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# LEADERS & LEGACY

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The Quarterly Newsletter for the CEC Leaders & Legacy Division

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**Division of Leaders  
and Legacy**

## **President's Message**

It has been an honor and a privilege to serve as your president in 2022!

I am grateful to work with a dedicated and talented Board of Directors who have worked tirelessly on so many major initiatives that have resulted in a new strategic plan and a new name. A new CEC-DLL Legacy Committee also has been established and relevant and timely professional development opportunities continue to be provided through webinars/video series and much more.

Thank you to the membership for all the support and feedback you have provided throughout the year and your active engagement in book club sessions, focus groups, ad hoc committees, and in participating in many of the 100th Anniversary monthly activities in celebration of CEC's birthday.

A special thank you to Presidential Team members, Dave Edyburn, Immediate Past President, and Kathy Puckett, President Elect for their hard work, ongoing collaboration, and support.

It is a pleasure to introduce the 2023 Division of Leaders and Legacy President Kathleen Puckett. Recently Kathy hosted the final 100th celebration activity of the year, the Hot Chocolate and Predictions Party. The event was well-received and it was predicted that CEC would continue to be a highly recognized premier organization as we project the future. With her wealth of experience, expertise and dedication Kathy will be an ideal leader as we continue our CEC journey into the next 100 years!

Best wishes in the year ahead.

Warmest wishes to everyone for a happy holiday season!

Candace

## President-Elect for 2023



The Division of Leaders and Legacy's Board of Directors is pleased to announce that Mikki Garcia has been elected to the office of President-Elect and will begin her duties on January 1, 2023 before assuming the Presidency the following year. Mikki began her CEC leadership journey in 2005 and has served in a variety of roles; chair of the Leadership Development Committee (2019-2022), CEC president (2017), chair of the Diversity Committee (2015/16), Board of Directors (2012-2014), a member on numerous committees and workgroups and in local state and unit offices including Georgia CASE President 2008/09 and Georgia CEC President 2008.

Mikki continues to serve on the Leadership Development Program Subcommittee.

A warm welcome is extended to Mikki who will bring her passion, vision and strong work ethic to serve in this important role as the division continues to move forward with a new name and in the implementation of a new Strategic Plan!



Plan to attend the following events to be held at the 2023 CEC Convention and Expo in Louisville, Kentucky in March:

**Wednesday, March 1st - 1:00pm to 3:00pm**  
**It Takes a Team: Serving Students who are 2e (Twice Exceptional)**

2 hour collaborative session planned in collaboration with several other divisions including TAG, DLD, DDEL, TED, DVIDB, DEBH and CASE will begin with a video segment featuring children and youth identified as being 2e, followed by a panel and round table discussion.

**Thursday, March 2nd - 9:15-10:15am**  
**The Division of Leaders and Legacy Showcase**  
**"Navigating Schooling During Historically Challenging Times: Responding to Limitations and What Can Be Read and Said"**

A panel discussion highlighting strategies for educators to employ in addressing this important issue.

**Thursday, March 2 - 5:30pm**  
**Eat, Drink, Do Science and Network**

CEC-DLL has ben invited to partner with TAG, The Association for the Gifted at the Kentucky Science Centre. This is a free event and open to all members. More information to come!

**Friday, March 3 - 9:30-11:00 am**  
**The Division of Leaders and Legacy's Business Meeting & Mackie Award.**

All CEC-DLL members are invited to attend!!

**Courtesy Resolutions Committee Report**  
**Pamela Gillet, Chair**

The Courtesy Resolutions Committee will be replaced by the CEC-DLL Legacy Committee as of January 2023.

The new Committee in collaboration with CEC will develop Legacy Proclamations honoring CEC members who have made lifelong significant contributions to The Council and the field of special education based on nominations from CEC Units and Divisions or a group of CEC members.

In addition, the Committee will assume the responsibility for preparing an annual necrology in remembrance of CEC members who died during the past year.

The Committee would very much like to welcome members of the Division to become involved with the Committee's proposed activities. Stay tuned for further information.



**Division of Leaders  
 and Legacy**

**Treasurer's Report**  
**Lorraine McPherson, CEC DLL Treasurer**

The DLL has had a great fall quarter! Thanks to the efforts of Mickie Wong-Lo, our Membership chair, our membership revenue is up this quarter. In October, the Professional Development Committee sponsored a great webinar that had strong registration and participation. This combined revenue is bringing us into year-end in the black.

Cash on Hand as of November 30, 2022

Checking Account     \$ 8,647.45

Savings Account     \$ 33,848.29

\$ 42,495.74

June Jordan Fund     \$     85.20

Looking ahead to 2023

The board is looking at a slightly larger budget for the coming year, focusing on increasing communications with our members, additional professional development activities, and membership recruitment. With the anticipated name change, there will be additional one-time expenses that will be covered through savings. As usual, we don't know some of the costs associated with the CEC convention and Annual Board Meeting, but additional funding has been allocated to cover those costs as well. The approved 2023 budget will be presented to the membership at the Annual Board meeting in March 2023.

## Looking for Enhanced Member Engagement?

### A CEC-PD Subdivision could be the Answer

CEC Divisions are able to sponsor subdivisions. Based on past practices within the CEC governance structure this has been done in a geographic area (generally a state or province) to allow members of a particular Division to organize as a group and join together for activities specific to their geographic location. The Subdivision is linked both to the Division and to the state or provincial unit requiring that the subdivision be officially recognized by the Boards of both bodies. This allows the subdivision to be actively involved at the unit level which might include such areas as conferences/professional development, advocacy, and projects. As a possible way to encourage additional member engagement, CEC has asked Divisions to review the implementation of Subdivisions.

CEC-PD has had several active subdivisions over the years, but as in many organizations, these have dwindled in number and activity. Presently, the Ontario CEC-PD Subdivision is the only one that is officially recognized.

Lynn Ziraldo, the current Ontario CEC-PD Subdivision President, shared the following comments in a recent interview to assist in starting or renewing a dormant group. Ontario has much to share.

The Ontario Pioneers Subdivision began in 1996 and actively continues today. The group is linked with both CEC-PD and the Ontario CEC unit. Current activities are built on their long history and include recruiting past leaders for membership, supporting the Yes! I Can awards program, and recognizing leadership through a lifetime achievement award presented at the annual Ontario conference.

Lynn stressed the importance of relationships both personal and organizationally. Reaching out to potential members and encouraging them to take leadership roles is critical to maintaining a vibrant organization. Working with both the state or provincial unit and the Division is critical to the success of the subdivision and provides needed assistance, and linkages to a common set of goals and objectives.

For those initiating a new subdivision, Lynn stated that establishing linkages with the Division and geographic unit means that you have a base to start and have a partner. If you want to rebuild, reach out to former leaders and board members. A successful strategy that Ontario used in conjunction with their 65<sup>th</sup> anniversary celebration was asking those formerly in leadership roles to submit a story for the website about why CEC was important to them. These are still on the website and additional stories will be added.

Other effective strategies include allowing people to observe a Board meeting either in person or virtually to help them decide about taking on a leadership role; providing recognition of past leaders; and giving people a specific task. Other examples include providing major interactions with the students for the Yes! I Can program and holding a panel with past subdivision presidents including college students as ways to focus on leadership and advocacy to continue the CEC legacy. Additional information and resources from the Division and colleagues are waiting for your requests.

NOW that you are ready to initiate or renew a CEC-PD Subdivision in your area, review these suggestions and contact the leadership of the Division to get started!

**Division of Leaders and Legacy (DLL)  
President's Invitational Book Club  
Winter 2023**

Back by popular demand! DLL (formerly Pioneers) members and friends are invited to gather virtually to discuss contemporary books on a variety of topics facilitated by invited guests. Past participants have reported how much they valued the Book Club and the opportunity to engage in discussion with other DLL (Pioneers) members and friends.

It's as easy as 1,2,3 to participate!

1. borrow the book from your library or purchase from your favorite bookstore,
2. read the book,
3. use the registration link below to receive a Zoom invite to join the conversation on the dates listed.

Please contact Candace [candace16borger@gmail.com](mailto:candace16borger@gmail.com) if you have any questions.

**Tuesday, January 24, 4:00-5:15pm ET**  
**Facilitator – Mary Kay Boguski**  
**Winnipeg, Manitoba**

[Backman, Fredrik \(2012\). A Man Called Ove.](#) Simon and Schuster

[Register in advance for the January 2023 Book Club conversation:](#) After registering, you will receive a confirmation email containing information about joining the meeting.

**Tuesday, March 21, 7:30-8:45pm ET**  
**Facilitator – Lorrane McPherson**  
**Tucson, AZ**

[Perry, Dr. Bruce \(2007\). The Boy Who Was Raised as a Dog: What Traumatized Children Can Teach Us about Loss, Love and Healing](#)

[Register in advance for the October Book Club conversation:](#) After registering, you will receive a confirmation email containing information about joining the meeting.

Engaging in Conversations about

## Students Exposed to Trauma, Maltreatment & Neglect:

## Getting the Healing Going and the Learning Happening

3-Part Virtual Series Presented by CEC Division of Leaders & Legacy



### PRESENTERS

#### Behaviors in the Classroom: How to recognize, report, and prevent trauma caused by maltreatment

Feb 9, 2023

- **Dr. Harold Johnson**, former professor of special education. He initiated a national effort to understand, report, document, prevent and respond to the maltreatment of children with disabilities, resulting in the 2018 CEC Policy on the Prevention of and Response to Maltreatment of Children with Disabilities.

#### Trauma-Informed Lens: What does it take to develop resiliency in students?

Feb 16, 2023

- **Rachel Zahler Walker, MFT**, is a Licensed Marriage and Family Therapist and EMDR Consultant specializing in the treatment of trauma and dissociation. Rachel created TraumaRecoveryStore.com, an online platform designed to help demystify and destigmatize complex trauma. Rachel's deepest desire is to inspire and provide hope to survivors and the professionals who work with them.

#### In the Trenches at Ground Zero: Trauma-informed Supports and Strategies for Protecting and Empowering Students

Feb 23, 2023

- **Dr. Kelly Carrero, PhD**, Texas A&M University-Commerce. Her research projects serve as a vehicle for positive social change and advocacy for children identified with exceptionalities and challenging behaviors, including Autism Spectrum Disorder. Specifically, her interest is identifying and examining culturally responsive and socially valid practices in research practices and service delivery. She is a reviewer for several journals and active member of CEC.

### OVERVIEW

Trauma, maltreatment and the neglect of children and youth have a profound effect on their social, emotional, cognitive, behavioral, and academic development. Children and youth with disabilities experience maltreatment at significantly higher rates than children without disabilities. To better support our students, educators need to understand how to observe, report and prevent maltreatment, what is meant by trauma, maltreatment, and neglect and how its effects are expressed by students in our classroom. For traumatized students to function optimally and get the most out of school, educators must know what it takes to develop resiliency and then apply these strategies to create a classroom/school environment that supports learning. This series of virtual presentations provides a basis for educators, administrators, and support staff to take an active role in supporting all students.

### DATES & TIMES

#### Register for all three sessions:

- Feb 9, Feb 16 & Feb 23, 2023
- Session presentations will begin at 6:30 PM ET/5:30 PM CT/4:30 PM MT/3:30 PM PT
- Sessions are 75 minutes
- All sessions will be recorded. Miss a session? Links to all session recordings will be sent to all registrants.
- CEU hours are available.

#### Cost

- \$59 for all three sessions

#### Payment

- Payment by credit card upon registration
- Purchase orders/checks can be accepted. Contact [CECDivisionofLeadersLegacy@gmail.com](mailto:CECDivisionofLeadersLegacy@gmail.com)

[Click Here to Register](#)

**Register Here**

[HTTPS://WWW.EVENTBRITE.COM/E/48](https://www.eventbrite.com/e/481928299517)

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## PIONEERS DIVISION LEADERSHIP ACTIVITY 2

The second August leadership activity offered by the Division was a ranking of pre-selected leadership attributes as to their importance in being an effective leader.

The membership was asked to select the five most important of these essential attributes and to add others to the list. There were eight respondents representing teacher education, administration, consultation, and classroom education. Two additional attributes were suggested.

### Other leadership attributes suggested by respondents included:

*Self-Care* Being organized, prioritizing well, and valuing the health and wellness of self and others.

*Listening* Accepting and including views and suggestions of others.

### RANKINGS

The Attributes	Respondents Ranked as #1	Top 5 Ranked Attributes
Accountability	12.5%	Integrity
Agility	25%	Self Awareness
Communication	38.9%	Vision
Courage	0	Communication
Decisive	0	Goal Focused
Drive	25%	
Emotional Intelligence	28.6%	
Empathy	33.3%	
Goal Focused	37.5%	
Innovative/Creative	12.5%	
Integrity	63.6%	
Resilience	22.2%	
Self-Awareness	50%	
Vision	44.4%	



### **Attribute's Importance Ranked as the #1 Choice**

1. Integrity
2. Self-Awareness
3. Vision
4. Communication
5. Goal Focused
6. Empathy
7. Emotional Intelligence
8. Agility and Drive (TIED)
9. Resilience
10. Accountability and Innovative/Creative (TIED)

### **Attributes Having the Highest Percentage of Selection by Respondents**

1. Courage	87%	4 <sup>th</sup> in Importance
2. Integrity	63%	1 <sup>st</sup> in Importance
3. Emotional Intelligence	57.1%	4 <sup>th</sup> in Importance
4. Resilience	55.6%	5 <sup>th</sup> in Importance
5. Self-Awareness	50%	1 <sup>st</sup> in Importance

### **All Attributes Ranked by Combining #1 and #2 Ratings**

1. Communication (77.8%)
2. Vision (77.7%)
3. Integrity (72.7%)
4. Goal Focused (62.5%)
5. Self-Awareness (50%) (TIED)  
Drive (50%)  
Empathy (50%)  
Agility (50%)
6. Agility (37.5%)  
Creative/Innovative (37.5%) (TIED)
7. Resilience (33.3%)
8. Emotional Intelligence (28.6%)
9. Courage (20%)
10. Decisive (12.5%)



The attributes ranked as being the most important by the eight respondents were:

Integrity	(63.6% ranked as first; 25% as second)
Self-Awareness	(50% ranked as first; none at second; and 25% as third)
Vision	(44% ranked as first; 33% as second)
Communication	(39% ranked as first; second most important)
Goal Focused	(37.5% ranked as first; 25% second most important)
Empathy	(33% ranked first; 16.7% second most important)

The attribute receiving the most rankings as having the greatest importance was *Integrity* (63.6%), showing that the leader's image is essential for purposeful *Communication*, implementing activities to meet program *Goals*, and supporting the *Vision*.

Leadership *Integrity* refers to being trustworthy, reliable, and *Accountable*. Leaders with *Integrity* act in accordance with what they *Communicate*. There is consistency between words and actions.

Without *Integrity*, what the leader *Communicates* loses impact and importance. After a leader *Communicates* the *Vision* and *Goals*, there is an expectation for that individual to act following these. This is especially important when a leader is confronted by a situation that has conflicting priorities

Leadership *Communication* relays information about the culture, core values, *Goals*, *Vision*, and mission of the professional organization/educational body. This *Communication* is necessary for building trust and encouraging others. It involves delivering a shared *Vision* and showing how the organization/educational body is directed to that *Vision* (being *Goal Focused*). Clear *Communication* aligns all stakeholders with the strategic *Goals*. When there is a focus, there is an accomplishment.

Effective leadership *Communication* requires listening by others and for leaders to listen to others. When listening and then acting with *Empathy*, a strong team is built.

The attributes of *Agility* and *Drive* had 25% of the respondents ranking these as being first, second, and third in importance. When highly focused on the *Vision* (*Drive*), there is often a need to use different leadership styles (*Agility*).

The majority of respondents ranked being *Decisive* and showing *Courage* fourth in importance. The two attributes support each other when confronting difficult situations and shifting challenges.

*Accountability* and *Innovative/Creative* were the only two attributes that included all five rankings in importance by all respondents.

A high level of *Accountability* among leaders builds trust. Knowing that their leaders will take responsibility for their decisions (*Integrity*) instills a high level of confidence in team members and other stakeholders. To be *Accountable*, decisions need to be made. This often requires critically reviewing various alternatives, thinking in a new way, and analyzing cause-and-effect outcomes (*Innovative/Creative*).

*Self-Awareness, Drive, Empathy, and Agility* were leadership traits from the list that ranked #5 in importance when the #1 and #2 ratings were combined. *Self-Awareness* in leadership means having a conscious understanding of one's character, behaviors, *Goals*, and *Drive*. If someone is highly *Self-aware*, the individual can objectively evaluate self, manage emotions (*Emotional Intelligence*), align behavior with values, and understand the needs of others by being aware of their feelings and thoughts (*Empathy*). *Agile* leaders focus on the needs of others (*Empathy*). They acknowledge other people's perspectives; give them the care they need to meet their career and personal goals; involve them in appropriate decisions, and build a sense of community within their teams. To be *Agile*, a leader is situationally conscious, *Self-aware*, and flexible. These four leadership attributes are closely aligned and necessary to meet many leadership responsibilities. Perhaps this is why respondents ranked them so closely.

Facing challenges (*Resilience*) and demonstrating conviction (*Courage*) are complementary attributes. Eighty percent of the respondents selected *Courage* as one of the top five attributes (#4), and *Resilience* was chosen as #5 by 55.6%.

A visionary leader directs and motivates others to reach the desired outcome. The abilities required to be an effective leader must be developed via learning and practice. Based on responses from this Leadership Activity, it can be seen that influential leaders are competent, secure, communicate, democratize innovation, and prioritize actions.

Thank you to all our members who have been and are leaders in their educational communities.

Kim Moffet

Pam Gillet

on behalf of the CEC DLL Executive Board

*The CEC Division of Leaders & Legacy is pleased to present a call for nominations for the Romaine P. Mackie Leadership Award for 2022. Honor your colleagues who have made significant contributions to the field. Acknowledge their dedication and success in the field by a nomination for this prestigious award.*

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)

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**Nomination Form**

Nominee's Name \_\_\_\_\_ Email Address \_\_\_\_\_

Mailing Address \_\_\_\_\_ Telephone Number \_\_\_\_\_

CEC Membership Number \_\_\_\_\_

Nominator's Name \_\_\_\_\_ Nominator's Unit \_\_\_\_\_

Nominator's Email \_\_\_\_\_

The brief vita 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, December 31, 2022**.

Submit your nomination packet electronically to:

[gtaradash@gmail.com](mailto:gtaradash@gmail.com)

Mailing Address:

Dr. Gloria Taradash  
Honors and Awards Committee Chair  
26 Cedar Hill Place NE  
Albuquerque, NM 87122



## 2023 Division of Leaders and Legacy Board Members

The following individuals serve on the 2023 CEC DLL Board of Directors. To email any board member, write to us at: [cecpioneers@gmail.com](mailto:cecpioneers@gmail.com)

### Officers

**President:** Kathleen Puckett (2023)

**President Elect:** Mikki Garcia (2023)

**Immediate Past President:** Candace Borger (2023)

**Secretary:** Jamie Hopkins (2023-2025)

**Treasurer:** Lorrane McPherson (2023-2025)

### Committee Chairs

#### Awards & Honors Committee:

Gloria Taradash (2021-2023)

#### Communications Committee:

Clinton Smith (2021-2023)

#### Constitution and Bylaws:

Joan McDonald (2023-2025)

#### DEC DLL: Legacy Committee:

Pamela Gillet (2023-2025)

#### Finance Committee:

Lorrane McPherson (2023-2025)

#### Membership Committee:

Mickie Wong-Lo (2023-2025)

#### Nominations & Elections Committee:

Candace Borger (2023)

#### Political Advocacy Committee (CAN):

Connie Lyttle (2023-2025)

#### Professional Development Committee:

Mikki Garcia (2023)

### Other-Voting Members

#### Historian:

Diane Johnson (2023-2025)

### Other Non-Voting Members

#### Representative to Knowledge & Skills Committee:

Debi Gartland (2022-2025)

#### Representative to Project 2020:

Mary Ruth Coleman (2023)

## CEC DLL Calendar

### President's Book Club

A Man Called Ove led by Mary Kay Boguski  
Tuesday, Jan 24th - 4:00 - 5:15 ET

The Boy Who Was Raised by a Dog: What Traumatized Children Can Teach Us About Loss, Love, & Healing led by  
Lorrane McPherson  
Tuesday, March 21st 7:30 - 8:45 ET

### Engage! Students Exposed to Trauma, Maltreatment, & Neglect: Getting the Healing Going and the Learning Happening

February 9 - Behaviors in the Classroom: How to recognize, report, and prevent trauma caused by maltreatment

February 16 - Trauma Informed Lens: What does it take to develop resiliency in students?

February 23 - In the Trenches at Ground Zero: Trauma-Informed Supports and Strategies for Protecting & Empowering Students

### CEC Convention & Expo

March 1 to 3, 2023

Louisville, KY

## Leaders & Legacy is published four times a year by the Division of Leaders & Legacy of the Council for Exceptional Children.

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