

Lessons Learned from Across the Nation

- All districts had the common goal of increasing the achievement of special education students
- All districts shared the common commitment to improve

Road to improvement:

- Common planning time
- Structured, data-based decision making
- Strategic plan for professional development
- Align IEP goals to grade level standards
- Common formative and summative assessments at each grade level for ALL students
- Belief that all students can learn
- Trend toward full inclusion

Lessons Learned from California Districts

The four districts were selected for this article because they exceeded predicted achievement for students with disabilities.

Five strategies emerged:

- Inclusion and access to the core curriculum
- Collaboration between special education and general education teachers
- Continuous assessment and use of RTI
- Targeted professional development
- Use of direct instruction

California Special Education Executive Summary Group 1

Introduction:

- Uncoordinated system
- General Ed. and Special Ed. are isolated and less effective
- Increase in disability labels
- Too many players with bottom lines

A coherent system is:

- All students are general education first

- Early intervention is key
- Approaches are evidence-based
- Integration and collaboration

Our charge:

- What are we doing wrong?
- How can we get better?

Early learning:

- Need increased funding
- Family friendly
- Evidence-based intervention
- Common assessments
- Equity

Evidence-based practices:

- Universal Design for Learning; social emotional learning; general education resources for pre-referral; technology; college/career transition

Educator preparation:

- Streamline credentialing
- Integrate special ed/general ed training
- Multi-Tiered System of Support (MTSS)
- Progress monitoring
- Cultural competency
- Digital literacy
- Alternative communication practices
- Paraprofessional training and collaboration

Family engagement:

- Family involvement and student driven decisions should be expanded to ensure a positive student outcome
- Secure funding through alternative approaches (SELPA, LCAP)

California Special Education Executive Summary Group 2

- Coordinated services equal better services.
- ALL students are general education students **first**.
- Maximize potential regardless of multiple barriers

- Early intervention and inclusion equal best practice
- MTSS, aligned systems, social emotional learning, Universal Design for Learning
- Professional development to train new *and* existing teachers
- Ongoing paraprofessional training
- Use of data to inform practice and track student learning
- IEP goals should be aligned with standards, assessments, and curriculum
- Early intervention needs equitable funding
- Maximize access to federal funding
- Increased connection between home and school
- Student involvement in the IEP
- Increase funding for family resource centers