**TEACHER EDUCATION DIVISION of CEC**

**Board Report: November 2016**

**FOCUS: Advocacy and Membership**

**FALL REPORT of: Member at Large- Knowledge and Skills\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*This board report must be submitted with Meeting Agenda and Meeting Minutes.**

|  |  |  |
| --- | --- | --- |
| Name: Shannon Budin | | Date Submitted: November 13, 2017 |
| Position: Member at Large- Knowledge and Skills | | |
| Term: 3 year term (2015-2018) | | |
| Committee/Caucus/SIG Members: *Re-validation Workgroup:* Lisa Finnegan, Kelly Anderson, Dena Slanda, Bethany Hamilton-Jones, Michelle Parker-Katz; *Practice Brief Workgroup*: Mary Catherine Scheeler, Andy Markelz, Stephanie Morano, Dee Berlinghoff, Doug Dexter | | |
| Committee/Caucus/SIG Members in Attendance: Lisa Finnegan, Kelly Anderson, Dena Slanda, Bethany Hamilton-Jones | | |
| Current Office/Committee/Caucus/SIG Measurable Goals:  (List goals here.)  1. Facilitate re-validation process for Advanced Specialty Set- Inclusion Specialist.  2. Facilitate re-validation process for Advanced Specialty Set- Academic Intervention Specialist.  3. Write practice brief for High Leverage Practices using TED provided template | | |
| Accomplishments:  (Provide a list of activities and accomplishments here.)   1. Email communication with CEC regarding approval of Inclusion Specialist timeline (Appendix 1); Email communication with Judith Winn and Jennifer Bullock regarding locating previous literature search reference list. Not found. 2. Phone conference with committee in summer and fall 2017 3. Work meeting at TED in Savannah with four committee members to review Collaboration knowledge and skills and review literature obtained for Inclusion Specialist specialty set. 4. Initiation and planning for Practice Brief. Started shared Google Doc and began outline. | | |
| Action Items:  (Provide a list of action items here. Include timeline/deadlines of initiatives and who is responsible.)  1. Re-send task list for standards and committee members’ names for literature search task- November 20, 2017  2. Conduct literature search and enter data in to CEC provided template- November 20, 2017-January 15, 2018  3. Schedule conference call to touch base prior to CEC in Tampa- January 20, 2018  4. Schedule work-group meeting for Tampa to review final literature search list – February 2017  5. Complete practice brief and submit to committee for review- January 1, 2018 | | |
| Outcomes:  (List outcomes here.)  1. Practice brief started.  2. Literature search for “collaboration” completed.  3. | | |
| **Challenges / Needs:**  Face to face meeting time (only one hour was a bit short once we got momentum). | | |
| **Action Items or New Initiative to be brought to the Board:** Can we have any additional meeting time during CEC (extend the hour?) | | |
| As appropriate, please match the above committee or position accomplishments to the Strategic Themes and Strategic Initiatives of the TED 2015-2019 Strategic Plan listed in the left column below. This allows us to see how our committees/caucuses/SIGs are furthering TED's Strategic Plan. | | |
| **Strategic Plan Scorecard** | | |
| **Strategic Themes of TED Strategic Plan** | **Accomplishments Related to**  **Strategic Plan Themes and Initiatives (include objective/quantitative data)** | |
| **Professional Development:** We foster teaching, research, evaluation and leadership skills of teacher educators through professional development. | Creating a practice brief about High Leverage Practices will allow teacher educators who are unfamiliar with them to be exposed to them and be given a list of resources included within the brief. | |
| **Advocacy:** We advocate for special education teacher-education policy, research, and practice that focuses on improving outcomes for individuals with exceptionalities. |  | |
| **Research:** We promote and disseminate research-based practices related to special education teacher education. | Our work on the revalidation process will result in a revision of current suggested knowledge and skills for inclusion specialists based on literature updated since 2012. | |
| **Collaboration:** We advance collaborative practices that positively impact the outcomes for individuals with exceptionalities through teacher education. | Faculty from 5 different **teacher preparation programs** from across the country were involved in the initial re-validation process during the TED meeting. The practice brief is a collaboration across many committees and members of the TED Executive Board. | |
| **Strategic Initiatives of TED Strategic Plan** |  | |
| **Membership:** We recruit, engage, and retain membership in TED. | Engaging early career faculty in the re-validation process is one way to make members feel that their role and input is valuable and used to direct our initiatives. We added one new member during this TED conference who expressed a lot of excitement about being involved. | |
| **Diversity:** We work toward increasing diversity representation in membership and leadership. |  | |
| **Responsive Organizational Structure:** We maintain a responsive organizational structure while striving to create unity within the organization. |  | |
| **Financial Stability:** We maintain financial stability within the TED organization. | We conduct many meetings virtually at no cost to the organization. | |