

Welcome to CollabNews

May 2016
Volume 19, Issue 5

In This Issue

[SPRING MEETING](#)

[THANK YOU, RON!](#)

[HARVARD UDL PROGRAM](#)

[DISPROPORTIONALITY ARTICLE](#)

[LARGE-SCALE ASSESSMENTS](#)

[WEBSITE OF THE MONTH](#)

[SAVE THE DATES](#)

Quick Links

[Urban Special Education
Leadership Collaborative](#)

[Spring 2016 Member Meeting
Presentations](#)

[Fall 2015 Member Meeting
Presentations](#)

[Spring 2015 Member Meeting
Presentations](#)

[Fall 2014 Member Meeting
Presentations and Keynote Video](#)

[Spring 2014 Member Meeting
Presentations and Keynote Video](#)

[Mapping the Evolution of Special
Education](#)

[American Speech-Language-Hearing
Association](#)

[Education Next](#)

[Office of Special Education Programs
\(OSEP\)](#)

[Education Development Center, Inc.](#)

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 MEMBER MEETING PRESENTATIONS ARE POSTED!

Building Capacity to Successfully Educate Students within Urban School Districts

We extend our thanks to Compton Unified School District and Santa Monica-Malibu Unified School District for helping us make our Spring Member Meeting such a great success. We also wish to thank our keynote speaker, Mark Cabaj of the Tamarack Institute for Community Engagement, and the 10 Collaborative member districts who shared their successes and challenges around capacity building during the innovative and informative concurrent sessions. We have posted the PowerPoint presentations and handouts from these sessions on our website. You can access them [here](#).

Also, during our Size Alike session, participants met to discuss the newly-proposed DOE regulations to loosen policies on how districts can use their comprehensive coordinated early intervening service (comprehensive CEIS) funds and tighten policies on how states calculate disproportionality. With any DOE proposed regulation, there is the opportunity for public comment that gives people a chance to participate in agency rulemaking. The Urban Special Education Leadership Collaborative submitted comments on behalf of our members. You can find them [here](#).

THANK YOU, RON!



After nine years as Associate Director of the Urban Special Education Leadership Collaborative, Ronald Felton retired in early May. Ron is a steadfast, thoughtful, wise, and accomplished colleague that joined the team in 2007 to focus on expanding the Collaborative's technical assistance and program and service-delivery evaluations. He also led a very successful two-year initiative, co-sponsored by the University of Maryland, titled "Unlocking the Power of District Data to Improve Outcomes for Students with Disabilities." Ron joined the Collaborative after serving more than 30 years in the field of special education with the Miami-Dade County Public Schools, retiring as Associate Superintendent of Exceptional Student Education. His extensive background added a great deal of integrity to our work.

Ron was our technology champion, insightful and encouraging problem solver, witty comic relief, constant friend, and coffee connoisseur. As David Riley often said, "Ron is a gift."

Currently, Ron lives with his wife in San Miguel de Allende, Mexico where he is an active member of the Board of Directors for the Escuela de Educacion Especial de San Miguel de Allende.

We encourage you to write to Ron at his personal email address at Ronald.Felton@gmail.com to wish him well and thank him for his invaluable contributions to the Urban Collaborative community. We will miss him!

DEADLINE EXTENSION: FRIDAY, JUNE 3!

LAST CHANCE TO APPLY: The deadline for early consideration has been extended to Friday, June 3!

Harvard Graduate School of Education presents Universal Design for Learning: Leading Inclusive Education for All Students with Tom Hehir and David Rose

Professional Education at the Harvard Graduate School of Education (HGSE) is pleased to announce a special opportunity for member districts of the Collaborative to join us July 11-15 for [Universal Design for Learning: Leading Inclusive Education for All Students](#). This program, which is co-chaired by Tom Hehir and David Rose, is designed for participation by teams of educators with prior experience and working familiarity of UDL, and who want to lead successful school- or district/system-wide implementation of UDL to engage all students in truly inclusive education.

Examine the implications of the 2015 Every Student Succeeds Act (ESSA) and its explicit discussion of UDL implementation.

Consider national, state, and local policies that affect teaching and learning for all students.

Broaden your understanding and implementation of differentiated instruction.

Apply the UDL framework more effectively to reach, teach, and motivate students.

Educators from member districts of the Collaborative are invited to apply for priority consideration by **Friday, June 3**, and will be offered a special program fee of \$2,950. Please [click here](#) for additional information and the link to the online application. Questions? Contact us at ppe@gse.harvard.edu or call 1.800.545.1849.

DISPROPORTIONALITY IN SPECIAL EDUCATION

Article Published in Collaborative's *Urban Perspectives* Gets National Attention

In the Winter 2016 edition of *Urban Perspectives*, Russell J. Skiba, Alfredo J. Artiles, Elizabeth B. Kozleski, Daniel J. Losen, and Elizabeth G. Harry authored a response that refutes the claims in a study by Morgan et. al (2015), made popular in a NY Times op-ed, arguing that there is no issue of disproportionate representation. The full response was recently summarized in *Educational Researcher*, April 2016 edition, the official journal of the American Educational Research Association (AERA). You can find the original publication in *Urban Perspectives* [here](#).

LARGE-SCALE ASSESSMENTS

Two New Publications from the National Center on Educational Outcomes (NCEO)



The National Center on Educational Outcomes has two new publications on large-scale assessments they would like to share:

1) *Principles and Characteristics of Inclusive Assessment Systems in a Changing Assessment Landscape* (NCEO Report #400)

2) *2013-2014 Publicly Reported Assessment Results for Students with Disabilities and ELLs with Disabilities* (NCEO Report #401)

Documents are available online at <https://nceo.info/>. You may download and use NCEO publications as you need with proper citation.

WEBSITE OF THE MONTH



NTACT

National Technical Assistance Center on Transition

The National Technical Assistance Center on Transition (NTACT) has recently released several new documents to assist in bridging the gap from the research to school practice. NTACT is funded by the Office of Special Education and Rehabilitative Services and is charged with building state education and vocational rehabilitation agency capacity to assist local practitioners with implementing effective practices. Examples of resources for school districts include:

[Response to Intervention at the Secondary Level](#)

[Predictors of Post-School Success](#)

[A Guide to Developing School-Community-Business Partnerships](#)

[Register for an upcoming webinar on Growth Mindsets and Belonging](#)

Check out their Resources & Guidance, Effective Practices and Predictors, News & Events, annotated bibliography and additional resources at www.transitionta.org.

SAVE THE DATES

THE COLLABORATIVE
SUPPORTING EDUCATION LEADERS SINCE 1994

SAVE THE DATES

Fall 2016 Member Meeting

December 7-10, 2016

Hilton Nashville Downtown
Nashville, TN

www.urbancollaborative.org