



***GENERAL SESSIONS AND STRANDS SESSIONS  
PRESENTERS' INFORMATION***

***September 29, 2012 Opening Session (5:00 p.m. - 6:30 p.m.)***

***Room: Potomac, Salons CD (Main Floor)***

***Keynote: Dr. Carolyn Nelson, College of Education, CSU East Bay***

***Title: Hayward Promise Neighborhood-A Transformational Partnership***

**The Promise Neighborhood initiative**, Funded by the United States Department of Education has been created to alleviate the effects of poverty on children and families in selected regions. The Hayward Promise Neighborhood is one of only two Promise Neighborhood projects lead by a post-secondary educational institution--California State University, East Bay. CSU East Bay collaborates with fourteen partner agencies as the "Implementation Team" to build, connect, and monitor the "cradle to career" support system that animates the vision of the Promise Neighborhood Initiative. The collaborative relationship of these very diverse partner agencies creates a complex web of variables that greatly influence the work of the partnership. This presentation will examine these variables—both anticipated and unanticipated--with the goal of providing insight into creating and guiding complex community-based work that is sustained.

**Dr. Carolyn Nelson** was appointed as Dean of the College of Education & Allied Studies at CSU East Bay in 2009, following a 19-year tenure at San Jose State University where she served in a wide variety of academic, administrative, and leadership roles. From 2001 to 2008, Dr. Nelson served as Chair of the Department of Elementary Education at SJSU, where she guided the department to state and national recognition for numerous, innovative programs and collaborative partnerships with local K-12 school districts. Under her leadership, San Jose State University also became the first CSU to partner with educators from Stanford University and the UC system in the design and implementation of a rigorous assessment for K-12 California teacher candidates.

While at San Jose State, Carolyn Nelson accrued an extensive experience in program/curriculum development, grant procurement, assessment & accreditation, faculty development, advocacy, and advancement, and was honored with the College of Education Golden Key Award for Outstanding Service and the Dean's Award for Distinguished Achievement.

Since beginning her professional career as a middle school science educator in urban and inner-city schools in New York, Illinois, and California, Dr. Nelson has been a tireless advocate for bringing relevant, quality education and opportunity to students in under-resourced public schools. Carolyn Nelson received her Bachelor of Science degree from the University of Nebraska at Omaha, with a dual major in science and elementary education. She holds a Master of Arts degree in Curriculum and Instruction and a Doctorate in Organization & Leadership, both from the University of San Francisco.

***October 1, 2012 Luncheon (11:30 a.m. - 1:00 p.m.)***

***Room: Capital View Ballroom, Salon 1 (14<sup>th</sup> Floor)***

***Panel Members: Dr. Ron Thorpe, NBPTS***

***Dr. Tes Mehring: Emporia State University***

***Title: Presidents and Provosts' Perspectives***

***Moderator: Dr. Barbara Burch, Western Kentucky University***

**Dr. Ron Thorpe** is President and CEO of the National Board for Professional Teaching Standards (NBPTS.) Nearly 100,000 teachers have successfully completed this peer-reviewed, performance-based process that certifies these educators – like their counterparts in medicine and other professions – have met the profession's highest standards of practice. The Board certifies teachers in 16 content areas across four developmental levels, and more than 55% of Board Certified Teachers are working in Title 1 schools.

Ron Thorpe's appointment came after a long career devoted to professional development of educators going back to 1974 when he became a Teaching Fellow in Latin and Greek at Phillips Academy, Andover, and later became assistant to Ted Sizer who was then head of school. After 16 years as a teacher and administrator, and 12 years working in foundations, Dr. Thorpe became the Vice President for Education at WNET - America's flagship public television station in New York City - where he was the architect of the Celebration of Teaching & Learning, a world-class conference that attracted more than 10,000 preK-12 educators from all 50 states. He also served on the planning team for the historic International Summit on the Teaching Profession, hosted by U.S. Secretary of Education, Arne Duncan.

Dr. Thorpe is the author of numerous articles and commentaries on education, technology and philanthropy, and was the editor of *The First Year As Principal* (Heinemann, 1995). He also was the executive producer of *Where We Stand: America's Schools in the 21<sup>st</sup> Century*, a national PBS broadcast hosted by Judy Woodruff in September 2008. Ron grew up in Carlisle, Pa., and attended the public schools there. After graduating from Harvard College, where he majored in classics, he earned both his master's and doctorate at the Harvard Graduate School of Education.

**Dr. Tes Mehring - Provost/VPAA Emeritus, Emporia State University, Emporia, KS**

**Education:** Ph.D. and M.S.Ed. in Special Education (University of Kansas); M.S. in Counseling Psychology (Southwest Missouri State University); B.S., B.M., B.M.E in Psychology, Applied Music (clarinet), and Music Education (St. Mary College).

**Work Experience:** Emporia State University (1981-2012), Provost/VPAA and Student Life; Interim Vice-President for Academic Affairs; Dean, Associate Dean, Assistant Dean, Department Chair, Faculty Member; University of Kansas Institute for Research in Learning Disabilities (1978-1981); K-12 teacher/school psychologist (1974-1978).

**University Teaching:** graduate and undergraduate courses in psychology, school psychology, special education, and leadership.

**Scholarly Activity:** Two books, seventeen chapters, and thirteen journal articles on topics related to memory and learning, crisis intervention in P-12 schools, and the impact of No Child Left Behind on students with exceptionalities. Over 100 presentations at state, national, and international professional conferences, and 20 externally funded grants.

**Selected Service Activities:**

NCATE Board of Examiners (1995-2009); NCATE UAB (2009 – current); AACTE PETE Consultant (1999-2007); AACTE Board of Directors (1998-2000; 2007-2008); Teacher Education Council of State Colleges and Universities (President 2001-2002; Executive Board 1998-2000; 2007-2008); National Teachers Hall of Fame (Board of Directors 1995-current; interim President 2001-2005); Kansas State Department of Education Co-Chair Kansas Teaching Commission (2006-2009); Kansas Board of Regents Transition Council (2006-current); Kansas State Department of Education Title II Advisory Committee (2001-current); Office of Special Education Programs Steering Committee for IDEA Implementation (2000 – current); Emporia Chamber of Commerce Board of Directors (2003-2007); Council for Exceptional Children (1975 – current: State President 1988-1989, division memberships in Division for Learning Disabilities, Council for Educational and Diagnostic Services, Teacher Education Division); Kansas Association for Colleges of Teacher Education (Executive Committee 1995-1999; President 1997-1999).

***October 1, 2012 General Session (5:00 p.m. – 6:30 p.m.)***

***Room: Capitol Visitors' Center***

***Presenters: Dr. Barnett Berry, Center for Teaching Quality (CTQ)***

***Ms. Lisa Clarke and Mr. Dan Brown (CTQ)***

***Title: Teaching 2030: A Compelling Future of Teacher Preparation  
in America***

***Moderator: Dr. Brad Balch, Indiana State University***

**Teaching 2030: What We Must Do for Our Students and Our Public Schools —Now and in the Future** by Barnett Berry and the Teacher Solutions 2030 Team

In the raging controversy over how to fix the nation's underperforming schools, the voices of America's best teachers are seldom heard. Now, in a provocative book about the future of teaching and learning, 12 of America's most accomplished classroom educators join a leading advocate for a 21st-century teaching profession to bring expert classroom know-how and fresh policy ideas to the school reform debate. Together they identify trends that will shape the learning experience of the next iGeneration and propose actions to guarantee that every student will have excellent teachers.

**Dr. Barnett Berry** is Founder, President and CEO of the Center for Teaching Quality (CTQ), Inc., based in Carrboro, North Carolina. Created in 1999, CTQ seeks to dramatically improve student learning by advancing teaching as a 21st century, results-oriented profession.

A former high school teacher, Barnett has worked as a social scientist at the RAND Corporation, served as a senior executive with the South Carolina Department of Education, and directed an education policy center while he was a professor at the University of South Carolina. Barnett has authored numerous academic reports and many articles for the popular education press on the future of teaching and learning in 21st century schools and the importance of teacher leadership.

He frequently serves in an advisory capacity to organizations committed to teaching quality, equity and social justice in America's schools. His new book, [\*TEACHING 2030: What We Must Do for Our Students and Our Public Schools ... Now and in the Future\*](#), penned with 12 expert teachers from CTQ's Teacher Leaders Network poses a provocative and hopeful future for the profession that makes all others possible. His areas of expertise span the education pipeline from preparing effective teachers to evaluating and rewarding teaching effectiveness.

***October 1, 2012 Strand I – Outcome and Assessment (8:15 – 9:45 a.m.)  
Room: Georgetown A (Lower Lobby)  
Moderators: Dr. Clarence Golden, Dr. Wayne McWee***

***Presenters 1: Dr. Lisa Johnson, Dr. Jennie Rakestraw  
Title: Winthrop University - Assessing a University-School Partnership  
Network***

The Winthrop University-School Partnership Network utilizes an annual performance template to measure the effectiveness of partnering schools and institutions related to four Network goals: (1) Improve P-12 learning through innovative and reflective practice; (2) Improve the quality of educator preparation through active engagement of pre-service teachers in the school community; (3) Provide school and university faculty ongoing and reciprocal professional development; and (4) Increase support and retention of new teachers. Measureable objectives and outcome-based assessments are identified at the

beginning of each academic year by the School Liaison, Winthrop Faculty in Residence, Partnership faculty, and school administrators.

**Dr. Lisa E. Johnson** is an associate professor and Senior Associate to the Dean in the Richard W. Riley College of Education at Winthrop University. As a former National Board Certified teacher, Lisa remains committed to integrating the work of the university with surrounding school districts. Lisa is the director of a nine-district school-university network that facilitates teacher development through collaborative partnerships. With thirty professional development and partner schools, the Partnership Network is active in improving student achievement and teacher professional learning. Lisa continues to supervise pre-service teachers in clinical settings and is leading the implementation of a new transformative teacher preparation core curriculum. Published widely in the areas of pre-service and practicing teacher dispositional development, Lisa continues researching the moral work of teaching in hopes of improving teacher candidate ability to meet diverse learner needs.

**Dr. Jennie Rakestraw** is professor and Dean of the Richard W. Riley College of Education at Winthrop University. With over 30 years' experience as an elementary/middle level teacher, teacher educator, and college leader, Jennie is dedicated to connecting universities and schools in meaningful partnerships for the improvement of schools and the preparation of teachers and leaders for work in those schools. As an associate dean at Georgia Southern University and now as dean at Winthrop University, Jennie has acquired almost \$17 million in external funding and provided leadership to support university-school partnership initiatives. Currently her focus is on clinical preparation of educators, the creation of university campus and college culture that fosters faculty engagement in schools, and on building state and school district commitment to collaborative partnerships.

***Presenters 2: Dr. Judy Harrison, Ms. Paulette Blacknall,  
Dr. Gary Smithey, Mr. Ed Hunter***

***Title: Henderson State – Southwest Arkansas College Prep Academy***

The Southwest Arkansas College Preparatory Academy is a privately funded partnership that includes two universities, three school districts, and community leaders/organizations. The Academy targets 8<sup>th</sup> graders who indicate they want to attend college but will likely need remediation. Over 75% of Academy completers will enter college without need for remediation.

**Dr. Judy Harrison** is a professor of Curriculum and Instruction and the dean of Teachers College, Henderson State University, Arkadelphia, Arkansas. She has been an educator for 41 years with experience teaching and leading in public secondary education, community college, and higher education. She has held numerous state offices including presidencies of the Arkansas Council for Women in Higher Education, the Arkansas Deans' Association, and the Arkansas Association of Colleges for Teacher Education. Most recently she served as chair of the Arkansas Council of Education Deans. She holds

Bachelor of Science in Education and a Master of Science in Education degrees from Ouachita Baptist University in Arkadelphia, Arkansas, and a Doctor of Education degree in Adult and Higher Education from the University of Memphis. She is licensed in English and French and is a Pathwise Certified Trainer.

**Ms. Paulette Blacknall** is director of the Southwest A Education Renewal Zone at Henderson State University, Arkadelphia, Arkansas. She earned a Bachelor of Science degree in Elementary/Special Education from Ouachita Baptist University, and a Master of Science in Special Education degree and a graduate certificate in educational leadership from Henderson State University. She is licensed by the State of Arkansas as a grades 7-12 Building Level Leader. She has 30 years of experience in education, including 24 as a public school teacher. She serves Arkansas educators by facilitating team and individual teacher leadership training and technology institute training. She is a team chair for the Arkansas Scholastic Audit process for school improvement, and she provides co-teach training for school teams.

**Dr. Gary Smithey** is a professor of reading and Chair of the Department of Advanced Instructional Studies at Henderson State University, Arkadelphia, Arkansas. He began his career as an educator 31 years ago teaching grades four through six and remedial reading. At the college level, he has taught undergraduate and graduate reading methods courses in teacher education programs, as well as freshmen remedial reading courses. Dr. Smithey holds a Bachelor of Science in Education from Evangel University and a Master of Science in Reading and a Doctor of Education in Elementary Education from the University of Oklahoma. He is a licensed elementary teacher and reading specialist.

**Mr. Ed Hunter** is the former dean of students at Arkadelphia High School in Arkadelphia, Arkansas. He is currently the assistant director for the Southwest A Education Renewal Zone at Henderson State University, Arkadelphia, Arkansas. He holds a Bachelor of Science in Education in Biology and a Master of Science Building Level Leadership from Henderson State University. He has 26 years of experience in public secondary education. His areas of expertise include geography, life science, biology, anatomy and physiology, and facilitating EAST Lab. Mr. Hunter is also a team member for the Arkansas Scholastic Audit process for school improvement.

***Presenters 3: Dr. Jennifer Heckert, Dr. Toni Strieker, Dr. Maria Shaheen***  
***Title: Kennesaw State – KSU Collaborative Model of Clinical Practice: A Partnership Approach to Pre-service Co-teaching***

Focus group findings from a pilot study examining novice teacher and collaborating teacher perceived benefits and challenges of co-teaching during clinical practice are presented. Suggestions for refining the CCP Model and subsequent implications for teacher educators are included.

**Dr. Jennifer Meyer Heckert** recently received her doctorate in Special Education (learning disabilities) from the University of Texas at Austin and is currently an Assistant

Professor in the Inclusive Education Department at Kennesaw State University. She is a former elementary general educator, special education facilitator, and T.E.S.O.L instructor and has expertise in interventions for elementary students at-risk for reading difficulties, Response to Intervention, and co-teaching. Her scholarship areas include interventions for students at-risk for reading difficulties, instructional leadership for students with diverse learning needs, pre-service co-teaching, and preparing pre-service general educators to effectively instruct students with diverse learning needs.

**Dr. Toni Strieker**, a professor in the Department of Secondary and Middle Grades Education at Kennesaw State University, teaches courses on inclusive education and literacy. Toni has thirty years of experience as an educator, with twenty of those years devoted to school administration and consulting on effective strategies to include students with disabilities. From 1993-2002, Toni was a consultant for the national Consortium on Inclusive Schooling practices; and from 1998-2005, Toni directed Project WINS, a statewide inclusion initiative in 45 school districts across the State of Georgia. As an outgrowth of that work, Toni has written widely on topics related to co-teaching and inclusion. This past year, Toni has served as a team leader of a college-wide initiative to restructure clinical practices through pre-service co-teaching. Toni lives in Roswell, Georgia with her husband. They have two grown sons.

**Dr. Maria Shaheen** received her doctorate from Kent State University and is currently an Assistant Professor at Kennesaw State University in the Elementary and Early Childhood Education program. She is the Director of the Undergraduate Elementary Literacy program and a winner of the Holder Teaching Award. Dr. Shaheen has been in the field of education for over 18 years and has an expertise in Curriculum and Instruction and Literacy. She is a member of numerous professional organizations and presents each year at international, national, and state conferences. Her current areas of research are pre service co-teaching, social justice in elementary pre service education, innovation in K-12 education, and pre service teacher reflection.

***October 1, 2012 Strand I – Outcome and Assessment (8:15 – 9:45 a.m.)***

***Room: Georgetown B (Lower Lobby)***

***Moderators: Dr. Ella Cleveland, Dr. George Drake***

***Presenters 1: Dr. Pat Simpson, Dr. Ben Sayler***

***Title: Black Hills State – Project PRIME – K-12 Mathematics***

Project PRIME is an NSF-funded partnership of Black Hills State University and Rapid City Area Schools. Presenters will describe project components, share evidence of impact on classroom instruction and student achievement, and highlight lessons over the past 10 years.

**Dr. Pat Simpson** is Dean of the College of Education and Behavioral Sciences at Black Hills State University in Spearfish, South Dakota. Her experience in higher education

has included serving as Graduate Coordinator and Assessment Coordinator for the college, Professor and Chair of Education at Abilene Christian University, and Professor and Vice President for Academic Affairs at York College. She has authored articles on the Professional Development School (PDS) Model and is a former public school teacher, assistant principal, and curriculum coordinator in Texas and Nebraska.

**Dr. Ben Saylor** is Professor of Physical Science and Mathematics at Black Hills State University in Spearfish, South Dakota. He also serves as Director of Education and Outreach for the Sanford Underground Research Facility, a new scientific research enterprise in Lead, South Dakota. He has focused his academic career on improving the teaching and learning of mathematics and science at all levels - from kindergarten through university and among the general public. He has sought to bridge mathematics, science, and education faculty and, for the past two decades, has been working in close partnership with K-12 school districts.

***Presenters 2: Dr. Carol Wood, Ms. Stacie Siers, Dr. Star Weaver***  
***Title: Salisbury – Regional PDS Network Assessment System***

A Professional Development Schools network allows public school partners and universities to partner together to refine professional education programs. Both formal and informal assessments provide mechanisms to gather input about teacher education candidate's knowledge skills and dispositions across a myriad of clinical field and practicum experiences. Data gathered from candidates, university and school faculty provide meaningful information to professional programs.

**Dr. Carol Wood** is Interim Dean of the Seidel School of Education and Professional Studies at Salisbury University. She received her B.S. degree from the University of Alabama, the M.S. degree from Auburn University, and the Ph.D. degree from Louisiana State University. Prior to her appointment to Salisbury University in 1995, Dr. Wood was a faculty member at William Paterson University and the University of Pittsburgh. At SU, she has served additional roles as physical education program coordinator and Health, Physical Education and Human Performance Department Chair. Dr. Wood is currently a member of the Maryland State Department of Education NCATE Board of Examiners. She maintains active roles and leadership positions in state, regional and national organizations that serve professional educators. Her scholarly presentations include subjects on assessment, accreditation and professional development schools. After 25 years of teaching, Dr. Wood believes that her greatest contribution to others still resides with her work with students. Dr. Wood's special interests after teaching are serving her professional colleagues and the University.

**Ms. Stacie Siers** is a former middle school and high school teacher who joined Salisbury University as its full-time PDS Coordinator in 2004. During her 14 years of public school teaching, she mentored interns, served as her school's PDS site coordinator, and taught courses in SU's teacher education program. As PDS Coordinator, Stacie oversees a network of 34 PDS sites affiliated with 7 different school districts. Stacie has made over



15 presentations at the National Professional Development Schools conferences and another seven at the Maryland State PDS Conference. Stacie currently serves as Secretary for the National Association for Professional Development Schools.

**Dr. Starlin Weaver** is the Interim Associate Dean of the Seidel School of Education and Professional Studies at Salisbury University. She earned her B.A. and M. Ed degrees from the University of North Carolina at Charlotte and her Ph.D. from Virginia Tech. Dr. Weaver is serves as a National Science Teachers Association (NSTA) program reviewer for NCATE and has also served as an NCATE Board of Examiner (BOE) member. She is currently a member of the Maryland State Department of Education NCATE BOE. Dr. Weaver is a professor of science teacher education and teaches science education methodology classes, classroom management, and internship seminar. She also supervises science interns. Her scholarly interests include using technology to teach science methods, incorporating environmental education in science methods and incorporating content area reading and writing into science methods courses.

***Presenter 3: Dr. Linda McCalister***

***Title: Appalachian - Professional Learning Community***

Professional Learning Community comprised of teachers in the areas of high school and middle school math, science, English and social studies. The group includes public school teachers, arts and sciences faculty and teacher education faculty. Groups meet each month and collaborate on meeting curriculum needs and articulating expectations for students at the public school level, teacher preparation level and incoming freshman level. This Partnership includes eight school districts and Appalachian State. Common core objectives and essential standards and expectations at each level are the focus of the groups at this time.

**Dr. Linda McCalister** is the Director of the Public School Partnership and an adjunct instructor at Appalachian State University in Boone, North Carolina. Prior to her appointment at Appalachian State University, she was a teacher and counselor in the North Carolina and South Carolina school systems. She received her Doctorate of Education from Appalachian State University in 1998 an Education Specialist degree in Counselor Education at Appalachian State University, a Master's degree in Counselor Education at the University of South Carolina and a BA degree in English at the University of South Carolina. In her position as Director of the Public School Partnership she works to bring groups of professional educators in math, science, English and social studies together to broaden their understanding of standards-based curriculum and the alignment of curriculum for K-16. These "professional learning communities" include public school teachers and university professors from arts and sciences and the college of education. She also serves as a liaison for the college of education and nine partnership counties. Dr. McCalister has been the director of the Partnership for 14 years.

***October 1, 2012 Strand II – Collaborators, Structures, Commitments  
(9:55 – 11:25 a.m.)***

***Room: Georgetown A (Lower Lobby)***

***Moderators: Dr. Genevieve Brown, Dr. Joe Hoffman***

***Presenter 1: Dr. Brian Gerber***

***Title: Valdosta - Using Early College as a Platform for School-College-Community Partnerships***

The Valdosta Early College Academy, a school for at-risk students, will be described. Information will include how the partnerships (K-12, college, and community) that formed it and currently operate it are running. Data are presented to demonstrate its impact on student achievement.

**Dr. Brian Gerber** is currently the interim dean of the Dewar College of Education at Valdosta State University. A portion of his duties includes the planning, implementation, and operation of the Valdosta Early College Academy – a K-12, university, and community collaboration to support students at-risk of dropping out of school. He has acquired over \$6 mil in external funding over the past 10 years to engage in teacher professional development, primarily in STEM areas. Dr. Gerber holds a PhD in science education from the University of Oklahoma, a Master's degree in Biology from Kent State University, BS degrees in biology and secondary education from Kent State, and an AAS degree in applied science from Hocking Technical College.

***Presenter 2: Dr. Linda McCalister***

***Title: Appalachian – Public Schools Partnership – Working with Multiple Districts***

The Appalachian State University Public School Partnership is a consortium of eight school districts, the College of Education, the College of Arts and Sciences and the Northwest Regional Service Alliance (NWRESA). Members of the Partnership work on common goals as defined by the Partnership members through a governing board, coordinating council, and representatives in each 114 schools.

**Dr. Linda McCalister** is the Director of the Public School Partnership and an adjunct instructor at Appalachian State University in Boone, North Carolina. Prior to her appointment at Appalachian State University, she was a teacher and counselor in the North Carolina and South Carolina school systems. She received her Doctorate of Education from Appalachian State University in 1998 an Education Specialist degree in Counselor Education at Appalachian State University, a Master's degree in Counselor Education at the University of South Carolina and a BA degree in English at the University of South Carolina. In her position as Director of the Public School Partnership she works to bring groups of professional educators in math, science, English and social

studies together to broaden their understanding of standards-based curriculum and the alignment of curriculum for K-16. These “professional learning communities” include public school teachers and university professors from arts and sciences and the college of education. She also serves as a liaison for the college of education and nine partnership counties. Dr. McCalister has been the director of the Partnership for 14 years.

***Presenters 3: Dr. Kenneth Weaver, Dr. Phillip Bennett***

***Title: Emporia State - The BEST Program: Butler/Emporia Students to Teachers***

The presentation will describe Emporia State University’s partnership with Butler Community College to create a 2 + 2 Professional Development School for preparing elementary teachers on the Butler Community College campus using K-6 schools in the surrounding area.

**Dr. Kenneth Weaver**, an educator with more than 40 years experience in the profession is the new dean of The Teachers College at Emporia State University. He was named to the lead position on May 17, 2012, replacing Dr. Phil Bennett.

“After a national search, Dr. Weaver's track record as a leader having served as a department chair, interim dean and associate dean will be invaluable to The Teachers College as it continues its legacy of excellence,” said Provost Dr. Tes Mehring in making the announcement. “Ken is respected as an excellent teacher and scholar, and is actively engaged in his profession and university committees.” Emporia State’s Teachers College is recognized by the U.S. Department of Education as a one of only three models for teacher education. It recently earned reaccreditation from NCATE, the National Council for Accreditation of Teacher Education.

Dr. Weaver received his bachelor’s degree in biology and master’s of education degree in science education from the University of South Carolina and his Ph.D. in educational psychology from Columbia University. He has served the Emporia State community since 1986, but his teacher career began long before that. In 1973, he served as a Peace Corps volunteers in rural public health education in a small fishing village in the Philippines. After returning to the United States, he taught seventh- and eighth-grade science in Aiken, S.C., and remains certified to teach middle- and high-school science in both South Carolina and Kansas. Dr. Ken Weaver has served as chair of the Department of Psychology and Special Education and associate dean and interim dean of The Teachers College. He currently is president of the Kansas Association of Colleges for Teacher Education and has written more than 50 articles, 10 chapters, a study guide for a textbook and a book on statistics. Dr. Weaver also is well known in the Emporia community where he and his wife, Katherine, have raised four children.

**Dr. Phillip Bennett** is Dean Emeritus and Professor of The Teachers College at Emporia State University. Dr. Bennett was selected as dean of the college in 2009, taking over for

Dr. Tes Mehring, who became ESU's provost and vice-president for academic affairs in May 2008. He served as associate dean of college since 2001, twice filling the role of interim dean during the fall semesters of 2004 and 2006.

Prior to his ESU service, Dr. Phil Bennett was dean of the School of Education at Lander University in Greenwood, SC, served as coordinator of teacher education for the Kansas State Department of Education (KSDE), directed teacher education and served as a faculty member at MidAmerica Nazarene University, and taught mathematics at the college and high school levels. Dr. Phil Bennett worked at the National Council for Accreditation of Teacher Education (NCATE) headquarters in Washington, D.C. during a sabbatical in 2008. NCATE is the professional accrediting organization for schools, colleges, and departments of education in the United States. Over the course of his career, Dr. Bennett authored or co-authored grants of bringing in more than \$1,000,000. He authored or co-authored a number of articles and numerous presentations at a variety of state, regional, and national conventions.

***October 1, 2012 Strand II – Collaborators, Structures, Commitments  
(9:55 – 11:25 a.m.)***

***Room: Georgetown B (Lower Lobby)***

***Moderators: Dr. Paul Beare, Dr. Katy Heyning***

***Presenters 1: Dr. Kenneth Teitelbaum, Dr. Ann Potts,  
Dr. Donyell Roseboro, Dr. Carol McNulty***

***Title: University of North Carolina Wilmington - From Extensive to  
Intensive: Creating Robust Collaborations among University-School  
Partners***

The presentation explores the evolution of a Professional Development System in southeastern North Carolina. Focus given to how vision, shared governance, and evaluation have strengthened over time. Strategies for application, including pitfalls and next steps, are discussed.

**Dr. Kenneth Teitelbaum** is Dean of the Watson College of Education and professor of curriculum studies and foundations of education at the University of North Carolina Wilmington. His scholarly interests center on critical reflection in teacher education and teachers' work, school knowledge in current and historical contexts, and school reform as it relates to democracy, social justice and diversity.

**Dr. Ann Potts** is Associate Dean for Teacher Education and Outreach in the Watson College of Education, University of North Carolina Wilmington. She has extensive experience traveling and teaching in a variety of cultures including Europe, Middle East and Africa, and through this experience promotes culturally responsive practice in her work with both pre-service and in-service teachers. Research interests include the development of teachers understanding of language, literacy, and culture within school and community.

**Dr. Donyell Roseboro** is the Director of the Professional Development System Office and Associate Professor in the Watson College of Education, University of North Carolina Wilmington. She teaches courses in foundations of education and instructional design. Her publications examine equity in public schools, the ways that race, class, and gender shape educational experiences, and the dispositions of prospective teachers. She also has more recently written about the ways in which teachers in South African township schools teach about democracy.

**Dr. Carol McNulty** is Associate Dean for Academic and Student Affairs in the Watson College of Education, University of North Carolina Wilmington. Her research interests include helping teachers and teacher candidates navigate their own cultural identities to better serve the needs of students from backgrounds unlike their own. She is particularly interested in exploring the perceptions of marginalized students who are at-risk for delinquency and identifying contributing school factors.

***Presenter 2: Dr. Ben Saylor***

***Title: Black Hills State University - Sanford Center for Science Education***

Black Hills State University is teaming up with a nearby scientific research facility to improve the teaching and learning of science. The presentation will outline the process of planning a new education center, seek audience input about next steps, and suggest ideas for similar work in other settings.

**Dr. Ben Saylor** is Professor of Physical Science and Mathematics at Black Hills State University in Spearfish, South Dakota. He also serves as Director of Education and Outreach for the Sanford Underground Research Facility, a new scientific research enterprise in Lead, South Dakota. He has focused his academic career on improving the teaching and learning of mathematics and science at all levels - from kindergarten through university and among the general public. He has sought to bridge mathematics, science, and education faculty and, for the past two decades, has been working in close partnership with K-12 school districts.

***Presenter 3: Dr. Kimberly Ligon***

***Title: Kennesaw State - PDS/YLI Partnership - Three Middle Schools/Yearlong Internship***

This presentation addresses how a university-school partnership was developed to better equip middle grades education majors with the knowledge, skills, and dispositions necessary to be effective teachers. As a result, a Professional Learning Community was created to promote ongoing learning for both in-service and pre-service teachers. A yearlong internship (YLI) is the foundation for the PDS relationships between Kennesaw State University and three local middle schools. Essentially, teacher candidates are placed

with intentionally selected middle school teachers who serve as mentors for an entire academic year. Co-teaching is the focus of the mentor/intern pair as well as the mission of the Professional Learning Community that is a part of the PDS. Both pre-service teachers and in-service teachers benefit greatly by participating in this YLI, which ultimately means the middle school students benefit. This has been evidenced quantitatively by comparison data of the Teachers Sense of Self-Efficacy (TSES) and qualitatively through conversations and interviews with interns and mentor teachers.

***October 1, 2012 Strand II – Collaborators, Structures, Commitments  
(9:55 – 11:25 a.m.)***

***Room: Georgetown C (Lower Lobby)***

***Moderators: Dr. Kenneth Witmer, Dr. Gersham Nelson***

***Presenters 1: Dr. Lisa Johnson, Dr. Jennie Rakestraw***

***Title: Winthrop – Partnership Network – 4 Levels of Engagement***

The Winthrop University-School Partnership Network is structured by four distinct levels of engagement; Professional Development School, Partner School, Department/Content Affiliate, and Satellite School. Schools or departments interested in joining the partnership have options regarding commitment readiness and can move between levels as needed. To join the Partnership, interested schools or departments submit an application to the Partnership Network that is then assessed by current Network members with a rubric representing an integration of the National Council of Accreditation for Teacher Education Professional Development School standards, the PDS Nine Essentials, and principles related to the NNER postulates guiding the work at our university. Once part of the Network, various structures are in place to support collaboration and shared decision making including, but not limited to, a Partnership Network Advisory Committee, School Liaisons, and Winthrop Faculty in Residence.

**Dr. Lisa E. Johnson** is an associate professor and Senior Associate to the Dean in the Richard W. Riley College of Education at Winthrop University. As a former National Board Certified teacher, Lisa remains committed to integrating the work of the university with surrounding school districts. Lisa is the director of a nine-district school-university network that facilitates teacher development through collaborative partnerships. With thirty professional development and partner schools, the Partnership Network is active in improving student achievement and teacher professional learning. Lisa continues to supervise pre-service teachers in clinical settings and is leading the implementation of a new transformative teacher preparation core curriculum. Published widely in the areas of pre-service and practicing teacher dispositional development, Lisa continues researching the moral work of teaching in hopes of improving teacher candidate ability to meet diverse learner needs.

**Dr. Jennie Rakestraw** is professor and Dean of the Richard W. Riley College of Education at Winthrop University. With over 30 years' experience as an

elementary/middle level teacher, teacher educator, and college leader, Jennie is dedicated to connecting universities and schools in meaningful partnerships for the improvement of schools and the preparation of teachers and leaders for work in those schools. As an associate dean at Georgia Southern University and now as dean at Winthrop University, Jennie has acquired almost \$17 million in external funding and provided leadership to support university-school partnership initiatives. Currently her focus is on clinical preparation of educators, the creation of university campus and college culture that fosters faculty engagement in schools, and on building state and school district commitment to collaborative partnerships.

***Presenters 2: Dr. Barbara Burch, Dr. Sam Evans, Dr. David Lee***  
***Title: TRG/Western Kentucky University - All University Collaboration Model***

The Renaissance Group (TRG) is a national consortium of colleges, universities and a professional organization, with a major commitment to the preparation of educational professionals, and to the promotion of exemplary practices, partnerships and leadership that ensure high levels of teaching and learning for all of America's schools.

The Renaissance Group (TRG) members are committed to serving as model partnerships for the preparation of educators as an all-campus responsibility, in collaboration with their P-12 school district partners. A panel of instructional leaders from Western Kentucky University will present and share experiences that promote effective professional relationships and practices for P-20 education, demonstrating the essential characteristics (make-up) of a successful TRG institution and its responsibility toward the preparation of the very best educators for America's schools.

**Dr. Barbara Burch** is Provost Emeritus at Western Kentucky University. She is currently teaching in the Educational Leadership doctoral program, and also holds an appointment as Civic Engagement Scholar. She also is serving as Chair of the Board for the University's Clinical Education Complex. She served as Provost and Vice President for Academic Affairs at WKU for 14 years. During 1997, she served as Interim President. She received both her Master's and Doctoral degrees from Indiana University, Bloomington, Indiana and her Bachelor's degree from Western Kentucky University. She is former Dean of the School of Education and Human Development, California State University, Fresno. Dr. Burch also served as Interim Dean, Associate Dean and Director of the Center of Excellence in Teacher Education in the College of Education and Assistant Vice President for Academic Affairs at the University of Memphis. She has served as Director of Research and Curriculum Development for Shelby County Schools in Memphis, Tennessee and has been a classroom teacher in schools in Louisville, Kentucky and Indiana.

Dr. Burch is a past president and board member of the American Association of Colleges of Teacher Education. She currently serves as the ACE appointee to the Board of the Accreditation Council for Pharmacy Education. She has served as a member and chair of

the NCATE Accreditation Team, chair of The Unit Accreditation Board, chair of the NCATE Executive Committee, and has recently been re-appointed to the Executive Committee of NCATE. Additionally, she has served in elected and appointed positions on numerous committees and boards.

**Dr. Sam Evans** currently serves as Dean of the College of Education and Behavioral Sciences at Western Kentucky University. Prior to coming to Western Kentucky University in 1990, he was the Chair, Department of Education and Physical Education, at William Woods College in Fulton, Missouri. His public school experiences included a social studies classroom teacher, high school level; chair, the department of social studies, 7-12; social studies curriculum supervisor, K-12; and an elementary classroom teacher, summer enrichment program for talented students. He received his B.S. and M.S. in Education, major in social studies, from Central Missouri State University, and his Ph.D. in Curriculum and Instruction from the University of Missouri-Columbia.

Dr. Evans has been actively involved at the state and national level and he is currently serving on the Board of Directors of the Green River Regional Educational Cooperative and the Susan Vitale Clinical Education Complex, and a member of the WKU Campus Child Care Governing Body Committee. His research interests relate to licensure of social studies teachers, academic freedom issues as they related to classroom teaching and the preparation of teachers, affective characteristics of effective teachers, and documenting teacher candidate impact on P-12 student performance. He has published in numerous journals including *Theory and Research in Social Studies*, *The Social Studies*, *The International Journal of Social Education*, *Southern Social Studies Journal*, *Teacher Education and Practice*, and *The Teacher Educator*.

**Dr. David D. Lee** has been Dean of Western Kentucky University's Potter College of Arts & Letters since 1992. He began his WKU career as an assistant professor of history in 1975 and also served as Interim Head of the Department of Music. He earned a bachelor's degree from Miami University and master's and doctoral degrees from Ohio State University. He chaired the President's Task Force on Quality and Access, the WKU Centennial Committee and the General Education Review Committee and currently chairs the Cultural Enhancement Committee. He is the author of "Sergeant York: An American Hero."

***Presenter 3: Dr. Mike Dishman***

***Title: Kennesaw State – Lake Oconee Academy /Georgia Charter Schools Association***

In Fall 2011, a partnership consisting of Lake Oconee Academy, one of Georgia's highest performing charter schools academically (and one in which 75% of students qualify for federal free- or reduced-cost meals), the Georgia Charter Schools Association, and Kennesaw State University submitted a grant proposal to the Georgia Department of Education for a United States Department of Education "dissemination" grant. Dissemination grants are competitive, federally funded grants for disseminating the best



practices for improving student achievement in highly successful charter schools. The partnership proposed analyzing those leadership and organizational practices contributing to Lake Oconee Academy's success and its recognition as a Georgia "Platinum" school for highest achievement and a charter school with a cooperative and symbiotic shared governance model with its local school district. The partnership further proposed holistically integrating these practices into a leadership preparation program in Bagwell College. The resulting program is very similar to an "executive MBA" type program, with a multi-semester guided residency and executive coaching. The grant proposed funding the preparation of fifteen educational leaders in AY13 (beginning June 2012), and fifteen more in AY14.

**Dr. Mike Dishman** is the Professor of Education Policy & Governance and Chair of the Department of Educational Leadership at Kennesaw State University. He teaches courses in educational law, policy, ethics and governance. Since 2005, Mike has co-authored six (6) books on education law & leadership. He holds a Juris Doctorate from the University of Mississippi and a Doctorate in Educational Leadership and Policy from Peabody College, Vanderbilt University.

***October 1, 2012 Strand II – Collaborators, Structures, Commitments  
(9:55 – 11:25 a.m.)***

***Room: Francis Scott Key A (Lower Lobby)***

***Moderators: Dr. Arlinda Eaton, Dr. John Peek***

***Presenters 1: Dr. Judy Harrison, Ms. Paulette Blacknall,  
Dr. Gary Smithey, Mr. Ed. Hunter***

***Title: Henderson State – Education Renewal Zone: Visiting Professors***

University professors partner with K-12 classroom teachers to improve student learning. As a team, teachers and professors share strategies and best practices in their given field and collaborate to create curriculum and assessments which prepare students for the transition to college.

**Dr. Judy Harrison** is a professor of Curriculum and Instruction and the dean of Teachers College, Henderson State University, Arkadelphia, Arkansas. She has been an educator for 41 years with experience teaching and leading in public secondary education, community college, and higher education. She has held numerous state offices including presidencies of the Arkansas Council for Women in Higher Education, the Arkansas Deans' Association, and the Arkansas Association of Colleges for Teacher Education. Most recently she served as chair of the Arkansas Council of Education Deans. She holds Bachelor of Science in Education and a Master of Science in Education degrees from Ouachita Baptist University in Arkadelphia, Arkansas, and a Doctor of Education degree in Adult and Higher Education from the University of Memphis. She is licensed in English and French and is a Pathwise Certified Trainer.

**Ms. Paulette Blacknall** is director of the Southwest A Education Renewal Zone at Henderson State University, Arkadelphia, Arkansas. She earned a Bachelor of Science degree in Elementary/Special Education from Ouachita Baptist University, and a Master of Science in Special Education degree and a graduate certificate in educational leadership from Henderson State University. She is licensed by the State of Arkansas as a grades 7-12 Building Level Leader. She has 30 years of experience in education, including 24 as a public school teacher. She serves Arkansas educators by facilitating team and individual teacher leadership training and technology institute training. She is a team chair for the Arkansas Scholastic Audit process for school improvement, and she provides co-teach training for school teams.

**Dr. Gary Smithey** is a professor of reading and Chair of the Department of Advanced Instructional Studies at Henderson State University, Arkadelphia, Arkansas. He began his career as an educator 31 years ago teaching grades four through six and remedial reading. At the college level, he has taught undergraduate and graduate reading methods courses in teacher education programs, as well as freshmen remedial reading courses. Dr. Smithey holds a Bachelor of Science in Education from Evangel University and a Master of Science in Reading and a Doctor of Education in Elementary Education from the University of Oklahoma. He is a licensed elementary teacher and reading specialist.

**Mr. Ed Hunter** is the former dean of students at Arkadelphia High School in Arkadelphia, Arkansas. He is currently the assistant director for the Southwest A Education Renewal Zone at Henderson State University, Arkadelphia, Arkansas. He holds a Bachelor of Science in Education in Biology and a Master of Science Building Level Leadership from Henderson State University. He has 26 years of experience in public secondary education. His areas of expertise include geography, life science, biology, anatomy and physiology, and facilitating EAST Lab. Mr. Hunter is also a team member for the Arkansas Scholastic Audit process for school improvement.

***Presenters 2: Dr. Carol Wood, Dr. Ron Siers, Dr. Keith Connors,  
Dr. Star Weaver***

***Title: Salisbury - Regional Professional Development School Council***

Salisbury University has developed a number of strategies to capitalize on a collaborative model for both tenure track and school faculty. Policies have been implemented to increase the number of tenure track faculty who choose to work in public schools and p-12 faculty who choose to work in university settings. These strategies include guidelines for promotion and tenure, faculty workload, and collaborative (p-16) submission of scholarly work at state, regional and national meetings.

**Dr. Carol Wood** is Interim Dean of the Seidel School of Education and Professional Studies at Salisbury University. She received her B.S. degree from the University of Alabama, the M.S. degree from Auburn University, and the Ph.D. degree from Louisiana State University. Prior to her appointment to Salisbury University in 1995, Dr. Wood was a faculty member at William Paterson University and the University of Pittsburgh.

At SU, she has served additional roles as physical education program coordinator and Health, Physical Education and Human Performance Department Chair.

Dr. Wood is currently a member of the Maryland State Department of Education NCATE Board of Examiners. She maintains active roles and leadership positions in state, regional and national organizations that serve professional educators. Her scholarly presentations include subjects on assessment, accreditation and professional development schools. After 25 years of teaching, Dr. Wood believes that her greatest contribution to others still resides with her work with students. Dr. Wood's special interests after teaching are serving her professional colleagues and the University.

**Dr. Ron Siers, Jr.** is an Associate Professor in the Department of Education Specialties of the Seidel School of Education and Professional Studies at Salisbury University. He received his B.A. degree from Salisbury University, the M.Ed degree from Salisbury University, and the Ph.D degree from the University of Maryland Eastern Shore. Prior to his appointment to Salisbury University in 2005, Dr. Siers was a public school teacher, site coordinator, and mentor at Mardela Middle and High School for sixteen years. At SU, he currently serves as a PDS Liaison, P-12 Supervisor, Academic Advisor, and Associate Head Baseball Coach. Dr. Siers is currently a member of the Association of Teacher Educators and the National Association for Professional Development Schools. He is a member of the NAPDS Leadership Association and Editor of *PDS Partners*. His scholarly presentations and publications include subjects on leadership, student intern efficacy, mentor teachers, co-teaching, and professional development schools. After 24 years of teaching, Dr. Siers' clarity of purpose resides in the ability to make a difference in the lives of his students and professional colleagues.

**Dr. Keith Connors** joined the faculty at Salisbury University in 1976. From 1986-89 he served as Interim Dean of the School of Education and Professional Studies before completing a year as an American Council on Education Fellow in 1990-91. Since 1996 he has been the faculty liaison to the Worcester County Elementary School Professional Development School Cluster, coordinating PDS activities between the University and five elementary schools. One of those schools, Snow Hill Elementary, was recognized in 2011 with the National Association for Professional Development Schools' Exemplary PDS Achievement Award.

**Dr. Starlin Weaver** is the Interim Associate Dean of the Seidel School of Education and Professional Studies at Salisbury University. She earned her B.A. and M. Ed degrees from the University of North Carolina at Charlotte and her Ph.D. from Virginia Tech. Dr. Weaver serves as a National Science Teachers Association (NSTA) program reviewer for NCATE and has also served as an NCATE Board of Examiner (BOE) member. She is currently a member of the Maryland State Department of Education NCATE BOE. Dr. Weaver is a professor of science teacher education and teaches science education methodology classes, classroom management, and internship seminar. She also supervises science interns. Her scholarly interests include using technology to teach science methods, incorporating environmental education in science methods and incorporating content area reading and writing into science methods courses.

***Presenter 3: Dr. Brad Balch***

***Title: Indiana State – PDS Innovative Partnership***

A presentation about a renewed PDS partnership focused on clinical immersion, clinical faculty, benefits and challenges of a renewed partnership, and next-step plans. A PowerPoint will be used and available electronically for participants.

**Dr. Brad Balch** has served as a rural K-12 teacher, assistant principal, principal and superintendent in Indiana. He has also served as a two-term School Board President for Covington Community School Corporation Board of Trustees in Indiana and as a State Board Member for the North Central Association – Commission on Accreditation and School Improvement. Dr. Balch is currently the Dean for the Bayh College of Education, Indiana State University, and Past President of the Teacher Education Council of State Colleges and Universities (TECSCU). Dean Balch regularly presents on issues of accreditation, governance and policy related to public schools. He earned a Bachelor's and Master's degrees in education from Ball State University prior to completing his Doctorate in Educational Administration from Indiana State University in 1998.

***October 1, 2012 Strand III – Content, Curriculum and Instruction  
(1:15 – 2:45 p.m.)***

***Room: Georgetown A (Lower Lobby)***

***Moderators: Dr. Jim Marshall, Dr. Mark Wasicsko***

***Presenters 1: Dr. Vivian Fueyo, Dr. George Roy***

***Title: USF St. Petersburg - SunBay Digital Mathematics: A Scalable  
Collaboration***

A university, a private non-profit, and a mid-sized urban school district, collaborated to impact student learning of key concepts in middle grade mathematics and to change mathematics teaching in a project called SunBay Bay Digital Mathematics, now beginning its 4<sup>th</sup> year.

***Dr. Vivian Fueyo - Professional Preparation***

***Undergraduate Institution***

University of Kansas, Lawrence, KS Human Development BA, 1972

***Graduate Institution***

University of Kansas, Lawrence, KS Human Development MA, 1974

University of Kansas, Lawrence, KS Developmental and Child Psychology:  
Applied Behavior Analysis PhD, 1984

### ***Appointments***

- 2012 –present Professor of Childhood Education, College of Education,  
USF St.Petersburg, St. Petersburg, FL
- 2003- 2011 Professor and Founding Dean, College of Education, USF St. Petersburg,  
St. Petersburg, FL
- 1993 - 2003 Professor and Department Chair, Educational Theory and Practice,  
Florida State University, Tallahassee, FL
- 1984 – 1993 Assistant/Associate Professor of Teacher Education, California State  
University, Sacramento, CA
- 1980 – 1983 Curriculum Specialist, DC Heath and Company/McGraw-Hill and  
Company Publishers, Novato, CA

### **Dr. George J. Roy - Professional Preparation**

#### **Undergraduate Institution**

Rollins College, Winter Park, Florida                      Mathematics                      A.B. 1993

#### **Graduate Institution**

University of Central Florida, Orlando Florida   Mathematics   Education  
M.Ed. 2002

University of Central Florida, Orlando, Florida                      Education   Ph.D. 2008

### **Appointments**

- 2009 – present - Assistant Professor of Mathematics Education, College of  
Education, University of South Florida St. Petersburg, St. Petersburg, Florida
- 2007 – 2009 - Instructor, Department of Teaching and Learning Principles,  
College of Education, University of Central Florida, Orlando, Florida
- 2004 – 2007 - Graduate Teaching Assistant, Department of Teaching and  
Learning Principles, College of Education, University of Central Florida,  
Orlando, Florida
- 1997 – 2004 - Middle School Mathematics Teacher, Westridge Middle School,  
Orange County Public Schools, Orlando, Florida

### ***Presenter 2: Dr. Ginny Boris***

#### ***Title: CSU Fresno – Transition to Common Core – Reinventing Collaboration***

Transitioning to the Common Core Curriculum during a time of scant resources is creating a rare opportunity for Pre-K – 12 educators and university faculty to reinvent the nature of their collaborations. The Kremen School of Education and Human Development, CSU Fresno, the Fresno County Office of Education and over 25 districts in the University’s service area are creating an area-wide Common Core Collaborative to minimize redundant efforts, share resources and engage the greater educational community as a professional learning community. Active and aspiring pre-K – 12

teachers and administrators as well as university faculty need to master, implement and lead a 21<sup>st</sup> Century curriculum paradigm that is cognitively rigorous, technologically rich, and cross curricular; simultaneously they need to design and implement systems that ensure all students master content standards closing our regional achievement gaps. Specific collaborative activities and the engagement of university faculty and researchers will be presented.

**Dr. Virginia “Ginny” Boris** teaches and mentors aspiring educational leaders at the master’s and doctoral level at Fresno State University in the Kremen School of Education and Human Development. She also serves as a Co-Director of the Central Valley Educational Leadership Institute (CVELI), a University organization dedicated to supporting Valley educational leaders in their efforts to raise student achievement and close the historic achievement gaps. Committed to making the University experience relevant, Dr. Boris has enhanced the University’s Valley footprint through course-based fieldwork, interagency partnerships and CVELI programs and events.

Dr. Boris completed her undergraduate work at the University of California, Berkeley, holds a Master’s Degree in Curriculum and a Doctorate of Education in Curriculum and Instruction. Dr. Boris has conducted extensive studies on curriculum alignment having focused her doctoral work on the subject. She has been a Curriculum Management Auditor since April 1993, and has served on curriculum audits across America. Dr. Boris is beginning her fifth year at Fresno State following a 37-year career in the Clovis Unified School District serving as a teacher, high school administrator, middle school principal, area superintendent and associate superintendent of curriculum and instruction.

***Presenters 3: Ms. Stacie Siers, Dr. Ron Siers, Jr.***

***Title: Salisbury – The Implementation of a Co-teaching Model for Student Teaching Internships***

Salisbury University student teaching interns collaborate throughout his/her practicum experience through a mentor/intern co-teaching model. This allows SU to place interns in a variety of schools, even those where "adequate yearly progress" is a challenge. Co-teaching training modules inform mentor teachers of their roles and expectations of working collaboratively with student teaching interns.

**Ms. Stacie Siers** is a former middle school and high school teacher who joined Salisbury University as its full-time PDS Coordinator in 2004. During her 14 years of public school teaching, she mentored interns, served as her school’s PDS site coordinator, and taught courses in SU’s teacher education program. As PDS Coordinator, Stacie oversees a network of 34 PDS sites affiliated with 7 different school districts. Stacie has made over 15 presentations at the National Professional Development Schools conferences and another seven at the Maryland State PDS Conference. Stacie currently serves as Secretary for the National Association for Professional Development Schools.

**Dr. Ron Siers, Jr.** is an Associate Professor in the Department of Education Specialties of the Seidel School of Education and Professional Studies at Salisbury University. He

received his B.A. degree from Salisbury University, the M.Ed degree from Salisbury University, and the Ph.D degree from the University of Maryland Eastern Shore. Prior to his appointment to Salisbury University in 2005, Dr. Siers was a public school teacher, site coordinator, and mentor at Mardela Middle and High School for sixteen years. At SU, he currently serves as a PDS Liaison, P-12 Supervisor, Academic Advisor, and Associate Head Baseball Coach. Dr. Siers is currently a member of the Association of Teacher Educators and the National Association for Professional Development Schools. He is a member of the NAPDS Leadership Association and Editor of *PDS Partners*. His scholarly presentations and publications include subjects on leadership, student intern efficacy, mentor teachers, co-teaching, and professional development schools. After 24 years of teaching, Dr. Siers' clarity of purpose resides in the ability to make a difference in the lives of his students and professional colleagues.

***October 1, 2012 Strand III – Content, Curriculum and Instruction  
(1:15 – 2:45 p.m.)***

***Room: Georgetown B (Lower Lobby)***

***Moderators: Dr. Carlos Ayala. Dr. Ken Teitelbaum***

***Presenters 1: Dr. Jennie Rakestraw, Dr. Lisa Johnson***

***Title: Winthrop – Transforming Teacher Preparation Curriculum***

Winthrop University has had in place a 30 credit-hour Education Core curriculum for over 15 years. The overall purpose of the Core is to provide pedagogical content and practical experiences for 17 teacher education programs. Transformation of our Core addresses data-informed and contemporary needs that will enable our candidates to be fully prepared for the 21st century classroom. The new program is developmental and clinically based, providing candidates with opportunities to engage in deliberately sequenced study. The curriculum requires extensive time in P-12 schools (over 1200 hours for some programs) with diverse learners. Course content is then “wrapped around” these well-designed and targeted clinical experiences that will occur in the school settings of the Winthrop Partnership Network (including thirty schools in nine school districts) under the tutelage of carefully selected and well-trained mentor teachers.

**Dr. Jennie Rakestraw** is professor and Dean of the Richard W. Riley College of Education at Winthrop University. With over 30 years' experience as an elementary/middle level teacher, teacher educator, and college leader, Jennie is dedicated to connecting universities and schools in meaningful partnerships for the improvement of schools and the preparation of teachers and leaders for work in those schools. As an associate dean at Georgia Southern University and now as dean at Winthrop University, Jennie has acquired almost \$17 million in external funding and provided leadership to support university-school partnership initiatives. Currently her focus is on clinical preparation of educators, the creation of university campus and college culture that fosters faculty engagement in schools, and on building state and school district commitment to collaborative partnerships.

**Dr. Lisa E. Johnson** is an associate professor and Senior Associate to the Dean in the Richard W. Riley College of Education at Winthrop University. As a former National Board Certified teacher, Lisa remains committed to integrating the work of the university with surrounding school districts. Lisa is the director of a nine-district school-university network that facilitates teacher development through collaborative partnerships. With thirty professional development and partner schools, the Partnership Network is active in improving student achievement and teacher professional learning. Lisa continues to supervise pre-service teachers in clinical settings and is leading the implementation of a new transformative teacher preparation core curriculum. Published widely in the areas of pre-service and practicing teacher dispositional development, Lisa continues researching the moral work of teaching in hopes of improving teacher candidate ability to meet diverse learner needs.

***Presenters 2: Dr. Jennifer Heckert, Dr. Toni Strieker, Dr. Maria Shaheen***  
***Title: Kennesaw State – Pre-Baccalaureate Urban Education Teacher Preparation Option***

The Pre-baccalaureate Urban Education (UE) Teacher Preparation Option provides pre-service general education teacher candidates with multiple field experiences in an urban feeder path of five elementary schools, one middle and one high school. The UE Option is co-administered by lead teachers of the CCSD and members of the KSU faculty. All undergraduate classes are taught in the school buildings and are co-taught by CCSD and KSU faculty. Another unique feature of the UE Option is that during their senior year, each pre-service teacher enrolls in a yearlong internship where their clinical practice is supported through collaboration and co-teaching as well as instructional coaching. At the end of spring 2012, KSU faculty will conduct research to determine how the Collaborative Clinical Practice Model can be improved. To that end, multiple assessments will comprise a comprehensive evaluation of the Model, including semi-structured interviews in focus groups, reflective logs, observation reports, teachers' structured reflection, analysis of lesson plans, etc. During this session, the panel will report on the results, specifically the following: 1) perceived benefits of benefits of co-teaching on classroom students and themselves; 2) perceived benefits of pre-service co-teaching versus the traditional solo teaching model; 3) definitions of pre-service co teaching models, and 4) perceived benefits of instructional coaching. Based on these outcomes, panel members will propose revisions to the model.

**Dr. Jennifer Meyer Heckert** recently received her doctorate in Special Education (learning disabilities) from the University of Texas at Austin and is currently an Assistant Professor in the Inclusive Education Department at Kennesaw State University. She is a former elementary general educator, special education facilitator, and T.E.S.O.L instructor and has expertise in interventions for elementary students at-risk for reading difficulties, Response to Intervention, and co-teaching. Her scholarship areas include interventions for students at-risk for reading difficulties, instructional leadership for



students with diverse learning needs, pre-service co-teaching, and preparing pre-service general educators to effectively instruct students with diverse learning needs.

**Dr. Toni Strieker**, a professor in the Department of Secondary and Middle Grades Education at Kennesaw State University, teaches courses on inclusive education and literacy. Toni has thirty years of experience as an educator, with twenty of those years devoted to school administration and consulting on effective strategies to include students with disabilities. From 1993-2002, Toni was a consultant for the national Consortium on Inclusive Schooling practices; and from 1998-2005, Toni directed Project WINS, a statewide inclusion initiative in 45 school districts across the State of Georgia. As an outgrowth of that work, Toni has written widely on topics related to co-teaching and inclusion. This past year, Toni has served as a team leader of a college-wide initiative to restructure clinical practices through pre-service co-teaching. Toni lives in Roswell, Georgia with her husband. They have two grown sons.

**Dr. Maria Shaheen** received her doctorate from Kent State University and is currently an Assistant Professor at Kennesaw State University in the Elementary and Early Childhood Education program. She is the Director of the Undergraduate Elementary Literacy program and a winner of the Holder Teaching Award. Dr. Shaheen has been in the field of education for over 18 years and has an expertise in Curriculum and Instruction and Literacy. She is a member of numerous professional organizations and presents each year at international, national, and state conferences. Her current areas of research are pre service co-teaching, social justice in elementary pre service education, innovation in K-12 education, and pre service teacher reflection.

***Presenters 3: Dr. Kenneth Weaver, Dr. Phillip Bennett***

***Title: Three Models of Collaboration with Emporia State University***

The presentation will describe Emporia State University's partnerships with 1) the Olathe, Kansas school district creating Professional Development School 2) public and private high schools to create the Kansas Future Teacher Academy, and 3) the Emporia, Kansas school district on a number of programs and initiatives.

**Dr. Kenneth Weaver**, an educator with more than 40 years experience in the profession is the new dean of The Teachers College at Emporia State University. He was named to the lead position on May 17, 2012, replacing Dr. Phil Bennett. "After a national search, Dr. Weaver's track record as a leader having served as a department chair, interim dean and associate dean will be invaluable to The Teachers College as it continues its legacy of excellence," said Provost Dr. Tes Mehring in making the announcement. "Ken is respected as an excellent teacher and scholar, and is actively engaged in his profession and university committees." Emporia State's Teachers College is recognized by the U.S. Department of Education as a one of only three models for teacher education. It recently earned reaccreditation from NCATE, the National Council for Accreditation of Teacher Education.

Dr. Weaver received his bachelor's degree in biology and master's of education degree in science education from the University of South Carolina and his Ph.D. in educational psychology from Columbia University. He has served the Emporia State community since 1986, but his teacher career began long before that. In 1973, he served as a Peace Corps volunteers in rural public health education in a small fishing village in the Philippines. After returning to the United States, he taught seventh- and eighth-grade science in Aiken, S.C., and remains certified to teach middle- and high-school science in both South Carolina and Kansas. Dr. Ken Weaver has served as chair of the Department of Psychology and Special Education and associate dean and interim dean of The Teachers College. He currently is president of the Kansas Association of Colleges for Teacher Education and has written more than 50 articles, 10 chapters, a study guide for a textbook and a book on statistics. Dr. Weaver also is well known in the Emporia community where he and his wife, Katherine, have raised four children.

**Dr. Phillip Bennett** is Dean Emeritus and Professor of The Teachers College at Emporia State University. Dr. Bennett was selected as dean of the college in 2009, taking over for Dr. Tes Mehring, who became ESU's provost and vice-president for academic affairs in May 2008. He served as associate dean of college since 2001, twice filling the role of interim dean during the fall semesters of 2004 and 2006.

Prior to his ESU service, Dr. Phil Bennett was dean of the School of Education at Lander University in Greenwood, SC, served as coordinator of teacher education for the Kansas State Department of Education (KSDE), directed teacher education and served as a faculty member at MidAmerica Nazarene University, and taught mathematics at the college and high school levels. Dr. Phil Bennett worked at the National Council for Accreditation of Teacher Education (NCATE) headquarters in Washington, D.C. during a sabbatical in 2008. NCATE is the professional accrediting organization for schools, colleges, and departments of education in the United States. Over the course of his career, Dr. Bennett authored or co-authored grants of bringing in more than \$1,000,000. He authored or co-authored a number of articles and numerous presentations at a variety of state, regional, and national conventions.