

# SCHOOL RISE Part 1:

# Focus Area Reflection

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

Author Notes:

The author(s) disclosed receipt of the following financial support for the literature review, authorship, and/or publication of this tool: The literature review and development of this tool were supported by the Office of Special Education Programs, U.S. Department of Education, through Grant H326Y170004 to the University of Minnesota and Grant H325D170085 to the University of North Carolina at Greensboro. The opinions expressed are those of the authors and do not represent views of the Office of Special Education Programs or the U.S. Department of Education.

2 We wish to acknowledge the contributions of Kristin Burnette, Donna Lehr, Dale Baker, Somer Matthews, Kari Alberque, Meghan Cosier, Lewis Jackson, and Erik Carter for their efforts related to the literature review, tool conceptualization, and tool development.

## SCHOOL 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 (i.e., Placement and Settings, General Education Curriculum Content and Access, Instructional Practices, and Student and System Outcomes). Our team will discuss and rate our 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 features of inclusive education within each Focus Area and:
	1. make connections to the TIES outcomes,
	2. identify positive examples of the focus area in our system,
	3. identify areas for improvement in our system, and
	4. rate our system’s current level of practice across features.
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 we might want to include in future meetings.



## RISE Frame of Reference:

* **“All means all”** specifically includes all students with extensive support needs.
* **Placement** is in the 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 instruction, classes, activities, and routines.
* **Barriers to inclusive education** exist within systems and environments, not within students or staff.

## Focus Area 1: Placement and Settings

1. To what extent do our **school mission and vision statements, and mindset** drive placement for students with extensive support needs (SwESN) in their neighborhood schools and general education classes for 80% or more of the day?
2. To what extent do our school data reflect the **increased placement of SwESN in neighborhood schools and general education classes**?
3. To what extent do our school policies, practices, and procedures ensure all students are **fully valued and participating members of inclusive communities**?
4. To what extent do our **school personnel practices** ensure the recruiting, training, and retaining of personnel who facilitate a system that results in placement of SwESN in effective general education settings?
5. To what extent do our school leaders evaluate, monitor, and improve **the quality of effective general education settings** for SwESN?

| * **T:** Time in general
* education
* **I:** Instructional
* effectiveness
* **E:** Engagement with
* general education
* curriculum and
* peers
* **S:** Support at the
* state, district and
* school levels
 | **Positive Examples and Areas for Improvement**  | **Rating** |
| --- | --- | --- |
| *Type positive examples and areas for improvement in this cell* | **1: Some** features are in place for **some students,** but **not yet for SwESN**.**2: Most** features are in place for **most** students, but **not yet for** **SwESN.****3: Most** features are in place for **most** students, including **for some SwESN.****4: Most** features are in place for **most** students, including **most** **SwESN.****5: All** features are in place for **all** students, including **all** **SwESN.** |

### [Add RISE Focus Area 1 rating to summary table](#_Summary_Table_RISE)

## Focus Area 2: General Ed Curriculum Content and Access

1. To what extent does the **mindset** of each member of our school community reflect an unwavering belief that instruction in general education curriculum content in general education settings improves outcomes for SwESN?
2. To what extent does each member of our school community ensure SwESN are engaged and make progress in the **general education curriculum,** rather than an alternate curriculum or alternate content standards?
3. To what extent does our school community facilitate **individual student curriculum decisions that result in** each SwESN having the supports and services they need to access and make progress in the general education curriculum and embedded essential skills in general education settings?
4. To what extent does our school provide technical assistance with coaching, time, and resources that support **technology, communication, and collaborative practices** that increase access to the general education curriculum in general education settings for SwESN?
5. To what extent do our school leaders annually evaluate and monitor the **impact of its job-embedded professional development with coaching** on increasing access to and progress in general education curriculum in general education settings for SwESN?
6. To what extent do all members of our school community **share responsibility** for SwESN making progress in the general education curriculum content in general education settings?

| * **T:** Time in general
* education
* **I:** Instructional
* effectiveness
* **E:** Engagement with
* general education
* curriculum and
* peers
* **S:** Support at the
* state, district and
* school levels
 | **Positive Examples and Areas for Improvement**  | **Rating** |
| --- | --- | --- |
| *Type positive examples and areas for improvement in this cell* | **1: Some** features are in place for **some students,** but **not yet for SwESN**.**2: Most** features are in place for **most** students, but **not yet for** **SwESN.****3: Most** features are in place for **most** students, including **for some SwESN.****4: Most** features are in place for **most** students, including **most** **SwESN.****5: All** features are in place for **all** students, including **all** **SwESN.** |

### [Add RISE Focus Area 2 rating to summary table](#_Summary_Table_RISE)

## Focus Area 3: Instructional Practices

1. To what extent does the **mindset** of each member of our school community reflect a belief in presumed competence leading to instruction based on high expectations for all SwESN?
2. To what extent does our school leadership prioritize sufficient time and resources so that **general and special education personnel collaborate** to embed specially-designed instruction (SDI) for SwESN within effective general education settings?
3. To what extent do all members of our school community **use Universal Design for Learning and culturally-relevant instruction** across all subject areas?
4. To what extent does our school leadership use **flexible systems of support and district technical assistance with coaching** that ensure **co-planning, co-teaching, and co-assessing** to embed SDI for SwESN in general education settings?
5. To what extent does our school leadership use **flexible systems of support and district technical assistance with coaching** that ensure **communication, behavior, and transition needs** of SwESN are met within general education settings?
6. To what extent does our school leadership ensure **school systemic improvement** **efforts** identify and eliminate barriers to the use of instructional practices that meet the needs of SwESN in general education settings?

| * **T:** Time in general
* education
* **I:** Instructional
* effectiveness
* **E:** Engagement with
* general education
* curriculum and
* peers
* **S:** Support at the
* state, district and
* school levels
 | **Positive Examples and Areas for Improvement**  | **Rating** |
| --- | --- | --- |
| *Type positive examples and areas for improvement in this cell* | **1: Some** features are in place for **some students,** but **not yet for SwESN**.**2: Most** features are in place for **most** students, but **not yet for** **SwESN.****3: Most** features are in place for **most** students, including **for some SwESN.****4: Most** features are in place for **most** students, including **most** **SwESN.****5: All** features are in place for **all** students, including **all** **SwESN.** |

### [Add RISE Focus Area 3 rating to summary table](#_Summary_Table_RISE)

## Focus Area 4: Student and System Outcomes

1. To what extent does the **mindset** of each member of our school community reflect a commitment to measuring outcomes that result in SwESN transitioning to and leading inclusive adult lives?
2. To what extent does our school leadership collect, disaggregate, and analyze data to **determine trends** **and identify barriers** in student outcomes and **systemic inequalities** related to inclusive education placement, general education curriculum progress, and instruction practices?
3. To what extent does our school **use those data to eliminate barriers** to developing, scaling up, and sustaining inclusive education practices through technical assistance with coaching, effective partnerships, and school personnel practices?
4. To what extent does our school evaluate how **alternate assessment policies, procedures, and practices** impact inclusive education opportunities for SwESN?

| * **T:** Time in general
* education
* **I:** Instructional
* effectiveness
* **E:** Engagement with
* general education
* curriculum and
* peers
* **S:** Support at the
* state, district and
* school levels
 | **Positive Examples and Areas for Improvement**  | **Rating** |
| --- | --- | --- |
| *Type positive examples and areas for improvement in this cell* | **1: Some** features are in place for **some students,** but **not yet for SwESN**.**2: Most** features are in place for **most** students, but **not yet for** **SwESN.****3: Most** features are in place for **most** students, including **for some SwESN.****4: Most** features are in place for **most** students, including **most** **SwESN.****5: All** features are in place for **all** students, including **all** **SwESN.** |

### [Add RISE Focus Area 4 rating to summary table](#_Summary_Table_RISE)

## 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 we want to make first?
* Are there current initiatives, programs, or restructuring efforts happening in our system that could tie in with our work on a Focus Area?
* Which 1 or 2 Focus Areas might be an easier place to start the change process within our 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)** | [View Placement and Setting Rating](#_What_is_your) | [View General Education Curriculum Content & Access Rating](#_What_is_your_1) | [View Instructional Practices Rating](#_What_is_your_2) | [View Student and System Outcomes Rating](#_What_is_your_3) |
| **Focus Area Priority Ranking** |  |  |  |  |

## Team Members RISE Part 1: Focus Area Reflection

**Are there any additional stakeholders to add to our 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:**

* *Type additional stakeholders*

**Organization:** *Type organization*

**Review date:** *Type review date*

**Facilitators:** *Type facilitators*

**Team Members and Roles**:

* *Type team member, role*
* *Type team member, role*
* *Type team member, role*
* *Type team member, role*
* *Type team member, role*
* *Type team member, role*
* *Type team member, role*
* *Type team member, role*
* *Type team member, role*

## Next Steps: RISE Part 2

1. Choose a time and place to complete RISE Part 2: Features Reflection for the 1 or 2 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 this 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.