# TIES Center Logo State RISE Part 2

# Values and Climate: 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: VALUES and CLIMATE**

This focus area describes the conditions that result in equitable and inclusive states, districts, and schools.

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

| **A STATE MISSION AND VISION FOR INCLUSIVE EDUCATION that:** | **RATING**  |
| --- | --- |
| * values diversity
* supports a philosophy that every student can learn
* commits to each district being accountable for demonstrating progress of all students in age-grade level general education curriculum at their neighborhood school or school of choice
* commits to the preparation of all students' success after high school
* ensures all general education students with and without disabilities are equal and valued contributing members of the same schools, classes, and age-grade level communities
* demonstrates a clear set of values and high expectations consistent with the presumption of competence of students with significant cognitive disabilities to communicate and demonstrate progress in both the general education curriculum and higher order thinking
* collaboration across state special and general education departments to promote shared responsibility for the education of all general education students with and without disabilities
* ensures all state communications use person-first language, unless otherwise specified by self-advocates
* presumption of competence of students with cognitive disabilities demonstrated through state communications
 | 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:

| **A STATE MINDSET that**  | **RATING**  |
| --- | --- |
| * acknowledges potential systemic inequities in the education of individuals with significant disabilities through continuous reflection
* demonstrates an understanding of disability and special education through an intersectional lens
* demonstrates an unwavering belief in the value of inclusive education for improving student outcomes
* demonstrates a systemic acceptance and promotion of change as a normal and positive process that leads to continuous improvement
* demonstrates a clear set of values and high expectations consistent with inclusive education
* demonstrates the understanding that challenging behavior is a method of communication
 | 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:

| **A COMMITMENT TO COLLABORATIVE PRACTICES with**  | **RATING** |
| --- | --- |
| * shared expertise, collaborative decision-making, collaborative problem-solving, and collective responsibility among state and district personnel, families, and the community for the success of all students
* shared roles and responsibilities and utilization of combined expertise to meet the learning needs of all students through ongoing co-planning, co-implementing and co-evaluating instruction
* effective collaboration and communication across all personnel and departments indicating that inclusive practices are understood and expected across the system
* all professional development opportunities including job-embedded professional development and coaching are aligned with the state’s vision for inclusive education and monitoring for effectiveness and outcomes
 | 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 COMMITMENT TO FAMILY AND COMMUNITY ENGAGEMENT through**  | **RATING**  |
| --- | --- |
| * systemic advocacy for diverse community and family organizations as full partners in the state’s processes to eliminate all barriers to inclusive education
* systemic advocacy for and monitoring of family members as equal partners in the education of their children with significant disabilities with intentionally planned and regular communication and consultation
* respect for diversity of culture, language, and family configuration in all interactions
* emphasis on transition to inclusive adult lives and competitive employment through interagency agreements, collaboration with family and community agencies and support to school districts
* monitoring to ensure cultural and linguistic relevance of family resources and trainings
 | 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:

| **LEADERSHIP with**  | **RATING**  |
| --- | --- |
| * a unified approach across leaders supporting continuous improvement in development of inclusive school districts
* structures, processes, and policies that blend special and general education initiatives and practices into a single system
* commitment to shared responsibility for inclusive education and progress of all general education students with and without disabilities, including students with significant cognitive disabilities
* all stakeholder groups engaged as equal members of all leadership teams
* support for school districts as they work toward more inclusive education practices
 | 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:

| **PERSONNEL PROCEDURES that**  | **RATING**  |
| --- | --- |
| * include hiring and personnel evaluation policies, procedures, and practices that reflect the vision and mission for inclusive education
* ensure use of strategies and processes that support inclusive education and hiring of individuals with disabilities across all organizational levels
* ground all teacher evaluation tools in evidence-based practices for inclusive education
 | 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:

| **EDUCATION SYSTEMS that**  | **RATING**  |
| --- | --- |
| * provide financial incentives to build and sustain inclusive education practices
* result in all general education students with and without disabilities being equal and valued contributing members of the same schools, classes, and age-grade level communities
* support formal and informal partnerships with universities and national experts to support inclusive education
* provide funding and resources to investigate systemic biases reflected in policies, procedures, and practices that might impact placement, curriculum, and instruction decisions for individual students and groups of students
* provide resources, outreach, and support for family leadership and advocacy related to inclusive education systems
* provide funding, resources, outreach, and support for all students using AAC systems
 | 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)** |
| --- | --- | --- | --- |
|  |  |  |  |

## Values and Climate Summary Table

| **Sets of Features** |  **RATING** |
| --- | --- |
| **MISSION AND VISION**  |  |
| **MINDSET FOR INCLUSIVE EDUCATION**  |  |
| **COMMITMENT TO COLLABORATIVE PRACTICE** |  |
| **COMMITMENT TO FAMILY AND COMMUNITY ENGAGEMENT**  |  |
| **LEADERSHIP**  |  |
| **PERSONNEL PROCEDURES** |  |
| **EDUCATION SYSTEM**  |  |

**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