

# Welcome to the May Issue of CollabNews

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### Follow Us!

#### FOLLOW US ON FACEBOOK



In our continuing effort to be connected with our member districts we have created a Facebook page where we are posting information of interest to education leaders. Please join us there and contribute to the conversation.

### About Us



The [Urban Special Education Leadership Collaborative](#) is a network of special and general education leaders working together to improve outcomes for students with disabilities in the nation's urban schools.

### SPRING MEETING 2011 SUMMARY

#### Meeting Recap

Our Spring 2011 Meeting in Los Angeles was well attended and a huge success. We wish to thank the attendees, as well as our hosts from the Los Angeles Unified School District, for making this such an informative and exciting meeting. Special thanks go to our keynote speaker, Judy Elliott, Chief



Academic Officer of the Los Angeles Unified School District, for her informative and inspiring presentation. We plan to have the video of the keynote available online sometime in June.

Our members' Concurrent Session presentations allowed us to delve into our meeting topic, "Systemic Implementation of Multi-tier Academic and Behavioral Supports," and we are grateful to all of our presenters for sharing their experiences and ideas with us. The handouts from the meeting presentations can be viewed online at our website, or by [clicking here](#).

Save the Date for our Fall 2011 Meeting in Austin, Texas!  
October 26 - 29, 2011



## GUIDANCE ON RIGHTS RELATED TO ACCESS TO TECHNOLOGY

### The Department of Education Issues Guidance on Rights of Students With Disabilities When Educational Institutions Use Technology

U.S. Department of Education's Office for Civil Rights (OCR) [issued guidance](#) through Dear Colleague Letters to elementary and secondary schools and institutions of higher education along with a Frequently Asked Questions document on the legal obligation to provide students with disabilities an equal opportunity to enjoy the benefits of technology. This guidance is a critical step in the Department's ongoing efforts to ensure that students with disabilities receive equal access to the educational benefits and services provided by their schools, colleges and universities. All students, including those with disabilities, must have the tools needed to obtain a world-class education that prepares them for success in college and careers.

## REFORMING PREPARATION OF GENERAL EDUCATION TEACHERS

### Improving Learning Outcomes for Students with Disabilities through Reformed Preparation of General Education Teachers

Recent reports show that while new teachers are teaching more diverse groups of students than ever before, most do not feel adequately prepared for the job nor being held accountable for those students' achievement. These results indicate that teacher preparation reform must be a top priority for improving the learning outcomes of students with disabilities. The American Association of Colleges for Teacher Education (AACTE) and the National Center for Learning Disabilities (NCLD) has just released a white paper titled [Preparing General Education Teachers to Improve Outcomes for Students with Disabilities](#). The groundbreaking report highlights the importance of reforming preparation for general education teachers to bring about better academic outcomes for students with disabilities.

## WEBSITE OF THE MONTH

### The National Center to Inform Policy and Practice in Special Education Professional Development

[The National Center to Inform Policy and Practice in Special Education Professional Development](#) is an Office of Special Education Programs-funded center which aims to improve teacher quality and increase commitment to teaching students with disabilities by informing special education policy and practice on induction and mentoring, and identifying and recommending induction and mentoring implementation strategies. NCIPP aims to inform special education policy and practice by examining and recommending those policies and practices that improve the retention and quality of beginning special education teachers.

## INCLUSIVE SCHOOLS NETWORK

### Share Your Successes With Us!



Share your successes! The Inclusive Schools Network would like to hear about practices and strategies that you have found successful in your classroom, school or community. We will select a limited number of submissions to print in Inclusive Schools Network News and on our website.

To submit a piece, please follow the guidelines listed below:

- Description should be no more than 600 words.
- Submission should be a **practice or strategy** that promotes participation and learning by ALL children in the group. This could be a game, daily practice/routine, event or project. Be creative!
- Submission must be sent electronically to [inclusiveschools@edc.org](mailto:inclusiveschools@edc.org). Each submission must include a contact name and email.
- Please be advised that no personal names or identifying information can be used in the article for protection of personal information.

### Collaborative Help Desk:

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