

# Reports of Research

## Using Student Feedback to Examine Teacher Education Programs

*Micheline S. Malow, Laurence Krute, and Shelley B. Wepner*

Manhattanville College

### **Abstract**

Teacher education programs are under scrutiny for measures of accountability. One way our School of Education responded was by developing a survey of graduates that assessed the students' thoughts about programs. The survey, given at the end of the student teaching semester, identified perceived areas of program strength and areas for improvement. Areas of strength included student teaching, lesson plans, content knowledge, creating classroom communities, and reflecting on teaching practice. Areas perceived as needing improvement included communicating with parents and knowledge of federal laws. Survey results prompted discussions targeted toward current effective practices to improve the teacher education programs. This article contributes to the ongoing efforts of one facet of programmatic review within teacher education.

### **Author Biographies**

Micheline S. Malow, Ph.D., is Assistant Professor of Special Education in the School of Education of Manhattanville College, Purchase, New York. Her training is in Educational Psychology and her research interests include teacher's perception of effective inclusive and self-contained K-12 classroom practices.

Email: [Micheline.Malow@mville.edu](mailto:Micheline.Malow@mville.edu)

Laurence Krute, Ph.D., is Associate Dean for Graduate Advising and Associate Professor of the School of Education of Manhattanville College, Purchase, New York. His training is in Sociolinguistics and Linguistics and his primary research interests center on language policy and semantics in first and second language acquisition.

Email: [Laurence.Krute@mville.edu](mailto:Laurence.Krute@mville.edu)

Shelley B. Wepner, Ed.D., is Dean and Professor of the School of Education of Manhattanville College, Purchase, New York. Her research interests include connections between K-12 education and higher education and leadership skills for effectively supporting teacher education and literacy development.

Email: [Shelley.Wepner@mville.edu](mailto:Shelley.Wepner@mville.edu)

New teachers are much like army recruits who receive basic knowledge, skills, tools and simulated battle experiences in the hope that during the heat of actual battle the interacting variables will result in fight rather than flight (Ryan, Applegate, Flora, Johnston, Lasley, Mager, et al., 1979).

The quote above, written in an article more than 30 years ago, sought to explore new teachers' views of their teacher education programs in relation to their first-year teaching experience in urban, suburban, and rural schools. The authors found their students, turned teachers, wished they could have had more firsthand experiences in the classroom and not just as student teachers. Similar opinions have been expressed in more recent

## College Professors' Perceptions of College Teaching

*Kjersti VanSlyke Briggs*  
SUNY College at Oneonta

*Louisa Kramer-Vida*  
Long Island University-Post

*Vicky Giouroukakis*  
Molloy College

### **Abstract**

This study investigates college professors' perceptions of college teaching. Specifically, it examines professors' attitudes toward balancing demands of college life, scholarship, accreditation, and teaching. Findings will benefit all college professors and administrators who seek to understand what factors of college life contribute to faculty career satisfaction.

### **Author Biographies**

Kjersti VanSlyke-Briggs is an Associate Professor at SUNY Oneonta in Secondary English Education. She is the author of *The Nurturing Teacher: Managing the Stress of Caring*. She received her doctorate from Binghamton University and is a past President of the New York State English Council. Her other research interests are in various aspects of literacy including those connected to cloud technology.  
Email: vanslykb@oneonta.edu

Louisa Kramer-Vida is the current President of the New York State English Council. Assistant Professor in the Department of Special Education and Literacy in the College of Education and Information Sciences at Long Island University C. W. Post Campus in Brookville, Long Island, New York. She is also on the board of the Long Island Language Arts Council. Email: louisa.vida@liu.edu

Vicky Giouroukakis, Ph.D., is Associate Professor of Education at Molloy College in Rockville Centre, Long Island, New York. She is the co-author of *Getting to the Core of ELA: How to Meet the Common Core State Standards with Lessons from the Classroom* (2012). Her research interests include adolescent literacy development, standards and assessment, diverse learners, and teacher education.  
Email: vgiouroukakis@molloy.edu

### **Literature Review**

#### **Faculty Attitudes toward Research and Publishing**

Higher education faculty feel pressure to meet the often demanding expectations of academia which include teaching, providing service to the college, and engaging in scholarly activity such as research and publishing (Boyer, 1990; Salehi, 2007). These expectations are most often used for monetary award, tenure, or advancement of rank. Institutions vary in terms of the degree of importance that they place on research and publishing. According to a study by Marchant and Newman (1991), journal article and book publishing is a major consideration by many institutions of higher education for merit pay, tenure, and promotion. Publishing seems to rank higher than teaching to the

## **Ghosts Stories: Tales of Iconic Images that Influence Learning, Teaching, and Life Choices**

*Carolyn F. Chryst*

*Zanna McKay*

*Cindy Lassonde*

SUNY College at Oneonta

### ***Abstract***

Through the hegemonic tales presented in this paper, the authors propose that teacher educators, preservice teachers, and in-service teachers have internalized a “ghost” teacher. This Ghost Teacher (GT) functions as “expert,” trumping information, data, and research filtering information we allow into our understanding of the landscape of school. Unveiling the GT may be the missing factor in efforts to engage teacher candidates successfully in reflections about complex changes in praxis and to move educational reform forward effectively. The narratives used for analysis were originally told and re-told in the context of teacher educators illustrating theoretical constructs for preservice teachers. However, when retold with the construct of the GT in mind, these tales expanded. Narrative inquiry processes revealed the borderlines of the professional landscape that define the complexities of reform efforts in educational systems. New narratives emerged revealing unacknowledged ghosts. The authors suggest the Ghost Teacher’s function of filtering information to maintain systems of power in education is fast being taken out of the hands of the hegemony.

### **Author Biographies**

Carolyn F. Chryst is Assistant Professor in the Division of Education at the State University of New York College at Oneonta. She teaches a wide variety of education foundations, educational psychology, and museums studies courses that reflect her eclectic professional path. Her research centers on the factors that contribute to and create resistance to learning. Email: carolyn.chryst@oneonta.edu

Zanna McKay, Ph.D., is Associate Professor of Education at the State University of New York at Oneonta, in Oneonta, New York. Her research interests include issues of diversity for prospective teachers, the development of a professional identity in prospective teacher educators, and third culture kids, particularly the children of international educators. Email: zanna.mckay@oneonta.edu

Cindy Lassonde, Ph.D., is Professor at SUNY College at Oneonta. She teaches undergraduate and graduate courses in literacy and special education. Her professional interests include K-6 writing pedagogy and the self-study of teacher education. Email: cindy.lassonde@oneonta.edu

# SHARING PERSPECTIVES

## **A Counter-Policy Collaboration Among Schools of Education: What Promise for Transforming Teacher Education?**

**Jane Ashdown**  
Adelphi University

**Michael P. Hogan**  
Long Island University-Post

**Dolores Burton**  
New York Institute of Technology

**Donna Levinson**  
Hofstra University

### **Abstract**

This article describes one beginning effort by school of education leaders from ten private colleges on Long Island to promote educator preparation collaboration and move beyond what would more typically characterize their relationships – competition. This article provides a descriptive account of Long Island Deans of Educator Preparation’s (LIDEP’s) development and examines it in the context of a counter-policy heuristic.

### **Author Biographies**

Jane Ashdown, Ph.D., is Dean of the Ruth S. Ammon School of Education at Adelphi University, Garden City, New York. Her research interests include teaching effectiveness and teacher education accountability. Email: JAshdown@adelphi.edu

Dolores Burton, Ed.D., is Chair of the Department of Teacher Education at New York Institute of Technology, Old Westbury, New York. Her research interests are mathematics education, diverse learners, the use of technology for teaching and learning, and the implementation of Response to Intervention. Email: dburton@nyit.edu

Michael Hogan, Ph.D. is Associate Dean of the College of Education and Information Sciences at Long Island University-Post, Brookville, New York. His research and teaching interests are K-12 administration, school finance, and technology and education. Email: michael.hogan@liu.edu

Donna Levinson, M.A., is Associate Dean for External Relations and Recruitment at Hofstra University in Hempstead, New York. Her research interests include teacher development with a special interest in the role of assessment, feedback and collaboration as a tool for professional growth. Email: donna.d.levinson@hofstra.edu

Note: The authors are from Long Island Deans of Educator Preparation (LIDEP) participating institutions. LIDEP institutions are Adelphi University, Dowling College, Five Towns College, Hofstra University, Long Island University – Post, New York Institute of Technology, St. John’s University, St. Joseph’s College, Touro College.

## Character Education and the Changing Suburbs

*Shelley B. Wepner*

*JoAnne Ferrara*

*Laura Bigaouette*

Manhattanville College

### **Abstract**

This article describes a School of Education's mission to address the needs of students in changing suburban school districts by establishing a collaborative relationship between K-12 education, teacher education, and the community. This initiative, the Changing Suburbs Institute® (CSI), is a grass-roots college-school district-community collaborative that seeks to prepare teachers and leaders to improve educational outcomes for students, with a particular emphasis on Hispanic students attending increasingly diverse suburban schools.

As a result of the outreach efforts and partnership work of the Changing Suburbs Institute®, the School of Education received a Character Education award from the Sage Colleges in 2011. The article highlights the components of CSI as it relates to Character Education in the community.

### **Author Biographies**

Shelley B. Wepner, Ed.D., is Dean and Professor of the School of Education of Manhattanville College, Purchase, NY. Her research interests include connections between K-12 education and higher education and leadership skills for effectively supporting teacher education and literacy development.

Email: Shelley.Wepner@mville.edu

JoAnne Ferrara is the Associate Dean for undergraduate advising, the department chair of Curriculum and Instruction, and Professional Development School (PDS) coordinator at Manhattanville College in Westchester N.Y. Her research interests include professional development schools, community schools, and preservice teacher education. Email: Joanne.ferrara@mville.edu

Laura Bigaouette is Assistant Dean for Outreach in Manhattanville's School of Education (SOE). In this capacity she serves as Director of the Changing Suburbs Institute® and the SOE Alumni Relations program. She initiated the parent education component of CSI because of her involvement with the Hispanic community and, as a result, developed the annual Parent Leadership Institute to help parents learn about the US education system. She also runs all events related to CSI, including the membership and the annual conference.

Email: Laura.bigauouette@mville.edu

## **Operating Theater: Preparing Teachers through a School-University Collaboration**

***Lenore Cohen***

Johns Hopkins University (retired)

***Jennifer Cuddapah***

Hood College

***Teresa Field***

Laureate International Universities

***Frank Masci***

Johns Hopkins University (retired)

### ***Abstract***

Operating Theater, a medical field preparation approach, was adapted into an 8-step, cyclical model for collaborative school-university settings. This article provides description of the connections between preparing entrants into the teaching and medical fields through the Operating Theater model. The Professional Development School (PDS) is explored as the teaching hospital setting for supporting educators' professional growth. The roles of those involved in implementing the Operating Theater model are explained. Additionally outlined are the multilevel learning possibilities for novice teachers who are learning pedagogical knowledge as well as the refinement of competency for experienced educators.

### **Author Biographies**

Lenore J. Cohen, Ed.D, previously served as Coordinator of the Professional Development School in partnership with Johns Hopkins University and Howard County Public School System in Maryland. Most recently she has been supervising beginning teachers for Johns Hopkins University. Her research interests are beginning teacher reflection, and mentoring. Email: lcohen@jhu.edu

Teresa Turner Field, Ed.D, previously served as Associate Professor of Education and Program Coordinator at the Johns Hopkins University. She is currently a Course Development Manager for the Product Strategy, Innovation, and Development Group at Laureate International Universities. Her research interests include teacher development and reflection, and processes of teacher change and development. Email: Teresa.Field@laureate.net

Jennifer Locraft Cuddapah, Ed.D, is an Assistant Professor and Secondary Education Program Coordinator at Hood College in Frederick, Maryland. Her research interests include novice teacher learning, career-changers, and linkages between educational theory and practice. Email: cuddapah@hood.edu

Frank J. Masci, Ph.D., has been a public school teacher and principal. Following his retirement from Montgomery County (MD) Public Schools after thirty years, he joined the faculty of the School of Education at Johns Hopkins University where he served as a program coordinator and department chair for 14 years until his retirement in June 2011. His research interests have been centered on alternative and traditional teacher preparation programs. Email: cfmasci@verizon.net

## **“My Favorite Subject is Gym!”: Active Literacy Tutoring That Motivates**

***Brenda Rosler***

Ashland University

### ***Abstract***

What if there was a place at school other than physical education class and recess where students could honor their body and let it move more during literacy instruction? What would happen? Would allowing and even encouraging more physical activity increase students' participation in voluntary tutoring programs? In this article I describe just that: literacy tutoring that is physically active.

### **Author Biography**

Brenda Rosler, Ph. D., is Assistant Professor of Education at Ashland University. Her research interests include urban education, process drama as a prereading strategy, and active literacy. Email: [brosler@ashland.edu](mailto:brosler@ashland.edu).

During my visits to urban schools students are constantly being reprimanded for not standing still in line in the hallway. In classrooms they are often reminded to sit still. Being calm is often rewarded; but imagine all the children who would be rewarded if moving was encouraged. Who are these children? Some people would say “boys” but I would argue that girls like to (and need to) move too. Certainly kinesthetic learners, people who learn best when movement is involved, would benefit from being more active at school. Jensen (2000) would say students with some learning disabilities or attention disorders would also benefit from more physical activity.

Bodies are designed to be active and, when they are not, all sorts of bad things happen to our health. What if there was a place at school other than physical education class and recess where students could honor their body and let it move more during literacy instruction? What would happen? Would allowing and even encouraging more physical activity increase students' participation in voluntary tutoring programs? In this article I describe just that: literacy tutoring that is physically active. I also share the story of two struggling readers engaged in active literacy. First let me provide a theoretical base to connect physical activity with learning in schools.

## Teaching as a Substitute

*Helene S. Napolitano*

Marymount Manhattan College, Emeritus

### **Abstract**

A retired teacher educator, interested in remaining in a teaching environment, writes about experiences as a substitute teacher. The author describes the perceptions concerning teachers, parents and administrators in an affluent suburban school district as different from former knowledge about teaching in urban settings. Theory as emphasized in the college classroom now seems a mismatch in the observed practice during the substitute teaching hours. One outcome of the experiences is a recommendation that teacher educators return to the classroom setting for their own professional development.

### **Author Biography**

Helene S. Napolitano, Ph.D., Professor of Education Emeritus at Marymount Manhattan College, in her retirement has chosen to substitute teach in all grades in an affluent area near her home in Connecticut. Dr. Napolitano enjoys the new experience of following the administration and, at the same time, is observing and learning in the process. Email: helben@att.net

Three years ago, when I mentioned my intention to substitute teach, my friends thought “subbing” degrading because I had a terminal degree from a prestigious institution; was a teacher educator in a well known college for 40 years; and had been a New York City Public School elementary school teacher for six years. I thought otherwise, and after “subbing” for the equivalent of one full year, I decided to share some of my impressions and experiences.

The sharing of these impressions and experiences was threefold: to inform current teacher educators that one’s presence, as teacher, in the classroom, is the best strategy for learning to teach and for learning about the community; the second, to report children’s conversations as a means of demonstrating to preservice teachers that individual differences should be respected; and last, to describe aspects of administrations operating under compelling circumstances. You may decide to stop reading now; what I have stated brings nothing so new to teacher education, but read on. My overall objective for sharing these impressions and experiences, is a suggestion, from my substitute’s view of teachers, parents and administrators, that teacher educators should be required to return to the classroom, as teachers, for at least a semester while they remain in teacher education programs.

It should be noted that the information shared herein, is strictly from a personal, short and varied perspective, exclusive of a research based orientation. I was called often to sub and I earned the unofficial title of “Preferred Substitute”. What I learned about the teachers in the affluent public suburban school district were their superior organizational skills; their extraordinary patience with students; their attention to parental concerns; and their adherence to a schedule given by administrators.

## **What's the News?: Using Newspaper Articles to Inspire Poetry Writing**

***Joanne Kilgour Dowdy***

Kent State University

***Theresa Duncko***

University of Akron

### ***Abstract***

This article provides a workshop approach that combines newspapers and the creative writing process. The use of newspapers in the classroom has been documented in studies that include science, social studies, politics (Niemi & Junn, 1998), nursing, and civic education (Claes & Quintelier, 2009). The effort to link science education and daily life, (Jarman & McClune, 2002) as well as literacy, citizenship, and media-related issues (McClune & Jarman, 2004) has been well established. Kirkpatrick (1994) described the value of newspaper reading and analysis in the education of nurse practitioners in which the process fostered the use of good communication skills. Flexible communication skills prepare students for lifelong learning. Encouraging students to read and respond critically to newspaper articles creates spaces to transform their critical media inquiry into poetry.

### **Author Biographies**

Joanne Kilgour Dowdy, Ph.D., is Professor of Education at Kent State University, in Kent, Ohio. Her research interests include Black women and education, video production in qualitative research, and arts-based literacy instruction.

Email: [jkilgour@kent.edu](mailto:jkilgour@kent.edu)

Theresa Duncko, Ph.D., is an adjunct professor for Kent State University in their Teaching, Leadership and Curriculum Studies dept. and for the University of Akron in their Dept. of Curricular and Instructional Studies. Her research interests include student self-efficacy, problem-based learning and using the multiple intelligences to support student learning. Email: [tduncko@zoominternet.net](mailto:tduncko@zoominternet.net)

### **Introduction**

In the Teaching Reading and Writing in Adolescence and Adulthood class, teachers from the various K-12 disciplines are encouraged to use the newspaper as a teaching tool in their classrooms. Assigning students reading and writing activities based on what they find in the daily newspapers and learning about students through the products that are generated from their writing are two outcomes of the exercise designed for using the paper format of the daily news.