BEAVERTON SCHOOL DISTRICT
THRIVE · CONTRIBUTE · EXCEL

Beaverton Inclusive School Scan

Date:
School/Classroom Visited:

Instruction: Use this document as a self-reflective tool on your leadership practice as you create and maintain an inclusive learning environment. This is not a teacher evaluation tool.

District Goal:			
All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.			
College & Career Readiness (CCR) Framework Strategy #1:			
Supportive, inclusive learning environments ensure each and every student, regardless of background, experiences success.			
Main Entrance & Office			
Description	**Strengths/Evidence**	**Needs**	**Next Steps**
Main Entrance & Office — Environment — Signs and posters are visibly posted to assist all visitors and students and are in the languages that reflect the language diversity of the school.			
The district & school's non-discrimination and anti-harassment policies are visibly posted, including the procedures for reporting.			
Information to request an interpreter is visibly posted in languages that reflect the school community.			
Information about community resources to support students and families of all backgrounds is visibly posted and available.			
Student work is displayed and reflective of the diversity represented in the school.			
Behaviors — Staff greets and acknowledges all visitors and students with a welcoming and affirming disposition.			
Conversations in a variety of languages are encouraged and affirmed.			

		Description	Strengths/Evidence	Needs	Next Steps
Main Entrance & Office					
M.O.	Behav.	Request for an interpreter is acknowledged and processed with a welcoming and affirming disposition.			
Classroom					
Classroom	Environment	Classroom posters and bulletin boards represent the diversity of the classroom (e.g. race, language, religion, gender, sexual orientation, gender identity, etc.).			
		The district & school's non-discrimination and anti-harassment policies are visibly posted, including the procedures for reporting.			
		Student work is displayed and reflective of the diversity represented in the school.			
	Behaviors	Teachers welcome students by name as they enter the classroom.			
		Teachers communicate learning targets in student-friendly language.			
		Student demographics in various courses are reflective of overall student population(AP/IB, RTI, intervention, extension, etc.).			
		Teachers use multiple strategies to ensure all students have opportunities to answer and ask questions, as well as to engage in discussions.			
		Teachers embed community and team building activities into instruction to promote connection and support learning.			

Classroom					
		Description	**Strengths/Evidence**	**Needs**	**Next Steps**
Classroom	Behaviors	Teachers use cooperative learning structures across differences (e.g. language, race, culture, gender, etc.).			
		Teachers use students' native language, cultural and prior knowledge & experiences as a bridge for students to access content.			
		Teachers utilize materials and curriculum that acknowledge and affirm the legitimacy of student's cultural heritage and background (e.g. language, history, tradition, etc.).			
		Teachers use students' real life experiences to connect school learning to their lives.			
		Teachers affirm and encourage use of students' native language in the classroom that supports learning.			
		Teachers provide specific and timely feedback that promotes improved learning to all students.			
		Teachers utilize multiple approaches to monitor and assess student's learning.			
		Teachers use multiple instructional strategies (e.g. SIOP, RTI, differentiation, culturally responsive pedagogy, etc.) to promote the learning of all students.			

Throughout the Building				
	Description	**Strengths /Evidence**	**Needs**	**Next Steps**
Throughout the Building — Environment	<u>Cafeteria:</u> Foods that are appropriate for all cultural groups are served and appreciated.			
	<u>Media Center:</u> Books and materials are reflective of student population (e.g. language, race, religion, gender, sexual orientation, gender identity, etc.).			
	The district & school's non-discrimination and anti-harassment policies are visibly posted, including the procedures for reporting.			
	Student work is displayed and reflective of the diversity represented in the school.			
	(Secondary Only) A safe space for students who may experience non-inclusion is readily available (e.g. Gay Straight Alliance, "safe space," culturally-themed student clubs, etc.).			
	Students and adults encourage and affirm the use of students' native languages throughout the building.			
	Volunteers and visitors are reflective of student population.			
	School holiday celebrations, rituals, and routines are reflective and supportive of the diversity of student population.			

Throughout the Building				
	Description	**Strengths/Evidence**	**Needs**	**Next Steps**
Throughout the Building — Environment	School-wide activities (e.g. assemblies, conferences) and extra curricular activities (e.g. clubs, athletics) are reflective of the diversity of student population.			
	Policies and practices are in place to promote and sustain an inclusive and welcoming environment at all levels (e.g. membership of student leadership & Site Council, etc.)			
	Student presence in all aspects of the school (e.g. hallway during class time, ISS room, extra curricular activities, TAG, etc.) reflects the overall student population.			
	Student attires and self-expressions reflect the diversity of the students and are affirmed.			
Behaviors	Students and staff use inclusive and respectful language that affirms students' background (e.g. race, language, religion, gender, sexual orientation, gender identity, etc.).			
	Staff promotes use of respectful and inclusive language through modeling, interrupting and intervening in response to non-respectful and exclusionary language.			

Sources:
Beaverton Minority Educator Community. (2011). Inclusive learning environment.
Coalition of Essential Schools. Culturally responsive pedagogy.
Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice, Second edition.*
Lindsay, R., Roberts, L., & CampbellJones, F. (2005). *The culturally proficient school: An implementation guide for school leaders.*
Montgomery County Public Schools. A resource for equitable classroom practices 2010.1/30/12