

Exhibit 8.3 ~ School-wide and Classroom Based Teacher Expectations/ Behaviors In Successful Inclusive Schools

Question to frame your responses: Are students with disabilities not ready for the general education setting, or is the general education setting not ready for the learning and/or behavioral needs of students with disabilities?

7 Effective School-Wide Strategies Worksheet

Strategy	Strength(s) in this area	School goal for this area	Personal goal for this area
Creating a School-Wide Culture for Inclusion			
Celebrating the Success of All Students			
Developing Interdisciplinary Collaboration			
Implementing Effective Co-Teaching			
Establishing Active Learning Environments			
Implementing Successful Instruction			
Improving Grading and Student Assessment			

7 Effective Classroom Instruction Behaviors

Strategy	Strength(s) in this area	School goal for this area	Personal goal for this area
Prior to the start of each quarter teachers discuss: curricular goals, IEP goals, behavior management, grading and assessment for students with disabilities.			
Students with disabilities are given as many opportunities to give to others as they are to receive help.			
Classroom materials are rich and diverse, and include material embraced by "info-kids."			
Lesson Presentation: a) teacher talk is less than 50% of the lesson, b) teacher talk is paired with visuals, c) social skills are part of the lesson, and d) learning is active.			
Physical breaks occur at least once a period but ideally every 8-10 mins.			
Knowledge is presented in chunks.			
Multiple ways exist to assess students beyond paper and pencil tests.			