

TED LINES

Winter 2016



Council for
Exceptional
Children

TED Line-up
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Email Dr. Karen Voytecki
with future *TEDLines*
content:

voytecki@tedcec.org

TED Mission Statement

The Teacher Education Division is a diverse community of professionals who lead and support teacher education on behalf of students with exceptional needs and their families. We accomplish this through research, professional and leadership development, and advocacy.



TEACHER
EDUCATION DIVISION
COUNCIL FOR EXCEPTIONAL CHILDREN



CEC 2016 Convention and Expo

April 13-16, 2016
St. Louis, Missouri



We are looking forward to seeing you at the
TED meetings and events in Missouri!
See details inside this issue of *TEDLines*.

For the latest information and up to date issues
regarding TED...visit us at www.tedcec.org

Lines from the President...

Dr. Mary Catherine Scheeler



I'm writing my first message to you as TED President after just digging out of the Blizzard of 2016. Being snowed in has its advantages – time to finish that manuscript, get that *TESE* review back to Laurie deBettencourt, prepare lecture notes or, think about ways to become more involved in TED this year. Your TED Presidential line met recently in Lexington, KY (site for TED 2016) to plan for the upcoming year. (Thank you Drs. Marcie Rock, Holly Lane, Mary Anne Prater, and Karen Voytecki.) This year we want to focus on **ADVOCACY**, one of the specific themes of our new strategic plan. We want to encourage each of you to think about how we can elevate TED through advocacy for our profession and increase our visibility so ultimately, our members are the “go to experts” when it comes to providing information on teacher education in special education.

It's one thing to think about ideas and it's another to actually implement them, so our new strategic plan, voted on by the Board last year, also includes initiatives. (Think of themes as TED's values and initiatives as the action steps.) The initiative we chose to focus on this year is membership, specifically member engagement. Please go to the TED website (www.tedcec.org), look at the list of committees, caucuses, and SIGs. If you are not already involved, find your best fit and come to a meeting at CEC in April. I promise you will feel welcome. Your committee, caucus, and SIG chairs are doing wonderful work for TED but we need more members to get involved. Any contribution will be greatly appreciated. We need to hear your voices, so find your best fit and go to a meeting!

Speaking of planning, please make sure to add the TED 2016 Conference to your schedule as you look ahead. Lexington is a beautiful place and this year's conference co-chairs, Drs. Belva Collins and Margaret Bausch, are busy planning an exciting week for us so save the dates, November 9 to 12, and get ready to get connected. (Check the TED website for details on proposal submission, registration, housing, schedules, etc.)

I also hope you are planning to attend the CEC Convention in St. Louis (April 13-16). If you do, please plan on joining a new committee, attending our TED General Business meeting, and connecting or re-connecting with TED friends at our TED/Pearson Excellence in Education award reception. Did I mention that we need your involvement? If you know someone who is thinking about joining TED, please help him or her to connect with our awesome TED members.

I am honored to serve as your President this year. I want to personally thank all of our members who serve on the Board and ask that more of you consider doing this. I would love to hear from you if you have ideas or suggestions as we move through 2016 and beyond. (Contact me at mcs13@psu.edu.) Let's all have a positive, productive year and continue to make TED the premier organization for all future (we love our doc students) and current Special Education Teacher Educators.



Washington Update

Jane E. West, Ph.D., TED's Legislative Liaison

February 5, 2016

It's been a week of ramping up here in Washington as we move into annual duking it out over budget and appropriations, march forward on ESSA implementation and speculate about potential progress with the reauthorization of the Higher Education Act.

Budget and Appropriations Season Begins

February 9 marks the official opening of budget and appropriations season when President Obama will release his FY 2017 budget proposal. The final budget proposal of his tenure, it will reflect three broad education related priorities which have been foreshadowed in White House statements. These are: Restoration of year-round Pell grants with a price tag of \$2 billion per year, computer science studies for all students at \$4 billion, and assistance in securing first jobs for young people at \$5.5 billion.

The Republican controlled Congress is not waiting for the President's official budget release to begin deliberations. In an early signal of what may be a contentious battle, Republican chairs of House and Senate Budget Committees broke with tradition by indicating they would not issue the usual invitation the Administration to discuss their budget proposal with the Committees.

While many thought the budget caps for FY 2017 were secure because of last year's congressional agreement to lock them in, some Members of Congress want to reopen that discussion. In particular, the conservative Freedom Caucus in the House met with Speaker Paul Ryan (R-WI) to urge a return to sequester level budget caps, which would be lower than the budget agreement that is currently in place. The House Budget Committee is planning to mark up its FY 2017 Budget resolution on February 25, and take it to the floor in March. While the Senate has not set dates, they are reported to be working on their budget resolution.

Meanwhile, the check-writing appropriations committees are weighing in as well. House Appropriations Chairman Hal Rogers (R-KY) noted that changing the spending caps could be an invitation to controversial policy riders and a mega-omnibus bill rather than individual appropriations bills. The House has released its hearing schedule for the week of Feb. 8-12 for Appropriations (see below). No education hearings are scheduled yet.

Despite hopes that last year's two year budget agreement would avoid an election year showdown, early signals of smooth sailing have failed to appear.

For more on possibility of lowering budget caps: http://www.huffingtonpost.com/entry/paul-ryan-budget-freedom-caucus_us_56b17510e4b01d80b244871a

For more on the Computer Science for All initiative see: <https://www.whitehouse.gov/blog/2016/01/30/computer-science-all>

For the House Appropriations hearing schedule: <http://appropriations.house.gov/uploadedfiles/hhrg-114-ap-weekof20160208.pdf>

Washington Update

Jane E. West, Ph.D., TED's Legislative Liaison

(continued)

ESSA Implementation Rolls Forward

The Department of Education continues its work to implement the new Elementary and Secondary Education Act, the Every Student Succeeds Act (ESSA). This week the Department issued an announcement in the Federal Register calling for “negotiated rule-making” which will address two important provisions of the new law: assessments and the “supplement not supplant” provision. The new law revises a number of provisions in both of these areas, including the participation of students with disabilities in assessments and a 1% cap for students with significant cognitive impairments who will be assessed using alternate assessments tied to alternate achievement standards. Negotiated rule making is a process whereby stakeholders are invited to join a committee and think through further requirements related to statutory provisions so as to clarify how those provisions can be implemented.

The Department would like to receive nominations for the committee in various categories of stakeholders, including Federal, State, and local education administrators, tribal leadership, parents and students, including historically underrepresented students, teachers, principals, other school leaders (including charter school leaders), paraprofessionals, members of State and local boards of education, the civil rights community, including representatives of students with disabilities, English learners, and other historically underserved students, and the business community. The Department intends to choose one stakeholder for each constituency. Nominations are due by February 25. On a quick timeline, the committee will hold its first meeting March 21-23 and plan to complete its work in April. The final regulations are due out by the end of 2016. The Department has not yet determined if there will be additional rulemaking forthcoming under ESSA.

In a related announcement, the Department issued guidance intended to reduce the explosion of tests that students are taking. Promised back in October, the guidance offers multiple recommendations for states including use of federal funds to conduct assessment audits, provision of professional development for teachers in designing test questions and further alignment of tests with actual classroom instruction.

Finally, on Capitol Hill, the House Committee on Education and the Workforce has announced a hearing on Feb. 10 at 10 AM to consider the early implementation of the Every Students Succeeds Act. Titled “Next Steps for K-12 Education: Implementing the Promise to Restore State and Local Control,” the hearing is likely to scrutinize the extent to which early implementation efforts are promoting state and local control.

For notice of negotiated rulemaking: <https://www.federalregister.gov/articles/2016/02/04/2016-02224/negotiated-rulemaking-committee-negotiator-nominations-and-schedule-of-committee-meetings>

For guidance on testing: <http://www2.ed.gov/admins/lead/account/saa/16-0002signedcsso222016ltr.pdf>

For the House hearing on ESSA and to watch live-streamed on Feb. 10: <http://edworkforce.house.gov/calendar/eventsingle.aspx?EventID=400160>

Washington Update

Jane E. West, Ph.D., TED's Legislative Liaison

(continued)

Congress Passes Dyslexia Research Bill

The House and the Senate have passed the "READ Act", or Research Excellence and Advancement for Dyslexia Act. The bill requires the National Science Foundation to spend at least \$5 million per year on research on specific learning disabilities, and, of that, at least \$2.5 million on dyslexia research. Passed with unanimous support in both chambers, the bill's next step is presidential signature.

See: <https://www.congress.gov/bill/114th-congress/house-bill/3033/text>

Higher Education Full Reauthorization Looking Unlikely this Year

After the elation of bi-partisan passage of the Every Student Succeeds Act late last year, lawmakers noted their intention to turn next to Higher Education Act reauthorization. As 2016 has begun to unfold, the likelihood of such action has begun to diminish. Sen. Lamar Alexander (R-TN), Chair of the Senate HELP Committee has signaled a full reauthorization is unlikely, however smaller bills, such as a bill to streamline regulations, may see the light of day. Based on a bipartisan report issued last year, a bill to streamline higher education regulations might garner bi-partisan support.

In the meantime, the issues of college affordability and student debt continue to have salience with the public, on the presidential campaign trail and with Members of Congress. In the past, tweaks to financial aid policy have been accomplished through vehicles other than reauthorization bills – such as appropriations bills, budget bills and omnibus bills – and that may be a possibility this year as well.

See: <https://www.insidehighered.com/news/2016/02/02/higher-education-act-overhaul-long-shot-election-year>

The bi-partisan report on streamlining higher education regulation: <https://www.acenet.edu/news-room/Pages/Task-Force-on-Government-Regulation-of-Higher-Education-Main.aspx>

Teacher Prep – New Report but No News on Regulations

This week Bellwether Education Partners, a Washington think tank, issued two reports on teacher preparation examining states efforts to link K—12 student results back to the programs that prepared teachers. The state profiles are revealing and draw distinctions between gathering and sharing data and using that data for high stakes decisions. While the metrics considered in the report mirror those that would be required under the proposed teacher prep regulations, there is no news as to the status of that regulatory proposal. With the massive job of implementing the new ESSA, the Department may have had to move the teacher prep regulations on to the back burner.

See: <http://bellwethereducation.org/publication/peering-around-corner>

Washington Update

Jane E. West, Ph.D., TED's Legislative Liaison

(continued)

Four National Teacher of the Year Finalists Announced

The Council of Chief State School Officers (CCSSO) has announced the four finalists for National Teacher of the Year. Of note is that three of the four finalists are social studies/history teachers. The impressive line up this year includes:

Nathan Gibbs-Bowling, 2016 Washington Teacher of the Year -- Gibbs-Bowling teaches social studies at Lincoln High School in Tacoma, WA. He received his bachelor's degree in macroeconomics and 20th century American foreign policy and his master's degree in teaching from the Evergreen State College (WA).

Jahana Hayes, 2016 Connecticut Teacher of the Year – Hayes teaches history at John F. Kennedy High School in Waterbury, CT. She received her bachelor's degree in history and social science from Southern Connecticut State University and her master's degree in curriculum and instruction from the University of Saint Joseph (CT).

Daniel Jocz, 2016 California Teacher of the Year – Jocz teaches social studies and Advanced Placement U.S. history at Downtown Magnets High School in Los Angeles, CA. He received his bachelor's degree in history and master's degree in education at the University of California, Los Angeles.

Shawn Sheehan, 2016 Oklahoma Teacher of the Year – Sheehan teaches special education math at Norman High School in Norman, OK. He received his bachelor's degree in journalism at Arizona State University and his master's degree in special education from the University of Oklahoma.

The winner will be announced this spring. Congratulations to these outstanding teachers and all of the 2016 State Teachers of the Year.

See: <http://www.ccsso.org/ntoy.html>

See: <http://edprepmatters.net/2016/02/congratulations-to-finalists-for-national-teacher-of-the-year/>

Teach for America Gathers to Celebrate 25 Years

This weekend in Washington, Teach for America gathers its members and allies to celebrate its 25th Anniversary. Expecting over 14,000 at the Washington Convention Center, the rally is intended inspire its members and focus on improving educational equity. Boasting an alumni network of some 40,000, the organization kicked off events by honoring retiring Sen. Barbara Mikulski (D-MD) with a lifetime achievement award.

TFA has not been without its critics. In fact, the Network for Public Education Action and the renegade Badass Teachers Association have joined to create "Truth for America" and what they are calling a "Thunderclap" to mark the Anniversary. The stated purpose of the thunderclap is to "document the headwind TFA is facing."

Washington Update

Jane E. West, Ph.D., TED's Legislative Liaison

(continued)

TFA Alumni report: <https://www.teachforamerica.org/alumni/community/alumni-survey-snapshot>

Honoring Sen. Mikulski: <https://baltimore.teachforamerica.org/about-us/media-resources/news-releases/senator-barbara-mikulski-receive-teach-america-lifetime>

Truth for America: <http://npeaction.org/2016/02/03/join-the-truth-for-america-thunderclap/>

AERA Announces Congressional Fellowship for Researchers

The American Education Research Association has announced a terrific new initiative intended to directly contribute research and scholarship in education to policy making -- a new Congressional Fellowship Program. Intended to provide education researchers the opportunity to participate directly in the policy making process and contribute scholarship to those deliberations, the organization will support up to three doctoral-level education researchers in congressional offices for one year beginning September 1, 2016. Education researchers at all career stages are eligible. The deadline for application is March 1, 2016.

See: <http://www.aera.net/ResearchPolicyAdvocacy/AERACongressionalFellowship/tabid/16173/Default.aspx>



CEC's Legislative Conference Exciting Training Opportunity

July 10-13, 2016

Now Accepting TED Doctoral Student Applications

"Children cannot lobby and cannot vote. We must speak for them."

-Marian Wright Edelman

Interested in learning more about how to make a difference for children and youth with disabilities, and teacher preparation, through grassroots advocacy and strategic planning? Do you have a passion for policymaking? Are you available to travel to Washington, DC July 10-13, 2016? If so, please submit an application!

Undecided? Read more about the Legislative Congress by visiting CEC's Policy and Advocacy webpage at <http://specialeducationlegislativesummit.org>

You can also attend an information session at CEC in St. Louis.



Application Procedure:

1. Prepare an electronic application that contains the following three parts:
 - a. Letter of recommendation from a faculty member at your university that includes a rationale describing why (i.e., knowledge, skill, ability, commitment, experience, enthusiasm) you should be selected. The faculty recommendation letter should also include an indication of whether financial funds are available to fully or partially reimburse your involvement (e.g., hotel, airfare, and meals) in the summer training.
 - b. Letter of interest in which you describe why (i.e., knowledge, skill, ability, commitment, experience, enthusiasm) you want to attend CEC's Legislative Training in Washington, DC. Also, please specify if you are willing and able to attend the training without full funding. The letter should be limited to one page (12 pt. font).
 - c. Current vitae.

*Save your application materials as a Word file, using your last name first as the title.

2. Submit your completed electronic application to Dr. Pam Williamson (pswilli2@uncg.edu) by **April 20, 2016**. Expect to receive notification of acceptance in mid to late April.



Upcoming Special Issue

Teacher Education and Special Education (TESE)

The Journal of the Teacher Education Division of the Council for Exceptional Children.

Special Issue Title: *The Nexus of Special Education Policy, practice and Scholarship: Higher Education Special Educators Look to the Future*

Editor: Dr. Laurie deBettencourt, *Johns Hopkins School of Education*

Co-editors: Jane West, PhD and Katharine Shepherd, EdD

Background and Introduction

The upcoming special issue of *TESE* will include four manuscripts written by members of HECSE, the Higher Education Consortium on Special Education. HECSE's organizational mission is to represent doctoral granting institutions in "engaging in dialogue with national leaders in both houses of the Congress of the United States, in federal agencies that oversee research and training programs related to education and human services, and professional organizations and advocacy groups that focus on topics and issues in special education and disability services" (HECSE.net, 2016). HECSE member institutions (about 70) are major universities whose faculty members are known for their research and service, and for their high quality programs that prepare future special education teachers, leaders, and faculty members.

Proposed Content and Format

Given the membership and mission of HECSE, their members are uniquely poised to contribute to discussions at the intersection of federal and state policies related to special education, strategies for educator preparation, and the possibilities and challenges associated with ensuring that high quality research and professional expertise inform education policy, educator preparation, and practices in the field. The manuscripts will examine the intersection of policy, research, and educator preparation through four distinct lenses: the complex and changing roles of pK-12 special educators, challenges and opportunities in the preparation of special education teachers, special education leadership preparation in the 21st century, and opportunities for influencing federal and state policy.

Authors will address each of the topics through a policy lens, focusing on the ways in which the policy context provides both opportunities and challenges to educator preparation, special education research and scholarship, and the implementation of research-based practices. The goal is to highlight the complex nature of these intersecting forces, as well as to articulate ways in which colleges and universities might play a role in creating greater alignment between policy, scholarship, and practice.

**The following award recipients
were announced at
the TED 2015 Conference:**

2015 TED Publication Award

Teacher Education and Special Education

**Drs. Lisa A. Dieker, Jacqueline A. Rodriguez, Benjamin Lignugaris/Kraft,
Michael C. Hynes, & Charles E. Hughes**

The potential of Simulated Environments in Teacher Education: Current and Future Possibilities

**2015 TED Early Career
Publication Award**

Dr. Keri S. Bethune

Effects of Coaching on Teacher's use of Function-Based Interventions for Students with Severe Disabilities

2015 Dissertation Award

Dr. Sarah A. Nagro

The Effects of Guided Video Analysis on Teacher Candidates' Reflective Ability and Instructional Skills During Field Experiences Including Students with Disabilities

**2015 TED Distinguished
Service Award**

Dr. Lisa A. Dieker

Nominations for the 2016 TED Distinguished Service Award

TED is seeking nominations for the 2016 TED Distinguished Service Award. This award recognizes an individual who has demonstrated exemplary service to our field.

Deadline for Nominations: May 15, 2016

Purpose- The purpose of the Distinguished Service Award is to honor individuals who have demonstrated exemplary service to the development and advancement of quality teacher education in special education.

Criteria-The nominees must meet the following criteria **a.** Nominees cannot be a current member of the TED Executive Committee. **b.** Nominees must be nominated by a member of TED and **c.** Nominees may or may not be a member of TED.

Nominated individuals have demonstrated their commitment to personnel preparation through one or more of the following areas: **a.** The acceptance and outstanding service in leadership roles to advance the development and improvement of teacher education in special education (e.g., offices in national, state organizations). **b.** Active promotion and participation in the activities promoting quality teacher education in the field of special education (e.g., conferences, symposia, academies). **c.** active participation in the governmental and political areas to promote and protect beneficial legislation to promote quality teacher education. **d.** Active promotion and participation in school-university partnerships that have advanced teacher education in special education.

Nomination Materials– Nomination materials should include the following:

- a. A current vita of the nominee
- b. A letter of nomination documenting the nominee's eligibility for the award
- c. Up to six letters of support for the nomination from individuals who are knowledgeable about the nominee's contributions relative to the criteria stated above. Letters may be submitted by academic colleagues, current or former students, field partners, etc., and should reflect the breadth of nominee's contributions.
- d. Deadline for the receipt of all nomination materials will be **May 15, 2016.**

Electronic nomination materials should be emailed to:

Dr. Karen Voytecki
Executive Director, TED
voytecki@tedcec.org



Kaleidoscope Updates



Kaleidoscope's Changing of the Guard

We are excited to begin our work with incoming Kaleidoscope Junior Representatives, Jennifer Holbrook (UCF) and Stephanie Morano (Penn State). As previously detailed in *TEDLines*, they bring a great deal of energy and enthusiasm to our team, and are already impacting Kaleidoscope plans for St. Louis and beyond. Aftynne and Andrew are also extremely appreciative of the dedicated mentorship provided by outgoing representatives, Kyena Cornelius and Dwannal McGahee, over the past two years. We are excited about the sustained engagement and growth of Kaleidoscope during their time as Kaleidoscope leaders, and wish them the best as they move forward in their lives and careers.

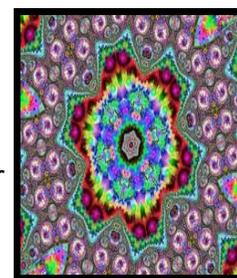
Membership Input

One of the recurring themes that emerged from our conversations with student members during the TED 2015 Tempe, AZ conference was the value they placed on collaboration and mentorship. Many members described TED conferences, above all else, as a place to build relationships and have collaborative partnerships with colleagues and mentors in the field of Special Education. With the aim of better understanding our members' perceptions of the TED organization, and the desired outcomes from their involvement with TED, we are preparing a survey which may help us arrive at clearer insights into our members' needs. The digital survey will be sent out to our members in February, with the additional goal of helping shape the content and structure of the Kaleidoscope Symposium in St. Louis. We anticipate distributing this kind of survey annually, to remain both attuned, and responsive, to the needs of our members.

Kaleidoscope Preparations for St. Louis

As the Kaleidoscope committee is currently reviewing 40 research poster proposals for St. Louis, we continue to discuss how to optimize the poster review and award presentation process which takes place during the symposium. Many TED faculty members regularly attend the symposium to offer support and guidance to our graduate presenters. We are considering a variety of changes to improve the experience for both reviewers and students, and welcome the input from those TED members who

have previously reviewed (and/or presented) at the Kaleidoscope symposium. If you have comments or ideas that you feel could assist us in improving the review experience from a reviewer's or presenter's standpoint, please email Andrew Hashey (hasheya@oldwestbury.edu) or Aftynne Cheek (aecheek@uncg.edu). Thanks!



Diversity Caucus

Involvement in the Diversity Caucus

The Diversity Caucus is a subdivision of TED that is tasked with making recommendations on matters pertaining to diversity in special education, teacher education, and the profession in the preparation of teachers. Additionally, the Diversity Caucus works to implement opportunities for TED members and constituents to expand their knowledge base and comprehension related to preparing teachers to work with groups from diverse backgrounds. We are inviting individuals who share a similar interest in pursuing this work to join the Diversity Caucus. Members of the TED Diversity Caucus can expect opportunities to participate in webinars, receive newsletters and resources, and interact with leaders and researchers through our newly established Topical Speaker Series. If you are interested in becoming a member, please contact chair, Andrea Jasper at andjasper@gmail.com. The cost of membership is \$10 for professional members and \$5 for student members. You can send membership dues to Barbara Dray, Treasurer, at 6486 Ammons St., Arvada, CO 80004.

Join our Facebook Group

Join our Facebook group so that we can continue our conversations about topics of diversity in higher education and P-12 settings. <https://www.facebook.com/groups/185207988340719/>

Diversity Caucus Monograph Available for Purchase

The Diversity Caucus Monograph titled *Knowledge, Skills and Dispositions for Culturally Competent and Interculturally Sensitive Leaders in Education* has been published and is available for purchase through CreateSpace: (<https://www.createspace.com/3691159>) or Amazon.com.

The information presented in this monograph can address the documented impact of teacher beliefs and biases that limit the achievement of learners who do not conform to dominant culture norms and the disproportionality in identification of and decision making for students with exceptional learning needs. To expand this influence, the mentoring and support needs of the next generation of special education leaders, including those who represent diverse backgrounds and experiences are also addressed. In order to make this impact, teacher educators must be culturally competent and inter-culturally sensitive to the needs of those who will follow in their stead at the higher education and school district levels. This monograph begins to fill the gap in the literature and practice focused on equipping higher education faculty and their doctoral students with the knowledge, skills, and dispositions to effectively prepare practitioners to work with diverse learners with exceptional needs, their families, and in diverse settings.

More webinar information will be coming soon. Please check our website for updates:

<http://www.tedcec.org/groups/caucuses/diversity-caucus>

Small Special Education Programs Caucus (SSEPC)

Are you looking for opportunities to collaborate with other special education teacher educators because you have few opportunities in your own institution? Are you looking to increase your access to networking opportunities with faculty in other institutions who may have challenges similar to your own? Are you a special education teacher educator in a small program looking for good company?

The Small Special Education Programs Caucus (SSEPC) might be for you! We especially welcome new members who are at institutions without doctoral programs in special education and who teach in departments with nine or fewer faculty members. Many of our members are only one of two or are the sole special education teacher educator in their departments! SSEPC gets them connected with others!

The Small Special Education Programs Caucus organizes a Symposium at the annual TED Conference, which is an opportunity to present with other SSEPC members. We have a newsletter that goes out to SSEPC members to keep us connected. We dine together and share good company at TED. We fundraise through the annual Silent Auction at TED. We recognize outstanding service through the Nasim Dil award and reception. We share syllabi, share resources, share ideas, publish together, and support one another through tenure, promotion, accreditation, and meeting the demands unique to faculty in small programs.

Do we have your interest? Look for our General Business Meeting at CEC and come! Introduce yourself! Look for members with buttons that say, "Ask me about SSEPC." Or reach out to a member of our executive committee:

Dr. Patrice Hallock, Utica College, Chair phallock@utica.edu

Dr. Frank Dykes, University of Texas, Tyler, Past Chair
fdykes@uttyler.edu

Dr. Amy Stevens, University of Wisconsin, Whitewater,
Associate Chair griffita@uww.edu

We invite YOU to join US at CEC in St. Louis!



Small Special Education Programs Caucus (SSEPC) Nasim Dil Award Nominations

The Nasim Dil Award for Outstanding Service to Teacher Education is an annual award given to an individual who has demonstrated exemplary service to the development and advancement of quality teacher education in special education.

Criteria: The criteria for the selection of the recipient of the Small Special Education Programs Caucus (SSEPC) Nasim Dil Award for Outstanding Service to Teacher Education include demonstrated commitment to personnel preparation in small special education programs through two or more of the following areas:

- Service in leadership roles to advance teacher education opportunities in small special education programs (e.g., holding a leadership position(s) in teacher education organizations, recipients of honors and awards - either at home IHE or on the national level);
- Active promotion of quality teacher education in small special education programs (e.g., writing articles for the SSEPC Monograph, being involved in state initiatives involving teacher education, developing innovative teacher education curricula and teaching practices, etc.);
- Active participation in activities promoting opportunities for faculty from small special education programs to have a voice in the field of special education teacher education (e.g., encouraging and leading SSEPC members' involvement in political and educational activities that relate to teacher education, being involved in state-level decision making involving teacher education);
- Active participation in activities promoting collaboration (in terms of research and professional development) among members of SSEPC (e.g., initiating, developing, and coordinating activities that involve several SSEPC members: conference presentations, research projects, co-authoring, SSEPC-sponsored events, etc.); and/or
- **Active participation in SSEPC service in leadership roles to advance teacher education.**



Small Special Education Programs Caucus (SSEPC) Nasim Dil Award Nominations cont.

Nominees must meet the following criteria:

- a. Must be a member of TED and SSEPC.
- b. Nominees may be nominated or self-nominate.
- c. Previous award winners will not be eligible again within a 10 year time period.

Electronic Nomination Materials should include the following:

- a. A current vita of the nominee;
- b. A letter of nomination documenting the nominee's eligibility for the award; and
- c. Letters of support for the nomination from individuals knowledgeable of the nominee's contributions relative to one or more of the criteria stated above.

Deadline: Nomination materials are due August 1, 2016

Nomination materials and/or questions should be emailed to Dr. Frank Dykes, Past Chair of SSEPC at FDykes@uttyler.edu.

Award: The recipient of the Nasim Dil Service Award will be honored at the SSEPC Reception at the TED 2016 Conference in Lexington, Kentucky.



Early Childhood Faculty SIG

Are you looking for a way to increase your engagement and find leadership opportunities in a national professional organization? Then the Early Childhood Faculty Special Interest Group (SIG) is for you!

The Early Childhood Faculty SIG is a community of professionals who lead and support teacher educators on behalf of young children (birth - age 8) with exceptional needs and their families. Our “nickname” of TeDeC is meant to reflect the overlap between those of us who are TED as well as DEC members- but all are welcomed to join. Our group is currently recruiting new members and is looking for member engagement ideas.

If you are interested in joining, writing a position paper on early childhood and teacher education, launching a group research project, or presenting at TED 2016- then please contact Dr. Kate Zimmer, Chair, at kzimme10@kennesaw.edu

Also find us at tedec-sig@googlegroups.com, and like us on Facebook:
<https://www.facebook.com/groups/TeDeC/>



Paraeducator SIG

In 2015, the Council for Exceptional Children prompted the alignment of the paraeducator specialty sets with the seven standards used in the initial and advanced preparation standards for special education professionals. CEC states that these new guidelines are named the Paraeducator Common Core Guidelines (PCCG). A special thanks to the SIG members who worked on the revision to these guidelines.

The Position Statement on Training for Paraeducators in Special Education was approved by the TED Board in November. After final editing, this paper will be forwarded to Dr. Deb Ziegler for further guidance with regard to the CEC review and approval process. The paper includes an executive summary and three key recommendations: the need for clarity for roles & responsibilities; guidelines for paraeducator training targeted to their specific job responsibilities and supervision from a fully licensed professional; and the necessity for provide competency-based, systematically-planned, and ongoing training to ensure that paraeducators have the content knowledge and skills to assist in the provision of special education and related services. In conjunction with this paper, the Paraeducator SIG plans to create a position paper focused on supervision of paraeducators. Contact Paraeducator SIG secretary, Sarah N. Douglas at sdouglas@msu.edu to be added to our member distribution list.

Submitted by: Drs. Denise Uitto and Ritu Chopra, Co-Chairs

Early Career Faculty SIG

The Early Career Faculty SIG has made extraordinary gains in 2015 and is excited about our forward movement in 2016! We would like to thank our outgoing chair, Dr. Brittany Hott, for her dedication and hard work, as well as welcome our new co-chair, Dr. Sarah Nagro. Sarah, we are excited to have you!

During the 2015 annual TED meeting we began an Early Career strand that addressed topics related to Early Career Faculty. We would like to extend our gratitude to our panel participants and the Early Career faculty that took part in the strand. We look forward to continuing the Early Career strand at the upcoming 2016 TED meeting in Kentucky.

During 2016, we will continue some of our old initiatives and implement a few exciting new ones. Our popular syllabus share will continue. Examples of syllabi can be found on the TED website. Please feel free to brainstorm new ideas based on the syllabi you see. Also, we are pleased to announce the advent of virtual writing groups! All are welcome to join in and be a part.

Stay tuned for more announcements regarding Early Career Faculty SIG initiatives such as information about virtual writing groups, syllabus share, and job vacancies. You can find announcements on the Early Career Faculty SIG page of the TED website.

Submitted by: Dr. Stacey Hardin, Chair

**THE TEACHER EDUCATION DIVISION OF THE
COUNCIL FOR EXCEPTIONAL**

CHILDREN

The Executive Board of the Teacher Education Division of the Council for Exceptional Children

invites you to submit proposals for the

39th Annual TED Conference

November 9-12, 2016

Hilton Hotel – Lexington, KY

Proposal Deadline – June 1, 2016

Teacher Education Division



Racing to Excellence
2016

Topic Strands

Accountability--Teacher evaluation, program evaluation, evidence-based programs, assessment issues

Diversity--The recruitment, retention and development of teachers who reflect the diversity of the human experience: cultural, disabilities, gender, linguistic, LGBTQIA, and/or racial diversity

Partnerships—Collaboration and partnerships with families, special education, and general education

Preparation, Certification, Induction--Rigor, pedagogy, mentoring, professional development, retention of teachers

Policies and Practices--Effective practices, advocacy, policy analysis, legal issues

Research and Inquiry--Highly effective educational practices, preparation of special and general education teachers, bridging the research to practice gap

Technology--Distance education delivery, cutting edge technologies in teacher education and PK-12

Keynote Speakers

Lisa Dieker • Ted Hasselbring • William Heward • Jane West

Excitement at TED 2016

ACCOMMODATIONS – The Lexington Hilton Downtown hotel is located in the heart of the city with easy access from the Bluegrass Airport (LEX) via a complimentary hotel shuttle.

DINING – Choose from over 90 restaurants within walking distance or a short trolley ride from the hotel.

FUN - Come early or stay late to enjoy the beauty of the region: Hiking, Kentucky Horse Park, Kentucky Bourbon Trail, Kentucky Brew Trail, Horse Farm Tours, Historical Landmarks, Music and Art scene, Shopping galleries, and more!

INFORMATIVE - Get the latest updates from Washington D.C. and legislative happenings.

NETWORK - Meet with fellow special education teacher educators from across the US, Canada, and other nations.



Session Descriptions

Single Paper: Sessions are 50 minutes in length. Single paper sessions may have one or several authors.

Multiple Papers/ Panel Presentation: Sessions are 50 minutes in length and may be program descriptions or qualitative/quantitative research papers. This presentation format provides focus on significant issues representing a strong, unifying theme and includes a discussant and opportunities for audience participation. A multiple papers/panel presentation typically consists of a chair, speakers, and a discussant, all arranged by the lead author, prior to submitting the proposal for review.

Interactive Paper: Sessions are 50 minutes in length and allow maximum interaction among presenter(s) and participants. Presenters develop posters that provide a brief overview of their work and facilitate discussion with participants. Poster specifications will be provided upon acceptance.

Conversation Session: Sessions are 50 minutes in length, use a round table format, and are led by a single presenter. Presenters provide a brief introduction and specific talking points to facilitate the conversation. Conversation sessions allow for maximum participation by table participants to discuss the topic presented.

Pecha Kucha is a fun and innovative presentation method in which 20 slides are shown for 20 seconds each (six minutes and 40 seconds in total). These slides rely heavily on pictorial representations to convey content. The name Pecha Kucha comes from Japanese: ペチャクチャ, and is loosely translated as “chit-chat.” It is pronounced pe-cha-ku-cha (i.e., as written) with equal stress on each of the 4 syllables. For more information about the presentation format go to: <http://www.pechakucha.org/faq>

Teacher Education Division



Racing to Excellence
2016

LEXINGTON, KY

All presenters and co-presenters must register and pay conference registration fees, travel, and other expenses. As per TED policy, presenters' conference registration must be received by September 15, 2016, or name(s) will not be included in the conference program.

Proposal deadline: June 1, 2016.

Contact:

TED 2016 Conference Co-Chairs
Dr. Belva Collins – Belva.Collins@uncc.edu
Dr. Margaret Bausch – MEB@uky.edu

Submit proposals on the TED website (www.tedcec.org) by **June 1, 2016**.

The proposal should include the conference topic area; abstract; session description, including a review of relevant literature and aim of the session; three to five learner outcomes based on the aim and objectives of the session; and a description of audience participation. Do not include names or institutional affiliation in the summary of the proposed presentation. Session leader is responsible for communicating with all co-presenters regarding registration and presentation times.

Selection Criteria

Review of proposals is a refereed process; the review team will use the following criteria in the selection of proposals.

Description of the research or applied problem (clarity and importance)

Presentation summary (clarity and organization)

Literature review, methods and findings (alignment of literature with content, extent to which the research informs the field)

Usefulness to teacher preparation researchers and practitioners (meaningful audience participation and outcomes related to improved practice.)

The reviewers will consider, where appropriate, acceptance of presentation proposals outside the conference theme based on their overall quality.

Session leaders will be notified of acceptance during summer 2016.

Program Participation

To encourage broad program participation, as per TED policy, an individual may only be included as a first author, session leader, or lead presenter in TWO sessions, and co-presenter/co-author in TWO sessions. An individual may not appear in the program as a presenter or co-presenter more than four times in total. Presenters are expected to be involved in and attend all sessions in which they are presenting or co-presenting.

Teacher Education and Special Education (TESE) Journal



Check out TESE's Top 5 Read Articles of 2015

Views From the Trenches: Teacher and Student Supports Needed for Full Inclusion of Students With ASD

Harriet Able, Melissa A. Sreckovic, Tia R. Schultz, Justin D. Garwood, & Jessica Sherman, 38(1), 44-57

Teaching Students With ASD Using Evidence-Based Practices: Why is Training Critical Now?

Tamara Marder & Laurie U. deBettencourt, 38(1), 5-12.

Training Teachers in Evidence-Based Practice for Individuals With Autism Spectrum Disorder: A Review of the Literature

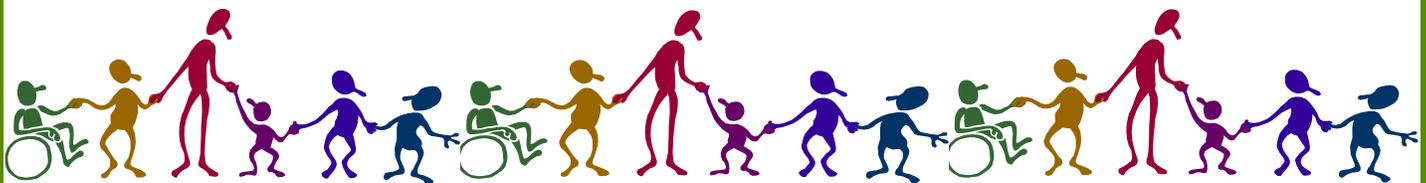
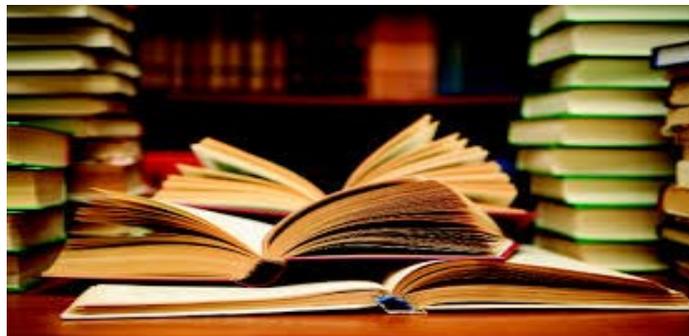
Jennifer L. Alexander, Kevin M. Ayres, & Katie A. Smith, 38 (1), 13-27.

Common Core Preparation in Special Education teacher Education Programs: Beginning the Conversation

Michelle R. Murphy & Kathleen J. Marshall, 38 (3), 167-185.

Sustaining Evidence-Based Practices by Graduated Special Educators of Students With ASD: Creating a Community of Practice

Laura j. hall, 38 (1), 28-43



A special thanks to Jeremiah McCoy at East Carolina University for assisting with this edition of TEDLines.