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The Winter 2006 TECSCU Conference in conjunction with AACTE will be Sunday, January 29, 2006 in the Manchester Grand Hyatt, San Diego, California. The conference theme is **Professional Education: Policy to Practice**. The pre-registration fee for the TECSCU conference is \$100 for pre-registrations sent on or before January 20, 2006. A pre-registration form that may be duplicated is provided in this newsletter.

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

Invited Presenters

Sharon Robinson, AACTE, CEO and President
Sharon Meyers, Dean, College of Education, San Jose State University
Mona Wineberg, AASCU, Director of Teacher Education
Philip Rusche, Dean, Michael D. Eisner College of Education, California State University, Northridge

Sunday, January 29

7:30 am	Registration Begins
8:00 am	Breakfast and Business Meeting
8:30 am – noon	Program

Changes to the Constitution and Bylaws being proposed by the Executive Committee will be an agenda item for action during the business meeting. The proposed changes will be sent to all TECSCU Institutional Representatives by email before the conference and are include in this newsletter.

SIGN UP NOW!
Preregistration Form Inside



By Barnett Barry
President, Center for Teaching Quality

The debate about teacher education and teaching quality is a debate about what to make of the existing body of research. Different camps disagree on what to make of the data and how policy-makers should respond. The teacher quality fight is over teacher preparation vs. alternative certification, training in diversity and community vs. teaching reading and math, NBPTS vs. ABCTE, and teaching for understanding vs. value-added test scores. "In this game where nobody has the definitive answer, the person who ends up with the burden of proof loses. . . If you are someone who wants to claim that professional development programs in general make a difference, you might be right, but you don't have the evidence so you lose" (Ronald F. Ferguson, economist and lecturer at Harvard University's John F. Kennedy School of Government). So let's get some evidence on production, attrition, alternative certification, and teaching practices that make a difference.

For example, the NCDPI in North Carolina reported that the retention of teachers after five years was higher among teachers entering the profession from traditional certification programs as compared to teachers entering the profession laterally from alternative preparation programs. In the 1997-98 cohort, 52.5% of teachers entering the profession through a traditional preparation program remained in teaching compared with 39.7% of teachers entering the profession laterally. Similar patterns are evident in the 1995-96 and 1996-97 cohorts.

R. Ingersoll (2003) reported that teacher preparation reduced first year teacher attrition in 2000-01. Teacher preparation that included training in the selection/use of instructional

materials, training in child psychology/ learning theory, observation of other classes, feedback on teaching, and practice teaching contributed to reduced attrition of first year teachers.

Another example of evidence being gathered is a Texas Teacher Quality Index. The Index includes the percentage of teachers assigned out of field in elementary, English, math, science, and social studies, the percentage of novice teachers (less than 3 years of experience), and teacher turn-over rate as the percent of teachers leaving a school in 2003-04.

Teacher education accountability initiatives are also leading to evidence gathering. The Texas Regent's Initiative includes numeric goals for increasing the production of teachers and numeric goals for increasing the quality of prospective teachers. Louisiana has established four levels of program effectiveness with level 4 being growth in outcomes. Level 4 includes value-added teacher preparation program assessment that examines the growth of achievement of children and links student learning to the teacher and to the teacher education program. An Ohio Teacher Quality Partnership includes 50 Ohio colleges and universities, the Board of Regents, and the Department of Education. The research questions are: How do teacher preparation practices influence student achievement? How do experienced teachers add value? and What are the characteristics of effective teachers? Five studies are being undertaken.

Attention needs to be paid to what the public wants which is better public education, a focus on teacher quality and the preparation of teachers, better working conditions for teachers, and less emphasis on testing, but more emphasis on accountability. A Report from Public Agenda 2000 reports that 52 % of people responding agree that the quality of teachers entering the profession has improved and 39 % agree that the quality is the same. An

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TECSCU MEETS IN MEMPHIS

The TECSCU Fall 2005 conference met in Memphis, Tennessee, October 16-18. The conference theme was **Educating a Profession in an Era of High Stakes Accountability.**

CONFERENCE PRESENTATIONS

Summaries of the keynote address and some presentations are included in this newsletter.

Keynote Address: The Future of Teacher Education

Barnett Berry
President, Center for Teaching Quality

New Opportunities: New Directions

Sharon Robinson
President and CEO American Association of Colleges for Teacher Education

Building the Evidence: The Effects of Teacher Education

Barnett Berry
President, Center for Teaching Quality

The Long and the Short of Reforming Educational Administrator Preparation Programs

Hal Knight
Dean, East Tennessee State University

It's Always the Principal of the Thing

Beverly Elliot
Director, Arkansas Leadership Academy
University of Arkansas, Fayetteville
and
Angela Sewall
Dean, University of Arkansas at Little Rock

Preparing Professionals for Teaching Careers through the Shared Accountability of a University, Community College, and School District

Jennifer Platt
Associate Dean, College of Education
University of Central Florida



New Opportunities: New Directions

By Sharon Robinson
CEO and President, AACTE

In his book, *The World is Flat*, Thomas L. Friedman discusses how the triple convergence of technology, new business processes, and 3 billion new players is contributing to a rapidly changing world. The world of higher education is a part of this picture of rapid change with the growth of competition, high demand for advanced learning, lots of kids and lots of jobs, and learners who are different in demographic characteristics and comfort with technology that looks like magic to baby boomers. The triple convergence changing higher education is changing demographics and the new education workforce, accountability, and new providers.

The National Academy of Education Committee on Teacher Education has developed a model for preparing teachers for a changing world. In this model,

teaching as a profession promotes learning in a democracy. A vision of professional practice in this context is a convergence of knowledge of learners and their development in social contexts, knowledge of subject matter and curriculum goals, and knowledge of teaching including content plus content pedagogy, teaching diverse learners, assessment, and classroom management.

In response to preparing new teachers for a changing world, AACTE has established outcomes that include: Unify the profession based on evidence and professional consensus about educator preparation standards, curriculum, assessment, and accountability; Establish a credible voice in state and federal policy, advocating for high quality in student learning; Strengthen programs and build capacity to prepare educators; and Diversify the education profession.

To advance AACTE leadership and advocacy, AACTE's focus will shift from preparing teacher educators to preparing the education workforce. To do this, AACTE will advocate for: Quality in P-12 student learning; Multiple measures to reduce "adverse impact;" Research on teacher preparation quality; Models of teacher assessment; and Models of teacher accountability. Advancing state level leadership and advocacy will require AACTE to leverage national and state resources to build network capacity, broaden collaboration with other state leadership entities, and provide additional networking opportunities for members.

The service to be provided by AACTE in this rapidly changing environment will include leadership development, advocacy, and technical assistance and information services. ■



Building the Evidence: The Effects of Teacher Education

By Barnett Berry
President, Center for Teaching Quality

The issues at hand when building a teacher education data and high stakes accountability system are NCLB and the "highly qualified teacher," conflicting evidence of how to define a quality teacher, the debate over what steps need to be taken to identify, recruit, prepare, and retain high quality teachers, and lack of sound teaching quality data systems at the national, state, and local levels. In the beginning we learned that state agencies are understaffed, there is a lack of resources, university teacher education, SEA licensing, and state retirement data systems are fragmented, and there is a lack of recognition and commitment amongst key administrators and policy makers regarding the importance of teacher quality data infrastructures.

The issues when drawing links between teachers and student achievement are: Only four states—Tennessee, Florida, Texas, and North Carolina—have the necessary data elements to longitudinally link students and teachers; At least three years of data are needed to ensure non-random matches; Little data is available to assess middle and high school students; High student mobility is a problem; There are problems in scaling tests; and State data bases also need to include extensive student and teacher background data.

Teacher quality data issues found in North Carolina were: Teachers do not always teach the students they test; Messy data bases that need to be linked; Little information on why students who are in data one year are not in the next; No absolute standard for how much

missing data (student or teacher) is "too much;" Difficulty understanding precisely what particular variables represented; One year to assemble data at cost of \$100-\$200K with 4 years to complete the study; and Would not have been done without commitment and actions of key political leaders.

There are many questions to be answered about the pipeline for teachers, the production of teachers, reducing the shortage of teachers, identifying why teachers stay in the profession, and preparing effective teachers. Very few states have created what are now being called a TQ data warehouse—where information is stored regarding where teachers come from, how they are prepared, where

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TECSCU ELECTION INSTRUCTIONS

The TECSCU Nomination Committee chaired by Dr. John Beck, TECSCU Past-President, 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 IV will vote for a Region IV candidate and only Institutional Representatives from Region VI will vote for a Region VI candidate. Results of the election will be announced during the TECSCU Winter 2006 conference in San Diego, California, January 29.

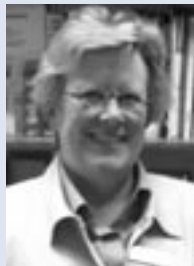
PRESIDENT-ELECT CANDIDATES



Karen Adams
Dean, College of Education and Human Services
Central Michigan University

Karen Adams is currently serving as Dean of the College of Education and Human Services at Central Michigan University. She has served as dean of the College of Education and Behavioral Sciences at Western Kentucky University and as dean of the College of Education at Tennessee Technological University. She completed a Bachelor of Arts degree in English and Classics from the University of Texas, A Master of Art in English and a Master of Education in Reading from the University of Virginia, and a Doctor of Education in Curriculum and Instruction from the University of South Carolina.

Dr. Adams has served TECSCU as President, Region II Representative, and as TECSCU's AACTE Board of Advisors representative. She has also served on numerous AACTE committees including the AACTE Board of Advisors Executive Committee. She chaired the AACTE Focus Council on Literacy. Her scholarship has focused on reading and children's and adolescent's literature.



Angela Maynard Sewall
Dean, College of Education
University of Arkansas at Little Rock

Angela Maynard Sewall is currently serving as the Dean of the College of Education, University of Arkansas at Little Rock (UALR) and as TECSCU Region V Representative. Dr. Sewall received her Bachelor of Arts degree from St. Mary's College, Notre Dame, IN in political science and philosophy. Her Master of Arts was awarded in International Law and Political Theory by St. Louis University, where she also attended law school. Dr. Sewall earned a doctorate in Educational Administration and Supervision from the University of Arkansas at Fayetteville in 1990. She has attended the Harvard Principal's Center program. She has also completed postgraduate work in history at Stanford University, where she was a COE fellow, and at the Institute for Educational Management at Harvard University. Dr. Sewall completed the AASCU Millennium Leadership Institute in 2003.

Dr. Sewall worked in public education for 22 years as a teacher, director of student services, principal, and Associate Superintendent for School Operations in the largest district in Arkansas. Dr. Sewall served as Special Assistant for Accountability and Alternative Learning programs and Assistant Superintendent for Secondary Schools prior to moving to UALR as an Associate Professor in 1992.

Dr. Sewall is active in AACTE, the Mid-South Educational Research Association, the Educational Law Association, the Reading Recovery Council of North America, and Phi Delta Kappa. Dr. Sewall chairs the Professional Education Licensure and Assessment Board, and has worked with the Arkansas P-16 task force. She also serves on the board of Arkansas ACTE, the NCATE Board of Examiners, and is the chair of the Dean's Group of the Reading Recovery Council of North America. Her particular research interests are in the areas of school policy, law, advocacy and leadership. In 2004, she received a National Teacher Leader award for Advocacy in Early Literacy from the Reading Recovery Teacher Leaders Group.

President-Elect Candidates

Karen Adams	Dean, College of Education and Human Services Central Michigan University
Angela Maynard Sewall	Dean, College of Education University of Arkansas at Little Rock

Region IV Candidates

Jeffery W. Cornett	Dean, College of Education and Director of Teacher Education University of Northern Iowa
Mary Otto	Dean, School of Education and Human Services Oakland University

Region VI Candidates

Susan Myers	Dean, College of Education San Jose State University
Stephanie A. Salzman	Dean, Woodring College of Education Western Washington University



REGION

REPRESENTATIVE CANDIDATES



Jeffery W. Cornett
Dean, College of Education, and
Director of Teacher Education
University of Northern Iowa

Jeffrey W. Cornett is Professor of Curriculum and Instruction, Dean of the College of Education, and Director of Teacher Education at the University of Northern Iowa. He received his PhD from the Ohio State University in 1987. Prior to his present affiliation, he was Professor and Chair of the Department of Educational Research, Technology, and Leadership at the University of Central Florida. Dr. Cornett's research includes international scholarship on democratic education and teacher decision making and action research. He is currently a member of the American Bar Association Commission on Public Education, and is President-Elect of the Iowa Academy of Education.



Mary Otto
Dean, School of Education and
Human Services
Oakland University

Mary Otto is currently Dean of the School of Education and Human Services at Oakland University. She joined Oakland University in 1973 as an assistant professor. Primary areas of scholarship and service include sex and drug awareness education for teachers and counselors, community based parenting skill programs and treatment models for decreasing family violence. Her experience in academic administration began as the director of a multiyear department of labor grant followed by an appointment as department chair. After a year in 1982-83 as an American Counsel of Education fellow, she served as director of research and academic development, NCATE accreditation coordinator, executive assistant to the President and acting dean of the School of

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REGION

REPRESENTATIVE CANDIDATES



Susan Meyers
Dean, College of Education
San Jose State University

Susan Meyers is currently Dean of the College of Education at San Jose State University. She received a BA degree from the University of California, Berkeley, an MA and teaching credentials in elementary and special education from San Francisco State University, and a Ph.D. in Special Education from the University of California, Berkeley. She taught in K-12 for eight years prior to joining the faculty at Chinese University of Hong Kong for one year. She then joined San Jose State University where she served as Professor of Special Education, Associate Dean and currently the Dean of the College of Education. She has served on several boards of directors for professional and non profit organizations. Currently she represents TECSCU on the AACTE Governmental Relations Committee and has formed a very active Equity Advocacy and Policy Committee in the College of Education with faculty who conduct interviews with local, state and national legislators advocating for excellence and equity in education. Her most recent research is related to the effects of NCLB on the curriculum and instruction in high priority schools.



Stephanie A. Salzman
Dean, Woodring College of Education
Western Washington University

Stephanie A. Salzman is currently Dean of the Woodring College of Education at Western Washington University. She

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TECSCU Fall 2006 Conference

Mark Your Calendars!

The fall 2006 TECSCU conference will be October 8-10, 2006, at the Double Tree Guest Suites in the historic district of Charleston, South Carolina. The conference will begin on Sunday, October 8, with a reception at 5:30 p.m. and will conclude by noon on Tuesday, October 10. Plan to join your colleagues in historic Charleston.

Proposed Constitution & Bylaws Changes

The underlined changes to the Constitution & Bylaws will be submitted by the Executive Committee to the membership for approval at the San Diego business meeting on January 29, 2006. The Constitution & Bylaws do not provide direction to the Executive Committee in the event of a tied election. The proposed change to Article V would provide such direction. The Executive Committee has piloted an annual evaluation procedure to evaluate the performance of the Executive Secretary and Treasurer. The proposed addition of Article X would establish the responsibility of the Executive Committee to establish and conduct the evaluation.

Article V

Elections

The Executive Committee shall appoint a Nominating Committee at the Spring Executive Committee meeting. This Committee shall be composed of six members—one from each of the six regions, plus the past president who serves as chairperson. The committee shall present to the membership at the Fall business meetings the names of two candidates for each office and regional representative to be elected. Further nominations may be made from the floor. Balloting shall be by mail or email subsequent to the Fall meeting. The chief institutional representative shall cast the ballot for the member institution. The Nominating Committee shall serve as a Tellers Committee and shall report the results at the annual Spring meeting. The nominating committee shall also determine and forward nominees for TECSCU representatives to the Executive Committee, according to procedures and time lines established by the AACTE by-laws.

Should a tie vote for an Executive Committee position occur, the Council President and the two AACTE Representatives will break the tie vote.

Article X (Current Articles X, XI, and XII would be renumbered as Articles XI, XII, and XIII respectively)

It shall be the responsibility of the Executive Committee to establish a position description upon which the annual evaluation will be based, to establish a procedure for evaluating the performance of the Executive Secretary and Treasurer, and to conduct an annual evaluation of the Executive Secretary and Treasurer.

Region IV Representative Mary Otto

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Education and Human Services before being selected as the dean in 1995.

Dr. Otto taught school in Indiana, Texas and California prior to returning to Indiana University for graduate studies in English and Counseling. After completing the doctorate, she worked in Indianapolis providing counseling services to unwed mothers and in a school based program with phobic and autistic children and their families. She loves to travel both for personal and professional development. Her commitment to travel and to understanding other cultures has provided opportunities for developing and expanding international education programs in China, Jamaica and New Zealand. The School of Education and Human Services (SEHS) offers a joint master's degree program for Chinese and Jamaican students and has a student teacher exchange program with Christchurch, New Zealand. Others area of interest include: race and sexual orientation awareness, creating environments that support faculty and student diversity, mentoring women administrators and developing education partnerships with business.

Region VI Representative Stephanie A. Salzman

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also has 17 years of higher education teaching experience. Her teaching areas include educational psychology, human growth and development, research and writing, and assessment. She also has 11 years of elementary teaching experience in California and Utah. She completed a Bachelor of Arts in English from the University of California at Los Angeles, a Master of Science in Education (Educational Psychology) from the California State University at Sacramento, and a Doctor of Education (Counseling and Education Psychology) from the University of the Pacific. Her scholarly interests include linking teacher assessment to student performance, change and leadership, standards, and attributes that predict academic performance.

The Long and the Short of Reforming Educational Administrator Preparation Programs

By Hal Knight

Dean, East Tennessee State University

The Claudius G. Clemmer College of Education at East Tennessee State University has 30 initial licensure programs (23 undergraduate/7 graduate), 12 advanced programs, and non-teaching degree programs in sport management, early childhood development, human services, and storytelling. About 60% of its 1,761 students are undergraduates.

The transitions in the educational administrator programs in the Department of Educational Leadership and Policy Analysis include: 3 hour to 6 hour courses in 1995; “Teamed” teaching; Reduction in student numbers in Administrative Endorsement; A cohort model; and Thematic units of Interpersonal Relations, Emerging perspectives Influencing the School, Professional Needs of Individuals and Groups,

Developing Learners through Instructional Leadership, Implementing Strategies: Making it Happen, and Shaping the Quality and Character of the Institution.

East Tennessee State University project highlights include meeting with colleagues in University Leadership Network Universities, cross-walking SREB, ISLLC, and ESTU courses, training in SREB curriculum modules, teaming to modify courses to include elements of modules, building a cadre of module trainers, piloting the curricular revisions, and initiating a new cohort based on SREB influenced modifications.

The departmental culture of professional renewal supported the changes. The department valued teaching and collegiality in its tenure and promotion practices and there was openness to professional development such as Danforth

training, NASSP Assessment Center Training, and SREB Curriculum modules. Institutional support from the President, Provost and Dean was also evident.

Extra-mural funding from the U.S. Department of Education, the Danforth Foundation, the National Association of Secondary School Principals, the Southern Regional Education Board, and the Wallace-Readers Digest supported the changes. Local school collaboration with graduates of ETSU, the Upper East Tennessee Educational Cooperative, study councils, advisory committees, and part-time faculty also supported the changes.

Hurdles and problems included inadequate funding, lack of school district cooperation for internships, school district unwillingness to be selective, faculty turnover, and student credit hour issues. ■

Preparing Paraprofessionals for Teaching Careers Through a Collaborative Partnership

By Jennifer Platt

Associate Dean, College of Education
University of Central Florida

Core (Creating Opportunities for Resources for Educators) is a collaborative partnership with a school district that has a Hispanic population of 44% and is experiencing a critical shortage of teachers, a community college, and a metropolitan research university, all in central Florida. The CORE partners are the School District of Osceola County, Valencia Community College, the University of North Florida, and the Foundation for Osceola Education, Inc. The incentives that promote collaboration between community colleges and universities are increased enrollment, leveraging of resources, a more diverse teaching force, and a “grow your own” program.

The CORE Partnership is an example of a strategic alliance among multiple organizations committed to producing highly qualified teachers. CORE addresses the teacher shortage being experienced in Florida and the need to recruit and prepare a more diverse teaching force. The CORE student population is composed of paraprofessionals in the community.

The goals of the CORE Partnership are being achieved through a fully articulated 2+2 program that allows CORE students to complete an Associate of Arts degree from Valencia Community College and a baccalaureate degree from the University of Central Florida while maintaining their current positions as paraprofessionals in the school district. All upper and lower division courses are

taken at the community college campus right in the heart of the school district, making the degree program highly accessible to its participants. The Core Partnership provides coordinated advisement, course offerings in a flexible manner, full tuition support, mentoring, tutoring and access to a degree in teaching for underrepresented populations and adult, non-traditional learners.

The outcomes of the program have been excellent. All of the paraprofessionals who have graduated were offered teaching positions and are teaching in their own classrooms. They are now serving as mentors for future cohorts of the Core program. Currently, there is one cohort that has completed an Associate in Arts degree

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It's Always the Principal of the Thing

by Beverly Elliot

Director, Arkansas Leadership Academy, University of Arkansas, Fayetteville
and by Angela Sewall
Dean, University of Arkansas at Little Rock

The Arkansas Leadership Academy partners include 9 professional organizations, 13 universities, 2 businesses, 15 educational service centers, and 4 governmental agencies. The Master Principal program, one of the Academy's programs, was established by the Arkansas 84th General Assembly in the Second Extraordinary Session of 2003 and signed into law as Act 44 by the governor. The program is a voluntary, three-phase (approximately three years) program that will provide bonuses to practicing principals achieving Master Principal designation.

The program is administered by the Arkansas Leadership Academy. The Arkansas Department of Education will pay \$9,000 annually for five years to Master Principals serving as full time principals in Arkansas public schools. The ADE will pay \$25,000 annually for five years to Master Principals who are selected and agree to serve in a "high need" school as defined by the ADE.

Applicants must be full-time, practicing principals with one year of experience, hold a state principal certificate/standard level building level administrator license, and submit a complete application. Selection of participants for Phase I will be based upon responses to questions on the application and on achieving a state-wide balance using demographic information. After successful completion of Phase I, the principal may choose to submit an application for Phase II, present evidence of successful school results from Phase I, successfully complete required Phase I assessments, and provide letters of recommendation. After successful completion of Phase II, the principal may apply for Phase III by successfully completing required Phase II assessments, submitting evidence of results, and providing letters of recommendation. Master Principal designation will be made upon successfully completing Phase III, passing extensive reviews of school results, and passing rigorous assessments. Expenses, except for travel, will be paid by the Arkansas Leadership Academy with funding from the Arkansas legislature through the Arkansas Department of Education. ■

The Future of Teacher Education

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Educational Testing Service report concluded that people surveyed conclude that keys to improving teacher quality are salaries, working conditions, and retention.

Teacher educators must take their case to the public. In most instances, issues do not have to be an either/or. Reframe the debate and create community allies. Market and promote what is good and change what is not. ■

The Effects of Teacher Education

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they teach and for how long, and how effective they are in helping students learn. The warehouse, ideally not owned by any one agency, would combine the collection, maintenance, and analysis of teacher and teaching quality data. The TQ data warehouse should describe the outputs of the teachers work and the programs in which the teacher has participated. TQ data in the warehouse should include information on the teacher, the teacher's preparation and professional development, the teacher's school, teacher working conditions, teaching practices within a school, and teaching outcomes. ■

Preparing Professionals for Teaching Careers...

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and is working on a Bachelor of Science degree in special Education and three other cohorts are still enrolled at Valencia Community College. Paraprofessionals have been able to complete their degrees while maintaining their employment as paraprofessionals. The school district has paid their salaries and benefits during student teaching and has also paid for paraprofessional substitutes to fill their vacancies. Finally the school district has offered teaching contracts to each candidate upon completion of a baccalaureate degree.

Although the outcomes of the CORE program have been extremely positive, there were hurdles to overcome throughout the first three years of the program. When the paraprofessionals entered the program, it became evident that they would need prep courses before beginning their AA degrees because they were nontraditional students who had not been in school in several years and needed to work on math skills in particular. Another challenge involved the scheduling of classes at the university level. The key to overcoming the obstacles was to keep the channels of communication open among the students, advisors, administrators of the program and district personnel, and utilize the cohort model as a natural support system.

Through mutual goals and efforts, shared responsibility and accountability, ongoing communication, problem solving, and trust, the CORE collaborative partnership has continued to be successful in preparing teachers for today's public school classrooms. This program can easily be replicated, but suggested that the replication include establishing an advisory board that meets regularly, beginning slowly and building trust, taking time to plan, and taking time to celebrate achievements. ■