HELP YOUR MEMBERS SUCCEED WITH CEC'S PROFESSIONAL DEVELOPMENT, RESOURCES, AND STANDARDS AND ACCREDITATION

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Who are we?

CEC’S PROFESSIONAL AFFAIRS DEPARTMENT
# PROFESSIONAL AFFAIRS

## Team
- Laurie VanderPloeg
- Brad Duncan
- Brooke Massey
- Megan Shea
- Renee Glasby
- Aimee Roberge
- Melissa Trout

## Areas of Oversight
- Online PD Programs
- Webinars
- Contract Training Programs
- Conventions
- Fall PD Fair
- Standards and Accreditation
- Repository/Professional Resources

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**Council for Exceptional Children**

*All Educators. Every Child. No Limits.*

[exceptionalchildren.org]
PD Agenda

- Know what is available to all CEC members
- Doing the leg work for your members
- Creative ways to repurpose content so your members see the value of their membership
  - Targeted content curation
  - Targeted marketing & communications
  - Consistent recruitment for member involvement/engagement
So what do we have?

Let’s review the PD that CEC has to offer your members!
Come hang out with us online!

Fall PD Fair
save the date!

September 28, 2023
1:00am - 7:00 pm

Virtual Live Sessions
From CEC and our Special Interest Divisions

LEARN MORE

More info to come at
exceptionalchildren.org/fallPDfair
Convention

- Share important registration dates with members
- Filter highly relevant content for your members (or at least the quantity!)
- Schedule meet-ups through the mobile event app
- Start a discussion thread during the convention

- San Antonio
  - Difference between in-person/virtual
- PAC: each division gets to choose some content - highlight that content for your division
  - PAC will make decisions in August
- Why convention is a good opportunity for your members
  - Idea sharing between states
  - Great addition to state and Division conferences
CEC Learning Library

Filter content by relevance to your members

Highlight timely PD options for members in newsletters

Get on-demand information and CEUs
On-Demand Programs

- Individual Webinars
- Collections
  - We can assist with collection curation
- HLPs for Paraeducators (FREE)
- Supporting Paraeducators Series
- JumpStart for New/Early Career Special Educators (starting soon)
- Educator Shortage Webinar Series (FREE)
- Coming Soon

Webinars - FREE for CEC members!

Everything Else – Special member pricing
Collaboration Opportunities

Partner with CEC to offer a FREE webinar for your members

- You identify the content & presenter (what do your members need right now?)
- CEC does the rest!
- Offer **free** registration to your members as a member recruitment or retention effort
- Your members could get it for free, but we charge everyone else (convert these folks to members)
Paraeducator Resources

- Paraeducator Competencies
- New Paraeducator Assessment Toolkit
- New member category for paras
- PD and resources
- How to work with a paraeducator
- Support for paraeducators
Resource Repository

Database of resources for teachers
Peer-reviewed for relevance & utility
FREE for CEC members
Curating Resources for Members | ETRR

- Filter content from resource repository by relevance to members
- Share or highlight resources applicable to members and celebrate contributors from your Division or Unit
- Encourage submissions from your members to increase resources and elevate awareness of your members
Targeted Member Benefits

Highlight & communicate targeted resources to your members

Curate relevant content for them

Celebrate your members’ contributions

Encourage engagement & reinforce value

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But Wait, There's More...

- Also in the Learning Library—three new Quick Takes on Language & Linguistics, all under 9 minutes! Find them under Programs > Quick Take Library.
How do we choose what to offer?

We asked!
PD Needs Assessment

- Completed end of 2022/beginning of 2023
- Initial step for CEC to inform the implementation of part of the 2022 strategic plan
- Collected information from members on:
  - Current areas of challenge
  - Critical topics for PD
  - Determine preferences in the types of professional supports available
Top 3 Areas of Challenge from Teachers

1. Social/Emotional & Behavioral Health
2. Assessment & Progress Monitoring
3. Curriculum Access (SDI, UDL, co-teaching, etc.)
PD Needs | Administrator Feedback - greatest challenges for special education staff?

If you had to choose only one, which of the following areas would you say is the greatest challenge on a day-to-day basis for the special educators on your staff?

Top 3 areas of challenge for educators on their teams

1. **Social/Emotional & Behavior Health**
2. **Curriculum Access**
3. **Instructional/Intervention Practices**
Top 3 areas of challenge for Administrators

1. Educator supports & wellness

2. Social/Emotional & Behavioral Health

3. Legal, ethical and compliance issues
What type of “resources or professional development” would be most helpful to you?

Teachers:
1. Books/Articles/Case Studies
2. Online/Virtual Training/Webinars
3. Manuals/Guidance Materials/Templates

Administrators:
1. Books/Articles/Case Studies
2. In-person Training/Seminars
3. Coaching/Mentoring
Standards & Accreditation

- CEC Standards
- HLPs
- Program Review
- Accreditation
- Resources
Professional Preparation Standards

- What are they?
  - Set the expectations for what completers of professional preparation programs should know and be able to do
  - They provide a common framework for how high-quality educators are prepared
- Audiences: Preparation Programs, policy makers, credentialing agencies, administrators
Standards are organized into two categories of initial and advanced.

Does not indicate graduate or undergraduate.

Initial programs is designed to result in a first special educator licensure/credential.

Advanced Programs are designed to result in an additional special educator licensure/credential.
CEC's Standards (Initial-Level)

- Initial Practice-Based Professional Preparation Standards for Special Educators (K12)

- Initial Gifted Educator Preparation Standards*

- Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)
CEC's Standards (Advanced-Level)

- Advanced Gifted Educator Preparation Standards
- Advanced Administrator of Special Education Professional Leadership Standards
- Advanced Special Education Preparation*
High-Leverage Practices (HLPs)

- Address the most critical practices that every K12 special educator should master and be able to demonstrate.
- The HLPs are used frequently in classrooms and have been shown to improve student outcomes if successfully implemented.
- 22 HLPs organized into four aspects of practices:
  - Collaboration
  - Assessment
  - Social/emotional/behavioral
  - Instruction
## HLPs and the Standards

The standards drive training pre-service teachers on how to enact the HLPs. PD plan in development for faculty on HLP and Standards.

### Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

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<th>CEC Standard Component</th>
<th>High Leverage Practice</th>
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| **3.1** Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities. | HLP 11: Identify and prioritize long- and short-term learning goals.  
HLP 13: Adapt curriculum tasks and materials for specific learning goals. |
| **3.2** Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives. | HLP 12: Systematically design instruction toward a specific learning goal  
HLP 13: Adapt curriculum tasks and materials for specific learning goals.  
HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.  
HLP 15: Provide scaffolded supports.  
HLP 21: Teach students to maintain and generalize new learning across time and settings. |
Program Review with National Recognition

- Partnership with CAEP (Council for the Accreditation of Educator Preparation)
  - Only programs pursuing Accreditation through CAEP are eligible
- AKA SPA Review (Specialized Professional Association)
- Not equivalent to Accreditation
- CEC issues National Recognition Decision; CAEP issues Accreditation Decision
Why CEC Created Accreditation

- CAEP was the only mechanism CEC had to evaluate programs using our Standards through national recognition.
- CEC Accreditation provides an exclusive opportunity for special educator programs to seek accreditation independently from or in addition to their unit/EPP.
- An avenue for CEC to influence and directly impact the preparation of special education professionals through our standards.
Accreditation Overview

- Fully virtual process
  - Reduces financial and staffing resources
  - Increases flexibility
- Cost are tiered based on program size (based on enrollment) and discounts for multiple programs from the same parent organization
- Streamlined and supportive process
Why become CEC accredited

- **Relevance:** CEC Standards represent consensus from the field
- **Commitment:** Demonstrates your program’s commitment to operating a high-quality special educator preparation program
- **Impact:** Assures the public, the profession, and graduates of accredited programs that educators are prepared
- **A Statement of Excellence:** CEC upholds the national standards for special educator preparation programs while encouraging innovative practices and instructional strategies.
Resources

- CEC Website
  - HLP alignments
  - Standards alignments
  - Accreditation
  - National Recognition
- Division Websites
- "Purple Book"
- HLP Faculty Guides (Coming Soon!)
Q&A

☐ Contact us!
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