

## 2005 TECSCU FALL CONFERENCE

October 16-18, 2005

Holiday Inn at the University of Memphis (Memphis, TN)

### PRE-REGISTRATION FORM

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

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

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

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

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

### LODGING

Holiday Inn at the University of Memphis  
330 Innovation Drive  
Memphis, TN 38152-6481

Phone: 901-678-8200  
Toll Free: 1-800-HOLIDAY

## TECSCU Fall 2005 Conference (continued)

### Other Invited Speakers

**1 Dr. Sharon Robinson**  
President and CEO  
American Association of Colleges for Teacher Education  
"New Opportunities; New Directions"

**2 Dr. Jim Craig . . . . . and . . . . . Mr. Steve Moats**  
Director of Research                      Senior R7D Specialist  
Appalachia Education Laboratory      Appalachia Education Laboratory  
"Helping Low Performing Schools Improve: Measuring Your Footprints"

**3 Dr. Jeanne Fiene . . . and . . . . . Dr. Hal Knight**  
Head, Department of Education,      Dean, East Tennessee  
Leadership and Research                  State University  
Western Kentucky University  
"The Long and the Short of Reforming Education Administrator  
Preparation Programs"

There will also be an opportunity for sharing of initiatives documenting the impact on conference participants that will be followed by a panel discussion. The conference will conclude by 11:30 am, Tuesday, October 18.

### PAYMENT

Pre-registration deadline: Oct. 7, 2005  
Pre-registration fee: \$250  
On-site registration: \$275

Make checks payable to  
TECSCU and send to:

Dr. Bennett F. Berhow  
TECSCU Treasurer  
1713 St. Philips Dr.  
Lancaster, PA 17603  
Phone: 717-871-9608  
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### Summer 2005



The TECSCU Newsletter is published periodically by the Teacher Education Council of State Colleges and Universities, a professional organization of teacher educators.

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Millersville University

*Design:* Hajas Design, Fort Mill, SC

Teacher Education  
Council of State  
Colleges and Universities



TECSCU Institutions: *Creating Connections for the Future of Teacher Education*

SUMMER 2005



## Fall 2005 Conference

• October 16-18, 2005  
• Memphis, Tennessee

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### TECSCU National Office

1713 St. Philips Dr.  
Lancaster, PA 17603  
717-871-9608

The communication capabilities of the national office have been enhanced. A 24-hour dedicated fax number is now available. Our email access has been upgraded to broadband to serve you better.



Fax: 717-871-9346  
Bennettberhow@msn.com

### Educating: A Profession in an Era of High Stakes Accountability

With the increased pressures being placed on P-12 schools to facilitate learning for all students, it is imperative that programs preparing teachers and other school personnel focus on student learning. Like our P-12 colleagues, institutions of higher education are addressing accountability issues and are facing greater pressures to document teacher impact in student learning. As such, programmatic decisions need to be based on data and all preparation programs need to be focused on the needs of schools and the students they serve. The fall conference will focus on accountability issues facing higher education from varying perspectives: teacher education, research and development, policy, and best practices. We think that you will find the sessions to be stimulating as well as informative as we work to fulfill our mission of preparing quality teachers and other school personnel for our nation's schools.

#### Sunday, October 16

5:30 pm–6:30 pm      President's Reception  
6:30 pm–7:30 pm      Dinner  
7:30 pm–8:30 pm      Opening Session  
Keynote Address: "The Future of Teacher Education"  
by Dr. Barnett Barry, President  
Southeast Center for Teaching Quality

#### Monday, October 17

Dr. Barry will discuss "Building the Evidence: The Effects of Teacher Education"

continued on page 4

**SIGN UP NOW!**  
Pre-registration Form Inside

**by Sam Evans**  
Dean, College of Education &  
Behavioral Sciences  
Western Kentucky University

With a historical mission of preparing educators for our nation's schools, as TECSCU institutions it is imperative that we be poised to meet the needs of the P-12 schools we serve. At the current time, the focus of federal education initiatives is on accountability. Likewise, the focus at the state level is also on accountability, and for institutions of higher education, this translates into learning outcomes and our ability to document the impact our graduates are having on P-12 student learning. Without question, the current mantra is accountability, accountability, accountability.

As an organization, our institutions have collectively prepared a majority of teachers in our public schools; however, our role is being challenged by a number of entities that are both in and outside of the profession. These challenges, along with the perception that higher education has failed in its role of preparing educators, make it imperative that we take serious our commitment to meeting the needs of the schools that we serve and the educators in those schools. All we have to market is quality, and academic quality and accountability appear to be at the heart of the current discussions relative to the reauthorization of the Higher Education Act. While there are numerous issues driving current discussions, two such issues appear to be access and economic development. With the ongoing changes in our social fabric and the cultural composition of our society, we are being forced to examine our programs in an effort to ensure that all segments of society have access to educational opportunities. Likewise, we are being pushed to examine our

programs in an effort to ensure that our graduates are adequately prepared to enhance student learning in a way that will facilitate economic development in the communities where our graduates work and in the larger global community. These pressures can and sometimes do conflict with the need for quality; however, if we position ourselves in a manner that will ensure quality while at the same time addressing issues related to access and economic development, we will be successful. This will require that

## TECSCU Annual Executive Committee Meeting

The TECSCU Executive Committee held its annual summer meeting on July 20-22, 2005, in Lake Geneva, Wisconsin. In addition to the regular agenda items regarding the management of TECSCU business, the meeting also focused upon the long range goals of improved communication and professional development opportunities for deans, upon increasing membership in the organization, and upon refining organizational procedures.

The Committee continues to refine organization operations by developing a procedure for evaluating the performance of the Executive Secretary and Treasurer that includes a position description. The Committee will be submitting some Constitution & By-Laws changes to the membership to reflect the organizational refinements being institutionalized.

The Committee, in concert with the President-Elect, will plan a professional development program for deans at the fall and winter conferences that is more clearly linked. For example, opportunities to reflect upon, examine, and seek applications to ideas being presented at

we examine and possibly change the content of our programs and how we deliver these programs.

As TECSCU institutions, we have historically risen to and will continue to meet the needs of our constituents; however, with time the challenges and demands have become greater. If we keep the focus on student learning, we will be able to continue the rich traditions associated with educating quality individuals for our nation's schools. ■

the fall conference will be available at the winter conference.

The long range goal of improved communication is being pursued by continuing the development of a brochure and the consideration of proposals for changing the web site host and adding function to the web site. The narrative for a brochure was refined and will be prepared for publication. The Committee has requested and will review proposals for managing the TECSCU web site and for enhancing the design of the web site including a members-only area on the web site.

Strategies to increase membership were discussed. A membership enrollment incentive that is linked to attendance at a conference by a person from a non-member institution was approved. Non-member institutions that have not been a member of TECSCU for the preceding five years may pay a conference registration fee plus the cost of membership and receive a one-year institutional membership.

## Reflections on TECSCU and the Deanship

I was a young dean of the College of Education (COE) at the University of Arkansas at Little Rock in early 1977 when I got a letter from Arnold



**Jerry Robbins**  
Former Dean  
(1991-2004)  
College of Education  
Eastern Michigan  
University

Moore, then at Youngstown State University, inviting me to join other education deans from AASCU institutions to meet at the AACTE convention of that year to plan a new organization. I remember attending this meeting, although I felt too "green" as a dean to contribute much to it. Since there was a lot of agreement about the concept of a new organization, a Steering Committee was appointed to set it up. Dr. Moore was selected as the chair of that group.

The first official meeting of the new Teacher Education Council of State Colleges and Universities was held during the AACTE convention of 1978. Dr. Moore, who had been the "mover and shaker" for formation of the organization, was selected as the first president. I found myself elected to the first board, as the Region V representative. However, less than a year and a half later, I moved out of the region and into a central administrative position, and I relinquished my seat on the board and was less involved in TECSCU for a few years.

In 1983 I found myself as dean of the COE at Georgia State University and I "reconnected" with TECSCU, a connection I continued when I moved to Eastern Michigan University to be dean of the COE in 1991. During the 1997-2000 period I moved through the offices of president-elect, president, and past president of TECSCU. I continued on the TECSCU Board for another couple of years in the capacity of

TECSCU's representative to the AACTE Board.

From my point of view, a small number of people have been highly influential in keeping TECSCU "moving along" over the years. Foremost among these, of course, would be "founding father" Arnold Moore. A close second would be Elizabeth "Betty" Jalbert, who served on the first Board as the Region I Representative and who, more importantly, served from 1988 to 2002 as the treasurer of the organization. Jim Schnur had long service on the Board in several offices. Allen Mori and Tom Switzer were particularly active as presidents.

TECSCU made a leap forward when the position of (part-time) executive secretary was created—held by the late Bob Benton from 1993 to 1999, by Rhonda Richards from 1999 to 2002, and by Bennett Berhow since 2002.

From 1978 through about 1994, the focus of TECSCU was on "organizational structure"—membership, dues, committees, logo, mission statement, and the like. During approximately the 1994-1999 period, the organization's emphasis was on communications—print (monographs, newsletter), web presence, and media (especially teleconferences). Since 2000, several projects—Teacher Quality, CATALISE, and survey research data, for example—have been prominent.

As an observer of TECSCU over the past 27 years, I am puzzled by our continuing struggle for a long-term organizational agenda—some topic(s) which we are especially known for and looked to as the source of authoritative information or practice. Each of the communications "products" and the "projects" of more recent times can often be traced to an individual who had an idea and who got the organization to endorse it (at least for a while). The "life" of the activity often coincided with the presence of some external set of resources and/or

the energy that the initiator had to keep it moving.

I've watched as 125-160 of us faithfully pay our dues each year. I've observed that many more institutions are eligible for membership than we have attracted and held. All too often we have failed to present these nonmember institutions with a "program of work" that makes it worth their while to join in with us to accomplish that agenda. Numerical participation in activities—even attendance at meetings—usually attracts somewhat less than the size of our dues-paying membership.

By definition, our member institutions have a great deal of commonality. We are public institutions, generally "regional" and "comprehensive." We are relatively large producers of educational personnel in our respective states.

On the negative side, many of our institutions are severely understaffed and, for many of the education deans, TECSCU is "just one more thing" to give "a lick and a promise" in a long and hard work week.

However, on the positive side, we do prepare the majority of the nation's educational personnel. Among our membership we have access to many good practices and to the research base that is available. We do a good job in implementing whatever federal and state educator preparation policy comes our way.

As an organization, we are not very effective in shaping educator preparation policy or in resisting and countering bad policy. In unity there is strength. I challenge the leadership of TECSCU in the years to come, starting now with a long-range plan, boldly to formulate and implement an agenda for an organization (whose membership includes all TECSCU eligible institutions) that will make TECSCU the major voice in educator preparation in each of our states and in the nation! ■