CEC’s Board Recognizes Contributions of Members

As a professional association of educators dedicated to advancing the success of children with exceptionalities through advocacy, standards, and professional development, CEC could not accomplish its mission without the dedication and contributions of hundreds of volunteers.

At its meeting on July 11, 2017, CEC’s Board of Directors passed resolutions honoring the accomplishments of two of its workgroups and recognizing the hard work and commitment of individual workgroup members, as well as another long-time volunteer.

President Mikki Garcia expressed her "deep gratitude for the contributions of these individuals. This recognition is only a small token of our appreciation for the work of these professionals; their efforts were monumental. Our volunteers are the backbone of our association; we rely on their subject matter expertise and best thinking to advance the mission of the association. I am proud to be a member of an organization whose members understand the value of giving back to the profession to ensure the success of our students with exceptionalities.”

As your professional association, CEC is the standard bearer for special education. CEC’s Professional Preparation Standards define the specialized expertise special educators must master for the safe and effective practice of special education. These standards are used by teacher preparation programs, accreditation organizations, and credentialing and licensing agencies.

Following industry best practices and guidelines from the Council for Accreditation of Educator Preparation (CAEP), CEC periodically coordinates the revision of the three sets of standards that guide the profession—preparation, practice, and ethical standards. The Framing Paper Workgroup was appointed by the CEC Board of Directors on September 25, 2014, to review and refine the CEC professional standards development process and ensure that CEC’s professional standards remain up to date, relevant, and reflective of the current state of teacher preparation in the United States.

The Framing Paper Workgroup was led by co-chairs Linda Blanton, Florida International University, and Virginia McLaughin, College of William and Mary; and includes Terese Aceves, Loyola Marymount University; David Cihak, University of Tennessee, Knoxville; Loury Floyd, North Carolina A&T State University; Timothy Landrum, University of Louisville; James McLeskey, University of Florida; Kevin J. Miller, SUNY Buffalo; Marcia L. Rock, University of North Carolina at Greensboro; and Vicki D. Stayton, Western Kentucky University. The workgroup’s comprehensive set of recommendations were approved by the CEC Board in April 2017.
CEC’s Director of Education and Professional Standards Jennifer Bullock described the workgroup’s recommendations as creating “a solid foundation on which the next iteration of CECs Initial and Advanced Standards will be built. The importance of this work to CEC, the field of special education teacher preparation, and the future work of CEC’s standards development is paramount. We can’t thank this group enough for their contributions.”

Recognizing that the future reauthorization of IDEA is a priority for CEC members, the IDEA Reauthorization Recommendations Workgroup was appointed by the CEC Board of Directors in December 2015 and charged to solicit input from the CEC membership to develop CEC’s IDEA reauthorization principles and recommendations. The workgroup is currently in the process of reviewing input from CEC’s Representative Assembly meeting in April 2017 prior to providing its draft recommendations to the Board later this year. Deb Ziegler, CEC’s Director of Policy and Advocacy and staff liaison to the workgroup said that the workgroup “is pleased to have received such thoughtful input from the RA.”

The IDEA Workgroup is chaired by Tim Lewis, University of Missouri, and includes Kaitlyn Brennan, University of Pittsburgh; Gwendolyn Cartledge, Ohio State University; Vivian Correa, University of North Carolina at Charlotte; John Eisenberg, Virginia Department of Education; Linda Lewis, University of Oregon; Brandi Simonsen, University of Connecticut; Russell Skiba, Indiana University; Martha Thurlow, National Center on Educational Outcomes; Sharon Walsh, Walsh Taylor Incorporated; Denise Whitford, Purdue University; Phyllis Wolfram; Springfield Public Schools; Mitchell Yell, University of South Carolina; and Gayle Zavala, School District of Palm Beach County.

The Board also recognized the extraordinary commitment of long-time CEC volunteer Kathlene Shank. Dr. Shank, of Eastern Illinois University, has served as a volunteer co-coordinator with CEC staff members in the Council for the Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA) review process, working to ensure that teacher preparation programs are supported in meeting the CEC standards and CAEP requirements for accreditation, and as a program reviewer, auditor, and mentor to other CEC volunteer reviewers and auditors.

Bullock noted that “for more than two decades, Kathlene has contributed her knowledge, experience, and countless hours of her time to nearly all aspects of CEC’s standards work. The impact of her efforts on the field of special education truly cannot be overstated.”