

## テーマ：一人一人の教育的ニーズに応じた支援の 在り方と教職員の資質について

### —— 米国の特殊教育の実情から ——

特別なニーズのある子らのための評議会・理事

(The Deputy Executive Director, CEC: Council for Exceptional Children)

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CECは1922年に発足し、今日では、米国を中心として5万名の会員数を誇る世界最大の特殊教育に関する専門家の団体です。会員は教師、学校管理者、行政官、保護者、大学・研究機関等の研究者等であり、主たる刊行物である「Teaching Exceptional Children」と論文誌「Exceptional Children」は、それぞれ10万部の発行部数があります。加えて17ある専門部会のそれぞれが論文誌とニュースレターを発行しています。特に、米国の特殊教育施策立案に関して、助言等を行うと共に、大きな影響力を持っています。

ラミレッツ博士は現在、理事としてCECの戦略的な企画立案、研究・開発の管理などの責任を負っています。教員としてのキャリアをもつ博士は、CECに永く勤め、米国議会・教育省に対する助言や、上記の刊行物の発行、特殊教育教職員に求められる基本的資質に関する基準の作成等における責任者を歴任されました。

本講演では、一人一人のニーズに応じた支援の在り方と教職員の資質について、IEPやITPの作成、教師とそれ以外の専門家や保護者との効果的な連携に必要な専門性等について、実例を交えて豊富な経験を元にお話いただきます。

# **Quality Special Education Teachers for the 21st Century Overview of Trends and Issues in the United States of America**

## **SUMMARY**

In an era of educational reform teachers and administrators are accountable for all students. Teaching is at the heart of education and research has shown that teachers are key to student achievement. Every student, including students with exceptionalities, deserves an experienced, caring, well-prepared teacher.

Today many special education teachers practice under adverse conditions that undermine optimal teaching and learning. Ambiguous and competing responsibilities, excessive paperwork, class size and caseloads, administrative support, teacher isolation, time for student learning, and preservice preparation and continuing education are all factors that can influence a special education teacher's ability to deliver high-quality services. These experiences can also impact teacher attrition.

Teacher education is challenged to attract and prepare well-qualified diverse teachers at a time when significant numbers of new teachers will be needed due to rising enrollments, growing retirements, and high rates of attrition for beginning teachers. Expanded recruitment for high-need fields, extended teacher education programs, induction and mentoring, professional standards for beginning and accomplished teachers, and alternative routes of certification and reforms are being undertaken by institutions of higher education, professional groups and states.

Special education practice advances as policy changes and the field embraces new innovation and adopts more effective practices to improve outcomes for students. Changes to the individualized education program (IEP) to more closely align with the general education curriculum and incorporate transition planning requirements expand the role of special education practitioners. Likewise, new directions related to student IEP involvement, collaboration with general educators, family participation, technology, state-wide assessment programs, and school-wide behavior management systems have implications for the knowledge, skills, and commitments that allow teachers to practice effectively.

New proposed policies and reforms to improve special education include school-wide early intervention, evidence-based practice, highly qualified educators, and funding mechanisms based on performance. Such proposals will advance the field to the extent that quality teaching and learning conditions become the norm in all schools, disproportionate representation of culturally and linguistically diverse students in special education is diminished, postsecondary employment opportunities for students with disabilities improve dramatically, and the profession is strengthened and enhanced.