
PIONEERS PRESS

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President's Message: Pioneers Leading the Way



Mary Ruth Coleman, CEC Pioneers President 2016

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

— John Dewey

Dear Pioneers,

We find ourselves living in a time that is particularly polarizing. Individuals and groups often seem bent on staking out mutually exclusive territories. And, once these boundaries of thought have been drawn we often settle into complacency and/or we begin to entrench and defend against all intrusions. Where, within this schema, is openness, curiosity, inquisitiveness? Where is the spirit of exploration and discovery? Where is the pioneering quest for continued learning and growth?

As pioneers we are leaders for our field and for our communities. We can embody and model the pioneering spirit; we can through our formal and

informal leadership create opportunities for understanding. We can work to expand, redraw, and eliminate boundaries of thought that prevent the unfolding of empathy – the first step toward compassion.

One of the most important areas for of concern today is race relations. I believe that we are facing a critical junction. The levels of cynicism and fear seem higher than ever – yet the voices of hope and courage are also strong. We have possibilities for building bridges of trust and we must do this.

Mary Ruth's message continues on page 2



**CEC Pioneers
Division**

The voice and vision of special education

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“If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.”

John Quincy Adams

President’s Message continued

On July 6, 2016 we were shocked by the tragic shooting of Philando Castile, a fellow special educator (see box). This tragedy embodies a climate of divisiveness and fear. The heartbreak of Philando’s family, loved ones and friends is extended to each of us as part of the community within which this tragedy took place. It is also a clarion call to each of us that we must be part of the solution. We have heard a call from President Obama for national conversations. We, as pioneers, can lead these conversations within our organization and our communities. We begin by examining our own hearts and minds...but we move forward by examining our actions and practices.

In what ways might these conversations lead to better understanding and positive change? We can continue to explore the disparate impact that special and gifted education have on the lives of culturally and racially different students and their families. With the re-authorization of IDEA we have an opportunity to ensure that issues of equity and cultural responsiveness are addressed within each aspect of the law. We must also examine our recruitment strategies to build a more diverse work force. Pioneers are leading the Mentoring Program for CEC and through this we can explore how to offer support for our emerging colleagues as they work in increasingly diverse settings. We must also continue to be vigilant as we set standards for

practice ensuing that these reflect the range of students and professionals in today’s schools. We are embarking on the study of *“The State of the Profession”* and this body of work must reflect the current climate and needs of our students, their schools, and their communities.

Through our leadership we can make a positive difference. I invite you to join in these conversations and to initiate other conversations. I invite you to engage in these explorations as we examine together how to forage a better future. We are the pioneers and we can pave these pathways forward!

Mary Ruth Coleman, Ph.D.

President, Pioneers 2016

Philando Castile

Philando Castile was a beloved member of his community in St. Paul Minnesota. He graduated from Central High in 2001, and started working in the district’s nutrition services department the following year, to which he was promoted to nutrition services supervisor in 2014 at J.J. Montessori School. Castile was a beloved member of J.J. Hill; a statement from St. Paul Public Schools was quoted saying, “Kids loved him. He was smart, overqualified. He was quiet, respectful, and kind. I knew him as warm and funny; he called me his ‘wing man.’ He wore a shirt and tie to his supervisor interview and said his goal was to one day ‘sit on the other side of this table.’ Recently retired staff member at J.J. Hill memorialized Castile in this way: “He remembered their names. He remembered who couldn’t have milk. He knew what they could have to eat and what they couldn’t. This was a real guy. He made a real contribution. Yes, black lives matter. But this man mattered.”

Philando Castile’s shooting took place on July 6th, 2016. There were two people present in the vehicle besides Castile where his girlfriend Lavish Reynolds and daughter Dae’Anna. According to Lavish Reynolds, the police officer originally pulled over Castile for a broken taillight (which she claims was not broken). The police officer then asked for Castile and Reynolds to put both hands in the air, and then requested them to produce license and registration. Reynolds claims that Castile

keeps all of his information in a think wallet in his back pocket, so while he was reaching for it, he informed the officer that he was carrying a weapon but he had a permit. It was immediately after that when the officer shot multiple times while screaming “don’t move,” which was an impossible request since Castile was already in the process of retrieving his wallet. The immediate aftermath of the shooting was livestreamed by Lavish, who calmly and eloquently explained the situation while filming the clearly frantic police officer. One of the most heartbreaking things about this affair is the words of Dae’Anna, who knew that Philando was dead before Lavish even realized it. Immediately after the shooting Dae’Anna, only 4 years old, was consoling her mother and reassuring her that everything was going to be fine. Lavish always taught her daughter to speak positively, but after the shooting Lavish said that Dae’Anna spoke these words: “Mom, the police are bad guys. They killed him and he is never coming back.

~
Thank you to Latrell Broughton and Elizabeth Finnegan

2016 Proposed change to Article III Section 1 CEC-PD Constitution and Bylaws

The CEC-PD Board recently approved the following proposed change in the Membership Section of the current CEC-PD Constitution and Bylaws to be submitted to the membership for a vote. The proposed change with the cross through sections indicating deletions and the underlined sections indicating new wording is presented here along with the rationale for the change for your consideration and vote as a member of the Pioneers’ Division. Please note the instructions for voting that are listed just under the ballot indicating either U.S. or electronic responses.

Proposed change and Rationale:

Section 1. Qualifications

Any person who has been a member of CEC for a period of at least fifteen (15) years, or has served

~~as an officer of~~ in a leadership position within CEC (officer, committee/work group chair) or as an officer of a CEC Division or state/provincial unit ~~or is a Past President of CEC~~ shall qualify for membership.

Rationale:

The CEC-PD Board in recent discussions determined that both the longevity of affiliation with CEC and the leadership provided met the initial formation considerations for the Division in establishing a Division that recognized long standing service and involvement in CEC. This change continues to recognize the commitment of time to the organization, but also allows for the recognition of assuming a major leadership role. It is possible that some of those who qualify under the leadership (national, division, or state/provincial) would have fewer than 15 total years of membership in CEC, but meet the original founding considerations for the Division. This change also continues to recognize as members those who have been a part of the organization for an extended period, but might not have assumed a major leadership position during that time. The deletion of (or is a Past President of CEC) is done as this qualification for membership would be covered under the new “leadership position with CEC (officer, committee/work group chair” addition).

Special thanks to the members of the Constitution and Bylaws Committee (Parthenia Cogdell; Pam Gillet; Diane Johnson, Joan McDonald; Katherine Kersenbrock-Ostmeyer; Nancy Riggan; Kathlene Shank) and input from the CEC-PD Membership Committee and Board for their concentrated effort in producing these recommendations.

The instructions for voting on the proposed changes to the CEC-PD Constitution and Bylaws can be found on the last page of this newsletter.

Report of the President-Elect Nomination Vote

The CEC PIONEERS Division Nomination Committee is pleased to announce that Dr Susan Fowler has been elected as the next President-Elect of the PIONEERS Division , with her term beginning in January 2017. On behalf of the PD membership, I want to thank Dr. Fowler for stepping forward to help the PIONEERS Division continue to support CEC and the field of special education. We welcome Dr. Fowler's leadership and want to share the following brief overview of her service within CEC: Thank you to all members who voted during our election. Sincerely,

Michael Thew, PD Past President

Nominations Chair

Dr. Susan Fowler

Susan Fowler has been a member of CEC since 1975 when she joined as a graduate student at the University of Kansas. Over the years she has served on the CEC Board of Directors (2005-2011) as president of CEC (2009), DEC (1992), Kansas DEC (1988) and has served on and chaired numerous state and national committees for CEC. In her professional role, Susan began her doctoral career as a Research Associate at the University of Kansas, served in the USDE Office of Special Education Programs, and in 1990 moved to the University of Illinois, where she held positions of Department Chair, Associate Dean and Dean of the

College of Education (1990-2006). She retired as a professor emeritus in 2016 from the Department of Special Education at Illinois. Her research over the years has focused on coordinating services for young children with disabilities and their families, particularly at transition from NICU to home to EI to preschool and to kindergarten as well as developing interventions to support young children in inclusive environments. Susan has been active in HECSE, a member of DEC, TED, DR, DLD and most recently Pioneers where she has served as membership chair for 3 years. She resides in Champaign, Illinois.

Honors and Awards Committee

Fall Report from the Pioneers Honors and Awards Committee

This year will bring changes to the Honors and Awards Committee. Besides the prescribed rotation of two members **off** the Committee, two **new** Pioneer members will be added. In addition, I will be stepping down after serving two three-year terms as Committee Chair. I am very pleased to announce that the new Chair of the Honors and Awards Committee is Dr. Gloria Taradash. Gloria's focus during her career has been to improve the identification of gifted students and to enhance services for these students.

The purpose of the Committee is to select from among Pioneers worldwide, a recipient for the prestigious Romaine P. Mackie Leadership Award which is presented at CEC's national convention each spring. The 2016-2017 award will be

bestowed upon a member who exemplifies the “power to lead and influence” during their career as a special educator. Pioneer members are requested to nominate educators they believe are making a difference or who have made a significant difference through their leadership skills and abilities. (See nomination form at the end of the newsletter.)

Romaine P. Mackie was an official in the U.S. Department of Health, Education and Welfare in the early 1950’s. She and several of the early pioneers in Special Education who began training programs at their respective universities co-authored a series of government publications that identified skills and competencies that special educators needed to have in order to provide appropriate services for disabled children. Romaine P. Mackie, with colleagues Lloyd Dunn, Frances P. Connor and Harold M. Williams, blazed the trail to prepare educators for this new population of students who had rarely been served in the public schools.

CEC Pioneers are committed to honor a member annually who, like their predecessors, has been a recognized leader in Special Education.

On a personal note, it has been a wonderful experience serving as the Chairman of the Honors and Awards Committee. Reading through resumes of individuals that I did not know was a humbling experience. Additionally, I wish to thank all those members that have served on this committee in helping to select our award winners.

Sincerely,
Mike Weinroth

Thank you for your Service!

We thank Michael Weinroth for his service to the Pioneers. As chair of the Honors Committee, Mike was dedicated to recognizing and honoring our member’s talents and contributions. Thought his work we saw his kindness and his graciousness. He extended his personal touch to each award recipient making this an extra special honor through his personalized attention. Mike, we are grateful to you for all you have given and we thank you for service!

No person was ever honored for what he received. Honor has been the reward for what he gave. ~Calvin Coolidge

CEC 2017 Conference Pioneer Division Showcase Joan McDonald President Elect, Pioneers Division

The 2017 Conference in Boston is going to be busy and full of pertinent information. The Pioneer’s Division is planning an exciting Showcase highlighting interagency collaboration to better prepare students with exceptionalities for their future. The title of the presentation is “Parent and Student Engagement through Interagency Collaboration – Triad for Success.” The panel will address how to improve parent and student engagement through interagency collaboration, building student self-advocacy using strategic skills and activities to improve parent participation. The panel represents school district staff, university faculty (teacher training and research), and parent support agencies to improve student outcomes.

Teaching students self-advocacy skills is the foundation for student success. Students who are strong enough to self-advocate are also more likely to achieve success in life with support from their parents. The panel presentation will address how teachers, administrators, university faculty and parents can work together to lead to better academic and post school outcomes for students. It will focus on how school staff can work with university faculty to help prepare pre-service teachers to focus on the importance of teaching self-advocacy skills to students with exceptionalities. Parent support agencies are an important component of this process to assist parents in understanding the importance of these self-advocacy skills. Parental support is critical for students to build their self-esteem and confidence for the future.

The benefit for teachers is that once initial instruction is addressed it is actually easier to address IEP goals and curriculum.

The benefit for administrators is that it creates a more positive relationship between home and school. Developing relationships with university faculty and parent groups also adds to assisting the schools in developing best practice programs.

The benefit to parents is that they see themselves as better preparing their child for the real world and tend to respect them and listen to their child's needs and desires for the future. Parent input for program development and services assists in developing more appropriate programming for students.

The benefit for university faculty is to establish beneficial relationships with schools, teachers, and pre-service teachers to lead to the success of students with exceptionalities.

The advantage of teaching self-advocacy skills to students is that these skills cross cultural diversity (including race, gender, etc.) as long as there is sensitivity to family needs and requests.

Topic Areas addressed in the presentation are:

Student Engagement – self-advocacy, parent involvement, interagency collaboration/cooperation.

TARGET AUDIENCE:

Administrators/supervisors, special education teachers, parents, university faculty, and students.



See you in Boston 2017

Joan McDonald
President Elect, Pioneers Division

It is hard to believe that the plans for the **2017 CEC Conference in Boston**, April 19 -22, 2017 at the Hynes Conference Center are well under way. Don't forget to register early on the CEC Website for a discounted registration rate. Making hotel reservation early is critical, since the Boston Marathon will be taking place the beginning of the week of April 16th. Here is a list of the Conference Hotels offering conference rates: Sheraton Boston (Headquarters Hotel), Boston

Marriott Copley, Boston Park Plaza, Colonnade, Courtyard Boston Downtown, Doubletree by Hilton Downtown Boston, Hilton Boston Back Bay, Hyatt Regency Boston, and The Midtown Hotel.

Reservations for all these hotels can be accessed on the CEC Website under 2017 Conference.

The Workshops have been determined and include topic such as: Para-educator Supervision, Behavioral Management, Transition, Access to the General Education Curriculum, Legally Defensible Practice, Collaboration/Co-teaching, CEC Professional Preparation Program Recognition, Assistive Technology, Personnel Preparation, Culturally Responsive Instruction, Mental Health/Behavior, Public Policy, and Charter Schools. The program presentations are currently being reviewed and presenters will be notified in October as to whether or not their proposal was accepted. All in all it will be a full and intense program. The conference will be another great opportunity for professional development and networking. SEE YOU IN BOSTON.



Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved. ~Mattie Stepanek

Keeping in Touch!

Gloria Taradash-
Chair, Honors & Awards Committee

D. Parthenia Smith Cogdell



D. Parthenia Smith Cogdell, born in the small community of Mt. Olive, grew up on a large farm in Newton Grove, North Carolina. Parthenia is the oldest of seven children, four girls and three boys. Being the oldest brings joys and stresses: The joy of knowing you are making a contribution to the family by taking care of the younger siblings and the stress of knowing that you will be held accountable. To prepare their children for life's responsibilities, *Parthenia's parents presented three principles:

- Be honest – your word is your bond
- Be dependable – If you commit, be sure that the task is done
- Help others with love – There is always someone with less than you

Parthenia believes the steps her parents took in the forties by reducing the children's exposure to discrimination helped to develop her focus on improving acceptance of differences and the commitment to fight for diversity and inclusion. These fundamental character traits have formed the foundation on which Parthenia built her accomplishments in the world of special education.

Her life's work has been epitomized by mentor support, battles of diversity and cultural evolution.

The supportive and collaborative role of mentors has been critical to Parthenia's success. Upon enrolling in Fayetteville State University, a Historically Black College (HBCU), Dr. Taylor, a professor, immediately noticed Parthenia, set high standards for her and consistently held her accountable. Coming from a small town and graduating from the rather sheltered environment of an HBCU, applying for the Masters program at New York University (NYU) was a rather daunting undertaking. Again the Dean of Education, when Parthenia began her path to complete advanced degrees and her preparation for professional leadership positions, recognized Parthenia's outstanding potential.

Parthenia's professional life evolved around issues of diversity. In 1961 her job in the Women's House of Detention in Greenwich Village, New York, failed to meet Parthenia's professional and personal expectations and she requested a transfer. This transfer led to an interview in an educational facility in Brewster, New York, where there had never been any Black faculty or students. After the initial amazement confirmed that Parthenia was, in fact, a qualified Black woman educator, she was hired to teach the new class of special education students. The school community essentially ostracized the classroom, located in the basement of the high school and serving six cross-categorical students. However, by the end of the school year her student's progress had changed the school's attitude toward special education

students. Two students graduated with school recognition and a school sponsored celebration party.

Issues of diversity arose in the public workplace as well. When working in top-level administrative positions, especially in the seventies, Parthenia often was the only minority at that level. During many of the meetings the discussions sometimes centered on negative views and attempts to avoid equal opportunities for minorities. Becoming aware of her presence, the comment would be made, "Oh, we were not talking about you." Parthenia would respond with a depth of insight and used it as a teachable moment, "Yes, you are. You are talking about me from a discriminatory perspective, but not talking about me as an individual. However, your comments reflect a discriminatory/biased attitude toward persons of color or other exceptionalities. This approach usually resulted in more inclusive discussions.

In 1963 Parthenia moved to Hamilton Township, New Jersey, continuing her employment as a special educator. While working there she attended in New York City her first CEC Convention. There she meet Dr. Martin, still a trusted mentor, who introduced her to Dr. Fred Weintraub, a CEC staff member, and Dr. Jo Thomason, two individuals who were instrumental in guiding and supporting Parthenia's involvement in CEC. Dr. Thomason became a lifelong cherished friend and colleague. Colleagues and friends' encouragement were key in Parthenia's advancement to CEC leadership positions at the state and national levels including New Jersey

State Federation President, member of the National Board of Governors, “Yes I Can Foundation” President, and President of the CEC Pioneer Division. Significant among these accomplishments is her election as the first minority and only African American president of The Council for Exceptional Children, serving from 1978 to 1979.

Parthenia continues to be actively involved in service to CEC in numerous capacities, always with a focus on enhancing the sensitivity and actualization of diversity and cultural competence in the organization. She notes that while serving on the Knowledge and Skills Sub-Committee she found that in the beginning some statements did not reflect inclusion of diversity. During discussions it became evident that this exclusion was not intentional, but rather participants lacked conscious awareness that the statements did not include diversity. As time passed members became sensitized to focusing on the evidence of diversity. Parthenia brings that same critical insight to all aspects of her service in CEC as she continues to encourage that CEC’s programs, publications and advertisements ensure a reflection and presentation of diverse populations.

Looking toward the future, Parthenia believes the organization must remain aware of the leadership role CEC plays throughout the world as it speaks for a multitude of professionals, non-professionals, support groups, parents and students. She urges the organization to focus on contributions from local and state/provincial units. She believes a key factor for success is to focus on integrating active participation of state/provincial

and local units into the Representative Assembly decision-making process of the CEC home organization.

Parthenia is a woman who is sustained by her church and her family. She is committed to the community food bank and homeless support activities. Through Delta Sigma Theta Sorority, her sisterhood, she is very active in public service projects. But her greatest love is her family, especially her two grandsons.

Parthenia leaves you with these words: “Reach back with love and caring to help others. The impact you will have, you may never know, but the impact on self is immeasurable.”

**The use of Mrs. Parthenia Cogdell’s first name here is with her permission as it is not only such a beautiful and elegant name but also it has always been used in reference to her respectfully and as an indicator of the closeness with which all who have had the privilege of working with her have come to view the kindness and respect she always offers others.*



Meet the New Chair of the CEC-PD Honors and Awards Committee

Dr. Gloria Taradash



Dr. Gloria Taradash holds a bachelor's degree in African American studies, a master's degree in Secondary Education, and a Ph.D. in special education with an

emphasis on gifted minorities and parents. She has

dedicated her focus to service, working on the board of directors of the National Association for Gifted Children and serving as president of the Special Populations Division. In the Council for Exceptional Children (CEC) she served as president of The Association for the Gifted (TAG) where she received the Outstanding Service Award in 2013, president of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) and on the Board of Directors of the Black Caucus of Special Educators. She has served on many standing committees where she worked to increase diversity in positions of leadership in CEC. While living on the Navajo Reservation she founded and was the first president of the Navajo Nation Association for Gifted and Talented Students. Dr. Taradash has presented at local, state, national and international conferences on issues of gifted diversity and families. During Dr. Taradash's terms as president of the New Mexico Association for the Gifted and the Albuquerque Association for Gifted and Talented Students, she organized parent groups for gifted children across the state of New Mexico. She was one of several authors who collaborated on the TAG book, *Increasing Diversity in Gifted Education: Research-Based Strategies for Identification and Program Services*. While serving as a governor's appointee to the Judicial Standards Commission of New Mexico she was elected vice-chair throughout her 9-year term.

A Message from CEC's Nominations Committee

Hello!
My name is Frank Dykes and it is my honor and privilege to serve on CEC's Election Committee.

CEC's Elections Standing Committee is asking for your division's assistance in promoting voting in the CEC election. We believe that CEC leadership must represent our members and every one of our members has a voice in electing CEC's future leaders. You are receiving this message as your division's leader.

We hope to achieve a voting rate of 10%. Last year's rate was approximately 5%. The voting period is **Sept. 21-Oct. 19, 2016**. The slate of candidate is posted on CEC's website. (<https://www.cec.sped.org/About-Us/CEC-Leadership/Board-of-Directors/2016-Election-Candidates>) Bios have been posted.

Units, divisions and members can promote the election but not an individual candidate.

Thank you for your assistance in helping us to achieve our goal of reaching 10 % or higher in this year's election!

Technical/Logistical questions can be forwarded to Sharon Rodriguez sharonr@cec.sped.org.

Thanks for allowing me to share this information with you as we move forward in our election process! I hope you have a great start to the school year!

Frank Dykes, Ed.D.

A Message from the CEC RA Committee

Dennis Cavitt RA Committee Chair and Sharon Rodriguez Executive Assistant CEC

Dear Representatives:

In August, the Board of Directors approved a motion to initiate the process for consideration of a policy on the training of paraeducators as recommended by the Paraeducator Special Interest Group (SIG) of the Teacher Education Division (TED). One part of that process is an online discussion by the Representative Assembly to gain feedback from the field.

The letter from TED (below) provides all the background on and rationale for the development of the position statement.

The Board will appreciate feedback on the position paper based on the perspective and experience of your unit/division/student members.

- Is there is anything that you believe is missing from this policy?
- If there is anything in this policy that you are significantly uncomfortable with and why?
- In what ways do you see this policy informing and impacting your division or unit?

The discussion will be open through October 18.

For questions regarding the policy, please use the “Reply to Discussion” function.

For technical questions regarding use of the Community Discussion function, please use the “Reply to Sender” function, or contact Sharon Rodriguez at sharronr@cec.sped.org

Again, we hope that all Representative will seek input from their constituency (unit/division/student members) for the Board on this issue.

Thank you in advance for your participation.

To participate in the online discussion, please log into CECCommunities and click on “My Communities” on the drop down list. Open the Representative Assembly Community and finally click on the [RA Discussion thru 10/13: Paraeducator Training...](#) and join in the discussion.

Thank you,
Dennis Cavitt



May 2, 2016

Dear Antonis,

We are writing to request that CEC consider a Position Paper, developed by TED’s Paraeducator SIG, for review and adoption. In keeping with CEC’s vision for all personnel who work with individuals with exceptional learning needs, TED’s Paraeducator Special Interest Group (SIG) has been spearheading many efforts to promote that paraeducators possess the knowledge, skills, dispositions, and values to help their students to reach their potential. The paraeducator SIG has existed as a part of TED since 2003 and consists of representatives from higher education, state departments, local education agencies and other advocates invested in effective paraeducator preparation and utilization. The overall goal of the SIG is to recommend professional practices for all paraeducators serving individuals with exceptional learning needs and support appropriate training, supervision, and evaluation of performance relevant to their role. Due to the increasingly prominent instructional role in a wide variety of settings, paraeducators must be well prepared and supervised to meet the needs of students with disabilities. However, despite repeated calls for quality preparation and supervision over the last several decades, paraeducators continue to receive little or no training and supervision for the important role they play in special education.

The paraeducator SIG has been working diligently to address this critical need in the field. In 2010, several SIG members (listed at the end of this letter) served in the ad hoc workgroup that was formed by CEC’s Knowledge and Skills Committee formed to develop The CEC Common Core Professional Development Standards for Paraeducators in Special Education, which were validated in January 2012. With the approval of the Paraeducator Standards, the Paraeducator SIG focused on the task of promoting the standards within preservice and in-service training programs as well as state and local education agencies to use them as a foundation for designing and providing training and supervision to paraeducators.

At the CEC conference in April 2012, the members of the Paraeducator SIG discussed the possibility of creating a position statement/paper that highlights the necessity for training of paraeducators and effective supervision of paraeducators; therefore attempting to potentially impact legislation and policy changes at the national and state levels. Discussions regarding the vague language in the Individuals with

Disabilities Education Act of 2004 regarding paraeducator preparation and supervision and the use of CEC standards were held during subsequent meetings.

In addition to the continued conversations during SIG meetings, discussions during the National Resource Center for Paraeducator (NRCP) conferences in 2013 and 2014 were held. During these conversations, it was determined that there was a need for two separate position statements/papers – one on training and the other on supervision for paraeducators. A decision was made to develop the paper on training first, thus prompting the creation of the current position paper. An outline was created and individuals were identified to write components of the paper or give input on a written document. A small work group was formed at the TED 2014 conference. Based on the previous discussions as well as a thorough review of the existing research and literature, a draft document was created and shared at the 2015 NRCP conference with comments given for additions and modifications. A revised draft was sent to a review group who responded with comments and a final document was submitted to the TED Executive Committee for review. The TED Executive Committee approved the position paper in November 2015 at our Annual Conference.

Please find the position paper attached to this letter and let us know if there is anything else you need to begin the review process. Please address correspondence to Mary Catherine Scheeler, TED President, at mcs13@psu.edu. We look forward to working with you on this very important task.

Sincerely yours,

Mary Catherine Scheeler TED President

Denise Uitto and Ritu Chopra Co-Chairs, Paraeducator SIG



“The present defines the future. The future builds on the foundation of the past.”

– Lailah Gifty Akita, Think Great: Be Great!

Call for Pioneer Division Historical Documents:

We are in the process of adding some additional pages to our website. One of the pages we would like to develop is a historical archive page of Pioneer Division

materials. Please forward your documents to Dennis Cavitt: dennis.cavitt@acu.edu

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

~Albert Einstein

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The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.

~Jean Piaget~

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Preserving CEC's History

The June Jordan Fund was established in 1994, by the Pioneers Division in honor of June Jordan who was a former CEC staff member. June was instrumental in providing the leadership and support for establishing the Pioneers Division. In addition, she led CEC in the collection of documents and other types of information of historical significance to CEC and the field of special education.

The official title of the fund is "**The June Jordan 'I have a Dream' Memorial Fund**". The purpose of the fund is to support CEC in maintaining the Archives and history of the Council. The Archives are maintained by a CEC Archivist who holds a non-voting position on the CEC-PD Board. The Fund is supported by direct contributions to the Fund. These funds are then allocated for expenditures to support the expansion and maintenance of the CEC Archives.

In the past, the support for the CEC Archives consisted of providing dollars from the June Jordan Fund to purchase supplies needed by the CEC Archivist, and to provide assistance to the Archivist by other members of the Pioneers Division in preparing and in placing materials in the CEC Archives. It is hoped that the plan developed by the History Initiative Work Group will provide additional opportunities to share, as well as, preserve the history of CEC and CEC-PD.

Please consider donating to the June Jordan Fund using the form below to assist with this important activity.

The June Jordan "I Have a Dream" Memorial Fund Contribution Form

Mail contributions to: Carol Eisenbise, 4528 E. Catalina Ave., Mesa, AZ 85206

My contribution to the June Jordan Fund is \$_____.

Name: _____ Phone/email: _____

Address: _____
Street City State/Province
Zip/Postal Code

Indicate if your contribution is in memory/honor of:

Please provide name and address for acknowledgment card:

Name: _____

Address: _____
Street City State/Province
Zip/Postal Code

Please make checks payable to the Pioneers Division of the Council for Exceptional Children and attach to this form. Thank You!

2016 Romaine P. Mackie Annual Award for Leadership

Purpose: The Romaine P. Mackie Award is to honor an outstanding professional who has demonstrated leadership in CEC and other organizations for an extensive period of time in various areas within the field: service delivery, teacher education and professional development; research; policy; assessment; publications. The individual should be nominated by someone who is familiar with the nature and quality of his/her work and who can speak to the nominee's character.

The Award is named for Romaine P. Mackie who was a U.S. Commissioner of Education, a devout supporter of special education in the early years, and an active member of CEC who promoted the mission of CEC in all of her work.

Nomination Materials Include:

Completed Nomination Form (below)

- Letter of nomination
- Brief vitae or resume of the nominee
- At least two (2) letters of support (no more than four (4), please)

Nomination Form

Nominee's Name: _____ Email Address: _____

Mailing Address: _____ Telephone Number: _____

CEC Membership Number: _____

Nominator's Name: _____ Nominating Unit: _____

Nominator's Email: _____

The brief vitae or resume for the individual nominated should include educational background, employment history, length of service, special projects undertaken, awards received, and other information which will assist the Awards Committee in making a decision.

All nominations and materials must be received by **Friday, January 27, 2017.**

Submit your nomination packet electronically to:

Dr. Gloria Taradash,
Honors and Awards Committee Chair
gtaradash@gmail.com

PIONEERS DIVISION Proposed Changes to the Constitution/Bylaws

Ballot 2016 Revisions CEC-PD Constitution and Bylaws

Please mark the box of your choice:

I approve the proposed changes

I do not approve the proposed changes

Please provide CEC Membership Number _____

Ballots should be submitted in hard copy by mailing them to Diane Johnson, Chair
Constitution and Bylaws Committee, 3010 Avon Circle, Tallahassee, FL 32312.

Postmarked no later than October 31, 2016. You may print this page and send the copy
to Diane. Or you may vote electronically by sending an email directly to Diane with your
CEC membership number and your vote – “approve changes” or “do not approve
changes” at: dianej99@gmail.com