

TED LINES

Fall 2016



Council for
Exceptional
Children

TED Line-up

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future *TEDLines* content:

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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

39th Annual TED Conference

November 9-12, 2016

Lexington, Kentucky

Racing to Excellence!



Join us for CEC SPA Accreditation pre-conference workshops, keynote speakers, strands, sessions, events, and networking! More details can be found on page 16 and on the TED Website!

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



Welcome Back! How many times have you heard that in the past few weeks? The new school year has begun, transitions are happening, and with this comes new challenges but also, optimism and excitement for what is ahead of us. Let's keep the momentum going by attending the TED 2016 Conference in Lexington this November. The Conference theme is Racing to Excellence,

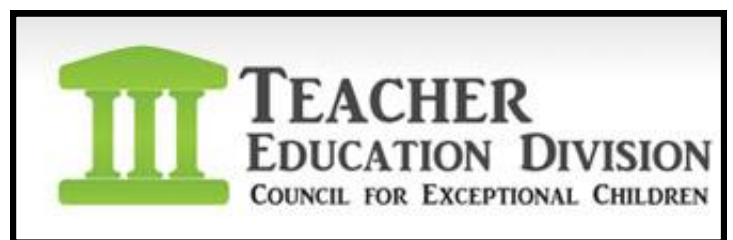
and excellence you will find when you come to TED 2016! Belva Collins and Margaret Bausch and their racing team are planning a gold ribbon, championship conference filled with exciting keynote speakers, topical strands (not tropical - anyone up for hosting a TED Conference in the Caribbean? – see Karen Voytecki), and the opportunity as always, to connect with friends and colleagues. Please check the TED website <http://www.tedcec.org> where you will find information on travel, housing, and registration. The dates this year are November 9 – 12. You really don't want to miss this excellent event in the beautiful, historic town of Lexington. (Make sure you add some time into your schedule to visit the surrounding horse farms.)

As I near the end of my year as president, I want to ask all of our TED members to continue to think about how we can elevate TED through advocacy for our profession (one of our themes) 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. Please also think about ways to become more engaged in furthering our mission as well as growing our organization with new members. If you plan on coming to TED, look at the list of committee, caucus, and SIG meetings and activities and please attend any that you find interesting. You will be welcomed with open arms by our wonderful Board members who advance TED through their fine work. If you can't attend the Conference, contact anyone on the Board (check the website) for more information on how to become involved. The more that our members are involved, the stronger we are as an organization so please let us hear from you. (If you are a First Time Attendee, or want to learn more about getting further involved in TED, come to our "Start your Engines" meeting on Thursday, November 10 at 7:00 a.m. to find out more about what we do.)

Speaking of our wonderful TED Board, I want to sincerely thank each of you for your support, your commitment to teacher education in special education, and your kindness to me these past few years as I "graduated" from one position on the presidential line to the next. Special thanks to my mentors and fellow presidential line friends. I feel very fortunate to have worked so closely with these amazing colleagues and want to thank our Executive Director, Karen Voytecki, most of all. Karen is the heart and soul of our organization.

Last but not least, remember to vote in the upcoming TED election. It is inspiring to see the number of qualified TED members seeking Board positions.

It has been my honor and privilege to serve as TED President, and has in fact, been one of the most rewarding opportunities I have had in my entire professional career. I thank each and every TED member for this. I look forward to seeing you in Lexington!



Washington Update

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

Sept. 16, 2016



It's been a busy week in Washington as legislators scramble to wrap up and get back on the campaign trail.

1. Action on Education Funding for FY 2017

Despite a push by Senate leadership to jam through a short term spending bill and get out of town this week, the work has spilled over into next week. Eager to avoid a government shutdown just before the election and to hit the campaign trail, Senators are stalled in negotiations with House leaders about spending for the Zika virus and whether those funds will be allowed to go to Planned Parenthood organizations. The first vote to move the bill is set for Monday afternoon, and there is a strong push to wrap things up by the end of next week.

The funding bill is expected to run through either December 9 or 15 at which time the 114th Congress will reconvene for the final time and determine next steps. Depending on the outcomes of the election, the next funding bill may carry the country through September 30, 2017 or provide another short-term fix until March or so 2017.

The short term funding bill we will likely see next week is not expected to have any significant policy riders related to education or to alter funding in any significant way. However, there is some talk of slight across the board cuts (perhaps 1%) which would mean that every education program would take a hit. The reason for this is that because some spending has increased (e.g programs with triggers related to the number of people who use the programs such as health care or Pell grants) and in order to stay under the sequester imposed spending cap, the money must come from other programs.

See: <http://thehill.com/blogs/floor-action/senate/296132-senate-funding-bill-slips-into-next-week>

2. House Passes Bill to Reauthorize Career and Technical Education Programs

On Tuesday the House passes HR 5587, the Strengthening Career and Technical Education for the 21st Century Act. With a vote of 405-5 (all "no's" were from Republicans), the bill supports funding for programs to prepare students for high skilled industry jobs in areas where employers have shortages. Specifically it:

- Adds a definition for students who can be "concentrators" in career and technical ed
- Allows states to withhold larger portion of funds for their own competitive grant or formula programs
- Creates a new grant program which would award funds to programs that align CTE with state workforce needs
- Reduces paperwork for schools

This legislation (generally called the Perkins Act) has not been reauthorized since 2006. The Senate HELP Committee has scheduled a markup for its version of the reauthorization bill for Wednesday, September 21. The bill will is expected to be similar to the House bill.

3. Likely New Chair of House Education and Workforce Committee: Virginia Foxx (R-NC)

As current chair of the House Committee on Education and the Workforce John Kline prepares to retire at the end of the 114th Congress, Rep. Virginia Foxx is actively campaigning to be the new chair for the 115th Congress. First elected in 2004, Rep. Foxx currently chairs the Subcommittee on Higher Education and Workforce Training and is third in seniority for Republicans among 22 on the Committee. A frequent, feisty tough-talking conservative, she is also a lifelong educator with an Ed.D. in Curriculum and Teaching from UNC-Greensboro. She served as president of Mayland Community College and in the NC State Senate for a decade. Foxx represents the 5th district in NC (Boone area).

Foxx's bio indicates that she "regularly takes a stand for the principles of individual freedom and limited government." She has been a vocal critic of regulatory proposals put forward by the Obama Administration intended to implement the Every Student Succeeds Act and is a long standing critic of the Administration's efforts to clamp down on for-profit colleges, recently noting that their work to close ITT Tech was done without "one iota of proof the school did anything wrong." She has indicated that her top legislative priority for the Committee for the next Congress would be revisiting the Higher Education Act and, in particular, seeking greater transparency from colleges on the graduation rate of Pell grant recipients.

See <http://foxx.house.gov/biography/> and <http://foxx.house.gov/issues/issue/?IssueID=60408>

4. House Democrat Coalition Releases Priorities for the Higher Education Act

A group of 52 members of the House of Representatives, the New Democrat Coalition, released a document this week outlining priorities for reauthorizing the Higher Education Act. Jared Polis (D-CO), vice-chair of the Coalition, noted that the Coalition is focused on the innovation aspects of the Higher Education Act. Among those priorities listed in the document is teacher preparation. The following is excerpted from the Coalition's document:

Reforming Teacher Preparation

- Increase mentorship for teachers and principals by creating new opportunities for residencies with experienced educators and administrators while fostering better ongoing support mechanisms for the first two years on the job.
- Robustly support the funding, implementation, and dissemination of teacher advancement tracks that have demonstrated effectiveness in their ability to increase teacher retention and improve teacher professional development.
- Develop and deploy teacher performance assessments that prioritize knowledge of culturally relevant teaching methods, racial and socioeconomic privilege and bias, and English language learner support.
- Incentivize more people to pursue careers in the teaching profession and increase the number of teachers in areas where there are shortages by improving the mobility of teacher licenses between states.
- Increase teacher diversity through recruiting, supporting, and retaining educators from underrepresented backgrounds.
- Reform student loan repayment models to provide clear and tangible incentives for teachers to stay in the classroom.

See: <https://newdemocratcoalition-kind.house.gov/media-center/press-releases/new-democrat-coalition-releases-higher-education-priorities>

5. GAO Issues Report on Vouchers

At the request of Reps. Mark Pocan (D-WI), Gwen Moore (D-WI) and Marcia Fudge (D-OH), the GAO examined whether voucher programs are allowing participating schools to discriminate against students with disabilities in their admission policies. After reviewing the report, Rep. Pocan noted, "We already know voucher and many charter school programs lack the same levels of accountability and transparency as our public schools, but what this study proves is that many of these schools are also failing to meet the needs of special needs students and in many cases discriminating against them." The GAO study found that participation in taxpayer-funded voucher programs and education savings accounts has more than doubled in the last five years with taxpayers increasing spending on them from \$400 million to \$859 million.

See: <http://www.gao.gov/products/GAO-16-712>

6. Chiefs for Change Recommendations for ESSA Title II Priorities

Chiefs for Change, a group of reform oriented state chiefs, issued a document with recommendations about how states might use Title II ESSA funds. Among the recommendations offered is utilization of Title II funds for the controversial teacher preparation academies. Modeled after charter schools, these academies would function outside of the parameters of requirements for other teacher preparation programs in the state. The Chiefs cite the Relay GSE as a model for such academies.

Relay, along with some other independent teacher preparation programs, was recently scrutinized by researcher Ken Zeichner who concluded that:

"State policymakers should be very cautious in authorizing "teacher preparation academies" under a provision in the new federal education law (Every Student Succeeds Act, or ESSA). Such authorization would exempt those programs from the higher standards for teacher preparation that states typically seek to enforce for other teacher education programs. Policies should hold all programs to clear, consistent, and high standards."

See: <http://chiefsforchange.org/wp-content/uploads/2016/09/CFC-Title-II-Policy-Brief.pdf>

For Zeichner's critique of Relay and other independent teacher prep programs see <http://nepc.colorado.edu/files/publications/PB-Zeichner%20Teacher%20Education.pdf>

7. Damning Expose on Special Education in Texas

A recent remarkable expose from the Houston Chronicle, "Denied: How Texas keeps tens of thousands of children out of special education," found that school officials in Texas set an arbitrary cap of 8.5% as the percentage of students who could receive special education services. School districts have been audited by the state to ensure their compliance. While the cap has saved the state billions of dollars, it has also denied services to thousands of students with disabilities.

See: <http://www.houstonchronicle.com/denied/?t=9c54f4ac20>

8. The Teacher Shortage Crisis in the Spotlight: In Search of Solutions

This week the Learning Policy Institute (LPI), led by Dr. Linda Darling-Hammond, hosted an all day event in Washington to release their new analysis: *A Coming Crisis in Teaching? Teacher Supply, Demand and Shortages in the US*. The conference featured an all star line up of educators, analysts, researchers, policy makers, philanthropists and civil rights leaders considering and reflecting on the comprehensive set of briefs and reports issued on topics ranging from teacher turnover, attracting and retaining minority teachers, shortages in special education, STEM and English Learners, strategies for addressing shortages, implications of the new ESSA, equitable distribution of inexperienced teachers, building career ladders for teachers and teacher leadership roles, residency programs and lessons from high performing countries.

Among the findings in the reports:

- There was a 35% decline in enrollment in teacher preparation programs from 2009 to 2014
- There was a nationwide teacher shortage of 60,000 last year
- Teacher shortages could increase to 100,000 by 2018
- High minority and high poverty schools are hit hardest with uncertified teachers
- Teacher attrition is the biggest contributor to the shortage with job dissatisfaction cited as the biggest reason for leaving
- Teachers make 20% less than other college graduates; in 30 states a mid-career teacher heading a family of 4 is eligible for government assistance
- To increase the diversity in the teacher workforce minority recruitment and retention initiatives are required

Policy solutions recommended include:

- Use weighted student funding formulas to direct resources to districts with the neediest students
- Offer financial incentives to teachers such as mortgage guarantees, down payment assistance, child care support etc.
- Create “grow your own” and residency programs to prepare new teachers
- Develop strong universally available induction and mentoring for new teachers
- Strengthen principal preparation
- Develop a national teacher supply market and support teacher and pension mobility

Sen. Lamar Alexander (R-TN), who spoke at the conference, noted that “This research underscores the importance of offering effective incentives to keep our best teachers in the profession, contributing their expertise to help others.”

8. The Teacher Shortage Crisis in the Spotlight: In Search of Solutions (continued)

The report also rates each state using a variety of indicators (including average starting salary, attrition and working conditions) on "Teaching Attractiveness." The most attractive state for teachers, according to this system, is Oregon, with the least attractive being Arizona. A second rating system looks at the disproportionate distribution of uncertified and inexperienced teachers to students of color, a "Teacher Equity Rating" -- rating Colorado the worst and Vermont the best.

The Center for American Progress also released a report this week examining the sharp decline in enrollment in teacher preparation programs.

Join the conversation on twitter using #solvingteachershortages

For LPI reports on teacher shortages: https://learningpolicyinstitute.org/event/solving-countrys-shortage?utm_source=newsletter&utm_medium=email&utm_content=Solving%20Teacher%20Shortages%20Forum&utm_campaign=UA-67199435-1

For LPI interactive state rating system: <https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive>

See: https://www.washingtonpost.com/local/education/america-has-a-teacher-shortage-and-a-new-study-says-its-getting-worse/2016/09/14/d5de1cee-79e8-11e6-beac-57a4a412e93a_story.html

See: <http://www.usnews.com/news/articles/2016-09-14/the-teacher-shortage-crisis-is-here>

CAP report: <https://www.americanprogress.org/issues/education/report/2016/09/14/144215/educator-pipeline-at-risk/>

See you on twitter @janewestdc

Submitted by: Dr. Jane West, TED's Legislative Liaison



Day on the Hill in Washington, DC

Dr. Pamela Williamson (University of North Carolina at Greensboro), the CAN coordinator for TED, sought applications from doctoral students interested in policy and advocacy in special education to attend the Special Education Legislative Summit in Washington, D.C. July 10-13th. In a collaborative effort between CASE and CEC, this summit provided an opportunity for special educators, researchers, and administrators to advocate for a range of critical issues with respective state Senators and Representatives. Over 200 advocates from 43 states were in attendance. Four doctoral students were selected for this incredible opportunity: Rebecca Hopkins (University of Central Florida), Tiffany Fisher (University of Florida), and Kristin Withey and Ryan Wennerlind (University of Nevada, Las Vegas).

Prior to the summit, Deb Ziegler (CEC) provided all advocates with nine issue briefs and actively sought participation in pre-summit planning conference calls. Advocates were also prepared by Kyle Kondik, University of Virginia Center for Politics, and Myrna Mandlawitz, CASE Governmental Relations consultant, on the current state of politics in Washington and advocacy strategies. Advocates also went to individual breakout sessions covering the particular issues they would provide “expert” advocacy for when meeting with their state teams and members of Congress. Dr. Williamson and Samantha Stones, as part of an internship with the Council for Exceptional Children (University of Central Florida), together presented a break out session on the Reauthorization of the Higher Education Act. On the night before Hill visits, the students had dinner with Dr. Jane West. This unique opportunity to discuss policy and advocacy in depth with Dr. West encouraged the students both in advocating during the summit and reflecting on the connection between their individual research interests and policy.

With their state teams, student advocates spent July 12th on Capitol Hill, meeting with the offices of their respective state representatives and senators. Each group shared pertinent information on issues important to their states. Participation in the summit gave these doctoral students an opportunity to not only deepen their knowledge of special education policy issues and sharpen their advocacy skills in Washington during visits to the Hill, but to develop lasting relationships with advocates from both CEC and CASE and a drive to bring the call for continued advocacy back to his or her respective state and institution. This opportunity allowed all participants to develop relationships with respective state representatives and his or her office. These relationships can act as a catalyst for important progress on educational issues on state and local levels.

Day on the Hill in Washington, DC

(continued)

In addition to the important business of preparing for advocacy on the Hill, the doctoral students were treated to some fantastic opportunities to network with leaders in the field of special education from all over the country. Some were entertained by the theater production of Capital Steps and others enjoyed the Potomac River Cruise of the Washington D.C. monuments. The Special Education Legislative Summit was a truly inspiring event for the doctoral students and they are thankful to TED for providing access to this incredible and unique learning opportunity.



Rebecca Hopkins, Tiffany Fisher, Jennifer Holbrook, Kristin Withey, and Ryan Wennerlind

TED 2017 Board Elections

Voting will occur on the TED website (www.TEDCEC.org)
through Thursday, November 10th, at noon Eastern.

Vice-President: One-year term of office commencing January 1, 2017

NOTE: The VP position is a four-year commitment moving from VP to President-Elect, to President, to Past President.

Nominee: Dr. Dee Berlinghoff

Professor, Mount Saint Mary College

Dr. Dee Berlinghoff is seeking the position of Vice President of the TED Division of CEC. She has served as TED Treasurer for the past two, two-year terms. During her term she worked with members of the Budget and Finance Committee to develop and implement a viable investment plan for TED and to develop guidelines for responsible conference planning.

Dr. Berlinghoff has been an active participant in TED conferences, as a presenter and as a member of the Small Special Education Programs Caucus (SSEPC). She was co-chair of the TED 2015 Conference in Tempe and co-chair of the TED 2017 Conference in Savannah and TED 2018 Conference in Las Vegas. She also is a past chair of SSPEC.

Currently, Dr. Berlinghoff is a Professor of Education at Mount Saint Mary College in Newburgh, New York, where she teaches undergraduate and graduate courses in evidence-based practices for students with disabilities, classroom management, and content enhancement. She was on sabbatical for the 2013-14 academic year, working in a high-needs school in the Newburgh district. Her research focused on implementation of explicit instruction in the areas of vocabulary, skills, and strategies in grades K-8. She is currently working with colleagues from other institutions in New York to investigate preservice teachers' and content area teachers' understanding of evidence-based practices for students with disabilities, as well as preservice teachers' attitudes about educational research.

Dr. Berlinghoff has served CEC on the Membership Categories Workgroup and is Past President of New York State CEC and NYDL. She looks forward to the opportunity to serve TED on the presidential line.



Representative to the CEC Representative Assembly (Two-year term)

Nominee: Dr. Roxanne Hudson (Candidate #1 of 3)

Associate Professor, University of Washington

Dr. Hudson is an associate professor at the University of Washington. She is the co-director of the High Incidence Teacher Education program and work to prepare special education teachers and researchers. Her areas of interest are reading interventions for young children with disabilities, teacher learning, and implementation science. She is currently the PI on a NIH-funded research project looking at emergent literacy interventions and children with ASD and an OSEP-funded leadership program (325D) focused on math and reading content knowledge. Dr. Hudson thinks she can contribute to TED as the Representative to the Representative Assembly of CEC through her analysis of larger CEC issues and her ability to both listen carefully and convey the TED perspective to CEC.

Nominee: Dr. Ruby Owiny (Candidate #2 of 3)

Assistant Professor, Trinity International University

Dr. Ruby L. Owiny is an Assistant Professor at Trinity International University. She earned her Bachelor's degree in elementary education from Asbury University, an MEd in special education with an emphasis in learning and behavior disorders also from Asbury University, and her PhD in Special Education from the University of Kentucky. Dr. Owiny's career began as a primary teacher in a Title I school where she taught second grade for several years before moving into a special education position. Dr. Owiny's interests include preparing general and special educators to effectively instruct students with disabilities through the use of co-teaching, UDL, and instructional strategies. She is currently investigating the instructional strategies implemented in general education classrooms to support students with disabilities. Dr. Owiny's service to TED began during her doctoral studies through serving as a student representative with the SSEPC and participated in Kaleidoscope activities. She continues to be an active executive board member of the SSEPC, serving as a Communication Editor, and a participating member of the Early Career Faculty SIG. Dr. Owiny has enjoyed collaborating with TED colleagues to support inclusive practices to improve educational and social outcomes for students with disabilities. Dr. Owiny hopes to support TED colleagues as a TED representative to the CEC Representative Assembly. She is committed to accurately representing TED's divisional needs to improve educational outcomes for children with disabilities.

Nominee: Dr. Sharon L. Raimondi (Candidate #3 of 3)

Professor, Buffalo State College

CEC has been part of Dr. Raimondi's life for over 30 years. She has been involved with CEC on a national level both as an employee, a member, and as an active board member at the state level as president, past president, treasurer, regional representative, governor, and CAN representative. Dr. Raimondi's deep understanding of the organization and affiliation with other national organizations will help her to continue to be a strong advocate that will contribute to the success of CEC and TED. She is passionate about CEC and has the motivation and leadership skills to make her a solid candidate for the position as a TED Representative to the Representative Assembly. Currently, Dr. Raimondi is the treasurer for CEC and a member of the Board. Her term for this position expires December 2016. She has quite a bit of experience with the policies and procedures of the Representative Assembly as she has attended many meetings in her various roles. In 1987, Dr. Raimondi worked at CEC on a federal project. This position gave her an insider's understanding of the organization. All of these experiences have provided her with a historical understanding of the issues faced by CEC. She is ready to step forward and represent TED at the Representative Assembly meetings and keep TED not only informed about the Assembly's issues, but also keep the Assembly and Board informed about issues near and dear to members of TED.

Member-at-Large: Political Action (Three-year term)

Nominee: Dr. Brooke Blanks (Candidate #1 of 3)

Associate Professor, Radford University

Dr. Brooke Blanks is an Associate Professor of Special Education at Radford University. She has a long history of service to TED. As a doctoral student, Brooke served on Kaleidoscope, during which she worked closely with the CAN representative to initiate a peer-reviewed process to maximize graduate student involvement in the CAN committee and increased doctoral student involvement across TED at all levels. Brooke has worked tirelessly to include expand TED's efforts on behalf faculty from research and teaching institutions. She has served two terms as an elected TED Board Member as our Secretary and served on the 2014 Indianapolis Conference Planning Committee. Her work in Political Action includes participation in two CEC Legislative Action Summits, during which she was able to find funding to bring graduate and undergraduate students to Washington for training and visits to Capitol Hill. Brooke believes in inclusion and access. Throughout her career, she has demonstrated her commitment to bringing people together to do good work. Her work with the TED Diversity Caucus has emphasized practical solutions to the challenges we all face when wrestling with issues of diversity in teacher education and K-12 classrooms. Brooke is deeply committed to increasing participation in decision-making processes for teacher educators in general and special education from ALL teacher preparation institutions. She is an active participant in PALs/GALs and will focus her efforts as your Political Action Member-at-Large to open doors and increase access for all members interested in TEDs advocacy work on behalf of all students, teachers, and schools.

Nominee: Dr. Kyena Cornelius (Candidate #2 of 3)

Assistant Professor, Minnesota State University

Dr. Kyena Cornelius is currently an Assistant Professor of Special Education at Minnesota State University, Mankato. Her research interest and passion is special education teacher preparation and early career induction. As a classroom teacher, she taught students with learning disabilities and behavior disorders in a wide range of settings across the county and internationally. At the University level she prepares preservice teachers as well as provides induction support for early career in-service teachers. She is committed to improving outcomes for students with disabilities through effective teacher preparation and induction. Her research on evidence based practices for teacher preparation and instructional mentoring programs emphasize this commitment. Dr. Cornelius previously served on the TED Board as Kaleidoscope Chair, during this time she worked to increase membership and broaden doctoral student involvement in TED. Following her term as a Kaleidoscope chair, Dr. Cornelius worked with Dr. Pam Williamson, the current Member-at-Larger with a focus on political action, and the Junior Kaleidoscope Representatives to review and select attendees for the CEC 2016 Special Education Legislative Summit. Dr. Cornelius welcomes the opportunity to potentially serve TED.

Nominee: Dr. Jacqueline Rodriguez (Candidate #3 of 3)

Assistant Professor, The College of William & Mary

Dr. Rodriguez is an Assistant Professor of Special Education at The College of William & Mary where she co-directs the Holmes Scholar Program for culturally diverse Ph.D. students in education. Jackie's advocacy work began over 15 years ago while working for the Majority Whip's office on Capitol Hill. She has used her experience working with legislators and legislative staff to successfully advocate on behalf of children with exceptionalities and exceptional education teachers throughout her membership with CEC and TED as well as through her membership with related professional organizations HECSE and AACTE. While interning with CEC, Jackie participated and supported the coordination of the annual CAN conference and Day on the Hill. Jackie has also held leadership positions within CEC, chairing the National Student Committee and as an elected Board Member for CEC's DISES. Currently, Jackie encourages her students to become more effective advocates through a doctoral course she teaches, "Litigation, Legislation, and Special Education", for education and law school students at William & Mary. Jackie's goals for the government relations committee include:

Scaling-up the government relations section of the TED website.

Supporting individual TED members who are interested in becoming more involved with advocacy at the local, state, and federal levels.

Increasing the well-established recruitment of student members to advocate on behalf of TED throughout the year.

Jackie's strength in organizing stakeholders around important topics in special education and teacher preparation will ensure that advocacy remains a vital and growing component of TED.

Secretary (Two-year term)

Nominee: Dr. Michael A. Barla (Candidate #1 of 4)

Assistant Professor, Fontbonne University

Dr. Barla is an Assistant Professor of Education/Special Education at Fontbonne University in St. Louis, MO. Dr. Barla retired from a public school career that included positions as a Speech-Language Pathologist, Educational Resource Teacher, Educational Diagnostician, Coordinator, and finally as a Director of Early Childhood Education. Dr. Barla has been an active member of the Division for Early Childhood (DEC) since 2006. He has served on the Board of Directors for Missouri DEC and completed a three year term as a Member-at-Large on the Executive Board for DEC. Dr. Barla is also a member of the Council for Exceptional Children where he represented DEC in the Representative's Assembly. Dr. Barla's professional interests lie in the areas of inclusive early childhood education, assessment and eligibility, and anti-bias work in the field of early childhood education. Dr. Barla is passionate regarding properly supported inclusive early childhood experiences for all children. If elected Secretary, Dr. Barla will bring a wealth of knowledge to the Board as both a practitioner in the field and as a representative of higher education working to instill best practices for future educators of all children.

Nominee: Dr. Suzanne Kemp (Candidate #2 of 4)

Associate Professor, University of Nebraska-Lincoln

Dr. Suzanne Kemp is an Associate Professor of Practice at the University of Nebraska-Lincoln. Prior to coming to UNL in 2001, Dr. Kemp spent 12 years working with students with emotional and behavioral disorders both as a teacher and administrator. She has also served as a special education coordinator in Lincoln Public Schools. Dr. Kemp's areas of focus at UNL are teaching undergraduate and graduate classes in collaboration and teaching methods, and also preparing students during their field experiences. Dr. Kemp has served on and is currently active in numerous state (e.g., Colorado CEC, Colorado CCBD, Nebraska CEC and Nebraska CCBD) and national committees (CCBD) whose missions are to advocate for and provide better education to students with disabilities. Over the last several years her focus has continued to shift towards teacher preparation and ensuring that university students leaving their Special Education training program are prepared to have sustained and impactful careers as teachers. Dr. Kemp actively seeks innovative ways to support pre-service teachers as they complete their field experiences, enter the teaching profession, and beyond. Because of her expertise in school management, para-educator training and innovative clinical practices, she is a much sought after and nationally recognized presenter and consultant to school districts, agencies, and organizations. Dr. Kemp's organizational skills allow her to be successful in the role of the secretary, and past experiences on executive committees of other CEC organizations will serve as the foundation for understanding how subdivisions operate and work towards meeting their collective missions.

Nominee: Dr. Sarah Nagro (Candidate #3 of 4)

Assistant Professor, George Mason University

Dr. Sarah A. Nagro earned her doctorate degree in special education with an emphasis on teacher preparation from Johns Hopkins University. Dr. Nagro, Assistant Professor of Special Education and Disability Research at George Mason University, focuses her research on identifying best practices in special education teacher preparation field experiences, with a specific emphasis on video technology and reflective practices. Dr. Nagro has been an active and productive TED member since 2011. She is currently serving as the co-chair of the Early Career Faculty Special Interest Group. She also serves on the TED Publications Committee, the TED Research Committee, and the TESE Editorial Board. Dr. Nagro is eager to continue on a path of leadership within TED and seeks the position of Secretary. With your support, Sarah will bring a commitment to support the special education teacher education community, diligently working to advance the mission of TED.

Nominee: Cathy Newman Thomas (Candidate #4 of 4)

Associate Professor, University of Missouri

Dr. Cathy Newman Thomas is an Associate Professor at the University of Missouri. Her research interests focus on technology in preservice teacher education, inservice professional development, and for students with and at risk for disabilities. She is interested in using learning theory to support the development and identification of evidence-based practices using technology. Her work is focused on how technology can be used to develop teacher knowledge and skills that improve academic and behavioral outcomes for students with and at risk for disabilities and technology to provide access to the general curriculum for students with and at risk for disabilities. She has been a member of TED since her doctoral program at the University of Texas at Austin. She has served as Political Action Liaison in Texas and Missouri and will complete her term as Representative to the Representative Assembly of CEC this Fall. As Secretary of TED, Cathy would contribute strong skills in organization and collaboration. TED has been instrumental in her professional development and she would like to continue to provide active service to our organization.



THE TED 2016 CONFERENCE

Racing to Excellence!

November 9-12, 2016

Lexington Kentucky

At the Hilton Lexington/Downtown Hotel

Register for the conference and reserve your hotel rooms online at www.tedcec.org

Keynote Speakers:

Dr. Lisa Dieker

Dr. Ted Hasselbring

Dr. Bill Heward

Dr. Jane West



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KALEIDOSCOPE

It has been a busy summer for the Kaleidoscope team. Once again we have had a large number of responses for presenting at Kaleidoscope in Kentucky. We have accepted 38 proposals and look forward to seeing the work done by returning and new members. We were also very excited to choose our two new Kaleidoscope Junior reps who will be starting in September. Andy Markelz from Penn State and Kathy Randolph from Florida International University will be joining Jennifer and Stephanie starting in January.

Once again doctoral students were well represented in DC over the summer as we supported 4 doctoral students to attend the CEC Legislative Summit and Day on the Hill. The scholars had the opportunity to meet with congressional representatives from across the country, had dinner with Jane West, and explored Washington DC.

Finally, we are very excited to announce that we are currently taking nominations for the Jane West SPARK Award, which will be awarded at TED in Kentucky. All nomination packets are due to Pam Williamson by SEPTEMBER 15th. We look forward to celebrating the winner at TED in Kentucky.

Submitted by: Jennifer Holbrook, Stephanie Morano, Aftynne Cheek, & Andrew Hashey,
Student Representatives



Knowledge and Skills Committee

Hello from your Knowledge and Skills Member-at-Large! Over the next several months we will examine the state of two of CEC's Specialty Set Standards. They include: Special Education Inclusion Specialist and Special Education Academic Intervention Specialist. We will be forming a work-group of interested members who would like to contribute to the examination and possible revision of these specialty sets. If you are interested in being part of this work-group, please contact Shannon Budin. Our first planning meeting will be during our annual TED Conference in Lexington KY. Please join us from 1:00-1:50 on Friday, November 11 in Ballroom B of the Hilton Lexington/ Downtown Hotel to begin the conversation.

We hope to see you there!

Submitted by: Dr. Shannon Budin, Chair

Diversity Caucus

Diversity Caucus Membership Recruitment Statement

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. 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 Andrea Jasper, Chair, at 195 Ojibway Court, EHS 361, Mount Pleasant, MI 48859.

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 Strand at TED 2016

We would like to announce a Diversity Strand within the TED 2016 conference in Lexington, KY this fall. The focus of the Diversity Strand this year is Developing Equity-Focused Advocates. This strand will include a block of featured sessions in various formats (i.e., paper, round table, multi-presentation, poster, etc.) which will address topics centered on diversity, equity, advocacy, and inclusion. This strand will culminate with a Diversity Symposium that will feature presenters who will provide training and activities that support teacher educators in teaching students from diverse populations (e.g., race/ethnicity, socio-economic status, LGBTQIA).

Diversity Caucus

(continued)

Diversity Symposium

As schools around our nation continue to grow culturally and linguistically diverse and the teaching population demographic characteristics remain relatively unchanged, it becomes more evident for educators to understand the ways in which diversity influence the learning environment. Literature has demonstrated evidence of adverse educational outcomes for many children from diverse backgrounds and their disproportionate placement in special education programs (Albrecht, Skiba, Losen, Chung, & Middelberg, 2012). Therefore, for this Diversity Symposium at the 2016 TED Conference, various presenters will discuss the impact of being culturally responsive in our work as practicing, pre-service, and teacher educators in special education. Each presenter will provide the audience with a practical toolkit of strategies that they can use in their coursework in preparing teacher candidates. The following individuals will be presenting:

- * Dr. Michael D. Smith, Assistant Professor in the Department of Educational Studies at SUNY--New Paltz
- * Dr. Tristan L. Glenn, Assistant Professor in the Department of Inclusive at Kennesaw State University
- * Dr. Kelly M. Carrero, Assistant Professor in the Department of Psychology, Counseling, and Special Education at Texas A&M University – Commerce
- * Dr. Calli Chiu, Assistant Professor in Department of Special Education at California State University at Bakersfield
- * Dr. Jennifer Christensen, Assistant Professor in School of Clinical Educator Preparation at Eastern Kentucky University.

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.

Submitted by: Andrea Jasper, Chair

Small Special Education Programs Caucus

Small Programs, Big Activity!

The Small Special Education Programs Caucus (SSEPC) welcomes YOU if you are faculty in a “small” (i.e. 7 or fewer full time faculty and no doctoral program in Special Education) program and are seeking increased engagement with TED. We will be welcoming new and continued members in November, which is when we collect membership dues: \$20 per year.

What do you gain with your membership? SSEPC conducts a member Symposium every year at TED, and this year’s theme will be a continuation of last year’s popular topic: Digital Immigrants Training the Natives: Professors Keeping Up with Technological Change and Innovation. We are grateful to SYMPOSIUM co-facilitators, Amy Stevens (stevensa@uww.edu) and Ruby Owiny (rowny@tiu.edu). Please come to our symposium and meet our members! Perhaps next year you would like to submit your own proposal and join this popular TED/SSEPC event! Your membership in SSEPC also gives you access to many other faculty members in small programs across the country, with increased opportunities for you to become active in TED and network with colleagues who have similar opportunities and challenges faced by working in small special education programs.

Please join us in Kentucky for our Nasim Dil Award reception on Friday, November 11, at 5:00 pm in the Kincaid Room. We will be honoring a special someone who has demonstrated exemplary service to the development and advancement of quality teacher education in special education. Please join us in the celebration! Nominations for the Nasim Dil award are accepted every August. If you know someone who has to be presented to a member of SSEPC who has demonstrated exceptional service, please consider making your own nomination! Contact Frank Dykes, Past Chair (fdykes@uttyler.edu), with questions and/or your nomination.

The Nasim Dil Award reception is funded by our SSEPC Silent Auction, our premier “fundraising” event at TED. Please bring your cash and your bidding enthusiasm, ready to be a big winner! The annual auction often features “hot” items such as hand-made jewelry, popular books, and gadgets—one never knows what the hottest item will be! Questions about the Silent Auction should be directed to Amy Stevens, Associate Chair stevensa@uww.edu. This year’s Silent Auction will be conducted on Friday, November 11, starting at 10:00 am in the 2nd floor hallway.

If you are new to TED and are interested in SSEPC, reach out to a member of our executive committee: Patrice Hallock, Utica College, Chair phallock@utica.edu Frank Dykes, University of Texas, Tyler, Past Chair fdykes@uttyler.edu Amy Stevens, University of Wisconsin, Whitewater, Associate Chair stevensa@uww.edu

We invite YOU to join US in Lexington as we “race toward excellence” together!

Submitted by: Dr. Patrice Hallock, Chair

CEC Representative Assembly

At the August meeting, the CEC Board of Directors passed a motion to initiate the process for consideration of a policy for paraeducator standards in special education in response to the position paper developed and forwarded by the TED Paraeducator SIG. The proposal for a policy and standards for paraeducators are currently under review by all CEC divisions. The Representative Assembly has requested feedback from divisions by October. To date, we have received preliminary feedback from the Council of Administrators of Special Education (CASE) who applaud TED's efforts to create a policy to guide the training of paraeducators. Some concern was expressed from the CASE executive committee about rural localities having the resources to successfully implement standards. Representative Assembly and the CEC Board of Directors are currently awaiting final feedback from all divisions.

Submitted by: Drs. Brittany Hott & Cathy Newman Thomas, TED's Representatives to the CEC Representative Assembly



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 then please contact Kate Zimmer at kzimme10@kennesaw.edu. We look forward to seeing you in Lexington, Kentucky!

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

Submitted by: Dr. Kate Zimmer, Chair

Early Career Faculty SIG

The TED Early Career Faculty SIG plans to have another successful business meeting during the 2016 TED Annual meeting in Kentucky. A big thank you to all who have participated in the Early Career Writing Group. The Writing Group continues to thrive as we embark on another academic year. If you would like to join in on all of the writing fun find us on Facebook <https://www.facebook.com/groups/942011699219144/>. On the writing group page, we will continue to post videos in the continuing expert tips and tricks series so be sure to watch for updates. Thank you to all of our experts who have submitted wonderful and informative videos! In other news... The Early Career SIG is seeking nominations for the Early Career Faculty SIG co-chair position! To nominate yourself or someone else please send a one-page essay detailing your reasons and qualifications for this position. Please send your information to earlycareer@tedcec.org. We will vote for the co-chair at our business meeting on November 11! Last announcement...the Early Career Faculty SIG will host a professionals panel geared towards writing and submitting publications. We hope that you will join us for this wonderful panel, as our experience panelist will provide helpful tips and tricks to become published in special education top tier journals. We look forward to seeing you all.

Submitted by Dr. Stacey Hardin, Chair

Paraeducator SIG

Anna Lou Pickett

With great sadness, the Paraeducator Special Interest Group shares that the passing away of Anna Lou Pickett, a pioneer in the field, past co-chair and member of the SIG on May 10th 2016. Anna Lou will always be remembered for her efforts toward bringing respectability and professionalism to the paraeducator role as well as her immense commitment to teacher quality and preparation.

Position Statement on Training for Paraeducators in Special Education

On a happier note, the Paraeducator Special Interest Group is pleased to share that the CEC Board considered the position paper on Paraeducator Training developed by the SIG at its meeting on August 22, 2016. The Board approved the following motion:

“Move to, initiate the process for consideration of a policy on the training of paraeducators in special education as developed by the Paraeducator Special Interest Group (SIG) of the Teacher Education Division.”

In the next few months, the Professional Standards and Practice committee will review the position statement and its alignment with the CEC standards. In addition, the CEC’s Representative Assembly will hold an online discussion to gather feedback from the field. The intent is for the Board to consider any input and make a decision as to next steps at its meeting in early November.

Leadership Positions

The SIG is seeking volunteers who are interested in serving in the chairperson position, newsletter editor, and membership for the Para SIG. Two individuals may wish to be co-chairpersons. Please self-nominate or nominate an interested member for these positions and send nominations to Denise Uitto at duitto@uakron.edu. Sarah Douglas will continue as secretary. These leadership positions will begin after the TED 2016 conference.

The Paraeducator SIG meeting will be held during the TED 2016 conference with the date and time forthcoming. Contact SIG secretary, Sarah N. Douglas at sdouglas@msu.edu to be added to our member distribution list.

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



What's New @ the IRIS Center?: Online Resources

About Intensive Interventions and More

The IRIS Center creates free online resources and tools to help improve education outcomes for all children, particularly those with disabilities from birth through age 21. Recently, we've posted a number of new *STAR Legacy* Modules and other resources to our Website (<http://iris.peabody.vanderbilt.edu/>):

[Intensive Intervention \(Parts 1 & 2\)](#): Created with the assistance of the National Center on Intensive Intervention at American Institutes for Research and the CEEDAR Center, these Modules overview data-based individualization, provide information about adaptations for intensifying and individualizing instruction, and detail the steps of making data-based instructional decisions.

[Early Childhood Environments: Designing Effective Classrooms](#): This Module offers information on how to set up effective inclusive early childhood classroom environments for young children. It also provides details about the interrelated physical, social, and temporal components of those environment, as well as adaptations to help teachers meet the needs of children with disabilities.

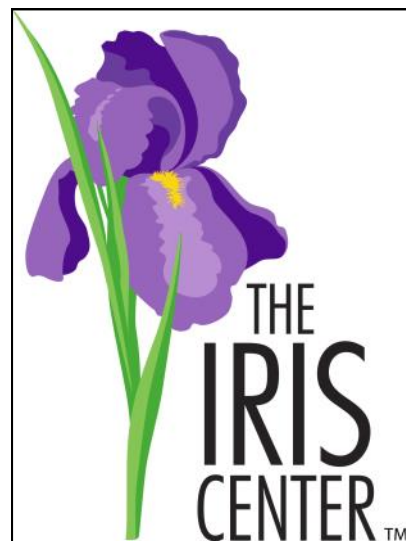
[Dual Language Learners with Disabilities: Supporting Young Children in the Classroom](#):

This Module offers an overview of young children who are dual language learners. Further, it highlights the importance of maintaining children and families' home language at the same time they are learning a new or second language, discusses considerations for screening and assessing these children, and identifies strategies for supporting them in inclusive preschool classrooms.

[Early Childhood Behavior Management](#): This Case Study Unit includes information on how to create developmentally and culturally appropriate classroom rules and how to effectively teach them. It also explores how to encourage appropriate behavior, address challenging behavior, and partner with families to address behavioral issues. IRIS Case Study Units ask users to analyze and respond to a number of problem-based classroom issues and challenges through increasing levels of complexity and detail.

[Mathematics: Identifying and Addressing Student Errors](#): This Case Study Unit explores how examining student work samples can help teachers to identify patterns of mathematical errors and subsequently plan targeted instruction. The Case Study can serve as a companion to the Intensive Intervention (Parts 1 and 2) Modules.

As always, IRIS resources are available to our visitors on our barrier-free Website. We hope you'll drop by soon: <http://iris.peabody.vanderbilt.edu/>



CEC Membership



Credit where credit is due

If you're a higher education faculty member who is also an active member of CEC, you can earn \$50 of credit toward any CEC products when you help five teacher candidates become members of CEC!

Helping your students find their professional home is as easy as 1-2-3:

- 1) Encourage your students to join CEC or renew their memberships (don't forget to tell them that students save 20% on Basic membership that's as low as \$52/year!).
- 2) Give them the form from CEC and make sure they include your name on it (or CEC won't know who gets the credit).
- 3) Spend your %50 credit on anything at CEC, including publications, webinars, even the CEC Convention & Expo (we're in Boston this year, April 19-22).

Students must submit their completed membership forms by October 15, 2016 in order for you to receive your reward.

The \$50 credit is nice, but **your biggest reward will be helping CEC bring the best and brightest new special educators into their professional home**, where they'll find the support and resources they need to succeed.

Questions? Email our friendly Customer Service Team at service@cec.sped.org

Do your students need a mentor?

The CEC Mentoring Program pairs teacher candidates with experienced professionals. If you have students who would benefit from having a mentor relationship, recommend that they register for CEC's Mentoring Program today. Reminder: Students save 20% off on CEC membership



TEACHING EDUCATION AND SPECIAL EDUCATION (TESE)

The journal Teaching Education and Special Education (TESE) recently received a top ranking by Thomson Reuters in its annual citation report.

Laurie deBettencourt, Editor of TESE, is excited to announce TESE's first Journal Citation Report's impact-factor rating is 0.881, and its ranking is 119 out of 230 journals in the category of education and educational research.

The impact factor is the average number of citations received per paper published in a journal during the two preceding years. TESE's first impact factor means that the TESE papers published in 2013 and 2014 received nearly one citation each on average in 2015. As many of you know the impact factor is frequently used as a proxy for the relative importance of a journal within its field.

We know how hard it is to even get considered for ranking and then to get a rank the first year that is in the top tier is fantastic.

The 2016 release of the Thomson Reuters report, with 2015 citation data for literature within the sciences and social sciences, features 11,365 journal listings in 234 disciplines, and 81 countries are represented. A total of 239 journals, TESE among them, were accepted to receive their first impact factor this summer.

TESE aims to improve the preparation of special educators and encourages research on questions relating to exceptionality and the teaching of children with disabilities. Laurie deBettencourt wants to thank all the TED members that serve on the Board of Reviewers as the Board is instrumental in the process and we could not have received the impact factor rating without their assistance.

Submitted by: Dr. Laurie deBettencourt, *TESE* Editor



Looking Forward to TED 2017!

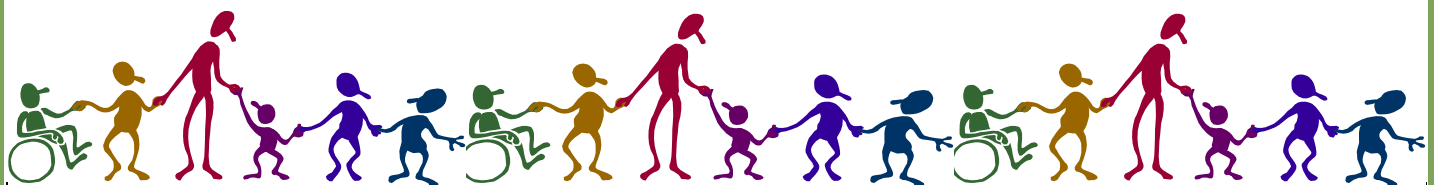
Join us in Savannah, Georgia November 6-10, 2017 for TED's Ruby Anniversary Conference!



The TED 2017 Conference will be held at the Marriott Savannah Riverfront. Room rates: Single, Double, Triple, Quad are \$169 per night. Complimentary guest room WiFi will be available.

The Call for Papers will be available at the TED 2016 Conference.

Submitted by: Drs. Dee Belinghoff & Dawn Hamlin, Co-Chairs



A special thanks to K. Mikaila Hudson at East Carolina University for assisting with this edition of *TEDLines*.