

# The IDEA Partnership

National Association of State Directors of Special Education  
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## IDEA Partnership Meeting March 2-3, 2006

### Collaborative Professional Development/Adult Learning: State-Based and Cross-State Communities of Practice

The IDEA Partnership provided small seed grants to States for mutual work with partner organizations and other stakeholders to improve statewide professional development and make it more permanently inclusive across disciplines and families. State agencies responded to requests for proposals developed by the IDEA Partners. This process resulted in the award of funds to “laboratory States” in summer 2004. Essentially, these projects create (a) a cross-stakeholder Community of Practice within each “laboratory State,” and (b) a Community of Practice across the States. The Overview paper describes the process and strategy. The Living Records document progress in each State and are updated periodically.

#### **Hawaii**

HAWAII brings together representatives of stakeholder groups to collaboratively design and deliver professional development/learning experiences to various cross-stakeholder audiences, especially parents and teachers. There is a focus on early reading instruction.

#### **Maryland**

MARYLAND is collaborating on the creation of a cross-role professional development pilot on the reauthorized Individuals with Disabilities Education Act and its impact on the provision of special education services.

#### **Michigan**

MICHIGAN is helping to transform adult learning to support implementation of the Individuals with Disabilities Act and its 2004 amendments, and thereby improve student achievement

#### **New Hampshire**

NEW HAMPSHIRE family organizations are designing and leading an initiative to bring early literacy activities for small children into the home; establish connections between families and early supports and services; and create a link between home and community supports and schools.

#### Disclaimer of Endorsement

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## Collaborative Professional Development/Adult Learning: State-Based and Cross-State Communities of Practice

### **New York**

NEW YORK STATE is strengthening alliances across systems-change initiatives to improve inclusive education and transitioning skills/postsecondary access for students with disabilities. Stakeholders are involved in the planning and delivery of a statewide professional development conference, and will continue to participate in followup activities to improve results in low-performing schools.

### **North Dakota**

NORTH DAKOTA is providing professional development concerning the intersection of the No Child Left Behind Act and the Individuals with Disabilities Education Act for interested organizations and agencies across the State, delivered by a cadre of educators.

### **Oregon**

OREGON is designing and implementing a collaborative approach to capacity-building for professional development and family education that draws on the strengths of a range of partners and is informed by the needs of each partner group. The emphasis is on effective implementation of the Individuals with Disabilities Education Act.

### **South Carolina**

SOUTH CAROLINA is using response-to-intervention as the basis for a professional development model that can be adopted or adapted by school districts across the State, with a focus on addressing the disproportionate representation of students of African descent in the special education category of educable mental disability.

### **Utah**

UTAH is adding a new dimension to core work in professional development by infusing the training of child protective services personnel with knowledge and skills related to infant/toddler development. This project responds to new provisions of the federal child abuse prevention law.

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