

New York Partnership for Statewide Systems Change Project 2001

A Scoring Matrix for the Program Quality Indicators Addressing the Needs of Students Through Inclusive Schooling

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by
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The purpose of this document is to assess programs that seek to provide quality inclusive schooling opportunities to all students. This matrix is based on Program Quality Indicators (PQI) for Students with Emotional Disturbance (Meyer, Price, Giugno, et.al., January 1997). The Program Quality Indicators in the original document were a result of feedback from Focus Groups from around the state.

By focusing on specific quality indicators, this matrix may be used to help assess educational programs for students with disabilities for a variety of purposes:

1. When used as a self-assessment, it may serve as a pre-program development needs assessment from which an action plan can be drawn.
2. It may serve as an on-going self-assessment for programs that seek to provide quality inclusive schooling opportunities to all students.
3. It may serve as an observational tool for individuals visiting programs that seek to provide quality inclusive schooling opportunities to all students.

The value of the matrix form is to illustrate commonly observed trends in program development in an attempt to identify some likely stages in program development. Certainly, as programs mature other quality indicators and manifestations of successful programs may emerge. Program providers, observers and evaluators should consider this document to be an approximation of current best practices in quality inclusive schooling.

Scoring matrix directions:

- Indicate which classroom/program/building/district is being assessed.
- Date the assessment form.
- Identify the person(s) completing the form.
- Review the program quality indicator described in the first box on the left.
- Read the four descriptions of how this indicator may or may not exist within your building/district.
- Circle the description that most closely matches your building/district.
- Complete all 14 program quality indicators.
- Items that score #4 most closely resemble best practices in quality inclusive programs as described in the Program Quality Indicators for Students with Emotional Disturbance, (Meyer, Price, Giugno, et.al., January 1997).
- Items that score #3 through #1 illustrate diminishing degrees of similarity to best practices as described in the Program Quality Indicators for Students with Emotional Disturbance, (Meyer, Price, Giugno, et.al., January 1997).

Scoring Grid

Name of classroom/program/building/district being assessed: _____

Date: _____

Person(s) Completing this Assessment: _____

Quality Indicator				
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				
#11				
#12				
#13				
#14				
#15				

New York Partnership for Statewide Systems Change 2000
 Melissa Price, Project Coordinator, Syracuse University

A SCORING MATRIX FOR THE PROGRAM QUALITY INDICATORS ADDRESSING THE NEEDS OF STUDENTS
 THROUGH INCLUSIVE SCHOOLING

Program Quality Indicators	4	3	2	1
Indicator #1 District or building placement	Students attend their home zone or magnet choice school. That is, this is the school the student would attend if he/she did not have a disability.	Students attend classes in an elementary building within their home school district that is not the school the student would attend if he/she did not have a disability.	Students attend classes in an elementary school in a neighboring school district that is not the school the student would attend if he/she did not have a disability.	Students attend classes in a segregated environment that is not part of an elementary school or the school district that the student would attend if he/she did not have a disability.

Program Quality Indicators	4	3	2	1
<p>Indicator #2</p> <p>Classroom placement</p>	<p>At grade level K-2, students attend age-appropriate core academic and interrelated arts class/school activities as specified in the district curriculum for that age-grade level, with pull-out no more than 20% of the school day.</p>	<p>At grade level K-2, students attend core academic and interrelated arts class/school activities in accordance with the student's grade level performance on a standardized test, despite the student's chronological age (not to exceed a 2 year span) with pull-out no more than 20% of the school day.</p>	<p>At grade level K-2, students attend age-appropriate core academic and interrelated arts class/school activities as specified in the district curriculum for that age-grade level, with pull-out no more than 50% of the school day.</p>	<p>At grade level K-2, students attend core academic and interrelated arts class/school activities in segregated settings located outside of the home school building.</p>

Program Quality Indicators	4	3	2	1
<p>Indicator #3</p> <p>Class size</p>	<p>For the focus grade level classrooms enrolling 1-2 students with disabilities, class size would be as follows: (a) for kindergarten, 15 - 20 total; (b) for grades 1-2, 22-26 total. No more than 2 students with disabilities requiring the maximum intensity of services would be enrolled in each classroom.</p>	<p>For the focus grade level classrooms enrolling 1-2 students with disabilities, class size would be as follows: (a) for kindergarten, 20-25 total; (b) for grades 1-2, 25-30 total. No more than 2 students with disabilities requiring the maximum intensity of services would be enrolled in each classroom.</p>	<p>For the focus grade level classrooms enrolling 1-2 students with disabilities in addition to these class sizes would be as follows: (a) for kindergarten, 20-25 total; (b) for grades 1-2, 25-30 total. No more than 2 students with disabilities requiring the maximum intensity of services would be enrolled in each classroom.</p>	<p>For the focus grade level classrooms enrolling 3-4 students with disabilities, class size would be as follows: (a) for kindergarten, 20-25 total; (b) for grades 1-2, 25-30 total. No more than 4 students with disabilities requiring the maximum intensity of services would be enrolled in each classroom.</p>

Program Quality Indicators	4	3	2	1
<p>Indicator #4</p> <p>Staffing</p>	<p>Interagency agreements and available support personnel working in collaboration include at least the following: (a) appropriate percentage of time from a Methods and Resource/ Consultant teacher with special education certification and training; (b) appropriate therapy services as specified on the IEP, such as Speech Therapy, Motor Therapy; (c) access to individually designed counseling and therapeutic services (co-located services provided through interagency agreement) for child and, where appropriate, family; and (d) technical assistance from expert in school-based intervention for students with disabilities (to be provided by the project or the agency, as negotiated).</p>	<p>Interagency agreements and available support personnel working in coordination with each other include the following: (a) appropriate percentage of time from a Methods and Resource/ Consultant teacher with special education certification and training; (b) appropriate therapy services as specified on the IEP, such as Speech Therapy, Motor Therapy; (c) access to individually designed counseling and therapeutic services (could be afterschool, provided through interagency agreement) for child and, where appropriate, family.</p>	<p>Coordinated available support personnel include the following: (a) appropriate percentage of time from a Methods and Resource/ Consultant teacher with special education certification and training; (b) appropriate therapy services as specified on the IEP, such as Speech Therapy, Motor Therapy; (c) access to small group counseling and therapeutic services (could be afterschool, provided through separate agency) for child and, where appropriate, family.</p>	<p>Personnel from various agencies and school projects working in isolation from each other include the following: (a) appropriate percentage of time from a Methods and Resource/ Consultant teacher with special education certification and training; (b) appropriate therapy services as specified on the IEP, such as Speech Therapy, Motor Therapy; (c) access to small group counseling and therapeutic services (could be afterschool, provided through separate agency) for child.</p>

	4	3	2	1
<p>Indicator #5</p> <p>Staff development activities for teachers, administrators and paraprofessionals to include the following: (a) program design for inclusion of students with diverse educational needs (b) culturally responsive pedagogy, including multicultural education and multiple intelligences approaches; (c) team collaboration; (d) parent involvement and communication strategies; (e) interpersonal intervention strategies to address child needs; (f) functional behavioral assessment and positive behavioral support planning for any student with emotional or behavioral needs.</p>	<p>All stakeholders collaborate to develop long-range plans for research-based content, skills and training which is linked to specific student outcomes. Staff development activities provide opportunities for practice, training and coaching.</p>	<p>Group planning occurs for staff development which is based on staff needs and current research without regard to student outcomes.</p>	<p>Research or regulation-driven training is planned by one individual and delivered to targeted audiences with limited follow-up.</p>	<p>Staff development is used a remedy for immediate problems without the benefit of long-term planning, reference to student outcomes or research. One time lectures occur in a context-void environment with no plan for follow-up or evaluation.</p>

Program Quality Indicators	4	3	2	1
<p>Indicator #6</p> <p>Plans for crisis intervention</p> <p>.</p>	<p>Support staffing within the school for ongoing support and crisis support needs, including a written crisis plan and process for student supervision during crisis that specifies criteria for removal and return to/from classroom. Back-up personnel identified in case of staff unavailability.</p>	<p>Support staffing within the school for ongoing support and crisis support needs, including a crisis plan and process for student supervision during crisis.</p>	<p>Support staffing within the school for ongoing support and crisis support needs.</p>	<p>Support staffing within the school for crisis support needs.</p>

Program Quality Indicators	4	3	2	1
Indicator #7 Planning	Weekly joint planning and problem-solving meeting involving classroom teacher, special education support personnel, teaching assistant/s, and other support services, plus additional monthly meetings for problem-solving and staff development involving consultant with expertise in school-based intervention for students.	Weekly joint planning and problem-solving meeting involving classroom teacher, special education support personnel, teaching assistant/s, and other support services, plus additional monthly meetings for problem-solving.	Weekly joint planning and problem-solving meeting involving classroom teacher, special education support personnel, teaching assistant/s, and other support services.	Inconsistently scheduled joint planning and problem-solving meeting involving classroom teacher, special education support personnel, teaching assistant/s, and other support services.

Program Quality Indicators	4	3	2	1
Indicator #8 Peer Supports	Seating arrangement and class activities reflect design of peer support structures for all students, with emphasis upon providing & facilitating peer supports and complimentary (not tracked) groupings for high vs. low support needs students.	Seating arrangement and class activities reflect design of peer support structures for all students, permitting peer supports.	Seating arrangement and class activities reflect designs that miss or block peer support structures for the student with a disability by over-reliance upon a paraprofessional.	Seating arrangement and class activities reflect designs that miss or block peer support structures for the student with a disability by solely relying upon a paraprofessional rather than peers or teachers.

Program Quality Indicators	4	3	2	1
Indicator #9 Teaching	Diverse teaching styles and learning opportunities in each subject area and thematically across subjects. Teachers have needed materials, resources, and training/consultation to facilitate use of at least three different teaching approaches each week to meet diverse student learning styles and multiple intelligences.	Diverse teaching styles and learning opportunities in at least two subject areas and thematically across these subjects. Teachers have needed materials, resources, and training/consultation to facilitate use of at least two different teaching approaches each week to meet diverse student learning styles and multiple intelligences.	Diverse teaching styles and learning opportunities in one subject area. Teachers have needed materials, resources, and training/consultation to facilitate use of at least two different teaching approaches each month to meet diverse student learning styles and multiple intelligences.	A lack of diverse teaching styles and learning opportunities in each subject area and thematically across subjects. Teachers do not have needed materials, resources, & training/consultation to facilitate use of different teaching approaches.

Program Quality Indicators	4	3	2	1
Indicator #10 Curriculum	General goals for curricular domains are age-appropriate, adapted for individual student needs according to most promising practices, and reflect valued outcomes for student achievement, graduation from high school, and transitions across school-community settings.	General goals for curricular domains are age-appropriate, adapted for individual student needs and reflect teacher-valued outcomes for achievement.	General goals for curricular domains are ability-appropriate, (but not age-appropriate) adapted for stereo-typical student needs.	General goals for curricular domains are generic for all students.

Program Quality Indicators	4	3	2	1
Indicator #11 Behavior Management	<p>Management styles reflect positive disciplinary and curricular-based intervention approaches to teach children new behaviors and skills rather than eliminate or decrease behavior through punishment. Teacher-student interactions are respectful and reflect a posture of solidarity, rather than negative reinforcement, aversive control or overprotection.</p>	<p>Management styles reflect positive disciplinary intervention approaches to teach children new behaviors and skills rather than eliminate or decrease behavior through punishment. Interventions are done in isolation from curriculum and classroom functions. Teacher-student interactions are respectful and reflect a posture of solidarity, rather than negative reinforcement, aversive control or overprotection.</p>	<p>Management styles reflect positive disciplinary and curricular-based intervention approaches to eliminate or decrease behavior through punishment. Interventions are done in isolation from curriculum and classroom functions. Teacher-student interactions are respectful and reflect a posture of solidarity, rather than negative reinforcement, aversive control or overprotection.</p>	<p>Management styles reflect eliminative approaches, decrease behavior through punishment. Interventions are done in isolation from curriculum and classroom functions. Teacher-student interactions are characterized by negative reinforcement, aversive control or overprotection.</p>

Program Quality Indicators	4	3	2	1
<p>Indicator #12</p> <p>Classroom adaptations for cognitive needs</p>	<p>Individualized adaptations and accommodations are based upon assessment of learner capabilities and learning styles, including developmental planning to make progress toward age-appropriate expectations for performance and instructional participation for students for whom grade level expectations are a goal.</p>	<p>Individualized adaptations and accommodations are based upon assessment of learner deficits to make progress toward age-appropriate expectations for performance and instructional participation for students for whom grade level expectations are a goal.</p>	<p>Individualized adaptations and accommodations are based upon assessment of learner deficits to make progress toward anticipated ability expectations for performance and instructional participation for students for whom grade level expectations deemed unattainable.</p>	<p>Academic instruction is secondary to behavior and social skills training.</p>

Program Quality Indicators	4	3	2	1
<p>Indicator #13</p> <p>Interpersonal goals</p>	<p>Individualized interpersonal goals focused upon remediation of social interactions and self-esteem are integrated within the classroom structures, peer support arrangements, and curricular and instructional activities scheduled on a daily basis.</p>	<p>Individualized interpersonal goals focused upon remediation of social interactions and self-esteem are integrated within the classroom structures, peer support arrangements, and curricular and instructional activities scheduled on an arbitrary and erratic basis.</p>	<p>Generic interpersonal goals focused upon remediation of social interactions and self-esteem are contrived to fit into classroom structures, artificial peer support arrangements, and curricular and instructional activities.</p>	<p>Remediation of social interactions and self-esteem are the primary instructional activities scheduled on a daily basis.</p>

Program Quality Indicators	4	3	2	1
Indicator #14 Integrated Therapies	Any pull-out services, including counseling and therapy services, are coordinated with academic instruction to insure that the child's membership in the classroom community is not jeopardized.	Some pull-out services, such as counseling and therapy services, are coordinated with academic instruction to insure that the child's membership in the classroom community is not jeopardized.	Any pull-out services, including counseling and therapy services, developed without the consideration of academic instruction, but try not to disrupt the child's membership in the classroom community.	Any pull-out services, including counseling and therapy services, are conducted without regard to academic instruction and the child's membership in the classroom community is jeopardized.

Program Quality Indicators	4	3	2	1
Indicator #15 Parental Involvement	Ongoing, meaningful Parental / Family / Guardian involvement in the planning, implementation, and assessment of all aspects of the student's program.	Parental / Family / Guardian involvement with committee on Special Education regarding initial and annual IEP development and when difficulties in implementations are encountered.	Parental / Family / Guardian involvement with committee on Special Education regarding initial and annual IEP development only.	No Parental / Family / Guardian involvement.