

## Inclusive Education Knowing-Doing Gap Instrument

Descriptor	Knowing					Doing					Gap
	5 Highly knowledgeable of practice and research	4 Knowledgeable	3 Building knowledge & confidence	2 Have minimal knowledge	1 Have no knowledge of this practice	5 Fully implemented & successful	4 Progress toward implement.	3 Implementation w/problems	2 Initial implementation	1 Not implemented	
1. School personnel understand and agree with the rationale for inclusive practices.											
2. The general education classroom is the first consideration when instructional settings are discussed.											
3. Decisions about instructional settings are determined on the basis of student needs and not on the basis of labels or available services.											
4. All students are considered full members of the school community.											
5. General educator teachers and special populations teachers regularly plan together.											
6. Sufficient time is available to support quality planning.											
7. School teams openly discuss and model the importance of shared ownership for all students.											
8. All faculty members are knowledgeable of the contents of each student's IEP for whom they are responsible.											
9. Instructional personnel use a variety of research-based instructional practices to increase success of diverse students in the general education classroom.											

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10. Access to the general education curriculum is assured for all students, including special needs students.												
11. Instructional accommodations and curricular modifications are appropriately applied for all students who require them.												
12. There is an emphasis on increasing the amount and quality of in-class support options for special needs students including co-teaching, support facilitation, and use of peers.												
13. Related services personnel and speech/ language pathologists provide their services within the general education classroom when appropriate.												
14. Peers are effectively used as tutors and natural supports for special needs students, are trained for these roles and are used appropriately.												
15. Para-educators are trained for their roles in supporting inclusive practices and are utilized appropriately.												
16. In-school relationships flourish between general education and special populations students.												
17. Parents are welcome and valued partners in the educational process and in establishing effective inclusive practices.												