IDEA Partnership Collaborative Work on Resource Development

Specialized Instructional Support Personnel

Needs of the Field

1. Vision for Specialized Instructional Support Personnel (SISP) and Services (SISS)
   a. All children and youth have access to all necessary supports and services provided by highly qualified well trained professionals working collaboratively to ensure life along learning and success in the school and the community
   b. Schools, families, and the community are aware of who specialized instructional support personnel are and the services they provide

2. Current Practice relative to SISP and SISS
   a. Inconsistencies in awareness across locals and states
   b. Separation of general education and special education service availability often limits potential effectiveness of SISP and SISS
   c. Ability to serve certain students is dependent on wide variety of state and local regulations, standards, practices and resources
   d. Ethics and standards are not clearly articulated across local, state, and federal levels
   e. Meaning of “highly qualified” is not clearly articulated across local, state, and federal levels
   f. Research is not yet defining how SISS contribute to quality instruction
   g. Often at the local level staffing is inadequate to serve children and youth in need of such services

3. Identification of gaps in the field
   a. Knowledge
      i. Lack of knowledge about the roles and expertise of the wide range of SISP
      ii. Shortages of certain SISP roles in some areas of the nation/state; including personnel to work in the schools and faculty positions within university programs
      iii. Understanding of a school-based model of service delivery versus a medical model of service delivery
   b. Skills
      i. Need for skill development in cultural competence
      ii. Collaboration with other SISP and with all school personnel
      iii. Focus on prevention, not just remediation
      iv. Capacity-building among both general and special education to access expertise of SISP
4. Processes to support acquisition of knowledge and skills
   a. Systemic comprehensive professional development in specialty as well as global issues
   b. Professional development for higher education preparation programs
      i. School-based service delivery model
      ii. Collaboration within the school environment
      iii. Integration of services into natural settings of the student

The following stakeholders from among the 55 member organizations of the IDEA Partnership worked together to create this document on needs of the field:

Higher Education Colorado
Teacher District of Columbia
Family Members New York
General Education Administrator Pennsylvania
IDEA Partnership Staff Virginia
Special Education Administrator Virginia
Teacher Virginia

Specialized Instructional Support Personnel
District of Columbia, Indiana, Maryland, Minnesota, New Jersey, Virginia, Washington, Wisconsin