



Winter 2007 Conference

- February 24, 2007
- Hilton New York

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The winter 2007 TECSCU Conference, in conjunction with AACTE, will be Saturday, February 24, 2007, in the Hilton New York. The conference will build on the fall conference theme of Shooting Beyond the Horizon and the program emphasis upon dialogue and collaboration among education groups and organizations. The pre-registration fee for the TECSCU winter conference is \$100 for pre-registrations sent on or before February 16, 2007. A pre-registration form is included in this newsletter and a pre-registration form is available on the TECSCU web site at <http://tecscu.org>.

President-Elect Angela Sewall is arranging the conference program. The conference will begin at 8:00 a.m. with a breakfast and business meeting. The program will immediately follow and will conclude by noon.

Invited Speakers and Panel Members
Sharon Robinson, AACTE, CEO and President
Mona Wineburg, AASCU, Director of Teacher Education
Katy Haycock, Director, The Education Trust
Antoinette Mitchell, NCATE, Associate Director for Accreditation

Saturday, February 24
7:30 am Registration Begins
8:00 am Breakfast and Business Meeting
8:30 am – 12:00 noon Program

A change to the Constitution & Bylaws is being proposed by the Executive Committee and will be an agenda item for action during the business meeting. The proposed change will be sent to all TECSCU Institutional Representatives by email before the conference and is included in this newsletter.

SIGN UP NOW!
Pre-registration Form Inside

Fall 2006 Conference

The TECSCU Fall 2006 conference met in Charleston, South Carolina, October 8-10.

The conference theme was

Shooting Beyond the Horizon.

CONFERENCE PRESENTATIONS

Summaries of the keynote address and small group discussions are included in this newsletter.

Keynote Address: New Research, New Insights on Teacher Preparation

Michael Allen

Senior Program Officer

National Research Council

Panel: The Vision of those on the Ground- We Prepare Teachers and Leaders

Moderator: Sam Evans, TECSCU President and Dean
College of Education & Behavioral Sciences
Western Kentucky University

Cathy Barlow (TECSCU Board member), Dean
Watson School of Education
North Carolina State University at Wilmington

Les Sternberg (CADREI Board member), Dean
University of South Carolina

David Coffman (AILACTE Board member)
Director of Student Teaching and Chair of the Education Dept.
Bridgewater College

Calvin Johnson (HBCU Representative), Dean
University of Arkansas at Pine Bluff

Julia Wallace (CCAS Board member and President), Dean
University of Northern Iowa

AACTE's Plan for Better Educational Futures and Frameworks for Collaboration-A Common Agenda Across Constituent Groups
M. Christopher Brown II, AACTE

Panel: Networking Toward the Vision-What is the Future of Standards Based Teacher Preparation?

Moderator: Jay Hertzog, Dean

College of Education

Slippery Rock University

Boyce Williams, NCATE

Virginia Pilato, NASDTEC

Diana Rigden, TEAC

Panel: TECSCU Takes the Challenge: Sharing Points of Uniqueness and Mission

Moderator: Angela Sewall, TECSCU President Elect and Dean
UALR College of Education

CCSU - Susan Myers, Dean
College of Education
San Jose State University
and

Bill Wilson, Assistant Vice Chancellor
Academic Affairs
California State University

Donald Pierson, Dean
Graduate School of Education
University of Massachusetts, Lowell

RRCNA, TECSCU and advocacy - Lucy Gettman
RRCNA advocacy director



Keynote Address: New Research, New Insights on Teacher Preparation

By Michael Allen
Senior Program Officer
National Research Council

The recent report by Art Levine may question whether some TECSCU institutions should be in the teacher preparation business, at all. Personally, I'm very skeptical that what used to be called Research I universities, now called Research Extensive, are ever going to be a significant source of teachers. So I can't see how we can possibly meet the need for teachers in this country without TECSCU institutions continuing to play a critical role. I want to talk today about some interesting studies that have been carried out since the 2003 report I did on teacher preparation when I was at ECS and what seems to me the possible implications of those studies for teacher preparation.

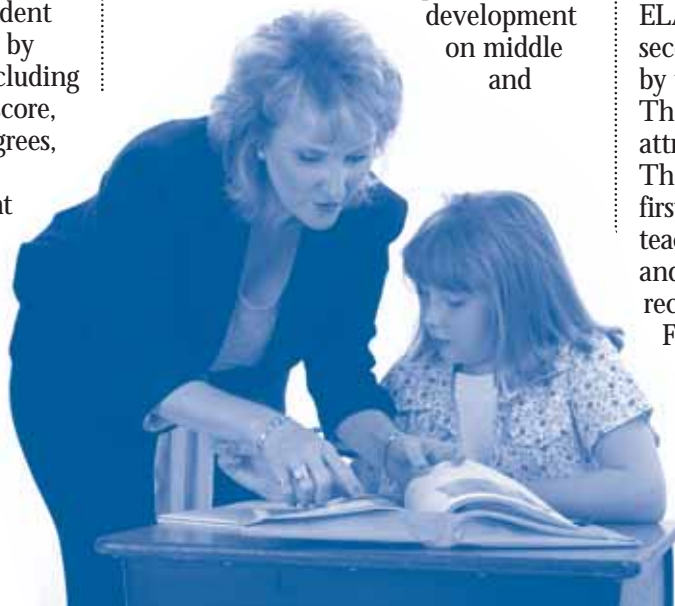
Clotfelter, Ladd, and Vigdor (2004) studied teacher sorting, teacher shopping, and the assessment of teacher effectiveness. They used 2001/2002 North Carolina administrative data on 3,223 5th grade teachers and their 60,791 students. They included a randomly assigned subset of 1,287 teachers and their 24,824 students in 521/1160 schools not subject to teacher sorting and shopping. Students were matched to teachers at the classroom level. They wanted to see if differences in student achievement could be explained by various teacher characteristics including college selectivity, licensure test score, years of experience, advanced degrees, and National Board certification. They found a statistically significant correlation only between student performance and teacher years of experience (in math and reading) and licensure test scores (in math only and less pronounced). They controlled for students' race, gender, SES, and prior year's test score and for school-to-school variation. Student growth in achievement is equivalent to a few days to a

month and a half of growth. The effect of years of experience was strongest in the first 2-5 years. The effect sizes were between .01 and .15 SD and were considered weak because it was between less than one to about 12 percentile points in the distribution.

Harris and Sass (2006) studied the effects of teacher training on teacher value-added achievement. They used 1999-2004 administrative data on 4,000+ elementary, middle and high school teachers and the math and reading achievement gains of their 300,000+ students in over 250 public schools at each level in Florida. Florida's data set allowed researchers to look at the effects on their students' achievement gains of teachers' pre-college aptitude, formal college education and teacher preparation, teachers' in-service professional development, and experience. Students and teachers were matched to students at the classroom level. They found a small effect of teacher experience on elementary and middle school reading. Elementary students with teachers who had 5+ years of experience showed about .30 SD or 3 months greater gain in reading than students of first-year teachers. Teacher effectiveness increased most in the first year, less in subsequent years. They found a small effect of in-service, content-oriented professional development on middle and

especially high school math teachers. They found a small effect of pre-service courses in pedagogical content knowledge for elementary school mathematics. They found no effect of having a subject major vs. an education major and no correlation between SAT scores and student achievement gains.

Boyd, Grossman, Lankford, Loeb, and Wyckoff (2006) studied how changes in entry requirements alter the teacher workforce and affect student achievement. They reviewed data on approximately 65,000 teachers and their approximately 1,000,000 students in New York City public schools in grades 3-8 between 1998 and 2004. Teachers were matched to students at the classroom level. Student achievement scores in math and English language arts (ELA) were used. The study identified six pathways into teaching: Teach for America; Emergency certified; NYC Teaching Fellows; Individual evaluation by state board; College recommended (traditional); and Other. College-recommended elementary teachers start out better than TFA or Teaching Fellow teachers by about .02 SD in third grade math. The difference is 40% of gain attributable on average to one year of experience (.05 SD). TFA teachers and Teaching Fellows do worse than others in 4th and 5th grade ELA. There is no difference after the second year in student math gains and by the third year in student ELA gains. They found very small gains in math attributable to teaching experience. The largest gain was .08 SD after the first year. In middle school math, TFA teachers outperformed all other teachers, and up to .08 SD better than college recommended teachers, with Teaching Fellows essentially catching up by their third year. In middle school ELA, Teaching Fellows and TFA teachers start out worse than other routes but essentially catch up by the third year.



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Keynote Address: New Research, New Insights on Teacher Preparation

(continued from page 3)

Goldhaber and Anthony (2004) asked if teacher quality can be effectively measured. They studied some 32,400 third, fourth, and fifth-grade teachers and 610,000 students, using North Carolina administrative data from 1996-97 and 1998-99, that matched teachers to students at the classroom level. They sought to determine whether the students of National Board certified teachers demonstrated greater growth in achievement over the three years than the students of teachers not Board certified. They found that students of teachers who were Board certified demonstrated greater learning gains than students of teachers who were not. But this is also true for students of teachers who were not yet Board certified but came to be. This might indicate that it may not be the Board certification process but unique strengths Board certified teachers already possess that make the difference. The effect size of Board certification (or future certification) is small; about .07 SD (roughly 3 week's growth) in reading and .09 SD (roughly 1 month's growth) in math. There is a slightly larger effect (.13 SD in reading and .11 SD in math) for low-income students. The largest effect was .20 SD in math for 3rd grade students.

Taken together, what can we make of these studies? They seem to indicate that almost none of the factors various people have touted as a critical element in good teaching has a very large impact on student achievement: Not academic talent, as measured by SAT or college selectivity; Not having a content major vs. an education major; At least after a year or two, not the preparation route, at all; Not in-service professional development; Not having an advanced degree; and Perhaps

National Board certification minimally, but only in its selection effect, not its professional development. The most significant factor was classroom experience, though even then not consistently. Classroom experience seems to be a great equalizer, with the difference in teacher effectiveness between teachers from one route or another being essentially negligible after

“Studies seem to indicated that almost none of the factors various people have touted as a critical element in good teaching has a very large impact on student achievement.”

three years. It is possible the measures are not robust enough to capture important differences in the skills, knowledge, and attitudes of teachers being prepared in different ways. As long as the differences seem to be so small, however, and as long as what policymakers are interested in are results on standardized achievement tests, the perception will be the differences in the different modes of teacher preparation are not significant. I believe this means there will be no movement toward standardizing teacher preparation any time soon. On the contrary, it is likely to become even less homogenous as “alternate route” and “traditional route” programs blend into various permutations and combinations of both, as the internet becomes a more prevalent part of the picture. Rather than bemoaning this state of affairs, I would see it as an opportunity to rethink teacher preparation and admit that it must be a developmental process that continues into in-service and cannot, with the rarest of exceptions, be completed in four years and with the minimal teaching practice that characterizes most programs.

For a “traditional” preparation program, this might mean that basic subject knowledge, education theory, general knowledge, and critical thinking skills should be acquired in a more-or-less traditional college classroom. Pedagogical content knowledge, practice-oriented

research and evaluation knowledge and skills, and pedagogical management skills (student assessment, curriculum development, classroom management, and parental relations) should be acquired while teaching. This clearly suggests no teacher is a finished product after pre-service, regardless of program length.

What does all this imply for teacher preparation? From a policy standpoint: (1) Accept that teacher preparation will always be inadequate and that new teacher placement is always a compromise—a matter of minimizing the damage and maximizing the benefits. We just need to make sure the damage is not maximized and the benefits minimized for poor children. (2) Endorse multiple paths into teaching, and use staged licensure to ensure all permanent teachers eventually meet high standards for knowledge and skill. Require initial licensure to be a teacher-of-record or enrollment in state-approved induction and mentoring program.

My recommendations are: (1) Extend pre-service preparation into induction and mentoring which becomes a joint responsibility of school districts and i.h.e.s. Teacher education faculty provide practice-based education theory, arts and sciences faculty strengthen knowledge of subject, and mentor teachers strengthen pedagogical management knowledge and skill. Mentor teachers, teacher education faculty, and A&S faculty jointly strengthen knowledge of how to teach; (2) Get rid of student teaching and substitute shorter, topic specific practica throughout the pre-induction teacher preparation program; and (3) Increase focus on in-service education through university-district partnerships that strengthen the capacity of schools to provide ongoing teacher development. ■



Summary of Small Group Discussions

There were opportunities for conference participants to meet in small groups and react to and discuss program presentations. The discussions of three groups are summarized below.

Group 1

How to stay informed? Beneficial are: AACTE emails giving us talking points; State affiliate meetings; Legislative liaison with states; State agency directors who keep in touch



with the higher ed institutions; and Groups for state deans or independent deans within the state.

We need to identify the major issues about which we are all concerned. We need to become a voice for teacher prep programs...need to be pro-active. Need to agree that our public voice is single voice and then shut the door to argue the issues. How do we say that our teachers are making a difference in the kids' classroom? We need to start bringing people to the schools...business people to see what the schools are like. Need to get the word out to change the public perception of public

education. Show how the schools have risen to the occasion. Look at attendance, parents' engagement, etc. Make the connections between these schools and our teacher candidates. Develop a research committee to conduct research about what our schools are doing to improve teacher education. Learn how to craft the message so we can move forward...perhaps a public relations expert. We need a way to deliver this information to the public. People attacking the schools are missing the issue. We need to develop relations

with the local press to establish positive vibes. Do research on your own local institution. We need to find the resources to do this. Write about local kids for local media. Why not have us partner with CADREI to conduct research...we can deliver the subjects, they can do the research. Let's have AACTE get all of us together as a kick off to see how we can all work together...partnering with the Research I's. What is it that we do well that we want all of our graduates to do in schools? We need some agreement about those issues beyond the standardized tests. What do we really want to stand on? This is important.

Group 2

How do we work together to formulate the agenda rather than reacting to it? With TECSCU schools producing between 73-80% of certified teachers ...how can "we" be out maneuvered by AACTE?: Disappointed in the AACTE response to Levine; Research 1 institutions have name recognition which is why they are sought out for input; TECSCU should have more spots on AACTE Board and should always be on executive committee; 165 Institutions are members of TECSCU (and AACTE?); AACTE Board needs to be transparent since it is a service organization; and AASCU is parent organization of TECSCU... how involved are we deans?

Attendance at TECSCU meetings is dependent upon belief that "my voice" will make a difference: It is important that TECSCU meetings/presentations "make a difference in my ability to do my job as dean;" The CADREI principles document is a good example of what TECSCU could do to establish a clear statement of purpose; TECSCU could establish a forum for discussions about teacher education that includes other groups... continue to invite others (Research 1, CADREI, etc) for presentations and discussion. It would be a great opportunity to come to one meeting and talk with people with various agendas and viewpoints and to learn from other deans and let deans know who else is a TECSCU member in each state. TECSCU should consider the development of State TECSCU coordinators to work with State AACTE organizations. State policy makers are interested in state data more than national data. TECSCU should get information out to more deans and continue offering a discount to new schools that join TECSCU.

We (TECSCU Deans) need to state our terms and define what has meaning

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Summary of Small Group Discussions

(continued from page 5)

for us. Scientific evidence is a straw man as much of the evidence about success is not presented or used because it is “not scientific.” We need to describe and understand the “broader” context of teaching; need to think about the kinds of schools where teachers are placed after graduation; need to help frame the language used to describe our programs, student learning, successes; and teachers should be evaluated after several years of experience and either kept or fired.

Trying to define teaching as a profession and comparing it to law or medicine is tiresome. Teaching is a profession like journalism where people have many different and equally important passions. We must recognize that beginners in any profession (including teaching) are not fully developed when they graduate and begin work. At the end of pre-service education teachers should be expected to be ready to teach and to develop more skills...need a better description of stages of teacher development. Medicine has more than one path. There are several kinds of doctors...training to be a doctor is not based on science. We allow more variation in medicine and do not question the variation.

Group 3

Should we be so concerned about people leaving the profession...it is now common for people to change careers more

often. How should we focus professional development support for teachers? How do we work together to formulate the agenda rather than reacting to it? One issue we need to get over is being defensive. When someone from the outside criticizes or offers a suggestions we must consider it, not immediately dismiss it. We all must recognize the need for continuing improvement as teachers and teacher educators. We must accept testing as one measure and create other measures. Impact on our grads is greatest 1 or 2 years out, therefore we must work with schools. Accountability could include more school wide assessments using partner schools/professional development schools with value added evidence from portfolios rather than individual teachers in widely dispersed settings. If there is a move toward national standards of teacher performance, those standards should apply to all candidates, including those coming thru alternative routes. New teachers leave teaching more often because of working conditions, not salary. We must pay attention to that. We are still short on the research to document we are doing a good job. Teacher prep is not a priority for “Research One’s;” we need to

learn from their research and they need to learn from the breadth and quality of our educator preparation. NCLB constrains placement opportunities for student teachers and narrows the priorities for principals. An increasing number of principals want teachers who focus only on test prep.

School administrators are increasingly requiring teachers to just deliver the curriculum (one book, same page on a given date) rather than be a creative, reflective practitioner. That is a problem. Teacher educators must agree on some commonality of standards, and then

influence state and national policy makers. We must police ourselves, not condone poor practice. We must stand tall when serving on accreditation review teams; resist state and local politics to accredit all colleges, regardless of quality. We need to be informed about available research, generate more research, and pay attention to data collection. Numbers count! We need to have TECSCU representation on the AACTE Executive Committee.

“School administrators are increasingly requiring teachers to just deliver the curriculum rather than be a creative, reflective practitioner.”

Commitment Points

The following commitment points were presented to participants in the fall 2006 TECSCU conference for discussion and consideration for adoption by TECSCU.

1. As TECSCU institutions, we are deeply committed to the highest quality educational preparation—only those who are fully prepared are licensed from our programs.
2. We believe in the power of good teaching in order to continue to strengthen the individual and society.
3. We are dedicated to continuing services to our graduates via professional development and excellent graduate programs as



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TECSCU Conference Themes

Conference themes that have been gleaned from the TECSCU archive materials are listed below. They provide an interesting history of issues that are of concern to TECSCU deans, directors and chairs of education.

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| 1978 | Feb 21 | Chicago | Issue topics: Governmental Relations |
| | Nov 8-10 | Memphis | Managing Change |
| 1979 | Feb 27 | Chicago | The Politics of Education |
| | Oct 25-26 | Nashville | Issue Topics: Needed: New Government Relations, New Missions, New Organizational Patterns, New Finances |
| 1982 | Nov 4-5 | Nashville | Building the Image of Teacher Education |
| 1983 | Feb 22 | Detroit | Improving the Image of Teacher Education |
| | Nov 2-4 | | Education, Its Survival or Renaissance? |
| 1984 | Oct 24-26 | Little Rock | Teacher Education, the Present and the Future: Preparation, Certification, Accreditation |
| 1985 | Feb 27 | Denver | Conference Topic - NCATE Redesign |
| | Oct 23-25 | St. Louis | Strengthening the TECSCU Heritage: Teacher Preparation, Practice and the Professoriate |
| 1988 | Sept 28-30 | St. Louis | Governmental Influences on Teacher Education Programs |
| 1989 | Sep 27-29 | Las Vegas | The Regulation of Teacher Education: Reform or Bashing? |
| 1990 | Sept 20-28 | Cincinnati | Moving Closer to the 21st Century |
| 1991 | Sept 19-21 | New Orleans | Building New Relationships While Strengthening the Old |
| 1992 | Oct 1-3 | Nashville | The Mission and Future of TECSCU Schools of Education in America 2000 |
| | Feb 25-28 | San Antonio | Where Are We Going? Who will Lead Us There? |
| 1993 | Oct 7-9 | Las Vegas | Teacher Education Renewal fro Changing Schools |
| 1994 | Feb 16 | Chicago | Policy Development in Teacher Education |
| | Oct 6-8 | Denver | The Dynamic Interaction of Higher Education, Teacher Education and School Reform: A TECSCU Dialogue |
| 1995 | Feb 12 | Washington DC | The Role of Higher Education in School Reform |
| | Oct 5-7 | Des Moines | Critical Issues Confronting TECSCU and the Profession |
| 1996 | Feb 21 | Chicago | TECSCU Action Agenda |
| | Oct 3-5 | Baltimore | Partnerships for Learning: Real Issues and Real Solutions |
| 1997 | Feb 26 | Phoenix | Pursuing Partnership: Visible Models for Restructuring Faculty Roles and Rewards |
| | Oct 2-4 | Las Vegas | Professional Education in a Dynamic Environment |
| 1998 | Oct 4-6 | Charleston | Professional Education in an Increasingly Connected World |
| 1999 | Feb 24 | Washington DC | America Reads Program |
| | Oct 3-5 | Denver | Addressing the Teacher Shortage While Assuring Quality Preparation |
| 2000 | Feb 26 | Chicago | Higher Education Report Cards: The Dawning of a Panacea or The Opening of Pandora's Box? |
| | Oct 1-3 | San Antonio | Evidence-Based Teacher Education |
| 2001 | March 1 | Dallas | Shaping the TITLE II Agenda: A Proactive Response from TECSCU Institutions |
| | Oct 14-16 | Baltimore | Looking, Thinking, Doing: Upside Down |
| 2002 | Feb 23 | New York | Shared Responsibility for Accountability |
| | Oct 13-15 | Indianapolis | Dean's Role in Public Policy: Dealing with Political Agendas |
| 2003 | Jan 24 | New Orleans | Assessing Teacher Quality |
| | Sept 26-27 | Washington, DC | Scientific-Based Research |
| 2004 | Feb 7 | Chicago | Scientific-Based Research: A Key Concept in Federal Legislation |
| | Oct 24 | San Francisco | Developing Alliances for Teacher Education |
| 2005 | Feb 20 | Washington, DC | TECSCU Goes To Washington |
| | Oct 16-18 | Memphis | Education: A Profession in an Era of High Stakes Accountability |
| 2006 | Jan 29 | San Diego, CA | Professional Education: Policy to Practice |
| | Oct 8-10 | Charleston, SC | Shooting Beyond the Horizon |



TECSCU ELECTION INSTRUCTIONS

The TECSCU Nomination Committee chaired by Past-President Jeffrey Barnett, Dean, College of Education, UW-Whitewater, presents the following candidates for consideration by the membership. Each TECSCU Institutional Representative will receive a ballot and all representatives will be eligible to vote for President-Elect. Only Institutional Representatives from Region III will vote for a Region III candidate and only Institutional Representatives from Region V will vote for a Region V candidate. Results of the election will be announced during the TECSCU Winter 2007 conference in New York, New York, February 24.

PRESIDENT-ELECT CANDIDATES



Susan Meyers
Dean, College of Education
San Jose State University

Dr. Susan Meyers earned her Ph.D. at the University of California at Berkeley. Prior to her role as Dean of the College of Education, she served as Professor of Special Education at San Jose State University, San Francisco State University and the Chinese University of Hong Kong. As Principal Investigator for numerous federally funded projects, her current research is dedicated to a study of the effects of the No Child Left Behind legislation on curriculum and instruction in high priority schools. Honored by the San Jose Mercury News as Woman of Achievement, Dr. Meyers has assumed leadership roles serving on boards of directors at the local level including the Mexican American Community Service Agency, Parents Helping Parents, and Children's Discovery Museum. Leadership roles on the national level include serving as a Region VI Representative on the TECSCU Executive Committee and the TECSCU representative on the Governmental Relations Committee of the American Association of Colleges for Teacher Education.



Donald Pierson
Dean, Graduate School of Education
University of Massachusetts Lowell

Dr. Donald Pierson is in his 18th year as Dean at the Graduate School of Education, University of Massachusetts Lowell. He has served as Region 1 Representative on the Executive Committee of TECSCU for the past two years. He has also served on the Executive Board of the Massachusetts Association of Colleges for Teacher Education for 12 years, including two terms as President. He has been a participant in the Japan-U.S. Teacher Education Consortium (JUSTEC), sponsored by AACTE, for nine years. His work as Dean has included three five-year cycles of NCATE reviews.

Pierson's background is in early childhood education and school-college collaboration. Prior to becoming Dean, he served as an elementary school principal, director of a longitudinal early childhood research project, educational consultant, and professor. His educational background includes: A.B. cum laude in Psychology from Princeton University, Ed.M. in Research in Instruction from the Harvard Graduate School of Education, and a Ph.D. in Education from the Harvard Graduate School of Arts and Sciences. Pierson's major accomplishments as Dean include the outstanding quality of U Mass Lowell's teacher preparation program, the number of graduates who have progressed to K-12 school leadership positions, the mutually beneficial long-term partnerships with schools in the region, and initiatives to enhance the teaching and learning of math and science at all levels.

President-Elect Candidates

| | |
|----------------|--|
| Susan Meyers | Dean, College of Education San Jose State University |
| Donald Pierson | Dean, Graduate School of Education University of Massachusetts Lowell |

Region III Candidates

| | |
|-------------------|---|
| Joseph F. Malak | Interim Dean, College of Education West Chester University of Pennsylvania |
| Lucian Yates, III | Chair, School of Education Kentucky State University |

Region V Candidates

| | |
|-----------------------|---|
| Jeanne Marcum Gerlach | Dean, College of Education University of Texas at Arlington |
| I. Sue Shepard | Dean, College of Education Southeast Missouri State University |



REGION
REPRESENTATIVE CANDIDATES



Joseph F. Malak
Interim Dean
College of
Education
West Chester
University of
Pennsylvania



Lucian Yates, III
Chair, School of
Education
Kentucky State
University

Dr. Joseph F. Malak, Interim Dean for the College of Education and Coordinator of NCATE at West Chester University of Pennsylvania (2005-2007), graduated from California University of PA in Secondary Education (BS), University of Pittsburgh (PA) in Reading and Language Arts/Educational Psychology (M. Ed.; Ph. D.) and Frostburg State University (MD) in Administration and Supervision (M. Ed.). Dr. Malak taught secondary English and Social Studies and served as a reading specialist for the Pittsburgh Public Schools. He taught and directed developmental education programs at the Allegheny Campus/Community College of Allegheny County (PA). For 30 years, he taught education courses and served in a number of Associate and Deans'

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Dr. Lucian Yates, III has served in a variety of education roles in three states-Kentucky, Ohio, and Pennsylvania. Dr. Yates has served as a teacher, assistant principal, principal, assistant superintendent and superintendent. He also served as an adjunct university professor at Shippensburg University in Pennsylvania and Brown University in Providence, Rhode Island. He was invited to the former Soviet Union to work with teachers and principals as they moved from Communism to Democracy. Dr. Yates has studied with Dr. Madeline Hunter, Drs. Kenneth and Rita Dunn, Dr. Bernice McCarthy, Dr. Ted Sizer, and many, many more.

Dr. Yates was featured on a call in talk show with Secretary of Labor, Robert

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REGION
REPRESENTATIVE CANDIDATES



Jeanne Marcum Gerlach
Dean, College of
Education
University of Texas
at Arlington

Jeanne Marcum Gerlach is Associate Vice President for K-16 Initiatives and Dean and Professor of the College of Education at the University of Texas at Arlington. She has earned two Doctorates, one in English Education/ Curriculum & Instruction from West Virginia University and one in Higher Education Administration from the University of North Texas. Her Masters degree is in English Education from West Virginia University and her Bachelors degree is from West Virginia State College. She has been a Fellow at the Harvard University Graduate School of Education's Advanced Management and Leadership Institute and a Millennium protégé at the 2002 American Association of State Colleges and Universities (AASCU) Millennium Leadership Institute. Her research and publications have focused on Urban Education, Business/Higher Education Partnerships,

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I. Susan Shepard
Dean, College of
Education
Southeast Missouri
State University

Dr. I. Sue Shepard has a Ph.D. in Educational Administration from the University of Iowa, a Certificate of Advanced Studies in Educational Administration and a M.S. in Curriculum and Instruction from Northern Illinois University, and a B.S. in Home Economics from Iowa State

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TECSCU ELECTIONS (continued from page 9)

Region III Representative Joseph F. Malak

positions at Frostburg. There, he led successful efforts to achieve initial NCATE accreditation according to the May 2002 performance standards. After four years at West Chester as Associate Dean of the College of Education and then Interim Dean, Joe led the unit this past spring to a successful review (all standards met for initial and advanced programs) by the NCATE BOE team. Dr. Malak believes strongly in and practices "Teaching and Learning in Context." He fosters teacher education candidates' preparation in knowledge, skills, and disposition to enable all children to achieve. He is an ardent practitioner of closing the evaluation loop.

Region III Representative Lucian Yates, III

Reich, Secretary of Education, Richard Reilly and President Bill Clinton to discuss school-to-work initiatives. Dr. Yates' role as superintendent was featured in the December 2002 edition of U.S. News and World Report and the January New Yorker. Additionally, he was awarded the Ohio Social Studies Teacher of the Year and the Outstanding Young Professional award.

Currently, Dr. Yates is the Associate Professor and Chair of the School of Education at Kentucky State University where he has completed its NCATE Reaccreditation, raised PRAXIS scores from 56% to 100%, doubled the number of graduates in three years. Once approved KSU will implement an online MA in special education-the only one in the nation at an HBCU. He also is currently negotiating a joint MA in School Leadership with the University of Kentucky. He is a sought after speaker and trainer.

Region V Representative Jeanne Marcum Gerlach

Issues in English Education, Writing as Learning, Women in Leadership Roles, Collaborative Learning, Governance in Higher Education, Adolescent Literature, and International Education. She has published in numerous education journals, as well as chapters in books. Dr. Gerlach has served as an editorial reviewer, guest editor, and editor of several journals. Additionally, she was editor of International English, a National Council of Teachers of English journal which focuses on the exchange of ideas between and among educators in countries where English is the first or second most often spoken language. She is a member of the National Council of Teachers of English Board of Directors and chairs the Commission on the History of the Council. Dr. Gerlach has taught in England, New Zealand, France, Germany, Thailand, and Australia. Her awards include the National Council Teachers of English recognition for Outstanding Woman in English Education and several Outstanding Teaching and Service Awards. She was also the recipient of the University of North Texas' Outstanding Alumni Award/Higher Education, 1992, 2003. In November 2002, Dr. Gerlach was honored by the Fort Worth Business Press and received the Great Women of Texas Most Influential Woman Award. In addition to her work in higher education, Dr. Gerlach has taught English in secondary schools, served as communications consultant in business and industry, and worked as a newspaper journalist.

Region V Representative I. Susan Shepard

University. She has been Professor and Chair, Department of Educational Administration and Counseling and Interim Dean and Dean, College of Education at Southeast Missouri State University.

Dr. Shepard held central office administrative positions in K-12 school districts in Iowa City, Iowa; Mercer County, West Virginia; and Rosemont, Minnesota. She spent a year with the American Association of School Administrators, Arlington, Virginia; and held an administrative position with the Mississippi Bend Area Educational Agency, Davenport, Iowa.

Dr. Shepard taught at the middle-school and high-school level in the areas of home economics for one year and middle-school mathematics for 13 years. Her recent professional organization involvement has included serving on the Renaissance Group Board of Directors, the TECSCU Nominations Committee, the American Association of School Administrators, the American Association of School Administrators Women's Caucus, and the National Council of Professors of Educational Administration.

Dr. Shepard's research and publication interests have focused upon children-at-risk, leadership, women as educational leaders, women's communication styles, change within organizations, and leadership of change. She has served on the editorial review boards of the Journal of Women in Educational Leadership and Relations.



Teacher Education
Council of State
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2007 TECSCU
Winter Conference



2007 WINTER CONFERENCE TECSCU Goes To New York City

Register NOW for this outstanding conference that will build on the fall conference theme of Shooting Beyond the Horizon and the program emphasis upon dialogue and collaboration among education groups and organizations.

February 24, 2007
Hilton New York
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Pre-Registration Form

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| Pre-Registration Deadline: | February 16, 2007 | <i>Make checks payable to TECSCU and send to:</i> |
| Pre-Registration Fee: | \$100 | Dr. Bennett F. Berhow, TECSCU Treasurer |
| On-site Registration Fee: | \$115 | 1713 St. Philips Drive |
| | | Lancaster, PA 17603 |
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| | | Fax: 717-871-9346 |

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TECSCU Commitment Points

(continued from page 6)

defined by districts, schools, teachers and our research based expertise.

4. We assure the application of high standards and multiple criteria for student success for eligible students within our regions no matter their

backgrounds or needs.

5. We are committed to K-12 learning based in the belief that "good enough is not enough." Mediocrity is not acceptable, either in our candidates or in the learning/ achievement of their students.

6. The basis for TECSCU educa-

tional preparation is the demonstrable knowledge that the economic and social success of America has been created by public schools and that our ability to maintain a strong democracy is dependent on a strong public school system.

7. As TECSCU, we strive always to be institutions that provide the opportunity for diverse populations of students to access higher education and to enter the teaching profession as outstanding professionals committed to K-12 learning. ■



Proposed Constitution & Bylaws Changes

The proposed amendment to the TECSCU Constitution & Bylaws is the underlined text below. The amendment, which will require President-Elect nominees to be members of the Executive Committee when nominated to stand for election, will be submitted by the Executive Committee to the membership for approval at the New York business meeting on February 24, 2007. The purpose of the proposed amendment is to provide continuity in program planning for TECSCU conferences. The TECSCU President-Elect has responsibility for program planning and the President-Elect does not take office until the business meeting at the winter conference. The Executive Committee meeting at the winter conference always precedes the business meeting. The first Executive Committee meeting in which the President-Elect participates is the summer meeting. Members of the Executive Committee who have served as President do not believe the time frame provides enough opportunity to plan the program for the fall conference unless the President-Elect is

serving on the Executive Committee at the time of election. Serving on the Executive Committee prior to election provides the President-Elect with the opportunity to participate in the development of the organizations program goals. The relevant section of the Constitution and Bylaws with the proposed underlined amendment follows:

The officers of the Council are:

1. Past President
2. President
3. President-Elect

Elected officers shall serve a term of one year in that office. They shall take office at the conclusion of the first annual business meeting of the calendar year. Each officer shall be the primary administrator of a school, college, or department of education when she or he begins her or his term of office.

President-Elect nominees must be members of the Executive Committee when nominated to stand for election.

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