

New Jersey Coalition for Inclusive Education (NJCIE)

Quality Indicators for Effective Inclusive Education

January, 2010

This Quality Indicator Manual developed by NJCIE is based on work supported by the New Jersey Council on Developmental Disabilities under contract # 12MZ0R.

Quality Indicators for Effective Inclusive Education

These quality indicators are meant to be guideposts of best practices in inclusion. Legal requirements, unless directly related to inclusion (New Jersey Special Education Code references provided in these cases), are not listed. District compliance with the law is assumed.

The examples are provided to give the evaluator a clear idea of what the indicator is asking. The examples are not exhaustive nor meant to be the only examples possible. They are drawn from many, different New Jersey school districts.

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- **Substantially** - there is much evidence that the statement is true, but there are a few practices that could be strengthened
- **Partially** - some evidence can be given that the statement is true, but there are a number of practices needing improvement or opportunities for strengthening
- **Not yet** - there is very little or no evidence that the practice presently exists.

Please place a check by the one that applies:

Completed by:

General Educator Special Educator Paraprofessional Principal V.P. or other admin.

Student Family member OT/SP/PT _____ Other (Specify)

Quality Indicators for Effective Inclusive Education

	1. LEADERSHIP	EXAMPLES	Fully	Sub- stan- tially	Par- tially	Not Yet
1.	The district’s mission statement reflects the philosophy that ALL children can achieve.	<p>The mission of a school district in Camden County, working in partnership with families and community, is to develop the unique potential of each individual and prepare all students to meet the New Jersey Core Curriculum Content Standards by creating a challenging and diverse learning climate that promotes the development of the whole student, and prepares its students with the knowledge skills and integrity to meet life's challenges and enrich their community.</p> <p>A school in Hunterdon County will ensure, for each child, meaningful and challenging educational experiences in a supportive caring environment.</p>				
2.	General and special education administrators (including Board of Education members) are familiar with research that supports the educational benefits of inclusive education and the concept that ALL students should be included, i.e., that inclusion is not something that a child must earn.	The Director of Special Education will provide updates/in-services to highlight research and changes in the law.				

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	1. LEADERSHIP	EXAMPLES	Fully	Sub- stan- tially	Par- tially	Not Yet
3.	Administrators involve all stakeholders (families, administration, teacher and student) to make inclusion work.	<p>-Parents are invited to provide input and ideas on inclusion at Parent Advisory Committee Meetings.</p> <p>-Administrators provide information and workshops to parents on inclusive practices and district initiatives on inclusion.</p> <p>-Administrators encourage teams to value parent input in problem solving the details of inclusion for their children.</p> <p>-Administrators provide information and workshops for school personnel on collaboration</p>				
4.	School administrators ensure that teachers use the Core Curriculum Content Standards (CCCS) as the basis for the instruction of all students.	- The instruction for children with developmental disabilities (Down syndrome, autism, etc.) is based upon the CCCS even though the content they are expected to learn may be modified.				
5.	District guidelines for hiring general and special education staff include the expectation that an applicant’s willingness to implement inclusion and knowledge of inclusive practices will be primary considerations in hiring.	<p>-During an interview, the administrator asks a fourth grade teacher how she/he would differentiate a lesson on two specific core curriculum objectives to a class which includes: (1) a student whose reading level is two years behind; (2) a student with Down syndrome who will receive a modified curriculum, i.e., not be held responsible for all curricular objectives.</p> <p>-During an interview, the administrator asks a special education teacher to describe the special educator’s role in a co-taught classroom.</p>				

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6.	Administrators advocate for resources to support effective inclusion.	-A superintendent advocates to the district’s Board of Education to dedicate money saved by bringing students back-to-district (savings in busing and tuition) toward staff training and added personnel to support students with disabilities and learning differences in general education classrooms.				
7.	Administrators analyze student performance data and input from teachers in identifying professional development, which would benefit teachers and students.	- End of the year testing reveals exceptional strength in the writing skills of one multi-ability fourth grade class where the teacher had developed a writing rubric and taught her students to use it consistently. The teacher is asked to provide a workshop to her colleagues on using writing rubrics.				
8.	Administrators ensure that IEPs are accessible to teachers who have students with IEPs in their classrooms and encourage them to review and implement the IEP.	-Administrators ensure that, by the beginning of the school year, teachers have a list of the students with IEPs who will be in their classes. -A workshop is provided for general education teachers on reading/using IEPs.				
9.	Administrators ensure that teacher assistants (also known as paraprofessionals, paraeducators, aides, etc.) and those working one-to-one with students receive information regarding supports needed by students with IEPs in the classes they support.	- Teacher assistants are provided with short student profiles for the students they support. The teacher(s) and teacher assistant discuss what the student(s’) support will look like in the classroom to ensure a focus on goals and independence. - The principal ensures that time is dedicated for teacher assistants to consult with teachers. <u>See N.J.A.C. 6A:14-4.5(d).</u>				
10.	Principals are proactive, committed and visible in efforts to support teachers in their inclusive efforts and ensure successful inclusion in their buildings.	- Principals recognize and keep successful co-teaching teams together.				

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11.	Principals communicate that all staff are responsible for all of the children in their building so that students with IEPs are not “owned” by special education staff.	- General education teachers are encouraged to take instructional responsibility for students with disabilities in their classrooms.				
12.	Principals support the establishment of a system of school-wide positive behavior supports (PBS) (or, other systemic positive behavior approaches) to reduce office referrals, suspensions, expulsions and the number of students sent to out-of-district schools for students with challenging behaviors.	- Over the course of the year, a PBS team made up of teachers and administrators develops and implements activities in a school-wide PBS plan. The school collects data to track results and refine school-wide supports.				
13.	Principals identify and implement incentives to promote teacher acceptance and use of inclusive practices.	-A teacher with a large number of students with IEPs in her class is relieved of bus duty to enable more planning time.				
14.	Principals are knowledgeable about different collaborative models (co-teaching, consultation, combination models and effective use of teacher assistants, etc.) and his/her role in ensuring the success of whichever model(s) is (is) used.	-A principal attends a workshop and visits a school using a consultation model in preparation for developing such a model in her school.				
15.	Principals ensure collaborative planning time is worked into staff schedules and used productively.	-A principal schedules enough time for collaborating teachers to plan together. - A principal schedules time for consulting secondary teachers, assigned to different departments (e.g., special educators providing support to science, English, history teachers) to meet together to discuss the progress of students they have in common. - Grade level teams are encouraged to use a written agenda to keep their discussion on track.				

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16.	Principals are knowledgeable about and involved in the design and implementation of current curriculum, instruction, and assessment practices.	- A Principal attends a conference featuring new research on instructional practices. Upon his return, he turnkeys the information to the staff. - A Principal sets up a committee to review research on strategies to support students with disabilities in math classes.				
17.	Teachers are evaluated on whether they are using ongoing formative assessments to identify students at risk and adjust/ improve instruction for all students.	- A district’s classroom observation form includes indicators on using progress monitoring/curriculum-based assessment, questioning to check for understanding and other strategies to check progress/tailor instruction.				
18.	Teachers are evaluated on the effectiveness with which students with disabilities are actively engaged in classroom instructional activities with the rest of the class, including implementation of supports in their IEPs.	- A district’s classroom observation form includes indicators on differentiation; use of varied instructional strategies addressing multiple learning styles, needs and interests; use of class wide strategies which support organization and predictability; use of behavior expectations clearly communicated and consistently applied.				
19.	The roles and responsibilities of teacher assistants are clearly outlined and communicated to teacher assistants and the teachers with whom they work.	-The district has a handbook for teacher assistants, which they provide to all new hires. -As part of their training for teachers on collaboration and teaming, the role and supervision of the teacher assistant in their classroom is one of the topics covered.				
20.	Administrators provide teachers with an opportunity to identify challenges, review evidence-based practices and determine professional development needed.	-Professional learning communities are in place throughout the school district and, through these teachers provide input into professional development needed.				

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	2. SCHOOL CLIMATE	EXAMPLES	Fully	Sub- stan- tially	Par- tially	Not Yet
1.	The school environment is one that celebrates diversity and staff members work to create an atmosphere where human differences are understood and appreciated.	<ul style="list-style-type: none"> - Adults in the school consciously and consistently model respect for differences in their words and actions. - Teachers arrange student desks in clusters of four or five to create natural communities, i.e., promote sharing and interaction. - Students are encouraged not to exclude children from recess activities, the lunch table, etc. - Teachers use literature to address issues of diversity. - Teachers give all students opportunities to share successes, challenges, etc. in a “safe” atmosphere. - Teachers connect children with similar interests. 				
2.	There is a school-wide approach to building positive relationships among all students across all activities (academic and nonacademic) and all settings.	- Schools in the district are implementing one or more of the following: school-wide anti-bullying programs; student problem-solving; using students as conflict mediators; school-wide positive behavior supports; character education programs, etc.				
3.	There is a school-wide effort to teach active participation and responsibility in society.	- Schools in the district implement one or more of the following: school cleanup and recycling projects; community volunteering and sharing programs; school citizenship and key club groups, etc.				
4.	Teachers, teacher assistants, other staff, students and their parents have an understanding of disabilities and the special needs that having a disability can create.	<ul style="list-style-type: none"> - Classroom teachers lead a discussion on disability— what it means to have a disability and what it does not mean? - Disability awareness activities are provided on a continuous basis to address staff turnover. 				

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3. SCHEDULING AND PARTICIPATION		EXAMPLES	Fully	Substantially	Partially	Not Yet
1.	All students with disabilities are assigned to the same school attended by nondisabled students in their neighborhood unless their parents have elected to send them elsewhere.	- As part of a district’s redistricting plan, students with disabilities are returned to their neighborhood schools rather than being bused across town based upon program availability. Supports are realigned to support greater inclusion.				
2.	School administrators schedule special education staff according to the school-wide need for student support and students’ IEPs, not on the basis of disability type, program, or label alone, as well as considering teacher certification needs.	- A consultation model is used by a high school to support many students. Rather than assigning Special Education teachers to programs (e.g., autism program) or rooms (e.g., resource room, general education classroom) consultants are assigned to carefully support/track specific students within general education classes in a subject area (e.g., science, math, history) through observation, consultation with and assistance to the teacher and student.				
3.	The vast majority of students with disabilities spend most or all of their day in age appropriate general education classrooms.	- A Hunterdon County district included 89% of its students with disabilities in general education classrooms at least 80% of the school day as of December 1, 2007. http://www.nj.gov/education/data/				

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	3. SCHEDULING AND PARTICIPATION	EXAMPLES	Fully	Sub- stan- tially	Par- tially	Not Yet
4.	Efforts are made to assign all students with disabilities equally across chronologically age appropriate general education classrooms in order to reflect natural proportion of students with IEPs throughout each grade level's classrooms.	- In a school there are eight fifth graders with IEPs and four, fifth grade classrooms. Rather than placing all eight students with IEPs in one classroom, (informally known as "the inclusion class") two students are assigned to each fifth grade classroom and personnel supports distributed across classrooms according to students' needs using one or more collaborative models (e.g., co-teaching, consultative, etc.).				
5.	Students with disabilities arrive and leave classrooms at the same time as their nondisabled peers, unless stipulated otherwise in their IEP.	- Students with IEPs do not arrive late and leave school early based upon the special bus schedule.				
6.	Students with disabilities have the same opportunities as everyone else to socialize with their nondisabled peers during nonacademic times.	- Students with IEPs eat lunch at tables with the other students and not at a table with just students with disabilities or a teacher assistant or other adults.				
7.	Students with disabilities have equal opportunities to participate in all school sponsored age-appropriate activities (e.g., sports, field trips, clubs, dances, graduation, school plays, community service activities, etc.).	- Families of students with disabilities receive the same school district bulletins and activities information as all students in the district. - Sports activities are physically accessible. - Supports are provided so that a student with complex disabilities can travel to Florida on the senior class trip.				

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4. CURRICULUM, INSTRUCTION AND ASSESSMENT		EXAMPLES	Fully	Substantially	Partially	Not Yet
ALL OF THE FOLLOWING REFER TO MULTI-ABILITY (“INCLUSIVE”) GENERAL EDUCATION CLASSROOMS						
1.	Teachers incorporate visual, tactile and kinesthetic materials and activities to meet a variety of learners’ needs	- As a short project on the causes of the Civil War, the students are given options to write a story or essay; create a graphic; develop a storyboard; or, create and perform a short play.				
2.	Teachers use class-wide routines and procedures to support classroom management and learning.	- The class develops and posts a list of behavior expectations which all agree to follow; the teacher uses wind chimes to signal time for transitions; schedules and homework are always posted on the board in the same area, etc.				
3.	When a student with disabilities requires a modified curriculum, teachers modify curricular goals and classroom instruction using the same or similar, age appropriate materials for assignments, homework and tests.	- A student with Down syndrome requires a modified curriculum. The science teacher surveys the curriculum and prioritizes those concepts/skills she determines the most essential, paying special attention to the Core Curriculum Content Standards.				
4.	Teachers use multiple formats to provide instruction such as individual, pairs, small groups and whole class.	- On day 1, a teacher introduces a new math concept to the whole-class then breaks the class into groups to practice the concept. He gives a short exit survey. On day 2, from the exit survey, he identifies students ready for an enrichment activity; a second group in need of additional practice activities; a third group requiring re-teaching.				

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	4. CURRICULUM, INSTRUCTION AND ASSESSMENT	EXAMPLES	Fully	Substantially	Partially	Not Yet
5.	Teachers involve students with disabilities by regularly using instructional strategies that support more complex thinking rather than watering down the curriculum. Example of watering down: While students without IEPs are expected to analyze the characteristics of various nations, students with IEPs are merely asked to locate the nations on the map.	-Teachers in a high school American History class plan activities that foster dialogue, analysis, and verbal interaction such as: (1) presenting both an article and video on the same concept, person or event; (2) breaking up a video/DVD/long reading by inserting questions or brief discussions to encourage deeper thought; (3) slowing things down so that students have more time and opportunity to actively process unfamiliar and abstract content.				
6.	Teachers regularly plan lessons involving materials to supplement the text (e.g., videos, DVDs, web resources, magazine articles, newspapers, etc.).	-Struggling readers and ESL students in a 10 th grade biology class are provided with a book with many illustrations, but few words, on the functioning of DNA.				
7.	Teachers measure student understanding, and refine instruction using a variety of ongoing (formative) assessments.	- Teachers in a middle school use curriculum-based assessment; rubrics; teacher observation; questions; student writings; oral language; short quizzes; projects and other methods to check for understanding and refine instruction during each unit.				
8.	Teachers integrate class-wide technology seamlessly into their lessons, e.g., Web Quests, smart boards, DVDs, PowerPoints, etc.	-During a high school social studies lesson on the industrial revolution, the teacher uses a smart board to show political cartoons, video, PowerPoint slides and provide notes.				

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	5. PROGRAM PLANNING AND IEP DEVELOPMENT	EXAMPLES	Fully	Substantially	Partially	Not Yet
1.	The IEPs of students with disabilities reflect their individual educational needs, including academic and functional (e.g., behavioral, social, communication, life skills, etc.) skills needed to access the general education curriculum.	<p>- A student with a reading disability needs critical reading skills to access texts. Goals in the IEP target increasing the student’s reading fluency and comprehension</p> <p>- A student on the autism spectrum has goals in the area of social skills to support interaction in group work with other students</p>				
2.	At the IEP meeting, placement in a chronologically grade appropriate general education classroom with supports is the first option discussed for every student, regardless of the severity of their disability or their present placement.	- The IEP team for a fourth grade student with Down syndrome considers her present profile (needs, interests, strengths, goals, etc.) in tandem with the activities typically taking place in a fourth grade classroom to determine appropriate supports.				
3.	For students sent to out-of-district schools due to a lack of staff skill, supports or programs options within the district, a clear, concise plan is put in place to train staff and get supports into place to enable the district to return the students to their neighborhood schools.	-A third grade student with autism, who is also nonverbal, attends an out-of-district school. In September, 2009 the IEP team targets September, 2010 for the student’s return to his home school. The team (including the parents) sets a timetable to accomplish his transition, including identifying a fourth grade classroom, training the teacher(s), problem solving supports and strategies for his next IEP and activities to help him transition (e.g., social stories, visits to the school in the spring, etc.). The IEP team members take responsibility for different parts of the transition plan to ensure timely implementation.				

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	5. PROGRAM PLANNING AND IEP DEVELOPMENT	EXAMPLES	Fully	Substantially	Partially	Not Yet
4.	Written transition procedures and activities are in place to smooth the transition of students from grade to grade and from school to school.	<p>- In the late spring, a district provides an orientation for students moving from the middle to high school, including providing a tour of the building, reviewing important points in the student handbook, practicing opening lockers and having “veteran” high school students answer their questions.</p> <p>- A student with autism is entering kindergarten. His preschool teachers create a social story about going to kindergarten, which his mom reviews with him several times prior to the beginning of school. Prior to the end of the school year, his preschool teacher and case manager meet with his new kindergarten teacher to provide input, ideas for working with him successfully. He visits his future kindergarten classroom twice before school begins.</p>				
5.	The Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements (at the beginning of the IEP) include useful, jargon-free, up-to-date information which can be used by the IEP Team to determine goals and by teachers to plan instruction, i.e., the student’s talents and strengths; academic challenges; interests, and strategies that work and don’t work.	- Margo has difficulty with verbal communication (her thoughts run ahead of her language) so she has difficulty interacting with other students socially and with following whole class discussions. Her IEP team ensures that the PLAAFP clearly describes this challenge. IEP strategies include allowing extra wait time between questions and answers and encouraging peers to do the same when conversing with Margo.				

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	5. PROGRAM PLANNING AND IEP DEVELOPMENT	EXAMPLES	Fully	Sub-stantially	Par-tially	Not Yet
6.	IEP teams use a transdisciplinary approach to develop goals, objectives and supports.	- The occupational, speech and physical therapists discuss the child’s needs, develop joint goals, and determine where and how these will be addressed during a typical day, preferably within the classroom setting.				
7.	Student IEPs contain a small number of key academic and functional goals and these goals are measurable and observable.	- Given access to the Internet, John will locate 10 sources of information on a given topic within a 45-minute class period. - Given 2nd grade material, Jerry will read orally at 60 wpm with no more than 2 errors.				
8.	IEP goals and supports are relevant, age-appropriate, and sensitive to the culture of the student.	- Coupons for a pizza party, rather than smiley face stickers, are used as part of a behavior incentive plan for high school students. (age appropriate) - Learning to use word processing tools, rather than neat handwriting, is an IEP goal. (relevant) -Based on research, the IEP Team suggests to teachers that students of Hispanic backgrounds benefit from instruction that is socially and personally relevant. (sensitive to culture)				
9.	IEPs for students with disabilities (including those functioning on or above grade level in the general education classrooms) include, when needed, goals targeted to developing peer interaction, communication and other social skills.	- A student on the autism spectrum is performing above grade level in academics in the general education classroom so requires no academic goals. But, he does have goals in the area of social interaction which his teachers/speech therapist focuses on at appropriate times throughout the school day.				

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	5. PROGRAM PLANNING IEP DEVELOPMENT	EXAMPLES	Fully	Sub- stan- tially	Par- tially	Not Yet
10.	For students with challenging behaviors, IEPs include behavioral support strategies that are positive (i.e., emphasize preventing problem behaviors and teaching the student alternative behaviors rather than relying on punishment) or, if needed, a behavior intervention plan based upon a functional behavior assessment, which includes input from staff working with the child and from the parent.	- Using a functional behavior assessment process, unclear academic demands are identified as one of the triggers for uncooperative behavior for one student. As part of a behavior intervention plan, the teacher provides a list of what students are expected to complete within allotted time frames. A student is shown how to make schedule/task lists and prompted in their use until he uses it independently.				
11.	Beginning at age 14, students are prepared and supported to effectively participate at their annual IEP and/or other meetings.	- Prior to the IEP meeting, the student's case manager prepares the student to take part in the meeting by discussing his vision for his future, his current goals for the year, and the next year and what steps need to be taken towards those goals.				
12	There is a multi-year plan to develop capacity within the district to prevent students from being placed in out-of-district settings.	- Planning for school building improvements, takes inclusion for students with complex disabilities into consideration, e.g., ramps; larger general education classrooms; nonflorescent lighting; FM systems in classrooms; elevators, etc. - IEPs are analyzed and staff training needs determined, prioritized and provided over a three-year period.				

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	6. PROGRAM IMPLEMENTATION AND ASSESSMENT	EXAMPLES	Fully	Substantially	Partially	Not Yet
1.	A variety of methods are used in the classroom to collect data on student progress in the curriculum. and, for students with IEPs, on their IEP goals.	<ul style="list-style-type: none"> - Teachers use progress monitoring (repeated samples of student performance on equivalent forms of the same task across time) to measure student progress in general. - Ongoing, teachers check for understanding of a unit on the Civil War by asking questions; listening to student discussions; and using project rubrics, quizzes, and tests. 				
2.	A variety of methods are used to collect data on a student's progress on his IEP goals.	<ul style="list-style-type: none"> - A teacher assistant observes Jason at recess, collecting anecdotal data regarding his progress in a social goal (e.g., Given a 15 minute recess period, Jason will appropriately initiate interaction with at least one peer.) - The special educator uses progress monitoring to measure Jerry's progress on his personal reading goal, e.g., Given 2nd grade material, Jerry will read orally at 60 wpm with no more than 2 errors. 				
3.	Student IEP goals and objectives are addressed throughout the day in academic and nonacademic activities and routines as appropriate.	- A student has a goal to increase his initiation of verbal interactions. His team uses a matrix to identify several times during the school day when this goal can be addressed (e.g., in-class group work; lunch) versus working on skills in the isolation of pullout environments. Staff in each setting is alerted to the goals and ideas for supporting his progress.				

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	6. PROGRAM IMPLEMENTATION, AND ASSESSMENT	EXAMPLES	Fully	Substantially	Partially	Not Yet
4.	Supports and strategies listed in the IEP are implemented and updated according to the student's progress.	-To support the growth of independence, a student's IEP specifies that adults will prompt him to refer to a task list, while gradually fading the prompts as the student becomes independent in this skill. By the end of the year the student no longer needs repeated prompts during the day. <i>Prompting</i> as part of the task list goal is removed from his IEP. The new goal is that the student will use a task list, without any prompting.				
5.	Related services personnel collaborate in the delivery of services and supports and assessment of student progress.	- A speech therapist in an elementary school frequently "co-teaches" group lessons with a general education teacher. During the lesson, the therapist works with all of the students, but, pays particular attention to facilitating discussion in the groups with students with IEP speech-language goals. The teacher and speech therapist share notes on the progress of individual students.				

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Quality Indicators for Effective Inclusive Education

	7. INDIVIDUAL STUDENT SUPPORTS	EXAMPLES	Fully	Sub- stan- tially	Par- tially	Not Yet
1.	Where it is determined that a student’s goal cannot be effectively addressed within an existing class activity, the staff ensures that this “alternative” instruction is timed; temporary; and the student comes and goes at logical breaks in the classroom schedule (if the alternate activity takes place in another room).	<p>- A student needs to learn how to use a new Alternative and Assistive Communication device. This cannot be done within the general education setting. Over a three-week period, the student meets one-to-one with a speech therapist and teacher assistant in a conference room twice per week during a special period for initial lessons in its use.</p> <p>- All of the students in a co-taught second grade class, with the exception of 3 students, understand multiplication of three numbers by two numbers. One of the students has an IEP, the other two do not. One of the teachers takes the students aside during a station activity to review the concept and do guided practice.</p> <p>- A high school literacy coach works individually with several adolescent students who have difficult reading issues to improve fluency and comprehension. The instruction is individualized to each student’s needs. The sessions are scheduled for individual students based upon their schedule to ensure they are not missing out on academic content.</p>				
2.	CST members demonstrate knowledge of: (1) the array of supports available to support students within general education classrooms; (2) general education classroom practices which support inclusion; and, (3) write IEPs that reflect this knowledge.	<p>- CST members refer to the list of supports at NJAC 6A:14-4.3 when considering how to include a child in the typical daily activities in a fourth grade class.</p> <p>- CST members are familiar with strategies for differentiating the content, instructional activities and assessments for students in a multi-ability, fourth grade classroom.</p>				

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Quality Indicators for Effective Inclusive Education

	7. INDIVIDUAL STUDENT SUPPORTS	EXAMPLES	Fully	Sub- stan- tially	Par- tially	Not Yet
3.	CST members are knowledgeable about global activities in general education classrooms at school and grade levels of the students on their caseloads.	- A CST case manager visits classrooms and interviews teachers in their assigned schools/grades regarding the types of activities that occur in their classrooms on a typical day. This is to prepare for discussions at student IEP meetings regarding support options to maximize students' placement in the LRE, i.e., within general education classrooms with appropriate supports.				
4.	The goals of students who are supported by teacher assistants are shared with the teacher assistants.	- The classroom teachers consult with the teacher assistants regarding the goals and supports of students with IEPs in their classrooms and what the delivery of support should look like. - A teacher assistant gets a short profile of the student that highlights his strengths, interests and the goals to be addressed over the course of the school year.				
5.	A plan is developed to help the teacher assistant to increase student independence while fading their support.	- In a goal on increasing independence, steps are provided via IEP objectives to, within 3 months, move the teacher assistant away from walking directly alongside the student from the bus to the building, to watching from the school entrance as the student exits the bus and walks into the school naturally with friends from his class.				
6.	As needed, students use low-tech assistive technology (e.g., pencil grips, wood blocks to raise desk level, etc.) and high-tech assistive technology (computer software, Alpha-Smarts, FM systems, etc.) to ensure meaningful participation in instructional activities.	- A portable FM system is provided in the classes attended by a student with a significant auditory processing problem. - A student with cerebral palsy is provided with a lab stool with a back so that he can participate fully in the lab with his lab partner at the lab table.				
7.	At age 14, transition IEPs reflect goals and objectives that specifically target skills needed for post-school life (e.g., postsecondary education, work, community living, recreation and leisure).	- A student begins to do job sampling in the school and outside in the community to begin to identify work skills and interests.				

Quality Indicators for Effective Inclusive Education

	8. FAMILY-SCHOOL PARTNERSHIPS	EXAMPLES	Fully	Sub- stan- tially	Par- tially	Not Yet
1.	Parents are asked for their input into the district's planning and inclusion initiatives.	-The district distributes a survey to families to obtain input regarding its efforts around inclusion.				
2.	The district keeps families (both special education and general education) informed about the status of the district's efforts to transition students to less restrictive settings.	- At back-to-school night, each school has an area set up with fliers about the district's inclusion initiative, some research articles and an administrator who people can speak to all parents re: their concerns and questions. - Updates on inclusion initiatives are presented/discussed at general PTA meetings, Special Education Parent Advisory meetings and other meetings attended by district families.				
3.	Families are encouraged to participate in decision-making and advocacy activities in the district.	- The district's administrators invite parents who are willing to come to meetings consistently and work collaboratively with the district in obtaining input from parents, to become part of a Special Education Parent Advisory Committee (SEPAC).				
4.	Families are involved with disability awareness training for staff and students, as appropriate.	-Teachers partner with parents in developing activities to celebrate diversity and increase awareness of disabilities. - A college student with autism (or cerebral palsy or learning disabilities, etc.) returns to his high school to share his thoughts about growing up included in general education classes.				
5.	Family members and school staff attend workshops and conferences on inclusive education together.	- A district sending several teachers to New Jersey's Summer Inclusion Conference distributes brochures Conference to parents and teachers at PTO/PTA Parent Advisory Council meetings and raffles off two parent scholarships to attend.				

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Quality Indicators for Effective Inclusive Education

	8. FAMILY-SCHOOL PARTNERSHIPS	EXAMPLES	Fully	Substantially	Partially	Not Yet
6	The CST encourages active family involvement in the information gathering, at the IEP meeting where decisions are made about the child's supports, and later in problem solving when concerns or questions arise during the course of the school year.	<p>-In the spring, case managers send a simple Student Profile form to parents to capture their ideas about their child's strengths, interests, challenges, strategies that work and goals they would like addressed.</p> <p>- The parent of a student with Down syndrome meets monthly with the student's teachers and case manager to address any challenges and fine-tune her supports.</p>				
7.	The district provides information to parents regarding research-based educational practices and ways they can support their child's learning at home and school.	- A district provides a workshop series for parents, which includes workshops on topics, such <i>Positive Behavior Supports, Differentiation, Supporting Literacy</i> and other topics.				
8.	Special and general education staff members are encouraged to communicate with parents, consider them a resource and value their input in planning and problem solving challenges in general education settings.	- A fifth grade co-teaching team sends a letter home during the first week of school which gives a broad outline of what the students will learn; homework and grading procedures; ideas for how parents can support good study skills and homework habits; and, other information.				

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Quality Indicators for Effective Inclusive Education

	9. COLLABORATIVE PLANNING AND TEACHING	EXAMPLES	Fully	Substantially	Partially	Not Yet
1.	The roles and responsibilities of all teachers, related services personnel and teacher assistants/aides are clearly outlined and reflect the commitment and skills needed to teach and support all students.	-Administrators provide clear written descriptions for respective roles and responsibilities for all classroom personnel appropriate to the support model being used, i.e., consultative, co-teaching, or other.				
2.	Adults in classrooms share roles and responsibilities such that distinctions between “specialist” and the general education classroom teacher are not obvious.	-General and special educators in classrooms signal their parity by acting as equals. Neither teacher is perceived as a teacher assistant only providing support which could be provided by a teacher assistant, i.e. prompting, cueing and redirecting student participation; reinforcing students’ personal, social, behavioral, and academic learning goals; helping students in organizing and managing materials and activities. (N.J.A.C. 6A:14-4.5)				
3.	General and special education teachers share responsibility for assessment of student learning.	-At the beginning of the school year, high school co-teachers identify the procedures they will use to assess and grade students, including those with IEPs.				
4.	Instructional teams (i.e., any combination of co-teachers, consulting teachers, therapists, etc., supporting students with disabilities in general education classrooms) use formal processes for conducting and documenting meetings.	-A team meeting agenda form is used to help facilitate and keep meetings organized and on-task. The team members take turns taking notes and providing copies to other team members.				
5.	General educators, special educators, paraprofessionals and related service providers have the collaborative planning time that they need to plan.	-Teachers and administrators at a high school discuss the amount of weekly co-planning time needed and develop a schedule which uses prep periods, substitute support and excusal from one monthly meeting to obtain the needed planning time.				

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Quality Indicators for Effective Inclusive Education

	9. COLLABORATIVE PLANNING AND TEACHING	EXAMPLES	Fully	Substantially	Partially	Not Yet
6.	Teachers share lesson plans, obtain input and provide guidance to teacher assistants working with them in their classrooms.	-Teachers share upcoming lessons, the lesson objectives and the paraprofessional's role in supporting the activities and students.				
7.	Specials teachers (e.g., music, PE, art, etc.) have regular opportunities to consult with a special educator about strategies to help them work with students with IEPs in their classroom.	-A music teacher has several students with IEPs in her classroom. Upon request, a consulting special education teacher is available to observe the students in her class with IEPs and meets with her to discuss refinements to classroom strategies for these students.				
8.	Grade-to-grade, between grade and school-to-school articulation strategies are in place to facilitate the sharing of successful instructional strategies as student transfer to another grade and/or school.	- At their monthly meeting, principals discuss and develop a consistent process and format for teachers to use to ensure information is shared as students transition from grade-to-grade and school-to-school.				

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Quality Indicators for Effective Inclusive Education

	10. PROFESSIONAL DEVELOPMENT	EXAMPLES	Fully	Substantially	Partially	Not Yet
1.	The school promotes awareness, knowledge and adoption of best practices in multi-ability (inclusive) classrooms and the continual updating of these practices by providing training and consultation for all school staff on an on-going basis.	- Best and research-based practices for inclusive education may include: differentiation; class wide procedures to support engagement; classroom community; behavior, etc; formative and summative assessment; flexible grouping; co-teaching and collaboration (for staff involved in this model); consultation model and collaboration (for staff involved in this model); use of positive behavior supports; supporting struggling readers in general education classrooms; effective use of technology (class wide and individual student); curriculum mapping, backward curricular design.				
2.	Training needs are tailored to meet differing needs of elementary and secondary teachers.	- Middle/high school teachers receive training on areas that address cross-curricular issues peculiar to secondary students; elementary teachers have a similar training but addresses issues peculiar to elementary students.				
3.	Special education teachers attend the same workshops as their general education colleagues.	-Special educators are trained in the use of smart boards alongside their general education colleagues.				
4.	General and special education teachers and teacher assistants working together to support multi-ability (inclusive) classrooms receive training to clarify their respective roles for the collaborative model being used (i.e., Co-teaching; Consultative; other) and ways to effectively implement the model.	- Special educators supporting general education teachers under a consultative model are trained coaching their teacher-colleagues in the use of strategies, adaptations, modifications, etc. -Teachers and teacher assistants receive training on working collaboratively.				

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Quality Indicators for Effective Inclusive Education

	10. PROFESSIONAL DEVELOPMENT	EXAMPLES	Fully	Sub- stan- tially	Par- tially	Not Yet
5.	Teacher assistants are trained in their roles and responsibilities vis-à-vis the teacher, strategies to support student independence, confidentiality of student information and other key topics relating to their role.	-The district provides workshops for teacher assistants on ways to prompt and redirect students rather than giving them the answers. - Teacher assistants are taught strategies to promote independence for the students in which they are providing support.				
6.	Professional development in person-centered planning is provided to staff involved in transitioning students with IEPs from more restrictive (i.e., separate schools or self-contained classrooms) to less restrictive settings (i.e., home school or general education classrooms).	-CST members are trained in the use of MAPS to help them in transitioning students back to the district from out-of-district schools.				
7.	Regular review of student learning data is reflected in the content of school professional development plans.	-A school provides a workshop for third and fourth grade teachers on teaching students to use writing rubrics based upon data showing problems with capitalization and punctuation.				

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Quality Indicators for Effective Inclusive Education

	11. PLANNING FOR CONTINUED BEST PRACTICE IMPROVEMENT	EXAMPLES	Fully	Sub-stantially	Par-tially	Not Yet
1.	A school strategic plan that addresses best practice-based services for inclusive education is developed and reviewed annually by a school planning team consisting of relevant stakeholders.	-A principal assembles a building-based team (himself, general and special education teacher, guidance counselor, parent, etc.) to use the New Jersey quality indicators to assess where they are with inclusion and develop an action plan to increase inclusive opportunities for students. This ‘living’ action plan is updated frequently by the team.				
2.	The school’s plan and subsequent reports of progress in implementing the plan are disseminated to parents, school district staff and community members using transparent language and full disclosure.	-At the end of the school year, the building team does a presentation for the Board of Education and community on how the action plan on inclusion was developed and their progress thus far.				
3.	There is an annual review of students served in self-contained programs within the district and students in out-of-district placements to identify students whose needs can be met in less restrictive settings, i.e., in-district schools and/or general education classrooms with supports.	-A tool is developed, with input from parents, for case managers to assist them in flagging students appropriate to return to their home schools, identifying the supports needed to be put in place prior their return and creating a time line for their transition.				
4.	There is an official planning process established when transitioning a student from an out-of-district placement to return to settings within the school district.	- A transition protocol is developed setting out steps to create and implement a transition plan for each student being returned to the district. CSTs follow this step-by-step process when planning for a student’s to return to their home school.				

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