



# Newsletter

Volume 36, Number 3

Association of Teacher Educators, Reston, Virginia

Fall 2004

## Planning Begins for Washington Academy

Planning has begun for the Spring 2005 Academy, set for the Washington, D.C. area April 28-29, 2005. Theme of the Academy will be "Teacher as Researcher: School and University Collaborations."

This Academy will bring colleagues together to explore models of teacher research and PK-12/university collaborations. The purpose of the Academy is to provide perspectives on how teacher researchers enhance classroom practice, and to hear nationally recognized experts share their insights on the importance of collaborative relationships and teachers as researchers.

ATE's Academy is designed for teacher educators and teachers who are interested in expanding their understanding of the roles that teachers play as researchers and ways to build strong PK-12/university collaborations. School administrators, practitioners, and higher education personnel will find the Academy focus especially appealing in supporting education in the 21st century.

The Academy will be held at the Waterford at Fair Oaks, 12025 Lee Jackson Memorial Highway, Fairfax, VA 22033. Their website is [www.waterfordat-fairoaks.com](http://www.waterfordat-fairoaks.com). Telephone is (703) 352-3200.

Complete information, including online registration, will be available soon at ATE's website, [www.ate1.org](http://www.ate1.org).

## Still Time to Register!

There's still time to register for ATE's 2005 Annual Meeting, "Passion, Courage, Wisdom: Attaining Excellence in Education for All Learners," set for February 12-16, 2005, at the Chicago Hilton and Towers, Chicago, Illinois. Early Bird deadline is January 31, 2005.



Photo provided by Lynn Montgomery

## U.S. representatives at ATE-Europe

Members of ATE and others from the United States attended the 29th Conference of the Association for Teacher Education in Europe, held October 23, 27, 2004, in Agrigento, Sicily. Shown above, ATE President Ed Pultorak (who presented a report from the Commission on Mentoring which is posted on ATE's website) is surrounded by some U.S. representatives and ATE-Europe President Arno Libotton of Brussels.

## 2005 Summer Conference Set for Bismarck, North Dakota

Make plans now to attend ATE's 2005 Summer Conference, set for July 30-August 3, 2005, at the Ramkota Bismarck in Bismarck, North Dakota. Complete information will soon be available on ATE's website, [www.ate1.org](http://www.ate1.org).

President Elect P. Rudy Mattai has selected as the theme for his year as President "Advocacy Through Engagement: The School-Community Collaborative Imperative in Educating ALL Children." This theme will be used in Bismarck for the Summer Conference.

Conference Chairs for the Summer

Conference are Jeanette Haynes Writer of New Mexico State University and Marilyn Johnson of Bismarck Public Schools.

Program Committee Chairs are Angela Case and Marilyn Nicholas. Public Relations Committee Chairs are Lynn Montgomery and Edwina Vold. Local Arrangements Committee Chairs are Beverly Klug and Anne Mueller.

The Call for Presentations will be sent to all members soon. Online proposal submission will also be available at ATE's website, [www.ate1.org](http://www.ate1.org).

## Paige Resigns, Spellings Nominated

U.S. Secretary of Education Rod Paige announced his resignation on November 15, following the reelection of President George W. Bush. In announcing his resignation, Paige said, "I did not come to Washington as a career move. I came to help President Bush launch No Child Left Behind and Reading First and to help

establish a culture of accountability in American education."

Margaret Spellings, Assistant to the President for Domestic Policy, will be nominated to the position of Secretary of Education. Prior to her White House appointment, Mrs. Spellings worked for six years with Governor Bush in Texas.

**President's Note****International Visibility and Collaborative Adventures**

*The ATE membership and our constituents have responded very positively thus far regarding the work of the newly appointed commissions & task forces. As ATE President, I have had an opportunity to share the work of each commission & task force at the local, state, regional, and international levels. My most interesting experience, however, was sharing the first commission report on Induction and Mentoring at the ATE Europe conference in Sicily where over 30 countries were represented (see [www.ate1.org](http://www.ate1.org) for full report). I discovered that certain countries are approaching educational problems somewhat differently, yet it appears we are all trying to address very similar issues. I hope to learn more about the international perspective this May when I lead a delegation of teacher educators to China to compare and contrast topics very similar to those of the new commissions.*

Twenty-four ATE-USA members participated in the ATE Europe conference October 23-27 in Agrigento, Italy. This multicultural international event represented over thirty countries and focused on the professional development of teachers and teacher educators at all levels.

The conference theme was "Teacher Educators between Theory and Practice: The End of Theory-The Beginning of

Practice?" Having participated in this event, I found the food to be excellent, the small group paper presentations very informative, the trip to the "Valle dei Templi" fascinating (included in the registration fee), and the debate, discussion, and exchange of ideas very healthy. As attendees had different native languages, interpreters were helpful in enhancing communication when necessary. One unique aspect of the conference was that all attendees were provided a personal mailbox in the conference center for updated conference information and special notes.

The ATE-Europe (ATEE) organization consists of two complementary parts. First, the governing body consists of twelve members and is referred to as the Administrative Council (AC). The role of the AC is to help define policies and strategies. Second, the organization consists of twenty-two Research and Development Centers (RDs)-very similar to the ATE-USA Special Interest Groups (SIGs). The RDCs work actively in specifically defined areas, bringing together professionals from different countries to exchange ideas and experiences via seminars and conferences. ATEE also publishes a refereed journal called the European Journal of Teacher Education.

Some individuals who attended the conference were interviewed by the Sicilian television station. As



President of ATE, I was one of those selected people. One of the questions posed was how such a conference could help the education of Sicilian children. With the help of an interpreter, I felt very comfortable in responding to most of the questions and am happy to report that ATE-USA was treated with much respect and professionalism.

Further, the collaboration will continue with our sister organization as several ATE- Europe members plan to join us February 12 - 16, 2005 at the ATE conference in Chicago. They have expressed great interest in the Chicago conference theme of, "Passion, Courage, Wisdom: Attaining Excellence for ALL Learners." For more information on ATEE, visit their website at [www.atee.org](http://www.atee.org)

Thank you for your active and very important participation in ATE!!

## Las Vegas Academy Focuses on Teachers as Researchers

The Association of Teacher Educators hosted an Academy on "Teachers as Researchers: School and University Collaborations," October 15-16, 2004, at the Atrium Suites Hotel in Las Vegas, Nevada. The Academy was sponsored by ATE, the Nevada Association of Teacher Educators (NATE), the Nevada Department of Education, and the University of Nevada, Las Vegas.

Tom Pierce, the Interim Dean at UNLV's College of Education, welcomed attendees on Friday, October 15. ATE President Ed Pultorak and Academy Chair Jane McCarthy then provided the introduction for the first presentation by Robert Houston of the University of

Houston, an ATE Past President. His talk was titled "Research as Enhanced Perception."

The next session was introduced by Sandra Odell, professor at UNLV. Speaker Leonard Kaplan of Wayne State University, another ATE Past President, gave a presentation on "Teachers as Researchers." Afternoon focus sessions the first day included presentations by Bebe Hood of the University of Houston-Downtown, Emiliano Gonzalez of the University of St. Thomas, and Diane Barone of UNR.

On Saturday, October 16, Leonard Kaplan led a panel discussion on collaboration that included Renee Clift, Sandra

Odell, Francisco Hidalgo, Boyce Williams, and Debbie Tomasetti. The luncheon speaker was GeorgeAnn Rice, Associate Superintendent of the Clark County School District in Nevada.

Focus sessions on Saturday included "Models of Teacher Research," led by Francisco Hidalgo; "School and University Collaborations," led by Ed Pultorak and Debbie Tomasetti; "Mentoring to Build Research Communities," led by Diane Barone and Sandra Odell; "Gathering Evidence to Support Research," led by Renee Clift; and "Research as a Pathway to Student Achievement," led by Boyce Williams and Linda Quinn.

# Special Events at ATE's 2005 Annual Meeting

ATE's 2005 Annual Meeting will be at the Chicago Hilton & Towers Hotel on February 12-16, 2005. The meeting will provide clinics, major speakers, and thematic sessions in a variety of formats. As part of the Annual Meeting, special events have been scheduled. The following events will be in the program, available to all attendees at no additional charge.

## The National Teacher Education Accreditation Debate

Accreditation in teacher education has been an issue for over 50 years. Colleges and universities have invested much time and money in aligning programs with the National Council for the Accreditation of Teacher Education's (NCATE) unit and content standards, not only in pursuit of accreditation but also in pursuit of preparing effective, committed teachers.

Recently a new accreditation agency, the Teacher Education Accreditation Council (TEAC), has been approved at the national level to accredit teacher education programs.

What is the difference in philosophy, if any, between TEAC and NCATE in the pursuit of excellence? How do their approaches to accreditation differ? How effective are these approaches in developing effective teacher education programs? Come, listen, and participate as Art Wise, NCATE President, and Frank Murray, President of TEAC, debate the issues of accreditation and the differences between NCATE and TEAC.

## Research Reports

Proposal submissions for ATE's research reports hit record numbers for the 2005 National Meeting. The program committee selected the top reports, arranged them in thematic groupings and invited a responder to share insights individually, as well as collectively. One highlight of the ATE meeting in Chicago is the research reports, where conference attendees can hear cutting edge research on the most critical issues facing teacher education.

## Special Trip

Alvin Lubov of Roosevelt University is organizing a trip to a few of Chicago's unique schools (Tuesday, February 15th-\$10.00 suggested donation). Don't miss

the rare opportunity to visit schools that one is not likely to see in any other city in the country. Due to space restrictions, this experience will be limited to the first 40 to sign up at the conference registration desk.

## Special Activities for Graduate Students

At the Chicago conference, graduate students will have many opportunities to meet and learn with fellow graduate students and teacher educators. First time attendees are invited to the Newcomers' Breakfast. Following the breakfast, all are encouraged to attend the Graduate Student Research Forum to discuss issues in teacher education with the graduate student presenters and their mentors. In addition, the program features sessions specifically designed for graduate students, including the 2005 distinguished dissertation, as well as a featured panel discussing the role of graduate students in ATE.

## Featured Panels

- Opportunities for Graduate Students, presented by Sandra Odell
- What's New in School Reform, presented by New American Schools
- Changes in NCATE, presented by Boyce Williams
- Brown vs Board of Education after 50 Years, presented by Porter Troutman
- NBPTS: Making the Grade; Moderator TBD
- Roles of Women in Education, presented by Sally Reis
- Chicago's Answer to NCLB
- Routes to Teacher Licensure: Which Path? Panel TBD

Other special events include presentations from the ATE Yearbook XIII, special recognition and reports on Distinguished Research, Programs, and Dissertation in Teacher Education Presentation.

## And much more...

A special preservice student strand, a program for classroom teachers providing Illinois professional development credit, and many more activities are planned for Chicago.

## Register Today!

Online registration for ATE's 2005 Annual Meeting is now available at ATE's website, [www.ate1.org](http://www.ate1.org). Hotel information is also available there.

# Delegation to China, May 2005

ATE President Ed Pultorak will lead a delegation of ATE members and other teacher educators on an international professional and cultural program to China (Beijing and Kunming) from May 13 - 23, 2005. As part of the People to People Ambassador Program, founded by President Eisenhower in 1956, selected delegates will provide professional exchanges with counterparts from Asia with the primary mission of exploring key issues in teacher preparation and teacher retention. Initial topics, that are likely to be refined based on the expertise of delegation members, include:

- How to best prepare quality leaders for novice teachers from an international perspective
- Correlation between professional development school partnerships in the USA with programs in China
- Impact of high-stakes testing of teachers and students
- Teacher reflectivity and its effect on teacher performance, retention and student learning
- Types of mentoring and induction programs provided in China
- Teacher preparation programs: delivery and structure
- Diversity issues
- Special needs programs

Teacher educators are faced with many challenges. Such challenges include preparing high quality teachers, maintaining up-to-date and research-based information programs, recruiting quality individuals that will withstand the rigorous standards that face pre-service students and teachers, and preparing enough teachers to meet the significant shortages that currently exist in certain areas. To help meet these challenges, we also need to look to the international community to help better understand what are best practices and how to relate them to our situations. The goal of this delegation is to provide an enriched educational experience that will help address these challenges and offer new solutions.

The experiences and solutions gathered as part of this international trip will be shared with ATE commissions, task forces and membership upon returning.

# ATE Joins Groups Examining Factors Impacting Minority Teacher Recruitment

Washington, D.C. – The necessity for teacher diversity is often overlooked rather than accepted as central to school reform. High-stakes tests impede efforts to expand the pool of prospective teachers of color. And the logistics of the No Child Left Behind Act (NCLB) continue to create significant barriers to recruiting teachers of color.

These are some of the conclusions from a new analysis on teacher diversity prepared by the National Collaborative on Diversity in the Teaching Force. In its report, *Assessment of Diversity in America's Teaching Force*, the Collaborative examined the relationship between educational achievement and teacher diversity, and found that increasing the percentage of teachers of color in classrooms is connected directly to closing the achievement gap of students.

The Collaborative is composed of six leading education groups: American Association of Colleges for Teacher Education (AACTE), American Council

on Education (ACE), Association of Teacher Educators (ATE), Community Teachers Institute (CTI), Recruiting New Teachers (RNT), and the National Education Association.

Some key trends include:

- Nationally, about 17 percent of public school students are African American and 6 percent of teachers are African American. Likewise, about 17 percent of public school students are Hispanic and 5 percent of teachers are Hispanic.
  - In more than one-third (38 percent) of America's public schools, there is not a single teacher of color on staff.
- Students of color tend to perform better – academically, personally and socially – when taught by teachers from their own ethnic groups.
- In most instances, fewer than 50 percent of African Americans pass teacher entrance exams. This pattern prevails across time, location and types of tests.

The Collaborative is proposing solutions that include revising NCLB meas-

ures to clearly spell out diversity as a critical element of a “highly-qualified” teacher workforce, identifying and eliminating the obstacles faced by minority teachers in passing entry tests, and developing programs that support teachers of color both in the pipeline and in the classroom.

Printed copies of the analysis, *Assessment of Diversity in America's Teaching Force: A Call to Action*, have been sent to all ATE members. Additional copies are also available by calling 202-822-7745. The report can also be downloaded from the NEA website at the following link:

<http://www.nea.org/teacherquality/images/diversityreport.pdf>.



**Peter Yarrow**, of Peter, Paul and Mary, will be a special guest speaker at ATE's Annual Meeting on Tuesday night, February 15, 2005. He will address what he considers to be perhaps his most meaningful undertaking to date. This project, called *Operation Respect: "Don't Laugh At Me,"* is based on his passionate belief that music, with its power to build community and catalyze change, can be a particularly powerful organizing tool as well as a source of inspiration for children. He'll provide information about this program.



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