

**EDUCATING ALL  
LEARNERS**

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Presentation to the Texas  
Commission on Virtual Education





# ABOUT US

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The Educating All Learners Alliance (EALA) is a coalition of over 100 national organizations working to improve the availability of COVID recovery strategies, best practices, and resources for students with disabilities while also catalyzing innovation and improving equity in our current education system.





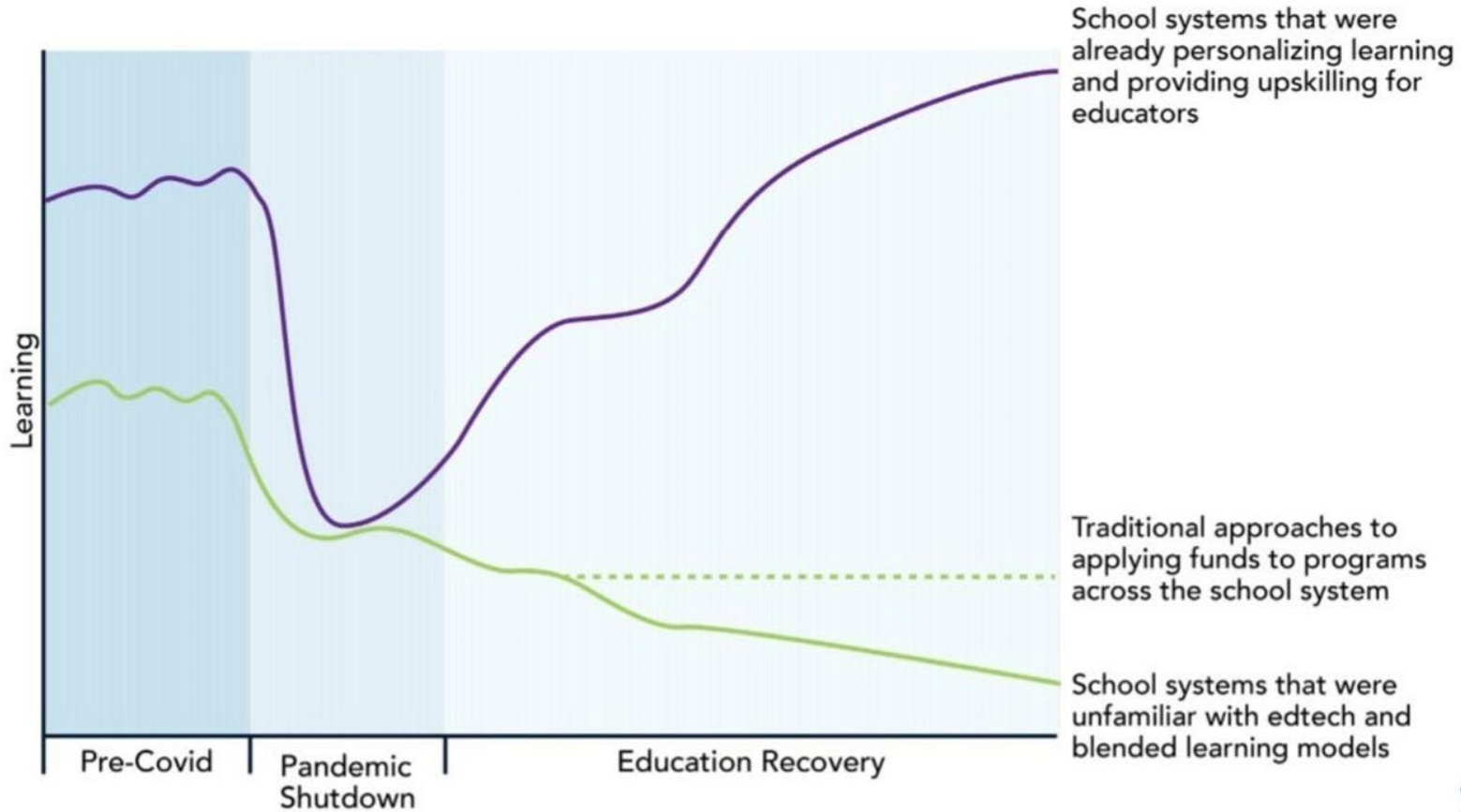
# ABOUT US

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To ensure equity for all learners, an uncommon alliance across the fields of disability advocacy, special education, civil rights, and K-12 nonprofits has come together to address and reimagine organizations, approaches, systems, and learning environments.

EALA represents a dynamic alliance of non-partisan groups deeply committed to the success of students, especially students with disabilities.

# UNEVEN RECOVERY





# A FRAME



# DESIGNING WITH INTENT

**Universal design for learning in virtual settings has been shown to have positive learning effects on all students (Rice).**

**Five principles from the National Center for Learning Disabilities:**

- **Streamline curriculum while focusing on grade-level standards.**
- **Allow for additional time to integrate necessary prerequisite skills.**
- **Customize instruction based on strengths and areas of growth for each student.**
- **Leverage student interests that lead to deep, engaging learning.**
- **Use Universal Design for Learning (UDL), multiple modalities, and small group instruction.**











# TEXAS CAN BE THE LEADER

**Three approaches to position Texas to be the leader in the nation for inclusive virtual education:**

- **Allocate resources to design and implement approaches with fidelity**
- **Create opportunities for districts to create plans for this work to personalize to community needs and feedback while creating feedback loops/reporting to ensure alignment with goals**
- **Invest in people and partnerships**
- **Set a high bar with a focus on equity and inclusion**





# ALLOCATE RESOURCES

- **Invest in hardware, software, and infrastructure that allow all students to access and engage with virtual or blended instruction.**
- **Establish tutoring programs and prioritize serving students with disabilities and students most in need.**
- **Protect and expand funding for specialized instructional support personnel.**
- **Support and encourage the administration of formative assessments regularly to assess the progress of individual students and adapt instructional approaches for students who are not making sufficient progress.**



# INVEST IN PEOPLE & PARTNERS

- **Create partnerships with education organizations to help to develop an accelerated model of evidence-based, culturally competent, fully virtual, and blended learning models.**
- **Create professional development and guidance on using ongoing, formative assessments to identify students' unique learning needs.**
- **Use Texas Essential Knowledge and Skills (TEKS) to streamline and focus on "power standards."**

# SET A HIGH BAR

- Reinforce that all students should be held to these grade-level standards rather than modifying expectations for specific subgroups of students that were disproportionately impacted.
- Establish guardrails to ensure that struggling students and those with identified disabilities have access to grade-level content and rigorous learning opportunities.
- Ensure that students with disabilities have access to grade-level instruction in the least restrictive environment.
- Ensure a multiple-tiered system of support is in place.



# CONTACT INFORMATION

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[erin@innovateedunyc.org](mailto:erin@innovateedunyc.org) 

[www.educatingalllearners.org](http://www.educatingalllearners.org) 





# SOURCES

Rice, Mary & Dykman, Bryan. (2018). The Emerging Research Base on Online Learning and Students with Disabilities.

Greer D, Rowland AL, Smith SJ. Critical Considerations for Teaching Students With Disabilities in Online Environments. TEACHING Exceptional Children. 2014;46(5):79-91.

Tomaino, M.A.E., Greenberg, A.L., Kagawa-Purohit, S.A. et al. An Assessment of the Feasibility and Effectiveness of Distance Learning for Students With Severe Developmental Disabilities and High Behavioral Needs. Behav Analysis Practice 15, 243–259 (2022).

# SOURCES

K Shaped Education Recovery by Anthony Kim and Joseph South, Education Elements and ISTE (Slide 4 Graphic)

Shovel the Ramp, Not the Stairs: Turning Inequality into Inclusion by EALA, CAST, and the TIES Center (Aurora Institute)

Forward Together: Helping Educators Unlock the Power of Students who Learn Differently (NCLD)

Promising Practices to Accelerate Learning for Students with Disabilities During COVID-19 and Beyond (NCLD)