# TIES Center LogoState RISE Part 2

# Education Systems: Features Reflection

## A young girl with a disability paintingRISE Frame of Reference:

* **All means all** specifically includes all students with significant cognitive disabilities
* **Placement** in same age-grade general education classes (and other inclusive settings) in home schools/schools of choice
* **Student-centered** strengths-based approaches support inclusive education in general education curriculum, classes, activities, and routines
* **Specially designed instruction** on general education curriculum and essential skills for participation in school and community life occurs within general education instruction, classes, activities, and routines
* **Barriers to inclusive education** reside within systems and environments, not within students or staff

## Rise Part 2: Team Process

1. Read and discuss each set of features
2. Rate your system on each set of features using the rubric
3. Determine system priorities

**To what extent does our education system have this Set of Features in place to support inclusive education?**

1 – **Some** Features are in place to promote inclusive education systems for all students, but these have **not yet** been applied to students with significant cognitive disabilities

2 – **Most** Features are in place to promote inclusive education systems for all students, but these have **not yet** been applied to students with significant cognitive disabilities

3 – **Most** Features are in place to promote inclusive education systems for all students, including **some** students with significant cognitive disabilities

4 – **Most** Features are in place to promote inclusive education systems for all students, including **most** students with significant cognitive disabilities

5 – **All** Features are in place to promote inclusive education systems for all students, including **most** students with significant cognitive disabilities

**Focus Area: EDUCATION SYSTEMS**

This focus area describes the structures and processes that reflect a unified general and special education approach to state, district, and school administration.

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **STATE ACCOUNTABILITY AND OUTCOME PRACTICES that:** | **RATING** |
| --- | --- |
| * ensure all students are included in all accountability systems, regardless of location and type of services * annually monitor the use of a decision-making process to review and identify appropriate assessments and activities used to determine IEP goals, services, and supports to meet each student’s needs * ensure that 1 percent or less of students with disabilities participate in the state alternate assessment * include disaggregated placement and outcome data for students with significant cognitive disabilities in community reporting * annually monitor post-school outcomes for students with significant cognitive disabilities that include peer relationships and natural support networks * annually monitor processes to increase the engagement of families, community partners, agencies, and organizations to improve student outcomes * monitor data on 1, 3, and 5 year post-school outcomes for general education students with significant cognitive disabilities | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **STATE ACCOUNTABILITY FOR STUDENT ENGAGEMENT that:** | **RATING** |
| --- | --- |
| * ensures that skills all students who require an augmentative or alternative communication system have a system of communication that allows them to make progress on the general education curriculum * creates a system to ensure progress of individual students’ communication skills across multiple years * ensures availability, use, and impact of assistive and information technology on student progress in general education classes, activities, and routines | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **STATE ORGANIZATION AND ADMINISTRATIVE PRACTICES that:** | **RATING** |
| --- | --- |
| * unify all educational initiatives into a single system that includes the coordinated and intentional participation of all general education students with and without disabilities * use of principles and practices of Universal Design for Learning (UDL) * facilitate placement of students with significant cognitive disabilities in home schools or schools of choice, and age-grade level general education classes * provide outreach to and support for family leadership and advocacy for inclusive education systems * specialized education personnel as designated members of each division and department * promote students with significant cognitive disabilities through grades according to the same pattern as their general education classmates | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **STATE FUNDING AND RESOURCE ALLOCATIONS that:** | **RATING** |
| --- | --- |
| * are braided to support one unified system consistent with an inclusive education vision/mission * provide financial incentives to build and sustain inclusive education policies, procedures, and practices * provide highly qualified state coaches and facilitators with experience and expertise in inclusive education instructional practices for students with significant cognitive disabilities, transition, behavioral support, and assistive technology and augmentative/alternative communication * are aligned with the use of flexible models of support required for inclusive education practices * provide assistive and instructional technology, and augmentative and alternative communication systems that ensure students with significant cognitive disabilities are engaged in instruction on the general education curriculum in general education lessons, activities, and routines * support co-planning, co-implementing, and co-evaluating instruction of students with significant cognitive disabilities that ensures access to and program in general education curriculum | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

|  |  |  |  |
| --- | --- | --- | --- |
| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **EVIDENCE-BASED INCLUSIVE EDUCATION PRACTICES that:** | **RATING** |
| --- | --- |
| * ensure the use of data-based decision-making related to placement, instructional goals, instructional practices, supports, services, and progress monitoring for students with significant cognitive disabilities * embed supports for students with significant cognitive disabilities across all tiers of Multi-Tiered Systems of Support within all general education instruction * provide models of scheduling processes that ensure the assignment of all students with significant cognitive disabilities to general education classes prior to the assignment of other general education students which is followed by scheduling of personnel to meet student needs across subject areas * provide models of multi-tiered positive behavioral interventions and supports that braid practices from applied behavior analysis, inclusive education, and specially-designed instruction for students with significant cognitive disabilities * advocate for increased availability of state-approved testing accommodations based on the principles of UDL for all general education students with and without disabilities | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **STATE HUMAN RESOURCE PRACTICES that:** | **RATING** |
| --- | --- |
| * include hiring and personnel evaluation policies, procedures, and practices that reflect the vision and mission for inclusive education * implement a braided system of development aligned with evidence-based inclusive education practices for students with significant cognitive disabilities * include systematic proactive recruiting, training, and retaining strategies informed by data and reflective practice, that ensure qualified personnel for increasing the use of evidence-based inclusive education practices for students with significant cognitive disabilities * ensure that special educators providing services to students with significant cognitive disabilities either have relevant licensure or receive ongoing professional development with coaching on evidence-based inclusive education practices for students with significant cognitive disabilities | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

### Guiding Question- To what extent do our SEA policies, procedures, messaging, professional development, resource allocation, and monitoring support:

| **CONTINUOUS IMPROVEMENT FOR INCLUSIVE EDUCATION that:** | **RATING** |
| --- | --- |
| * ensures engagement of all stakeholder groups in action planning, shared problem-solving, and collaborative decision-making * is implemented across organizational levels to develop one unified system consistent with an inclusive education vision/mission * reflects administrators and education leaders who jointly advocate for and support a unified system consistent with inclusive education vision/mission * uses policies, procedures, and practices that unify all education personnel in one proactive system consistent with inclusive education vision/mission * annually uses a validated tool for development, implementation, and evaluation of an improvement plan to restructure and implement inclusive education practices for students with significant cognitive disabilities with fidelity * uses highly qualified coaches and facilitators with experience and expertise in inclusive education instructional practices for students with significant cognitive disabilities, transition, behavioral support, and assistive technology and augmentative/alternative communication, and their implementation in system-wide professional development with technical assistance and coaching for administrators and other personnel * evaluates professional development activities linked to improved outcomes of students with significant cognitive disabilities in general education classes, activities, and routines | 1- Some features for all students/not yet for SCD  2- Most features for all students/not yet for SCD  3- Most features/Some students with SCD  4-Most features/Most students with SCD  5- All features/ Most students with SCD |

| **Positive Examples** | **Areas for Improvement** | **Questions** | **Rating (1-5)** |
| --- | --- | --- | --- |
|  |  |  |  |

## Education Systems Summary Table

| **Sets of Features** | **RATING** |
| --- | --- |
| **STATE ACCOUNTABILITY AND OUTCOME PRACTICES** |  |
| **STATE ACCOUNTABILITY FOR STUDENT ENGAGEMENT** |  |
| **STATE ORGANIZATION AND ADMINSTRATIVE PRACTICES** |  |
| **STATE FUNDING AND RESOURCES ALLOCATIONS** |  |
| **EVIDENCE-BASED INCLUSIVE EDUCATION** |  |
| **STATE HUMAN RESOURCES PRACTICES** |  |
| **CONTINUOUS IMPROVEMENT FOR INCLUSIVE EDUCATION PRACTICES** |  |

**Initial thoughts on changes we want to target first:**

Big Idea 1:

Big Idea 2:

Big Idea 3:

Based upon the RISE Part 2 Tool, discuss the Features and Sets of Features that

● are foundational to the rest of the work

● seem like an “easy win” for the team

● align with other initiatives and changes happening in the system

Big Ideas for change might connect with *Increased Time, Instructional Effectiveness, Increased Engagement, and System Support,* or they might focus specifically on what Features or Sets of Features your team wants to address. For instance, a big idea might be creating a shared inclusive vision.

## Next Steps

* Complete Initiative Inventory
* Complete Inclusive Education Action Plan
* Begin initial implementation of Action Plan