

Fall 2005



T E D L I N E S

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

TED Line-up

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

TED Mission Statement

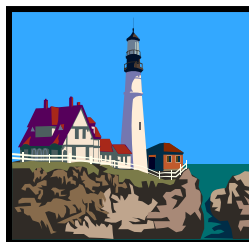
The Teacher Education Division of the Council for Exceptional Children is an organization that supports and stimulates continued improvements in practices in order for all individuals with diverse abilities and disabilities to achieve optimal educational outcomes. Composed of teacher educators, and others, it supports the professional development of individuals with diverse abilities and disabilities and their families.



The New Era of Accountability: Challenges and Opportunities

28th Annual TED Conference & 1st Annual TED/TAM Conference

Holiday Inn by the Bay
Portland, Maine
November 9-12, 2005



This conference promises to be an informative, invigorating resource for gaining new insights and networking with colleagues.

Conference registration is located on page 2. Details of the Conference are on pages 4-5. Further conference information can be found at www.tedcec.org.

For the latest information and up to date issues regarding TED... visit us at www.tedcec.org



The New Era of Accountability: Challenges and Opportunities
28th Annual TED Conference and 1st Annual TED/TAM
Conference
Portland, Maine
November 9-12, 2005
Registration

Send Registration to:
Diana Hammitte
Teacher Education Division
P. O. Box 766
Statesboro, Georgia 30459.

Please type or print clearly. The following information will be used for the nametag.

Name: _____ CEC ID# _____ Exp. _____
 Last First Initial

Affiliation: _____ Position: _____

Address: _____
 Street City State/Province Zip/PostalCode

(____) _____ (____) _____
 Telephone Fax E-mail

*******ALL PRESENTERS, INCLUDING STUDENT PRESENTERS, MUST REGISTER BY SEPTEMBER 17TH OR THE PRESENTER'S NAME AND SESSION WILL NOT BE INCLUDED IN THE 2005 TED/TAM PROGRAM.*******
All other pre-registrations and payments must be postmarked by October 22, 2005. On-site registration and payment will be enforced after this deadline.

Check appropriate space	Pre-registration	On-site	Insert Amount
<input type="checkbox"/> CEC TED/TAM member	\$225.00	\$300.00	\$ _____
<input type="checkbox"/> Non-member	\$250.00	\$325.00	_____
<input type="checkbox"/> Student CEC Member*	\$150.00	\$200.00	_____
<input type="checkbox"/> Student Non-member*	\$150.00	\$200.00	_____
<input type="checkbox"/> TAM Workshop #1 (11/9)	\$100.00		_____
<input type="checkbox"/> TAM Workshop #2 (11/9)	\$100.00		_____
<input type="checkbox"/> TAM Workshop #3 (11/9)	\$100.00		_____
<input type="checkbox"/> Research Workshop (11/12)	\$ 35.00		_____
<input type="checkbox"/> Friday night lobster dinner	\$ 53.00		_____

*Student Advisor's signature/institution _____

Over head projectors and screens are provided, **all other equipment rental \$125.00** _____

Total amount _____

Please make checks payable to: **Teacher Education Division OF CEC** and remit in **U.S. Dollars only**. Credit cards and purchase orders **cannot** be accepted.

A \$50.00 fee will be charged for all cancellation requests. Written requests must be received before **October 14, 2005**. Refunds will not be honored after this date.

Please check (✓) special events that are of interest and which you will attend. All costs are included in registration fee.
 Welcome Reception: 11/9/05 Presidents' Reception: 11/10/05 Kaleidoscope Doctoral Reception: 11/11/05

Please indicate special needs or accommodations that will ensure your successful participation in the conference. Thank you.

To help up plan for future conference, please respond to the following questions:

Are you a member of: TAM TED Is this your first conference for : TAM TED

Lines From The President...

Betty Epanchin

Greetings from the TED President,

I hope your semester is progressing well and your calendar includes a trip to Portland, Maine in November. I also hope that all of us are able in some way to help our colleagues and friends in the Gulf States who have endured much trauma and loss. Events such as Katrina and Rita are horrible reminders of how quickly life as we know it can change and how important human connectedness is.

Professional connectedness is one of the primary reasons many of us are members of TED. Through our publications and conferences, colleagues with like interests and responsibilities can network and learn from one another. Our upcoming conference promises to be an outstanding opportunity for sharing, learning, and networking. This year our conference is being planned and carried out collaboratively with TAM. Some of the highlights of the conference are:

- Our keynote speaker is Dr. Barnett Berry, President of the Southeast Center for Teaching Quality. His presentation is: *The Future of Teaching In America*
- After considerable effort and several years of work, the AERA Panel on Research and Teacher Education has made its report. We will have an invited Session about the AERA Panel entitled: *What Does it Say about Teacher Education and Special Education?*
- We will have another invited session entitled: *Thinking about Doctoral Programs in Special Education: Why, for Whom, What kind, Which one, Preparing for Success*
- We will have a post-conference workshop for which one must register and pay an additional fee. It is entitled: *Quality Inquiry in Teacher Education: Achieving Quality Research on a Limited Budget*. Dr. Marlene Pugach and Dr. Corrine Glesne will be conducting this workshop.

Additionally, some of our TED favorites are scheduled:

- The 2005 Course Idea Exchange Session: Where's the Data? ...from Assessments to Scoring Guides to Candidate Data
- Jane West will provide us with a Washington Update

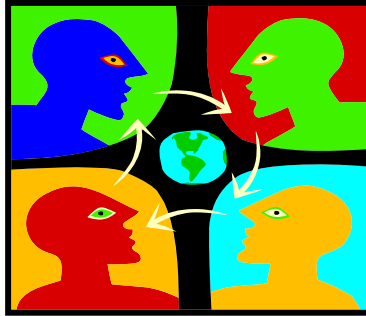
The conference hotel is already full and registration is progressing very well! We are hoping this will be a record-setting conference!!

In addition to conference planning, your TED officers have been working hard to promote our TED agenda in Washington and within the organization. Elections are underway now and the results will be announced at our conference. In addition to coming to the conference, I hope our membership will vote! We have an outstanding slate of candidates!

It has been both a pleasure and honor to serve as president of TED for the past 16 months! I thank you and look forward to seeing you soon.

Betty Epanchin

The New Era of Accountability: Challenges and Opportunities



28th Annual TED Conference & 1st Annual TED/TAM Conference

Holiday Inn by the Bay
Portland, Maine
November 9-12, 2005

The Holiday Inn by the Bay will host most of the meetings during the conference. It is located at 88 Spring Street, Portland, Maine 04101. Rooms face the Portland Harbor on one side and the White Mountains on the other. The hotel has an indoor pool, fitness center and sauna. Parking is free in the underground garage. The hotel has free shuttle service to and from the Portland Airport. All guestrooms have secure high-speed Internet access.

Preconference Workshops

Wednesday, November 9, 2005
8:30 - 11:30 am

Tips and Tricks in Using Technology to Face Challenges and Opportunities of the New Era for Teaching, Research, and Service.

Presenters:

Tara Jeffs, Cheryl Wissick, Alisa Lowrey, Dave Edyburn,

Building and Sustaining Online Learning Communities
to Enhance Professional Development

Presenter:

Betsy Lowry

Assistive Technology and Universally-Designed Instructional Technologies: Teaming Up to Meet the Needs of All Learners

Presenters:

Joy Smiley Zabala and Skip Stahl

The Teacher Education Division and the Technology and Media Division are proud to sponsor a workshop at the 2005 Conference

Qualitative Inquiry in Teacher Education: Achieving Quality Research on a Limited Budget

Leaders - Dr. Marleen Pugach and Dr. Corrine Glesne

This workshop is intended for novice researchers, doctoral students as well as experienced researchers who are new to qualitative inquiry. Through a highly interactive format, participants will work on shaping individual qualitative research projects in teacher education. Practice in observation and interview techniques will also be provided.

Where: TED/TAM 2005 Conference, Portland Maine

When: Saturday, November 12, 2005

Time: 8:45 a.m. -11:45 a.m.

Cost: \$35

SPACE IS LIMITED SO REGISTER EARLY!

Suggested readings prior to attending the workshop may be found at www.tedcec.org



For additional information regarding conferences or travel details, please visit www.tedcec.org

Friday Night's Dinner

Garden Salad w/ House dressing
 Fresh Haddock chowder
 1 1/8 lb. Steamed lobster
 Baked potato
 Fresh vegetables
 Italian bread
 Blueberry cobbler
 Coffee, tea or soda



\$53.00 includes dinner, tax, gratuity, and transportation to and from the restaurant.

Cash bar available.

Seating limited to 65 persons.



TED Elections



The following TED members have agreed to run for office.

Please vote. Online voting is available at <http://www.tedcec.org>.

You may continue voting online or on site at the TED conference in Portland, Maine through Thursday, November 10.

Vice-President

Chriss Walther-Thomas is Professor and Chair of the Department of Special Education at the University of Kansas. Prior to this appointment, she was a Professor in the Educational Policy, Planning, and Leadership Program at the College of William & Mary (1990-2003). She was a clinical instructor in the Department of Special Education at the University of Utah (1978-1986). She writes about leadership development, co-teaching, collaboration, and inclusive school development; she presents regularly on these topics. Over the past 25 years, she has directed more than \$15 million in state- and federally-funded projects focused on graduate education, school research, and technical assistance to teachers, administrators, and related services providers. She has served on state and national Council of Exceptional Children committees and is a past president of the Council for Learning Disabilities.

Treasurer

Kelly O'Neal received her Doctorate degree in Special Education from the University of Nevada, Las Vegas in 2003. She accepted a faculty position in the Department of Special Education at Associated Colleges of Central Kansas (ACCK), which is a consortium of six small, private colleges. During her service at ACCK, she was involved in organizations supporting higher education (Kansas Association of Colleges of Teacher Education and Kansas Association of Private Colleges of Teacher Education), as well as service on various educational committees. This year, she began as assistant professor at Emporia State University in the Department of Psychology and Special Education. Currently, she is an active member of Council for Exceptional Children, including the following divisions: Teacher Education (TED), Technology and Media (TAM), & Learning Disabilities (DLD). Her research interest includes using Web-based collaboration software for online distance education, live interactive communications and virtual mentoring.

Mary Anne Prater is currently Professor and Chair of the Department of Counseling Psychology and Special Education at Brigham Young University. Prior to moving to BYU in 2001, she was employed by the University of Hawaii for 11 years where she served as Department Chair for 4 years and Interim Associate Dean for 2 years. Mary Anne has been an active member of TED since she earned her Ph.D. from Utah State University in 1987. She has attended almost every TED conference for the past 20 years and has been TED Program Chair or Co-Chair for 3 Conferences (Honolulu, Palm Springs, Albuquerque). Mary Anne has served in leadership positions for the CEC Hawaii Federation as President, Treasurer and Representative. She is excited about the possibility

Representative

Cynthia Vail received her Ph.D. from Florida State University and has been on the faculty of the University of Georgia in the Department of Communication Sciences and Special Education since 1989, where she is currently Associate Professor. She coordinates the Early Childhood Special Education graduate program at UGA. In this role, she prepares master's, specialist's, and doctoral level graduate students who work in the field of early intervention and ECSE. Dr. Vail is also active in the undergraduate program where she teaches coursework in collaboration and family partnerships. Her research interests include teacher collaboration, partnering with families, and fostering play in young children with challenging behaviors. She has published in *The Journal of Early Intervention*, *Teacher Education and Special Education*, *Teaching Exceptional Children* and other scholarly journals. Dr. Vail has been an active member of TED for many years, and served as Secretary for TED 1995-1997. She also provides leadership in Georgia as the current Chairperson of the State Interagency Coordinating Council for Early Intervention Programs.



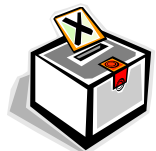
Nancy M. Sileo is associate professor of special education at the University of Nevada Las Vegas. Nancy's areas of interest include teacher education special education, early intervention, and HIV/AIDS prevention education. Nancy has been active in CEC since 1992, when she was the Student CEC Governor from Hawaii. Nancy has been active with TED since 1995 when she made her first professional presentation, a first year doctoral student, at TED in Hawaii. Nancy continued her involvement in TED throughout her doctoral program and served as the student representative to the Conference Advisory Committee (CAC). Following her term as the student representative on CAC, Nancy served as a regular member and then chair of the committee. Nancy has also served as Co-Program Chair for two TED conferences – TED 1999 Palm Springs, and TED 2004 Albuquerque.

Bill Bauer is the Director of the Master's in Education Program at Marietta College in Marietta, Ohio. He has been a member of CEC since 1986. He was the President of the student CEC program at OU and a member of the Southeastern Ohio Chapter. He was a former teacher in the public school system, principal and director of a State-wide Assistive Technology Program in Ohio. He has a B.S. in Special Education from Ohio University, an M.S. in Education from Ohio University (Administration), an M.A. in Rehabilitation Counseling from The Ohio State University and a Ph.D. in Rehabilitative Services from The Ohio State University. He is former Chair of the Ohio Governor's Council on People with Disabilities and Founder of the Ohio Governor's Council Youth Leadership Forum for High School Students with Disabilities. Currently, he is a Commissioner for The Ohio Legal Rights System (the State Protection and Advocacy System for People with Disabilities in Ohio).

Member at Large

Cynthia R. A. Watkins, an Associate Professor at Belmont University and Director of the Special Education Consortium Program of Nashville, TN, has been active in TED for the past eleven years. Cynthia began her affiliation with TED as a student member while completing her PhD at the University of Missouri. As a student member she helped develop, was a first presenter and later coordinated the Doctoral Kaleidoscope Forum. She continues to assist with the Doctoral Student Group as a Forum speaker. Cynthia is currently the Past Chair of the Small Special Education Programs Caucus (SSEPC). During her ten year involvement with SSEPC, she led the realignment of the SSEPC constitution as well as initiated and then served as coordinator for five years for the SSEPC Silent Auction. Cynthia has been active with the Diversity Committee since 1996. She served as Member-at-Large (1998-2001), Symposium Coordinator (1999-2004) and Chair (2001-2004). As Diversity Committee Chair she spearheaded the TED Student Scholarship. Cynthia is currently Chair of the Diversity Caucus and led the transition from Diversity Committee to Diversity Caucus. As Chair of two very active constituent groups, Cynthia was charged by the TED Executive Board with development of a format for groups to become caucuses. This led to the Application for Incorporation for Affiliates of TED. Cynthia has assisted in less visible capacities with the conference coordination committees for the Los Vegas, NV, and Portland, ME, TED Conferences. The opportunity to work with such varied subgroups of TED has provided Cynthia with unique insights into the complex workings of membership. She understands the importance of collaboration, communication, involvement, affirmation, and camaraderie as effective tools for increasing and maintaining membership.

Lisa Monda-Amaya is an Associate Professor in the Department of Special Education at the University of Illinois in Urbana-Champaign. She has coordinated teacher preparation programs in the Department for nearly 15 years. Dr. Monda-Amaya's research interests are in the areas of teacher preparation, teacher leadership, collaboration, and strategies for including students with disabilities in the general classroom (academic and social). She has published in *Exceptional Children*, *Remedial and Special Education*, and *Teacher Education and Special Education* among others. Dr. Monda-Amaya has been heavily involved in teacher preparation and certification activities at the state level and has worked diligently to influence policy decisions in Illinois. She has served as an officer in the Illinois Teacher Education Division (ITED) for 10 years. Dr. Monda-Amaya received the Outstanding Undergraduate Professor and the Career Teaching Awards from the College of Education, as well as the ITED state award for Excellence in Teaching.



Dorothy Jean (D.J.) Yocom earned her doctoral degree from Oregon State University and is currently an Associate Professor in the Special Education Department at the University of Wyoming. D.J.'s current position is Co-Director of the federally funded State Improvement Grant for the state of Wyoming. The primary portion of D.J.'s responsibility under the SIG is the development of the Wyoming Collaborative Mentorship Academy where she provides inservice to general education teachers and administrators on inclusive practices. Her research interests include the integration of special education content into elementary classroom environments, effective pre-referral approaches, and best practice instructional strategies for general education teachers which can enable them to work with students with special educational needs in their classrooms. Some of her current research projects include a multi-state examination of Response to Intervention, an examination of an elementary school-wide pre-referral model for decreasing special education identified children, and inservice/preservice work on effective collaborative practices between general and special education university professors.

Candice Hollingsead is a Professor and Chair of the Department of Teaching, Learning, and Curriculum at Andrews University in Michigan. In addition to her administration position, she facilitates coursework in special education programming for undergraduates and graduate pre-service teachers and in-service educators. Candice holds degrees from the University of Kansas in special education and educational administration (PhD). Dr. Hollingsead has been recognized with prestigious awards as an outstanding teacher at the university level (Daniel Augsburger Excellence in Teaching, 2003) and at a national school district level (International Council for Learning Disabilities National Teacher of the Year, 1995). She extends her strengths and skills beyond the university via in-service field teacher training. In the past 8 years, she has provided schools with 68 training opportunities and 42 national/international research conference presentations. Currently, Dr. Hollingsead is involved in a research project with 4 other institutions of higher education investigating the use of multimedia case study instruction and the variables related to teacher transfer of knowledge and validated interventions into practice (Phase III Steppingstones Research Grant). Candice Hollingsead has been active in the Teacher Education Division of CEC since 1997.

Cynthia L. Wilson received her doctoral degree from Florida State University and is currently associate professor in the Department of Exceptional Student Education at Florida Atlantic University (FAU) where she also served as department chair. Prior to her tenure at FAU, Dr. Wilson was an assistant professor at the University of Miami. Her primary mission as a university educator is to effectively prepare teachers to implement research-based, effective teaching practices in an effort to improve education opportunities for children with mild to moderate disabilities. Her research emphasis includes conducting applied research to increase the effectiveness of university-school partnerships serving children with mild-moderate disabilities. Dr. Wilson's publications include book chapters, refereed journal articles, on-line study guides and interactive companion websites, and an on-line chronicle of the history of special education that accompanies eight of the most widely used special education textbooks. She is active in several professional organizations including the Council for Exceptional Children, the Teacher Education Division (a past reviewer for TESE and TED conference proposals) and the Division of Learning Disabilities where she served a 3-year role as membership chair.



Voting Ends November 10, 2005



On September 1, 2005, the following recommendations for the final regulations to implement the Individuals with Disabilities Education Improvement Act of 2004 were submitted to Dr. Troy Justesen of the U.S. Department of Education on behalf of the Higher Education Consortium for Special Education, which is comprised of 54 universities with doctoral programs in special education, and the Teacher Education Division of the Council for Exceptional Children. These recommendations primarily address the definition of a highly qualified special education teacher.

HIGHLY QUALIFIED PERSONNEL

1. Recommendation: The draft regulations include a stipulation that an individual who is participating in an alternative route to certification program may be considered a highly qualified special education teacher for three years. This language creates a lower standard for special education teachers, and should not be included in the regulation as an option for defining a highly qualified special education teacher.

Rationale: Evidence indicates that a highly qualified teacher has a greater influence on student achievement than any other factor, including class size, class composition, or student background. Furthermore, evidence indicates that students who are assigned to the most effective teachers three years in a row score as many as 50 percentile points higher on achievement measures when compared to students who are assigned to the least effective teachers during a comparable period. The recommendation that individuals be called highly qualified teachers for up to three years as they complete an alternative certification program creates a major loophole in the highly qualified mandate, and will result in lower student achievement for hundreds of thousands of students with disabilities.

2. Recommendation: Some states have developed HOUSSE standards for special education teachers. The regulations should explicitly stipulate that states may not establish a lesser standard for content knowledge requirements of special education teachers compared to the standards for general education teachers. This is especially important with respect to the HOUSSE requirement relative to special education teachers teaching multiple subjects. Furthermore, the provision of HOUSSE standards should only be used to address the content requirement of the statute, NOT primary certification as a special educator.

Rationale: While this recommendation is included in report language, it is important to make it explicit in the regulations to ensure that teachers of students with disabilities, regardless of the setting, are as well qualified to teach content as general education teachers who are teaching the same content. Evidence from at least two states has emerged indicating that HOUSSE standards have been developed for special education teachers that are significantly lower than HOUSSE standards for general education teachers. These HOUSSE standards apply for special education teachers, but may not be used by general education teachers to become highly qualified, thus establishing a lower standard for special education teachers.

3. Recommendation: States should work collaboratively to ensure reciprocity of content areas standards for special education teachers, including HOUSSE provisions, across states.

Rationale: Ensuring reciprocity across states of the HOUSSE and other content area standards will ensure that teachers may move from state to state and maintain their highly qualified status, thus ameliorating the shortage of highly qualified teachers in core content areas.

4. Recommendation: The regulations should explicitly state that a special education teacher who provides consultation to a general education teacher shall not provide any direct instruction in the content area using a “pull-out” or “self-contained” model of service delivery unless the special education teacher also meets the highly qualified requirements for the academic area.

Rationale: Special education teachers providing consultative services to a highly qualified teacher must restrict their services to areas that supplement the direct instruction provided by the highly qualified general education teacher. The intent of both IDEIA 2004 and NCLB is to provide all students, including students with disabilities, access to teachers who are highly qualified to teach the core academic content. Any supplemental instruction should occur as the special education works collaboratively with the highly qualified general education teachers in the general education classroom, and should not be delivered using a “pull-out” or “resource” model of special education service delivery.

5. Recommendation: The regulations should clarify that when a state determines that a teacher is “fully certified” in special education, this certification implies that the teacher is knowledgeable and skilled in the special education area in which certification is received.

Rationale: States have a range of requirements for determining special education certification. Whatever the state chooses for those requirements, they should send the message to parents that if the teacher is labeled as having obtained “full state certification as a special education teacher,” then the parent can assume that such a teacher is knowledgeable and skilled so that they can meet unique needs of the student with a disability. In eliminating the option for an “emergency, temporary or provisional” licensure, the law clearly sends the message that special education teachers should be fully skilled and knowledgeable in special education. . If an individual cannot demonstrate special education skill and knowledge, the individual should not be eligible for “full state certification as a special education teacher.

6. Recommendation: The regulations should clarify that states are not to create new categories to replace “emergency, temporary or provisional” certification, or waivers for either special education teachers or related services personnel (e.g., ‘conditional’ or ‘interim’ certification, or other similar semantic devices designed to avoid the specific language contained in the statute). Clearly all special education teachers are to meet the full set of requirements for special education skill and knowledge represented by full certification, not a watered down set of expectations.

Rationale: There is some evidence that states have already invented new categories for instant certification in order to get around the prohibition against temporary, emergency, provisional or waived certification. Such a practice would undermine the law’s requirements.

7. Recommendation: The regulations should define the term “special education teacher.”

Rationale: The term “highly qualified” in the law makes a general reference to the term “special education teacher” without defining its meaning. Thus, the concept of a “highly qualified special education teacher” is presented without any sense of what the special education elements of the term means, except for references to the teaching of academic content. The core special education services required in the law extend well beyond subject matter content. To be highly qualified, a special education teacher must be competent to deliver the most critical elements of special education services – those services that are considered essential by this law - that extend well beyond academic content. Thus, a comprehensive definition of a “highly qualified special education teacher” is essential and must be addressed in any regulation designed to facilitate the implementation of the law. (See the note at the end of this document addressing the Essential Elements in the Definition of a Highly Qualified Special Education Teacher).

8. Recommendation: The “highly qualified teacher” requirements should apply when special education students are placed in private schools.

Rationale: The regulations go beyond the statute to declare that the requirement for highly qualified teachers does not apply when special education students are placed in private schools. When a special education is placed in a private school by a local school district or by a state, it is because that public entity cannot provide them with the free appropriate public education (FAPE) to which they are legally entitled. The public dollars follow the student to pay for a placement that provides them with FAPE. All other requirements of FAPE apply to a student so placed in private school, so why wouldn't the highly qualified requirements? This regulation potentially creates a double standard and the student placed in private school may be twice penalized – once for having to leave her/his home school and second for receiving instruction from a teacher who is not qualified. Authorizing a school district to have a lower standard in private schools than in public schools, when it is public dollars being expended, violates both the spirit and the letter of the law.

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

NOTE: *Essential Elements in the Definition of a Highly Qualified Special Education Teacher:*

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with disabilities, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with disabilities. Special educators use assessment information to identify supports and adaptations required for individuals with disabilities to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with disabilities in general and special curricula. Special educators use appropriate technologies to support their assessments.

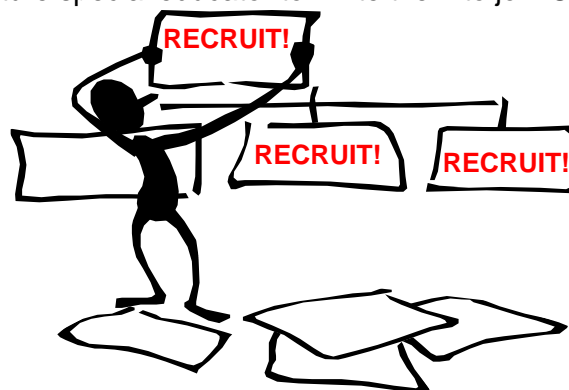
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with disabilities are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with disabilities.

These essential elements can be distilled and summarized into suitable regulatory language.

Student Recruitment Promotion

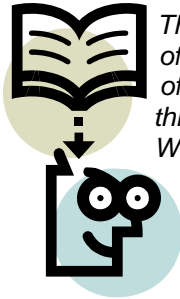
In an effort to recruit Student members and transition them to Professional membership after graduation, CEC is pleased to announce the Fall Recruitment Program for Student Membership. Recruitment kits were recently mailed to TED Professional members and CEC Student Chapter Faculty Advisors. The kits contained a letter explaining the campaign, "Top 10 Reasons to Belong to CEC" poster, "Value of CEC Membership" flyer, special membership application, and a handout on student membership benefits.

CEC has found that the number one reason for individuals not joining CEC is that no one has asked them. Please encourage your students to take advantage of all that CEC has to offer and become part of the premier organization for special educators at a student membership rate. We need to reach every future special educator to invite them to join CEC.



Institute of Education Sciences Priorities

Jane E. West Ph.D., TED's legislative liaison and Principal of Washington Partners, LLC, has shared the following Institute of Education Sciences (IES) priorities which were approved in early September of this year. The National Center for Special Education Research is part of the Institute of Education Sciences. Note that students with disabilities are referenced several times throughout these priorities.



The National Board for Education Sciences has approved research priorities for the Institute of Education Sciences (IES). Proposed by IES Director Grover (Russ) Whitehurst under terms of the Education Science Reform Act of 2002, the priorities were submitted for public comment this summer and approved at the National Board's meeting September 6-7 in Washington, D.C. The text follows:

Priorities for the Institute of Education Sciences as approved by

The National Board for Education Sciences

The long-term goals associated with the Institute's priorities are fourfold: First, to develop or identify a substantial number of programs, practices, policies, and approaches that enhance academic achievement and that can be widely deployed; second, to identify what does not work and what is problematic or inefficient, and thereby encourage innovation and further research; third, to gain fundamental understanding of the processes that underlie variations in the effectiveness of education programs, practices, policies, and approaches; and fourth, to develop delivery systems for the results of education research that will be routinely used by policy-makers, educators, and the general public when making education decisions. By providing an independent, scientific base of evidence and promoting and enabling its use, the Institute aims to further the transformation of education into an evidence-based field, and thereby enable the nation to educate all of its students effectively.

In pursuit of its goals, the Institute will support research, conduct evaluations, and compile statistics in education that conform to rigorous scientific standards, and will disseminate and promote the use of research in ways that are objective, free of bias in their interpretation, and readily accessible.

The Institute's over-arching priority is research that contributes to improved academic achievement for all students, and particularly for those whose education prospects are hindered by inadequate education services and conditions associated with poverty, race/ethnicity, limited English proficiency, disability, and family circumstance.

With academic achievement as the major priority, the Institute will focus on outcomes that differ by periods of education. In the infancy and preschool period, the outcomes of interest will be those that enhance readiness for schooling, for example, language skills, and for infants and toddlers with disabilities, developmental outcomes. In kindergarten through 12th grade, the core academic outcomes of reading and writing (including reading and writing in the disciplines), mathematics, and science will be emphasized, as will the behaviors and social skills that support learning in school and successful transitions to employment, independent living, and post-secondary education. At the post-secondary level, the focus will be on enrollment in and completion of programs that prepare students for successful careers and lives. The same outcomes are emphasized for students with disabilities across each of these periods, and include the functional outcomes that improve educational and transitional results. The acquisition of basic skills by adults with low levels of education is also a priority.

In conducting research on academic outcomes, the Institute will concentrate on conditions within the control of the education system, with the aim of identifying, developing, and validating effective education programs, practices, policies, and approaches as well as understanding the factors that influence variation in their effectiveness such as implementation. Conditions that are of highest priority to the Institute are in the areas of curriculum instruction, assessment (including the identification of students with disabilities), the quality of the education workforce, and the systems and policies that affect these conditions and their interrelationships (for example, accountability systems, delivery mechanisms including technology, and policies that support the ability of parents to improve educational results for their children through such means as choice of education services and provision of school-related learning opportunities in the home).

The successful pursuit of the Institute's goals and priorities requires increased capacity to produce and use rigorous education research. To that end, the Institute's priorities include support of post-doctoral training and interdisciplinary doctoral training in the education sciences, development and refinement of education research methods, and expansion and use for research of longitudinal databases that link student data to information on the conditions that affect outcomes, such as curriculum. To assure increased capacity to use and apply the results of research, the Institute will support systematic reviews of evidence, enhanced access to findings through advanced information systems, and outreach to parents, educators, students, policymakers, and the general public.

These are not exclusive or absolute priorities: To the extent that resources permit and the Institute's priorities are being adequately addressed, the Institute may address other important education issues.

Special Education Provisions in the Higher Education Act Reauthorization Bills

Date: September 27, 2005
From: Jane West, Lyndsay Pinkus
Washington Partners, LLC



Congress is poised to reauthorize the Higher Education Act. Reauthorization bills in both the House and the Senate contain provisions related to the preparation of special education teachers and the shortage of special education teachers and faculty as well as access to higher education for students with disabilities.

Reauthorization status:

Senate – The Senate HELP Committee passed The Higher Education Amendments Act of 2005 (S. 1614) unanimously on September 8.

House – The House Education and the Workforce Committee passed the College Access and Opportunity Act (H.R. 609) with a vote of 27 – 20 on July 22.

Pending Senate committee action and House floor action.

Provisions related to students with disabilities and special education teachers and faculty are as follows:

Teacher-Taxpayer Protection Act of 2004,

Both the House and Senate bills make permanent loan forgiveness provisions in the Teacher-Taxpayer Protection Act of 2004, which make mathematics, science and special education teachers teaching at Title I eligible schools for five consecutive years eligible for up to \$17,500 in loan forgiveness.

Title II - Teacher Preparation (See attached chart for details)

Alignment with the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA): Throughout both bills, provisions related to recruiting, preparing, training and reporting on the number of highly qualified teachers are amended to reflect the definitions of a highly qualified teacher in NCLB and IDEA

Special Education Faculty: The *House* bill changes the State Grant program includes an allowable use of funds to support the development of new special education faculty positions in institutions of higher education dedicated to the preparation of highly qualified special education teachers with matching funds from institutions of higher education and a commitment to continue new faculty positions when Federal funding ends. The *Senate* bill allows funds from both State grants and Partnership grants to be used to increase the number of "special education faculty dedicated to preparing highly qualified special education teachers at institutions of higher education."

¹Additional eligibility qualifications apply.

Reducing the Shortage of Highly Qualified Special Education Teachers: The *House* bill changes the partnership grants have a new allowable use of funds for reducing the shortage of highly qualified special education teachers through such activities as recruitment, scholarships for tuition and new teacher mentoring. The *Senate* bill allows both State and Partnership Grants to be used to increase the number of highly qualified special education teachers, through targeted recruitment and retention, bonus pay and/or tuition support. Also, the Senate bill directs that a priority should be given to state grants that have innovative efforts aimed at reducing the shortage of highly qualified special education teachers.

Special Education is a “high-need area”: The Senate legislation clarifies the definition of “high-need areas” as “such as special education, language instruction educational programs, and early childhood education.”

Accountability for special education teachers: Senate language requires states to report on the progress of efforts to reduce the shortage of special education teachers.

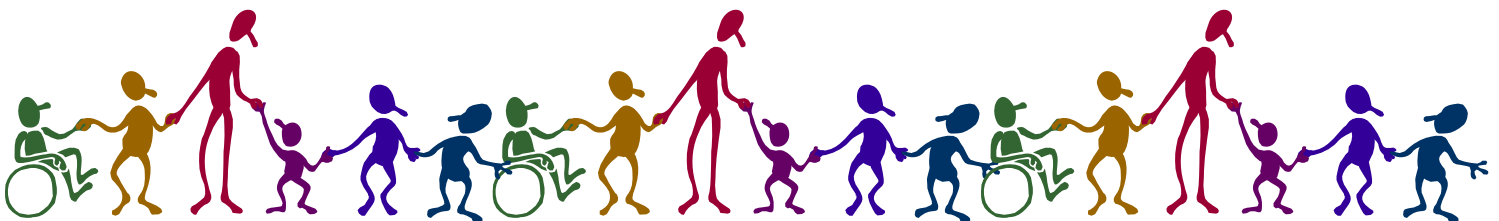
Title VII - Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education.

Both the House and Senate bills reauthorize the Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education. The Senate bill includes new authorization for projects on effective transition practices; data on the postsecondary education impact on employment for students with disabilities; and innovative and effective distance learning. Another new provision allows for projects that are "making postsecondary education more accessible to students with disabilities through curriculum development." New language is also inserted so that projects can "teach and meet the academic and programmatic needs of students with disabilities in order to improve retention and completion of postsecondary education." Another new provision authorizes “disability career pathways”. The Secretary is authorized to prepare a report on the activities of the projects and provide guidance on how to replicate them.

The House bill includes new authorities on effective transition practices and distance learning. The bill focuses the projects on improving retention and completion of post-secondary programs..

Title VII - Graduate Assistance in Areas of National Need (GAANN)

Both bills reauthorize the program. The House bill includes changes to Title VII to prioritize awards made under the Graduate Assistance in Areas of National Need (GAANN) program, including a provision that recognizes the need to train new teachers in areas facing shortages and places a priority on the subject areas of math, science, and special education.



A special thanks to Lauren Midgett at East Carolina University for assisting with this edition of TEDLines.