



Inclusive Structural and Instructional Practices Self-Assessment

Directions

Step 1: Print or make a copy of this DRIVE document.

Step 2: Complete the self-assessment - Administrators and/or coaches rate your staff overall. Teachers and related service Providers, rate yourself overall on a scale of 0-5.

- 0= no, not at all, never
- 3= sometimes, moderately, or inconsistently
- 5= yes, always, or strongly

Step 3: Reflect upon your ratings and what this means for identifying strengths, priorities, and needs. Engage in deeper reflection by using the guiding questions from all or some of the [Inclusive System Change Path](#) milestones (there are 7).

Step 4: Share results with other decision-makers and identify goals and your next action step. At a minimum determine what you will accomplish as it relates to inclusive education in the next year, 3 months, within the next 30 days?

Self-Assessment Key

Beliefs - Does your staff (or do you) hold this to be an important belief?

Skills - Does your staff (or do you) have the skills to implement this practice or idea?

System - Does the larger school district or system support the implementation of this practice or idea?

Notes - Add notes in the notes column to give more detail about your ratings.

Educational Systems, Structures, and Policies	Beliefs	Skill	System	Notes
12 Key Structural Practices				
Systems and structures center and value human diversity, foster strong relationships, and create a true sense of belonging				
Hiring practice ensure diverse and inclusive-minded leaders, creative and compassionate educators, and skillful paraprofessionals				
Classrooms and ratios are heterogeneous and based upon natural percentages/proportions with regard to ability labels				
Staff have meaningful collaboration time and receive ongoing support and feedback				

Staff have strong emotional intelligence (e.g., aware of implicit and explicit biases, act with empathy and compassion, work from a growth mindset, avoid labels and limiting beliefs)				
Educators see disability as a form of diversity and uphold the unique value and dignity of children and families				
Families are partners and their dreams for their children are incorporated into lessons and individual plans				
All students go to their “home” preschool program regardless of ability/disability				
All students have access to, participate in, and learn through equitable practices, policies, and procedures (e.g., students with disabilities have multiple daily interactions with students without disabilities)				
A culture where students’ multiple identities are seen and celebrated exists				
All students receive continuous and seamless support and enrichment				

Five Powerful Inclusive Classroom/Instructional Practices	Beliefs	Skills	System	Notes
1) Collaboration and Co-Teaching				
Co-Teaching is effectively used to reduce student/adult ratios				
Co-Teaching is effectively used to create access points for students				
Co-Teaching is effectively used to create novel and fun learning experiences				
Educators are using all 6 co-teaching models , and the most effective three models the majority of the time				
There is parity between co-teachers				
Co-teachers use effective intentional planning strategies				

Co-teachers leverage the power of paraprofessionals in supporting instruction				
2) Differentiation				
All educators know how to help students learn by staying and/or returning to a “ready brain” state				
Purposeful choices are regularly provided for ALL students				
Teams move away from ability grouping and rotate groups often				
Educators differentiate content, process, and product across all subjects, lessons, and activities				
Educators use student strengths, needs, and cultural and personal identities to plan instruction				
Differentiated instruction communicates to students that diversity is valued and celebrated				
3) Adaptations (which include accommodations and modifications) to Support Access to Grade-Level Content				
Creating adaptations for specific students is a natural extension of collaborative teaching and differentiated instructional planning				
Adaptations provide students with meaningful access to grade-level content in general education classrooms				
Adaptations are connected to the individual student needs rather than based on disability label or an IEP drop-down menu				
General and special education staff work together with the student and family to prioritize the skills and goals that will help the student make progress in grade-level curriculum through their IEP				
4) Natural (and sometimes invisible) Supports				

Staff provide all students with environmental supports such as flexible seating, designated space for movement, and easy access to adaptations and communication supports				
Staff provide natural supports (e.g. invisible and material supports and peer supports) throughout a students day to increase student independence, autonomy, and sense of belonging				
Staff facilitate peer support to increase student connection and interdependence				
Staff work together to increase natural supports and intentionally work to fade 1:1 adult support whenever possible				
5) Behavior Supports				
Educators, families, and leaders assume children’s competence and positive intent				
Educators understand the science of responsive and reactive behaviors (e.g., stress directly leads to reactive behavior, students are co-regulated before they are able to self-regulate, learning can’t occur when in a reactive state)				
Educators possess a deep and wide toolbox for providing students with consistent, compassionate, and restorative behavioral supports				
Educators know how to co-regulate with students and know how to keep and/or bring students back to the zone of optional learning				
Educators understand the communicative role of reactive behaviors				
Educators actively work to reduce stressors for students all day long				
Educators work collaboratively with other team members and students to create success plans that hold everyone accountable to themselves and the school community				