Evaluating Shared Ownership
A Tool for District Leaders

GOAL/STANDARD: A philosophy of shared ownership, acceptance, shared responsibility, and accountability for all learners including students with disabilities.			
EVALUATION Q'S	**DATA/TOOLS**	**EVIDENCE OF SUCCESS**	**ACTIVITIES**
To what extents do the district and campus leaders ensure and encourage acceptance, shared responsibility and accountability for serving students with disabilities?	Campus vision/mission statement, written communication from campus leaders, PLC and other Team rosters, faculty survey, and information from interviews; Campus map indicating the location of services for students with disabilities, Activities that promote shared ownership	Shared responsibility and shared ownership is a stated expectation by administration, over 90% of faculty indicate a strong sense of shared ownership for students with disabilities. Services for students with disabilities are provided in locations that are not isolated. Interviews reveal the use of "our students" rather than "yours" or "mine," students are referred to by grade level rather than label. There is collaborative planning involving general and special education teacher.	1. Involve faculty in crafting a statement regarding shared ownership and in a variety of activities to promote shared ownership. Ensure that service locations are not stigmatizing, promote joint planning and assign every special education student and teacher to a grade level team.
To what extent are students with disabilities included in instructional and support activities?	Student schedules, classroom/department schedules, observation, and interview responses	80% of students with disabilities spend 80% of day in general education settings. Students participate in whole group, small group and individual activities that are not stigmatizing. 90% of faculty and parent survey responses indicate a high level of inclusion in instructional and support activities.	2. Provide training and ongoing support in inclusive education practices. Work with schools relative to analyzing LRE data and develop plans to address needs and actions to increase LRE targets.
To what extent is the special education department integrated into the district school system as an integral partner?	Location of central special education, organizational charts, meeting agendas, job descriptions of key special education leaders	Special education department is not isolated in a separate facility. Department leadership is an active participant on district leadership team.	3. Ensure that special education leadership is involved with other departments within the system.
To what extent do district faculty members report a sense of shared responsibility for students with disabilities?	Surveys, interviews	Survey responses indicate a 90% or higher level of agreement of shared responsibility. Interviews with administrators and teachers indicate shared ownership and shared responsibilities.	4. Investigate the possible obstacles to shared responsibilities such as common planning, location of services, membership on grade level teams Clarify in writing the roles and responsibilities of faculty relative to students with disabilities.
To what extent do teachers regularly plan and collaborate with one another across all settings relative to students with disabilities?	Principal interviews, interviews with teachers, teacher/ paraprofessional schedules.	90% or more of faculty indicate that they regularly plan together. Common planning time is scheduled at each school. Lesson planning templates indicate joint planning, other scheduled planning sessions such as PLC are evident.	5. Work with schools to build common planning time that allows faculty to discuss and plan for students with disabilities.
To what extent are practices in place to promote the sharing of information and planning for students who are transitioning from one level to another to prevent loss of forward progress?	Written guidelines for transitions, information from interviews, transition planning tools, schedules of transition planning/IEP meetings	There are written guidelines relative to procedures for transitions. Sending and receiving schools hold transition meetings. Information is exchanged in a timely manner and students with disabilities are in the right place with the right schedule on the first day of school. Teachers have the required information (IEP/accommodations) on the first day of school.	6. Enable electronic access and communication through the electronic management system relative to information sharing. Set dates or window for transition meetings when needed. Have a common tool prepared in advance relative to sending and receiving schools.