

**HIGHLANDS CENTER
FOR FACULTY
INITIATIVES**

**2000-2001
ANNUAL
REPORT**

EDINBORO UNIVERSITY OF PENNSYLVANIA
A Member of the State System of Higher Education

TABLE OF CONTENTS

Introduction	1
Mission Statement	2
Leadership in the Highlands Center for Faculty Initiatives	3
Configuration of the Highlands Center for Faculty Initiatives	4
Highlands Center for Faculty Initiatives Eight Directions	5
Summary of Initiatives for the Highlands Center for Faculty Initiatives	6
Grants and Federal Programs Summary	8
Collaborative for Excellence in Teacher Preparation in Pennsylvania	11
Institute for Curriculum, Instruction, and Collaboration	24
Institute for Ethics and Values Education	27
Institute for Lifelong Learning	30
Institute for University Teaching and Learning	33
Repository Listing	36

INTRODUCTION

The 2000-2001 academic year at Edinboro University marked the ninth year of operation of the Highlands Center for Faculty Initiatives. The four institutes within the Center initiated programs which reflected their mission statements and goals, continuing the focus on the diverse needs of our university family and surrounding communities. A fifth institute has been developed through the National Science Foundation Grant. This faculty-driven collaborative model remains the central strength of the Highlands Center for Faculty Initiatives. The Center continues to serve to enhance Edinboro University's commitment to excellence in service to students, faculty, community members and others.

Positive, professional collaboration on multiple ventures extended the exchange of ideas, experiences, and expertise that was an important area of focus during the 2000-2001 year. The Center made significant progress in outreach to a wide range of people on our campus and across the larger community. Productive discussion results from our specific attention to the quality of relations between students and university faculty and staff. Our publications and programs reached across the State System of Higher Education and across university academic departments and student organizations, into area school districts and businesses, to serve learners of all characteristics.

The Co-Directors continued to serve as facilitators of faculty-driven initiatives, meeting with institutes, subcommittees, chairs, and the Deans of School of Education, Liberal Arts and Science, Management and Technology each month. Beyond their role as coordinators of the Center's membership and staff, the Co-Directors initiated activities involving high levels of collaboration among all institutes and supportive of the general mission of the Center itself.

This annual report includes the mission statement, organizational structure, memberships, goals and supporting activities, and current listing of resources available in the Center repository. The dedication of the membership is clearly reflected in the depth and breadth of community-based activities designed to foster excellence in teaching and learning in both traditional classrooms and non-traditional learning venues.

Dr. Kenneth Adams, Co-Director

Dr. Donald Sheehy, Co-Director

MISSION STATEMENT

The Highlands Center for Faculty Initiatives, formerly The Center for Excellence in Teaching, was established in 1992 to advance the position of Edinboro University as a major educational resource for the northwestern Pennsylvania region. The primary mission of the Highlands Center is to foster faculty initiatives in all areas of academic endeavor and professional service. In fulfillment of this mission, the Center conducts or facilitates a broad range of research projects and collaborative activities that involve faculty, staff, students, area school districts, social agencies, and community leaders.

As corollary to these undertakings, the Highlands Center serves through its various publications as a conduit for professional communication within and beyond the Edinboro University community.

EDINBORO UNIVERSITY OF PENNSYLVANIA
 HIGHLANDS CENTER FOR FACULTY INITIATIVES
 2000-2001

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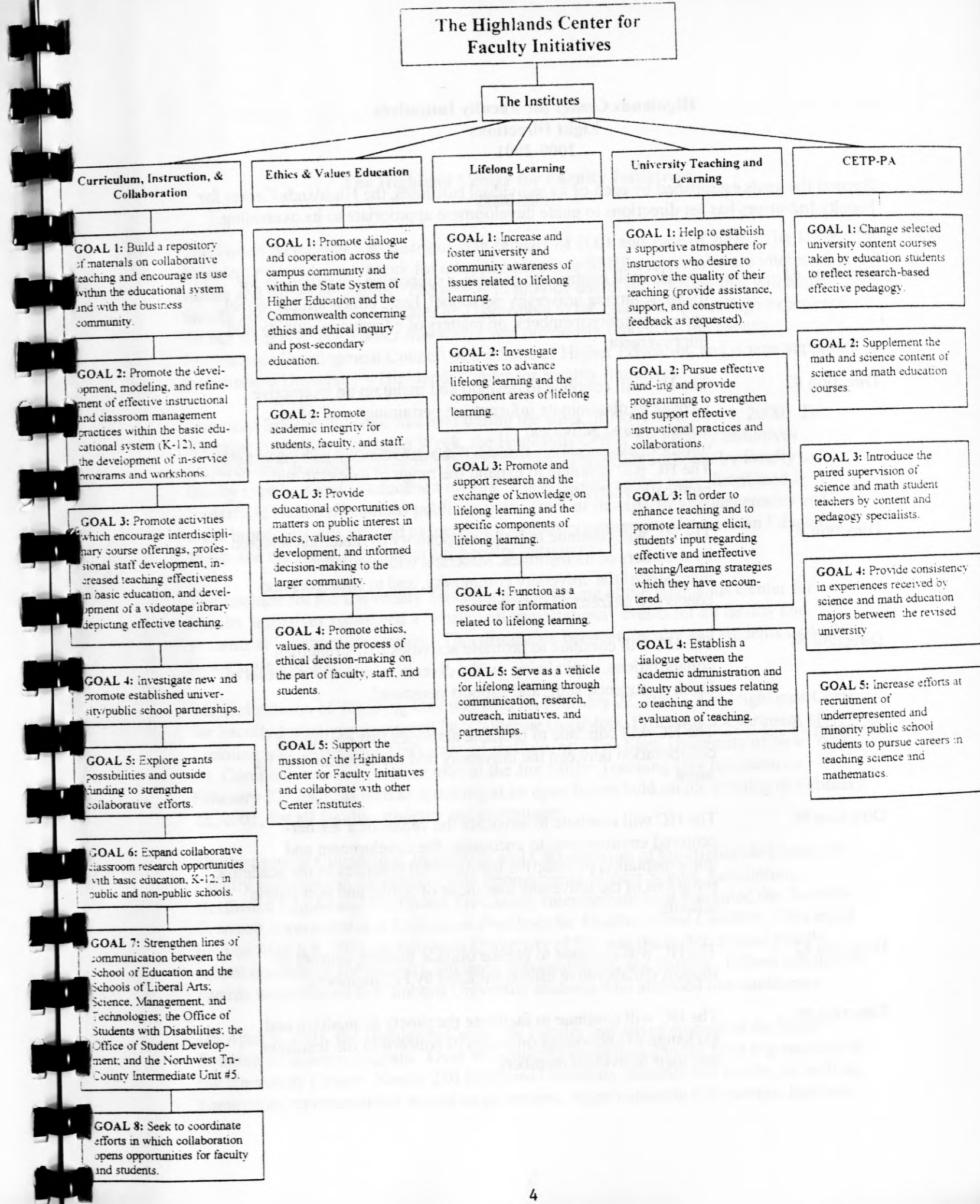
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Dr. Kiran Misra
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Dr. Theresa Thewes
Collaborative for Excellence in Teacher Preparation in Pennsylvania

The Highlands Center for
 Faculty Initiatives



**Highlands Center for Faculty Initiatives
Eight Directions
2000-2001**

Beyond the goals established by each of its individual Institutes, the Highlands Center for Faculty Initiatives has set directions to guide development appropriate to its overriding mission.

- Direction #1 The HC will continue to provide a supportive environment for dialogue among university personnel, basic education personnel, and community members, on matters of educational quality and improvement.
- Direction #2 The HC will continue to develop and maintain an interactive website to disseminate information pertaining to all of its initiatives and activities.
(<http://www.edinboro.edu/cwis/highlands/HighlandsWebSite/HighlandsWelcome.html>)
The HC will continue to expand the range of its electronic publication activities.
- Direction #3 The HC will continue to build a repository of materials selected by members of its Institutes. Materials will be available to members of the university community, and to educators and concerned citizens of the region.
- Direction #4 The HC will continue to promote activities that strengthen collaborations, capitalizing on the diverse talents and interests of faculty, students, staff, and support personnel.
- Direction #5 The HC will continue to promote activities that encourage collaboration between the university and the communities we serve.
- Direction #6 The HC will continue to advocate the values of a learner-centered environment, to encourage the development and implementation of effective instructional practices in the academic programs of the university and those of public and non-public schools.
- Direction #7 The HC will continue to pursue outside funding sources to support collaborative efforts initiated by HC members.
- Direction #8 The HC will continue to facilitate the timely acquisition and exchange of knowledge on issues of concern to the Institutes and their individual members.

**The Highland Center for Faculty Initiatives
2000-2001**

The *Values Newsletter* was distributed in January of 2001 and June of 2001. The *Values Newsletter* provides a network for all members of the SSHE system who are interested in values and values education. The goal is to provide useful information that will assist faculty and staff in daily activities and contribute to the quality of the college experience for our students. The *Values Newsletter* was previously funded by the Faculty Professional Development Council of the State of Higher Education and is now supported by Edinboro University's Highlands Center for Faculty Initiatives.

American Education Week was held during the week of November 11-17, 2000. To celebrate American Education Week, the Highlands Center for Faculty Initiatives prepared and distributed over 250 *Tips for Teachers* booklets authored by faculty to faculty members and to education majors. Booklets and apples were distributed in Butterfield Hall. Off-campus publicity in the form of newspaper announcements and radio broadcasts was utilized to increase community awareness of American Education Week and the Highlands Center for Faculty Initiatives.

The Institute for the University Teaching and Learning of the Highlands Center for Faculty Initiatives sponsored a "Forum on Expectations" events for all faculty and students at Edinboro University. This discussion between faculty and students took place in the spring of 2001.

The Celebration of Teaching Day was held on February 22, 2001. The Highlands Center for Faculty Initiatives sponsored Dr. Catherine Cornbleth, Professor, Department of Learning and Instruction, University of Buffalo, and The State University of New York. Dr. Cornbleth was the guest speaker at the Jim Miller Teaching Day luncheon on February 22, 2001, as well as speaking at an open forum held on the evening of February 22, 2001, for all faculty, students and community.

The Institute of Curriculum, Instruction and Collaboration of the Highlands Center for Faculty Initiatives in partnership with Pennsylvania Middle School Association, Northwest Region and Northwest Tri-County Intermediate Unit presented the *Success-Oriented Assessment and Evaluation Practices for Middle School Children*. This event held on March 6, 2001, at Edinboro University of PA was the eighth annual middle school conference for teachers, students, administrators, and parents. Fifteen scholarship awards were offered to Edinboro University students who attended this conference.

On April 9, 2001, the Highlands Center for Faculty Initiatives sponsored the Ninth Evening of Science program. Over 800 children participated in the field trip sessions at the University Center. Nearly 250 Edinboro University students and faculty, as well as, community representatives served as presenters. Approximately 600 parents, teachers,

administrators, and students attended the evening session, open to the public, from the Erie community and surrounding areas.

The Institute of Ethics and Values Education of the Highlands Center for Faculty Initiatives sponsored the annual Poster Contest for Edinboro University students. This contest was held between April 1-30-01. The contest consisted of an original work by the student addressing "what values, you as a college student feel are important." The message addressed an issue in which the student believed was important, or something the student felt others should value. The contest directed winners at 1st, 2nd, 3rd and honorable mention awards. In addition, Edinboro Elementary students participated under the same guidelines. Students from kindergarten, 2nd, 3rd, and 4th grade participated between May 1-30.

Under the support of the Institute of Ethics and Values Education, a certificate program in the area of Character Education was investigated by faculty representatives from Educational Services, Elementary Education, Special Education and School Psychology, and Counseling and Human Development. Investigations during the development of this program resulted in several Character Education courses being offered in the fall of 2000, the spring of 2001, the summer of 2001, and again in the fall of 2001.

Highlands Center for Faculty Initiatives Grant Proposals 2000-2001

NAME	Proposal: FIPSE Grant	Proposal: Edinboro University- Wilson Middle School Gear Up Grant	Proposal: Gebbie Foundation	Rural PA Grant	Rural PA Grant
	Collaboration with General McLane, Erie Public School, and Highlands Center for Faculty Initiatives	Provide access to higher education for students identified as being at risk because of barriers from different status levels	Responsible and successful children = <u>A</u> Better Community	Education Workforce Study	Collaboration with Clarion University, Warren County Schools, and Punxsutawney Area Schools to evaluate and revise alternative education programs.
	Federal Funding	Federal Funding	Federal Funding	State Funded	State Funded
	Project Director: Dr. Sheehy	Project Director: Dr. Bevevino	Project Directors: Ms. Flach, Dr. Gerbracht, Dr. Walcavich	Project Directors: Dr. Beckman Dr. Ferster	Project Director: Dr. Brown
	May, 2000	June, 2000	September, 2000	1999 - 2000	1999 - 2000
FUNDING REQUEST	\$300,000	\$280,000	\$121,000	\$29,900	\$10,000
VALUE	The Character Education Graduate Certificate will be offered on-line.	Edinboro University-Wilson Middle School initiative to take a cohort of seventh grade students through the 12 th grade, providing academic, health, and emotional development services.	Successful & responsible children- a better community. Project based on the premise that our current students will affect the communities of tomorrow.	Provide information and recommendations that will positively impact rural schools and communities in PA	Results will allow for a more comprehensive department of education and collaboration for a basic education circular.

**Highlands Center for Faculty Initiatives
Grant Proposals 2000-2001**

NAME	Rural PA Grant	Rural PA Grant	Gebbie Foundation Grant	Gear-Up Grant
		Conduct summer reading enrichment program for rural school children in northwest PA.		
		State Funded		
	Dr. D. Beckman and Dr. D. Ferster	Dr. J. Brown	Dr. M. Bevevino	Dr. M. Bevevino
	1999 - 2000	1999 - 2000	1999 - 2000	1999-2000
AMOUNT				
VALUE				

**CENTER FOR EXCELLENCE IN TEACHING
PARTICIPATION IN FEDERALLY FUNDED PROGRAMS**

NAME	AMERICA READS	AMERICORPS
	This program provides college-student readers to area agencies and schools so that grade-school children can read with older role models.	This program provides college-student tutors for area agencies and schools so that grade-school children can experience older role models helping them succeed in mathematics.
	Dr. D. Finazzo, Program Director	Dr. K. Dailey and Dr. N. Briggs, Program directors through the Institute for Lifelong Learning
	Sept., 1996- June, 1999	Sept., 1999 – June, 2000
	Transferred from the CET to Dr. D. Finazzo, June, 1999	Transferred from HC to Dr. Finazzo Community Outreach, June, 2000
AMOUNT	Dependent on number of eligible college-student volunteers	Dependent on the number of eligible college-student volunteers
VALUE	This program provides much needed help to grade-school children on a group basis and on a one-to-one contact basis; It allows grade-school children to see other students who are successful in college and who care about children. It gives grade-school children individual attention and reinforces the importance of reading.	This program provides much-needed tutoring services to grade-school children on a one-to-one basis; It allows grade-school children to see older students who are successful in college and who are interested in mathematics. It gives grade-school children individual attention and extra motivation to improve in mathematics.

**COLLABORATIVE FOR EXCELLENCE IN TEACHER
PREPARATION – PA
(CETP-PA)**

Dr. Theresa Thewes – Institute Chair

Dr. Ken Adams, Co-Team Leader
Dr. Theresa Thewes, Co-Team Leader
Dr. Janet Rogers, NCISE Evaluation Liaison

School of Education

Dr. Scott Baldwin
Dr. Don Beckman, Statewide Supervision Workgroup
Dr. Dennis Buckwalter, Statewide Recruitment Workgroup
Dr. Patricia Flach
Mr. Kenneth Mechling
Dr. Mary Jo Melvin
Dr. Barbara Rahal
Dr. Daniel Shelley
Dr. Dawn Snodgrass
Dr. Nicholas Stupiansky

School of Science, Management & Technology

Dr. John Ashley
Dr. Thomas Heard
Dr. Karim Hossain
Dr. David Hurd
Dr. Brian McKay, Statewide Elementary Science Workgroup
Dr. Kenneth Mechling
Dr. Kiran Misra
Dr. Kerry Moyer
Dr. Thomas Nuhfer
Ms. Lauri Ongley, Statewide Elementary Math Workgroup
Dr. Anne Quinn
Dr. Eric Randall
Mr. Marc Sylvester
Dr. Fred Weening

K-12 Science & Math Faculty

Ms. Linda Cook	Mr. Larry Seneta
Ms. Stephanie Cox	Ms. Robin Seneta
Mr. Scott Korb	Ms. Lisa Simonsen
Ms. Marilyn Marczylak	Ms. Carrie Smith
Ms. Kathy Maxwell	Mr. David Treuseth
Ms. Ann Noonan	Ms. Marlene Trambley
Mr. Thomas Parker	Ms. Diedra Alston
Mr. John Plavcan	
Ms. Karen Rodemoyer	
Ms. Judy Scaletta	

Project Summary

This is a NSF CETP, Track II, systemic reform initiative of the science and math teacher preparation programs of the 14 campuses of the PA State System of Higher Education (SSHE). In 1998, these universities prepared 35% of the science and 29% of the math teachers certified in PA. In 1998, the SSHE was also responsible for 39% of the PA elementary certifications. This project will facilitate implementation of systemic reform in the SSHE system. During this project scientists, mathematicians, and educators from SSHE campuses are collaborating to: 1) change selected university content courses taken by education students to reflect research-based effective pedagogy, 2) supplement the math and science content of science and math education courses, 3) introduce the paired supervision of science and math student teachers by content and pedagogy specialists, 4) provide consistency in experiences received by science and math education majors between their revised university courses, their field experiences and induction period, and 5) increase efforts at recruitment of underrepresented and minority public school students to pursue careers in teaching science and mathematics. The SSHE universities will team with nine community colleges and over 50 public schools in this project. Statewide activities to be implemented include teaming of K-16 faculty to revise and/or develop selected science, math, and education courses to include technology and reflect strong content and pedagogy components (over 100 university courses will be affected), create science and math centers, offer professional development symposia for K-16 faculty, strengthen field experiences, and develop mechanisms for recruiting students into math/science education programs. External evaluation will be conducted by NCISE. Strong assessment and dissemination components will accompany a comprehensive program of cultural change that can serve as a national model.

Narrative of Progress Report (NPR)

Team Leader: Dr. Kenneth M. Adams

Date: November 1, 2000

Edinboro University of Pennsylvania

Meetings since last NPR:

1. August 29: President Frank G. Pogue and Dr. Adams discuss the outcomes of the CETTPA Summer Conference, issues of funding unresolved regarding the Chancellor's Office (SSHE), confirm support of the SSHE -NSF Collaborative, review the institutional support of the project to include the CETTPA at Edinboro University under the Highland Center for Faculty Initiatives, network support with the Regional Math and Science Center.
2. August 30: Dr. Scott Baldwin, Dean, School of Education, and Dr. Adams discuss the structure of the CETTPA at SSHE level and at Edinboro University, the necessary collaborations and support for the Highland Center and the Regional Math and Science Center. Dr. Baldwin agrees to schedule a meeting with the Dean of SM&T, faculty who attended the CETTPA Summer conference, chairs from Elementary Education and Educational Services Departments.
3. September 1: Dr. Nick Stupiansky, Co-Director of the Regional Math and Science Center and Dr. Adams discuss the collaborative potential within the CETTPA project. Agree that the Regional Math and Science Center will serve as the physical Center to hold constructivist resources for math and science. The Center already has extensive K-8 resources for math and science pre-service and in-service teachers and serves our region as an outstanding resource. The CETTPA team at Edinboro will begin the acquisition of 9-12 science and math resources that will be catalogued and distributed in conjunction with the Regional Math and Science Center and the NW Tri-County IU #5.
4. September 11: Provost Robert Weber, Highland Center Co-Director Donald Sheehy, and Dr. Adams discuss the future direction of the Highland Center in terms of budget, space in McNerney Hall, and allocation of GA's and work study students. Included in the discussion is the intent to propose the addition of the CETTPA as a fifth Institute in the Highland Center. Dr. Adams and Dr. Sheehy make the case for adequate resource allocation so that these university assets can be leveraged. For example, The CETTPA can join forces with The CIC Institute in their work toward Professional Development Schools, and with the UTL Institute in their programs related to improving the quality of undergraduate instruction. Finally, the Highland Center can add to its repository, constructivist-teaching materials to be accessed by SM&T and Education faculty.
5. September 20: Dr. Adams and six (6) university faculty from the Department of Educational Services discuss the Professional Block of courses taken by secondary education majors prior to Junior Field Experience. Dr. Adams proposes that he be permitted to use the STAMM Instrument to profile selected science and math field students during the field experience this semester (November 6-December 15).
6. September 25: Four (4) University faculty who serve as Institute Chairs in the Highland Center, Dr. Donald Sheehy, and Dr. Adams discuss the delayed start-up of the Highland Center, and the implications this has on the Highland Center vitality and the potential of the CETTPA at Edinboro University. All members agree to send a correspondence to the Provost seeking resolution to unresolved issues of budget, space, and personnel.
7. September 27: Eleven (11) university faculty, two (2) deans, and Dr. Adams discuss the logistics of the CETTPA. Materials are distributed to faculty who were unable to attend the Summer Conference. Dr. Adams included a conference summary, reviewed the project goals, and explained the organization at the local level that would enable Edinboro to flesh out the plan of action for 2000-2001.

8. October 19: Fourteen (14) university faculty from SM&T and the School of Education attend the Local Team meeting. Project Goals are reviewed and faculty begin to form subcommittees around each goal. Faculty also are requested to indicate which Statewide Workforce they wish to join. Clarification of the nature and scope of the statewide teams and the SSHE organization is made.

Ideas, Progress, and Outcomes to date:

1. The Highland Center for Faculty Initiatives has been moved to McNerney Hall from its temporary location in Butterfield Hall. This move along with the confirmation of the annual budget and personnel allocation makes it possible for the formal proposal to move forward that will request that the CETTPA at Edinboro become a fifth Institute. This proposal will be made in November, 2000. This allows the CETTPA local team a space for work, collection of University teaching materials, and the capacity to maintain the web presence for the virtual component of the NSF project in NW Pennsylvania. This proposal requires the approval of the Co-Directors, Institute Chairs, and the Advisory Board.
2. The Local team unanimously voted to provide up to \$1,000 this year to support the addition of a new work study student in the Regional Math and Science Center. This will enable the center to maintain optimum hours of operation and restore its ability to use the NW Tri-County IU #5 as a distributor for science and math resources to local schools.
3. Six subcommittees have formed around the CETTPA goals and the number of university faculty from SM&T on the local team continues to grow! Once the web is established, SM&T faculty will be linked to any local science and math teacher who wishes assistance with individual concerns. A clearinghouse of related science and math resources, programs and activities will be established.
4. The Meta-analysis provided by NCISE was widely distributed to faculty and there is an interest in forming discussion groups to look more carefully at the studies referenced.
5. The STAMM will be piloted by Dr. Adams this semester with selected Secondary Science and Math majors who begin Junior Field Experience November 6, 2000. Also, two courses offered by the Department of Educational Services (SEDU 372 Instructional Techniques for Secondary Science, and SEDU 371 Instructional Techniques for Secondary Math) increased the emphasis on constructivist methods and resources.
6. A meeting for k-12 local team members will be scheduled for November, 2000.
7. Dr. Adams requested a full time GA for the purpose of establishing and maintaining the web site, and to assist with data collection from the field and in university classrooms.
8. Constructivist Math and Science resources for grades 9-12 will be considered for purchase. These resources will be housed in the Regional Math and Science Center.

Narrative of Progress Report (NPR)

Team Leader: Dr. Kenneth M. Adams

Date: December 28, 2000

Edinboro University of Pennsylvania

Meetings since last NPR:

December 7: Thirty-one (31) members of the Edinboro University CETPPA Team met from 5:00-8:30 pm. for the purpose of disseminating new information and continuing work on the project goals. Five separate sub-committees have formed with faculty leadership on each. The teams will communicate electronically and schedule small work group meetings for the Spring, 2001 semester. Eight (8) k-12 teachers, twenty-one (21) university faculty, an IU #5 representative, and a representative from the DEP attended the planning meeting on December 7.

Ideas, Progress, and Outcomes to date:

1. The NSF-CETPPA has been approved as an institute in the Highlands Center for Faculty Initiatives. Dr. Theresa Thewes has agreed to serve as the Institute Chair and all current and future members of the CETPPA will be members of the Highland Center as well. The Curriculum, Instruction, and Collaboration Institute chaired by Dr. Barb Rahal will work closely with the CETPPA.
2. The CETPPA will support a new work-study student in the Regional Math and Science Center, under the direction of Dr. Nick Stupiansky, starting January 17, 2001.
3. CETPPA will collaborate with the NW Tri-county IU #5 to examine the development of Constructivist workshop offerings for ACT 48 credit to area teachers.
4. CETPPA is working with Dr. Don Beckman, chair of the Educational Services Department, on a pilot project to offer cooperating teachers who participate in field experience and/or student teaching supervision to provide classroom experiences that promote constructivist teaching practices and philosophy, an opportunity for professional development credit under Act 48.
5. Dr. Adams collected video tapes of math and science lessons conducted during the Junior Field Experience from November 6 to December 15. He is profiling these lessons over the Winter break using the STAMM instrument.
6. Constructivist resources are being reviewed for purchase and addition to the Regional Math and Science Center at Edinboro University. These resources will become available during the Spring, 2001 semester.
7. The team membership continues to grow from the university and community as well.

Narrative of Progress Report (NPR)

January-February, 2001 Submitted: March 1, 2001

Edinboro University of Pennsylvania

Submitted by: Dr. Kenneth M. Adams, Team Leader

I. Meetings since last NPR:

- A. January 22- NW PA K-16 Education Policy Council Meeting: Dr. Adams on the agenda to discuss CETPPA and disseminate information. Attended by nine(9) area school superintendents, three (3) area business leaders, Dean-School of Education, Director-NW Tri-County IU #5, PA State Senator Jane Earl.
- B. January 25- Westinghouse High School, Pittsburgh, PA. Dr. Adams discussed possible science and math teacher recruitment with Science and Math (SAM) Director Ms. Shirley Wheaton, school principal, three(3) faculty, and twenty (20) sophomore students.
- C. January 26- Meeting with Dr. Dawn Snodgrass. Dr. Adams presented preliminary ideas for Tier Two funding from NSF that link secondary education students in science and math to "clinical faculty" in the schools and science and math faculty for coherent field experiences that support constructivism in the classroom.
- D. January 31- Dr. Adams met with Provost Weber and Dean Baldwin to leverage funding from CETPPA, the Highlands Center, and The School of Education for the purchase of production technology to be used by the CETPPA team at Edinboro.
- E. February 2- Presentation of CETPPA mission and goals to four (4) chairs of the other Highland Center Institutes. Discussion about possible linkages with members and initiatives.
- F. February 15- Presentation of CETPPA mission and goals to twelve (12) faculty members of the Ethics and Values Institute, and fourteen (14) members of the University Teaching and Learning Institute. Discussion about possible linkages with members and initiatives.
- G. February 27- Presentation of CETPPA mission and goals to seventeen (17) members of the Lifelong Learning Institute. Discussion about possible linkages with members and initiatives.

II. Ideas, Progress, and outcomes to date:

- A. Two undergraduate workstudy students now employed ten (10) hours per week under CETPPA. One student works in the Regional Math and Science Center, the other on web design and maintenance. The WEB site for Edinboro will be up and running by mid-March.
- B. CETPPA supported the attendance of four (4) faculty members at the Equity Conference in Science and Math at the Dixon Center. Attending faculty will disseminate information to the local team at the March meeting.
- C. Technology ordered for production of CD resources for constructivist teaching in the sciences and mathematics with matching funds from the provost and Dean Baldwin. SS&C micro units will be downloaded from NSTA and made available to science Pre-service and in-service teachers.
- D. Approximately \$1,600 in curriculum materials recommended by NCISE and NSTA Ordered with expected delivery in mid-March. These materials will be bar-coded

- E. Draft proposal prepared for Tier Two funding.
- F. Data loaded/sent via QRC web-based data collection.
- G. Plans to gain ACT 48 approval for "clinical faculty" field cooperating teachers starting with the Fall, 2001 semester.
- H. Collection of videotaped/STAMM profiled lessons from Fall, 2000 science and math field students prepared by Dr. Adams.
- I. Plans made for team dinner meeting the last week of March.
- J. Plans made for a team meeting in April with Dr. Patsy Ann Johnson.
- K. Four (4) science faculty and three(3) secondary science students will attend the Bloomsburg Mini-Conference March 9-10.

Edinboro University of Pennsylvania

Submitted by: Dr. Kenneth M. Adams, Co-Team Leader

- I. Meetings since last NPR
 - A. March 26: Edinboro CETp-PA Team meeting held from 5:00 to 8:30pm. Attended by 20 team members including 15 university faculty and 5 k-12 teachers. Focus on final draft of Level Two funding proposal, updates on EUP CETP-PA website, discussion on "Building the Case for Constructivism," and future directions for semester.
 - B. March 27: Dr. Adams met with Donna Law from the Grants Office to prepare final budget for Level Two Funding.
 - C. March 28: Dr. Adams and Dr. Thewes met to plan meetings for April and May with Science and Math faculty on planning/modeling constructivist lessons at the university.
 - D. March 28: Dr. Adams met with Dr. Scott Baldwin, Dean of the School of Education to support the continued operation of the Regional Math and Science Center in Butterfield Hall in the current physical space allocation.
 - E. April 12: Dr Adams presented a learning cycle lesson on the Pendulum to 12 university science and math faculty. Discussion on the planning and implementation of the learning cycle, modifications to existing curriculum, and need for more concrete constructivist resources ensued. Faculty agreed to continue to meet as a discussion group at least once per month. Next meeting planned for May 3, 2001:
 - F. April 17: Dr. Adams met with Dr. Terry Peard at EUP. Dr. Peard visited the Highlands Center for Faculty Initiatives, viewed the new website, discussed statewide CETPPA issues, and visited the Regional Math and Science Center and spoke with Dr. Nick Stupiansky.
 - G. April 23: Dr. Patsy Ann Johnson, Western Coordinator for CETPPA visited the EUP campus. Her visit included a luncheon meeting with Dr. Baldwin, Dean of the School of Education, and Dr. Eric Randall, Dean of Science, Management and Technology, a tour of the Regional Math and Science Center and the Highlands Center, a meeting with Dr. Theresa Thewes, Co-Team Leader, and a dinner meeting and presentation of a constructivist optics lesson attended by 12 university faculty and 3 k-12 teachers.
- II. Ideas, Progress, and Outcomes to date
 - A. The Level Two funding proposal was submitted.
 - B. The EUP CETPPA Web site has been launched (April 10, 2001)!!!
 - C. Additional science and math resource materials have been ordered and are currently being cataloged. Copies of Building the Case for Constructivism have been distributed to 20 team member to date.
 - D. CD production equipment has arrived and duplication of a collection of hands-on science and math activities has begun.
 - E. Meetings with IU#5 have been scheduled to prepare ACT 48 documents for participating k-12 team members.
 - F. Seven EUP CETPPA team members attended the Bloomsburg mini-conference including three undergraduate secondary science majors.
 - G. Regular meetings with Co-Team leaders and 12 university science and math faculty have been scheduled and the level of interest and participation is very encouraging. Faculty have tried to access specific university level course materials from revised courses via other CETP sites around the U.S. with no luck. We need help on getting more than course descriptions!!

Narrative of Progress Report (NPR)

Team Leader: Dr. Ken Adams

Date Submitted: June 30, 2001

Edinboro University of PA

Meetings since last NPR:

May 3, 2001: University faculty meeting to discuss constructivism in undergraduate coursework 3-5:00 pm. Ten (10) faculty

May 10, 2001: Meeting to plan Level Two Funding as part of SEDU 375 Secondary Field Experience for Science and Math majors. 12:30-1:45 pm Three (3) faculty.

Note: Spring, 2001 semester ends on May 11, 2001

June 5, 2001: Meeting to discuss NCISE evaluation and identify four courses for NCISE Evaluation. 12:15-1:30 pm. Three (3) faculty

June 8, 2001: Meeting to plan Level Two Funding as part of SEDU 375 Secondary Field Experience for Science and Math majors. 2:00-3:30 pm. Two (2) faculty and one (1) IU #5 Administrator

June 18, 2001: Meeting to disseminate information and register conference attendance at Bloomsburg University for Summer CETPPA Conference. 3:00-4:00 pm. Two (2) faculty.

June 26, 2001: Meeting to develop the CETPPA component as part of the Highlands Center for Faculty Initiatives Annual Report: 1:00-2:30 pm. Two (2) Faculty

Ideas, progress and Outcomes to date:

Given the end of the semester, no general team meetings were held during May-June, 2001.

May 3: Faculty from science, math, and education continue to meet to examine constructivism in undergraduate education. Several faculty express concerns about content coverage/overlap, and the lack of specifics on "reformed courses" as revealed from other CETP sites. The team decides to continue the search for more than course syllabi, and request assistance from the statewide workforces in this regard. The faculty agree to continue to meet monthly during the 2001-2002 academic year to develop a clearer understanding of constructivism in their disciplines.

May 10 and June 8: Dr. Adams met with Dr. Snodgrass in order to coordinate the placement of Junior field students in secondary science and math in anticipation of a Level Two Grant Award for 2001-2002. Ten science and 7 math majors are currently enrolled, with more expected. Discussions on June 8 included Ann Noonan from IU #5 with reference to Act 48 hours. The workshops and training sessions are being developed over the summer.

June 5: Dr. Adams, Dr Thewes and Dr. Rogers met to discuss the NCISE Evaluations And targeted four specific courses to meet the expectations of NCISE. Instructors who had expressed interest in course reform were contacted by Dr. Thewes and several other courses are being examined for reform at the local level in addition to those requested by NCISE. Some confusion was expressed by faculty as to the extent of the reform, and the Math department has suggested the use of a statistics course in place of Calc I. Discussions are to continue.

June 18: Dr. Adams and Dr. Thewes met to discuss the dissemination of information on the Bloomsburg Summer Conference to all EUP team members. Dr. Thewes is coordinating registration information for the EUP team.

June 26: Dr. Adams met with Dr. Don Sheehy, Co-Director of the Highlands Center for Faculty Initiatives (HCFI) to construct the CETPPA portion of the HCFI Annual Report. Because CETPPA at Edinboro is under the HCFI, this annual report provides another vehicle for dissemination of information about CETPPA to a broader audience. The Annual Report will be completed by mid-August.

In addition to meetings described above, additional materials have been purchased for the Regional Math and Science Center in Butterfield Hall. Approximately \$500.00 was used from the baseline funding and \$5,000.00 from the additional funding provided to each university in CETPPA. All materials will be available through the Regional Math and Science Center for k-12 teachers, university faculty, and teacher candidates at EUP.

Report for the National Visiting Committee (NVC)

Submitted by: Dr. Kenneth M. Adams

Edinboro University of PA

CETPPA Goal 1.

Examination of Education of Science and Math undergraduate courses by EUP team reveals great interest among science and math faculty to reform selected courses.

Four courses identified for NCISE Evaluation, others considered for local evaluation

Science and Math Faculty volunteer to meet monthly to discuss constructivism in undergraduate coursework

Identification and purchase of constructivist resources to add to the Regional Math and Science Center.

CETPPA Goal 2

Team meetings and discussions focus on common readings and constructivist lessons modeled by pedagogy faculty

Common readings are disseminated for discussion and issues are openly debated

Faculty express concerns about content coverage and the lack of concrete/specific "reformed course materials from other CETP sites.

Faculty express concerns about the PA Science and Math Standards, but are supportive of the national standards.

CETPPA Goal 3

Clear articulation of standards evidenced in lesson and unit plans from methods courses, field Experience, and student teaching

Profiling of selected lessons from field experience students using the STAM and RTOC proves promising for feedback to student and training of university faculty

CETPPA Goal 5

Major focus for Year one

Led to development of a successful Level Two Proposal that links pedagogy faculty, secondary science and math majors, cooperating teachers, and university science and math faculty for joint training and joint supervision

CETPPA Goal 6

Excellent attendance at the Summer, 2000 CETPPA conference

Local Team comprised of over 40 members, over 25% are science and math faculty who are very active

CU Excellent attendance at Bloomsburg mini-conference with EUP as the only University to add Undergraduate students as members to the team (3).

Difficulty in finding convenient time for k-12 faculty to attend local team meetings and keep them actively/meaningfully engaged during the school year

CETPPA Goal 7

EUP has already institutionalized CETPPA as an institute under the Highlands Center for Faculty Initiatives

Submitted by: Dr. Kenneth Adams

Edinboro University of PA

1. The nature of inter- and intra-institutional collaboration. EUP has institutionalized the CETPPA effort at the university by becoming an institute under the Highlands Center for Faculty Initiatives (HCFI). This inclusion under an existing umbrella organization allows CETPA the opportunity to access existing physical space and support personnel as well as leveraging funds for common purposes. It also increases the visibility of CETPPA at EUP and increases the likelihood of sustaining the mission after the life of the NSF Grant. Inter-institutional collaboration has been established through conference attendance by k-16 team members, steering committee attendance, EUP team membership on statewide workgroups, and the NCISE Evaluation liaison.
2. Changes in the vision. As a result of team meetings, dissemination of information, and conference attendance, EUP envisions an increase in the use of constructivist methods and access to inquiry-based science and math resources for pre-service and in-service teacher education. The team is comprised of nearly 40 members including 12 science and math university faculty interested in reforming the content and focus of undergraduate coursework. The CETPPA initiative has already brought together pedagogy and content faculty with k-12 teachers in collaborations that did not formally exist before.
3. Modifications to teacher preparation. As a result of deliberations throughout the first year, the team developed the Level Two Proposal to link secondary science and math majors, pedagogy faculty, content faculty, and cooperating teachers. The Level Two funding will provide common training, joint supervision, and new forms of classroom observation and development for field experience students. The grant award will allow for a new model of science and math education that integrates theory and practice. We are excited to begin during the Fall, 2001 semester.
4. Strategies for dissemination. These have remained local during the first year via team meetings, provision of common resources, and conference attendance. The HCFI Annual Report will allow for a broader dissemination.
5. Partnerships and collaborative activities. The partnerships during the first year were established between the university and schools via k-12 membership and with the IU #5. The Level Two Project will begin to formalize these relationships with k-12 and a cadre of teachers in secondary science will be participating in what we intend to develop as formal professional development partners over the life of the grant.
6. Interaction and overlap with other related projects. No action has been taken at EUP at this time.

CURRICULUM, INSTRUCTION, AND COLLABORATION

Dr. Barbara Rahal, Chairperson

School of Education

Dr. Marian Beckman	Elementary Education Department
Dr. Kathleen Benson	Educational Services Department
Ms. Joan Dengel	Educational Services Department
Dr. Charles Gallagher	Educational Services Department
Dr. Donna Murphy	Special Education and School Psychology Department
Ms. Rosemary Omniewski	Elementary Education Department

School of Liberal Arts

Dr. David Ferster	Political Science Department
Dr. Caroline Nobile	English/Theatre Arts Department
Dr. Umeme Sababu	History Department

School of Science, Mathematics, and Technology

Dr. Kerry Moyer	Geosciences Department
Dr. Kiran Misra	Biology and Health Services Department

Student Affairs

Dr. Robert McConnell	Office for Students with Disabilities
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Northwestern Pennsylvania Administration

Ms. Linda Cook	Northwest Tri-County Intermediate Unit #5
Dr. Annette Rilling	James Parker Middle School
Ms. Connie Youngblood	Cambridge Springs Elementary School

Student Representatives

Ms. Katie Wentz	Graduate Assistant
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**Institute for Curriculum, Instruction, and Collaboration
Support of Institute Goals
2000-2001**

The IEVE met twice during the 2000-2001 academic year: February 7 and April 25. The purpose of this Institute is to promote collaborative initiatives, which will encourage the development of effective classroom practices across basic and higher educational programs.

GOAL 1: *Build a repository of materials on collaborative teaching and encourage its use within the educational system and with the business community.*

- Purchases for the repository have been ongoing.

GOAL 2: *Promote the development, modeling, and refinement of effective instructional and classroom management practices within the basic educational system (K-12), and the development of in-service programs and workshops.*

- Co-sponsored the Middle Level Conference on School Violence in conjunction with the Middle Level Association. Approximately 200 students, teachers, and administrators, and community members were in attendance. The institute offered 15 scholarships to Edinboro University students to attend the conference.

GOAL 3: *Promote activities, which encourage interdisciplinary course offerings, professional staff development, increased teaching effectiveness in basic education and development of a videotape library depicting effective teaching.*

- Collaboration web-site: The creation of a collaboration web-site was begun. The web-site is to be used for collaboration purposes between Edinboro University of PA faculty members and local school districts.
- Co-sponsored the Middle Level Conference on School Violence in conjunction with the Middle Level Association. Approximately 200 students, teachers, and administrators, and community members were in attendance. The institute offered 15 scholarships to Edinboro University students to attend the conference.

GOAL 4: *Investigate new and promote established university-public school partnerships.*

- Collaboration web-site: The creation of a collaboration web-site was begun. The web-site is to be used for collaboration purposes between Edinboro University of PA faculty members and local school districts.

GOAL 5: *Explore grants possibilities and outside funding to strengthen collaborative efforts.*

GOAL 6: *Expand collaborative classroom research opportunities with basic education (K-12), in public and non-public schools.*

- Collaboration web-site: The creation of a collaboration web-site was begun. The web-site is to be used for collaboration purposes between Edinboro University of PA faculty members and local school districts.

GOAL 7: *Strengthen lines of communication between the School of Education and the Schools of liberal Arts; Science, Management, and Technologies; the Office of Students with Disabilities; the Office of Student Development; and the Northwest Tri-County Intermediate Unit #5.*

- Annette Rilling, principal of James W. Parker Middle School, Linda Cook, the director of educational program services for Northwest Tri-County Intermediate Unit #5, and Connie Youngblood, principal of Cambridge Springs Elementary School continued to serve as members of CIC.

GOAL 8: *Seek to coordinate efforts in which collaboration opens opportunities for faculty and students.*

- Collaboration web-site: The creation of a collaboration web-site was begun. The web-site is to be used for collaboration purposes between Edinboro University of PA faculty members and local school districts.

ETHICS AND VALUES EDUCATION

Dr. Gloria Gerbracht, Chairperson

School of Education

Dr. Joel Erion	Special Education and School Psychology Department
Dr. Patti Flach	Elementary Education Department
Ms. Susan Boam-Wood	Special Education and School Psychology Department
Ms. Susan Curtin	Educational Services Department
Dr. Jonathan Brown	Educational Services Department

School of Liberal Arts

Dr. Edmund Abegg	Philosophy Department
Ms. Lisa Austin	Art Department
Dr. Ronald Craig	Psychology Department
Dr. Bonnie Gaarden	English & Theatre Arts Department

School of Science, Management and Technologies

Dr. Alice Conway	Nursing Department
Dr. Frank Marzano	Math and Computer Science Department
Ms. Amy Leehan	Nursing Department

Student Affairs

Ms. Charlene Cerutti	Judicial Affairs
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Community Representatives

Ms. Debbie Easton
Mr. Larry Kessler

Student Representatives

Ms. Cheryl Farkas	Undergraduate Student
Ms. Holly Tucci	Undergraduate Student
Ms. Katie Wentz	Graduate Assistant

Institute for Ethics and Values Education Support of Institute Goals 2000-2001

The IEVE met three times during the 2000-2001 academic year: February 15, March 28, and April 25. Attendance at all meetings and participation by IEVE members was commendable.

GOAL 1: *Promote dialogue and cooperation across the campus community and within the State System of Higher Education and the Commonwealth concerning ethics and ethical inquiry and post-secondary education.*

- The issues of *Values Newsletter* were published and distributed to all SSHE schools.
- An ethics topic was discussed at each IEVE meeting.
 - "Let's Have No More Talk of 'Values'; What's Important is to Talk About and to Praise 'Virtues'"
 - "Giving to Humanity Without Personal Profit Makes You a Chump"
 - "Court Rules Anti-abortion Posters, Web Site Protected by the First Amendment"
- Selected posters from the poster contest were copied and distributed campus-wide.
- The Character Education Certificate Program courses sought certification by the state. Courses were offered in the summer of 2000, fall 2000, and spring 2001. A class will be taught in the summer of 2001, and a new course will be offered in fall 2001.
- Members approved the participation in the Lincoln-Douglas debate during the 2001-02 school year. A date will be chosen for the fall 2001.

GOAL 2: *Promote academic integrity for students, faculty, and staff.*

- Selected posters from the poster contest were copied and distributed campus-wide.

GOAL 3: *Provide educational opportunities on matters of public interest in ethics, values, character development, and informed decision-making to the larger community.*

- IEVE members voted to approve Edinboro University being a host site for the Lincoln-Douglas high school debate on a selected Saturday during 2001-02.
- A poster contest was coordinated and conducted by IEVE which included EUP Art Department and Northwestern School District.
- Larry Kessler, Curriculum Coordinator at General McLane, and Debbie Easton, an active/concerned parent and school board member, continued to serve as members of IEVE.

GOAL 4: *Promote ethics, values, and the process of ethical decision-making on the part of faculty, staff, and students.*

- IEVE discussed ethical decision-making issues with graphic arts students and course instructors in a brainstorming session for the poster contest.
- IEVE discussed issues and publications related to ethics, values, and the process of ethical decision-making in at each meeting.

GOAL 5: *Support the mission of the Center for Excellence in Teaching and collaborate with other Center Institutes.*

- IEVE participated in CET activities: Evening of Science, Read Across America, *Tips for Teachers*, and Jim Miller Celebration of Teaching Day.
- IEVE chair participated regularly in planning meetings of the Center for Excellence in Teaching.

LIFELONG LEARNING INSTITUTE

Dr. Maureen Walcavich, Chairperson

School of Education

Dr. Nancy Briggs	Elementary Education Department
Dr. Kathleen Dailey	Elementary Education Department
Dr. Denise Finazzo	Elementary Education Department
Dr. Jody Gallagher	School of Education
Dr. Mary Jo Melvin	Elementary Education Department

School of Liberal Arts

Ms. Bonnie Belcastro	Sociology/Anthropology/Social work Department
Dr. Bridget Jeffery	Political Science and Criminal Justice Department
Mr. John Widner	Library & Reader Services

School of Science, Mathematics, and Technology

Dr. Peter Lindeman	Biology and Health Services Department
Dr. William Mackay	Biology and Health Services Department
Dr. Frederick Weening	Math and Computer Science Department

Student Affairs

Ms. Julie Fedders	Student Development/Programming and Activities
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Continuing Education

Ms. Beth Zewe	Continuing Education
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Professor Emeritus

Dr. Al Stone	Professor Emeritus
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Enrollment, Management, and Retention

Dr. Denise Ohler	Center for Career Services
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Student Representatives

Mr. Steve Burke	Graduate Assistant
Ms. Beth Cirillo	Undergraduate Student
MS. Stephanie Skolnik	Undergraduate Student

**Lifelong Learning Institute
Support of Institute Goals
2000-2001**

The IEVE met once during the 2000-2001 academic year on February 27, 2001. The purpose of the Institute is to promote awareness of learning as a lifelong process in order to encourage University and community members to remain active participants in the learning process. The programs of this Institute have been guided by a set of goals.

GOAL 1: *Increase and foster university and community awareness of issues relative to lifelong learning.*

- Sponsored a program with the Intergenerational Network and Edinboro University's Community Outreach Center entitled "Community Service Across the Ages Conference and Empty Bowls Luncheon." The program included a presentation, a cooperative activity, and luncheon supporting the Second Harvest Food Bank, and a panel discussion on the subjects of service and lifelong learning through the ages.
- Sponsored Reading Partners: Reading activities were conducted by Edinboro University students at several community settings. The sites included Blasco Library, Millcreek Mall, Einboro Library, Edinboro University of Pennsylvania Childcare Center, The Art House, and Trinity Center. These activities were coordinated by Dr. Nancy Briggs and Dr. Kathleen Dailey.

GOAL 2: *Investigate initiatives to advance lifelong learning and the component areas of lifelong learning.*

- The Intergenerational Center, an Edinboro University supported Senior Citizen's Center located in the basement of Diebold Center for Performing Arts offers students from the Psychology, Sociology, Biology, Physical Education and Nursing Departments "hands on" exposure with community seniors. Varied programs have and are offered to the students, faculty and staff in the community throughout the year.

GOAL 3: *Promote and support research and the exchange of knowledge on lifelong learning and the specific components of lifelong learning.*

- Sponsored a program with the Intergenerational Network and Edinboro University's Community Outreach Center entitled "Community Service Across the Ages Conference and Empty Bowls

Luncheon." The program included a presentation, a cooperative activity, and luncheon supporting the Second Harvest Food Bank, and a panel discussion on the subjects of service and lifelong learning through the ages.

- Sponsored Reading Partners: Reading activities were conducted by Edinboro University students at several community settings. The sites included Blasco Library, Millcreek Mall, Einboro Library, Edinboro University of Pennsylvania Childcare Center, The Art House, and Trinity Center. These activities were coordinated by Dr. Nancy Briggs and Dr. Kathleen Dailey.

GOAL 4: *Function as a resource for information related to lifelong learning.*

- LLI members continued to recommend purchases for the repository. Books, articles, videos, pamphlets, and a listing of web sites were added.

GOAL 5: *Serve as a vehicle for lifelong learning through communication, research, outreach, initiatives, and partnerships.*

- Sponsored Reading Partners: Reading activities were conducted by Edinboro University students at several community settings. The sites included Blasco Library, Millcreek Mall, Einboro Library, Edinboro University of Pennsylvania Childcare Center, The Art House, and Trinity Center. These activities were coordinated by Dr. Nancy Briggs and Dr. Kathleen Dailey.
- Sponsored a program with the Intergenerational Network and Edinboro University's Community Outreach Center entitled "Community Service Across the Ages Conference and Empty Bowls Luncheon." The program included a presentation, a cooperative activity, and luncheon supporting the Second Harvest Food Bank, and a panel discussion on the subjects of service and lifelong learning through the ages.

UNIVERSITY TEACHING AND LEARNING

Dr. Theresa Thewes, Chairperson (Fall, 2000)
Dr. Kiran Misra, Chairperson (Spring, 2001)

School of Education

Dr. Jean Faieta	Special Education and School Psychology Department
Dr. Tammy Mitten	Counseling and Human Development Department
Dr. Susan Norton	Counseling and Human Development Department
Dr. Rosemary Treloar	Elementary Education Department

School of Liberal Arts

Dr. Daniel Burdick	Music Department
Dr. Jerra Jenrette	History Department
Ms. Margot Koczan	Foreign Languages Department
Dr. Joseph Laythe	History Department
Dr. Robert Rhodes	Political Science and Criminal Justice Department
Mr. Nelson Smith	Speech and Communication Studies Department

School of Science, Management and Technologies

Dr. John Ashley	Biology and Health Services Department
Ms. Janice Giltinan	Nursing Department
Dr. Timothy Meyer	Math and Computer Science Department
Dr. Laurie Parendes	Geosciences Department

Library

Dr. Raymond Dengel	Library/Government Documents
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Student Affairs

Ms. Kate Strosser	OSD
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Student Representative

Mr. Steve Burke	Graduate Assistant
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Institute for University Teaching and Learning Support of Institute Goals 2000-2001

The IEVE met four times during the 2000-2001 academic year: November 9, February 15, March 23, and April 19. The purpose of the Institute is to promote the development and continuance of effective instructional practices that support faculty growth and improve student learning.

To meet its goals more effectively, the Institute developed a set of expectations for its members.

1. Attend and participate in at least one UTL meeting each year.
2. Attend at least one UTL-sponsored event each semester.
3. Encourage other faculty and students to participate in UTL sponsored events.
4. After a semester of membership, help with the organization/presentation of a UTL activity.
5. Register a vote on important issues of UTL (i.e., goal revisions).
6. Attend at least one Center-sponsored activity each year

GOAL 1: *Help to establish a supportive atmosphere for instructors who desire to improve the quality of their teaching by providing assistance, support and constructive feedback as requested.*

- The members of UTL held four institute meetings during the academic year.
- Sponsored "Talking About Teaching" program this year held on February 13 and 14, 2001. Issues addressed were "Issues with the Internet." The presentation was made by faculty with particular expertise. All programs included a substantial discussion session.
- Plans for next year's "Talking About Teaching" programs were developed. The fall program will be entitled "Portrait of a Student."
- A topic was discussed at UTL meetings.
 - "Preaching the Gospel on Academic Excellence"
 - "The Professor in the Classroom: Handling the Unprepared Student"
 - "Putting Together the Puzzle of Student Learning"

GOAL 2: *Pursue effective funding and provide programming to strengthen and support effective instructional practices and collaboration.*

- Sponsored "Talking About Teaching" program this year held on February 13 and 14, 2001. Issues addressed were "Issues with the Internet." The presentation was made by faculty with particular expertise. All programs included a substantial discussion session.
- The Institute has pursued external funding this academic year by participating in the GEAR UP proposal submitted by Highlands Center for Faculty Initiatives.

GOAL 3: *In order to enhance teaching and to promote learning illicit, students' input regarding effective and ineffective teaching/learning strategies which they have encountered*

- A forum was organized (Speaking Out in the Classroom) that was open to both students and faculty. Responses from the student and faculty participants were overwhelmingly favorable. Participants said that the best part of the forum was the student/faculty interactions. Almost unanimously, they indicated that the forums should continue. The topic for the Fall 2001 UTL Forum will be, "Portrait of a Student."

GOAL 4: *Establish an academic dialogue between the academic administration and faculty about issues relating to the teaching and evaluation of teaching.*

- A topic was discussed at UTL meetings.
 - "Preaching the Gospel on Academic Excellence"
 - "The Professor in the Classroom: Handling the Unprepared Student"
 - "Putting Together the Puzzle of Student Learning"

Highlands Center for Faculty Initiatives Repository

- Marked items focus on teaching in the University Classroom. These resources were funded through a grant awarded to the graduates of the EUP Summer Academy for the Advancement of College Teaching.

Books

Child Development

- Brown, F. (1983). Principles of educational and psychological testing. New York: Holt, Rinehart and Winston.
- Child Development. (1995). New York: Macmillan/McGraw Hill School Publishing Co.
- Cole, M. Cole, S. (1989). The development of children. (2nd ed.). New York: Scientific American Books.
- Comer, D. (1987). Developing safety skills with the young child. Albany: Delmar.
- Comer, J. P. (1980). School power: Implications of an intervention project. New York: The Free Press.
- Glencoe Division of Macmillan/McGraw Hill. (1995). Child Development. New York: Macmillan/McGraw Hill.
- Green, M. (1989). Theories of human development. Englewood Cliffs, New Jersey: Prentice-Hall.
- Hendrick, J. (1986). Total learning: Curriculum for the young child. (2nd ed.). Columbus: Merrill.
- Hildebrand, V. (1991). Introduction to early childhood education. (5th ed). New York: Macmillan.
- Hirschi, L. (1970). Building mathematics concepts in grades kindergarten through eight.
Scranton: International Textbook.
- Jarolimek, J. & Foster, C. (1989). Teaching and learning in the elementary school. New York: Macmillan.
- Lay-Dopyera, M. & Dopyera, J. (1990). Becoming a teacher of young children. (4th ed.). New York: McGraw-Hill.
- Lowenfeld, V., & Brittan, W. (1982). Creative and mental growth. (7th ed.). New York: Macmillan.
- Meyer, D., Vadasy, P., & Fewell, R. (1985). Living with a brother or sister with special needs: A book for sibs.
Seattle: University of Washington Press.
- Morrison, G. (1984). Early childhood education today. Columbus: Charles E. Merrill.
- Read, K., Gardner, P., & Mahler, B. (1987). Early childhood programs human relationships and learning.
New York: Holt, Rinehart and Winston.
- Romanga, E. (1987). I cento linguaggi dei bambini: The hundred languages of children. City
of Reggio Emilia, Italy: Department of Education.
- Rubin, R., Fisher III, J., & Doering, S. (1980). Ages 1 and 2: Your toddler. New York: Collier.
- Rubin, R., & Fisher III, J. (1982). Ages 3 and 4: Your preschooler. New York: Collier.
- Salkind, N., & Ambron, S. R. (1987). Child development. (5th ed.). New York: Holt, Rinehart and Winston.
- Schirmacher, R. (1988). Art and creative development for young children. Albany: Delmar.
- Seaver, J. W., Cartwright, C. A., Ward, C. B., & Heasley, C. A. (1990). Careers with young
children: Making your decision. Washington, DC: National Association for the Education of Young
Children.
- Seefeldt, C., Barbour, N. (1990). Early childhood education an introduction. (2nd ed.).
New York: Macmillan.
- Seifert, K. & Hoffnung, R. (1987). Child and adolescent development. Boston: Houghton Mifflin.

Shaffer, D. (1989). Developmental psychology: Childhood and adolescence. (2nd ed.). Pacific Grove, California: Brooks/Cole.

Spodek, B., & Saracho, O. (1994). Right from the start. Boston: Allyn and Bacon.

Wilson, L. (1986). Infants & toddlers. Albany: Delmar.

Classroom Assessment

•Angelo, T. & Cross, P. (1993). Classroom assessment techniques: A handbook for college teachers. San Francisco: Josey-Bass. (2 copies).

Classroom Management

Apple, M., Beane, J. (1995). Democratic schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Bloom, P. J. (1988). A great place to work. Washington, DC: National Association for the Education of Young Children.

Bloom, P. J. (1994). Avoiding Burnout. Lake Forest, Illinois: New Horizons. (3 copies).

Slaby, R. G., Roedell, W. C., Arezzo, D., & Hendrix, K. (1995). Early violence prevention: Tools for teachers of young children. Washington, DC: National Association for the Education of Young Children.

Thayer-Bacon, B., Bacon, C. (1998). Philosophy applied to education nurturing a democratic community in the classroom. New Jersey: Prentice Hall.

Demographics

Elam, Stanley. (1995). How America views its schools. Bloomington, Indiana: Stanley Elam.

Harris, Louis. (1984-1995). The metropolitan life survey of the American teacher. Louis Harris & Assoc., Inc. (field work May 4-June 11, 1995).

Louis Harris & Associates, Inc. (1994). The metropolitan life survey of the American teacher. New York: Louis Harris.

Metropolitan Life Survey of the American Teacher. (1996). Students voice their opinions on: Learning about values and principles in school, part III. Louis Harris & Associates, Inc. for Metropolitan Life Insurance Company.

Diversity

Balester, V.M. (1993) Cultural Divide: A Study of African American College- Level Writers. Portsmouth, NH: Boyton/Cook Publishers. *donated*

•Border, L. & Van Note Chism, N. (Eds.). (1990). Teaching for diversity. San Francisco: Josey-Bass.

Bower, B. Lobdell, J., Swenson, L. (1994). History alive. New York: Addison-Wesley.

Clark, R. (1983). Family life and school achievement: Why poor black children succeed or fail. Chicago: The University of Chicago Press.

Cornbleth, C., Dexter, W. (1999). The great speckled bird. Mahwah: Lawrence Erlbaum. (4 copies)

Derman-Sparks, L. & The A.B.C. Task Force. (1989). Anti-bias curriculum. Washington, DC: National Association for the Education of Young Children.

Eurich, N. (1990). The Learning Industry. Princeton: The Carnegie Foundation.

Gutek, Gerald. (1993). American education in a global society. White Plains, NY: Longman Publishing Company.

Hale-Benson, J. E. (1986). Black children: Their roots, culture, and learning styles. Revised edition. Baltimore, Maryland: The Johns Hopkins University Press.

King, E., Chipman, M., & Cruz-Janzen, M. (1994). Educating young children in a diverse society. Boston: Allyn and Bacon.

Kunjufu, J. (1985). Countering the conspiracy to destroy black boys. Chicago: African American Images.

Kunjufu, J. (1986). Countering the conspiracy to destroy black boys, Volume II. Chicago: African American Images.

Kunjufu, J. (1984). Developing positive self-images and discipline in black children. Chicago: African American Images.

Metropolitan Life Insurance Company. (1997). The Metropolitan Life Survey of the American Teacher, 1997. NY: Louis Harris and Associates, Inc.

Saravia-Shore, M., & Arvizu, S. F. (Eds). (1992). Cross-cultural literacy: Ethnographies of communication in multiethnic classrooms. New York: Garland.

Shor, I. (1992). Empowering education: Critical teaching for social exchange. Chicago, IL: University of Chicago Press. *donated*

Shor, I. (1996). When students have power: Negotiating authority in a critical pedagogy. Chicago, IL: University of Chicago Press. *donated*

Sidel, R. (1994). Battling bias. New York, NY: Penquin Books.

Literacy

Alexander, J. (1979). Teaching reading. Boston: Little, Brown & Company.

Alexander, J. (1988). Teaching reading. (3rd ed.). Boston: Scott, Foresman.

Beach, R. (1993). A teacher's introduction to reader response theories. Urbana, IL: National Council of Teachers of English. *donated*

Britton, J. (1970). Language and learning. Florida: University of Miami Press.

Brown, J. (1984). Efficient reading. Lexington, Massachusetts: Heath.

Burns, P., Roe, B., & Ross, E. (1982). Teaching reading in today's elementary schools. Boston: Houghton Mifflin.

Davidson, J. & Koppenhagen, D. Center for Early Adolescence. (1993). Adolescent literacy: What works and why. (2nd ed.). New York: Garland.

Duffy, G. & Sherman, G. (1977). Systematic reading instruction. New York: Harper & Row.

Durkin, D. (1989). Teaching them to read. Boston: Allyn and Bacon.

Durkin, D. (1987). Teaching young children to read. Newton: Allyn and Bacon.

Fulkerson, R. (1996). Teaching the arguement in writing. Chicago, IL: National Council of Teachers of English. *donated*

Goelman, H., Oberg, A., Smith F., (1984). Awakening to literacy. Portsmouth, NH: Heineman Educational

Books.

- Improvement of Instruction/Language Arts. (1992). Author studies. Edinboro, Pennsylvania: Department Elementary Education, Edinboro University.
- Kobrin, M. & Nadelman, R. (1997, August). Service counts: Revitalizing literacy efforts in american higher education. Providence, RI: Campus Compact/The Education Commission of the States.
- Lamme, L. (1985). Highlights for children growing up reading. Washington, DC: Acropolis Books LTD.
- Langan, J. (1990). Reading and study skills. New York: McGraw-Hill.
- Leo, E. (1994). Powerful reading. New York: Macmillan.
- Lipson, M. Y., & Wixson, K. K. (1991). Assessment & instruction of reading disability, an interactive approach. New York: HarperCollins Publishers.
- Lytle, S. L. & Botel, M. (1988). PCRP II: Reading, writing and talking across the curriculum. Harrisburg, Pennsylvania: Pennsylvania Department of Education.
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Challenging Behavior: Positive Solutions Conducting a Functional Assessment and Developing Hypothesis Statements, Part 1. (10/24/95) 3 hours. *Overheads available

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Developing Life Skills in the Early Learner Through Health Education. Dr. Kenneth Felker & Ms. Linda Mukina. Edinboro University of Pennsylvania. February 28, 1995. 1 hour. *Materials included.

Elementary Music/Movement Presentation by Rosemary Omniewski (1994). 42 min. Lesson folder included.*

Evaluating Teaching Performance. Virginia Tidewater Consortium for Higher Education. November 14, 1997. 2 Hours. *Materials included.

How difficult can this be? The F.A.T. City Workshop. 70 minutes. PBS Video. *Discussion guide.

How To Become An Oscar Winning Teacher. Virginia Tidewater Consortium for Higher Education. October 31, 1997. 2 Hours. *Materials Included.

Movement Difference, Diversity, and Positive Behavioral Support. (1/6/97) 2 hours. *Overheads available.

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Panel Discussion on Play. Dr. Ernie Dettore & Dr. Sandra Waite-Stupiansky. Edinboro University of Pennsylvania.

Classroom Management

Active Learning, produced by Tim Thompson and Jeanne Faieta. 15 minutes.

Conferencing with students and parents: Ways to win when you're talking with students.

Sharon Fincham. The Master Teacher. Manhattan, Kansas. *Presenter's guide. 40 minutes.
Discipline Techniques You Can Master in a Minute: Key Attitudes And Strategies For Maximizing Your Options, Tape 1, 1994. 45 min.
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Master Teacher Roundtable. (1996). Sharing successful inclusion strategies. Institute for Curriculum, Instruction, and Collaboration of the Center for Excellence in Teaching, Edinboro University of Pennsylvania.
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The Violent & Aggressive Student: December 7, 1995 Videoconference. *Materials included.

Diversity

Multicultural Education Valuing Diversity in the Classroom Videoconference: Friday, November 3, 1995. 2 hours. *Materials included.

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The Educational System in Pakistan-speaker Dr. Rashid Shah, December 1, 1993. 45 min.

Literacy

EVN Windows Literacy. 35 Minutes. 185V, Education Video Network, Inc. Huntsville, Texas.

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Read to Me. (1995). International Association. (13 mins.)

Teaching Enhancement

Improving Student Achievement in Science: Classroom Scenes of Research-Based Teaching Practices. (1996).

Educational Research Service. (51 min.). *Handbooks included.

SuperStar Teachers High School Series. Tim McGee of Worland High School. *(2 tapes and a booklet). Lectures 1-4 = 45 min. each (tape 1); lectures 5-7 = 45 min. each, lecture 8 = 30 min. (tape 2).

Using Your Voice to Improve Your Teaching. Purdue University. Continuing Education/Purdue University Research Foundation, West Lafayette, IN. 31 min. *Manual included.

University Teaching and Learning

A National Forum: Attracting and Preparing for the 21st Century. (1997). *Program packet included. 1 hour.

Classroom Research: Empowering Teachers. 18 minutes.

Cross, Patricia: Classroom Research. 25 minutes.

Enhancing & Evaluating College Teaching. March 22, 1996 ©Virginia Tidewater Consortium for Higher Education. 2 hours.

Enhancing & Evaluating College Teaching & Learning. March 31, 1995 ©Virginia Tidewater Consortium for Higher Education. 2 hours. *Program packet included.

Maureen McClure. Presentation. April 1, 1995. 1 hr. 12 min.

Talking About Teaching: Accommodating Learning Styles. November 19, 1997. 90 min.

Talking about Teaching: Increasing student involvement in the classroom. (1997) 90 minutes.

Talking about Teaching: Enhancing student involvement in the classroom. (1997) 90 minutes.

Teaching Teachers: Episode #41 Stock 7790-3. NEA Professional Library. 22 min.

The Shadow of Hate. (1995). *Program packet included. 37 minutes.

The Summer Academy Story, Office of Academic and Student Affairs, SSHE Dixon University Center, (1995). 17 minutes.

What Kind of Teacher are You? A videotape guide for college faculty in the preparation of teaching portfolios. Iowa State University Media Resources Center. 14 min. *Presentation guide.

Values

Character Education: Restoring respect and responsibility in our schools. Dr. Thomas Lickona, Ph. D. (1996). 44 minutes.

Professional Choices: Ethics at Work. National Association of Social Workers. 40 min.

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America 2000- What it is...Six National Goals. 21 min.

Arts Infusion in the Elementary Education Classroom. (1995-96). Presentation by Rosemary Omniewski,

Ruthanne Atkinson, and Donna Douglas. 10 minutes. *Final Project Report available

Brian Schrag Symposium, 1994. 70 minutes.

Brommer, G. (1996). Art is Elements of Design. Glenview, IL: Crystal Productions. 29:57 min. *Posters and instruction book included.

Brommer, G. (1996). Principles of Design. Glenview, IL: Crystal Productions. 28:40 min. *Posters and instruction book included.

Changing Demands of a College Education, Maureen McClure, May 1, 1995. 70 minutes. (2 copies).

Critical Thinking in the Arts- National Endowment for the Arts. 20 min. Dawkins, R. (1997). Is Evolution Progressive? Los Angeles, CA: Into the Classroom Media. approx. 50 min.

Directions by Kathleen McGrory and Constance Ramirez. Society for Values in Higher Education. 25 minutes.

Educational Forum- "Inclusion: What Does it Mean? What Do Students Need to Know?" Edinboro University of Pennsylvania. December 1, 1994. 90 minutes. *Materials included.

Educational Reform in Pennsylvania. Lecturer: Dr. Gerald Longo, October 4, 1993. 1 hour.

Evening of Science Activities: April 3, 1995. Channel 24 News. 2-3 min.

Implementing Pennsylvania's Educational Reforms Through School District Strategic Planning. 2 hrs. *Pamphlet included.

Jim Miller Celebration of Teaching Day: Dr. Huffman presentation of Character Education. February 11, 1999. 90 minutes.

The Master Teacher Roundtable. May 1994. Edinboro University of Pennsylvania.

1 hr. 20 min.

Talking About Teaching: Organizing Courses. September 30 - October 1, 1997. Presentation

by Ms. Kathleen Benson, Dr. Alice Conway, and Dr. Mary Jo Campbell. 5 hours.

*Pamphlet included.

Teaching About Global Issues: Tools and Strategies. March 3, 1995. *Informational Materials Included. 2 hours.

Teaching With Technology. Gateway Network. 5 min.

The Teacher's Lounge. Dr. Robert Connors and Mrs. Ruthanne Atkinson speak about the Center for Excellence in Teaching. 45 minutes.

Understanding people. ENN. Dr. Al Stone, host. 15 minutes each. 4 programs: Feb. 23,

1996, Jan. 1, 1997a, & Jan. 1, 1997b - topic "Center for Excellence in Teaching"; Feb. 21, 1997-

topic "Evening of Science".

* **Materials Included**

Educational Materials

Demographics

Summary Report of the 1996 PDK/Gallup Public Opinion Poll. A videotape of the results of the Gallup Public Opinion Poll on public schools. OMNI Productions. 15 minutes. *Materials included:

*Elam, Stanley. (1995). How America views its schools. Bloomington, Indiana:

Stanley Elam.

*Center on National Education Policy. (1996). Do we still need public schools?

Washington, DC: Center on National Education Policy.

*Center on National Education Policy. (1996). The good -- and the not-so-good -

news about American schools. Washington, DC: Center on National Education

Policy.

*Transparencies

Diversity

Multi-Cultural Awareness Project. Laser Disk

Ethics

Institute for the Advancement of Philosophy for Children

*Materials included:

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*Lipman, M. (1987). Harry Prime. Upper Montclair, NJ: University Press of American, Inc.

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Values

Gray Matters: The Ethics Game. Martin Marietta.

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Literacy

International Reading Association. (1995). Catalog of publications. * pamphlet.

Educational Forum- "Forum on Quality Teaching Edinboro University of Pennsylvania.

September 22, 1998. 60minutes.

Dr. Barker Presentation at Edinboro University of PA, November 16, 1998. 60 minutes.

Erickson, J.A., & Anderson, J.B. (1997). Learning with the community: Concepts and models for service-learning in teacher education. (1st ed). Washington D.C.: American Association of Higher Education.

Huffman, H.A. (1994). Developing a character education program: One school district's experience. (1st ed.). Alexandria VA: ASCD publications.

Fertman, C.I. (1994). Service learning for all students. (1st ed.). Indiana: Phi Delta Kappa Educational Foundation.

How to create a community of caring school: Program Guide. (1995). A Project of the Joseph P. Kennedy Jr. Foundation.