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The winter 2008 TECSCU conference program is being arranged by Susan Meyers, TECSCU President-Elect. Ellen Condliffe Lagemann will be the featured speaker and will discuss her book, An Elusive Science: The Troubling History of Education Research. Dr. Lagemann is Charles Warren Professor of History of American Education and the former dean of the Graduate School of Education at Harvard University. She is a nationally known expert on education research and a leading historian of education. There will be time to engage Dr. Lagemann in dialogue and to engage fellow deans in dialogue to develop ideas for improving education research. A brief and tentative program that may be changed to accommodate program participants or facilities management follows.

|                      |  |
|----------------------|--|
| Thursday, February 7 |  |
| 7:30 am              | Registration Begins                          |
| 7:30 am              | Breakfast Buffet                             |
| 8:00 am              | Business Meeting                             |
| 8:30 am-9:15 am      | Presentation by Dr. Ellen Condliffe Lagemann |
| 9:15 am-10:15 am     | Small Group Discussions                      |
| 10:15 am-11:15 am    | Dialogue with Dr. Lagemann                   |
| 11:15 am-12:00 pm    | Next Steps                                   |

A pre-registration form is included in this newsletter and is available on the TECSCU web site at <http://tecscu.org>. The pre-registration deadline is January 23, 2008. A reminder: Only written requests for refunds postmarked or email dated by January 24, 2008 will be honored. All refunds will be processed after the meeting.

**TECSCU National Office**

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**SIGN UP NOW!**  
Preregistration Form Inside

## Keynote Address: Curriculum, Policy and Governance of Teacher Education in an Era of Accountability

by Peter Grimmett  
Professor and Director  
Institute of Studies in Teacher Education  
Faculty of Education at Simon Fraser University

Note: The full text of Dr. Grimmett's address will be sent via email to all TECSCU Institutional Representatives.

My purpose here has been to show teacher educators how we can become constructive collaborators to deliberations on much needed reform in American teacher education. If teacher education is going to break out of the neo-liberalist audit culture "beast" that is currently strangling it in America, then getting stuck in at the policy level is non-negotiable.

The Association of Canadian Deans of Education (ACDE) initiative was shared as an example that illustrates how leaders can both bridge to policy reforms and buffer their program against deleterious effects. ACDE supports the following principles for initial teacher education in Canada:

### *An effective initial teacher education program...*

- demonstrates the transformative power of learning for individuals and communities.
- envisions the teacher as a professional who observes, discerns, critiques, assesses, and acts accordingly.
- encourages teachers to assume a social and political leadership role.
- cultivates a sense of the teacher as responsive and responsible to learners, schools, colleagues, and communities.
- involves partnerships between university and schools, interweaving theory, research, and practice and providing opportunities for teacher candidates to collaborate with teachers to develop effective teaching practices.
- promotes diversity, inclusion, understanding, acceptance, and social responsibility in continuing dialogue with local, national, and global communities.
- engages teachers with the politics of identity and difference and prepares them to develop and enact inclusive curricula and pedagogies.
- supports a research disposition and climate that recognizes a range of knowledge and perspectives.
- ensures that beginning teachers understand the development of children and youth (intellectual, physical, emotional, social, creative, spiritual, moral,) and the nature of learning.
- ensures that beginning teachers have sound knowledge of subject matter, literacies, ways of knowing, and pedagogical expertise.
- provides opportunities for candidates to investigate their practices.

An effective initial teacher education program supports thoughtful, considered, and deliberate innovation to improve and strengthen the preparation of educators. ■



The TECSCU fall 2007 conference met in Seattle, Washington, September 23-25. The conference theme was Research to Public Policy: The Dean's Role as Advocate for Quality Education.

#### Conference Presentations

Keynote Address: Curriculum, Policy, and Governance of Teacher Education in an Era of Accountability  
Peter Grimmett, Professor and Director  
Institute of Studies in Teacher Education  
Faculty of Education at  
Simon Fraser University

Washington Workshop: Advocacy Strategies and Legislative Update  
Jane West  
AACTE Vice President for Governance and External Relations

Public Policy: A Foundation's Role  
Vicki Phillips  
Director of Education  
Bill and Melinda Gates Foundation

Summaries of the keynote address, presentations and discussions of participants are included in this newsletter.



# Washington Workshop:

Advocacy Strategies  
and Legislative Update

By Jane West  
AACTE Vice President for Governance  
and External Relations

## Session 1: Advocacy

The key questions are: Why should I care? What difference can one person make? and What is at stake?

**Why should I care?** Because education policy has a direct effect on what you do as teacher educators and on the profession; when you are silent, the voices of others grow louder; and policy can be destructive and do damage or it can be positive and enhance teaching and learning.

**What difference can one person make?** One person is responsible for a \$25 million program for parents. An informed constituent who is an effective advocate can influence the opinion of a legislator.

**What is at stake?** The profession of education; your jobs and how you do them; and the future of our children, nation, and planet is at stake.

Timing of advocacy is critical. Obviously the congressional elections every two years and the presidential elections influence when advocacy is most effective. Most legislation expires and must be reauthorized every 5-7 years and affects the timing of advocacy. The budget and appropriations process occurs every year beginning in May-September when federal agencies develop budgets for the following year and ends when appropriations bills are considered in June-September.

A recipe for political action requires you to:

1. Target your audience including decision makers in the executive and legislative branch and opinion makers;
2. Craft your message that schools of education are part of the solution, busts the myths, includes usable

materials, makes it personal, and provides data;

3. deliver your message including third party endorsements, your students and your graduates, parents of the children your graduates teach, superintendents who hire your graduates, and constituents of elected officials. In addition, volume counts, timing is everything, and repetition counts;
4. Make specific requests that include what will be lost without your request, something that is doable, and a win-win;
5. Develop relationships with decision makers and opinion makers by becoming a trusted resource who provides assistance, doing your homework, having them teach a class, having them visit your campus, visiting them every time you are in DC or when they are at home, keeping up with staff changes, and giving awards;
6. Hold them accountable with comments such as "I heard the remark you made and I'd like to follow up" or "I understand you voted against.....this is why it matters;"
7. Know what other stakeholders are doing so you can find common ground, form coalitions, and know the opposition;
8. Look for reasons to stay in touch for the squeaky wheel gets the grease and persistence matters. Send press clippings and good news about your program;
9. Come to AACTE's day on the hill from June 18-19, 2008 (tentative) to meet with you congressional delegation, learn about their concerns, share the success of your program, bring your teacher candidates and your K-12 partners; and

10. Make advocacy part of your job because decisions will be made with or without you and public policy has a profound effect on all aspects of education. Prepare educators in your programs to be good advocates.

## Session 2: Washington Update – Identifying Key Policy Issues

For the FY 08 appropriations, congress is working with a \$954 billion discretionary spending budget – \$23 billion over the President's budget. Hence there is the possibility of a veto showdown and Labor/Health and Human Services/Education (L/HHS/E) appropriations are a prime target. The House L/HHS/E bill contains \$4 billion over the President's allocation for the Department of Education and the Senate bill is \$2 billion over. Education program winners are Title I, IDEA and Pell in the House and Senate bills, Title II of NCLB in the House bill, and FIPSE in the Senate bill. Education program losers are Reading First and Teacher Quality Enhancement Grants.

The College Cost Reduction and Access Act includes provisions to raise the Pell Grant limit over \$1000 over five years, provide subsidies to some student lenders, expand loan forgiveness programs, and create new mandatory spending programs as TEACH grants and grants to minority serving institutions. The Senate had passed a Higher Education Act that includes a revised Title II. The TQE program only contains the partnership grants, accountability provisions have been revised, and an access to data provision is included. The House has released a draft discussion bill for No Child Left Behind that includes an

*“Being a professional educator means being an advocate.”*

# Washington Workshop: Advocacy Strategies and Legislative Update

(continued from page 3)

expanded role for SCDEs, K-12 student and school assessment that is modified to include growth models, and highly-qualified definition that is significantly modified. House NCLB highlights include data system provisions, 2.5% set-aside for higher education partnerships, portable performance assessments, John Glenn academies, and more focus on clinical experience and mentoring.

Key issues are teacher standards including teacher certification and “highly qualified,” consensus on what constitutes high-quality preparation, addressing the teacher supply and retention challenge, measuring preparation program effectiveness—measuring graduates’ effectiveness in the classroom, and pay for performance.

## Session 3: Issues to Talking Points

When developing talking points...

- don’t speak in lingo;
- don’t assume knowledge or information;
- limit your points to a few key points;
- if appropriate, make a request;
- give an example of how this impacts a real person;
- if possible, provide succinct and relevant data;
- be sure your timing is good;
- be able to deliver message in 10 minutes (average appointment is 15 minutes);
- offer to follow-up to provide more information;
- find something to thank them for; and
- it’s all about the relationship.



## Session 4: Making Advocacy Routine

There is a role for the individual and the organization when making advocacy routine. Being a professional educator means being an advocate and should include simple routine actions such as checking web sites and forwarding press clippings. Institutional actions might include adding policy and advocacy to your curriculum and designating a “point person.” ■



Vicki Phillips  
Director of Education  
Bill and Melinda Gates Foundation

I am just two months into my new role as Director of Education at the Gates Foundation. Today I want to talk about our work and how I am beginning to approach this tremendous new opportunity ahead of me. But before I do I'd like you to understand where I come from—what motivates me in this work?

Over the course of my career, I have been able to take on a number of roles and have worked in a variety of places—in rural farming communities, in urban settings like Philadelphia, at the statewide level as a chief state school officer and most recently as a superintendent in Portland, Oregon. I have seen what our young people—no matter their geographic location or circumstances—can do when given the chance, and for me this work is a personal as well as a professional passion. I grew up in rural poverty. Our family home had no indoor bathroom and my stepfather worked two jobs (the rock quarry and our small farm) so we could make ends meet.

Growing up, no adult—at home or in school—encouraged me to do more than finish high school. An affluent friend I met in a high school business class insisted that I was going to college, and did all she could to make it happen. Otherwise, I would probably not be standing here today. I am grateful for every opportunity to give back. I believe, and I know that the foundation believes, that all young people—not just a few of them—deserve that opportunity to succeed by design, not by luck as was my case.

When people ask me what will change now that I lead education at the

Gates foundation, I am quick to say that it will take time to answer that completely. But I can tell you that keeping the voice and the perspective of the student front and center in our work will be a big priority as long as I am around.

As someone who has spent years in the classroom, I am struck by the exponential impact of both the accomplishments and the challenges. And those challenges are many:

- The dropout rate for low-income minorities is far more than *double* the rate for white, affluent students
- The number of young people in adult prisons has more than *doubled* in the last decade.
- The percentage of minority children who live below the poverty line is more than *double* that of whites.
- The percentage of whites at or above the proficient level in reading on the NAEP test is more than *double* that of Hispanics and African Americans.

There are challenges, but there also are accomplishments.

In the three short years since *Double the Numbers 2004*:

- The number of states committed to policies that increase graduation and college-readiness rates has more than *doubled* thanks to the leadership of the National Governors Association, Achieve and other state leaders.
- Growth in early college high schools, an enormously successful school model for increasing graduation rates, has *doubled*.
- The number of students graduating from New York City's small schools are almost *double* the high schools they replaced
- In our nation's capital, DC schools, higher education, and city government have made a commitment to *doubling* the number of college graduates.

Similarly, in the wake of the generous gift from Warren Buffet which will more than double our foundation's endowment, we've been inspired and empowered to deepen and accelerate our work. As you know, today our foundation invests in improving global

Continued on Page 6



## Public Policy: A Foundation's Role

(continued from page 5)

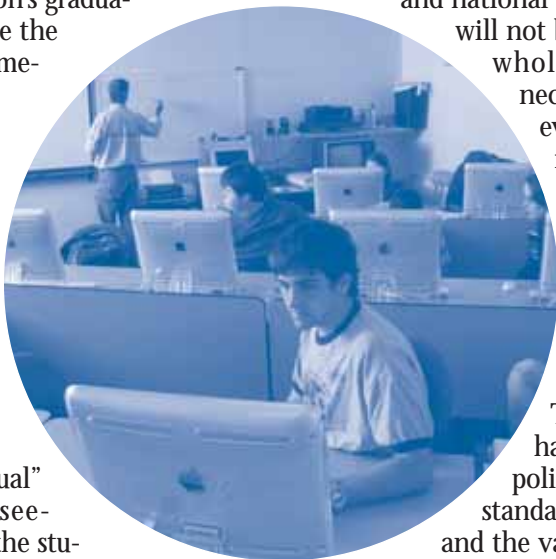
health and global development. And in the United States we work to ensure that all people—especially those with the greatest need and potential—have access to the opportunities they need to succeed in school and life. Our efforts in the United States include making the information accessible to everyone through our public libraries and, in the Pacific Northwest, ending family homelessness in the Pacific Northwest and helping young children succeed as they enter school.

But the core of the foundation's work in the United States is ensuring that young people graduate from high school prepared for success in college, career and life. That commitment remains unwavering.

We have been privileged to work with 1,800 schools in 47 states and the District of Columbia. The foundation has committed more than \$1.7 billion in investments over the last six years in a focused and determined effort to improve our nation's graduation rate and have the diploma mean something.

*It is this steadfast commitment to kids that attracted me to the foundation in the first place.*

To meet this goal of every student requires a change in "business as usual" and it requires seeing school from the students' eyes. Success stories—whether it is the 130 early college high schools around the country, or the phenomenal graduation rates at New York City's small schools—encourage all of us to be optimistic.



I have the privilege of leading the foundation's education work, and like you, we are redoubling our own commitment to increasing graduation rates and college and work readiness. But I have learned and the foundation has learned over the years, just as you have, that you must always ask hard questions and assess and reassess your work. The stakes are too high for anything less. Although I am only a few months into my new role, I'm happy to share some of the areas we are exploring further—all with the goal of learning more. Here are a few:

College-ready policies: Widespread impact will likewise require significant changes in policy and solutions that are scalable and sharable.

Without supportive policies at the state and national levels, our work will not bring about the wholesale change necessary to ensure every child graduates from high school prepared for success. Our work with the National Governors Association, Achieve, Ed Trust, and others has helped advance policies that raise standards for learning and the value of a high school diploma. Fifty states have signed on to the graduation rate compact—agreeing to dispel the fiction that a graduation rate is the number of 12<sup>th</sup> graders who start and the number of 12<sup>th</sup> graders who finish—but rather

the number who enter in 9th grade and those who graduate 4 or 5 years later.

To take this work to the next level, we will need to be increasingly clear about what we mean by college and career-ready—to understand more clearly what skills and capacities are really essential. One of the most productive things I did as the State Secretary of Education in PA was to identify anchor standards which gave educators and students throughout the state a much clearer idea of the core things they needed to know and be able to do to meet expectations for graduation.

Fewer, clearer, higher standards that serve as an anchor and an enabler for both policy and practice—can we find that common ground?

What are the right starting points for significantly improving curriculum, instruction, assessment and student engagement in secondary schools? How can we stimulate the development of powerful, but scalable tools?

How can we make the collection, review and analysis of school and student performance data a matter of routine? How can we use those tools to truly focus education on its ultimate goal—measurable improvements in student learning over time?

How we can build a national urgency for change when education is largely viewed as a localized, personal issue?

How can we build a reliable pipeline of high-quality teachers (and school

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*“The foundation has committed more than \$1.7 billion in investments in a focused and determined effort to improve our nation's graduation rate and have the diploma mean something.”*

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leaders) capable of success with the most challenging students? How do we reward great teachers and how do we create the conditions in which quality teaching can thrive?

How can we continue to remove financial barriers to higher education AND recognize the variety of other supports required for low-income students to complete college and earn a degree?

What will it take for all kids to be successful in college, career and life—now and in a yet unknown and rapidly changing future?

These are among the questions we are asking ourselves and the learning we are striving to do in order to make the highest leverage investments. We are focused on achieving enduring, sustainable, high impact. If we can double the number of low-income students who earn college degrees—expanding from 90,000 to 180,000 a year within the next ten years, we could also imagine a day when our nation doubles:

- Job opportunities
- Earning power
- Civic participation

The people in this room are just the leaders to change this. We share a healthy sense of the great

things our young people are capable of when they are challenged and nurtured.

Our nation's failure to ensure all young people have the knowledge and life skills they need to be successful undermines America's most fundamental values of equality and opportunity. It is true that our schools did not cause problems like the rise in joblessness and poverty or the decline in health and productivity. But America's schools can help produce a new generation of students prepared to deliver the solutions that increase prosperity, enhance our lives, and protect and advance our freedoms.

I am convinced that together we can and will unleash the next generation of discovery, invention, and growth. ■



## BILL & MELINDA GATES Foundation

### Foundation Quick Facts

Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life. Based in Seattle, the foundation is led by CEO Patty Stonesifer and co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett.

### Grantmaking Areas

- Global Development Program
- Global Health Program
- United States Program

Also a small Charitable Support initiative.

### Locations

- Headquarters – Seattle, Wash.
- East Coast Office – Washington, D.C.
- Avahan Initiative – Delhi, India

### Geographic reach

The foundation supports grantees in all 50 states and the District of Columbia. Internationally, we support work in more than 100 countries.

### Statistics\*

Number of employees: approximately 457  
Asset trust endowment: \$37.6 billion\*\*  
Grant commitments since inception: \$14.4 billion  
Total 2006 grant payments: \$1.56 billion

### Illustrative Grant Commitments

- United Negro College Fund, Gates Millennium Scholars Program – \$1.58 billion
- The GAVI Alliance – \$1.5 billion
- Malaria Vaccine Initiative – \$258 million
- Save the Children, Saving Newborn Lives – \$110 million
- Chicago Public Schools, Curriculum Support – \$21 million
- National Council of Culture & Arts, Mexico Library Project – \$11.7 million
- Public Access Computing Hardware Upgrade Program, Multiple library systems – \$5.3 million

\* As of September 30, 2007

\*\* Endowment includes \$1.6 billion from the first installment of the gift from Warren Buffett recorded August 24, 2006, and the second installment of \$1.76 billion recorded on July 11, 2007.



## TECSCU ELECTION INSTRUCTIONS

*The TECSCU Nomination Committee chaired by Past-President Sam Evans, Dean, College of Education and Behavioral Sciences, Western Kentucky University, presents the following candidates for consideration by the membership. Each TECSCU Institutional Representative will be eligible to vote for President-Elect. Only Institutional Representatives from Region I will vote for a Region I candidate and only Institutional Representatives from Region II will vote for a Region II candidate. Results of the election will be announced during the TECSCU Winter 2008 conference in New Orleans, Louisiana, February 7.*

### PRESIDENT-ELECT CANDIDATES



Cathy Barlow  
Dean, Watson School of Education  
University of North Carolina at Wilmington

Cathy Barlow is Dean of the Watson School of Education (WSE) at the University of North Carolina Wilmington. She received her B.A. in Psychology/Education from Milligan College, M.A. in Special Education from Ball State University, and Ed.D. in Educational Leadership from the University of Tulsa. Prior to her current position, she was a department chair, dean and interim dean at the University of Evansville and Morehead State University respectively. Dean Barlow's professional activities have included Leadership North Carolina, Leadership Wilmington, State Task Force-Special Education Assessment, Professional Development, Chairman of the Board of the Community Counseling Service, Inc., Chair of the SIG Women in the Deanship, and President of the National Division of Learning Disabilities. Dean Barlow's scholarly interests include leadership, technology use, assessment and coalitions. She has authored and co-authored numerous grants, articles, technical reports, monographs, and presentations nationally on these topics. During her deanship the WSE has received \$10.2 million in grants and contract. Dr. Barlow serves as the Region II representative on the TECSCU Executive Committee.



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 of the College of Education at the University of Texas Arlington. Her research focuses on Urban Education, Business/Higher Education Partnerships, Issues in English Education, Writing as Learning, Women in Leadership Roles, Collaborative Learning, and Governance in Higher Education. She is the coeditor of *Missing Chapters: Ten Pioneering Women in NCTE and English Education* and co-author of the book, *Questions of English: Ethics, aesthetics, rhetoric, and the formation of the subject in England, Australia and the United States*. Dr. Gerlach has taught in England, New Zealand, France, Germany, Thailand, and Australia. Her awards include the National Council of Teachers of English Outstanding Woman in English Education and the University of North Texas' and West Virginia University's Outstanding Alumni Award. She received the Fort Worth Business Press Great Women of Texas Most Influential Woman Award, 2002. Dr. Gerlach serves as the Region V representative on the TECSCU Executive Committee.

REGION



REPRESENTATIVE CANDIDATES



**Carol Sharp**  
Dean, College of Education  
Rowan University

Dean Sharp received the BA degree in Elementary Education from Rowan University, an MA degree in Urban Education from William Paterson University and a Ph.D. in Curriculum and

Instruction from the Pennsylvania State University. Dean Sharp has academic interests in professional development schools, standards for teachers and teacher candidates, and professional learning communities and has articles and presentations relating to these areas. In addition to 6 years of experience as dean of education at Rowan University, Dean Sharp has served Rowan in the following capacities: Assistant Professor, Associate Professor, and Professor of Elementary/Early Childhood Education; founding Director of the Faculty Center for Excellence in Teaching and Learning; and Associate Dean of the College of Education. She is a member of the Board of Examiners for NCATE and the New Jersey Assoc. of Colleges for Teacher Education.



**Kenneth Witmer**  
Dean  
College of Education  
Frostburg State University

Dr. Witmer received his bachelor's degree in geo-science and physics from Indiana University of Pennsylvania, his master's degree in educational sociology and his doctorate in education policy, planning and administration from the University of Maryland. He has been a faculty member, department chair and associate dean at Frostburg State University. He received the University of Maryland Regents Faculty Award for Excellence and the School of Education and Frostburg State University achievement awards for teaching. His current professional activities include serving on the Maryland Department of Education Middle School Steering Committee and the Maryland Higher Education Commission PreK-16 Work Group for the Governor. His research has focused on multiple intelligence theory and cooperative learning.

REGION



REPRESENTATIVE CANDIDATES



**Larry G. Daniel**  
Dean, College of Education and  
Human Services

Dr. Daniel serves as Chair of the Florida State University System's Deans of Education. He has an interest in accreditation issues, and serves regularly on joint state/NCATE accreditation review teams. His research interests include teacher education, educational reform, the use of statistics in published research, measurement issues, and middle grades education. He is the Co-Editor of *Research in the Schools*, a nationally/internationally refereed educational research journal. He is a present member of the Research Advisory Board of the National Middle School Association. He also serves as a member of the Special Interest Group Executive Committee and the Executive Board of the Research in Middle Grades Special Interest Group of the American Educational Research Association. He is a Past President of the Southwest Educational Research Association.



**Frances Clayton Welch**  
Dean, School of Education  
College of Charleston

Dr. Welch received her B.A. degree in Psychology from Columbia College, M.A. in Experimental Psychology from the University of South Carolina, Ph.D. in Educational Psychology from USC, and Ed.S. in Administration from the Citadel. Prior to her current position, Dean Welch was a department chair and Assistant Dean of Professional Development at the College of Charleston. Her public school experience includes teacher of educable mentally retarded, School Psychologist, and special education consultant. Her professional activities have included President of the South Carolina Alpha Delta Kappa, the American Association for the Advancement of Science 2003-2006 Committee on Opportunities in Science Member, President of the South Carolina Association of School Psychologists, President of the South Carolina Association for Educational Technology, and Education Foundation Board member of the Charleston



## Discussion Groups

During the sessions conducted by Jane West, participants met in one of three discussion groups to practice identifying issues of concern to the participants and policy makers and to develop talking points to focus discussions when meeting with policy makers. Some notes from the discussions are presented to illustrate the content of the group discussions. Issues identified by more than one discussion group were teacher supply, teacher retention and recruitment, performance assessment, data collection/management/use and sharing, NCLB with respect to defining highly qualified teachers, and professional development. Issues identified by one discussion group were accountability, school/university partnerships (Professional Development Schools), professional organizations collaborating (i.e. TECSCU linking with other educational groups with similar concerns and values), evidence of the effectiveness of teacher preparation programs on candidates and students, using mandates to our own purposes (i.e. California teacher assessment system developed by the state and teacher education), preparing educational leaders, and linking professional practices to students' cultural contexts.

### Teacher Supply

Participants met to practice developing talking points to address a focus issue. The first groups' focus issue was meeting the need for quality teachers: Teacher supply. Talking points might include:

- 1) Accurate data and context to describe the need;
- 2) A solution to meet the need for quality teachers. For example, partnerships that take the teacher education program to the location in need and that provide community members incentives to address the distribution issues;
- 3) Speaking from your passion, but remember with whom

you are speaking. For example, a conservative Republican or a liberal Democrat might respond differently to the message. Find a connection where you might both agree. For example, you might agree on the problem but may have different concepts of a solution;

- 4) Be clear about what you are asking for, such as a bill, funding, an earmark, etc.; and
- 5) Delineate the expected outcome (accountability measure) and articulate the benefits to be derived from the solution you have proposed.

### Alternate Route Certification

A second groups' focus issue was the viability of alternate route certification for increasing the number of ethnically diverse teachers. The group developed talking points for meeting with a legislator to convince the legislator to vote against this solution and to support a different solution. Potential negative consequences of the alternative route solution for sharing with the legislator might include:

- 1) Candidates in alternative certification programs may be set up for failure as they are not fully prepared even though they might have content knowledge. They are likely to be placed with the most challenged and challenging students. When they don't succeed with these students, they may be fired;
- 2) A potential consequence of this legislation is that ethnically diverse candidates are set up for failure and may become negative role models

for the students in their classrooms, thereby perpetuating negative stereotypes; and

- 3) This becomes a very expensive solution to the problem for the school districts.

To advocate for a more effective way to increase the number of ethnically diverse teachers:

- 1) Provide data to demonstrate the retention of teachers is higher for those prepared in higher education pre-service programs than those going through alternative certification programs; and
- 2) Provide data to demonstrate that we can provide more successful models, such as supervised field experiences in high priority schools in well designed higher education pre-service programs, without short-changing the recruited candidates.

### Statewide Data Base Funding

A third groups' focus issue was the need for funding to support a statewide data base. The problem to be presented is that current data is incomplete, relies on voluntary submission, is incompatible among various systems, and does not provide the evidence required for informed decision making. The talking points include:

- 1) A statewide data system will allow the tracking of graduates, the gathering of employment retention data, the monitoring of the impact on student learning, the identification of professional development needs, data sharing in P-16 partnerships, and the monitoring of the performance of graduates in induction programs; and
- 2) A statewide system would provide data regarding the number of ethnically diverse teachers and distribution. ■





Teacher Education  
Council of State  
Colleges and Universities

Join us at the  
2008 TECSCU  
Winter Conference



## 2008 WINTER CONFERENCE TECSCU Goes To New Orleans

*Register NOW for this outstanding conference that will feature author and education research expert, Dr. Ellen Condliffe Lagemann.*

February 7, 2008  
Hilton New Orleans Riverside  
New Orleans, Louisiana

### Pre-Registration Form

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

### Payment

Pre-Registration Deadline: January 23, 2007  
Pre-Registration Fee: \$100  
On-site Registration Fee: \$115  
ONLY WRITTEN REQUESTS FOR REFUNDS, POSTMARKED  
OR EMAIL DATED BY JANUARY 24, 2008 WILL BE HONORED.  
All refunds will be processed after the meeting.

Make checks payable to TECSCU and send to:  
Dr. Bennett F. Berhow, TECSCU Treasurer  
1713 St. Philips Drive  
Lancaster, PA 17603  
Phone: 717-871-9608  
Fax: 717-871-9346

### Lodging

Hilton New Orleans Riverside  
New Orleans, LA

Phone: (800) HILTONS or (504) 561-0500

## From the TECSCU Archives

A brief history of the formation of TECSCU from the archives is presented.

In January of 1977, Arnold Moore, Dean, School of Education, Youngstown State University (OH) served as chairperson of the American Association of State Colleges and Universities Deans of Education (AASCUDE) Ad Hoc Steering Committee. As chairperson he sent a letter to deans of education in AASCU institutions exploring the desirability of forming an organization for deans of education.

In March of 1977, the AASCUDE Steering Committee met for the first time at the AACTE annual meeting. The Steering Committee consisted of Georgiana Appignani, Kean College of NJ; Arthur Benson, Concord College (WV); Bruce W. Broderius, University of Northern Colorado, Greeley; Gene V. Campbell, McNeese State University (LA); Roy T. Cogdell, Governor State University (IL); Patrick Copley, Southwest Missouri State University; Richard L. James, Morgan State University (MD); Arnold J. Moore, Youngstown State University (OH); Howard T. Roberts, Northern Arizona University; Robert L. Saunders, Memphis State University (TN); Tom Sills, West Georgia College; and Lewis W. Stoneking, University of Wisconsin-Whitewater.

The tentative purposes of the dean's organization were: (1) More participation, more visibility within AACTE;

(2) Providing a forum for challenging unsupported assumptions made about teacher education; (3) Direct input on legislation at the state and national level; (4) Direct influence on policy making at the local, state, and national level; and (5) Organize and deliver support services such as position papers, leadership training, collective bargaining assistance, accreditation, etc.

The inaugural meeting of the organization was February 21, 1978, at the Conrad Hilton in Chicago. The inaugural meeting was chaired by Georgiana Appignani, Kean State University. Officers elected were: President, Arnold Moore, Youngstown University (OH); Vice- President, Ben Surwell, University of Montana; Secretary, Patrick Copley, SW Missouri State University; and Treasurer, Gene Campbell, McNeese State University (LA). Regional Representatives elected were: Region 1, Elizabeth Jalbert, State U of NY, College at Oneonta; Region 2, Kenneth J. Frasure, University of Tennessee at Nashville; Region 3, J. T. Sandefur, Western Kentucky University; Region 4, John D. Mulhern, Eastern Michigan University; Region 5, Jerry Robbins, U of Arkansas at Little Rock; and Region 6, Arnold M. Gallegos, Western Washington State College.

In May of 1978, the name of the organization was changed from the American Association of State Colleges and Universities Education Deans (AASCUED) to the Teacher Education Council of State Colleges and Universities (TECSCU).

The TECSCU web site has been redesigned and updated. Check it out at <http://tecscu.org>. The recently approved TECSCU Commitment Points are available under the new postings. Information regarding the Members Section and how to access the Members Section will be sent the TECSCU Institutional Representative of each member institution in the near future.



Fall 2008  
TECSCU Conference  
San Antonio, Texas  
Sunday, October 12  
to  
Tuesday, October 14  
Marriott Plaza San Antonio

Mark your calendar  
and plan to attend

## TECSCU ELECTIONS

(continued from page 9)

Region II Representative  
Frances Clayton Welch

Metro Chamber. Dean Welch's scholarly interests include leadership, collaboration, technology use, and special education. She has authored or co-authored numerous grants, articles, technical reports, and monographs and presented nationally on these topics.

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