



Communique

Volume 33, Issue 3, Spring 2006

President's Report

Nancy Halmhuber



The end of the school year is rapidly approaching and provides an opportunity to reflect on the year. For CEDS it has been a remarkable year. Your Executive Board continues its goal of being responsive toward the needs of assessment professionals. One important Board activity is national certification for educational diagnosticians. The ad-hoc committee working on this initiative reached a milestone. The committee successfully advertised for CEDS members to form the first National Certification Board. The number of applicants was gratifying with many areas of expertise. This Board was empanelled and was recognized at the CEC Convention in Salt Lake City. There is still much work for the new NCED Board to do but progress continues.

CEDS publications have also been under scrutiny this year as we look at ways to streamline and modernize the publishing process. We are looking at options that would allow our excellent journal, *Assessment for Effective Intervention*, to become part of an electronic database that would allow it to be

searchable online. It is our intention that both the print journal and electronic features will be included in the price of your CEDS membership. The newsletter is already posted on the CEDS website.

Planning for the CEDS annual fall conference is already well underway. Evaluations from attendees of past conferences indicate that the speakers and sessions are highly relevant and useful to the diagnosticians, teachers, school psychologists and professors who attend the conference. An added opportunity this year will be the publication of conference proceedings on CD. Mark your calendars now, and plan to attend November 2-4, 2006, in Kansas City, Mo. Registration fees are not increasing this year, and CEDS members receive a reduced rate. The MO-CEDS (an official CEDS subdivision) was instrumental in assisting CEDS in the selection of Kansas City for this year's national conference. See the CEDS website (www.unr.edu/educ/ceds/) for current information on registration and call for proposals.

We have also tried several strategies to communicate more effectively with you, our members. This initiative includes selective e-mails about events that are of importance to the membership; beginning a liaison group that may help facilitate communication between CEDS, its subdivision, and other large state associations; and working on position papers.

Looking forward to the future, we hope to begin electronic voting for officers, stabilize our membership, and continue to provide important information about assessment.

As you reflect on your year and decide that you want a new professional challenge for next year, consider becoming part of the CEDS Executive Board or committees. E-mail the CEDS Board Members listed below for additional information. Enjoy your summer!

- Nancy Halmhuber, President
nancy.halmhuber@emich.edu
- Carol Layton, Vice President
carol.layton@ttu.edu
- Rachelle Bruno, Past President
bruno@nku.edu
- Kathie Good, Secretary
kathie.good@enmu.edu
- David Walker, Governmental Relation
dwwalker@netdoor.com
- Patricia McElroy, Membership
patricia.mcelroy@la.gov

---In this issue---	
President's Report.....	Page 1
CEDS Conference Call for Proposals.....	Page 2
Professional Standards Committee Report.....	Page 3
Member of the Year.....	Page 4
CEDS Reception Highlights at CEC Conference.....	Page 4
Board Member Profile.....	Page 5
CAN Report.....	Page 6
CEDS Conference Registration.....	Page 7

Call for Proposals

CEDS Fall 2006 Annual Topical Conference

*Assessment and Intervention:
Putting Assessment to the Test*
Kansas City, Missouri
November 2-4, 2006

The **Council for Educational Diagnostic Services (CEDs)** is pleased to announce its annual topical conference. The audience of the conference is diagnosticians, psychologists, special and general educators, and learning consultants. You are invited to submit proposals for review and possible inclusion in the program as well as to be electronically published.

Assessment, both formal and informal, implications for instruction, and interventions will be the focus. Topic areas include, but are not limited to:

- **Autism**
- **ADHD**
- **Assessment and the IEP Process/Product**
- **Assessment and Accountability (IDEA and NCLB)**
- **Assessing Culturally/Linguistically Diverse Students**
- **Communicating Assessment Information**
- **Curriculum Based Measurement/Response to Intervention**
- **Early Childhood Assessment**
- **Emotional/Behavioral Disorders**
- **Evaluation of Programs and Interventions**
- **Functional/Authentic Assessment**
- **Learning Disabilities**
- **Test Development/Construction**

PROPOSAL GUIDELINES: Please include a cover sheet, conference program description, and an abstract.

Cover Sheet: Include:

- Title of the proposal
- Session leader and other participants' names, titles, addresses, e-mail addresses, telephone and fax numbers

Conference Program Description: 50-word description of the presentation

Abstract: 300-500 words that include:

- A statement of the issue and its relevance to the field
- Objectives for the presentation
- Audience
- How information will be conveyed to the audience
- Usefulness to practitioners
- Type of presentation: lecture, demonstration, poster, or workshop
- Time requested: regular (1 hour), workshop (half day), or poster session

DEADLINE: FRIDAY, JUNE 30, 2006

See CEDs website for additional information: www.unr.edu/educ/ceds

Submit proposals to: Gene Schwarting gschwart@fontbonne.edu

CEDS *Communiqué*

Volume 33, Issue 3, Spring 2006
Robin H. Lock, Ph.D., Editor

Communiqué is the official quarterly newsletter of the Council for Educational Diagnostic Services (CEDs), a division of the Council for Exceptional Children. Subscriptions are by membership to CEDs. Web postings are made thirty days after the newsletter is sent to members. The editor encourages responses, ideas, and inquires. Submissions of previously unpublished material are welcome for consideration.

Communiqué Editorial Address:

Robin H. Lock, Ph.D.
CEDs Editor
College of Education
Box 41071
Lubbock, TX 79409-1071
Phone: 806-742-1997 ext. 288
Fax: 806-742-2179
E-mail: robin.lock@ttu.edu

Assessment for Effective Intervention:

The official quarterly research journal of CEDs is *Assessment for Effective Intervention*, provided through CEDs membership. The primary purpose of the journal is to publish empirically sound manuscripts that have implications for practitioners. Submittals are encouraged; guidelines are available on the CEDs Website.

CEDS Website:

www.unr.edu/educ/ceds/

CEDS Business Address:

1110 N. Glebe Road
Arlington, VA 22201



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Report from the Professional Standards Committee

Patricia Frawley

As chair of the Professional Standards Committee, I attended the Knowledge and Skills sub committee meeting held at CEC headquarters in Alexandria, Virginia in January 2006. The meeting began with a review of minutes from the committee work in Baltimore in April 2005, and included an update on Professional Standards and an overview of the validation process which is being undertaken by all divisions. The advanced Common Core Survey results were reviewed by dividing members into work groups to analyze results and make recommendations for future work.

The validation schedule was reviewed with validation of 'Educational Diagnostician' due by 2008. CEC-TAG submitted a work group process outline which included a framework for developing initial and advanced standards in addition to outlining a process for validating the standards. Each sub committee was encouraged to collaborate with other professional societies outside of CEC to assist with the validation process. The process of validation has been designed to document the professional literature for each knowledge and skill with a uniform style required as part of the process. The revised process addresses not only the current knowledge and skills related to each set, but allows for inclusion of knowledge and skills based upon emerging practices. This is of particular interest to our division as changes in the law and in current practice impact the assessment process.

The Professional Standards Committee will determine priorities and schedules during meetings in Salt Lake City. Both the work team and external organizations that could be part of the collaborative portion of validation will be identified. Within the next year knowledge and skill statements will be developed and documented by professional literature. Anyone with interest in participating in the validation work for Educational Diagnostician should e-mail Pat Frawley at pfrawley@spfk12.org and indicate their willingness to work with this committee.

Open CEDS Board and Committee Positions

Several CEDS officers are leaving their current positions or are moving into new positions. If you are interested in filling an open position, please e-mail your vita and a letter of interest by June 30, 2006 to:

Nancy Halmhuber, President nancy.halmhuber@emich.edu

Carol Layton, Vice President carol.layton@ttu.edu

CEDS Member of the Year Nominations

Patricia Frawley

Member alert: Consider nominating someone!

Nominations are currently being accepted for the annual **CEDS Member of the Year** award. This year the award was presented to Sonja Painter who was recognized for her long standing dedication to CEDS. Any current member of CEDS may nominate a member whom they consider as someone who has supported the work of CEDS in terms of their work on committees, attending conferences, or encouraging the mission of CEDS in any additional manner. Nominations should be submitted to Pat Frawley at pfrawley@spf12.org by September 15, 2006. Nominees should be current members of CEDS with supporting criteria documenting individual contributions to the organization. The award will be presented in Kansas City at the annual conference in November 2006.

CEDS Member of the Year



Sonja Painter, CEDS Member of the Year,
with Pat Frawley (left) and Eileen Sanchez (right)

CEDS Reception Highlights at CEC Conference

April 5-9, 2006
Salt Lake City, UT



Showcase Award winners,
Ellen Ratcliff and Regina Roberts,
and Vice President Carol Layton (left)



Poteet President's Award winners,
Nick and Linda Elksnin, and
President Nancy Halmhuber (right)



Vice President Carol Layton and
President Nancy Halmhuber

Board Member Profile

Pam McElroy

Tell Our CEDS Membership About Yourself.

Gene Schwarting is the newest member of the CEDS Board serving as the Conference Chairman. He hails from the Midwest spending much of his early professional career in the Omaha Public Schools. Gene holds a BA in education from Wayne State College in Nebraska, and while teaching high school math found he enjoyed helping students on an individual basis. He then decided to pursue a MA in counseling from Creighton University. There, courses dealing with assessment interested him, and to follow up on that interest he next enrolled in the Ph.D. educational psychology program at the University of Nebraska focusing on tests and measurement.

After completing his PhD, Gene returned to the Omaha School system as a school psychologist. He then became an administrator in special education in the school district central office but continued to maintain a small assessment caseload as well as supervise school psychology interns. In addition to his work with the school district, he also performed psychological evaluations for a mental health center and became an adjunct professor for several colleges. Following his lifelong love of teaching Gene took a position as an associate professor in special education at Fontbonne University in St. Louis teaching courses in educational and psychological measurement as well as research methods. Gene also serves as a reviewer for the Mental Measurements Yearbook

Why did you join CEDS?

Gene feels a strong obligation to participate in the appropriate organizations that will benefit him with the opportunity to attend and present at conferences which is why he is a member of CEDS. Membership not only in CEDS but also APA, NASP, and CEDS for many years, holding a number of state offices allows Gene to dialogue with others who have similar interests.

What do you view as the most challenging part of your job?

As one who has spent his lifetime using mathematics in various ways, Gene feels very comfortable in that field, but many college students do not, since math permeates much of what we do in educational and psychological assessment. So, a major challenge is to work with those who are math-deficient or math phobic, helping them work past their feelings of inadequacy on their road to becoming strong diagnosticians.

Tell us about your new role as CEDS Conference chair.

Gene stated that he was pleased to be asked to take on this responsibility, as he has attended a number of CEDS conferences and always had a positive experience. Gene is working on the 2006 conference and has developed a real admiration for all the effort it takes to put on a conference. Gene's hope is to continue past accomplishments, and in doing so help members benefit from the conference experience. A national conference is not the work of one person, but of many, and the CEDS Executive Board has been extremely supportive. At this point, the Call for Papers has gone out, major speakers have committed, and Gene looks forward to working with the committee to build the conference into something we can all be proud of and learn from.



Membership in the Council for Exceptional Children (CEC)

CEC is the leading voice for special and gifted education. Through the vision and dedication of its nearly 45,000 members, CEC sets the standard for high quality education for children and youth with exceptionalities. The Council ensures the needs of children and youth with exceptionalities are met in educational legislation, establishes professional standards for the field, and develops initiatives to improve special education practice. And, CEC is known as THE source for information, resources, and professional development for special educators.

To join or renew your membership for CEC and CEDS, go to the CEC website:

www.cec.sped.org

and select the Membership link at the top of the page.

CAN Report

David Walker

Since my last CAN Report, action out of Washington related to assessment issues has been rather slow with regard to new legislation. However, on December 15th, the Department of Education released, for the 75 day period of comment, the proposed regulations for the Two Percent Flexibility Option for which Secretary Spellings had initially announced in April 2005 that States would be able to use when assessing students with disabilities under No Child Left Behind (NCLB). These proposed regulations would allow states to use modified assessments to test up to two percent of students with disabilities who do not meet grade-level standards, even when provided with high quality instruction. The achievement of this new two percent subgroup would be recognized as “proficient”, even though their achievement may fall short of reaching the state’s annual yearly progress (AYP) proficient criterion. Currently, 31 states have signed up for a pilot program to implement modified assessments for the two percent subgroup. Features of the proposed regulations are:

- For AYP purposes, states may include within the “students with disabilities” subgroup the test scores of students previously identified as having disabilities for up to two years after they no longer receive special education services.
- States must establish guidelines for Individualized Education Program [IEP] teams to determine which students are most appropriately assessed against modified achievement standards.
- Standards must continue to hold students to high expectations, in that the modified standards must be aligned with grade-level curriculum. However, the modified standards may differ in breadth or depth from the achievement standards for non-disabled students.
- Students assessed under modified achievement standards must receive grade-level instruction in the relevant subjects.
- Modified achievement standards may not preclude a student from earning a regular high school diploma.
- The modified assessments must meet standards for reliability and validity.

To read the full text of the unofficial proposed regulations, go to the Department of Education’s Web site at www.ed.gov/about/offices/list/oese/fedreg-idea.doc. You may make comments on the proposed regulations by sending your comments via email to TitleIrulemaking@ed.gov. Be sure to include “proposed two percent rule” in the subject line of your message.

Also, related to NCLB, the National Center on Educational Outcomes (NCEO) released a report that shows an increase in the number of students with disabilities achieving proficiency on state accountability tests over the last three years. The report, titled 2005 State Special Education Outcomes, analyzed state-provided data over the last three years and found that state directors of special education attributed the increase to the following factors:

- Clearly communicated participation policy
- Better alignment of IEPs with standards
- Improved professional development
- Development and professional development
- Development and provision of accommodation guidelines and training
- Increased access to standards-based instruction

The report also provides data on the following:

- The number of states documenting accommodations use on test day
- The number of states offering alternative assessment standards, as well as whether the alternative assessment standard is based on grade-level achievement standards
- What State Directors perceive as current and emerging issues for the assessment of children with disabilities on state accountability tests

For a copy of the report go to education.umn.edu/nceo/OnlinePubs/2005StateReport

Finally, the Government Accountability Office (GAO), the investigative arm of Congress, indicated that 40 percent of students with disabilities were excluded from the National Assessment of Educational Progress, also known as the Nation’s Report Card. The Nation’s Report Card is an independent measure of what students across the United States know and can do in reading, mathematics, science, and writing, as well as other core subject areas. The GAO had previously reported that 5 percent of students with disabilities were excluded from national assessments, in the report titled No Child Left Behind Act: Most Students with Disabilities Participated in Statewide Assessments, but Inclusion Options Could be Improved, released in July of 2004. The GAO stated that the discrepancy between the two figures was due to a miscommunication between GAO and the Department of Education. To read GAO’s letter on the exclusion of 40% of students with disabilities go to www.gao.gov/new.items/d06194r.pdf. To read the original GAO report on assessment rates of students with disabilities go to www.gao.gov/new.items/d05618.pdf.

CEDS Annual Conference Registration

Kansas City, Missouri

November 2-4, 2006

Pre-Registration Postmark Deadline: October 13, 2006

Name_____

Name on badge, if different_____

Address_____

City_____

State/Prov._____ Zip/Postal Code_____

Phone (O)_____ (H)_____

E-mail_____

Registration fee for the full 3-day conference includes all workshops,
with admittance being on a first-come, first-served basis.

REGISTRATION FEES:

Pre-registration by 10/13/06 -- On-Site after 10/13/06:

CEDS Member (ID_____)	\$180_____	\$205_____
Non-Member	\$215_____	\$230_____
Student*	\$100_____	\$120_____
Single Day [Circle day: Thurs. Fri. Sat.]	\$100_____	\$110_____

*To receive the student rate, you must include a photocopy of your CEC student ID card.

Group Pre-registration Information (only if packaged together with full payment/PO):

Groups of 3-4 are eligible to receive a 10% discount (regular members \$162; non-members \$192.50).

Groups of 5 or more are eligible to receive a 20% discount (regular members \$144; non-members \$172).

Payment Options:

Enclosed is a check payable to CEDS for \$_____.

Enclosed is a Purchase Order #_____ [Attendees are to be listed on PO].

CEU's available from the American Council on Education: For a listing of CEU courses and other information, please check with the CEDS website at www.unr.edu/educ/ceds/

SEND REGISTRATION FORMS AND PAYMENT TO:

Dr. Brenda Gilliam
The University of Texas at Tyler
3900 University Boulevard
Tyler, Texas 75799
e-mail: bgilliam@uttyler.edu

REFUNDS: Refunds, less a \$20 processing fee, will be honored if received by October 1, 2006.

HOTEL INFORMATION: The rate per suite of \$119 (not including tax) includes a cooked-to-order breakfast and a complimentary manager's reception. Reservations must be made by October 16, 2006.

Embassy Suites, Kansas City-Plaza
220 West 43rd Street
Kansas City, MO 64111
816-756-1720



Council for Educational Diagnostic Services
A Division of the Council for Exceptional Children
1110 North Glebe Road, Suite 300
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Seeking Submissions for Summer 2006 *CEDS Communiqué*

The Summer 2006 **CEDS Communiqué** will include professional, practical ideas from CEDs members. You are invited to submit articles for publication consideration. Some example topics are:

- Effective IEP meetings
- Explaining assessment information to parents
- Information about classroom Response to Intervention (RTI)
- Trends in assessment
- Ways to enhance assessment practice

E-mail your articles by June 30, 2006, to leann.elkins@ttu.edu.

Mission of CEDs

- To promote the most appropriate education of children and youth through appraisal, diagnosis, educational intervention, implementation, and continuous evaluation of a prescribed educational program.
- To facilitate the integration of services offered by educational diagnosticians, physicians, psychologists, social workers, and/or other disciplines.
- To promote research that encourages the involvement of more efficient diagnostic instruments, practices, and techniques which will lead to a better understanding of the relationship between educational needs and educational practices.
- To select, support, and monitor research designed to improve the performance of the membership in fulfilling their professional roles.
- To strengthen the Council for Educational Diagnostic Services as a professional organization.
- To work for more adequate programs of recruitment, education, and certification of personnel involved in diagnostic and prescriptive programs for children and youth.