

# School RISE Part 2:

# Features Reflection

Focus Area 3: *Instructional Practices*

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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.

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 schoolwide system

have this Set of Features in place to support an inclusive system of education?

**1**

**Some** features are in place for **some** students, but **not yet for** students with extensive support needs.

**2**

**Most** features are in place for **most** students, but **not yet for** students with extensive support needs.

**3**

**Most** features are in place for **most** students, including for **some** students with extensive support needs.

**4**

**Most** features are in place for **most** students, including **most** students with extensive support needs.

**5**

**All** features are in place for **all** students, including **all** students with extensive support needs.

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Focus Area 3: Instructional Practices

*Instructional Practices* describes the inclusive **mindset, procedures and structures,** and **collaborative practices** that are essential to **instructional design** and **delivery** within inclusive education systems. This Focus Area describes instructional practices that are critical to students with extensive support needs, including **specially-designed instruction**, **communication and behavior support practices**, and **transition practices** that are embedded within general education classes, lessons, activities, and routines. Finally, it describes components of school-level systems change, including **evaluation structures**, **improvement planning and implementation practices,** **school leadership,** and **school personnel practices** related to instructional practices.

3.1 To what extent does our schoolwide system facilitate a *Mindset* that:

1. reflects that the goal of instruction is to **empower our students** with disabilities to be **fully valued and participating members** of inclusive communities during and after exiting the system of education, rather than to “fix” or eliminate a disability
2. demonstrates a **clear set of values and high expectations for academic and essential skill acquisition** through the provision of inclusive instructional practices
3. reflects a **presumption of competence** of our students with extensive support needs (SwESN) demonstrated through the use of inclusive instructional practices
4. demonstrates an **unwavering belief** in the value of inclusive education for improving our students’ outcomes
5. supports **continuous improvement** in inclusive instructional practices
6. reflects the understanding that modifications of general education instruction and materials should be **only as special as necessary**

Rating Scale

**1**

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**Most** features are in place for **most** students, including **most** students with extensive support needs.**5**

**All** features are in place for **all** students, including **all** students with extensive support needs.

#### [Add Focus Area 3.1 rating to summary table](#_Focus_Area_1.1:)

3.2 To what extent does our schoolwide system facilitate *Procedures and Structures* that:

1. establish, adhere to, and monitor the use of **collaborative problem-solving**
2. reflect a commitment to **shared expertise and decision-making, role release,** and **collective responsibility,** across departments in the use of evidence-based inclusive instructional practices
3. result in **braided special and general education professional development opportunities** that ensure shared responsibility for, and implementation of, inclusive instructional practices
4. use **district facilitators, curriculum specialists, inclusion coaches, and other district experts** to increase the use of inclusive education instructional practices

Rating Scale

**1**

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#### [Add Focus Area 3.2 rating to summary table](#_Focus_Area_1.1:)

3.3 To what extent does our schoolwide system facilitate *Collaborative Practices* that:

1. ensure the **benefits of inclusive instructional practices** for our SwESN are understood and expected across all personnel and departments in the system of education
2. increase the use of **flexible models of supports and services** that are only as special as necessary are provided within the general education classes, lessons, activities, and routines
3. increase effective cross-discipline **co-planning, co-teaching, and co-assessing instruction**, and **evaluating the impact** of collaboration on our students’ learning in general education classes, lessons, activities, and routines
4. increase systemic advocacy for and monitoring of **family members as equal partners** in the education of their children with extensive support needs with intentionally planned and regular communication and consultation
5. increase **specially-designed instruction (SDI)** that is co-planned, co-taught, and co-assessed in general education classes, lessons, activities, and routines by a cross-disciplinary team
6. increase the **delivery of related services** for our SwESN within general education classes, lessons, activities, and routines
7. ensure our SwESN receive **grades** based on the same general education curriculum as their classmates, with individually determined modifications as needed

Rating Scale

**1**

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#### [Add Focus Area 3.3 rating to summary table](#_Focus_Area_1.1:)

3.4 To what extent does our schoolwide system facilitate *Instructional Design* that:

1. **empowers our students** with and without disabilities to be **fully valued and participating members** of inclusive communities
2. ensures the use of **research-based, culturally-relevant, and respectful** inclusive instructional practices that meet individual needs of all our students
3. reflects the use of principles and practices of **Universal Design for Learning** by providing multiple individualized means of acquiring and demonstrating learning across general education classes, lessons, activities, and routines
4. ensures all our students participate in **all tiers** of schoolwide tiered systems of academic and behavior support and intervention
5. reflects the **least dangerous assumption** while preparing all our students for inclusive lives during and after exiting school

Rating Scale

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#### [Add Focus Area 3.4 rating to summary table](#_Focus_Area_1.1:)

3.5 To what extent does our schoolwide system facilitate *Instructional Delivery* that:

1. increases the time our SwESN are **engaged** in instruction within general education classes, lessons, activities, and routines with their age-grade level classmates
2. ensures instructional personnel have **expertise** in practices to meet the learning needs of our SwESN
3. provides instructional support that is only as special as necessary through the use of **naturally-occurring** support networks, prompts, materials, and reinforcers
4. results in **reciprocal interactions** between our SwESN and other age-grade general education classmates to support and improve learning
5. **uses formative and summative data** for decision-making related to effectiveness of instruction toward progress on general education curriculum goals and IEP goals for our SwESN
6. includes the **use of flexible heterogeneous grouping** within general education classes, lessons, activities, and routines
7. **uses instructional and assistive technology, and adapted curriculum materials** during general education classes, lessons, activities, and routines

Rating Scale

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#### [Add Focus Area 3.5 rating to summary table](#_Focus_Area_1.1:)

3.6 To what extent does our schoolwide system facilitate *Specially-Designed Instruction* that:

1. uses individualized strength-based **evaluations and assessments aligned with** age-grade level **general education content standards** to determine individualized instructional goals for our SwESN
2. **aligns individualized instructional goals, instruction, and assessment** that are delivered for our SwESN within age-grade level general education classes, lessons, activities, and routines
3. reflects implementation of **individual student support plans** to ensure progress in general education curriculum and IEP goals for our SwESN
4. embeds instruction in skills leading to **self-determination** for all our students
5. promotes **generalization** of instruction across inclusive contexts, people, activities, and materials
6. **uses flexible service delivery models, specialized equipment, accommodations, and modifications** to ensure our students' progress on goalsduring instruction in age-grade level general education classes, lessons, activities, and routines
7. **monitors** the use of evidence-based instructional practices for SDI for our SwESN during general education classes, lessons, activities, and routines

Rating Scale

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#### [Add Focus Area 3.6 rating to summary table](#_Focus_Area_1.1:)

3.7 To what extent does our schoolwide system facilitate *Communication Support Practices* that:

1. monitor and increase the percentage of our SwESN who have a **robust system of communication**
2. ensure all our students, regardless of age and learning needs, have **consistent instruction on communication skills** and **access to communication systems**
3. ensure decisions about **vocabulary** on a student’s augmentative and alternative communication (AAC) system are made by the **student, their family, education team members, and classmates**
4. support our students communication by embedding instruction for a **variety of purposes, with varying people, and with multiple ways of communicating** across general education classes, lessons, activities, and routines
5. ensure all conversational partners **communicate directly** with our students, regardless of their mode of communication
6. provide funding, resources, outreach, and support for **acquisition of and training on AAC systems** for instructional personnel, family members, and peers who interact with our SwESN

Rating Scale

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#### [Add Focus Area 3.7 rating to summary table](#_Focus_Area_1.1:)

3.8 To what extent does our schoolwide system facilitate *Behavior Support Practices* that:

1. demonstrate the understanding that challenging behavior is a **method of communication** when addressing learning and behavioral concerns for individual SwESN
2. monitor and increase the use of **multi-tiered systems of behavioral interventions and support,** including evidence-based classroom management strategies and alternatives to suspension, expulsion, restraint, and seclusion
3. include **all SwESN** in **all tiers** of schoolwide systems of positive behavior interventions and supports
4. **monitor and increase the use** of evidence-based positive behavior interventions and supports that **braid practices** from applied behavior analysis, cognitive behavioral intervention, trauma-informed practice, and SDI
5. **ensure positive behavior interventions and supports** are provided to reduce challenging behavior that is perceived as a barrier to remaining in or returning to general education classes, lessons, activities, and routines

Rating Scale

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#### [Add Focus Area 3.8 rating to summary table](#_Focus_Area_1.1:)

3.9 To what extent does our schoolwide system facilitate *Transition Practices* that:

1. ensure SwESN in **grades 6-8** receive instruction on transition goals within general education classes, lessons, activities, and routines
2. ensure SwESN in **grades 9-12** receive instruction on transition goals with their age-grade level classmates ingeneral education programs, internships, and other opportunities
3. facilitate the participation of **18-21 year-old SwESN** in post-secondary education and transition services in community-based instruction to meet their transition goals while creating natural support networks
4. facilitate transition services through **collaboration** among the student and their family, district personnel, and community agencies
5. **monitor** evidence-based instructional practices for the transition of each SWESN, leading to their belonging in their neighborhood communities, development of natural support networks, and competitive employment

Rating Scale

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#### [Add Focus Area 3.9 rating to summary table](#_Focus_Area_1.1:)

3.10 To what extent does our schoolwide system facilitate *Evaluation Structures* that:

1. **monitor implementation** of policies and procedures that support the use of inclusive education instructional practices, including the use of teacher and administrator evaluations
2. facilitate and evaluate the **impact of job-embedded professional development** with coaching for all personnel to improve and sustain the use of evidence-based inclusive education practices
3. identify and **remove school systemic barriers** to the implementation of SDI practices for SwESN during general education classes, lessons, activities, and routines
4. identify and **disrupt school systemic practices** that result in SwESN and other marginalized groups being disproportionately excluded from high quality instruction during general education classes, lessons, activities, and routines

Rating Scale

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#### [Add Focus Area 3.10 rating to summary table](#_Focus_Area_1.1:)

3.11 To what extent does our schoolwide system facilitate *Improvement Planning and Implementation Practices* that:

1. demonstrate a systemic acceptance and promotion of **change as a normal** **and positive process** that uses implementation science methods and strategies to promote continuous improvement
2. include **reflection** on inclusive education practices by instructional personnel and other stakeholders
3. engage **families, self-advocates, and allies** in the development and implementation of improvement plans
4. increase use of **evidence-based inclusive education instructional practices** for SwESN
5. result in **shared responsibility** for the instruction and progress of all general education students with and without disabilities, including SwESN, within general education classes, lessons, activities, and routines
6. use **funding and other resources** to implement, evaluate, and sustain inclusive education instructional practices

Rating Scale

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#### [Add Focus Area 3.11 rating to summary table](#_Focus_Area_1.1:)

3.12 To what extent does our schoolwide system facilitate *School Leadership* that:

1. shares responsibilityfor a **single inclusive system of education** with structures, processes and policies that blend special and general education services
2. **addresses systemic inequities** in the instruction of SwESN by analyzing district and school data, providing resources and funding, and holding schools accountable for changes
3. **shares responsibility for the instruction and progress** of all general education students with and without disabilities, including SwESN, within general education classes, lessons, activities, and routines
4. facilitates and evaluates the **impact of professional development with job-embedded coaching** to support learning by all personnel to increase the use of evidence-based inclusive instructional practices
5. provides and evaluates the effectiveness of resources and strategies that result in **families understanding and advocating** for inclusive instructional practices

Rating Scale

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#### [Add Focus Area 3.12 rating to summary table](#_Focus_Area_1.1:)

3.13 To what extent does our schoolwide system facilitate *School Personnel Practices* that:

1. ensure all school communications use **person-first language**, unless otherwise specified by self-advocates, and respects diversity of human variability
2. **braid special and general education professional development opportunities** that promote shared responsibility for the education of all general education students with and without disabilities
3. include systematic proactive recruiting, hiring, training, and retaining strategies informed by data and reflective practice, that **ensure qualified personnel** for improving the use of inclusive education instructional practices for SwESN
4. utilize **district coaches and facilitators** who have experience and expertise in inclusive education instructional practices for SwESN and provide technical assistance and coaching for **school administrators and other stakeholders**
5. reflect the **demographic and natural proportions** of the surrounding community, including people with disabilities

Rating Scale

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#### [Add Focus Area 3.13 rating to summary table](#_Focus_Area_1.1:)

Focus Area 3: Positive Examples and Areas for Improvement

| **Set** | **Positive Examples and Areas for Improvement** |
| --- | --- |
| **3.1 Mindset** |  |
| **3.2 Internal Collaborative Practices** |  |
| **3.3 District and School Collaborative Practices** |  |
| **3.4 Instructional Design** |  |
| **3.5 Instructional Delivery** |  |
| **3.6 Specially-Designed Instruction** |  |
| **3.7 Communication Support Practices** |  |
| **3.8 Behavior Support Practices** |  |
| **3.9 Transition Practices** |  |
| **3.10 Evaluation Structures** |  |
| **3.11 Improvement Planning and Implementation Practices** |  |
| **3.12 School Leadership** |  |
| **3.13 School Personnel Practices** |  |

Focus Area 3: Summary Table

|  |  |
| --- | --- |
| **Summary Table: Sets of Features for *Instructional Practices*** | **Rating** |
| **3.1 MINDSET** |  |
| **3.2 INTERNAL COLLABORATIVE PRACTICES** |  |
| **3.3 STATE AND DISTRICT COLLABORATIVE PRACTICES** |  |
| **3.4 INSTRUCTIONAL DESIGN** |  |
| **3.5 INSTRUCTIONAL DELIVERY** |  |
| **3.6 SPECIALLY-DESIGNED INSTRUCTION** |  |
| **3.7 COMMUNICATION SUPPORT PRACTICES** |  |
| **3.8 BEHAVIOR SUPPORT PRACTICES** |  |
| **3.9 TRANSITION PRACTICES** |  |
| **3.10 EVALUATION STRUCTURES** |  |
| **3.11 IMPROVEMENT PLANNING AND IMPLEMENTATION PRACTICES** |  |
| **3.12 SCHOOL LEADERSHIP** |  |
| **3.13 SCHOOL PERSONNEL PRACTICES** |  |

Connecting *Instructional Practices* to T-I-E-S

|  |  |
| --- | --- |
| **How T-I-E-S relates to**  ***Instructional Practices*** | **What needs to change to increase T-I-E-S for *Instructional Practices*** |
| **Time:** increased number/percent of school personnel who implement policies and procedures that lead to instruction of SwESN in general education classes including math, ELA, science, and social studies |  |
| **Instructional effectiveness:** increased number/percent of classes in which education teams use evidence-based inclusive education practices for SwESN in general education classes, lessons, and activities |  |
| **Engagement:** increased number/percent of classes in which SwESN are engaged in instruction provided by education teams with relevant expertise in embedding SDI in general education classes, lessons, and activities |  |
| **Support:** administrative support that results in collaborative teaming that increases the number/percent of SwESN receiving SDI in general education classes including math, ELA, science, and social studies |  |