
QUALITY TEACHING FOR ALL

Whole Schooling Assessment & Planning Tool

Revised September 2008



DIRECTIONS

Whole Schooling is an approach to building effective schools in which diverse students *learn well together* that is based Eight Principles and associated practices.

This document provides a tool by which teachers may engage in self-assessment regarding their skills in implementing practices associated with the Eight Principles of Whole Schooling. Teachers, teacher teams, and administrators may work together to analyze strengths and needs and use this information to set targets and strategies for improving teacher skills and practice.

To complete the survey, indicate to what extent a particular practice is true with reference to your own teaching practices. Use the following anchors to rate your *'skills and practices'*: never true, rarely true, often true or always true. For the column labeled *'importance'* indicates how important you believe a given practice is in teaching diverse students together well. Use 'not at all important', 'of limited importance', 'important', or 'crucial' ratings to indicate the degree to which you agree that each item is important in teaching diverse learners together.

Please complete demographics at the end of the survey.

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Skills and practices			
<i>Never true (1)</i>	<i>Rarely true (2)</i>	<i>Often true (3)</i>	<i>Always true(4)</i>
Importance			
<i>Not at all important (1)</i>	<i>Of limited importance (2)</i>	<i>Important (3)</i>	<i>Crucial (4)</i>

1. Create learning spaces for all. Good teaching starts where every teachers starts at the beginning of the year – organizing the space of the classroom in ways that can support effective teaching practice and learning for all students.

Skills and practices				Statements	Importance			
1	2	3	4		1	2	3	4
				1.I arrange my class to stimulate and support active learning, exploration, and inquiry in learning.				
				2.I seek to organize my classroom so that students with a wide range of learning styles and sensory, physical, emotional and cognitive abilities can be comfortable in learning				
				3.I collect and use books and materials in my own classroom library that reflect a wide span of ability levels.				
				4.Desks or tables in my classroom are organized so that students may work and interact together as part of their learning.				
				5.My classroom has spaces allocated for full class meetings as well as individual and group work.				
				6.I create spaces in my class and allow students to adjust furniture where students can be alone – eg. cubbyholes between bookshelves, learning places in the hall, under desks and tables.				
				7.I organize learning centers in my class for particular work activities or subjects with engaging materials of high interest.				
				8.Spaces are used for multiple purposes if this is needed; students learn how to move furniture into new arrangements in an orderly way.				
				9.Students learn in my classroom how to be responsible for materials in the class; each student has a job for helping to maintain the class.				
				10. Students in my class label and organize the learning materials of the classroom to help them learn organizational skills.				
				11. I use technology as a tool for exploration and learning such as computers and calculators.				
				12. I use assistive technology tools and devices to assist all students in my class, including students with special needs (eg. devices that scan text and convert it to speech or tools that speak words for students who cannot speak).				
				13. I use space to celebrate accomplishments and contributions of students; I leave spaces all over my class to put student work as the year unfolds.				

COMMENTS

Skills and practices			
<i>Never true (1)</i>	<i>Rarely true (2)</i>	<i>Often true (3)</i>	<i>Always true(4)</i>
Importance			
<i>Not at all important (1)</i>	<i>Of limited importance (2)</i>	<i>Important (3)</i>	<i>Crucial (4)</i>

2. Empower citizens for democracy. For students to learn to become effective democratic citizens, they must experience, day by day, democracy in action, being explicitly taught how to take responsibility for themselves and others, to problem solve, to use power and authority wisely. School leaders engage parents and staff in making collaborative decisions, modeling democracy for children. In classrooms and the daily life of the school, children have multiple opportunities to make choices, engage in dialogue, problem solve, and take responsibility for the use of power and resources with guidance from adults.

Skills and practices				Statements				Importance			
1	2	3	4					1	2	3	4
				1. As a teacher I seek to be a leader, working with other teachers and my administrator to help improve practices in our school.							
				2. I identify many specific ways that students can provide leadership in the class in suggesting ways to make our classroom community more effective.							
				3. As a teacher I facilitate students setting goals and taking charge of their own learning.							
				4. I help students set many of their own goals and performance standards .							
				5. I emphasize intrinsic rather than extrinsic rewards.							
				6. I support students in taking responsibility for building relationships. I teach students how to solve problems they have with one another and I pair students together to work together and help one another.							
				7. I engage students in problem-solving concerning relationships.							
				8. Students make choices and work in collaborative working groups in which they make decisions.							
				9. I use class meetings to provide an opportunity for students to share and discuss issues and needs.							
				10. I provide opportunity for all students to have a voice to raise their concerns.							
				11. I work to connect my students with members of other cultures, ethnic groups, and socio-economic status.							
				12. My students study the local community.							

<p>COMMENTS</p>

Skills and practices			
<i>Never true (1)</i>	<i>Rarely true (2)</i>	<i>Often true (3)</i>	<i>Always true(4)</i>
Importance			
<i>Not at all important (1)</i>	<i>Of limited importance (2)</i>	<i>Important (3)</i>	<i>Crucial (4)</i>

3. Include all in learning together. For a democracy to function, by definition, all children must be there. For students to learn well, to be prepared to function in a diverse society, they must be exposed to people with diverse characteristics. Thus, as teachers, we work to welcome all students into our classroom so that children of great differences learn together – across differences of culture, ethnicity, language, ability, gender, & age. Below are examples of good practice.

Skills and practices				Statements				Importance			
1	2	3	4					1	2	3	4
				1. Students with severe disabilities (eg. students who have severe mental retardation, physical disabilities, multiple disabilities, and severe emotional impairments) are welcomed in my class.							
				2. Students with cognitive disabilities (previously mental retardation) are welcomed in my class.							
				3. Students who have limited hearing, vision, and mobility are welcomed in my class.							
				4. Students who have learning disabilities are welcomed in my class.							
				5. I am committed to keeping students who display challenging behavior in my class and helping them learn effective social skills.							
				6. Students who are bilingual or have limited English speaking abilities are welcomed in my class.							
				7. Students served through special programs for economically disadvantaged students are welcomed in my class.							
				8. Students who have been identified as gifted or talented are welcomed in my class.							
				9. Support staff (such as special education teachers and gifted specialists) come into the general education class to teach collaboratively and assist students who have diverse learning needs rather than pulling them out into another room.							
				10. I am willing to struggle, learn, and seek answers when my class doesn't seem to be working for a particular child.							
				11. When asked I can articulate the reasons for the commitment to inclusive education and teaching.							
				12. I work to eliminate segregated classes for students with special needs so that ALL students can be included.							
				13. I work to involve all students in all aspects of the classroom.							

COMMENTS

Skills and practices			
<i>Never true (1)</i>	<i>Rarely true (2)</i>	<i>Often true (3)</i>	<i>Always true(4)</i>
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6. Build community. Effective schools that serve truly diverse students must work to build a community and provide mutual support within the classroom and school. When students engage in behaviors that are challenging, staff understand that these are expressions of underlying needs of students and seek to help students find positive ways to meet their needs. Staff make commitments to caring for and supporting such students in their school.

Skills and practices				Statements	Importance			
1	2	3	4		1	2	3	4
				1. My colleagues and I work to build a professional learning community in which we collaborate to improve our teaching practice.				
				2. I work to help students develop emotional & interpersonal skills.				
				3. I seek to present a welcoming, inviting atmosphere (e.g work of students in the halls, pleasant interactions among staff and parents).				
				4. I seek to build co-operation in class activities.				
				5. Instruction in my class involves much social interaction among students.				
				6. Classroom management is a shared responsibility of students and myself as teacher				
				7. Students help one another in classroom activities.				
				8. I teach students to learn to ask for help, offer help, refuse help, and acknowledge help in socially appropriate ways.				
				9. I provide opportunities for students to learn with students of other ages through activities with students from other classes or having children of 2-4 grade levels learning together in my class.				
				10. Peer support is used frequently in my classes.				
				11. I respect student privacy in all areas.				
				12. I encourage students develop defining features of the classroom community including formal organizational structures, rituals, and symbols (eg. name of the class, celebrations, mascot and logo for the class, etc.).				
				13. I hold classroom meetings to involve students in developing solutions to problems that are affecting our learning community.				
				14. I am committed to working with and supporting children with significant emotional needs and behavioral challenges as part of the learning community.				
				15. When children have serious behavioral challenges I seek to understand the underlying needs that the behavior manifests and help students learn new behaviors to meet their needs.				
				16. I teach students how to resolve conflicts.				

COMMENTS

Skills and practices			
<i>Never true (1)</i>	<i>Rarely true (2)</i>	<i>Often true (3)</i>	<i>Always true(4)</i>
Importance			
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7. Support learning. Support in learning is needed by teachers and children alike. Schools use specialized school and community resources (special education, title I, gifted education) to strengthen the general education classroom. Support personnel collaborate with the general education instructor to include children with special needs in classroom activities and to design effective instruction for all students. They avoid ability grouping or teaching children at the back or side of the room. All struggle to provide proactive supports to meet needs of students with behavioral challenges.

Skills and practices				Statements				Importance			
1	2	3	4					1	2	3	4
				1. I collaborate with a building-based support team to provide support to children and families related to academic learning.							
				2. I collaborate with a building-based support team to provide support to children and families related to social, emotional, and behavioral needs.							
				3. I discuss students who are having difficulties with other colleagues informally and in formal team meetings.							
				4. I work to provide support and assistance to other teachers in dealing with challenging students.							
				5. I plan collaboratively with other teachers and specialists such as special education teachers, speech therapists, and social workers.							
				6. I teach collaboratively with special education teachers and other specialists such as speech therapists and occupational therapists in my classroom.							
				7. When paraprofessionals provide support in my class for students I supervise their activities assuring that they work with all students while supporting students with special needs.							

<p>COMMENTS</p>

PART B: Background Information

Instructions: Please respond to the following questions by ticking the box that corresponds with the most appropriate answer that applies to you.

1. Your gender
 Female Male
2. Your age is
 Below 25 years 36 – 40 years
 25 – 30 years Above 40 years
 31 – 35 years
3. What is your highest level of qualification?
 Less than Bachelor's degree Educational Specialist degree
 Bachelor's degree Doctor of Education
 Master's degree Doctor of Philosophy
4. Which grade do you currently teach/ or are preparing to teach?
 Preschool
 Grade 1 – Grade 6 (primary/elementary)
 Grade 7 – Grade 12 (secondary/highschool)
5. How long have you been in the teaching profession? _____ years
6. Where is your current school located?
 Urban/Metropolitan
 Suburban
 Rural
7. Which of the following best describes the size of your school?
 1- 300 901 – 1200
 301 – 600 More than 1200
 601 - 900
8. Which of the following best describes your average class size?
 Less than 10 students 31 – 40 students
 10 – 20 students More than 40 students
 21 – 30 students
9. What is the total number of students with a disability in your current classroom?
 None 4 – 5 students
 1 student More than 5 students
 2 – 3 students
- 10a. Do you know any person with a disability?
 Female Male
- 10b. If yes, state the nature of your relationship? (please tick all that is applicable)
 Acquaintance (eg neighbour or store clerk)
 Casual (eg fellow student, co-worker, employee)
 Close (eg room-mate, near relative)
 Intimate (eg spouse, child, sibling)

11. Throughout your teaching career, please estimate the relative amount of exposure you had to the education of students with a disability.
- None
 Some
 High
12. Throughout your teaching career, please estimate the relative amount of exposure you had to inclusion.
- None
 Some
 High
13. Please rate your degree of success to date in dealing with students with a disability in a regular classroom.
- Low
 Average
 High
14. Please rate your level of confidence in dealing with students with a disability in a regular classroom.
- Low
 Average
 High
15. Please rate the level of training you have had in the following:
- Preservice training in special education

<input type="checkbox"/> None	<input type="checkbox"/> 2 units/subjects
<input type="checkbox"/> I unit/subject	<input type="checkbox"/> More than 2 units/subjects
 - Preservice training in inclusive education and teaching

<input type="checkbox"/> None	<input type="checkbox"/> 2 units/subjects
<input type="checkbox"/> I unit/subject	<input type="checkbox"/> More than 2 units/subjects
 - Inservice training in special education

<input type="checkbox"/> None	<input type="checkbox"/> 2 units/subjects
<input type="checkbox"/> I unit/subject	<input type="checkbox"/> More than 2 units/subjects
 - Inservice training in inclusive education and teaching

<input type="checkbox"/> None	<input type="checkbox"/> 2 units/subjects
<input type="checkbox"/> I unit/subject	<input type="checkbox"/> More than 2 units/subjects