Special Education

- Collaboration of special educators, general educators, and parents
- Context (e.g., labeling), implications of designating individuals as special Ed. Students
- Impact of policy (RTI)
- Family engagement—access to curriculum, access to teachers, communication
- Issues that were raised as areas needing attention include:
  - Teacher competence—skills to teach special needs students
  - Teacher confidence—dispositions (to engage with special needs students)

Outcomes of teacher preparation related to effectively serving diverse students within general and special education (instruction into a variety of experiences for teacher candidates should

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Betsy Cook - C 8 A CFY
Asha Gunderson-External: Consulting Management Co.
Jennifer Mecom: Ed, Psych-Special Ed,
Ben Jacob: C 8 I Social Studies,
Members: Susan Rose, Epsy-Special Ed.

Summary of notes from the TERRA breakout - Special Education Group
Summary of notes submitted by the TERI Break Out Special education group

May 19th, 2009

Response #1
I am not clear about what our teaching candidates currently learn regarding special education as far as courses or concepts. All of our teacher candidates need to know how to effectively work with all students especially special education students and meeting their needs. Also sensitivity & awareness for how “special education” label and experiences impact parents and families

Response #2
(1) Teachers need to be informed about the outcomes facing children placed in special education (e.g. drop-out rates, low levels of college enrollment, disproportionate representation of minorities, and the “no exit” nature of special education.) Would they be so ready to refer students to special education if they knew the outcomes due to the dismissal?
(2) There is no emphasis on developmental psychology in special education, only behaviorism.

Response #3 (Betty Cooke)
- Ability for critical reflection,
- Understanding of cultural context and development of cultural literacy or competence,
- Understanding child/adolescent development and the impact of various contexts and relationships on that development.
- Engagement of parents in a child’s education and learning.

Response #4 (Jennifer McComas)
That learning academic behavior is multi-determined (has multiple influences, e.g. developmental, behavioral, cognitive) and that matching instructional approaches/strategies to individual student needs/ strengths is a dynamic, fluid way is essential to promoting success.

Response #5 (Susan Rose)
Every student had the right to access opportunities to learn and to quality/effective education. Each teacher needs to be prepared to address the unique needs of students and to know if and when they are providing effective instruction. Successful outcomes (students) require common goals for ALL students, collaboration among professionals in the field (e.g. ELL teachers, special ed teachers and general ed teachers), parents and community resources.