# LIVE CAPTIONING TRANSCIPT
## WEBINAR: *Supporting Students with Disabilities through  Personalized Learning*
## January 8, 2018

## Webinar Resource Page and Recording:

Please stand by for realtime  captions.  >> Welcome to today's webinar on "Supporting  Students with Disabilities through  Personalized Learning" . Thank you so much for taking time  for joining us today and happy 2018 !  This webinars cosponsored by  the American Youth Policy Forum,  the college and career readiness  and success center at A.I.R. and  the National Center for Learning  Disabilities and is the third in  a series of webinars on personalized  learning. My name is Betsy Brand  and I will serve as moderator on  today's webinar on behalf of of  American Youth Policy Forum. For those of you not familiar with  AYPF we are nonprofit, nonpartisan  convening organization focused on  education, work  force, youth development  issues and policy. We work at the intersection of  research, practice , and policy  bringing together diverse stakeholders  to discuss and frame issues in a  way that can better inform policy  decisions that affect the well-being  of young people particularly those  who are traditionally underserved.  You can learn more about our events  on our website at www.aypf.org.

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As I mentioned earlier, today's  webinar is the third in a series  of webinars on personalized learning.  The first webinar of the series  focused on how

   students can be college and career  ready. The second focused on teaching  and learning shifts required for  personalized learning to be implemented.  Recordings of these two webinars  are available at both  the AYPF website and the CCRS center  website so please check them out.  Today we will explore how personalized  learning  can be  employed to help students with disabilities  be better

prepared for college and careers and we have an excellent panel to share their knowledge and experience on the topic. I want to point out we have a really great audience today, with representatives from over 38 states and Canada so clearly a lot of interest in today's topic.

Here are today's presenters and I will introduce them in the order they are speaking. Catherine Jacques is a researcher at the College and Career Readiness and Success Center at A.I.R. and will be followed by

Lindsey Hayes who is a researcher with a collaboration for effective educator development, accountability and reform center or CEEDAR also at A.I.R. Then we will hear from a tagteam between Dr. George Batsche, Professor and Program Coordinator of graduate programs in the school of psychology at University of southern Florida and Ace Parsi, who is a personalized learning partnership manager at the National Center for Learning Disabilities. Our final presenter is Jenna Tomasello with the policy associate at AYPF. I want to acknowledge the director of the college and career readiness and success at A.I.R., Susan is on the line with us today and welcome. At this point I will now turn it over to Catherine who will tell you about the work of the CCRS center as well as their perspective and resources on personalized learning and she will also introduce Lindsey Hayes. Catherine, you are up.

Thank you so much. Hello everybody and thanks for joining us today. I am really pleased to be part of this webinar series . It's really important and I am looking forward to everything we will hear from the other panelists today. If you are not familiar with us, the CCRS center is part of the comprehensive center network. We are a content center and we support all 50 states and our mission is to help build the capacity of state and regional education centers in effectively implementing college and career resource initiatives and promote student success for all. We provide technical assistance to lots of states around the College and Career Readiness effort . That include students with disabilities as well. >> As we mentioned in some of our previous webinars, personalized learning is a strategy for helping all students be college and career ready. Being college and career ready doesn't just mean being academically successful. We think about three different types of skills that students need to be college and career ready and that is academic skills, technical skills, and employability skills. These are not necessarily separate skills and you see a lot of overlap and similarity between these three different types. We like to define these skills in these three domains to help us better understand the expectation for students and communicate that to students, their families and educators as well as what it means for College and Career Readiness. >> Why do we want to think about these different domains of skills and what they mean for College and Career Readiness? When we look at the upcoming needs of the workforce and you look at jobs there will be a lot of over the next couple of years, many of them, in fact the vast majority of them require postsecondary training. We know students need to be ready not just for what we traditionally think of as college but all types of postsecondary opportunities. There is also a great emphasis in a lot of these job openings and trends in the workforce around employability skills. We know that to prepare students for success especially when thinking about students with disabilities we want to emphasize not just academic success but also the technical training and the support around employability skills that help them to successfully move on to these postsecondary opportunities and be able to be successful in the workforce. >> Also in one of our previous webinars we shared some of the thinking we have done around the key elements of personalized learning. We think of these as being the nonnegotiable elements of

personalized learning. Personalized learning can involve a lot of different types of strategies and a lot of different types of approaches. Generally we expect to see these five elements in any personalized learning approach. These five elements also say we see a lot in settings designed to support students with disabilities. There is a lot that can be learned from the special-education world around how to do personalized learning well. That being said, that doesn't mean everyone is doing all of these things all the time. We think there is a great opportunity to look at who is doing various elements well, such as who is incorporating really great rapport with students and families, who is doing great work around multiple instructional modes, and then bring that altogether. >> At the CCRS center we think about not just how personalized learning can be used as a successful approach but what sort of outcomes we might want to look at over time to see if it's really working and to help improve students College and Career Readiness. We look at a lot of different types of outcomes over time. We start with the early outcomes which might be changes in student behavior such as engagement and their planning around postsecondary or after high school. There might be positive changes in student retention and maybe in remediation rates. Over time we expect to see other types of improvements in outcomes or things like graduation or even employment or economic growth. It's interesting that a lot of these different outcomes are things that we already look to when we look for student success, but looking at these different outcomes over time in an intentional way can help to link how well a person has approaches that are working for students and especially different types of students. Looking at different groups and seeing how they do in these areas over time is a nice way to assess what is or is not working and make changes.

With that I'd like to move on and introduce our next panelist. Lindsey Hayes is one of my colleagues at the American institutes for research. We have worked together on a variety of projects and she works at the CEEDAR center and is my go to expert in a lot of different areas but including supports for special-education students. With that, take it away, Lindsey.

All right. Thank you , Catherine. It's a pleasure to be with you today to provide the perspective of a technical assistance provider who is working in the field militia -- related to personalized learning. And personalized learning will require a shift in how students learn and with that it will also require some shifts in how teachers are teaching. I am here today about half of the collaboration for effective educator will development --

to get the necessary shifts in teaching that support personalized learning. The first is we need a shift in how we prepare teachers and leaders. The mission is to make sure that teachers and leaders are effectively prepared to teach students with disabilities. The second shift is shifts and professional learning systems of support , so things like certification and licensure and program approval and accreditation and how to support high-quality teacher preparation. >> I will give a little bit more background about the CEEDAR Center. We are funded by the U.S. Department of Education office of special education programs and I'm pleased to report as of January 1 we have begun our second five-year cooperative agreement

with OSEP. We will be providing technical assistance to teams for 5 more years. Currently in FDA we work with cross collaborative teams which are state education representatives across the variety

representing general education in the teams consist of local education agency personnel and educator preparation program representatives from at least three universities in each state. Currently we are working with the state leadership teams consisting of FDA, L.E.A., and EPP representatives across 20 states and looking to add more across the next five years.

The first shift I mentioned are shifts in how we prepare teachers. Traditionally when we think about personalized learning specifically for students with disabilities we think of this as a responsibility to the special educator. We know based on data from recent years, many of students with special needs are spending significant portions of their day in the general education setting with their general education peers being educated by general education teachers. This will require

a shift in how we think about preparation of teachers and leaders to serve the population. We have to think about general educators as the people who are responsible for integrating personalized learning for each student into core instruction and have to think about school leaders as the people who are responsible for creating inclusive school environments conducive to key elements of personalized learning. Within this tiered system of support, general educators are working with special educators who provide the more personalized, specialized instruction for students with disabilities within terrorist two and three of the multi-tier system a support framework. >>

At the CEEDAR Center we use several frameworks to align the shifts in teaching. The way we envision this is evidence-based practices for students with disabilities which are the practices that have been proven to be effective for students with disabilities, whether they are instructional practices or writing, mathematics or other practice that are evidence-based that have been proven for a population of students with disabilities, we are interested in integrating these into preparation programs. The way we think about aligning these frameworks is evidence-based practices are the what . This is the content of what we want to teach students with disabilities. Personalized learning is the how. This is how we attempt to teach the population of students. We see the how personalized learning as aligning very well with instructional frameworks such as universal design for learning and intervention support framework such as multi-tier systems of supports that are there for the benefit of all students including students with disabilities. The CEEDAR Center maintains many resources related to UDL and MTSS specifically asked to integrating evidence-based practices into programs that we have tools calls innovation configurations which are self-assessment tools designed to help educator programs assess the extent to which evidence-based practices are taught , applied and practiced within coursework or clinical experiences. We also maintain course enhancement modules which are intended to provide resources aligned with the evidence-based practices to supplement content within a course or clinical experience. >> Another important aspect of the shift in how we are preparing teachers is we have to be very thoughtful and how we create practice-based opportunities for teacher and leader candidates. We know based on research and educator candidates are more likely to be successful when they have preparation experiences connected to classroom practice. Whether that's in the form of clinical experiences, internships, other types of field experiences where they are at interacting with students, these type of practice-based opportunities are essential within the preparation experience. We also maintain resources and is pushing state leadership teams to consider practice-based opportunities to be structured to reinforce personalized learning for each student. Furthermore making sure the personalized learning is reinforced for teacher candidates in preparation experiences that emphasize a

focus on personalized learning for students with disabilities. Also having practice-based opportunities of a sufficient duration and repeated practice-based opportunities to implement personalized learning strategies with populations of students . And ensuring there are coherent experiences across the preparation program in terms of how personalized learning experiences are being practiced by teacher candidates with populations of students with disabilities. >> The second shift I mentioned earlier is in addition to a shift in how we prepare teachers and leaders, we also need concurrent shifts and professional learning systems of support or the policies and guidance and structures particularly at the FDA and district levels that reinforce preparation. Some of these policy leaders include things like licensure and certification, teacher and leader standards, program approval and evaluation systems , and the focus at CEEDAR is to get a state leadership team of cross collaboration between the state education agency, districts, and educator preparation programs to see how we can create shifts in policy and guidance that support high-quality preparation. >> Some of the things we are doing within our 20 states to help support these efforts include sustaining and scaling reform across educator preparation programs, specifically scaling evidence-based practices in content areas with a focus on how personalized learning can be used as a strategy to deliver evidence-based practices within content instruction. We are also working with our state leadership teams to refine program approval and licensure policies. We have several states who are exploring how licensure and certification policy might be changed or special educators and more importantly general educators to ensure that licensure and certification policies are reinforcing the practices that we know are best suited for students with disabilities like personalized learning. Finally in our states we are pushing state leadership teams to consider alignment of existing initiatives connected to personalized learning. Furthermore we are pushing states to think about how these initiatives for personalized learning are integrated into the state systemic improvement plans and the ESSA consolidated state plans that states were required to submit in 2017. We are thinking about ways we can push personalized learning through shifts and how educator preparation programs are structuring their coursework and clinical experiences and also in how states are creating policies that support high-quality teacher preparation. I think you and with that I will turn it back over to the coordinator.


Thank you so much, Lindsey, and for you also, Catherine. We have a couple of questions and we have a few minutes. One question, Lindsey, relates to the roles of principals in this work. You talked about the role of leadership and I know the building principal has a lot to do with how well the special education teachers and general education teachers work together. Do you have some best practices or tips or ideas about how to get the principals on board?


Absolutely. We maintain through CEEDAR resources specifically for leaders and I mentioned the work enhancement model and you can go to our website and you can look for that under the tool section and you can see the modules and innovation configurations designed for those best practices for how principal candidates can create inclusive school environments. I will further add that CEEDAR is collaborating with many organizations including the CSO around a national collaborative for inclusive principal leadership and in the coming months we will put out guidance for how we can work with educator preparation programs and in-service professional learning opportunities and in a school

turnaround setting we can give resources to principles for how they can create inclusive school environments. Stay tuned for those.

That's great to hear. Catherine, I have a question with regard to some of the types of preparations that young people with disabilities and all students need this. That relates to learning more about careers and career guidance and counseling . We know a lot of counselors are overworked already, but are you looking at work or have you seen examples of places that have thought about personalizing the career guidance and awareness for students with disabilities?

That is a great question. Absolutely. I would say career exploration is really important for all students, but when we think about students with disabilities, it's not more important but the ways in which we do career exploration and planning , it becomes important when thinking about what is setting students up for success and how they will move towards things that they are personally interested in as far as their passions? We see a lot of examples of how states and districts are doing that. There is a question of the best time and there's always a need for ratios of counselors to students to make it a little easier . Or also the time that teachers have to engage in that. We have seen a lot of neat innovations, especially things like online platforms , where students can with a little bit of assistance and training and guidance can get into some online systems where they are able to explore careers, look at their interests , what sort of skills or postsecondary education they might require , and after they've done that exploration using technology on their own they are able to do more of the interpersonal interaction with an instructor or with a counselor. We have also seen different policies that states and districts have put in place where they have said this won't just be a system or series of resources that we will offer, but they will lend forms and processes to it so there are different checkpoints to make sure students feel like they have had adequate time to explore and think they have someone who is able to look at where they are in certain processes and can check in to see if they need additional support. We have seen a move to not just have this be a nice add-on but something that is really part of business as usual and standard processes for students. We would be happy to share some examples of that or engage in partnership with that. If you reach out to the CCRS center, we have contact information at the end of the webinar. Feel free to get in touch for more info on that.

And a follow-up to that, Catherine,

is you put the slide up about the number of jobs that require some type of postsecondary education in the future. We know having a certificate or some type of credential from postsecondary education leads to better livelihoods and economic outcomes. Have you looked at ways to support students with disabilities through the transition to postsecondary education and how that can be personalized?

That is a really good question. One big part of that is recognizing the variety of opportunities that are available. When we say postsecondary, that does not start and end with a four-year college degree. There are lots of postsecondary institutions that offer both two-year and four-year degrees and special

supports for students with disabilities or that have robust transition services, relationships with local schools , etc. There are some good examples to look to around that. A lot of it comes down to recognizing all of the different options that are out there. I think some places are doing it really well, but there is a great opportunity to strengthen that. Part of that can be strengthened through things like Career Pathways and articulation agreements to build relationships between secondary and postsecondary . That can help make sure people across the board like administrators and teachers are aware of different opportunities and can help speak to those. When we look at these larger systems that help connect secondary to postsecondary, that usually has an of affect of strengthening those resources.

I know you have a lot of resources at the CCRS center to share with people. Thank you both. We probably need to move on to the next part of our webinar today. Thank you Catherine and Lindsey. I now would like to turn it over to Dr. George Batsche ,

Professor and Program Coordinator of graduate programs in the school of psychology at the University of Southern Florida and Ace Parsi who is the manager of personalized learning partnership at the National Center for Learning Disabilities . They will go through their presentation as a team and discuss guidance and resources on personalized learning that the National Center for Learning Disabilities has developed and discuss opportunities and challenges of personalized learning for students with disabilities. So George and Ace, you are up.

Thank you Betsy and good day everyone. As Betsy indicated my name is George Batsche and in addition to the day job I am also the vice chair of the professional advisory board . Through that role I've had the opportunity to become engaged in virtualized learning initiatives. Our mission as you can see on the screen is to improve the lives of the one in five children and adults who struggle with learning and attention issues. Not just specific learning disabilities, but also attention

issues that provide barriers to school as far as success. We are talking 20% and that may be of interest to some participants today.

I think one of the critical issues that creates a true sense of urgency for one in five children is the achievement gap. I won't go through this as far as individual statistics but summarize. The bottom line is that

students with significant disabilities are the lowest performing students academically of all of the disabled groups of students whose data we look at. If you just take a look, you see the proficiency rates of students with learning disabilities is half of what the non-proficiency

rate is for students without disability. This data has been stable over the last few years . There is a phrase

that [ Indiscernible ] aligned for results that it gets and after three years the system becomes very proficient at creating those data. So part of our wishes to end the predictability of these year-over-

year and personalized learning offers an approach to contributing to ending that predictability. Students with disabilities

are probably performing at these very low levels in part because specially designed instruction tend not to be aligned with State approved grade level standards . Students with disabilities tend to have limited access. That could be in access to content or one of the multi-tiered systems. I was so glad to hear Lindsey talk about the focus of CEEDAR being more on general educators and competencies rather than special educators. The reality is that students with disabilities spent far more time in general education than they do in special education.


As is true of all students who are not particularly successful in school, some of the adverse outcomes to this lack of success is a greater number of the students repeat of the repeat a greater dropout. There are disciplinary actions with students with disabilities and they are far more involved in the juvenile justice and adult justice systems than other demographics of students. Like all students, these issues with access of higher-level employment opportunities and sustainable employment opportunities. The need is [ Indiscernible ] to predictability. I will turn it over to Ace to describe what NCLD has done and the recommendations. >> Thank you, George, and I think part of the strength of this work is we are lucky enough to have George as part of that process to facilitate it. The first national convening we had and we had a national convening on self-advocacy to describe the work we have been doing over the course of the last year. I was not even here but some of my colleagues were early on. We had a grant from the Bill and Melinda Gates foundation for [ Indiscernible ] personalized learning initiatives , competency basis and associated initiatives and students with disabilities. There's not a ton that is written on the subject area and though there are a lot of intersections and commonalities , I know Lindsey and Catherine mentioned high-quality special education practice being reflected in personalized learning and there's not much in terms of the [ Indiscernible ] in the system. That was in the first [ Indiscernible ] and got together some of the leading thought leaders nationally in the [ Indiscernible ] rights movement and the personal learning movement and found not a lot had been -- though they had similar vision for education there had not spent a lot of time talking with each other. From that they developed 10,000 foot level recommendations how to maximize opportunities of kids with disabilities in personalized learning systems. That is when I joined our team. We started to get from the 10,000 foot recommendation , we asked the question that there are 40 states in the country that have a policy on personalized learning and [ Indiscernible ] large-scale initiative or what have you, so how do those experiences reflect what we found out at the 10,000 foot level? We picked out three different states that reflected geographic diversity, demographic diversity and we are at different stages of implementation of personalized learning. The three states were New Hampshire who [ Indiscernible ] has been doing it for quite some time, Colorado which has been doing it with [ Indiscernible ] over the course of the last decade or so with different commissioners and leaders in the state agencies, and North Carolina which is more or less new to the process but very much also committed. In each of these three states we did a deep dive and interviews with policy leaders , special and general practitioner leaders and advocacy organizations to try to tease out what is unique about kids with disabilities and the unique challenges and opportunities. At the end of the process while the evidence is still at the origin point in terms of kids with disabilities in the system, there are some things we are optimistic and hopeful about. One of those things is about self-advocacy which George will talk about in just a bit. The idea that personalized learning systems can also maximize the opportunity for

advocacy skills. I will talk about her self-advocacy project and we will work backwards through the rest. >> Thank you, Ace. Very briefly what we began to look at as Ace indicated in our couple of your journey working with focus groups is the central role of self-advocacy and self-determination and professional learning. Self-advocacy also involves understanding disability and your needs and communicating those two decision-makers, but self-advocacy alone still leaves the responsibility often for what will happen two decision-makers who were not involved with students. A thing I mentioned a few minutes ago about one reason why students with disabilities struggle with success in school is that lack of alignment with standards and the lack of equity in access and general education. The third one was the lack of opportunities to take responsibility for their own learning. Some of the things that Catherine talked about at the top of this was student voice and choice . Personalized learning really provides the opportunity to do that, but it creates some challenges which we will look at in a moment. Self-determination goes beyond self-advocacy. It really is the skill set of taking responsibility for your own learning and to act in service of yourself in essence. Specific skills are required like problem-solving, decision-making and those types of things. If students lack choice and they are always having to be at someone else's mercy to give them the choices they have, these are not drivers of engaging in taking responsibility for your own learning. These two areas of self-advocacy and self-determination are inherent in what personalized learning is about and the process of personalized learning not only needs those skills but builds those skills. Let's take a deeper dive with the next slide, Betsy.


Some of these essential skills for advocacy a determination -- advocacy and self-determination lie in the intrapersonal domain which is how you act with yourself and the intrapersonal domain which is your interaction with others. One of the things I want to point out is that each of these areas has particular skill sets such as goalsetting, decision-making, self-regulation, cognitive reappraisal , capacity to initiate, establish and maintain relationships. What is good about this is there are many evidence-based instructional curriculum including psychological skills training that are explicit, direct instruction for students on how to acquire the skills and provide students with the supports for getting those skills. These three areas really represent the capacity that has to be addressed in order for kids to acquire these skills and adults as well. Going back to something that Lindsey said before about the general educator emphasis, these are typically not things that general education personnel have been responsible for and may not even have the background knowledge and content around the social skills, psychological skills, curricula, and by the way following the same pedagogy as teaching math or literacy. General educators have the background skill set to do this, even if they are not aware of the specific content . Their general skills as professional educators enable them to embrace this process very well. All three of these areas have to be addressed to create the skill set to fully engage personalized learning. >> To maximize the benefit of personalized learning, Catherine mentioned before multiple instructional modes, Lindsey talked about CEEDAR the universal design for learning in the multi-tier systems of supports. I want to briefly talk about this and then we will have a practical application slide next. Multi-tier systems of supports is basically an evidence-based model of schooling that uses database decision making and integrates academic emotional learning into an integrated instructional platform and is based on student needs. The Tiers are differentiated not only by who gets them , but the intensity of the instruction. So clearly personalized learning by virtue of the technology that is available to support it as well as other lesson planning approaches , that intensity is like a thermostat . It can be increased or decreased as necessary in areas where a student needs more

intense  exposure to instruction or less  intense exposure to instruction. That multi-tiered  system aligns perfectly with what  some of the basic tenants of personalized  learning are . Catherine mentioned the relationship between

   pacing of instruction which has  a lot to do with intensity and mastery.  Universal design for learning is the process through which we  can ensure equity and access  particularly in general education  to students with disabilities  and others who are struggling learners.  Universal design for learning is very explicit in how that is  done. I want to bridge to the  next slide to talk a little more  about that.


 On November 16, 2015, the office of special and rehab  services and the U.S. office  of education  with Michael and Melody sent a memo  out to everybody basically reestablishing  what the expectations were for not only  the pedagogy but also the outcomes  for students with disabilities.  I will simplify it for just this  purpose, but it basically said ensure  that all kids including  children with disabilities are held  to rigorous academic standards and  high expectations. It defined those  as the state academic content standards for the grade  in which the child was enrolled,  not necessarily the performance  level of the child.  Low expectations can lead to children  with disabilities receiving less  challenging instruction and that less challenging instruction will absolutely be an inhibitor  to equity and access to grade level content. How do we integrate this  multi-tiered system and specially designed instruction  and universal design? Universal  design has to have some kind of  concrete place

   where all of this comes together.  There are three principles of universal  design for instruction. The instruction  should use multiple means of representation and I think Catherine mentioned  multiple instructional modes , meaning that the instruction is  presented in different ways. Clearly  personalized learning offers a huge  leg up in this area and also speaks  to general education teachers being  able to have multiple means of representing  instruction for students. The second  principle is that students have  to have multiple means for demonstrating  how they have learned . It's not a one-size-fits-all.  It's not always written language  or verbal expression. Personalized  learning obviously has a connection here. This is another area where general  education needs to open up and that students should have different ways they can demonstrate  what they have learned. The third  principle is multiple means of student engagement. It is the why of learning and clearly  self-determination, student voice  and choice, increases the means  of engagement. Lesson study or lesson planning  in many places is being organized around the three principles of universal  design for learning.  In lesson planning, teachers and professional learning communities  are saying look at all the kids in our  class and what are the different ways we have to present the instruction?  How are we going to let them demonstrate what they  know in different ways? That's student voice and choice. And multiple  means of engagement , I think it's pretty clear here that will increase student voice,  student choice, and student engagement.  I'm trying to leave you with the thought there has to be a point  in the school day when this all  comes together and I suggest that  lesson planning is the place to  do it. We don't want to plan lessons  for the 80% and then try to retrofit  the 20%. We don't

   want to do redesign with our students  who are struggling. We want them  included in the planning to begin  with so we ensure equity and access  to content. And I think we  will go back now to Ace.

I am getting an echo. Am I just getting an echo?

I am not hearing an echo.

Now I am hearing it. If someone has their cell phone turned on  over a speaker on your computer, please turn that off.

Is that better now?

I think so. Yes, that's better.

Let me know if I end up having  -- I think what George presented are the benefits of the personalized learning . If you have one big take away  it's that these are not just a natural  byproduct of personalized learning  but have to be intentionally focused.  Specifically when you talk about  self-advocacy and self-determination, there is a  question of how do we actually  if we think skills are essential  for success and they are, they have to advocate to a faculty  member for a contract for an accommodation so  how do we intentionally [ Indiscernible  ] through assessments or as Lindsey was talking about through  teacher preparation programs? How  do we prepare educators  to do this  well? The second aspect that George highlighted is the  means of accessibility. One thing  we highlighted initially in the  definition of personalized learning  is the element of voice and choice.  If we are not building in the universal  design in that system at the outset,  do we have meaningful voice and  choice for kids with disabilities? We may have it on paper but not  in the practical experience. And  lastly when we think about essential  skills, the technical skills and everything  else that was highlighted earlier,  do we provide these two kids with disabilities  and without experiences in a text  but or do we provide minimal experiences to apply it. They have  to be built into the system, whether  they are for kids with disabilities  or without.  >> When we ask people what are unique challenges  of the systems with people with  disabilities and unique opportunities,  and one big area of learning was  [ Indiscernible ]  there is great potential in terms  of the voice and engagement for  the purpose of self-advocacy which  I just reference. Is more of a [ Indiscernible ] provide interventions at an ongoing continuous way and there  are multiple ways for students to  access the content. The question  on the other end are the challenges  we address. As Lindsey was making  her presentation,  it's the idea of how we prepare educators to deliver  these skills. To deliver personalized learning for  exceptional learners. We need to  be able to support our students with disabilities. We have to create support systems  and accessibility and build it into  the system.  >> If there's one big thing to take  out of this it's that our learning,  whether we are a state like New Hampshire that's very far along  in the process or estate that is  beginning, a  common challenge and blind spot  is we designed the system for the  average learner and then

we assign an affinity group or task force to figure out why it's not working for kids with disabilities. The answer comes down to the fact we haven't used [ Indiscernible ] into existing systems. Think that the outset of the process are critical part of success. >>

I will briefly go through some of these recommendations to do that . Ensuring at the outset we are not retrofitting the vision and we resource those visions effectively. The most important thing that is, in the work with the states are educators, school leaders, counselors, and paraprofessionals need to be trained to effectively implement these systems for kids with disabilities. We cannot take a step backwards on accountability and watering down expectations. We don't know everything about what success looks like and we need to be humble enough at the forefront to test some pilots and know that we might fail but set up systems to learn through failure. And lastly to effectively communicate that to our diverse audiences. >> It is hard work and we have recommendations for each of the three states , North Carolina, Colorado and New Hampshire, and we did case studies in each of those states and I highlighted three of them here. One is around the pace in New Hampshire performance assessment system and another about inclusive baccalaureate program at the University of Colorado in Colorado Springs, and the role of a project-based learning school in a rural North Carolina school district. These highlighted the experience highlighted what we found in the interviews, that there is relevancy in engagement and we can help break down the silos of the learning system. We can provide every student a system that meets their unique individual strengths. In each experience we also learned this is not a given. We have not put the last period at the end of the paragraph of the story. We need to think about an explicit way on how we address students with disabilities and their needs and every system. How do we make sure if we are used to doing things in one way that we now have buy-in with faculty and teachers and school leaders? How do we make sure educators have the capacity to

[ Indiscernible ] as well? And we can transition to the last slide, please.

You can find all of this work , both our national recommendations as well as individual state recommendations and the case studies at www.ncld.org/personalized-learning. We think it's an ongoing conversation I feel fortunate to have partners like AYPF , A.I.R. and the CEEDAR Center help to work through this is part of a community. And many of you on the phone , don't be shy in terms of reaching out and I look forward to your questions.

That's great. Thank you Ace and George for your informative presentations. There are are lots

of things to cover and I wish we had another hour but we are running late so rather than take questions now, I think we will hold them for the end. I would like to move now

to Jenna, our final presenter. She's a policy associate at AYPF and she will describe a new CCRS center ask the team brief

on the Every Student Succeeds Act and the individuals with disabilities education's act and how those two laws help students with disabilities be college and career ready. Also how they align with the concept and practice of personalized learning. Dana? You are next -- Jenna , you are next.

I will try to be brief because I know we have a lot of questions at the end.

This brief on how we can support College and Career Readiness with students with disabilities and considerations for states examines how Every Student Succeeds Act and individuals with disabilities that can promote meaningful pathways to postsecondary opportunities including nondegree certificate programs, apprenticeships and more by ensuring all students are college and career ready. Specifically the brief examines data on the secondary and postsecondary education and employment outcomes of students with disabilities , considers how college and career readiness strategies can support students with disabilities on a path to postsecondary education and career opportunities, provides analyses of provisions under [ Indiscernible ] that support College and Career Readiness with disabilities and features examples of effective practices and includes guidance for state leaders. For the remainder of this presentation as best he -- as Betsy mention I will focus on bullets two and 3. >>

Let's turn to key federal legislation discussed in the brief. In 2015 Esso was signed into law every after -- reauthorizing the act of 1965 and replacing the no child left behind act of 2001. The purpose is to provide all children with significant opportunities to receive a fair, equitable and high-quality education and to close educational achievement gaps. They have significant flexibility over the design of accountability system and encourages the use of more college and career measurements for student success. It was originally enacted in 1975, I.D.E.A. demands and public school education in the least [ Indiscernible ] for eligible students. It includes a focus on strategies to of students with disabilities transition from high school to postsecondary education and work and requires development of a transition plan a part of a student's IEP by the time the student reaches age 16. In 2014 under results driven accountability, the initiative by the U.S. Department of Education office for special education program provides I.D.E.A. and accountability system to make sure states comply with I.D.E.A. resulting in improvements in educational outcomes for students with disabilities. Under results driven accountability, states are required to develop

and improvement plan as Lindsey mentioned in accorded with I.D.E.A. to identify gaps in student performance, analyze state systems and implement evidence-based reforms.

Indicators of the state improvement plans such as transition strategies and postschool outcomes , directly relate to the College and Career Readiness and can be aligned with the plan. And while not the focus of this brief, there are several other laws that should be considered to help students with disabilities make the transition to college and careers including Americans With Disabilities Act, Perkins career technical education act, Workforce Innovation and Opportunity Act and the Rehabilitation Act. >> There are numerous strategies to support all youth to be college and career ready and for the briefly focus on the following elements and strategies to promote college and career readiness for students with disabilities with unique challenges. It discusses the following strategies and includes best practice spotlights of each. They include high-quality expectations and access to general curriculum, college and career advising and transition planning, Career Pathways, dual and concurrent enrollment, and personalized and competency-based learning. For the remainder of the presentation we will look specifically at personalized learning and discuss briefly some of the other strategies.

Personalized learning allows instruction to be tailored to interests, needs and skills of the student as other presenters have highlighted. Part of personalized learning is competency-based learning that allows students to learn at their own pace anywhere and in any place. Students are also able to demonstrate their mastery of content in various ways including portfolios, portfolio -- performances and presentations. Ace highlighted the work of one group in New Hampshire and we also look at the group in New Hampshire an hour brief as well. They are employing considerations for students with disabilities that have learning styles that are unique and need to demonstrate knowledge in multiple formats.

The student's IEP is a personalized learning approach which aligns with the trend of personalized and competency-based learning that more and more schools and educators are adopting. >> Now let's turn to discuss some of the opportunities to aligning ESSA and I.D.E.A. for students with disabilities. States can address college and career readiness under ESSA in two major ways. They can included in the programmatic fund section of the plans which could entail using college and career readiness strategies such as infusing it into middle school's or early college and career exploration or using college and career readiness as a student support through college and career advising and mentoring. Students can also address college and career readiness in their accountability plans by including items like earning industry certifications, measuring participation, and dual and concurrent enrollment. We look at outcomes such as postsecondary degree certification, attainment, and employment. State plans for ESSA and accountability discussed earlier should align to the maximum extent possible so programs under each law work in a complementary manner to provide support students, teachers and schools. They need to promote their goals especially those of students with disabilities. Part B of as a could include competency-based

assessments and allow them to demonstrate mastery of content and personalized ways. I.D.E.A. includes provisions of appropriate accommodations that are valid and reliable for assessing student performance. I.D.E.A. promotes the use of universal design for learning as mentioned earlier and ESSA says assessments must use universal design for learning to ensure access for students with disabilities. Title four of ESSA can support College and Career Readiness as it includes career technical education, college and career counseling and concurrent enrollment with strategies to promote a well-rounded education. I.D.E.A. provides educational services to eligible students with disabilities beyond the age of 18 and ESSA allows support for dual enrollment classes so it's possible older students with disabilities still enrolled in high school could take dual enrollment classes as a postsecondary institution to engage with their peers and earn college credit before they leave the K-12 system. And

an important provision of I.D.E.A. is the requirement to develop a transition plan for students when they turn 16 or before . That is to help them move from secondary to postsecondary activities. ESSA allows funds under title four to be used for college and career planning and at should be aligned to create an individualized pathway that can help students with disabilities move from high school to postsecondary education and employment. So for all of these elements discussed can help districts and schools personalize education for students with disabilities. I will chat out the link or the brief for those interested in learning more. I'm turning it back to you, Betsy.


That was a great summary of a very complicated and deep paper and I appreciate your work on that. We will make sure the link goes out to everybody. We have time for a few more questions. As I take

the questions I will put up a slide that has a list of resources . In a moment I will put up the contact information for our presenters. George, we had a very interesting question come in that was directed to you . I think it is worth exploring. It says you talk about lesson plans and the way you mentioned them sound like a lesson plan is for the general, traditional classroom. When you talk about personalized learning are you also including a system where students could choose their place of learning or do you see personalized learning in the context of a traditional brick-and-mortar classroom? >> That's an excellent question and I will try to answer it briefly. In our view of lesson planning, lesson planning is definitely not for kids on the general education classroom alone who do not receive services from more intensive tier 2 or tier 3 or specially designed instruction in the case of special education. That's integrated lesson planning with all providers meeting together so the general education environment becomes accessible for all students . It is the same process but a different concept be court -- because it's more inclusive. I don't believe personalized learning is limited to a brick-and-mortar setting. Particularly with struggling students, students with disabilities, students with social and emotional issues. If we go back to the early implications of virtual high schools, often those alternate settings where students could engage the learning had stuff to do with their social and emotional needs as well. I think the space where learning and teaching takes place cannot be limited to a brick-and-mortar setting.

Okay. Thank you. I think that just added more complexity to what we are trying to do but it's the right way to go. Here is a question that I will have Catherine answer because of its focus on career and technical education. This question is how will personalized learning experience work in other areas of a student's education? For example if students are enrolled in career and technical education programs, will the special education staff assist the CTE teachers to help implement personalized learning in the CTA setting or something else? We will start with you and perhaps Lindsey you can add your thoughts as well.

That is a really great question. I think it goes beyond just CTE. This is a question that we think about a lot for secondary overall. When you have a student that has multiple teachers , not just that one classroom but multiple teachers and multiple subjects, how can the teachers work together and coordinate to make sure they are being successful in the personalized learning approaches and what they learn works for that student and how the student progresses in one class, how does that inform what happens another classes? It definitely goes beyond just the CTE world to a broader question in general. I think there are a lot of places doing a really good job of coordinating between academic classes and CTE classes. We know a lot of times that students with disabilities are encouraged to take CTE courses because of the perception of having more hands-on, practical , technical types of content would be accessible to them and have more immediate job opportunities. A lot of times around these programs there are good support systems or awareness of the needs of special education students might have in those settings. In general there is a need

for more communication and coordination around what types of strategies are successful and where we see students needing different approaches. Every teacher that is implementing some kind of personalized learning may have their own approaches. This comes to some of the topics we discussed in the second webinar which Lindsey touched on as well and actually all the presenters touched on, is

it's really difficult for teachers to implement personalized learning in a vacuum. Certainly an individual teacher can do it. It will be stronger and more successful if it is something where all teachers in the school are really doing it and there is enough communication and coordination that it can be across learning. When you look at programs that are outside of a secondary school such as if students are traveling to a CTE center, that's a place where looking at articulation agreements and coordinating agreements might be important. It's not just only staff within the building but students that are traveling. So in that case it falls on administrators to look at the different approaches being used. At the secondary and postsecondary partnerships become more common, we will learn more about what successful strategies might be in the situation.

That's great. Lindsey, do you have any thoughts on preparation of teachers in different areas?

Short. I will build on something Catherine said. The enhanced communication and coordination is one of the opportunities that is afforded by structuring schools in the multi-tiered supports in the MTSS framework. The personalized learning strategies can't be implemented in a vacuum and when you have an instruction and framework that provides that structure, I think it becomes easier to coordinate across all the educators and the students see throughout the day. If you correct -- if you connect that to the preparation peach becomes important that we [ Indiscernible ] pitched as the what with personalized learning which is how we deliver instruction.

This is within the multi-tiered system of support. A lot of the tools we have at CEEDAR are set up like this. What does this look like with the Tier I core instruction level of support? What do the strategies look at with sheer two or tier 3 more intensive levels of support? If we approach preparation of teachers and leaders with the MTSS framework in mind, we stand a better chance of ensuring the personalized learning is occurring across all the Tiers for all students.

Thank you so much. We have time for maybe one more question so Ace I will send this to you. We haven't talked about parents and the role of parents in terms of working with teachers and their children with special needs. What challenges and opportunities to parents of students with disabilities face as we move into this personalized learning world? >> That's a great question. We are in apparent driven organization so it's an important question for us. Fundamentally parents of students with disabilities often may not like the traditional system. Whether they have a child that has gone through it or their disabilities are connected disabilities that are genetic so they themselves may have a disability, they might not have liked it per se but they know how to navigate it. Sometimes we end up [ Indiscernible ] communicating to the parents effectively why it is we make this change and what it means to their kids and how they can collaborate. We are a managing partner of a website understood.org which gets 2 million parents who have students with learning and attention issues. They communicate with each other and understand what their children are going through. There is a hunger within the parent community of wanting desperately to have a game changing equation for their kids. Also to make sure as we bring up this educational innovation, wherever it is happening so in a virtual environment or a traditional brick and mortar school, that we don't take a step backwards

from the high expectation for the kids. That is still something sermon -- that is still something [ Indiscernible ] effectively serving the needs of kids with disabilities. We haven't at this point done that in my mind but we see a promise of that. We should not [ Indiscernible ] make sure we take one step at a time and engage in [ Indiscernible ] with students and parents in the conversation.


That's a good cautionary note. Don't raise Intuit without knowing what we are doing. You all have certainly shown us excellent tools and practices and innovations that are happening in the country in schools and with educators. There seems to be lots of promise in this area. Thank you so much to all of our presenters for your great information and sharing your expertise with us this afternoon. We have run out of time. I want to make sure the audience knows we are posting the materials and the video from the webinar on both the AYPF and the CCRS center websites. Please fill out the survey you receive when you exit the webinar. We appreciate and pay attention to your feedback.

Many thanks to our excellent presenters for the work you do to ensure students with disabilities are prepared for careers and life. And thank you to the listeners for tuning in today. Thanks very much. Goodbye. >> [ Event concluded ]