Optimized Inclusive Practices in Pennsylvania Framework

2014

Statement of Purpose

The *Optimized Inclusive Practices in Pennsylvania* Framework is designed to ensure that school personnel implement the big ideas, concepts and competencies needed to leverage data, systems and practices to effectively educate students who have complex instructional needs in inclusive educational settings. The big ideas, concepts and competencies within this Framework are written to highlight the features of an educational system that presumes competence and effectively includes students with complex instructional needs. However, the framework also has applicability for considering optimized practice for all learners.

Optimized inclusive educational practices build capacity in schools to educate students with complex instructional needs in the academic and independent living skills necessary for membership, participation and learning in all areas of their adult lives. Educators can use this Framework to realize the goal of college, career and community readiness for students with complex instructional needs in Pennsylvania's public schools.

The *OIP* Framework is designed to enable school personnel to frame a common vision based upon best practices and research in the area of inclusive practices. The Framework also guides school personnel to reflect on current data, systems and practices in their districts, schools and classrooms while charting a path towards optimized outcomes.

Definition:

Students with complex instructional needs comprise approximately 1-3% of the total student population in PA schools. These students often:

- Require significant adaptations and/or modifications to access and learn the grade level general education curriculum,
- Have significant difficulty reading and accessing grade-level text,
- Demonstrate a pattern of inconsistent progress on academic and functional skills, and/or
- Have difficulty expressing what they know and are able to do.

Additionally, these students may:

- Have a limited means of verbal and written communication, and
- Require augmentative/alternative communication and/or assistive technology in order to access, participate and make progress in the general education curriculum.

The *OIP* Framework outlines big ideas, concepts, competencies and suggestions for targeted professional development in the areas of:

- ☐ Leadership
- ☐ School climate
- ☐ Student placement decisions
- ☐ Purposeful collaboration
- ☐ Family and community involvement
- ☐ Instructional planning
- ☐ Effective instructional practices
- ☐ Supplementary aids and services

The *OIP* framework describes optimized inclusive educational practices that support membership, participation and learning for students with complex instructional needs in general education environments.

A. *Effective leadership* ensures that inclusive educational practices are embedded across policies and procedures, structures and professional development for stakeholders.

    A.1. An *inclusive education vision* is critical in supporting the achievement of all learners, including those with complex instructional needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
A.1.d.1 Develop an district-wide inclusive education vision statement that encompasses all learners, drawing on input from multiple stakeholders	A.1.sc.1 Develop a school-level inclusive education vision statement consistent with the district's overarching vision	A.1.c.1a Develop a shared inclusive education vision for each student, in partnership with the IEP team A.1.c.1b Establish instructional practices and procedures that are reflective of the school and district vision for all learners	A.1.st.1 Develop an inclusive vision (with other IEP team members) for their own school experience and post school goals
A.1.d.2 Promote the inclusive education vision with families, district, school and community stakeholders	A.1.sc.2 Promote the school's inclusive education vision with families and school and community stakeholders	A.1.c.2 Promote the school's inclusive education vision with families and students	A.1.st.2 a Communicate what the school's inclusive education vision means to themselves A.1.st.2b Communicate examples of how they are perceived as an important member of the school community
A.1.d.3.a Design and implement policies and practices aligned with the inclusive education vision, ensuring all students have access to grade level, high-quality standards-aligned instruction	A.1.sc.3 Design and implement policies and practices aligned with the inclusive education vision, ensuring all students have access to grade-level, high-quality, standards-aligned instruction	A.1.c.3.a Implement policies and practices aligned with the inclusive education vision, ensuring all students have access to grade-level, high quality standards-aligned instruction	

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
A.1.d.3.b Ensure that annual goals on student IEPs reflect grade level content standards	A.1.sc.3.b Ensure that annual goals on student IEPs reflect grade level content standards	A.1.c.3b Implement specific, strategies and supports towards student achievement of standards aligned IEP goals and objectives	
A.1.d.4 Identify and allocate resources, including those through the community, to align with the inclusive education vision	A.1.sc.4 Identify and allocate resources, including those through the community, to align with the inclusive education vision	A.1.c.4 Leverage resources, including those available through the school, district, and community, to support student achievement	A.1.st.4 Engage in problem-solving to identify resources and supports for peers and/or themselves

A.2. Accounting for inclusive educational practices informs *continuous improvement* for all students, including students with complex instructional needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
A.2.d.1 Examine district's policies and resource allocation in relation to the inclusive education vision and uses data for continuous improvement	A.2.sc.1 Examine school's policies and resource allocation in relation to inclusive education vision and uses data for continuous improvement	A.2.c.1 Seek input from school personnel, the student, and the student's family to ensure the student's program is consistent with the inclusive education vision	A.2.st.1 Provide input to school personnel and family members about the impact of their inclusive educational program
A.2.d.2 Use data to monitor and evaluate the achievement of all learners	A.2.sc.2 Use data to monitor and evaluate the achievement of all learners	A.2.c.2 Use data to monitor and evaluate the achievement of all learners, and to inform teaching and learning	A.2.st.2 Communicate about achievement in formal (e.g. student-teacher conferences, classroom/morning meetings) and informal settings
A.2.d.3 Monitor and evaluate inclusive education practices, educational placement data and other relevant data sources, and use that data for continuous improvement	A.2.sc.3 Monitor and evaluate inclusive education practices via relevant data sources, and use that data for continuous improvement.	A.2.c.3 Monitor and evaluate inclusive education practices in relation to student learning and use that data for continuous improvement.	A.2.st.3 Monitor and evaluate their own learning using self-assessment data

A.3. *Educational procedures* are designed in response to the needs of the full range of learners, including students with complex instructional needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
A.3.d.1 Build a multi-tiered system of supports (e.g. academic and behavioral instruction and intervention)	A.3.sc.1 Build a multi-tiered system of supports (e.g. academic and behavioral instruction and intervention)	A.3.c.1 Implement the tiered system of supports (e.g. academic and behavioral instruction and intervention) with fidelity across all school settings	
A.3.d.2 Direct the administration of the assessment components of a multi-tiered system of support and ensure those data are used to inform instruction and interventions.	A.3.sc.2 Supervise the administration of the assessment components of a multi-tiered system of supports and ensure those data are used to inform instruction and interventions.	A.3.c.2 Administer the assessment components of a multi-tiered system of supports and use those data to inform instruction and intervention.	
District Leaders	**School Leaders**	**Classroom Educators**	**Students-Complex Instructional Needs**
A.3.d.3 Use district level data to select socially-valid, evidence-based practices and programs to meet district needs	A.3.sc.3 Use school level data to select socially-valid, evidence-based practices and programs to meet school needs	A.3.c.3 Use student level data to select socially-valid, evidence-based practices and programs to meet student needs	A.3.st.3 Use individual data (e.g. data related to learning style, needs, academic achievement, etc.) to identify socially-valid, evidence-based personally relevant practices to meet individual needs
A.3.d.4 Evaluate the efficacy of evidence-based instructional programs	A.3.sc.4 Evaluate the efficacy of evidence-based instructional programs	A.3.c. 4 Evaluate the efficacy of evidence-based instructional practices and programs implemented with fidelity	
A.3.d.5 Provide direction and performance feedback to personnel on the implementation of the multi-tiered system of support.	A.3.sc.5 Provide direction and performance feedback to personnel on the implementation of the multi-tiered system of support	A.3.c.5 Provide feedback to school personnel on the implementation of the multi-tiered system of support	

A.4. *Educational delivery systems* are designed in response to the needs of the full range of learners, including students with complex instructional needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
A.4.d.1 Use district-level data and evidence-based instructional programs and practices to inform structures for educational delivery systems that are aligned with the district vision	A.4.sc.1 Use school-level data and evidence-based instructional programs and educational inclusive practices to inform school structures for educational delivery systems that are aligned with the inclusive vision	A.4.c.1 Use classroom-level data and evidence-based instructional programs and educational inclusive practices to inform educational delivery systems that are aligned with the inclusive vision	

A.5. *Sustained and coordinated professional development* for stakeholders deliberately includes considerations for students with complex instructional needs. (*See Appendix 3* *Continuum of Professional Development Considerations*)

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
A.5.d.1.a Align professional development plans and other district improvement initiatives with the district's inclusive education vision and associated policies and procedures. A.5.d.1.b Provide professional development to all district staff related to topics inherent to building and sustaining inclusive educational systems in response to identified needs (*See Appendix 4*)	A.5.sc.1 Align professional development plans and other school improvement initiatives with the inclusive education vision and associated policies and procedures. A.5.sc.1b Provide professional development to all school staff related to topics inherent to building and sustaining inclusive educational systems (in response to identified needs) (*See Appendix 4*)	A.5.c.1 Effectively apply skills and knowledge attained through professional development in the design and delivery of effective instruction aligned to the PA Core State Standards and IEP goals and objectives	

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
A.5.d.1c Provide on-going and embedded professional development opportunities (e.g. coaching, mentoring, PLCs, etc.) to ensure continuous growth in areas related to inclusive practices	A.5.sc.1c Provide on-going and embedded professional development opportunities (e.g. coaching, mentoring, PLCs, etc.) to ensure continuous growth in areas related to inclusive practices		
A.5.d.2 Monitor and evaluate skills and knowledge needed by all district staff and to inform professional development that is consistent with the education vision, policies and procedures.	A.5.sc.2 Monitor and evaluate skills and knowledge needed by all school staff and to inform professional development that is consistent with the education vision, policies and procedures.	A.5.c.2 Provide feedback to school personnel on skills and knowledge needed to implement the school's and district's education vision and associated policies and procedures.	
A.5.d.3 Provide professional development opportunities for all district staff to meet the district's inclusive education vision	A.5.sc.3 Provide professional development opportunities for all school personnel to meet the inclusive education vision	A.5.c.3 Seek-out and participate in professional development opportunities that support the school and district's inclusive education vision	
A.5.d.4 Provide on-going and embedded professional development opportunities (e.g., coaching, mentoring, PLCs, etc.) to ensure continuous growth of evidence-based practices	A.5.sc.4 Provide on-going and embedded professional development opportunities (e.g., coaching, mentoring, PLCs, etc.) to ensure continuous growth of evidence-based practices	A.5.c.4 Effectively apply skills and knowledge and integrate feedback attained from professional development on evidence-based practices	

B. *All students are welcomed and valued* as participating members of the school community.

B.1. The entire school community works to create a *school climate that is safe, welcoming, and inclusive* for all students, including those with complex instructional needs.

District Leaders	School Leader	Classroom Educators	**Students-Complex Instructional Needs**
B.1.d.1 Survey stakeholders, including students, families, community and staff, on the status of the district and school(s) climate	B.1.sc.1 Survey stakeholders, including students, families, community and staff, on the status of the school climate	B.1.c.1 Engage all students and their families in communicating their wants and needs in regard to feeling safe and welcomed in the school environments	B.1.st.1a Communicate wants and needs in regard to feeling safe and welcomed in the school environments
B.1.d.2 Examine the district facilities to ensure that a safe and welcoming climate is provided for all stakeholders	B.1.sc.2 Examine the school facilities to ensure that a safe and welcoming climate is provided for all stakeholders	B.1.c.2 Examine school environments to ensure that a safe and welcoming climate is provided for all stakeholders	B.1.st.2a Provide feedback about the safety and welcoming climate in school environments B.1.st.2b Recognize how student behavior, including their own and others', affects the school climate
B.1.d.3 Ensure that all school environments are physically safe, organized and accessible throughout the district	B.1.sc.3 Ensure that the school environment is physically safe, organized and accessible	B.1.c.3 Organize physical space to ensure accessibility	B.1.st.3 Communicate about potential physical barriers that affect access to school environments
B.1.d.4 Align and implement policies and practices addressing school climate in response to data gathered from stakeholders	B.1.sc.4 Align and implement policies and practices addressing school climate in response to data gathered from stakeholders	B.1.c.4 Implement policies and practices, ensuring all stakeholders feel safe and welcomed in all school settings	
B.1.d.5 Monitor and evaluate school climate policies and practices and uses those data for continuous improvement	B.1.sc.5 Monitor and evaluate school climate policies and practices and uses those data for continuous improvement	B.1.c.5 Monitor and evaluate classroom climate and use those data for continuous improvement	

B.2. The entire school community *presumes competence* for all learners, including those with complex instructional needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
B.2.d.1 Examine district policy statement, publications and written communications to ensure consistent use of people first language and the presumption of competence of all people	B.2.sc.1 Examine school publications and written to ensure consistent use of people first language and the presumption of competence of all people	B.2.c.1 Examine classroom-level publications and written and verbal communications to ensure consistent use of people first language and the presumption of competence of all people	
B.2.d.3 Use people first language across all communications with stakeholders	B.2.d.3 Use people first language across all communications with stakeholders	B.2.c.3.a Use people- first language across all communications with stakeholders B.2.c.3.b Teach the use of people first language formally and in response to just-in-time learning opportunities	B.2.st.3 Communicate with and about their peers in a respectful manner using person-first language
B.2.d.4 Communicate with stakeholders in a respectful manner, reflecting the presumption of competence of all people	B.2.sc.4 Communicate with stakeholders in a respectful manner, reflecting the presumption of competence of all people	B.2.c.4.a Communicate with stakeholders in a respectful manner, reflecting the competence of all people. B.2.c.4.b Teach what it means to presume competence of all people formally and in response to just-in-time learning opportunities.	B.2.st.4 Communicate with peers in a respectful manner reflecting the presumption of competence of all people
B.2.d.5 Monitor and evaluate data, practices and procedures in relation to presuming competence for all learners and use those data for continuous improvement	B.2.cs.5 Monitor and evaluate data, practices and procedures in relation to presuming competence for all learners and use those data for continuous improvement	B.2.c.5 Monitor and evaluate data, practices and procedures in relation to presuming competence for all learners and use those data for continuous improvement	

C. Student *placement decisions begin with consideration of the general education classroom* with the use of a wide array of supplementary aids and services.

    C.1. Students with complex instructional needs have *access to a full range of learning experiences and environments* offered to students without disabilities.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
C.1.d.1a Develop and implement policies and procedures that support equivalent access to academic, co-curricular and extra-curricular activities and opportunities to engage with same age peers	C.1.sc.1.a Monitor and implement policies and communicate with students and families to ensure equivalent access to academic, co-curricular and extra-curricular activities and opportunities to engage with same age peers	C.1.c.1.a Facilitate students' awareness of school and district policies regarding access to all academic, co-curricular and extra-curricular activities ensuring students with complex instructional needs have opportunities to engage with same age peers	C.1.st.1a Engage as active members of academic, co-curricular and extra-curricular opportunities with same age peers
C.1.d.1.b Provide resources to support design and use of opportunities to interact with same age peers in academic, co-curricular and extra-curricular activities	C.1.sc.1.b Design and use structures to create opportunities for students with complex instructional needs to interact with same age peers in academic, co-curricular and extra-curricular activities	C.1.c.1.b Implement informal and formal structures for students with complex instructional needs to foster learning and relationships with same age peers in academic, co-curricular and extra-curricular activities	C.1.st.1.b Participate meaningfully in academic, co-curricular and extra-curricular activities with same age peers
C.1.d.1.c Ensure that there are no classrooms or programs from which students with disabilities are excluded by virtue of their disability	C.1.sc.1.c Ensure that there are no classrooms or programs from which students with disabilities are excluded by virtue of their disability	C.1.c.1.c Presume that all students, including those with complex instructional needs, should be members of the classroom and school communities	

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
C.1.d.2 Ensure that students with complex instructional needs progress through the grades according to the same pattern as students without disabilities and have the opportunity to participate in a graduation ceremony at the end of their senior year.	C.1.sc.2 Ensure that students with complex instructional needs progress through the grades according to the same pattern as students without disabilities and have the opportunity to participate in a graduation ceremony at the end of their senior year	C.1.c.2 Provide input as part of the IEP team related to courses, credits and graduation requirements	C.1.st.2 Provide input as part of the IEP team related to course, credits and graduation requirements
C.1.d.3. Ensure that students with complex instructional needs have access to the same instructional materials, with age appropriate adaptations and accommodations, as students without disabilities.	C.1.sc.3. Ensure that students with complex instructional needs have access to the same instructional materials, with age appropriate adaptations and accommodations, as students without disabilities.	C.1.c.3 Provide students with complex instructional needs access to the same instructional materials, with age appropriate adaptations and accommodations, as students without disabilities	
C.1.d.4 Ensure that IEP team placement decisions are made on an individual student basis rather than using labels or program availability to determine placement	C.1.sc.4 Ensure that IEP team placement decisions are made on an individual student basis rather than using labels or program availability to determine placement		
C.1.d. 5 Develop policies and structures that support the use of person-centered planning processes used to inform IEP team placement decisions for students with complex instructional needs at key transition points	C.1.sc.5 Monitor implementation of structures that support the use of person-centered planning processes to inform IEP team placement decisions for students with complex instructional needs at key transition points	C.1.c.5.a Engage student in communicating needs, wants, interests and use that information to support recommendations for IEP team placement decisions at key transition points	C.1.st.5 Communicate needs, wants and interests to inform IEP team placement decisions at key transition points

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
		C.1.c.5.b Engage family members and circle of friends in sharing insights in the student's needs, wants and interests and uses that information to support recommendations for IEP team placement decisions at key transition points	

C.2. *Meaningful academic instruction and related services* are effectively delivered in *general education settings* for all students including those with complex instructional needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
C.2.d.1 Ensure that all students with disabilities receive the majority of their specially designed instruction and related services in general education settings	C.2.sc.1 Ensure that all students with disabilities receive the majority of their specially designed instruction and related services in general education settings	C.2.c.1 Provide specially designed instruction and related services for all students with disabilities in naturally occurring activities and environments	C.2.st.1 Articulate personal instructional needs and related services needed in naturally occurring activities and environments
C.2.d.2 Ensure that the IEP team identifies appropriate supplementary aids and services to support the student's access to, participation in and knowledge of grade level content	C.2.sc.2 Ensure that the IEP team identifies appropriate supplementary aids and services to support the student's access to, participation in and knowledge of grade level content	C.2.c.2 Provide identified supplementary aids and services across school environments to ensure the student's access to, participation in and knowledge of grade level content	C.2.st.2 Articulate personal instructional needs and related services needed to access, participate in and demonstrate knowledge of grade level content
C.2.d.3 Endorse the use of instructional delivery models that support diverse learning needs in general education settings	C.2.sc.3 Support a range of instructional delivery models that support diverse learning needs in general education settings	C.2.c.3 Provide a range of instructional delivery models that support diverse learning needs in general education settings	

C.3. Students with disabilities, including students with complex instructional needs, *attend the school that they would attend if they didn't have a disability.*

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
C.3.d.1 Monitor and evaluate the percentage of students with disabilities (including those with complex instructional needs) who receive their educational program in their home school and documentation for those who do not	C.3.sc.1 Monitor and evaluate the percentage of students with disabilities (including those with complex instructional needs) who receive their educational program in their home school and documentation for who do not		
C.3.d.2 Identify and address barriers to social, physical, and programmatic accessibility for students with complex instructional needs in neighborhood schools	C.3.sc.2 Identify and address barriers to social, physical, and programmatic accessibility for students with complex instructional needs in neighborhood schools	C.3.c.2 Design, alter, or advocate for social, physical, and programmatic accessibility across school and classroom environments	C.3.st.2 Communicate potential social, physical, and programmatic accessibility barriers in the school environment

C.4. *Placement decisions are data-driven*, based on the needs of all students, including those with complex instructional needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
C.4.d.1.a Ensure that there is a continuum of educational placement options available in the district C.4.d.1.b Review LEA educational placement data for evidence that IEP team decisions are based on student need rather than disability type	C.4.sc.1 Review school educational placement data for evidence that IEP team decisions are based on student need rather than disability type	C.4.c.1 Provide special education services flexibly to support individualized placement decisions made by IEP teams	

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
C.4.d.2 Share data related to special education placements with schools	C.4.sc.2 Share and discuss data related to placements & student progress with IEP teams	C.4.c.2 Review, interpret and utilize data in making placement decisions for students with complex instructional needs	C.4.st.2 Communicate preferences for placement based on program characteristics
C.4.d.3 Ensure the IEP team uses a process when determining placement that begins with the consideration of student need rather than disability type	C.4.sc.3 Ensure the IEP team uses a process when determining placement that begins with the consideration of student need rather than disability type	S.4.c.3 Use knowledge of pedagogy, practice, and student profile to inform the IEP team of options for student placement based on student need rather than disability type	C.4.st.3 Communicate strengths, interests and abilities to inform other IEP team members
C.4.d.4 Review IEPs to monitor consideration of a full range of supplementary aids and services	C.4.sc.4 Ensure that IEP forms and procedures include documentation of consideration of a full range of supplementary aids and services in general education	C.4.c.4 Access supports needed to effectively teach all students including students with complex instructional needs	C.4.st.4 Communicate support needs to educators

D. *Purposeful collaboration* is the cornerstone of effective inclusive educational practices.

D.1. School structures promote *sustainable collaborative planning and problem solving* among school staff, families and students across disciplines, roles and initiatives related to the inclusion of students with complex instructional needs

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
D.1.d.1 Develop and disseminate formal written policies and guidelines related to collaboration	D.1.sc.1 Ensure that collaborative teams consistently use district guidelines for procedures and forms to document their work	D.1.c.1 Document use of collaborative planning and problem-solving activities according to the school structures and guidelines	
D.1.d.2 Monitor implementation of formal written policies and guidelines related to collaboration	D.1.sc.2 Monitor and evaluate collaborative teams to ensure effective functioning and fidelity of implementation	D.1.c.2 Collaborate to plan high quality, standard-aligned instruction for all students	
D.1.d.3 Develop policies that support school leaders in designing flexible schedules that facilitate collaboration	D.1.sc.3 Develop school schedules that facilitate collaboration, instructional planning and/or problem-solving	D.1.c.3 Participate effectively in collaborative planning and problem-solving during scheduled opportunities	D.1.st.3 Participate effectively in collaborative problem-solving activities
D.1.d.4 Monitor and promote the use of a variety of flexible and varied instructional roles to support instruction	D.1.sc.4 Monitor and promote the use of a variety of flexible and varied instructional roles to support instruction	D.1.c.4 Display flexible and varying instructional roles as appropriate to meet the needs of all students in the classroom	

D.2. Educators share responsibility in the design, implementation and evaluation of educational programs and IEPs for all students, including those with complex instructional needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
D.2.d.1 Develop policies that support meaningful participation of all	D.2.sc.1 Implement an IEP process that includes the involvement of all	D.2.c.1 Participate in the IEP process as a member of a collaborative team	D.2.st.1 Participate in the IEP process as a member of a collaborative team as

stakeholders in the IEP process	stakeholders		appropriate
District Leaders	**School Leaders**	**Classroom Educators**	**Students-Complex Instructional Needs**
D.2.d.2 Identify guidelines for a collaborative process for the consideration of Supplementary Aids and Services by IEP teams	D.2.sc.2 Participate in a consistent, structured process to identify needed Supplementary Aids and Services	D.2.c.2 Contribute to the process of identifying and implementing Supplementary Aids and Services	D.2.st.2 Contribute to the process of identifying Supplementary Aids and Services
D.2.d.3 Communicate an expectation that all teachers are responsible for providing equal opportunities for active engagement in meaningful learning	D.2.sc.3 Communicate an expectation that all teachers are responsible for providing equal opportunities for active engagement in meaningful learning	D.2.c.3 Demonstrate ownership and responsibility for instructing all students	D.2.st.3 Participate in all instructional opportunities

D.3. Effective collaborative teams actively participate in regularly *scheduled planning sessions* and use *formal processes* for conducting meetings, problem-solving and evaluating effectiveness data.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
D.3.d.1 Provide district, school and student level data to collaborative teams to inform decisions and support evaluations of instructional effectiveness	D.3.sc.1 Ensure that collaborative teams have access to data and utilizes data in evaluating instructional effectiveness	D.3.c.1 Collect, interpret and use data related to student achievement, preferences and progress to make educational decisions	
D.3.d.2 Provide guidelines for collaborative teams in the use of problem-solving strategies to guide decision-making	D.3.sc.2 Monitor implementation of guidelines for collaborative teams in the use of problem-solving strategies to guide decision-making	D.3.c.2 Monitor and adjust problem-solving strategies to guide decision-making	
D.3.d.3 Provide guidelines for processes and procedures for collaborative team meetings	D.3.sc.3 Ensure that collaborative team meetings are regularly scheduled, organized and goal- oriented with written agendas and minutes	D.3.c.2 Implement collaborative team processes in alignment with school and district procedural guidelines	

D.4. *Students*, including those with complex support needs, are *engaged as members of collaborative teams* and have opportunities to actively participate in decisions related to their education.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
D.4.d.1 Develop policies that facilitate and monitor active student engagement in educational decisions and the IEP process	D.4.sc.1 Ensure that students are provided with opportunities for meaningful participation in educational decisions and the IEP process	D.4.c.1 Provide explicit instruction to students in skills need to actively participate in the development of the IEP process	D.4.st.1 Participate in IEP meetings
D.4.d.2 Review IEPs to ensure alignment of assessment data and goals	D.4.sc.2 Review IEPs to ensure alignment of assessment data and goals	D.4.c.2 Assess student needs, interests and preferences related to career and college readiness	D.4.st.2 Communicate thoughts about their own educational goals, interests and preferences, including those related to college and career

E. *Family and community involvement* is essential in creating and sustaining effective inclusive educational practices.

E.1. Families are provided opportunities to be *active, engaged and informed partners* in all decisions that impact the education of their child.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
E.1.d.1 Develop a process for soliciting family feedback to improve policies, procedures and practices related to inclusive special education services	E.1.sc.1 Solicit feedback from family members related to inclusive special education services	E.1.c.1 Solicit feedback from family members related to their child's inclusive special education services	E.1.st.1 Self-advocate with family members related to their inclusive special education services
E.1.d.2 Develop a process to ensure meaningful district communication with all families	E.1.sc.2 Implement a process to ensure meaningful school communication with all families	E.1.c.2 Communicate frequently with families to ensure family members are engaged and informed partners in the education of their child	E.1.st.2 Communicate with family members about their educational program
E.1.d.3 Invite families to attend districts sponsored activities, including professional development opportunities	E.1.sc.3 Invite families to attend school activities, including professional development opportunities	E.1.c.3 Invite families to visit school and observe so they can participate as full team members	E.2.st.3 Encourage their own families to participate as full team members
E.1.d.4 Invite family members of students with complex instructional needs to serve on district and interagency boards	E.1.sc.4 Invite family members of students with complex instructional needs to serve on school committees	E.1.c.4 Invite family members of students with complex instructional needs to serve on classroom committees	E.1.st.4 Identify and opportunities and choices for participation on school/classroom committees
E.1.d.5 Develop policies that facilitate active family engagement in educational decisions and the IEP process	E.1.sc.5 Ensure that families have access to information and opportunities to meaningfully participate in the development of IEP goals that reflect student and family priorities	E.1.c.5 Provide resources and information that support families to actively participate in the development of IEP goals that reflect student and family priorities	E.1.st.5 Communicate individual priorities as a part of the IEP process

E.2. Schools maintain meaningful structures that *encourage and support family and community involvement* in culturally and linguistically sensitive ways.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
E.2.d.1 Implement policies that reflect a sensitivity and respect for cultural and linguistic traditions	E.2.sc.1 Compile and utilize family input related to language preferences and cultural traditions with the goal of addressing potential barriers to family participation	E.2.c.1 Compile and utilize family input related to language preferences and cultural traditions with the goal of addressing potential barriers to family participation	E.2.st.1 Communicate family language preferences and cultural traditions
E.2.d.2 Provide information to families in multiple modes and languages (e.g., brochures, web sites, meetings, workshops, email)	E.2.sc.2 Provide information to families in multiple modes and languages (e.g., brochures, web sites, meetings, workshops, email)	E.2.c.2 Provide information to families in multiple modes (e.g., brochures, web sites, meetings, workshops, email)	

E.3. Schools *collaborate with community organizations and agencies* to provide integrated opportunities and supports that facilitate inclusive educational practices.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
E.3.d.1 Participate as a member of an interagency council that meets regularly to problem-solve, share resources and coordinate student specific supports	E.3.sc.1 Implement a plan to coordinate community organizations and agencies to problem-solve, share resources and/or provide student specific supports	E.3.c.1 In collaboration with the community agencies, provide integrated supports for students with complex instructional needs	E.3.st.1 Communicate about supports required to participate in community activities and environments
E.3.d.2 Participate in systematic partnerships with agencies to ensure seamless secondary transition	E.3.sc.2 Invite appropriate community agencies, regularly and systematically, to IEP meetings for all secondary students	E.3.c.2 Share information related to the education of students with complex instructional needs with community agencies as requested or approved by parents/guardians.	E.3.st.2 Access community support services as needed

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
E.3.d.4 Partner with community agencies to support students with complex instructional needs	E.3.sc.4 Access community resources for students with complex instructional needs in partnership with community agencies	E.3.c.4.a Access community resources to support general education classroom instruction for students with complex instructional needs E.3.c.4.b Participate in professional development and training provided by partner community agencies	E.3.st.4 Participate in community-based work and recreational activities with typical peers
E.3.d.5 Develop formal agreements with community agencies that are partners in systems of care	E.3.sc.5 Coordinate referrals and adheres to school mental health protocols as appropriate	E.3.c.5 Share information related to provision of services and supports, as appropriate	E.3.st.5 Share information related to provision of services and supports, as appropriate

F. *Effective and efficient instructional planning* minimizes curricular barriers for all students.

> **F.1** *Universal Design for Learning (UDL)* is a planning framework that benefits all learners, including those with complex instructional needs, and is implemented before consideration of adaptations and modifications.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
F.1.d.1 Develop a district-wide curriculum that is universally designed to include multiple means of expression, representation and engagement	F.1.sc.1 Monitor the implementation of the district curriculum to ensure fidelity and equitable access to resources	F.1.c.1 Implement, with fidelity, instruction aligned with the district curriculum	F.1.st.1 Identify individual learning objectives aligned with curriculum goals
F.1.d.2 Develop policies and procedures that support the purchase and use of evidence-based resources	F.1.sc.2 Implement policies and procedures that support the purchase and use of evidence-based resources	F.1.c.2 Plan units and lessons, aligned with the district curriculum, that incorporate universal design principles	F.1.st.2 Identify individual learning styles and preferences
F.1.d.3 Incorporate multiple means of expression, representation and engagement for all stakeholders in the context of all district functions, including family and community engagement activities (e.g. school board meeting, athletic activities)	F.1.sc.3 Incorporate multiple means of engagement, representation and expression for all stakeholders in the context of all school functions, including family and community engagement activities (e.g., assemblies & programs, PTO meetings, club support, volunteer partnerships)	F.1.c.3. Incorporate multiple means of expression, representation and engagement across all educational activities Including co-curricular and extra-curricular activities (e.g., field trips, fundraisers, lunch, recess, flex periods, study halls)	F.1.st.3a Use individually appropriate means to represent and express thoughts and ideas F.1.st.3.b Access and participate in co-curricular and extra-curricular activities
F.1.d.4 Incorporate multiple means of expression, representation and engagement in the LEA's physical environment	F.1.sc.4 Ensure that multiple means of expression, representation and engagement are available in the school's physical environments (e.g. cafeteria, auditorium, halls	F.1.c.4 Incorporate multiple means of engagement, representation and expression across all educational environments	

F.2 All students, including students with complex instructional needs, have access to *multi-tiered systems of support*.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
F.2.d.1 Establish and maintain multi-tiered academic and behavior systems of support for all students	F.2.sc.1 Develop and implement multi-tiered academic and behavior systems of support for all students	F.2.c.1 Ensure full participation for all students in the established multi-tiered academic and behavior systems of support	F.2.st.1 Identify the types of supports needed to actively participate and learn
F.2.d.2 Monitor the use of multiple evidence-based practices in the school community to meet the needs of diverse students	F.2.sc.2 Monitor the use of multiple evidence-based practices in the school community to meet the needs of diverse students	F.2.c.2 Identify and use multiple evidence-based practices to differentiate instruction to meet the needs of diverse students.	
F.2.d.3 Manage a district-wide leadership team that meets regularly to analyze data, systems and practices to effect student outcomes	F.2.sc.3 Manage a school-wide core team that meets regularly to analyze data, systems and practices to effect student outcomes	F.2.c.3 Collect data related to student performance and provide ongoing feedback to the core team	
F.2.d.4 Establish procedures by which assessments, including universal screeners, are used to inform instruction and the selection of evidence-based interventions	F.2.sc.4 Monitor school-level assessment data to ensure that assessments, including universal screeners, are used to inform instructional practices and the implementation of evidence-based interventions	F.2.c.4 Administer assessments and analyze assessment data to inform instructional practices and interventions	F.2.st.4 Self-monitor learning progress using data

F.3. *Instruction is aligned to the PA Core Standards* for all students, including students with complex instructional needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
F.3.d.1.a Develop curriculum aligned to the PA Core Standards, guiding high quality evidence-based practice for all students across all educational settings F.3.d.1.b Communicate the expectation that instruction is aligned with the PA Core Standards	F.3.sc.1a Implement curriculum aligned to the PA Core Standards to guide high quality evidence-based instruction for all students across all school settings F.3.sc.1.b Communicate the expectation that instruction is aligned with the PA Core Standards	F.3.c.1.a Develop lesson and unit plans aligned to PA Core Standards F.3.c.1.b Access and utilize resources, such as those provided in the instruction and materials and resources section of the PA Standards Aligned System (SAS), to assist with planning instructional engagement and assessment for diverse learners.	
District Leaders	**School Leaders**	**Classroom Educators**	**Students-Complex Instructional Needs**
F.3.d.2 Promote understanding and application of a curriculum framework that includes big ideas, concepts, and competencies aligned to grade level standards	F.3.sc.2 Identify the components of a curriculum framework and how those components are used in designing learning targets aligned to grade level standards for all students	F.3.c.2. Identify and apply the components of a curriculum framework (big idea, concepts and competencies) in designing learning targets aligned to grade level content expectations	

F.4. There is a designed process that includes the participation of all stakeholders in the development of *standards-aligned IEPs*.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
F.4.d.1 Develop policies and procedures for the IEP process that include an expectation that all stakeholders will be involved in the development and implementation of IEPs for all students	F.4.sc.1 Provide guidance to school building teams in developing and implementing IEPs	F.4.c.1 Develop and implement IEPs that include all required components	F.4.st.1 Demonstrate consistent progress toward IEP goals and objectives as evidenced by formal and informal assessment
F.4.d.2 Review IEPs at least annually to ensure that IEPs are compliant and aligned with the PA Core Standards	F.4.sc.2 Review IEPs at least annually to ensure that IEP goals are aligned with the PA Core Standards	F.4.c.2 Develop IEPs that reflect the ways in which the student will access the PA Core Standards and include standards-aligned goals in addition to addressing individualized needs	F.4.st.2 Demonstrate consistent progress towards standards-aligned academic goals
F.4.d.3 Review Transition IEPS at least annually to ensure that IEPS are compliant and aligned to post-secondary goals	F.4.sc.3 Review Transition IEPs at least annually to ensure that all students are receiving in services and activities aligned to post-secondary goals	F.4.c.3 Develop Transition IEPs for all students age 14 and older.	F.4.st.3 Identify post-secondary goals and participate in the development of their Transition IEP
F.4.d.4 Review district-level progress monitoring data to ensure that students are progressing toward IEP and curriculum goals	F.4.sc.4 Review school-level progress monitoring data to ensure that IEPS are being implemented effectively and with fidelity	F.4.c.4 Review student-level progress monitoring data to ensure that students are progressing toward IEP and curriculum goals	F.4.st.4 Identify personal areas of progress and need in relation to assessment data

F.5 *Data is used to inform and monitor instruction* and student achievement of the PA Core Standards and IEP goals and objectives.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
F.5.d.1 Develop policies and procedures with regard to collecting, interpreting and using data to guide instruction	F.5.sc.1 Develop policies and procedures with regard to collecting, interpreting and using data to guide instruction	F.5.c.1 Implement policies with regard to collecting, interpreting and using data to guide instruction	
F.5.d.2 Provide a structure for school data teams to regularly analyze collected data	F.5.sc.2 Provide a structure for school data teams to regularly analyze collected data	F.5.c.2 Meet regularly with data teams to analyze collected data on the learning and achievement of all students, including students with complex instructional needs	F.5.st.2 Demonstrate continued growth towards learning the PA Core Standards and progress on IEP goals/objectives.
F.5.d.3 Provide a variety of data collection tools for use by all educators to monitor the learning and achievement of all students, including students with complex instructional needs	F.5.sc.3 Provide a variety of data collection tools for use by all educators to monitor the learning and achievement of all students, including students with complex instructional needs	F.5.c.3 Use data collection tools to guide instruction and monitor progress towards learning the PA Core Standards and meeting IEP goals and objectives	F.5.st.3 Identify personal progress towards learning the PA Core Standards and meeting IEP goals and objectives
District Leaders	**School Leaders**	**Classroom Educators**	**Students-Complex Instructional Needs**
F.5.d.4 Provide a structure for teams to use in analyzing collected data on the learning and achievement of all students, including students with complex instructional needs	F.5.sc.4 Provide a structure for teams to use in analyzing collected data on the learning and achievement of all students, including students with complex instructional needs	F.5.c.4a Interpret and use data to guide and plan next steps for instruction

F.5.c.4b Interpret and use data to monitor student progress towards learning PA Core Standards and IEP goals and /objectives | F.5.st.4a Participate in discussions about next step for instruction based on data related to individual progress

F.5.st.4b Identify personal learning targets aligned to the PA Core Standards and IEP goals and objectives |

G.   Effective teachers work to *engage all students* and recognize their responsibilities for the learning of all students.

G.1. Teachers use *multiple evidence-based instructional practices* to ensure that all students, including students with complex instructional needs, are actively engaged in meaningful learning.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
G.1.d.1 Ensure that schools use evidence-based practices that promote active engagement in meaningful learning	G.1.sc.1 Monitor the use of evidence-based practices that promote active engagement in meaningful learning	G.1.c.1.a Use evidence-based instructional practices to actively engage all students in meaningful learning	G.1.st.1 Ask and answer questions, provide feedback and initiate interactions in the context of meaningful instruction

G.2.   *Assessment* regularly occurs and drives the instruction for all students, including students with complex instructional needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
G.2.d.1 Ensure that multiple measures are being used to inform instructional decisions.	G.2.sc.1a Ensure that multiple measures are being used to inform instructional decisions	G.2.c.1a Use multiple measures including: formative, summative, benchmark and diagnostic assessments to make data driven instructional decisions.	G.2.st.1a Use multiple measures to communicate about their progress.
G.2.d.1b Ensure that schools use formative assessment to assess student learning and make instructional adjustments as needed	G.2.sc.1b Monitor educators' use of formative assessment techniques to assess student learning and make instructional adjustments as needed	G.2.c.1b Implement formative assessment techniques routinely to asses student learning and make instructional adjustments as needed	G.2.st.1b Self-assess learning and seek peer or educator assistance as needed

G.3. Educators effectively coordinate instructional support provided by *paraprofessionals* to promote student learning of standards, progress towards IEP goals and objectives, and independence.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
G.3.d.1 Establish and communicate policy and protocols for paraprofessionals' roles and responsibilities	G.3.sc.1 Monitor and adjust paraprofessionals' roles and responsibilities according to the needs of the student population	G.3.c.1 Monitor and adjust paraprofessionals' roles and responsibilities according to the needs of the classroom population	
G.3.d.3 Promote policies and expectations that foster student independence within an inclusive education vision	G.3.sc.3 Promote expectations for paraprofessionals to prioritize student independence	G.3.c.3 Support paraprofessionals to deliver assistance in ways that promote student independence	G.3.s.3 Self-advocate with paraprofessionals to promote independence
		G.3.c.2 Provide timely instructional guidance and to all paraprofessionals assigned to their classroom	

H. *Supplementary Aids and Services (SaS)* are critical supports to ensure meaningful participation and student achievement.

H.1. A systematic and individualized approach is effectively used to *identify a full range of Supplementary Aids and Services* (collaborative, instructional, social-behavioral, and physical) to support individual students with disabilities regardless of the complexity of his/her needs.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
H.1.d.1 Review the IEPs to ensure they show evidence of systematic and individualized approach to determining appropriate SaS	H.1.sc.1 Ensure that IEP teams understand the process and have the ability to procure the SaS that the IEP teams identify as needed	H.1.c.1 Provide information as a part of the IEP team regarding demands of general education classroom, potential barriers to participation and learning and generate possible solutions in the form of SaS	
		H.1.c.2 Incorporate the appropriate SaS into each student's IEP	

H.2. The *full range of Supplemental Aids and Services* (collaborative, instructional, social-behavioral, and physical) *are effectively used* to support participation and progress in the general education curriculum.

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
H.2.d.1 Ensure that each school has a system in place to monitor that the full range of SaS (i.e., collaborative, instructional, social-behavioral and physical) are effectively implemented	H.2.sc.1 Ensure that the full range of SaS (i.e., collaborative, instructional, social-behavioral and physical) are effectively implemented as determined by IEP teams	H.2.c.1 Implement collaborative, instructional, social-behavioral and physical SaS within the classroom and school community	

District Leaders	School Leaders	Classroom Educators	Students-Complex Instructional Needs
H.2.d.2 Ensure that each school has a system for collecting and analyzing data to determine the effectiveness of SaS in supporting student participation and progress in the general education curriculum	H.2.sc.2 Collect and analyze academic and behavioral data to determine the effectiveness of SaS in supporting student participation and progress in the general education curriculum	H.2.c.2 Review and adjust the SaS based upon a review of academic and behavioral data to improve student participation and progress in the general education curriculum	H.2.st.2 Provide feedback on the effectiveness of their SaS

APPENDIX 1 – Style

A. Big Idea

A.1. Concept

Competency (District Leaders)	Competency (School Leaders)	Competency (Classroom Educators)	Competency (Students with Complex Instructional Needs)
A.1.d.1	A.1.sc.1	A.1.c.1	A.1.st.1
A.1.d.2	A.1.sc.2	A.1.c.2	A.1.st.2
A.1.d.3	A.1.sc.3	A.1.c.3	A.1.st.3

A.2. Concept

Competency (District Leaders)	Competency (School Leaders)	Competency (Classroom Educators)	Competency (Students with Complex Instructional Needs)
A.2.d.1	A.2.sc.1	A.2.c.1	A.2.st.1
A.2.d.2	A.2.sc.2	A.2.c.2	A.2.st.2
A.2.d.3	A.2.sc.3	A.2.c.3	A.2.st.3

A.3. Concept

Competency (District Leaders)	Competency (School Leaders)	Competency (Classroom Educators)	Competency (Students with Complex Instructional Needs)
A.3.d.1	A.3.sc.1	A.3.c.1	A.3.st.1
A.3.d.2	A.3.sc.2	A.3.c.2	A.3.st.2
A.3.d.3	A.3.sc.3	A.3.c.3	A.3.st.3

APPENDIX 2 – Definitions

All District Staff: Includes, but is not limited to: educators (see definition below) as well as counselors, school psychologists, long-term substitutes, bus drivers, cafeteria workers, all building personnel, principals, administrative staff, etc.

Big Ideas: Declarative statements that describe overarching concepts that are essential to provide focus on specific content for district and school leaders, educators and students with complex instructional needs in inclusive schools.

Concepts: Describe what district and school leaders, educators and students with complex instructional needs should know (key knowledge)in inclusive schools as a result of instruction.

Competencies: Describe what district and school leaders, educators and students with complex instructional needs should be able to do (key skills) in inclusive schools as a result of instruction.

Educational Delivery Systems: A unified system of programs, resources, policies and services (federal, state, local, program, individual levels) that impact positively on learning outcomes for all students, including those with complex instructional needs.

Educators: Includes, but is not limited to: general and special education teachers, related service providers, educational specialists, licensed professionals

Equivalent Access: Opportunities for involvement in curricular, co-curricular and extra-curricular activities to students with disabilities that are similar or identical to those provided to students without disabilities, in a form that produces a similar user experience.

Meaningful Participation: Involving students in relevant, engaging and interesting activities with opportunities for responsibility, contribution and learning.

Paraprofessionals: Include both Instructional paraprofessionals and Personal Care Assistants as defined below. *Instructional paraprofessionals* work under the guidance of both general and special education teachers to support educational programming. Paraprofessionals may be called classroom aides, teacher assistants, instructional aides, or job coaches. *Personal Care Assistants (PCAs)* provide one-to-one, non-instructional support to individual students for activities of daily living, health, behavior, etc.

Person Centered Planning Processes: An ongoing process designed to help individuals envision a desired personal future for themselves and to outline the steps that will lead to those futures. This process is designed to empower people by focusing on the strengths and interests of an individual as well as their needs (e.g., MAPS, Project RENEW, SaS Toolkit.)

Physical Barriers: Aspects of the physical environment that may prevent or limit access for individuals with disabilities

Students with Complex Instructional Needs (2013): A heterogeneous group of students who comprise approximately 1- 3 % of the total student population in PA schools. This group of students often: require significant adaptations and/or modifications to the general education curriculum in order to access and learn; have significant difficulty reading and accessing grade level texts; demonstrate a pattern of inconsistent progress on academic and functional skills; and/or have difficulty expressing what they know and are able to do. This group of students may also have a limited means of verbal and written communication; and may require alternative/augmentative communication and/or assistive technology in order to access, participate and make progress in learning.

APPENDIX 3 – Continuum of Professional Development Considerations

District –wide	School-wide

• Collecting, interpreting and applying data to guide instruction that leads to student achievement for diverse learners
• Designing and delivering a standards aligned IEP
• Building and using lessons and units that are consistent with principles of UDL
• Applying formative and summative assessment strategies to inform instruction
• Using multi-tiered systems of supports
• Understanding and promoting meaningful active engagement of students with complex instructional needs
• Building and supporting communication/language strategies and practices for students with complex instructional needs
• Designing and implementing PA Core Standards aligned instruction (identifying tools, resources and supports to adapt instruction for students with complex instructional needs)
• Using a variety of instructional techniques (e.g., Model-prompt- test, errorless teaching, error correction, and reinforcement) to support student academic progress
• Using a variety of instructional formats (e.g., collaborative, consultative, co-teaching)
• Increasing opportunity to learn (time, content, quality of instruction)
	• Collecting, interpreting and applying data to guide instruction that leads to student achievement for diverse learners
	• Designing and delivering a standards aligned IEP
	• Building and using lessons and units that are consistent with principles of UDL
	• Applying formative and summative assessment strategies to inform instruction
	• Using multi-tiered systems of support to support instruction for all students?
	• Understanding and promoting meaningful active engagement of students with complex instructional needs
	• Building and supporting communication / language strategies and practices for students with complex instructional needs
	• Designing and implementing PA Common Core Standards aligned instruction (identifying tools, resources and supports to adapt instruction for students with complex instructional needs)
	• Using a variety of instructional techniques (e.g., Model-prompt- test, errorless teaching, error correction, and reinforcement) to support student academic progress
	• Using a variety of instructional formats (e.g., collaborative, consultative, co-teaching)
	• Components of the Framework for Teaching:
	   o Creates an environment of respect and rapport (e.g. teacher interactions with students, peer interactions)
	   o Establishes a culture for learning (e.g. importance of content and learning; expectations for learning and achievement)
	   o Manages classroom procedures (e.g. instructional groups, transitions, materials and supplies, non-instructional duties)
	   o Manages student behavior (e.g. expectations, monitoring and responses
	   o Organizes physical space (e.g. safety and accessibility, arrangement of furniture, use of physical resources)

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
A Effective Leadership																						
A.1 Develop inclusive vision																						
Share inclusive vision							■	■				■										■
Instructional practices/procedures reflect vision					■							■										
Promote inclusive vision with families/students							■												■			■
Implement practices aligned with inclusive vision		■			■									■								■
Implement strategies and supports aligned with standards & IEP goals		■		■	■				■	■	■			■								
Leverage resources to support student achievement				■																		■
A.2 Continuous improvement																						
Seek input from school, student, family & school personnel							■												■			
Use data to regularly monitor & evaluate achievement and inform teaching/learning						■											■	■				
Regularly use evaluation data for continuous improvement							■														■	

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content/pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
A.3 Responsive procedures																						
Implement a tiered system of supports with fidelity										▉												
Administer assessment components of a multi-tiered system			▉			▉									▉			▉				
Use student data to select evidence-based practices					▉	▉						▉			▉	▉						
Evaluate the efficacy of instructional practices						▉									▉		▉					
Provide feedback to school personnel related to implementation of a tiered system of supports						▉														▉		
A.4 Responsive delivery systems																						
Use classroom-level data, evidence-based and inclusive practices to inform inclusive educational delivery systems			▉		▉	▉									▉		▉	▉				

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	D1: Knowledge of content /pedagogy	D1: Knowledge of students	D1: Instructional outcomes	D1: Knowledge of resources	D1: Designing instruction	D1: Designing Assessments	D2: Environment of respect & rapport	D2: Culture for learning	D2: Managing classroom procedures	D2: Managing student behavior	D2: Organizing physical space	D3: Communicating with students	D3: Questioning & discussion techniques	D3: Engaging students in learning	D3: Using assessment in instruction	D3: Flexibility and responsiveness	D4: Reflecting on teaching	D4: Maintaining accurate records	D4: Communicating with families	D4: Participating in a professional learning community	D4: Growing & developing professionally	D4: Showing professionalism
A.5 Sustained & coordinated professional development																						
Apply skills and knowledge attained in professional development	■				■												■			■	■	
Provide feedback to school personnel on skills and knowledge needed																	■			■	■	
Seek out & participate in professional development opportunities related to inclusive practices				■													■			■	■	
B All students are welcomed and valued																						
B.1 Engage students and families in regard to feeling safe and welcomed																						
Examine school setting to ensure a safe & welcoming climate for all		■					■			■												
Organize physical space to ensure accessibility											■											
Implement policies & practices to ensure all feel safe & welcomed		■					■			■												
Monitor & evaluate data to continuously improve classroom climate												■										

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	A Framework for Teaching: Components of Professional Practice																					
	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content / pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
B.2 Presume competence for all learners																						
Examine classroom level written & verbal communication to ensure people-first language & presumption of competence				▓			▓					▓					▓		▓			▓
Consistently use person-first language in all communications							▓					▓										
Teach the use of person-first language formally and in response to "just in time" opportunities							▓					▓							▓			
Communicate with stakeholders in a respectful manner							▓					▓							▓			
Monitor & evaluate data, practices and procedures in relation to presuming competence for all learners															▓			▓				

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content / pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
C Student placement decisions begin with consideration of General Education																						
C.1 SWCIN have access to a full range of learning experiences and environments																						
Facilitate students' awareness of policies regarding access to academic, co-curricular & extra-curricular activities		■																	■			
Implement formal and informal structures for SWCIN to foster peer relationships		■					■							■								
Presume classroom/community membership for all students, including SWCIN							■		■													
Provide input as part of IEP team related to courses, credits & requirements for graduation												■							■			
Provide SWCIN access to the same materials with appropriate adaptations & accommodations		■		■	■				■		■			■								

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
C.1 *(continued)*																						
Engage students in communicating needs, wants & interests at key transition points		■				■	■					■	■	■	■							
Engage family members in sharing insights about the students' needs, wants & interests at key transition points		■		■															■			
C.2 *Meaningful academic instruction and related services are effectively delivered in general education settings for all students, including SWCIN*																						
Provide SDI and related services in naturally occurring activities and environments				■							■					■						
Provide identified Supplementary aids & services across school environments		■									■			■								
Provide a range of instructional delivery models to engage diverse learning needs		■			■							■	■	■		■						

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
C.3 Students attend the school they would attend if they didn't have a disability																						
Design, alter or advocate for physical and program accessibility across school environments				■							■											■
C.4 Provide special education services flexibly																						
Purposefully review, interpret & utilize data in making placement decisions		■				■											■					
Uses pedagogy, practice and student profile to inform IEP placement decisions		■																		■		■
Access supports needed to effectively teach all students				■										■								
D Purposeful collaboration																						
D.1 Collaborative planning and problem solving																						
Document collaborative & problem solving activities					■																■	
Collaborative teams meet regularly			■																		■	
Participate in collaborative planning as scheduled																				■		

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content/pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
D.2 Shared responsibility for educational programs & IEPs																						
Display flexible and varying instructional roles					■				■								■					■
Participate in IEP process		■																				■
Contribute to process of identifying supplemental aids & services		■		■																		■
Demonstrate ownership for instructing all students		■						■														■
D.3 Collaborative teams, meetings and processes																						
Collect, interpret & use data to make educational decisions						■									■			■				
Monitor & adjust problem solving strategies to guide decision making																	■	■				■
Implement collaborative team processes aligned with guidelines																				■		

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
D.4 Student engagement as members of collaborative teams																						
Provide explicit instruction to students in IEP participation skills		▓			▓							▓	▓	▓								
Conduct assessment of student needs, interests & preferences related to college & career readiness		▓				▓									▓				▓			
E Family and community involvement																						
E.1 Families are active, engaged, informed partners in all decisions																						
Solicit feedback from families related to their child's services		▓																	▓			
Communicate frequently to ensure families are engaged & informed		▓																	▓			
Invite families to visit and observe																			▓			
Provide resources & information to support family participation in IEPs				▓															▓			

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	A Framework for Teaching: Components of Professional Practice																					
	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
E.2 School structures support family involvement in culturally/linguistically sensitive ways																						
Compile & utilize family input related to language preferences & cultural traditions		■																	■			
Provide information to families in multiple formats		■		■															■			
E.3 Schools collaborate with community organizations and agencies																						
Provide integrated supports in collaboration with community agencies		■		■															■	■		
Regularly share information with community agencies as requested & approved		■		■															■	■		
Access community resources				■															■	■		
Participate in professional development provided by community agencies																				■	■	
Share information related to community services & supports																			■			■

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
F Effective & efficient instructional planning																						
F.1 Universal Design for Learning benefits all users																						
Implement, with fidelity, instruction aligned with the LEA curriculum	■																					
Plan units & lessons that utilize universally designed resources	■		■	■	■									■								
Incorporate multiple means of expression, representation & engagement across all educational activities & environments				■	■							■		■	■	■						
F.2 Access to multi-tiered systems of support																						
Ensure full participation for all students in established multi-tiered systems of academic & behavioral support		■			■									■								
Identify and use multiple evidence-based practices to differentiate instruction	■	■	■	■										■		■						

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content/pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
F.2 (continued)																						
Systematically collect student performance data & provide feedback		X				X									X			X		X		
Administer assessment and analyze data to inform instruction & intervention						X									X							
F.3 Lesson and unit plans aligned to the PACC																						
Access resources (such as SAS) to assist with instructional planning				X									X							X	X	X
Identify & apply components of a curriculum framework in designing learning targets	X		X	X																		

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content / pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
F.4 Designed process for participation of all stakeholders in IEPs																						
Develop and implement IEPs that include all required components	X	X	X															X				
Develop IEPs that include standards-aligned goals and address individual needs	X	X	X	X														X				X
Develop transition IEPs for all students age 14 or older	X	X	X	X														X	X			
Review student-level progress monitoring data		X				X									X			X				
F.5 Data is used to inform and monitor instruction, achievement, IEP goals																						
Use data collection tools to guide instruction and monitor progress															X			X				
Meet regularly with the general educator to interpret data & plan					X	X											X			X		
G Student engagement																						
G.1 All students are actively engaged																						
Use multiple evidence-based instructional practices		X			X							X	X	X								

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content / pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
G.2 Assessment drives instruction for all students																						
Use multiple measures (formative, summative, benchmark, diagnostic) to make data driven instructional decisions			▮			▮									▮			▮				
Implement formative assessment techniques & make instructional adjustments			▮			▮									▮							
G.3 Effective coordination of paraprofessional support																						
Monitor & adjust paraprofessionals' roles based on class needs				▮					▮													▮
Provide respectful, timely instructional guidance & direction to paraprofessionals							▮															▮
Support paraprofessional support in ways that support student independence		▮		▮					▮													▮

APPENDIX 4: Alignment with the Charlotte Danielson Framework for Teaching

A Framework for Optimized Inclusive Practices in Pennsylvania Classroom Educators:	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content / pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
H **Supplementary aids and Services (SaS)**																						
H.1 *Use a systematic & individualized approach to identify a full range of SaS to support individual students*																						
Effectively implements collaborative, instructional, physical & socio-behavioral SaS within the classroom / school community		■							■		■	■		■								
Use data to review and adjust SaS to improve student participation & progress		■				■									■		■	■				

APPENDIX 5: Alignment with the Pennsylvania Inspired Leadership (PIL) Standards

A Framework for Optimized Inclusive Practices		Pennsylvania Inspired Leadership (PIL) Standards								
District Leaders / School Leaders		Core Standards					Corollary Standards			
		Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
A	**Effective Leadership**									
A.1	**Develop Inclusive Vision**									
	Develop an inclusive vision statement	▓			▓		▓		▓	
	Promote the inclusive educational vision with families, school and community stakeholders	▓			▓		▓		▓	▓
	Design and implement policies aligned with the inclusive educational vision	▓			▓			▓		
	Implement practices aligned with inclusive vision	▓			▓			▓		
	Ensure that annual goals on student IEPs reflect grade level content standards		▓		▓					
	Identify and allocate resources to align with the inclusive educational vision	▓				▓				
A.2	**Continuous improvement**									
	Examine policies and resource allocation in relation to the inclusive vision; use data for continuous improvement	▓		▓	▓					▓
	Use data to monitor & evaluate achievement of all learners	▓		▓						

	A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
	District Leaders / School Leaders	Core Standards			Corollary Standards					
		Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
A.2	**Continuous improvement**									
	Monitor and evaluate inclusive educational practices using relevant data sources; use data for continuous improvement	▓		▓			▓			▓
A.3	**Responsive procedures**									
	Build a multi-tiered system of supports	▓			▓					
	Direct / supervise the administration of the assessment components of a multi-tiered system	▓		▓			▓			
	Use district / school level data to select socially evidence-based practices and programs	▓		▓				▓		
	Evaluate the efficacy of instructional programs	▓		▓	▓		▓			▓
	Provide direction and performance feedback to school personnel related to implementation of a tiered system of supports									▓
A.4	**Responsive delivery systems**									
	Use district / school level data, evidence-based and inclusive practices to inform inclusive educational delivery systems	▓		▓				▓		▓
A.5	**Sustained & coordinated professional development**									
	Align professional development plans and improvement initiatives with the inclusive educational vision	▓		▓			▓			▓

	A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
	District Leaders / School Leaders	Core Standards			Corollary Standards					
		Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
A.5	**Sustained & coordinated professional development**									
	Provide professional development to school personnel related to building and sustaining inclusive educational systems				�		�		�	�
	Provide on-going and embedded professional development opportunities (coaching, PLCs, etc.)				�		�			�
	Monitor and evaluate skills and knowledge needed by staff			�	�					�
	Provided professional development opportunities for staff to meet the inclusive education vision				�	�	▢show			▢show
	Provide professional development opportunities for staff to ensure continuous growth of evidence-based practices				▢show	▢show	▢show			▢show
B	**All Students are welcomed and valued**									
B.1	School community works to create a school climate that is safe, welcoming and inclusive									
	Survey stakeholders on the status of school climate	▢show			▢show		▢show			▢show
	Examine facilities to ensure a safe and welcoming climate	▢show			▢show		▢show			▢show
	Ensure that school environments are physically safe, organized and accessible	▢show			▢show		▢show			▢show

	A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
	District Leaders / School Leaders	Core Standards						Corollary Standards		
		Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
B.1	School community works to create a school climate that is safe, welcoming and inclusive									
	Align and implement policies and practices addressing school climate in response to data	▓		▓				▓		
	Monitor and evaluate school climate policies and practices; use data for continuous improvement	▓		▓				▓		▓
B.2.	Presume competence for all learners									
	Examine policy statements, publication and written and verbal communications to ensure people-first language & presumption of competence						▓	▓	▓	
	Use person-first language in all communications						▓	▓	▓	
	Communicate with stakeholders in a respectful manner									
	Monitor & evaluate data, practices and procedures in relation to presuming competence for all learners			▓				▓		
C	Student placement decisions begin with consideration of Gen. Ed.									
C.1	Students with complex instructional needs (SWCIN) have access to a full range of learning experiences and environments									
	Develop and implement policies and procedures that support equivalent access to academic, co-curricular and extra-curricular activities	▓		▓				▓		

A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
District Leaders / School Leaders	Core Standards					Corollary Standards			
	Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
C.1	**Students with complex instructional needs (SWCIN) have access to a full range of learning experiences and environments**								
	Provide resources and structures to support opportunities for interaction of SWCIN with same-age peers	▓			▓	▓				
	Ensure that there are no classroom or programs from which students with disabilities are excluded by virtue of their disability	▓			▓			▓		
	Ensure that SWCIN progress through grades in same pattern as peers and have opportunity to participate in a graduation ceremony	▓			▓					
	Ensure that SWCIN access to the same materials with appropriate adaptations & accommodations	▓			▓	▓				
	Ensure that IEP team placement decisions are made individually rather than by label or program availability				▓					
	Develop policies and structures that support person-centered planning processes at key transition points	▓						▓		
C.2	**Meaningful academic instruction and related services are effectively delivered in gen. ed. settings for all students, including SWCIN**								
	Ensure that SDI and related services in naturally occurring activities and environments									
	Ensure that SaS and related services support access to grade level content		▓							

	A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
	District Leaders / School Leaders	Core Standards						Corollary Standards		
		Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
C.2	**Meaningful academic instruction and related services are effectively delivered in gen. ed. settings for all students, including SWCIN**									
	Endorse use of instructional delivery models that engage diverse learning needs in general education settings									
C.3	**Design, alter or advocate for physical & program accessibility across environments**									
	Monitor and evaluate the percentage of students with disabilities who receive education in their home school; documentation for those who do not	■		■				■	■	
	Identify and address barriers to access for SWCIN attending neighborhood schools	■						■	■	
C.4	**Placement decisions are data-driven**									
	Ensure that a continuum of placement options is available	■			■					
	Review district / school data for evidence that IEP teams decisions are based on student needs			■						
	Share and discuss data related to special education placements	■		■			■			
	Ensure that IEP teams use a process for determining placement based on student need			■						
	Review IEPs to monitor consideration of a full range of SaS			■						

A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
District Leaders / School Leaders	Core Standards					Corollary Standards			
	Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
D	**Purposeful Collaboration**								
D.1	**School structure promote collaborative planning and problem solving**								
Develop and disseminate formal written policies and guidelines related to collaboration	▧			▧		▧			▧
Monitor implementation of formal written policies and guidelines for collaboration	▧			▧		▧			▧
Develop policies and schedules that facilitate collaboration	▧			▧		▧			▧
Monitor and promote varied and flexible roles to support instruction				▧		▧			
D.2	**Shared responsibility for educational programs & IEPs**								
Develop policies that support meaningful participation of stakeholders in IEP process	▧					▧			
Identify guidelines for a collaborative process for consideration of SaS by IEP teams						▧			
Communicate expectation that all teachers are responsible for providing active engagement in meaningful learning	▧			▧		▧	▧		▧
D.2	**Collaborative teams meetings and processes**								
Collect, interpret & use data to make educational decisions			▧						

A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
District Leaders / School Leaders	Core Standards						Corollary Standards		
	Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
D.2 Collaborative teams meetings and processes									
Monitor & adjust problem solving strategies to guide decision making			▓			▓	▓		
Implement collaborative team processes aligned with guidelines						▓	▓		▓
D.3 Student engagement as members of collaborative teams									
Develop policies that facilitate and monitor active student engagement in the IEP process			▓	▓					
Review IEPs to ensure alignment of assessment data and goals			▓						
E Family and Community Involvement									
E. 1 Families are active, engaged, informed partners in all decisions									
Solicit feedback from families related to their child's services	▓		▓			▓			
Develop a process to ensure meaningful communication with all families	▓					▓	▓		▓
Invite family members of SWCIN to serve on boards and committees	▓					▓		▓	
Develop policies that facilitate active family engagement in educational decisions / IEPs	▓					▓			

A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
District Leaders / School Leaders	Core Standards					Corollary Standards			
	Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
E.2 School structures support family involvement in culturally / linguistically sensitive ways									
Policies reflect respect for cultural / linguistic traditions. family input related to language preferences & cultural traditions	▓					▓	▓		
Provide information to families in multiple formats and languages				▓	▓	▓			
E.3 Schools collaborate with community organizations and agencies									
Engage community organizations and interagency councils to problem-solve, share resources and coordinate student supports	▓		▓			▓		▓	
Systematic partnerships with agencies to ensure seamless secondary transition	▓		▓					▓	
Partner / Access community resources to support SWCIN	▓		▓			▓		▓	
Develop formal agreements with community agencies to coordinate services and referrals	▓		▓			▓	▓	▓	
F Effective & Efficient Instructional Planning									
F.1 Universal Design for Learning benefits all learners									
Develop / implement a district curriculum that is universally designed				▓					

A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
District Leaders / School Leaders	Core Standards					Corollary Standards			
	Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
F.1 Universal Design for Learning benefits all learners									
Develop / implement policies and procedures that support the purchase and use of evidence-based resources	▓			▓	▓				
Incorporate multiple means of expression, representation & engagement across all educational activities & environments				▓					
Incorporate multiple means of expression, representation and engagement across physical environments				▓					
F.2 Access to Multi-Tiered Systems of Support									
Establish, maintain and implement multi-tiered systems of academic & behavioral support	▓			▓					
Monitor the use of multiple evidence-based practices to differentiate instruction				▓					
Manage a leadership team / core team that analyzes student performance data	▓		▓	▓		▓			
Monitor district / school level assessment data to ensure data is used to inform instruction & intervention	▓		▓	▓					

A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
District Leaders / School Leaders	Core Standards					Corollary Standards			
	Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
F.3 Lesson and unit plans aligned to the PA Standards									
Develops / implements curriculum aligned to the PA Standards		▓							
Communicate the expectation that instruction is aligned with PA Standards		▓				▓			
Promote understanding and application of a curriculum framework		▓							▓
F.4 Designed process for participation of all stakeholders in IEPs									
Develop policies and procedures for the IEP process			▓						
Review IEPs to ensure compliance and alignment with PA Standards		▓							
Review transition IEPs for all students age 14 or older for compliance and alignment with PA Standards		▓							
Review progress monitoring data			▓						▓
F.5 Data is used to inform and monitor instruction, achievement, IEP goals									
Develop / implement policies and procedures for collecting, interpreting and using data to guide instruction	▓		▓						▓
Provide a variety of data collection tools for use			▓		▓				

	A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards								
	District Leaders / School Leaders	Core Standards					Corollary Standards			
		Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
G	**Student Engagement**									
G.1	**All students are actively engaged**									
	Ensure / monitor the use of multiple evidence-based practices that promote active engagement				�\					
G.2	**Assessment drives instruction for all students**									
	Ensure / monitor that multiple measures are being used to inform instructional decisions			▦						▦
	Ensure / monitor the use of formative assessment techniques to assess learning & make instructional adjustments			▦	▦					
G.3	**Effective coordination of paraprofessional support**									
	Establish policy and protocols for paraprofessional' roles and responsibilities	▦					▦	▦		▦
	Promote high expectations for paraprofessionals to prioritize student independence				▦		▦	▦		▦
H	**Supplementary aids and Services (SaS)**									
H.1	**Use a systematic & individualized approach to identify a full range of SaS to support individual students**									
	Review IEPs to ensure evidence of a systematic and individualized approach to determining SaS				▦					
H.2	**The full range of Supplementary Aids and Services are effectively used to support participation and progress in the general education curriculum**									
	Ensure that the full range of SaS identified by the IEP teams are effectively implemented				▦					

A Framework for Optimized Inclusive Practices	Pennsylvania Inspired Leadership (PIL) Standards									
District Leaders / School Leaders	Core Standards					Corollary Standards				
	Knowledge and skills to think and plan strategically, creating an organizational vision around student success.	Grounded in standards-based systems theory & design; architect of standards-based reform in the school	Knows how to access and use appropriate data to inform decision-making at all levels of the system.	Creates a culture of teaching and learning	Manages resources for effective results	Collaborates, communicates, engages, and empowers others to pursue excellence in learning	Operates in a fair and equitable manner with personal and professional dignity	Advocates for children and public education in the larger political, social, economic, legal, cultural context	Supports professional growth of self and others through practice and inquiry
H.2	**The full range of Supplementary Aids and Services are effectively used to support participation and progress in the general education curriculum**									
	Ensure use of a system for collecting and analyzing data to determine the effectiveness of SaS			▓	▓					