**SPECIAL EDUCATION ASSESSMENT TOOL[[1]](#footnote-1)**

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|  | **EVIDENCE** | **OBSERVATION** |
| **INCLUSIVE ACADEMIC INSTRUCTION:**  Schools use multi-tiered instructional strategies, differentiation, Universal Design for Learning (UDL), and flexible grouping to support instruction all students, including those with the most extensive support needs. | * School has clear expectations regarding UDL, differentiation, and flexible grouping, and provide sufficient resources and learning opportunities to use these well * School has a system to regularly and formally monitor all components of UDL * Universal screenings are used to identify students at risk of failure at least 3 times a year and more frequent assessments are available if more monitoring is needed. * School has Tier II and III interventions available. Those interventions are implemented with fidelity * School has clear access and exit rules to identify when students need to participate in advanced tier interventions. * School has universal screeners to proactively provide supports for students at risk |  |
| **INCLUSIVE BEHAVIOR INSTRUCTION:**  Inclusive Behavior Instruction is a proactive approach to teaching social and behavior skills. Schoolwide interventions identify instructional priorities using multiple sources of data, prevent behavior challenges, and provide social and behavior supports. | * Behavior team includes people who interact with students in a variety of ways (grade level educators, special educators, other specialists) * Functional behavior assessments are available for all students who need advanced supports regardless of their eligibility for IEPs * Tier II and III behavior plans include strategies for prevention, strategies for increasing desired behaviors, strategies for minimizing rewards for problem behavior, and exit criteria * School measures and monitors fidelity of Tier II and III behavior interventions and supports * Teams review both behavior and academic data to understand student performance |  |
| **STRONG AND ENGAGED SITE LEADERSHIP:**  Strong and Engaged Site Leadership is the foundation for implementing, transforming, and sustaining systems throughout a school. The principal and leadership team empower educators and families to contribute to core school decisions to improve teaching and learning. | * Leadership team meets regularly * Leadership team coaches and trains teachers * Leadership team reflects a variety of grade and content levels * Leadership team regularly reviews student data and uses it to make decisions such as areas of professional development and resource allotment * Team meetings are structured so that educators and other team members can contribute to decisions and school practices * Leadership team is easy for educators to access * Interventions are structured to incorporate both parent and student perspectives as well as assessment data * Interventions are modified regularly based on outcomes and input from all stakeholders * Action plans are based on data and modified when the data changes * School uses all levels of outcome data (individual, classroom, grade level, student subgroups) to make instructional decisions |  |

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| **STRONG EDUCATOR SUPPORT SYSTEM:**  A Strong Educator Support System provides the structures that enable educators to constantly improve their practices. Instructional supports may include professional learning, instructional coaching and supportive, useful evaluation with a focus on building knowledge and skills. | * School has time set aside for planning among teaching pairs and groups including specialized educators * Leadership supports a constant culture of teaching and learning improvement, including improvement for administrators through participation in team meetings, classroom walkthroughs, and other activities that promote instructional outcomes. * School supports proactive mentoring and coaching for all educators in all subject areas * If requested, educator supports (PD, resource delivery etc.) occur within 3 months of the request * Leadership team uses educator feedback to choose new resources or curricula * Educators report feeling like they have enough supports for quality instruction * Educator evaluation system uses multiple sources of data and provides useful, actionable feedback. * School monitors the implementation of instructional practices and uses fidelity data to assess the effectiveness of interventions |  |
| **FULLY INTEGRATED ORGANIZATIONAL STRUCTURE:**  Full participation in the general education curriculum for all students.  All students participate in the general education curriculum instruction and activities of their grade level peers, and schools embrace ways to redefine roles of paraeducators and teaching assistants to support all students. | * General educators are responsible for all students in their class including students with IEPs and all students with IEPs are included in general education with the assistance of peer-assisted learning or co-teaching * Teaching teams have shared agendas, clear assignments, note for actions to be taken and follow-up on actions. * All adults regardless of title are responsible for all students academic and behavioral outcomes with a formal policy or job description * Para-educators are engaged with students * Both special educators and general educators are responsible for all students participating in grade level instruction |  |
| **STRONG AND POSITIVE SCHOOL CULTURE**  A Strong and Positive School Culture creates an atmosphere in which everyone feels like they belong. Particularly, students have equal access to extracurricular learning activities with appropriate supports, and school personnel share responsibilities to educate all students. | * Our school uses collaborative planning and co-teaching to include more students in the core curriculum in ALL classrooms * Students with IEPs have equal opportunities to participate in extracurricular activities * School assesses the status of culturally responsive practices and plans actions to improve it |  |

1. Based on SWIFT Field Guide at www.swiftschools.org [↑](#footnote-ref-1)