

# LINES TED

Spring/Summer 2020



Council for  
Exceptional  
Children

TED Line-up

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Email Dr. Karen Voytecki, TED Executive Director, with future *TEDLines* content:

[voytecki@tedcec.org](mailto: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.



TEACHER  
EDUCATION DIVISION  
COUNCIL FOR EXCEPTIONAL CHILDREN



## Congratulations to our 2020 TED/Pearson Excellence in Teacher Education Award Recipient



**Dr. Belva Collins**

For the latest information and up to date issues  
regarding TED...visit us at [www.tedcec.org](http://www.tedcec.org)

# Lines from the President...

**Dr. Mary Brownell**



Dear TED Members,

When I was elected to serve as your president for 2020, I did not realize that the United States and the world would be facing a health crisis of enormous proportion. I know that the past few months have been tumultuous for many of you. Universities have asked faculty to quickly employ strategies for delivering instruction remotely, a process that typically involves considerable planning. A good number of you are working remotely while trying to balance your responsibilities as caregivers, and some of you may even have family members that have been infected with COVID 19.

TED leadership realizes this time period is difficult, and we have decided to cancel the annual conference in Long Beach in November. We are investigating other ways to provide professional development opportunities in an alternate format. We are mindful of the effect COVID-19 is having on our families and we are also open to suggestions for how TED can support you professionally in this challenging time. TED leadership is just an email away.

Although times are difficult, we can look forward to TED's future as an outstanding professional organization; we are intellectually and financially healthy because of you – our members. And, we have many plans to improve.

Over the next year, we will begin to implement our strategic plan. More than two hundred members provided input into our plan, and we hope that you will continue to provide input during our implementation process. Some of the strategies we are undertaking include:

- (1) Ensure TED has the infrastructure to maintain our annual conference and increase membership back to its 2011 levels. Thus, the Executive Board has voted to contract for the work currently managed by the executive director and the conference planners. This approach has several advantages. These companies hire staff with diverse skill sets, and they can deploy them flexibly to meet TED's needs. These companies also have expertise in increasing membership.
- (2) Reduce the size of the board. In the association management community, it is considered effective practice to have approximately 7 to 12 members on a board. In fact, in a recent study, they showed how large boards were more ineffective in the decision making process. Thus, the Executive Committee is finding ways to reduce the Board and engage more members in what are called micro-committees. Microcommittees help to execute time limited, manageable tasks, such as managing an award or selecting speakers for a spotlight session.

# Lines from the President continued

**Dr. Mary Brownell**



(3) Increase and engage membership, including a more diverse membership, is a number one priority for TED. Some examples of current initiatives, include our first published conference proceedings.

The Publications and Communications Committee came up with this strategy as a way to provide writing and publication opportunities for members. We also will continue sending doctoral students and faculty to the CEC Special Education Legislative Summit (SELS).

(4) Study the efficacy of different initiatives to ensure that TED continues to make strategic decisions. Already, we have analyzed data regarding the SELS effort and have found that it is positive; thus, we decided to continue to support this effort as TED's budget would allow.

(5) Continue and improve our advocacy efforts. TED was well represented at the Attract, Prepare, and Retain: OSEP Summit on Improving Effective Personnel for Children with Disabilities on the 19th and 20th of March. The recent letter that Jane West drafted for us to send our House members is another example of our efforts to advocate.

As you can see, from these examples, the Presidential Line and Executive Board is busy trying to better serve you, and we will be calling on you to help us! Please continue to stay engaged with TED and email myself or others in the presidential line if you have suggestions for how we can improve. I hope that you and your families remain healthy through this crisis.

Mary Brownell

TED President



# Washington Update

Jane E. West, Ph.D., TED's Legislative Liaison

April 17, 2020



Dear Colleagues:

It's been a rough couple of weeks for me. My son and his fiancé got coronavirus. Fortunately, it looks like they are coming out on the other side of it and for that I am most grateful. It's a scary illness and my heart goes out to all who are dealing with it. Stay strong.

## 1. Implementation of the \$2 Trillion CARES Act: Where Do We Stand?

It's hard to keep track of the swirl of information about federal efforts to address the pandemic in the education space. Here is my best shot at a high-level summary of where things stand:

It's been three weeks since the \$2 trillion third package of funding (COVID-3 or the CARES Act) became law

The bill includes the following and distribution to date is as noted:

- \$13.5 billion for elementary and secondary education
  - no announced process or timeline for distribution yet
- \$14.25 billion for higher education
  - \$6.3 billion is being distributed to IHE's for students who need emergency financial aid and have expenses related to the pandemic
- \$3 billion for a Governor's Emergency Education Relief Fund
  - fund now available for distribution

The \$3 billion Governor's Emergency Education Relief Fund is being distributed based on the state's student population. Allocations range from \$6.5 million to Alaska and \$355 million to California. While \$3 billion is a lot of money, when you boil it down to a per pupil expenditure it becomes pretty puny, for example in Alaska it is \$33 per student and in Pennsylvania \$57 per student. States may get their funding by signing a certification and agreement document assuring the funds will be used to:

- Provide emergency support through grants to local education agencies
- Provide emergency support through grants to higher education institutions
- Provide support to any other education-related entity that the governor deems essential for carrying out educational services to students

Additional assurances required by the Secretary of Education are included in the application reflecting the Secretary's priorities, including acknowledgement of students in both private schools and charter schools. It also seems that #3 below could open the door for voucher experimentation. States are required to answer these three questions:

# Washington Update

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- 1) Does the state intend to use any of the funds to support remote learning for students? If so, how does the state plan to assess such learning, and how will they make sure that students with disabilities, students from low-income families and non-public students are served?
- 2) Does the state plan to use any of the funds to increase capacity via hardware, software, connectivity or instructional expertise?
- 3) Does the state plan to use funding to develop new resources for remote learning, including best practices and innovations, and if so, what are the resources they have their eyes on?

The question of waivers to IDEA continues to heat up. The CARES Act requires the Secretary of Education to submit to Congress a report by April 26 outlining the waivers to IDEA that she believes are necessary during the pandemic. Over 1000 special education and related organizations submitted a letter opposing any IDEA waivers. The Consortium for Citizens with Disabilities' Education Task Force sponsored a briefing for congressional staff this week providing an overview of IDEA and a rationale for why waivers are not needed. The National Center on Learning Disabilities has distributed an advocacy tool kit urging waiver opposition. Many other education organizations support IDEA waivers noting that flexibility is needed during the pandemic. Among these are two special education administrator organizations.

As a postscript, I want to note two rarely acknowledged provisions in the CARES Act which affect teachers and student financial aid. These are modifications to TEACH grants and the loan forgiveness program for teachers. They are as follows:

- TEACH grants: the Secretary of Education may excuse TEACH recipients from fulfilling a portion of their teaching service obligation due to the emergency.
- Teacher Loan Forgiveness: the Secretary may waive requirements that qualifying teaching service be completed in consecutive years if the service is interrupted due to the emergency and following the interruption the borrower resumes teaching and completes five years of service, including the teaching performed before, during and after the emergency.

The ever amazing Congressional Research Service has posted a comprehensive compendium of resources about the pandemic: <https://crsreports.congress.gov/Content/html/covid19.html>

Distribution of Governor's Fund: <https://www.forbes.com/sites/petergreenie/2020/04/14/devos-offers-3-billion-in-education-emergency-block-grants-to-governors/#51afa2716b4f>

CCD congressional briefing on IDEA and waivers: [https://www.youtube.com/watch?v=4d2\\_k8QB5zA&feature=youtu.be](https://www.youtube.com/watch?v=4d2_k8QB5zA&feature=youtu.be)

NCLD toolkit opposing IDEA waivers: [https://docs.google.com/document/d/1hh10m61TpNkzB61tBLqO8gG\\_ZwWtdg3BjO9dQ1O8fMI/edit](https://docs.google.com/document/d/1hh10m61TpNkzB61tBLqO8gG_ZwWtdg3BjO9dQ1O8fMI/edit)

Letter opposing IDEA waivers: <http://www.c-c-d.org/fichiers/CCD-Ed-TF-letter-to-Congress-on-IDEA-waivers--COVID-final.pdf>

Letter supporting IDEA waivers: [https://blogs.edweek.org/edweek/speced/2020/04/special\\_education\\_groups\\_want\\_idea\\_waivers.html](https://blogs.edweek.org/edweek/speced/2020/04/special_education_groups_want_idea_waivers.html)

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April 17, 2020



## 2.) What's Next for COVID Funding?

Both the House and Senate indicated this week that they would not be returning until May 4. Many believe that date may be pushed back further. In the meantime, two funding packages seem to be on the horizon to address the pandemic – a CARES-2, or COVID 3.5 bill – and a COVID-4 bill.

The COVID 3.5 bill was raised this week by Majority Leader Sen. McConnell (R-KY) and others as a \$250 billion to fill the depleted coffers of the small business bailout program (called the Paycheck Protection Program). Democrats, led by Speaker Nancy Pelosi (D-CA), would only play ball if another \$250 billion was added for state and local governments. A stalemate ensued and no progress was made so far.

At the same time, a COVID-4 package is under development for possible consideration in May. This would be a more robust bill and a follow up to COVID-3, the CARES Act. Both the K-12 and higher education sectors are weighing in with what is needed for relief in COVID-4. A dozen K-12 organizations submitted a letter outlining the need for \$200 billion and noting the drastic revenue shortfalls anticipated in state budgets. Their request broke out as follows:

- \$175 billion for state education budgets
- \$13 billion for IDEA
- \$2 billion for E-rate to expand internet access
- \$12 billion for Title I

A higher education coalition has requested \$46.6 billion for colleges and students as they brace for financial difficulties that will be far worse than the great recession, they believe. Higher education groups noted the following challenges that are anticipated:

- A 15% drop in enrollment and tuition for a loss of \$23 billion nationally
- A 25% loss in other revenue for a loss of \$11.6 billion
- A 20% increase in student financial need for a \$12 billion increase in demand

In addition, the nation's research universities and medical schools have requested \$26 billion in federal assistance to fund research at NIH and NSF so that universities can extend research projects, pay research support personnel and operating costs and expand funding for graduate students and postdoc fellowships.

Higher Education funding request: <https://www.aau.edu/sites/default/files/AAUFiles/Key-Issues/Higher-Education-Legislation/assumptions-sources-estimates.pdf>

Higher Education Research funding request: <https://www.acenet.edu/Documents/LetterCongress-COVID-19-Research-Recommendations-040720.pdf>

Funding request of K-12 education organizations: <http://blogs.edweek.org/edweek/campaign-k12/Edu%20GROUP%20funding%20letter%20040620%20FINAL.pdf>

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April 17, 2020



## 3. Sec. DeVos Proposes Vouchers for Professional Development

This week Sec. DeVos issued a priority to fund vouchers for professional development for teachers. The press release notes that this initiative would empower teacher to select and access the professional development which is relevant to their personal needs or career goals “instead of having one-size-fits all programming dictated to them by the state or local education agency.” The release further notes “If we can trust teachers with our children each day, we should trust them to select the right continuing education courses.” The program would be funded through the Education and Innovation and Research program authorized under ESSA and created to explore ways to improve academic achievement for high need students. The proposed priority is open for public comments until May 13. Multiple education organizations have opposed this concept and will likely continue to weigh in.

See: <https://www.federalregister.gov/documents/2020/04/13/2020-07753/proposedpriorities-requirements-definition-and-selection-criteria-education-innovation-and>

## 4. New Resources for Educators

- **The National Council on Teacher Quality** offers an analysis of how states are modifying student teaching and teacher certification requirements in response to the pandemic: [https://www.nctq.org/blog/Student-teaching-and-initial-licensure-in-thetimes-ofcoronavirus?utm\\_source=NCTQ+Teacher+Quality+Bulletin&utm\\_campaign=c71fb6\\_90e7-EMAIL\\_CAMPAIGN\\_2020\\_04\\_16&utm\\_medium=email&utm\\_term=0\\_7973772675-c71fb690e7-409082365](https://www.nctq.org/blog/Student-teaching-and-initial-licensure-in-thetimes-ofcoronavirus?utm_source=NCTQ+Teacher+Quality+Bulletin&utm_campaign=c71fb6_90e7-EMAIL_CAMPAIGN_2020_04_16&utm_medium=email&utm_term=0_7973772675-c71fb690e7-409082365)
- **Inside Higher Education** offers a story ***Risk without reward*** reporting on a study from the **National Academy of Sciences** and finding that “underrepresented minorities outperform majority peers in terms of novel research, but they don’t reap the same rewards:” [https://www.insidehighered.com/news/2020/04/16/underrepresented-scholarsoutperform-majority-peers-terms-novelresearch?utm\\_source=Inside+Higher+Ed&utm\\_campaign=8e5d2a9f1cDNU\\_2019\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbe04421-8e5d2a9f1c-197465273&mc\\_cid=8e5d2a9f1c&mc\\_eid=790bea7c30](https://www.insidehighered.com/news/2020/04/16/underrepresented-scholarsoutperform-majority-peers-terms-novelresearch?utm_source=Inside+Higher+Ed&utm_campaign=8e5d2a9f1cDNU_2019_COPY_02&utm_medium=email&utm_term=0_1fcbe04421-8e5d2a9f1c-197465273&mc_cid=8e5d2a9f1c&mc_eid=790bea7c30)
- From **Associated Press** *Many special education families still waiting during virus closures* <https://apnews.com/aff004b976eb9b9a4ca195778ab9b562>
- **Rick Hess in Ed Week** *What will the coronavirus mean for ed finance?* [https://blogs.edweek.org/edweek/rick\\_hess\\_straight\\_up/2020/04/what\\_will\\_the\\_coronavirus\\_mean\\_for\\_ed\\_finance.html](https://blogs.edweek.org/edweek/rick_hess_straight_up/2020/04/what_will_the_coronavirus_mean_for_ed_finance.html)
- **Inside Higher Education** reports on the tough impact of state budget cuts on higher education in *The next financial blow:* <https://www.insidehighered.com/news/2020/04/13/public-colleges-face-loomingfinancial-blow-state-budget-cuts>
- Thirty-three national education associations have come together to create **Educating All Learners Alliance**. It offers tools, strategies, best practice and tips for supporting students with disabilities online: <https://www.educatingalllearners.org/about>

Our stay-at-home order in Maryland, where I live, has been extended until May 15. I’m not sure how many more zoom book clubs I can join, but I’m investigating. Take good care.

Best,

Jane

# 2021 TED Board Elections

At the CEC 2020 Convention in Portland, the TED Executive Committee approved our new strategic plan. After final editing, it will be available on the TED website under the “Governance” and “Strategic Plan” tabs at the top of the page. I would like to thank Mary Brownell (TED President) for her support in bringing a finalized plan to fruition. I owe a debt of gratitude to Frank Dykes, Ruby Owiny, Day Patterson, Mary Catherine Scheeler, Brittany Hott, and Willa VanDijk for their hard work during 2020 to develop a strong strategic plan for TED.

In looking ahead to 2021, I am asking you to please consider running for one of the open board positions. The TED Executive Committee will have the following openings:

- Secretary/Representative to CEC Representative Assembly (this is a two-year position for one person)
- Member-at-Large: Membership and Diversity (three-year term)
- Member-at-Large: Caucus/SIG Liaison (three-year term)

If you would like information on either of these positions or would like to submit your 250 word candidacy bio, please email Dee Berlinghoff: [tedpresident@gmail.com](mailto:tedpresident@gmail.com) OR Karen Voytecki at [voytecki@tedcec.org](mailto:voytecki@tedcec.org). We encourage you to get involved with the TED Board by considering these positions.

Submitted by: Dr. Dee Berlinghoff, TED Past President



## CEC 2021 CONVENTION AND EXPO

Many thanks to those of you that have agreed to review TED proposals for the CEC 2021 Convention and Expo. Please watch your email for an email from CEC when the proposal review window opens. We appreciate your time and service to TED.

We look forward to seeing everyone at the CEC 2021 Convention and Expo in Baltimore, Maryland March 3 - 6.

Submitted by: Dr. Frank Dykes, TED Vice President



## CEC Representative Assembly

### Re-Cap from the CEC Representative Assembly Meeting held at the 2020 CEC Convention and Expo in Portland, Oregon

The CEC President, Jennifer Lesh, reviewed the goals and objectives outlined in CEC's Strategic Plan, which focused on highly competent professionals to provide quality instruction and build CEC's capacity to advocate on behalf of the field.

The Treasurer's report was presented by Yvonne Bui, Treasurer, and included a breakdown of revenue and expenditures for 2019 and CEC's financial condition. Highlights included a net operating loss of \$380,000, which was attributed to declining membership and loss of revenue from the CEC 2019 Convention and Expo in Indianapolis that was impacted by a polar vortex. Responses to the financial conditions included the following: CEC entered a new lease for the headquarters location to save \$6.5 million over 7 years; 2020 major initiatives include membership expansion, upgraded website, creating a dues structure to attract early career members, and to promote division membership and marketing.

The following distinguished CEC leaders were honored with Courtesy Resolutions: Luann Purcell, Gerald J. "Gerry" Reynaud, and Lynn Ziraldo.

RA representatives engaged in a small group working session to provide input for putting CEC's Research into Practice based on the findings from the State of the Profession survey.

Respectfully submitted by: Drs. David Bateman and Sara Hooks, TED Representatives to the CEC Representative Assembly



# Governmental Relations Committee

We are trying to keep focus on big issues. Hopefully, you are receiving our Washington Update form Jane West every week. If you are not, please contact me at [kyena.cornelius@mnsu.edu](mailto:kyena.cornelius@mnsu.edu) to be added to our Government Relations Committee email list. For those of you who may not yet be on this list Jane was very active during the push for budget amendments and possible IDEA waivers on COVID -19 legislation. TED was one of 1000 signing organizations on the letter initiated by the Consortium for Citizens with Disabilities (CCD).

## **The 2020 Special Education Legislative Summit is going virtual and you're invited to be a part of it!**

Typically held in Washington, D.C., during July, the Special Education Legislative Summit (SELS) is an opportunity for educators from across the country to make a difference by advocating for change with Members of Congress. The COVID-19 pandemic will bring the Summit to new heights with a Virtual SELS being held over the course of two weeks from **July 13-24, 2020**. This event is free for CEC members, but you must pre-register at <https://specialeducationlegislativesummit.org>

Please stay engaged! Read the Washington Update! Follow Jane West on Twitter @janewestdc and register with the CEC Legislative Action Center, <http://cqrcengage.com/cek/?0>

This link from the CEC Political Action Webpage will tell you about bills coming up in congress that pertain to education, tell you which representatives and senators have signed onto the bill, and even help you personalize a letter to voice your opinion.

If I can help anyone become more involved – reach out! [kyena.cornelius@mnsu.edu](mailto:kyena.cornelius@mnsu.edu)

Submitted by: Dr. Kyena Cornelius, Member-at-Large: Political Action

## Membership Committee

The TED Membership Committee has been busy connecting with our newest members, many of whom are first-time members opting in as part of CEC's free 60-day basic membership drive. As we welcome our new members, and orient them to TED's mission and opportunities for engagement through our committees, caucuses, and SIGs, the Membership Committee is working with CEC to begin automating welcome communications that future new members will receive upon joining TED. We are excited about this new capability, and look forward to the ideas and collaborative potential that our newest members will bring to our division.

Please consider sharing the 60-day [membership offer](#) with your colleagues who are not CEC/TED members, if you have not done so already. Welcome to TED!

Submitted by: Dr. Andrew Hashey, TED Membership Committee Chair

## Knowledge and Skills Committee

The Knowledge and Skills Committee met in November at the TED 2019 Conference in New Orleans and the committee met via Zoom in December for a work session on the literature search task for the revision of the inclusion specialist specialty set of standards. We completed work on the literature search task and are currently in the process of cleaning up the standards documents before submitting them for review. Our next steps will include submitting the documents to the CEC Knowledge and Skills Committee, surveying stakeholders for feedback on our revisions, and incorporating that feedback and the feedback of the CEC Committee before submitting our final draft to the CEC Standards Committee.

At our TED Knowledge and Skills Committee Meeting at the CEC 2020 Convention in Portland, we discussed the next steps in the standards revision process and made plans to meet virtually in the spring. We also discussed joining forces with the Professional Development Committee, and brainstormed ideas for professional development offerings aligned with the newly revised standards.

Submitted by: Dr. Stephanie Morano, TED Member-at-Large: Knowledge and Skills

# Kaleidoscope

## CEC 2020 Convention - Portland, Oregon

Thirty-three doctoral students presented research posters at the Kaleidoscope program at the CEC 2020 Convention in Portland, Oregon. We would like to thank all the faculty members who volunteered as reviewers during the session and extend congratulations to the nine winners across six categories.

Quantitative - Emilee Spann & Monica Romero

Qualitative - Lindsey Pike

Mixed Methods - Amari Abalgashi & Valentina Contesse

Literature Review - Caitlyn Schneider & Tierney Barcarse

Single-Case - Julia Catherine Dean

Better-Poster format - Caitlin Schenieder & Tiffany Fisher



We would also like to thank our guest speakers for taking time to join us in Portland and also imparting knowledge and advice to doctoral students. The groups were well attended and participant feedback was positive.

Lindsey Hayes – American Institute of Research

Dr. Hannah Mathews – Boston University

Dr. Dan Poling – University of Nebraska

Dr. John Roming – University of Texas-Arlington

## Doc Talk, A TED Doctoral Research Discussion Forum

Kaleidoscope representatives are embarking on a new initiative to promote the work of our members throughout the year. We are launching *Doc Talk, A TED Doctoral Research Discussion Forum*. The goal of the forum is to maximize exposure of your research through the TED network as well as build connections with doctoral students and researchers outside of the TED and CEC conferences. We will be reaching out to TED students in the coming weeks via the TED listserv and social media with forum topics and submission guidelines.

## Contact us!

If you have any questions about the upcoming Doc Talk or other issues please feel free to email us at [kaleidoscope@tedcec.org](mailto:kaleidoscope@tedcec.org).

## Follow us on social media for regular updates:

Facebook: <https://www.facebook.com/groups/386655538061658/>

Twitter: [https://twitter.com/kscope\\_tedcec](https://twitter.com/kscope_tedcec)

# Diversity Caucus

## JOIN US!!!

The TED Diversity Caucus is interested in you! Join us on our Facebook Group "[CEC TED Diversity Caucus](#)" and complete the [brief survey](#) letting us know you are interested in being a member. We are actively looking for new members interested in issues of diversity in higher education and we can't wait to meet you!

Are you looking for leadership opportunities? We are also actively looking for TED Diversity Caucus Executive Board Members to fill our **open positions: Secretary, Treasurer, and Communications Editor.**

## Welcome new TED Diversity Caucus Executive Board

A huge warm welcome to our new TED Diversity Caucus Board Members! Dia Jackson, Chair; Hannah Morris-Matthews, Associate Chair and Wendy Rodgers, Membership Chair

## TED 2019 Conference New Orleans, LA - TED Diversity Caucus thanks you!

The Diversity Caucus would like to extend a huge thank you to our panelists Erica McCray, Elizabeth Kozleski, Nate Jones, and Kristin Murphy for spotlighting your work and leading small group discussions during the research session "Articulating Theoretical and Conceptual Frameworks in Teacher Education Research". This collaborative session co-sponsored by the TED Research Committee and TED Diversity Caucus was a huge success and we look forward to doing this again next year.

**Join our Facebook group so that we can continue our conversations about topics of diversity in higher education and P-12 settings.**

<https://www.facebook.com/groups/185207988340719/>

Submitted by: Dr. Dia Jackson, TED Diversity Caucus Chair



## Publications and Communications Committee

The Publications and Communications Committee published conference proceedings for the TED 2019 Conference in New Orleans. The proceedings were well received. We will be continuing to publish conference proceedings for future TED conferences and will expand the number of proposal invitations.

If you have any questions, feel free to contact me. [ammarkelz@bsu.edu](mailto:ammarkelz@bsu.edu)

*Submitted by: Dr. Andy Markelz, TED Publications and Communications Committee Chair and TED Conference Proceedings Editor*

## Professional Development Committee

This spring, as representatives of the TED Professional Development Committee, **Cathy Newman Thomas** and **Jeongae Kang** have attended the CEDAR Topical Action Group on Practice-Based Learning Opportunities. Our committee hopes to continue this important and collaborative relationship with the CEDAR Center to keep TED members up to date on resources for High Leverage Practices (HLPs).

The Technology-style Meet Up offered by our committee at the TED 2019 Conference in New Orleans provided a place to network and collaborate. A working group formed at the meet-up, led by **Afytnne Cheek**, has continued their important work on case study development.

As always, the Professional Development Committee welcomes new members! For information, please contact Professional Development Committee Chair Cathy Newman Thomas at [thomascat@txstate.edu](mailto:thomascat@txstate.edu) or Professional Development Committee Secretary Jeongae Kang at [jkang16@ilstu.edu](mailto:jkang16@ilstu.edu)

Submitted by: Dr. Cathy Newman Thomas, TED Professional Development Committee Chair

## Small Special Education Programs Caucus (SSEPC)

The Small Special Education Programs Caucus (SSEPC) is for TED members who teach in a smaller program. For many SSEPC members they are the only special education professor in their department or only have two or three. If that describes you, SSEPC is a place to network with others who share similar experiences. The goal of SSEPC is to be a group of colleagues who support one another in the unique challenges encountered in a smaller programs including, but not limited to, recruitment, research, accreditation, and teaching. You can join SSEPC or renew your membership at: <https://tedcec.org/caucuses/small-special-education-programs-caucus-ssepc/>

If you are not currently a member of SSEPC, but wish to be, please go to the TED website (<http://tedcec.org>), click on Caucuses and choose SSEPC from the dropdown menu. From there you can join through PayPal. Please also consider following SSEPC on Facebook (TED - SSEPC) and Twitter (@SSEPCTED) to stay up to date with SSEPC news. We look forward to welcoming new members and connecting with previous members.

Submitted by: Dr. Shantel Farnan, TED SSEPC Chair



## Small Special Education Programs Caucus (SSEPC) Nasim Dil Award Nominations

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.**



## Small Special Education Programs Caucus (SSEPC) Nasim Dil Award Nominations cont.

**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, 2020**

Nomination materials and/or questions should be emailed to Ruby Owiny, Past Chair of SSEPC and TED President-Elect at [rowiny@tiu.edu](mailto:rowiny@tiu.edu)



## Early Childhood Faculty SIG

The Early Childhood Faculty SIG is currently planning webinars for the upcoming year to support our members. Please contact Kate Zimmer, Chair, [kzimme10@kennesaw.edu](mailto:kzimme10@kennesaw.edu) or Marla Lohmann, Co-Chair, [MLohmann@ccu.edu](mailto:MLohmann@ccu.edu) with suggestions for webinar topics.

We would also like to remind members that the Division for Early Childhood has a variety of resources for supporting children and families during COVID-19. The resources can be found at: <https://www.dec-sped.org/covid-19>

Submitted by: Dr. Marla Lohmann, TED Early Childhood Faculty SIG Co-Chair

## Early Career Faculty SIG

The Early Career Faculty SIG met at the CEC Convention in Portland. We celebrated early career faculty accomplishments, and highlighted the SIG's Monday Motivators thanks to Marla Lohmann, who keeps us writing on Mondays. We are looking for someone to continue the Monday Motivators tradition as Marla has been promoted! Contact us if you're interested! New co-chair Karin Fisher gave a presentation on Lessons learned using Google Education Certification in a methods course.

Continue to interact with and check our Facebook page - this is a very active community! Please be sure to answer the questions when requesting membership.

Submitted by: Dr. Kathy Randolph, Early Career Faculty SIG Chair

# Paraeducator SIG

**Paraeducator SIG Purpose:** To promote the professional practices and policies for paraeducators serving individuals with exceptional learning needs and advocate for appropriate training, supervision, and evaluation of performance relevant to their employment duties.

**Paraeducator Special Interest Group (SIG) Meeting:** The last SIG Meeting was held on Friday, February 7, 2020 from 11:30 a.m. – 12:30 p.m. during the CEC 2020 Convention and Expo in Portland, Oregon. The SIG meetings are open to all TED members and we welcome new members!

**SIG Leadership Changes:** The SIG welcomed Dr. Mathew Brock as the new Co-Chair and Dr. Peggy Yates as the Advocacy and Publications Chair.

## SIG Accomplishments (2019-2020):

- i. With the support of the TED leadership, a survey administered to TED members (primarily teacher educators) to learn about how teacher education programs are preparing teachers to work with paraeducators. The article sharing the survey results was recently published in a paraeducator-focused special issue of *Psychology in Schools*. - <https://onlinelibrary.wiley.com/doi/abs/10.1002/pits.22383>.
- ii. Published the TED brief on the TED website - <https://tedcec.org/wpcontent/uploads/2019/11/TED-Brief-3-Para-Supervision-Revised-Final-PDF.pdf>
- iii. Selected SIG members collaborated on another article, focused on instructional planning for paraeducators, which was published recently in *Intervention in School and Clinic*. <https://journals.sagepub.com/doi/full/10.1177/1053451220910740>
- iv. Advocacy with the standards workgroup to ensure that the language in the new teacher preparation standards highlights the teacher's role in directing and coaching paraeducators. Recommendations for language to be included and the research evidence to support it were submitted to the workgroup.
- v. Mentoring doctoral students who are interested in paraeducator issues and encouraging them to pursue research in topic related to paraeducator utilization and training.

## Future Action Items:

- i. Increase membership through activities defined by SIG Membership Co-chairs (i.e. create Facebook page; contact CEC presenters; contact CEC divisions)
- ii. More frequent SIG meetings to create opportunities to learn about each other's work and make connections.
- iii. Position paper/Survey on paraeducator supervision in collaboration with CASE.
- iv. Consider interveners (paraprofessionals who work with student with deaf-blindness) in all conversations focused on paraprofessionals.
- v. Updating Newsletter content –Discuss ideas e.g. paraprofessional related policy update, featuring a paraeducators or scholar.

Submitted by: Dr. Ritu Chopra, Paraeducator SIG Chair

# 2020 TED DISSERTATION AWARD FOR DOCTORAL LEVEL RESEARCH

**Dr. Dee Berlinghoff**, TED Past President and Awards Chairperson, is soliciting nominations for the 2020 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.

Nominees for the award must meet the following criteria:

- Applicant must have received the doctoral degree within the 18-month period prior to the September 15, 2020 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.

**The deadline for receipt of nomination materials is  
September 15, 2020.**

**Send electronic nominations and supporting materials to:**

**Dr. Karen Voytecki  
Executive Director, TED [voytecki@tedcec.org](mailto:voytecki@tedcec.org)**



# Spark Award

We are now accepting Nominations for the **2020 TED Jane West Spark Award !**

The award recognizes a doctoral student who has demonstrated emerging leadership in policy advocacy for the profession of special education teacher education. Nominees must meet the following criteria:

- a. They must be involved in advocating for special education teacher preparation (e.g., government relations, letter writing, visits to Congressional Members), and be committed to continuing this work in the future;
- b. They must submit a fully completed application; and
- c. They must be student members of CEC and TED.

The application package will include, (a) a letter of past and future commitment to policy advocacy, (b) three letters of nomination described below, and (c) a current curriculum vita. The letter of past and future commitment should address (a) professional service goals, both past and future, (b) evidence of impact and/or influence on peers and others, and (c) a discussion about potentially pressing issues for the profession, along with suggestions about how the profession might address these issues.

Three letters of nomination should be submitted, including a letter from a peer, an advisor, and another individual who is knowledgeable about the nominee's experiences with policy advocacy. Letters should document leadership potential and influence related to advancing policies in the field of special education teacher preparation. Consideration will be given to:

- a. Commitment to continued policy advocacy for teacher education in special education;
- b. History of commitment to special education advocacy; and
- c. Actions taken to inspire others to commit to advocacy

All nomination materials should be **emailed by September 1, 2020 to Dr. Kyena Cornelius at [kyena.cornelius@mnsu.edu](mailto:kyena.cornelius@mnsu.edu).**

## **Virtual Teaching Tools from the IRIS Center**

As colleges and universities have canceled in-person classes in response to the outbreak of COVID-19, and may not even return to a normal schedule in the Fall, faculty everywhere are facing the prospect of maintaining continuity and learning for their students for the foreseeable future.

Fortunately, the IRIS Center is here to offer assistance. As you prepare for the summer semester and beyond, our ready-made, user-friendly online resources—self-contained, self-paced units—can be dropped effortlessly into your virtual lessons. Best of all, every IRIS resource is free and freely available on our [user-friendly, barrier-free Website.](#)

Through dozens of interactive online modules, case study units, course/PD activities, and more, IRIS resources cover everything from classroom behavior management to Universal Design for Learning, from instructional and testing accommodations to MTSS/RTI, and so much more.

Remember, too, that IRIS resources can be used in conjunction with one another, both to deepen learning as well as to create more complete and complex lesson plans. For example, you might begin by asking your candidates to work through our module on [Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan](#) then go deeper using our case study units on [Defining Behavior](#) and [Measuring Behavior](#). Finally, your candidates can practice everything they've learned by completing our ready-to-go course activities [Behavior Assessment: Conduct an A-B-C Analysis, Behavior Assessment: Duration and Latency Recording, and Behavior Assessment: Frequency and Interval Recording](#), which contain not only classroom simulation videos but also pre-made recording forms.

And that's just one possible use of our flexible, user-friendly resources. (See our [WrapAround Content Map collection](#) for more ways to extend and deepen learning using IRIS resources.) But don't just take our word for it. Visit our [IRIS Resource Locator](#) today to explore everything we have to offer. If you have questions or require additional assistance, [don't hesitate to drop us a line](#). IRIS is here to help. Together, we got this.



# Teacher Education and Special Education (TESE)

The *Teacher Education and Special Education* (TESE) editorial team would like to say thank you to all of our wonderful Board of Reviewers for their continued service. We also wanted to highlight and welcome the newest members to our stellar team:

Jessica Bacon, Sarah Ballard, Elizabeth Bettini, Alison Boardman, Joyce Gomez-Narajo, Alexandra Lauterbach, Andrew Markelz, Hannah Mathews, Kristin Murphy, Wendy Rodgers, David Peyton, Daisy Pua, Carly Roberts, John Romig, David Royer, Andrea Ruppar, Molly Siuty, and Cathy Newman Thomas.

We are always looking to expand our pool of guest reviewers who are willing to provide timely, high quality reviews for the journal. If you are interested in reviewing for TESE, please contact our editorial team and let us know the specific content areas that may best fit your expertise.



TESE is also continuing to welcome special issue proposals for possible publication in the journal. If you have an idea for a special issue, please download the Special Issue Proposal form found under our Submission Guidelines tab on the TESE website at: <https://journals.sagepub.com/home/tes>.

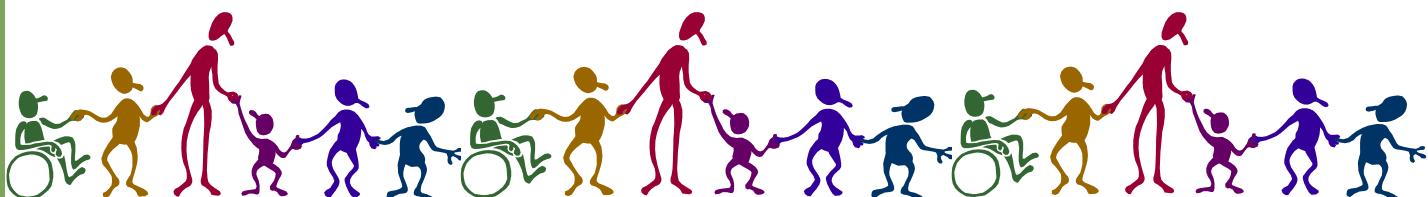
Finally, at the request of SAGE Publishing, TESE will now require all submitting authors to have an Orchid ID (Open Researcher and Contributor ID) when uploading new manuscripts. This ID number provides authors with a digital identifier that better links them to their submissions, publications, professional activities, etc. For more information about Orchid ID's or how to get one, please visit the following website: <https://us.sagepub.com/en-us/nam/orcid>.

Thank you for considering TESE as an outlet for your scholarship. Please download and cite TESE articles frequently and encourage your colleagues and students to do the same!

Cynthia Griffin  
Co-Editor

Melinda Leko  
Co-Editor

Tracy Ulrich  
Editorial Assistant



A special thanks to Ebony Robinson at East Carolina University for assisting with this edition of *TEDLines*.