

Needs Assessment for Inclusive Education Focused on Improving Student Outcomes
Please circle your position:

General Education Teacher

Special Education Teacher

Administrator

Related Service Provider

Parent

Other _____

Area(s) of Certification(s): _____

Highly Qualified: Yes No

Gender: Female Male

Race/Ethnicity: White (Not Hispanic) Black Hispanic Other

Highest Degree Attained: Bachelor's Master's Specialist Doctorate

For School Professionals Only:

Years of Working Experience in Present Job Entering the Academic Year: _____

Years Working in Present Job at Present School: _____

Code: _____

Needs Assessment for Inclusive Education Focused on Improving Student Outcomes Principal / Parent / Related Services Provider / Other _____

Directions: Rate each item on both its effectiveness in your school and its importance to you. Use the accompanying 5-point scales as guides.

How Effective
1 = Not effective
3 = Effective
5 = Very Effective
DK = Do Not Know

How Important
1 = Not Important
3 = Important
5 = Very Important

No.	Component	How Effective						How Important				
1.	Teachers involved in co-teaching participate in selecting their co-teaching partner.	1	2	3	4	5	DK	1	2	3	4	5
2.	Teachers were actively involved in developing the school's inclusion model.	1	2	3	4	5	DK	1	2	3	4	5
3.	Teachers are actively involved in monitoring the effectiveness of the school's inclusion model.	1	2	3	4	5	DK	1	2	3	4	5
4.	Teachers involved in co-teaching have adequate time for instructional planning.	1	2	3	4	5	DK	1	2	3	4	5
5.	Teachers involved in co-teaching have adequate time for collaboration.	1	2	3	4	5	DK	1	2	3	4	5
6.	Teachers are equipped with a repertoire of skills to address the learning needs of diverse students.	1	2	3	4	5	DK	1	2	3	4	5
7.	Teachers self-select their involvement in inclusion classrooms.	1	2	3	4	5	DK	1	2	3	4	5
8.	Teachers recognize diversity in students' cultural backgrounds, language backgrounds, experiential backgrounds, and abilities.	1	2	3	4	5	DK	1	2	3	4	5
9.	This school building has personnel who are well trained in the effective implementation of an inclusion model.	1	2	3	4	5	DK	1	2	3	4	5
10.	Parents' views are considered when changes in students' instructional programming may be warranted.	1	2	3	4	5	DK	1	2	3	4	5
11.	Parents are systematically informed of their child's academic progress.	1	2	3	4	5	DK	1	2	3	4	5

Code: _____

No.	Component	How Effective						How Important				
12.	Administrator evaluations of teaching serve as a tool for developing teacher mastery of Louisiana components of effective teaching.	1	2	3	4	5	DK	1	2	3	4	5
13.	The principal acts in ways that support implementation of the school's inclusion model.	1	2	3	4	5	DK	1	2	3	4	5
14.	The principal is knowledgeable of instructional practices that are associated with student achievement gains.	1	2	3	4	5	DK	1	2	3	4	5
15.	Alternative services (e.g., resource, pullout, self-contained) are available to meet the needs of students who are not progressing adequately within the inclusion model.	1	2	3	4	5	DK	1	2	3	4	5
16.	An assessment system is in place to determine what professional development needs exist.	1	2	3	4	5	DK	1	2	3	4	5
17.	There is ongoing professional development designed to address identified instructional needs for students with disabilities.	1	2	3	4	5	DK	1	2	3	4	5
18.	Teachers' responsibilities in the inclusive classroom have been clearly specified.	1	2	3	4	5	DK	1	2	3	4	5
19.	Teachers model acceptance of all students' learning strengths and differences.	1	2	3	4	5	DK	1	2	3	4	5
20.	There is a clear expectation that all students will participate in classroom activities.	1	2	3	4	5	DK	1	2	3	4	5
21.	Students are regularly involved in helping other students learn.	1	2	3	4	5	DK	1	2	3	4	5
22.	Teachers set realistic yet challenging expectations for students.	1	2	3	4	5	DK	1	2	3	4	5
23.	Teachers show they care about student learning by believing that students will succeed.	1	2	3	4	5	DK	1	2	3	4	5
24.	Classroom teacher-student interactions are focused on specific learning tasks or topics.	1	2	3	4	5	DK	1	2	3	4	5
25.	Classroom student-student interactions are focused on specific learning tasks or topics.	1	2	3	4	5	DK	1	2	3	4	5

Code: _____

No.	Component	How Effective						How Important				
26.	Procedures for individually determining each student's ongoing progress in an inclusion setting (e.g., weekly measures of oral reading fluency) have been established.	1	2	3	4	5	DK	1	2	3	4	5
27.	Procedures for individually determining each student's ongoing progress in an inclusion setting are consistently implemented.	1	2	3	4	5	DK	1	2	3	4	5
28.	Procedures for evaluating the effectiveness of the school's inclusion model have been identified.	1	2	3	4	5	DK	1	2	3	4	5
29.	Instructional practices that increase active and intensive participation of students with disabilities in the learning of tasks are implemented.	1	2	3	4	5	DK	1	2	3	4	5
30.	Adequate instructional delivery time is allocated to meeting the needs of students with disabilities in the general education classroom.	1	2	3	4	5	DK	1	2	3	4	5
31.	There is ample time for the special education teacher and other specialists to provide direct and intensive education for students with disabilities.	1	2	3	4	5	DK	1	2	3	4	5
32.	Programs are designed to fit the individualized needs of students rather than students forced to fit established programs.	1	2	3	4	5	DK	1	2	3	4	5
33.	Students' engagement in meaningful instruction is maximized.	1	2	3	4	5	DK	1	2	3	4	5
34.	Lessons are focused and uninterrupted.	1	2	3	4	5	DK	1	2	3	4	5
35.	Appropriate instructional materials are readily available to teachers.	1	2	3	4	5	DK	1	2	3	4	5
36.	Appropriate instructional materials are used to engage students.	1	2	3	4	5	DK	1	2	3	4	5
37.	Appropriate supports and adaptations/accommodations are provided so that students make necessary progress in the general education curriculum.	1	2	3	4	5	DK	1	2	3	4	5
38.	Classrooms are well managed.	1	2	3	4	5	DK	1	2	3	4	5

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