**Rubric for Assessing Inclusion Content and Practices[[1]](#footnote-1)**

Listed below are indicators that may be important to consider when preparing professionals who will work with young children with and without disabilities and their families. These may be found throughout or in one specific section of a syllabus or training plan. When deciding on a rating, consider how much the area is reflected in the syllabus/training plan as a whole. In addition to scoring the extent to which each indicator is reflected in the syllabus, please mark where the indicator was found.

| **Indicators** | **Extent the Syllabus** **Reflects Indicator[[2]](#footnote-2)** | **Where Was the Indicator Found?** |
| --- | --- | --- |
| None | Some | Significantly | **Course Description** | **Outcomes/ Objectives** | **Texts, Readings, Resources** | **Instructional Experiences** | **Assignments** |
| 1. To what extent have you included **evidence-based practices** for supporting young children with or at risk for disabilities? (e.g., DEC Recommended Practices)?
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. To what extent have you included an emphasis on **evidence-based practices that support inclusion** (e.g., Inclusive Classroom Profile)?
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. To what extent have you incorporated an emphasis on **engagement of parents/families** as essential components of inclusion?
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. To what extent have you addressed aspects of **culture, diversity, and equity** in supporting opportunities for young children with disabilities to be fully included?
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. To what extent have you incorporated an emphasis on includingyoung children with disabilities **who are dual language learners**?
 | **0** | **1** | **2** |  |  |  |  |  |
| 1. To what extent have you included an **emphasis on collaboration** with educators, therapists, and other colleagues?
 | **0** | **1** | **2** |  |  |  |  |  |
|  |  |  |  | **TOTALS=** |

1. Developed by Camille Catlett, May 2018. [↑](#footnote-ref-1)
2. **None** = indicator is not mentioned. **Some** = indicator is mentioned 1-2 times in any location. **Significantly** = indicator is mentioned 3 or more times and is connected to both knowledge acquisition (course description, outcomes/objectives, texts/readings/resources, instructional experiences) and knowledge application (assignments). [↑](#footnote-ref-2)