**TEACHER EDUCATION DIVISION of CEC**

**Board Report: February 2018**

**FOCUS: Advocacy and Membership**

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

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

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| Name: Shannon Budin | | Date Submitted: February 9, 2018 |
| 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; Stephanie Morano, Karin Fisher, June Robinson | | |
| Committee/Caucus/SIG Members in Attendance: Lisa Finnegan, Karin Fisher, Stephanie Morano, Dena Slanda | | |
| 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. | | |
| Accomplishments:  (Provide a list of activities and accomplishments here.)   1. Email communication with Practice Brief workgroup. Determined that our work was duplicating work that CEEDAR Center was doing with the HLP brief. At the suggestion of Dee Berlinghoff, we put this task on hold. Stephanie Morano and Andrew Markelz worked together to create a graphic to represent the interplay between the big categories of the HLPs. This is in a shared Google Doc. 2. Phone call with workgroup members to debrief about literature search task for Inclusion Specialist Specialty set. 3. Work meeting at CEC in Tampa with four committee members to review Assessment and Professional and Ethical Practice knowledge and skills and review literature obtained for Inclusion Specialist specialty set. 4. Sent out Doodle poll to schedule follow up phone conference for work session in February/March 5. Attended CEC’s Knowledge and Skills Business Meeting and Work Group session (2/9/18) | | |
| Action Items:  (Provide a list of action items here. Include timeline/deadlines of initiatives and who is responsible.)  1. Schedule conference calls and work session for Feb/March and May.  2. Continue to conduct literature search and enter data in to CEC provided template- February 2018 to May 2018  3. Schedule conference call to touch base prior to CEC in Tampa- January 20, 2018 | | |
| Outcomes:  (List outcomes here.)  1. Literature search for “assessment” and “professional and ethical practice” completed. | | |
| **Challenges / Needs:**  More Face to face meeting time would be desirable (only one hour was a bit short once we got momentum). | | |
| **Action Items or New Initiative to be brought to the Board:** n/a | | |
| 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. |  | |
| **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 7 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 three new members during this CEC 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. | |