

AT A GLANCE

Teachers' learning about disabilities is an equity issue.

Millions of U.S. students have disabilities and spend much of their school days in general education classrooms, but most teachers do not feel prepared to meet their needs.

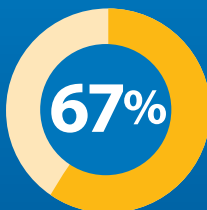
Professional learning can help.

STUDENTS

7.3 million

disabled students account for 15% of the total K-12 U.S. student population.

15%



67% of students with disabilities spend **80%** or more of their time in general education classrooms.

80-90% of these students have **DYSLEXIA**

15% have other health impairment designations, which includes students with ADHD.

12% have an autism spectrum disorder.

Special education identification is uneven across racial groups:

8%
ASIAN

11%
PACIFIC ISLANDER

14%
HISPANIC

15%
WHITE

15%
TWO OR MORE RACES

17%
BLACK

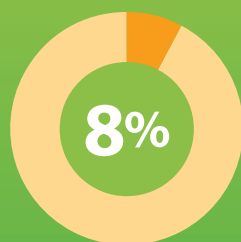
19%
AMERICAN INDIAN/
ALASKA NATIVE



TEACHERS



Only **30%** of general education teachers feel they can be successful instructing students with specific learning disabilities and attention issues.



8% of special education teachers believe their general education colleagues are prepared to support students with disabilities.



30% of general education teachers have taken no coursework on serving students with disabilities.



Only **14%** of special educators report having enough planning time with other teachers.



Professional learning that supports all students is:



• **Intensive.**
Deep foundational knowledge about students and content.



• **Job-embedded.**
Coaching and new teacher mentoring, for example, to understand, create, and support IEP goals.



• **Sustained.**
Ongoing support to utilize focal and high-leverage instructional practices.



• **Data-driven.**
Evidence-based frameworks like Multi-Tiered System of Supports or Universal Design for Learning.



• **Collaborative.**
Time for general and special education teachers to collectively plan and strategize.

For research citations, visit learningforward.org/the-learning-professional/