

Teachers are considered the key elements in promoting inclusive education and their attitude toward inclusion may influence school learning environment and the availability of equal educational opportunities for all students. The survey was carried out in Prague, Czech Republic to examine teachers' attitude toward inclusive education and the sample comprised of 104 regular and special school teachers. The analysis of data confirmed findings of many previous studies on teacher attitude toward inclusion and revealed that Czech teachers generally hold positive attitude toward principles/concepts of inclusive education, but they have reservations or negative attitude toward inclusion of students with emotional/behavioral disorders and intellectual disabilities in regular classrooms. Moreover, Czech teachers are not satisfied with the training opportunities provided for their professional growth. They demonstrated lack of confidence in regular teachers' ability to meet the special education needs of students with disabilities. However, they felt optimistic about current level of collaboration among personnel and believe they have support from the authorities. They hold supportive attitude toward using differential instruction methods to meet the special education needs of students with disabilities. Implications for future study and practice are discussed.