# TIES Center LogoState RISE Part 2

# General Education Curriculum Content and Access: 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: GENERAL EDUCATION CURRICULUM CONTENT and ACCESS**

This focus area describes evidence-based practices regarding the content of instruction and the conditions that enable access to general education curricula for all students, including students with significant cognitive disabilities.

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

| **DECISION-MAKING ABOUT CURRICULA with:** | **RATING**  |
| --- | --- |
| * one set of general education curricula selected for use with all general education students in the same age-grade level, including students with significant cognitive disabilities
* joint professional development with coaching building expertise in adapting and supplementing the general education curricula to meet the needs of students with significant cognitive disabilities,
* supplemental special education curricula being used to support access to the general education curricula
* professional development being provided by curricula vendors includes all teachers and addresses accessibility for students with significant cognitive disabilities
* general education curricula being provided in a variety of accessible formats
* the diversity of language, culture, ethnicity, and student communication mode and abilities represented
* the same age-grade level general education curricula with appropriate supports being taught to all general education students, including students with significant cognitive disabilities
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- 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:

| **INDIVIDUAL STUDENT CURRICULUM DECISIONS with:** | **RATING**  |
| --- | --- |
| * IEP goals, instructional content, interdisciplinary instruction, and assessment of progress for students with significant cognitive disabilities aligned with grade-level general education curricula
* communication support provided to enable demonstration acquisition of age-grade level curriculum content and embedded essential skills during general education lessons, activities, and routines
* opportunities for students to acquire self-determination, self-monitoring, and other social-emotional skills built into instruction in general education lessons, activities, and routines
* the progress of students with significant cognitive disabilities assessed on individualized instructional content from the grade-level general education curriculum and embedded essential skills
* students with significant cognitive disabilities participating with their age-grade level classmates in the same general education community-based learning opportunities
* person-centered planning strategies for IEP content, transition to adult life, and graduation plans
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- 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:

| **GENERAL EDUCATION CURRICULUM ACCESS with:** | **RATING** |
| --- | --- |
| * all instruction planned using the principles of Universal Design for Learning
* demonstration of evidence-based practices needed to support curriculum access
* the provision of assistive and instructional technology that allows access, engagement, and student progress in general education curriculum
* communicative competence improvement trajectory evident on a student's IEPs across multiple years
* training in and use of naturally-occurring support networks, prompts, materials, and reinforcers so that support is only as special as necessary
* IEP supports and services that lead to engagement, independence, and progress in general education curricula and that are provided routinely general education classes
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- 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:

| **COLLABORATION FOR CURRICULUM ACCESS with:** | **RATING**  |
| --- | --- |
| * sufficient regularly scheduled time for collaborative co-planning, co-implementing and co-assessing evaluating specially-designed instruction for students with significant cognitive disabilities
* families participating as equal team members in co-planning and problem-solving
* co-planning, co-implementing and co-assessing evaluation of instruction designed to ensure progress in general education curricula for students with significant cognitive disabilities
* co-planning, co-implementing, and co-assessing effectiveness of accommodations and supports to meet individual students' needs for engagement in general education lessons, activities, and routines
* general education curricula are provided in a variety of accessible formats that are only as different as they need to be to meet individual students’ learning needs
* multiple opportunities and modes for student communication and responses in general education classes, activities, and routines
* instruction and data collection on individualized IEP goals occurring during general education lessons, activities, and routines
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- All features/ Most students with SCD   |

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| --- | --- | --- | --- |
| **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 LEADERSHIP that:** | **RATING**  |
| --- | --- |
| * facilitates understanding of and advocacy for federal and state laws and policies related to access to the general education curriculum and settings
* provides professional development opportunities that include technical assistance and coaching based on the needs of personnel and families
* demonstration of clear set of values and high expectations consistent with general education curriculum access for students with the significant cognitive disabilities
* implement policies, procedures and practices that include specialized educational personnel and stakeholder reflection to develop and implement improvement plans that increase access to the general education curriculum for students with significant cognitive disabilities
* uses 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, followed by scheduling personnel to meet student needs across subject areas
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- 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 EDUCATION SYSTEMS that** | **RATING**  |
| --- | --- |
| * annually monitor and publicly report disaggregated data on student outcomes
* annually monitor whether 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
* annually monitor access to, engagement in, and progress on the general education curriculum for students with significant cognitive disabilities to ensure increased access across years
* 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 SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- 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 RESOURCES PRACTICES that:** | **RATING**  |
| --- | --- |
| * include systematic proactive recruiting, training, and retaining strategies informed by data and reflective practice, that ensure qualified personnel for facilitating access to the general education curriculum for students with significant cognitive disabilities
* provide support for highly qualified coaches and facilitators with experience and expertise in the general education curriculum and access for students with significant cognitive disabilities, who provide professional development with technical assistance and coaching for administrators and other personnel
* implement a decision-making process to review and determine appropriate assessments and activities used to determine IEP goals, services and supports to meet each student’s needs, and student progress
* have well-attended, regularly offered workshops and technical assistance with job-embedded, ongoing coaching to implement standards-based IEPs in general education classes, activities, and routines
* implement a braided system of job-embedded professional development aligned with evidence-based practices on general education curriculum and access for students with significant cognitive disabilities, including technical assistance with coaching
 | 1- Some features for all students/not yet for SCD2- Most features for all students/not yet for SCD3- Most features/Some students with SCD4-Most features/Most students with SCD5- All features/ Most students with SCD |

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

## Curriculum Content and Access Summary Table

| **Sets of Features** |  **RATING** |
| --- | --- |
| **DECISION-MAKING ABOUT CURRICULA** |  |
| **INDIVIDUAL STUDENT CURRICULUM DECISIONS** |  |
| **GENERAL EDUCATION CURRICULUM ACCESS** |  |
| **COLLABORATION FOR CURRICULUM ACCESS** |  |
| **STATE LEADERSHIP** |  |
| **STATE EDUCATION SYSTEMS** |  |
| **STATE HUMAN RESOURCES 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