

The Connecticut State Department of Education
in Cooperation with AACTE-CT Present



Colloquia for THE FACULTY AND ADMINISTRATORS

ITBD, New Britain
SEPTEMBER 23, 2008
& OCTOBER 22, 2008
8:00 am to 3:30 pm

How can preparation programs best prepare school professionals to serve all learners regardless of social, linguistic and cultural background? How can candidates be best prepared to employ research-based classroom practices that work with culturally and linguistically diverse learners, students in impoverished communities, and struggling learners with learning disabilities or learning deficits? How can preparation programs and state agencies form partnerships to support the work of preparing educators for the 21st century classroom?



The stark reality of student performance and student need has created an urgency to prepare teachers to teach all students in general and special education, including students with and without disabilities, English language learners, and those in urban districts. These colloquia will provide opportunities for higher education faculty to dialogue with nationally known experts in integrated teacher preparation to explore:

- The programmatic changes that are necessary to prepare teachers for the diversity of special and general education student learners that exist in classrooms today;
- Different models of successful integrated programs; and
- How to develop or redesign programs to prepare new teachers for integrated certification in early childhood, elementary and secondary education.

AGENDA

DAY ONE: SEPTEMBER 23, 2008

(Click on names in [blue](#) for more biographical information.)

WELCOME

Mark McQuillan, Connecticut Commissioner of Education
Ed Malin, President, AACTE-CT
[Irv Richardson](#), Moderator

OVERVIEW OF CONTEXT AND PROPOSALS FOR INTEGRATED TEACHER PREPARATION AND CERTIFICATION

Nancy Pugliese, Chief, Bureau of Educator Standards and Certification

IMPLICATIONS OF SCIENTIFIC RESEARCH BASED INSTRUCTION (RESPONSE TO INTERVENTION) ON EDUCATOR PREPARATION

[Michael Coyne](#), Associate Professor, University of Connecticut

CONNECTICUT EDUCATOR PANEL

Training Needs of Teachers Serving the Diverse Needs
of Students in Classrooms Today

INTRODUCTION OF DR. MICHAEL HARDMAN

John Doyle, CSU Trustee and President of Doyle, D'Amore & Balducci

REDESIGNING TEACHER EDUCATION THROUGH AN INTEGRATED PROGRAM MODEL

[Michael Hardman](#), Dean of Education, University of Utah

DESIGNING COLLABORATIVE PROGRAMS FOR TEACHERS IN INTEGRATED CLASSROOMS

[Linda Blanton](#), Professor (formerly Dean), Florida International University
[Marleen Pugach](#), Professor, University of Wisconsin-Milwaukee

NEEDS ASSESSMENT FOR FUTURE DISCUSSIONS AND NEXT STEPS COLLOQUIUM EVALUATION

[Irv Richardson](#), Moderator

** Lunch will be provided. **

AGENDA

DAY TWO: OCTOBER 22, 2008

(Click on names in [blue](#) for more biographical information.)

WELCOME

Ed Malin, President, AACTE-CT

RECAP OF SEPTEMBER 23 COLLOQUIUM

[Irv Richardson](#), Moderator
Nancy Pugliese, Chief, Bureau of Educator Standards and Certification

EXTENDED TEACHER EDUCATION PROGRAM (ETEP) UNIFIED PROGRAM

[Walter Kimball](#), Professor, University of Southern Maine

CONNECTICUT INTEGRATED ELEMENTARY/SPECIAL EDUCATION PROGRAMS

Nancy Marano and Judith Terpstra, Southern Connecticut State University
Vicky Day and Joan Pedro, University of Hartford

NCATE AND CSDE PROGRAM APPROVAL PROCESS FOR INTEGRATED CERTIFICATION ENDORSEMENTS

Margie Crutchfield, NCATE, Program Review Coordinator
Katie Moirs and Robert Szczepanski, CSDE Educator Preparation Program
Approval Coordinators

DEANS' PANEL DISCUSSION ON NEXT STEPS

NEEDS ASSESSMENT FOR FUTURE DISCUSSIONS AND COLLOQUIUM EVALUATION

[Irv Richardson](#), Moderator

** Lunch will be provided. **

COLLOQUIUM REGISTRATION

*** REGISTRATION DEADLINE: FRIDAY, AUGUST 29, 2008 ***

A COLLOQUIUM FOR IHE FACULTY & ADMINISTRATORS

ITBD, New Britain

DAY ONE: SEPTEMBER 23, 2008

DAY TWO: OCTOBER 22, 2008

8:00 am - 3:30 pm

** Lunch will be provided. **

NAME: _____

HIGHER ED INSTITUTION: _____

TITLE/DEPARTMENT: _____

PHONE: _____

E-MAIL ADDRESS: _____

DAY(S) ATTENDING: *Click on appropriate box(es)*

Day One – September 23, 2008

Day Two – October 22, 2008

OR FAX YOUR COMPLETED REGISTRATION FORM TO:

Bureau of Educator Standards and Certification
Attn: Deb Erling-Ohara
860-713-7017

Colloquia Site:

ITBD
185 Main Street
New Britain, CT 06051

For directions to the site, refer to:

<http://www.ccsu.edu/itbd/directions/default.htm>

Questions on colloquia content?

Contact georgette.nemr@ct.gov.

Questions on registration?

Contact deborah.ohara@ct.gov.



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Bureau of Educator Standards and Certification
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E-mail: teacher.cert@ct.gov

PRESENTATION TOPICS & PRESENTER BIOGRAPHIES

IMPLICATIONS OF SCIENTIFIC RESEARCH-BASED INSTRUCTION (RESPONSE TO INTERVENTION) ON EDUCATOR PREPARATION

Michael Coyne, Associate Professor, University of Connecticut



The CSDE recently released guidelines for *Using Scientific Research-Based Interventions (SRBI): Improving Education for All Students – Connecticut’s Framework for Response to Intervention (RTI), Executive Summary, February 2008*. Dr. Coyne will speak to the implications of SRBI on teacher preparation and the skills needed by teachers working with students with a diversity of learning needs.

Dr. Michael Coyne is associate professor and program coordinator of special education at the University of Connecticut. He is also a research scientist at the Center for Behavioral Education and Research. He has expertise in scientifically based reading research, beginning reading curriculum and instruction, schoolwide reading improvement, and effective practices for students with learning disabilities. Dr. Coyne currently directs or co-directs three multiyear research grants funded by the U.S. Department of Education’s Institute of Education Sciences focused on optimizing vocabulary and beginning reading practices for students with diverse learning needs through school-based experimental research. Dr. Coyne has co-authored articles that have appeared in peer-reviewed journals including *Learning Disabilities Research & Practice*, *Annals of Dyslexia*, *Elementary School Journal* and *Exceptional Children*, and serves on the editorial boards of the *Journal of Learning Disabilities*, *Learning Disabilities Quarterly*, *Journal of Literacy Research* and *Reading Psychology*. Dr. Coyne provides assistance and consultation to school districts and state departments of education around the country related to national reading and literacy initiatives. Dr. Coyne holds certification in both elementary and special education and is a former special educator in public schools.

PRESENTATION TOPICS & PRESENTER BIOGRAPHIES

REDESIGNING TEACHER EDUCATION THROUGH AN INTEGRATED PROGRAM MODEL

Michael Hardman, Dean of Education, University of Utah



Michael L. Hardman is dean of the College of Education at the University of Utah. He also serves as chair of the Department of Teaching and Learning, professor in the Department of Special Education, and university coordinator for the Eunice Kennedy Shriver National Center for Community of Caring. In 2004–05, Dr. Hardman was appointed the Matthew J. Guglielmo Endowed Chair at California State University, Los Angeles, and the governor’s representative to the California Advisory Commission on Special Education. In addition, Dr. Hardman is senior education adviser to the Joseph P. Kennedy, Jr. Foundation in Washington, D.C., and a former member of the International Board of Directors for the Council for Exceptional Children. He has directed or consulted on several international projects on school improvement for U.S. AID, the Organization for Economic Cooperation and Development and UNICEF. Dr. Hardman has numerous publications in national journals throughout the field of education and has authored several college textbooks of which two, *Human Exceptionality: School, Community, and Family* and *Intellectual Disabilities Through the Lifespan*, are in their ninth editions. His newest text, *Research and Inquiry in Education*, was released in fall 2007. As a researcher, he has directed international and national demonstration projects in the areas of educational policy and reform, developmental disabilities, professional development, inclusive education, transition from school to adult life, and preparing tomorrow’s leaders in special education.

PRESENTATION TOPICS & PRESENTER BIOGRAPHIES

DESIGNING COLLABORATIVE PROGRAMS FOR TEACHERS IN INTEGRATED CLASSROOMS

**Linda Blanton, Professor (formerly Dean),
Florida International University**



Dr. Linda Blanton, a professor of special education at Florida International University in Miami, has been actively involved in education for more than forty years. She has been a classroom teacher, demonstration teacher for university programs, and university professor and administrator. Dr. Blanton has served in numerous leadership and administrative roles in universities in Florida, North Carolina and Virginia, to include dean of a college of education, director of a school of education, chair of a department of special education, director of a Center on Excellence in Teacher Education, and director of an interdisciplinary doctoral program. Dr. Blanton served on the board of the National Council for the Accreditation of Teacher Education (NCATE) and worked with the Interstate New Teacher Assessment and Support Consortium (INTASC) to develop standards for what all teachers need to know and be able to do when working with students with disabilities. Dr. Blanton has written and directed numerous federal grants, published articles and research on a variety of topics in special education, been as associate editor for several noted journals in special education (e.g., *Exceptional Children*), reviewed for journals outside her field of special education (e.g., *American Educational Research Journal*), and presented extensively at national, state and local conferences and meetings. Dr. Blanton is co-editor of the book, *Teacher Education in Transition: Collaborative Programs to Prepare General and Special Educators*, and co-author of a recently completed action guide, *Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers*.

PRESENTATION TOPICS & PRESENTER BIOGRAPHIES

DESIGNING COLLABORATIVE PROGRAMS FOR TEACHERS IN INTEGRATED CLASSROOMS

**Marleen Pugach, Professor,
University of Wisconsin-Milwaukee**



Dr. Marleen C. Pugach is professor of Teacher Education in the Department of Curriculum and Instruction at the University of Wisconsin-Milwaukee, where she has been responsible for the preparation of teachers for urban elementary and middle schools since 1986. Her areas of expertise include teacher education reform, building collaborative relationships between the preparation of special and general education teachers, urban school-university partnerships, and qualitative research methods. She is co-principal investigator of UWM's Teachers for a New Era project funded by the Carnegie Corporation of New York and a member of the Milwaukee Partnership Academy, Milwaukee's PK-16 urban council. Dr. Pugach has published numerous articles, book chapters and books. She is the author of an introduction to teaching text, *Because Teaching Matters* (John Wiley and Sons, 2006); co-author (with Lawrence Johnson) of *Collaborative Practitioners, Collaborative Schools*, now in its second edition; and co-editor (with Linda Blanton, Cynthia Griffin, and Judith Winn) of *Teacher Education in Transition: Collaborative Programs to Prepare General and Special Educators*. She consults nationally and internationally on issues of teacher education reform with an emphasis on preparing general education teachers for meeting the needs of students who have disabilities.

PRESENTATION TOPICS & PRESENTER BIOGRAPHIES

EXTENDED TEACHER EDUCATION PROGRAM (ETEP) UNIFIED PROGRAM

Walter Kimball, Professor, University of Southern Maine

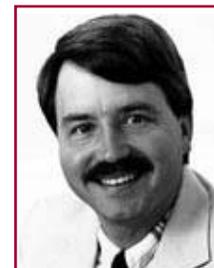


Walter H. Kimball is a professor in the Department of Teacher Education at the University of Southern Maine. He earned his bachelor's and master's degrees at the University of Kentucky, leading to Kentucky certification in general education and special education, and has a Ph.D. from Ohio State University in special education. He has taught special education at the elementary and middle levels. Dr. Kimball's administrative experience includes school district special education director and Title I services coordinator. He has also served as director of teacher education at the university level. His university teaching experience includes teaching courses and clinical supervision in a single license general education program, a special education initial certification program, and a merged dual license general education/special education program.

Dr. Kimball currently coordinates and supervises teaching interns in a two-year online program that merges preparation in two teaching areas— with general education K-8 as the foundation and a choice of special education or English as a second language as a second area. The online program is designed to permit paraeducators to be employed in schools while completing this pathway to teacher certification. Dr. Kimball's professional interests are integrating general education, special education, and English as a second language in initial teacher preparation, the impact of performance assessment on teacher learning, and how online learning communities support teaching intern professional development.

PRESENTATION TOPICS & PRESENTER BIOGRAPHIES

Irv Richardson, Moderator



Irving Richardson is a cum laude graduate of Dartmouth College with a master's in educational administration from the University of Southern Maine and has nearly-completed a doctorate in teacher education and school improvement at the University of Massachusetts, Amherst. He has been an elementary school teacher, a lead teacher, principal, and teaching principal. He was also a member of the Instructional Support Group for the Maine Department of Education. Mr. Richardson served as the teacher representative on the National Advisory Board for John Goodlad's Study of the Education of Educators and was selected as Maine's Teacher of the Year in 1988. He also received a Milken National Educator Award in 1993. In 2006, he was included in the University of Southern Maine's Bailey Hall Wall of Achievement to recognize his contributions to education. Mr. Richardson has served as a consultant to the Connecticut, New Hampshire and Rhode Island Departments of Education as well as to the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Center for Improving Teacher Quality. He has co-authored several publications on multi-age education and parental involvement and has presented at numerous national conferences.