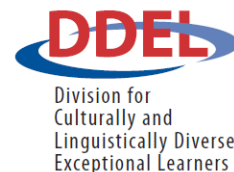




DDEL Voices



Volume I, Issue 2

August 2011

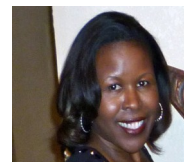
DDEL would like to hear your VOICE...

If interested in contributing to future newsletters please consider the following categories:

1. **"Voices from the Classroom"** - featuring an innovative strategy, approach, activity, or accomplishment conducted in a classroom serving culturally and linguistically diverse exceptional learners.
2. **"Voices from the Field"** - featuring programs, research studies, organizations, or opportunities involving culturally and linguistically diverse exceptional learners and/or those who are serving this population.
3. **"Research Spotlight"** - featuring studies related to CLD learners.

Please email a summary of up to 500 words to either of the above categories to the newsletter editor at: mcamacho@lynn.edu

DDEL's President Voices her Thoughts...



Our last newsletter arrived prior to the CEC Annual Meeting in National Harbor, Maryland. We enjoyed a wonderful conference and the DDEL sessions were engaging and informative. The Executive Board members had an opportunity to participate in critical dialogue, which resulted in new directions for our organization. I am excited about the next chapter in my journey with DDEL, which includes unveiling a three-year strategic action plan, and a revised mission, vision and val-

ues. Our strategic action plan will guide the work that we do and ensure we are intentional in all of our initiatives and remain grounded in the cause that has brought us all together. We hope to hear from our members regarding the initiatives and activities you believe are critical to the success of DDEL. As many of you know we are facing difficult times ahead as a result of an economic crisis that has crippled many of our educational institutions. In the face of dwindling resources, it is es-

sential that we remain vigilant in our advocacy efforts particularly on behalf of those from traditionally marginalized groups. A recent visit to our nation's capital on behalf of higher education, specifically teacher education solidified my belief in the power of voice and collective agency. I urge each of you to research educational initiatives that positively impact the lives of our constituents and use your voice to initiate positive change.

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DDEL Professional Development Survey

What do you and your colleagues need to know more about serving culturally and/or linguistically diverse students and their families? Perhaps you'd like to know more about the impact of Response-to-Intervention on this population, how to better collaborate with recently immigrated families, or recruitment and retention of diverse special education teachers and leaders.

How would you and your colleagues like to see the professional development delivered? Examples could include pre or post workshops at the CEC annual conference, webinars, or brief research summary reports with a focus on implications for practice.

The DDEL Professional Development Committee created a survey that we would like each member complete to help answer these questions. Each question is asked twice so you can respond first for yourself and second for your colleagues' needs and preferences.

Just go to the following link and get started:

https://byu.qualtrics.com/SE/?SID=SV_da3dwxoA8L7HUjy

It shouldn't take more than 5 minutes to complete

(continued from p.1)

In the last edition of the newsletter the theme of the message emphasized new beginnings. Along those lines I am pleased to welcome our incoming President-Elect, Dr. Patricia Alvarez McHatton of Tampa, Florida. Dr. McHatton has a plethora of leadership experience in the area of teacher and special education and is the Past President of the Teacher Education Division (TED) of CEC. Dr. McHatton has been working diligently in planning the DDEL sessions for the CEC 2012 annual meeting program. I know Dr. McHatton will lead DDEL with integrity and move us forward in advancing our agenda of support and advocacy. Additionally, we are pleased to welcome back Dr. Steve Chamberlain of Brownsville, Texas as our Secretary. Dr. Chamberlain has done an amazing job in his role and I believe he will continue to be an asset to our organization.

DDEL Members we are counting on you to carry forward the spirit of DDEL in your daily lives. Live a life devoted to advocacy, support and positive change!

Monika Shealey

DDEL's Mission:

to improve, through professional excellence and advocacy, the education and quality of life for individuals with exceptionalities from diverse racial, ethnic, cultural, and linguistic communities.

DDEL's Vision:

DDEL is an education organization renowned for its leadership in advancing knowledge and practice, and shaping policy to enhance the quality of life for diverse exceptional individuals. DDEL's commitment to forging partnerships results in solutions to persistent and emerging barriers to social justice. DDEL is recognized globally for its expertise and advocacy.

Core Values:

- * *Diversity, social justice and equity*
- * *Inclusiveness*
- * *Advocacy*
- * *Inquiry leading to the development of practices that attend to unique learner characteristics*

DDEL Executive Board

(L-R: Mary Prater - Professional Development Committee Chair, Roberta Unger - Treasurer, Monika Shealey - President, Alba Ortiz - Journal Editor, Tachelle Banks - Webmaster, Sandra Cooley - Past President/ Nominations & Election Committee Chair, Shernaz Garcia - Journal Editor, Steve Chamberlain - Secretary)



2011 Membership Applications Now Available

Premier Membership

Is for persons who want to contribute additional support to the Council's activities. Premier members receive all professional membership benefits plus:

- Bonus publication selected especially for CEC's Premier members
- *CEC Policy Insider*, which provides the latest public policy information via e-mail
- *Presidential Points* e-mail update from the CEC president
- Early-bird, priority registration, and housing reservations for the CEC Annual Convention & Expo
- Premier members-only lounge at the CEC Annual Convention & Expo
- Opportunity to provide your input and opinion to CEC leadership on issues affecting the Council and your profession
- Special toll-free Customer Service phone number

Professional Membership

Is a full annual CEC membership for special education professionals that includes:

- TEACHING Exceptional Children (TEC), CEC's practice-based journal
- TEC Plus, the online companion to TEACHING Exceptional Children
- Exceptional Children, CEC's highly respected research journal
- CEC Today, the member newsletter
- CEC *SmartBrief*, via e-mail
- Automatic membership in local, state/provincial, and international CEC
- Access to CEC's 17 special-interest divisions
- Special rates on professional development events including the CEC Annual Convention & Expo
- Discount of up to 30% on CEC professional publications, products, and services
- Access to the CEC Career Center
- Access to Members-Only sections of the CEC Web site
- Networking opportunities including numerous listserves
- Savings on professional liability and a variety of insurance plans, a special CEC credit card, and other money saving programs
- And much more

Retired Membership

Provides all the benefits of Professional membership at a special rate. To qualify, you must have officially retired from your employing agency, been a member of CEC for at least ten (10) years prior to retirement, and have not accepted another full-time position. (CEC members holding a Retired membership as of December 31, 2005 are exempt from the 10 year membership requirement).

Student Membership

Provides all the benefits of Professional membership at a special student rate. Student members must be a full-time student at an accredited college or university or a part-time student who is not engaged in full-time employment as a certified professional in the field of education.

Associate Membership

Is for parents and family members who do not work full-time in the field of education, paraprofessionals, and the general public. Associate membership includes

- Online access to the CEC journals and newsletters
- Member discounts for CEC's Annual Convention & Expo and other events
- Member discounts for CEC products and publications
- The right to vote and hold office

**Which one
is right for
you??????**

**Please visit
www.cec.sped.org
to complete your
application**

**The DDEL Executive Board proudly introduces our newest members,
Drs. Patricia Alvarez McHatton and Steve Chamberlain.
Dr. McHatton was elected President-Elect and Dr. Chamberlain was elected
Secretary, during the spring 2011 election.**



Dr. Patricia Alvarez McHatton has been a member of the Division for Culturally and Linguistically Diverse Exceptional Learners for approximately 10 years. She is an Associate Professor at the University of South Florida and has many years of experience in exceptional education. Patricia has conducted extensive research related to diversity and teacher education. Her research has resulted in dozens of diversity focused journal articles, book chapters, and book publications. In addition, she has held a wide range of leadership positions such as, president, Chair of the Diversity Caucus, and Program Chair for the Teacher Education division, liaison to the TESE Editor Search Committee, program co-chair for the Critical Educators for Social Justice Special Interest Group for the American Educational Research Association, and reviewer for multiple journals and conference proposals.



Dr. Steve Chamberlain has been a member of the Division for Culturally and Linguistically Diverse Exceptional Learners for approximately 12 years. He is an Associate Professor at The University of Texas at Brownsville and the Texas Southmost College. Steve has more than 22 years of experience in exceptional education. Diversity is an underlying thread of his wide range of research interests, which include but are not limited to interventions, assessment, and teacher education. He has provided service to the division and held several leadership positions such as Associate Editor of *Intervention in School and Clinic*, Guest Reviewer for Multiple Voices, Membership Committee member of the Council for Learning Disabilities, and Publications Chair, board member, and editor of the newsletter of the Texas Council for Exceptional Children.

DDEL Call for Nominations

Dear DDEL Members:

We are excited to continue our leadership evolution. The organization is advancing; thus, many beneficial resources are being delivered to our membership. However, the momentum must continue. DDEL needs you! October 1st – October 15th we will conduct our election for the following positions: vice-president and secretary. If you or someone you know is interested in filling one of these positions, please respond no later than September 15th.

Please complete and return the attached nomination form.

You must be a current member of CEC and DDEL in order to be included in the nominations for a position.

Teacher Education Corner: NCTQ's Report on Student Teaching in the U.S. and AACTE's Response

Prompted by the National Council for the Accreditation of Teacher Education (NCATE)'s announcement on the restructure of its accreditation process to encourage institutions to make clinical practice the centerpiece of the curriculum, the National Council on Teacher Quality (NCTQ) began a review of *student teaching* programs at 134 higher education institutions across the U.S. to de-



termine what a model program should look like. Student teaching is the final clinical experience required in most teacher education programs, student teachers are typically placed in a classroom during their last semester to put into practice everything they have learned throughout their coursework. On July 21st, and after 3 years of study, NCTQ released their results on a report titled *Student Teaching in the United States* stating its important implication for improving the full range of field work opportunities, as expected by NCATE.

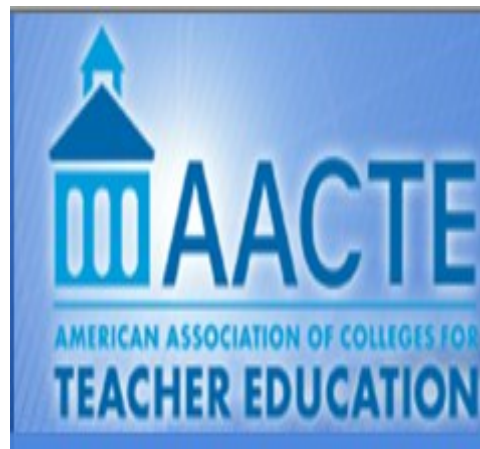
Five standards were developed by NCTQ to evaluate all participating institutions and rate their student teaching programs as “poor, weak, good, or model” programs:

- STANDARD 1.** The student teaching experience, which should last no less than 10 weeks, should require no less than five weeks at a single local school site and represent a full-time commitment.
- STANDARD 2.** The teacher preparation program must select the cooperating teacher for each student teacher placement.
- STANDARD 3.** The cooperating teacher candidate must have at least three years of teaching experience.
- STANDARD 4.** The cooperating teacher candidate must have the capacity to have a positive impact on student learning.
- STANDARD 5.** The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.

Findings from the study indicated that from the 134 programs involved only 10 met the “model program” criteria and the following themes were presented:

- 1: Institutions are routinely exceeding the capacity of school districts to provide a high-quality student teaching experience— and exceeding the demand for new hires.**
- 2: While the basic structure of many student teaching programs is in place, too many elements are left to chance.**
- 3: Institutions lack clear, rigorous criteria for the selection of cooperating teachers— either on paper or in practice.**
- 4: Institutions convey a strong sense of powerlessness in their dealings with school districts.**
- 5: Institutions do not take advantage of important opportunities to provide guidance and feedback to student teachers.**

On the same day that NCTQ's report was published, the American Association of Colleges for Teacher Education (AACTE) released a statement arguing that the report “paints an inaccurate view of current educator preparation environment”. AACTE reported to have evaluated the standards and results of the report by NCTQ and to found that they “failed to capture current professional standards, practices and reform efforts occurring in the profession”. AACTE stands by their recommendations for the reauthorization of the Elementary and Secondary Education Act (ESEA) which focus on programmatic support, accountability provisions, statewide data systems and other teacher quality issues to impact programs that prepare future educators. As stated by Sharon P. Robinson, president and CEO of AACTE, “our recommendations outline and address the specific steps that need to be taken in order to achieve lasting success throughout America's education system.”



– Please visit www.nctq.org/edschoolreports/studentteaching/report.jsp for a copy of the entire Student Teaching in the U.S report and www.aacte.org for the full statement posted by AACTE.

MULTIPLE VOICES(MV) FOR ETHNICALLY DIVERSE EXCEPTIONAL LEARNERS

MV is the official, peer reviewed journal for the Division for Exceptionally Diverse Learners (DDEL) of the Council for Exceptional Children (CEC). The journal publishes original research; conceptual and theoretical articles; critical analyses, reviews and syntheses of literature; and material, test, and book reviews. We seek works that explicitly address the interrelationships between culture, language, and exceptionality in educational systems, policy, research, and /or practice.

For additional information contact:
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The University of Texas at Austin
1 University Station, D5300
Austin, TX 78712

DDEL Members will soon have online access
to all current and past MV content using

MetaPress

<http://mv.ddel.metapress.com/home/main.mpx>



www.ddelcec.org/Home.php

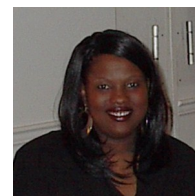
Guidelines for Preparation and Submission of Manuscripts

Authors should submit manuscripts that conform to the Publication Manual of the American Psychological Association (APA) style (5th ed., 2001) and not exceed 25 pages (including references). The editors will consider longer submissions.

- Only manuscripts not previously published and not being considered for publication may be submitted. Authors should include a cover letter to this effect.
- Authors should submit four hard copies and one electronic copy on CD (in Microsoft Word; doc, or rtf format) of the manuscript. One copy of the manuscript must include a title page that contains the manuscript's title, each author's name and professional title, telephone and fax numbers, Email, and institutional affiliation. All other copies should only include the manuscript's title (no author names).
- Receipt of the manuscript will be acknowledge, and manuscript will undergo a masked peer review. Each manuscript will be evaluated in terms of the following criteria:
 1. Overall importance of the work for culturally and linguistically diverse populations
 2. Adequacy of the rationale for the research, concept/theory, or viewpoint
 3. Scope and adequacy of the literature review
 4. Soundness of the approach or method of research
 5. Educational implication for CLD populations
 6. Quality of writing and adherence to APA (5th Ed) style and language
- Authors should adhere to DDEL's policy on the use of copyrighted material. Obtaining permission for materials such as figures, tables, extensive quotations, clip art, screen capture, and other materials taken directly, or adapted in minor ways from another source is the author's responsibility, as is payment of any fees the copyright holder may require. Authors should obtain special permission from appropriate sources and include it along with the submitted manuscript.
- Upon notification of manuscript acceptance for publication, authors should submit an electronic copy of the final manuscript on a CD (in Microsoft Word; doc, or rtf format) and two hard copies of the manuscript to the editors. All manuscripts should include a three-line biographical sketch for each author.

Are you devoted to the advancement of research related to the education of culturally and linguistically diverse learners with disabilities and/or who are gifted? The Research and Professional Issues Committee of DDEL needs you!

The Research and Professional Issues Committee is charged with making recommendations to the Executive Board on matters pertaining to research and professional issues regarding culturally and linguistically diverse exceptional learners and their families. The committee will appraise the membership of research and issues of particular concern to the Division and study emerging professional issues pertaining to the preparation of personnel to educate culturally and linguistically exceptional learners and submit suggestions for topics/themes to the Professional Development Committee. Additionally, the Research and Professional Issues Committee will propose and coordinate research activities involving members of the Division and collaborate with other divisions/organizations/associations on research in areas of interest to the members of DDEL and submit annual reports summarizing current research and professional issues and making recommendations on these matters to the Executive Board.



This committee meets twice a year by phone and/or Skype and has one face to face meeting at the Annual Council for Exceptional Children Convention & Expo.

If you are interested in participating on this committee please contact Committee Chair Dr. Satasha Green at greensl@uaa.alaska.edu.

Take advantage of this opportunity to increase your knowledge and become more deeply involved in the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL).

Division for Culturally and Linguistically Diverse Exceptional Learners 2011-2014 Strategic Plan

Financial Stability

Goal #1: To obtain a sponsor or sponsors of various types to make contributions designated to support various DDEL activities i.e. publishing, convention reception and or other related convention activities.

Objective #1A: Develop relationships with businesses and organizations with a vested interest in the goal and mission of DDEL.

Objective #1B: Collaborate with other divisions in cultivating relationships with businesses and organizations.

Goal #2: To work toward obtaining a short-term, 1 to 3 years, investment fund for the purpose of meeting short-term cash flow needs of the operating fund.

Objective #2A: Work with CEC in developing a plan for an investment fund.

Objective #2B: Collaborate with other divisions in developing a plan for an investment fund.

Goal #3: To work toward obtaining long-term investments to provide financial stability to ensure growth of capital to meet future DDEL needs and to provide a source of revenue to meet operating requirements.

Objective #3A: Work with the Professional Development Committee to develop a plan for revenue generation.

Objective #3B: Work with CEC Marketing and Publications to explore opportunities for revenue generation.

Professional Development

Goal #1: Determine professional development topics and delivery systems that would be of interest to members and their colleagues.

Objective #1A: Develop a qualtrics survey to be disseminated to members.

Objective #1B: Disseminate survey through the newsletter.

Objective #1C: Analyze and report the data.

Goal #2: Work collaboratively with other organizations to develop professional development opportunities for DDEL members.

Objective #2A: Generate a list of CEC divisions with diversity committees or caucuses and contact information.

Objective #2B: Meet with individuals identified in #2A to discuss professional development activities and ideas.

Goal #3: Using the information generated in Goal #1 and #2, create professional development activities.

Objectives to be determined after the activities have been determined.

Member Engagement

Goal #1: During the next three years, the DDEL Membership will increase by 10%.

Objective #1A: The DDEL membership will increase by utilizing membership discounts (save \$10 on CEC membership when you join DDEL) on an annual basis.

Objective #1B: The DDEL membership will increase by utilizing membership benefits (newsletters, journals, and access to Meta-Press) as an incentive for joining or renewing membership.

Goal #2: During the next three years, the DDEL Membership Committee will begin work to highlight graduate programs specializing in diversity within the DDEL newsletter.

Objective #2A: The DDEL Membership Committee will collaborate with the DDEL Executive Board and CEC Diversity Committee regarding graduate programs specializing in diversity.

Mentoring and Nurturing New Leadership

Goal #1: Foster and support leadership development of members.

Objective #1A: Develop a leadership manual for each new officer.

Objective #1B: Facilitate a leadership development session at the annual CEC meeting.

Objective #1C: Pair each incoming officer with a leadership mentor.

Objective #1D: Fill all vacant leadership positions on standing committees.