Inaugural Panhandle Symposium on the Radical Redesign of Teacher Education

Symposium Proceedings
FLORIDA ASSOCIATION OF TEACHER EDUCATORS (FATE)

Inaugural Panhandle Symposium on
“Radical Redesign of
Teacher Education”

PROCEEDINGS

Saturday April 18, 2009
Tallahassee Leon County Civic Center

Teachers for a New Era
Florida A&M University
Florida State University
Tallahassee, Florida 32307
Acknowledgements

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Finally, we would like to thank the staff of Bush Enterprises for the development of these proceedings. The collaborators wish to also thank all of the workshop participants. Their insights and discussions were engaging and reflect the diversity and broad experiences of the people who participated and helped in making the Symposium a success.

Ordering additional copies: This report is available in PDF format on the FATE Web page (www.fate.org). To obtain a print copy contact:

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April 16, 2009

As the 2009-2010 President of the Association of Teacher Educators (ATE), I am pleased to send greetings to the Florida Association of Teacher Educators (FATE) Panhandle Regional Symposium. The theme of the symposium—Radical Redesign of Teacher Education—speaks to me both professionally and personally, and I wish that I could be with you all in Tallahassee to participate in the conversations.

Your theme also complements this year’s ATE theme: Owning the Future through ACTION: An Inclusive Vision for Teacher Education. Now is the time for all of us to assume increased responsibility for our profession as we move into the future. As President Kennedy said, “Change is the law of life. And those who look only to the past or the present are certain to miss the future.” The conversations that you all are about to engage in will no doubt result in exciting, perhaps even radical, ideas and plans that you will take back home with you.

Congratulations to Co-chairs, Dr. Gwendolyn Trotter and Dr. Fanchon Funk, and all members of the Symposium Planning Committee for putting together such a meaningful and timely program. And to FATE and President Wanda Lastrapes—thank you for all that you do to promote our profession by providing opportunities for professional growth and development.

Enjoy the day!

Annette D. Digby
2009-2010 President
Association of Teacher Educators
Foreword

Greetings and thank you for your continued interest and support in the improvement of teaching and learning. We are very pleased to present you with this proceedings document which is a direct result of the recent FATE Panhandle Symposium on the Radical Redesign of Teacher Education. This workshop, which aimed to discuss changing the landscape of teaching and learning, was held in Tallahassee, Florida on Saturday April 18, 2009. The workshop was a success thanks to the hard work and dedication of our conversationalists, facilitators and participants. We set out to answer some key questions including:

- Do we need radical redesign of teacher education?
- What does radical redesign of teacher education look like?
- What does teacher education re-engineering look like and feel like in higher education, in public schools and in private schools?
- What specific activities can be measured as institutions are moving towards radical redesign?
- From the lens of a classroom teacher, what should and could teacher education redesign look like?
- From the lens of learners, how do you develop and train other learners in a radical redesign model?
- Can we observe and measure characteristics and attributes of teacher education radical redesign?
- Who and what can help in the process of radical teacher education redesign? (private sector, public sector, local community)
- What would accountability results look like?
- Does standardized testing and standardized learning fit the concept of radical redesign?
- Does “one size fits all” provide meaning to radical redesign when collaborators include schools, universities, corporate and legislative partners, and communities?

We were successful in addressing many of these questions. However, definitive solutions still need to be discussed. Our thoughts, comments and conversations are captured in the upcoming pages. We hope that this document provides ideas and insight into how we can approach the task of improving conditions for teachers and students. It is a part of a national effort to reform education and we hope you can join us in our commitment.

Sincerely,

Gwendolyn Trotter and Fanchon Funk

Gwendolyn Trotter and Fanchon Funk
Symposium Co-Chairs
Florida A&M University
About FATE

The Florida Association for Teacher Educators (FATE) is a professional association open to all who work with the preparation of teachers in any environment -- higher education, public and private P-12 schools, state departments of education, regional centers, etc. FATE provides an organized Florida state unit of the parent organization, The Association of Teacher Educators (ATE). The mission of the Florida Association of Teacher Educators is to improve the effectiveness of teacher education through leadership in development of quality programs to prepare teachers, by analyzing issues and practices related to professional development, and by providing opportunities for personal and professional growth of Association members.

The Florida Association of Teacher Educators:

- Represents all areas of teacher education and its administration throughout Florida.

- Offers opportunities for engaging in dialogue and collective action and issues concerning the profession.

- Provides for involvement with professional colleagues committed to the improvement of all levels of education.

- Promotes quality teacher education programs for initial preparation, induction, and continuing professional development.

- Provides individual professional development opportunities for P-12 school, agency-based, and college/university teacher educators.

The Florida Association of Teacher Educators currently sponsors two awards. The Fanchon F. Funk FATE Scholars Awards and the Mary L. Collins Excellence in Teacher Education Award. More information on FATE can be found on http://www.fate.ate1.org/.
2009 FATE Panhandle Symposium Planning Committee

Gwendolyn Trotter  
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Leon-Wakulla Retired Educators Association, Inc.

Dorothy Minear  
Board of Governors—State University Systems

Valarie Joiner  
Florida A&M University
Conversationalist Biographies

**Vivian Vick Fishco**
Mrs. Vivian Vick Fishco is currently author of the Nelson Denny Reading Test, used widely and nationally by Colleges and Universities in the United States. Currently she serves as President of the Success Enterprises Corporation. Mrs. Fishco has published several resources in the area of reading with Houghton Mifflin and D.C. Heath publishers. In addition, Mrs. Fishco has served as Department Chair, Director, and Instructor at several Colleges and Universities ranging from Yavapai College in Prescott, Arizona to Coconino Community College in Flagstaff Arizona. Leadership in developmental reading and writing has distinguished Mrs. Fishco’s career.

**Robin Fogarty:**
Dr. Robin Fogarty is President of a Chicago-based educational publishing and consulting company. She has taught at all levels, served as an administrator, and has served as a consultant to state departments and educational ministries worldwide. Her company, Robin Fogarty and Associates, offers workshops for teachers, mentors, academic coaches, and school leadership. She is the author of numerous books, including *Brain Compatible Classrooms, Ten Things Teachers Need, Literacy Matters, How to Integrate the Curricula, A Look at Transfer,* and a number of others. She received her doctoral degree in curriculum and resource development from Loyola University in Chicago.

**Gerald Grow:**
Gerald Owen Grow is professor of magazine journalism at Florida A&M University. He completed high school in Tallahassee, Florida, graduated from Harvard in 1964 and received a Ph.D. in English from Yale in 1968 with a dissertation on Shakespeare's tragedies and Milton's Paradise Lost. He spent a year of postgraduate study at Pembroke College, Cambridge. He has taught at Yale, San Francisco State, St. Mary's College of California, Florida State University, and Florida A&M University--where he coordinates the magazine program and advises Journey, the FAMU student magazine. Dr. Grow is the author of Florida Parks: A Guide to Camping in Nature (a nature-lover's guide to the Florida outdoors, now going into its sixth edition since 1981). Dr. Grow will retire after the summer of 2009 after 24 years of teaching college journalism.
**Brooke Haycock:**
A former high school dropout, playwright-activist Brooke Haycock has been crafting and performing issue-focused theater with The Education Trust for almost a decade. She spends many hours in schools across the country talking individually with students, teachers, administrators, and counselors about issues of race, class, opportunity, and achievement. She incorporates all of these voices into raw dramatizations that stimulate uncomfortable, but necessary discussions in schools and communities.

**Clara Jennings:**
Dr. Clara Jennings has served as the team chair for the National Council of Accreditation of Teacher Education, and is known for fostering College-School partnerships and community collaborations. Jennings has a track record in higher education administration. At DePaul University, she has been instrumental in establishing six professional development schools, both public and private, in Chicago. She led the development of the school's first long-range strategic plan. Dr. Jennings spent many years as an elementary school teacher and college professor before serving as Chair of the Department of Education at Arkansas College. She also served as Chair of Education at the University of West Florida, where she later served as Associate Dean, and later, served as dean at the University of Massachusetts at Boston. Jennings has lectured widely on early childhood education, higher education, and accountability of schools of education for improved student achievement at all grade levels. In 2004, she co-chaired the American Association for Colleges of Teacher Education Focus Council on Early Childhood. Dr. Jennings received her Ed.D. at Michigan State University.

**Dr. Patrick Mason:**
Patrick L. Mason is Professor of Economics & Director, African American Studies Program, Florida State University. His primary areas of interest include labor economics and political economy, though more recent research has begun to focus on economic development and the economics of crime. His academic background includes a bachelor's degree in history (St. Edward's University, 1979), Master's Degree in economics (University of Michigan, 1983), and a Doctor of Philosophy in Economics (The New School, 1991). Dr. Mason's previous academic appointments include University of Notre Dame (1996-99), Wayne State University (1994-96), University of California – Riverside (1990-94), University of Michigan – Flint (1988-90), Tuskegee University (1986-88), and an adjunct appointment at Atlanta University (1987-99).
Jay Pfeiffer:
Jay Pfeiffer was an officer in the United States Marine Corps between 1965 and 1969, serving in Vietnam and Okinawa. Mr. Pfeiffer began employment with the state of Florida in 1972 in what would become a career in policy and evaluation research focused on education, employment, and training programs. In 1984, he started the Florida Education and Training Placement Information Program (FETPIP), a first of its kind program linking data from multiple administrative data resources for accountability purposes, as a legislative project. Between 2002 and 2005, Mr. Pfeiffer was the Director of Education Information and Accountability in the Division of Accountability, Research, and Management in the K-20 Florida Department of Education. He has also worked as a consultant for the U.S. Department of Education, and MGT of America developing performance measuring systems. Mr. Pfeiffer has received various awards for his work, not least of which has been the Lifetime Achievement award from the National Association of State Workforce Agencies for innovations in information technology.

Boyce Williams:
Dr. Boyce Williams is vice president of institutional relations for the National Council for Accreditation of Teacher Education (NCATE). Williams works closely with institutions to help implement the accreditation process smoothly and efficiently. She also staffs NCATE’s Specialty Areas Studies Board. In addition, Williams directs NCATE’s Reading First Teacher Education Network, a three-year, $4.5 million project funded by the U.S. Department of Education. This national initiative supports the training of teacher educators and teacher candidates at 38 minority-serving institutions in reading, using evidence-based research and instruction. As an advocate for minority serving institutions, Dr. Williams served as project director of the Historically Black Colleges and Universities Technical Support Network (HBCU). In 2000 she edited the book Telling Our Story: Reforming Teacher Education through Accreditation, which chronicled the work of the HBCU Technical Support Network and the challenges and triumphs selected teacher education programs at HBCU’s faced in their pursuit of national accreditation. Williams has been active in local education initiatives and activities by serving as a member of the Superintendent’s Advisory Council for Fairfax County Public Schools and the Model Campus International Baccalaureate Committee.
Ella-Mae Daniel currently serves as Program Assistant of Title III: Teacher Education and Certification at Florida A&M University (FAMU) and an associate for Teachers for a New Era. In this capacity, she is responsible for the co-supervision and management of programmatic processes and policies for the teacher education/certification program in the redesign of teacher education in the College of Education. Prior to joining FAMU she taught at Florida State University, Tallahassee Community College, served as senior program specialist providing staff development and school improvement training in mathematics for the Southeastern Eisenhower Consortium for Mathematics and Science serving a six-state region across the Southeast, K-12 Mathematics Specialist for Adams Twelve Five Star Schools, Northglenn, CO, and Mathematics Teacher for the Virgin Islands Department of Education. Mrs. Daniel is a graduate of Illinois State University where she earned a Master of Science in Mathematics and Master of Science in Educational Administration simultaneously. Her undergraduate degree is in Business Management from Hampton University. She is an active member of Association of Teacher Educators and Florida Association of Teacher Educators, as well other professional organizations such as the National Council for Teachers of Mathematics and the Association for Supervision and Curriculum Development.
Workshop Background

On April 18th, 2009, a non-traditional educational conference was convened by Florida Agriculture and Mechanical University, and Florida State University. The (FATE) symposium, unlike other conferences, did not deliver papers, but rather, a “conversation” took place on concepts of the radical redesign of teacher education. The day included the development of understandings and actions relative to radical redesign of teacher education, which targets PreK-20 teaching and learning. The symposium was designed and developed to include an opportunity for interactive conversations among and within diverse educational stakeholders.

Nationally renowned educational leaders facilitated the sessions of the conference. These facilitators strove to guide the participants in improvement strategies immediately and in the long-term, which impacts needed transformation of the teacher education landscape. This landscape includes the community, pupils, schools, teachers, university teacher educators, and future teachers. The landscape, not always clearly defined, is a concern as the symposium looked at issues of data systems/use, accreditation and standards, teaching and learning that is proven to impact learners, and support for teachers and pupils beyond the traditional approaches to teaching and learning.

A differentiator for this conference was the fact that the theme addressed radical redesign, as well as measurable accountability, which must be applied to PreK-20 educational environments. The measurement of accountability in teaching and learning values cannot be assessed unless schools are regarded as equally critical to redesign efforts at the college, university, and teacher preparation programs.
The Radical Redesign of Teacher Education to Measurable Accountability (RR+TE=MA)

Radical Redesign of Teacher Education raises the concern and anxiety of many educational stakeholders as they question the meaning of the term “radical redesign.” Rethinking the preparation of teachers with a focus on innovative and creative strategies and use of evidence to support the redesign effort is another way of viewing redesign. Thinking “outside the box” in teacher education is one way of getting new ideas and strategies for quality teachers on the table. How do and can we “free our thinking” and get to the essence of programs needed for a more accountable way of approaching teacher education and preparation.

The Panhandle Symposium aimed to:

- Enhance mutual understanding of teacher education redesign principles
- Clarify challenges and solutions to teacher education redesign
- Identify teacher education infrastructure-related issues
- Develop a policy brief that contributes to current policy discussions on developing and supporting quality teacher education; and
- Develop a set of action steps and implementation strategies for institutions committed to teacher education redesign (PreK-20).

The Panhandle Symposium Working Groups helped clarify:

- The need for the radical redesign of teacher education.
- What radical redesign of teacher education looks like.
- What teacher education re-engineering look like and feel like in higher education, in public schools and in private schools.
- Specific activities which can be measured as institutions are moving towards radical redesign.
- From the lens of a classroom teacher, what should and could Teacher education redesign look like.
- From the lens of learners, how do you develop and train other learners in a radical redesign model.
- Observable and measureable characteristics and attributes of teacher education radical redesign.
- Who and what can help in the process of radical teacher education redesign? (Private sector, public sector, local community).
- What the accountability results would look like.
Introduction

The Florida Association of Teacher Education (FATE) Inaugural Panhandle Symposium on the Radical Redesign of Teacher Education Workshop

Unlike most conferences, the FATE Panhandle symposium was not a delivery of speeches and papers. After registration and breakfast, the facilitators of the conference welcomed the participants and explained how the workings of this conference would be a non-traditional “conversation.” Facilitators and conversationalists would open a topic, and participants were invited to the microphone to add comments or speak about their concerns. There were diverse voices in the room, ranging from students of education, current and retired teachers, administrators, and legislators, all considered stakeholders in the process.

Dr. Trotter, the coordinator of the conference, explained that the workshop should be a “provocative solution finding session.” She also explained the dynamics of how the conference would be set up. First, a number of conversationalists would speak on various issues relative to education. During each speaker’s topic, the audience was asked questions to which they could respond with comments or concerns. At 11:00, the participants broke into 3 groups to discuss various issues and problems with the current system, and were asked to further converse on possible solutions. After these sessions, there were three more topics in which conversationalists opened the discussion, the last, a documentary drama on teacher education, support, and retention. Toward the end of the workshop, a session of closing reports was convened in which more conversationalists spoke on issues that had been brought up during the day. Following this section was the summary of the conference where facilitators asked the audience for their suggestions on how to move forward.

The following are not papers, but an account and/or summary of what occurred at each stage of the conference. The format is divided in the same way the conference took place. Added to the speaker topics are comments and concerns from the participants.
Mining Data for Quality Teaching
(Ella-Mae Daniel, Robin Fogarty, Patrick Mason, Clara Jennings)

After opening remarks, the first conversational session began. There were three conversationalists who led the session in which each introduced the conversation to the participants, who were then able to comment on the topic. The first conversation focused on evaluation of data for teaching.

After Mrs. Ella May Daniel introduced the topic, Robin Fogarty took the stage. Ms. Fogarty spoke about data from what she called the “teacher perspective.” Ms. Fogarty claimed that when she was younger, there was no data to analyze. She then posed the question, “How can teachers embrace the data in instruction that will be useful?” Mr. John Bruno from the audience was the first to comment. He wondered what it is that teachers should be doing with the data. Ms. Fogarty replied that the data teachers do have is not the reliable hard data that is required. She also noted how most students are learning only to the test. She then asked, “What are the implications that we can draw from the data?” A voice from the crowd made the assertion that teachers receive the needed data long after it is useful, because the data comes back long after schools have closed and students have gone home for the summer. This participant also claimed that educators should not become victims of this data collection process. “The system is set up for the data to be inaccurate. We need to aggressively go after the data. Create our own pieces. Don’t just wait for data from the state…[we can] mimic things that are out there such as internet sources, [we can] mimic other resources, establish expectations for students that will account for their lives…create our own data sets.”

Dr. Patrick Mason of Florida State University was the next speaker. He showed how educational data that is available now comes from people who are involved in the process, and this data can be used to carry out hard statistical analysis. In his view, the best studies and data come from those who work locally with students, those involved in the everyday process—teachers who talk to other teachers. One way of evaluating is to look at how variables affect scores on tests. In Florida, there is a heavy emphasis placed on standardized tests, especially the FCAT. Relative to this fact are some practical questions, such as, how do these scores translate in terms of the labor market, does it really matter what college students get in to, and what is the impact on the criminal justice system? Questions of teacher education are also related to this. For instance, does teacher education matter in the traditional sense? Does it matter to the students what area their teachers are trained in? How do these variables affect students and their scores? Dr. Mason argues that one way of evaluating success is to look at variables that affect the FCAT vs. the NRT. He posed that educators must look at whether teachers are teaching to the test or the students, so that they can compete on a national level. “What does the heavy emphasis on testing students on the standardized test affect, and does it really matter? As educators, we place a heavy emphasis on these tests. But do the benefits of this outweigh the costs and does teacher training matter?” Along with this, Mason talked about questions of tenure. Tenure is connected with increases in productivity. What is the impact of an additional year of teaching on our students? Does it matter, and if so, how long does it matter? In order to answer these questions, we need the NRT to examine student’s scores. The University of Florida did a test on how student’s names affected their grades. It was found that students who had black
sounding names had lower test scores relative to their own siblings with white sounding names. With an influx of minority teachers, this trend started to disappear.

The next conversationalist to take the podium was Clara Jennings. The point Ms. Jennings spoke about was accountability and referenced President Obama’s statement that all teacher education programs need to be reviewed for accountability. She claimed that all of this needed to be done in order to enhance school learning. Ms. Jennings spoke of education in Louisiana, and how that state redesigned their undergrad teaching programs in 1991. Ms. Jennings also claimed that teachers who graduated from the redesigned programs had a bigger impact on their students. She showed how her work is based on two goals: work is effective and that they provide documentation to prove that their work is effective.

A voice from the crowd commented that the FCAT is creating a disposition for students to ask the teacher “what do we have to know for the test” rather than “how can I become a better learner?” Another participant from the crowd commented on the need to close the achievement gap, and what can teachers do about it? Ms. Jennings posed that educators teach students what they need to know, to help them know what they need to know. She also stressed the need to get student’s parents involved in the process. To this, a member of the audience asked about how much consideration is actually being given to the real issues – background, parents, etc…and spoke about the issues of Title One schools. This audience member claimed that teachers have to go out into the community to retrieve their students in order to educate them, and then suggested setting up activities at night to make sure students are getting things accomplished. The audience member also noted that most of these kids do not have the necessary support systems in place. Ms. Jennings then suggested putting strategies for these problems into the curriculum. She claimed, “We can’t assume that teachers out of college already know how to do these kinds of things.”
Preface and Introduction

The National Council for Accreditation of Teacher Education (NCATE) focuses on the accountability side of the education equation. Its focus on assessment has changed practice in schools of education, and developed campus leaders in assessment and accountability. The organization’s advances have helped spur states to develop assessment systems, and are now moving to balance dual functions of accreditation.

The changing external environment has affected education. The policy world questions the effectiveness of, and need for, accreditation, and the financial exigencies and cutbacks in higher education impact the changing external environment. NCATE exists in a mixed market of providers of educator preparation.

An NCATE survey showed some of the problems that exist, such as the need for anonymous objective data to make further changes in the process, financial exigency to streamline the process in view of state budget crisis’s, and an unacceptable rate of attrition among institutions accredited by NCATE.

In the fall of 2008, NCATE’s survey measure the perceptions of and satisfaction with NCATE Accreditation, in which there was a high rate of response at 56 percent (790 responses out of 1.422) of emails sent to deans and coordinators.

The responses showed how NCATE is viewed regarding its impact on teacher education. Overall, NCATE was given a 5.08 on a 7-point scale for positive impact on the quality of teacher education programs. 91 percent viewed NCATE as professional, but Very High Research Institutions most frequently rated NCATE as having little or no positive impact on the quality of teacher education programs (1 in 5 said there is no positive impact). However, 85 percent of respondents said NCATE is improving vs. declining, and that the helpfulness of staff is “very high.” Drawbacks are viewed however with NCATE’s process, but the dissatisfaction seems to be ebbing. For instance, between the 2001 and 2004 school years, 71 percent NCATE’s documentation is excessive, whereas in 2008, the number declined to 51 percent.

70 percent of those surveyed chose “burdensome” to describe NCATE while 30 percent chose “reasonable” which makes the overall value overshadowed by burden of both unit and program review processes.

There are suggestions for improvement, such as the continuous improvement option. The question was asked, “If NCATE were to offer a self-improvement plan similar to SACS Quality Enhancement Plan (QEP), how likely is it that your institution would select that option over the current accreditation process?” 48 percent answered “very likely” or “somewhat likely” whereas 30 percent were not familiar with the process. Overall, a very high percentage of respondents answered positively.

NCATE needs to be redesigned in order to (1) create value for institutions, (2) to respond to feedback from the field, (3) to engage in simultaneous transformation of educator prep and
Strategies of redesign include (1) using the concept of continuous improvement to move preparation programs to higher levels of performance, (2) increase efficiency and cost-effectiveness in the process, and (3) create initiatives that engage programs in simultaneous P-12/educator preparation transformation and increase student learning. 

The values driving NCATE redesign are a commitment to excellence. These will help educator preparation attain excellence; raise the bar by moving to a target level of performance within the standards—beyond the acceptable level “default setting.” NCATE should also use the concept of continuous improvement and organizations should consistently strive to recalibrate their efforts toward and increased level of performance. The commitment to excellence should also utilize research and development approaches to build knowledge of effective practice, share that knowledge, and scale up. This will build capacity across a range of institutions where many can participate in leadership efforts.

Partnerships are also instrumental to success. Educator preparation must partner with its “client” to achieve maximum results and form strong partnerships with states and districts/schools for the transformation of P-12 education and preparation programs. These will help to significantly strengthen the pre-service clinical preparation component to increase teacher effectiveness. Additionally, it will act as a lever to ensure that all preparation standards in the disciplines are focused on content as well as pedagogy.

The option for continuing institutions – the “Transformation Initiative” is designed to stimulate simultaneous transformation of educator preparation and P-12 schools. Examples include:

- Relate to one or more of the NCATE standards
- Address major issues and challenges in educator preparation and quality
- Clinical practice, and moving educator preparation into school settings
- Induction and mentoring of new educators in schools
- Evidence of the value-added of accreditation in improving student learning
- Study of the best practices in an area of specific disciplines
- Recruitment of a more diverse group of candidates
- Follow-up performance data and its effective use in improving educator prep
- Validity studies of assessments or other research on assessment and evidence of candidate ability to facilitate P-12 student learning
- Form partnerships with P-12 schools and districts to address the transformation of student learning and the conditions that support learning, such as school organization, learning environments, community and family engagement, and other district/school/student-specific issues of major magnitude.
- Form partnerships with P-12 schools to improve student learning and readiness for post-secondary education
- Form partnerships with P-12 schools to improve retention of educators in schools

The results of the transformation initiative will add to the evidentiary base of the education profession. Preparation programs will be aligned with the needs of P-12 schools, districts, and states in such a way as never before. This will help to close the gap between theory and practice, knowledge and application, coursework and classroom.
Commitment to Collegiality
The redesigned NCATE accreditation process helps educator preparation programs focus on continuous improvement and offers formative features, which enhance a professional collegial review. This will refocus the role of the visit, help accreditation become a lever for continuous improvement, eliminate a culture of fear, give multiple points of contact over the seven year cycle, help avoid accreditation as a one-time periodic event.

Commitment to Cost-Effectiveness
Redesigned initial and continuing accreditation are transparent systems with significantly reduced reporting. This will lead to significantly reduced paperwork and documentation, since the focus will be on data and its use for improvement in candidate and unit/program performance. It will also present the opportunity for data requirements for accreditation to align with federal reporting requirements for the Higher Education Opportunity Act.

In closing, the advent of state databases will track teachers, educator preparation programs, and P-12 student performance. New tools will evaluate preparation programmatic effectiveness in enhancing P-12 student learning. NCATE schools should reside in the top tier of effectiveness.
Group Dialogue/ Breakout Sessions

At 11:00 a.m. conference participants divided into three breakout dialogue groups. The groups were divided into:

(A) Pre-service/Future/Novice teachers,
(B) K-12 School and University administrators, and
(C) University faculty, Retired educators, Legislators, and Corporate partners.

Each group discussed the topics raised by the facilitators. They were then asked to come up with next day, mid-term, and long-term strategies for the redesign of education. While only group A recorded strategies in this format, useful discussions did take place in groups B and C as well.
**Group A**

Group A was by far the largest of the 3 groups. The participants in this group were split into six groups, at tables consisting of about eight people per table. The groups were asked to converse about issues that concerned them, and subsequently speak to the whole group after they had developed their strategies. The following is a list of the strategies and solutions the six tables created:

**Table one:**
Next day: Teach how to learn, trust the learner, don’t label students, use stronger classroom management.
Mid-term: Learn how to teach across the curriculum, integrate multiple intelligence, use more than one “cookie cutter”
Long-term: Find out what difference the FCAT makes, teach social skills, obtain knowledge

**Table two:**
Next day: Engage students, make learning practical, and give students respect
Mid-term: Provide mentoring programs with experienced teachers, provide classroom management/social work classes, life skills, and technology classes
Long-term: Change the accountability measures, inform teachers how to make how to measure student progress

**Table three:**
Overall strategies: University involvement, extended internships, veteran teachers should provide feedback to undergraduate pre-professionals, provide more rigorous field clinical experiences (start earlier), provide more cooperative schools/teachers.

**Table four:**
Overall strategies: Change the atmosphere of learners, teachers should connect to their students, teachers should not just give busy work.

**Table five:**
Overall Strategies: To change the nature of the teaching profession, professors should make learning more practical and train teachers to the realities of the profession by making the connection between theory and practice. Students need to learn life skills, which will prepare us to be better educators. There should also be pre/post assessment, and teachers should be informed to measure progress.

**Table six:**
Would radical redesign and the re-engineering of public schools fit in with FCAT? We think it would. We should copy the ways other schools attack education.
Group B

Group B consisted of K-12 school and University administrators. This group was much smaller than group A, but the discussion was just as useful. The dialogue of Group B followed a different pattern than Group A. The facilitators opened the dialogue asking, “Do we need redesign” and “can we afford not to engage in redesign?” The small group formed a round-table discussion and talked about the question. Walt Wager of FSU claimed that the FSU teacher program has not changed other than the addition of ESOL and field experiences. Another participant, Ms. Huckabee voiced concern for using the word radical. She argued, “Radical means to change and throw out what you are currently doing. We should not change it all, but only that which is not workin.” Mr. Wager agreed with Ms. Huckabee’s definition and expressed the sentiment that “Maybe we should make what’s in place work.”

Another of the participants, Mr. Johnson, agreed that there were some good ideas already in place, and expressed the same idea (make what we have, work better). But Mr. Johnson also expressed dissatisfaction with the fact that everything is centered to testing. He stated, “Teachers work better when testing is over.” This participant also talked about accountability and the need to better use the data that educators have. He claimed, “You have to re-evaluate and redesign what we have.”

Mr. Wager redirected the conversation to the issue of nurturing, which he is not sure if students are receiving.

Saundra Kincey, another of Group B’s facilitators focused the conversation to the students. She advocated the need to change student’s thinking about learning.
Mr. Huckabee then refocused the conversation to teaching standards. He argued that teaching the test is teaching the standards. “The problem is, many teachers don’t know how to interpret the standards” he claimed.

The conversation then turned to focus on the role of administrators in the education process. Ms. Kincey asked, “What is the role of administration in the influence of teachers teaching courses that are uncomfortable to them?”

Mr. Huckabee advocated for a conversation with new teachers about being continuous learners. “You need teachers to be continuous learners” he said.

Mr. Johnson made some suggestions for the problems. His solutions were that planning time should be about planning, new teachers should be assigned mentors, and have administrators support teachers in addressing their deficiencies.
**Group C**

Breakout group C was a very interesting and enthusiastic group. Smaller than Group A, but larger than Group B, these gatherings were composed of university faculty, retired educators, and corporate partners. This conversation also followed a different format than Group A, as no separate groups were formed, but an open discussion manifested. Led by Dr. Jesse Jackson and Dorothy Minear, a few questions were posed for the audience to ponder. The facilitators asked, “What questions do we have of redesign?” One participant voiced concerns over whether students and new teachers were being efficiently screened for the adaptation into the world of education.

Another participant pondered the difference between what students need to know vs. what they need to learn in order to excel in life.

As the conversation continued, some answers were suggested. One audience member argued for a way to interpret how well students are learning. Another participant claimed that teachers would need to consider the contemporary status quo of a student’s lifestyle and/or situation.

Dr. Jesse Jackson suggested that radical redesign must be a holistic process and address student’s needs accordingly, in other words, teach learning as a lifestyle. Concerns were then voiced over who should be present at the implementation of radical redesign. One participant claimed, “If the right people are not present [during the process] failure will pursue.”

Another suggested that educators need to work harder on instilling in their students, a professional mindset.

Index cards were passed around for more suggestions to be written by the participants, and handed in to the facilitators to help with suggestions for redesign.
Learning to Learn
(Vivian Vick Fishco)

The premise of this work rests on the assumption that people cannot learn effectively unless they know how to learn and recognize when they have learned. Unless physical, psychological, or emotional challenges prohibit learning, students have the capacity to learn, as all humans are pre-wired to learn. All people learn best when:

- They believe that they can and will learn
- Others whom they value openly expect them to learn
- They recognize that making mistakes is part of the learning process
- They are actively engaged with the content
- They have opportunities to apply or integrate recently learned material into their greater reservoir of knowledge

There are a number of strategies we can use to reach our students. We must teach students how to learn the content that we teach by modeling good learning techniques, admit when we don't know some things and learn new concepts with the students, vary our teaching techniques to reach a greater number of learners, observe other outstanding teachers and/or team-teach occasionally, and lastly, teach our students to apply what they learn inside and outside the discipline.

While we must alter our strategies to reach our students, they must also commit to learning.

We must expect the following of our students:

- They must expect to learn
- They must figure out how they learn, best
- They must nurture and develop the curiosity to learn
- They must perfect a variety of learning strategies and match appropriate techniques to the learning task at hand.
- They must make effective learning a priority
- They must be aware of opportunities to apply to newly acquired knowledge in contexts other than the ones in which knowledge is learned

Outcomes:

Teachers must become keenly aware of, and sharpen their own learning and teaching skills. As educators, we must expand the ways by which we measure teaching success and student's learning. There are a number of ways to accomplish this, such as focusing on student's successes rather than their failures, help them to direct and critique their own learning. This will help to increase the number of students who have better than marginal academic success. But educating teachers and them to be prepared to teach is also important. We must increase the number of job-ready candidates who are confident in their preparation and ability to learn additional skills in the work place as well as their personal lives.

Students will then begin to operate from the perspective of "yes I can" and apply learning strategies appropriately to learning tasks. They will gain confidence in their ability to compete and succeed, and recognize when they have learned.
Teaching Learners to be Self Directed
(Dr. Gerald Grow)

Dr. Gerald Grow, a veteran professor of Journalism spoke on the next topic. The essence of his conversation underscored the need to teach students to be self-directed learners. After a short PowerPoint presentation, Dr. Grow talked about how there is no single way to teach, and that educators need to ask themselves the question, “To what degree do students need me?” He claimed that definitive learners are students who stop learning when we stop pushing them to learn. Dr. Grow also made some connections on structure. He argued that structure is designed for certain types of learners, and that those who are self-directed learners don’t need structure. He also claimed that highly independent learners need shorter assignments. The speaker also suggested that educators need to tell students that it is necessary for them to, and that they no doubt will, make mistakes.

Dr. Grow then opened up his conversation to the audience. A third grade teacher said that a strategy she uses is to allow her students to decide the groups they work in, while an eight grade teacher claimed to use the same format, albeit in a structured format.

Another participant came into the conversation, telling the audience that one of her students that she was able to encourage eventually excelled. She claimed, “Be that cheerleader, or coach that inspires students.”

This conversation inspired the audience to talk about caring and how this relates to student’s abilities. One teacher said that her students don’t care what she knows until they know how much she cares.

Dr. Grow then talked more about teacher’s ability to bring attention, which is a limited commodity. He asked, “There are many things pulling at it. How can we maintain it?”

One audience member claimed that teachers need to build relationships and said that students don’t care about how much teachers know, but rather, how much they care. This participant also talked about the need to teach transferable skills, to teach the students that many things are occurring at the same time, and how doing this will make students more likely to understand.
Six Degrees of Preparation: A Documentary drama on teacher education, support, and retention  
(Brooke Haycock)

This was an interpretive drama performance.
Closing Reports

Prior to the summary of the symposium, a number of participants and facilitators gave closing remarks and brought up issues that need to be included in the discourse on educational issues. Many questions on radical redesign still remained, but forthcoming were many helpful suggestions on how to implement some practical solutions.

Dr Minear, the Chancellor of the Florida Board of Governors spoke on the importance of bringing together good teachers. She also noted that radical redesign extends to more than just education programs. Dr. Minear also would like to know who needs to be present when redesign occurs. She asked, “Are we teaching our candidates how to learn and teach, and are we teaching students how to learn?”

Saundra Kincey, also of the Florida Board of Governors asked, “do we need radical redesign, and better yet, can we afford it?”

Fred Seamon told the audience that he was encouraged by student’s remarks during the conference, and was impressed by Brooke Haycocks performance. He also asked the question, “What is radical redesign” and claimed, “We need support and restructuring.”

Cheryl Hall spoke next and spoke on the issues of job assignments and how they sometimes change. She asked, “Can we make the learning experience relevant” and mentioned that the conversation during the symposium with veteran teachers, and administrators helps her to see that we have the same problems today and we did yesterday, but under a different name.

Susan Martelli told the audience that more interaction is needed between first year teachers and student interns. She also talked about the need for more rigorous field experiences and honest feedback from veteran teachers.

Dr. Jesse Jackson posed the question. “Do we need radical redesign” and “what would the outcomes be?” He spoke of the unique challenges of students and suggested taking a holistic approach to redesign. Dr. Jackson also would like to see how government policy would affect redesign.

Dr Wager claimed that as the head (of what), his role is to facilitate motivation, opportunity, resources, and evaluation.

Dr. Bruno wrapped up this session by commending Dr. Trotter and the symposium facilitators.
Summary

After a full day of activities, the entire group convened to summarize the symposium. Many useful suggestions came from this final interaction, and the overall mood was one of optimism.

To close the conference, Dr John Bruno commended Dr. Gwendolyn Trotter and the facilitators on the success of the symposium. Dr. Fred Seamon spoke about the need of continuous change in where “radical” would be removed from redesign. Dr. Jesse Jackson stressed the need for retired teachers to have a role in mentoring teachers nationwide.

The audience chimed in and gave some useful suggestions on how educators can change the way they teach. Some of the suggestions were as follows:

- Be receptive to students
- Allow our students to know how much we care
- Make lifelong learning a part of teaching
- Invite legislators to be part of the process
- Educate students to be better learners and thinkers
- Accept that teaching is about being creative and gaining insight into teacher education programs
- Retiring teachers should use the last year to mentor new teachers
- Caring about students and people is what is important
- We are a community and should use all available resources
- Make extra time for migrant students and others who need help

Dr. Walt Wager then commented on the funding of education. His first order was to state that gambling is no way to fund education. He then argued that, much like President Obama, we should use the Internet to campaign for educational funds.

Dr. John Bruno the suggested that we need to allow everyone involved in the process, a voice (students, teachers, parents), and we should also speak to legislators and let our concerns be known.

Dr. Ada Burnett then reached out to the audience and reminded them that we must never lose our compassion.
Reflections

After the conference concluded, this reflection was offered:

**Reflections: What it Means for a Teacher to Care about Students**

Dr. Gerald Grow, Professor of Journalism
Florida A&M University

At the conference, several people used forms of this expression: "Students don't care what you know till they know that you care." Several times, teachers said with a passionate fervor that "caring" was the most important thing a teacher could do. More than one student teacher told movingly about having their education turned around by a teacher "who cared."

Those remarks led me to reflect on what it means "to care" as a teacher. Caring clearly means to have a heart as big as a house, to be full of love for students -- and to express that love through encouragement, through countering external discouragement, and through affirming the expectation that this student can -- and will -- succeed.

The emotions of caring, however, must have, wrapped inside them, another dimension of caring that consists of the rigorous cultivation of specific skills in the student.

There is a danger in being a "caring" teacher, and it is this. Caring teachers may be tempted to think that encouragement and emotional support are so important that they can replace the tough skills students need to learn -- the skills of focus, planning, working smart, realistic self-evaluation, and purposeful attitudes.

And there is the danger that students of caring teachers may become too accustomed to unconditional caring, dependent on it, unwilling to put themselves forth without it. They may become willing to learn from only certain kinds of teachers. Instead of expanding the range of students, certain kinds of caring might diminish it.

But few things in teaching need to be either-or. So let's remind rigorous teachers to work with student's feelings about their abilities, their expectancy -- and to support students as they learn from partial success.

Let's remind big-hearted teachers not to neglect the hard skills their students must practice while being nurtured in their classes.

And let's stay to all the new teachers and teacher-trainees: You can do both -- care for the human beings who are your students, and make sure they work hard to gain the skills they must master.
Workshop Photos

Roundtable at the Symposium

Left to Right: Boyce Williams and Fanchon Funk
Conversationalist: Boyce Williams

Inspirational words delivered from the Podium
Appendices

Appendix A: Agenda

Appendix B: List of Participants

Appendix C: Collaborators

Appendix D: Document Reference
# Appendix A: Agenda

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>CONVERSATIONALIST</th>
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<tr>
<td>8:00 a.m.</td>
<td>Registration, Continental Breakfast</td>
<td>Wanda Lastrape, Fanchon Funk, John Bruno, Gwendolyn Trotter</td>
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<td>8:30 a.m.</td>
<td>Welcome and Remarks</td>
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<td>9:00 a.m.</td>
<td>Mining Data for Quality Teaching</td>
<td>Robin Fogarty, Clara Jennings, Patrick Mason, Jay Pfeiffer</td>
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<td>10:00 a.m.</td>
<td>Transforming Teaching Quality Through Accreditation</td>
<td>Boyce Williams</td>
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<td>10:45 a.m.</td>
<td>BREAK</td>
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<td>11:00 a.m.</td>
<td>Group Dialogue</td>
<td>Group A, Group B, Group C</td>
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<td>12:00 a.m.</td>
<td>Learning To Learn, Teaching Learners To Be Self-Directed</td>
<td>Vicki Fishco, Gerald Grow</td>
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<td>1:15 p.m.</td>
<td>Lunch/Table Talk</td>
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<td>1:45 p.m.</td>
<td>Much Ado About Teachers:</td>
<td>Brooke Haycock</td>
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<td>A look Behind the Human Aspects of Teacher Education</td>
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<td>Reflective Conversations</td>
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<td>3:00 p.m.</td>
<td>Closing Reports</td>
<td>Fanchon Funk, Cheryl Hall, Malinda Jackson, Jesse Jackson, Sundra Kincey, Susan Martelli, Dorothy Minear, Walt Wager, Fred Seamon</td>
<td>A-3</td>
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<tr>
<td>3:00 p.m.</td>
<td>Summary</td>
<td>John Bruno</td>
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