

No Child Left Behind Workgroup Feedback

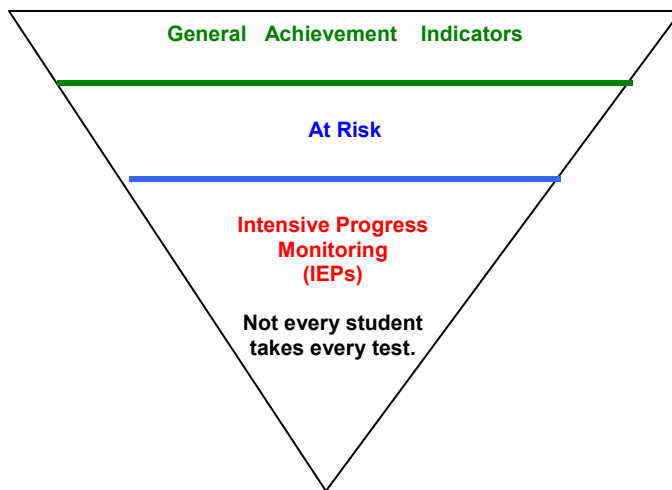
NCLB Question 1: How would you change the requirements for becoming a highly qualified teacher under the new NCLB?

1. We want all kids to be taught by well prepared teachers
2. Students should have access to “highly qualified” teachers and identified students should have access to “highly qualified” special education teachers and support services
3. Expand the notion of a highly qualified teacher from content only to also include: instructional strategies, clinical experiences, apprenticeship, mentoring model, and recognize the unique circumstances of each state
4. Reduce the disparity between states, currently there is a differences in standards among states
5. The Federal government should provide minimum criteria for HQ for state teacher licensure
6. A state-level, teacher licensing issue
7. Extend HOUSSE to maintain flexibility
8. Survey states and other stakeholders on HOUSSE
9. Place a greater emphasis on pedagogy
10. Place a greater emphasis on training for general education teachers to teach and assess students with special needs
11. Grandfather in experienced teachers and put in place new requirements for new teachers
12. Coordinate well rounded teacher preparation programs for general and special-educators.
13. General education teachers provide consultation to special ed teacher to address highly qualified (self contained sped)
14. Relate to service delivery
15. Consistency throughout states
16. Team teaching
17. Better define consultative and collaborate rolls
18. Identify the role of a special education teacher
19. Clarify that general education -- “teacher of record” -- has a responsibility to collaborate with special education teachers

NCLB Question 2: What should provisions surrounding multiple measures and growth measures in assessment and accountability look like under the new NCLB?

1. Appoint a task force to determine:
 - Information that follows a student throughout career to document progress
 - How multiple measures could be used in accountability systems
 - How growth measures can be included in accountability systems

WARNING: National Standards lead to National Assessment
2. Tiered approach:
 - Separate accountability from progress monitoring



3. Adopt a growth model
4. Recognize CBM as a valid and reliable measure of student growth
5. Use multiple measures to show student growth
6. “Measure progress of systems” and include all kids; uniformity across states
 - Measure progress for specific groups of kids test in 1st, 2nd, 3rd...
7. Assess students on targeted skills of the critical function of core content of general education- grade level content expectations
8. Get rid of AYP
9. Get consistency across all states as to which multiple measures we use without “sanctions”
10. Use a growth model to measure student progress and provide a definition of a growth model.
11. Use multiple measures of assessment to measure student growth

NCLB Question 3: Do you think the NCLB provisions surrounding alternate and modified assessments based on alternate and modified achievement standards are effective practices for students with disabilities? Why or why not?

1. How do you define “modified”? (Assessment and achievement standards)
2. Do/should state standards apply to students who require a functional curriculum?
3. How do you assess the progress and growth of students who are in a functional curriculum-as well as those who are struggling below grade level?
4. Standards with differentiated performance levels do not result in an “all or nothing” situation for the student.
5. Continue and evaluate effectiveness (shows growth; aligns with IEP).
6. Recommend use of modification and add a listening comprehension component.
7. Provide clarification via regulations
8. Find and/or fund a model program in which this is being done effectively
9. Maintain individualization
10. Assure measurement of progress in individualized skills, knowledge, and behavior
11. Lack of consistency
12. Extended grade level content
13. Demonstrate actual critical function academic tasks = higher expectations for students = progress
14. Develop a research based model “Suggested Model” for states to use for:
 - Technical assistance
 - Funding
 - Partnership with special education and regular education)
15. There is not currently enough information on modified assessments.

NCLB Question 4: What may be the appropriate balance between sanctions and supports in the new NCLB?

- 1) Increased funding for effective, targeted technical assistance
- 2) Reinforcement changes behavior, punishment simply temporarily represses a behavior!
- 3) Provide reinforcement for positive changes in schools not yet making AYP
- 4) Do not take money away from struggling schools
- 5) Target populations not making AYP with targeted technical assistance- don't label entire buildings and districts as not making AYP
- 6) Reduce the need for sanctions by providing resources and supports:
 - a) Collaboration
 - b) Personnel
 - c) Professional development that is ongoing
 - d) Expertise-outside consultation
 - e) Funding
 - f) Evaluation of interventions and student progress
- 7) Money should go to schools to make progress
- 8) Fund us 100% and we'll prove 100% accountable; fund us 10% and that's what you'll get!
- 9) Partnership effort among government, federal, state, and local instead of punitive:
 - a) Money
 - b) Technical support-what should it look like
 - c) More than 3 years
- 10) "Throw out the sanctions and bring in the supports"
- 11) Proactive instead of a reactive support approach
 - a) Remove the word "sanction"
 - b) Develop indicators of need for successful schools
 - c) Look at local and cultural supports

NCLB Question 5: CEC is aware that NCLB is under funded. What specific NCLB provisions need additional funding?

- 1) Professional development
- 2) Gifted education
- 3) Research on assessment methods
- 4) Funding research and development of a model that effectively measures meaningful growth and progress of individual students
- 5) Additional support and money for staff and professional development
 - in-service
 - pre-service
- 6) Do away with special education undergrad
- 7) Generalist degree vs. specialist degree
- 8) Evidence research based practices
- 9) Federal funds
 - Menu of research based practices
 - Guidance
 - Partnership, "let's all be accountable!"
- 11) Targeted funds toward research, paraprofessionals, training
- 12) Hold districts accountable only to the extent NCLB is fully funded by Feds
- 13) Provide adequate money for staff development (evidence based teaching methods)
- 14) Develop and implement growth measures
- 15) Provide money for districts to adopt and implement evidence based instructional methodologies and curriculum
- 16) Funding for HQ

NCLB Question 6: How should the new NCLB address the issue of instructional and assessment accommodations?

1. Define- greater consistency across states? Accepted standards for accommodations?
Greater guidance!
2. Continuity
3. Consistency
4. Research based practices
5. Clarify accommodations can go to any kid
6. Modifications change content
7. Feds should not give us the list of accommodations we can use, but allow us (as experts) to identify what will aid the child
8. Consistent with IDEA
9. Return to idea of individualization
10. Recognize that some students with never meet “one size fits all” standards, but needs to be able to grow and learn to their own potential
11. P.D. in the design and use of instructional and assessment accommodations
12. IEP recommendations should not penalize student of LEA (no double jeopardy under performance and 95% part)
13. NCLB acknowledge IEP drives instruction
14. More emphasis on instructional and assessment accommodations to maximize child’s achievement level in accordance with other education legislation

NCLB Question 7: What other issues should the new NCLB address?

1. ESL students who become proficient are no longer ESL-proficient students are replaced by new group of English Language Learners
2. Disparity of standards across states
3. Graduation based solely on peer group membership
4. Out of level testing
5. Out of district placements (private schools) meeting NCLB requirements:
HQ and accountability
6. Research based
7. NCLB should be tied to private education as well if any public funds are involved
8. Vouchers = accountability
 - a) If money follows child, child is assessed by state assessment, if in 2 years show no progress, it is not an appropriate placement
9. NCLB should encompass IDEA
10. Gifted and Talented
11. Count each student as 1.0
12. RTI
13. Alignment of NCLB and IDEA for the good of every child, including all stakeholders in the process

CAN FOCUS GROUP

1. What are the three most pressing policy issues in your field?

- Highly qualified status
 - teacher preparation
 - relationships with Department of Education
 - Coordinating with institutes of higher education
- Loan Forgiveness
- Pedagogy (Special Education, General Education)
- Response to Intervention: determining which students are eligible, effective strategies for assessment
- Accessing EBP for Pre-Kindergarten to High school
- Access vs. accountability
- Ongoing personnel Development
- Equity of Opportunity (HQ Teachers, Paraprofessionals)
- Funding
- Losing knowledge base, identify regarding disability categories: MR, LD
- Anything that is good for one, good for all
- Special Education “Cave In”, pressure of regulations, etc.
- How to meet vast needs of students
- CAPS on class size
- Everything is important including life skills, career, transition, in addition to academics.

2. Are there issues that you feel CEC Public Policy Unit should be addressing?

- Division concerns should be included in CEC’s policy positions. CEC should be asking Divisions for their input.
- CEC should pay more attention to Canadian public policy matters.
- CEC should address the drop out rates of students with disabilities.
- Transition and access to post secondary education issues should be addressed by CEC.
- CEC should address issues concerning teacher recruitment and alternate routes to certifications.
- CEC should address the shortage of physical therapist and speech pathologists in schools.
- CEC should address the need for both Federal vs. State policy advocacy, though understanding the practical resource constraints.
- CEC should address ethical issues that special educators confront -- as much of the profession is a balancing act between meeting the needs of individual children and complying with the law and regulations.
- CEC should focus on putting “I” for individuals back in IDEA.
- CEC should address issues concerning twice exceptional students and how to best educate this group of students, including providing awareness, training professors and parents.

3. What would you like to see in CEC’s Public Policy Agenda for 2007-2008?

Tier 1 issues:

- NCLB
- Gifted and Talented legislation (Jacob Javits Act)
- Medicaid
- Carl Perkins Career and Technical Education Act
- Part C- Final Regulations
- Higher Education Act

Tier 2 issues:

- Monitoring issues: APR, Public Reporting, Comprehensive State Plan
- Workforce Investment Act
- Data to inform practice and policy
- No Child Left Behind - Adolescent Literacy
- High school

4. What can CEC do to enhance, build, strengthen the CAN Network? Please be as specific as possible in your recommendations.

- Provide CAN Coordinators with an organizational chart of CEC staff
- Invite students to CAN to expand and introduce the network to CEC's next generation of leaders. Provide this information during the leadership training session so that units can properly budget for this expense.
- Reconsider the name of "CAN"
- Use CEC's new online tool "e-communities" to communicate on various issues (e.g. a new name for CAN).
- Make sure divisions are represented.
- Develop a way that CAN Coordinators can still feel connected when not at meetings.
- Add a day to the annual CAN meeting to lessen the meeting hours per day.
- Archive of exemplary activities (CAN website, e-community)
- Provide CAN Coordinators with the numbers of individuals from their state who have taken action on CEC's Legislative Action Center,
- Ensure that CAN Coordinators do not have any issues concerning the policy update.

5. What are some grassroots strategies that you have participated in or witnessed from other organizations?

- Honor legislators with a picture from a child
- Write thank you cards to legislators
- Provide legislators with photos of children
- Invite past recipients of CEC's legislative award to the annual award ceremony as a way of continuing to recognize the great work of past recipients and honor the new recipient.
- Contacts with other groups like Governors Advisory Council
- Partnership with other groups on education matters