



## INCLUSIVE PRACTICES IMPLEMENTATION RUBRIC

**School:**

**District:**

**Date:**

*This rubric is for schools working to build their inclusive practices through a district-wide initiative to develop and support “demonstration” sites where educators design and deliver instruction and interventions through an inclusive approach to supporting each and every child who belongs to the school community.*

### **What are “inclusive” schools?**

An inclusive school ensures that each and every child has a sense of belonging, participates in general education instruction and interventions, and receives specialized services to address the impact of a disability or when English is not their first language. All children and youth are assigned to classes without ability-based tracking or segregation apart from peers. Inclusive leaders help their staff identify and address disparities resulting from differences in gender (identity, expression, sexual orientation, etc.), socio-economic status, ability, race/ethnicity, primary language, or another distinguishing characteristic. Inclusive educators design and deliver instruction collaboratively as teacher roles are re-crafted, and administrators support teachers in the process of transformation.

The MCIE school-based transformation process is 3-year approach to systematic and strategic change. Technical assistance is provided to the school leadership and educators through a district-MCIE partnership. The first year is devoted to exploration and preparation based on the school culture, capacity, and current configuration. Grades are ‘targeted’ for implementation of inclusive practices and planning with families of children currently served in separate settings. In Year 2, educators are supported to implement inclusive instruction and social support, while planning inclusion for the rest of the school. Practices such as collaboration to adapt curriculum and implementing a multi-tiered system of interventions and supports are strengthened. In the third year, implementation is scaled up across the school grades; with plans for supporting sustainability over time. Some schools take 5 years to implement the process across all grades due to a variety of factors; few schools accomplish this in less time.

This document was developed in collaboration with the Calvert County Public Schools Inclusive Education Facilitators, Maryland. MCIE is grateful for their partnership and dedication to an equity lens for including each and every learner. Updated 2024 by MARYLAND COALITION FOR INCLUSIVE EDUCATION.

**Year 1: school-based exploration and preparation** activities include staff engagement, data review, developing a shared understanding of inclusive education, providing information and training as needed and desired, planning for learners to be included, assigning learners proportionately across classes in a grade or subject for Year 2, assigning educator roles, building collaborative practices, and ensuring that the master schedule provides for collaborative planning time.

**Year 2: initial implementation:** Staff capacity is developed through professional learning and coaching; the school transformation team continues to meet monthly to deepen their understanding of inclusive education and plan for the remaining grades/subjects in the school.

**Year 3: full implementation:** Restructuring expands to all grades/subjects; all learners are educated in general education classes and interventions as needed; educators become proficient in grade-level and individual student collaboration, areas for continuous improvement are identified, and the master schedule enables time for the collaborative planning that is needed.



## IMPLEMENTATION RUBRIC

<b>3 Points</b> All items are in place.	<b>2 Points</b> Most of the items are in place.	<b>1 Point</b> At least one item is in place.	<b>0 Points</b> No items in place; not yet started.
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Area	Indicators of Inclusive Practices Implementation
<b>1. Leadership Team</b>	<ul style="list-style-type: none"> <li>• All team members can communicate the vision (i.e., why, what, how) to include ALL learners.</li> <li>• The team meets at least monthly with adequate time to review data on school practices and learner outcomes, focus on shared understanding of the importance of creating a sense of belonging and inclusion in the school community, and to develop next steps for continuous improvement.</li> <li>• The team uses collaborative team structures (e.g., agenda, rotating roles, notes, etc.).</li> <li>• The team has taken over the leadership roles and responsibilities from the district Inclusive Education Facilitator/Coordinator.</li> <li>• Inequities in experiences or outcomes by various groups of learners (e.g. by race, ethnicity, disability, first language, economics, or other characteristics) are identified by regular review of data.</li> <li>• Intentional methods to reduce and eliminate inequities is a part of the school improvement plan.</li> </ul>
Points:	Evidence/Notes: <ul style="list-style-type: none"> <li>•</li> </ul>
<b>2. Core Instruction</b>	<ul style="list-style-type: none"> <li>• All staff know the school-wide expectations for instruction and use of research-based curricula.</li> <li>• Teachers provide universally designed lessons and differentiate instruction based on characteristics of learners in the class.</li> <li>• Instruction is based on grade level standards.</li> <li>• Teachers create, explicitly teach, and regularly reinforce the use of routines for communication, transition, and participation in learning.</li> <li>• Teachers use explicit instruction, teaching skills for less to more complex using direct, clear, and concise instructional language</li> <li>• Teachers embed culturally responsive teaching strategies that are matched to the backgrounds of the learners in the class.</li> <li>• Learners are actively engaged, with high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback.</li> </ul>

Area	Indicators of Inclusive Practices Implementation
	<ul style="list-style-type: none"> <li>Learners spend most of the time in guided and flexible small groups, cooperative peer learning, independent research, and product development.</li> </ul>
Points:	Evidence/Notes: <ul style="list-style-type: none"> <li></li> </ul>
<b>3. Collaborative Team Planning</b>	<ul style="list-style-type: none"> <li>Designated common time for collaborative planning is built into the master schedule for grade level teams or subject area teams in addition to personal planning time.</li> <li>Collaborative teaching relationships are assigned to classes based on the needs of the learners in each class and the experience of the general education teacher.</li> <li>Teams use structured methods to create instructional strategies, identify barriers to learning, and design solutions to foster learner engagement and progress toward proficiency in grade level standards.</li> <li>General education teachers, specialized teachers (special educators, content specialists, intervention providers, etc.) and related service providers co-plan the delivery of specialized services and supports in the general education class for learners with disabilities, English learners, and others who have a service plan.</li> </ul>
Points:	Evidence/Note <ul style="list-style-type: none"> <li></li> </ul>
<b>4. Tiered System of Interventions</b>	<ul style="list-style-type: none"> <li>A universal screener is used to identify who needs supplementary instruction or support to master grade level standards.</li> <li>Differentiated instruction and scaffolding is regularly used as a Tier 1 intervention to support academic learning and building executive function skills by all members of the class.</li> <li>There are school teams in place that review grade level data for deciding who needs a supplementary or intensive intervention, and when that intervention is no longer needed.</li> <li>Interventionists are effectively trained to implement targeted and intensive interventions.</li> <li>All children in the school are a part of the tiered intervention system.</li> </ul>
Points:	Evidence/Note <ul style="list-style-type: none"> <li></li> </ul>
<b>5. Specially Designed Instruction</b>	<ul style="list-style-type: none"> <li>General and special educators adapt lessons to maximize engagement and acquisition of grade level content by learners with disabilities.</li> </ul>

Area	Indicators of Inclusive Practices Implementation
	<ul style="list-style-type: none"> <li>• General education teachers and specialists use co-teaching structures when assigned to deliver instruction or support services in the classroom at the same time.</li> <li>• General education teachers prepare instruction based on grade level state standards.</li> <li>• Special educators are effective at identifying and creating the supplementary aids and services and accommodations for general education lessons to promote skill development and embedded instruction in IEP goals for learners with disabilities.</li> </ul>
Points:	Evidence/Notes:
<b>6. Placing Learners in Natural Proportions</b>	<ul style="list-style-type: none"> <li>• All staff understand and participate in recommending placement of learners with extended support needs in natural proportions across the grade (primary schools) or subject (secondary schools).</li> <li>• A process is used for assigning learners to classes based on sharing service needs across teachers and not congregating learners with specific needs together is used annually.</li> <li>• Classes represent the natural proportions of learners with and without disabilities across the grade level or content area.</li> <li>• The protocol for this practice is written and has procedures for assigning new learners when they enroll at the school.</li> </ul>
Points:	Evidence/Notes:
<b>7. Individual Learner Planning</b>	<ul style="list-style-type: none"> <li>• Learners with additional support needs have a plan to provide those supports (English learners, those with disabilities, those with behavior support needs).</li> <li>• Learners with extensive support needs have a collaborative grade level or subject area team that meets to identify strengths, motivations, adaptations that work, and a participation plan for success in general education, including communication and self-advocacy when needed.</li> <li>• Learners with extensive support needs who are transitioning to a new school or are being included for the first time have a person-centered planning process with the family to identify hopes, dreams, and supports needed for success.</li> <li>• Time is dedicated for individual learner planning for those with extensive support needs</li> <li>• Teachers know how to collaborate and use planning tools effectively.</li> </ul>

Area	Indicators of Inclusive Practices Implementation
	<ul style="list-style-type: none"> <li>Teams use a strengths-based approach in planning for learners with complex or extensive support needs.</li> <li>Teams intentionally consider and plan to support each learner's sense of belonging as a condition for engagement in learning.</li> </ul>
Points:	Evidence/Notes:
<b>8. Professional Learning and Coaching Opportunities</b>	<ul style="list-style-type: none"> <li>School staff have identified priorities for professional learning and building their capacity to be effective educators of all learners who belong to the school community.</li> <li>Time is designated in PLC/after-school/faculty meetings to build a shared understanding of inclusive practices based on staff learning priorities.</li> <li>Structures or methods have been chosen by the faculty for developing skills and teaching practices.</li> <li>School administrators hold the faculty accountable for the agreed-upon new learning and provide support to teachers as needed.</li> <li>Teachers have access to district-provided specialists, coaches, and other staff to support their implementation of inclusive practices</li> </ul>
Points:	Evidence/Notes:

Total out of 24 = \_\_\_\_\_ (\_\_\_\_%)

**Priority for School Improvement**

1 <sup>st</sup> priority	
2 <sup>nd</sup> priority	
3 <sup>rd</sup> priority	