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| **Blueprint Self –Reflection for Principals** | | | | | |
| Please rate your overall response to the following categories on a scale of 1-4. Then identify the bullets in each subsection as either a strength or a weakness. | | | | | |
| ***3. 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 | | |
| This is evident when:   * *All teachers are responsive to the pedagogical needs of students with disabilities*. | | | | **S** | **W** |
| * *All students receive instruction in curriculum aligned with the State’s Learning Standards.* | | | | **S** | **W** |
| * *IEPs are developed in consideration of grade level standards.* | | | | **S** | **W** |
| * *IEPs are implemented and reviewed by educators, families and students to ensure that students are meeting their annual goals.* | | | | **S** | **W** |
| * *Special and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability.* | | | | **S** | **W** |
| * *Individual student data are used to inform and design instruction for students with disabilities to progress toward grade level standards.* | | | | **S** | **W** |
| * *Students with disabilities receive instructional materials in alternative formats at the same time as other students in the class receive their instructional materials.* | | | | **S** | **W** |
| **Reflection:** | | | | | |
| ***4. 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 | | |
| This is evident when:   * *All teachers develop lessons that allow multiple entry points and multiple modes of engagement for students with diverse needs.* | | | | **S** | **W** |
| * *All teachers of students are knowledgeable and skilled in providing explicit instruction in academics and social-emotional learning.* | | | | **S** | **W** |
| * *Students with disabilities are taught strategies for self-regulated learning across the content areas.* | | | | **S** | **W** |
| * *All teachers continually assess students’ understanding of lessons to improve and target instruction to student needs.* | | | | **S** | **W** |
| * *Students’ individualized needs for assistive technology devices and services are considered and accommodated.* | | | | **S** | **W** |
| **Reflection:** | | | | | |
| ***5. SCHOOLS PROVIDE MULTI-TIERED SYSTEMS OF BEHAVIORAL AND ACADEMIC SUPPORT.*** | | | | | |
| 1. Well Below Average | 2 - Below Average | 3 - Average | 4 – Above Average | | |
| This is evident when:   * *Educators collect and analyze student outcome data to plan, organize, deliver and evaluate the effectiveness of school-wide programs and instruction for all students.* | | | | **S** | **W** |
| * *Educators disaggregate and analyze outcomes for students with disabilities to improve school-wide programs and interventions.* | | | | **S** | **W** |
| * *Educators collect and analyze data to identify individual students in need of additional support.* | | | | **S** | **W** |
| * *Evidence-based interventions are provided in a timely manner to students needing more support.* | | | | **S** | **W** |
| * *Progress monitoring data are collected and inform decisions about the effectiveness and/or need for modification to those interventions.* | | | | **S** | **W** |
| **Reflection:** | | | | | |