

Winter 2010



# TED LINES

A publication of Teacher Education Division of the Council for Exceptional Children

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Email Karen Voytecki,  
with future *TEDLines* content:  
voyteckik@ecu.edu



Connect with TED in  
Nashville, Tennessee

April 21-24, 2010

See details inside this issue of *TEDLines* for

TED meetings and events held at the

2010 CEC Convention and Expo.

## 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.*



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...

## Patricia Alvarez McHalton



As we begin a new year, I am always excited at the possibilities that lie ahead and look forward to our continued work at TED. Thanks to Lee Sherry's leadership and hard work, we ended the year with a wonderful conference. I am still hearing from folks about how much they enjoyed the conference and we are all looking forward to another great event this year in St. Louis. I know that Cynthia Watkins and Georgia Kearns have been diligently planning the conference and the call for papers is in this issue of *TEDLines*.

Thank you to our outgoing board members Chriss Walther Thomas, Mary Anne Prater, Marie Tejero Hughes, Kelly O'Neal-Hixson, Erica McCray, Christy Borders, and Lee Sherry for their commitment and guidance throughout the years. Thanks are also extended to Lee for his many years of service as our Publications Chair, now held by Monika Shealy, another longtime member of TED. Welcome to our new board members Suzanne Robinson as our Vice President, Pamela Wolfe as our Treasurer, Leah Wasburn-Moses as our Representative to the CEC Representative Assembly, Wanda Blanchett as the Diversity Caucus Chair, and Joanne Vesay as the Small Special Education Programs Caucus (SSEPC) Chair who are joining us this year.

This is an exciting time to be involved with TED! Mike Rosenberg and Laurie deBettencourt have assumed the editorship of *Teacher Education and Special Education (TESE)* and their inaugural issue was published in February. With the strategic plan finalized, we are now gathering baseline data to monitor our progress in meeting our goals and objectives. We are also examining ways to better serve our members and to attract new ones. One strategy will be exploring the addition of some new Special Interest Groups (SIGs): (1) early career faculty; (2) early childhood faculty; and (3) adjunct faculty. At CEC we will meet to determine the level of interest in each of these areas (see this issue of *TEDLines* for more details). The 2011 TED Conference location has been finalized; it will be held in Austin, Texas with Herb Reith presiding as conference chair.

I am very much looking forward to working with you in 2010. See you in Nashville.

*Patricia Alvarez McHalton,*  
President, TED



# Conversations on RTI and Teacher Preparation

Jennifer Job, James Gallagher Ph.D., & Mary Ruth Coleman Ph.D.

Frank Porter Graham Child Development Institute  
University of North Carolina at Chapel Hill

The theme of the 32<sup>nd</sup> Annual CEC Teacher Education Division Conference—“Teacher Preparation in Changing Times: Fostering Partnerships Between Special Education and General Education” provided the ideal platform for investigating how teacher preparation programs are connecting special education with general education using a Response To Intervention approach. Nationally, there has been a call by the Obama administration for stronger integration of general and special education through a push for revamping of the Elementary and Secondary Education Act (otherwise known as No Child Left Behind), and the American Recovery and Reinvestment Act of 2009 has created an influx of funding for programs under the Individuals with Disabilities Education Act, with the intention of training high-quality teachers to work in teams for children with exceptionalities. Policy-wise, CEC is a proponent of RTI, and members of TED are key figures in preparing students to use this integration method of responding to children’s needs in the classroom.

In order to determine to what extent RTI is being utilized by TED members, we created an online survey that was distributed to all members of the division. Two hundred and six members of TED responded. The TED survey received about a 10% response rate with 206 teacher educators. As expected, of the respondents, nearly 70% either had or were working on doctoral degrees, 28% had masters degrees, and for 2% undergraduate studies were the highest level of degree completed. Half of the respondents had completed their most recent degree within the last decade, while 45 had finished in the 1990s. Thus, the majority of those surveyed were highly educated and had completed their terminal degree within the last 12 years.

The survey covered demographic areas including respondent education level and perceived role in the classroom, and addressed issues related to respondents’ incorporation of RTI within the courses taught. Topics addressed in the survey included working with specific disabilities and perceived success of a team effort in the school.

We devised these questions in part using the Council for Exceptional Children’s Position on Response to Intervention (2007), inquiring as to whether the key aspects recommended by CEC were being followed. CEC sees that a successful RTI process is a school-wide initiative incorporating general education teachers, special education teachers, administration, and parents.

RTI, as a movement, is defined as a multi-tiered intervention model, beginning with a screening process along with effective instruction at the universal Tier I for all children, moving up to targeted assessment and explicit instruction in Tier II, and finishing with individualized assessment and instruction the most intensive Tier III (Kirk, Gallagher, Coleman, & Anastasiow, 2009). Currently RTI is being implemented at some level in most states (Coleman, Roth, & West, 2009). Given the widespread implementation of RTI across the country, we felt that it was important to explore how RTI is being introduced in schools through teacher preparation programs.

During the session at the annual TED conference on November 13<sup>th</sup> entitled, “Changing Roles with RTI” the survey findings were presented and participants engaged in a discussion exploring what we as educators are doing and/or should do to prepare teachers for RTI. The following captures the session and survey results.

The five key components of RTI include: 1) tiered organization of supports and services, 2) early intervention prior to “formal” identification for special education, 3) screening, assessment, and progress monitoring (collecting data), 4) standard protocol/evidence-based practices, and 5) collaborative problem solving. The roles of general and special educators are changing within an RTI approach. Teachers are expected to collaborate with colleagues at a greater rate, increase their knowledge of standard protocols and evidence-based practices, use progress-monitoring and data-driven decision making, and collaborate more with parents. But to what extent are these changes being addressed within our teacher preparation programs?

# Conversations on RTI and Teacher Preparation (Continued)

## TED Survey Results

### *Part One: Beliefs about RTI*

**Is RTI a durable model or a passing trend?** The opinions of TED members are especially important, as professors who believe that a new movement is just a “fad” will be more reticent to cover it in their curriculum. Only 18% of respondents felt that RTI is a “fad” that will pass soon, as opposed to 56% who said that “RTI has changed my view of what teachers need to know and be able to do.” Teacher educators also showed confidence in their understanding of the RTI framework: 89% believe that they could prepare their students (or student-teachers) to use RTI, and 91% believe that placements for student teachers should include systems using RTI.

**Is RTI a General Education model or a Special Education Model?** However, the response to the statement, “RtI is a general education model, not special education” shows that there still is disagreement as to where RTI is located: general or special education. Half of the respondents said that it is a general education model, while the other half said it was not.

One respondent commented, “RTI is a comprehensive model [and] should include ALL teachers (gifted, special, general, Title I, etc.)” (emphasis original).

Although the perceptions of the use of RTI were for the most part extremely positive, some members commented that exposing their students to an RTI model was not as easy as it sounds. Some sample comments include:

We must be aware and make our students aware, however, that each ‘system’ may look very different from the one used in another district or even at a different school within the same district.

Placements for student teachers in systems using RTI may be difficult in many areas—especially if you confine it to those systems using it correctly.

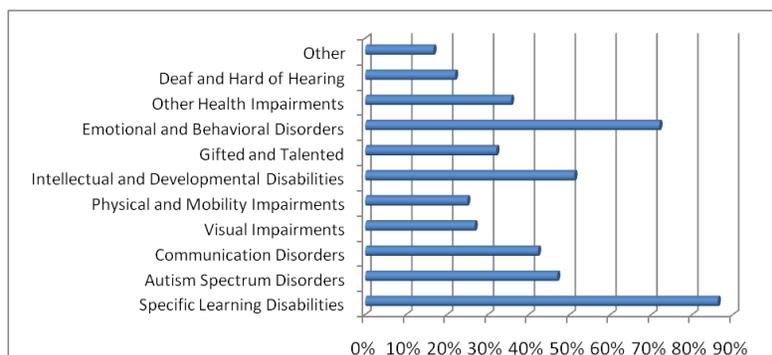
I am not confident I can adequately prepare my students because of time constraints in our program.

I do worry a bit that [it] is a passing fad in that no extra money has been provided for it, there are not enough people to provide the small group interventions that need to happen at [Tiers II and III], it may be seen as a barrier to keep students out of special education that need to be in, and it is often unclear what research-based interventions are available, particularly for subjects other than reading.

These are all areas of concern that we feel need to be addressed in further research and policy-making when it comes to the implementation of RTI.

### *Part Two: Inclusion of RTI in Courses*

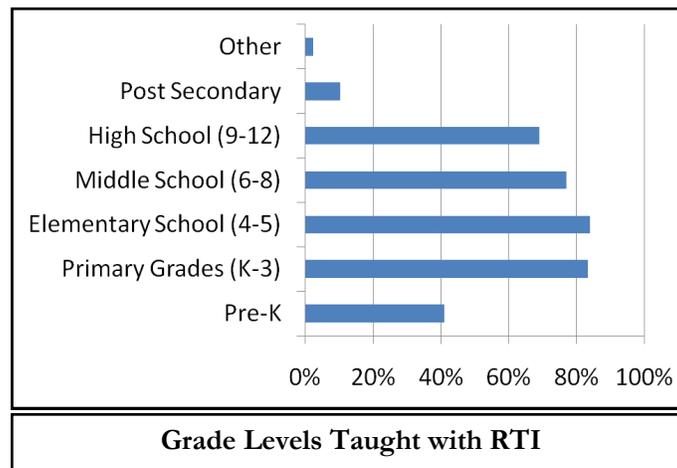
**When do you cover RTI in your instruction?** Another aspect of RTI our survey explored was what types of exceptionalities the intervention model was used for and with what age groups. Respondents indicated that they include a range of exceptionality in their discussions of RTI. Exceptionalities were addressed at the following rates:



**Percentage of Respondents  
Who Address Each Area of  
Exceptionality**

## Conversations on RTI and Teacher Preparation (Continued)

While nearly every instructor addressed RTI when teaching about specific learning disabilities, intellectual and developmental disabilities, and emotional and behavioral disorders, fewer than half covered the topic when discussing Autism, gifted and talented, or physical impairments (such as visual, deaf/hard of hearing, or mobility)—areas that most certainly could benefit from RTI. Even more disconcerting, fewer than half of the respondents addressed the RTI model for Pre-K students, even though research supports greater success academically for students who are identified and assisted earlier rather than later.



### *Part Three: What Areas within RTI are Addressed in Courses*

When considering topics covered in teaching the RTI model, our respondents agreed overwhelmingly with all but one of the five key areas. 95.4% emphasize collaboration with general education and the use of evidence-based practices. 84.4% cover behavioral and content areas and 87.3% address problem-solving approaches for planning. However, only half address the use of standard protocols, perhaps pointing to some confusion as to the specifics of RTI (or time constraints and differences within classes). Asked to describe their method of presenting RTI, some respondents said:

I teach a required course for future general education teachers and special education teachers that introduces the characteristics of students with disabilities as well as the history and legal foundation of special education. The course content includes RTI for all areas of disability.

Collaboration is key. Unfortunately, the general education teacher prep programs in my school do not agree. They see RTI as only special ed and do not mention it at all. Or—if they do—they focus on how to move kids into special ed services.

Shouldn't we really be looking at every student's 'response to intervention'? I'm making the leap that at the beginning of the instruction, whatever teaching methodology you use, it's an 'intervention'.

The survey also asked several open-ended questions about the use and presence of RTI in education (the questions are followed by representative responses): *How is the role of special education teachers changing because of RTI?* It appears that they are becoming more consultants and specialists in the educational settings, but may be viewed as paraprofessionals if the administration does not [train] the rest of the educational personnel. I feel that RTI is going to reduce the number of referrals that special education teachers will receive. The collaboration between general ed and special ed should be strengthen[ed] with RTI. I feel that RTI is not just for the PreK-3 students but for all students.

I see the role of special education teachers changing, hopefully, to that of collaborative consultant and as an equal educational partner in the regular education classroom as a co-teacher with the regular education teacher. This partnership that consists of true collaboration promotes synergy to maximize learning for ALL students while using the gifts and talents of these professionals.

*What collaboration takes place between special and general education in the presentation of RTI?*

Very little. We have co-hosted some external joint speakers addressing RTI. I have consulted in several schools that have excellent teams, data collection procedures, and the training they need to collaborate. My personal research efforts and observations indicate that it is a hit-and-miss interaction. True collaboration appears to be an enigma for teachers in many cases. This should be an ongoing process that is planned and deliberate.

Minimal. General educators are not adopting the academic vocabulary, nor are they tying RTI to evidence-based practices. We have held extensive IRIS training with excellent RTI modules, yet [they were] ignored by our multiple and single subject teacher preparation team.

Reviewing this data in our session jump-started a discussion in the group as to what teacher preparation approaches should be used to develop the skills needed to implement RTI efforts. We also broached the topics of whether current CEC knowledge and skills reflect what will be needed within an RTI approach, and what policy, research, and funding initiatives are needed to prepare teachers for RTI. We were able to bring in information from several other excellent presentations at the TED conference, which covered such topics as teaching educators to co-teach, using doctoral students with practical experience to bridge the gap between higher education and K-12 schools, and using funding resources such as the Race to the Top initiative sponsored by the Recovery Act (noted above) to promote RTI use in the classroom.

## Summary

Further investigation is warranted for studying the connection between teacher preparation and use of RTI. Our findings show that much work is still to be done within teacher education programs to build bridges with our general education colleagues to foster a collaborative understanding of the wide range of abilities and age groups that may be addressed with RTI.

The RTI survey and subsequent discussions have led to the following major points: The RTI model is an important addition to teacher education programs; The RTI model is here to stay because it addresses major educational issues in general and special education; All teachers need more preparation in implementing the model; and Teachers need more understanding in collaborating with their colleagues. It seems clear that this is only the beginning in addressing the potential that RTI offers as we work to meet the needs of all children.

## Resources

CEC. (2007). Position on Response to Intervention (RTI): The Unique Role of Special Education and Special Educators.

Coleman, M.R., Roth, F., & West, T. (2009). *Roadmap to Pre-K RTI: Applying Response to Intervention in Preschool Settings*. New York: National Center for Learning Disabilities.

Kirk, Gallagher, Coleman, & Anastasiow. (2009). *Educating Exceptional Children: 12<sup>th</sup> Edition*. Boston: Houghton Mifflin.

# Washington Update

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

January 2010

Washington woke up to a new world order today in the nation's capital. With the unexpected win of Republican Scott Brown in Massachusetts to succeed Edward M. Kennedy as Senator from Massachusetts, the US Senate has lost its 60 member majority. With only 59 members in the Senate, the Democrats will not be able to stop filibusters and moving the health care reform bill to closure looks virtually impossible. The political capital of the Obama brand is in question and the congressional agenda may be up for grabs. This unanticipated event will have spill over effect influencing whether and how education reform may move forward.

## ESEA Reauthorization

At this point, advocates are looking to the January 27 State of the Union address to see how much air time the President gives to education reform. If it is presented as a priority, the signal will be to move forward on ESEA reauthorization with full speed. On Feb. 1 the President will release his FY 2011 budget and it will include key policy components of the reauthorization proposal. Department of Education staff and staff from the office of Chairman George Miller (D-CA) of the Education and Labor Committee have been meeting for months behind the scenes to hammer out the details of a reauthorization bill. The full bill will likely be unveiled in late February, early March. Chairman Miller is likely to hold hearings and pursue Committee votes in the summer. Senate action will likely come later—depending on what happens in the House.

The tenor of the House Committee hearings and markups may not follow the bi-partisanship tenor of the enactment of No Child Left Behind in 2001. The new ranking Republican on the Committee, Rep. John Kline (R-MN), was not even a member of Congress during the development of NCLB. He has said that he is not committed to testing students in reading and math in grades three through eight and again in high school. He wants to give states maximum latitude. Indeed, one analyst has noted that his role coincides with an opportunity for Republicans to return to their “pre-Bush” conservative roots favoring moving decision making back to the states.

## Key Special Education Issues

Two key issues related to special education will be challenging for policy makers during reauthorization. First – assessing students with disabilities in relation to state standards and second utilizing student test scores to determine teacher effectiveness. Assessment of students with disabilities under NCLB has been challenging since the enactment of the law. The 2% policy put forward by the Bush Administration has been in place as an option for states while they received a grace period allowing them to waive up to 20% of students with disabilities from the accountability equation. That waiver period is about to end and there is pressure for a new solution to this challenge. In terms of teacher effectiveness, the Obama administration has put forward a definition of teacher effectiveness holding that an effective teacher will generate one year of student growth in one school year as measured by standardized tests and other measures. Applying this definition to special education teachers can be tough. Which teacher gets credit for how much student growth in a co-teaching situation? How do you assess effectiveness of teachers whose students begin the year significantly below grade level? What about teachers of subject areas which are not regularly tested, such as social studies?

## Your Advocacy

As consideration of education reform moves forward, TED members need to be engaged and vigilant. Your voice is important in the deliberations. So stay tuned and stay in touch with your congressional delegations. And remember: if you are not at the table, you are probably on the menu!!

# Welcome to our Newly Elected Board Members

**Vice President: Suzanne Robinson, *The University of Kansas***

At KU Suzanne's work is focused on teacher preparation in special education for K-12 students with high incidence disabilities and doctoral student preparation for those who will become teacher educators. She has spent over 20 years working with schools, state and regional agencies, and professional organizations in school restructuring activities to promote academic achievement for struggling learners. Suzanne's expertise focus on collaboration, school restructuring through co-teaching and consultation, building responsive student and teacher support structures, and evidence-based instructional strategies. This work has developed through numerous projects funded by the Office of Special Education Programs (OSEP) for teacher preparation of special educators and teacher leaders, teacher development within inclusiveschools, and dissemination of evidence-based practices through the Powerof2 website ([www.powerof2.org](http://www.powerof2.org)) and Special Connections website ([www.specialconnections.ku.edu](http://www.specialconnections.ku.edu)). She brings these skills —and experiences to her leadership role at the KU Center for Research on Learning (CRL) and the Strategic Learning Center (a non-profit organization) where she directs national implementation activities focused on secondary school literacy and the CRL Content Literacy Continuum. She is currently funded by OSEP to develop a new national center on tiered support strategies for writing at the secondary school level. Suzanne has been a TED member for more than 25 years. She has served on a number of TED and CEC committees. Her interests in teacher quality within both preservice and inservice settings are in keeping with the mission of the Teacher Education Division of CEC and she would welcome the opportunity to serve TED members.

**Secretary: Pamela Wolfe, *Pennsylvania State University***

Pam has been a PSU faculty member for 17 years. She received her Ph.D. from the University of Virginia and her Master's degree from the University of Kansas. She taught students with significant disabilities prior to her PSU appointment. Pam's PSU teaching responsibilities focus on her passion for teacher education. She teaches both undergraduate and graduate courses with an emphasis on instruction for students with significant disabilities such as autism. Pam takes great pride when preservice students tell her that, based on what they've learned in her classes, they now feel prepared to teach students with significant disabilities and look forward to the opportunity. Her research interests include social validation of instructional strategies, advocacy, and transition for persons having moderate/severe disabilities. In addition to extensive teacher education experience, Pam has served on a number of editorial boards devoted to teacher education such as *Research and Practice in Severe Disabilities* and *Teaching Exceptional Children*. Currently, she is a member of the National Council for the Accreditation of Teacher Education (NCATE) Board of Examiners. Pam believes that, as teacher educators and advocates for the field, TED leaders have the responsibility to monitor and, if necessary, work together to change the course of special education teacher education and student services. Based on her previous experience and ongoing NCATE involvement, Pam is well-qualified to perform the duties of the TED Executive Board Treasurer.

# Welcome to our Newly Elected Board Members

## **Representative to the CEC Representative Assembly: Leah Wasburn-Moses, Miami University**

Leah received her Ph.D. in 2005 from Michigan State University where she was a University Distinguished Fellow. She teaches classes in mild/moderate disabilities. Her research interests are in teacher education and policy development including alternate routes to licensure. She recently published a book with CEC entitled *Surviving Graduate Study in Special Education*. Leah is a former TED Student Representative and she was responsible for reviving the Kaleidoscope sessions at both the TED and CEC conferences in 2002. Currently, she serves on the TED Research Committee. She serves on the editorial board of *Exceptional Children*. Leah is committed to the ongoing professional development of her preservice students. As a part of this process, Leah enjoys taking groups of undergraduate students to the annual CEC conference. Finally, Leah is also known as a proud and dedicated mother and for being a ballerina in her fantasy life. In 2008 she played the role of the Mouse King in Miami Valley Ballet Nutcracker in Fairfield, Ohio. Leah looks forward to serving in a leadership role at TED.

## **Member-at-Large: continuing Representative to CEC's Professional Knowledge & Skills Committee: Judith Winn, University of Wisconsin-Milwaukee**

Judy coordinates the UWM-MPS Internship Program, an alternative route certification partnership between the university and Milwaukee Public Schools. This project has received both federal and foundation funding. At UW-M, Judy teaches courses in literacy, assessment, learning disabilities, and coordinates the Middle Childhood-Early Adolescence program field components. She participated in a three-year research study of technology integration in early literacy instruction in an urban school. She studied the accomplishments and problems of practice of beginning special educators and is beginning work co-teaching in a funded project to increase the effectiveness of general and special education teachers in teaching math to students with disabilities. She has published articles and book chapters about beginning special education teachers, literacy, assessment, and development and implementation of standards in teacher education. She has long been an active TED member, serving for several years as the co-chairperson of the TED Forum. In 2007, she co-chaired the TED Conference in Milwaukee. Currently she is the TED Member at Large: Representative to CEC's Knowledge and Skills subcommittee. In this role, she has led a workgroup of TED, AACTE and ATE members in developing standards for the advanced role of inclusion specialist. The proposed standards will be sent to TED members in survey form for feedback in the near future. She is well prepared to serve as TED's Representative to the CEC Knowledge and Skills subcommittee during the upcoming term.

The purpose of the SSEPC is to:

- Identify and address the unique qualities and needs of small special education personnel preparation programs.
- Facilitate professional development activities which will enhance the knowledge and skills of faculty members in small special education personnel preparation programs.
- Promote inter-professional support, collaboration, and linkage for the professional growth and improvement of faculty members in small special education personnel preparation programs.
- Facilitate and promote cooperation among small special education personnel preparation programs and Federal, State, and Local Educational Agencies.
- Facilitate support for innovation and development efforts by small special education personnel preparation programs.
- Promote and support the policies and activities of the Teacher Education Division and The Council for Exceptional Children in all its efforts concerning special education personnel preparations.



SSEPC 2010 goals are:

- Increase student membership- flyer for students attending TED
- Give student members an opportunity to present at conferences- Big Share, symposium, monograph
- Increase the membership by 5% by 2014
- Connect SSEPC members to TED committees
- Improve communication via list serve, web site and newsletter
- Financial books should be audited every two years
- Call for papers for the Monograph out in 2010
- Assisting with the 2010 conference in St. Louis
- Work collaboratively with TED to identify potential doctoral candidates and send it to HECSE
- Connect new SSEPC members to the SSEPC membership via a dinner at the TED conference

**Board Members**

Chair: Joanne Vesay  
Past Chair: Kelly O'Neal-Hixson  
Associate Chair: Evelyn Barese  
Secretary: Patti Powell  
Treasurer: Tracy Garrett  
Membership: Kate Simmons  
Web Site: Patti Whetstone  
Newsletter: Patrice Hallock  
Student Representative: Wendy Hacke

Small Special Education Programs Caucus  
Teacher Education Division, Council for Exceptional Children  
Call for Papers for SSEPC Monograph  
Theme: Preparing Preservice Teachers for Inclusive Practice

The Small Special Education Programs Caucus (SSEPC) is seeking papers for its new monograph related to inquiry and practice of the preparation of preservice teachers for inclusive practice.

The increase in inclusive practice and changing service delivery models has had an impact on practice in special education. In response to this changing landscape, teacher educators have had to revise and restructure their programs to prepare undergraduate and graduate students to teach in a variety of classroom structures. This monograph will be a collection of current research related to preparing teachers for these structures, with a particular emphasis on teacher preparation in small college and university programs. All members of the Teacher Education Division are encouraged to contribute papers.



All papers must be submitted electronically in Microsoft Word to Dr. Michele Kamens at [mkamens@rider.edu](mailto:mkamens@rider.edu) by the deadline date of August 1, 2010. Early submissions are encouraged. All submissions are subject to blind review, and must adhere to the following guidelines in

order to be considered: all submissions must follow the format of the American Psychological Association Publication Manual (6th ed.). Figures accompanying the manuscript should be camera-ready.



- Papers must use Microsoft Word and be double spaced, approximately 15-20 pages, with 1 1/2 inch margins and 12 point Times New Roman font.
- Please submit two electronic copies, one with author(s) and their professional affiliations on the title page and one without author(s) on the title page.
- Submissions should include a letter of transmittal providing the name, address, phone and fax numbers, and e-mail address of the author to whom communication about the manuscript should be addressed.
- A 100-150 word abstract summarizing the content of the manuscript should follow the title page.
- Manuscripts may be returned to authors for revision when applicable. The editors reserve the right to edit papers for space considerations, readability, or other changes that do not affect the meaning of the text.

revision when applicable. The editors reserve the right to edit papers for space considerations, readability, or other changes that do not affect the meaning of the text.

# TED Caucus/SIG meetings in Nashville

## Diversity Caucus

Thursday, April 22 10:00 a.m. - 12:00 p.m. in Ryman Ballroom C

## Small Special Education Programs Caucus (SSEPC)

Friday, April 23 10:00 a.m. - 12:00 p.m. in Ryman Studio MNO

## Paraeducator SIG

Friday, April 23 8:00 a.m. - 9:00 a.m. in Ryman Studio C

# TED Student News / Kaleidoscope

On behalf of the students of TED, we would like to extend a very warm welcome to the new Jr. Student Representatives to the TED Board: Kathryn (KC) Servilio from West Virginia University and Nicole Swoszowski from Georgia State University. These talented ladies will be the co-chairs for Kaleidoscope for the upcoming year and are open to questions and suggestions on how to make it fit with the needs of students. Their email addresses are [kcservilio@yahoo.com](mailto:kcservilio@yahoo.com) and [icain1@student.gsu.edu](mailto:icain1@student.gsu.edu) respectively.

We would also like to thank everyone who presented, reviewed presentations, and/or donated to the Kaleidoscope Raffle. It has been referred to as the Mardi Gras of the TED conferences and we are so thankful to all those who partook in the program. We look forward to seeing everyone in Seattle.

If you are a student (or faculty member who would like your students to more involved in TED) please contact Sara Aronin [saronin@mail.ucf.edu](mailto:saronin@mail.ucf.edu) or Christy Borders [bordercm@ucmail.uc.edu](mailto:bordercm@ucmail.uc.edu) to find out about one of the more than 65 opportunities to get involved.





TED Conference 2010  
November 2-6  
St. Louis, MO

Teacher Education Division of  
the  
Council for Exceptional Children

announces the

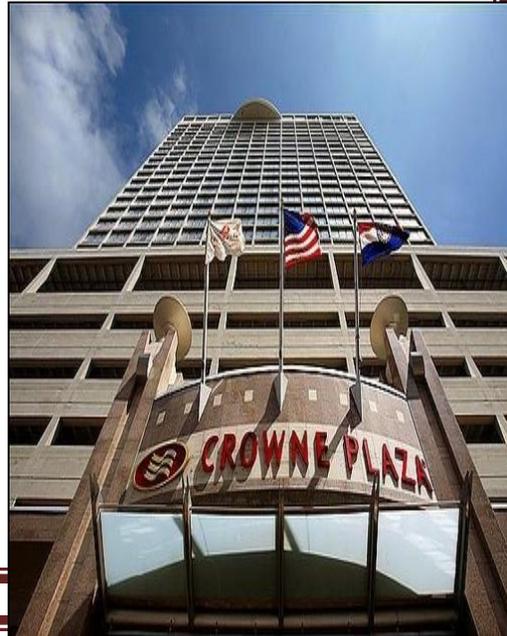
**Call for Papers for its 33<sup>rd</sup>  
Annual Conference**

to be held at the Crowne Plaza  
Hotel-Downtown

November 2-6, 2010

***Conference Theme:***

***Remembering Our Past to  
Prepare for Our Future***



*Call for Papers for Kaleidoscope  
The student forum for research at  
TED*

***Proposal Deadline:  
May 15, 2010***

*Proposals accepted electronically  
[www.tedcec.org](http://www.tedcec.org)*

*Kaleidoscope Chairs  
KC Servilio  
[serviliok@elmhurst.edu](mailto:serviliok@elmhurst.edu)*

*Nicole Swoszowski  
[icain1@student.gsu.edu](mailto:icain1@student.gsu.edu)*



*Skyline of St.  
Louis*

*Also, looking for reviewers for proposals!  
Please contact Kim Webster, at  
[webstekl@ucmail.uc.edu](mailto:webstekl@ucmail.uc.edu)*

# Adapted PE SIG

The National Association of State Directors of Special Education (NASDSE) and the National Consortium on Physical Education and Recreation for Individuals with Disabilities (NCPERID) recently collaborated to produce an on-line video conference for professional development. The title of the program is “Healthy, Physically Fit, and Ready for Action: Addressing the Physical Education Needs of Individuals with Disabilities.”

According to the Individuals with Disabilities Education Act (IDEA 2004), physical education, specially designed if necessary, is required for all students with disabilities as part of a free appropriate public education. Continued recognition of this federal mandate emphasizes a critical public health need for the physical well-being all students with disabilities. This program highlights best practices for the provision of meaningful physical education services from highly qualified teachers.

The adapted physical education video conference is as part of the 2009-2010 NASDSE Professional Development Series (see link for a description of the annual series and this year’s topics <http://www.nasdse.orgEvents/20092010NASDSESatelliteConferenceSeries/Schedule/tabid/516/Default.aspx>). Nationally recognized APE practitioners and teacher educators present practical and evidence based suggestions to assist with service delivery and to the dispel common misconceptions regarding physical education for students with disabilities.

## Questions regarding the program can be addressed to:

Dr. Ron Davis, President  
National Consortium on Physical Education and  
Recreation for Individuals with Disabilities  
Texas Woman’s University  
Department of Kinesiology, Pioneer Hall 119B  
  
P. O. Box 425647  
Denton, TX 76204-5647  
940-898-2589  
rdavis4@twu.edu

The on-line video conference can be found at the following link:  
<http://video.pattanpgh.net/mediasite/viewer/NoPopupRedirector.aspx?peid=5599f5b0-aa2b-4190-b1b9-bd95f789f74&shouldResize=False>

### **Proposed TED Adjunct Faculty Special Interest Group (SIG)**

Many IHE teacher educators are adjunct faculty. I believe that they would benefit from what we have to offer in TED. Likewise, I think that TED members would benefit from their perspectives and expertise. Perhaps we should start a SIG for adjunct faculty so they have a forum for sharing among themselves and so full-time and adjunct faculty have a place for professional discourse.

Please send me an email with your thoughts on this idea. If you do think this would be a good idea for TED, and if you are willing to assist with this, let me know that as well.

Thanks,  
Stu Schwartz  
sschwartz@nu.edu

### **Proposed TED Early Childhood Faculty Special Interest Group (SIG)**

Are you interested in meeting and networking with other early childhood special educators at TED? I am! Perhaps you find it difficult to attend both TED and DEC conferences, or maybe you would simply like to connect with other teacher educators who work in the area of early childhood. If so, please *make your interests known!* If enough interest is generated, it may be possible for us to create a Special Interest Group (SIG) within TED to address the specific needs of teacher educators in early childhood special education. If this is of interest to you, please contact Patrice Hallock (Utica College) at [phallock@utica.edu](mailto:phallock@utica.edu).

We will be meeting at the CEC Convention & Expo in Nashville, Tennessee on Thursday, April 22 from 10:00 a.m. - 11:00 a.m. in Ryman Studio G.

### **Proposed TED Early Career Faculty Special Interest Group (SIG)**

Are you a new or pre-tenured faculty member? Would you benefit from talking with other new faculty members about this new transition and moving toward tenure? Come gather with other faculty members at the same point in their careers. We can talk with each other and support one another through the many new topics involved in our early careers. We will have an initial gathering at the upcoming CEC conference in Nashville, TN. During this meeting, we will talk about particular interests of this group, the focus of the group, what we feel would be beneficial at this point in our careers, as well as what steps are required to initiate the formation of a special interest group. Look for meeting dates and times in an upcoming TED Lines.

If you have any questions or suggestions, feel free to contact Christy Borders at [christy.borders@illinoisstate.edu](mailto:christy.borders@illinoisstate.edu). Hope to see you in Nashville!

Thursday,  
4/22/10  
2:00p.m.-3:00p.m.  
Ryman Studio G

## ***TED Subdivision in Florida***

The Teacher Education Division of the Council for Exceptional Children continues to provide a local, state, and national forum for discussions and action to advance professional preparation for teachers of students with disabilities. With so many current issues at the state and national levels, our knowledge and experience are needed. Towards that end, there have been discussions related to re-initiating the Florida subdivision of TED. We would like to explore this further and ask that if you are interested in assisting with the re-initiating of the Florida TED subdivision you contact Mary Little at [mlittleucf@aol.com](mailto:mlittleucf@aol.com).

We plan on meeting at CEC in Nashville to discuss this further. Please join us on Thursday, April 22 from 10:00 a.m. - 11:00 a.m. in Ryman Studio I.



## ***Attention All NC TED Members***

The new Board of Directors of the North Carolina subdivision of TED invites you to an open forum to discuss goals, objectives and opportunities for the North Carolina TED membership. We are planning to meet at CEC in Nashville on Thursday, April 22. Please check the conference program for location and time. We look forward to seeing you there. For more information please contact Lee Sherry at [lee.sherry@uncc.edu](mailto:lee.sherry@uncc.edu).

See you in Nashville! Please join us on Thursday, April 22 from 10:00 a.m. - 11:00 a.m. in Ryman Studio H.



# Teacher Education and Special Education (TESE)

**From the TESE Editors: Laurie deBettencourt and Michael Rosenberg**

We are honored to be given the opportunity to co-edit *Teacher Education and Special Education* and want to express our gratitude to Fred Spooner and Bob Algozzine who have helped make the editorial transition seamless. We are very excited about the content of our inaugural issue. In addition to three high quality papers accepted under Fred and Bob's editorship, we have three invited articles. In the first article, Paul Sindelar, Mary Brownell, and Bonnie Billingsley outline an agenda for special education teacher education researchers, paying particular attention to policy work, innovations in preservice preparation, induction and mentoring, and professional development. In the second article, Deb Smith, Sue Robb, Jane West, and Naomi Tyler discuss the current policy landscape, connections between the shortage of teachers and the shortage of special education faculty, and the role of the federal government in addressing these shortages. In the final invited paper, our predecessors, Fred Spooner and Bob Algozzine, along with their colleagues Charles Wood and Christy Hicks, analyze the content published during their tenure as editors, reflect on these outcomes, and offer a perspective on teacher education and special education.



We are also very excited about the many changes you will notice with the appearance of the journal and its technical operations. First, there is a new cover design listing the table of contents on the outside cover. Second, we are now officially “online” with Manuscript Central (<http://mc.manuscriptcentral.com/tese>). All submissions, reviews, and communication with authors are handled electronically. This electronic process increases the promptness of the review process. Third, accepted manuscripts will be available online prior to the published hard copy getting to your mailbox. Please remember to point your students to the website and the article's .url instead of handing out hard copies when you lecture. The “impact factor” of our journal relies partly on the number of “hits” to our website. Fifth, please note our advertising of upcoming conferences or special issues on the journal website! Click on the website often!

In the next few months we will be working to develop an expanded role for Associate Editors as well as expanding the editorial board and rotating the terms of its members. We will also be working with graduate students to explore ways of integrating the work of Kaleidoscope into a section of the journal and having graduate student representation on the editorial board.

We recognize that the success of our journal is a collaborative, team effort. The journal is only as good as the manuscripts received and the quality of the reviews posted by members of the editorial board. We invite your input regarding the journal and its operations.

*Mike and Laurie*

## Multicultural Institute

Be sure to join your colleagues on Wednesday, April 21 at the **Multicultural Institute**, one of the most exciting new events at the **CEC 2010 Convention & Expo in Nashville, April 21-24**.

Alba Ortiz of the University of Texas, Austin, and Donna Ford of Vanderbilt University, Nashville, will serve as co-chairs of the institute.

Focusing on evidence-based instructional strategies for students from culturally and linguistically diverse populations, as well as strategies to address disproportionate representation in our schools, some of the top names in special education will lead discussions at this informative full-day institute on topics including:

- Racial/ethnic disproportionality.
- English language learners.



- Culturally responsive behavior development and intervention.
- Advanced placement classes for culturally different students.
- Linking student culture and teacher preparation.

**Register for the full convention**, and while you're at it, sign up for Multicultural Institute before April 2 to save \$25 off the institute's full-day registration. For additional information about the Institute, please visit the CEC Web site, **[www.cec.sped.org/convention](http://www.cec.sped.org/convention)**.



## TED INVITED SESSIONS FOR CEC ANNUAL CONVENTION 2010

**Session Leader:** Dr. Jane E. West, TED's Legislative Liaison

**Session Date:** Thursday, April 22, 2010

**Session Time:** 11:00 A.M.—12:00 P.M.

**Title:** From the Halls of Congress—Personnel Preparation in Special Education

**Abstract:** Dr. West will provide an up to the minute account of the legislative action and initiatives that will impact personnel preparation in special education along with the policy initiatives of the Obama administration related to improving the quality of teacher education. There will be a discussion of impending legislation and the underlying dynamics that might affect the outcomes.

## THE FUTURE OF SPECIAL EDUCATION TEACHER PREPARATION: CONTINUING THE CONVERSATION

**Abstract:** In this interactive session, a panel of leading figures in special education personnel preparation discuss their views of how and why teacher education will change over the next 5 to 10 years. Learn about the federal role in personnel preparation, the changing role of special and general educators in providing instruction for students with disabilities, the impact of emerging policy changes, and the significance of the rapid growth of alternate routes to licensing programs.

**Date/Time:** April 23, 2010 / 3:45 P.M. - 5:45 P.M.

**Session Leader:** Charles Salzberg, TED President-Elect  
Utah State University, Logan

**Presenters:**

- **Larry Wexler**, Office of Special Education Programs, U.S. Department of Education, Washington, DC;
- **Mary Brownell**, University of Florida, Gainesville;
- **Ben Lignugaris-Kraft**, Utah State University, Logan; and
- **Michael Rosenberg**, Johns Hopkins University, Baltimore, MD

# CALL FOR PAPERS

33rd ANNUAL CONFERENCE  
TEACHER EDUCATION DIVISION  
COUNCIL FOR EXCEPTIONAL CHILDREN



Conference Theme:

*Remembering Our Past to Prepare for Our Future*

Crowne Plaza Hotel – DOWNTOWN

St. Louis, Missouri

November 2-6, 2010

**The Executive Board of the Teacher Education Division  
of the Council for Exceptional Children  
invites you to submit presentation proposals.**

## Conference Topics:

- Historical perspectives related to the preparation of special educators.
- University-school-community partnerships that address school renewal and reform in the preparation of personnel to meet the diverse academic and social learning needs of all students.
- Collaboration between and among departments in general and special education teacher preparation programs to enhance cooperative efforts in co-teaching, inclusionary practices, and universal design for learning.
- Strategies to enhance the recruitment, support, and retention of special education personnel.
- Innovations in personnel preparation programs, curricula, and courses, including retrospectives of changes.
- Innovations in policy applications and research-based personnel preparation programs and their historical impact, including changes in accreditation standards, state curriculum standards, standards-based reform, paraeducators' roles in the delivery of direct services.
- Considerations regarding diverse populations, such as student recruitment and retention, preparation program competencies, and professional development for university faculty.
- Applications of technology in the design and delivery of personnel preparation programs both current and past.
- Examinations of the issues related to the changing role of paraeducators.
- The role of families, both in the present and past as family roles relates to personnel preparation and/or special education services.

Presentations and sessions at the 33<sup>rd</sup> Annual Teacher Education Division Conference should reflect the diversity of students and professions in the field of special education. Therefore, each presenter should be sensitive to the issues of diversity and, where appropriate, address these issues in the development of presentation proposals.

### **Session Descriptions:**

**Single Presenter:** Sessions are 50 minutes in length. The conference planning committee may combine proposals with related topics submitted by single presenters with other single presenters to form 50 minute multiple presenter session.

**Multiple Presenter / Panel Presentation:** Sessions are 50 minutes in length and may be program descriptions, qualitative research, or quantitative research papers. Session organizers must have the consent of all participants prior to submission and prepare all presenters for active exchange of ideas rather than a series of individual presentations.

**Interactive Papers:** Sessions are 50 minutes in length and allow maximum interaction among presenter(s) and participants. Presenters will develop posters that provide a brief overview of their papers. Presenters will facilitate discussions with participants. Poster specifics will be provided upon acceptance of presentation.

**Conversation Sessions:** Sessions are 50 minutes in length and use an eight person table format lead by a single presenter. Presenters will provide a brief introduction and presentation. The remaining time shall be used for table participants to discuss the topic presented.

### **Guidelines for Submitting Proposals:**

You are invited to submit a proposal for the presentation of a paper, panel presentation, or conversation session. All proposals will be submitted online at [www.tedcec.org](http://www.tedcec.org). Proposals must be submitted by May 15, 2010 to be considered. The proposal will include description of the presentation (200-500 words), using the following headings: literature review, session objectives, relevance to the conference theme, learner outcomes and audience participation. Do not include names or institutional affiliation in the summary of the proposed presentation. The session leader only will receive correspondence regarding acceptance of the presentation proposal and is responsible for communicating with other session participants.

### **Selection Criteria:**

The proposal review is a refereed process and the review team will be guided in the selection of proposals for presentation by the following criteria: (a) clarity and organization, (b) timeliness of content; (c) audience appeal; (d) presentation formats, including audience participation and the degree to which they reflect the conference theme. The review process will consider, where appropriate, acceptance of presentation proposals outside the conference theme based on their overall quality. Applicants will be notified of acceptance by August 1, 2010.

### **Conference Location:**

The Thirty-Third Teacher Education Division Conference will be in St. Louis, Missouri at the Crowne Plaza St. Louis - Downtown. The Crowne Plaza St. Louis Downtown is near the prime attraction of St. Louis, the Gateway Arch. Visible from the lobby's windows and the pool deck, the arch symbolizes St. Louis's status as the gateway between the eastern and western United States. The hotel is just minutes from Busch Stadium, the convention center, and the restaurants and nightclubs of Laclede's Landing..

Hotel rates are \$139 (1-2 persons; over 2 persons adds an additional \$10 per person). These rates also apply three days before and after the conference if space is available. Reservations can be made by calling 1-800-925-1395 prior to 10/09/2010. You must mention the Teacher Education Division Council for Exceptional Children to receive the special rate.

# Awards

## TED Publication Award

Congratulations to

**Dr. Leah Wasburn-Moses**

and

**Dr. William J. Therrien**

**2009 TED Publication Award**

For their *TESE* Article:

“The Impact of Leadership Personnel Preparation Grants on the  
Doctoral Student Population in Special Education”

## TED/Pearson Award

Please join us at the **TED/Pearson Award Reception**  
(formerly known as the TED/Merrill Award Reception)

as we honor the accomplishments of

**Dr. James McLeskey**

from the University of Florida.

**Thursday, April 22**

**5:30 p.m.—7:00 p.m.**

Tennessee Ballroom B

2010 CEC Convention and Expo

Nashville, Tennessee

# CEC Continues to Make Progress on Strategic Goals

**Goal 1:** To improve the conditions of teaching and learning and support the highest quality of services for individuals with exceptionalities.

CEC will hold a preconvention Multicultural Institute as a part of the CEC 2010 Annual Convention & Expo in Nashville. The institute will be chaired by Drs. Donna Ford and Alba Ortiz and will focus on evidence-based instructional strategies for students from culturally and linguistically diverse populations. It will also address successful strategies for addressing disproportionate representation in our schools. The CEC 2010 Convention & Expo final program will also have Featured Multicultural Sessions (formerly the Multicultural Summit) CEC is collaborating with other organizations dedicated to improving the quality of the educational experience of all children: instructional content area groups; age-specific groups; and administrators' organizations.

**Goal 2:** To foster and effectively communicate the use of evidence-based practices in general and special education and early intervention.

We published the *Exceptional Children* special issue on Evidence-Based Practice for Reading, Math, and Behavior (Spring 2009) that was devoted specifically to testing five educational practices using the evidence-based guidelines established in 2005 issue of *Exceptional Children*.

**Goal 3:** To foster mutual understanding and reciprocal partnerships internationally, supporting professionals in improving the lives of individuals with exceptionalities.

The registration and call for proposals are now open for *Embracing Inclusive Approaches for Children and Youth with Special Education Needs*, an international special education conference to be held in Riga, Latvia, July 11-14, 2010. The sponsoring organizations are DISES, CEC, Center for Education Initiatives (CEI), and the International Step-by-Step Association (ISSA). The deadline for online proposal submission is January 30, 2010. The Board of Directors reviewed the final report of the CEC International Role Workgroup, chaired by Clay Keller, including proposed recommendations to broaden the international scope of CEC's culture, content, and experiences; increase the number of CEC members from outside the United States and Canada; and increase the number of CEC leaders from outside the United States and Canada.

# CEC Continues to Make Progress on Strategic Goals

**Goal 4:** To promote growth and diversity in membership by building a more engaged community to enhance professional practice, learning, leadership, and collaboration.

CEC has completed the tri-annual membership survey focused on learning more about members' and non-members' needs, wants, and concerns. State/Provincial Conference Calls – Dan Ratner and Susan Simmons held conference calls with 11 state and provincial units in the fall to discuss membership strategy and provide resources for supporting membership growth on the unit level. Renewal Mailing Improvements – The cover letters in the renewal reminder mailings have been enhanced to speak directly to the member. The process has also been streamlined to reduce the amount of time between the date data is pulled from the system and the date the mailing is sent out. This reduces the number of members receiving reminders after a recent renewal. E-mail Recruitment Campaign – In December, an end-of-the-year offer was e-mailed to nonmember CEC SmartBrief subscribers. A \$20 discount on Professional membership dues was offered as an incentive to join and reminders of the tax deductibility of dues payments and the Dues Installment Plan payment option were also highlighted. Dues Installment Option Live on the Web – At the beginning of December, the online membership application was enhanced to allow users to join CEC and renew their current memberships using the Dues Installment Plan as a payment option. The plan allows members to pay dues over time instead of all at once and has become a powerful and popular way to help members in these tough economic times.

**Goal 5:** To advance governmental policies impacting the teaching and learning of individuals with exceptionalities and the practice of professionals who work on their behalf.

CEC has aggressively pursued an ambitious policy agenda, including advocacy for mandatory full funding of the *Individuals with Disabilities Education Act* (IDEA), implementation of the *American Recovery and Reinvestment Act* (ARRA), and helping to save the *Jacobs Javits Gifted Education Act* appropriations. Policy and Advocacy staff was able to play an instrumental role in the crafting and introduction of legislation in the House and Senate to help protect all students from the misuse of restraint and seclusion practices. To address Differentiated Compensation Systems, CEC is conducting a number of activities. The Representative Assembly conducted a SharePoint discussion on the issue. CEC has also recently brought together an Expert Advisory Group to examine current differentiated compensation systems, policies, and practices.

**Goal 6:** To continuously improve organizational performance and fiduciary effectiveness to provide value to members and customers.

Further suggestions to the Ethical Principles were sent to the Professional Standards and Practice Committee. The Representative Assembly and Board of Directors discussions relating to the proposed amendments were considered, and the revised Ethical Principles are to move forward for consideration.



**CEC Talking Points**  
**FY 2011 Education Budget**  
**Feb. 1, 2010**

**President Obama released his proposed fiscal year 2011 education budget on Feb. 1, 2010. CEC is providing you with these talking points on CEC's response to the budget for your use in discussions with the media or your members.**

CEC commends the president for an ambitious new direction for federal K-12 education policy, but is disappointed that the President has missed the opportunity to fulfill his campaign promise to fully fund the Individuals with Disabilities Education Act (IDEA).

The Federal government's failure to keep its promise to individuals with disabilities, their families and educators jeopardizes the timely delivery of high quality services and supports, especially a concern in times of record state budget deficits.

CEC, the nation's premier special education association representing more than 35,000 special educators nationwide, has worked tirelessly for decades toward full funding of IDEA, including IDEA Part B state grants, preschool grants, early intervention grants, the support programs, as well as special education research in the Institute of Education Sciences (IES).

The Administration has chosen to consolidate the nation's investment in gifted education, the Jacob K. Javits Gifted and Talented Students Education Act, with other programs that do not directly address the unique learning needs of this underserved student population.

CEC is disheartened to see gifted education as an afterthought in the budget and hopes this program consolidation does not result in the complete withdrawal of the federal government's investment in gifted education.

This budget comes as a particular disappointment given that it follows the passage of the American Recovery and Reinvestment Act (ARRA), which provided a two-year increase in funds just last year. That funding increase is due to expire Sept. 30, 2011, with limited new funds in this budget to fill the gap.

CEC has conveyed to Congress and the Administration the need for increasing federal investment in all IDEA programs, and this budget makes it clear that there is much work ahead until the day that the IDEA promise is fulfilled.

CEC stands ready to work with the administration and Congress to develop policies that support positive educational outcomes for children and youth with disabilities and/or gifts and talents.



## Special Educators Support New Legislation On Restraint & Seclusion

*New law will protect most vulnerable students with disabilities*

**Arlington, Va., Feb. 4, 2010 – The Harmful Restraint and Seclusion in Schools Act (HR4247)**, which would prohibit school personnel from using any physical interventions that would compromise the health and safety of a student, will serve to protect some of the nation’s most vulnerable students – children and youth with disabilities – according to the Council for Exceptional Children (CEC).

CEC, along with its division, the Council for Children with Behavior Disorders (CCBD), played a key role in the bipartisan legislation that aims to protect children from misuse of restraint and seclusion practices. Both organizations have long been concerned with the issue of children who are being inappropriately secluded and/or restrained in the nation’s schools. If used appropriately, restraint and seclusion can be effective tools when dealing with children with behavioral issues.

The legislation, **The Harmful Restraint and Seclusion in Schools Act (HR4247)**, was introduced in December by U.S. Rep. George Miller (D-Calif.), chairman of the House Education and Labor Committee, and U.S. Rep. Cathy McMorris Rodgers (R-Wash.), a member of the Committee and vice chair of the House Republican Conference in December, and is scheduled for markup today. It is the first national effort to address harmful restraint and seclusion.

“CEC applauds Chairman. Miller and Rep. McMorris Rodgers for their leadership and supports this legislation to provide a unified system of support for children, youth and professionals,” said Deborah Zeigler, CEC’s associate executive director for policy and advocacy services. “CEC pledges to work with the field to assist in the implementation of this legislation and to continue to foster good evidence-based practices that will ensure that all students are protected from extreme and inappropriate use of physical restraint and seclusion in schools.”

**For more information about CEC, visit [www.cec.sped.org](http://www.cec.sped.org)**

*CEC is an international community of educators who are the voice and vision of special and gifted education. CEC’s mission is to improve the quality of life for individuals with exceptionalities and their families through professional excellence and advocacy.*

**1110 N. Glebe Road, Suite 300, Arlington, VA 22201-5704 (P) 800.224.6830 (TTY)  
866.915.5000 (F) 703.243.3961  
[www.cec.sped.org](http://www.cec.sped.org)**

**President's FY 2011 Education Budget is "Missed Opportunity"  
for Special, Gifted Education**  
*CEC will continue working toward increased funding for special & gifted education*

**Arlington, Va., Feb. 1, 2010** – President Obama's proposed fiscal year 2011 education budget, while signaling an ambitious new direction for federal K-12 education policy, is a disappointment to national special education advocates hoping the President would fulfill his campaign promise and fully fund the Individuals with Disabilities Education Act (IDEA), the 35-year-old special education law which promised funding levels never realized, according to the Council for Exceptional Children (CEC).

"CEC commends the President for sending the nation a clear signal that he is serious about education," said Deborah Ziegler, Associate Executive Director for Policy and Advocacy at CEC. "But we are disheartened to see the President did not use this opportunity to fulfill his campaign commitment to fully fund special education and early intervention programs."

When the Federal government fails to keep its promise to individuals with disabilities, their families and educators, Ziegler said, it jeopardizes the timely delivery of high quality services and supports, especially a concern in times of record state budget deficits.

CEC, the nation's premier special education association representing more than 35,000 special educators nationwide, has worked tirelessly for decades toward full funding of IDEA, including IDEA Part B state grants, preschool grants, early intervention grants, the support programs, as well as special education research in the Institute of Education Sciences (IES).

CEC joined other disability and education advocates in applauding the leadership of the President and Congress in the passage of the American Recovery and Reinvestment Act (ARRA), which provided a two-year increase in funds just last year. That funding increase is due to expire Sept. 30, 2011, with limited new funds in this budget to fill the gap.

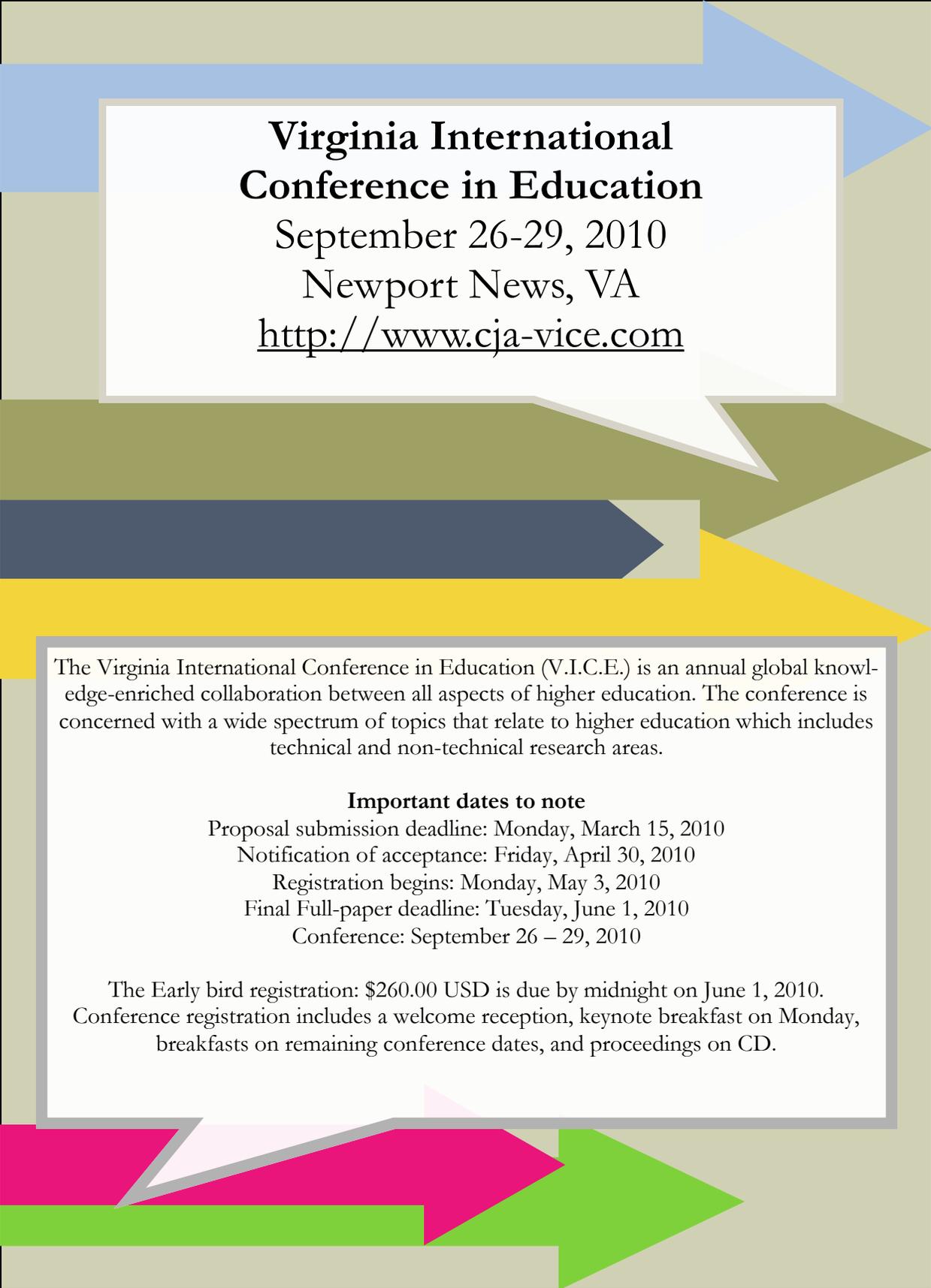
"We have conveyed to Congress and the Administration the need for increasing federal investment in all IDEA programs, and this budget makes it clear that there is much work ahead," Ziegler said. "Another opportunity to make progress toward fully funding IDEA has, sadly, been missed. We look forward to working with the Administration toward one day seeing that promise fulfilled."

Furthermore, the Administration has chosen to consolidate the nation's only investment in gifted education, the Jacob K. Javits Gifted and Talented Students Education Act, with other programs that do not directly address the unique learning needs of this underserved student population.

"Our nation cannot afford to keep making gifted education an afterthought. We hope that this program consolidation does not result in the complete withdrawal of the federal government's investment in gifted education," Ziegler said, adding that CEC stands ready to work with the administration and Congress to develop policies that support positive educational outcomes for children and youth with disabilities and/or gifts and talents.

**For more information about CEC, visit [www.cec.sped.org](http://www.cec.sped.org)**

*CEC is an international community of educators who are the voice and vision of special and gifted education. CEC's mission is to improve the quality of life for individuals with exceptionalities and their families through professional excellence and advocacy.*



## Virginia International Conference in Education

September 26-29, 2010

Newport News, VA

<http://www.cja-vice.com>

The Virginia International Conference in Education (V.I.C.E.) is an annual global knowledge-enriched collaboration between all aspects of higher education. The conference is concerned with a wide spectrum of topics that relate to higher education which includes technical and non-technical research areas.

### **Important dates to note**

Proposal submission deadline: Monday, March 15, 2010

Notification of acceptance: Friday, April 30, 2010

Registration begins: Monday, May 3, 2010

Final Full-paper deadline: Tuesday, June 1, 2010

Conference: September 26 – 29, 2010

The Early bird registration: \$260.00 USD is due by midnight on June 1, 2010.  
Conference registration includes a welcome reception, keynote breakfast on Monday, breakfasts on remaining conference dates, and proceedings on CD.

## The Association for the Gifted (TAG)

For 50 years, The Association for the Gifted (TAG), as a Division of The Council for Exceptional Children (CEC), has been the leading voice for special and gifted education. CEC-TAG establishes professional standards for teacher preparation for the field, develops initiatives to improve gifted education practice, and ensures the needs of children and youth with exceptionalities are met in educational legislation. Become a member of a team of professionals devoted to (a) improving educational opportunities for individuals from all diverse groups with gifts, talents, and/or high potential; (b) sponsoring and fostering activities to develop the field of gifted education; (c) supporting and encouraging specialized professional preparation for educators; and (d) working with organizations, agencies, families, or individuals who are interested in promoting the welfare and education of children and youth.

### Member benefits:

- Four issues of the Journal for the Education of the Gifted (JEG) per year (includes online access to current and past issues)
- Six issues of Teaching Exceptional Children
- Four issues of Exceptional Children
- Quarterly newsletters from CEC and from CEC-TAG
- A discounted member rate for all meetings of CEC and TAG
- 30% discount on all CEC products
- 10% discount on Prufrock Press products
- Peer-to-peer support
- A network of colleagues who are leaders in the field of gifted education



To Join please visit [www.cec.sped.org](http://www.cec.sped.org)

### Are you a Social Networker?

If you are a member of Facebook and would like to join the **TED Group**, please follow the link below....

<http://www.facebook.com/home.php#/group.php?gid=71295024162>



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