

THE COUNCIL FOR EXCEPTIONAL CHILDREN  
**TEACHER EDUCATION DIVISION**

**REPORT OF:** REPRESENTATIVE TO THE REPRESENTATIVE  
ASSEMBLY

**DATE:** MARCH 24, 2007

**FROM:** MARILYN FRIEND

**TERM:** January 2007 - December 2008

**GOALS:**

1. Communicate from RA to TED Board essential information related to the organization's activities, planned policy changes, strategic plan, and other items of interest and relevance to TED.
2. Convey from TED Board to RA the organization's views on issues that have been raised, initiatives for discussion by RA, concerns related to policies and strategic planning, and other information as requested.
3. Represent TED at RA face-to-face meetings and during RA on-line discussions.

**ACCOMPLISHMENTS:**

1. Participated (November 2006-March 2007) in RA discussions of these items as TED representative:
  - a. Continuation of a discussion on the issues surrounding responsiveness to intervention as a criteria for determining eligibility for services in the area of learning disabled.
  - b. Ongoing discussion of evidence-based practices—the meaning of that term and the criteria for determining whether a practice is evidence-based.
  - c. The lack of nominations for the committee on nominations (with the larger issue being the absence of significant member involvement in this process and the reasons for this situation)
  - d. Questions related to the reauthorizations of ESEA, including the following topics:
    - i. Accounting for the unique needs of students with gifts and/or talents (four discussion questions)
    - ii. Supporting a well prepared successful educational workforce (seven questions, including special education training needs for general educators, alternative route to licensure, student achievement as a measure of teacher effectiveness, HOUSSE,

multi—subject HOUSSE, supports for assisting special educators to become highly qualified)

iii. Improving outcomes for all students through the collaboration of general and special education (five questions, including early intervening services and response to intervention)

iv. Strengthening assessment and accountability for all students (four questions, including out-of-level testing and growth models)

v. Full funding of NCLB

vi. Developing improved strategies that create positive school reform.

#### **ACTION ITEMS:**

1. At the RA meeting in Louisville, the assembly will be asked to prioritize the most critical issues in the field. Those identified as most critical will receive increased attention from CEC. The list of possible issues is drawn from the CEC membership on-line survey and includes these items:
  - Funding (e.g., adequate federal, state, and local funding for programs, services, and staff in special education and related services; education funding)
  - Staff shortage (e.g., personnel shortages in special education, related services, higher education, recruitment and retention of a diverse workforce)
  - Accountability (e.g., multiple demands for accountability---IDEA, NCLB, state requirements, local requirements, legal requirements)
  - NCLB Issues (e.g., relation to special education, scientifically based instruction, assessment, adequate yearly progress, highly qualified teachers; time taken from teaching to complete testing, individual growth models, funding)
  - Multi-support (e.g., need for increased administrative support at the local and state level re polices including support from administrators at the central office and building level; support from colleagues and parents, and the availability of materials, resources, training, and professional development)
  - Instructional Resources (e.g., availability of adequate and appropriate resources, response to need---when the rules change how quick can we get resources to keep up?)
  - Paperwork (e.g., excessive time needed for documentation of assessment, parent notification, provision of services, time taken from students to

complete paperwork. Who are we serving, students or government regulations?)

- Time Shortage (e.g., insufficient time to complete required/needed activities to provide programs and services in special education and related services)
- Inclusion (e.g., provision of programs and services for students with exceptionalities within the regular education program)
- Professional Development (e.g., need for customized knowledge related to job activity, university preparation for today's educational needs)
- Disproportionate representation in special education (e.g., over representation in disability areas and under representation in gifted education)
- Research (e.g., evidence-based practice, RTI, successful interventions for students with attention to the needs of culturally and linguistically diverse learners)
- Practice (e.g. transition, alternative assessment. outcomes, eligibility, discipline, collaboration, serving culturally and linguistically diverse students)
- IDEA implementation ( e.g. RTI, qualifications for inclusive and congregated settings, teacher retention, alternate assessment, highly qualified teachers, discipline, outcomes and transition needs, successful interventions for students)

Direction is needed from the Board for the three items seen as most critical by the Teacher Education Division so that they can be put forward.

2. The meeting of the Representative Assembly includes the opportunity for members to bring to the floor items for discussion or other consideration. If the TED board has any items to bring forward I need direction on the nature of the items and the position TED would like to communicate.