



Fall 2007 Conference

- September 23-25, 2007
- Renaissance Seattle Hotel
- Seattle, Washington

INSIDE THIS ISSUE:

A Message from the President2

Winter Conference Highlights2

A National Conversation3

What Makes A Teacher Effective?4-5

Tough Choices or Tough Times6

TECSCU Election Results6

2007-08 Executive Committee7

TECSCU Actions in New York8

Fall Conference Pre-Registration Form8

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The Fall 2007 TECSCU conference will be Sunday, September 23 through Tuesday, September 25, 2007 at the Renaissance Seattle Hotel in Seattle, Washington. A pre-registration form that may be duplicated is included in the newsletter and is available on the TECSCU web site at <http://tecscu.org>.

President-Elect Susan Meyers is arranging the conference program. The conference will begin with the President's Reception at 5:30 pm on Sunday. A dinner and the opening session will immediately follow. A brief program follows:

Sunday, September 23

4:30 pm	Registration Begins
5:30 pm	President's Reception
6:00 pm	Welcome
6:15 pm–7:30 pm	Dinner
7:30 pm–8:30 pm	Opening Session with Keynote Address

Monday, September 24

7:30 am	Registration Continues
8:00 am	Continental Breakfast
8:30 am–12 noon	Morning Program
12:15 pm–1:45 pm	Lunch and Business Meeting
2:00 pm–5:00 pm	Afternoon Session

Tuesday, September 25

8:00 am–9:00 am	Plated Breakfast
9:00 am–11:00 am	Morning Session
11:00 am–11:30 am	Closing Session

SIGN UP NOW!
Preregistration Form Inside



A Message from the President

by Dr. Angela Maynard Sewell
TECSCU President
Dean, College of Education
University of Arkansas at Little Rock

In the words of Edward Everett Hale, “education is a better safeguard of liberty than a standing army.” This thought and the sentiment behind it may give us pause as we realize that the attacks on P-12 education and teacher preparation of the recent past have caused many educators to become defensive about their work and to waste valuable time and energy planning responses to the next volley of reports that seek to place blame for the issues of the work place in America. We acknowledge that we can all do better. However, as those of us who met together in Charleston in October and in February in New York City know, focus on excellence and on our work may be the best defense. The proof of the quality of that work is found in our products, namely, the candidates and graduates, whom we train to educate children for America’s schools.

Yes, we are in “tough times and we have tough choices” given limited resources and the issues that our graduates will face in addressing the multiplicity of needs of all children to ensure that none are left behind. Yes, there is much we can learn from the perspectives, research and opinions expressed by critics of education in some of these reports. Still, it is interesting that the latest report of the USDOE raises the question of how higher education (as a whole) can be revamped to place greater emphasis on measuring student learning outcomes and how to make achievement data available to the public. This is something that colleges and schools of education have been doing for years through our accreditation and specialty professional

association reviews. We have responded to the exigencies of Title II and have demonstrated that the vast majority of teacher (school personnel) preparation programs meet and exceed national expectations.

What, then have we failed to do? We have failed to tell our story. Educators tend to stick to their work and to assume that people will know what we are accomplishing. Sadly, it is failures that make the news. Seldom do successes hit the front pages or the evening news. We must work with those who want to see education improved and show them our successes. We must be willing to engage in dialogue with them. If we tell our story and the stories of those whom we prepare without defensiveness—with firmness and enough repetition to convey the message in memorable format—we will be part of the conversation not reactors to it.

Dag Hammarskjold, one of my personal heroes, noted in *Markings* that we should “never for the sake of peace and quiet deny (our) own experience or convictions.” Whether we are TECSCU, CADREI, AILACTE representatives—whether we are from small or large institutions—we will not find peace and quiet in reacting to criticism. Peace and quiet will only come when we have advocated for what we do and demonstrated the contributions that educators, trained at our institutions, have made to the welfare and futures of students who, in turn, have assured and continue to ensure the economic and social progress of our country.

I invite you to join your TECSCU colleagues in Seattle in September as we learn more about advocacy and build our own capacity as story tellers creating a culture of understanding. Join us in sharing the story of our continuing quest for quality in the knowledge, skills and dispositions of the educators whom we train for the nation’s schools. ■

TECSCU MEETS IN NEW YORK CITY



The winter 2007 TECSCU Conference in conjunction with AACTE was held Saturday, February 24, 2007, in the Hilton New York. The conference built on the fall conference theme of “Shooting Beyond the Horizon” and the program emphasis was upon dialogue and collaboration among education groups and organizations.

Speakers and panel members were:

Sharon Robinson
CEO and President, AACTE

Mona Wineburg
Director of Teacher Education, AASCU

Judy B. Coddling
President and CEO
America's Choice, Inc.

Antoinette Mitchell
Associate Director for
Accreditation, NCATE

Summaries of the presentations by Mona Wineburg, Judy Coddling, and Antoinette Mitchell are included in this newsletter.



A National Conversation

By Dr. Mona Wineburg
Director of Teacher Education
American Association of
State Colleges and Universities

A National Conversation was an AASCU Wingspread Conference on preparing, retaining and supporting a high quality teacher workforce. Participants included university presidents and chancellors, state education officials and state policy leaders. The key question was how can public schools, universities, and their states do a better job of preparing a high quality teacher work force that will insure more disadvantaged, under-represented students complete high school and go to college. Conference premises were:

1) The quality and performance of the teaching staff in any school is the major determinant of student achievement in that school; and 2) Education policy makers need to act in concert and the starting point is focused dialogue.

There are three different sets of policies in operation. University policies determine whether teacher preparation is a campus-wide priority, set standards for entrance to teacher preparation programs, and set exit standards for successful program completion. State departments of education policies regulate programs and set standards for teacher licensure and focus on the need to have enough teachers in classrooms. These sometimes are contradictory policies. State legislatures develop rules and policies to improve education and set requirements about alternative licensure and national accreditation for all teacher education programs.

Participants concluded that:

1) Preparation of high quality teachers requires a teacher preparation program, grounded in disciplinary knowledge and research, that is committed to candidates knowing the subject matter, understanding the learning context, understanding and using effective teaching practices, and having sustained K-12 teaching opportunities; 2) Retention of high quality teachers requires programs of comprehensive induction including quality mentoring, professional development, and support. The primary purpose of induction is to assist and support new teachers and to advance their skills and knowledge; and 3) Support of high quality teachers requires providing experiences designed so that educators continue to develop the necessary knowledge and skills to ensure the learning of students.

Participants concluded there are key challenges to teacher preparation, retention, and support. The key challenge to: 1) Teacher preparation is increasing the supply of new teachers,

improving the quality of these teachers and of the programs that produce them, and eliminating policies that impede progress on the quantity and quality fronts; 2) Teacher retention is improving school climate, organization structure, and practices, developing targeted incentives, creating quality induction and mentoring support, reducing policy barriers, and fostering collaboration across sectors; 3) Teacher support is enhancing professional development, using time effectively, and developing leadership.

The complete report is available at <http://www.aascu.org> (click on publications then on wingspread conference report.) ■



What Makes A Teacher Effective?

Antoinette Mitchell
Associate Director for
Accreditation, NCATE

NCATE published *What Makes a Teacher Effective: A Summary of Key Research Findings on Teacher Preparation* because NCATE believes that there is an emergent body of professional knowledge and that this emergent body of knowledge is codified in professional standards. NCATE also believes that the hallmark of a profession is the development of a body of knowledge that beginning practitioners must know and be able to do. NCATE also wanted to rebut critics of teacher education who contend that there is no consensus, no knowledge base for teacher education. We know the knowledge base will never be complete and that it will evolve over time.

So what does the research say?

1. High Quality Teacher Preparation Helps Candidates Develop Essential Knowledge and Teaching Skill

Several research studies indicate that content knowledge is important, but content knowledge alone is not sufficient. Educators need content, pedagogy, the opportunities to practice, and opportunities to reflect on practice. The research from the American Education Research Association tells us that collaborative arrangements between universities and colleges and local school districts have a positive impact on P-12 student learning.

2. High Quality Teacher Preparation Makes a Difference in Student Achievement

Several research studies are cited in *What Makes a Teacher Effective*, but

one example is provided. Working from data from North Carolina, researcher Dan Goldhaber analyzed ten years of student test scores linked to teachers and over 700,000 student records and licensing records for almost 24,000 teachers. Goldhaber found that “students of teachers who graduate from a North Carolina approved training program outperform those teachers who do not.” That is, students of teachers who graduate



from a North Carolina approved training program outperform students whose teachers get degrees from an alternative state program or from out of state. And that is just on the very narrow outcome of state tests. In North Carolina, all schools of education must be NCATE accredited.

3. Teacher Preparation Increases Beginning Teacher Retention

This is important because teacher attrition negatively affects the climate of the

school, the supply of teachers, and the achievement of students. For example, Ingersol found that the attrition rate of first year teachers is cut in half when teachers are prepared according to the following five key elements: Training in child development and child psychology; Training in the selection and use of instructional materials; Observations of teaching; Practice teaching; and Receiving feedback on teaching. Shen, using a sample of 1700 teachers, found that 34 percent of the sample left within five years. Teachers who did not have pedagogical training were more than three (3) times as likely to leave as were pedagogically trained peers. This means pedagogy matters!

4. High Standards for Teacher Preparation in Leading Industrialized Nations Lead to High Student Achievement

Other industrialized countries understand the benefit of rigorous preparation programs. In 2002, the Council for Basic Education studied teacher preparation, induction, roles, and rewards in nine industrialized nations, including the U.S. All the countries surveyed require formal undergraduate or graduate training in content and pedagogy and all require student teaching before licensing. Several of the countries have significantly more rigorous requirements than the U.S. and the report concluded this may be a reason for the stronger student achievement and less public concern for teacher effectiveness.

5. NCATE Makes a Difference in Teacher Preparation

Linda Darling Hammond found that the strongest predictor of the percentage of well qualified teachers in a state, as defined by a major and full certification, is the percentage of teacher education institutions in a state that meet national

accreditation standards through NCATE. A survey of deans and coordinators found: 95 percent of deans and coordinators reported that their candidates benefit from attending an NCATE accredited teacher preparation institution; 93 percent say working with the NCATE standards led to better alignment among standards, curriculum, instruction, and

assessment; 83 percent say working with the NCATE standards has improved the clinical component of preparation; and 84 percent say that working with the NCATE standards has led to more attention to candidate knowledge and skill in helping all students learn.

For years NCATE has been saying that teaching is not a random process that happens intuitively.

Many people have framed the discussion in ways that suggest it is. Just know the content and the rest can be learned on the job. Experts in any field draw on a knowledge base and experiential base to make good decisions and to do so quickly. NCATE believes teachers are experts that draw on a knowledge base and experiential base to make decisions all of the time. The research in *What Make a Teacher Effective* tells us that there is indeed a knowledge base and experiential base that pre-service teachers need to possess in order to make good decisions. *What Makes a Teacher Effective* ends with this paragraph: "All members of the established professions in the U.S. graduate from an accredited program of study, pass rigorous examinations, and continue to receive professional development on the job. Likewise, other developed nations provide for extensive teacher education prior to entry to the classroom and thereafter. America owes its children no less."

The report is available at <http://ncate.org> (click on Public then NCATE & Teacher Quality.) ■





Tough Choices or Tough Times

Judy B. Coddling
President and CEO
America's Choice, Inc.

The following summary of *Tough Choices or Tough Times*, including recommendations, is taken from the Executive Summary which is available at <http://www.skillscommission.org> (click on order Tough Times or Tough Choices.) The full report, in book form, was published by Jossey-Bass.

Tough Choices or Tough Times is the report of the new Commission on the Skills of the American Workforce. The Commission reported that the globalization of the economy is swiftly changing the demands on the workforce and a rising number of American workers at every skill level are in direct competition with workers from every corner of the globe. America is competing with countries who offer large numbers of highly educated workers willing to work for low ages. The Commission concluded that our international counterparts are increasingly getting more education and their young people are getting a better education as well. This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science,

literature, history, and the arts will be an indispensable foundation. The problem is not with our educators. It is with the system in which we work. That is what the Commission focused on. Its recommendations follow.

❶ Assume that we will do the job right the first time. A number of countries assume their students are ready for college when they are 16 years old. So let's assume we can match or exceed their performance. The first step is creating a set of Board Examinations. Students could challenge these Board exams as soon as they are ready, and they could keep challenging them all of their lives, if necessary. No one would fail.

❷ Make much more efficient use of resources. There is every reason to believe we can send almost everyone to college and have them do well.

❸ Recruit from the top third of the high school graduates going to college for the next generation of teachers. The median pay of teachers should be about \$95,000 per year for teachers working at the top of new career ladders and as much as \$110,000 per year to teachers willing to work the same hours per year as other professionals typically do. Teachers would be employed by the state and the current policies regarding teacher education would be scrapped.

❹ Develop standards, assessments, and curriculum that reflect today's needs and tomorrow's requirements. We would move from America's tests to

the kinds of examinations and assessments that will capture these and other qualities.

❺ Create high performance schools everywhere—how the system should be governed, financed, organized, and managed. Schools would no longer be owned by local school districts and schools would be funded directly by the state.

❻ Provide high-quality, universal early childhood education.

❼ Give strong support to the students that need it the most. The proposal to abandon local funding of schools in favor of state funding combined with the addition of \$19 billion to the system as a whole would make it possible, for the first time in the history of the United States, to have an equitable means of funding our schools.

Continued on Page 8



EXECUTIVE COMMITTEE ELECTION RESULTS

The results of the fall 2006 TECSCU elections were announced during the New York business meeting.

Dr. Susan Meyers, Dean, College of Education, San Jose State University, was elected President-Elect for 2007-2008.

Dr. Lucien Yates, III, Chair Education & Human Services, Kentucky State University, was elected Region III Representative for 2007-2010.

Dr. Jeanne Gerlach, Dean, College of Education, The University of Texas-Arlington, was elected Region V Representative for 2007-2010.

TECSCU Executive Committee Members 2007-2008

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2007 TECSCU FALL CONFERENCE
Sunday, September 23 - Tuesday, September 25
Renaissance Seattle Hotel

PRE-REGISTRATION FORM

Name: _____

Title: _____

Institution: _____

Address: _____

City/State/Zip: _____

Email: _____

LODGING

Renaissance Seattle Hotel
Seattle, Washington
Phone: 800-546-9184 or
206-583-0300

Please make reference to TECSCU when making a reservation. To receive the conference room rate, reservations must be made on or before Friday, August 31.

PAYMENT

Pre-registration deadline: Sept. 7, 2007
Pre-registration fee: \$250
On-site registration: \$275

Make checks payable to
TECSCU and send to:

Dr. Bennett F. Berhow
TECSCU Treasurer
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Only written requests for refunds postmarked by September 10, 2007, will be honored. All refunds will be processed after the meeting.

Tough Choices or...

Continued from Page 6

⑧ Enable every member of the new work force to get the new literacy skills. The Commission proposes that the federal government pass legislation entitling every adult and young adult worker—at no charge—to the education required to meet the new Board Exam standards.

⑧ Create personal competitiveness accounts—GI Bill for our times. The Commissions economic analysis suggests that the next few decades will be a time of increasing turbulence in the job market. In this environment, it will be extremely important that workers everywhere be able to get the training they need to move quickly to other jobs.

⑩ Create regional competitiveness authorities to make America competitive.

TECSCU Actions in N.Y.

The TECSCU membership attending the business meeting in New York approved a change to the Constitution and Bylaws. The approved change requires candidates for President-Elect to be members of the Executive Committee at the time they are nominated for the position.

The Executive Committee approved a new policy regarding the reimbursement of conference registration fees. The Committee approved a policy that establishes a deadline of 14 days prior to the first day of the conference for requesting reimbursement of a conference registration fee. The Committee also required the publishing of the new policy in the newsletter and on the conference pre-registration form. Please note the date and the procedure for requesting a refund of the registration fee on the Seattle pre-registration form.

Spring 2007



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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Executive Secretary

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