

*CENTER FOR
EXCELLENCE IN
TEACHING*

1992-1993

ANNUAL REPORT

EDINBORO UNIVERSITY OF PENNSYLVANIA
MILLER RESEARCH LEARNING CENTER

EDINBORO UNIVERSITY

*CENTER FOR EXCELLENCE
IN TEACHING*

*INSTITUTE FOR CURRICULUM, INSTRUCTION, AND
COLLABORATION*

INSTITUTE FOR EARLY CHILDHOOD EDUCATION

INSTITUTE FOR ETHICS AND VALUES EDUCATION

INSTITUTE FOR LITERACY

INTRODUCTION

The Center for Excellence in Teaching has completed its first year of operation. Having received direction from the "Thrust for Excellence" Task Force Report and a charge from President Diebold, we worked with our Advisory Board and the four Institute chairpersons to develop our conceptual plan for this new body. The Center's mission and goals statements exemplify the foundation for our endeavors.

The organization of the Center for Excellence in Teaching has functioned well. Meeting regularly with each Institute chair, and with the four Institute chairs collectively has been fruitful and has fostered activities with two institutes working cooperatively in common interests. Monthly meetings with the Dean of the School of Education and the Advisory Committee have been helpful.

The leadership and commitment demonstrated by each Institute chair have served to guide the Institutes in a most productive way. Each Institute spent much of the fall semester defining its goals and planning activities and projects that reflected the expertise of members in the educational community. The creative energy and collaborative spirit that have emanated from each Institute has been remarkable. While some of the first year goals were not achieved as they were envisioned at the beginning of the year, many events and activities were investigated and brought to fruition that were not originally perceived. This development has been highly desirable inasmuch as we believe that the work of the institutes should emanate from its members. The results of the work of the discrete Institutes has exceeded our original expectations. We are particularly pleased with the efforts and successes of collaboration within the University and with outside institutions. Many projects have been started which will be expanded this coming year.

We would like to acknowledge the contributions of President Foster Diebold, Dr. John Fleischauer, Provost, and the Center Advisory Board chaired by Dr. Shirley Stennis-Williams, Dean of Education, in providing counsel during our first year. It has been an eventful first year for the Center for Excellence in Teaching. There are many opportunities for expansion of thrusts toward excellence in Education - both internal, within the University, and external in our service area of Northwestern Pennsylvania - to reach our potential in Teacher Education. We are confident that the Center will continue to rise to the challenges facing us as we look forward to next year and beyond.

CO-DIRECTORS

Ruthanne Atkinson
Ruthanne Atkinson

Robert Connors
Robert Connors

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**EDINBORO UNIVERSITY OF PENNSYLVANIA
CENTER FOR EXCELLENCE IN TEACHING
1992-1993**

CENTER ADVISORY BOARD

President Foster Diebold
Dr. Shirley Stennis-Williams, Chair
Dr. Sondra Dastoli
Dr. James Flynn
Dr. Betty Hammond
Dr. James McElroy
Dr. Robert Zanotti

CO-DIRECTORS

Mrs. Ruthanne Atkinson
Dr. Robert Connors

INSTITUTE CHAIRS

Mr. Ken Adams, Institute for Curriculum, Instruction &
Collaboration
Dr. Karen L. Bauer, Institute for Early Childhood
Education
Dr. Mary M. Bevevino, Institute for Ethics and Values
Education
Dr. William Weber, Institute for Literacy

CENTER ADVISORY BOARD SCHOOL OF EDUCATION CHAIRPERSONS

**PRESIDENT FOSTER DIEBOLD
(Ex Officio)**

PRESIDENT

DR. SHIRLEY STENNIS-WILLIAMS

**DEAN, SCHOOL
OF EDUCATION**

DR. SONDR A DASTOLI

**SPECIAL EDUCATION
& SCHOOL PSYCHOLOGY**

DR. JAMES FLYNN

**EDUCATIONAL
SERVICES**

DR. BETTY HAMMOND

**HEALTH & PHYSICAL
EDUCATION**

DR. ROBERT ZANOTTI

**ELEMENTARY
EDUCATION**

DR. JAMES McELROY

**COUNSELING &
HUMAN DEVELOPMENT**

CENTER FOR EXCELLENCE IN TEACHING MISSION STATEMENT

The Center for Excellence in Teaching was established by the President to maximize Edinboro University's potential as a major educational resource in northwestern Pennsylvania following the guidelines of the Mission of the University, the *12 Goals of Quality Education in Pennsylvania* and the *Priorities for Pennsylvania's State System of Higher Education* during the 1990s. The primary mission of the Center for Excellence in Teaching is to utilize the strengths of the School of Education personnel in this task. Emphasis will be placed on seeking opportunities to conduct educational research. The Center will provide programs and services through collaborative activities within the university-at-large and with other institutions in the region. The Center will also showcase activities within the School of Education.

GOALS OF THE CENTER FOR EXCELLENCE IN TEACHING

1. implement the 1992 School of Education "Thrust Toward Excellence Task Force" recommendations concerning the structure of the Center for Excellence in Teaching
2. provide leadership in developing priorities and directions of the four institutes
3. coordinate and facilitate the work of the Institute for Ethics and Values Education, Institute for Literacy, Institute for Early Childhood Education and the Institute for Curriculum, Instruction, and Collaboration
4. encourage each Institute to develop linkages within the university and partnerships with area businesses and schools
5. provide an organization that fosters educational research within the Institutes
6. sponsor Center activities that may not be feasible for individual Institutes
7. establish a repository of learned books, publications, and materials in conjunction with the four institutes as a resource for area professionals seeking assistance in education
8. coordinate administrative and budgetary functions
9. disseminate the work of the discrete Institutes to the other Institutes, the Center Advisory Council, the Dean of Education, the administration of the University, the faculty of the University, and interested educators and schools in northwestern Pennsylvania
10. provide publicity for Center activities/programs
11. produce a publication that provides information on Center activities and provides a forum for educational issues

THE CENTER FOR EXCELLENCE IN TEACHING
AND THE FOUR INSTITUTES

The four Institutes function as separate, yet compatible, parts of the Center for Excellence in Teaching. Each Institute has a set of goals designed by its members. To accomplish these goals, a variety of approaches are used. Members may work separately, in subcommittees, or as an entire group. Furthermore, there are occasions when members of one Institute may work collaboratively with members of another Institute to meet compatible goals. Each Institute decides what actions, activities or events would best fulfill its efforts to foster excellence in education.

Membership in the Institutes is held by individuals representing faculty, university personnel and the student body. The chairperson of each Institute is a member of the School of Education faculty.

The co-directors of the Center are responsible for monitoring and coordinating the activities of the Institutes. In addition to the Institutes' activities and events, there are times when activities and programs are organized by the co-directors and sponsored by the Center.

INSTITUTE FOR CURRICULUM, INSTRUCTION, &
COLLABORATION

NAME

DEPARTMENT/
SCHOOL

Dr. Kay Adams

Educational Services
Education

Dr. Robin Carver

Health & Physical Education
Education

Dr. Camille Gray

Language Arts
Liberal Arts

Ms. Sue Grant

Educational Services
Education

Dr. John Howell

Elementary Education

Dr. Barbara Jones

Elementary Education
Education

Mr. James Palmer

Security/Anthropology
Liberal Arts

Dr. Thomas Thomas

Chemistry
Science, Management, &
Technology

Mr. Paul Smith

Geography
Science, Management, &
Technology

THE
INSTITUTES

INSTITUTE FOR CURRICULUM, INSTRUCTION, & COLLABORATION

NAME	DEPARTMENT SCHOOL
*Mr. Ken Adams	Educational Services Education
Mr. Robert Gensemer	Health & Physical Education Education
Dr. Caroline Gryta	English/Theatre Arts Liberal Arts
Mrs. Joan Dengel	Educational Services Education
Dr. John Criswell	Elementary Education Education
Dr. Barbara Rahal	Elementary Education Education
Mr. James Palmer	Sociology/Anthropology Liberal Arts
Dr. Theresa Thewes	Chemistry Science, Management, & Technologies
Mr. Paul Knuth	Geosciences Science, Management, & Technologies

Mr. Steven Hazlewood	Student Development Student Affairs
Dr. Robert McConnell	Office for Students with Disabilities Student Affairs
Dr. John Leuenberger	Executive Director IU #5
Dr. Robert Bender	Superintendent Crawford Central School District Instructional Support Center
Ms. Teresa Camilli	Student Representative
Ms. Susan Arnold	Student Representative

***Institute Chairperson**

INSTITUTE FOR CURRICULUM, INSTRUCTION, AND COLLABORATION GOALS

1. build a repository of materials on collaborative teaching within the educational system and with the business community
2. promote the development, modeling, and refinement of effective instructional practices
3. oversee the completion of the microteaching laboratory
4. promote activities which encourage interdisciplinary course offerings, professional staff development, seminars on increased teaching effectiveness, development of a videotape library depicting effective college level teaching
5. investigate new university-public school partnerships
6. explore grant possibilities and outside funding to strengthen collaborative efforts
7. expand classroom research opportunities at the university and in public and non-public schools
8. develop in-service programs and workshops for public, non-public, and university faculty
9. strengthen lines of communication between the School of Education and the School of Liberal Arts, the School of Science, Management, and Technologies, the Office for Students with Disabilities, the Office of Student Development, and the Northwest Tri-County Intermediate Unit #5
10. seek to coordinate efforts in which collaboration opens opportunities for faculty and students

Institute for Curriculum, Instruction and Collaboration

Fall 1992

1. Subcommittees were formed to study academic concentrations in Elementary Education and co-advisement for Secondary Education majors.
2. A survey was planned to collect data about collaboration on campus and off campus. This was a collaborative effort with the Institute for Research and Community Service. A survey form was developed.
3. Grants workshops were organized for January. The outline was written for the workshops.
4. A symposium, "Trouble-shooting the OBE," sponsored jointly with Ethics Institute, was set for March 15.
5. A collaborative seminar for March entitled "Hands-on Science Activities Workshops" was discussed. This collaborative effort between Science, Management and Technologies and the School of Education faculty was for university students and area educators. A resource packet was planned for all participants.
6. The Future Teachers' Club initiative was explored.
7. A luncheon was planned for January. The luncheon was to provide for open dialogue among area superintendents. A questionnaire was planned for their responses.

Spring 1993

1. Subcommittees on academic concentrations in Elementary Education and co-advisement for Secondary Education majors continued their work.
2. A survey to collect data on collaboration off and on campus was distributed twice to EUP faculty. (See Appendix A)
3. The symposium, "Trouble-shooting OBE," sponsored jointly with Ethics/ Values Institute for March 15, 1993 was cancelled due to inclement weather.
4. The "Hands-on Science Activities Workshops," a collaborative effort between Science, Management and Technologies and the School of Education faculty, was extremely successful. A resource packet was distributed to all participants. (See Appendix B)
5. The Future Teachers' Club initiative was explored. Professor Joan Dengel had positive responses from five area schools.
6. A Grants Workshop was conducted on April 13, 1993. A resource packet was distributed to participants. (See Appendix C)

- INSTITUTE FOR EARLY CHILDHOOD EDUCATION
7. A meeting with area school district administrators was held on April 16, 1993.
 8. A meeting with area administrators and university personnel was held on May 26, 1993. Discussion groups were formed in order to discuss EUP's collaborative efforts with school districts. A luncheon followed the meeting. (See Appendix D)

Summer 1993

1. A hands-on "Science Stuff" workshop was held at Millcreek Mall on June 17, 1993. Faculty and students from the science departments on campus assisted Dr. Thewes in this activity.
2. Data from the questionnaire is being tabulated.
3. The Institute will assist with planning the Middle Level Education Conference set for October 16, 1993.

INSTITUTE FOR EARLY CHILDHOOD EDUCATION

NAME	DEPARTMENT SCHOOL
*Dr. Karen L. Bauer	Elementary Education Education
Dr. Kathleen Dailey	Elementary Education Education
Mrs. Janice Giltinan	Nursing Science, Management, & Technologies
Dr. Cynthia Legin-Bucell	Psychology Liberal Arts
Mr. Joseph Miller	Residence Life Student Affairs
Dr. Constance Mullineaux	Art Liberal Arts
Dr. Marilyn Sheerer	Elementary Education Education
Ms. Barbra Sprott	Student Representative
Mr. Allen Clark	Student Representative
*Institute Chairperson	

INSTITUTE FOR EARLY CHILDHOOD EDUCATION GOALS

1. build a repository of materials on early childhood education
2. work with the Miller Center staff on the development of new programs for university staff and area educators
3. advocate the use of the Miller Center as an educational research site for faculty and students
4. develop a series of videotapes depicting the Miller Center's model programs for preservice and inservice teachers
5. write grant proposals which would advance knowledge in early childhood education
6. develop and implement methods to educate professionals in early childhood education
7. develop and implement methods to educate the public about young children
8. increase public awareness of issues concerning young children
9. assist parents and help them enhance their parenting skills through workshops, seminars, etc.
10. serve the public as a resource for speakers
11. seek funding to develop a model parent center for the community
12. seek funding for Head Start and Day Care professionals

Institute for Early Childhood Education

Fall 1992

1. A Brown Bag lunch session, "Crisis Literature: Divorce" was presented by Dr. C. Gordon Hitchings on Thursday, November 19.
2. Planning was begun for the Ninth Annual Early Childhood Conference.
3. A newspaper column on parenting skills, "Parents, Preschoolers and Problems," was proposed for the Erie Daily Times.
4. The Teacher's Lounge talk show with Dr. Bauer and Mr. Dettore continued production via the EUP television studio.

Spring 1993

1. A Brown Bag lunch session, "The Balancing Act: Family and Work," was presented by Dr. Marilyn Sheerer on Friday, January 22 .
2. A Brown Bag lunch session, "Is Childhood an Endangered Species?" was presented by Dr. Cynthia Legin-Bucell, on March 17, 1993.
3. The first edition of the "Early Childhood Newsletter" was distributed to all Institute members in the Center for Excellence in Teaching, School of Education department members, and participants at the Early Childhood Education Conference. (See Appendix E)
4. The Teacher's Lounge talk show with Dr. Bauer was continued in conjunction with the EUP television studio. Guest speakers for the semester included Marilyn Sheerer, Cynthia Legin-Bucell, Michael Bucell and Kathleen McGrory.
5. The Ninth Annual Early Childhood Conference was held on May 13-14, 1993. Several members of this institute made presentations and assisted at the conference. (See Appendix F)
6. Planning sessions for Parent Education classes were held at the Cambridge Springs Women's Prison. Dr. Bauer and Dr. Legin-Bucell were invited by Superintendent Wolfe and Mr. Richard Learn to develop this idea.

Summer 1993

1. The newsletter was distributed off-campus to area child care professionals, area pediatricians' offices, and child care centers in northwest Pennsylvania. (See Appendix E)

INSTITUTE FOR ETHICS AND VALUES
EDUCATION

2. A Head Start Training Grant was written by Dr. Bauer and Dr. Sheerer.
3. Parent Education sessions will be held at the Cambridge Springs Women's Prison in July and August. These sessions were planned and conducted by Dr. Bauer and Dr. Legin-Bucell.
4. The Institute will be assisting with the planning of the 1993 National Association of Laboratory Schools Regional Conference.

DEPARTMENT

Dr. James M. ...	Educational Services Education
Dr. ...	Philosophy Liberal Arts
Dr. ...	Educational Services Education
Dr. ...	Education Education
Dr. ...	Business Administration & Management Business Management & Technologies
Dr. ...	Physical & Therapeutic Business Management & Technologies
Dr. ...	Education Student Affairs
Dr. ...	Library Library Arts
Dr. ...	Social Foundations & School Psychology Education

INSTITUTE FOR ETHICS AND VALUES EDUCATION

NAME	DEPARTMENT SCHOOL
*Dr. Mary M. Bevevino	Educational Services Education
Dr. Edmund Abegg	Philosophy Liberal Arts
Dr. Susan Criswell	Educational Services Education
President Foster Diebold	President, EUP
Dr. James Dunn	Business Administration & Economics Science, Management, & Technologies
Mr. Karim Hossain	Physics & Technologies Science, Management, & Technologies
Ms. Barbara Stolar	Residence Life Student Affairs
Dr. Donald Swift	History Liberal Arts
Ms. Ruth Nash-Thompson	Special Education & School Psychology Education

Ms. Tracie Danko

Student Representative

Ms. Tina Oonnithan

Student Representative

***Institute Chairperson**

INSTITUTE FOR ETHICS AND VALUES EDUCATION GOALS

1. structure campus and community forums on matters of public interest in ethics and values
2. promote dialogue across campus and within the Commonwealth concerning ethics and campus life
3. plan other activities on campus and within the State System of Higher Education which promote ethical inquiry and involvement in service activities for staff, students, and the community
4. plan conferences and workshops to help school districts integrate programs for character development and informed decision making
5. further develop the policy on academic integrity for both students and staff
6. guide departments in development of ethics statements and ethics components in course offerings
7. build a repository of ethics, values and decision-making materials
8. investigate grant possibilities and write proposals to promote ethics and values projects/programs
9. focus on the process of ethical decision-making on the part of undergraduate students
10. respond to system-wide needs by pursuing conferences and workshops for staff and students of the SSHE System

Institute for Ethics and Values Education

Fall 1992

1. Subcommittees were formed to study values laden issues, the process of ethical decision-making, materials for the ethics and values repository, curricular components about ethics, statewide collaboration on Ethics and Values, and a freshman program on values.
2. The President's Scholarship criteria for eligibility were defined and procedures for awarding the scholarship were also developed.
3. EUP's involvement in a state-wide Ethics and Values Education newsletter was investigated.
4. A Student Teacher's Symposium, "Outcome Based Education," was planned in collaboration with the Institute for Curriculum, Instruction and Collaboration for March 15, 1993.
5. A state-wide Conference, "Emphasis on Values: Approaches to the Priority," was set for May 20-21.

Spring 1993

1. Subcommittees continued their work.
2. The President's Scholarship award procedures and criteria were completed. Applications were made available. The scholarship will be awarded in September. (See Appendix G)
3. Edinboro, Slippery Rock, and Bloomsburg Universities accepted responsibility for publication of a statewide Ethics and Values newsletter. Each University will publish the newsletter on a rotating basis every three years.
4. A Student Teachers' Symposium, "Outcome Based Education," planned in collaboration with the Institute for Curriculum, Instruction and Collaboration, set for March 15, 1993, was cancelled due to inclement weather.
5. A state-wide Conference, "Emphasis on Values: Approaches to the Priority," was held on May 20-21, 1993. (See Appendix H)
6. The Freshman values project was developed. Journal articles on ethical decision-making were reviewed.
7. Problem Solving & Conflict Resolution Grant activities were planned. University Special Projects Grant of \$10,057 was awarded for the grant, "Creating a Sense of Community on Campus: Problem Solving and Conflict Resolution."

8. Interuniversity grant involving Edinboro University with Dr. Bevevino as one of the project directors and Dr. Abegg as contributing editor was submitted through Bloomsburg University and awarded for \$4,000.

Summer 1993

1. Repository book orders were sent out.
2. Selection and distribution of articles and information on Freshman values project will be completed.
3. The Institute sponsored EUP student, Stacy Mukina, to the Fifth Annual Women's Leadership Institute on August 1-6.
4. Problem Solving and Conflict Resolution grant workshop will be held on August 26-27.
5. Ken Adams and Tina Oonithan will attend the Society for Values in Higher Education's Conference at Bowdoin College, Maine on August 10-15, 1993.
6. Freshman Values Exploration packet sent to all entering Freshmen on August 13, 1993.
7. Freshmen Values Exploration project was presented to the Deans' Council with the request that the deans support the project by informing department chairs of the project.
8. Dr. Ed Abegg met with Dr. Marion Mason of Bloomsburg and Dr. Larry Cobb of Slippery Rock to plan the SSHE interuniversity values newsletter.
9. The Institute acquired an institutional membership in the Society for Values in Higher Education.

INSTITUTE FOR LITERACY

NAME	DEPARTMENT SCHOOL
*Dr. William Weber	Elementary Education Education
Dr. Dawn Snodgrass	Educational Services Education
Dr. Janet Fleischauer	Elementary Education Education
Dr. Jean Faieta	Special Education & School Psychology Education
Ms. Elsie Deal	English/Theatre Arts Liberal Arts
Dr. Louella Bucho	English/Theatre Arts Liberal Arts
Dr. John Polo	Physics & Technologies Science, Management & Technologies
Dr. Kiran Misra	Biology & Health Services Science, Management & Technologies
Ms. Julie Fedders	Student Development Student Affairs
Ms. Debbie Bullington	Student Representative
Ms. Kelley Muldowney	Student Representative
*Institute Chairperson	

INSTITUTE FOR LITERACY GOALS

1. build a repository of literacy materials
2. investigate grant possibilities and write proposals to extend current literacy programs to a wider audience
3. provide in-service training for educators through presentations, workshops and conferences
4. investigate further coordination of testing and teaching of the basic writing, reading, and math courses for freshmen
5. foster collaboration between student affairs and the Adult Literacy program
6. promote coordination of Reading Clinic services and other tutoring programs

Institute for Literacy

Fall 1992

1. An Academic Festival presentation, "The Importance of Content Literacy," was designed by Drs. Snodgrass and Misra and Dr. Polo.
2. Plans for Literacy Awareness Week (March 29 - April 2) were made. Institute members selected a book fair, mini-presentations of reading in the content areas, a testing format for vocabulary and reading skills and speakers on literacy for the week's events. (See Appendix I)
3. Discussions continued with Mr. Wolfe at the Cambridge Springs Prison to consider how we might assist in literacy skills.

Spring 1993

1. An Academic Festival presentation, "The Importance of Content Literacy" was presented by Drs. Misra, Polo and Snodgrass.
2. Literacy Awareness Week was held on March 29 - April 2 and included the following events:
 - a book fair;
 - mini-presentations of reading in the content areas;
 - a testing format for students to determine vocabulary strengths and weaknesses;
 - an educational technology display;
 - Dr. Earl Goodman, on "Dyslexia";
 - Drs. Misra, Polo and Snodgrass on "Content Literacy";
 - a movie about adult literacy, "Stanley and Iris";
 - Elementary Education Department's Literacy Conference. Keynote speaker: Dr. Karen Smith, National Council for Teachers of English.
3. Discussions continued with Mr. Wolfe at the Cambridge Springs Prison to consider how we might assist in Literacy skills.
4. Dr. Dawn Snodgrass coordinated and planned a week-long "FRAMEWORKS" workshop with the BOCES unit in New York. Unfortunately, "FRAMEWORKS" had to be cancelled this year. The feasibility of sponsoring this workshop next year will be studied.

SUMMARY OF NEW INITIATIVES

Each Institute has made many contributions to the improvement of education on and off-campus this past year. Much of the intense work occurs in sub-committee and Institute meetings. The products of these efforts and deliberations are varied. They include collecting data, investigating pertinent issues in education and making recommendations to appropriate university bodies, presenting programs for students and/or faculty, conducting workshops and conferences, creating printed educational materials for distribution, and planning activities that would further enhance the university's missions and goals.

The entries in this next section are those new initiatives that were planned to attract an audience of interested persons. These entries represent just a fraction of the efforts of the Center and its Institutes. For a complete account of the accomplishments of the Institutes consult the listings by semester and summer for each Institute on the previous pages of this report.

1992-1993 SUMMARY OF NEW INITIATIVES

event/ date/ Institute	person in charge	assisted by	number attended	comments
Brown Bag Lunch: "Crisis Literature: Divorce" 11/19/92 <i>Institute for Early Childhood Education</i>	Gordon Hitchings		55	
Speaker: Dr. A. Abro "Higher Education and Scientific Research in Pakistan" 11/23/92 <i>Center for Excellence in Teaching</i>	Ruthanne Atkinson Robert Connors		15	
Brown Bag Lunch: "The Balancing Act: Family & Work" 1/22/93 <i>Institute for Early Childhood Education</i>	Marilyn Sheerer		28	
Speaker: Dr. Baher Ghosheh "Comparative Education: Japan & USA" 2/1/93 <i>Center for Excellence in Teaching</i>	Ruthanne Atkinson Robert Connors		10	
Academic Festival Presentation- "The Importance of Content Literacy" 2/93 <i>Institute for Literacy</i>	Kiran Misra John Polo Dawn Snodgrass		40	
Academic Festival Presentation - "EUP's New Initiative" 2/19/93 <i>Center for Excellence in Teaching</i>	Ruthanne Atkinson Robert Connors		25	

Brown Bag Lunch: "Is Childhood an Endangered Species?" 3/17/93 <i>Institute for Early Childhood Education</i>	Cynthia Legin-Bucell		35	
"Evening of Science Activities" 3/22/93 <i>Institute for Curriculum, Instruction and Collaboration</i>	Ken Adams	Teresa Thewes John Criswell	400	distributed handbook to participants
Literacy Awareness Week 3/29-4/2/93 <i>Institute for Literacy</i>	Bill Weber	Julie Fedders Dan Shelley Bunny Bucho Jan Fleischauer		"Stanley & Iris" film -book giveaway technology display quick skills scan vocabulary testing
		Kiran Misra John Polo Dawn Snodgrass	45	"Content Literacy" presentation
		Earl Goodman	50	"A Dyslexic Talks About Dyslexia"
"EUP's New Initiative" 4/7/93 <i>Center for Excellence in Teaching</i>	Ruthanne Atkinson Robert Connors		30	Presentation given to the Edinboro Kiwanis Club
"Grants Workshop" 4/13/93 <i>Institute for Curriculum, Instruction and Collaboration</i>	Ken Adams	Stephen Hazlewood Robert McConnell	38	K-12 educators
"Dialogue with Area Administrators" 4/16/93 <i>Institute for Curriculum, Instruction and Collaboration</i>	Ken Adams Robert Connors			

Early Childhood
Newsletter
5/4/93
*Institute for Early
Childhood Education*

Karen Bauer

Allen Clark
Kathleen Dailey
Cynthia Legin-Bucell
Connie Mullineaux
Barbra Sprott

500

distributed to:
-ECE
Conference
participants
-Institute
members &
Advisory Board
-pediatricians
-members of
the Early
Childhood
Organization of
NW PA

"Emphasis on Values:
Approaches to the
Priority" State-wide
Conference
5/20-21/93
*Institute for Ethics
and Values Education*

Peg Bevevino

Karim Hossain
Tina Oonnithan
Barb Stolar
Ed Abegg
Sue Criswell
Don Swift

170

for SSHE
faculty, staff
and graduate
students

"Dialogue with area
Superintendents"
5/26/93
*Institute for Curriculum,
Instruction and Collaboration*

Ken Adams

Caroline Gryta

30

APPENDICES

Library Services
Library of Theology, Divinity & Christian Studies
Library of Theology, Divinity & Christian Studies
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APPENDIX A

EDINBURGH UNIVERSITY LIBRARY SERVICES

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EDINBORO UNIVERSITY
OF PENNSYLVANIA

Center for Excellence in Teaching
Institute for Curriculum, Instruction & Collaboration
Institute for Early Childhood Education
Institute for Ethics & Values in Education
Institute for Literacy
Miller Research Learning Center
Edinboro, PA 16444
(814) 732-2916

April 29, 1993

TO: EDINBORO FACULTY AND ADMINISTRATORS:

SUBJECT: COLLABORATIVE ACTIVITIES RESOURCE LIST

IF YOU HAVE ALREADY PROVIDED US with a submission to be included in the COLLABORATIVE ACTIVITIES RESOURCE LIST, please accept our sincere thank you. We have collected 55 entries to date.

IF YOU DID NOT have an opportunity to complete the attached form, please do so. The intent of this initiative is to be as inclusive as possible. To that end, we have extended the deadline for submissions to **MAY 15, 1993**.

A COLLABORATIVE ACTIVITIES RESOURCE LIST is being compiled by the Institute for Curriculum, Instruction, and Collaboration, under the auspices of the CENTER FOR EXCELLENCE IN TEACHING. This list will be distributed to all members of the university community.

THE PURPOSE OF THIS RESOURCE LIST is to foster and expand collaborative initiatives across the campus. By publicizing the RESOURCE LIST to all members of the university community, the Institute hopes to identify:

- * classroom research opportunities at both university and public/non-public school levels
- * in-service workshops/programs opportunities at both university and public/non-public school levels

In addition, this RESOURCE LIST will aid the Institute in fostering cooperative links with local, state, regional, and national alliances.

PLEASE TAKE A FEW MOMENTS TO FILL OUT THE ATTACHED DATA SHEET AND MAIL IT TO:

THE INSTITUTE FOR CURRICULUM, INSTRUCTION, AND
COLLABORATION
153 MILLER RESEARCH LEARNING CENTER

PLEASE SEND YOUR RESPONSES BY MAY 15, 1993 if you have not already responded. Thank you.

(Please complete the following identifying information.)

NAME _____

SCHOOL AND DEPARTMENT OR PROGRAM: _____

Briefly describe your collaborative role in the spaces provided below. Be sure to include the time frame and collaborative partner(s).

- | CATEGORY# | PARTNERSHIP |
|-----------|--|
| 1.----- | Other Edinboro University faculty, administration, or staff. |
| 2.----- | Other institutions of higher education. |
| 3.----- | Public or non-public schools. |
| 4.----- | Social service agencies. |
| 5.----- | Professional organizations. |
| 6.----- | Student associations. |
| 7.----- | Governmental agencies. |
| 8.----- | Intermediate Unit. |
| 9.----- | Professional associations. |
| 10.----- | Other. |

BE CERTAIN TO IDENTIFY THE CATEGORY NUMBER AND PROVIDE A BRIEF DESCRIPTION. IN ORDER TO INSURE THAT ALL SUBMISSIONS WILL BE GIVEN PRINT SPACE IN THE INSTITUTE RESOURCE LIST, EACH INDIVIDUAL MAY SUBMIT UP TO THREE ENTRIES.

CATEGORY # _____ DESCRIPTION:

APPENDIX B

CATEGORY# _____ DESCRIPTION:

CATEGORY# _____ DESCRIPTION:

PLEASE REFOLD (RETURN ADDRESS LABEL IS ON BACK) AND RETURN TO THE INSTITUTE FOR CURRICULUM, INSTRUCTION, AND COLLABORATION, MILLER 153, NO LATER THAN **MAY 15, 1993** IF YOU HAVE NOT ALREADY RESPONDED.

An Evening of Science Activities at EUP



APPENDIX B

Organized by

The Curriculum, Instructional and Collaborative Institute of the
Center for Excellence in Teaching

Presented by

- EUP Elementary Education Students
- EUP Secondary Education Science Students
- EUP Student Teachers
- EUP Science Club Students

An Evening of Science Activities at EUP



Organized by: The Curriculum, Instruction and Collaboration Institute of the
Center for Excellence in Teaching

Presented by: EUP Elementary Education Students
EUP Secondary Education-Science Students
EUP Student Teachers
EUP Science Club Students



EDINBORO UNIVERSITY
OF PENNSYLVANIA

Center for Excellence in Teaching
Curriculum, Instruction & Collaboration Institute
Early Childhood Education Institute
Ethics Institute
Literacy Institute
Miller Research Learning Center
Edinboro, PA 16444
(814) 732-2916

MEMO TO: *Evening of Science Activities* participants
FROM: Mr. Ken Adams, Chair,
Institute for Curriculum, Instruction, and Collaboration
DATE: April 19, 1993
RE: Dates and times to pick up science activities booklet

Any student or faculty member who attended the *Evening of Science Activities* held on March 22, 1993 and did not receive a booklet may now pick up a copy. Only those people who signed up to receive a copy may do so on the designated days and times. Any copies left after the pick up dates will be given out on a first-come first-serve basis to people wishing to receive a copy but who did not sign up to receive a copy.

The booklets will be available in the Center for Excellence in Teaching April 19 to April 24 from 9:00AM - 12:00PM. The Center is located in room 153 of the Miller Research Learning Center.

If you have any questions please call the Center at 732-2916.

4/21/93

Mr Adams:

This was a most excellent program,
one of the best I've seen put on at E.U.P. in
years.

Robert Logan
Philosophy Department

March 23, 1993



Dear Dr. Thewes,

Last evening's program, "An Evening of Science Activities at EVP," was most enjoyable and informative. All the students were courteous, informed and eager to share their activities with us.

One aspect I found particularly valuable in these budget-crunching times was that most of the activities could be done with materials on hand and around the house. Very few required specialized equipment. This would also encourage the students in my class to repeat or continue the activities on their own.

Another valuable aspect of the work last evening lies in the encour-

agement it provides people like me who teach science but who are not trained scientists. Sometimes teachers who lack a comprehensive science background are afraid to try many activities. Seeing so many activities put flesh to pages of words (that are sometimes daunting) raises the comfort level to a point where the timid science teacher may be well to dive in and get the students involved, curious, and active in science.

I am grateful for the book of activities which will be a most valuable resource for me and my students. Thank you for the invitation and the inspiration!

Sincerely,
Heidi Arnold
6th grade teacher
St. George School

20 April 1993

3502 Pennsylvania Avenue
Erie, PA 16504
(814) 456-7212 [Work], (814) 454-2963 [Home]

Dr. Theresa Thewes
Edinboro University of Pennsylvania
Edinboro, PA 16412

Dear Dr. Thewes:

Thank you so much for inviting me to the Science Teachers' Workshop on March 22, 1993. It was a great beginning in the unification of the Science and Education departments. Providing many hands-on experiences for beginning teachers is precisely what they need. Because I am certified in both Elementary Education and General Science Education, I have experienced the "polarity" between the science building and the education building. There is definitely a need to turn this around.

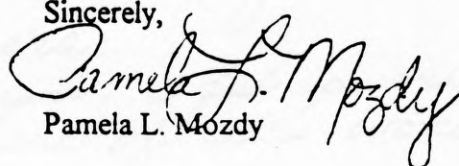
I was impressed with the enormity of the workshop - the sheer number of activities all going on at one time. Everyone seemed enthusiastic and eager to relate what they were trying to do. Many students really looked into their topic and knew answers to any question asked. However there were a few presenters that needed to polish up on their concepts. For example, the moon phase cards outside of the wonderful shoe box with the golfball exhibit were drawn and labeled incorrectly. The physics concepts used in the activity about the velocity of the cassette tape are in error. The speed of the tape changes when the tape is playing because the circumference of the two axes changes. The major drawback about the hands-on approach to science is that teachers get so excited about doing something fun that they forget what concept they were teaching or the concept is taught incorrectly. Personally, I wouldn't teach science any other way, but in our zeal for the method, we must not lose sight of the goal.

The book of activities is wonderful! What a great idea to get everything down in print to peruse later! This is an invaluable resource to a science teacher, especially with the way it is written - goals, pictures, results, hints, grade levels, etc. I am trying out labs with my classes as soon as I find them. This is the best thing you could have included with the workshop.

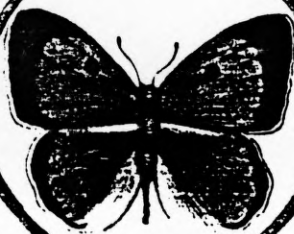
I would love to see a workshop of this magnitude attempted at Mercyhurst College - or for that matter, even a huge tri-college workshop. . . !

Thank you again. If you ever need my help, just call.

Sincerely,


Pamela L. Mozdy

Mr. & Mrs. Putman Teeter
2848 South Hill Road
McKeen, PA 16426



3-25-93

Dear Dr. Thewes,

I would like to thank you for allowing me to attend, "An Evening of Science Activities" on March 22. I found it very enjoyable & informative. The science activity book I find to be excellent & a benefactor to helping with my elementary school & middle school children & friends. These are the continuing at home & school experiments that are the children & strike questions & interest. As a parent I was able to see these experiments & will share the book in my volunteer positions as a Browne troop leader, Boy scout merit badge assistant, PTA & PTSA member, ... along with community teachers & parents.

The student presentations were given with great zeal, interest & attitude. All exhibits were a success in my book even though I favored some of my interests.

I only wish that children & other parents could have seen all this. I did miss the science of Geology, looking for maybe an exhibit of local fossils identified or some fun with testing rock hardness.

Thank you. I feel privileged to have had a glimpse of this wonderful exhibit.

Sincerely,
Sharon Teeter

GRANT'S

BIG ONES AND HOW TO GET THEM
HOW TO GET THEM

PRESENTED BY
DR. ROBERT MCCONNELL - EDS.
MR. STEPHEN FAZEL WOOD - EUP
MS. AMY PAUL - UNITED WAY
MR. KENNETH ADAMS - EUP

APPENDIX C

GRANT'S AND HOW TO GET THEM
CENTER FOR EXCELLENCE IN TEACHING
INSTITUTE FOR CURRICULUM, INSTRUCTION, AND
COLLABORATION

THE INSTITUTE
FOR RESEARCH AND COMMUNITY SERVICES

APRIL 18, 1993

9:30 - 7:30 P.M.

NOTE: Complete handbook is available in the Center for Excellence in Teaching

GRANTS

**BIG ONES AND little ones
HOW TO GET THEM**

PRESENTED BY

**DR. ROBERT MCCONNELL - EUP
MR. STEPHEN HAZELWOOD - EUP
MS. AMY PAUL - UNITED WAY
MR. KENNETH ADAMS - EUP**

**SPONSORED BY EDINBORO UNIVERSITY'S
CENTER FOR EXCELLENCE IN TEACHING
INSTITUTE FOR CURRICULUM, INSTRUCTION, AND
COLLABORATION
AND**

**THE INSTITUTE
FOR RESEARCH AND COMMUNITY SERVICES**

APRIL 13, 1993

5:30 - 7:30 P.M.

"DIALOGUE WITH AREA SUPERINTENDENTS"

AGENDA

Tuesday, May 24, 1977

- 8:30-9:00 A.M. Registration and refreshments
9:00-9:15 A.M. Introduction of participants - Ken Adams
9:15-9:30 A.M. Opening remarks - Dr. Jack Fleckner
9:30-11:15 A.M. Plenary session - A and B - group discussion of "The
Development of Supervisors and Their
Relationships to Principals"
11:20-11:45 A.M. Collaborative session - presentation of final
recommendations. Large group discussion of the
goals of the project (1975-1980) and the
process (1974-1976).
12:00-1:00 P.M. Luncheon - University Club, Van Nuys - Dining Hall

APPENDIX D

Education Community

- Dr. John Fickel
Dr. James Galant
Dr. Shirley Hanks
Dr. Howard White
Mr. Linda Sawyer
Mr. Fred Smith
Dr. Marilyn Stewart
Dr. George Taylor
Dr. James McHenry
Mr. Tom Adams
Mr. John Brown
Dr. Peggy Brown
Dr. Jack Edral
Dr. Thomas Taylor
Mr. George Anderson
Dr. Don Miller
Mr. Don McConnell
Dr. Tom McNamee
Dr. Gene Thompson
Dr. Sandra Taylor

Public School Administrators

- Dr. John Lane Taylor
Mr. Tom Harris
Dr. Lynn Conner
Dr. Jack Perry
Dr. John Simpson
Mr. Frank Goss
Dr. Larry Hart
Dr. Fred Marshall
Mr. John Lewis
Dr. William Armstrong
Mr. John Smith
Mr. Charles Meyer

"DIALOGUE WITH AREA SUPERINTENDENTS"

AGENDA

Wednesday, May 26, 1993

- 9:45-10:00 A.M. Reception and refreshments
10:00-10:15 Introduction of participants--Ken Adams
Opening remarks--Dr. John Fleischauer
10:15-11:15 Focused sessions A and B - group processing by moderators.
Representatives of university and school district
administrators in attendance.
11:15-12:00 P.M. Collective session - presentation of findings/
recommendations. Large group discussion to set short term
goals for strategic planning (1993-1994), and long range
planning (1994-1996).
12:00-1:00 Luncheon --University Club, Van Houten Dining Hall

PARTICIPANTS

Edinboro University

Dr. John Fleischauer
Dr. Jerry Covert
Dr. Shirley Stennis-Williams
Dr. Robert Weber
Ms. Linda Lacney
Mr. Paul Knuth
Dr. Marilyn Sheerer
Dr. James Flynn
Dr. James McElroy
Mr. Ken Adams
Mrs. Joan Dengel
Dr. Peggy Bevevino
Dr. Barb Rahal
Dr. Theresa Thewes
Mr. George Shimpeno
Dr. Dean Stoffer
Mr. Bob McConnell
Dr. Don Dilmore
Dr. Don Beckman
Dr. Caroline Gryta

Public School Administrators

Dr. John Leuenberger
Mr. Tom Fortin
Dr. Lynn Corder
Dr. Jack Jarvie
Dr. Verel Salmon
Mr. Frank Bova
Dr. LeRoy Rieck
Dr. Paul Harakal
Mr. Albert Leonzi
Dr. William Stockebrand
Mr. John Seifert
Mr. Clarence Metzgar



EDINBORO UNIVERSITY
OF PENNSYLVANIA

Center for Excellence in Teaching
Institute for Curriculum, Instruction & Collaboration
Institute for Early Childhood Education
Institute for Ethics & Values in Education
Institute for Literacy
Miller Research Learning Center
Edinboro, PA 16444
(814) 732-2916

**INSTITUTE FOR CURRICULUM, INSTRUCTION AND COLLABORATION
QUESTIONNAIRE**

Data collection questions addressed by school superintendents:

Collaborative Efforts

1. How do you view the relationship between Edinboro University and your school district?
2. What obstacles exist that prevent better quality or quantity of collaboration between Edinboro University and your school district?
3. Please identify successful collaborative programs with Edinboro University or other institutions of higher education that have been a benefit to your school district.
4. Regarding pre-service programs, how do Edinboro University teacher education graduates compare to candidates from other institutions?

Common strengths?

Focus for improvement?
5. How closely do services provided by Edinboro University meet the needs of your in-service faculty and staff?
6. How closely do the services provided by Edinboro University meet the needs of your community in terms of service organizations, parental groups, and in terms of technology and innovation?
7. How would you assess Edinboro's on campus resources in terms of:

Access/ availability?

Current holdings?

Obstacles to use?

EARLY CHILDHOOD NEWSLETTER

Volume 1 Number 1 Spring 1982
Published by the Early Childhood Institute of the Center for Language Acquisition
School of Education, University of Pennsylvania



FOCUS ON PLAY

Editorial by

Children's Development

During the past few years, there has been a growing awareness of the importance of play in children's development. This is reflected in the increasing number of articles in this newsletter, such as "The Role of Play in the Development of Language" by Susan Brainerd and "The Role of Play in the Development of Social Skills" by Susan Brainerd and Susan Brainerd. These articles highlight the importance of play in children's development and provide practical suggestions for parents and educators. The role of play in the development of language is particularly important, as it provides children with the opportunity to learn and use language in a natural and meaningful context. Similarly, play is essential for the development of social skills, as it allows children to learn about social norms and expectations through their interactions with others. The newsletter also includes a section on "Play Today" which provides a more detailed look at current research and practice in the field of play.

PLAY TODAY

by Deborah

The way children play today has changed. They are no longer content with simple toys and games. They want more challenging and stimulating play experiences. This is reflected in the increasing popularity of role-playing games, puzzles, and board games. Parents and educators are encouraged to provide children with a variety of play experiences that promote their cognitive, social, and emotional development. The newsletter also includes a section on "Play Today" which provides a more detailed look at current research and practice in the field of play. This section includes articles on the role of play in the development of language, social skills, and cognitive abilities. It also provides practical suggestions for parents and educators on how to create a play environment that is rich and stimulating for children. The newsletter is a valuable resource for anyone interested in the development of young children and the importance of play in their lives.

APPENDIX E

EARLY CHILDHOOD NEWSLETTER

Volume I Number I

Spring, 1993

Published by the Early Childhood Institute of the Center for Excellence in Teaching
Edinboro University of Pennsylvania



FOCUS ON PLAY:

Critical to Children's Development

Watching children play is often a delight. A child's total immersion into a task that can take her to far off lands or keep her planted firmly on the ground is indeed wondrous but it is also necessary. Play provides an opportunity for growth, exploration, problem solving and access to the world of others. This first issue of the Early Childhood Newsletter takes us into the world of play from several perspectives. First, Dr. Karen Bauer explains the importance of play on several aspects of development. This article is followed by informative reviews of two children's books, Sam's Sandwich and Sam's Surprise. Reflecting the importance of technology on play, a review of two software programs, McGee and Katie's Farm, follows. Next, Dr. Kathleen Dailey and Ms. Kim Owen write of a recent research study conducted at the Miller Center looking at the role of play on literacy development. Finally, this issue concludes with a discussion of art as children's work by Dr. Constance Mullineaux and a review of two children's toys, "Cave of Wonders" and "Mr. Mouth." Hopefully, after reading this issue of the Early Childhood Newsletter, you'll have a better understanding of and appreciation for the work of childhood we adults call play.

Dr. Cynthia Legin-Bucell

PLAY TODAY?

by: Leila Fagg

You say you love your children
And are concerned they learn today?
So am I - that's why I'm providing
A variety of kinds of play.

You're asking me the value
Of blocks and other such play?
Your children are solving problems.
They will use that skill everyday.

You're asking what's the value
Of having your child play?
Your daughter's creating a tower;
She may be a builder someday.

You're saying you don't want your son
To play in that "sissy" way?
He's learning to cuddle a doll;
He may be a father someday.

You're questioning the interest centers;
They just look like useless play?
Your children are making choices;
They'll be making their own someday.

You're worried your children aren't learning;
And later they'll have to pay?
They're learning a pattern for learning;
For they'll be learners always.

APPENDIX F

NINTH ANNUAL

Early Childhood Education Conference
Working And Learning Together



Thursday, May 11, 1993 and Friday, May 12, 1993

Edinboro University of Pennsylvania is a member of the State System of Higher Education.



Edinboro University
of Pennsylvania

Attention Mailroom Personnel:
If undeliverable as addressed, please
reroute to your training director.

1993 Early Childhood Education Conference
Working And Learning Together

*Ninth Annual Early
Childhood Education Conference*

Institute for Research and Community Services
Edinboro University of Pennsylvania
Edinboro, PA 16444
117201

Non-Profit Org.
Bulk Rates
U. S. Postage Paid
Edinboro, PA
Permit No. 1

NINTH ANNUAL

Early Childhood Education Conference Working And Learning Together



Thursday, May 13, 1993 and Friday, May 14, 1993

Edinboro University of Pennsylvania is a Member of the State System of Higher Education

*The Elementary Education Department of Edinboro University of Pennsylvania,
in conjunction with the Center for Excellence in Teaching and
the Institute for Research and Community Services, is pleased to present the*

1993 Early Childhood Education Conference "Working and Learning Together"

SCHEDULE OF EVENTS

Thursday, May 13, 1993

Focus: Kindergarten and Primary Grades

8:00am - 9:15	Registration
9:15 - 10:30	Session I
11:00 - 12:15pm	Session II
12:30 - 1:30	Luncheon
2:00 - 3:15	Session III
3:15 - 4:00	Tours of the Miller Center available upon request

Friday, May 14, 1993

Focus: Preschool and Kindergarten

8:00am - 9:15	Registration
9:15 - 10:30	Session I
11:00 - 12:15pm	Feature Presentation
12:30 - 1:30	Luncheon
1:45 - 3:00	Session II
3:15 - 3:45	Tours of the Miller Center available upon request

Educational Materials Exhibit will be held both days.



Feature Presentation BUILDING TOMORROW'S NEIGHBORHOOD--TOGETHER!

With warmth, humor and humanness, Hedda Sharapan will share insights she's gained from 26 years with Mister Rogers' Neighborhood. Her nationwide involvement with educational organizations and civic groups have provided her with a wealth of rich, varied experiences. Blending these "Neighborhood" experiences with her background in child development and her experiences in rearing two daughters, Ms. Sharapan will address the challenges of "working and learning together."

**MISTER
ROGERS'
NEIGHBORHOOD**

Workshop Descriptions

POSITIVE GUIDANCE AND DISCIPLINE

This workshop will focus on the use of positive guidance in early childhood classrooms. Guidance and discipline strategies that are based on helping children grow in self-control will be presented. Developmentally appropriate ways to handle typical classroom situations will be discussed.

(Linda Nelson)

GET ALONG OR GET ALONG: STRATEGIES FOR MORAL DECISION MAKING IN THE PRIMARY CLASSROOM

This workshop will present strategies that foster moral decision making in the primary classroom. Demonstrations will cover techniques for establishing a cooperative classroom environment and group decision making. Strategies will highlight the use of symbolic narratives, specifically the fable, other forms of literature, and classroom visuals.

(Marian Vollmer)

THE USE OF BIBLIOTHERAPY WITH AT-RISK CHILDREN

This workshop will assist educators in identifying children who are sociologically at-risk as a result of their membership in families that have been in crisis. Bibliotherapy techniques will be presented that serve to bring about changes in the child's understanding of self-worth and to assist them in facing the crisis of their family unit.

(Jamie MacIntyre-Southworth and Eileen Aiken)

DIAGNOSING A CENTER'S NEED FOR CHANGE

This session is for early childhood administrators. It will focus on a systematic way for directors to diagnose and monitor center effectiveness. Exercises will be used to pinpoint organizational problems and to design action plans for making changes.

(Marilyn Sheerer)

LEARNING TOGETHER: STORYACTING IN A PRIMARY CLASSROOM

Participants will learn the benefits of how a story acting program can motivate primary-age children to read, to write and to dramatize their stories. Specific ideas on how to implement a story acting program will be shared.

(Sandra Waite-Stupiansky)

USING LITERATURE FOR MATH AND SCIENCE ENHANCEMENT

Using literature and related whole language activities to teach math and science concepts will be the focus of this workshop. The importance of a parent component in the classroom will also be addressed. Participants will receive an extensive resource handbook emphasizing the workshop content.

(Mary Jo Melvin and Sharon Markell)

PLANNING FOR AND SUPPORTING FAMILY-SCHOOL INTERACTIONS

This workshop will present the benefits of establishing home-school partnerships in early childhood settings. Participants will learn methods that support effective home-school interactions. The benefits and pitfalls of such collaboration will also be discussed.

(Melissa Groves)

CREATIVE FOOD EXPERIENCES FOR EARLY CHILDHOOD EDUCATION

This workshop will showcase learning activities designed to provide a variety of activities to teach young children about food and good eating habits. Activities will emphasize simple food preparation, food safety and cleanliness rules, and eating a variety of foods. Ideas and suggestions for parental involvement will also be discussed.

(Sharon Piano and Michele Chiavetta)

PROMOTING POSITIVE OUTCOMES FOR ALL YOUNG CHILDREN WITHIN INCLUSIVE PROGRAMS

Panelists will offer historical, philosophical, legal, and personal perspectives on inclusive programming for young children. Presenters will include a parent, an early childhood provider, a state Early Intervention consultant and an Intermediate Unit representative. Information and activities will focus on positive outcomes promoted by inclusive programming.

(Deborah Sturm and Janice Belgredan)

FAMILY MATH: INVOLVING PARENTS IN THE LEARNING PROCESS

This workshop will provide participants with an overview of the Family Math program. Participants will engage in hands-on Family Math activities.

(Nick Stupiansky)

INVOLVING THE PARENT AS A PARTNER IN READING

This workshop will help teachers focus on the family as a worthwhile and educational resource for helping children learn to read. Suggestions for encouraging parents to participate in family reading activities will be provided.

(Nancy Briggs)

PROBLEM SOLVING SKILLS FOR YOUNG CHILDREN

This workshop will present educators with skills to build and enhance the problem-solving capacity in young children within a framework that highlights emotional development.

(Sharon Chesler Bernstein)

THE ERIE ZOO, YOUR KIDS AND YOU

Participants will discover the variety of educational programs and opportunities available at the Erie Zoo. Teacher tips for field trips to the Zoo and Dinosaurs Alive as well as pre - and - post visit activities will be provided.

(Maria Durci and Kay Lamendola)

SUNSHINE AGAIN

This workshop will focus on the subject of death. Educators' attitudes as well as the child's perceptions and behavioral reactions will be examined. Methods and resources to utilize in teaching about death will be presented. A few short exercises will be conducted to familiarize participants with different "loss" curricula.

(Terry Myers)

TEACHERS AS RESEARCHERS AND SCHOLARS: UNIVERSITY AND SCHOOL COLLABORATION

Participants will explore how research on teaching practices at the elementary level was conducted in collaborative partnerships between neighboring school districts and a university. Participants will engage in brainstorming activities for comparable implementation at their schools.

(Denise Finazzo)

CLASSROOM MANAGEMENT STRATEGIES IN AN EARLY CHILDHOOD CLASSROOM

This workshop will identify management strategies used by an experienced early childhood teacher through the implementation of a developmentally appropriate curriculum model. Attention will be given to transitions and crises or problem situations. A videotape will be utilized to provide a link between management strategies and child development theory.

(Karen Bauer, Marilyn Sheerer, Ernie Dettore)

LEARNING CYCLES: CHEMISTRY ACTIVITIES FOR YOUNG CHILDREN

The "learning cycles" approach to learning science encompasses three phases— Exploration, Invention and Discovery. The presenters will model this method of learning by using hands-on chemistry activities that are appropriate for the K-3 classroom.

(Theresa Thewes and Ken Adams)

COOPERATIVE LEARNING STARTERS: BUILDING A FOUNDATION FOR LEARNING TOGETHER

This workshop introduces participants to the cooperative goal structure and simple, introductory cooperative learning activities for the primary grade classroom. Participants will engage in several cooperative learning activities.

(Nick Stupiansky)

Important Conference Tips

1. The number of participants in this conference is limited. It is quite possible that the quota may be filled before the April 7 deadline. Early registration is recommended to avoid disappointment.
2. If you are attending the conference with colleagues, we recommend that you plan together to vary your selections to cover as many workshops as possible. In this way, you can share ideas and enrich professional growth. The registration form is your intent to attend. It is crucial that each participant send in that form as soon as possible.
3. It is our policy to schedule you as closely as possible into workshops based on your preference. However, we reserve the right to assign alternate sessions unless you indicate otherwise on the registration form.
4. After your registration form has been processed, you will be notified. You will receive written confirmation by May 3.
5. If you find it necessary to cancel your conference reservation, please call (814)732-2671 or FAX-(814)732-2294 as soon as possible. Refunds for cancellations will be honored up to a week before the conference (Thursday, May 6).



Office of the Registrar
Edinburgh University
George Square
Edinburgh, Scotland
EH8 8JY

THE UNIVERSITY'S POLICY

The University's Policy is to provide a high standard of education and research in the fields of science, technology and business education.

ELIGIBILITY: The University will accept applications from students who are qualified to enter the first year of the University's courses. The University will accept students who are qualified to enter the first year of the University's courses.

Applications should be sent to the Registrar, Edinburgh University, George Square, Edinburgh, Scotland, EH8 8JY.

APPLICATIONS: The University will accept applications from students who are qualified to enter the first year of the University's courses. The University will accept students who are qualified to enter the first year of the University's courses.

APPENDIX G

The University will accept applications from students who are qualified to enter the first year of the University's courses. The University will accept students who are qualified to enter the first year of the University's courses.

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PROCEDURES: The University will accept applications from students who are qualified to enter the first year of the University's courses. The University will accept students who are qualified to enter the first year of the University's courses.



Center for Excellence in Teaching
Institute for Curriculum, Instruction & Collaboration
Institute for Early Childhood Education
Institute for Ethics & Values in Education
Institute for Literacy
Miller Research Learning Center
Edinboro, PA 16444
(814) 732-2916

THE PRESIDENT'S SCHOLARSHIP

The President's Scholarship is a yearly scholarship to be awarded to an education major with a particular interest in ethics and values education.

ELIGIBILITY: The applicant must be an undergraduate education major in the junior or senior year of his program. He/she must have attained a 3.4 quality point average and have successfully completed 60 credit hours.

Applicants will be considered regardless of financial need.

APPLICATION: The applicant must submit to the subcommittee of the Institute for Ethics and Values Education the following:

1. an essay in which the applicant states the rationale for awarding him/her this scholarship. The essay should be one page in length and typed with single spacing;
2. academic history showing the selection of courses in ethics and values education or related areas beyond the minimum ethics requirement outlined in the General Education requirements*, the q.p.a. and the total credit hours completed at the date of the application;
3. evidence of on-campus and off-campus volunteerism, leadership roles, and active participation in projects or organizations which promote ethics in education and community service;
4. student signature on a verification of good standing release form included on the reverse of this application outline so that the subcommittee may document the student's good standing with the Office of Student Standards;
5. cover sheet with the student's name, identification number, address on campus and telephone number.

PROCEDURE: The Institute for Ethics and Values Education steering committee will appoint three of its members to evaluate materials submitted. Applications will be judged on the following criteria and point system:

MAXIMUM POINTS	CRITERIA TO BE EVALUATED
10 points	evidence of on-campus and off-campus activities which promote ethics in education and community service
10 points	number of courses taken in Ethics and Values Education
10 points	evaluation of the essay related to persuasiveness of content and effective writing skills
30 points	total

If a decision must be made between candidates with equally high point totals, that decision will be based on the quality-point average of the applicant.

Dependent on the point totals of the applicants, the subcommittee will recommend to the President of the University that one applicant be chosen to receive the \$1,000 grant or that two applicants be chosen with each receiving \$500 for that academic year.

DATE FOR SUBMISSION OF APPLICATION MATERIALS:

Scholarship instruction forms will be available in the Office of the Center for Excellence in Teaching, Miller 153, in April of the academic year in which the student applies. Students may call for information at the following extension: 2916.

Materials should be completed and the portfolio submitted by the first week of the fall semester in any academic year.

Screening of application materials will be done by the subcommittee during the first three weeks of the semester.

The scholarship will be awarded during that semester for the next term in which the student is enrolled.

*for students who enter as freshmen in the fall of 1993 or thereafter.

Please complete the following and submit with completed portfolio:

I, _____, give my permission for the subcommittee of the Institute for Ethics and Values Education to contact the Office of Student Standards in order to verify my good standing as an undergraduate student at Edinboro University.

(student signature)

(date)

Submit completed portfolio to the Center for Excellence in Teaching, Miller 153.

EMPHASIS ON VALUES: APPROACHES TO THE PRIORITY

THURSDAY, MAY 20, 1993

11:00-2:00 -REGISTRATION - UNIVERSITY CLUB

**12:00-2:00 -LUNCHEON - UNIVERSITY CLUB
SPEAKER: Dr. Lawrence Pettit on
"Academic Culture and Civic Virtue"**

2:15-3:45 -CONCURRENT SESSIONS:

TITLE: "Two Frameworks for Teaching Values - the Scientific Paradigm and Professional Ethics - and How to Use Them"

PRESENTER: Dr. Deborah Hammond, Social Work; Slippery Rock University

ROOM: Butterfield 231

ABSTRACT: There are plenty of values that belong in the academic curricula: the problem is simply finding the will and the way to incorporate and teach them. Toward that end, this workshop draws on two classic sets of values that even the most "objectivity conscious," "no-mush" scientific sorts and the most vehement rebels against anything-that-smacks-of-pressure-to-be-politically-correct not only believe in themselves, but can comfortably and successfully teach. The two sets of values are the "Values of Science" as delineated by Jerome Manis and the Values of the Professions as codified in professional "Codes of Ethics." This workshop demonstrates simple, no-fuss, effective ways to incorporate values materials into two different types of courses, using structures that real students have genuinely enjoyed.

TITLE: "Making Connections: Learning Communities as a Vehicle for Values Education"

PRESENTERS: Dr. Anne Day, History; Patrick McGreevy, Geography; Kristen Marshall, Speech Communication and Theater; Robert Girvan, Sociology; Jamie Bero, Residence Director; Clarion University

ROOM: Butterfield 209

ABSTRACT: Clarion began a pilot cluster experience during the academic year 1992-1993. Twelve instructors designed four clusters around one skill and two liberal knowledge courses to provide first year students with a learning

community. This is both a transformation within general education reform and within faculty development. Each cluster focused on a central theme which connected the classes together. With few exceptions, the group of students were housed in the same residence hall and used a common reading.

TITLE: "Professional Ethics Begins in the Classroom: A Case Study of Information Fabrication"

PRESENTERS: Dr. Mark Banks, Communications; Dr. Bruce Russell, Communications; Mary Beth Bedeck, Student, Communications; Slippery Rock University

ROOM: Butterfield 203

ABSTRACT: In the fall, 1991, semester, almost half of the students in two sections of an Introduction to Public Relations course taught by Dr. Banks were found to have fabricated information in telephone surveys conducted for outside clients. Because ethics in the public relations profession was a central topic of the course, this student misconduct took on an added importance. Students participating in the misconduct were strongly punished. The panel will discuss the following:
Dr. Banks: How the misconduct was discovered, procedure for dealing with it in the classroom, and the ramifications of the misconduct with regard to the survey outcomes.
Dr. Russell: The response from parents of affected students.
Ms. Bedeck: The perspective of a student involved in the situation and views on the application of the experience to a professional understanding.

TITLE: "Empowering Diverse Students Through Cooperative Learning: Pedagogy Modeling Values"

PRESENTERS: Dr. Susan Criswell, Educational Services; Dr. John Criswell, Elementary Education; Edinboro University

ROOM: Butterfield 200

ABSTRACT: Cooperative learning has been used extensively and successfully in public school classrooms; however, the use of these structures in the university environment has been limited. As the 21st century approaches, university faculty are turning attention to the need for educating our students through process teaching models that not only facilitate the mastery of course content but also provide the additional benefits of developing skills in shared leadership, community building, and sensitivity to cultural diversity.

This professional clinic will focus on the use of cooperative learning techniques that are effective for use in university classrooms with diverse student populations. The presentation will include an explanation of the role of the instructor, materials preparation, social skills development, and useful assessment techniques. Materials will be

distributed that have been created to facilitate the use of cooperative learning. The co-leaders will facilitate a group activity in the use of several of the structures as a means of making the participants comfortable with the format of the cooperative learning structure. A dialogue session will follow that encourages participant questioning and sharing of ideas.

Participants who want an introduction to the use of cooperative learning as a means of building community in their classrooms are encouraged to attend and also participants who have successfully used these structures and are willing to share their experiences.

TITLE: "Whose Values to Teach: A Philosophical Dialogue"
PRESENTERS: Dr. Edmund Abegg, Philosophy; Dr. Corbin Fowler, Philosophy; Lisa Stolarski, student, Philosophy; Edinboro University
ROOM: Butterfield 202

ABSTRACT: This panel discussion will consider the question of what values should be taught, both in ethics courses and in all other courses (and indeed in all university activities). Our purpose is not to present a joint firm conclusion but rather to conduct a dialogue among the panelists and audience. Panelists will raise such issues as the need for an understanding of whole world views, the importance of moral self-examination, and the extent of the moral neutrality of the university. The panel chair will offer a brief summary at the close of the session in which conclusions and areas of disagreement will be noted.

3:45-4:00 **BREAK - BUTTERFIELD 137**

4:00-5:00 **-CONCURRENT SESSIONS:**

TITLE: "Values Inquiry Conceptualized as Creative Problem Solving"
PRESENTER: Dr. Marion Mason, Psychology; Bloomsburg University
ROOM: Butterfield 209

ABSTRACT: This session will examine values inquiry as a form of problem solving. Following a short introduction, those attending will discuss current perspectives on problem solving, critical thinking, and creativity as they relate to values inquiry and solving moral dilemmas. Several exercises will be incorporated into the session to facilitate discussion.

TITLE: "Conducting Case Study Discussions of Ethical Issues in the Classroom"
PRESENTER: Ms. Sherry Reynolds, Business Administration/Economics; Edinboro University
ROOM: Butterfield 231
ABSTRACT: This session will offer suggestions on preparing, managing and closing classroom ethics case discussions. The Seven-Step Moral Reasoning Model is utilized in the case studies. A video of a roundtable discussion among faculty and scenes from student case discussions will be presented. While the faculty and students involved in the video presentation are from schools and departments of business, the techniques presented are germane to all disciplines.

TITLE: "Teaching and Learning About Values in Residence Hall Settings"
PRESENTER: Dr. Ellen Waldeck, Resident Life; Millersville University
ROOM: Butterfield 202
ABSTRACT: The program will begin with a brief overview of four approaches to values education, based on a paper by Jon Dalton, Vice President for Student Affairs at Florida State University. Participants will then be encouraged to share their recent or planned residence hall-based values activities for the group. Copies of Dr. Dalton's paper, which summarizes some of the ways values are transmitted and clarified, and a few examples of the ways in which moral reasoning impacts on moral action, will be distributed.

The goals of this program are to raise participants' awareness about various approaches to values education in general and to share with one another the most successful/popular/creative values education programs which have recently been held or are being planned for resident students and/or resident hall staff members on their campuses.

TITLE: "Exploring Personal Convictions Through Theatre: A Joint Academic/Student Affairs Project"
PRESENTERS: Ms. Marjorie Arnett, Fine Arts; Dr. Steven Ender, Student Affairs; Peter Miltz, Theatre Alumni; Indiana University
ROOM: Butterfield 200
ABSTRACT: This presentation will explain the idea, concept and context of the grant-funded project, "Exploring Personal Convictions Through Theatre: A Process of Values Education" taking place in the fall of 1993 on the IUP campus. A "sampling" of the fall presentations having students act out

vignettes from the production will be included followed by a discussion of the expectations, energy and enthusiasm we feel in this project as we share and extend ownership across the campus. Finally, we will share our vision and determination in moving forward with the values education project after the fall production.

TITLE: "Actions Speak Louder Than Words: Exploring the Values Modeled by Faculty"

PRESENTER: Dr. Marguerite McKnight, Graduate Coordinator, Slippery Rock University

ROOM: Butterfield 203

ABSTRACT: As faculty begin to consciously promote values inquiry, we must also ascertain what values we endorse or transmit through our actions. Modeling may be a more effective method of "teaching" values than any other method. Do our actions reflect our espoused values, or do our deeds negate our words? We model values in our professional conduct (e.g., classroom interaction with students, differential treatment of students; grade inflation, standards of accomplishment and excellence; interactions with faculty, the campus community; equity versus preferential treatment). The students may "receive" these modeled values as the actual values upheld by the university rather than those which it explicitly cites.

The goal of the presentation is to raise and explore together the issue of modeling values on campuses. Participants' perceptions of values upheld by their universities and the results of a survey of students' perceptions of faculty conduct and actions will serve as springboards for discussion. The program is intended to be an open exploration of the inquiry process among individuals at the various campuses.

5:30-6:30 **SOCIAL HOUR - UNIVERSITY CLUB**

6:30-8:30 **DINNER - UNIVERSITY CLUB**

KEYNOTE ADDRESS: Dr. Alexander Astin on "Creating a Sense of Community on Campus"

8:45-10:00 **RECEPTION FOR DR. ASTIN - EDINBORO INN**

FRIDAY, MAY 21, 1993

8:30-10:00

-CONCURRENT SESSIONS:

TITLE: "Assessing Values Outcomes: Issues, Methods, and Examples"
PRESENTER: Ms. Brenda Bailey, Institutional Research & Planning; Edinboro University
ROOM: Butterfield 209
ABSTRACT: The presenter will include a summary of the concerns and methods of assessing values outcomes. Examples of successful values assessment programs at various institutions of higher education will be discussed. A reference list of values assessment instruments and programs will be distributed. Opportunity for group discussion and sharing will be included.

TITLE: "Pitfalls in Values Education and How to Avoid Them"
PRESENTER: Dr. Stephen Bickham, Philosophy; Mansfield University
ROOM: Butterfield 231
ABSTRACT: The matter of teaching values is a complicated and serious one which requires a close analysis before it is undertaken. If teaching values is not entered into within closely defined parameters, there is a significant danger of the institution, or in this case the SSHE, operating in ways that are contradictory to some of the most basic values of a democratic society. This presentation will examine seriously the dilemmas facing a state institution wishing to enter into teaching values and will discuss three models of how these dilemmas might be solved.

TITLE: "Breaking the Silence: Clarifying Values About Sexual Orientation"
PRESENTERS: Dr. Marilyn Sheerer, Elementary Education; Ms. Jessica Jopp, English; Mr. Scott Sackett, Graduate Student, Biology; Edinboro University
ROOM: Butterfield 202
ABSTRACT: Prejudice against homosexuals in our society is rooted in fear and misunderstanding. When issues, myths, and beliefs are differentiated through meaningful dialogue and values clarification, an increased understanding and acceptance can result. In this session, the panel will present a dialogue process model for encouraging productive discussion of the topic.

TITLE:

"Panel Discussion - Ethics in the Professions"

PRESENTERS:

Dr. Thomas Cypher, Educational Administration and Foundations;
Dr. Ruthanne Pitkin, Biology; Shippensburg University

ROOM:

Butterfield 203

ABSTRACT:

A committee of faculty and administrators of Shippensburg University submitted and received funding for a grant from the Pennsylvania State System of Higher Education to explore the ways of enhancing student awareness of the relationship of values to future professions. The focus of the committee was to initially explore the meaning of professionalism within the university community and to further explore what is meant by personal integrity.

The presentation by a panel from the advisory committee will discuss the overall perspective of the direction and philosophic assumptions of the program. The results of the survey will be presented and explained by the researchers. The remainder of the session will be reserved for responding to questions from the audience. Handouts of the grant and progress to date as well as the survey will be distributed to the audience.

TITLE:

"Should School Teachers Be Held to Higher Moral Standards Than Others: Four Case Studies and Implications for Teacher Preparation"

PRESENTERS:

Dr. Janet Baker, Educational Services; Ms. Virginia Diraimo, Graduate Student; Syed Zaidi, Graduate Student; Edinboro University; and Ms. Kimberly Holland, Teacher, City of Erie

ROOM:

Butterfield 200

ABSTRACT:

The session will provide a forum to discuss the social, legal, and professional ramifications of the public's expectations regarding a teacher's character and morality. Discussion will focus on cases in which teachers are faced with moral dilemmas.

10:00-10:15

-BREAK - UNIVERSITY CLUB

10:15-11:15

**CONVOCATION SPEAKER: Dr. Kathleen McGrory on
"The Moral Obligation of the University"
University Club**

11:30-12:00

-CONCURRENT SESSIONS:

TITLE: "A Conversation with Kathleen McGrory"
ROOM: Butterfield 200
ABSTRACT: This session is designed as an informal follow up to Dr. McGrory's presentation on "The Moral Obligation of the University." It will provide participants the opportunity to continue dialogue on the topic.

TITLE: "Teaching Methods: Clarifying Student Values"
PRESENTER: Rose Ann Neff, Health Education; Lock Haven
ROOM: Butterfield 209
ABSTRACT: As teachers we like to believe that our lessons make lasting impressions, whether great or small, on the minds and lives of our students. We also like to think that we deliver our lessons in the most appropriate ways via our teaching methods. In combination then, it is our lessons and teaching methods which influence student outcomes. But is this really so? From my classroom research, two teaching methods, lecturing versus cooperative learning, were compared to determine which was more effective regarding college students' decisions to voluntarily participate in a cholesterol screening. The results seemed to indicate that the teaching methodology did help to determine student learning outcomes. Providing students with correct information is not the only teaching consideration to be addressed, but also who presents the information and how the facts are presented appear to be equally important determinants in the student decision-making processes. Recognizing and understanding these student values has great worth for all disciplines of study.

TITLE: "Values Evaluation: A Developmental Process With Preservice Teachers"
PRESENTER: Dr. Dawn Snodgrass, Educational Services; Edinboro University
ROOM: Butterfield 231
ABSTRACT: This program discusses the need for increased attention to our future teachers as they explore their values relative to their intended professional venture into education. A description of an operating approach to values examination with teacher candidates at the university level is presented as a means of exploring the social principles operating in the field of education today.

This operating approach allows students to examine their own values system in light of past, present, and future trends in education. A developmental timeline of factors which impact values changes is used for projection and reflection.

TITLE: "Values Medieval and Modern: Implementing *Emphasis on Values* in Freshmen"

PRESENTER: Dr. John Hanchin, English; California University

ROOM: Butterfield 202

ABSTRACT: This program will describe the historical perspective on modern values. It will describe a freshman course which considers the themes of individualism and identities of Chaucer's pilgrims and their struggles for their own identities in medieval society.

This program will show the design of the classroom which gives students the opportunity to fulfill four of the goals which "*Emphasis on Values*" articulates.

1. Promote candid classroom discussions of assumptions and values, as well as facts and concepts.
2. Take time to explore ethical issues implicit in or arising from course content.
3. Introduce discussion of value-laden campus or societal issues, which are relevant to course material.
4. Develop or revamp freshman seminars to focus on values and values inquiry - their role in a liberal education, in personal development, in becoming a professional, and in assuming the obligations of citizenship.

TITLE: "Covering Racism, Sexism and Homophobia in the Psychology Adjustment Courses: Objectives, Methods, Resources"

PRESENTER: Dr. James Dalton, Psychology; Bloomsburg University

ROOM: Butterfield 203

ABSTRACT: An understanding of racism, sexism, and homophobia seems essential to healthy psychological functioning in a diverse society, yet these topics receive little if any coverage, directly or indirectly, in current texts. This presentation will:

1. list the objectives for coverage of these topics in a Psychology of Adjustment course, a common general education course in psychology;
2. describe the use of narrative and autobiographical readings to highlight their impact on everyday life;
3. describe exercises used in class to generate student critical thinking and discussion;
4. review student evaluation data for a course in which these have been used;
5. generate audience discussion regarding these and alternative methods, and related issues in covering these topics in this course.

12:00-12:30

-BOX LUNCH - BUTTERFIELD 137

12:30-1:30

-CONCURRENT SESSIONS:

TITLE: "Creating a Context for Teaching Values and Building Community in an Academic Department"

PRESENTERS: Dr. James Gray, English; Ms. Janet Goebel, English; Indiana University; with Devon Duffy and Ms. Donna Mitchell; Peer Mentor Program

ROOM: Butterfield 202

ABSTRACT: This roundtable workshop combines the perspectives of administrator, teacher-educator and former students on the positive transformation of our English Department through a discipline-based Peer-Mentor Program - the first in the U.S. This learning community provides a context for teaching values, fosters a spirit of cooperation rather than competition in our undergraduate program, and offers students a chance to provide a service to their community. The workshop should enable the audience to assess the need for and advantages of such a program, as well as how to implement a similar program in their respective departments. The discussion segment will help us improve our program via expected input of SSHE colleagues.

TITLE: "Improving Race Relations Via Student Vignettes"

PRESENTERS: Dr. Robert Orndorff, Student Affairs; Ms. Diane Jefferson, Minority Student Affairs; Shippensburg University

ROOM: Butterfield 231

ABSTRACT: Primarily, information will be presented on race relations skits prepared and presented by professional staff, graduate students, and undergraduate students at Shippensburg University. These skits are presented to students in residents halls, classrooms, and the Minority Student Center. A video tape of some of the skits will be shown. A discussion will be held with those in attendance as to uses of this approach to foster improved relations among minority and majority students on campus.

TITLE: "Assessing Values: Finding Useful Instruments"

PRESENTER: Dr. Marion Mason, Psychology; Bloomsburg University

ROOM: Butterfield 209

ABSTRACT: This "round table" discussion will give researchers a chance to discuss the instruments they have used to assess values and moral development. The presenter will begin with a brief introduction to several assessment tools. Following the introduction, the discussion will be opened for all to share ideas, successes and disappointments in using various instruments to assess values.

Agenda

TITLE: "Styles Theories: A Tool for Understanding the Values of Diversity"

PRESENTERS: Cheryl Lossie, M. A., Administrative Assistant, Graduate Studies;
Marian Beckman, M. Ed., Elementary Education, Edinboro University

ROOM: Butterfield 203

ABSTRACT: This workshop will specifically look at Anthony Gregorc's theory of Mind Styles. A discussion of his model will promote the following goals: 1.) To develop an awareness of Self and how one's unique behavior patterns impact on one's environments and relationships; 2.) To promote an awareness that effective communication requires one to approach situations with an attitude which accepts differences; whether they be different styles, gender, races, or cultures; 3.) Ultimately, to change negative stereotypes, reduce intolerance, and enhance cooperation for the common good.

TITLE: "Creative Assignments That Help Students Discover the Relationships Between Values and Anxiety"

PRESENTER: Dr. Jim Glimm, English; Mansfield University

ROOM: Butterfield 200

ABSTRACT: This program will present classroom assignments about values formation that really hit home with students. Without being taught or told, students discover how fear, anxiety and insecurity often lie at the root of some of our most deeply held values. Because so much values formation is unconscious, the assignments encourage projects that lead the student to discovery. They learn to discover raw data on how we form our values. Next the teacher has to help students to organize and interpret this data.

1:30-2:30

-TOUR

TOUR:

STUDENTS WITH DISABILITIES PROGRAM AND CENTER

PRESENTERS:

Dr. Jean Faleta, Special Education & School Psychology; Kate Strosser, Office of Students with Disabilities; Edinboro University
Shafer Hall

The tour will begin at 1:30 outside the front lobby of Butterfield Hall.

THE CONFERENCE ADJOURNS AT 2:30 PM

HAVE A SAFE TRIP HOME!

~Agenda~

Please retain your name tag and wear it at all events.

Thursday, May 20, 1993

- 11:00am - 2:00pm Registration, Van Houten University Club
- Noon - 2:00 Luncheon, Dr. Lawrence Pettit, "Academic Culture and Civic Virtue"
- 2:15 - 3:45 Session I, Faculty & Staff Presentations, Butterfield Hall
- 3:45 - 4:00 Break, Butterfield Hall
- 4:00 - 5:00 Session II, Faculty & Staff Presentations, Butterfield Hall
- 5:30 - 6:30 Hors d'oeuvres & Refreshments, Van Houten University Club
- 6:30 - 8:30 Dinner and Keynote Address, Dr. Alexander Astin, "Creating a Sense of Community on Campus," Van Houten University Club
- 8:45 - 10:00 Reception for Dr. Astin, Cash Bar, Edinboro Inn Resort & Conference Center

Friday, May 21, 1993

- 7:30am - 8:30 Continental Breakfast, Van Houten University Club
- 8:30 - 10:00 Session III, Faculty & Staff Presentations, Butterfield Hall
- 10:00 - 10:15 Break, Van Houten University Club
- 10:15 - 11:15 Speaker: Dr. M. Kathleen McGrory, "The Moral Obligation of the University," Van Houten University Club
- 11:30 - Noon Session IV, Faculty & Staff Presentations, Butterfield Hall
- Noon - 12:30pm Box lunches provided in Butterfield Hall
- 12:30 - 1:30 Session V, Faculty & Staff Presentations, Butterfield Hall
- 1:30 - 2:30 Tour of Office for Students with Disabilities

~Have a Safe Journey Home~

Literacy Awareness Week



MONDAY MARCH 29, 1993

Movie "*Stanley and Iris*" starring Robert DeNiro and Jane Fonda

A wonderfully romantic love story that tackles a serious problem affecting one out of every five American adults: illiteracy.

9:00 P.M. in the University Center Multi-Purpose Room

(Also showing Monday, Tuesday and Wednesday at 12:00-1:30 P.M. in the Lobby of the Union)

Vocabulary Testing (1:00-4:30 P.M.) (University Center Multi-Purpose Room Lobby)

Discover in just fifteen minutes how your vocabulary compares with other college students nationwide. In a self-graded situation, you will receive immediate feedback and suggestions for improvement of this vital area.

Quick Skills Scan (1:00-4:30 P.M.) (University Center Multi-Purpose Room Lobby)

A fast and painless diagnosis of basic writing skills. Find out if your writing contains those troublesome but glaring skills errors which "haunt" many writers. Feedback from faculty members of the English Department will be available.

THE VOCABULARY TESTING & THE QUICK SKILLS SCAN TESTS WILL BE OFFERED EVERY 1/2 HOUR

Technology (1:00-4:30 P.M.) (University Center Multi-Purpose Room Lobby)

Classroom applications of:

- Software
- Laserdisc
- Interactive Video
- CD-ROM

Book Giveaway (1:00-4:30 P.M.) (University Center Multi-Purpose Room Lobby)

An opportunity to start a reference library or pick up some easy reading books for the summer. Bring your ID and take home 3 books of your choice for free thanks to the EUP faculty and staff.

TUESDAY MARCH 30, 1993 (1:00-4:30 P.M.)

-Vocabulary Testing

-Quick Skills Test

-Technology

-Book Giveaway

"*Stanley and Iris*" starring Robert DeNiro and Jane Fonda

12:00-1:30 P.M. in the Lobby of the Union

"*A Dyslexic Talks about Dyslexia*"

7:30 P.M. Doucette 119

Speaker: Dr. Earl Goodman

WEDNESDAY MARCH 31, 1993 (1:00-4:30 P.M.)

-Vocabulary Testing

-Quick Skills Test

-Technology

-Book Giveaway

"*Stanley and Iris*" starring Robert DeNiro and Jane Fonda

12:00-1:30 P.M. in the Lobby of the Union

"*The Importance of Content Literacy*"

7:30 P.M. Doucette 119

Speakers: Dr. Dawn M. Snodgrass, Educational Services Department

Dr. Kiran Misra, Biology Department

Dr. John Polo, Physics Department

FRIDAY APRIL 2, 1993 LITERACY CONFERENCE:

"*Promoting Literacy in the 1990's*"

Speaker: Dr. Karen Smith, Associate Director of the National Council of Teachers of English "Inquiry-Based Teaching: Making Meaning, Creating Worlds."

(For more information call 732-2671, 732-2267, or 732-2916)

Sponsored by The Literacy Institute of The Center for Excellence in Teaching

APPENDIX J

EDINBURGH
UNIVERSITY



The Region's Teaching, Learning and Service Resource

Its beginnings 135 years ago were modest: a private teacher training academy with a principal, two instructors, and a handful of students all in one wooden classroom building. Today, Edinboro University of Pennsylvania is a comprehensive state university serving a diversified regional, national and international clientele on a spacious and modern campus. In its second century, Edinboro University provides a continuum of leadership and response to the public's needs with functioning centers of excellence for teaching, learning, research and community service. Presented here are two of the many measures of Edinboro University's excellence as an institution of higher learning and contributing member of the larger community.

**EDINBORO
UNIVERSITY**

Bringing the Public's University to the People

The Center for Excellence in Teaching

Throughout his 14 years at the helm of northwestern Pennsylvania's largest institution of higher learning, Edinboro University of Pennsylvania President Foster F. Diebold has believed that Edinboro University, with its 135-year tradition of strength in teacher education, could and should develop better ways to train today's and tomorrow's teachers.

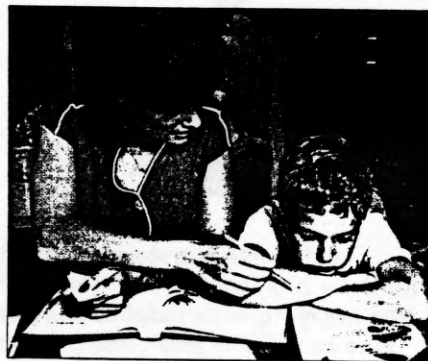
Challenging the university's School of Education to attain its full potential as an academic force for excellence both within the university and outward into its service region, Diebold in 1991 launched the "Thrust Toward Excellence," an initiative to bring Edinboro's traditionally distinguished program of teacher education into sharp analytical focus, prepare it for creative and futuristic action, and maximize its potential as the region's major education resource for the 1990s and the 21st Century.

Central to this interdisciplinary and cross-curricular initiative has been the establishment of the Center for Excellence in Teaching to provide programs and services through collaborative activities within the university and with other institutions in the area. Inclusive in establishing the Center is the potential for the School of Education to reach more broadly across the total university curriculum and involve faculty and students from other disciplines, as well as to include interdisciplinary concerns in its own curricular area. Diebold believes that the collaborative nature of the Center, which is firmly ingrained in its mission statement, will bring campus-wide support to the enhancement of the School of Education, along with realization that its new focus will strengthen the programs of the other schools, (liberal arts; science, management and technologies), as well as improve interrelationships among faculty and programs across the University and outward to the university's tri-state service area.

The Center for Excellence in Teaching houses four institutes: The Ethics and Values in Education Institute; the Literacy Institute; the Early Childhood Education Institute; and the Curriculum, Instruction and Collaboration Institute. The Center not only coordinates and facilitates the work of the four discrete institutes, it also provides lead-

ership in developing priorities and directions, and encourages each institute to develop linkages within the university and with area businesses and schools.

The Ethics and Values in Education Institute will promote dialogue across the campus and within the Commonwealth concerning ethics and campus life, and will focus on the process of ethical decision-



A student teacher and her young pupil concentrate on a lesson at the Miller School, the model school component of Edinboro University's Miller Research Learning Center.

making by students. It will plan other activities on campus to promote ethical inquiry and involvement in service activities for the faculty, students, staff and the community. It will also structure various campus forums on matters of public interest in ethics and values, and guide the academic departments in areas of ethics statements and ethics components in course offerings. As a community service, this institute will also plan conferences and workshops to help area school districts integrate programs for character development and informed decision-making into their curricula.

The Literacy Institute will sponsor conferences on literacy both on and off campus and open to all regional educators. It will provide in-service training at area sites, and integrate greater collaborative initiatives among the several existing on-campus literacy units, including Edinboro's acclaimed Adult Literacy program.

The Early Childhood Education Institute implements several initiatives aimed at promoting the importance of the university's

Miller Research Learning Center programs to the campus and the region. This institute will serve as a regional resource to increase public awareness of issues concerning young children, and will also assist parents to enhance their parenting skills through various workshops and seminars.

The Center's fourth institute, the Curriculum, Instruction and Collaboration Institute, has been formed to promote the development, modeling and refinement of effective instructional practices applicable to basic education. It will present activities to encourage interdisciplinary course offerings, professional staff development, university partnerships with public schools, and teaching effectiveness in both basic and higher education. Collaborative classroom research opportunities linked to public and non-public schools will also be expanded.

With teacher preparation as its birthright, Edinboro University has been and continues to be a principal source of public school teachers in the region, and its teaching mission is vitally important to sustaining the life of the university. The Center for Excellence in Teaching, with its four institutes designed to facilitate collaboration and learning among students and faculty colleagues across disciplinary, departmental and college boundaries, will retain and promote the strength and vitality of Edinboro's historically distinguished teacher education programs. Embodied in the Center and its staff is a greater understanding and appreciation of the essential role of *teaching* in the learning process. It and they will take the lead in ensuring that Edinboro's teacher preparation programs define and educate the kind of teacher needed for the next century. The Center for Excellence in Teaching, with the leadership of the university president, has made education a campus-wide responsibility. In preparing Edinboro University's School of Education graduates to teach in a pluralistic and multi-cultural society, this initiative highlights Edinboro's role in providing services and resources to schools and other institutions in the region.

"Thought

You'd Like to Know . . . "

Edinboro University of Pennsylvania

November/December 1992

The Center for Excellence in Teaching Biting into Education Research and Reform

Second in a Series

Challenging the University's School of Education a year ago to attain its full potential as an academic force for excellence both within the University and outward to its service region, President Foster F. Diebold launched the "Thrust Toward Excellence," an initiative to bring Edinboro's traditionally distinguished program of teacher education into sharp analytical focus, prepare it for collaborative and futuristic action, and maximize its potential as the region's major educational resource for the 1990s and the 21st century.

Central to the interdisciplinary and cross-curricular initiative was the establishment of the Center for Excellence in Teaching, now operational in the Miller Research-Learning Center. Formation of the Center, which is co-directed by professors Ruthanne Atkinson and Dr. Robert Connors, embodies the potential of the School of Education to reach more broadly across the total University curriculum and involve faculty and students from other disciplines, as well as collaborate on interdisciplinary concerns in its own curricular area.

"The outcome of the total 'Thrust . . .' enterprise, besides the end result of the Center and its four institutes, was a significant step forward in bringing the faculty



from all academic disciplines together, interacting, and working toward collaborative program and service activities within not only the School of Education, but within the total University and with other institutions in the region," said Diebold.

"I expect the good work of the Thrust Toward Excellence task force and the Center for Excellence in Teaching to have long standing high impact on this University," Diebold said, "and I expect to see recommendations come forward for similar initiatives in the schools of Liberal Arts and Science, Management and Technologies."

The Center for Excellence in Teaching houses four institutes; the Ethics and Values in Education Institute; the Literacy Institute; the Early Childhood Education Institute; and the Curriculum, Instruction and Collaboration Institute. The Center not only coordinates and facilitates the work and planning of the four discrete institutes, it also provides leadership in devel-

oping priorities and directions, and oversees the development of linkages both within the University and with area businesses and schools. The Center will also build repositories of classic literature in education and contemporary research findings specific to the disciplines and accessible to all educators in the University's service area.

The Ethics and Values in Education Institute, chaired by Dr. Peg Bevevino, will promote dialogue across the campus and within the Commonwealth concerning ethics and campus life. Focusing on the process of ethical decision-making by students, it will plan other activities on campus to promote ethical inquiry and involvement in service activities for the faculty, students, staff and community. It will also structure various campus forums on matters of public interest in ethics and values, and guide the academic departments in areas of ethics statements and ethics components in course offerings. As a community service, this institute will also plan conferences and workshops to help area school districts integrate programs for character development and informed decision-making into their curricula. A State System-wide conference on values, hosted by this institute, is scheduled for the spring of 1993.

Continued

Excellence in Teaching cont'd.

The Literacy Institute, chaired by Dr. William Weber, will sponsor conferences on literacy both on and off campus and open to all regional educators. It will provide in-service training at area sites, and integrate greater collaborative initiatives among the several existing on-campus literacy units, including Edinboro's acclaimed Adult Literacy and Student Literacy Corps programs. A literacy conference for area educators is planned for April 2, 1993.

The Early Childhood Institute, chaired by Dr. Karen Bauer, implements several initiatives aimed at expanding the role of the University's Miller Research-Learning Center in research, training and service to the region. In addition to new programs for professionals, this institute will develop programs and provide speakers and workshops on parenting skills to increase public awareness of issues concerning young children. The ninth annual Early Childhood Conference, "Working and Learning Together," will be held in May 1993.

The Center's fourth institute, the Curriculum, Instruction and Collaboration Institute, chaired by Mr. Kenneth Adams, will guide the process of developing, refining and improving instructional practices. It will also present activities to encourage interdisciplinary course offerings, professional staff development, University partnerships with public schools, and teaching effectiveness in both basic and higher education. Collaborative classroom research opportunities linked to both public and non-public schools will also be expanded.

Diebold said that, along with renewed emphasis on ethics and values in education – which have been subjects of his special interest for more than 20 years, he also sees the Center structure as a focal point to conduct and give direction and shape to matters of educational research.



EDINBORO UNIVERSITY
OF PENNSYLVANIA

Center for Excellence in Teaching
Curriculum, Instruction & Collaboration Institute
Early Childhood Education Institute
Ethics Institute
Literacy Institute
Miller Research Learning Center
Edinboro, PA 16444
(814) 732-2916

August 10, 1993

Welcome, EUP Freshman:

We congratulate you on your decision to come to Edinboro University. Your college years will be a time in which you will compare your own world view with that of other students who may come to Edinboro with backgrounds and beliefs very different than your own.

As you begin your college experience, you will find yourself reflecting on your own views of society and self as well as the beliefs held by others whom you will meet here on campus.

Although values education is a controversial issue, the EUP Institute for Ethics and Values Education is initiating a pilot program for freshmen-one in which you will have the opportunity to read a selection dealing with ethics and values. The selection which follows has been chosen by the Edinboro Institute for Ethics and Values Education steering committee as a starting point for your individual reflection and subsequent group dialogue.

Please read the selection enclosed before you arrive on campus. Many professors will be using this reading for class dialogue during the fall and spring semesters. They will expect you to have read the material and to be able to enter into class discussions and assignments relative to the issues explored therein.

Thank you! We look forward to your arrival.

Sincerely,

Mary M. Bevevino, PhD.
Chair, Institute for Ethics and Values Education

Susan J. Criswell, PhD.
Subcommittee on Freshman Values Exploration

NOTE: Complete handout is available in the Center for Excellence in Teaching



EDINBORO UNIVERSITY OF PENNSYLVANIA

Trust Power & Excellence
Fortifying Edinboro's Role as Educational Leader
Volume 1, Number 3
Spring 1993

FRESHMAN VALUES EXPLORATION

1993-94

SUGGESTED READING BEFORE ARRIVAL ON CAMPUS FOR THE FALL SEMESTER, 1993

CENTER FOR EXCELLENCE IN TEACHING

INSTITUTE FOR ETHICS AND VALUES EDUCATION

The Educator

Newsletter of the School of Education, Edinboro University of Pennsylvania
A Member of the State System of Higher Education



"Thrust Towards Excellence"
Fortifying Edinboro's Role as Educational Leader
Volume I, Number 2 Spring 1993

CIC Schedules Activities, Forges Links with Schools

An "Evening of Science Activities" for education majors and cooperating teachers was sponsored by the Curriculum, Instruction, and Collaboration Institute March 22 in the University Center Multi-purpose Room. Among those participating were selected student teachers, elementary education majors in the Methods in Science classes, secondary education General Instruction Techniques students, members of Tri Beta Biology Honor Society and the Bunsen Society, and faculty from the School of Science, Management, and Technology. Co-ordinators for this event were Dr. Theresa Thewes, Chemistry, and Mr. Ken Adams, Educational Services.

The following faculty and the Assistant Dean travelled to the Quaker Valley School District, Dr. Gerald Longo, Superintendent, to continue planning cooperative activities in special education and other areas: Dr. Jeanne Faieta, Dr. Daniel Shelley, and Dr. Karen Bauer. A team consisting of Dr. James Flynn, Dr. Susan Criswell, Dr. Dawn Snodgrass, Ms. Kathleen Benson, Mr. Kenneth Adams, and the Dean visited Millcreek Schools on April 7 to discuss liaisons at the middle school level, especially with the new Walnut Creek Middle School.

The Institute has established contacts with area school superintendents in a luncheon meeting on January 28 and has initiated a project to aid in the re-establishment of Future Educators Clubs for grade 9-12 students in northwest PA. School of Education faculty have volunteered to assist with this and other liaison possibilities.

A grants workshop is planned for the evening of April 13. The Institute is also developing a directory of collaborative efforts between the University and social agencies, public and private schools, and government agencies which will be available to all area schools.

Literacy Institute Holds Awareness Week

The Literacy Institute of the Center for Excellence in Teaching (Dr. William Weber, Chair) sponsored the first annual Literacy Awareness Week March 29-April 2. The week culminated in a day-long literacy conference, "Promoting Literacy in the 1990s," at the Edinboro Inn, co-sponsored by the Literacy Institute, the Elementary Education Department, and the Institute for Research and Community Services. Keynote speaker Dr. Karen Smith, Associate Director of the National Council of Teachers of English, spoke on "Inquiry-based Education: Making Meaning, Creating Worlds" to initiate the day's activities. Following a tour of publishers' displays and a luncheon, participants divided into small groups for their selections among six workshops in Session I and six additional workshops in Session II. These spanned such topics as parental involvement in children's literacy, assessment in secondary classrooms, using children's literature to teach mathematics, holistic learning, multi-culturalism through libraries, and whole language in learning support classrooms.

Featured activities during the week included movies, a book giveaway, and lectures by guests and faculty. Dr. Earl Goodman, former Dean of Professional Studies at Northern Illinois University, presented "A Dyslexic Talks about Dyslexia." A panel of Edinboro faculty members (Dr. Dawn Snodgrass, Dr. Kiran Misra, and Dr. John Polo) discussed "The Importance of Content Literacy." Students were given the opportunity to receive free books, take a vocabulary test,

INNOVATION IGNITES THE FUTURE

By Bonnie Gallagher

Traditional values meet with new technology. The time honored collides with time management. Just as society is struggling to find its way up and out from under a mountain of new questions and challenges, so are institutions of higher education straining against rising demands and tighter constraints. Never before has the lens of scrutiny been so firmly fixed on education; so many are convinced that it is the foundation from which our future success or failure will come. It's a tall order, but someone has got to fill it, and we found that local educators are trying in a big way ... and in small ways ... and in ways that just may surprise you. We asked six local institutions to give us their clues to the future. Join us as we examine what they said.

Teacher education has become an issue of national concern, and local institutions are responding. First, we looked at the State University of New York at Fredonia and discovered a real success. In the words of Dr. Alan Wheeler, Dean of Educational Studies, "Fredonia has been hailed as one of the premier innovators in the state and nation for its new Teacher Education Curriculum," an achievement he asserts "was highlighted by our participation as one of only 35 institutions in the United States to be invited to the American Association of State Colleges and Universities (AASCU) White House Conference on *Teach America*." Held in June of 1992, this conference marked the beginning of an effort to develop an educational agenda that will lead into the 21st Century. With Fredonia's new Teacher Education Curriculum we find a model that represents a total rethinking of how teachers must be trained to meet both present and future needs. What is different? A great deal. As Wheeler describes the curriculum, it "is a four-year, continuous assessment program that is coupled with a four-year, field-based program." A significant difference lies in the amount of exposure education students will have out in the schools and communities where they will eventually work, but just as

significant are new course requirements in multicultural education and more. An international focus has been built in, and "the diagnostic, descriptive, continuous assessment aspect of the program represents an innovation that heretofore has not existed in teacher education approaches," Wheeler concludes.

RARE (Reflective And Responsive Educator) is the acronym that identifies the now formalized program, and it is identified as "Preparing Teachers for Het-



When Dr. Alan Wheeler (center) became Dean of Educational Studies at the SUNY at Fredonia, he knew that a revolution in teacher training methods was needed to meet the needs of the future. RARE (reflective and responsive educator) is that revolution, and it is firmly in place.

erogeneous Classrooms." Some of the noteworthy features of this new curriculum for teacher training are the inclusion of (1) four years of sequential and highly structured, field-based instruction, (2) systematic preparation in the use of validated teaching procedures, (3) intensive training in collaborative decision making, (4) direct teaching opportunities with children from different cultural and linguistic backgrounds and with exceptional learners, (5) sufficient preparation in the appropriate utilization of instructional technology, (6) an objective evaluation component that assesses the effectiveness, efficiency and social acceptability of acquired instructional methods coupled with specific training activities and (7) a conceptual framework that prepares teachers as reflective decision-makers and lifelong learners.

It is fact that teachers today and in the future will find ever-increasing diversity in the classrooms they enter. What Fredonia has created addresses this challenge directly, bringing future teachers into the classroom much earlier, much more often and much better equipped than ever. The college is working in an ongoing manner with local school districts, educators from across the campus and national colleagues within the ASSCU network to stay responsive to the changing community and social needs. In other words, continual improvement is built right into the program.

At Edinboro University we found yet another approach to change that has been just as dramatic in reworking the very foundation of how higher education traditionally has trained teachers. President Foster Diebold offers an outline of recent history that demonstrates why teacher education programs fell to the wayside and why Edinboro found itself in such a promising position when that trend took a sharp reverse. Diebold focuses specifically on schools that originated as teacher training institutions, explaining how the very purpose for which these schools were created was pushed further and further into the background as liberal arts and the professions took center

stage, converting these schools to multi-purpose institutions. The more these schools pushed for a multi-purpose image, the more an accompanying belief grew that the teacher training component needed to be downplayed, to the point that it sometimes became regarded as an embarrassing negative. Let it suffice that teachers who trained from the 50s through the 80s did not enjoy a great deal of clout for their choice of profession, and this attitude was very much a pronounced national trend. While it was once commonplace for elementary and secondary schools to be located right on college campuses to serve as teacher training laboratories, many were "tossed off campus" during this period. Not so at Edinboro University. Diebold understood the value of campus schools, having started his career as a teacher himself. When he stopped what would have been the elimination of the Miller School on Edinboro's campus, it was a move that would prove visionary.

Now, suddenly everyone is looking to our public school systems as places that must be restructured to attend to a variety of emerging societal problems. Teacher training programs have become the new centerpiece of hope for the future, and because Edinboro held onto that tradition more tightly than most, they are uniquely positioned for the present. "Edinboro began its Thrust Toward Excellence with a revitalized school of education already in place and a laboratory school right on campus," Diebold asserts. "Everything was already there to work with."

To grasp how Edinboro's Thrust Toward Excellence has evolved is to identify a flawless model of Total Quality Management (TQM) at work in education. It is an example of educators being given the autonomy and respect to redesign the future of their field, drawing upon the wealth of their own experience in collaboration with other colleagues. The Thrust Toward Excellence began with a task force of educators from the School of Education. Dr. Margaret Bevevino was appointed to chair the

1993 ANNUAL QUALITY LIVING EDITION



If you'd like to see a perfect model of Total Quality Management in action, look no further than Edinboro University's Thrust Toward Excellence. When a university utilizes its own campus experts to completely reexamine where they are going, great things happen. Here, President Foster Diebold and Dr. Margaret Bevevino review material for one of many, many task force meetings.

group, and Diebold presented the educators with four relatively simple sounding challenges. He asked them to (1) examine their own administrative structure and assess what was right and what was wrong, (2) examine educational and curriculum priorities from a diverse menu of perspectives, (3) examine the relationships that they had on campus with other schools, with the teaching school and with student affairs and (4) examine the Miller Center to identify both immediate and long range steps that would enhance it. "That was it," Diebold reflects. "I've learned that one of the best ways to get the most out of faculty, particularly when they are dedicated to a task, is to just leave them alone; give them some guidance and stay interested, but leave them alone." That was in May of 1991.

The task force went to work, and the depth of what it did led into just about every corner of the campus. Faculty from many other disciplines were touched dramatically by the process as some realized for the first time they could benefit mutually through collaboration with the School of Education. Unprecedented new linkages across the campus were being explored, and the reactions came in shapes and sizes to match, but once the initial

shock wore down and new understandings began to emerge, Edinboro University was on its way with an undertaking that would impact the future irrevocably.

In February of 1992 the task force presented its final report to the president. To understand the quality of work that these educators delivered back, you need only look at the results: Diebold estimates that 97 - 98 percent of the more than eight dozen recommendations made are already in process.

The School of Education's Thrust Toward Excellence task force report led to the creation of the Center for Excellence in Teaching. It is now a permanent entity on campus and houses four separate institutes that are hard at work implementing the recommendations that came from the original task force and finding new ways to introduce innovation all along the way. The new institutes are organized in the following manner: (1) The Curriculum, Instruction & Collaboration Institute, (2) The Early Childhood Education Institute, (3) The Ethics Institute and (4) The Literacy Institute. Bevevino clarifies some of the current processes that are underway: "We are looking at curriculum as a collaborative proposition whereby content areas are just as involved in teacher education as the School of Education. We are looking at more collaborative teaching methods, and we are adding values and ethics components to the courses that we already teach. The creation of the institutes to promote our goals will make it ongoing. It must be kept as a whole campus initiative, enabling faculty to take ownership. That is exactly what is happening through the institutes."

The School of Education at Edinboro is now positioned to be a leader in forging new directions for teacher education. It has not only linked up with other schools on campus, but it has also formed links with the community and with other institutions throughout the state. Come spring, Edinboro will be the site of the first statewide conference on values in education, bringing the institution well-deserved recognition for the outstanding

strides its faculty have made. The task force process that created all of this will soon be duplicated by other schools on the University campus, making excellence the ongoing rule at Edinboro.