5 CRITICAL AREAS OF ATTENTION:

1. PROVIDE ONGOING HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Professional development that aligns with the emergence of inter-professional models of education and practice in an important component.

Keys to success include:
- administrative support
- universal design for learning
- use of data
- mentoring/coaching
- collaborative process
- instructional strategies
- schoolwide support

2. ALIGN CURRICULUM & INSTRUCTIONAL STRATEGIES TO MEET THE NEEDS OF STUDENTS WITH LD

Educators need more guidance on how to teach and assess skills in order to prepare students to meet challenging standards.

Keys to success include:
- research-based instruction
- curriculum alignment
- schoolwide support
- use of data
- instructional strategies
- role and responsibilities
- team planning/time opportunities

3. USE VALID & APPROPRIATE ASSESSMENTS THAT REVEAL STUDENTS’ STRENGTHS, NEEDS, AND ACHIEVEMENT LEVELS

Statewide assessments must be designed and delivered with consideration for the specific needs and strengths of students with LD, including accommodations and modifications reflected on their Individualized Education Programs (IEP) and 504 plan.

Keys to success include:
- reflect rigor of HQES
- foundational skills
- determine areas in need of intervention
- respond to instruction
- self-determination skills
- develop self-esteem
- behavioral success
- supports and services

4. DEVELOP A COMPREHENSIVE UNDERSTANDING OF THE “WHOLE CHILD,” IN ORDER TO SUCCESSFULLY ACHIEVE HQES

Stakeholders must intentionally and effectively communicate interprofessionally to develop a comprehensive understanding of the complexity of the whole child with LD.

Keys to success include:
- engagement of the student
- self-determination skills
- technological skills
- individual transition plan
- employment skills

5. USE TRANSITION PLANNING TO PREPARE STUDENTS FOR SUCCESS IN COLLEGE OR A CAREER

Development in academics, social/emotional, communication strategies, and technical skills can be integrated into the transition process in the form of goals, objectives, and functional performances.

The NJCLD Advocates for Implementation of HQEs for All Students, Including Students with Learning Disabilities. Learning Disabilities and Achieving HIGH QUALITY EDUCATION STANDARDS

HQEs articulate rigorous content and require students to use higher-order skills to think more deeply and progress within a more complex and challenging curriculum. In keeping with broader trends in special education, all students, including students with LD, are expected to meet HQES. If students with LD are to meaningfully engage in high-level tasks and understand the content, they need specialized, individualized instruction, as well as strong collaboration among education professionals, in order to realize their academic potential.

The National Joint Committee on Learning Disabilities (NJCLD) affirms the goals of the Common Core State Standards on which many state standards are based, to provide high quality education for all students, including students with learning disabilities (LD). It is important for students with LD to achieve high quality education standards (HQES) and they are capable of doing so. Concerted efforts on the part of educators—supports, strategies, and professional development—are required for students with LD to meet rigorous education standards.