1]

[2]

[3]

[4]

Leaders make courageous decisions aligned with inclusive vision

[1]

[2]

[3]

[4]

Leaders provide clear feedback through thought-provoking questions

[1]

[2]

[3]

[4]

Leaders have the logistical skills and capacities to do this work (i.e. create inclusive schedules)

[1]

[2]

[3]

[4]

LEADERSHIP TOTAL

ATTITUDES

No or Not at All **Kind of or Sometimes** **Often or Mostly** **Yes or Definitely**

Disability is seen as a difference not a deficit

[1]

[2]

[3]

[4]

Our school fosters a sense of belonging for all students and staff

[1]

[2]

[3]

[4]

All educators believe that inclusive education benefits everyone

[1]

[2]

[3]

[4]

Educators use language that reflects inclusive education (i.e. "our students" and person first or identity first language)

[1]

[2]

[3]

[4]

ALL educators are willing to change and improve inclusive practices

[1]

[2]

[3]

[4]

ATTITUDES TOTAL

PLACEMENT PRACTICES

No or Not at All **Kind of or Sometimes** **Often or Mostly** **Yes or Definitely**

All students are educated within their home school district (regardless of ability, or native language)

[1]

[2]

[3]

[4]

All students are educated within their neighborhood school

[1]

[2]

[3]

[4]

Students are transported to and from school the same way they would be regardless of ability

[1]

[2]

[3]

[4]

Access to general education curriculum is assured for ALL students

[1]

[2]

[3]

[4]

Classrooms are balanced using natural proportions

[1]

[2]

[3]

[4]

PLACEMENT PRACTICES TOTAL

IEP	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
<i>IEPs are written in strength-based ways</i>	[1]	[2]	[3]	[4]
<i>Inclusive placements are the first consideration on every IEP</i>	[1]	[2]	[3]	[4]
<i>Students regularly participate in IEP meetings and decisions</i>	[1]	[2]	[3]	[4]
<i>IEP goals connect directly to the general education curriculum and daily activities</i>	[1]	[2]	[3]	[4]
<i>Families meaningfully participate in IEP meetings as informed and involved decision makers</i>	[1]	[2]	[3]	[4]
IEP TOTAL				<input type="text"/>

COLLABORATION & INSTRUCTIONAL PLANNING	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
<i>Collaborative instructional planning time is a priority for administrators</i>	[1]	[2]	[3]	[4]
<i>Planning teams understand how to plan and use their time efficiently</i>	[1]	[2]	[3]	[4]
<i>General and special educators are clear on their roles and share responsibilities equitably</i>	[1]	[2]	[3]	[4]
<i>Teams plan using a variety of co-teaching approaches</i>	[1]	[2]	[3]	[4]
<i>Teams are educated in solution seeking strategies</i>	[1]	[2]	[3]	[4]
COLLABORATION & INSTRUCTIONAL PLANNING TOTAL				<input type="text"/>

CLASSROOM INSTRUCTION	No or Not at All	Kind of or Sometimes	Often or Mostly	Yes or Definitely
<i>Educators share ownership of all students and use engaging strength-based strategies</i>	[1]	[2]	[3]	[4]
<i>Everyone has high expectations for students with disabilities</i>	[1]	[2]	[3]	[4]
<i>Universal Design for Learning and Differentiation are evident in each classroom</i>	[1]	[2]	[3]	[4]
<i>Educators know and use effective co-teaching structures and co-supporting strategies</i>	[1]	[2]	[3]	[4]
<i>Educators understand authentic and anti-biased assessment and use multiple ways to assess learning</i>	[1]	[2]	[3]	[4]
CLASSROOM INSTRUCTION TOTAL				<input type="text"/>

RELATED SERVICES

No or Not at All **Kind of or Sometimes** **Often or Mostly** **Yes or Definitely**

Related service providers understand why and how to provide services inclusively

[1]

[2]

[3]

[4]

Speech and Language Pathologists provide inclusive services whenever possible

[1]

[2]

[3]

[4]

Physical therapists provide inclusive services whenever possible

[1]

[2]

[3]

[4]

Occupational therapists provide inclusive services whenever possible

[1]

[2]

[3]

[4]

Educators and specialists collaborate, plan and teach together

[1]

[2]

[3]

[4]

RELATED SERVICES TOTAL

IN CLASS SUPPORTS

No or Not at All **Kind of or Sometimes** **Often or Mostly** **Yes or Definitely**

The use of paraprofessionals is carefully considered before assigning unnecessarily

[1]

[2]

[3]

[4]

Paraprofessionals have training on inclusive practices, unobtrusive supports and fading

[1]

[2]

[3]

[4]

Paraprofessionals are assigned to classrooms not individual students

[1]

[2]

[3]

[4]

Natural and peer supports are considered first and peers are educated on how to provide support

[1]

[2]

[3]

[4]

Technology is used effectively to support students

[1]

[2]

[3]

[4]

IN CLASS SUPPORTS TOTAL

ON-GOING SUPPORT OF INCLUSIVE PRACTICES

No or Not at All **Kind of or Sometimes** **Often or Mostly** **Yes or Definitely**

We systematically review our inclusive practices to inform professional development opportunities

[1]

[2]

[3]

[4]

Educators are held accountable for implementing inclusive practices

[1]

[2]

[3]

[4]

Educators feel adequately prepared to teach the range of learners

[1]

[2]

[3]

[4]

Monthly on-going supported problem solving is available to educators and administrators

[1]

[2]

[3]

[4]

Professional development includes ALL staff (i.e. general and special ed, paraprofessionals, bus drivers, cafeteria employees, etc.)

[1]

[2]

[3]

[4]

ON-GOING SUPPORT OF INCLUSIVE PRACTICES TOTAL

WHAT DOES YOUR INCLUSION QUOTIENT MEAN?



ADD UP ALL OF YOUR NUMBERS IN THE ORANGE BOXES.

PUT YOUR OVERALL TOTAL HERE



139 OR BELOW YOUR SCHOOL IS A LIGHT SEEKER. *Although there are likely several flickers and bright lights in your school. It seems that a systematic look at the inclusivity is in order. How can we improve your inclusive practices?*

140-154 YOUR SCHOOL IS A FIREFLY SCHOOL. *You have several practices in your school that shine brightly and are worthy of noticing and sharing. How do you take those practices and illuminate them? In what areas can you improve your practices?*

155-169 YOUR SCHOOL IS A FLASHLIGHT SCHOOL. *You have many practices that are inclusive and you can begin to light the way for others. How do you take those practices and make them even brighter? In what areas can you improve your practices?*

170-184 YOUR SCHOOL IS A BEACON SCHOOL. *You are a strong example and provider of inclusive light. Your school is quite inclusive! How might you want to further the inclusive vision even more? How can your school be an inclusive leader in your school district or throughout your state?*

185-200 YOUR SCHOOL IS A SUNLIGHT SCHOOL. *You have a steady stream of sustainable inclusive light! Your school is already very inclusive! How might you want to further the inclusive vision and practices even more? How can your school be an inclusive leader in your school district, state, country or even around the world?*

WHAT ARE YOUR NEXT STEPS?

PICTURE YOUR SCHOOL'S INCLUSION QUOTIENT



YOUR SCHOOL'S INCLUSION QUOTIENT IN A PICTURE.

Look back at the totals in each area.

Fill in the bar graph below to reflect your score.



REFLECT AND COMMIT



Look across the graph. What are three areas you would choose to focus on. They may or may not be your lowest scores, as focusing on strengths can sometimes be the most powerful.

LIST YOUR THREE COMMITMENT AREAS.

1.

2.

3.

