**TEACHER EDUCATION DIVISION of CEC**

**Board Report: November 2018**

**FOCUS: Advocacy and Organizational Structure**

**FALL REPORT of: \_\_\_Knowledge and Skills**

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

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| Name: Shannon Budin | | Date Submitted: 11/20/18 |
| Position: Member at Large for Knowledge and Skills | | |
| Term: ends 2018 (3 year) | | |
| Committee/Caucus/SIG Members: Stephanie Morano, Lisa Finnegan, Dena Slanda, Kelly Anderson | | |
| Committee/Caucus/SIG Members in Attendance: | | |
| Current Office/Committee/Caucus/SIG Measurable Goals:  (List goals here.)  1. Participate in Knowledge and Skills Subcommittee quarterly calls and validity tasks  2. Complete revision for Inclusion Specialist Specialty Set- knowledge and skills  3. Update literature for knowledge and skill items. | | |
| Accomplishments:  (Provide a list of activities and accomplishments here.)  1. Participated in Knowledge and Skills Subcommittee quarterly call (November 2018) and validity tasks for Deaf and Hard of Hearing.  2. Completed draft of Inclusion Specialist Specialty Set- knowledge and skills for board review. Presented to Board. Shared with committee.  3. Updated literature for knowledge and skill items.  4. Reviewed survey details as to how items are used in field. | | |
| Action Items:  (Provide a list of action items here. Include timeline/deadlines of initiatives and who is responsible.)  1. Get feedback from TED Board on revisions (Dec 1), Shannon Budin  2. Submit to CEC for initial review (Dec 23), Shannon Budin  3. Identify partner for collaborative feedback on revisions of specialty set (Dec 1), TED Board | | |
| Outcomes:  (List outcomes here.)  1. Complete revisions.  2. Submit revisions for review.  3. Share and disseminate completed set. | | |
| **Challenges / Needs:** meeting in person is helpful but limited time at meetings (50 min); no feedback from board on items (are they okay?) | | |
| **Action Items or New Initiative to be brought to the Board:** | | |
| 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. |  | |
| **Collaboration:** We advance collaborative practices that positively impact the outcomes for individuals with exceptionalities through teacher education. |  | |
| **Strategic Initiatives of TED Strategic Plan** |  | |
| **Membership:** We recruit, engage, and retain membership in TED. | Revising the inclusion specialist specialty set will help program developers, school personnel, employers and related professionals have updated, evidence based guidelines for the role of an inclusion specialist. This hasn’t been updated in over 7 years. | |
| **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. |  | |