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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.

FALL MEMBER MEETING - KEYNOTE SPEAKER

Success at an Early Age: Improving Outcomes for Young Children with Disabilities



We are very pleased to announce that our keynote speaker for the Fall Member Meeting in Chicago will be Dr. Kathleen Hebbeler. Dr. Hebbeler directs the Early Childhood Outcomes Center, a 10-year effort to provide national leadership and build the capacity of

states to report high-quality data on outcomes for young children with disabilities and their families. She is principal investigator on a project examining the validity of a process for summarizing multiple sources of information on child functioning for outcomes measurement. She also directed the National Early Intervention Longitudinal Study (NEILS), which examined services and outcomes for more than 3,300 infants and toddlers with disabilities in early intervention programs around the United States. She is a nationally-recognized expert on accountability for early childhood programs, assessment, and large-scale studies of children with disabilities, serving on national advisory boards and consulting to major evaluations to help create designs that adequately address such issues as oversampling and measurement of disability.

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Join us for Dr. Hebbeler's exciting and informative lead-off to what promises to be another great meeting in a magnificent city.

Registration for our Fall 2013 Member Meeting in Chicago, IL is now open! To register, please click [here](#).

ASSESSMENT

PARCC and Smarter Balanced Accommodations Manuals

The [Partnership for Assessment of Readiness for College and Careers](#) (PARCC) is one of two consortia working to develop next-generation K-12 assessments in English and math. The PARCC released the first edition of the accessibility features and [accommodations manual](#) for the assessments currently being developed. The manual is a comprehensive policy document that outlines the accessibility features and accommodations that will be available for the PARCC Mid-Year, Performance-Based and End-of-Year Assessments.

The [Smarter-Balanced Assessment Consortium](#) has just made a draft of its [Accessibility and Accommodations Guidelines](#) available for public review and feedback.

WEBSITE OF THE MONTH

The Early Childhood Outcomes (ECO) Center

As we approach the Collaborative's Fall Member Meeting, we will be sharing resources that focus on early education and intervention. This month we are highlighting [The Early Childhood Outcomes \(ECO\) Center](#). The ECO Center provides national leadership in assisting states with the implementation of high-quality outcome systems for early intervention (EI) and early childhood special education (ECSE) programs. Their website provides up-to-date information and resources for state and local administrators, technical assistance providers, teachers, other direct service providers, and families.

ENGLISH LANGUAGE LEARNERS WITH DISABILITIES

English Language Learners with Disabilities in Massachusetts: Current Status and Next Steps for Identification and Instruction

In April 2012, the Massachusetts Department of Elementary and Secondary Education contracted with researchers at Education Development Center, Inc. (EDC), to study current practices in identifying disabilities among English Language Learners (ELLs) and meeting the students'

instructional needs in schools and districts across the state. Directors of special education, and directors and coordinators of school districts' English learner education programs, principals, and teachers participated in different aspects of the research, including surveys and qualitative interviews with the EDC researchers. The overall findings suggest that, although Massachusetts schools and districts face challenges in meeting the instructional needs of ELLs with disabilities, there are also many practices and processes led by highly committed individuals with extensive expertise that are being implemented to meet the needs of these students. The description of



these promising practices and processes may inform the work of our member districts across the country. A copy of the report can be found [here](#).

WEBINAR

Occupational Therapy and Transitions in Early Childhood

The Cradle to College and Career practice group of the IDEA Partnership and the Early Intervention workgroup of the American Occupational Therapy Association (AOTA) are co-presenting a webinar entitled *Occupational Therapy and Transitions in Early Childhood* on August 26, 2013. Information is available [here](#). The webinar will discuss strategies for supporting successful and meaningful transitions in early childhood. Evidence-based practice and occupational therapy's role in transitions will be discussed as well as collaborative efforts to support transitions in various settings.

NEW MEMBER DISTRICTS - WELCOME!



The Collaborative is pleased to introduce our newest members, The School District of Lancaster and Katy Independent School District.

The School District of Lancaster is located in Lancaster, PA, and has a total district enrollment of 11,300 students. Our member contact for this district is Carole Clancy,

Supervising Coordinator of Special Education. To learn more about Lancaster, please visit their website [here](#).

Our other newest member district, Katy Independent School District, is located in Katy, TX, and has a total district enrollment of 64,562 students. Our member contact for this district is Dr. Brian Malechuk, Executive Director of Special Education. To find out more about Katy ISD, please visit their website [here](#).

We welcome the Lancaster School District and Katy Independent School District to the Urban Collaborative, and look forward to getting to know them at our Fall Member Meeting!

Collaborative Help Desk:

Urban Special Education Leadership Collaborative
Education Development Center, Inc.
43 Foundry Avenue
Waltham, MA 02453

Phone: 617-969-7100 x2447
TTY: 617-964-5448
Fax: 617-332-4318
Email: collaborative@edc.org
Website: www.urbancollaborative.org

