

Faculty Guide

SpecialQuest Vision for Inclusion: Young children with disabilities play, develop, and learn together with their typically developing peers, supported by their families, in collaboration with providers of early childhood and specialized services.

Purpose: This self-assessment provides guidance to those designing personnel preparation in Early Childhood Education, Early Intervention, Early Childhood Special Education, and related fields. This team-based self-assessment tool is meant to be used to identify the use of the core components and essential elements of the SpecialQuest approach in college and university coursework and programs of study. Ideally, the self-assessment should be done with a team of faculty, family members of children who have disabilities, and other key stakeholders.

Note: The self-assessment is a supplement to the full description of the SpecialQuest approach and should be used in tandem with that document. The document, *The SpecialQuest Approach to Personnel Preparation on Inclusion for Young Children with Disabilities and their Families*, is available on the Web-based SpecialQuest Multimedia Training Library approach page at www.specialquestlibrary.org.

Instructions:

1. After becoming familiar with the SpecialQuest approach, the team should read through the checklist and discuss each element in relation to specific courses or the program of study.
2. The team then rates, for each element, the extent to which the SpecialQuest approach is being built into the courses or program of study: not yet, partially, or fully.
3. Notes can be made in the comments box to provide
 - a. examples of how each element of the approach is evident in the courses or program of study and
 - b. ideas for infusing or strengthening these elements in the courses or program of study.
4. Upon completion, the team should discuss the reflection questions at the end of this guide.
5. The team should periodically use this guide for on-going planning, reflection, and refinement of coursework or programs of study.

(It is suggested that ratings and comments are noted using a different color of ink for each successive review of the checklist.)

Support:

For more information or for support applying the SpecialQuest approach to professional development for inclusion:



- contact Sandy Tradewell (sandy.tradewell@specialquest.org)
 - explore the approach page of the web-based SpecialQuest Multimedia Training Library at www.specialquest.org
 - engage in dialogue with the SpecialQuest community and staff to
 - share ideas about using the SpecialQuest approach and
 - discuss challenges to incorporating the approach into in-service professional development.
- (Go to www.specialquest.org, select “networking”, select “discussions”, select “register or login” and follow instructions.)

College/University: _____

Team Members

Name:	Role/Position:	Location:	Agency/Institution:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Date of Completion: _____

Comments:

Date of Initial Review: _____

Comments:

Date of Second Review: _____

Comments:

COMPONENT: VALUES

ELEMENTS	CONSIDERATIONS	RATING			COMMENTS Note examples of how this element is being infused into personnel preparation or suggestions for how this element might be included or enhanced.
		Not Yet	Partially	Fully	
Vision	<ul style="list-style-type: none"> Is personnel preparation based on a shared vision for inclusion, which incorporates the concepts of belonging, families as partners and leaders, and teaming and collaboration? 				
Team-based	<ul style="list-style-type: none"> Are students engaging in team-based experiences that highlight a variety of perspectives? Do students explore the perspectives of a variety of key stakeholders including family members, direct service providers, and administrators who reflect diverse cultures, languages, and abilities? Do students have opportunities to participate with inter-disciplinary teams during practicum or other field experiences? Do students have support from faculty, administrators, and employers to participate in team-based learning, implement their learning in real life situations, and engage in the process of continuous improvement? 				

COMPONENT: **VALUES**, *continued*

ELEMENTS	CONSIDERATIONS	RATING			COMMENTS Note examples of how this element is being infused into personnel preparation or suggestions for how this element might be included or enhanced.
		Not Yet	Partially	Fully	
Relationship-based	<ul style="list-style-type: none"> • Are positive and supportive relationships fostered among students and faculty? • Are interactions characterized by a sense of acceptance, respect, and trust? • Are students' diverse experiences and perspectives acknowledged and valued? 				
Families as Partners and Leaders	<ul style="list-style-type: none"> • Are family members of individuals who have disabilities actively involved as participants, partners, and/or leaders in personnel preparation? • Are the perspectives of adults with disabilities represented throughout the curriculum? • Are the every day experiences of families who have children with disabilities reflected in the curriculum? 				
Parallel Process	<ul style="list-style-type: none"> • Do faculty model the core values that they are expecting the students to adopt? 				
Head, heart, hands	<ul style="list-style-type: none"> • Does the coursework or program of study address and weave together cognitive, skill-based, and emotional (motivational/inspirational) aspects of learning? 				
Continuous Improvement	<ul style="list-style-type: none"> • Is student input and "wisdom of the field" incorporated into data-based decision-making for coursework/programs of study? • Do faculty provide periodic opportunities for students to pause and reflect on personal experiences and implications of applying knowledge to practice? 				

COMPONENT: DESIGN


ELEMENTS	CONSIDERATIONS	RATING			COMMENTS Note examples of how this element is being infused into personnel preparation or suggestions for how this element might be included or enhanced.
		Not Yet	Partially	Fully	
Organization	<ul style="list-style-type: none"> • Do content and learning strategies have a consistent and logical organization and flow? • Are learning environments structured to best support active learning and address diverse learning styles and modalities, as well as student comfort? • Do learning activities and environments encourage creativity of students and faculty? 				
Time	<ul style="list-style-type: none"> • Do pacing and duration of courses or programs of study provide multiple opportunities for students to internalize information, deepen understanding, and develop and refine skills over time? • Is time within courses semi-structured to ensure a balance of content, practice, and reflection, as well as individual and team-based learning? 				
Expectations	<ul style="list-style-type: none"> • Are expectations for learning and behavior made explicit (e.g., syllabi, class agendas, learning outcomes, and follow-up)? • Are students provided with information and skills that directly relate to their work or practicum? • Are students expected to demonstrate their professional competence? 				
Facilitation	<ul style="list-style-type: none"> • Do faculty provide learning experiences that create a shared context, ensure opportunities for practice, and support direct application to the students' work or practicum experiences? • Do faculty include and elicit a variety of personal experiences and real life examples of successful inclusive practices to educate, motivate, and inspire? • Do faculty build on the strengths of the students, support accomplishment of learning outcomes, and celebrate successes? • Do faculty provide individualized, intensive, interactive, and engaging learning experiences so students are able to build competence in their area of professional study? 				

COMPONENT: DESIGN, *continued*

ELEMENTS	CONSIDERATIONS	RATING			COMMENTS Note examples of how this element is being infused into personnel preparation or suggestions for how this element might be included or enhanced.
		Not Yet	Partially	Fully	
Applicaton	<ul style="list-style-type: none"> Do students reflect on their learning and how it applies to their work or practicum? Do students use problem-solving strategies to develop and implement action plans that address the challenges and realities of their work or practicum environments? 				
Follow-up & Sustainability	<ul style="list-style-type: none"> Are students supported through ongoing, individualized coaching over time to improve their practice? Do students utilize the principles of sustainability* to improve their practice over time? <p><i>* Information about principles of sustainability can be found on the supplements page of the Web-based SpecialQuest Multimedia Training Library at www.specialquestlibrary.org.</i></p>				

REFLECTION QUESTIONS:

As a team, reflect on this self-assessment process and use the following statements to guide your insights and discussion.

 What are our strengths and where are the opportunities for improvement?

 What action do we want to take?