

**COUNCIL FOR EXCEPTIONAL CHILDREN
REPRESENTATIVE ASSEMBLY**

Representative Assembly Meeting

February 9, 2018

Tampa, FL

Minutes

(Approved May 2, 2018 by the RA Committee)

1.0 Call to Order and Parliamentary Items

President Laurie VanderPloeg, Presiding Officer of the Representative Assembly (RA), called the meeting to order at 12:33 p.m. VanderPloeg introduced President Elect Mary Lynn Boscardin, Immediate Past President Mikki Garcia, Treasurer Jim McCormick and Executive Director Alexander T. Graham.

President VanderPloeg recognized the meeting monitors: CEC Past Presidents Bill Bogdan, Robin Brewer, Parthenia Cogdell, Mary Ruth Coleman, Marilyn Friend, Jerry Hime, and Jamie Hopkins.

She then recognized the members of the Representative Assembly Committee: Joe DeMarsh (Chair), Adia Brightman, Dennis Cavitt, Emilie Maule, and Ruby Owiny. DeMarsh and Maule provided general and logistical information about the operation of the RA meeting.

1.1 Determination of Quorum

68 representatives were necessary for a quorum. 101 representatives and alternates from 42 of the 54 active units, all 18 divisions and the student membership were registered. A list of the number of representatives for each is included with these minutes as Attachment A.

1.2 Adoption of Standing Rules

RA Committee member Ruby Owiny moved to adopt the Standing Rules. The Standing Rules were adopted as printed.

1.3 Adoption of the Agenda

RA Committee member Adia Brightman moved to adopt the agenda. The agenda was adopted as printed.

2.0 Recognitions

2.1 In Memoriam

During the past year, CEC was informed of the passing of the following members:

David B. Ament	Baraboo, WI
Ray Broyles	Portland, OR
Pamela K. DeLoach	Tampa, FL
Stephanie B. Dirst	Cummings, GA
James F. Donovan	Lewes, DE

James Gimiliano	Pittsburgh, PA
Therese F. Hogan	Park Ridge, IL
Scott J. Kroman	Morton Grove, IL
Richard C. (Rick) Lombard	Whitewater, WI
James E. Marshall	Topeka, KS
Carol C. McMaster	Barrie, ON
Michael B. Murphy	Ann Arbor, MI
Kathy M. Muttart	Saskatoon, SK
Richard L. Simpson	Leawood, KS

The names were read by RA Committee members Adia Brightman and Ruby Owiny. There were no additions. Following the reading, the Assembly observed a moment of silence.

2.2 Courtesy Resolution – Gerald “Jerry” Hime

The resolution honoring CEC Past President Gerald Hime was read by Theresa Copple and Lisa Simpson on behalf of California CEC and Luann Purcell on behalf of the Council of Administrators of Special Education. The resolution was unanimously adopted.

2.3 Immediate Past President

President VanderPloeg recognized Immediate Past Mikki Garcia, in absentia, for her leadership and service as a board member for three years from 2012 through 2015, then as President Elect in 2016, President in 2017, and now, as Immediate Past President. Garcia also served on the Finance and Audit Standing Committee as President Elect, on the Nominations Standing, Diversity and Yes I Can Committees, as well as Chair of the Diversity Workgroup and on a number of other workgroups in her role as President Elect and President.

3.0 Organizational Items

3.1 President’s Report

President VanderPloeg referenced her written report that was posted in the RA’s online community prior to the RA meeting. She provided the following information and updates:

Governance Assessment Workgroup

As part of the strategic plan goal that “CEC will have the capacity and capabilities to lead the field of special education in advocacy, standards, and professional learning and practice” a workgroup was appointed by the board to address the organization’s aging governance model. The specific objective of this goal was to determine if changes needed to be made to the governance model. CEC’s current governance model is 20 years old and was initially developed to be a temporary model.

The workgroup’s charge addressed the following:

- Analyze the size, composition, and charges of CEC’s Board of Directors, committees (standing and non-standing), and advisory groups and make recommendations to address inefficiencies, if any, and incorporate best practices from the field of association management;
- Develop systems or policies to facilitate adaptability and promote innovation within CEC’s committees, workgroups and advisory groups; and

- Establish a process for on-going review of CEC's governance structure(s). Over an 18-month period, and working with an external association/volunteer management consultant, the workgroup researched evidence-based practices, consulted with [BoardSource](#) and the [American Society of Association Executives](#), as well as obtained input from related associations about their governance reform experience.

The workgroup provided its recommendations to the board in November 2018 and the board adopted the recommendations. Following adoption of the recommendations, and in accordance with CEC's bylaws, a 60-day member comment period has been open since early December concerning changes to the bylaws that are required to implement the new leadership model. The comment period has been extended to February 20. All member comments should be sent to president@cec.sped.org for consideration.

Volunteer Leadership Opportunity

The application for the Representative Assembly (RA) Committee will be online soon after convention. Members wishing to apply for a two-year term on this committee, from July 1, 2018 through June 30, 2020, must be a current or former RA representative. Two positions will be open.

Leadership Institute

CEC's annual Leadership Institute will be July 6-8 in Alexandria, VA. The Leadership Institute is designed for leadership teams, including unit and division presidents, presidents elect, treasurers, membership chairs, and state unit Children and Youth Advocacy (CAN) Coordinators. The Institute will bring together CEC volunteers to enhance their leadership through powerful conversations, real-time collaboration, and high-level discussions with association experts around the issues unit and division leaders have identified as critical to their organization's success—finance, membership, professional development, and grassroots advocacy.

Special Education Legislative Summit

Again this year, CEC is joining forces with the Council of Administrators of Special Education to host the 2018 Special Education Legislative Summit, in Alexandria, VA. The Summit begins July 8th with a welcome reception with a number of special guests; issues and advocacy training on July 9th; visits to Congressional offices on July 10th; and a debrief session on July 11 to recap the advocacy work done the previous day.

CEC 2019

The CEC 2019 Convention & Expo will be held in Indianapolis, IN, January 29th – February 2nd. CEC's annual convention and expo is the largest special education professional development event for all educators and is a great opportunity to network with other special education professional from across the US and Canada, and from around the world. It also provides unparalleled access to high-quality, evidence-based professional development and the world's largest expo of special education products and services.

3.2 Executive Director's Report

Staffing Update:

- There is a vacancy in the public policy coordinator position. The job has been posted and will be filled following the convention.
- Following the departure of its publications manager, CEC has retained Al Rickard as interim manager. Rickard's firm, [Association Vision](#), provides interim publishing support services for professional associations. He will manage the daily needs of CEC's publishing program, including *TEACHING Exceptional Children*, *Exceptional Children*, and the book development program.

Strategic Plan Update:

Goal 1: Educators will be highly competent professionals entrusted to provide quality instruction that will enable all students to pursue their full potential.

Objective: Revise professional standards to incorporate High Leverage Practices

Strategy: Develop a framing paper document to establish future plans in the development of standards for preparation and practice in special education.

Tactics Completed – Framing paper approved by CEC Board as roadmap for the revision of CEC's standards to include the HLPs.

Objective: Disseminate resources related to standards and High Leverage Practices

Strategy: Integrate HLPs into CEC's publications and professional development.

Tactics Completed – Published a core document; disseminated to stakeholders at the national and state level; developed www.highleveragepractice.org; incorporating HLPs in CEC professional development call for proposals. *TEC* issue focused on HLPs to be published in spring 2018.

Objective: Provide curated evidence-based resources.

Strategy: Establish a content management structure to organize, develop, and deliver CEC's evidence-based resources. Differentiate content for Canadian members.

Update: iMIS association management system upgrade completed.

A comprehensive plan to update CEC websites is in progress (www.cec.sped.org, www.cecconvention.org, www.specialeducationlegislativesummit.org, and www.highleveragepractices.org)

Objective: Address the high attrition rate of special educators and take an active role in recruiting new special educators.

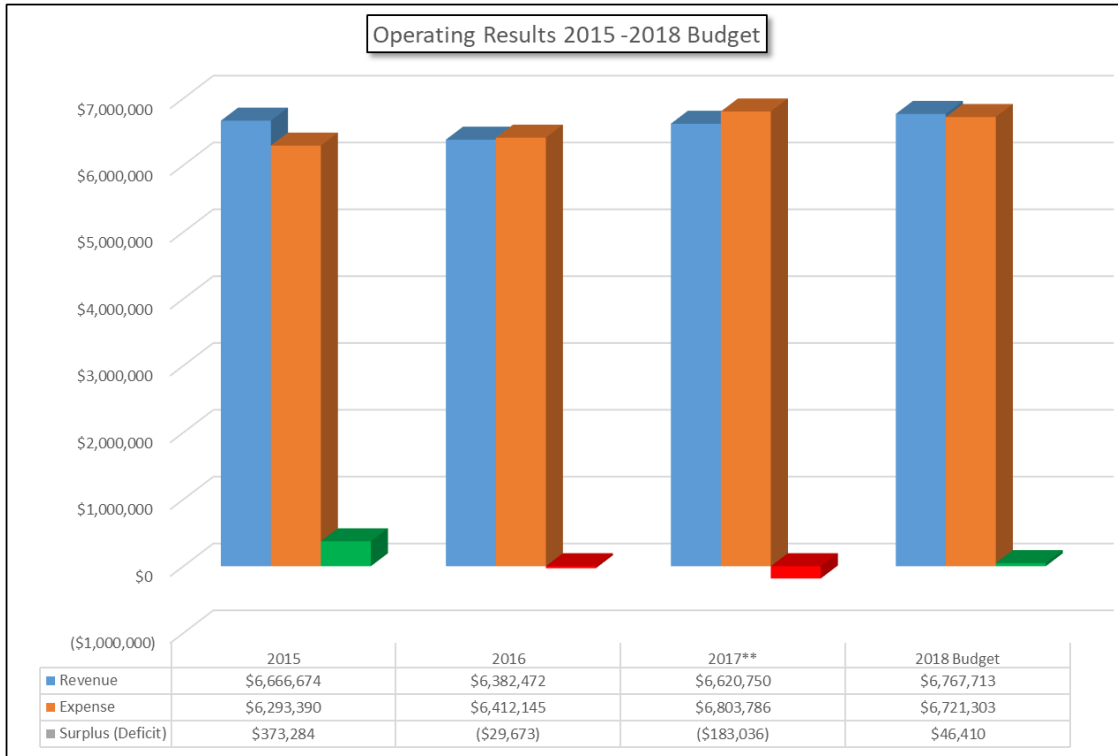
Strategy: Focus content development to address the career lifecycle of special education professionals.

Update: Town Hall at CEC 2018 with OSEP leadership; RA feedback in small group discussions; CEC's board will develop an action plan during its April 2018 meeting.

3.3 Treasurer's Report

Treasurer Jim McCormick reviewed the following items:

- 2017 Audit Timeline
- Statement of Activities 2015-2018



- Accomplishments:
 - \$1.8 million Loan Paid Off – CEC is debt free
 - Increased membership retention rates (slowing revenue decline)
 - Increased revenue from subscriptions (*EC, TEC, LCE*)
 - Cash flow remains positive
- Challenges:
 - 13 years remaining on 20-year master lease (approx. \$1 million per year)
 - Attracting new members
 - Exploring and developing new sustainable revenue streams
- 2018 Budget
 - Budget is essentially break-even (small surplus of \$46K)
 - Budgeting for another successful convention (\$1.3 million net)
 - Sublease revenue increases from \$200K to \$400K
- 2018 Business Plan
 - New Association Management System (iMIS 20) will be in full use; makes significant improvements in operations, reporting, and business analysis
 - Stabilize membership; increase pubs sales; increase advertising in *Special Education Today*
 - Hold another great convention and expo in Tampa

3.4 Maltreatment Workgroup Update

In November 2017, the Board of Directors approved a motion to establish a joint workgroup with the Interdivisional Caucus (IDC) to develop a policy statement on the issue of maltreatment of individuals with exceptionalities.

Workgroup Chair Catherine Corr indicated that workgroup members had been appointed, including a number of members from the Interdivisional Caucus' Maltreatment Workgroup. The first meeting of the workgroup would be taking place the following day.

A final policy statement is to be presented to IDC and CEC board in July 2018.

3.5 State of the Profession Workgroup Update

Workgroup Co-Chairs Bill Bogdan and Mary Ruth Coleman provided the following information:

Purposes of the Study

- Provide a current snapshot of the state of the profession which will serve as a data-base foundation for CEC's leadership activities.
- Establish a baseline and build trend lines to monitor change.
- Establish the foundation to make data-based decisions on policy, program, and professional development activities.
- Provide support for initiatives aimed at improving outcomes for individuals with disabilities, including those who are twice exceptional, their families, and the professionals who serve them.

Achievements of Workgroup Since April 2017 Report to the RA

- Conducted Focus Group Meeting during Leadership Institute (July 8, 2017) to seek input and feedback on survey content and dissemination demographics [decision to conduct survey in phases].
 - Phase 1: Focus on CEC members working in Pre-K and K-12 special education teacher/ intervention specialist positions.
 - Phase 2: Focus on CEC members specializing in specific disability disciplines, gifted education, administration, research, or higher education. Surveys will be developed in partnership with discipline specific divisions.
- Survey developed and in final editing stage.
- Demographics, survey distribution plan finalized.
- Funding outreach to foundations conducted by CEC Executive Director Alex Graham; invitation to key vendor partners in progress.
- Steering Committee conference calls provided direction, alignment with CEC strategic plan, and plans and actions for moving forward.

4.0 Discussion: Effective Practices for Early Career Special Educator Retention

One of the goals in CEC's strategic plan is that educators will be highly competent professionals entrusted to provide quality instruction that will enable all students to pursue their full potential.

To further that goal, the board of directors passed a motion at its November 2017 meeting to develop an action plan to address the shortage of special educators including recruitment, preparation and retention by December 1, 2018. The RA discussion is one step in meeting this objective.

Drs. Bonnie S. Billingsley and Elizabeth Bettini provided an overview of Teacher Attrition in Special Education: Implications for States & Districts. The PowerPoint is included with these minutes as Attachment B.

Each table was to address the following questions:

1. What are the needs regarding early career special education and early intervention teacher retention?
2. What is your unit/division already doing about the retention of early career special education and early intervention teachers and which of those have you identified as being effective?
3. What should CEC be doing at the international level (i.e., applicable beyond the US) regarding the retention of early career special education and early intervention teachers?

Scribes for each table were able to record their group's input via SurveyMonkey. Following the discussion period, there was some reporting out. A copy of all responses is included with these minutes as Attachment C.

5.0 New Business

There was no new business.

6.0 For the Good of the Order

Representatives were provided the opportunity to make comments to the Board.

7.0 Adjournment

VanderPloeg thanked the representatives. Without objection, the Representative Assembly Meeting was adjourned at 3:31 p.m.

**COUNCIL FOR EXCEPTIONAL CHILDREN
REPRESENTATIVE ASSEMBLY**

Representative Assembly Meeting

February 9, 2018

Tampa, FL

Representative Tally Sheet

Unit/Division/Students	# of Reps Reported	# of Reps @ RA
Alabama	0	0
Alaska	2	0
Alberta	0	0
Arizona	2	1
Arkansas	2	1
British Columbia	2	2
California	2	2
Colorado	1	2
Connecticut	2	2
District of Columbia	0	0
Florida	2	2
Georgia	2	2
Hawaii	2	0
Idaho	2	2
Illinois	2	2
Indiana	2	1
Iowa	2	2
Kansas	1	2
Kentucky	2	2
Louisiana	2	2
Manitoba	2	2
Maryland	2	1
Massachusetts	1	2
Michigan	2	2
Minnesota	1	0
Mississippi	1	0
Missouri	0	0
Montana	2	2
Nebraska	1	1
New Hampshire	2	2
New Jersey	1	2
New Mexico	1	2
New York	2	1
North Carolina	2	2

North Dakota	2	0
Ohio	2	1
Oklahoma	2	2
Ontario	1	1
Oregon	2	2
Pennsylvania	2	2
Rhode Island	2	0
Saskatchewan	2	1
South Carolina	2	2
South Dakota	2	2
Tennessee	2	1
Texas	2	1
Utah	2	2
Vermont	0	0
Virginia	2	1
Washington	2	2
West Virginia	1	1
Wisconsin	2	2
Wyoming	1	0
CASE	2	2
CCBD	2	2
CEC-DR	2	2
CEC-PD	2	2
CEDS	2	2
DADD	2	2
DARTS	2	1
DCDD	2	2
DCDT	2	2
DDEL	2	2
DEC	2	2
DISES	2	2
DLD	2	1
DPHMD	2	2
DVIDB	1	1
TAG	1	1
TAM	2	2
TED	2	2
Students	2	2

Teacher Attrition in Special Education: Implications for States & Districts

BONNIE BILLINGSLEY, VIRGINIA TECH

ELIZABETH BETTINI, BOSTON UNIVERSITY

PRESENTED AT THE CEC REPRESENTATIVE ASSEMBLY

TAMPA, FLORIDA, FEBRUARY 9, 2018

Purpose: Highlight Challenges & Possibilities

- Attrition rates & their impact on teacher shortage
- Key contributing factors to attrition
- Considerations for assessment and intervention
- Findings based on a literature review from 2002-2017

Billingsley, Bettini & Raab, 2018



Three Attrition Types

- Leave for other employment
- Move to similar position
- Switch to general ed position



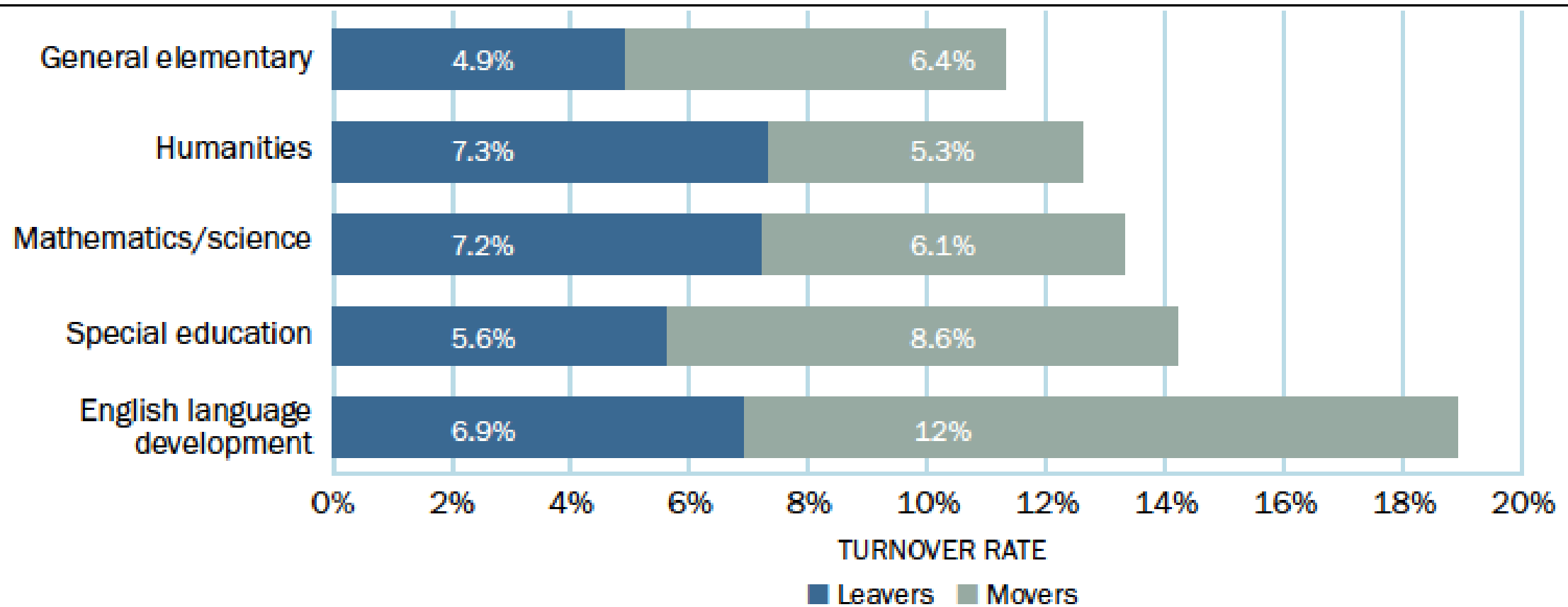
Costs are high

- Replacement costs
- Induction costs
- Loss of expertise
- Loss of collaborative relationships
- Negative impact on student learning

Most problematic during periods of high shortages as replacements are difficult to find

How many leave?

From Carver-Thomas & Darling-Hammond (2017)



Source: Learning Policy Institute analysis of National Center for Education Statistics Schools and Staffing Survey, 2011-12.

Overall rates mask dramatic differences

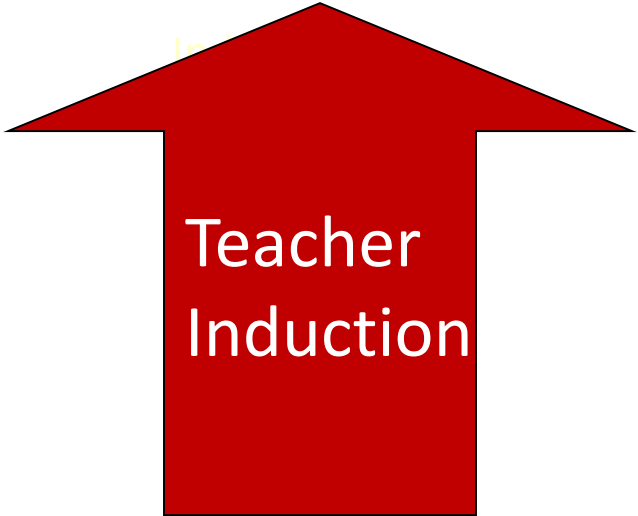
- SET attrition highest among all groups in Texas
 - 19% of SETs left compared to 12% of other teachers (Sullivan et al., 2017)
- SET attrition rates higher in schools that have a higher proportion of students of color (Carver-Thomas & Darling-Hammond, 2017)
- Higher rates among urban than rural teachers in Utah (Prater et al., 2007)
- Higher among early career teachers (Billingsley, 2004; Billingsley et al., 2018)



NEW
TEACHERS
Why High Risk?

*What motivates
teachers?*
→
*What supports
their effectiveness?*

TEACHER
TURNOVER



What do we know about
the new teacher
experience?

Ideally, what should
induction look like?

What structures and
activities make a
difference?

Supportive Induction into Special Education Teaching

Adapted from Billingsley, Bettini & Jones (2018)

Includes Multiple Supports

Coherence of Messages Across

Preparation

Courses & field experiences

Specific Induction Components

Professional Learning & Coaching

Teacher Evaluation

Collaborative Relationships

Instructional Conditions in School

Instructional Curricula & Resources

Schedules

Work Toward

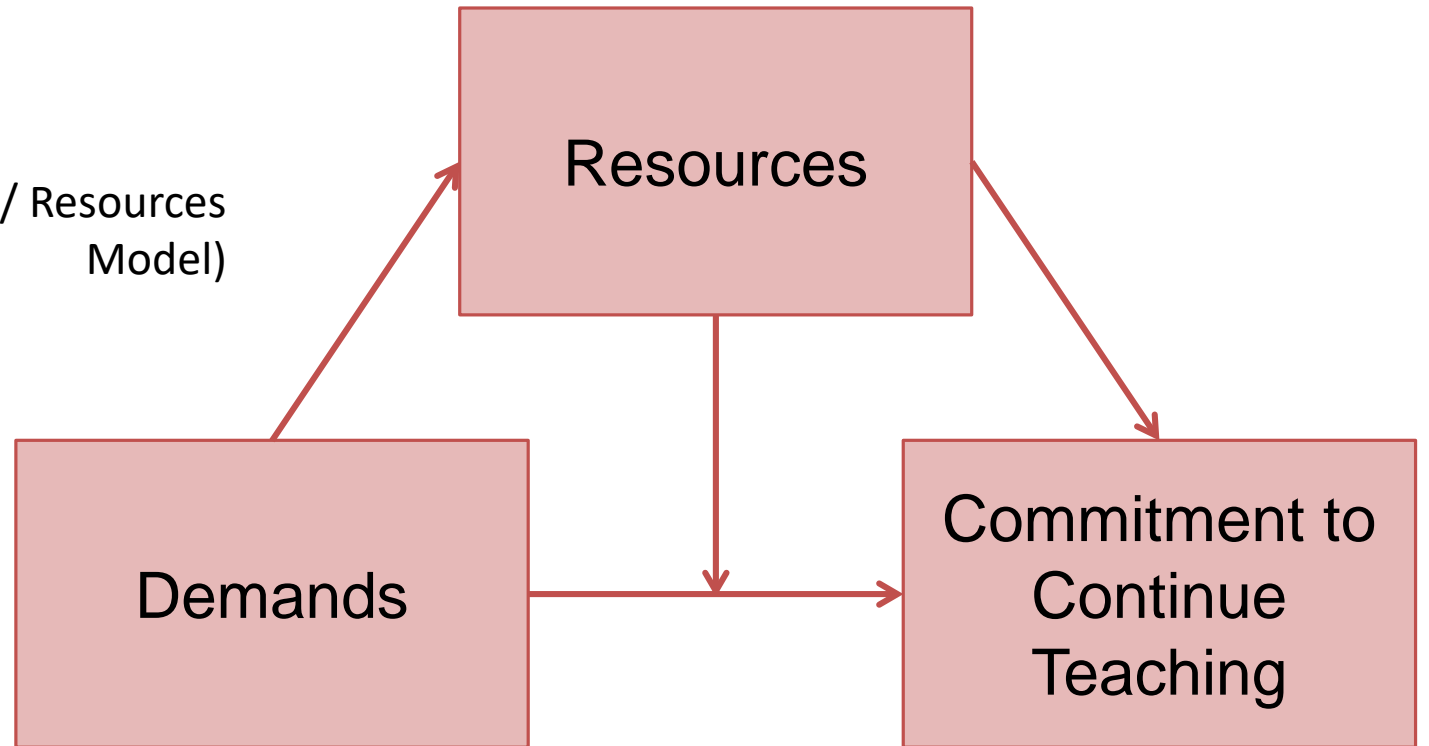
- Positive transition into teaching
- Teacher effectiveness
- Commitment & retention

Positive Student Learning Outcomes

What Working Conditions Do New Special Educators' Need?

Conservation of Resources Theory

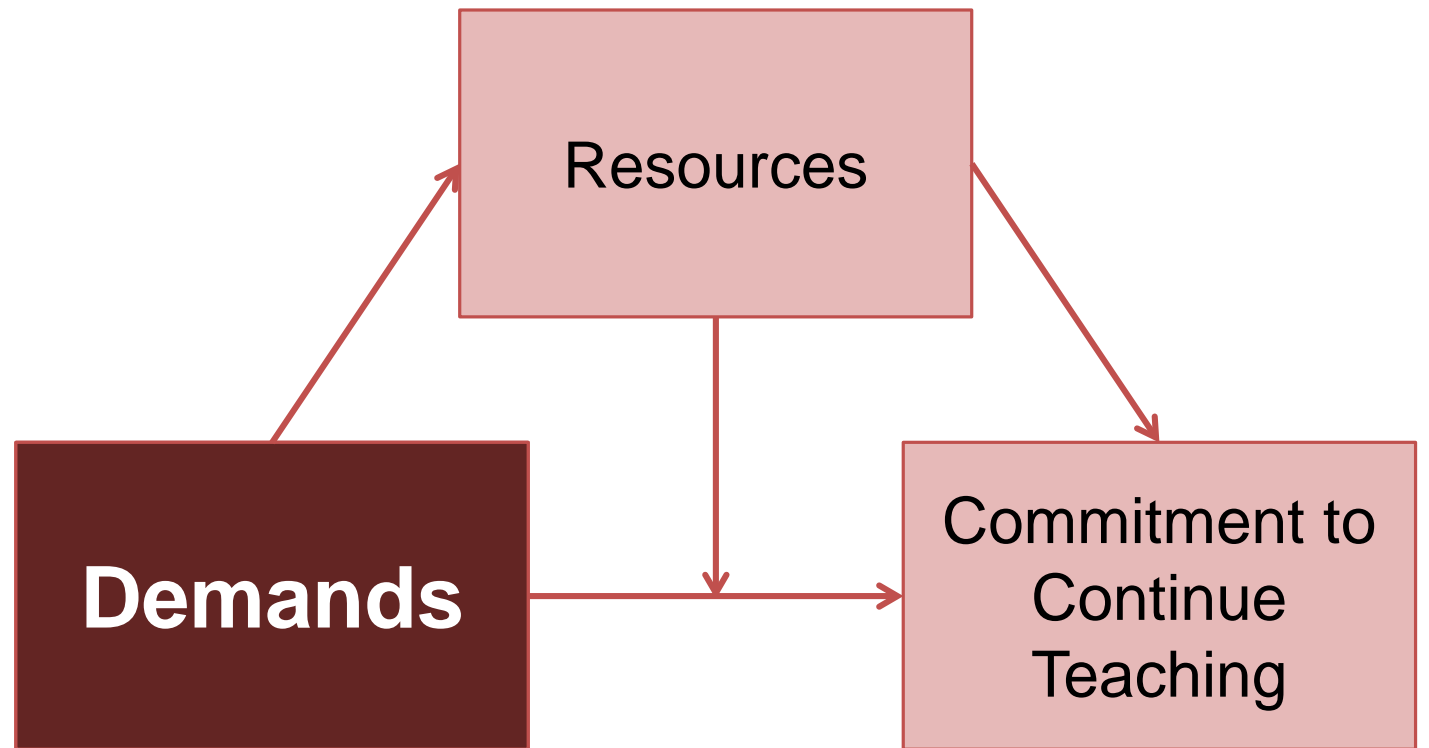
(aka. Job Demands/ Resources Model)



Alarcon, 2011; Halbesleben et al., 2015; figure from Gilmour, 2017

What Working Conditions Do New Special Educators' Need?

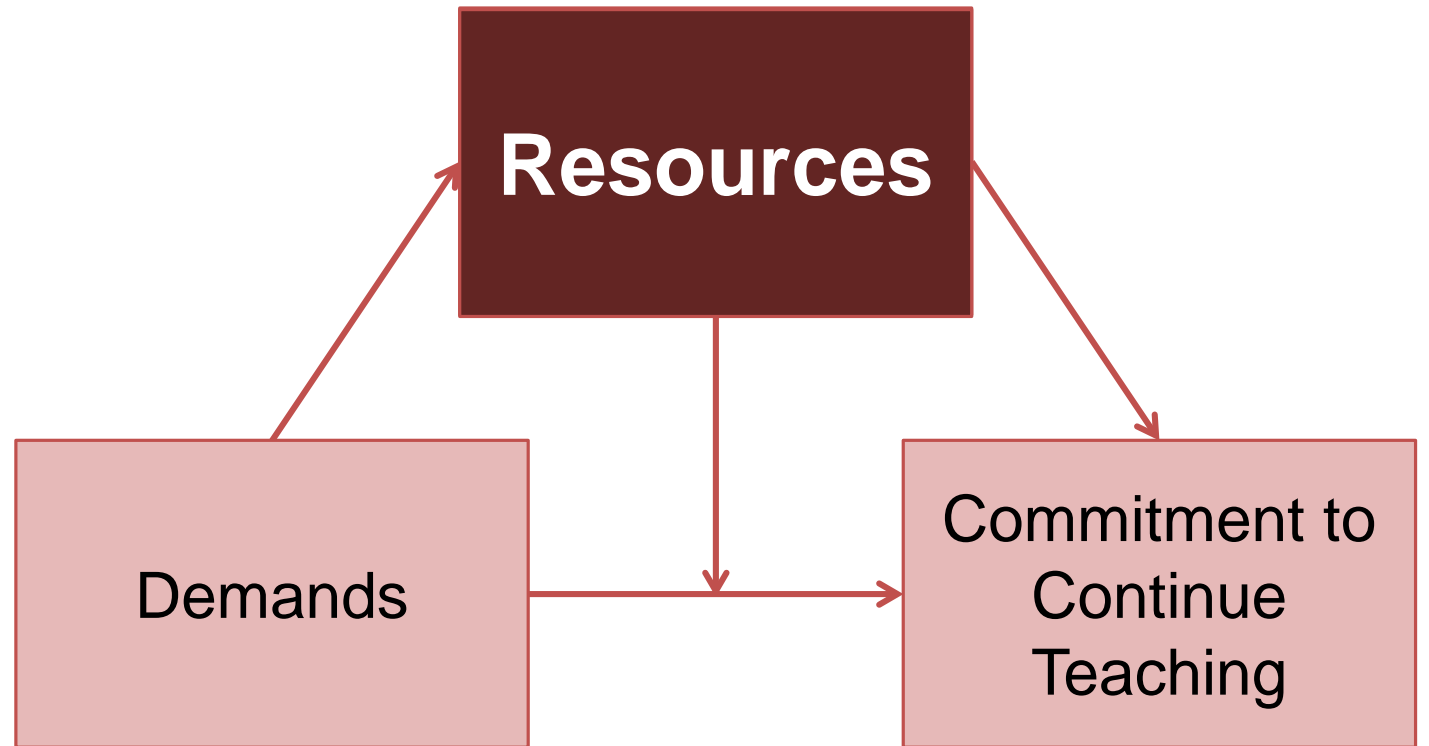
- Instruction
- Student Problems
- Number of SWDs Served



Alarcon, 2011; Halbesleben et al., 2015; figure from Gilmour, 2017

What Working Conditions Do New Special Educators' Need?

- Social Resources
 - Collegial support
 - Administrative support
 - School culture
- Physical Resources
 - Time
 - Instructional materials
- Internal Resources
 - Qualifications



Alarcon, 2011; Halbesleben et al., 2015; figure from Gilmour, 2017

Evaluating Local Needs

State Level:

<https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive>

District/School Level:

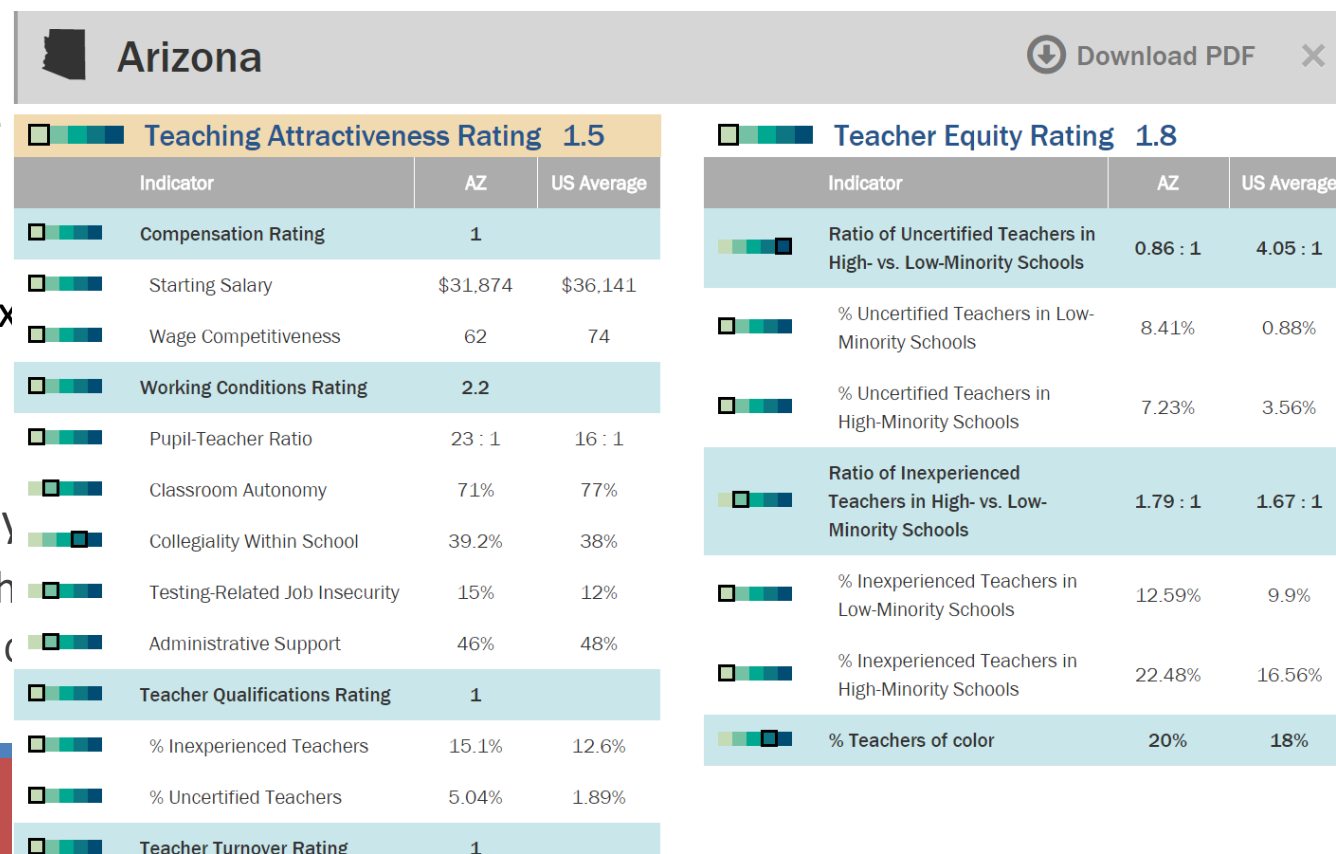
1. What proportion of positions were

- Calculate Percentages by:
 - School
 - Type of Position
 - Level (Elementary, Middle, High School)

Ex

2. Why do teachers leave?

- Exit interviews and surveys – Why did y
- Working conditions surveys of all teach
 - Key Indicators: Administrative Support, School C



References

- Bettini, E., Jones, N., Brownell, M., Conroy, M., Park, Y., Leite, W., Crockett, J. & Benedict, A. (2017). Workload manageability among novice special and general educators: Relationships with emotional exhaustion and career intentions, *Remedial and Special Education*, 1-11.
- Billingsley, B. (2004). Special education teacher retention and attrition: A critical analysis of the research literature. *The Journal of Special Education*, 38(1), 39-55.
- Billingsley, B., Bettini, E. & Raab, R. (2018). Attrition and Retention in Special Education, Manuscript in preparation.
- Boe, E.E., Cook, L.H., & Sunderland, R.J. (2008). Teacher turnover: Examining exit attrition, teaching area transfer, and school migration. *Exceptional Children*, 75(1), 7-31.
- Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it*. Palo Alto, CA: Learning Policy Institute.
- Connelly, V. & Graham, S. (2007). Student teaching and teacher attrition in special education, *Teacher Education and Special Education*, 32(3), 257-269.
- Gilmour, A. (2017). Teaching Students with Disabilities and General Education, Special Education, and Dual Certified Teacher Turnover Unpublished doctoral dissertation, Vanderbilt University.
- Halbesleben, J. R. B., Neveu, J.-P., Paustian-Underdahl, S. C., & Westman, M. (2014). Getting to the “COR”: Understanding the role of resources in conservation of resources theory. *Journal of Management*, 40, 1334 – 1364.

References (cont.)

Prater, M.A., Harris, T., & Fisher, L. (2007). Special education attrition in the state of Utah: Rural vs. urban school districts. *Rural Special Education Quarterly*, 26(3), 25-31.

Sullivan, K., Barkowski, E., Lindsay, J., Lazarev, V., Nguyen, T., Newman, D., & Lin, L. (2017). *Trends in teacher mobility in Texas and associations with teacher, student, and school characteristics* (REL 2018–283).

Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

References (cont.)

Prater, M.A., Harris, T., & Fisher, L. (2007). Special education attrition in the state of Utah: Rural vs. urban school districts. *Rural Special Education Quarterly*, 26(3), 25-31.

Sullivan, K., Barkowski, E., Lindsay, J., Lazarev, V., Nguyen, T., Newman, D., & Lin, L. (2017). *Trends in teacher mobility in Texas and associations with teacher, student, and school characteristics* (REL 2018–283).

Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

**COUNCIL FOR EXCEPTIONAL CHILDREN
REPRESENTATIVE ASSEMBLY**

2018 Small Group Discussion Raw Input on
Effective Practices for Early Career Special Educator Retention

February 9, 2018.

What are the needs regarding early career special education and early intervention teacher retention?

Manitoba & Ontario – doesn't really have a problem with retention; tend to be very inclusive of all students; some exceptions may be with students who have vision impairments of deaf; overage of teachers in Canada; teaching is a respected area, there are no renewal requirements Wisconsin – initial lane, professional, master's, distinguished lane and compensation is based on lane/strand/license; pay varies significantly between districts; union has lost their power to negotiate as their hands are tied due to decisions made by governor; job security is lacking, there is no tenure; RA said that she has seen phenomenal teachers leave the field to pursue other areas (outside of education) where they can advance and receive higher compensation New York – for senior teachers to move up, it's difficult because they can hire a newer person for less than it would cost to compensate the more senior teacher; no longer have permanent certification; lack of social resources in some areas (more rural, than urban) as you may be one of two sped teachers in entire district; no respect for teachers within state-level administration General: Administrative knowledge of special education laws, best practices, and initiatives along with acknowledgment and support for how different the role of special education is from a general educator Opportunities for meaningful professional development designed specifically for special educators, not trying to "fit into" the already programmed general education PD Regularly scheduled times to meet with special education peers during the school day or during PLC I recently left special education after 7 years. The three abovementioned things were lacking throughout my career and contributed to my desire to leave the field and teaching. The biggest need for early special educators and interventionists are the need for support and mentoring; I know districts have set-up mentoring programs, but not many deal with the support of the first year/new special educator aspect; help with identifying instructional practices based on disability-related needs; identifying UDL and how to apply in the forum service delivery on a full continuum of services So many directors are new themselves and many were never a classroom sped teacher, so they have limited resources. PD; mentoring; support for new teachers; provide teachers with information on where they can go to find help and get resources, as there is a lot to juggle

*training of the regular education teacher/general ed teacher in regards to special education.

*preparation of the special education teachers need for mentorship *gradual release of responsibilities of new teachers *ongoing access to PD that reflects personal needs and the situation they find themselves in. *personal goal setting *mentorship program - need training component, honorarium *networking with other teachers *strong induction program *sensitivity in cultural responsiveness *they need to understand UDL

Mentorship is needed for new teachers. Mentors need to be paid. Professional Development (PD) hours should be awarded for being a mentor and a mentee. Professional Development is needed for new teachers. We need to provide PD without adding a burden to the teacher's responsibilities. PD needs to be focused on SpEd topics and issues. Combined PD is helpful to a certain extent, but new SpEd teachers especially need PD on IEP writing, progress monitoring, transition, self-determination, etc.. Match mentors with teachers who have the same needs - even if they are from other states. With the availability of technology, we can communicate easily with teachers from anywhere in the country. Revamp the CEC mentorship program and try to get it to be more active and inclusive of all new teachers. Partner with post-secondary programs to include CEC memberships in program fees. Have CEC board visit schools (maybe in convention locations) to promote CEC and to understand the current state of education in the US. Encourage state chapters to increase focus on teacher retention and recruitment. Partnerships with secondary and post-secondary programs to entice students to enter the education field. Create "paperwork management" tools that are free to teachers. Graduate Ed. Admin. programs should have requirements for teachers to teach a minimum of 5+ years before entering Admin programs. Currently, no equity within and between states. How can we address this equity issue? Equity of educational opportunity as well as responsibilities of teachers. Increase social media presence.

Montana-Decreasing Population of teachers, especially special education teachers. Why do you think that is: Possibly overwhelming the amount of work necessary.. The recruitment of teachers to Montana is difficult for both General Education.-The rural component is difficult to attract. Rural districts seem to be a stepping stone for more urban. Support from administration/other teachers. Professional development. Often there is only one special educator in the school or even the district. finding the appropriate mentor that understands special education is difficult. finding appropriate mentors Due to the rural condition finding affordable housing is a significant issue. Texas-Perception that the teacher candidate does not feel that they have the special abilities to work with students with disabilities. Both States-Needs for providing materials/etc. for new teachers to set up activities and their rooms

Early Career: - Friend, someone in authority, someone who knows the administrative/school structure and climate - Non-judgemental resource who is available to answer questions - Teacher needs to understand the administrative structure on site and the administrator needs to understand it as well. - Need to be included in the school's social group: inclusive - Mentor training - Critical Friend - PD course created aimed at 1st year teachers: Things to do month by month, or quarterly or module embedded into teacher prep - Knowledge of community, and state resources - Behavior management strategies - How to deal with family: telling parent diagnosis, tools to teach parent how to intervene with child, additional resources available, issues with home visits, cultural sensitivity, understanding family values - Time management skills - Strong communication skills - Understanding of and ability to use technology

BETTER IEP TRAINING PROCESS. BETTER TEACHER PREPARATION (BEHAVIOUR, ANXIETY, SPECIAL ED.) TRAINING TO WORK WITH TEACHER ASSISTANTS, BETTER PARTNERSHIPS WITH HIGHER ED., HIGHER ED. STAFF ATTEND SOME OF THE SAME TRAINING WORKSHOPS, AS SPECIAL ED. TEACHERS AND ADMINISTRATORS, MENTORSHIP (WITH SENIOR TEACHER AND/OR PARENT), REDUCE THE PAPERWORK AND ACCESS TO BEST PRACTICES THROUGH CEC. AN ELECTRONIC LEARNING DOCUMENT (DISCOVERY

ASSESSMENT), ACCOMODATIONS AND MODIFICATIONS NEED TO BE UTILIZED CONSISTENTLY WITH FIDELITY, MORE CONSISTENT LANGUAGE AND ASSESSMENT TOOLS. ENCOURAGE TEACHERS TO HANG IN THERE WITH SUPPORT AND REWARD THEM. RECOGNIZE THEIR SUCCESSES. TRAIN HOW TO DEAL WITH FAMILIES, ADMINISTRATIVE SUPPORT, MENTORSHIP.CONFLICT RESOLUTION AND COMMUNICATION TRAINING, IMPLEMENT EDUCATIONAL LAWS INTO THE TEACHER TRAINING (FEAR OF BEING SUED).

Long term issues - morale, licensure, credit requirements, the separation between general education and special education Need to change marketing for special education to make it more desirable from Connecticut: Early career special educators need: Administration support Student teaching experience with many populations, particularly Birth- Three Effective Mentor Programs Quality P.D. Opportunities Parent support Compensation for work that is done outside of a school building Team approach to help with large case size and paperwork that is is daunting A survey conducted by Luke Duesbury and Jacob Werblow (assistant professor of special education at SCSU)- National Association of Elementary School Principals, 2008 over ten years ago conducted an initial literature search which revealed nine retention factors that were consistently endorsed across studies of teacher retention. The Top Three Retention factors, as postulated by new teachers, found in the above-mentioned survey, revealed that administration Support was the most important retention factor with Job Satisfaction and atmosphere, and access to quality and sufficient quantity of Classroom Materials as the second and third factors. Need free/ low-cost resources stress reduction strategies opportunities to collaborate or just talk to peers. \ Professional competence - don't want to show that you "don't know" when they need help. Administrators expect new teachers to come in "ready to teach" - unrealistic expectations Colorado - generalist license - teachers not prepared to work with students with more significant needs (cognitive/physical or emotional/behavioral). Early Childhood - not seen as professionals Big difference in what is learned.

The working conditions that lead to attrition - poor working conditions Equitable resources for them (physical materials are not always available for them to do their work) Roles are not as defined as they used to be - confusion of roles; who defines that role and who helps them understand their role? One significant difference between teachers who work in a school vs. early interventionists is the type of support- varies around collaboration, admin support, etc. is often of mixed quality. Need an administrator who can support special education teachers Building a network of peers to provide support SET are often valued to a lesser degree than their gen ed teachers; seen as helpers or paraeducator - they assist instead of teaching. Needs are equal status. Better support in how you teach collaboratively. We don't remind them that they need each other. At the workshop level, there is a focus on theory rather than what it looks like from the practitioner's perspective. The planning time - if we recognize each other as equals the planning will be different. The demands of the job (lesson planning, consultation, collaboration, developing in your profession) with no support. Providing extrinsic rewards (i.e. extra pay, opportunities to attend state and national conferences) for all teachers (veteran and novice), collaborative teaching rewards for general and special ed co-teaching teams. Accountability with expectations - when they go into a classroom does it match their expectations? Field experiences before they leave school (may lose fewer people).

Excellent work by the student members of the RA who surveyed all student CEC members 101 responses resources evaluation system that does not have relations to teacher quality lack of

mentors and lack of mentors who do not have best practices need mentors with expertise additional support for new teachers who are in specialized positions so they do not feel like an island administrators do not grasp special education and what parents, students, and teachers need classroom and behavior management Parapro collaboration IEP writing, case management, additional paperwork instructional needs not being modeled within the classroom we have a high stress profession and there seems to be added stressors which are put on teachers by states and districts that are unnecessary Get students and new teachers involved in advocacy for change Teacher pay is not enough for teachers to live on if they are not married to someone who also teaches or works Same things apply in early intervention as they do in special education. Parents sometimes in early intervention can challenge teachers when the preschool is not on site.

-need positive PR (like nursing) to increase desire to go into the field -parent interactions/ negative interactions that overwhelm new teachers -lack of, or poor quality of mentorship and intentional ongoing support over the first three years -administrators not understanding the roles of special education teachers which impacts their quality/ level of support for teachers -high caseloads/ unrealistic workloads -not feeling welcome or part of the school community/ faculty

Brand new teachers in classrooms need more classroom management, and content knowledge. Need more onboarding processes to feel comfortable in the classroom Need mentoring network whether it is face to face or virtual Maybe CEC can create a cadre of different professionals from different areas like VI, OI, Deaf-blind, across different states and provinces etc...similar to PLCs the may be a way to energize or reinvigorate those of "Like" profession or niche also possible through the CEC community More assistance of with IEP writing Supervision supports that understand the nuances of different specialized teaching areas Need to make building administrators familiar with CEC Need an avenue to make quick tips available to new teachers. And network it through social media , maybe a tip of the day. There is a need to feel valued by administrators CEC needs to build a partnership with those outside general education organizations Need for an expert that safe person to ask "ask an expert in the field" someone who has a fresh lens and safe to ask that won't judge or mark down on the teacher's evaluation. Like the teacher 2 teacher sessions, but would like teachers 2 administrators sessions

* Longer Student Teaching Experience * Mentorship for supervisors of student teachers * Consistent preparation for Higher Ed, and alt. route programs * Direction on Charter School Consistency * Observation Guidelines/Training for Consulting Teachers * Structured Student Teacher Supervision * Classroom Management Skills * Training in addressing Diversity * Development of guidelines for administrators & superintendents to show the importance of having student teachers *

- Help with IEP - preparation for social interaction, not necessary pedagogy - workload issue related to University induction component - Personnel support in filing, resources, etc... general supports to run in the classroom. - Induction mentors in the building to match the interns in the schools. - special educators are not viewed as the point of resources for general educators/personnel in the classrooms/campus - more likely to have stronger ties if they have established relationship and feeling valued. - task demands-support-how being valued - socio-gram for special educator, where it indicated that the special educators are isolated from the social dynamic in the school. -would be helpful to have both general and special educators being taught in the same classroom during teacher preparation programs. - the demands may be high but the teacher may not be well equipped or stretched too thin.

- low resource schools - not enough trained personnel to serve the district (i.e., rural/high violent neighborhood) - Lack of social support for special educators. - Need to have a better social network to connect special educators to others (i.e., rural-urban-suburbans). - bottom line - better pay, professional development, support - district level or building level - to have a specialist who is available to provide support - categorical label vs broad labels...different type of training where it lost the professional identity; seen as the instructional specialist vs the main teacher in special education. - maintain Peer Mentoring (in-district mentor/mentee matching) relationship - promote continuous learning

Early career teachers need mentors. Teachers need to be taught the practical aspects of the job during their time in school. Universities need to follow up on their graduates to ask questions that give feedback to the universities to know what areas the university program needs to address. Need to look at how they are leaving the colleges and get them around ATPA and get them classroom trained. That there be nationwide of teachers who teach special ed. vs. general ed. Having a PLC where beginning teachers can find help and resources and support each other.

1. Need for ongoing support in induction programming. (first year teacher induction, continuum that starts at the preservice level....strategies to teach but also instruction on how to be a professional)
2. Support should continue in the schools. Mentoring program, ongoing special education teacher meetings, ongoing service and training. Much you learn in practice.
3. Local school systems and higher education must work together.
4. There is much variability in what teachers step into.
5. Continuity in their early assignments is required. The better you are to learn and gain skills and polish those skills. As important as induction and mentoring (3 to 5).
6. Could CEC help by sharing information with administrators.
7. Self advocacy for teachers to protect themselves. Avoid being pulled in multiple directions. Students should ask what kind of support they will get when they are first employed.
8. Dealing with multiple demands
9. Lack of qualified mentor teachers
10. First year teachers are overwhelmed by what they are learning and implementing for the first time.
11. Varying roles. Clarity of role responsibilities.
12. Need to learn content. Our sped teachers need to be content experts and experts in specializing instruction/learning.
13. Need time for planning
14. Need for community of practice, not necessarily a single mentor.
15. Teachers need to have knowledge for how to teach in the 21st century. (e.g., technology and/or use of technology).
16. Need to be validated for what they are doing well.
17. You need to engage with families, agencies, paraprofessionals, other teacher colleagues, several stakeholders.

Lack of support-administrators University prep not adequate Lack of support for new Special ed teachers Classroom management- physical and verbal abuse No requirements for director of Special Ed or Gifted Ed. Gifted Education-parent pressure. No mentor available for new teachers. Lack of principal understanding and support. Educate support professionals Lack of recruitment of Gifted Teachers. Dissemination through partnerships with administration associations. Isolation in position.

Well trained, highly qualified and effective mentors. Mentoring programs- mentors need to be trained. We focus more on the mentee, but what training does the mentor receive? Mentor teachers may have the instruction piece but can they guide a new teacher? What does it mean to be a mentor? The knowledge and support they pass on needs to be the right support. Sometimes mentor design does not go as well as we hope. They need coaching, instructional strategies, time for collaboration. Follow up

support from teacher preparation program. Mentors need to match with their cooperating teacher. (Example- the gym teacher should not mentor the special education teacher.) Suggestions: 2 part mentoring program- one for climate and one for culture, and practice and pedagogy. (One mentor for union info, etc, one for teaching.) Long term mentorship program (Michigan's mentor program is 5 years and Massachusetts is 2 years.) Train mentors Administrators need to be trained in special education. Often administrators do not know how to evaluate special education classrooms. Suggestions: Co-evaluators (special ed and gen ed) could observe a special education classroom. Train administration in special education. Professional Learning. How can local districts provide professional learning once teachers are in the classroom? It's hard for teachers to leave the classroom for training. Suggestion: Look at different methods of professional learning such as flipped classroom for professionals. College Knowledge. Early career teachers are entering the field with an overall knowledge based, but they do not have a specific area of expertise. One the flip side, some students are specializing in one area and are not knowledgeable in others. Suggestions: Find a middle road where student are knowledgeable in a specific area but also are well versed in all areas of special education. Create a cohort of to her that are knowledgeable in a specific area where teachers can go to for help. Enhance the attractiveness of a professional organization where teacher can go for resources and support. Better partnerships between schools and EI providers. There needs to be better collaboration with families, EI, schools.

What is your unit/division already doing about the retention of early career special education and early intervention teachers and which of those have you identified as being effective?

They had a state CEC conference that was mostly attended by students, which was really good. They have contemplated doing a job-fair for SPED teacher candidates; welcome packets for those who are just beginning their teaching careers; a student strand at the state CEC conferences focused on what students want/need; getting students plugged into CEC in Canada, since their is no need for referral, teachers don't often get involved with professional association;

*Oklahoma State University recognized gaps that exist between the various education levels and then offer strands to help close gaps. Strands are offered at all levels. *Virginia is not a union state. No statewide teacher pay scale. So our data is all over the place. *Coaching, Mentoring and year round support for students with significant educational needs. *Job embedded coaching from other teachers *Unified federal pay scale like Canada *BC CASE working with the area colleges to develop courses to assist teachers who work in inclusive classrooms where you will find a wide variety of students with varied educational needs. *

Statewide PD conferences annually. Offering incentives for college students majoring in SpEd to attend annual PD conferences. Students gain PD. Attracts school districts to attend, interview, and hire students at the conference. Provides consultation services to districts and schools. One-day "drive-in" PD offerings in specific areas of states. Post-secondary schools offering dual licensure in SpEd with other areas of education. Encourage young teachers/teacher candidates onto the state CEC board. Offer support to new/potential teachers so they feel a part of a larger group and not alone in the profession. Partnership with Department of Education Office of Special Services to present Research to Practice PD each summer - free for all teachers. Live PD sessions. Multiple choices over a 1-week

Montana-Many districts are starting to have 4 day weeks rather than a 5 day week. Both States: Allowing to attend professional development. Mentorship both face-to-face and distance.

Units in this workgroup are unaware of any initiatives that their units are implementing At a more personal level participants are aware of the following strategies: - Pioneers mentoring program - Should go back to strategy of contacting college advisors to advertise opportunity - More colleges through student chapters - University offers PD for graduates in 1st 2 years of teaching to access voluntarily - 3 times per year during evenings - Better utilize the divisions to connect mentors to areas of each Division's area of expertise.

THIS HAS NOT BEEN A FOCUS DUE TO THE DEMANDS OF OTHER FOCUS AREAS. A TASK FORCE WAS MADE THAT DECREASED THE PAPERWORK DUE TO LEGISLATURE, APPROPRIATE STAFF TO SUPPORT THEM. ACCESS TO SUPPORTS (I.E. ADMINISTRATORS ON SITE), CASE IS OUTLINING THE NECESSARY PAPERWORK (ARKANSAS) TO REDUCE THE REDUNDANT PAPERWORK.

Connecticut: Provide administration support: most of our Board in Connecticut are Special Education Administration at the University level. The Ct. CEC have established, nurtured, guides and continues to promote CEC Chapters at their Universities. Many other of the active members in Connecticut are Public School Administrators. We have not measured the effectiveness! We have had local CON-CASE members present at our conference and attend our yearly conference. We haven't measured the success of this practice. Access to quality and sufficient quantity of Classroom Material We had in the past provided grant money to teachers to purchase sufficient high-quality classroom materials. The only way our unit was able to measure the effectiveness of these mini-grants was an end of the year reporting from the grant recipients and their program supervisors. focusing on students - holding CEC meetings at universities to include more students. Reaching out to preservice teachers. BBQ social and new teacher toolkit. Mini-grants to new teachers. Louisiana - going to 1-year student teaching with co-teaching. Early intervention link to other early intervention programs and resources. Conferences to help with PD - universities collaborate Have veteran members assist but bring in new, younger members to encourage new members on board. Have veteran role? Colorado: Free professional development linked with meetings. Day on the Hill to advocate for teachers and students with special needs

Florida - during our strategic meeting the team is partnering the professional chapter with the student chapter in a mentorship model. - Extrinsic Incentives: awards to teachers at the end of the year (state awards for someone who has a profound impact on students). DEC - goal is to create a pipeline to provide additional leadership responsibilities. When individuals move into a role of an evaluator, individuals often lose their expertise. -extrinsic incentives -power to the profession - recognizing the work in the birth to 3 field - "Because It Matters Campaign" - to professionalize the work of EC SET; to shift the profession so people want to keep their career.

Tennessee - nothing student RA survey- mentoring CCBBD- trying to figure out how to better disseminate information useful to teachers so they feel supported CCBBD- once they enter the field to teach, students a lot of times are no longer in contact with CEC or divisions and it is hard to find these teachers to support Can free stuff go out to all teachers in a district when the director has signed up? Teachers need to be more awareness of policy - those sessions are packed. Teachers are now paying closer attention to publicizing information where teachers who are not members can see it.

-additional teacher induction pieces within the first three years of teacher's career with mentoring that is intentional; mentor has experience in role of special education teacher/ early intervention -additional pay for completing federal compliance paperwork -additional contract days for teachers to complete paperwork requirements (evenings, weekend, summer days, etc. where they get extra pay or a sub during the school year to complete paperwork) -loan forgiveness for teachers willing to teach in highly impacted schools -"homegrown" initiatives where districts target high school students to encourage them to be special ed teachers so they will return and do that after college -paying tuition for paraprofessionals to obtain their teaching license/endorsement -encouraging online connections and PD opportunities among education community -Lower case loads in first three years and being mindful of assessment piece/data collection -making sure special education teachers have same access to materials and items such as laptops, room space, etc. as general education teachers -teacher education programs should include more courses in classroom management, behavior management, understanding and teaching students with disabilities, managing/ supervising paraprofessionals

Tips sheets - fact sheets, one page long - published 3 times per year DPHMD Maybe link all the division journals together, one place for teachers to find info. Free/open access Saskatchewan- we send a welcome to the profession email and literature to new teachers keep in touch with them Kentucky- grants and scholarships open to new teachers must be a member, and must present at the annual state conference to share what they did with the money Analytics about online resources on division sites like tip sheets and journals would be helpful to address effectiveness. Tried connecting new teachers with veteran teachers, but teachers are retiring and new teachers are leaving field so hard to sustain. Need big CEC to model mentoring in the field for support. At Kentucky annual conference in conjunction with Kentucky doe and division partner case, ccbd will do a new teacher workshop for all new teachers - this responsibility of the immediate past president. Non-certified teachers, out of field teachers attend the Kentucky annual conference and must attend conference to earn 6 hours of credit. Kentucky DOE requires these out of field special education teachers to attend, The Kentucky CEC provides ASD strand, behavior strand, collaborative strand etc...

* Workshops (DDEL) at CEC addressing methods and strategies. * DDEL Journals - Members only * Website (DCDT) on fast-facts * New Hampshire - Paying stipends for mentorship * Academies for continuing ed. * PreK - 12 / Higher Education Partnerships * Developing "General Ed. teachers" skills in special education * More resources/ training on trauma-informed schools * Constant (State/Nation Wide) expectations * Higher Ed needs to be at the table and we need to be developing a consistent framework/expectations for teacher candidates

DLD - not much discussion about retention due to other big items to discuss. - would be a good idea to have a center to study this specific topic. TED - Trying to provide support and personnel training (role, responsibilities, advocacy, how to work with other adults, co-teaching, IEP meeting); bridging the pedagogy into practice. - Having to invest time to address the needs states/standards as a unit. - teachers are going to the easiest and cheapest program (i.e., online programs vs face-to-face programs). Race to the bottom. CEC-DR - lack of research funding to support topics that relating to values rather than direct instruction. - looks at research in ways for teacher access evidence-based practices; research consumers; webinars to train teachers. Iowa - Mentoring teacher - New teacher paired with veteran teacher. Lack of success due to the lack of funding or incentive. = Need more Pay = increase Support

DCDD - resources available, websites that works and efficient. = CEC website needs to be more efficient.

Georgia provides a free conference (for teachers) which includes CEC, Schools for Live agency and the state. Provide Saturday workshops for beginning ESE Teachers. Nebraska- They tailor sessions for beginning teachers, newsletter for beginning teachers. Try to recruit students on state board.

1. Pioneers Division started mentoring program (undergraduate/graduate students). Seemed very successful. 10 year program. It comes down to relationships with Universities. We depended on faculty advisors to serve as mentors. They've expanded to 3rd year teachers. They are working with CASE. It's not evaluative it's supportive (e.g., providing curriculum, ideas). 100 mentors - 100 teachers. There are a lot of retired teachers out there. Encourage participating students to be CEC members, financial investment is difficult with young students. Students are not necessarily full time traditional students (now working parents, etc.). If they become student CEC members, they can transition to regular members. There is a challenge to get teachers to join and see the value of becoming members. 2. Ohio has a few regions that have reactivated (CEC groups). That helped somewhat but it's unclear. If mentoring could be seen as providing other requirements, that would help (CEU units/credits). Keep notes or documentation of your mentoring sessions could be submitted. FOWLER: Effective mentors should be of close proximity, not your evaluator, good communicator, be approachable/ supportive, have background knowledge, have administrator who will be supportive regarding time required. There must be some pay off in order to involve in mentorship. Apply structure for what they do and payoff for what they do. There should be some similarity in the teaching assignments. MARYLAND: Right start advisors, assigned for 3 years, 1 advisor to 12 teachers. That was their job, lesson plan, observe, video tape class. This was effective but likely very costly. Very structured. These folks were not evaluators. MENTORSHIP TOOLKIT: There is enough data/research to help schools know what is effective mentorship. Could CEC provide information/Toolkit and timeline for school districts to use? CEC could provide information to administrators? Professional development opportunities. Could they make mentoring a professional development credit. Developing community of practice-is this possible via CEC? Does CEC have the capacity to provide this level of support? E.G. specialists in a particular area or age group or disability to support new teachers who have a need in this area. The All Member forum is available. It's unclear whether folks are using this method.

South Dakota- reorganizing the state CEC. Other Divisions are not focused on this issue.

Massachusetts: Created a panel of special education directors and administrators answering questions about special education including interviews and resumes, first year in the field. Speaks at colleges in the state to students. Host annual professional development talks that are free to members. If you are not a member and you sign up for membership, the fee is waived. It's developed primarily to bring in new inservice teachers. Sponsorship money offsets the cost. Michigan: Student sessions about interviewing and special education issues. State Conference- 500 students come from the universities. Workshops include interviewing, collaboration, make and take, IEP 101, etc. Idaho: Online Communities, statewide trainings twice a year, cross district collaboration (but is not consistent across the state).

What should CEC be doing at the international level (i.e., applicable beyond the US) regarding the retention of early career special education and early intervention teachers?

Develop a mentoring program - can CEC ramp this up? There is disconnect between teacher candidates and their first experiences in the field; how are students learning about CEC at the university level and what they have to offer? At the state level, it's difficult to get student chapters to not dissolve due to bureaucratic requirements at the national level; if you want people to be involved, you have to make it easy to be involved; could the membership chair go make visits to different universities/districts; maybe a toolkit or information that can be shared with universities and districts sharing the value of the CEC membership; provide some testimonials; money is hard to come by these years, what is CEC providing? What's the value of this membership? Recruiting at the university level is key; trial memberships - keep them up; lobbying at the state and federal level; replicate everything Canada is doing :) - they have a very robust teacher evaluation system; It would be nice if CEC could offer regional support personnel (maybe retired staff) for states and districts to meet with and have mentor them in their first years of teaching. Something many reps at the table said they would be like to do part-time in the future when retired.

*working on a protocol for mentorship (rubrics, webinar, paperwork, etc.) New Teacher project out of Santa Cruz *advocate for a federal teacher pay scale - Canada already is ahead of the curve. *Free resources from CEC *Virtual mentors from CEC *More practical sessions at our conventions- the kinds of things that are in TEC. Denote the new teacher sessions in the handbook.

Conduct a needs assessment survey of each area in each state and determine the primary needs. Strengthen the relationship between CASE and state CEC Units. All SpEd directors should be CASE members. Take care of teachers with resources to support their instructional needs. Ex: Informational packets on RTI, 504, progress monitoring, transition assessment, building self-determination, etc. Develop a Special Education teacher prep program for high schools similar to Career and Technology Education programs. Potentially partner with Teacher Cadets. Include Peer Tutoring programs. Could we create a "package" that high schools could implement that would identify the students with the disposition and values to be future teachers? Increase the "value" of educators serving as CEC volunteers (board members, serving as officers, etc.) Express to districts and universities the advantages of CEC service. CEC dues should reflect the income in the country from which the member hails. How could we share information with SpEd teachers from other countries? Can US teachers learn from teachers in Finland? Could CEC facilitate these connections? Offer PD "packages" to school districts that include CEC memberships. PD could address new teacher issues, IEP development, goal writing, transition topics, etc. PD delivery could be electronic - webinars, pre-existing electronic materials, or in-person. PD could be personalized according to the district's needs. Costs for PD could be based on the number of teachers involved, and CEC membership dues could be included in the fees.

Often new teachers don't know what they don't know. Ongoing check in with the mentee- Much more than just the required time. Possibly work with the various education centers in the state to develop training and support for the state. Mentor training and possibly expand the CEC mentor program. Look at some type of teacher apprentice program that could be developed for rural schools.

- For people who are not in the states but intend to return or migrate there, CEC could broker a mentor in that the intended location to assist in smooth transition - Utilize DISES to create links and contacts with other countries

GUIDANCE FOR TEACHER PREPARATION PROGRAMS AND RECOMMENDATIONS FOR LESS PAPER WORK, HIGHER ED. TEACHERS TO GET FAMILIAR WITH WHAT IS GOING ON IN THE CLASSROOM, CEC TO CHAMPION EQUITY INTERNATIONALLY. BASED UPON A NEEDS ASSESSMENT FROM YOUNG TEACHERS (1-5 YEARS), CEC DEVELOP A 'NON-TANGIBLE (NO COST) DOCUMENT OUTLINING HOW TO BEST SUPPORT NEW TEACHERS. REAUTHORIZATION OF EDA...LOOK AT THE SERIOUS BODILY INJURY STANDARD BECAUSE IT IS TOO HIGH. LOOK AT IEP AND MAKE IT LESS COMPLIANCE FOCUSED.

Connecticut: Aggressive recruitment Improve membership and provide collaboration with international special education organizations Research and policy development would like to hear from international members Such a shortage of qualified teachers in other countries - more resources that are free/available on CEC website and available in Spanish (at least). Need to broaden availability - draw people in with a lower cost membership - find ways to link to teachers in highly impacted/low SES areas. Website -button for students. Link to each other - Community? Model ideas (tip sheet) - twitter and facebook help - younger members click on links on facebook and twitter and rarely go to the website. workshops during the convention that don't cost extra for participants - call for papers includes presenters willing to do a workshop in order to learn a new strategy well enough to implement.]CEC to develop partnerships/collaboration with international organizations such as CDC, UN, US AID, Save the Children, International Association of Special Education, etc.

-Lowering conference registration for international attendees - Add +1 bonus point for CEC proposals if they have an international perspective -More information to international groups about improving progress for students with disabilities -Connecting with international universities to provide mentorship to future teachers -Themed issues with an international focus for CEC journals - Increase awareness of the retention/attrition levels internationally -Partner with other international associations (i.e. DICES) to determine what they do to retain their special education teachers -How representative is what we found in the United States to what other countries are experiencing? ***CEC sending members to different countries to in-service teachers, build schools, train specialists, etc. -Increase opportunities to collaborate with international policymakers on special education issues. -Draft a statement on retention that is for a global audience and send them a hard copy by mail. -Survey other countries to capture their thoughts and perspective on CEC (we know that Canada is feeling like a "step-child" - do we have in-depth information as to why?) If they are, what are we doing to change that?

The problem comes back to we need more teachers who are in classrooms in the membership CEC needs a pinterest board, partner with instagram such as teachers follow teachers etc divisions should not be "siloes" a lot of the information pertains to all students with disabilities Look at other countries processes to retain teachers change the public perception for teachers in the US

-CEC should create mentor program guidelines and recommendations -Branding efforts to show how teaching helps and influences lives in order to make the profession one that people WANT to enter - Make samples of recruitment and retention ideas/strategies available on the CEC website or other platform -Collaborate and join forces with other organizations such as NEA, AFT, ASCD, and state-wide administrative organizations -Continue to increase teacher-to-teacher sessions as is occurring at the 2018 CEC Convention -Reduced CEC Convention and membership rate (or scholarship) for teachers in

their first three years in the field. Obtain simple documentation from supervisor to verify. ***see our paper documentation that was provided to Sharon Rodriguez. Includes a teacher survey conducted by California NC-CEC and some articles from EdWeek.

Share what other countries are doing in education and what we can learn from them. For example, share advances Canada is making to move sped forward. Have our conference in another country to support collaboration and education across countries. Dissemination of information from DISIS. How can we support advocacy globally for special education and provide information for international schools and parents.

* Working with building * CEC should have a place to post resumes for teacher candidates (all teachers) * Become an information clearinghouse for all divisions and units, so all of our combined resources can be accessed in one place.(CECOOGLE)

Education and Network with other countries Mentorship

Stress the importance of the resource and collaboration piece. Talk to the states for flexibility of state certification. Be the advocate (with the department of education) for reciprocity so that we don't lose teachers that move. Provide sessions specific to early career sped teachers.

FOWLER - She is doing consulting in China and other countries. China provided services privately. Government has now said all children will receive services, they want teachers to be credentialed. There is the issue of preparation/credentialing. They are figuring out if they are going to work with them in separate schools or provide a continuum of options. This is not happening in other countries like Italy or Sweden or other developed countries. Schooling is still becoming a universal right in many questions. Provision and training are the issues, not really retention. Part of the issue is salaries. In China & Korea, in the publicly funded system you have better prepared teachers, better paid teachers. You must not impose our values. Countries vary. Canada is likely the closest to the U.S. but they are different too. We have a lot to learn from other countries. U.S. has not signed on the Bill of Rights. Sharing the information and the translation of the research in other countries is not necessarily direct or appropriate. We should share information. ADD RESPONSE TO QUESTION #6 In early childhood, there may be a safety issue too, related to retention. How do we support them in those environments.

-look into certification issues Hurdles exist for international teachers. -Guidance regarding what are the policies and procedures for special ed students entering the country. Financial access How CEC can become international? DACA-loss of teachers and students, impact on families. Visibility of CEC - UNICEF, other organizations. Promote the organization- same people all of the time. Maintain guaranteed diversity representation on CEC Board. -

More communication- showcase what we are doing Create Ambassadors for special education Create partnerships Exchange program with other teachers/fellowships Create an online international community on the CEC community Virtual coaches International conference (preferably a country in need of special education teachers) Develop a program through CEC where teachers in the US are matched with an international teacher to mentor