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| --- |
| **Blueprint Self –Reflection** |
| Please rate your overall response to the following categories on a scale of 1-4. Then identify a bullet in each subsection that is a building/district strength, identify a building/district weakness, and an area where you may need more information.  |
| 1. ***STUDENTS ENGAGE IN SELF-ADVOCACY AND ARE INVOLVED IN DETERMINING THEIR OWN EDUCATIONAL GOALS AND PLANS.***
 |
| 1. Well Below Average
 | 2 - Below Average | 3 - Average | 4 – Above Average  |
| Evidence to support your choice:  |
| 1. ***PARENTS, AND OTHER FAMILY MEMBERS, ARE ENGAGED AS MEANINGFUL PARTNERS IN THE SPECIAL EDUCATION PROCESS AND THE EDUCATION OF THEIR CHILD.***
 |
| 1. -Well Below Average
 | 2 - Below Average | 3 - Average | 4 – Above Average  |
| Evidence to support your choice: |
| 1. ***TEACHERS DESIGN, PROVIDE AND ASSESS THE EFFECTIVENESS OF SPECIALLY- DESIGNED INSTRUCTION TO PROVIDE ACCESS FOR STUDENTS WITH DISABILITIES TO PARTICIPATE AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM.***
 |
| 1. Well Below Average
 | 2 - Below Average | 3 - Average | 4 – Above Average  |
| Evidence to support your choice: |
| 1. ***TEACHERS PROVIDE RESEARCH-BASED INSTRUCTIONAL TEACHING AND LEARNING STRATEGIES AND SUPPORTS FOR STUDENTS WITH DISABILITIES.***
 |
| 1. –Well Below Average
 | 2 - Below Average | 3 - Average | 4 – Above Average  |
| Evidence to support your choice: |
| 1. ***SCHOOLS PROVIDE MULTI-TIERED SYSTEMS OF BEHAVIORAL AND ACADEMIC SUPPORT.***
 |
| 1. Well Below Average
 | 2 - Below Average | 3 - Average | 4 – Above Average  |
| Evidence to support your choice: |
| 1. ***SCHOOLS PROVIDE HIGH QUALITY INCLUSIVE PROGRAMS AND ACTIVITIES.***
 |
| 1. - Well Below Average
 | 2 - Below Average | 3 - Average | 4 – Above Average  |
| Evidence to support your choice: |
| 1. ***SCHOOLS PROVIDE APPROPRIATE INSTRUCTION FOR STUDENTS WITH DISABILITIES IN CAREER DEVELOPMENT AND OPPORTUNITIES TO PARTICIPATE IN WORK-BASED LEARNING.***
 |
| 1. Well Below Average
 | 2 - Below Average | 3 - Average | 4 – Above Average  |
| Evidence to support your choice: |

Survey 15

Self reflec -10

Pack stack bullets – 30 – Gall walk table talk

break

T- chart

Needs ideas/Recommendations

Handouts – Who needs to know this?

 Guidance counselors?

Parents?

What re the implications to current practice?

Gen Ed CDOS- applies to all – identified SPD – are the internships built into the program going to meet compliance?

Supervisor for CTE?

Employability profile? How does it align with?

NEED PARKING LOT – Justin?

Over view intro – 10 – pre assign groups

Get handouts

20 min group

3 Groups

Regents – MS/HS – Steve and I

Local – MS/HS

CDOS/ Credentials – CDOS K-12 elem. – eligibility for NYSAA – CB Testing – all three levels with in MS/HS

30 Key Points – Text Expert – come back to the Table - Who needs to know? – what are the implications? Further questions as a group? – Make Graphic Organizer

20 – answer ?

Transition Coordinator

Jessie Power point , handouts, convo CTE