

Grounding Assumptions

of a Community of Practice focused on Common Core State Standards

The Individuals with Disabilities Education Improvement Act (IDEA '04) ensures that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. [34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

As a Community of Practice, we believe:

- 1) Common Core State Standards are critically important as a basis for instruction as students prepare for further education, employment and independent living.
- 2) Success for all graduating students is defined as students who are prepared for success in the 21st century as evidenced by securing a job that includes a salary that can support living expenses in a career of choice.
- 3) Application of Common Core State Standards will
 - * Ensure consistent expectations for student learning regardless of the geographical location
 - * Provide educators, parents, and students with clear focused guideposts for learning
 - * Offer economies of scale (sharing across state lines for approaches to support students with disabilities).
- 4) Common Core State Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success.
- 5) Common Core State Standards:
 - * Are aligned with college and work expectations,
 - * Are clear, understandable and consistent
 - * Include rigorous content and application of knowledge through high-order skills
 - * Build upon strengths and lessons of current state standards
 - * Are informed by top-performing countries, so all students are prepared to succeed in our global economy and society
 - * Are evidence-based.
- 6) Educators must be given resources, tools and time to adjust classroom practice, including the alignment of instructional materials that align to the standards.
- 7) Assessments, including alternate assessments, must be developed to measure student progress.
- 8) Federal, state and district policies will need to be reexamined to ensure they support alignment of the Common Core State Standards with student achievement.



The original collection of bridging tools relative to the Common Core State Standards was initially created by a full range of education stakeholders in a 2011 general Partnership meeting. Each document was then edited and produced by a small group of persons including those representing teachers, general education and special education administrators, specialized instructional support personnel, families, higher education personnel, technical assistance providers, and policymakers. Subsequent revisions have been made through the small group process ensuring representation of a wide range of stakeholder roles.

The following stakeholders within the IDEA Partnership comprised the subgroup who worked together to create these grounding assumptions to Common Core State Standards:

Role: Parent
Location: Georgia

Role: Psychologist
Location: Maryland

Role: Special Education Administrator
Location: Georgia

Role: State Education Agency
Location: New Hampshire

Role: General Education Administrator
Location: Illinois

Role: Parent
Location: New York
Role: Special Education Teacher
Location: North Carolina

Role: Special Education Administrator
Location: Illinois

Role: State Education Agency
Location: Pennsylvania

Role: Special Education Administrator
Location: Kentucky

Role: Teacher
Location: South Carolina

Role: Occupational Therapist
Location: Maryland

Role: General Education Administrator
Location: Virginia