TED Line-up
In this issue:

Lines from the President ..........2
Legislative Update .................3
TED Awards..........................4
Caucus/SIG/Committees...........5-7
TED 2014 Conference..............8
TESE.........................................9
Award Nominations...............11-12
TED Board Nominations.........13
...And More!

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.

Congratulations to our Award-Winning TED members

Dr. Herbert (Herb) J. Rieth, Jr.
2013 TED Distinguished Service Award

Dr. Bonnie Billingsley
2014 Excellence in Teacher Education Award

See page 4 for pictures.

For the latest information and up to date issues regarding TED...visit us at www.tedcec.org
For many of you that means a short break from grading, lesson planning, and comprehensive exams. For others, it means more of the same – just while all your friends are taking vacations. I implore all of you, and include myself in this re-quest, to take a few minutes for yourself. At last year’s TED conference in Fort Lauderdale, our theme was “Re-joo-ven-a-shun”. How many of you have taken that to heart? How many of you remember to look up from the never-ending emails and stretch regularly? How many of you actually eat lunch away from your office? It is so easy for all of us to get bogged down in the mire of manuscripts & mentoring, caught up in curriculum & computers, drowning in department meetings & dissertations, and under the gun with grants and governing policies. We need to remember that, just as we tell our teachers, it is important to take care of ourselves. One of the ways to do that is to reach out to your peers.

One of the main benefits of being a TED member is the networking that our division offers. This networking can certainly be done at our conferences; in fact, a large number of TED members were at the recent CEC convention in Philadelphia. We had an interactive general business meeting, productive committee meetings, and well attended professional sessions. The upcoming TED conference in Indianapolis is another way to network with your peers. Christy Borders, the TED Conference Chair, has broadened our notion of “peers” to include teacher educators in both special and general education teacher training programs. The quality of the keynote speakers (3 of them!), the number of interactive sessions, the variety of activities, and the excitement of the conference organizers cannot be paralleled. This is definitely a conference that will build on the fun, excitement, and fantasticness (just go with me on that word) that was created in Fort Lauderdale.

Conferences aren’t the only way that TED can help you rejuvenate, however. Our committees are reaching out to members and helping meet the needs we have identified in the field. Our groups are using social media to tweet, Facebook, and Instagram their information to members. We have webinars, online meetings, and featured scholar videos to help members add quality and content to their classes and own professional development. It doesn’t matter where you are in your career; we have Kaleidoscope for doc students, an Early Career Faculty Special Interest Group, and sessions for mid-career and even chair and dean panels. It doesn’t matter what type of program or university you have; we even have a Small Special Education Programs Caucus. It doesn’t matter what areas you’d like to improve; we have a Diversity Caucus, a syllabus share that connects with IRIS, a Governmental Relations liaison, an Early Childhood Faculty Special Interest Group, a Paraeducator Special Interest Group, and loads of sessions on a variety of topics related to teacher education. There is truly something for every-one!

So as summer approaches, decide what you need to motivate yourself again. What do you need to feel excited and invigorated about teacher education? Though a glass of red wine and a piece of chocolate are what I would recommend as your short term solutions, look to connecting with other TED members as your long-term solution. We understand what you’re going through, you can vent to us, share with us, ask for ideas from us, and we have a lot fewer calories than the wine and chocolate!

Take a break. Look up. Enjoy family. And then reconnect with us in TED when you are ready to network, learn, and get excited about teacher prep.

Wendy W. Murawski
Department of Education Resurrects Teacher Preparation Regulations

On April 25, Secretary of Education Arne Duncan and White House Domestic Policy Council Director, Cecilia Munoz, announced movement on the teacher preparation regulations. These regulations are a continuation of the spring 2012 negotiated rulemaking held by the Department of Education which failed to reach consensus after several tumultuous sessions.

Cecelia Munoz noted that “This is something that the president has a real sense of urgency about.” Secretary Duncan noted earlier in the day on a press call that “Far too many teachers I talk with feel teacher prep programs simply aren’t preparing them for the realities of the difficulties and hard work they face in the classroom... Programs that are producing teachers where students are less successful, they either need to change or do something else or go out of business.”

Sec. Duncan ended the announcement by noting that this proposal was “a triumph of common sense and a revolution at the same time. If we don’t get this done, shame on us.”

The 2012 rulemaking on teacher preparation sought to define a “high quality program” in the TEACH Grant statute. The Department’s proposal at that time essentially called for every state to rate its teacher preparation programs and allow only those with the highest rating to be considered high quality, and thus eligible to offer TEACH grants. The state mandated ratings would be based on 1) surveys of principals who hire the graduates 2) surveys of graduates of the program 3) placement and retention rate of graduates and 4) value added scores of students taught by the graduates.

After the negotiated rulemaking failed 2012 several national organizations worked with the offices of Senator Jack Reed (D-RI) and Representative Mike Honda (D-CA) to develop a bill that represents the professional community’s vision for the federal role in teacher preparation. That bill, the Educator Preparation Reform Act reauthorizes Title II of the Higher Education Act and amends provisions of the TEACH grants. The proposal is supported by TED and numerous other p-12 and higher education organizations and stands in stark contrast to the Department’s 2012 proposal.

Very shortly the Department’s proposed regulations will be transmitted to the Office of Management and Budget (OMB). OMB will have 30-90 days to review, analyze and revise the proposal before issuing a Notice of Proposed Rulemaking (NPRM). When the NPRM is issued, the public will have 30-60 days to submit comments. Then the Department reviews and analyses the comments and issues a final regulation. Sec. Duncan indicated that the final regulation should be issued before the end of 2014.

TED will want to be actively engaged in conversations about the proposal, with the Department of Education, Congressional offices and other national education association. We will be alerting you to opportunities for input, comment and dialogue, so stay tuned!
Dr. Herbert (Herb) Rieth, Jr. was presented with the 2013 TED Distinguished Service Award at the CEC 2014 Convention in Philadelphia, PA. Dr. Rieth was nominated by Dr. Cathy Newman Thomas. The picture shows Dr. Rieth with TED Past president Dr. Vivian Correa and his wife, Ann.

Dr. Bonnie Billingsley was presented with the 2014 Excellence in Teacher Education Award at the CEC 2014 Convention in Philadelphia, PA. Dr. Billingsley was nominated by Dr. Jean B. Crockett. In the picture: Vivian Correa (TED Past President), Bonnie Billingsley (Award Recipient), Wendy Murawski (TED President), and Mary Catherine Scheeler (TED Vice President).
Available Leadership Positions in Diversity Caucus:

The Diversity Caucus is seeking nominations for the following leadership positions, available January 1, 2015:

- Associate Chair (2-year term)
- Secretary (2-year term)

All interested candidates must be TED members in good standing to be considered for these positions. Interested candidates should email a 250-word statement to the associate chair, Dr. Andrea Jasper (jaspe1ad@cmich.edu), regarding their qualifications and describing why they would be effective Diversity Caucus leaders. If you would like to recommend a potential candidate, please inform Dr. Andrea Jasper and she will contact the person regarding the nomination and provide information about the position.

Statement for Membership Engagement/Involvement:

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. Please contact the chair, Dr. Dashaunda Patterson (dspatterson@gsu.edu) for more information. Or, join our Facebook page (https://www.facebook.com/groups/185207988340719/) and review our website (http://ted.projectpreview.us/groups/caucuses/diversity-caucus) for new and updated information.

FREE registration for TED 2014 for a Student Member

Would you like to register for TED 2014 in Indianapolis, IN for FREE?!?! Here’s your chance. The TED Diversity Caucus offers a fee waiver for one student or faculty member of TED and the Diversity Caucus. This year, STUDENTS are eligible to apply for this funding. Click on the application below to find details on how to apply. The application deadline is July 15, 2014.

Apply today!
https://docs.google.com/forms/d/1uXi20mH-9_DeLEl1GWoZC8W2ZnOrTCfu9vHFTNDw1h8/viewform
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](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 interculturally 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. 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: Dr. DaShaunda (Day) Patterson, Chair

---

Budget and Finance Committee

The TED Budget and Finance Committee held its semi-annual meeting at CEC in Philadelphia. As reported by the TED President and Treasurer, TED is good financial standing. In the months ahead the committee will be working to identify an individual or organization to serve as a financial advisor to TED regarding the implementation of the investment policies that were approved in 2013. In other new business, the committee will organize a panel presentation at TED in November State Subdivisions, SIGs, and Caucuses to assist them in obtaining an Federal Employer Identification Number (FEIN) so that they function as independent financial entities. Finally, the committee will begin work on developing new policies and procedures for accepting charitable donations. For additional information about the work of the TED Budget and Finance Committee, please contact Dave Edyburn (edyburn@uwm.edu).

Submitted by: Dr. Dave Edyburn, Chair
TeDeC
TED’s Early Childhood Faculty SIG

Are you early childhood faculty? Do you belong to both the Division for Early Childhood and the Teacher Education Division? Are you looking for a way to increase your engagement and find leadership opportunities in a national professional organization? Then the Early Childhood Faculty SIG is for you!

Informally known as TeDeC to represent the overlap between the two CEC divisions (TED and DEC), the Early Childhood Faculty SIG is made up of members from both divisions and meets at TED for the primary purpose of connecting early childhood faculty who prepare educators to work in early childhood special education. The TeDeC group provides a venue for communication and collaboration among early childhood faculty in the Teacher Education Division.

Our group is currently recruiting new members and is looking for member engagement ideas. If you have questions about the Early Childhood Faculty special interest group, please contact phallock@utica.edu or bwert@bloomu.edu. Find us on Facebook (TeDeC) and at tedec-sig@googlegroups.com. Please join us in Indianapolis!

Preparing Special Education Personnel: A Global Perspective

Discourse regarding growing diversity in the United States is only paralleled by the actual growth in numbers of persons from diverse backgrounds. As you may have heard, read, or seen, the terms minority/majority is taking on and will have new meaning in the years to come. This of course captures our attention in special education teacher education, as this diversity narrative has not been told in its entirety. To truly understand and appreciate the impact of a more diverse country, we must understand its impact on the world. Moreover, the meaning and scope must be expanded, to include people, practices, and regions outside of the United States of America (USA).

We are seeking authors to collaborate with on a writing project focused on shedding light on this global perspective of which we urge. If you have conducted work in a region outside the USA and/or collaborated with others regarding special education personnel preparation in that region, we would like to dialogue with you. We are particularly interested in linking with scholars who are in search of a writing opportunity which will provide a platform for reporting scholarly work conducted in or about one or more of the following regions of the globe: Africa, Asia, Europe, Latin America and the Caribbean, or Australia and Oceania.

Please contact Dr. Sharon M. Darling at sdarlin4@fau.edu or Dr. Charles Dukes at cdukes@fau.edu to share ideas and begin this very important discourse about global special education personnel preparation.
37th Annual Conference: “The Intersection of Competing Agendas”

INDIANAPOLIS, IN

NOVEMBER 4-8, 2014

Register and book your hotel now!
http://www.tedcec.org/conferences/ted-2014-conference-indianapolis

Topics:
- Accountability
- Diversity
- Partnerships
- Preparation, Certification, Induction
- Policies and Practices
- Research and Inquiry Technology

Accommodations: Hyatt Indianapolis

One South Capitol Avenue
Indianapolis, Indiana 46204

Downtown Location with skywalk access to Circle Center mall and a short walk from Lucas Oil Stadium, Bankers Life Fieldhouse and hundreds of restaurants.
Special Issue Topic: Training Educators of Students with Autism Spectrum Disorder

Co-Editors: Tamara Marder and Laurie deBettencourt, Johns Hopkins University School of Education

Due: August 15, 2014

According to Ludlow, Keramidas, and Landers (2007), autism spectrum disorders (ASD) is the fastest growing disability category receiving special education services in schools, however the number of highly trained educators who can address the specific needs of students with ASD is insufficient. Given the most currently reported rates of ASD, estimated at 1 in 68 children (CDC, 2014), it is essential that educator preparation programs examine the most efficient options to train teachers to meet the unique needs of these students. How do teacher preparation programs incorporate training in specialized instruction into their coursework to train educators on how to best support students with ASD? How do training programs best prepare educators with the firsthand knowledge and the ability to implement evidence-based practices to adequately address the needs of students with autism? What are the best training methods to prepare regular and special education teachers to meet the needs of students with ASD in inclusive classrooms? How can preparation programs use online technology to provide the specialized training needed? How can teacher educators’ best measure the outcomes of training programs to address the needs of students with ASD?

For this issue, we invite research and/or conceptual articles focused on the preparation, practices, and professional development of teachers to meet the unique needs of students identified with ASD.

Please send manuscripts to Sara Hooks, Editorial Assistant at shooks2@jhu.edu to upload for special issue review. Please contact Dr. Marder at tmarder1@jhu.edu with questions regarding content and focus of the special issue.
The Latest Online Resources from the IRIS Center

A national Center dedicated to creating resources to help improve education outcomes for all children, particularly those with disabilities from birth through age 21, the IRIS Center has posted some new resources and tools to our online home (http://iris.peabody.vanderbilt.edu/). Faculty members who visit our site will find five recently added STAR Legacy Modules, including:

**Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings:** This Module focuses on the transition process from high school to secondary settings. Among other topics, it discusses IEP planning, helping students to become better self-advocates, and the importance of outside agencies such as vocational rehabilitation.

**Study Skills Strategies (Part 1): Foundations for Effectively Teaching Study Skills:** This resource examines the importance of effective study skills strategies and includes information on why some students struggle with those skills and why it's critical for teachers to explicitly teach such strategies.

**Study Skills Strategies (Part 2): Strategies that Improve Students’ Academic Performance:** This companion to the Study Skills (Part 1) Module reiterates the importance of teachers providing explicit instruction on the use of study skills strategies and overviews a number of effective strategies: graphic organizers, note-taking, mnemonics, organizing materials, time management, comprehension strategies, and self-regulation strategies.

**Teacher Induction: Providing Comprehensive Training for New Special Educators:** This resource emphasizes the importance of administrative support for beginning special education teachers and demonstrates how teacher support can increase effectiveness in the classroom.

**Teacher Retention: Reducing the Attrition of Special Educators:** This Module highlights the key elements for school administrators who seek to support special educators and increase teacher retention.

Faculty members will also find a number of helpful and informative online tools, including our Evidence-Based Practice Summaries, annotations of research about the effectiveness of instructional strategies and interventions. Also new is our collection of Sample Syllabi, examples of the ways in which IRIS resources about evidence-based practices can be integrated into coursework about all students, especially those with disabilities.
Dr. Vivian Correa, TED Past President and Awards Chairperson, is soliciting nominations for the 2014 TED Dissertation Award for Doctoral Level Research.

The purpose of the award is to recognize doctoral students who have focused their research on the preparation of pre-service and in-service educators serving students with disabilities or who have conducted related research having clear implications for the preparation of educators serving students with disabilities.

Nominated individuals must meet the following criteria:

• Applicant must have received the doctoral degree within the 18 month period prior to the September 15, 2014 deadline.
• Dissertation research must address the preparation of pre-service and/or in-service educators serving students with disabilities or have clear implications for the preparation of educators serving students with disabilities.

Nomination Materials

Nominees must submit the following items in an electronic application packet:

• Title page that includes the following information: Dissertation title; Author’s name, current address, phone number and e-mail address; Date of dissertation; Name of degree-granting institution; Name of dissertation committee chair;
• Documentation of approval or awarding of the degree;
• The dissertation abstract (not to exceed 150 words); and
• A 5-10 page manuscript, outlining and summarizing the research using APA guidelines. Manuscripts submitted for this competition may have already been submitted/accepted for publication. If submitted or accepted, appropriate referencing must be provided.

Deadline for Receipt of Materials

The deadline for receipt of nomination materials is September 15, 2014.

Send electronic nominations and supporting materials to:
Dr. Karen Voytecki
Executive Director, TED
voytecki@tedcec.org
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.

**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;
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, 2014.

**Nomination materials and/or questions** should be emailed Dee Berlinghoff, Past Chair of SSEPC at Dee.Berlinghoff@msmc.edu

**Award:** The recipient of the Nasim Dil Service Award will be honored at the SSEPC Reception at the TED 2014 Conference in Indianapolis, Indiana.
TED Board Positions

TED is seeking nominations for the following TED Board positions, available January 1, 2015:

- Vice-President (4-year progressive office beginning in 2015)
- Secretary (2015-2016)
- Representative to the CEC Representative Assembly (2015-2016)
- Member-at-Large: Membership (2015-2017)

Interested candidates should email a 250-word statement to TED Past President Dr. Vivian Correa (vcorrea@uncc.edu) regarding their qualifications and describing why they would be effective TED leaders. If you would like to recommend a potential candidate, please inform Dr. Vivian Correa and she will contact the person regarding the nomination and provide information about the position.

The deadline for nominations is September 1, 2014.

Thank you for your active participation in our organization.

NOTE: All candidates must be TED members in good standing to be considered for these offices.