



STATE RISE Part 1: Focus Area Reflection

Ryndak, D. L., Taub, D., & McDaid, P. (2022). Reflecting on Inclusive Systems of Education: State Level. TIES Center, University of Minnesota.

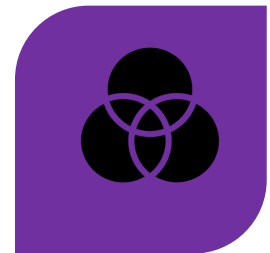
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STATE RISE Part 1: Focus Area Reflection

The RISE Part 1 provides your team with the opportunity to reflect on and discuss the “big ideas” of inclusive education. These ideas are organized into 4 Focus Areas (Placement and Settings, General Education Curriculum Content and Access, Instructional Practices, and Student and System Outcomes). Your team will discuss and rate your system’s current practices for each Focus Area and then choose 1 or 2 Focus Areas you want to address first.



RISE Part 1: Today's Agenda

1. Read the RISE Frame of Reference and consider it in all conversations.
2. Reflect on each Focus Area and:
 - a. make connections to the TIES outcomes,
 - b. identify positive examples of the Focus Area in your system,
 - c. identify areas for improvement in your system, and
 - d. rate your system's current level of practice.
3. Rank the Focus Areas to identify 1 or 2 for a more in-depth reflection in RISE Part 2.
4. Review the list of potential stakeholders and add any others you might want to include in future meetings.



RISE Frame of Reference:

- **“All means all”** specifically includes all students with significant cognitive disabilities.
- **Placement** is in same grade general education classes and other inclusive settings in neighborhood schools.
- **Student-centered** strengths-based approaches for inclusive education occur within the general education curriculum, classes, lessons, activities, and routines.
- **Specially-designed instruction** occurs within general education classes, lessons, activities, and routines.
- **Barriers to inclusive education** exist within systems and environments, not within students or staff.

RISE Focus Area 1: Placement and Settings

Placement and Settings describes the **mission statement, mindset**, and qualities of **state education leaders** that are essential to **neighborhood general education school and class placements**, as well as access to all instructional and extracurricular activities for all students, including students with significant cognitive disabilities. This Focus Area also describes **essential qualities of general education settings**. It includes an examination of **state personnel practices**, and how the **state system evaluates, monitors, and improves** their district technical assistance and coaching to support placement of students in general education schools and classes.

How do your policies, practices, structures, and messaging support the TIES outcomes?	Positive Examples and Areas for Improvement	Rating: ____	
<div> <div>T Time in general education</div> <div>I Instructional effectiveness</div> <div>E Engagement with general education curriculum and peers</div> <div>S Support at the state, district, and school levels</div> </div>		1	Some Features are in place for some students , but not yet for SwSCD.
		2	Most Features are in place for most students, but not yet for SwSCD.
		3	Most Features are in place for most students, including for some SwSCD.
		4	Most Features are in place for most students, including most SwSCD.
		5	All Features are in place for all students, including all SwSCD.

RISE Focus Area 2:

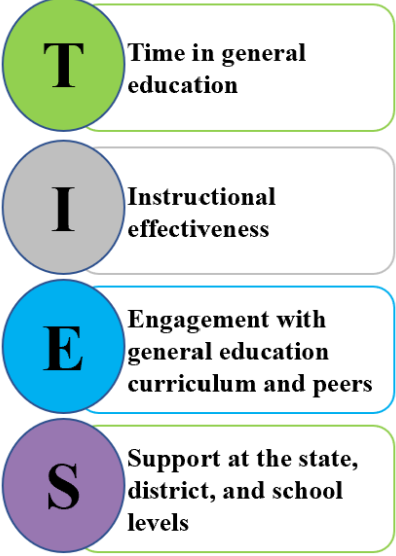
General Education Curriculum Content and Access

General Education Curriculum Content and Access describes systemwide evidence-based practices that enable access to general education curriculum for all students, including students with significant cognitive disabilities. This Focus Area describes the **mindset, general education curriculum, and individualized access decisions** that impact time in general education and engagement for all students. It describes how the state system **annually evaluates, monitors,** and uses **systemic improvement cycles** to improve its technical assistance and coaching of districts to support **technology, communication, and collaborative practices** core to increasing student access to the general education curriculum. It also highlights how state systems, structures, and **personnel practices** support general education content and access.

How do your policies, practices, structures, and messaging support the TIES outcomes?	Positive Examples and Areas for Improvement	Rating: _____	
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: #90EE90; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">T</div> <div style="border: 1px solid #90EE90; padding: 5px; text-align: left;">Time in general education</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: #D3D3D3; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">I</div> <div style="border: 1px solid #D3D3D3; padding: 5px; text-align: left;">Instructional effectiveness</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: #00BFFF; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">E</div> <div style="border: 1px solid #00BFFF; padding: 5px; text-align: left;">Engagement with general education curriculum and peers</div> </div> <div style="display: flex; align-items: center;"> <div style="background-color: #9370DB; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">S</div> <div style="border: 1px solid #9370DB; padding: 5px; text-align: left;">Support at the state, district, and school levels</div> </div> </div>		1	Some Features are in place for some students, but not yet for SwSCD.
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RISE Focus Area 3: Instructional Practices

Instructional Practices addresses **internal, district and school collaborative practices** that are essential to the **instructional design** and **delivery** within inclusive education systems. This Focus Area describes instructional practices that are critical to students with significant cognitive disabilities, including **pecially-designed instruction**, **communication and behavior support practices**, and **transition practices** that are embedded within general education classes, lessons, activities, and routines. Finally, it also describes components of state-level systemic change, including **evaluation structures, improvement planning and implementation practices, district leadership, and district personnel practices.**

How do your policies, practices, structures, and messaging support the TIES outcomes?	Positive Examples and Areas for Improvement	Rating: ____	
 <p>T Time in general education</p> <p>I Instructional effectiveness</p> <p>E Engagement with general education curriculum and peers</p> <p>S Support at the state, district, and school levels</p>		1	Some Features are in place for some students , but not yet for SwSCD .
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RISE Focus Area 4: Student and System Outcomes

Student and System Outcomes describes the inclusive **mindset** that impacts the system's capacity to measure, publicly report, and use data-based decision-making to improve a variety of student and systemic outcomes. Critical outcomes include the **placement** of students in **inclusive settings**, **access** to the **general education curriculum**, use of inclusive **instructional practices**, **assessment practices**, and **transition practices** leading to inclusive adult lives. The system's capacity is demonstrated by the extent to which it improves **student outcomes**, as well as **develops, scales up, and sustains** inclusive practices across the entire system. To maximize these, this Focus Area also describes outcomes resulting from **partnerships** and **state personnel practices**.

How do your policies, practices, structures, and messaging support the TIES outcomes?	Positive Examples and Areas for Improvement	Rating: ____	
<div> <div>T Time in general education</div> <div>I Instructional effectiveness</div> <div>E Engagement with general education curriculum and peers</div> <div>S Support at the state, district, and school levels</div> </div>		1	Some Features are in place for some students , but not yet for SwSCD .
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Summary Table RISE Part 1: Focus Area Reflection

Fill in this summary table with the ratings from above and rank the Focus Areas in order of priority for reflecting more deeply about the features they include. Ranking considerations include:

- Which Focus Area speaks most directly to the changes you want to make first?
- Are there current initiatives, programs, or restructuring efforts happening in your system that could tie in with your work on a Focus Area?
- Which 1 or 2 Focus Areas might be an easier place to start the change process within your system's culture and processes?

Focus Area:	Placement and Settings	General Education Curriculum Content & Access	Instructional Practices	Student and System Outcomes
Focus Area Rating (1-5 from above)				
Focus Area Priority Ranking				

Team Members RISE Part 1: Focus Area Reflection

Are there any additional stakeholders to add to your team and invite to the RISE Part 2 meetings? Please identify them below.

- Diverse community stakeholders
- School administrators/leaders
- District administrators/leaders
- State administrators/leaders
- Key regional administrators/leaders
- Family and advocacy organizations
- Board of Education/Cabinet members
- University Personnel Preparation Program representative

Additional Stakeholders to Invite:

Organization: _____

Facilitators: _____

Review date: _____

Team Members and Roles:

Next Steps: RISE Part 2

1. Choose a time and place to complete RISE Part 2: Features Reflection for the chosen priority Focus Areas.
2. Distribute copies of this completed RISE Part 1: Focus Area Reflection to current team members.
3. Connect with identified additional stakeholders to invite their participation. Send them a copy of the completed RISE Part 1 and offer to meet with them to discuss the document to assist them in becoming contributing members of the team.
4. Distribute the RISE Part 2 for your 1 or 2 prioritized Focus Areas for review prior to the meeting.
5. Send invitations to the meeting.