

## CHAPTER 12

### OUR ORGANIZATIONAL AFFILIATIONS

The faculty/staff members and administrators of the COE held many individual memberships in professional organizations at the international/national/state/regional/local levels during 1991-2004. Their extensive participation in these professional organizations is reported in an earlier chapter of this work.

However, the COE held an institutional membership in various professional organizations. This institutional membership permitted any COE faculty member to participate in the work and activities of the organization. Our activities in connection with these institutional memberships is presented in this chapter.

#### INTERNATIONAL/NATIONAL PROFESSIONAL ORGANIZATIONS

##### USA-SINO Teacher Education Consortium a.k.a. SINO-American Education Consortium

1992-1993. In 1992, an invitation was extended to the COE to join and participate in the activities of the USA-SINO Teacher Education Consortium (USA-SINO TEC). I polled the faculty to see what degree of interest there might be. Several people indicated interest. In 1993, the matter of joining this organization was put before the COE Council for a recommendation. After discussion during several meetings, the COE Council recommended that we join the group. The organization consisted, at the time, of approximately 20 major teacher education universities in the United States and a like number of similar institutions in the People's Republic of China. The organization promoted conferences, joint professional activities, faculty/student exchanges, international communications, and the like.

As of July 1, 1993, the EMU COE became a member of the USA-SINO TEC. Because of previously expressed interest in the work of the Consortium, I invited Leah Adams, George Barach, Trevor Gardner, Jane Goodman, Bill Hetrick, Robbie Johnson, Ariel Weymouth-Payne, Lech Wisniewski, and Suzanne Zelnik to serve as an informal advisory group concerning local participation in Consortium activities.

1994. Becoming involved moved slowly. At the February 1994 American Association of Colleges for Teacher Education (AACTE) convention, Jim Riley, Michael Bretting, Martha Tack, and Kathleen Quinn represented EMU at a meeting of the USA-SINO TEC. In May 1994 Leah Adams and Lech Wisniewski went to Chicago to represent EMU at a meeting of the Consortium. Wisniewski was named, along with Theresa Lyons from Iowa, as the co-chair of the Research and Development Committee of the organization. Invitations to join the eight-member local advisory group were extended in the fall of 1994 and there were a few additions to the group.

1995. In February 1995 Kathleen Quinn and Jim Riley represented EMU at the business meeting of the Consortium during the AACTE convention. Shortly afterwards, Ariel Weymouth-Payne received word that her paper "Computer Can't Dance and Other Things: The Surrender of Culture and Diversity in Technology" had been accepted for the ninth USA-SINO TEC conference in Hong Kong.

In October 1995 I was elected as a member of the executive committee of the USA-SINO TEC. In that same month, the COE hosted a meeting of the international executive committee of the USA-SINO TEC.

1996. In February 1996, I represented EMU at the Consortium meeting held during the AACTE convention. In April 1996, Peggy Moore-Hart, Susan Johnston, and Alicia Li represented the COE at the 1996 USA-SINO TEC meeting in Washington, DC. Peggy and Susan presented papers on technology in education and Alicia assisted with interpreting at that meeting.

Immediately following the Washington meeting, nine Chinese educators visited the University of Toledo and EMU under the auspices of the Consortium. George Barach chaired the committee for local arrangements for the visitors. The visitors included six persons from the Province of Shaanxi and three from Capital Normal University in Beijing. The group included presidents and vice presidents from teacher training institutions, the provincial commissioner of education, deans, etc. EMU events included a reception, sponsored by EMU's World College. The EMU COE and the University of Toledo COE assisted the visitors in visiting Chicago before they returned to China.

In June 1996, as part of a delegation representing the USA-SINO TEC, I had the opportunity to travel to the Peoples Republic of China. While there, the delegation of which I was a part visited teacher education institutions in Shanghai, Sichuan province, Xi'an, and Beijing.

1997. At the February 1997 AACTE convention, Robbie Johnson and Marvin Pasch represented EMU at sessions sponsored by the USA-SINO TEC. In the summer of 1997, Alison Harmon and Robbie traveled to the P.R. China to participate in the annual conference of the Consortium.

1998. In February 1998, as part of the AACTE convention in New Orleans, in sessions sponsored by the Consortium, Q.S. Samonte presented "The People-to-People International as Catalyst for US-SINO Relationship: A Personal Perspective." Robbie Johnson represented EMU at the business meeting, during which time EMU was invited to become the new institutional home for the Consortium.

The invitation was accepted to become the institutional home for the Consortium, and, as of July 1, 1998, the EMU COE became Consortium headquarters, with Beverley Geltner as the Executive Director. By this time, I had become the chair of the international executive committee of the organization.

1999. In April 1999, under the auspices of the Consortium, Wang Yingjie, vice president of Beijing Normal University, the premier teacher's college in P.R. China, came to our campus. During his visit, EMU President William Shelton and Vice President Wang Yingjie signed an "agreement of cooperation" between the two institutions. This agreement provided for collaboration on research, faculty exchanges, student exchanges, and other types of collaboration. Beverley Geltner, as Executive Director of the USA-SINO Teacher Education Consortium, served as his COE host. COE faculty members had an opportunity to meet with Vice President Wang at a reception.

Later in April 1999, the 13th Annual International Conference of the Consortium was held in Washington, D.C. Beverley Geltner and I both had leadership responsibilities during this event. In addition, at this conference, Margaret A. Moore-Hart (with graduate student Lyan Wong), presented "Making a Difference: A Volunteer Tutoring Program for Culturally Diverse Students." Beverley (with doctoral fellow Chun-Mei Lee) presented "Integrating Technology and Reflection into the Preparation of Educational Leaders." Alicia Li (with Tom Hwang, Michigan State University) presented "Assistive Technology in Meeting the Needs of Learners with Disabilities."

2000-2002. COE interest in Consortium activities waned over the following months. By 2002, both Beverley Geltner and I had relinquished our responsibilities with the organization and the headquarters moved to Kennesaw State University in Georgia. At about the same time, the organization changed its name to "SINO-American Education Consortium."

#### American Association of Colleges for Teacher Education (AACTE)

Prior to 1992. Charles McKenny, president of the Michigan State Normal College, now EMU, was one of the organizers (1917) and the first president (1917-1919) of the American Association of Teachers Colleges, the predecessor organization of the American Association of Colleges for Teacher Education (AACTE). EMU, in more recent times through the COE, has held continuous membership in AACTE since that time.

I was well acquainted with the work of AACTE before arriving at EMU in 1991. In my previous two deanships, I had served as each institution's "chief institutional representative," had attended a number of AACTE conventions, had served four years on the organization's Advisory Council of State Representatives, had served on and chaired several national committees, and

had served a three-year term on the AACTE Board of Directors. I continued active involvement and encouraged and supported the involvement of others from EMU as well during the 1991-2004 period.

At EMU, by virtue of my position as dean, I was the chief institutional representative to AACTE. I was authorized to appoint the other institutional representatives. An institution was entitled to a number of institutional representatives generally in proportion to the number of professional educators prepared. During 1991-2004, we had as many institutional representatives as any other institution in the country, and considerably more than most member institutions. I made sure that all of the COE department heads and associate deans, along with some faculty leaders, were designated as institutional representatives. Each institutional representative was entitled to a subscription to the *Journal of Teacher Education* and each was entitled to speak and vote at the annual business meeting.

One of the activities of the AACTE was the publication of an annual *Directory*. In addition to providing the names and contact information for the institutional representatives at each member institution, the *Directory* included a listing, by state and by institution, of the previous year's "productivity" (number of professional educators prepared for credentialing) in several categories. It was only a small task to total those categories to show, year after year, that EMU was the nation's largest producer of professional educators.<sup>51</sup>

My predecessor as dean, W. Scott Westerman, Jr. had made a habit for some years of calculating this total and sharing the "largest" information on campus and in other circles. I continued the practice and expanded the information to many others both on campus and elsewhere.

In addition to publishing the *Journal of Teacher Education* and the *Directory*, AACTE published a newsletter, *Briefs*. Donna Schmitt and Kelvie C. Comer (Eastern Connecticut State University) were the authors of a column in a 1993 issue of *Briefs*. Donna published in a 1995 issue of *Briefs* as well.

AACTE conducted various studies, in which we both participated and made use of the results. One such study concerned faculty workload, from which we could see that COE faculty members spent almost the same amount of time per week in activities related to classroom instruction as the mean for all large institutions, but spent more time per week in committee work and less time per week in research. Another had to do with the length (in credit hours) of the program for preparing elementary teachers. At the time, EMU was far above national averages.

Starting modestly in 1993, and expanding in each of the years through 2004, the EMU COE hosted a reception at the annual AACTE convention for alumni and friends. We were among the relatively few institutions to host such an event and we received favorable publicity for doing so. This became a joint activity of our COE and MACTE in 2001 and thereafter.

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<sup>51</sup> This was the case, at least, among the member institutions of AACTE. Not all educator preparation institutions were AACTE members, but those institutions who were not members were small institutions that produced only a few professional educators per year. I was never challenged on the assertion that "EMU produced, each year, more professional educators than anyone else" according to the AACTE statistics.

1992 and 1993. I believe I was the only EMU-affiliated person who attended the 1992 AACTE convention and I didn't have any particular responsibility during the convention. However, at the 1993 AACTE convention, I appeared on the program as part of a panel. Kathy Ashton-Miller and Robbie Johnson presented a paper. Donna Schmitt was elected chair of the AACTE's national "Gender in Education" Special Study Group. In this capacity, Donna later participated in a meeting of the Committee on Women's Issues of the AACTE in Washington. We hosted a reception for alumni and friends at the AACTE convention.

1994. Over the New Year holiday in 1994, I had the opportunity to participate in an AACTE mid-career training session in Cancun, Mexico. In 1994, Donna Schmitt and I presented a paper at the AACTE convention. In addition, both of us presented other papers alone. Robbie Johnson and Marvin Pasch presented as part of a concurrent session and Jim Riley presided at another. Robbie also participated in a "by-invitation-only" "deans roundtable" on change strategies. Donna was active in sessions of the Special Study Group on Gender in Education and was re-elected chair of this group. Michael Bretting, Martha Tack, and Kathleen Quinn were also in attendance. We were all involved in meetings of other organizations that occurred during the convention. Again, we hosted a reception. In June 1994, Donna attended the meeting of the AACTE Commission on Women's Issues in Washington.

1995. In early 1995, Donna Schmitt was appointed to the Committee on Women's Issues of the AACTE by the AACTE Board of Directors. At the time, Donna ended two years as chair of the AACTE Gender Issues Special Study Group. At the 1995 AACTE convention, several of us participated in meetings of other organizations being held at the same time. Donna attended meetings of the AACTE Special Study Group on Gender in Education, of which she was a member, and on whose program she was a panel presenter, and attended meetings of the AACTE Committee on Women's Issues. Robbie Johnson participated in a "by-invitation-only" half-day national roundtable discussion group on minority issues.

I participated in a meeting of the education deans of The Renaissance Group (TRG), cast the institution's 14 votes in the AACTE business session, and attended a number of NCATE-related sessions, including the Advisory Council of State Representatives. I also represented EMU at the meeting of the Teacher Education Council of State Colleges and Universities (TECSCU). Provost Ronald Collins was a presenter on the TECSCU program.

Kathleen Quinn and Jim Riley represented EMU at the business meeting of the USA-SINO TEC. Valerie Polakow was recognized by the AACTE Committee on Women's Issues as one of approximately 100 scholars affiliated with professional education who made a significant contribution to gender equity and awareness during 1994.

A paper prepared by eight EMU faculty members was presented by Jim Riley, Kathleen Quinn, and Robbie Johnson. A paper on our Farmington Consociate School partnership was presented by Donna Schmitt, James Myers (Principal, Farmington High School), and myself.

Robbie Johnson, Donna Schmitt, and I participated in a meeting of the education deans of the MAC institutions. The three of us, plus Jim Riley and Kathleen Quinn, participated in a legislative breakfast in which the Michigan Association of Colleges for Teacher Education (MACTE) hosted the Michigan Congressional delegation for an informal discussion of education issues. EMU hosted a reception for alumni and friends.

Later in 1995, Donna Schmitt attended a meeting of the AACTE Commission on Women's Issues in Washington, D.C. In December 1995, Robbie Johnson served as a facilitator-recorder at the National Congress on Teacher Education, which was held in Washington, D.C. and was co-sponsored by ATE, AACTE, and the U.S. Department of Education.

1996. At the 1996 AACTE convention, Elizabeth Johnson presented with three colleagues, all from Northern Illinois University. Donna Schmitt, with five colleagues from as many different universities, presented. Several of the same people, including Donna, were scheduled to conduct a post-conference workshop that was cancelled. With two colleagues from K-12, I presented. Patricia Pokay, Rebecca Martusewicz, Georgea Langer, and Kathy Stacey presented. Interestingly, two colleagues from the EMU College of Health and Human Services also presented at this convention.

I represented EMU at meetings of the Teacher Education Council of State Colleges and Universities (TECSCU) and the USA-SINO TEC. As a member of the NCATE Board of Examiners, I attended several meetings for updates. As president of the MACTE, I attended meetings of the Advisory Council of State Representatives and I presided over the Michigan breakfast.

Donna Schmitt was involved in several activities of the AACTE Committee on Women's Issues, of which she was a member. Robbie Johnson, Martha Tack, and Barbara Gorenflo also attended the AACTE convention. The EMU reception for alumni and friends was unusually well attended.

1997. In early 1997, I participated in an AACTE-sponsored session for mid-career deans, held in San Juan, Puerto Rico. Robbie Johnson, Marvin Pasch, Martha Tack, Donna Schmitt, and I were among the COE personnel who attended the 1997 convention of AACTE. I also participated in the meetings of TECSCU, where I assumed the office of president-elect of the organization. I represented Michigan at the Advisory Council of State Representatives.

Robbie Johnson and Marvin Pasch represented EMU at sessions sponsored by The Renaissance Group education deans, USA-SINO TEC, NCATE, and other organizations with which EMU was affiliated. Donna Schmitt was the critic/discussant for a panel presentation on diversity, was a teller at the annual business meeting, and participated in meetings of the Committee on Women's Issues, of which she was a member.

1998. In 1998 Robbie Johnson was named to a three-year term on the AACTE's Committee on Women's Issues. At the convention that year, EMU-affiliated persons who attended included, in addition to myself, Robbie, Alane Starko, Dale Rice, Q.S. Samonte, Georgea Langer, Kathleen Beauvais, Marylyn Lake, Jeanne Pietig, Donna Wissbrun, staff member Cheryl Davis, and Consociate School Principals Jim Myers (Farmington High School) and Carole Jenkins (Estabrook/New Horizons).

Program participants in 1998 included presenters Dale Rice (with Kathleen Stacey of CTA) and Jeanne Pietig. Kathleen Beauvais was a critic/discussant for a session. I presented a paper *in absentia* (because of a scheduling conflict). Georgea Langer also presented.

In addition, the EMU Consociate Schools were recognized as an "exemplary teacher education program" in one session. Presenting at that session were Georgea Langer, Marylyn Lake, Donna Wissbrun, and Consociate School principals Jim Myers and Carole Jenkins. The exhibit area included one exhibit featuring the work of the COE Office of Collaborative Education and another featuring the work of the Academic Service-Learning program. An AACTE 50th anniversary exhibit included EMU's charter membership credential.

Paper reviewers for the convention included Dale Rice. I represented EMU in the business session. The COE again sponsored a reception for alumni and friends. EMU-affiliated persons represented the largest delegation at the Michigan breakfast. EMU was recognized in the convention program as one of the founding members of AACTE. A history of AACTE that was distributed at the convention gave attention to the efforts of Charles McKenny, the then-president of "The Normal," in the founding of both AACTE and its predecessor organization.

The AACTE governance structure included a Women's Commission. In 1998, Donna Schmitt completed a three-year term as a member of this group. Robbie Johnson, a new member of this group, attended a number of sessions related to the work of this Commission during the AACTE convention. Recent reviewers for the *Journal of Teacher Education* were recognized and included Robbie Johnson, Donna Schmitt, and former faculty members Don Hackmann and Jim Riley. Several related organizations met in conjunction with the AACTE meeting, including TECSCU, among others. For this year's TECSCU meeting, I was in charge of the program and later installed as the president of the organization during the business session. In July 1998, Michael Bretting attended a "New Deans' Institute," sponsored by AACTE, in Annapolis, Maryland.

1999. In 1999, I was appointed to AACTE's Nominations Committee, on which I served until 2003. At the AACTE convention, Valerie Polakow was the speaker for the Woman's Breakfast. This was followed by a book-signing, during which Polakow signed copies of her award-winning book, *Lives on the Edge: Single Mothers and Their Children in the Other America*.

Barbara Gorenflo and I each presented a paper at the 1999 AACTE convention. Barbara and Donna Schmitt presented, as did Dale Rice and Kathleen Stacey (CTA). I was one of five presenters in a "major forum." Dale Rice was on a panel. Beverly Geltner and I met with the

executive committee of the USA-SINO TEC during the AACTE convention and I met with Renaissance Group, NCATE, TECSCU, and AACTE Advisory Council of State Representatives leadership and representatives. We hosted a reception for EMU alumni and friends. In an important move, since this convention was held in Washington, D.C., members of the EMU delegation met with members of the Michigan Congressional delegation. In the fall of 1999, at ceremonies for the official opening of the Porter Building, David Imig, the AACTE executive at the time, was the keynote speaker.

2000. In 2000, I was named to the AACTE Membership Committee, on which I served until 2004. I was also elected to a second three-year term (2001-2004) on the AACTE Board of Directors, having served on the Board for a term at an earlier time. At the 2000 AACTE convention, Dale Rice [with Kathleen Stacey (CTA) and Chris Wood] presented twice. Alane Starko and Lisa Frankes presented, as did Sue Grossman and Judy Williston. Other presenters included Lech Wisniewski, as well as Irene Allen (with Marina McCormack). Ellen Hoffman attended a portion of the meeting to meet with counterparts from other institutions who were working on a technology consortium grant proposal. Others who attended the convention included Carolyn Finch and Jeff Goodwin.

2001. At the 2001 AACTE convention, Alane Starko, Patricia Pokay, Jeanne Pietig, and Sylvia Jones presented. Another presentation was made by Dale Rice (with colleagues from five other universities). Dale also hosted an EMU/Academic Service- Learning booth in the exhibit area. Ellen Hoffman was present for part of the convention for presentations on/discussions about the CATALISE project. I was involved during the convention with meetings of the AACTE Board of Directors, the TECSCU executive committee, deans of TRG, and the AACTE Advisory Council of State Representatives. This year, at the request of the MACTE, the reception was jointly sponsored by the EMU COE and MACTE, with the costs shared between the two organizations and a larger number of attendees included.

2002. In early 2002, I attended the annual AACTE Dean's Institute, held in San Juan, Puerto Rico. At the conclusion of the Institute, I participated in a meeting of the AACTE Board of Directors, of which I was a member. In February 2002, Jon Margerum-Leys made an invited presentation in New York City at the AACTE convention. This presentation was based on his dissertation, completed at the University of Michigan. The following day, Jon was presented with the AACTE 2002 "Outstanding Dissertation Award" for the quality of his work. The AACTE award recognized excellence in doctoral dissertation research that contributed to the knowledge base of teacher education or of teaching and learning with implications for teacher education. The award carried several kinds of professional recognition: a presentation based on the dissertation research at the AACTE Annual Meeting; publication of an article in the *Journal of Teacher Education* based on the dissertation; and a cash prize.

Lisa Delpit, holder of the John W. Porter Chair in Urban Education, received the Advocates for Justice-Life Achiever Award from AACTE during the 2002 AACTE convention. Other faculty members involved in the 2002 AACTE convention included Pat Pokay, who presented in two panel discussions. Pat also organized a session in which presentations were made by her, by Kaia Skaggs, and by Alane Starko. Lisa was the critic/discussant for a session. Wendy Burke organized a session in which presentations were made by her, Martha Baiyee, and Toni Stokes Jones. Georgea Langer served as the critic/discussant for the session. I made a presentation, as did both Nelson Maylone and Ellen Hoffman.

I was involved with meetings of the AACTE Board of Directors and of two AACTE committees, reporting for one at the business meeting. I attended multiple NCATE training sessions, a meeting of the TECSCU executive committee, TECSCU professional development sessions, a meeting of TRG deans, and presided over a meeting of a Renaissance Group task force. The EMU/MACTE reception was well attended, with Jon Margerum-Leys the honored guest.

Later in 2002, I was in Washington, D.C. for a meeting of the Board of Directors of AACTE. From there, I went to Tucson, Arizona, where I joined EMU College of Arts and Sciences Dean Linda Pritchard to participate in a "Collaboration in Teacher Preparation" conference jointly sponsored by AACTE and the Council of Colleges of Arts and Sciences.

2003. An all-time-high number of COE faculty and staff members attended the 2003 AACTE convention. Carolyn Finch, Deborah Harmon, and Elizabeth Broughton presented at one session. Wendy Burke organized a session that included presentations by Pat Pokay, Wendy, Mary Rearick, and Peggy Moore-Hart. Alane Starko served as the critic/discussant for this session. Jon Margerum-Leys presented, as did Ellen Hoffman. Pat organized a session that included presentations by herself, by Kaia Skaggs, by Alane Starko, and by Barbara Gorenflo.

A poster session was presented by Ellen Hoffman, Jean Rauch, and Brian Filipiak. I chaired a session and served on a panel at the TECSCU meeting. Georgea Langer and Pat Pokay were among those who participated in working sessions of the "Teacher Quality" grant consortium. Ellen, along with staff members Jean and Brian, participated in working sessions of the CATALISE grant consortium. Jim Berry participated in a number of sessions related to NCATE policies and preparation for NCATE visits.

I participated in what I thought would be my last meeting as a member of the AACTE board of directors. In addition, I attended a meeting of the AACTE nominations committee and reported for that committee at the AACTE business session. I also participated in a meeting of the AACTE membership committee. I attended my last meeting as a member of the board of directors of TECSCU. I participated in the business meeting of the Council of the Great City Colleges of Education and in a meeting of the education deans of TRG. In addition, I attended a rare joint meeting of the board of directors of the MACTE and the Michigan (Education) Deans Council.

Provost Paul Schollaert participated in a meeting of presidents and provosts of AACTE member institutions. The EMU/MACTE reception was well attended.

Later in 2003, I was selected to an unusual (if not unprecedented) third term on the AACTE Board of Directors. My recent term expired earlier in 2003. However, shortly thereafter, my successor in the TECSCU seat on the Board died. I was appointed to my former Board position for one year, until an election could be held on cycle.

In the fall of 2003, I was invited to testify before the U.S. House of Representatives Subcommittee on 21<sup>st</sup> Century Competitiveness (the then-name for what had ordinarily been the Higher Education Sub-Committee). AACTE leadership urged me to take with me, and to introduce to the Subcommittee, an exemplary new teacher from EMU. Sergio Garcia met all the criteria that I had heard the Subcommittee was interested in. Not only was he introduced to the Subcommittee, but his considerable characteristics and qualifications were noted. He (and I) had the opportunity to ride in from Reagan National Airport to the Capitol with Congressman John Dingell. Sergio also met with an EMU alum (former Secretary of Transportation Rodney Slater), with several Members of Congress, and with the executives of a number of Washington-based education organizations.

2004. EMU had one of the largest delegations present at and participating in the 2004 AACTE conventions. Presentations were made by Nelson Maylone (twice), John Palladino (with Jean Haar, Minnesota State University-Mankato), Carolyn Burns, and Wendy Burke. Wendy also served as the organizer for a session at which Alane Starko was the discussant. Georgea Langer and Pat Pokay presented, as did Jon Margerum-Leys. Jon also served as a judge in the selection of AACTE's Outstanding Dissertation Award.

Darlene Leifson and Kathleen Stacy (CTA) presented. Kathleen, with Susan Gamble and Lori Wagoner of Isbister Elementary School, also presented. Ana Claudia Marinho Harten (student) and Pat Pokay presented, as did Barbara Gorenflo. Martha Baiyee and Ana Claudia Marinho Harten made two presentations. Mary Rearick presented and Pat Pokay was the organizer and discussant for a session. Jim Berry (with colleagues from three other agencies/universities) presented as well.

I attended meetings of the AACTE Board of Directors, during which I was recognized for concluding my third term of service on the Board. I attended meetings of the Board of Directors of TECSCU, during which I was recognized for concluding my current term on the board and for being an original member of the Board when the organization was founded in 1977-78. As president of MACTE, I participated in meetings of the Advisory Council of State Representatives. I also presided over a meeting of the education deans of TRG. In addition, I represented EMU and participated in a meeting of the Council of the Great City Colleges of Education. I was also recognized for my work as a member of NCATE's Task Force on SPA's. The EMU/MACTE reception was well attended.

The highlight for me, personally, at the 2004 AACTE convention, was to be presented by the AACTE Board with the first-ever "Volunteer Award." The citation focused on two matters: (a) the time that I had volunteered, over many years, in service to AACTE, NCATE, TECSCU, TRG, and a number of other professional organizations at both the national and state levels; and (b) the time that I had volunteered, over many years, to producing and distributing *Monday Report*. I was deeply honored!

In the summer of 2004, AACTE selected me to give one of the plenary addresses at the International Conference on Teacher Education in Manila, The Philippines. With that, I concluded my involvement in AACTE activities.

### Council of the Great Cities Colleges of Education

By 2001, EMU had become one of about 90 institutional members of the Council of the Great City Colleges of Education. This was an organization of schools/colleges/departments of education that had a special mission or programming related to the needs of schools in the "Great Cities," and it was a sub-organization of the Council of Great Cities Schools. I went to several meetings of this organization to represent EMU, and then did not hear from the organization again. It was probably a good idea that just didn't get implemented appropriately.

### Editorial Office, *Educational Studies*

In the fall of 1997, Rebecca Martusewicz was named editor and Maureen McCormick was named managing editor of *Educational Studies*. The editorships of this established, successful journal, sponsored by the American Educational Studies Association (AESA), were awarded by the executive committee of AESA. AESA charged Rebecca and Maureen with expanding and updating the format of the journal.

The effect of these appointments was to make the EMU COE the editorial office for this journal. Activities related to editing and producing this journal were handled totally within the Department of Teacher Education. I was not involved in any way, other than to be very proud of the fact that faculty members from the COE had this prestigious assignment.

### The Renaissance Group (TRG)

Prior to 1991. The Renaissance Group (TRG) was founded around 1990 and EMU was an early, if not a charter, member of the organization. As a result, EMU's membership and involvement was in place by the time I arrived on campus in 1991.

The membership of TRG in the early 1990's was made up of the institutions in several states that were the largest producers of professional educators in their respective state.

Although leaders of TRG at the time—and likely ever since—would never put it this way, I quickly came to the personal conclusion that it was an organization formed as a sort of “back-lash” to The Holmes Group movement that was receiving a lot of publicity at the time.

The Holmes Group model for preparing initial teachers had much to say for it. But it was very expensive to implement and very difficult to administer with a student body of any size. As a result, at the time, the Holmes Group model was being implemented primarily by large, well-financed, research-oriented institutions with relatively small teacher preparation student bodies. Although the Holmes Group leadership encouraged and welcomed other types of institutions, this was not a model that could be implemented, in most cases, by small institutions, or even by most regional state universities. It was in the latter that most teachers in America had been and were being prepared.

Although it was typically “dressed up” in fancier language by the early leaders of TRG, it was clear that, for the member institutions that were producing large numbers of teachers, “we need to do better” in preparing initial teachers--but we must do this for large numbers of students and we must do it within extremely limited resources. Out of those thoughts came notions (my paraphrase) such as (a) “let’s share information/research/best practices with each other” and (b) “let’s each find a few buildings/districts in our vicinity with which we can ‘partner’ in exchanges of services that cost neither party very much or anything.”

The formal “principles” of TRG were these:

1. The education of teachers is an all-campus responsibility.
2. Programs for the preparation of teachers thrive in a university culture that values quality teaching.
3. Decisions concerning the education of teachers are the shared responsibility of the university faculty, practitioners, and other related professionals.
4. The initial preparation of teachers is integrated throughout a student's university experience and is not segmented or reserved to the student's final year.
5. The appropriate role of the state is to establish outcome expectations for teacher education graduates; the appropriate role of the university is to determine the curriculum, standards, and internal policies for teacher education programs.
6. Rigorous learning expectations and exit requirements characterize the program to educate teachers.
7. The academic preparation of teachers includes a rigorous general education program, in-depth subject matter preparation, and both general and content-specific preparation in teaching methodology.

8. Teacher education programs reflect American diversity and prepare graduates to teach in a pluralistic and multicultural society.

9. The education of teachers incorporates extensive and sequenced field and clinical experiences.

10. Quality teacher preparation programs have faculty who are active in scholarly and professional endeavors.

11. The continuing professional development of teachers and other education personnel is the shared responsibility of the university faculty and other education professionals.

12. Programs to educate teachers for the new world have sufficient support to implement these principles.

Perhaps the most important feature of TRG was its governance. At each institution, efforts to achieve the goals of TRG must be with the extensive involvement of a “trio” of administrators—the president, the chief academic officer, and the head of the Education unit. At the organizational level, the chair must be the president of an institutional member of the organization. The vice-chair may be a dean or a provost. It was expected that all three members of the “trio” attend meetings of TRG. As I came on board, the then-Provost, Ronald Collins, was an enthusiastic and active member of TRG—and represented chief academic officers on the executive committee of the organization. The then President, William Shelton, was supportive, but less enthusiastic and involved.

One of the pieces of the organizational structure was the creation of “affinity groups,” which were made up of faculty members from multiple institutions who were interested in the same sub-aspect of teacher preparation. One of my very early local meetings in the Fall of 1991 was with a group of faculty members from outside the College of Education who wanted to know if they could be part of some of the affinity groups and, if so, how.

Two of the early affinity groups of TRG were headquartered at EMU. These were: Sex Equity in Education (Betty Barber and Rachael Harley, co-chairs) and Urban Teacher Education (Marv Pasch, chair, with John Novak). Other affinity groups at the time, along with their EMU members (if any), were Centers for Teaching and Learning (Robert Kraft), Clinical Role of Lab Schools and Demonstration Schools, Continuing Education for Education Professionals (Donald Buckeye, David Johnson), Educational Decision Making (Maurine McCormack), Educational Leaders for the New World (Martha Tack), General Education Outcome Assessment (Jerry Ricciardo), Innovations in Teacher Education Programs and Courses (Georgea Sparks-Langer),

Knowledge Base and Pedagogical Content Knowledge, Multiculturalism in Teacher Education (Joann Aebersold, Meredith Klaus, Reynaldo Ruiz, Matilda Sayegh), Partnerships with Schools (J. Michael Erwin), Regulation of Education, Role Expectations of Faculty Involved in Teacher Education, Site Based Management (Alison Harmon, Donna Schmitt), Teaching At-Risk Students (Russell Larson, Nora Martin, Joan Sheard), and Technology (William Cline, Sarah Huyvaert, Mary Robek, Mildred Lintner).

1991. My first involvement with any off-campus aspect of TRG came on September 29, 1991, when TRG leaders, including those from affinity groups, met in Detroit. EMU's Provost Collins was a presenter at this meeting.

Later in the fall of 1991, I, along with President Shelton and Provost Collins, attended the meeting of the then 14-member Renaissance Group held in Emporia, Kansas. The other institutional members at the time consisted of California State University-San Bernardino, Illinois State University, Middle Tennessee State University, Ball State University, Northern Colorado University, Northern Iowa University, Millersville University of Pennsylvania, Towson State University, Emporia State University, Western Kentucky University, Norfolk State University, Winthrop College, and the University of Alabama at Birmingham. Georgia Southern University and the University of Wisconsin-Oshkosh became members at the 1991 meeting.

Provost Collins, as a member of the executive committee of the organization, participated in a pre-session meeting. Aspects of the meeting program included promoting TRG with internal and external audiences, issues of quality, minorities in teaching, and "the pedagogical seminar."

1992. In early 1992, Provost Collins made a presentation to the Michigan (Education) Deans Council about the work of TRG. A bit later, Provost Collins and I represented EMU at the meeting of TRG in Charlotte, North Carolina. In addition to conducting the business of the organization, the group focused on principles 3, 5, and 11 of the 12 to which member institutions subscribed. In particular, this included a consideration of the American Association of Schools, Colleges and University's "Teach America" initiative, the deregulation of state policy and teacher education, and the role of technology in collaborations with local schools. A featured speaker was Jim Wilsford, former superintendent of the Orangeburg, South Carolina schools and a recent National Superintendent of the Year. Wilsford held his master's degree in educational leadership from EMU.

Shortly afterwards, Robbie Johnson and I met in San Antonio with the Education deans of TRG, during the AACTE convention. Later in 1992, one of the affinity groups of TRG conducted a survey of faculty members in the member institutions. Approximately 150 survey forms were distributed at EMU and 38 were returned, a response of approximately 25%. The EMU respondents reported a mean work week of 44.6 hours, including 23.1 hours of teaching-related activities, 11.3 hours in committee work, and 8.4 hours in research. (A 1989 AACTE study reported a mean work week of 44.7 hours for faculty in institutions similar to EMU, with 22.9 hours of teaching-related activity, 3.3 hours in committee work, and 6.0 hours in research.)

On a scale of 1 to 5, with 3.0 as a neutral point, the EMU respondents collectively reported that they were satisfied with life in general (4.3), moderately satisfied with their job (3.6) and colleagues (3.9), and satisfied with family life (4.6). Stress was relatively low, according to the respondents, with the least stress with friends (1.6), followed by family (2.1), colleagues (2.4), life in general (2.5), and work (3.3) (teaching, 2.8; service, 2.5; research, 2.9). The respondents considered teaching as the most important part of the job (4.2), followed by service (3.7) and research (3.1). Expectations in service (3.0) and teaching (3.1) were considered about

the same as in earlier times, with an increase in importance (4.4) in research. Greatest professional satisfaction was received from teaching (4.3) among the respondents, followed by service (3.4) and research (3.2).

Near the end of the 1992 spring semester, an affinity group of TRG distributed a common questionnaire to those who had just completed student teaching in all member institutions. At EMU, 213 student teachers responded. One item asked a series of questions about the extent to which the respondent's preparation program had prepared her/him to teach each of various types of students or to teach in various types of settings. The combined "adequately/more than adequately" responses for the EMU students were:

Average ability students, 99.1%; regular (non-at-risk) students, 97.2%; middle income students, 92.9%; homogeneous ability students, 92.4%; heterogeneous ability students, 91.1%; culturally homogeneous students, 89.6%; high income students, 83.8%; culturally diverse students, 76.4%; low income students, 71.2%; low ability students, 69.8%; at-risk students, 53.3%; gifted and talented students, 50.2%; learning disabled students, 42.9%; emotionally handicapped students, 37.3%; physically handicapped students, 36.8%; and mentally handicapped students, 34.4%.

Another item asked a series of questions about the extent to which the respondent felt adequately prepared in each of a variety of areas. The combined "adequately/more than adequately" responses for the EMU students were:

Teaching methods, 96.2%; instructional planning, 89.5%; selection and use of materials, 89.1%; evaluating student learning, 86.6%; instructional materials development, 82.9%; understanding and responding to individual differences, 82.3%; diagnosing needs of the learner, 79.2%; curriculum development, 78.0%; ability to work with other teachers, 76.6%; classroom management, 67.6%; dealing with misbehavior, 59.3%; working effectively with parents, 55.4%; teaching with computers, 51.5%; and working effectively with principals, 50.2%.

Among the respondents, 74.9% felt "confident or very confident" about their knowledge in the content major; however, only 52.8% felt "confident or very confident" about their knowledge of pedagogy. Nevertheless, 78.8% were "confident or very confident" about their teaching ability. Almost all (93.4%) felt they were adequately or more than adequately prepared for an entry-level teaching position. Professors in professional education courses incorporated research studies into the instruction "often or frequently," according to 31.6% of the respondents. Library research as an assignment was given "often or frequently" according to 34.4% of the respondents.

The instructional methods used "often or frequently" by professors in professional education, according to the respondents, are given below. In parentheses are given the comparable figures for professors in the non-professional education courses:

Lecture, 91.7% (96.1%); large-group discussion, 78.3% (45.4%); student presentations, 58.0% (23.3%); analogies, 54.8% (33.2%); cooperative learning, 53.8% (12.5%); "other" 50.0% (16.7%); demonstrations, 41.7% (17.5%); peer teaching, 36.5% (7.7%); role playing, 32.1%

(7.7%); microteaching (a term not familiar to many of the respondents), 29.4% (N/A); Socratic questioning (a term not familiar to many of the respondents), 27.7% (18.2%); case studies, 23.2% (17.4%); computer utilization, 7.6% (4.4%); and field trips, 4.2% (6.3%).

Almost all respondents (97.1%) considered general education to be "important," "very important," or "extremely important." In fact, 50.7% held general education to be "extremely important." The quality of course work in the arts, sciences, and humanities that the respondents had had was considered to be "adequate" or "more than adequate" by 87.7%, with a modal response (42.9%) of "adequate" (3 on a five-point scale). The quality of course work in professional education that the respondents had had was considered to be "adequate" or "more than adequate" by 90.6%, with a modal response (45.8%) of 4 on a five-point scale.

In the summer of 1992, Robbie Johnson represented EMU at a national meeting of TRG at Northern Illinois University. In November 1992, President Shelton, Provost Collins, and Jim Riley represented EMU at the TRG meeting at Ball State University. In late 1992, TRG issued the publication *Demonstration Projects*, which favorably reported on EMU's Urban Teacher Program, which, unfortunately, was then dormant for lack of funding.

TRG created a model for "partnership schools," which were to be called "consociate schools." (I frequently had to explain that "consociate" was a "made-up" term.) In late 1992, the COE department heads, Robbie Johnson, and I visited Farmington High School (FHS) for discussions related to a possible major collaborative project between FHS and the COE. We were interested in seeing if this might lead to the establishment of the "consociate" school model of TRG. Discussions between COE persons and FHS persons continued over the next several months. The result was that both major parties agreed this would be a great idea, of benefit to both institutions and inexpensive to implement.

1993. At the 1993 AACTE convention, I was on the program as part of a panel of TRG education deans who presented on "The Regulation of Teacher Education." Robbie Johnson, Donna Schmitt, and I attended a meeting of the Education deans of TRG institutions. Later in 1993, President Shelton, Provost Collins, and I attended a meeting of TRG at Towson State University. I presented as part of a panel at this meeting.

On May 7, 1993, the COE and FHS signed a formal agreement for a "consociate school" partnership program. Scheduled activities for the near future included (a) a field experience for pre-student teachers, (b) providing counseling practicum students to assist at FHS, (c) the first of a series of EMU/FHS/community "key issues" seminars, and (d) a course for FHS personnel in "transforming a public school." Fall 1993 activities included placing a "cluster" of student teachers in the school, a variety of staff development activities, and COE/FHS faculty exchanges.

In the fall of 1993, Provost Collins, Dean Barry Fish (Arts and Sciences), Thomas Fleming, and Robbie Johnson represented EMU at a meeting of TRG at Sam Houston State University.

1994. In 1994, Provost Collins was re-elected to a three-year term on the TRG executive council. Robbie Johnson represented the COE at the TRG meeting held at Norfolk State University.

In March 1994, the Farmington schools cable TV show prepared a segment on the EMU-FHS consociate school arrangement. This included Barbara Yagerman, graduate student in counseling, working with two students. In April 1994, Jane Goodman, Robbie Johnson, Donna Schmitt, Martha Tack, and I met with Farmington school district and community persons to move forward the "Daggett project" award received by FHS. In May 1994, music for the COE "Celebration of Excellence" was provided by the FHS choir. The "Celebration of Excellence" event included a "by-invitation" dinner, at which FHS personnel were special guests. The next month, the FHS consociate school planning team, chaired by Donna, held a breakfast meeting on campus.

Later in 1994, a paper by Robbie Johnson on minority faculty recruitment was presented at the TRG meeting hosted by Sam Houston State University and held in San Antonio. A paper on the use of the Internet in teacher preparation, prepared by Bert Greene, Jim Riley, and Jim Barnes (Business and Industrial Education) was presented by Bert. Other EMU persons in attendance included President Shelton, Provost Collins, Thomas Fleming, myself, and Hasan Al-moh'D, Fulbright visiting scholar from Jordan.

1995. In early 1995, a delegation from the COE met with leaders from the Ypsilanti school district to discuss the possibility of the Estabrook/New Horizons school becoming EMU's second "consociate school." The process for creating a consociate school partnership, and our early successes, was first made public through a "case study" session at the 1995 AACTE convention that was organized by Donna Schmitt. Donna, Jim Myers (Principal, FHS), and I presented a paper on "consociate schools" at this session. Also, at the 1995 AACTE convention, I attended a meeting of TRG deans.

"EMU's First Consociate School: Farmington High School" was presented at the national ATE Convention in 1995. Presenters included Barbara Gorenflo, Robbie Johnson, Donna Schmitt, James Riley, Jim Myers (FHS), John Barrett (FHS), and me. In addition, Donna Wissbrun, Robbie Johnson, Catherine Cost (FHS), and Kim Rowe (FHS) presented "Consociate Schools Partnership for Education."

Later in 1995, Provost Collins, Thomas Fleming, Robbie Johnson, and I represented EMU at a meeting of TRG at Middle Tennessee State University. At the COE Research Symposium held in May, 1995, Donna Schmitt, Robbie, Barbara Gorenflo, and I presented "School Partnership Enacted: The Consociate School at Farmington High" for the benefit of a local audience.

In September 1995, EMU's second "consociate school" partnership came into being with a "signing ceremony" held as part of the Ypsilanti School Board meeting, but held in the Ypsilanti High School auditorium. President Shelton, Provost Collins and I headed the EMU

delegation for the event, and we all spoke briefly. Others from EMU who were present included Associate Vice President for Academic Affairs Don Bennion, John Waidley, Nora Martin, and Marylyn Lake. Ypsilanti Superintendent David Zuhlke, Estabrook Principal Pat DeRossett, New Horizons Principal Carole Jenkins, State Representative Kirk Profit, and several school district board members also spoke as part of the ceremonies. A number of members of the Estabrook/New Horizons (E/NH) faculty members were in attendance and were introduced. Considerable media coverage of the event occurred through state and local area newspapers and local radio stations.

The E/NH school entered into this partnership after almost a year of planning and preparation. Marylyn Lake was the EMU coordinator for the new consociate school. E/NH provided both an elementary and a special education population, joining with the secondary population of FHS, EMU's first consociate school.

In the fall of 1995, Provost Collins, Dean Barry Fish (Arts and Sciences), and I were the EMU delegates to TRG's convention in Chicago. I presented at this meeting a paper on pre-service field experiences.

By the fall of 1995, Marvin Pasch was serving as the COE coordinator for the FHS consociate school. EMU graduate students in counseling continued to assist Farmington students and families to cope with the challenges and associated stress of contemporary life, while the EMU students gained clinical experience. EMU students assigned to FHS in Fall 1995 provided 108 counseling sessions for the Farmington community. Clients ranged in age from 11 to about 50 and included six families. All evaluation forms received gave both the counselors and the program the highest possible rating. Jane Goodman coordinated the counseling practicum.

The FHS ninth-grade LINK project, an interdisciplinary block combining mathematics, science, English, and social studies content within a contemporary concern about technology, had been implemented. Professors Doreen Mobley (Geography and Geology) and Joanne Caniglia (Mathematics) assisted Marv Pasch in developing this curriculum and delivery system. Preparations were underway to create a home page on the EMU COE web site as part of LINK. The school was planning a conversion from a 50-minute class schedule to a more flexible block schedule. Donna Schmitt and Don Hackmann worked with FHS in this activity.

Clusters of pre-student teachers and student teachers had been at FHS since the beginning of the project. Many other COE and EMU faculty and administrators had been involved to date. The consociate school project personnel were asked to identify EMU resource persons to assist subject-area teams in conceptualizing lessons and/or activities that would become worthy and practical as instructional time was extended. In December 1995, as part of my personal participation in consociate school activities, I served as a full-day substitute teacher at FHS.

1996. By February 1996, it was reported that more than 60 persons from EMU, the Ypsilanti schools, and the community had participated in the open house that celebrated the beginning of the consociate school partnership with E/NH. EMU's prospective POHI teachers in

courses taught by Bobbie Anderson spent several hours per week working directly with New Horizons students. Nearly 40 EMU students had participated, so far that academic year, in student teaching, pre-student teaching, or pre-clinical experiences in the building. Students in two fifth-grade classes were completing a technology project focusing on Ypsilanti history. The fifth-graders received a tour of Pease Auditorium. Ron Oestrike assisted with the research on the original Briggs Stadium. Peggy Moore-Hart and her EMU students worked weekly with a co-taught fifth-grade inclusion class. This group received a MACUL grant to develop a project based on "Uncommon Friends."

Visitations by EMU faculty and students were frequent and, in many instances, EMU students had the opportunity to teach lessons to the elementary students. Suzanne Stevens (Biology) and her ESC 303 (Science for the Elementary Teacher) students visited the school each semester, as did students from many special education classes. Several E/NH teachers presented or were scheduled to present to EMU classes during the academic year. So far that academic year there had been received four mini-grants for action research projects and several EMU professors were assisting with these. Marylyn Lake continued as the EMU coordinator for the consociate school activities. Patricia DeRossett and Carole Jenkins were the principals at E/NH.

Also, in February 1996, Don Hackmann and Donna Schmitt presented "Teaching in the Block: A Workshop of Strategies and Concepts" at FHS, as part of the consociate school project. In the fall of 1996, Martha Tack delivered "Technology and Its Future Impact on Your Life" at the Academic Awards Program of FHS.

At the March 1996 COE Research Symposium, Margaret Moore-Hart (with Mary Streeter, Kathy Micallef, and Cheryl Deeter, E/NH) presented "Constructing a Teaching Environment in an Inclusive Classroom: A University and Elementary School Collaborative Effort."

In 1996, Provost Collins, Thomas Fleming, Robbie Johnson and I represented EMU at the TRG meeting held at Georgia Southern University. Robbie and I made two presentations during this meeting. At the May 1996 COE Celebration of Excellence, music was provided by the Fourth Grade Chorus of the E/NH School.

Robbie Johnson and Martha Tack (assisted by former faculty member Jim Riley) were commissioned to write and deliver a major paper at the October 1996 meeting of TRG in Baltimore. Other EMU persons attending the Baltimore meeting were Provost Collins, Thomas Fleming, and Barry Fish (Dean, College of Arts and Sciences). E/NH school held, in November 1996, a reception in honor of Sue Stevens (Biology) and her elementary science students. Among those attending were Marylyn Lake and Martha Tack.

1997. In January 1997 Mary Bigler presented in-service activities at E/NH. Marv Pasch's employment skills survey, Judy Williston's coaching tips for child-care supervisors, and C.M. "Chuck" Achilles' class size studies were cited in a TRG publication on "Research That Makes a Difference in Education." This was released in early 1997.

Also, in early 1997, EMU's two consociate schools--FHS and E/NH--became members of the TECSCU Network of Partnership Schools. By this time Donna Wissbrun had become the consociate school facilitator for FHS. Marylyn Lake continued as the consociate school facilitator for E/NH.

At the 1997 AACTE convention, Robbie Johnson and Marvin Pasch represented EMU at sessions sponsored by TRG education deans. In April 1997, Thomas Fleming and I represented EMU at the TRG meeting at California State University-Fresno. I became a candidate for (and was elected to) the Board of Directors of TRG. Provost Collins concluded his maximum possible service time as a member of this Board. Robbie represented the COE at the San Antonio meeting of TRG. In late 1997, an article by Margaret Moore-Hart appeared in an issue of *Renaissance*, the magazine of TRG.

In the fall of 1997 Donna Wissbrun (with Georgea Langer as administrator) received an award of \$87,349 (Eisenhower grant) for "Farmington-EMU Science Teaching Project" (FEST). This Eisenhower professional development project created a collaborative teacher preparation and staff development model that engaged master teachers and professors in research-based curriculum design and experimentation. It brought together (1) staff development resources, science teacher consultants, and teachers from Farmington; and (2) EMU faculty and female future elementary and secondary science teachers to (a) understand in greater depth selected science concepts from the SBE Michigan Curriculum Frameworks and (b) observe, understand, and implement research-based successful practices for science teaching.

In September 1997, Marylyn Lake (with Sharon Burnham, E/NH) presented on the activities of one of the COE's consociate schools at the "Connecting with Schools: The Rewards and Challenges of School Partnerships" meeting of the Center for Excellence in Education in Flagstaff, Arizona.

Mary Streeter and Kathy Micallef, co-teachers at E/NH, and Marylyn Lake conducted a Co-Teaching Teacher Training Workshop for 14 teams of co-teachers from several nearby counties in January 1998. This was the first of four such training sessions on collaborative teaching that were presented.

1998. At the 1998 AACTE convention in New Orleans, EMU's two consociate schools--E/NH and FHS—were recognized as “exemplary teacher education programs.” Three other institutions (University of Central Arkansas, Fort Hays State University, University of Nebraska at Kearney) received the same honor and recognition. Sponsored by TECSCU, the national competition solicited examples of exemplary practice among TECSCU member institutions. Principals Carole Jenkins (E/NH) and Jim Myers (FHS); EMU facilitators Marylyn Lake (E/NH) and Donna Wissbrun (FHS); and COE Office of Collaborative Education Coordinator Georgea Langer were present to present and to receive the recognition.

In 1998, Robbie Johnson, Shawn Quilter, Thomas Fleming and I represented EMU at the meeting of the TRG held at Southeast Missouri State University (SMSU). I attended two

meetings of the executive committee. Having served out the remaining part of an unexpired term, I then started a full term on the executive committee. I was also on the program as a panelist. Robbie attended meetings of field placement directors and Shawn attended meetings of a new assessment initiative group. An unusual feature of this meeting was that, for the opening dinner, participants were required to dress, in costumes provided by SMSU, as various types of medieval figures. A medieval-style dinner was served underground, with period-appropriate entertainment. As part of this cosplay, there exists (probably now well hidden), a photo of me as a king and Robbie as a queen, seated on our thrones, with Shawn, dressed as a peasant, kneeling before us.

In October 1998, Robbie Johnson, Shawn Quilter, and I attended the TRG meeting in Las Vegas. I was on the executive committee, Robbie was involved with a student teaching project, and Shawn was involved with an evaluation project. The following month, a two-page item on EMU's two consociate school partnerships was the lead article in the Fall 1998 issue of the "Newsletter" of TRG. In November 1998, Marylyn Lake, with Sharon Burnham (E/NHs school), presented at the "Voices from the Field" conference in Flagstaff, Arizona.

1999. Among COE programs being offered off-campus at the time, the M.A. in educational leadership was offered in Oakland County, in association with the COE's consociate school at FHS, beginning with the Winter semester of 1999.

E/NH students and staff welcomed EMU athletes into their classrooms on Martin Luther King Day in 1999. The athletes had the opportunity to share many of their experiences in athletics and general classroom discussions. The elementary students also shared some of their projects related to studying about Martin Luther King.

Starting in February 1999, students in Peggy Ligget's (Biology) ESCI 303 (Elementary Science) classes taught four lessons to students in grades 1-5 at E/NH, just as students in that class did the previous year. Students in MATH 381 (Mathematics for Elementary Teachers) [Joanne Caniglia (Mathematics)], sponsored a Math Club for E/NH students throughout the semester. The club met after school one day a week. At the end of the semester, the university students held a Family Math Night with over 300 people attending.

At the 1999 AACTE convention, I met with other leaders of the TRG. Shawn Quilter met with scholars from other TRG institutions who were working on "assessing the impact of graduates." In April 1999, Shawn, Thomas Fleming, and I attended the TRG meeting at Longwood College in Virginia. Shawn was a member of the organization's task force on assessment of teachers and I was on the Board of Directors. Shortly afterwards, Shawn was named, in national competition, as one of three Renaissance Group Fellows for 1999-2000. He was charged with studying and reporting on matters related to the assessment of teachers. In October 1999, Carolyn Finch, Barb Gorenflo, Georgea Langer, and Pat Pokay represented EMU at the TRG meeting at Northern Iowa University.

In the fall of 1999, more than 20 EMU students were involved in some structured field experience at E/NH. Biology's ESCI 303 (Elementary Science) students from classes taught by

Cindy Bida and Tom Hodgson completed several days of in-class instruction with students at E/NH.

In November 1999, it was announced that EMU would be among 10 Renaissance Group institutions assessing and enhancing their teacher education programs over the next five years. The project was made possible through an \$8,555,883 grant from the U. S. Department of Education and administered by Western Kentucky University. The expected outcomes of the five-year project included the production of highly skilled teacher education graduates, collaborative field-based programs, expanded use of technology for instruction and networking, and clear linkages between teacher performance and student learning in high-need schools. The other TRG members involved in this project included California State University-Fresno, Emporia State University, Kentucky State University, Longwood College, Middle Tennessee State University, Millersville University of Pennsylvania, Southeast Missouri State University, the University of Northern Iowa, and Western Kentucky University.

In addition, it was announced at the same time that EMU would be among five TRG institutions revising their teacher education programs to improve instruction for students on effective technology integration in K-12 classrooms. These programs then would serve as models for other teacher education programs across the nation. The effective technology use initiative was made possible by a \$1,579,191 grant from the U.S. Department of Education and administered by the University of Northern Iowa. Other TRG members involved in this project included Emporia State University, Norfolk State University, and Southeast Missouri State University Iowa. The project was designed to produce change in teacher education in three ways. First, the project was to generate learning resources on the World Wide Web to support new teaching and learning processes through education methods courses. Second, methods course faculty members were to revise their courses to model technology integration. Third, faculty members were to share strategies for integrating technology and course revisions with other faculty members throughout the country.

2000. In January 2000, it was announced that Georgea Langer (Pat Pokay, codirector) had been awarded a \$124,676 subcontract by Western Kentucky University to conduct EMU's portion of the larger TRG grant. The intention was, that over five years, EMU and other institutions would collect and report data on the impact of student teachers and graduates on the K-12 students they teach, in the process changing teacher preparation programs to empower candidates/graduates to facilitate learning at high levels for all children and youth.

By February 2000, Diane Jacobs (Physics and Astronomy) had conducted a series of workshops for teachers at E/NH (as well as other Ypsilanti schools) which focused on the science curriculum. Joanne Caniglia (Mathematics) and her students from MATH 381 again held after-school Math Club activities for more than 100 students in grades 1-5.

In February 2000, at the AACTE convention, I participated in a meeting of TRG deans. Ellen Hoffman was also present at the convention to meet with counterparts from other institutions who were working on a technology consortium grant-supported project. In May 2000, five

TRG institutions, including EMU, became involved with the INTIME (Integrating New Technologies into the Methods of Education) Consortium which was federally supported. One of the activities was a Faculty Course Revision project. Of 30 awards made, six went to EMU faculty members, including three to faculty members in the College of Arts and Sciences. These awards were made to Lisa Franks (elementary education), Carla Tayeh (Mathematics) (elementary/middle school mathematics), Gretchen Otto (Art) (elementary art), Kathleen Conley (elementary health/physical education), Elisabeth Morgan (FLABS) (teaching English to speakers of other languages), and Thomas Gwaltney (multicultural). Franks was also to assist with elementary/middle school mathematics, elementary science, and elementary social studies).

Awardees were expected to travel to the University of Northern Iowa the following October to work with each other. Awardees were to redesign certain courses to incorporate resources from the project web site and to develop activities that would require teacher candidates to increase their proficiency in the effective use of technology in teaching and learning.

Also, in May 2000, I attended a meeting of TRG in Kansas City, Missouri. I was a member of the organization's governing board. Shawn Quilter, as a Renaissance Group Fellow, received financial support from the organization to study K-12 learning outcomes of EMU-prepared teachers in nearby school districts.

Catherine Renaud (Biology) had her ESCI 303 (Elementary Science) students involved in classroom teaching activities at E/NH during the Spring term of 2000. More than 40 EMU students were involved.

In the fall of 2000, EMU-affiliated persons were in prominence at the fall conference of TRG in Washington, D.C. Georgea Langer represented EMU in the sessions on "The Renaissance Partnership for Improving Teacher Quality." EMU was one of ten Renaissance Group institutions involved in a federally-funded, five-year initiative that focused on P-12 student learning. In addition, EMU's involvement was reported in the session on the "INTIME" technology training project. EMU was one of five Renaissance Group institutions involved in this multi-year, federally funded project.

Keith Peters, CEO of the Ypsilanti Area Chamber of Commerce, was in attendance as EMU's "business partner" in the Teacher Quality project. In addition, Mr. Peters addressed the entire group as a panelist following a presentation by Roberts T. Jones, CEO of the National Alliance of Business. Barbara Gorenflo participated in sessions of TRG field experience directors. Among other activities, this group facilitated the placement of student teachers not only in parts of the country away from the home institution, but in schools in other countries. I participated in policy meetings of the executive committee. In addition, I chaired the "Beyond Report Cards" initiative which was attempting to devise ways to communicate to the public and policy makers more appropriate measures of accountability (at least among TRG members) than was reflected in the Title II legislation. Shawn Quilter was recognized *in absentia* as one of three Renaissance Group Fellows this year.

Also, in the fall of 2000, E/NH hosted five student teachers from EMU, along with eight students completing other structured field experiences. Approximately ten other EMU pre-

student teachers participated in various other classroom experiences. Tom Hodgson (Biology) had student teams from ESCI 303 teach science lessons to eight different classes at the school. The school's highly successful science fair was judged by students from the ESCI 303 course, taught by Peggy Ligget (Biology). These students were scheduled to teach science lessons in the school the following February.

2001. In early 2001, Georgea Langer, with Pat Pokay as codirector, received \$174,676 from Western Kentucky University to support Year 2 of our Renaissance Group Teacher Quality sub-grant. In February 2001, I attended a meeting of the TRG executive committee in Kansas City, Missouri and, at the 2001 convention of AACTE, I met with the other TRG deans.

Local partners with the COE for TRG-supported "Teacher Quality/Teacher Work Sample" were the EMU College of Arts and Sciences, the Ypsilanti Public Schools, and the Ypsilanti Area Chamber of Commerce. Under the leadership of Georgea Langer and Pat Pokay, in the winter of 2001, five secondary-level student teachers produced teacher work samples (they all took the Curriculum and Methods and Assessment courses with a field experience the previous fall). Their mentors, with whom they worked the previous fall, were the five middle school cooperating teachers; one history professor, two English professors, and one science professor; plus three education professors (one student teaching supervisor, one assessment expert, and one curriculum expert).

In preparation for the following year, ten teacher candidates (five elementary and five secondary) took the Curriculum and Methods and Assessment courses during winter, 2001. They then moved into the Reading and Methods phase where they practiced other elements of the teacher work sample in their field placements. These ten were scheduled for student teaching in Winter 2002. Mentoring teams worked with them in all phases.

Finally, the local team recruited an elementary cohort (ten) and a secondary cohort (five) from the pre-admission phase (Human Development, Special Education, and Multicultural Field Experience). These students were scheduled for the Curriculum and Methods and Assessment phase in Fall 2001; the Reading and Methods phase in Winter 2002; and for student teaching in Fall 2003. Mentoring teams were scheduled to work with them in all phases.

The EMU Teacher Quality Improvement Council (TQIC) met in December 1999, April 2000, and December 2000. At the April meeting, the TQ student teachers presented their work samples to the TQIC. The TQIC had more than thirty members from the schools (Ypsilanti administrators and teachers), business community (Chamber of Commerce and Visteon), Michigan Department of Education (Office of Professional Preparation Services), College of Arts and Sciences (Associate Dean and professors), and College of Education (Special Education and Teacher Education administrators and professors).

EMU gathered information from teacher candidates at several points, including during course work and at the end of student teaching. In April 2001, the project leadership collected information from our partner district on how EMU graduates succeeded in their initial years of

teaching. EMU took the lead in investigating how all ten Renaissance Group institutions developed and evaluated the assessment skills of their teacher candidates. The local team conducted phone interviews with all ten assessment coordinators during April and May 2001. Two faculty members used qualitative research methods to study the five EMU student teachers to examine how they experienced the teacher work sample activity and how they used technology in the teacher work sample.

Joanne Caniglia (Mathematics) and students from the MATH 381 course again conducted a one-afternoon per week after-school Math Club for students at E/NH. About 150 elementary students took part.

In April 2001, I attended the TRG spring conference at California State University-San Marcos, where I participated in meetings of the executive committee. In June 2001, I was elected vice-chair of TRG, the highest office that a dean could hold in the organization. A paper by Shirley Stennis-Williams (COE Dean, Southeastern Missouri State University) and a paper that I wrote, both on the work of TRG, were accepted for presentation at the World Council for Curriculum and Instruction (WCCI), scheduled for September, 2001 in Madrid, Spain. (Dr. Stennis-Williams presented my paper for me, as I was not able to attend.)

In September 2001 it was announced that Wendy Burke had been named, in national competition, as one of three Fellows of TRG for this 2001-2002. It was the second consecutive year that an EMU faculty member had received one of the Fellowships, Shawn Quilter having recently completed his Fellowship year. The award carried with it a cash stipend to support the proposed research. Wendy was scheduled to study "The Impact of Participation in a Pilot Project on Student Teachers Pedagogical Decision Making and Practice During Their First Year of Teaching." This research was an outgrowth of EMU's participation in TRG Partnership for Improving Teacher Quality.

2002. In January 2002, Michael Bretting represented EMU at a meeting of TRG leadership which was held at Stanford University in California. In early 2002, Georgea Langer, with Pat Pokay as codirector and Alane Starko as administrator, was awarded \$173,095 by Western Kentucky University for Year 3 of the TRG sponsored Teacher Quality project. Almost immediately afterwards, Georgea, Pat, and Nelson Maylone attended a Teacher Quality grant consortium meeting in St. Louis, Missouri. At the 2002 AACTE convention, I presided over a meeting of the Education deans of TRG institutions and over a meeting of a Renaissance Group task force on "The Nation's Report Card."

In March 2002, Thomas Fleming, Georgea Langer, Ellene "Nina" Contis (Arts and Sciences Associate Dean), Shawn Quilter, Don Staub, and I represented EMU at the Spring conference of TRG in Washington, D.C. Shawn, Don, and I had programmatic responsibilities. Shawn presented the research he had performed as a Renaissance Group Fellow.

In March 2002, a team of academics and researchers from the Center for School Education Research at Hyogo University of Teacher Education in Japan came to campus, with an interest in "taking a look at your excellent teacher training program." Among other activities, they

visited E/NH school. The next month, the executive board of the World Organization for Early Childhood Education (*Organization Mondiale pour l'Education Préscolaire-OMEP*) visited E/NH.

In April 2002, Shawn Quilter's research, funded by TRG, "A Study of the Relationship Between Teaching and Context Variable in Student Outcomes," was published as a monograph by that organization. Shawn studied all the fourth graders in a district in southeastern Michigan. This was intended as a small-scale, exploratory study to identify variables (among those for which data were readily available) that predicted outcomes on the MEAP. Variables included (for teachers) measures of years of teaching experience, degree level, EMU prepared; and (for students) special needs status, gender, and attendance. The population was deemed essentially homogeneous in terms of ethnicity and socioeconomic status.

Dr. Quilter found that the best predictors of (a) MEAP mathematics performance, (b) MEAP story reading performance, and (c) MEAP informational reading performance were EMU affiliation of the 3<sup>rd</sup> grade teacher and special needs status of the student. No statistically significant result was produced in other instances. TRG was particularly interested in this line of inquiry, such as to provide data to support the assertion that "those who complete preparation programs at Renaissance Group institutions are unusually well qualified to bring about learning outcomes in students."

In June 2002, I was in Pocatello, Idaho, participating in the Spring Conference of TRG, as the vice-chair of the organization. In the fall of 2002, in the absence of the chair, I presided over meetings of the Board of Governors (the re-named executive committee) and over meetings of the deans at the Fall Conference of TRG in Washington, D.C. At the Washington meeting, other EMU persons present were Thomas Fleming, Georgea Langer, and Don Staub. Georgea and Don attended meetings of those involved in the Teacher Quality project. Don also staffed an EMU exhibit. A highlight of this meeting was the presentation by Wendy Burke on the results of her research as a Renaissance Group Fellow during the previous year--"The Impact of Participation in a Pilot Project on Student Teachers' Pedagogical Decision Making and Practice During Their First Year of Teaching." TRG published Wendy's research in a monograph that was distributed at the meeting.

Wendy's study followed two of the student teachers who had participated in the teacher work sample project into their first year of teaching. The purpose was to examine the degree to which the former students incorporated strategies involved in producing the teacher work sample while "on the job." I, as the vice-chair of the Board of Governors of TRG, presided over the meeting of the Board of Governors and also presided over the session for deans of Education and of Arts and Sciences. Thomas Fleming represented the Provost's office at the meeting. Georgia Langer and Don Staub attended meetings of those involved in the Teacher Quality project. Don also staffed an EMU exhibit.

The COE's consociate partnership with E/NH was the subject of the cover story in the November 2002 issue of *Key Issues*, a publication of the Michigan Elementary and Middle School Principals Association. In particular the story reported on the work done by students in a

mathematics methods course taught by Joanne Caniglia (Mathematics) and an after-school mathematics club at the school.

In December 2002, in ceremonies before the Ypsilanti Board of Education, the COE's third "consociate" school partnership was established with East Middle School in Ypsilanti. The special partnership arrangement committed both the school and the COE (and other EMU units) to providing mutually beneficial services to each other. Attending the signing ceremony from EMU were Jim Berry, Alane Starko, Don Staub, Pat Williams-Boyd, and me. Pat served as the EMU coordinator for this site.

2003. In January 2003, I was in Kansas City, Missouri, participating in a meeting of the Board of Governors of TRG, of which I was the vice chair. That same month, Georgea Langer (with Pat Pokay as co-director and Alane Starko as administrator) received \$154,460 from Western Kentucky University for Year 4 of the Teacher Quality project sponsored by TRG. At the 2003 AACTE convention, Georgea and Pat were among those who participated in working sessions of the "Teacher Quality" grant consortium. I presided over the meeting of TRG Education deans. In April 2003, Thomas Fleming and I represented EMU at the spring conference of TRG at Coastal Carolina University. As vice chair of the organization, I participated in meetings of the Board of Governors. I also chaired and presented at a session on using the EBI instrument as part of point-of-exit program evaluation.

In September 2003, Steve Moyer received \$1,882 from the USGA Foundation for "First Swings." This grant supported beginning-level golf instruction for disadvantaged youth from E/NH. Lessons were conducted at the Pine View Golf Course and instructional time was donated by Chuck Fuller (E/NH), Steve Moyer (EMU), and EMU physical education students.

2004. At the 2004 AACTE convention, I presided over meetings of the deans of TRG member institutions. Also, in February 2004, Georgea Langer (director), with Patricia Pokay (co-director) and Alane Starko (administrator), received \$106,278 from Western Kentucky University for Year 5 of the Teacher Quality project sponsored by TRG. Michael Bretting represented EMU at the spring 2004 meeting of TRG, held at Sonoma State University in California.

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Notice that there was no mention above of Provost participation in TRG activities after 1996. Provost Collins died and his successors had no particular interest in TRG, saying, in effect, to me, "you just take care of EMU's interests with respect to this organization." However, Thomas Fleming, special assistant to the Provost (and a former National Teacher of the Year), was in frequent attendance at meetings of TRG, representing the Provost's office. It was always a pleasure to have Tom in attendance, and to take advantage of his observations and wisdom during the course of the meetings, but he was generally reserved in group sessions of TRG. I don't know the extent, if any, that he reported to and consulted with the Provost concerning TRG activities.

President Shelton discontinued his interest in TRG around 1994, after which he left the presidency. His successors were perfectly happy to leave “Renaissance Group” matters primarily to me and the COE. My involvement ended with my retirement as dean in 2004.

### Teacher Education Council of State Colleges and Universities (TECSCU)

The Teacher Education Council of State Colleges and Universities (TECSCU) has as its current (2019) mission statement “to advance and enhance high quality educator preparation within comprehensive public colleges and universities. In doing so, the organization significantly contributes to the enrichment of P-12 education and the core values of our diverse, democratic society. TECSCU is the distinct national voice on matters of importance to educator preparation programs at public colleges and universities. TECSCU strives to advance access to and the quality of public educator preparation; and to illuminate the significance of public educator preparation programs.” This is essentially the same statement of mission that was in place during 1991-2004.

In order to be a member of TECSCU, the institution as a whole must be a member of the American Association of State Colleges and Universities (AASCU). This means that private institutions and research-intensive institutions are not eligible for membership—and they have their own “institution-alike” organizations. Accordingly, TECSCU is made up of several hundred institutions much like EMU—regional state universities, typically with large educator preparation programs.

Earlier in my career, the institution where I served as dean of the COE at the time became a charter member of TECSCU in 1977-1978. I was on the original executive committee. Later, after service on the organization’s Board of Directors, I served a term (1998-1999) as the national president of the organization. Naturally, I brought my experience with TECSCU with me to EMU.

1991. In the fall of 1991, I attended the TECSCU national convention. At that meeting, former EMU president John Porter addressed the group, beginning his remarks with a lengthy accounting of the excellence of EMU’s programming in teacher education.

1992. Robbie Johnson and I attended TECSCU meetings held during the 1992 AACTE convention. I represented EMU at the annual TECSCU meeting in the fall of 1992 and former dean Scott Westerman was also in attendance. Among the issues addressed were the lack of minorities in the teaching force, enrollment caps in professional education programs at many institutions, and various financial setbacks at almost all institutions. The struggle for “control” of preparation programs was illustrated by two major forces at the state level and two major forces within the profession. The two state-level forces (varying by state) were (a) the influences on licensure through NASDTEC (state certification agencies) and the emerging PRAXIS testing program and (b) program-approval processes favored by many chief state school officers.

Teaching field/grade level “certification” in progress by the National Board for Professional Teaching Standards and NCATE accreditation were two major forces that were dominated by forces within the profession.

1993. The entire EMU delegation to the AACTE convention attended the annual meeting of TECSCU held during the 1993 AACTE convention. Following the fall 1993 TECSCU meeting, about two dozen short papers describing “best practices” at various TECSCU institutions were made available in each COE department.

1994. Jim Riley and Donna Schmitt represented EMU in the fall of 1994 at the Denver meeting of TECSCU. Jim presented at this meeting.

1995. At the 1995 AACTE meeting, I represented EMU at the TECSCU sessions. Provost Ronald Collins presented at this meeting. In February 1995, I served as a reviewer for the content of *Results*, a joint publication of AASCU and TECSCU.

1997. In February 1997, I was selected as president-elect of TECSCU. As mentioned above (under TRG), in 1997 EMU’s two consociate schools at the time—FHS and E/NH--became members of the TECSCU Network of Partnership Schools. In May 1997, EMU faculty, administrators, staff, and students were invited and encouraged to participate in a national teleconference sponsored by TECSCU. The topic was “A Conversation on What Matters Most: Teaching for America’s Future—Implications for TECSCU and AASCU Institutions.” In July 1997, I was in San Diego, California for a meeting of the TECSCU Board. In September 1997, I attended the TECSCU conference in Las Vegas, Nevada. As the president-elect, I chaired the program committee for the conference.

1998. In February 1998, EMU’s two consociate schools—E/NH and FHS--were recognized during the AACTE convention in New Orleans. Three other institutions were also recognized for their “exemplary teacher education programs” during the same session. Sponsored by TECSCU, the national competition solicited examples of exemplary practice among TECSCU member institutions. Principals of the schools, along with the EMU coordinator for each, plus Georgea Langer, were present to receive the recognition. I was installed as president of TECSCU during this meeting.

In March 1998, COE personnel were encouraged to participate in a national teleconference sponsored by TECSCU on “New Approaches to Faculty Evaluation and Reward.” The

executive committee of TECSCU met on the EMU campus in July 1998. Martha Tack, Robbie Johnson, Jeff Goodwin, Jim Berry, Kathleen Quinn, and Alane Starko participated in portions of the meeting.

The TECSCU fall conference of 1998 was held in Charleston, South Carolina. In addition to presiding over sessions and meetings of the executive committee, staff member Kirk Nagel and I presented on the EMU “electronic alternative” for NCATE and state accreditation purposes. Alane Starko and Jeff Goodwin also participated in this meeting. The *Proceedings* of the meeting included my “Reflections on the Deanship” and Kirk Nagel’s and my “Eastern Michigan’s Web-Based Materials and Preparation for NCATE and State Accreditation Visits—Logistics, Difficulties, and Benefits.”

1999. At the February 1999 AACTE convention, in the TECSCU sessions, Michael Charles presented “Collaborative School Improvement: Helping Teachers to be Equal Stakeholders.” I was in charge of presiding over all the TECSCU-related meetings. In May 1999, I was a panelist in a TECSCU-sponsored teleconference that originated at Western Illinois University. EMU personnel were invited and encouraged to participate. In July 1999 I was in Santa Fe, New Mexico for a meeting of the TECSCU executive committee. In October 1999, I presided over one of the sessions, as well as attended executive committee meetings, at the fall conference of TECSCU in Denver.

2000. In June 2000, Western Illinois University (WIU) was awarded \$2 million for Project CATALISE (Consortium for the Application of Technology and Learning Innovations in Schools of Education: Preparing Tomorrow’s Teachers to Use Technology), a project related to teachers and technology. WIU then subcontracted with the EMU COE, California State University at Los Angeles, and the University of Arkansas at Monticello for the implementation of various portions of the grant. Ellen Hoffman was the local contact persons. This project emerged from the involvement of the partner institutions in technology activities of TECSCU.

In September 2000, Ellen Hoffman received \$92,305 from Western Illinois University for “The ‘CATALISE’ Project,” also known as the PT3 project. The partnership was to identify and disseminate information about best practices in teacher preparation in the use of technology and current classroom use of technology to improve student learning. Dissemination was via a web site with the expectation of the development of a virtual learning community.

In September 2000, TECSCU sponsored two national teleconferences. The first was on “Teacher Education as an All-Campus Responsibility,” the second on “Grooming the Next Generation of the Teacher Education Professoriate.” All EMU faculty and staff members were invited and encouraged to participate. In October 2000, Shawn Quilter and Ellen Hoffman represented EMU at the fall meeting of TECSCU in San Antonio, Texas. Ellen participated in a panel presentation on the CATALISE project and she also attended the CATALISE advisory board meeting.

2001. In January 2001, Ellen Hoffman received \$46,800 from Northern Iowa University for “In-Time: Preparing Tomorrow’s Teachers to Use Technology (PT3) Year 2 Supplement.” This partnership of nine TECSCU universities was to provide technical assistance to support faculty development and the infusion of technology into the post-secondary curriculum on a national basis. Partners supported strong relationships between post-secondary institutions and K-12 schools who were using technology to improve student learning and achievement.

In February 2001, the CATALISE project sponsored a telecast on “Preparing Tomorrow’s Teachers to Use Technology: PT3 Projects at TECSCU Institutions.” The 90-minute broadcast highlighted the technology integration efforts of three teacher preparation institutions (including EMU) representing the different levels of PT3 grants. The final 30 minutes featured phone-in questions to the guest speakers. EMU personnel were encouraged to participate.

Also, in February 2001, I was in Dallas, Texas, for the AACTE convention, which included meetings of the TECSCU executive committee. I was joined for TECSCU meetings by Ellen Hoffman for presentations on/discussions about the CATALISE project. I was in Portland, Oregon in July 2001 for meetings of the TECSCU executive committee. In October 2001, I was in Baltimore for the TECSCU fall conference, attending executive committee meetings and joining Ellen and Jean Rauch for a CATALISE project board meeting. Ellen and Jean presented a workshop on CATALISE during this conference.

In October 2001, Ellen Hoffman, with me as codirector, received \$97,639 from Western Illinois University for “The ‘CATALISE’ Project (Year 2).” That month, Brian Filipiak joined the “INTIME” project staff. His primary responsibility was for technical support to the six EMU faculty members directly involved in the “INTIME” project, along with support for the COE’s other PT3 projects. In November 2001, Ellen was awarded \$14,401 for “In Time: Preparing Tomorrow’s Teachers to Use Technology (PT3), Year 3” by the University of Northern Iowa.

2002. I attended TECSCU sessions during the 2002 AACTE convention and I attended the TECSCU executive committee meeting in July 2002 at Fish Camp, California. In August 2002, Ellen Hoffman (with D. Nelson and T. Freesmeyer) presented “CATALISE Project: Technology Planning System” in Washington, D.C. at a U.S. Department of Education PT3 grantees meeting. At the same meeting, Nancy Copeland and Ellen presented “Making Your Curriculum Click!”

In October 2002, I attended the TECSCU fall conference, where I attended executive committee meetings and conducted a half-day workshop for new and aspiring deans of colleges of education. That same month, Ellen Hoffman (with me as co-director) received \$80,280 from Western Illinois University for “The ‘CATALISE’ Project: (Year 3).” In November 2002, Ellen represented EMU in St. Louis, Missouri at a meeting of the partners in the CATALISE project.

2003. In February 2003, I was on the program for a TECSCU session at the AACTE convention. At that convention, Ellen Hoffman, Jean Rauch, and Brian Filipiak participated in working sessions of the CATALISE grant consortium.

In the summer of 2003, while attending an AACTE summer leadership conference in Denver, Colorado, I participated in executive committee meetings of TECSCU. In September 2003, I was in Washington, D.C. for several purposes, among which was attending the TECSCU fall conference and attending meetings of the TECSCU executive committee.

2004. In February 2004, I attended TECSCU-sponsored sessions and a meeting of the TECSCU executive committee while attending the AACTE convention in Chicago, Illinois. This concluded my involvement with TECSCU.

## STATE PROFESSIONAL ORGANIZATIONS

### Directors and Representatives of Teacher Education Programs (DARTEP)

The primary purpose of the Directors and Representatives of Teacher Education Programs (DARTEP) was and is to support the continued improvement of teacher preparation in the state of Michigan. To accomplish this purpose, the organization (formerly and presently) “acts as a clearinghouse for information related to teacher preparation and certification, serves as a network among institutions to provide support in the implementation of federal and state regulations, and collaborates with the Department of Education in the clarification and implementation of certification regulations and procedures.”

Members of DARTEP were and are typically deans/directors/chairs of teacher education programs, directors of field placements, certification officers, and Michigan Department of Education staff members from the Office of Professional Preparation Services.

DARTEP was well functioning when I arrived at EMU, with EMU involvement primarily through Robbie Johnson and Barbara Gorenflo. I had little personal involvement with DARTEP during my time as dean, leaving that responsibility to COE staff from the COE Office of Student Services. Nevertheless, EMU personnel provided major leadership roles in the organization during the 1991-2004 period, helping to inform state policy and practice, sharing our experience as a large institution with others, and making sure that our teacher preparation programs were in full compliance with state requirements. Some of the smaller institutions in the state relied heavily on DARTEP for interaction among teacher preparation institutions and the Michigan Department of Education. DARTEP met several times per year and EMU was always well represented at the meetings.

To give some examples, Robbie Johnson represented EMU in 1994 a state-wide meeting, sponsored by the Michigan Department of Education, that had to do with implementing the provisions of "mentor teacher," "teacher induction," and the like under recently-enacted state law. In 1995, Barbara Gorenflo was secretary and Robbie was treasurer of DARTEP. In 1996, Robbie became the president of the organization. That same year, EMU COE hosted a meeting of the group on our campus.

In 2001, there was a joint meeting, held at Wayne State University, of DARTEP, MACTE, and MATE. Carolyn Finch, Barbara Gorenflo, Don Staub, Alane Starko, Lynne Rocklage, Jackie Tracy, and I participated in this event. In 2003, Jim Berry was EMU's chief representative to DARTEP. Barbara represented EMU at one or more meetings of DARTEP in 2004.

### Michigan Association of Colleges for Teacher Education (MACTE)

The Michigan Association of Colleges for Teacher Education (MACTE) was the state affiliate of the American Association of Colleges for Teacher Education (AACTE). As dean, I was the chief institutional representative to this organization. I had served as a chief institutional representative to an AACTE state affiliate in two previous positions before coming to EMU. In fact, I had served as president of the Arkansas Association of Colleges for Teacher Education and of the Georgia Association of Colleges for Teacher Education. As a result, I was familiar with the work of an AACTE state affiliate and brought that experience with me to EMU.

Every educator preparation institution in the state—public and private—was eligible to be a member of MACTE and almost all institutions maintained this membership during the 1991-2004 period and almost all participated in the activities of the group. Meetings of the executive committee and the Board, along with the once- or-twice a year conferences, were held on or near the campus of a member institution in the lower peninsula of Michigan. Much of the business of the organization was conducted by the executive committee, although an annual conference was held at which any faculty member was welcome and encouraged to attend. The president of the organization served as an informal "lobbyist" and spokesperson for educator preparation in the state during her/his time in that office. From time to time, MACTE adopted a formal position of support of or opposition to some proposed matter, either in the Legislature or before the State Board of Education. However, it was the practice during my time to avoid all such policy statements unless there was unanimity or near unanimity for the statement, especially by both the public institutions and the private institutions.

1991. In the fall of 1991, Barbara Diamond was an officer of MACTE. She and I represented EMU at an MACTE meeting that included a breakfast with key legislators and a program that focused on changing teacher education programs and on MACTE recognitions.

1992. At a summer 1992 MACTE conference that focused on the work of university supervisors, former dean Scott Westerman was the keynote speaker. Kathy Ashton-Miller presented on "Using Portfolios with Students" and Donna Wissbrun presented on "Setting the Stage for Success-Orientations: The First Step." Robbie Johnson was a conference co-planner.

1993. In February 1993, MACTE announced its third Teacher Education Scholarship competition. Barbara Diamond was chair of the MACTE Scholarship Committee. In May 1993, Deidra Jacobs of Manistee, a junior POHI major, won one of two \$500 scholarships awarded by MACTE. A few weeks later, she was honored with a Resolution of Commendation by the EMU Board of Regents. The fall 1993 MACTE conference was on the topic of "Education Workforce 2000."

1994. The January 1994 MACTE conference was on "Assessment of Teacher Education." Presenters included Mary Diez of Alverno College, the AACTE President, and Mary Dean Berringer (an EMU alum) of the National Board for Professional Teaching Standards. In 1994, I was elected to the MACTE Board of Directors.

The 1994 MACTE fall conference was held at EMU. Richard Wisniewski of the University of Tennessee, by then the controversial president of the AACTE, delivered the keynote address. Sessions focused on the then-recently-revised NCATE Standards, on the state of Michigan standards for professional education, and on the NCATE and state processes that would culminate, for EMU, in documents prepared in 1996 for a joint team visit to EMU in 1997. An appreciable number of EMU faculty members attended, contributing to a then all-time record attendance at an MACTE conference. Also, in the fall of 1994, I was elected as president-elect (to serve as president during 1995-1997) of MACTE. At the time, it was believed that I was the only person ever to serve as president of three different state AACTE units.

1995. The spring 1995 MACTE conference included speakers Robert Schiller, State Superintendent of Education; Clark Durant, president, State Board of Education; Kathleen Fear, Albion College; and Roger Pankratz, Executive Director, Kentucky Institute for Educational Research. The meeting theme focused on the dramatic changes for Michigan K-12 and higher education that were under consideration in Lansing. A comparison with similar changes that had come about in Kentucky was provided.

In the fall of 1995, MACTE and the Michigan (Education) Deans Council issued joint position papers, one of which addressed (and opposed) proposed legislation that would permit ISD's to prepare teachers and another that addressed (and opposed) a proposed "fast track" for teacher certification. The fall 1995 MACTE conference, over which I presided, included seven EMU representatives. At the meeting, there was a considerable discussion of recent actions by the state Board of Education concerning alternative preparation and credentialing. Presenters on

the program included the education aides to two state senators and two state representatives, representing both major political parties.

1997. The spring 1997 MACTE conference, over which I presided, was on "exemplary practices in teacher education." "It Takes a Whole Village to Prepare a Teacher: A Radical Reform Effort to Prepare Pre-Service Teachers for Gradual Induction into Urban Education" was presented there by Elizabeth Johnson, Maureen McCormack, and Barbara Diamond. Robert Kreger presented "Academic Service Learning and Preparation for Teaching Careers in Behavior Disorders." Judy Williston and Sue Grossman presented "Professional, Self-Reflection, and Appropriate Teaching Practices in an Early Childhood Program." Joanne Caniglia (Mathematics) presented "Making Mathematics Meaningful (M3): A Program to Enhance the Pre-Student Teaching Experience."

1998. In the spring of 1998, I was elected to a three-year term on the MACTE Board of Directors. In the fall of 1998, Anne Bednar, Michael Charles, and Valerie Hughes presented at the MACTE conference. In the fall of 1998, I was elected as president-elect of MACTE, leaving me in the position of being both immediate past president and president-elect.

1999. In the spring of 1999, both Shawn Quilter and I were on the program for the MACTE conference. In the fall of 1999, eighteen EMU faculty members—eight from the College of Arts and Sciences and 10 from the COE--attended the MACTE conference at Spring Arbor College. The conference, devoted to the topic of institutional, state, and national "report cards" on teacher education, attracted a record-breaking attendance from throughout the state. I presided over the meeting. A few days later, I presided over a very unusual called meeting of the MACTE Board to advise staff of the Michigan Department of Education on the forthcoming teacher education "report cards."

2000. For several years, including 2000, there was a "Michigan breakfast" at the AACTE convention. During the years I served as the MACTE president, it fell my responsibility to preside over these breakfast meetings. In May 2000, the EMU participants in the MACTE spring conference included, in addition to myself, Alane Starko, Barbara Gorenflo, Donna Schmitt, and Alicia Li.

2001. For the 2001 AACTE convention, MACTE requested—and was granted—permission to sponsor a reception jointly with EMU. (EMU COE had sponsored a reception at the event for some years.) MACTE agreed to pay half the costs and to assist with the advance

arrangements. At the spring 2001 MACTE conference, Donald Staub and Geff Colòn presented "The Office of Collaborative Education at Eastern Michigan University: A Model That Works for Improvement." In addition, Geff had a poster session on "Ready to Teach: Understanding the Perspectives of Preparation of Student Teachers in a Physical Education Program." There was also a poster session on "Linking Teacher Preparation to K-12 Student Learning Gains: The Renaissance Partnership for Improving Teacher Quality" presented by Georgea Langer, Toni Stokes-Jones, Nelson Maylone, student teacher Heather O'Neil, Juanda Gikandi (teacher, West Middle School, Ypsilanti), and Doreen Mobley, lecturer (Geography and Geology). Others present included Carolyn Finch and Barbara Gorenflo.

In the fall of 2001, at a joint conference of MACTE, DARTEP, and MATE, I presented "Certification Test Processing" and "National Trends and Issues." Others present were Carolyn Finch, Barbara Gorenflo, Don Staub, Alane Starko, Lynne Rocklage, and Jackie Tracy. At the spring 2000 MACTE conference, Kathleen Bell, then a current EMU student teacher, received one of the two MACTE scholarship awards made on a state-wide basis. Kathleen, of Livonia, received a plaque and a check for \$500 from the organization's scholarship committee. She held a major in Mental Impairment and was a post-bac student who also held a master's degree in English.

2003. At the 2003 spring conference of MACTE, these presentations were made: "Looking at the Use of Technology with Young Children," by Anne Bednar and Toni Stokes Jones; "Technology: If You Can Dream It, You Can Do It," by Linda Lewis-White and Marina McCormack; "We are Americans! Designing Multicultural Internet WebQuests and Lessons," by Toni Stokes Jones, Nancy Copeland and Deborah Harmon; "Meeting the Technology Training Needs of Local Schools Through Collaborative Assistance," by Donald Staub and Toni Stokes Jones; "Picturing What We Do: Turning a Digital Photography Event into Professional Development," by Brian Filipiak, Jean Rauch, and Ellen Hoffman. Ellen was a panelist for the session on "Michigan Technology Standards for Teacher Education: The Revised Seventh Standard." In 2003, I began my third, non-consecutive term as MACTE president.

2004-2005. The spring 2004 MACTE conference was on "Poverty and Achievement." The keynote speaker was Kati Haycock, director of The Education Trust of Washington, D.C. Other speakers included Nelson Maylone and Valerie Polakow. When I retired as dean in 2004, I was in the middle of a term as MACTE president. Since I remained on the EMU payroll for 2004-2005, the COE graciously furnished me with an office on the bottom floor of the Porter Building, from which I concluded my duties as MACTE president.

### Michigan Association of Teacher Educators (MATE)

The national Association of Teacher Educators (ATE) and its state affiliate, the Michigan Association of Teacher Educators (MATE), were and are individual membership organizations.

A number of our faculty members, including myself, held memberships at the national and state levels and were active in organizational affairs. Accordingly, the COE held no institutional membership in either the national or state organizations. However, for a number of years, Robbie Johnson held the office of Executive Secretary of MATE which, functionally, made EMU the "home office" for MATE for that length of time. The activities of the individual ATE and MATE members are presented in another chapter.

1992. In January 1992, MATE was notified that it had received the ATE Unit Achievement Award, the Developmental Award for Programs and Services, and second place in the Outstanding Unit of the Year competition.

1993. In the spring of 1993, Julie Helber was named as "Runner-Up" in the annual MATE "Student Teacher of the Year" competition. Maria Manning and Susan Wescott were named as two of the four semi-finalists. Matricia Larkey was an "honorable mention."

1994. Patricia A. Griffin and Pamela S. Specht were named as "Runner Up Finalists" in the 1994 MATE Student Teacher of the Year Competition. There were four semi-finalists named. Two of these--Heather Stutzman and Lana Tatom--were from EMU. Twelve "Honorable Mentions" were identified. These included five EMU students: Michele Breda, Kevin Cousino, Tamara Davis, Amber Hall, and Rachel Mowery. Of 19 students recognized in the competition, nine were from EMU, three each were from Central Michigan University and Grand Valley State University, two were from Wayne State University, and one each was from Michigan State University and University of Michigan-Dearborn.

1995. In 1995, MATE served as the host unit for the national ATE convention, where Robbie Johnson presided at the general session on "Legislative and Governmental Relations." Also, in 1995, 18 EMU student teachers were included in the 25 recognitions made by MATE in the "Student Teacher of the Year" competition. Named as finalists were EMU students Michael E. Kessler, Brett J. Meyer, and Angela M. Moses. No other finalists were designated. Designated as semi-finalists were these EMU students: Christine K. Brown, Amy L. Kelley, Kim M. Maciarz, Deborah L. Rowsey, and Laura M. Schippa. Among the 15 "honorable mentions" were EMU students Amy M. Downer, Kimberley A. Dybicki, Gretchen C. Hahn, Jennifer L. Hart, Judy A. Horny, Mitchell A. Koleczko, Margaret M. Kraft, Judith E. Murphy, Rachelle S. Pepple; and Kathryn L. Rundio.

1996. EMU students captured 17 of 39 student teaching awards in the 1996 competition sponsored by MATE. Receiving "Finalist" designation were Jennifer L. Eberhart, Loan V. Nguyen, Jean A. Osantowski, and Amy M. Richmond-Wallace. Semi-finalists from EMU included

Suzanne Aquino, Jennifer Burris, Renee M. Samborski, Renee K. Sartori, Tesha J. Thomas, and Nancie A. Walker. EMU's honorable mentions were Heidi M. Beasley, Mary Fleck-Philbin, Janet R. Harrison, Melanie L. Hiller, Jessica M. Hyre, Elizabeth A. Mars, and Rebecca B. Smith.

1997. In 1997, EMU hosted an MATE-sponsored Student Teacher Conference. In 1997, of eighteen student teachers identified state-wide as "outstanding" by MATE, nine were from EMU. Jodi K. Foster was named a "runner-up." Sarah Kalvig and Amie Marie Poley were "finalists." "Honorable mention" recognition was given to Marsha Davis, John Evans, Laura Jones, Heather Kelly, Andrew Lindsay, and Kathryn Shirmohamad.

1998. In March 1998, Robbie Johnson made the keynote presentation, "The Other Side of the Desk," at the MATE Conference for University and College Supervisors. At the same meeting, Robbie and Barbara Gorenflo presented "Due Process for Student Teachers in Difficulty." Donna Wissbrun and Jan Alverson presented "Student Teachers: Perceptions of Democratic Practice."

MACTE officers in 1998 included Robbie Johnson, executive secretary; Jan Alverson, ATE delegate at large; and Donna Wissbrun, ATE Delegate-University. EMU student teachers captured six of the 21 recognitions made during the 1998 statewide "Student Teacher/Intern of the Year" competition sponsored by MACTE. Michael McLane was named "Finalist." Semifinalists from EMU included Michael Erickson, Sheri Muntz, and Cathy Wilson. Honorable mention recognition went to EMU students Laura Clantar and Susan Martin.

1999. In 1999, Robbie Johnson was the guest of honor at a reception held at the ATE convention. This was in recognition of her many years of service to ATE and, especially, to MATE. That same year, Barbara Gorenflo was the sole candidate on the ballot for president-elect of MATE.

2000. In 2000, MATE student teacher of the year semi-finalists were Lisa Risner and Dawn M. Ziegler. Honorable mention recognitions went to Lora Abela, Mary Ledford, and Brenda Said.

2001. EMU students won three of the five awards in the 2001 MATE "Michigan Student Teacher/Intern of the Year" competition. EMU winners were: Cathy Hanson, Melissa Bergstrom, and William Renner.

2002. In 2002, Barbara Gorenflo was president of MATE. MATE received two awards, one for Achievement and the other for Excellence in Program/Services during the awards and recognition ceremony of ATE. It also received the outstanding state unit award for 2002, based on its activities in the programs/services area.

That year, 2002, Quinn M. Strassel was one of the top four persons recognized in the statewide MATE "Outstanding Student/Intern Teacher of the Year" competition. Julie M. McKeeman and Renee M. Sandora were recognized in the honorable mention category. The three EMU students were among 19 recognized during state-wide ceremonies held at EMU. Nicole M. O'Karma of Central Michigan University was named the state winner. She planned to enter EMU's master's program in elementary education shortly afterwards.

2003. Of 15 students from across the state who were honored at an MATE ceremony in Ypsilanti, four were from EMU, the most from any institution. The event recognized the "Outstanding Student/Intern Teacher of the Year" for 2003. Those recognized from EMU included Holly Hughes, who received the "finalist" award. Others from EMU who were recognized included Salli Kropp, Sara Lizbinski, and Elizabeth Sherrill.

2004. In statewide ceremonies held in 2004 at EMU, Jonathan Marceau was honored as the "Outstanding Student/Intern Teacher of the Year," a competition sponsored by MATE. Marceau received a cash award, along with certificates. Other EMU students recognized during the ceremonies were semifinalist Kelli Willis, and honorable mention winners Bobbi Devault, Tammy Dominick, Jason Helms, Grace Landon, Pamela Simpson, and Kimberly Wayburn. Of the 24 students recognized, eight were from EMU.

#### Michigan Deans Council (MDC) (and other political involvement).

The Michigan Deans Council (MDC), referred to frequently in this document as the Michigan (Education) Deans Council in order to make it clear that the name applied only to Education units, was an organization composed of the head of the Education unit at each of the state universities. (There was a comparable organization for the private institutions in the state.) I attended the meetings of this group regularly, although there were times when one or both of the COE associate deans attended with me, or substituted for me. (Associate deans from other institutions sometimes participated as well.)

In my early years at EMU, the MDC meetings also included a representative from the very small "higher education" unit in the Michigan Department of Education. However, that position "went away," and in later times we frequently met with a representative from the Presidents Council—the organization of public university presidents.

Meetings were frequently held in Lansing, although if there were not guests, meetings rotated among public campuses in the lower peninsula. For many years, though, there was a summer meeting that was held either in Marquette or Houghton, such that it could be combined with some Upper Peninsula vacation time.

1991. My first experience with the MDC was at a summer meeting in Houghton, just days after I arrived in Michigan. However, at the next meeting, in September 1991, Robbie Johnson and Donna Schmitt went in my place, because of a schedule conflict. The agenda of that meeting was largely devoted to matters related to the state-mandated basic skills and subject-matter tests for prospective teachers that were under serious consideration by the Michigan Department of Education and the State Board of Education.

In October 1991, the meeting included special guests Carolyn Logan of the Michigan Department of Education (MDE) and Michael Chernoff, an executive from National Evaluation Systems (NES), the contractor for the state-wide teacher testing program. As introductions were being made, this conversation took place:

Me to Mr. Chernoff: “I see you’ve showed up in Michigan.”

Mr. Chernoff to me: “I see you’ve showed up in Michigan. Life will be difficult for both of us.”

Me to Mr. Chernoff: “You are undoubtedly correct.”

Introductions continued and I said little as numerous problem areas were discussed, with little resolution. It was announced that both the Michigan Education Association and the Michigan Federation of Teachers had cautioned locals about participation in the validation process for teacher testing. However, it was also announced that subject-matter specialists involved in the validation process would meet by teaching field. The MDE staff members agreed to ask the State Board of Education to take steps to make an exception for persons scheduled to student teach in the Fall of 1992 and who had taken, but not passed, the subject matter test.

Immediately after the guests left, I was asked by the other deans such questions as “what was that about with Chernoff?” “How do you know him?” “What’s been your experience with him?”

This gave me the opportunity to share with the other deans that, in my previous deanship at Georgia State University, a large educator-producing institution, the Georgia Department of Education, with little input from the teacher-preparation community, had contracted with NES to provide tests for prospective teachers on the Georgia teacher preparation institutions. We had a large number of problems in dealing with this testing company, some of which I enumerated for the Michigan deans. In the course of this experience in Georgia, Mr. Chernoff (and his colleagues from NES) and I had had strong differences of opinion several times.<sup>52</sup>

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<sup>52</sup> A number of months later, as National Evaluation Systems was attempting to obtain the contract to provide for the testing of teachers in Illinois, NES paid all my expenses and provided an honorarium for me to come to

In Mr. Chernoff's and NES's defense, both in Georgia and in Michigan, I must observe that his frequent response was essentially "we are implementing the contract we have with the Department of Education. If you want something different, you may ask the Department of Education to propose an amendment to that effect, which we will consider." Approaches to the Department of Education (in both Georgia and Michigan) about possible amendments were typically met with, essentially, "we are implementing legislation that has been passed, over which we have little or no control." Approaches concerning amendments made to key legislators (in both Georgia and Michigan) were met with, essentially, "the Legislature has passed with only minor modifications 'model legislation' that we obtained from X and very similar laws have been put into place in a number of states. How can you oppose this? Why are those of you in the teacher preparation community opposed to 'quality' preparation of new teachers?"

The November 1991 meeting agenda was completely devoted to discussions with representatives of the MDE and NES. Discussion focused on the subject-matter tests and the "validation" process. Efforts by the deans to alter the validation process in any of several ways were unsuccessful. Staff from the MDE reported that the state Board of Education had agreed to seek legislative approval, in January 1992, to exempt fall 1992 student teachers from part of the requirements.

1992. The February 1992 meeting was devoted to working on how the public institutions might work on and through political processes related to the state-mandated teacher testing, such as to change some of the preparation for the testing program that we felt was inappropriate. Almost monthly meetings of the MDC continued this discussion of issues related to the teacher testing program and closely-related issues.

In February 1992, approximately 250 students met on campus with Representative Kirk Profit. The session, held in the McKenny Ballroom because of the size, was organized by the Association for Prospective Students and the local chapter of Kappa Delta Pi. Several dozen students spoke, informing Representative Profit of their concerns over various aspects of the state-mandated testing program. Robbie Johnson and I both spoke as well. Representative Profit encouraged the students to participate in a hearing before a joint Senate-House committee which was held a few days later at the Capitol and he advised the group on hearing procedures.

At the state Senate and House Appropriations Subcommittees on Education and School Aid joint hearing on "teacher testing and certification," Robbie Johnson and I both attended, along with about 50 EMU students—easily the largest group from any institution. It was a standing-room only hearing that lasted more than five hours. Several EMU students spoke, along with Tom Gwaltney and myself.

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and present at a large meeting of stakeholders in that state. NES's rationale for inviting me to this Illinois meeting was that "we are going to get questions about 'what might go wrong' and, in the interest of 'fair play' we want you to come address this group, as candidly as you might like, as our 'chief critic.'"

The summer 1992 meeting in Marquette was attended by Donna Schmitt in my place. The major topic under discussion was, as usual, mandatory state testing—a process with which we continued to have many concerns. In July 1992, there was an urgent conference call among the MDC members. The Michigan House of Representatives had declined to pass amendments to the teacher testing law, leaving the original law in place and creating state-wide uncertainty for a number of the following fall's student teachers. How were we to cope with this?

In early September 1992, Scott Whitener, long-time chair of the MDC and Education dean at Ferris State University, wrote to public university deans saying

"please do what you can to encourage [teacher education faculty, staff, and students] to write Speaker Dodak asking him to support the rapid approval of HB 5533-2 (amendments to the state teacher testing law). My most recent inquiries in Lansing indicate that significant resistance to the amendments still exist, meaning we will need to apply substantial political grass roots pressure to get them passed. I don't have to tell you that if we don't get them passed very soon, we will have another extremely difficult situation to deal with involving winter semester student teacher placement."

The state political situation at the time was, in over-simplified terms and from my point of view, that the Michigan Legislature had enacted various “models” for improving K-12 education that focused on both initial teacher preparation and on in-service teachers. This was accomplished with little input from the education community at any level. The Legislature and legislation resulted in heavy pressure on the State Board of Education and the Michigan Department of Education rapidly to implement Periodic Review/Program Evaluation, testing of prospective teachers to “weed out” inappropriately qualified persons, certification and re-certification processes, and other such “control” items.

For pre-service preparation of teachers (and other school personnel), Michigan institutions had long had enormous autonomy. The state minimum requirements were low and admittedly antiquated. The NCATE-accredited institutions typically went considerably beyond the minimum state requirements, but the non-NCATE accredited institutions often remained at or only slightly above the low state criteria.

As deans, we left, for the most part, dealing with the effect of this movement concerning in-service teachers to (largely) the Michigan Education Association and (to a much lesser extent) the Michigan Federation of Teachers, although we occasionally found “common cause” to bring us all together on an issue. A few public-institution deans found themselves “at variance” on some/all of these issues with their central administrations. As a result, they needed to “bow out” or “lay low” while the rest of us dealt with the issues. A couple of the prestigious institutions in the state were little involved, leading some of the members of the MDC to conclude that these institutions considered themselves “above” the “politics” related to these issues. In my own case, I was fortunate in that, even if I didn't get a lot of “support” from the EMU central administration, I had no opposition from my administrative superiors, as long as I acted “quietly.”

The September 1992 meeting of the MDC was held in Ann Arbor. Robbie Johnson and I both attended. Much of the session was devoted to discussing urgent recent developments involving teacher testing legislation, Attorney General determinations, test development and implementation, and endorsements. Present were top representatives from the MDE, NES, and the Michigan Presidents Council. We were told to watch for major announcements concerning winter 1993 semester student teachers and the results of the October 1992 administration of the state tests.

Robbie Johnson and I both attended the December 1992 meeting of the MDC in Dearborn. The agenda included matters related to teacher testing, alternative certification, periodic review of programs, certification fees and costs, and minority teacher recruitment.

1993. The February 1993 meeting was held at EMU. Robbie Johnson, Donna Schmitt, and I all attended. Provost Collins welcomed the group to EMU. Teacher testing, alternative certification, and periodic review were discussed, as more and more issues became apparent—and as there were a few small “successes” in terms of policy. Robbie represented EMU at the March 1993 meeting. I attended the May 1993 meeting in Kalamazoo, the July 1993 meeting in Houghton, the September 1993 meeting at Saginaw Valley State University, and the October 1993 meeting in East Lansing.

The Michigan House Education Committee conducted two hearings on “school reform” in October 1993, which I attended, along with other members of the MDC, and at which I spoke, apparently quite ineffectively. There was a called meeting of the MDC in East Lansing in November 1993, which Robbie Johnson attended in my place. The meeting was in response to proposed legislation adversely affecting administrator and teacher preparation and credentialing.

1994. The January 1994 meeting was held at EMU, which Robbie, Donna Schmitt, and I all attended. I attended the April 1994 meeting in Mt. Pleasant and the July 1994 meeting in Marquette. I was elected vice-chair of the MDC at the Marquette meeting.

In February 1994, at the invitation of Representative Kirk Profit, I spoke to the Michigan House Higher Education Committee on the impact of recent legislation on professional education preparation programs.

I attended the September 1994 MDC meeting at Oakland University. Progress was being made on several fronts. Soon afterwards, there was a “call” from the MDE for higher education faculty participation in the development of new subject-matter tests in English, Spanish, health, and early childhood. Meetings would be held in Lansing in late November and early December of that year, with travel, meals, and lodging expenses provided or reimbursed by the MDE. Participants from under-represented gender and race/ethnic groups were sought. EMU nominations were to be routed through the MDC. An appreciable number of EMU faculty members responded to this call.

The October 1994 meeting was held at EMU and Robbie Johnson and I both participated. I went to the November 1994 meeting at Saginaw Valley State University.

1995. The January 1995 meeting was held in Flint. Scott Whitener, the long-time chair of the MDC, died suddenly shortly afterwards. As the vice chair, I suddenly found myself the leader of this group, in the middle of all of this political maneuvering.

In March 1995, I testified before the Senate Education Committee and presided over the MDC meeting in Kalamazoo. In April 1995, I presided over a meeting of the MDC at Grand Valley State University and, at the request of Provost Collins, then addressed many of these political matters, in Lansing, before a meeting of the chief academic officers of the public institutions. I presided over the July 1995 MDC meeting in Houghton. In August 1995, Doris Komblevitz (EMU “state relations” person) and I had lunch with state Senator Leon Stille, chairman of the Senate Education Committee.

By October 1995, the MDC had prepared or endorsed “position papers” on issues related to certification, proposed legislation involving ISD’s and teacher preparation, and a proposed “fast track” for teacher certification. The MDC sought (and obtained) support of these papers from MACTE and from the education faculties at the various public and private institutions. The EMU COE Council readily endorsed the content of these papers and also endorsed the concept of generating “research papers” dealing with several of the state-level issues.

In October 1995, with Doris Komblevitz, I met with Representative Bill Bryant, chairman of the Michigan House of Representatives Education Committee, to discuss matters currently before the legislature. At about the same time, on behalf of the MDC, I met separately with Glenn Stevens (executive of the Michigan Presidents Council), Ed Blews (executive of the Independent Colleges of Michigan), and David Hamilton (Spring Arbor College and chair of a non-public-college education unit-heads organization) to discuss state policy matters concerning teacher preparation and certification. (It should be noted that the non-public teacher preparation institutions in the state were very much “with” the work of the MDC related to all these policy issues, but few had the resources to contribute appreciably to the discussion and “political” activity. They did make their voices heard through their organization and through MACTE.)

In November 1995, I presided over a meeting held at Oakland University, at which Robbie Johnson was also present. On behalf of the MDC, I also met with Representative James Agree, senior minority member of the House Education Committee, and established an excellent rapport with him that extended considerably beyond this set of issues. I also spoke at the State Board of Education meeting, among the many times that I met with and addressed that body, both on behalf of the MDC and for EMU.

In December 1995, I testified, on behalf of the MDC, before the Michigan House of Representatives Education Committee in favor of the restoration of administrator certification.

1996. In March 1996, I presided over a meeting of the MDC at Ferris State University. I also testified (again) in favor of restoration of administrator certification at a meeting of the Michigan House of Representatives Education Committee. (The Michigan Legislature, in its wisdom, had decided earlier that strong leadership at the district level, as superintendent, and at the building level, as principal, could be found among persons who had no previous K-12 experience, so administrator certification was abolished.)

In May 1996, I presided over a meeting held at Saginaw Valley State University and in July 1996, I did the same at a meeting held in Marquette. At the Marquette meeting, I was elected chair of the MDC for 1996-1997. The September 1996 meeting, over which I presided, was hosted by Central Michigan University, but held in Traverse City. I presided over meetings held in January, March, and June 1997, as well.

Declining attendance at the summer meeting traditionally held in either Marquette or Houghton caused the MDC members to agree to go only as far north for the summer meeting as Petoskey. I presided over that meeting in July 1997, after which we didn't regularly have summer meetings. The September 1997 meeting, over which I presided, was in Big Rapids. I also presided over the November 1997 meeting in Kalamazoo.

1998. I presided over the January 1998 meeting in Flint and the March 1998 meeting at Oakland University, which Robbie Johnson also attended. (I kept getting re-elected as chair!) The September 1998 meeting was held in Lansing. The November 1998 meeting was held at Grand Valley State University, the January 1999 meeting was held in Dearborn, the March 1999 meeting was held at EMU, and the May 1999 meeting was held in Lansing. (This was a great opportunity for me to visit other campuses.)

This began a shift of meeting places away from university campuses to the offices of the Presidents Council in Lansing, where a staff member of that organization met with us in most instances. However, the May 2000 meeting was held at EMU (to show off the Porter Building!) with Michael Bretting and Carolyn Finch also in attendance.

2001-2004. By this time, the intensity of issues related to teacher testing, etc. had diminished considerably and the agendas for the (now less than monthly or every-other-month) meetings could be devoted to other topics, especially in terms of innovative activities on various campuses. For example, in November 2001, Ellen Hoffman presented to the MDC on the work of COATT (a technology-for-teachers initiative) and Jim Berry attended the October 2002 meeting. I had relinquished the role of chair by this time as well.

A "new normal" had been established, at least on the political front. Along the way, we at EMU—and all other institutions—obtained (and implemented) the right to "strike" (before they became published test results), the scores of numerous persons who took the Basic Skills Test for whom we could find little or no EMU connection. Similarly, we could (and did)

“strike” the scores on subject-area tests for persons that had not completed substantially all of their subject-area preparation program. This did wonders for our “pass rates”!

We (MDC, other organizations, individual institutions) eventually managed to get administrator certification restored. With EMU providing much of the leadership, we got “bugs” worked out of the Periodic Review/Program Evaluation process and it became a routine part of our accreditation/approval process, although it required a lot of work internally with EMU departments/programs administered outside of the COE. We managed to defeat in the Legislature and, in a few instances with the State Board of Education, proposed policy changes related to educator preparation that were detrimental to the established preparation programs. Approval of new institutions, and new programs within existing teacher preparation institutions, to offer teacher preparation became considerably more rigorous.

Other “political” activity. Organizations and individuals associated with “specialty” fields joined in the political efforts related to alleged “reform” of professional educator preparation programs, although I was generally not personally involved in these efforts. For example, Suzanne Hobson testified before the Michigan House Education Committee, representing the Michigan School Counselor Association, in opposition to HB 5740. This bill, if enacted, would have eliminated requirements of a teaching certificate, a master's degree in school counseling, and a criminal background check for school counselors.

Lisbeth Stevens was trained to be the ASHA State Education Advocacy Leader (SEAL) for Michigan. As a result, she monitored proposed legislation and, among other activities, testified before the Michigan House Education Committee in opposition to SB 501. Among other things, this proposed legislation, if enacted, would have eliminated requirements of a teaching certificate for speech/language pathologists working in a school setting.

Nelson Maylone testified multiple times before state legislative committees on various topics.

The Michigan House Civics Commission (MHCC) held a public hearing in 2004 on the EMU campus. The MHCC was a bipartisan commission focused on civic engagement in Michigan and chose EMU for their first hearing in order to hear testimony and proposals from students on their legislative ideas.

Carolyn Carter was invited to participate in the White House Education Briefing, sponsored by the White House Office of Public Liaison and the U.S. Department of Education. The program focused on Bush administration initiatives in post-secondary education, historically Black colleges and universities, and the mentoring program on safe and drug-free schools.

As mentioned elsewhere, I was invited to testify before the U.S. House of Representatives Subcommittee on 21<sup>st</sup> Century Competitiveness (a.k.a. the higher education subcommittee) and I was invited to the White House by Laura (Mrs. George W.) Bush for a briefing on education proposals and for lunch.

## Michigan Department of Education Standing Committees.

Periodic Review/Program Evaluation Council. After being dormant for some years, in 1992, the Periodic Review/Program Evaluation (PR/PE) Council was re-activated. Former dean Scott Westerman was re-appointed to serve a term until 1995. Provost Ronald Collins was appointed to a term extending to 1996. Both were appointed by the State Board of Education. Once PR/PE was put into place, this group ceased functioning.

Standing Technical Advisory Council (STAC). In the early stages of implementing the legislative-mandated teacher testing program, the MDE created two advisory groups. One of these was the Standing Technical Advisory County (STAC). As an example of the work of this group, in May 1994, STAC recommended to the State Board of Education that the cut scores for tests in political science, chemistry, home economics, library science, emotionally impaired, and learning disabilities be raised, effective September 1, 1994. In addition, STAC recommended that the effective date of cut score raises previously recommended be September 1, 1994. The tests affected by this recommendation were language arts, geology/earth science, early childhood education, art education, and basic skills reading. I don't recall, or have a record of, any EMU representation on this group. As "teacher testing" became institutionalized, this group met less and less frequently.

Teacher Examination Advisory Committee (TEAC). The second of two teacher-testing advisory committees created by the MDE was the Teacher Examination Advisory Committee (TEAC). This was a body of 11 members. I was appointed to this group, as of July 1, 1992. This was one of the groups in which I and others pointed out a variety of issues/difficulties/shortcomings of "teacher testing" as it was originally implemented in Michigan. In March 1995, I attended a joint meeting of TEAC and STAC to help formulate the "request for proposals" for the next cycle of the state teacher testing program. There were a number of provisions that we wanted to see included in the next contract with a testing company, which National Evaluation Systems might or might not be interested in including in a contract. As with STAC, as "teacher testing" became "institutionalized," this group ceased to be active.

Committees of Scholars. In the early 1990's, the Michigan Department of Education established a "Committee of Scholars" structure to review each proposal that came in from an institution that wanted to begin offering professional education preparation in the state. The work of the "Scholars" included not only reviews of documents from the institution, but one or more site visits as well. In 1992, Robbie Johnson was appointed to two such groups, reviewing applications from Grand Rapids Baptist College (for final approval) and St. Mary's College-Orchard Lake (for preliminary approval). In 1998, Barbara Gorenflo was appointed to serve on such a group to review the application of Lake Superior State University to begin to prepare teachers. In 1999, I was named to serve on the group charged with reviewing the application of the

University of Phoenix to become a teacher education institution in Michigan. I became chair of this group and continued with it (for a large number of meetings) for the remainder of the time that I was dean—and afterwards.

### Young Educators Society (YES)

In early 1987, a small group of staff and administrators at EMU met to discuss growing concerns over sharp declines in the numbers of minority students pursuing careers in the teaching profession. They decided the most effective means of addressing this issue would be to organize teacher interest clubs in junior and senior high schools in districts where there were high minority populations. Later that spring, the EMU group sent invitations to identified urban school districts with high minority enrollments. These invitations asked superintendents to send representatives to planning meetings to discuss the possibility of establishing teacher interest clubs in their secondary schools. This effort resulted in the hosting of the first meeting of the group which would eventually form the nucleus of the Steering Committee for the Young Educators Society (YES).

Much of the leadership of the YES organization in the late 1980's and into the early 1990's, which included the time that I became COE dean in 1991, was provided by EMU personnel, Robbie Johnson in particular. Other COE people who were substantially involved over time included Barbara Gorenflo and Regina George. By 2001, YES was sponsored by 10 Michigan higher education institutions, 16 school districts, and seven professional organizations.

YES—then and now--consisted of chapters in Michigan high schools and middle schools, whose members are exploring teaching as a career. The YES model continues to be open to all school districts who are interested in promoting and increasing the diversity composition of our nation's future teaching work force. YES primarily services students in grades 7-12, but is open to all students at all levels. YES is unique in that universities, community colleges, and local school districts are cooperating and collaborating rather than competing for a distinct population.

Some other ways in which EMU personnel contributed to the YES organization included that I spoke to the Port Huron High School chapter in 1993. Later in 1993, EMU sponsored a golf team that played in (and won) a YES Scholarship Benefit tournament, held at the Highland Hills course, near DeWitt. Playing for the local team was Andrew Carrigan, assistant golf coach; George Beaudette, Director of Alumni Relations; John Nordlinger of the Development Office; and student Shane Omar. In 1994, the EMU golf team for a similar event was captained by Michael Bretting and consisted of Steve Moyer, Bob Willoughby, and student Chris Peponis. This team successfully defended its YES cup.

In 2001 Barbara Gorenflo was serving as a member of the executive board of YES. In 2002, about 400 middle and high school students from around the state, gathered at EMU for the annual YES conference. Carolyn Finch was the general coordinator. Welcoming remarks were made by both Provost Paul Schollaert and me. Introductions of various leaders were made by Carolyn Finch and H.A. Hasan. Special music was provided by the EMU Chamber Choir, under

the direction of Leonard Riccinto. Nora Martin was the keynote speaker. Scholarship awards were made by Barbara Jones.

Seventeen workshop sessions were provided. Leaders of these included COE faculty/staff members Carolyn Burns, Donald Staub, Carolyn Carter, Geoffrey Colón, James Satterfield, Sylvia Jones, and Olga Nelson. Other sessions were conducted by EMU persons Theo Hamilton, Margaret Zinggeler, John Hubbard, and Thomas Fleming. EMU students Dorrian Robinson, Ron Flowers, and Shaura Thomas also led sessions.

Additional sessions were led by EMU alums Jay Reid and LaRon Carter and by various community persons including Bill King (Deputy Police Chief, Ypsilanti), Cherry Lawson (Deputy Clerk, Ypsilanti), and Harold Wimberly (Youth Counselor, Washtenaw County). Several other institutions participated in a college fair and a tour of the campus was provided for the student visitors.