



The National Policy Landscape

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IMPROVEMENT



Office of Special
Education Programs



Teaching all the Children

2 out of 4 children identified for special education services are served in general education classrooms

87,000 Public Schools

7 out of 10 teachers are female

9 out of 10 teachers are white

5.75 Million Students identified for Special Education Services`

57 million students

350 languages & dialects spoken in the New York City Schools

40% of all students are culturally and linguistically diverse



National Policy Context

- **No Child Left Behind (NCLB): P-12**
- **National Board for Professional Teaching (NBPTS): P-12 and IHE**
- **Interstate New Teacher Assessment and Support Consortium (INTASC)**
- **IDEA '04 & The Presidential Commission on Special Education, Disproportionality**
- **NTAF**

No Child Left Behind

		California		Colorado		Florida
Highly Qualified Teachers Definition	P	Draft Definition	N	Has eliminated tests of basic skills.	Y	DOE issued memo that details state's compliance with "highly qualified" definition in NCLB.
Subject Matter Competence	P	Subject competencies in place for initial certification.	Y	Provisionally licensed teachers hold a bachelor's degree or higher and demonstrate thorough knowledge of the subject matter to be taught.	Y	State tests subject matter competence for initial certification and renewal of certification (every five years).

No Child Left Behind

<p>Test for New Elementary Teachers</p>	<p>Y</p>		<p>Y</p>	<p>Limits the Colorado educator assessment program to content tests only.</p>	<p>Y</p> <p>State requires passing score on skills and subject matter exam sections.</p>
<p>Highly Qualified Teacher in Every Classroom</p>	<p>P</p>	<p>Districts have been notified of requirement, and measurable objective is being developed.</p>	<p>N</p>	<p>No an annual measurable objective to ensure all teachers are highly qualified by 2005-2006.</p>	<p>N</p> <p>Florida is in planning stage.</p>
<p>High Quality PD</p>	<p>N</p>	<p>Not evident in policy or practice.</p>	<p>N</p>	<p>ECS could not identify an annual measurable objective to ensure all teachers are receiving high quality professional development.</p>	<p>N</p> <p>Florida is in planning stage.</p>



No Dream Denied: A Pledge to America's children (NCTAF)

Teachers

- **Possess a deep understanding of the subjects they teach;**
- **Evidence a firm understanding of how students learn;**
- **Demonstrate the teaching skills necessary to help all students achieve high standards;**
- **Create a positive learning environment;**
- **Use a variety of assessment strategies to diagnose and respond to individual learning needs;**

http://www.nctaf.org/dream/summary_report.pdf



No Dream Denied: A Pledge to America's children (NCTAF)

- Demonstrate and integrate modern technology into the school curriculum to support student learning**
- Collaborate with colleagues, parents and community members, and other educators to improve student learning;**
- Reflect on their practice to improve future teaching and student achievement;**
- Pursue professional growth in both content and pedagogy; and**
- Instill a passion for learning in their students.**



Presidential Commission

- **Current system places process over results**
- **Failure rather than prevention and intervention**
- **Unification of general and special education**
- **No recourse for families when special education fails their children**
- **Culture of Compliance rather than academic and social achievement**
- **Identification procedures lack validity**
- **Children with disabilities need highly qualified teachers**
- **Rigor of special education research questioned**
- **Under funded mandate**



IDEA 2004

- **Early Intervening**
- **Disproportionality**
- **School-wide Positive Behavior Support**
- **Response to Intervention**
- **Research Based Practices**
- **Improvements in Key Indicators**
- **State Performance Plans**
- **Progress Monitoring**
- **Increased emphasis on Inclusive Education**



Disproportionality

- **Special Education Eligibility**
 - Based on failure models
 - No guarantee that students have received state of the art instruction before being referred
- **School Context & Student Performance**
 - School resources, class size and teacher quality linked to student success
- **Biological & Social Risk Factors in EC**
 - Access to high quality early intervention
- **Improved Data Collection and Research**
 - Scale up promising practices from research

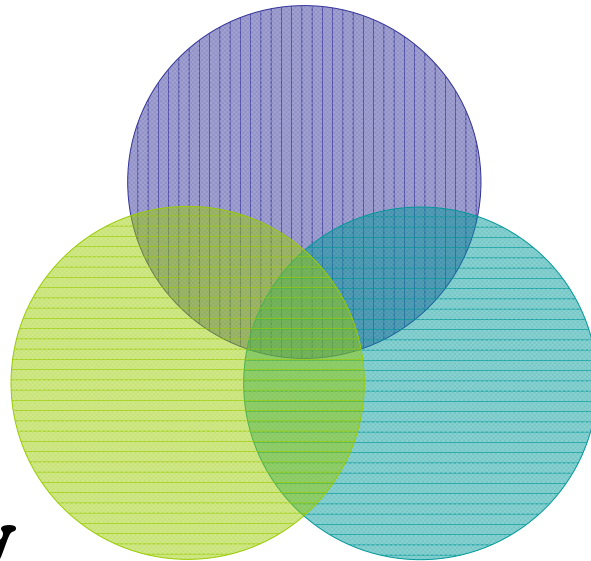


SES and Poverty Interact

- **At every SES level**
 - **AA students more likely to be labeled ED, MR and placed in self-contained, SPED classrooms**
 - **AA students less likely to be labeled learning disabled or communication disordered and placed in general ed classrooms**
- **As wealth and better schooling increase, AA males are at greater risk of being labeled MR**
- **As the non-minority pop % increases, AA are also at increased risk for MR and ED identification**

Intersections

• **Learning**



• **Disability**

• **Culture**



NRC: The Influence of Schooling

- **Differential resources**
 - **Fewer well prepared teachers**
 - **Poorer facilities**
- **Teaching differences**
 - **Lower expectations**
 - **Cultural differences in behavioral expectations**
- **Differential opportunity for parental participation in SE assessment may increase risk**

Ideal Relationships



Central Administration

Professional Learning, Coaching, and Mentoring

Emancipatory Policies, Coaching and Mentoring

Educators

Schools

Reducing Barriers to Effective Practice, Focusing on Coaching and Mentoring