Inclusive Strategies Innovation Configuration
SUNY New Paltz Syllabi Review Coding Form

Course #:   **Date:**

Reviewer Name: **Primary Review _____   Secondary Review _____**

<u>CODING KEY:</u>

Code 0: **No evidence** that the evidence-based practice is included in the class syllabus

Code 1: Class syllabus **mentions resources** related to the evidence-based practice (e.g., textbook and journal readings, podcasts, videos, IRIS modules, websites, PowerPoints, etc.)

Code 2: Class syllabus **mentions resources** related to evidence-based practice, **requires engagement with resources,** and **includes basic evidence of scholars' knowledge** (e.g., quiz, test, reading response, etc.)

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Code 4: Class syllabus **mentions resources** related to evidence-based practice, **requires engagement with resources**, and **includes assignment with application** (e.g., field-based practice)

Code 5: Practice is not applicable to course

Instructions: Place the **code number** under the appropriate level of implementation for the course syllabus or assignment. Rate each category on the **LEFT** separately. **Note:** Every element in each category does **NOT** have to be addressed for an overall code to be assigned.	Code ☐0	Code ☐1	Code ☐2	Code ☐3	Code ☐4	Code ☐5
Working with Families • Developing partnerships with diverse families (e.g., building on students' prior knowledge; scaffolding and enabling dialogue around learning) • Family Centered Practices/Planning (e.g, goal identification linked with parental input, resource mapping, designing culturally sensitive programs) • Communication skills for working with families • Understanding the diversity of families (i.e., utilizing culturally responsive interactions)						
Transition (School Based) • Assessing the demands of the next setting and teaching the needed skills • Preparing personnel and/or family to transition to next setting • Interschool / Interagency agreements to smooth transitions						
Transition (School to Work) • Student focused planning • Student development • Family involvement • Program structure						

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Inclusion Foundations • History/Research • Social and moral underpinnings • Ethical Practice • Identified barriers/successful inclusive strategies • Participation in general education and assessments						
Inclusive Services Model • Educating students with disabilities in the general education setting • Characteristics of inclusion • School climate • Classrooms • Instructional programs						

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Co-teaching • Teaming involvement in the prereferral, RtI, referral, and IEP process • Parity (i.e., shared responsibility for the design, implementation, and assessment of instruction) • Planning (i.e., roles and responsibilities identified; identification of available resources) • Problem solving/data-based decision making • Match co-teaching structures to instructional goals (one teach/one observe, one teach/one assist, parallel teaching, alternative teaching, team teaching, station teaching) • Evaluation of outcomes						
Collaboration • Foster staff interactions • Trust building • Tangible items (written schedules, questioning techniques, procedures for reviewing student work) • Intangible items (listening and hearing, common vision, mutual respect, nurturing relationships) • Conflict resolution/problem solving strategies • Collaborating with Para-Educators						

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Cultivate Inclusive Learning Community • Value and address diversity • Language and classroom practices are inclusive of all students • Active learning community • Cooperative grouping • Respectful and affirming of cultural identity • School-home partnerships • Cultural practice of school made transparent						
Understanding of Individual Student Differences • Understanding of student learning process • Interpret and respond to student needs and behavior accordingly • Pedagogical and behavior management methods are dynamic, flexible, and responsive						

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Incorporate principles of Universal Design for Learning (UDL) to foster the differentiation and use of flexible curriculum and teaching and assessment materials and strategies, learning environments, and interactions with others • **Mulitple ways of representation** (**Content and Presentation**) (**what content students learn and how it is presented to them**), differentiation of the content taught and the presentation of directions, content, information, and materials so that *all* students, families, and professionals can access and understand them • **Multiple ways of engagement (Process) (how students stay motivated to learn),** differentiation in the ways to prompt, and stimulate interest and motivation and support task completion student involvement • **Multiple ways of expression (Product) (how students demonstrate their learning and what they know)**, differentiation in the ways students demonstrate their learning or others communicate with professionals including mode, ease, efficiency, intuition, choice, and error minimization						

Adapted from: Magiera, K., Simmons, R., Maheady, L., &. (2011). Project RAISE-UP (Redesigning and Improving Special Education - Undergraduate Program) SUNY-Fredonia. Holdheide & Reschly (2008). National Comprehensive Center for Teacher Quality.

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Assistive technology to promote the learning, independence, socialization, and communication abilities of students and families • Technologies to support student communication and socialization (e.g., augmentative communication devices and adapted ways to access technology) • Technologies for support student reading (e.g., screen-reading and text to speech software programs, digital books) • Technologies to support writing (e.g., word-processing, spell checkers, word prediction and cueing software programs, voice-activated/recognition, electronic dictionaries/glossaries, thesauri, text organization, grammar and punctuation assistance, specialized writing utensils and digital writing tools) • Technologies to support mathematics and science (e.g., virtual manipulatives, talking and non-talking calculators, computer-assisted instruction, simulations, problem-based learning) • Technologies to support English language learners (e.g., translation software, bilingual software and dictionary/thesauri programs, symbol supported text, close-captioning,) • Technologies to support behavior and organization (e.g., prompts via personal digital assistance, digital recorders, cell phones and bug in the ear, visual-based schedules and rules, timers and electronic displays) • Technologies to support communication with families and professionals (websites, e-mail, social media, multilingual hotlines, blogs, interactive videoconferencing, automated notification systems, and telephone answering machines)						

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