



## President Elect Nominee

**Dr. Margaret Weiss, Ph.D.**



George Mason University  
Fairfax, VA

### **Candidate Statement:**

I am an associate professor in the Division of Special Education and Disability Research in the College of Education and Human Development at George Mason University. I have been a TED member for more than 10 years and have served as Publications Committee co-chair, member of the TESE editor search committee, member of the Research Committee, conference proposal reviewer, and mentor in several Research Roundtables.

TED is a critical voice in CEC and in the field of special education teacher preparation. The vision statement that “every professional educator possesses the knowledge, skills, dispositions, and values to enable students with exceptional needs to reach their potential” is even more important now than it ever has been. With the additional focus of promoting equity as part of the strategic plan, TED is poised to make an even greater impact on the field than it ever has. That is exciting and, as a long-time teacher educator, I want to be a part of that impact.

First and foremost, I am a teacher educator whose purpose is to engage in activities that result in special educators who can (a) identify their students’ individual needs, (b) analyze the educational implications of those needs, (c) implement evidence-based practices (EBPs) to meet them and (d) measure and assess outcomes to ensure progress. My 10+ years of experience working with teacher candidates have taught me how to communicate efficiently and effectively, provide feedback that is both positive and constructive, and to “get my hands dirty” in order to understand a situation. These skills are critical when leading groups to achieve goals. Second, I have spent a significant amount of time in research on co-teaching and collaboration. Critical to co-teaching is the ability to use the group process effectively, listen actively, question thoroughly, problem solve, and bring consensus. All of these skills are critical to leadership in TED. Finally, my experience as a Treasurer and Board member of the Division for

Learning Disabilities, Publications co-chair in TED, and principal investigator on a state technical assistance grant have helped me better understand how organizations work, the collaborative but firm leadership that is required, and the powerful impact that providing evidence-based resources can have on practice. The combination of these experiences lead me to believe that I could help guide the TED Board to reach the objectives outlined in the strategic plan.

Action to support special education teachers and special education teacher educators is critical right now. To that end, I have three specific goals: (a) increase the diversity of voices in TED through targeted recruitment and differentiated resources, (b) develop and execute action plans to address issues such as focusing quality teacher education research and effectively disseminating it to stakeholders and policymakers using the expertise of TED's wide array of voices, and (c) develop and execute an action plan for a meaningful integration of topics and materials by bringing together the editors of TESE, *Journal of Special Education Preparation* (JOSEP; a new practitioner journal), and other TED publications/communications. These efforts, in addition to continued focus on the strategic plan, will only strengthen TED's impact.

**Why do you want to be a part of TED's Presidential Line and why do you feel you are qualified to serve in that position? Describe your leadership style and how you would keep the board operating at a strategic level?**

As I stated previously, I want to be a part of the TED Presidential Line because action to support and provide resources to special education teachers and teacher educators is critical right now. Every stakeholder in the field is anxious, overwhelmed, and wondering what will happen next. TED has the opportunity to be a lighthouse in this storm and I want to be a part of that. While I would like to say that my leadership style is transformative, I tend to be more of a participative leader. The International Institute for Management Development describes participative leadership as one that involves "team members in the decision-making process.... The leader will normally have the last word in the decision-making processes" (<https://www.imd.org>). True to my background in collaboration, I identify and consider multiple perspectives as well as available evidence from those most knowledgeable about the issue. After that, I work collaboratively with team members to develop an action plan. For example, if elected president-elect, one goal I would have would be to develop a meaningful synergy for TED's efforts to support the field.

With a clear focus and strategic direction, I would advocate to bring together the research, practice, and policy leaders in TED to develop and execute integrated action plans. These plans would address issues such as focusing quality teacher education research and strategically placing effective practices into the hands of practitioners and policymakers. I would also ask editors of TESE, *Journal of Special Education Preparation* (JOSEP) (a new practitioner journal), and other TED publications/communications to develop and execute an action plan for a meaningful integration of topics and materials. These efforts, along with encouraging participation of the membership through networking at CEC and TED conferences and through ongoing virtual opportunities, will only strengthen TED's impact on the field- the ultimate goal!

**Candidate Experience**

All are at the division/national level (+ indicates leadership position)

Invited Mentor, Research Mentorship Roundtable, Teacher Education Division of the Council for Exceptional Children (2021)

+Treasurer, Division for Learning Disabilities of the Council for Exceptional Children (2010-present)

+Associate Editor, TEACHING Exceptional Children, (2016-2019)

+Publications Committee Co-chair (with Douglas Dexter), Teacher Education Division of the Council for Exceptional Children (2016-2018)

Member, Research Committee, Teacher Education Division of the Council for Exceptional Children (2013-present)

Invited Mentor, Kaleidoscope session, Teacher Education Division of the Council for Exceptional Children (2019)

Editorial Boards:

Journal of Special Education Technology (2020-present)

Exceptional Children (2016-present)

Teacher Education and Special Education (2009-present)

Practice Briefs, Journal Postsecondary Education and Disability (2007-present)

Journal of Emotional and Behavioral Disorders (2017-present)

Co-editor, TeachingLD.org, Web site of Division for Learning Disabilities (2001-2020)

Reviewer:

Proposals submitted for Council for Exceptional Children International Convention (2003-2011, 2014-2021)

Proposals submitted for Teacher Education Division Annual Conference, (2014, 2016)