**TEACHER EDUCATION DIVISION of CEC**

**Board Report: November 2018**

**FOCUS: Advocacy and Organizational Structure**

**FALL REPORT of: \_\_\_Paraeducator SIG\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

|  |  |  |
| --- | --- | --- |
| Name: Ritu Chopra, PhD | | Date Submitted: 11-12-2018 |
| Position: SIG Chair | | |
| Term: | | |
| Committee/Caucus/SIG Members: Ritu Chopra, Denise Uitto, Sarah Douglas, Emily Sobek, Stephanie Morano, Rob Schulze | | |
| Committee/Caucus/SIG Members in Attendance: Attended by: Ritu Chopra, Katrine Gosselin, Laura Hall, Amy Masafra, Stephanie Morano, Emily Sobeck, Deborah Tamakloe, Peggy Yates, Sarah Douglas, Lynn Goss, Padmaja Sarathy, Sally Murek, Lynn Goss | | |
| Current Office/Committee/Caucus/SIG Measurable Goals:  (List goals here.)  1. Promote professional practices for effective paraeducators l supervision, training and utilization.  2. Produce policy briefs and position papers to promote best practices for appropriate use of the paraeducators  3. Conduct research on issues related to paraeducators | | |
| Accomplishments:  (Provide a list of activities and accomplishments here.)  1. Survey administered to TED members (primarily teacher educators) to learn about how teacher education programs are preparing teachers to work with paraeducators – over 200 responses received. The results will inform what content and experiences teacher education programs are providing to pre-service teacher in terms of preparing them to supervise and mange paraeducators and what gaps exist.  2. Position paper on training of paraeducators is already on SIG website. The content of two policy briefs is ready and the brief will be finalized once guidance (rubrics, template and other guidelines) from TED leadership become available.  3. | | |
| Action Items:  (Provide a list of action items here. Include timeline/deadlines of initiatives and who is responsible.)  1. Current work groups to continue working on policy briefs on *Infusing Paraeducator Supervision Content into Teacher Education* and *Successful Paraeducator to Teacher Programs* and align them with the guidelines from TED leadership once the guidelines are made available.  2. Increase membership through activities defined by SIG Membership Co-chairs (i.e. create Facebook page; contact CEC presenters; contact CEC divisions)  3. Final distribution to TED members to gain insights from teacher educators on preparing pre-service teachers to support and supervise paraeducators in special education programs. | | |
| Outcomes:  1. Guidelines and policies for training, supervision and utilization for paraeducators serving individuals with exceptional needs  2. Guidelines and polices for teacher education programs to prepare teachers who are able to address issues related to paraeducator training and utilization and effectively direct and support the work of paraeducators. | | |
| **Challenges / Needs:** 1. We appreciate the support we have received from the TED Executive committee and continued support as well advocacy for our work will be appreciated. Paraeducators have become central to instruction of students with disabilities but teachers continue to be unprepared or under prepared for their role in supervising and managing paraeducators. The SIG administered a survey through TED email address to explore this issue; however, the survey didn’t get to many responses as it ended up in their junk email. It is a matter of concern that there may be other emails (not necessarily related to the SIG or the survey) from TED may be ending up in the junk folders as well. This suggests that TED members may be missing out on important information that ends up in their junk folders. We would like to discuss this with TED executive team,  2. We also request that someone from the presidential line attends our meetings and provide guidance to us – In the past we have had Mary Ann Prater and Mary Catherine Scheeler have attended our meetings at CEC and TED as well as check in regularly with us to guide us and support our initiatives. | | |
| **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. | We promote infusing paraeducator supervision in teacher education programs to foster better preparation of teachers for their supervisory role is one of our main foci. We also promote quality training and coaching of paraeducators. | |
| **Advocacy:** We advocate for special education teacher-education policy, research, and practice that focuses on improving outcomes for individuals with exceptionalities. | To improve student outcomes, we advocate for professional practices with regards to the preparation, use and employment if paraeducators to mitigate the well documented detrimental outcomes for students resulting from inappropriate use, misuse or overuse of paraeducators. | |
| **Research:** We promote and disseminate research-based practices related to special education teacher education. | We have already published a position paper and are currently working on policy briefs on two topics (see action items above ) that are anchored in documented best and research based practices. | |
| **Collaboration:** We advance collaborative practices that positively impact the outcomes for individuals with exceptionalities through teacher education. | We model collaborative and participatory practices in our work- our positon papers are not work of any one person but based on contributions and feedback from many in the field. Additionally, our Newsletter is distributed to all SIG members & individuals interested in paraeducator issues and promotes networking and collaboration among our members. | |
| **Strategic Initiatives of TED Strategic Plan** |  | |
| **Membership:** We recruit, engage, and retain membership in TED. | We have a membership chair concerted efforts have increased SIG membership by adding 28 new members. | |
| **Diversity:** We work toward increasing diversity representation in membership and leadership. | We continually work toward diversity and strategically target our efforts to recruit diverse members. | |
| **Responsive Organizational Structure:** We maintain a responsive organizational structure while striving to create unity within the organization. | Since the beginning 2017, we have created regular meeting schedules for systematic communication ( via zoom and emails) among the SIG leadership | |
| **Financial Stability:** We maintain financial stability within the TED organization. | NA | |