

Inclusion Focused Coaching



Integrating efforts to improve outcomes
for youth with disabilities

Inclusion Readiness Checklist

Scoring scale: 3 = in place now; 2 = in place next year; 1 = planning stage; 0 = not considered

I. Leadership, Vision & Culture			
Component	Description	Score	Notes
A. School mission/ vision statement	Include explicit statement of values and beliefs related to inclusion and success of students with disabilities (and others).		
B. Principal leadership	Principal is recognized as the instructional leader as evidenced by weekly participation in instructional meetings and classroom visits.		
C. Principal expectations	Principal endorses inclusive practices & reinforces expectations during faculty meetings, formal observations & walkthroughs. There are clear expectations for lesson planning for both general and special educators.		
C. School policy	Special educators are valued as teachers. For example, they are not pulled from instructional duties to serve as substitute teachers; their names are posted on door, student schedules		

	& report cards.		
D. Professional learning culture	School leaders value and model professional learning, sharing new ideas they discover and goals they are pursuing. Leaders provide coaching support for implementing evidence-based practices.		
E. Belonging culture	All students, all faculty/ staff members, and all families are considered part of the school community, as evidenced by language used, interactive opportunities for school-based (our kids, not my/ your kids), extracurricular, and other learning opportunities and mutual understanding.		
II. Infrastructure			
Component	Description	Score	Notes
Co-teaching partners	Each special educator has maximum 1-3 partners in the same grade level or the same content, with 2 lesson preparations or less.		
Co-planning time	Each special educator has scheduled co-planning time at least weekly with each co-teaching partner.		
Caseload	Each special educator has maximum 10-15 students with disabilities on a caseload. All students on the caseload are part of his/her teaching assignment.		
Ratio of students	The ratio of students with disabilities in each inclusion class is at natural proportions for the school. [Nationally, 13% of students have IEPs.]		
IEP process released time	Special educators are given released time to		

	draft IEPs, prepare quarterly benchmark data & gather transition assessment data.		
III. Teaching			
Component	Description	Score	Notes
Professional learning culture	Leadership and faculty embrace a collaborative culture of professional growth, as evidenced by book study, sharing of resources, learning from each other's creative application of evidence-based strategies and celebrations. Faculty and staff model a growth mindset for students.		
General educators	General educators are responsible for developing rigorous lesson plans as expected for strong Tier 1 instruction and collaborating with special educators for needed adaptations.		
Lesson plans	General educators share electronic copies of draft lesson plans with special education partners at least 3 days in advance for their review.		
Special educators	Special educators are responsible for adapting lesson plans to incorporate accommodations, modifications, scaffolding, and specially designed instruction to meet the needs of students with disabilities.		
Co-teaching	General and special educators strive to work as collaborative partners to provide instruction in their inclusive classrooms with parity.		
Social, emotional, behavior dynamics	General and special educators collaboratively provide a network of support for students to foster appropriate behaviors in all settings.		

Data based decisions	Teachers use a variety of data (formal, informal, anecdotal) to make instructional decisions on a regular basis.		
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IV. Family Partnerships

Component	Description	Score	Notes
Information dissemination	Information about school policies, learning options, supportive resources, and IEP procedures are provided to families in a variety of accessible formats.		
Family engagement	All faculty take responsibility to connect with families to engage them as supporters of their student's successful development.		

V. Youth Empowerment

Component	Description	Score	Notes
Personal development	All faculty take responsibility to support all students to develop a growth mindset as a foundation for learning in all aspects of their lives.		
Youth leadership	All faculty provide all students opportunities to develop leadership skills, beginning with leadership of their own learning process.		