

Inclusion Assessment Implementation Audit^{11.29.10}



4- Exemplary	3-Proficient	2-Progressing	1- Not Meeting Standards
<p>All staff (content area teacher, related arts, and intervention specialists) share expertise in providing for instruction for student achievement that include; standards, instructional methods, assessments and intervention.</p> <p>Student spends some time in the resource room for frontloading, intervention, re-teaching or work on IEP goals.</p> <p>Content area teachers and Intervention Specialists meet weekly to discuss student needs and progress related to IEP goals and grade level indicators. There is evidence that students are making progress on <u>all</u> IEP goals and grade level indicators.</p> <p>Related Arts Teachers and intervention specialists meet monthly to discuss student needs, strategies, modifications, and/or accommodations.</p> <p>During instruction, Content Area Teacher</p>	<p>Content area teacher and Intervention Specialist share expertise for planning for instruction (standards, instructional methods, assessments and intervention). Roles and responsibilities are clearly defined.</p> <p>Student spends some time in the resource room for frontloading, intervention, re-teaching or work on IEP goals.</p> <p>Content area teachers and Intervention Specialists meet weekly to discuss student needs and progress related to IEP goals and grade level indicators.</p> <p>Related Arts Teachers and intervention specialists meet quarterly to discuss student needs, strategies, modifications, and/or accommodations.</p> <p>During instruction, Content Area Teacher</p>	<p>Content area teacher and Intervention Specialist share expertise for planning for instruction.</p> <p>Student spends some time in the resource room mostly for re-teaching or to work on IEP goals.</p> <p>Content area teachers and Intervention Specialists meet to discuss student needs and progress related to IEP goals and grade level indicators.</p> <p>Related Arts Teachers and intervention specialists meet at the beginning of the school year to discuss student needs, strategies, modifications, and/or accommodations.</p> <p>During instruction, Content Area Teacher</p>	<p>Content area teachers and Intervention Specialists work in isolation.</p> <p>Students spend most of their time in the resource room.</p> <p>Content area teachers and Intervention Specialists do not meet to discuss student needs and progress.</p> <p>Related Arts Teachers and intervention specialists do not meet to discuss student needs, strategies, modifications, and/or accommodations.</p> <p>During instruction, Content Area Teacher</p>

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<p>and Intervention Specialist provide a variety of instructional delivery models to reach all students. There is evidence that teachers continue to adjust delivery models to fit the needs of the students.</p> <p>Reflection of the lesson occurs weekly between the Content Area Teacher and the Intervention Specialist and changes are made to improve student achievement. There is clear and consistent evidence that those changes made showed improved student achievement.</p> <p>School district allocates resources for Professional Development, materials, and technology to support inclusion.</p> <p>Utilization of resources leads to improved student achievement.</p> <p>Flexible scheduling is utilized to allow for maximized student contact, weekly planning time with content area teachers, and professional development specific to</p>	<p>and Intervention Specialist provide a variety of instructional delivery models to reach all students.</p> <p>Reflection of the lesson occurs regularly between the Content Area Teacher and the Intervention Specialist and changes are made to improve student achievement.</p> <p>School district allocates resources for Professional Development, materials, and technology to support inclusion.</p> <p>Teachers utilize resources.</p> <p>Flexible scheduling is utilized to allow for consistent student contact, monthly planning time with content area teachers, and professional development specific to</p>	<p>and Intervention Specialist are aware of a variety of instructional delivery models to reach all students.</p> <p>Reflection of the lesson occurs between the Content Area Specialist and Intervention Specialist.</p> <p>School district allocates some resources for professional development, materials, and technology to support inclusion.</p> <p>Teachers utilize some of the resources.</p> <p>Flexible scheduling is utilized to allow for consistent student contact, sporadic planning time with content area teachers, and professional development specific to</p>	<p>and Intervention Specialist show no signs of shared delivery models.</p> <p>Reflection of the lesson does not occur between the Content area teacher and the Intervention Specialist.</p> <p>Resources are not adequately allocated or utilized.</p> <p>A flexible schedule is not utilized to support inclusion.</p>
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