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GERALD MARTIN MAGER

PROFESSOR EMERITUS

LAURA J. AND L. DOUGLAS MEREDITH PROFESSOR FOR TEACHING EXCELLENCE
SCHOOL OF EDUCATION, SYRACUSE UNIVERISTY

[Archive List](#)

Prepared
April 2021



Gerald Martin Mager

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School of Education, Syracuse University

INTRODUCTION AND ORGANIZATION

This archive reflects the professional work of Gerald M. Mager, Ph.D., Professor in the School of Education at Syracuse University, from 1978 to 2015. They include materials from his teaching, his research and scholarship, and his involvement in administrative roles and service at a variety of levels.

This archive is organized into 16 “categories.” Each category begins with a short introduction that explains its focus and Mager’s role in its development. While there is some overlap between and among them, the categories are largely separable from each other, and such an organization may make accessing and using the materials easier. Where it is useful, references linking categories are given.

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Within each category, materials are organized into “items,” that appropriately fit within that category. These items are arranged largely in chronological order and they are numbered accordingly.

For consistency and for ease of reading, all the introductions and items use third-person voice rather than first-person. Thus, “Mager” is used instead of “I.” Hopefully, that usage will limit opportunities for confusion regarding speaker and author.

For each category, a list of terms that are key within the category is provided to allow the user to search for items of particular interest. The search could be undertaken using this entire archive listing provided electronically with the prepared archive. Here is a compilation of all the searchable terms in the 16 categories that follow:

A Bridge to The City
academic lives
academies of educators
accreditation
AERA Award
American Educational Research Association AERA
AMIDEAST
analysis of costs
annual reports
approach to teaching
Association of Teacher Educators ATE
ATE Commission on the Education of Teacher Educators
ATE Commission on Inclusion
ATE Distinguished Program in Teacher Education DPTE
awards
Beginning Teacher’s Views-of-Self Questionnaire (BTVoS)
cases
certification examinations
certification structure
choices
code of ethics
Confederated Organizations for teacher Education COTE
curriculum
elementary education
emerging practical theory

emerging professoriate
evaluation design
external evaluation
field-based teacher education
field experience
first year teacher
focused logs
frame of reference
graduate programs for teacher educators
Higher Education Support Center for SystemsChange HESC
inclusion
inclusive schools
inclusive teacher preparation
induction
inservice education
instructional games and simulations
intern teacher
job pressures
leadership of teaching
learner profile
lesbian, gay, bisexual, and transgendered LGBT
local project
mentoring
mentor-intern relationship
mentor teacher
Mentor Teacher-Internship Program MT-IP
Meredith Professorship
Meredith Symposium
microteaching
models for inclusive teacher preparation
NA grade
new professors
New York Association of Colleges for Teacher Education NYACTE
New York City Schools
New York Partnership for Statewide SystemsChange
New York State Association of Teacher Educators NYSATE
Onondaga Citizens League OCL
Onondaga Community College OCC
Open Society Institute
open-space schools
parent-teacher relations
partnerships
pedagogical strategies

pilot project
portfolios
preservice education
principal support
professional development school
professional experiences
professional portfolios
Professional Standards and Practices Board for Teaching PSPB
professional transitions
program development
qualitative research
reflective teaching
Regents Accreditation of Teacher Education RATE
reorganization
research
research on teaching
reviews
role of teacher educator
school building design
school learning
secondary education
Senate
standards
statewide evaluation
stories
strategies
stress-points
student teacher
survey instrument
Syracuse Area Teacher Center SATC
Syracuse City Schools
systemschange
tales
Task Force on Quality Inclusive Schooling TFQIS
teacher as practical theory builder
teacher career
teacher development
teacher education
Teacher Education Certification and Practices Board TECAP
Teacher Education Conference Board TECB
teacher education program
teacher educator
teacher induction

teacher leader
teacher research
teachers in transition
teachers' problems
teaching profession
teachers' work
teaching center
teaching rewards
theory of mentoring
time
undergraduate teaching
urban teacher preparation
USAID
weekly record of involvement
work clusters
work lives

MAGER'S CURRICULUM VITAE and SELECTED REPORTS AND STATEMENTS

The first category of this archive includes several general items that relate to Mager's professorial career. The categories that follow concentrate on additional aspects of his teaching, research, and service.

Item 1. Mager's final full curriculum vitae.

This document was updated in 2021. Mager's CV may be useful as a reference as categories and files are explored.

Item 2. Annual reports.

Faculty members were expected to submit reports of their work each year. The first seven of Mager's annual reports, from 1978-1979 to 1984-1985, are included in this item. They lay out what he saw as his accomplishments and challenges in each of those years. The sixth annual report, written in the year in which he was granted tenure, includes a response from Burton Blatt, Dean of the School of Education.

Item 3. Sabbatical applications and reports.

Mager applied for and was granted sabbatical leaves twice in his career at Syracuse University: for fall 1987, and for spring 1996. Item includes Mager's applications for each of these sabbatical leaves, letters granting the leaves, Mager's reports on his activities during the leaves, and responses to his reports from Gershon Vincow, Vice Chancellor for Academic Affairs.

Item 4. Statement on scholarship and Statement on service.

Mager prepared statements describing his approach to scholarship and service as part of the reviews for promotion to the rank of Professor, in the fall of 1992. (Mager's *Statement on teaching* is included in the next category of this archive.) His *Statement on scholarship* is accompanied by *Notes on my scholarly activities*. His *Statement on service* addressed work at local, state, and national levels.

Item 5. Promotion to rank of Professor.

Mager was reviewed for promotion to the rank of Professor in the fall of 1992. He was awarded that promotion to be effective in July 1993. Item includes a letter (dated 1993, January 5) from Steven T. Bossert, Dean of the School of Education, to Mager informing him of his promotion.

MAGER'S TEACHING

During his 37 years as a professor in the School of Education, Mager taught a range of courses that served programs of study at the undergraduate and master's levels, typically in the teacher preparation programs of the School. He also taught courses at the graduate level in professional development, educational leadership, curriculum, research on teaching, and teacher education. (Not included are syllabi and assignments from courses he taught early in his career at Syracuse, such as EDU 207 The Study of Teaching, and EDU 600 Parent-Teacher Relations. No copies of these early documents are available.) The number are too great to be included in this archive. But several will illustrate the range and will give insight into his approach to teaching.

The enclosed materials include course syllabi, class notes, sample assignments, quizzes and exams, selected examples of feedback to students on their work, and course evaluation forms, among other materials. Removed from the files are class lists, students' graded work, and student course evaluations – all for purposes of keeping confidentiality.

Item 6. Statement on teaching and the teaching portfolio.

This category begins with the statement Mager wrote and submitted as part of his teaching portfolio for promotion, in the fall of 1992. The statement presented his view of teaching at the time. (Mager offered another view of his teaching in 2001, in his application for the Meredith Professorship in a separate category below.) The statement presents a listing of the courses he had taught, lists of students he had advised at various levels, and his work in program development and administrative roles related to teaching. Item also includes a report, submitted by Marilyn Tallerico, of her observation of one of Mager's classes; this observation was part of the Committee on Teaching process established in the School of Education, as part of reviews for promotion and tenure.

and

This item also includes course materials from Summer 1990 through Summer 1992, that Mager submitted for the promotion review. The courses are: EDU 760 Workshop on Mentoring; EDU 507 Teacher Development; EDU 200 Study of Elementary and Special Education Teaching; EDU 607/307 Principles of Teaching and Learning; EDU 203 Study of Elementary and Special Education Teaching; EDU 507 Teacher Development; and EDU 700 Practices, Problems, and Prospects in the Field of Teacher Education. Each includes introductory statements that provide context to the courses and some insight into his orientation to teaching.

Item 7. Three related courses: EDU 204, EDU 307, and EED 604.

Three courses which Mager taught were adapted for undergraduate and master's level students over the years, with minor changes in course numbers and titles. These courses were core courses in the teacher preparation programs, and they were *the* major part of Mager's teaching commitment; he developed and adjusted the courses over two decades. The courses represented here are: EDU 204 Principles of Learning in Inclusive Classrooms; EDU 307 Principles of Learning in Inclusive Classrooms; and EED 604 Learning and Learners in Inclusive Classrooms. Included in the file are several key concepts and assignments related to the purposes and content of these courses. They are:

Teacher as Practical Theory Builder

The Emerging Practical Theory, in four problems: The Nature of Learning, Learner Characteristics, The Curriculum, and Approaches to Teaching

The Field Experience Handbook

The Field Experience Lesson

The Group Inquiry Project

The Learner Profile

The Entry-Level Professional Portfolio

Item 8. EDU 600 A Survival Kit for Teachers: Learn, Live, and Last in 2001-2002.

This course was developed and co-taught with Paula Drake from the Syracuse Teacher Association, to support new teachers in the district. Item includes a letter (dated 1979, August 28) from Mager to local schools and districts inviting new teachers to enroll in a seminar for first year teachers; this offer of support, 20 years earlier, garnered no interest.

Item 9. EDU 760 Pedagogical Strategies in Teaching Undergraduates.

This course was initiated by Joanna Masingila following discussions with members of the Whitman School of Management. Mager agreed to participate and help organize the course. The course was offered to faculty and instructors in the School of Business during the winter interterm period (2015, January 5-9). Item includes the course syllabus, outlines of the five days of the course, and class materials used in each session. Also included is feedback from a few of the participants on the course.

Item 10. EDA 722 Leadership for Student Learning.

This course was one of four required core courses in the Educational Leadership program. Mager co-taught the course with Gloria Quadrini, an adjunct faculty member in the program, in several semesters.

Item 11. EDU/EDA 725 Current Research on Teaching.

This course was a component of the doctoral program in Teaching and Curriculum, but it was available to all graduate students. This was a course Mager loved to teach; it was the last full-term course he taught before retirement in spring 2015.

Item 12. EDU/EDA 748 Theory and Practice in Mentoring Teachers.

Mager proposed this course for regularization and taught it several times. It built on his work on new teachers, induction, mentoring, and teachers' careers.

Item 13. EDU 824 Practices, Problems, and Prospects in the Field of Teacher Education.

Mager proposed this course for regularization and taught it several times. It built on his practice in teacher education, in program design and approval, his work with New York State Education Department and the Professional Standards and Practices Board for Teaching, and his research on various aspects of teachers' careers.

Item 14. Photos of Mager teaching in April 2003.

Photos were taken by Emmanuel Vaucher, a University photographer. Some of the photos were subsequently used in School of Education and Syracuse University publications. The course was probably EDU 307.

Item 15. Gateway Fellowship Program.

For several years, Mager and Douglas Biklen co-taught the introductory course in the Inclusive Program, EDU 200/203. We did so to model the integration of focuses on regular and special education idea and practices. We were invited to join the Gateway Fellowship Program – faculty members who were teaching lower division, introductory courses across campus. Both Biklen and Mager agreed to participate. Unfortunately, with changes in teaching responsibilities, the term of our participation was limited. Item includes a letter of invitation to join the Program, with a list of current faculty participants. Item also includes communications about activities planned for the faculty participants, and the letter of disengagement from the Program.

Item 16. Advising at various levels.

This category concludes with a complete listing of Mager's work as an advisor:

- to graduate students in the Future Professoriate Program;
- to master's students on their theses;
- to doctoral students completing their doctoral practica or research apprenticeships;
- to doctoral candidates completing their dissertations, as the representative of the Board of Graduate Studies of the Graduate School;
- to doctoral candidates as an outside reader of dissertations;

- to doctoral candidates, as a member of their dissertation committees; and
- to doctoral candidates, as chair of their dissertation research.

(Complete lists of numerous undergraduate advisees and master's student advisees whom he served over the many years of his career at Syracuse University are not available.)

Searchable terms:

emerging practical theory
field experience
learner profile
mentoring
pedagogical strategies
professional portfolios
research on teaching
teacher education
teacher as practical theory builder

EARLY CAREER WORK

Mager was involved in several scholarly and teaching development activities prior to and just after beginning his appointment, in 1978, to the faculty in the School of Education. Several items related to these early years are included in this category.

Item 17. Learning and the organization of education: A model for study.

Mager, G. M. (1976, February). *Learning and the organization of education: A model for study* [Unpublished manuscript]. Curriculum & Foundations, College of Education, Ohio State University. This paper was written for EdC&F 862 The Role of the School in the Social Order, a graduate course taught by Jack Frymier, Winter Quarter, 1976. This paper laid out a model for the reconceptualization of schooling. Item includes the paper itself, with comments from Frymier, and an additional note and paper he gave to Mager. Item includes a survey instrument and a list of prominent educators to whom the paper and instrument were mailed. Item also includes the responses received from twelve respondents – chiefly superintendents of school districts – from across the country. Item also includes an earlier draft of the paper entitled, *Learning and the organization of education: A model for study*, with editorial comments from Frymier.

Item 18. External evaluation of the passive energy conservation project.

Mager assisted James Kelly Duncan, Professor in the College of Education, Ohio State University, in conducting the external evaluation of a project at the University of Houston, focused on passive energy conservation in new home construction. Duncan was the lead evaluator; Mager accompanied him on site visits and in writing the reports. Item includes three reports:

Duncan, J. K., & Mager, G. M. (1976, March 19). *External evaluators' report – Part I: A summary of findings; Part II: Some reflections and projections with respect to the evaluation of the knowledge component and the delivery system*. Item includes a note from Duncan to Mager asking him to “rough out” the report.

and

Duncan, J. K., & Mager, G. M. (1976, August 17). *External evaluator's report No. 2. Appendix A*, in Banerji, R. K., Whitfield, T. D., & Kangun, N. *An experimental learning package for participants in home building industry with regard to energy conservation* (1976, September). University of Houston. Item includes a note from Duncan to Mager on the integration of his ideas into the project.

and

Duncan, J. K., & Mager, G. M. (1976, September 17). *External evaluators' report No. 3, Outline summary and suggestions*.

Item 19. Toward theory building in the field of games and simulations.

Cruickshank, D. R., & Mager G. M. (1976, July). Toward theory building in the field of instructional games and simulations. *Programmed Learning and Educational Technology*, 13(3), 2-9. This article was written by Donald R. Cruickshank and Mager, based on Cruickshank's scholarship in the field of simulations and Mager's review of contemporary sources. Item includes a copy of the article itself (with an amended Figure), and communications between P. G. Tansey and Mager. Item also includes multiple requests for copies of the article from people at institutions in this country and around the world: University of Nebraska, University of Washington, John Hopkins University, Illinois Department of Mental Health and Developmental Disabilities, University of Helsinki, Institute for Experimental Psychology in the Netherlands, and Hanover Medicine High School in Germany, among others.

Item 20. Open classrooms and open space schools.

As a public school teacher, Mager taught in an open-space school, the Beachwood Middle School in Beachwood, Ohio. His experience in that environment was positive and was called on to inform other educators and the public about this approach to school and instructional design. Item includes:

Open Classroom and Open Space Schools. (1976, April 6). A meeting sponsored by the Ohio State chapter of Phi Delta Kappa. Columbus. This panel of educators, representing three different Ohio school districts, discussed the contemporary interest in open space classrooms and schools, including their potentials and issues. Mager helped organize the event. Item includes the flier advertising the event, and the brochure distributed at the event.

and

Mager, J. Reflections on... (1977, December-1978, June). *No Name / Enterprise*. Syracuse University Teacher Corps. Betty Myers served as editor of this newsletter and she invited Mager to write columns for the publication in which he reflected on his experience teaching in an open-space school, with the hope of offering perspective, particularly to the faculty and administrators of Weeks Elementary School, Syracuse, New York, as they initiated their work in such an environment. Twelve issues of the newsletter were published over the course of the year. Item includes a copy of each of the twelve issues, communications from Myers to Mager about the newsletter and some responses to them. Item also includes letters to Myers and/or Mager from colleagues who read some of the columns and their responses; letters from Robert Bogdan, Ron Tyrrell, and Maxine Greene are at hand. Also included is a permission form from Houghton-Mifflin Company, who sought permission to include one or more of the columns in an edition of the textbook, *Kaleidoscope*; it is not known whether that ever occurred.

Item 21. Evaluation of the English curriculum.

Mager undertook an evaluation of the English curriculum at Catholic Central High School, Springfield, Ohio. (1976-1977). Sr. Catherine Cahur, Chair of the English department at that school, asked Mager to lead a review, working with the department faculty. He made a number of visits over the course of the school year, during which an evaluation design was set with the faculty and carried out. Item includes multiple communications with Cahur, department meeting notes, and Mager's orientation to the evaluation. Item also includes eight survey instruments used in the process, a composition assessment instrument, a teacher interview guide, and an alumni survey instrument. Item also includes a printout of selected statistics collected in the evaluation; unfortunately, the interpretive key is not available.

Item 22. The Teaching Consultant Service.

Betty Myers and Mager developed a proposal for a *Teaching Consultant Service* (TCS), in 1977, to the Faculty of Curriculum & Foundations, College of Education, Ohio State University. The proposal was supported by Elsie Alberty, Chair of the Department, as well as Kevin Ryan, Associate Dean of the College. Item includes the proposal itself, a letter from Alberty to the campus introducing the new TCS, and articles and news clips advertising the availability of the service on the Ohio State campus. Mager alone enacted the first year of the TCS in 1977-1978. Item includes a *Summary of the Activities of the Teaching Consultant Service 1977-1978*. Item also include a letter from Alberty to Ryan setting the stage for the second year of the TCS with two new consultants in 1978-1979.

and

Mager, G. M., & Myers, B. (1980, Spring). A personal approach to instructional development. *Improving College and University Teaching* 28(2), 51-56). This article described The Teaching Consultant Service, which Myers and Mager proposed in the College of Education, Ohio State University, and which Mager enacted for its first year in 1977-1978. Item includes an earlier draft of the paper, communications with the journal editor, and the published article.

Item 23. Decision-points in curriculum work.

Mager, G. M. (1978, Winter). Decision-points in curriculum work. *Educational Considerations* 5(2), 17-21. This article on curriculum work, was written by Mager as a doctoral student at Ohio State University. Item includes an earlier draft of the paper which is more complete than the published article. Item also includes communications with the editor, and the published article.

Item 24. Person to person.

Mager, G. M. (1979, July). Person to person. *Education News*, 3(3), 4. In this newsletter from the College of Education, Ohio State University, Mager reflects on his experience as a doctoral student in the College of Education and his subsequent

first year as an Assistant Professor in the School of Education, Syracuse University. Item includes a letter from Mager to Roy Schafer, one of the editors of the newsletter with a draft of his column. Item also includes a letter from OSU Professor Emeritus Edgar Dale (dated 1979, August 6) with comments on the column.

Item 25. A knowledge base for teacher induction.

Johnston, J. M., Newman, K. K., Mager, G. M., & Lasley, T. J. (1981, February 16). *A knowledge base for teacher induction: Implications for collaborative practice* [Conference session]. Association of Teacher Educators (ATE) Annual Meeting, Dallas. This session provided four different perspectives on what was known related to teacher induction. Item includes the four papers. Item also includes the proposal for the session, the letter of acceptance, and the conference program (p. 19).

Item 26. Reflective teaching.

Mager was one of several doctoral students who worked with Donald R. Cruickshank, Professor in the College of Education, Ohio State University, on Reflective Teaching, an alternative practice for use in teacher education. Mager helped write and test several Reflective Teaching Episodes (RTEs). Following from that work undertaken as a doctoral student, Mager continued a limited engagement in promulgating the practice. Item includes:

The origami task and *The redification task*, two RTEs that Mager developed. The former drew on traditional Japanese art of paper-folding; the latter was an invented process inspired by book storage and retrieval bins used in some libraries.

and

Mager, G. M. (1981, April 30-May1). *Reflective teaching: A tool for teacher educators* [Presentation]. Teacher Education – An Aerial View, Confederated Organizations for Teacher Education (COTE) Spring Conference, Syracuse. Item includes the proposal for the session and the conference program including the session (p. 6).

and

A letter (dated 1983, January 4) from Donald R. Cruickshank to Mager inviting him to participate in a professional clinic at the Association of Teacher Educators Annual Meeting, February 1983, Orlando. Cruickshank planned the clinic, *Reflective teaching: An instructional alternative for use in teacher education*. Mager had been involved in developing RTE materials as a graduate student at Ohio State University. Mager's response to the invitation is included. It is unclear whether Mager got the opportunity to participate.

Item 27. Dollars rule in grade realignments.

Baden, T. (n.d.). Dollars rule in grade realignments. Probably *Syracuse Post-Standard*, 11-12. This article appeared in a local newspaper; Mager is quoted regarding district grade realignment decisions.

Item 28. 83 people to watch in '83.

Powers, J. P. (1983, January). 83 people to watch in '83. *Syracuse Magazine*, 6(6), 30-39. Mager is one of "83 people to watch in '83," joining others from the School of Education, Syracuse University: Gwen Yarger and Donald Leu (p. 35). Colleagues from the local education community are also included.

Searchable terms:

- curriculum
- external evaluation
- instructional games and simulations
- open-space schools
- parent-teacher relations
- reflective teaching
- teacher induction

JAMESVILLE-DeWITT / SYRACUSE UNIVERSITY
TEACHING CENTER
and the
PROFESSIONAL DEVELOPMENT SCHOOL

Mager was appointed as an Assistant Professor to serve as the Coordinator of the Jamesville-DeWitt/Syracuse University (JD/SU) Teaching Center in August 1978. He served in that role for ten years, from the 1978-1979 school year to the 1987-1988 school year. The JD/SU Teaching Center was one of three Centers cooperatively developed between the School of Education and local school districts; the West Genesee/SU Teaching Center and the Syracuse City Urban Teaching Center were the other two. In each Center, a Coordinating Council (or its equivalent) of teachers, administrators, and campus faculty was established to set policy and planning and to oversee the workings of the Center, providing guidance and feedback to the Coordinator. During the early years, the three Centers collaborated to create the Syracuse Area Teacher Center (SATC), a federally funded program, part of the national Teacher Center movement. It should also be noted that LeMoyne College was a member of the JD/SU Teaching Center during the early years in which Mager was the Coordinator.

In his role as Coordinator, Mager was responsible for relationship between Jamesville-DeWitt and the School of Education, serving as communicator, facilitator, problem-solver, advocate, and source of research and scholarship, among other activities. He orchestrated the placement of hundreds of student teachers and field experience students in district classrooms and with district personnel. He reviewed and facilitated research undertakings proposed by graduate students and faculty from the University in settings in the district. He oversaw the use of vouchers for graduate study in campus courses. He designed and sponsored inservice courses specific to the Center and its teachers, addressing needs identified within the district. He participated in a variety of district committees and groups that advised district leaders on multiple issues.

Over the ten years, Mager became an established resource within the district, serving the district as a whole and working with individual teachers on their interests and needs. He accomplished these ends while also undertaking a number of responsibilities on campus: teaching courses, conducting research, and serving on School of Education and University committees; many of those efforts are represented in the other categories of this archive. In the fall of 1988, he was asked to become Chair of Elementary Education with the expectation that he would design and facilitate the development the Inclusive Elementary and Special Education Program. He took on that role and began work on campus full-time.

That fall, Dr. Patricia Tinto was appointed as the next Coordinator of the JD/SU Teaching Center.

In the latter years in which Mager served as Coordinator, and in many years that followed, the JD/SU Teaching Center became part of the Professional Development School (PDS) promoted by the School of Education. Gwen Yarger-Kane initially led this movement and subsequently it was fostered by Frank Ambrosie. Mager's role in the PDS was limited, as his on campus responsibilities grew and required his attention elsewhere. But he supported the PDS and contributed to its newsletters.

This category includes a variety of documents representing a few of the activities Mager undertook in the JD/SU Teaching Center, the SATC, and the PDS.

Item 29. The Teaching Center Update.

The Teaching Center Update. (1978, October to 1981, May). These were 10 issues of the newsletter, largely written by Mager to inform district faculty, staff and administrators about events and actions of the Center. In it, teachers reported on conferences they attended; the Center provided limited monetary support for their attendance. The newsletters also provided faculty and administrators on campus some information about the activities of the Center.

Item 30. Endorsements of Mager's work as Coordinator.

Several reviews of Mager's work in the Teaching Center were written in 1980. A letter (dated, 1980, March 14) from Ronald E. Osborn, Curriculum Coordinator of Jamesville-DeWitt, to Berj Harootunian, Director of the Division for the Study of Teaching, provided one review. A second letter (dated 1980, March 25), from Pauline Clair, Principal of Moses DeWitt Elementary School, provided another review. A third letter (dated 1980, April 9) from Richard Sardella, William Hiller, and Jane Praetorius to Mager, encouraged him to apply for the Principalship at Moses DeWitt Elementary School; the position became open when Clair announced her retirement. Mager had served as the JD/SU Teaching Center Coordinator for two years at that point in time; his school district office was located in Moses DeWitt Elementary School, and thus he was well known in that building in the district. Mager did not apply for the position but thanked the teachers for their letter and its endorsement. Another review can be taken from the results of an activity undertaken in which participants were asked to give descriptors anonymously of leaders in the district; these were compiled for each recipient and provided on a slip of paper; that slip describing Mager is included in this item.

Item 31. Syracuse Area Teacher Center national conference.

Teachers helping teachers improve the practice of teaching. (1980, July 7-12). Syracuse Area Teacher Center (SATC) in conjunction with Syracuse University,

Syracuse. This national conference brought together national speakers and local educators to consider the teacher center movement. Mager served as a conference staff member. Item includes the advertisement for the conference.

Item 32. Collaborative teaching centers.

Yarger, G. P., & Mager, G. M. (1982). Toward continuous teacher education: Collaborative teaching centers. *School Organization*, 2(2), 171-77. This paper described the work of the Syracuse University Teaching Centers, as represented particularly in the West Genesee/SU and Jamesville-DeWitt/SU partnerships. Item includes early drafts of the paper, components that were not used in the paper, and the published article.

Item 33. Annual reports.

Annual report of the Jamesville-DeWitt / Syracuse University Teaching Center. (1978-1979 through 1987-1988). These were nine of 10 annual reports prepared by Mager to summarize the work of the Center in the given school years. (The annual report from 1983-1984 is missing.) The reports detailed the number and types of student placements in the district and the major activities of the Center in support of inservice education. They also identified research conducted in the district through the Center, and they reported on the Center's operating budget.

Item 34. Activities of the Teaching Center.

Mager, G. M. (1983, March). Looking ahead in Jamesville-DeWitt: The teaching center helps. *Educator*, II(5), 3. This brief article in the School of Education newsletter described the activities and plans underway in the JD/SU Teaching Center at that time.

Item 35. Planning for staff change.

Mager, G. M. (1983). *Getting ready for what lies ahead.* And (1984). *Planning for staff change* [Unpublished paper]. This paper first titled, "Getting ready..." was revised based on feedback from reviewers and presented as "Planning for...." The paper described a longer-range planning strategy for teacher personnel changes within the Jamesville-DeWitt Central Schools. The proposal was prepared by Mager and the Coordinating Council of the JD/SU Teaching Center, approved by the district administrators and the Board of Education, and implemented thereafter. Item includes the two versions of the paper, and communications with editors of *Action in Teacher Education*, the journal of the Association of Teacher Educators (ATE) regarding its possible publication. Item also includes communications with the ERIC Clearinghouse on Teacher Education regarding having the paper included in its resource system; these communications seem not to have clarified the status of the paper, and it seems to remain unincorporated in the ERIC system.

Item 36. Teachers as researchers.

Mager, G. M. (1991, February 26). *Teachers as researchers*, a presentation and discussion, in *Teacher as Researcher*, a course offered through the West Genesee/Syracuse University Teaching Center. Item includes the letter of invitation from Gwen Yarger-Kane and Mager's outline of his presentation.

Item 37. Teacher as mentor.

Mager, G. M. (1993, April 13). *Teacher as mentor*, a presentation and discussion, in *Teacher as Leader*, a course offered through the West Genesee/Syracuse University Teaching Center. Item includes an announcement to participants about the session, Mager's notes and materials for the session, and a letter of appreciation Gwen Yarger-Kane following the presentation.

Item 38. Role of the mentor.

Mager, G. M. (1996, November 7). *The role of mentor: Mentors/associates talk*, a presentation and discussion, in *Teacher as Leader*, a course offered through the West Genesee/Syracuse University Teaching Center. Item includes the schedule of the course, Mager's transparencies and handwritten notes for the presentation, and materials to prompt discussion.

Item 39. Professional Development Schools and leadership.

Mager, G. M. (1999). Division III. Taking measure of our work: Professional development schools and the matter of leadership: Overview and framework. And, What can we learn from these measures? Reflections. In D. M. Byrd, & D. J. McIntyre (Eds.), *Research on professional development schools - Teacher education yearbook VII* (pp. 137-141, and 191-198). Association of Teacher Educators. Corwin Press. Mager wrote the introductory and concluding essays for Division III of this yearbook. The Division included three other chapters related to the matter of leadership associated with professional development schools. Item includes a copy of Mager's sections and the yearbook itself, and communications with Corwin Press.

Item 40. Professional development.

Professional Development – The Power of Teacher Performance. (2000, October 11). *Tools for Schools*. This broadcast was sponsored and produced by The University of the State of New York, The State Education Department. Mager appeared as one of four panelists. Item includes a letter from Rochelle Cassella, providing information planning for taping the panel, and a follow-up letter of appreciation for appearing. Item also includes a script of Cassella's words as Moderator of the panel, and a VHS tape of the panel discussion. Item also includes the Facilitator's Guide, including the Introduction to the Program, pp. 5-11.

Item 41. Professional Development School publications.

Mager, G. M., & Ambrosie, F. (1999, Winter). Responding to the need for change. *P.D.S. Bulletin*, 4, 8. This short article, co-written by Mager and Ambrosie, laid out three questions facing the teacher preparation programs at the University. Item includes the bulletin itself.

and

Mager, G. M. (2002, Spring). Learning about teaching. *P.D.S. Bulletin*, 2. This short article reflected on the need for teachers to become and remain flexible in their approach to their practice. Item includes the bulletin itself and a letter from Frank Ambrosie thanking Mager for the contribution.

and

Mager, G. M. (2003, Spring). The mindset on teacher research. *P.D.S. Newsletter*, 5. This short article commented on the role of teacher research in building the practice of teaching, noting the split between research and practice. Item includes the draft of the article and the newsletter itself.

and

Mager, G. M. (2011, Spring). What students learn and judging teacher effectiveness. *Professional Development School Newsletter*. Item includes the short article and a letter from Frank Ambrosie to Mager, requesting the submission. The newsletter itself is not available.

Searchable terms:

- mentor teacher
- professional development school
- teacher leader
- teacher research
- teaching center
- teacher leader
- Syracuse Area Teacher Center SATC

NEW YORK STATE
ASSOCIATION OF TEACHER EDUCATORS
and the
CONFEDERATED ORGANIZATIONS FOR TEACHER
EDUCATION
and the
ASSOCIATION OF TEACHER EDUCATORS

Mager was active in the New York State professional organizations, almost from the start of his career as a teacher educator in the School of Education, Syracuse University. His engagement began with an appointment to the Executive Board of the New York State Association of Teacher Educators (NYSATE) in 1979. That organization collaborated with the New York Association of College for Teacher Education (NYACTE) to form what was called the Confederated Organizations for Teacher Education (COTE). COTE hosted a conference and a workshop each year in which members of NYSATE and NYACTE were active planners and participants. These conferences were typically held in Syracuse and Albany.

Mager served as a member of the NYSATE Executive Board from 1979 to 1988, and from 1996 to 2001. Twice, he served as President-Elect, President, and Past-President of the organization. As President-Elect, he was responsible for planning the two state conferences with the President-Elect of NYACTE, which he did in 1982, with Anthony Baratta; and in 1998, with Raymond A. Domenico. Mager served in other roles within NYSATE, as well.

Mager was also a member of the national Association of Teacher Educators (ATE), beginning in 1979. He served NYSATE as a national delegate to the ATE Annual Meeting and, over the course of 40 years, served ATE in a variety of roles. His work as Co-Chair, with Betty Myers, of the ATE Commission on the Education of Teacher Educators, is reported on in a separate category in this archive. He also served on the Commission on Inclusion, on the national Summer Workshop and Annual Meeting planning committees, and on the Distinguished Program in Teacher Education Selection Committee; these roles are evident below.

Item 42. NYSATE Executive Board member.

At-large member of the New York State Association of Teacher Educators (NYSATE) Executive Board. Teacher education: Moving ahead in the 80's. (1980, April 24-25). Confederated Organizations for Teacher Education (COTE) Annual Spring Conference, Syracuse. This conference program listed Mager as an at-large member of the NYSATE Executive Board, p. 1.

Item 43. NYSATE and TECB.

Mager, G. M. (1980, October 15). *The relationship of the New York State Association of Teacher Educators to the Teacher Education Conference Board: A preliminary report*. This paper summarized a study completed through the review of historical documents in which the relationship between NYSATE and the TECB was explored. Three themes were addressed: the purpose of the TECB, roles on the TECB, and the efficacy of the TECB.

and

Item: Mager, G. M. (1981, April 29). *The relationship of the New York State Association of Teacher Educators to the Teacher Education Conference Board: Final report*. This paper summarized the survey responses to the Preliminary Report. Two themes were addressed: roles on the TECB, and the efficacy of the TECB. Three alternatives for NYSATE to consider regarding membership on the TECB were outlined.

Item 44. 1982 COTE conference – Co-Chair.

Teaching as a profession: Reasoning with reality. (1982, April 28-30). Confederated Organizations for Teacher Education (COTE) Annual Conference, Syracuse. Mager was President-Elect of the New York State Association of Teacher Educators (NYSATE) and member of the COTE Executive Board. As President-Elect, he was Co-Chair with Anthony Baratta in planning the conference. Item includes the call-for-presenters and the conference program. Item also includes a newspaper clipping in which the conference was announced: Teachers to meet. (1982, April 27). *Syracuse Herald-Journal*, B-3.

Item 45. President of NYSATE.

Mager became President of the New York State Association of Teacher Educators (NYSATE) in April 1982. Item includes a news release (dated 1982, April 19) from the Syracuse University Public Affairs Office in which his election was reported. Item also includes an article from the *Syracuse Herald-Journal* (1982, April 27) in which the same announcement was made. Item also includes the 1982, September 16, *The Syracuse Record*, XIII(6), 5, in which Mager's role as NYSATE President was reported.

Item 46. 1982 COTE workshop – Co-Chair.

Educational priorities and legislative action – A workshop for those interested in teacher education in New York State. (1982, November 8). Confederated Organizations for Teacher Education (COTE) Workshop, Albany. Mager was President of the New York State Association of Teacher Educators (NYSATE) and, with Richard Collier, Betty Moody, and Russell Utz, organized the workshop. Item includes the invitation from Mager to the field to register for the workshop and the

workshop agenda. Item also includes a photo from the opening session in which Mager, Dennis Rittenmeyer (speaking) and Sam Yarger were present.

Item 47. 1983 COTE conference – President of NYSATE.

Who will be the teachers of the future? (1983, April 20-22). Confederated Organizations for Teacher Education (COTE) Annual Conference, Syracuse. This conference program listed Mager as President of the New York State Association of Teacher Educators (NYSATE) and member of the COTE Executive Board (p. 1).

Item 48. Position statements.

Mager, G. M. (Ed.). (1983). *Position statements developed at the Spring Conference*. Confederated Organizations for Teacher Education (COTE). Mager served as Editor of the document. Introductory statements by Anthony Baratta, Russell D. Utz, and F. Elizabeth Moody open the document. This occasional paper emerged from the spring conference in which position statements on a variety of issues facing teaching and teacher education in New York State were reported. The issues addressed were: entry level testing in New York State; legislative realities and political action: the necessity for collaborative efforts; teacher shortage; implications for teacher educators; and New York State certification practices. Item includes the document itself and the ERIC microfiche: ED 236142 / SP 023189.

Item 49. Student teachers reflect on their preparation.

Mager, G. M., & Evers, J. A. (1984, April 27). *The route to excellence: Reflections on the course chartered* [Panel presentation]. Managing the educational process to assure excellence in the performance of teachers. COTE Annual Conference (1984, April 25-27), Syracuse. This panel presentation included seven student teachers: Andrea Abrahams from SUC at Potsdam; Lisa Arnold and Brenda Wilkinson from SUC at Oneonta; Joseph Beninotti from LeMoyne College; and Daria DeBarber, Leslie Keith, and Glen Lindsey, from Syracuse University. Item includes an outline for the panel, a letter from Fran Silvernail and John Van Buren about the session, and the conference program including the session.

Item 50. Board of Regents and The University of the State of New York bicentennial celebration.

As president of NYSATE, Mager was invited to attend the Ninety-sixth Convocation of The University and the Commemoration of the Bicentennial of the Board of Regents and The University of the State of New York. (1984, May 23-24). Albany. Among the events was the awarding of honorary degrees to Henry Steele Commager, Walter Leland Cronkite, Marian Wright Edelman, William Maurice Ellinghaus, Jacob Koppel Javits, Jacob Lawrence, Robert King Merton, David Riesman, and Rosalyn Sussman Yallow. Item includes directions about the events, several programs from the event, and the list of guests.

Item 51. ATE national delegate.

Mager served New York State Association of Teacher Educators (NYSATE) as an Alternate Delegate at the Delegate Assembly. (1985, February). Association of Teacher Educators (ATE) Annual Meeting, Las Vegas. Item includes communications from Francis D. Silvernail providing Mager credentials for this purpose. Mager also served as a National Delegate in 1987.

Item 52. Guidelines for professional experiences in teacher education.

Yarger, G., & Mager, G. M. (1985, April 25). *General session II. Guidelines for professional experiences in teacher education.* Positive direction in today's educational process. Confederated Organizations for Teacher Education (COTE) Annual Conference (1984, April 25-26), Syracuse. At this general session, Yarger and Mager led a review of the policy statement of the Association of Teacher Educators (ATE) entitled, *Guidelines for professional experiences in teacher education.* Item includes a description of the proposed session, a letter from Gwen Yarger to the NYSATE membership with ATE statement attached, and materials used in the session. Item also includes the conference program, listing the general session, p. 4. Item also includes the Spring 1985 newsletter of the Teacher Education Conference Board (TECB) announcing the conference and the session (p. 4).

Item 53. Mentors for new teachers.

Corsi, S. (1987, April 30). *Fourth general session. Mentors for new teachers: A state initiative.* Defining the teacher education knowledge base and justifying the deeds. Confederated Organizations for Teacher Education (COTE) Annual Conference (1987, April 30-May1), Syracuse. Mager invited Samuel Corsi, Coordinator of the Office of Federal Demonstration Programs, New York State Education Department, to present on the Mentor Teacher-Internship Program (MT-IP), which was initiated in Fall 1986. Mager served as the Statewide Evaluator for MT-IP; he worked with Corsi on that matter. Item includes letters inviting Corsi. Item includes the conference program with Corsi's presentation listed (Thursday afternoon); Mager served as Presider at the session.

Item 54. 1987 ATE summer workshop – Planning committee.

Forces of change in teacher education. (1987, August 2-5). Association of Teacher Educators (ATE) 1987 Summer Workshop, Buffalo. This summer workshop was hosted by New York State Association of Teacher Educators (NYSATE). Item includes an agenda of the National Planning Committee Meeting (1987, February 14) in Buffalo. Mager served as the coordinator of program proposals, soliciting submissions, managing reviewers, and communicating the results of the reviews. Item includes letters and materials related to the solicitation of papers and presentations at the workshop. Item also the workshop program. Item also

includes a certificate of recognition from the ATE, to Mager, as a member of the ATE 1987 Summer Workshop Planning Committee.

Item 55. 1988 ATE annual meeting planning committee.

Planning Committee for Odyssey '88 – A national forum for teacher education. Association of Teacher Educators (ATE) Annual Meeting, San Diego. Mager chaired the review of proposals for Professional Clinics. Item includes letters from Ann Karmos (dated 1986, June 16) and Janet Towslee Collier (dated 1986, June 17), appointing him to the Planning Committee, and his letter of acceptance and response from Karmos. Item also includes the call for proposals for Professional Clinics (indicating Mager as the chair) and Thematic Sessions, and materials used in the review of proposals. Item also includes the meeting program and a certificate of appreciation to Mager for his work as a member of the Planning Committee.

Item 56. Nomination for ATE Board of Directors.

In 1988, Mager was nominated for a position on the Association of Teacher Educators ATE Board of Directors. He was not elected by the ATE membership to serve on the Board. Item includes a nomination letter from Francis Silvernail, President of the New York State Association of Teacher Educators (NYSATE), Mager's nominee information sheet, and letters from Robert Stevenson, Executive Director of the ATE, regarding the process and outcome.

Item 57. ATE Distinguished Program in Teacher Education.

Mager served on the selection committee for the Association of Teacher Educators (ATE) Distinguished Program in Teacher Education Award, from 1988 to 1990. For 1988-1989, item includes communications with Sara Dawn Smith preparing the committee for the review process, the list of institutions planning to submit nominations, the list of institutions that actually submitted nominations, the criteria to be used in reviewing nominations, and the timeline for the committee's work. Also included is a list of the finalists and the schedule by which their programs would be presented to make the final selection for 1989. Item also includes a report from Smith to the officers of ATE on the 1989 selection process. For 1989-1990, item includes communications with Tom Nagel regarding Mager's continued service on the committee, the criteria to be used in the 1990 selection process and the scoring system, the list of institutions planning to submit nominations, and the list of finalists.

Item 58. 1989 COTE workshop – Mentoring process.

Odell, S. (1989, October 20). *The mentoring process: Implications for New York State*. Confederated Organizations for Teacher Education (COTE) Fall Workshop, Albany. Sandra Odell, Mager's colleague on the topic of mentoring, spoke mentoring. Mager served as Facilitator of the session. Item includes a letter (dated

1989, August 31) from Leonard C. Beckum to Mager setting plans for the workshop, a save-the-date announcement of the workshop, and the workshop program.

Item 59. 1994 NYSATE keynote address.

Mager, G. M. (1994, April 21). *General Session I. Demands and realities of the profession* [Keynote address]. Working together to prepare teachers. New York State Association of Teacher Educators (NYSATE) Spring Conference (1994, April 21-22), Syracuse. Mager was asked to deliver the keynote address at this conference. Item includes a flier advertising the conference, the conference program. Item also includes Mager's notes used in the keynote address, and a letter from Gary P. DeBolt in appreciation of the presentation.

Item 60. The Collins Address.

The Collins Address. (1995, April 27). This nomenclature was initiated as an annual event at the present and future spring conferences of the New York State Association of Teacher Educators (NYSATE). It was made to recognize the career-long contributions of Dr. James F. Collins to the organization and to teacher education in New York State and nationally. Mager introduced the Collins Address as an established event. Item includes Mager's speech at the conference.

Item 61. ATE Commission on Inclusion.

Association of Teacher Educators (ATE) Commission on Inclusion in Teacher Education. (1997-2000). Mager served as a member of this Commission from 1997 to 2000. The Commission, led by Betty Ayers, Nancy Harriman, and Marilyn Sheerer, sought to survey current practices in teacher education with regard to inclusive practices, to identify model programs, and to make recommendations to ATE regarding changes related to inclusion. The Commission eventually converted itself into a Special Interest Group (SIG) within ATE. Item includes the mission statement and goals of the Commission, several Commission membership lists, communications about meeting times and locations, a survey instrument, and Mager's notes from Commission meetings.

and

Item includes materials related to the Higher Education Support Center (HESC)'s 1998 and 1999 *Inclusive Schools and Communities for Children and Youth* conferences which Mager shared with the Commission. Item also includes materials from Syracuse University's Inclusive Program which Mager shared with the Commission. Item also includes communications about the Commission's panel presentation at the ATE 1999 Annual Meeting, in Dallas, on which Mager served as a panelist.

Item 62. 1998 NYSATE / NYACTE conference – Co-Chair.

Policy and practice: Toward leadership in four arenas. (1998, April 23-24). Spring Conference of the New York Association of Colleges for Teacher Education

(NYACTE) and the New York Association of Teacher Educators (NYSATE), Albany. NYSATE President-Elect Mager, and NYACTE President-Elect Ray Domenico organized and orchestrated the conference. The conference was also sponsored by projects which Mager led: New York Partnership for Statewide Systems Change 2000 and the Higher Education Support Center (HESC) and its Task Force on Quality Inclusive Schooling (TFQIS); and the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) in the New York State Education Department. Mager also served as the Chair of the TFQIS. Item includes the program from the conference.

Item 63. Regional workshops on the new teaching policy.

Letter (dated 1999, February 11) from Richard P. Mills, Commissioner of Education for New York State, to Mager, thanking him and the members of the New York Association of Colleges for Teacher Education (NYACTE) and the New York Association of Teacher Educators (NYSATE), for running seven regional workshops on the Regents new teaching policy.

Item 64. ATE Laureate.

Letter (dated 1999, December) from Janet L. Towslee to Mager announcing his recognition as an ATE Laureate. This award was presented by the Association of Teacher Educators, in February 2000, at the ATE Annual Meeting, in Orlando. The recognition is based on long-term continuous membership and participation in the national organization. Item includes the letter from Towslee and the brochure from the award and recognition ceremony.

and

Letter (dated 2020, December 28) from Christie McIntyre, Past President; Judy Beck, President; and Alisa Chapman, Executive Director, to Mager congratulating him on 44 years of membership in the Association of Teacher Educators (ATE).

Item 65. R. Neal Appleby Award.

Letter (dated 2002, April 11) from Interim Dean Corinne Smith of the School of Education, Syracuse University, to the selection committee, in which she nominated Mager for the R. Neal Appleby Outstanding Educator Award. This award was sponsored by the New York State Association of Teacher Educators (NYSATE). Mager received the award at its spring conference. Item includes Smith's letter and a follow-up memorandum.

and

Shires, A. (2003, Spring). Dedicated educator. *Syracuse University Magazine* 20(1), 10. This article by Amy Shires reported on Mager receiving the Appleby Award and the work he had been doing in teacher education.

Item 66. Formal and informal mentoring.

Pfister, C. C., Bridgers, L. C., Keough, M. D., Mager, G. M., McDonald, J., & White, D. L. (2004, February). *Sharing experiences: Examining formal and informal mentoring programs* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting, Dallas. Christina Pfister organized the session and submitted the proposal. Leah Bridgers, Molly Keough, Jen MacDonald, Dan White and Mager served as presenters. Item includes the proposal and communications regarding the schedule.

Item 67. ATE resolution on LGBT equity.

Allain, V, & Mager, G. M. (2007, February 6). *Resolution: Lesbian, gay, bisexual, and transgender equity issues*. This resolution was offered by Violet Allain and Mager, to the Resolutions Committee and the Delegate Assembly of the Association of Teacher Educators. This resolution was received, considered, and passed at the national conference. Item includes communications to and from Allain and Mager, including an earlier resolution effort by Allain in Virginia. Also included is the resolution in draft form and the final draft (dated 2007, February 7).

Searchable terms:

Association of Teacher Educators ATE
ATE Distinguished Program in Teacher Education DPTE
Confederated Organizations for teacher Education COTE
inclusion
lesbian, gay, bisexual, and transgendered LGBT
mentoring
New York Association of Colleges for Teacher Education NYACTE
New York State Association of Teacher Educators NYSATE
professional experiences
student teacher
teacher education
Teacher Education Conference Board TECB

TEACHER EDUCATION CERTIFICATION AND
PRACTICES BOARD
and the
NEW YORK STATE PROFESSIONAL STANDARDS
PRACTICES BOARD FOR TEACHING

Mager served on several New York State professional boards and advisory groups over the 37 years of his career in the School of Education, Syracuse University. In 1984, he was appointed to the Teacher Education Certification and Practices (TECAP) Board and served in that role until 1990. In 1998, he was appointed to the board that replaced TECAP, the New York State Professional Standards and Practices Board (PSPB) for Teaching; he served in that role from 1998 to 2002, and again from 2007 to 2011. From 2010 to 2011, he served as Co-Chair of the PSPB. These two boards were the primary advisory boards to the State Education Department and the Commissioner of Education regarding teacher education policy and practices.

Item 68. NYSATE TECAP contact person.

Mager, G. M. (1986, April 17). *TECAP report*. Excellence in teacher education. Confederated Organizations for Teacher Education (COTE) Annual Conference (1986, April 17-18), Syracuse. Mager served as the New York State Association of Teacher Educators (NYSATE) Contact Person on the Teacher Education Certification and Practices (TECAP) Board from 1984 to 1990. At this annual conference he offered a report on the issues and activities undertaken by TECAP. Item also includes the conference program listing Mager's report (p. 7). Item also includes a letter (dated 1990, August 29) from Marcia Swiatek, President of NYSATE, thanking Mager for his service in the role of TECAP contact person.

Item 69. Professional Standards and Practices Board appointment.

Mager was appointed to the New York State Professional Standards and Practices Board (PSPB) for Teaching. Item includes a letter from Charles C. Mackey (dated 1998, August), announcing the formation of the PSPB and soliciting nominations to membership on the PSPB. Item includes Mager's letter (dated 1998, September 15) expressing interest in serving on the PSPB, his nomination form and statement of prospective contributions, his full curriculum vitae from that date. Item also includes a letter (dated 1998, September 17) of support from Steven T. Bossert, Dean of the School of Education, Syracuse University. Item also includes a letter (dated 1998, September 14) from Richard P. Mills, New York State Commissioner of Education, to Mager appointing him to serve on the PSPB; the term of appointment was from December 11, 1998 to June 30, 2002. Item also includes an email (dated 1998, December 15) from Bossert to the School of Education faculty announcing the

appointment, with a penned note in response from Phil Doughty; and an email message (dated 1998, December 14) from Marvin Druger to Mager congratulating him on his appointment. Item also includes a letter from Mackey welcoming Mager to the PSPB, and a letter from Antonia “Toni” Cortese congratulating Mager on his appointment. Also included is a member list of the PSPB, revised in March 2000.

Item 70. Collaborative Field Team report.

Mager, G. M. (2000, February 7). *Happenings in Albany*. Mager made this presentation to the Collaborative Field Team – a group of teachers and administrators from the local area who worked with the School of Education, Syracuse University, in implementing its teacher preparation programs. Mager spoke as a member of the Professional Standards and Practices Board (PSPB) for Teaching. Item includes the transparencies Mager used in making the presentation.

Item 71. Regents Legislative Public Policy Conference.

A quality teacher in every classroom: The teaching workforce [Panel discussion]. (2000, September 13). Regents Legislative Public Policy Conference, Albany. Mager served as a panelist along with Edward L. McCormick, President of the New York State School Boards Association; James Wyckoff, Acting Dean of the Rockefeller College Graduate School of Public Affairs and Policy; and Antonia Cortese, First Vice President of the New York State United Teachers. Mager might have been selected because he was former President of the New York State Association of Teacher Educators (NYSATE), and/or a member of the Professional Standards and Practices Board (PSPB) for Teaching. Item includes a letter (dated 2000, August 3) from Claudia Alexander providing information on the panel, the conference schedule, a brochure on the panelists, and Mager’s notes for his presentation on the panel. Item also includes a letter (dated 2000, September 21) from Alexander appreciating his participation.

Item 72. Howard University conference.

Choose to teach: Shape the future [Panel presentation]. (2001, April 16). New York State Education Department in collaboration with Howard University (2001, April 16-17), Howard University, Washington. This conference was designed to encourage college students to consider teaching as a career. Mager served on a panel discussing teacher licensure and certification, specifically in New York State. Item includes a letter (dated 2001, March 21) from Gerald W. Patton, Deputy Commissioner of Higher Education, confirming Mager’s participation on the panel, the agenda for the two-day conference, brief resumes of each of the panelists, and a follow-up letter of appreciation from Patton.

Item 73. Code of ethics.

Mager, G. M. (2001, August 28). *If this profession was to have a code of ethics...*, *New York State's developing pledge and principles* [Presentation]. Fall 2001 Semester Orientation for teacher candidates and host teachers, Syracuse: Corcoran High School, Syracuse. In this session, Mager described the Code of Ethics as it was developing through the Professional Standards and Practices Board (PSPB) and in the State Education Department. Item includes the slide projections used in the presentation and a copy of the Code of Ethics as finally adopted by the PSPB.

Item 74. PSPB service appreciations.

David A. Caputo sent a letter (dated 2002, June 20) to Mager, thanking him for his service on the Professional Standards and Practices Board (PSPB) for Teaching, upon completion of his appointment in 2002. Item also includes notes from other PSPB members Anne Mitchell and Alison Hyde, and letter from Charles C. Mackey, Jr. – all expressing their appreciation to Mager for his contributions.
and

A letter (dated 2002, October 11) from Johanna Duncan-Poitier, Deputy Commissioner in the Office of Higher Education, Office of the Professions. The letter thanked the PSPB for its work including that on the code of ethics for teachers, the Regents Accreditation of Teacher Education (RATE), regulatory and policy feedback on a variety of matters, among other work. The letter provided an update on the PSPB's recommendations regarding the NYS Mentor Teacher-Internship Program (MT-IP), particularly those to be considered by the Board of Regents.
and

A letter (dated 2008, August 19) from Richard P. Mills to Douglas Biklen, expressing appreciation for his support of Mager as a member of the Professional Standards and Practices Board (PSPB) for Teaching.

Item 75. PSPB memberships.

These membership lists of the New York State Professional Standards and Practices Board (PSPB) for Teaching range from 2001, April 24, to 2001, October 22; and from 2007, August 30 to 2008, May 20. The lists, regularly updated, include names and contact information. Some lists display assignments to either the Professional Practices or Higher Education Subcommittees of the PSPB.

Item 76. PSPB artifacts.

Artifacts from Mager's participation on the Professional Standards and Practices Board (PSPB) for Teaching: the cover sheet of his binder; his name plate used at PSPB meetings, and his identification badge used for entry to the State Education Department buildings. Item also includes a brief summary of Mager's academic and professional background, prepared for use by the PSPB on its website.

Searchable terms:

code of ethics

Professional Standards and Practices Board for Teaching PSPB

Regents Accreditation of Teacher Education RATE

teacher career

Teacher Education Certification and Practices Board TECAP

THE FIRST YEAR TEACHER STUDY

In 1976-1977, Mager participated with others in a year-long qualitative study of beginning teachers. The study was led by Kevin Ryan who was Associate Dean and Professor in the College of Education at Ohio State University. The other researchers were Jane Applegate, Katherine K. Newman, V. Randall Flora, Thomas J. Lasley, and John M. Johnston. The work, initiated in 1976, continued through several years resulting in a number of presentations and publications.

Item 77. Reflections on first year teaching.

In keeping with qualitative research practices, members of the research team sought to disclose their own experiences relative to the subject being studied: first year teachers and their experiences. Each wrote a brief reflection to be shared with the full team. Item includes Mager's reflection and reflections provided by Jane Applegate and Kit Newman.

Item 78. New teachers: Inside voices, outside eyes.

Ryan, K., Applegate, J., Lasley, T., Flora, V. R., Mager, G., Johnston, J., & Newman, K. (1977, January 31). *New teachers: Inside voices, outside eyes* [Script]. Association of Teacher Educators (ATE) Conference on Innovative Education (1977, January 31-February 1), Atlanta. This was a dramatic presentation of results of The First Year Teacher Study. Item includes the presentation in the conference program (p. 2). ERIC Clearinghouse, ED150135 / SP012204.

and

Ryan, K., Applegate, J., Flora, V. R., Johnston, J., Lasley, T., Mager, G., & Newman, K. (1977). *New teachers: Inside voices, outside eyes*. In B. L. Klein, J. T. Collier, O. S. Jarrett, & D. K. Ulrici (Eds.), *Innovative practices in teacher education: Preservice through inservice* (pp. 16-40). Georgia State University. Item includes the conference proceedings, however, several pages from the text are missing in the publication and are supplied here as an insert.

and

This dramatization was presented other times in local venues and at national conferences, including American Association of Colleges for Teacher Education (AACTE) Arena on Teacher Education, Chicago (1977, February); Phi Delta Kappa, Ohio State University Chapter (1977, May); and James Madison University (1977, July).

Item 79. The First Year Teacher Study.

Applegate, J. H., Lasley, T. J., Flora, V. R., Mager, G. M., Johnston, J. M., Newman, K. K., & Ryan, K. (1977, April). *The first year teacher study* [College of Education Faculty Publication]. The Ohio State University. Columbus, Ohio. ED135766 / SP010820.

Item 80. The First Year Teacher Study – AERA summary.

Applegate, J. H., Flora, V. R., Johnston, J. M., Lasley, T. J., Mager, G. M., Newman, K. K., & Ryan, K. (1977, April). *The first year teacher study* [Presentation]. American Educational Research Association (AERA) Annual Meeting, New York. This paper was a summary of the study distributed at the conference. ERIC Clearinghouse, ED135766 / SP010820.

Item 81. First year teachers reflect and react.

Ryan, K., Applegate, J., Flora, V. R., Johnston, J., Lasley, T., Mager, G., & Newman, K. (1979, July). "My teacher education program? Well...": First-year teachers reflect and react. *Peabody Journal of Education*, 56(4), 267-71. This article focused on the responses the first year teachers had to their teacher preparation programs.

Item 82. Biting the Apple.

Ryan, K., Newman, K., Mager, G., Applegate, J., Lasley, T., Flora, R., & Johnston, J. (1980). *Biting the apple: Accounts of first year teachers*. Longman, Inc. This book was the culmination of the year's-worth of data collection and analysis. Item includes communications from Kevin Ryan regarding the publication, and from Longman, Inc., regarding the proofreading of the final drafts.

and

"Choose Something Like a Star," the invitation to James Kelly Duncan, to attend a luncheon with the authors, 1980, February 16, at which event the book was dedicated to him as "our colleague and teacher." Duncan was a great, positive influence on each of the doctoral student researchers; this dedication reflected their appreciation.

and

Commentaries on *Biting the apple*, from several educators. Some teachers were asked to share their views of the book as it might relate to their own experiences; comments were received from Johanna Hartfield, Dodi Matheny, Jeff Wills, Rita Woodyard, Candy Delong, Karen Sowers, and Dave Gebhart. Other commentaries were received from David Scherff, Bob Broderick, Jackie Elliott, Gene Malone, Linda Lamme, Neysa Jancz, and Sandra Beane.

and

Reviews of *Biting the apple*, as published in *Phi Delta Kappan* (1980, December) 287; *Harvard Educational Review* (1980, November) 50(4) 547-50; and *Educational Studies* (1982, Spring) 13(1) 95-100.

and

Biting the apple. (1981, Spring). *Education Exchange*, p. 8. This article reports on an interview of Mager in which he focused on *Biting the apple* and The First Year Teacher Study.

and

Cut 4: An SU Radio New Service Story for Thursday, May 21, 1981. A radio clip in which Mager discussed The First Year Teacher Study and *Biting the apple*. Item includes a note from Sandy Mulconry with an edited transcript of the clip. Item also includes a list of New York State radio stations which aired the clip.

Item 83. Job pressures, few rewards.

Job pressures, few rewards cause high attrition rate among teachers. (1981, August 16). *Chicago Sun-Times*. An Associated Press clip that appeared building on The First Year Teacher Study. Item includes a list of thirteen other newspapers around the country and in Canada which carried this story; many of those news clips are included.

and

Sperber, R. (1981, September 20). Teachers finding profession an unrewarding career. *Syracuse Herald-American*, Metropolitan, C-3. Robert Sperber conducted this interview of Mager and others regarding teaching as a career.

and

Cappon, P. (1981, December 2). Assault on respect worsens, but teachers remain. *Syracuse Post-Standard*, B-1. In this article, Patricia Cappon reports on her interviews with several local educators regarding their experiences in teaching. Mager spoke about teacher isolation and the challenges of loss of respect for teachers.

Searchable terms:

- first year teacher
- inservice education
- job pressures
- preservice education
- qualitative research
- teacher career
- teaching rewards

THE NEW PROFESSOR STUDIES

Betty Myers and Mager undertook a series of studies of the experiences of new professors of Education across the country. When they began this research, they were both Assistant Professors in the School of Education, Syracuse University. The research spanned several years, beginning with the design of the first study in 1979, proceeding through several rounds of data collection, and resulting in multiple presentations and publications. In 1980, Myers moved to the College of Education, University of Oklahoma, but their collaboration on this research continued. The items in this category are presented in the order in which they were completed, presented, or published.

Item 84. Information on internally-supported research.

Faculty members at Syracuse University were asked to report on the resources they were using for their research and scholarly activities. Mager and Myers completed the form provided for this purpose. The responses described the origin of the New Professor Study and the initial plans for its conduct.

Item 85. Initial survey instrument.

This is the survey instrument used in the initial New Professor Study. Following the paragraphs that introduced the purpose and focus of the study, six questions were presented. The instrument was printed on card stock, with a return address on the reverse side. Respondents were asked to return the survey by re-folding the instrument such that the return address was displayed for mailing.

Item 86. The emerging professoriate.

Myers, B., & Mager, G. M. (1981, February 19). *The emerging professoriate: A study of how new professors spend their time* [Presentation]. Association of Colleges for Teacher Education (AACTE) Annual Meeting (1981, February 17-20), Detroit. Item includes the proposal for the session, the letter of acceptance, the paper itself, and a handout with selected tables presenting data from the study. Also included are communications with James Kelly Duncan, Professor in the College of Education, Ohio State University, and William Greenfield, Associate Professor, Kent State University, who served as respondents in the session. Also included is the AACTE conference program, citing the session (p. 20). ERIC Clearinghouse, ED 220429 / SP 020662.

and

Duncan, J. K. (1981, February). *Some reflections on 'The emerging professoriate.'* Commentary at the AACTE meeting on the paper presented.

and

Six Clusters of Professorial Tasks, a graphic display of work clusters based on the analysis of the data from the initial New Professor Study.

Item 87. Different experiences of men and women.

The emerging professoriate – The different experiences of men and women [Unpublished manuscript]. (n.d.). This paper is an analysis of a subset of the data from the New Professor Study.

Item 88. First impressions.

Mager, G. M., & Myers, B. (1982, January). If first impressions count: New professors' insights and problems. *Peabody Journal of Education*, 59(2), 100-106. Also abstracted in *College Student Personnel Abstracts*, 17(4), 514. This article presented data and analysis of the first survey of the New Professor Study; it questioned whether new professors' experiences would shape their longer-term careers in the professoriate. Item includes an early draft of the article and the article itself. ERIC Clearinghouse, EJ 258787 / SP 511610.

Item 89. Balancing diverse demands.

Mager, G. M., & Myers, B. (1983, January 31). *Balancing diverse demands: How new professors survive* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting (1983, January 30-February 2), Orlando. The session reported on aspects of the New Professor Study. Item includes the proposal for the session, communications regarding the session and its acceptance, the outline of the session, selected tables and figures handed out at the session, and selected quotes from respondents used for illustration. Item also includes the ATE Annual Meeting program including the session (p. 19).

Item 90. Blueprints for academic lives/worlds.

Mager, G. M., & Myers, B. (1983, February 23). *Blueprints for academic lives [worlds]* [Presentation]. Society of Professors of Education (SPE) Annual Meeting (1983, February 22-25), Detroit. Item includes the paper, a brochure from the SPE advertising the session, and the program from the American Association of Colleges for Teacher Education (AACTE) including the session (p. 49.) ERIC Clearinghouse, ED 249822 / HE 017662.

Item 91. Developing a career in the academy.

Mager, G. M., & Myers, B. (1983, February 23). *Developing a career in the academy: New professors in education* [Presentation]. Society of Professors of Education (SPE) Annual Meeting (1983, February 22-25), Detroit. This paper reported comprehensively on the series of New Professor Studies; it served as the basis for the presentation. It is, however, much more complete in its representation of the research series.

and

Mager, G. M., & Myers, B. (1983, July). *Developing a career in the academy*. Society of Professors of Education Monograph Series, A. Bagley, (Ed.). This publication was based on the presentation at the SPE Annual Meeting. Item

includes responses from Gerald M. Reagan, Professor, College of Education, Ohio State University, and Roger G. Baldwin, Professor, Wittenberg University. ERIC Clearinghouse, ED 236127 / SP 023089.

Item 92. Choices in academic careers.

Myers, B., & Mager, G. M. (1983). *Choices in academic careers* [Presentation]. American Educational Research Association (AERA) Annual Meeting, Montreal. This paper is the first version of three, each reporting somewhat differently on the New Professor Studies. ERIC Clearinghouse, ED 251409 / SP 025360.

and

Myers, B., & Mager, G. M. (n.d.). *Choices in academic careers* [Unpublished manuscript]. University of Oklahoma and Syracuse University. This paper is the second version of the three papers.

and

Myers, B., & Mager, G. M. (1984). *Choices in academic careers* [Unpublished manuscript]. University of Oklahoma and Syracuse University. This paper is the third version of the three papers.

Item 93. Spending time; new professors' observations.

These two papers overlap in their introductions, but then present different aspects of the New Professor Studies.

Mager, G. M., & Myers, B. (1985, April). *Spending time as professors* [Presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago.

and

Myers, B., & Mager, G. M. (1985, April). *Professors' observations on their work* [Presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago. ERIC Clearinghouse, ED 257813 / SP 026153.

Searchable terms:

- academic lives
- choices
- emerging professoriate
- new professors
- survey instrument
- time
- work clusters

THE TEACHERS IN TRANSITION STUDY

In the early 1980s, Mager collaborated with others to form a research group on teachers who were making changes in their professional assignments – from one grade level to another, from one subject to another, from one building to another, and so on. Betty Myers was at the University of Oklahoma; Nancy Maresca, Lynn Rupp, and Linda Armstrong were doctoral students at Syracuse University. Together they designed and conducted a study of these teachers-in-transition. The study was prompted by the recognition that shifting demographics, shrinking enrollments, and emerging budget restraints were causing school districts to reorganize school configurations, move teachers to new settings, and re-assign teachers to new roles. It could not be assumed that teachers would be able to transition from one role to another without some challenge before meeting with success. The study sought to explore their experiences with such changes. This research resulted in several presentations and publications.

Item 94. Grant from the CNYSSC.

Mager, G. M. (1981, January). *An Application for a Research Grant submitted to the Central New York School Study Council*. The CNYSSC is an organization of educators and administrators from many school districts and agencies that serves as a source of information exchange and professional development for its members; it has functioned in the region for decades. The proposal made to the CNYSSC for support for the study was considered and awarded by the organization.

Item 95. First SU Radio News Service story.

Cut 1: SU Radio News Service Story Billboard. (1981, September 14-15). SU Radio New Service Story, Syracuse University. A radio clip in which Mager, interviewed by Sandy Tams Mulconry, introduced the Teachers in Transition Study. Listed are New York State radio stations which aired the clip; reportedly, 22 stations aired the clip.

Item 96. Time for every purpose.

Myers, B., Mager, G. M., Maresca, N., & Rupp, L. (n.d.). *Time for every purpose* [Unpublished manuscript]. University of Oklahoma. This paper reported on the “period of adaptation” teachers experienced in a transitional year.

Item 97. Stress-points.

Three papers were written focusing on the stress-points evident in the data of the Teachers in Transition Study. They overlapped in their introductions, but they presented somewhat different aspects of the data.

Mager, G. M., Myers, B., Rupp, L., Maresca, N., & Armstrong, L. (1982, February). *Stress-points in professional transitions* [Presentation]. Association of Teacher Educators (ATE) Annual Meeting. Phoenix. The paper presented a brief

description of the stress-points generated in professional changes. Item includes the proposal for the research-oriented session, communications about the session, and the paper itself.

and

Mager, G. M., Rupp, L., Myers, B., & Maresca, N. (n.d.). *Stress-points in professional transitions* [Unpublished manuscript]. This paper reported on three stress-points in professional transitions: events of reassignment, maintenance of control, and the success drive. Extensive excerpts from the interview data were included in this paper.

and

Mager, G. M., Maresca, N., & Myers, B. (n.d.). *Stress-points in professional transitions* [Unpublished manuscript]. This is a third version of the stress-points paper in which the second stress-point is retitled to, "setting directions." The change in authorship reflects the change in participation in the research effort.

Item 98. An investigation of teachers' experience with transitions.

Myers, B., Maresca, N., Rupp, L., Armstrong, L., & Mager, G. M. (1982, March). *An investigation of teachers' experiences while involved in a transitional year* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, New York. This paper summarized the Teachers in Transition Study. Item includes the proposal for the session, the letter of acceptance including reviewers' comments, and the notice of its inclusion as one of five papers in a paper presentation session. Item also includes is a handwritten note from Mager to the research team regarding accommodation in New York City for the conference. Item also includes requests for copies of the paper from institutions across the world (e.g., University of Gotenborg, Sweden; University of Haifa, Israel; University of British Columbia, Canada; Institute of Education, Singapore; among other international and national sites) and from prominent education scholars, such as Hilda Borko, N. L. Gage, Robert Yinger, Sharon Feiman, Patricia Ashton, and A. Harry Passow, among others. Forty requests were received and responded to.

Item 99. Principals as sources of support.

Maresca, N., Mager, G. M., Myers, B., & Rupp, L. (n.d.). *Teachers talk about principals as sources of support* [Unpublished manuscript]. School of Education, Syracuse University. This paper focused on the role of the building principal as a source of support for teachers making transitions.

Item 100. Second SU Radio News Service story.

Cut 5: SU Radio New Service Story Billboard. (1982, March 19-22). SU Radio New Service Story, Syracuse University News and Information Office. This is the second radio clip in which Mager, again interviewed by Sandy Tams Mulconry, discussed the Teachers in Transition Study. Item includes a summary of the clip. Listed are 13 New York State radio stations, in addition to WAER, which aired the clip.

Item 101. Changes in teachers' work lives.

Mager, G. M., Armstrong, L., Maresca, N., Myers, B., & Rupp, L. (n.d.). *Part of being a teacher* [Unpublished manuscript]. This paper summarized the Teachers in Transition Study, a year-long study in which four formal interviews were completed with 24 teachers from varying backgrounds, professional assignments, and contexts. This paper was revised several times and eventually published as *Changes in teachers' work lives*.

and

Mager, G. M., Myers, B., Maresca, N., Rupp, L., & Armstrong, L. (1986, January). Changes in teachers' work lives. *The Elementary School Journal* 86(3), 345-357. This article describes and summarizes the Teachers in Transition Study. Item includes earlier drafts of the paper, originally titled *Part of being a teacher*, the nearly two years of communications with the editorial staff of the journal with suggestions about revisions and reviewer feedback. These materials are included to evidence the development of the paper into the final article, to show the value and limits of feedback, and to note the final agreement on the substance of the article. A copy of the published article is also included.

Searchable terms:

- principal support
- professional transitions
- stress-points
- teachers in transition
- work lives

THE NEW YORK STATE MENTOR TEACHER-
INTERNSHIP PROGRAM STATEWIDE EVALUATION
and
OTHER WORK RELATED TO MENTORING

In 1986, the New York State Education Department (NYSED) embarked on a large-scale effort to move teaching toward professional status. This effort included revision in teacher preparation and certification regulations, support for new teachers, expectations regarding continued professional development, and the establishment of the Professional Standards and Practices Board (PSPB) for Teaching.

In support of new teachers, the Mentor Teacher-Internship Program (MT-IP) was established. It sought to improve the experiences of beginning teachers by providing them with the support of mentor teachers in their local venues. The MT-IP began with the 1986-1987 school year, in which a small number of school districts across the state were selected as pilot projects. The program continued and expanded each year with the expectation that, eventually, all districts in the state would be involved.

In 1986, Mager was asked to write a scholarly paper in support of new teacher induction through mentoring which could serve as guidance for the local projects and the state as a whole. He prepared the document and submitted to the NYSED. Almost concurrently, he was asked to outline what might be an approach to the evaluation of the MT-IP as it was initiated and expanded. He prepared a plan for such an evaluation. Thus, he became involved in this cutting-edge program. In this association, he worked most closely with Nancy Brennan and Samuel W. Corsi, Jr., professional staff members in the NYSED. Mager became the Statewide Evaluator of the MT-IP, continuing in that role for three school years, ending with the 1988-1989 term.

This category includes records of Mager's work as the Statewide Evaluator, including evaluation designs, selected communications with NYSED personnel and participants in the evaluation processes, reports, and presentations. It also includes other engagements Mager undertook related to the evaluation of mentor-intern projects. Across the years, several doctoral students assisted in data collection and analysis and writing of the reports. They included Gary DeBolt, Mary Davis Harder, Ann Bowers, Carol Corwin, Stanley Cianfarano, Wei Gao, and Andrew Harris. Below, closely related items across several years are grouped together to acknowledge their connections. Otherwise, items are presented in the order in which they were completed.

Statewide Evaluation

Item 102. Support for first-year teachers.

Mager, G. M. (1986, Fall). *Support for first-year teachers: New York State's Mentor Teacher-Internship Program*. University of the State of New York, State Education Department (SED), Office of ESC Education Planning and Support Services, Office of Demonstration Programs. Mager wrote this paper as a scholarly exploration of support for new teachers through mentoring. It was considered “technical assistance” to districts and to SED; Mager was credited for the report in the Foreword, written by Samuel W. Corsi, Jr. and Nancy Brennan.

Item 103. Plan for the first year of the evaluation of MT-IP.

Mager, G. M. (1986, August). *New York State Mentor-Intern Program – A proposal for the 1986-1987 pilot projects evaluation/research plan*. This draft of an evaluation plan was provided to Nancy Brennan, NYSED contact for the Statewide Evaluation, as a beginning of discussions on the matter. Item includes the cover letter (dated 1986, August 15) to Brennan from Mager, the draft proposal itself, and Mager’s notes used in developing the plan.

and

State MTIP. A plan for distributing and collecting data from mentor and intern teachers involved in the MT-IP for 1986-1987. The plan identifies the various instruments and the schedule for use, as well as the evaluation team member who would oversee the use of the particular instrument.

and

Mager, G. M. (n.d.). *New York State Mentor Teacher-Internship Program 1986-1987 pilot programs evaluation/research plan*. This plan was the final version of the first year’s evaluation effort. Included is a framework which describes the overall effort, linking study questions to sources of data, procedures, and analyses.

and

A copy of a letter (dated 1986, October 28) to Nancy Brennan, NYSED contact for the Statewide Evaluation, from Iris Wolfson, New York State School Boards Association, in which she expressed her concerns about the Statewide Evaluation.

Item 104. Introduction of the evaluation to participants.

This letter (dated 1986, November 24) to mentor and intern teachers who participated in the pilot programs, provided them a brief overview of the Statewide Evaluation efforts and solicited their participation in the data collection process. Procedures were briefly described and assurances were given regarding the confidentiality of data collected. This was the first communication from Mager and the evaluation team to the mentors and interns.

Item 105. 1987, March 1 interim report.

Mager, G. M. (1987, March 1). *Interim report on activities undertaken for the Statewide Evaluation study of the New York State Mentor Teacher-Internship Program*. This interim report to the NYSED provided a summary of Statewide Evaluation activities undertaken since the start of the project in November 1986.

Item 106. NYSUT concerns.

This memorandum (dated 1987, May 4) from Toni Cortese, First Vice-President, to Presidents of the New York State United Teachers (NYSUT) local affiliates, requested a response regarding the solicitation from Mager (dated April 6, 1987) to Local Program Coordinators. Cortese expressed concern about the degree of involvement of local NYSUT Presidents in the development of the letter. Item includes a copy of Mager's letter to the Local Program Coordinators.

Item 107. 1987, June 1 interim report.

Mager, G. M. (1987, June 1). *Interim report on activities undertaken for the Statewide Evaluation study of the New York State Mentor Teacher-Internship Program*. This report summarized the first year of the MT-IP, and it anticipated the full report yet to be written.

Item 108. Plans for the second, third, and fourth years of the evaluation of MT-IP.

Mager, G. M. (n.d.). *A study of the pilot projects in the second year of the New York State Mentor Teacher-Internship Program*. This was the plan proposed and used in the Statewide Evaluation in 1987-1988. It includes a display of the plan which includes the study questions, sources of data, methods of data collection, projected data collection points, and products of the effort.

and

Mager, G. M. *A proposal for studying the pilot projects in the third year of the New York State Mentor Teacher-Internship Program*. (n.d.). This item includes the first draft of the plan, with two study questions; it also includes the second draft with three study questions. The second draft was used in 1988-1989. The third study question, importantly, focused on the impact of the program on mentors and intern teachers; this led to the development of the Beginning Teacher View-of-Self (BTVoS) Questionnaire.

and

Mager, G. M. *A proposal for studying the pilot projects in the fourth year of the New York State Mentor Teacher-Internship Program*. (n.d.). This proposal for studying the program in 1989-1990 was submitted but was not funded. The Statewide Evaluation ended after three years.

Item 109. Statewide Evaluation report for 1986-1987.

Mager, G. M., with Bower, A., Corwin, C., Davis, M., & DeBolt, G. (1987, September). *A report to the State Education Department on the New York State Mentor Teacher-Internship Program, 1986-1987*. School of Education, Syracuse University. This report was the comprehensive summary of the design, methods, data collection procedures, analyses, and results of the Statewide Evaluation for the first year for the MT-IP. ERIC Clearinghouse, ED 303421 / SP 030650; and ED 344285 / EA 023750.

Item 110. Statewide Evaluation reports for 1987-1988.

Two comprehensive reports were written based on data collected during the second year of the Statewide Evaluation:

Mager, G. M. (1988, August). *A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1987-1988: The analysis of costs*. [Including the 1989, January Addendum, inserted]. School of Education, Syracuse University. This report addressed questions raised about the costs of local MT-IP projects.

and

Mager, G. M., with Corwin, C. (1988, November). *A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1987-1988: The mentor-intern relationship*. School of Education, Syracuse University. This report was a key report within the Statewide Evaluation; it established the mentor-intern relationship as central to the MT-IP. ERIC Clearinghouse, ED 312234 / SP 031564.

Item 111. Reports to the New York State legislature.

New York State Education Department, Division of ESC Planning and Support Services, Office of Federal Demonstration Programs. (1987, December). *Mentor Teacher-Internship Program report to the legislature*. This document (draft dated 1987, November 16) prepared by SED staff drew heavily on the Statewide Evaluation design and results, as well as other SED information about the program.

and

New York State Education Department, Division of ESC Planning and Support Services, Office of Federal Demonstration Programs. (1989, March). *1987-88 Mentor Teacher-Internship Program report to the legislature*. This document prepared by SED staff drew on the Statewide Evaluation design and results, as well as other SED information about the program. Mager's role as the Statewide Evaluator is recognized in the Executive Summary.

Item 112. Commendation from Freeborne.

In a letter (dated 1989, February 10) Gerald L. Freeborne, Executive Coordinator of the Office of Teaching as a Profession, to Joan Burstyn, Dean of the School of

Education, Syracuse University, commended Mager for his several years of work as the Statewide Evaluator of the MT-IP.

Item 113. Statewide Evaluation reports for 1988-1989.

Several reports were written based on data collected during the 1988-1989 school year. The Statewide Evaluation adapted to emerging interests and needs of SED regarding MT-IP and the local projects:

Mager, G. M. (1989, April). *A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989: Survey of selected New York State school districts and boards of cooperative educational services regarding the prospects of submitting proposals for projects funded under the Mentor Teacher-Internship Program for 1989-1990*. School of Education, Syracuse University. This report presented the data generated by a survey of selected districts across New York State to determine their intents with regard to submitting plans to implement a local project.

and

Mager, G. M. (1989, June). *A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989: A summary of a discussion with project coordinators regarding project funding alternatives, May 12, 1989*. School of Education, Syracuse University. This report reflected the growing concern about the costs of the MT-IP; eight alternative funding structures were offered in the report.

and

Mager, G. M. (1989, July). *A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989: Funding decisions regarding projects proposed for the 1989-1990 NYS MT-I Program*. School of Education, Syracuse University. This report was a follow-up to the 1989, June report. It summarized a subsequent discussion in which funding alternatives were further considered, and general principles for continued funding of local projects were set.

and

Mager, G. M. (1989, August). Preface, in *A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989: Helpful elements in the mentoring of first year teachers*. Prepared (with guidance) by G. P. DeBolt. Geneseo, NY: Department of Elementary and Secondary Education and Reading, SUNY-Geneseo.

and

Mager, G. M. (1989, October). Preface, in *A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989: Perceptions of teacher satisfaction – professional needs and basic needs*. Prepared (with guidance) by M. E. Harder. Columbia, MD: Children's World Learning Center.

and

Mager, G. M. (1989, October). *A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989: The analysis of costs*. School of Education, Syracuse University. This report summarized data collected during the third year of the MT-IP.

Item 114. Follow-up study on intern teachers.

Mager, G. M., Cianfarano, S., & Corwin, C. (1990, June). *A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1986-1987 and 1987-1988: A follow-up on the experiences of intern teachers*. School of Education, Syracuse University. In this report, Mager summarized data collected from teachers who had been intern teachers in 1986-1987 and 1987-1988, thus following up their internship years. Data based on the Beginning Teacher Views of Self (BTVoS) Questionnaire were analyzed and reported. Stanley Cianfarano and Carol Corwin assisted in the analysis of the data. ERIC Clearinghouse, ED 328528 / SP 032840.
and

Item includes a letter (dated 1991, March 18) from Gerald L. Freeborne, Executive Coordinator for the Teaching Professions, Office of Teaching, NYSED, to colleagues in the field, in which he solicited their help to Mager and Cianfarano in conducting another follow-up study of 1988-1989 intern teachers; it is not clear whether this follow-up effort was completed; Mager issued no report on this effort.

Item 115. Sustaining MT-IP.

Mager, G. M. (n.d.). *Sustaining the New York State Mentor Teacher-Internship Program: A proposal for changing the funding structure*. School of Education, Syracuse University. Mager submitted this proposal to the SED as a set of suggestions for restructuring the funding of local projects.

Item 116. Selected results of the Statewide Evaluation efforts.

Mager, G. M. (n.d.). *Selected results of the statewide evaluation of the NYS MTIP, 1986-1989*. Mager made many presentations regarding the design and results of the Statewide Evaluation of MT-IP. This item includes Mager's notes and transparencies used in some of those presentations summarizing the data and presenting key outcomes.

Other Work Related to Mentoring

Item 117. MT-IP in *The New York Times*.

Kolbert, E. (1987, April 12). Getting new teachers off on the right foot. *The New York Times*. Education Life, Section 12, pp. 22-26. In this article Elizabeth Kolbert discussed the challenges of starting a career in teaching. She quotes Mager on the approach to mentoring taken by the New York State MT-IP. Item includes a note

(dated 1987, April 13) from Betty Myers, Shepherd College, congratulating Mager on being cited in *The Times*.

Item 118. New York City MT-IP retreat.

Mager, G. M., Guerrero, F., & Goldberg, P. (1987, May 30). *What are we looking for? What have we discovered thus far?* [Panel discussion]. New York City Mentor Teacher Internship Program Retreat. (1987, May 29-31). Scanticon Executive Conference Center, Princeton, NJ. Mager joined in the NYC MT-IP retreat as the Statewide Evaluator for MT-IP. In this panel discussion, Frank Guerrero, Manager, and Phyllis Goldberg, Evaluation Consultant, both from the Office of Educational Assessment for the NYC Board of Education, and Mager discussed purposes and issues of evaluating the local and statewide MT-IP. Item includes the *Newsletter Between Us*, 1(2). The panel is listed (p. 4) and several pictures from the panel are included on that page.

Item 119. Professors use breaks.

Fawcett, D. (1987, June 30). Professors use breaks for research projects. *Summer Orange*, XVI(7), 1, 4. In this article, David Fawcett reported on his interview with Mager and other professors on their summer activities. Mager described the MT-IP and his work as the Statewide Evaluator.

Item 120. Mentor programs that work.

Mager, G. M. (1987, August 25). *Mentor programs that work*. Summer Institute of the New York State Funded Teacher Resource and Computed Training Centers. Mager was asked to offer a session based on his role as the Statewide Evaluator of the New York State Mentor Teacher-Internship Program (MT-IP). Item includes information from Isabell Pickett, scheduling the session, Mager's notes and a handout from his presentation, and the Institute program.

Item 121. 1987 ATE summer workshop.

Statewide Evaluation of the New York State Mentor Teacher-Internship Program. (1987, Fall). *Teacher Education Conference Board (TECB) Newsletter*, 7(2), 3. This article drew on the presentation made by Mager, DeBolt, Davis, and Corwin at the Association of Teacher Educators (ATE) Summer Workshop in Buffalo. The article provided a brief description of the overall design of the statewide evaluation.

and

I'll discuss the first part now... (1987, August 3). A rough, uncorrected, unedited transcript of the presentation by the statewide evaluation team – Mager, DeBolt, Davis, and Corwin – at the Association of Teacher Educators (ATE) Summer Workshop. It is not known how the session was recorded or who completed the transcript.

Item 122. NYS Council on Social Education.

Mager and Gary DeBolt were asked to make a presentation (1987, October 2) at a meeting of the New York State Council on Social Education on the Mentor Teacher-Internship Program. Letters (dated 1987, June 7, September 3, and October 7) to Mager and DeBolt anticipated the presentation and followed-up on the event. In the presentation, Mager and DeBolt focused on the MT-IP and its Statewide Evaluation.

Item 123. Northeast Educational Research Association.

Mager, G. M., Bower, A., Corwin, C., Davis, M. E. H., & DeBolt, G. P. (1987, October 28). *The workings of the New York State Mentor Teacher-Internship Program: Selected findings from the statewide evaluation study* [Symposium]. Eighteenth Annual Conference of the Northeast Educational Research Association Meeting (1987, October 28-30), Ellenville, NY. Mager served as the organizer of the symposium, with papers presented by Gary DeBolt, Ann Bower, Mary Davis, and Carol Corwin – all doctoral students who worked with him on the Statewide Evaluation. Item includes the proposal for the symposium, and letters to Mager regarding the proposal and conference. Item also includes five papers (titles added in pen):

- DeBolt, G. P. *One year later.*
- Bower, A. *Mentor-intern impressions of one another (Focused Logs).*
- Davis, M. E. H. *How and how many (Weekly Record of Involvement).*
- Corwin, C. *New teachers' perceptions of their classroom practices (BTVoS Questionnaire).*
- Mager, G. M. *Problems and opportunities in program evaluation: Reflections on the study of the NYS Mentor Teacher-Internship Program.*

This last paper provided an overview of the design of the Statewide Evaluation study, and a draft extension of the paper explored several problems and opportunities of evaluation design and implementation. Item also includes the conference program noting this symposium (p. 1).

Item 124. 1988 ATE annual meeting.

Mager, G. M., Corwin, C., DeBolt, G., & Harder Davis, M. (1988, February). *New York State's Mentor Teacher-Internship Program* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting, San Diego. This session, organized by Mager, included three doctoral candidates who worked with him on the Statewide Evaluation: Carol Corwin, Mary Harder Davis, and Gary DeBolt. Item includes the proposal for the thematic session, the letters of acceptance and scheduling, and the paper itself.

Item 125. Valley Stream Central High School District project evaluation.

Mager, G. M., & Harder, M. (1988, March). *An interim report on the mentor-intern project in the Valley Stream Central High School District.* Mager and Harder

conducted an evaluation of this local project at the request of Superintendent Henry Cram. The evaluation builds on the design and instruments used in the Statewide Evaluation.

and

Mager, G. M., & Harder, M. (1988, July). *The final report on the mentor-intern project in the Valley Stream Central High School District*. This report completes the one-year evaluation of this local project.

Item 126. Resolution of problems by beginning teachers.

Frenyea, R. C. (1988, August). *A study of the impact of mentor-intern projects on the resolution of problems experienced by beginning teachers*. State University College of Arts and Science, Plattsburgh. This report was developed by Rosemary Carter Frenyea as a research project submitted in partial fulfillment of the Certificate of Advanced Study (CAS) program at SUNY Plattsburgh. Frenyea built on the Statewide Evaluation design and instruments to collect data on new teachers' problems. Mager supported her efforts and provided minimal feedback on her study. Item includes letters from Frenyea to Mager.

Item 127. Massachusetts Association of Colleges for Teacher Education.

Mager, G. M. (1988, November 4). *The New York mentor teaching program: Recommendations for colleges and universities* [Keynote address]. Fall Conference of the Massachusetts Association of Colleges for Teacher Education (MACTE), Boxborough, Massachusetts. This address laid out the New York State MT-IP, the approach to the Statewide Evaluation, and the data on selected questions posed by the evaluation. Item includes a letter from Jack Conklin setting arrangements, the conference program, Mager's notes and transparencies used in the presentation, a follow-up letter from Mager to Conklin, and a letter from and response to Michael G. Schwartz regarding a requested report.

and

Item includes the story of what happened to him traveling to and from this conference. Arnie Goldstein, Professor in the School of Education, Syracuse University, asked faculty members to share with him something "funny or embarrassing" that they experienced while leading a workshop or at a conference. This story was one of two stories written by Mager in response. It called forth Mager's humility.

Item 128. Council of University Deans.

Mager, G. M. (1988, November 30). *Mentoring and the problem of assessing professional growth* [Presentation]. Council of University Deans (CUD) (1988, November 30-December 1), Albany. In this presentation, Mager laid out the issues of teacher assessment, particularly as it might related to new teacher induction. Item includes letters to Mager from Joan Burstyn and Hugh G. Petrie setting arrangements for the presentation, the agenda of the CUD two-day meeting,

Mager's notes and transparencies used in the presentation, Mager's scribbles on possible assessment questions, and follow-up letters from Burstyn, Geraldine Chapey, and Petrie in appreciation of the presentation.

Item 129. New teacher induction through mentoring.

Mager, G. M. (1989). New teacher induction through mentoring. *IMPACT on Instructional Improvement*, 22(3), 16-19. This article summarized some of the highlights of the New York State Mentor Teacher-Internship Program.

Item 130. Teacher Residency Training and Research Project, Arizona.

Mager, G. M. (1989, April 12). *New York State Mentor Teacher-Internship Program* [Panel presentation], in *Beginning teachers: What they need, what they want, and what they are getting. Teacher Induction – Purpose, Process, and Product*, Mesa, Arizona. This conference was sponsored by Arizona State University/Maricopa County Teacher Residency Training and Research Project. Mager provided an overview of the New York State MT-I Program and the approach to the Statewide Evaluation. Item includes the letters, (dated 1989, March 29, and April 3) from Billie Enz setting up the presentation, the conference program, Mager's notes used in the panel presentation, a follow-up letter of appreciation from Enz, and a letter from Mager with a list of names and addresses of individuals who requested copies of the report.

Item 131. 1989 ATE summer workshop – NYS MT-IP.

Mager, G. M. (1989, August 1). *Support for beginning teachers: New York State's Mentor Teacher-Internship Program* [Poster session]. Association of Teacher Educators (ATE) Summer Workshop (1989, July 30-August 1), Tacoma, Washington. Item includes the proposal for the poster session, a letter (dated 1989, May 8) from Henry N. Worrest to Mager confirming the session, the Workshop program listing the session (p. 17), and a letter of appreciation from Worrest to Workshop presenters.

Item 132. Syracuse Teacher Center.

Mager, G. M. (1989, November 6). *The research on mentoring in New York State. The Mentor Initiative*, Syracuse Teacher Center, Syracuse. Mager was one of several presenters at this workshop. Item includes a letter from Joseph P. Schramm to Mager setting the event, a flier to solicit registrations for the event, the workshop agenda, Mager's notes prepared for the presentation, and a letter of appreciation from Schramm to Mager for his participation.

Item 133. 1990 ATE annual meeting – Needs, wants, and gets.

Mager, G. M. (1990, February 7). *Beginning teachers: What they need, what they want, and what they get – Insights from the New York State Mentor-Teacher Internship Program* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting (1990, February 5-8), Las Vegas. This session was organized by

Billie Enz and included Mager. Item includes communications from and to Enz and Mager, the proposal for the session, confirmation of the date and time of the session, Enz's paper, and Mager's notes and paper used in the session.

Item 134. Impact scholars.

Roedel, J. (1990, February). Impact scholars. *Ohio State Alumni Magazine*, 81(6), 35-39. Jeff Roedel interviewed Mager and four other graduate alumni of Ohio State University to write this article for the magazine. Mager spoke chiefly about his experiences as a doctoral student in the College of Education, including his research experience with colleagues on The First Year Teacher Study. He also spoke about serving as the Statewide Evaluator for the NYS MT-IP. Item includes letters from Phil Doughty noting the article; from Donald P. Anderson, Dean of the College of Education, Ohio State University, congratulating Mager on being selected for this article; and with Jean P. Kelly, Assistant Editor of the magazine, sending extra copies of the magazine, and Mager's letter of thanks.

Item 135. CNYSSC/SBI Spotlight Series.

Mager, G. M. (1990, December 5). *New teacher induction through mentoring*. SU Spotlight Series presents "Mentoring." Central New York School Study Council/School Board Institute (CNYSSC/SBI). Mager was one of three presenters; also presenting were Mark DeSanctis and Ann Voutsinas. Item includes the flier advertising the session, a letter from Laurie Mangicaro to Mager setting arrangements for the session, Mager's presenter information form, background information on each of the three presenters. Also included are Mager's notes for the presentation, a paper *New teacher induction through mentoring*, Mager's notes on DeSanctis' and Voutsinas' presentations, an evaluation form, and a letter of appreciation from Shablak to Mager for his participation.

and

Mager, G. M. (n.d.). *New teacher induction through mentoring*. SU Spotlight Series *In Focus* 2(2). Produced by the Office of Professional Development in the School of Education, Syracuse University, for the CNYSSC/SBI. The article highlighted mentoring as a form of new teacher induction and provided an annotated bibliography on the subject.

Item 136. A theory of new teacher development.

Mager, G. M. (1992). Chapter 1. The place of induction in becoming a teacher. In G. P. DeBolt (Ed.), *Teacher induction and mentoring: School-based collaborative programs* (pp. 3-33). State University of New York Press. This chapter opened the book by building a theory of new teacher development and the place of induction in that process. Item includes a paper copy of the chapter and the book.

Item 137. External advisory committee to MT-IP.

Mager served on the External Advisory Committee to the New York State Mentor Teacher-Internship Program. Item includes communications (dated from 1994,

October 6, to 1996, January 9, 1996; the date of 1995 must have been an error) with Sanford E. Lake, Assistant in Teacher Certification Policy, Office of Teaching Initiatives, in NYSED, regarding serving on an external advisory committee for the MT-IP. Mager served on the advisory committee for two years.

Item 138. Regents Task Force on Teaching.

Mager, G. M. (1997, June 12). *A report to the Regents Task Force on Teaching about the New York State Mentor Teacher-Internship Program with recommendations about future implementation of that model of teacher induction.*

Gary DeBolt and Mager collaborated to give a report to the Regents Task Force on Teaching, at the request of Doris Garner, Staff for the Regents Task Force. Item includes the letter inviting the presentation and report, the draft outline of the session and accompanying materials, Mager's report, DeBolt's report, and Mager's notes on his presentation.

and

Mager, G. M. (n.d.). *Principles useful in planning programs of support of new teachers through mentoring.* Mager prepared this statement outline and offered it as guidance for future project and program planners. It is derived from the experience of studying and evaluating induction through mentoring.

and

An email (dated 1997, May 5) from Ralph Ware to DeBolt and Mager and others, shared information regarding mentoring and teacher induction in the United States and other countries.

Item 139. North Rose Wolcott workshops.

Gilmour, S., Barker, J., & Mager, G. M. (1998, April 7-8, and 28-29). North Rose-Wolcott Central School District four-day workshops on mentoring. Item includes a letter from Scott Shablak, Director of the Office of Professional Development in the School of Education anticipating the workshop series. Item also includes outlines of the four days, prepared by Suzanne Gilmour, Jan Barker, and Mager: one day on *Preparation for serving as a mentor teacher*; one day on *Preparation for serving as an intern teacher*; and two days on *Preparation for working together as intern teachers and mentor teachers*.

Item 140. A framework for evaluating a mentor-intern project.

Mager, G. M. (2001, March 28). *A framework for evaluating the local mentor-internship projects.* 2000-2001 New York State Mentor Teacher-Internship Program Statewide Project Coordinators Meeting, Albany. Mager was asked to provide an orientation to local project evaluation. Item includes the meeting agenda and Mager's powerpoint slides.

and

Mager, G. M. (2002, April 10). *A framework for evaluating the local mentor-internship projects.* New York State Education Department Mentoring Institute, Albany. Mager was asked to return for a second year to address the local project

coordinators regarding evaluation. Item includes the meeting agenda and Mager's modified powerpoint slides.

Item 141. PSPB presentation on MT-IP.

Mager, G. M. (n.d.). *The New York State Mentor Teacher-Internship Program... and what we learned from it*. Mager presented the design and results of the Statewide Evaluation to the New York State Professional Standards and Practices Board (PSPB) for Teaching. At the time, Mager was a member of the PSPB. The presentation covered the three years of the Statewide Evaluation effort. Item includes Mager's outline of the presentation and materials handed out to the PSPB members.

Item 142. 2008 ATE annual meeting – BTVoS Questionnaire.

Mager, G. M., Gao, W., & Dotger, B. (2008, February 24-27). *Beginning Teacher's Views-of-Self: Assessing development in the early career*. Association of Teacher Educators (ATE) Annual Meeting, New Orleans. This paper provided the theoretical base for the concerns about new teachers, the development of the BTVoS Questionnaire, and selected data analyses – cluster analysis and factor analysis – that provided potential internal structures to the instrument. Next steps in the refinement of the instrument were suggested. Item includes the proposal for the presentation, and the outline of the presentation. Also included are data printouts from the cluster and factor analyses undertaken.

Item 143. Syracuse City School District project evaluation.

Mager, G. M. & Gao, W. (2007, January). *A report to the mentor teacher-internship program steering committee, Syracuse City School District, on the results of the survey of beginning teachers and mentors in the 2005-2006 school year*. This report presented the design and results of an evaluation of the local project in the Syracuse City School District. It was conducted by Mager and Wei Gao, with the assistance of Andrew Harris for data entry and analysis. The evaluation included data from two instruments that were of particular interest: The Beginning Teacher's Views-of-Self (BTVoS) Questionnaire, and the My Biggest Problem This Year (MBPTY) Questionnaire. Data and analyses based on other instruments were also included.

and
Mager, G. M., & Gao, W. (2007, December). *A report to the mentor teacher-internship program steering committee, Syracuse City School District, on the results of the survey of beginning teachers, mentors, PAR consultants, and professional partners, in the 2006-2007 school year*. This report followed the design and results presentation of the local evaluation conducted a year earlier, but it differed from that evaluation in that it compared three projects in support of beginning teachers enacted simultaneously in the district: the state-sponsored Mentor Teacher-Internship Program, the district-sponsored Peer Assistance and Review (PAR) Program, and the Professional Partner (ProP). (An insert to the report at p. 5

corrects the number of PAR Consultants. An insert at p. 16 adds detail to the table.)

and

Mager, G. M. (2009, August). *A report to the mentor teacher-internship program steering committee, Syracuse City School District, on the results of the survey of beginning teachers in the 2008-2009 school year*. This report focused on one data collection instrument – the Beginning Teacher’s Views-of-Self (BTVoS) Questionnaire – and analyzed data received from the beginning teacher respondents by selected demographic and professional background characteristics. Item includes a cover letter (dated 2009, June) from Michelle Mazur, New Teacher Induction Facilitator, to the district’s beginning teachers in which she solicited their participation in the evaluation.

Searchable terms:

- analysis of costs
- Beginning Teacher’s Views-of-Self Questionnaire (BTVoS)
- evaluation design
- focused logs
- induction
- intern teacher
- local project
- mentor-intern relationship
- mentor teacher
- Mentor Teacher-Internship Program MT-IP
- pilot project
- statewide evaluation
- Syracuse City Schools
- theory of mentoring
- weekly record of involvement

THE NEW YORK PARTNERSHIP FOR STATEWIDE
SYSTEMSCHANGE
and the
HIGHER EDUCATION SUPPORT CENTER
FOR SYSTEMSCHANGE
and the
NEW YORK STATE TASK FORCE
ON QUALITY INCLUSIVE SCHOOLING

Through a series of five-year grants, the School of Education partnered with the Office of Vocational and Educational Services for Individuals with Disabilities (VESID), in the State Education Department (SED), to promote inclusive education practices in schools and districts and communities across the state. The grants were enacted from 1990-1995, 1996-2000, 2001-2005, and 2006-2011 (including a one-year extension). In the School of Education, Luanna Meyer led in this effort for the first seven years, 1990-1997; she left Syracuse University in 1997.

The first five-year grant focused on practices serving individuals with severe disabilities. With the 1995-2000 renewal grant and beyond, four foci were identified: Service to individuals with emotional disabilities, particularly children in the primary grades; the secondary education initiative, serving students with disabilities at the high school level; supporting the Special Education Training and Resource Center (SETRC) network through materials the annual statewide conference; and the Higher Education Support Center (HESC) for SystemsChange, promoting the development of inclusive teacher preparation programs to address the shortage of teachers prepared to teach in inclusive classrooms. Mager was asked to lead the effort in inclusive teacher preparation design. This component established the HESC. Under that umbrella, the Task Force on Quality Inclusive Schooling (TFQIS) was established and over the course of this and two grants that followed, more than 70 New York State colleges and universities joined the TFQIS in committing to design or redesign their teacher preparation programs to address this shortage.

After Meyer's departure from Syracuse University, in 1997, Mager assumed the leadership of the entire New York Partnership for Statewide SystemsChange 2000. Due to state fiscal restraints, the Partnership and its components were ended in 2011. The series of grants from 2001 to 2011 totaled an investment of \$8,065,581. in this work.

Item 144. Inclusive and dual certification workshop.

Inclusive Education and Dual Certification Workshop. (1992, August 28). Albany. Sponsored by the New York State Education Department and organized by the New York Partnership for Statewide SystemsChange. This one-day workshop for college and university faculty focused on how to build inclusive teacher preparation programs. Item includes a letter of invitation to Mager from Luanna Meyer to help conduct the workshop, the general invitation to colleges and universities to participate, the agenda for the workshop, a brochure describing the New York Partnership for Statewide SystemsChange. Item also includes a brochure describing Syracuse University's Inclusive Elementary and Special Education Teacher Preparation Program (IESEP), and the proposed program description.

Item 145. CSPD Advisory Committee.

Comprehensive Statewide Personnel Development (CSPD) Advisory Committee meeting. (1995, October 11). Albany. Mager participated in this meeting of the committee which considered matters of personnel, general education and special education coordination, and lifelong seamless delivery of services. Item includes communications about the meeting, the meeting agenda, and handouts provided at the meeting.

Item 146. TFQIS report for 1996-1997.

Mager, G. M., & Bernazzani, J. (n.d.). *Report on the activities of the Higher Education Task Force on Quality Inclusive Schooling for 1996-1997.* This report provided an overview of the purposes, membership, and activities of the Task Force in what was its second year of existence. The report summarizes the results of a survey of the membership, and it offered projections for 1997-1998.

Item 147. 1997 ATE annual meeting - Symposium on inclusive schooling.

Mager, G. M. (1997, February 19). *Teacher preparation for quality inclusive schooling* [Symposium]. Association of Teacher Educators (ATE) Annual Meeting, Washington. This symposium included members of the New York Task Force on Quality Inclusive Schooling (TFQIS): Kate DaBoll-Lavoie, Deborah First, and Craig Hill from Nazareth College of Rochester; Laura Dorow and Lois Fisch from Utica College of Syracuse University; Nancy Ellsworth and Joanna Uhry from Fordham University; Andrew Beigel and Nancy Dubetz from SUNY – New Paltz; Joan Black from Marymount College; and Ruth Gold from Hofstra University. Each member participated in the symposium.

and

Mager, G. M. (1997, February 19). *The New York State Task Force on Quality Inclusive Schooling: Commitments and goals* [Presentation]. Association of Teacher Educators (ATE) Annual Meeting, Washington. This paper was Mager's part of the symposium. Item also includes the *Syracuse Record*, 27(29), 9, in which Mager's participation in the ATE symposium was acknowledged.

Item 148. CSPD annual conference.

Mager, G. M. (1997, May 3). *The New York State Task Force on Quality Inclusive Schooling: Engaging higher education institutions in inclusive teacher preparation* [Panel presentation]. Comprehensive System of Personnel Development (CSPD) Fifth Annual Conference (1997, April 30-May 3), Arlington, Virginia. This panel session was organized by Beverly Mattson, and it included two presenters: Laurie Dinnebeil from the Ohio Higher Education Consortium for Inclusive Early Childhood, and Mager. Item includes a letter from Mattson confirming the session, the announcement and welcome to the conference, the conference at-a-glance events and general sessions, concurrent sessions, and exhibitors, presenters and participants. Item also includes Mager's notes and transparencies for the presentation, Mager's paper, and a letter of appreciation from Mattson.

Item 149. 1998 ATE annual meeting - Models.

Mager, G. M. (1998, February 16). *Program models for inclusive teacher preparation* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting, Dallas. Mager was Session Organizer. Presenters were Kathy Barbour and Stephanie Leeds from Cazenovia College; Joan Black from Marymount College; Kate DaBoll-Lavoie and Craig Hill from Nazareth College of Rochester; Andrew Beigel and Nancy Dubetz from SUNY – New Paltz; and Laura Dorow and Lois Fisch from Utica College of Syracuse University. Item includes the proposal from Mager, letters to the presenters, the outline of the session, and a solicitation to audience members to submit contributions on inclusive teacher preparation programs and practices.

and

Mager, G. M. (1997, February 19). *The Task Force on Quality Inclusive Schooling: Contributing to systemschange in New York State*. Association of Teacher Educators (ATE) Annual Meeting. This paper was Mager's contribution to the thematic session.

Item 150. 1998 inclusive schools and communities conference.

Responsible inclusive practices: Results for students. (1998, May 12-13). Inclusive Schools and Communities for Children and Youth, Tarrytown, New York. This annual conference was sponsored by the Office of Vocational and Special Educational services for Individuals with Disabilities (VESID), in the State Education Department, along with the New York Partnership for Statewide SystemsChange 2000. This brochure advertised the sixth statewide conference promoting inclusive practices in schooling and community. This conference was a major event of the New York Partnership for SystemsChange; it drew hundreds of participants annually. This brochure is, unfortunately, one of only two items remaining from the series of conferences that spanned over ten years. Other items, such as programs and papers presented are no longer available.

Item 151. OSERS/OECD symposium on inclusion.

OSERS/OECD International Symposium on Inclusion and Professional Development. (1998, September 24-26). Bethesda, Maryland. This copy of the proceeding of the symposium was received in November 2000. Mager was one of the many participants, as was Douglas Biklen, also from the School of Education, Syracuse University. Biklen is quoted several times in the proceeding document.

Item 152. Support for regional resource centers.

Mager received requests from two agencies to support their applications to the U.S. Department of Education, Office of Special Education Programs, for funding to establish regional resource centers. (1998, November-December). Presumably, the agencies were in competition with each other, as well as other agencies. The two agencies were the RMC Research Corporation of Portsmouth, New Hampshire, and Arlington, Virginia, and Education Development Center, Inc., of Newton, Massachusetts. Mager wrote in support of both proposals. The EDC proposal was not funded; it is not known whether the RMC proposal was funded, but no further communications with RMC were received. Item includes communications with Mager extending the requests, the proposal abstracts, and Mager's letters of support.

Item 153. Partnership evaluation executive summary.

Executive Summary, *New York Partnership for Statewide SystemsChange: Final evaluation report*. (1999, June). This report was prepared for the New York State Education Department, by the Office of Professional Development, School of Education, Syracuse University. This report was one of several offered over the years to document and prompt further development in the Partnership. Other such reports are not available.

Item 154. 1999 ATE annual meeting – Standards for inclusive programs.

Dorow, L., DaBoll-Lavoie, K., Fisch, L., Hill, C., Mager, G. M., Black, J., Dubetz, N., & Miller, M. (1999, February 15). *Teacher preparation program standards to promote equity and excellence in inclusive classrooms* [Thematic session].

Association of Teacher Educators Annual Meeting, Chicago. This paper was based on the work of the Higher Education Support Center (HESC) for SystemsChange and its Task Force on Quality Inclusive Schooling (TFQIS). Item includes the proposal for the session, the paper itself, the outline of the session presentation, and selected materials used in the session.

and

Higher Education Task Force on Quality Inclusive Schooling. (2000, July). *Standards for inclusive teacher preparation programs*. New York Partnership for Statewide SystemsChange 2000. The standards development committee included Laura Dorow and Lois Fisch from Utica College of Syracuse University; Kathleen

DaBoll-Lavoie and Craig Hill from Nazareth College of Rochester; Mager from Syracuse University; Joan Black from Marymount College; Nancy Dubetz from Lehman College, CUNY; and Merrily Miller from Mount Saint Mary College.

and
Newsmakers. (2001, February 19). *Syracuse Record* 31(21), 8. Notice that Mager was involved in the publication of the Standards booklet (not book).

Item 155. NYC proposal.

The Higher Education Support Center (HESC) for SystemsChange developed and submitted a proposal to the Board of Education of the City of New York for *Special and General Education Integration*. (2000, August). This response to the issued RFP was prepared by the staff of the HESC, led by Melissa Price. The proposal was not selected by the Board of Education for funding, but it is included here as it described the type of commitments and work the HESC was engaged in and how that might have served the New York City schools. Item includes communications with Syracuse University faculty and staff regarding participating in the proposed project, the original RFP, the proposal as submitted, communications about the rejection of the proposal, and Mager's letter to Linda Wernikoff (dated 2001, April 12) relating that the proposal would not be resubmitted and expressing his disappointment in the way the RFP was handled by the Board of Education.

Item 156. 2001 ATE annual meeting - Dispositions.

Foote, C. J., DaBoll-Lavoie, K. M., Fisch, L. A., Napolitano, H. S., Miller, M., & Mager, G. M. (2001, February). *Who's to judge: Evaluating the character, attitudes, values and dispositions of prospective teachers in inclusive preparation programs* [Panel discussion]. Association of Teacher Educators (ATE) Annual Conference, New Orleans. Organized by Chandra J. Foote, this panel included representatives from six of the Task Force institutions. Item includes Foote's letter proposing the panel.

and

Mager, G. M., & Sarno, M. R. (2001, February). *The Inclusive Elementary and Special Education Teacher Preparation Program at Syracuse University...* [Paper presentation]. Association of Teacher Educators (ATE) Annual Conference, New Orleans. Mager presented this paper, prepared with Marie Sarno, describing Syracuse University's Inclusive Program approach to assessing candidates on the range of personological matters prior to admission to the in-depth professional components of the program. Item includes Mager and Sarno's paper with sample forms from the pre-Block I assessment.

Item 157. Report on the mini-grant projects.

Mager, G. M., & Price, M. (2001, April). *A report to the Office of Vocational and Educational Services for Individuals with Disabilities on the mini-grant initiative projects*. New York Partnership for Statewide SystemsChange, 2000 and 2001.

This report summarized an initiative intended to support faculty members and institutions from across New York State in their efforts to move toward programs that prepare teachers for serving learners with disabilities. Forty-one projects received funds. The report includes descriptions of the work undertaken by those funded projects.

Item 158. New commitments to TFQIS.

New commitments for the Higher Education Task Force on Quality Inclusive Schooling. (2001, April 11). With the renewal of the Partnership funding for 2001-2006, the Higher Education Support Center (HESC) for SystemsChange sought to increase the number of institutions and faculty members engaged in the Task Force on Quality Inclusive Schooling (TFQIS). This list of institutions and members reported the new commitments received at that time.

Item 159. Teacher preparation at Marymount College.

Feld, J. J. (n.d.). Would-be teachers get lesson in inclusion. *The Journal News*, Close-up: Education. This article, written by Jayne J. Feld, appeared in a downstate local newspaper. It described the inclusive focus of the teacher preparation program at Marymount College in Tarrytown, New York. Marymount College was one of the institutions in the Task Force on Quality Inclusive Schooling (TFQIS). Mager is quoted in the article.

Item 160. 50 college consortium.

Syracuse's School of Education builds 50-college consortium for Quality Inclusive Schooling. (2003, April). *School of Education Update*, 1. This new promotional piece produced by the School of Education, Syracuse University, highlighted the work of the Task Force on Quality Inclusive Schooling (TFQIS). Mager wrote sections of the article. Item includes the invitation from Corinne Smith to write for the publication, Mager's draft sections, and the publication itself.

Item 161. Arkansas deans' symposium.

Smith, C. R., & Mager, G. M. (2004, February 25). *Strategies for successful concurrent program development.* All Teachers Reach All Children, Deans' Symposium (2004, February 25-26), Jonesboro, Arkansas. This symposium was sponsored by the Arkansas Department of Education; hosted by Arkansas State University. This presentation was sought by the Professional Quality Enhancement Department within the Arkansas Department of Education, as a prompt to consider and improve teacher education programs toward more inclusive designs and practices. Corinne Smith and Mager described the development of the Inclusive Program in the School of Education, Syracuse University. Item includes communications with Smith regarding the symposium, the agenda for the symposium, Smith's and Mager's outline of their presentation, and a letter from Mager following-up on the session.

and

Mager, G. M. (2004, February). *Developing the “Inclusive Elementary and Special Education Teacher Preparation Program” at Syracuse University*. This paper provides a brief history of the origins of the Inclusive Program and its development. This paper was written for and shared at the Arkansas Deans’ Symposium.

Item 162. Utica College summer institute.

Fisch, L. A., & Dorow, L. G. (2004, April 30). *ACSS – Adapting Curriculum for Student Success*. A report to the Utica College Strategic Planning Committee. This report was prepared by Lois Fisch and Laura Dorow for the Utica College faculty on curricular adaptations at the college level. It preceded a Summer Institute (2004, May 25-27) on adapting curriculum. Fisch and Dorow were members of the Task Force on Quality Inclusive Schooling (TFQIS). Mager participated in the institute by facilitating a work session on the second day. Item includes Fisch and Dorow’s ACSS report, the agenda for the three-day Summer Institute with the powerpoint slides used by Fisch and Dorow. Item also includes Mager’s notes and a transparency used in the work session.

Item 163. 2005 inclusive schools and communities conference.

Building partnerships for the future. (2005, May 17-18). Inclusive Schools and Communities for Children and Youth, Tarrytown, New York. This annual conference was sponsored by the Office of Vocational and Special Educational Services for Individuals with Disabilities (VESID), in the State Education Department, along with the New York Partnership for Statewide SystemsChange. This brochure advertised the tenth statewide conference promoting inclusive practices in schooling and community. This conference was a major event of the New York Partnership for SystemsChange; it drew hundreds of participants annually. This brochure is, unfortunately, the one of only two items remaining from the series of conferences that spanned over ten years. Other items, such as programs and papers presented are no longer available.

Item 164. Effective inclusive schools.

Mager, G. M. and Giugno, M. (2005). Chapter 13. Effective inclusive schools. In D. Schwartz (Ed.), *Including children with special needs – A handbook for educators and parents*. Greenwood Press. Mager and Giugno worked together from 1995 through 2011 on the New York State Partnership for Statewide SystemsChange. Diane Schwartz was an active member of the Task Force on Quality Inclusive Schooling, and she asked several members of that group to contribute chapters to the book. Item includes a copy of the final draft of the chapter (originally slated to be Chapter 12), which more clearly presents the text as intended by Mager and Giugno, and the book itself.

Item. 165. NASDE satellite conference.

Getting the most out of your partnerships: Using knowledge management and communities of practice. (2005, September 21, and October 19). National Association of State Directors of Special Education (NASDE) Satellite Conference. This two-hour conference, videotaped in Pittsburgh, presented the experiences and perspectives of the Higher Education Support Center (HESC) for SystemsChange in building partnerships across traditionally separate enterprises. Presenters included Melissa Price, Higher Education Support Center (HESC) Project Coordinator; Matthew Giugno, Co-Director of the HESC; Max Donatelli, representing the Parent Network of Western New York; Larry Waite, representing New York United Teachers (NYSUT); and Mager, Co-Director of the HESC and Professor in Teaching and Leadership Programs, School of Education, Syracuse University. Item includes communications setting arrangements for the videotaping and the broadcast, a one-page introduction of the HESC, the schedule for the broadcast including the powerpoint slides used in the conference, a DVD of the broadcast (two copies), and a letter to Mager of appreciation following the broadcast.

Item 166. NYC Task Force booklet.

Mager, G. M. (2007, June). *Foreword – Moving mountains...* New York City Task Force (NYCTF) on Quality Inclusive Schooling. Mager wrote this Foreword for the booklet prepared by members of the NYCTF as one of their activities in moving toward inclusive schooling. Item includes communications with Stephen Levy regarding the Foreword, the Foreword itself, and copies from a draft of the opening pages of the booklet. A copy of the booklet is not available.

Item 167. OSEP presentation evaluation.

Mager, G. M., & Kozik, P. (2007, July 16). *Driving systemschange: Effective preparation, practice, and partnership.* Office of Special Education Programs (OSEP) Project Director's Conference, Washington. Mager and Peter Kozik conducted this session. This email from Anna Mark provided feedback to Mager and Kozik on their presentation. Feedback was received from three participants.

Item 168. SIG/CSPD teleconference.

Kozik, P. L., Mager, G. M., & Giugno, M. (2008, January 22). *The New York Higher Education Support Center for SystemsChange* [Teleconference presentation]. This teleconference was organized by Audrey Desjarlais, State Improvement Grant (SIG) Network Coordinator, for the Joint Directors/Evaluators associated with the federal Comprehensive System of Personnel Development (CSPD). Item includes Communications to and from Desjarlais setting up the teleconference, the general format of the event, the powerpoint slides used in the presentation, and follow-up messages between Desjarlais and Giugno regarding the teleconference.

Item 169. Report on three initiatives.

Kozik, P. L. (2008, February). *A report on three initiatives from 2006-2007*. This report, prepared by Peter Kozik, Project Assistant, addressed three initiatives of the Higher Education Support Center (HESC) for SystemsChange: summer action grants; the regional task force structure and liaison leadership; and building partnership between identified high-need schools and teacher preparation institutions. The report was provided to the State Education Department and to the members of the Task Force.

Item 170. Values, skills, and knowledge for successful inclusive teaching.

Kozik, P. L. (n.d.). *Moving mountains: The values, skills, and knowledge necessary for successful teaching in the inclusive adolescent school setting*. This paper, prepared by Peter Kozik, Project Assistant, reported on the discussion of a Think Tank group that he organized and orchestrated. It was part of the Task Force on Quality Inclusive Schooling (TFQIS) effort to address inclusion at the secondary school level.

Item 171. Who we are, what we do.

Part 1: Who we are – Conversations with state-wide and regional Task Force members; Part 2: What we do – Sandy Creek Schools: An HESC partnership for inclusive schooling. (2011). A two-part (10 minutes and 20 minutes) video on CD, produced by the New York Higher Education Support Center (HESC) for SystemsChange. This video, features David Steiner, former New York State Commissioner of Education and members of the HESC Task Force on Quality Inclusive Schooling (TFQIS), as well as Peter Kozik and educators from the Sandy Creek Schools.

Item 172. Closing the HESC.

This letter (dated 2013, September 22) from the Office of Sponsored Programs at Syracuse University to Mager reported on the closing-out of the award for the New York Higher Education Support Center (HESC) for SystemsChange. This brought to a close the multiple-year sponsored project.

Searchable terms:

Higher Education Support Center for SystemsChange HESC
inclusion
inclusive schools
models for inclusive teacher preparation
New York Partnership for Statewide SystemsChange
partnerships
systemschange
Task Force on Quality Inclusive Schooling TFQIS

MEREDITH PROFESSORSHIP
and
“A BRIDGE TO THE CITY” PROJECT

In 2000, Mager was encouraged by Corinne Smith, Interim Dean of the School of Education, to consider developing a proposal for the Laura J. and L. Douglas Meredith Professorship for Excellence in Teaching award. This award is one of the most distinguished faculty appointments made at Syracuse University. It is intended for established, tenured faculty members from across campus.

After the initial year of award, 1995, in which three faculty members were named Meredith Professors, two faculty members have been selected each year based on a record of excellence in teaching and on a proposed three-year project to advance teaching and learning for students on campus. A substantial monetary award is given to the selected professors and monetary support for their projects across the three-year span is also made available.

Further, Meredith Professors participated in the Meredith Symposium, regular meetings of the awardees to talk about their teaching, and to plan and enact several campus-wide strategies for addressing teaching performance by faculty members. These strategies included occasional workshops on teaching, annual invitational dinners focused on selected teaching topics, and the annual selection of a few non-tenured faculty who show promise in teaching for the Teaching Recognition Award.

By 2000, only 13 Syracuse University faculty members had been selected and appointed as Meredith Professors. David Bennett and Mager became numbers 14 and 15. As of 2019, the number of Meredith Professors stood at 51.

This category includes materials used in the application and selection process when Mager was considered for the award. Also included are reports and descriptions of his project, “A Bridge to The City.” Mager’s project continues, even as of 2021, supporting student teaching experiences in the NYC Public Schools.

Item 173. Nomination and selection for the Meredith Professorship.

Flusche, M. and Ramsey, S. H. (2000, August 19, and October 25). This memorandum, from Michael Flusche and Sarah Ramsey, announced the Call for Nominations for the Meredith Professorship in 2000, and description of the Professorship.

and

Smith, C. (2000, November 21). In this letter, Interim Dean Corinne Smith nominated Mager for the Meredith Professorship.

and

Ramsey, S. H. (2000, December 5). In this letter to Interim Dean Smith, Sarah Ramsey indicated that Mager's nomination had been advanced as a Finalist for the Professorship.

and

Mager, G. M. (2001, February). Mager submitted a portfolio in consideration for The Meredith Professorship. Portfolio includes Mager's statement on his approach to teaching, a description of his proposed project, a review of student evaluations of his teaching, and a list of courses he taught from 1997-2000.

and

Chancellor Kenneth A. Shaw and Vice Chancellor and Provost Deborah A. Freund invited Mager to the reception, 2001, April 9, honoring David Bennett and Mager as the two Meredith Professors selected for 2001-2004.

Item 174. Recognitions of "A Bridge to The City" project.

School of Education builds bridge to New York City schools. (2003, Fall).

Education Exchange, 1 and 6-7. This article described "A Bridge to The City" project that was part of Mager's Meredith Professorship, active from 2001-2004.

and

Shires, A. S. (2005, Spring). A Bridge to The City. *Education Exchange*, 12-15. This cover story article, written by Amy Speach Shires, described the project and the experiences of many participants, both students and educators from NYC.

and

Speach, A. (2017). A Bridge to The City – Teacher candidates gain insights and experience through NYC program. *Education Exchange*, 26-27. This article, written by Amy Speach, further evidenced the success of the Bridge project. It also appeared in the Summer 2017 issue of *Syracuse University Magazine*.

Item 175. Final report on "A Bridge to The City" project.

A cover letter. (2005, August 15). This cover letter was used in distributing copies of Mager's final report on "A Bridge to The City" project.

and

Mager, G. M. (2005, August). *A Bridge to The City – A Report on the Meredith Project of Dr. Gerald M. Mager, Laura J. and L. Douglas Meredith Professor for Teaching Excellence, 2001-2004.*

and

Mager, G. M. (2005, August). *A Bridge to The City – A Report on the Meredith Project of Dr. Gerald M. Mager, 2001-2004.* The powerpoint slides Mager used in presenting the report to the Meredith Symposium and other groups.

Item 176. "A Bridge to The City" brochure.

This brochure was created and used more recently to inform prospective student teachers about A Bridge to The City program and how they might apply for it.

Other brochures were produced over the years, but they are not available here. Item evidences the continuation of Mager's Meredith project well beyond the initial three years of project support.

Item 177. School of Education's Meredith Professors.

The School of Education Extended Campus graduate course catalogue (2001, Fall) celebrated the three Meredith Professors selected up to that time. The three were Marvin Druger, Sari Knopp Biklen, and Mager, who appeared on the cover and are noted on the inside of the cover page.

Searchable terms:

- A Bridge to The City
- approach to teaching
- Meredith Professorship
- Meredith Symposium
- New York City Schools

TEACHER EDUCATION AND PROGRAM DEVELOPMENT

This category, along with Teaching: The Career and Profession, below, reflect Mager's primary field of study and scholarship. In this category, his work on the preparation of teachers through coursework and field experiences is presented. His work in the design of teacher preparation programs – both his designs and the review of other programs are presented.

Item 178. The short course.

Mager, G. M. and Applegate, J. (1980, April). The short course: Where campus and classroom meet. *Teacher Education*, 16, 97-104. A publication of the Faculty of Education at the University of Toronto. In this article, Mager and Jane Applegate described the "short course" practice employed in the secondary teacher preparation programs at Ohio State University, where they both had been doctoral students. Item includes an earlier draft of the paper entitled, *The short course: An alternative for teacher education*, written by Mager for ED C&F 944, a graduate course in which he was enrolled, taught by Donald R. Cruickshank. Item also includes communications with the journal editor, and the published article.

Item 179. Teacher candidates' learning from experience.

Evers, J. A. (1984, February 14). Teacher education graduates' understanding of their preparation programs. This study was proposed to investigate teacher candidates' development in relation to their preparation programs. This study served as Evers' Research Apprenticeship project. Item includes the letter from the Syracuse University Institutional Review Board (IRB) granting Human Subjects approval, the proposal itself, a letter (dated 1984, April 2) from Mager to colleagues at teacher education institutions in New York State in which he sought help identifying subjects, and the interview protocol. Also included are two early drafts of the paper, a concept map reflecting the results of the study, and the final paper. and

Mager, G. M., & Evers, J. A. (1986, Winter). Teacher candidates' reflections on learning from experience. *IMPACT on Instructional Improvement* (20)2, 17-30. A publication of the New York State Association for Supervision and Curriculum Development. The article summarized an interview study of the views of 10 recent graduates of teacher preparation programs at several colleges in New York State.

Item 180. Review of master's degree programs in elementary education.

Mager was invited to serve as a consultant to the New York State Education Department (NYSED) which was designing a review of the state's registered master's programs in elementary education; Patricia Kay of CUNY Baruch College and Richard Salzer of SUNY Buffalo were also consultants. Item includes the letter (dated 1985, March 8) from Doris Garner, Associate in the NYSED Division of

Academic Program Review, setting arrangements, materials related to the review, and drafts of the review documents.

Item 181. Field experience in becoming a teacher.

Mager, G. M. (1987, Autumn). Field experience in becoming a teacher. *Teaching Education*, 1(2), 27-30. A journal sponsored by the University of South Carolina. The article reflected on the nature of field experience in becoming a teacher. Item includes communications with Craig Kridel, Editor, and Timothy Hewitt and Mark C. Van Gunten, Assistant Editors, regarding the article and early drafts of the paper. ERIC Clearinghouse, EJ 389870 / SP 518483.

Item 182. 1988 COTE Fall Conference - Field-based teacher education.

Mager, G. M. (1988, October 14). *What research tells us about field-based teacher education* [Presentation]. Clinical teacher education: Training teachers in field settings. COTE Fall Conference, Albany. Mager spoke about the research base on field experience and the implications that research might have for teacher preparation programs. Item includes letters from Gwen Yarger, Conference Co-Chair, setting up the presentation and a pre-conference flier, the conference program, Mager's notes used during the presentation, and a follow-up letter of appreciation from Yarger. Item also includes summaries of the presentation in both the *Teacher Education Conference Board (TECB) Newsletter*, 8(3), 2. and the *New York State Association of Teacher Educators (NYSATE) News Briefs*, 1989, March, p. 3.

Item 183. The Urban Teacher Preparation Program.

Urban Teacher Preparation Program – Competency and Requirement Guide. (1984). The Urban Teacher Preparation Program (UTPP) was established in the 1960s as a means of attracting and preparing master's students for teaching in urban schools; it continued for several decades. This program, initially funded by the Ford Foundation, prepared many teachers in the Syracuse City School District; it was led by Ernest Milner, Professor in the School of Education, Syracuse University. At some point, Harry Morgan, also Professor in the School of Education, took over leadership of the UTPP. Mager became the Director of the UTPP in 1984 and continued in that role to 1986. At the time, there was considerable concern about the organization of the UTPP, and the quality of the experiences students had in their preparation for teaching and development as teachers. At this point in time, the UTPP served both non-certified individuals seeking to become certified teachers, and already-certified teachers seeking to complete a master's degree. Mager developed this booklet as a means of guiding the experience and the study of enrolled students. The booklet lays out a "competency-based" program which students would undertake over the course of a year.
and

Anonymous. *Down the street walk a handful of children...* (n.d.). This untitled, undated, unauthored, and unedited document reported the reflections of two of the Directors of the UTPP. This reflection piece seems to have been prompted by viewing an old film about the UTPP in its earliest days; the document appears to have been commentary on the UTPP and its place in the array of teacher preparation program options. Mager may have been one of the two Directors commenting; it is not known with certainty who the two Directors were. The piece is unfinished and unpolished. But it offers some interesting commentary on what was one of the most popular teacher preparation programs the School of Education ever offered in conjunction with the Syracuse City School District.

Item 184. New York State Teacher Certification Exams.

The Assessment of Teaching Skills (ATS) was developed by National Evaluation Systems (NES), Inc., in conjunction with the New York State Education Department. Mager served as member of several advisory committees, beginning in 1991, and continuing until 1998. The series of exams being developed by NES required that validity be verified and reliability measures be taken with each exam. Item includes communications about the schedule for meetings over the many years, the announcement of the award of the contract to NES, several letters of invitation to Mager to serve on advisory committees, and Mager's application for test development participation. Item also includes the Framework Development description, Mager's notes on NES's presentation, several list of members of the advisory committees. Item also includes a copy of the Test Frameworks, copies of Registration Bulletins (1993-1994 and 1996-1997), and an Information Guide on the ATS-Performance Video. Item also includes *An introduction to the NYS Teacher Certification Examinations*, which reviews the overall structure and process of developing the examination. Item also includes a certificate of participation to Mager for his participation over the years.

Item 185. Statement on program development.

Mager, G. M. (1992). *Statement on program development*. Mager wrote this statement as part of his portfolio for consideration for promotion to the rank of Professor. The statement reviewed his work in revising and developing programs at the undergraduate and graduate levels, in early childhood education, elementary education, the secondary and special subject fields, and in educational leadership and teaching and curriculum.

and

Proposed programs for teacher preparation in the secondary subject fields: English, mathematics, the sciences, and social studies. (1992, March 11). Mager developed this proposal in response to changes in New York State Education Department (NYSED) regulations for programs leading to teacher certification. The proposal was reviewed and approved by faculty and the University committees; it was submitted to and approved and registered by the NYSED.

and

Secondary education and special subject programs (n.d.), and *Secondary education, art and music education* (n.d.). These two School of Education, Syracuse University brochures advertised the teacher preparation programs in which Mager had a major role in the early 1990s. With concurrence of the faculty in the various programs, he designed and submitted the programs to the NYSED. They were approved and enacted from the early 1990s, continuing at least into 2010.

Item 186. 1991 ATE annual meeting – Inclusive teacher preparation.

Meyer L., & Mager, G. M. (1991, February). *Inclusive teacher education: Preparing tomorrow's teachers for the regular classroom of today* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting (1991, February 16-20), New Orleans. This session, organized by Luanna Meyer, focused on the restructuring of the teacher preparation programs in the School of Education at Syracuse University, to create the Inclusive Elementary and Special Education Teacher Preparation Program. Item includes the thematic session proposal and communications with ATE about it, the outline of the presentation involving Meyer and Mager, and the description of the Inclusive Program.

Item 187. Syracuse starts inclusive program.

Syracuse starts “inclusive” elementary and special ed program. (1991, Spring). *The Holmes Group Forum*, V(3), 11-13. The Holmes Group was a consortium of research colleges and universities involved in teacher education. In this publication of The Holmes Group, Mager described the School of Education’s newly approved program titled the Inclusive Elementary and Special Education Teacher Preparation Program.

Item 188. Teacher education in the 1990s.

Freeborne, G. L., & Paul, D. F. (1991, April 12). *New directions in teacher education for the 1990s* [Technical assistance meeting]. Empire State Plaza, Albany. This session was organized by Gerald L. Freeborne and Denis F. Paul, from the Office of Teaching in the New York State Education Department. This invited session included a panel on John Goodlad’s *Teachers for our nation’s schools*, moderated by Anthony McCann, and including Linda Biemer, Jan McDonald, and Mager. Item includes communications with Freeborne and Paul regarding the session, the agenda for the day, Mager’s notes for the session, a letter of appreciation from Freeborne and Paul following the session. Item also includes a summary of the technical assistance meeting entitled, *New directions in teacher education for the 1990s - A report on the statewide conversation about the agenda for teacher education in a democracy to the Education Commission of the States* (1992, June).

Item 189. Teacher education working group.

Mager was asked by Steven Bossert, Dean of the School of Education, to set up and chair the Teacher Education Working Group. (1992, September 7). This new group was to coordinate and oversee the teacher education programs of the School of Education. Item includes communications about the group and its membership and purposes, Mager's notes from several meetings of the group, and reports from New York State regarding test results from the National Teacher Examination series.

Item 190. Review of the Utica College program.

Mager, G. M. (1992, September 21). *A report on the review of the teacher preparation program at Utica College*. Mager conducted the review and completed this report at the request of John Johnsen, Associate Dean for Behavioral Studies, at Utica College. Item includes the report itself, and communications with Johnsen and Thomas Brown, Vice-President and Dean of the College.

Item 191. Research on routes to certification.

The New York State Education Department initiated a study of routes to teacher certification focusing on the standard approved-program route as opposed to the transcript-evaluation route, commonly called "alternative" certification. The initiative was prompted by years of concern expressed by the New York Association of Colleges for Teacher Education (NYACTE). Mager was invited to participate in the design of the study. Item includes communications (1994, January 11) with Gerald L. Freeborne and Linda Biemer inviting Mager to participate, documents that described INTASC Model Standards for Beginning Teachers, and the New York State Teacher Certification Examinations Registration Bulletin for 1993-94. Item also includes Mager's notes from the meeting of 1994, February 28, and materials distributed at that meeting.

Item 192. 1994 ATE annual meeting - Portfolios.

Yarger-Kane, G., Gordon, J., Keller, G., & Mager, G. M. (1994, February 13). *Using the portfolio in an inclusive, field-based teacher education program* [Professional clinic]. Association of Teacher Educators (ATE) Annual Meeting (1994, February 12-16), Atlanta. This professional clinic, led by Gwen Yarger-Kane and including Jeffrey Gordon and Gail Keller, engaged clinic participants in a series of exercises and discussions about authentic assessment in teacher preparation. Item includes the proposal from Yarger-Kane to ATE and the outline of the clinic. Item also includes acknowledgement of the professional clinic in *The Syracuse Record*, 24(244), 2.

and

Yarger-Kane, G., Gordon, J., Keller, G., & Mager, G. M. (1994, February 15). *Using the portfolio in a teacher education program* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting (1994, February 12-16), Atlanta. This thematic session, led by Gwen Yarger-Kane, and including Gail Keller and Jeffrey

Gordon, described the history of the use of portfolios in the School of Education's teacher preparation programs, its situation in the Professional Development School, its use as a professor's assignment, and a student's view of the authenticity of the assessment. Item includes the proposal from Yarger-Kane to ATE and the outline of the presentation.

Item 193. Authentic assessment in teacher preparation.

Mager, G. M., Carhart, D., Kendrick, A., Mahar, D., Masingila, J., McPhail, J., Pecori, J., Reed, J., Weikel, B., Wiley, B., & Yarger-Kane, G. (1994, April 29). *Authentic assessment in teacher preparation programs meeting* [Presentation]. Central New York Conference (1994, April 28-29), Syracuse. This meeting addressed the use of portfolios as a form of authentic assessment in teacher preparation and classroom teaching. Item includes a letter from Mager to presenters, the list of presenters, the agenda of the meeting, and an outline of the presentation.

Item 194. Portfolio assessment.

Yarger-Kane, G., Gordon, J., & Mager, G. M. (1994, September 30). *Portfolio assessment: Theory and practice in evaluation* [Presentation]. Indiana University - South Bend. This day-long presentation, led by Gwen Yarger-Kane, and including Jeffrey Gordon, was prompted by Associate Professor and Director of Elementary Education Barbara Divins' participation in a presentation made at the Association of Teacher Educators (ATE) Annual Meeting (1994, February) in Atlanta. Item includes the outline of the presentation, Mager's notes on the expanded outline, and a letter from Divins and Sam Guerriero in appreciation of the presentation.

Item 195. TASH conference.

Meyer, L., Sapon-Shevin, M., Henry, L., & Mager, G. M. (1994, December 7). *TASH Tech agenda on inclusive teacher education* [Pre-conference workshop]. 1994 TASH Conference. This pre-conference workshop introduced the process of change in creating an inclusive teacher preparation program and the resulting program in the School of Education at Syracuse University. Item includes an exercise used in the workshop, visuals on the process, Mager's transparencies on the Inclusive Program and the Professional Development School, and several documents about the PDS itself.

Item 196. 1995 ATE annual meeting - Academies of educators.

Yarger-Kane, G., Mager, G. M., Masingila, J., Mahar, D., Warchol, M., Kiander, A. (1995, February 21). *The academies of educators – Implementing the PDS at the secondary level* [Presentation]. Association of Teacher Educators (ATE) Annual Meeting (1995, February 19-22), Detroit. The presentation described the component of Syracuse University's School of Education's Secondary Teacher Preparation programs that situated preparation in "Academies" in each of the

content areas, connecting candidates and faculty to practicing teachers in the local area. Item includes a letter regarding the session, the list of presenters, the paper itself, and three PDS Bulletins in which some of the work of the Academies is described.

Item 197. 1995 ATE annual meeting - Portfolios.

Yarger-Kane, G., Mager, G. M., Masingila, J., Mahar, D., Warchol, M., Kiander, A. (1995, February 22). *Reflecting upon the use of portfolio assessment in a teacher education program and the K-12 classroom* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting (1995, February 19-22), Detroit. This session, led by Gwen Yarger-Kane, described the authentic assessment procedures employed in teacher, administrator, and (potentially) doctoral studies. Item includes letter to Yarger-Kane regarding the session, the list of presenters and the proposal description, and the outline of the programs where the use of portfolios obtained in the School of Education, Syracuse University.

Item 198. Inclusive teacher education.

Meyer, L. H., Mager, G. M., Yarger-Kane, G., & Hext-Contreras, G. (1995, May). Inclusive teacher education for inclusive schooling [Unpublished manuscript]. This paper was submitted to *The Journal of Teacher Education*. This paper presented the components of a teacher preparation program designed for candidates committed to inclusive schooling, particularly set in a Professional Development School. The paper was not accepted by *JTE*. Item includes letters to and from JTE, the paper itself, and critiques offered by reviewers.

Item 199. Advisory Committee on Certification.

The Teacher Certification Mandate Relief Advisory Committee was initially so named, but quickly renamed the Advisory Committee on the Certification of School Professionals. (1996-1997). This high-level advisory committee was formed and convened by Richard P. Mills, New York State Commissioner of Education, to review the certification requirements for all school personnel, with the prospect of making recommendations to relieve school districts and others of unneeded structures and regulations. The committee evolved to take up a comprehensive review of certification, its structure, processes and requirements. Mager was one of 16 members of the committee who represented practicing teachers and administrators, professors and college administrators, and others. Item includes the letter of appointment to the committee, communications about meeting schedules and agendas, and papers and articles and documents prepared for consideration by the committee. Item also includes Mager's notes and comments across several meetings and on several issues. Item also includes standards and other states' examples of certification structures. Item also includes drafts and the ultimate report of the committee, *Report of the Advisory Committee on the Certification of School Professionals* (1996, December). Item also includes letters

from Mills and Charles C. Mackey, Jr., of appreciation to Mager for his participation and contributions to the committee. Item includes, finally, a letter from Doris T. Garner to Mager, indicating that the New York State Board of Regents adopted the recommendations of the “Task Force on Teaching,” part of which would be the establishment of a new Professional Standards and Practices Board (PSPB) for Teaching. Mager would eventually be appointed to the PSPB.

Item 200. Syracuse University’s inclusive program.

Meyer, L. H., Mager, G. M., Yarger-Kane, G., Sarno, M., & Hext-Contreras, G. (1997). Chapter 2. Syracuse University’s inclusive elementary and special education program. In L. P. Blanton, C. C. Griffin, J. A. Winn, & M. C. Pugach (Eds.), *Teacher education in transition: Collaborative programs to prepare general and special educators*. Love Publishing Company. Luanna Meyer led in the preparation of this article which described the Inclusive Elementary and Special Education Program, in the School of Education, Syracuse University.

Item 201. Portfolios for teacher development.

Mackey, C. C., & Lalor, E. T. (1997, April 30). Portfolios for teacher’s professional development [Regional meeting]. School of Education, Syracuse University. This conference was one of six regional conferences sponsored by the New York State Education Department (NTSED). In this region, it was hosted by the Central New York/North Country School Study Councils, and the School of Education at Syracuse University. Mager served as a panelist in the session titled, *Portfolios in teacher education programs – Teacher development and program accountability*. Item includes the announcement of the several regional meetings from Charles Mackey and Edward Lalor of the NYSED, the conference agenda, and letters of appreciation to Mager from Patricia Dyer, and Scott Shablak, Sandy Trento, and Lisa Scafidi.

and

A letter (dated 1998, September 29) from Mager to John Adams, Dean of Graduate Studies at Fitchburg State College, Massachusetts, in which he briefly described the development and current use of portfolios in the teacher preparation programs in the School of Education, Syracuse University. The letter was a response to a request from Peter Englot to communicate with Adams. Item is a useful review of the developing practice in the School of Education.

Item 202. Review of the SUNY-Geneseo program.

Mager, G. M. (1997, May 20). *An external review of the teacher preparation programs in elementary education, special education, and dual elementary & special education certification at State University of New York – Geneseo*. Mager was invited to complete an external review of these three programs in teacher preparation, building on a self-study conducted by the faculty at the institution. Item includes the letters setting up the external review and site visit, Mager’s notes

and jottings from the site visit, and Mager's final report. Item also includes the report from a second external reviewer, Robert M. Smith.

Item 203. Review of the Rowan University program.

Mager, G. M. (1998, May 26). *A report on the external review of 'Co-Teach' – A transformational/collaborative teacher certification program.* This report was completed at the request of S. Jay Kuder, Chairperson of the Special Educational Services/Instruction Department at Rowan University, Glassboro, New Jersey. Item includes the report itself, communications with Kuder in anticipation of and follow-up to the report.

Item 204. Review of the Cazenovia College program.

Mager, G. M. (1998, September 4). *A report on an external review of the Inclusive Elementary Education Program as proposed by the faculty from Cazenovia College.* Mager was asked and agreed to complete a review of the proposed program, meeting the requirement from the State Education Department as part of the process of program registration. Item includes communications with Stephanie F. Leeds and Michael Fischbein setting up the review, the proposed program, and Mager's first draft of his report. Item also includes the revised proposal (dated 1998, August 3), and Mager's final report. Item also includes a letter from Fischbein (dated 1998, September 11) appreciating Mager's assessment of the proposal.

Item 205. Long Island University, Brooklyn.

Mager G. M. (1999, March 18). *Inclusive Elementary and Special Education Teacher Preparation Program.* Mager made this presentation to the faculty of School of Education of Long Island University, Brooklyn Campus. Mager was instrumental, in the late-1980s, in developing the Inclusive Program in the School of Education, Syracuse University, submitting it for registration with the NYS Education Department, and overseeing its implementation in its first years. Mager was invited by Ofelia Garcia, Dean of the School of Education at LIU-Brooklyn, to present the program to that faculty to prompt discussion and development there. Item includes communications with Garcia preparing for and following up from the presentation. Also included are materials describing the Inclusive Program, and a brochure used by the School of Education, Syracuse University, to describe the program to prospective undergraduate students.

Item 206. Cases on principles of learning and teaching.

Educational Testing Service (ETS) *Principles of Learning and Teaching* (PoLT or PLT), part of the Praxis Series for Beginning Teachers. (2000-2001). Mager was invited to participate with other teacher educators and teachers in this project which intended to explore the development of cases that could be used to assess beginning teachers' academic and practical understandings of classroom learning and teaching events. Item includes a letter (dated 2000, October 25) from ETS

welcoming Mager to the project and setting arrangements for the first workshop on case development. Item includes a letter (dated 2000, December 15) from ETS to Corinne Smith sharing Mager's participation in the project. Item also includes letters setting up his role as a consultant to ETS for this project, and communications with Patrick Allen who served as a contact with ETS for the members of the project. Item also includes guidance for developing a case and communications setting arrangements for second and third workshops. Item also includes two draft cases written by Mager: *The Ecology Unit* with suggested revisions and new title: *Ms. Tucci*; and *Sorting and Counting - Scenario*. Item also includes a case, *Mr. Goodwin*, written by another member of the project group, with Mager's comments on it. Item also includes communications from Mager (dated 2001, June 17) indicating that he would not be able to continue with the PLT project due to the demands of other work for which he had responsibilities.

Item 207. History of the development of the Inclusive Program.

Mager, G. M. (2004, February). *Developing the "Inclusive Elementary and Special Education Teacher Preparation Program" at Syracuse University*. This paper provided a brief history of the origins of the Inclusive Program and its development. This document was written for and shared at the Deans' Symposium sponsored by the Arkansas Department of Education (2004, February). (See that item under the archive category Higher Education Support Center for SystemsChange.)

Item 208. 2010 ATE annual meeting - Alignment of beliefs and practices.

Pfister, C. C., White, D L., & Mager, G. M. (2010, February 15). *Theory & practice: Examining the alignment between preservice teachers' beliefs and practices* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting, Chicago. Christina Pfister led the development of this presentation. Item includes the proposal as submitted and communications among Pfister, Daniel White, and Mager. Also included is a handout displaying the powerpoint slides used in the presentation.

Item 209. Case study of one program.

Gao, W., & Mager, G. (2011). Enhancing preservice teachers' sense of efficacy and attitudes toward school diversity through preparation: A case study of one U.S. inclusive teacher education program. *International Journal of Special Education*, 26(2), 92-107. This article was based on Wei Gao's Research Apprenticeship project. Mager served as his advisor on the project. Item includes an earlier draft of the paper with a slightly different title.

Item 210. Pearson Evaluation Systems annual conference.

Classroom-ready teachers in a global society. (2012, October 30-31). Evaluation Systems Group of Pearson, 28th Annual Conference, Chicago. Mager was invited to participate in this conference. Unfortunately, Mager's flights to Chicago were cancelled and he was unable to attend. Item includes the letter of invitation,

Mager's registration form, the conference agenda, biographies of speakers including Mager (p. 6), and Mager's email to Cathie McCoy explaining his travel problem.

Item 211. Learning to teach with technology.

Gao, P., & Mager, G. M. (2013). Constructing embodied understanding of technological pedagogical content knowledge: Preservice teachers' learning to teach with information technology. *International Journal of Social Media and Interactive Learning Environments*, 1(1), 74-92. This article was based on Ping Gao's dissertation research. Mager served as her dissertation advisor.

Item 212. Supporting early career teachers.

Mager, G. M., Hall, C., O'Neil, S., & Sardella, J. (2014, April 25). *Supporting early career teachers: The need and the response* [Panel discussion]. This event was sponsored by Delta Kappa Gamma (DKG) Educational Foundation, Syracuse University Campus. Mager organized the session at the request of Marcia Swiatek, a member of DKG, and his colleague in the New York State Association of Teacher Educators (NYSATE). On the panel were Colleen Hall, Suzanne O'Neil, and John Sardella, all local educators, and Mager. Item includes many communications organizing the session, the panel outline, Mager's notes used in the session, and a certificate of appreciation from DKG.

Item 213. AAQEP accreditation review.

Association for Advancing Quality in Educator Preparation (AAQEP), Accreditation review of the School of Education. (2020). Mager served as the Local Practitioner on the three-member Quality Review Team, along with Theresa Taber Doughty and Robert Mitchell. The process included successfully completing learning modules prepared by AAQEP to educate team members about its approach to accreditation, independent reviewing the Quality Assurance Report submitted by the School and completing a Quality Review Team Record. The process also included several virtual meetings of the team to share their comments and to coordinate plans for the virtual site visit. The virtual site visit occurred across parts of three days: 2020, November 1-3. The team then met virtually to complete its site visit report. Item includes communications about participating as a Local Practitioner on the team, materials describing the AAQEP approach to accreditation, and the learning modules. Item also includes generic questions suggested for the site visit interviews and the interview schedule. Not included are Mager's Quality Review Team Record, his notes from the interviews and the final report to AAQEP.

Searchable terms:

- academies of educators
- accreditation
- cases
- certification examinations
- certification structure

elementary education
field-based teacher education
field experiences
inclusive teacher preparation
portfolios
program development
secondary education
teacher development
teacher education program
urban teacher preparation

TEACHING: THE CAREER AND PROFESSION

This category, along with Teacher Education and Program Development, above, were Mager's primary field of study and scholarship. In this category, his work in studying teaching as a career and advancing teaching as a profession are reported.

Item 214. Parent-teacher relations and home and community conditions.

Mager's dissertation research explored the conditions which influence parent-teacher relations. Out of this work, came several publications and recognitions: Mager, G. M. (1980, May/June). The conditions which influence a teacher in initiating contact with parents. *The Journal of Educational Research*, 73(5), 276-282. This article reported on the study that Mager conducted as his doctoral dissertation at Ohio State University. Item includes communications with the editor of the journal regarding the article and the published article. Item also includes requests for reprints of the article from a variety of institutions including SUNY-New Paltz, New Mexico Institute of Mining and Technology, Instituto Superior de Psicologia Aplicada in Portugal, and Deutsches Institut fur Internationale Padagogische Forschung in Frankfurt, Germany. Item also includes a notice from the University of Minnesota that the article would be included in the Inventory of Marriage and Family Literature (IMFL).

and

Mager, G. (1980). Chapter 7. Parent relationships and home and community conditions. In D. R. Cruickshank (Ed.), *Teaching is tough* (pp. 153-197). Prentice-Hall, Inc. Donald Cruickshank, Professor in the College of Education, Ohio State University, organized and guided this effort based on his years of research on teachers' problems. He provided the theoretical structure of the book and the research context. The six associates each wrote a chapter on an area of teacher problems. Mager's Chapter 7 built on his interest in parent-teacher relations. Item includes communications between and among members of the team authors and with the publisher, Mager's preliminary chapter outline and intended outcomes, and a copy of the book itself.

and

Communications (dated 1979, October 24 and November 15) with Hazel Leher regarding the availability of courses on parent education and involvement course in the teacher preparation programs of the School of Education. Mager was asked to respond to Leher's inquiry by Berj Harootunian for Burton Blatt. Item includes both letters.

and

Pickett, M. (1980, October 4). Teachers, parents suffer communications gap. *Syracuse Post-Standard*, A-7. This article by Mary Pickett reported on an interview

with Mager. It reflected his dissertation research and other scholarship which he began while at Ohio State University.

Item 215. Teacher development.

Mager, G. M. (1982, April). Teacher development [Review of the book *Teacher development*, by R. F. McNergney, & C. A. Carrier]. *Peabody Journal of Education*, 59(3), 202-204. This book, by Robert F. McNergney and Carol A. Carrier, was published by Macmillan Publishing Company, in 1981. Item includes communications with Robert E. Kirkman, Editor of *PJE*, a copy of the review in paper and published form, and a note from McNergney in response to the review. Item also includes a letter from Lisa Delpit and Michael Fultz of the *Harvard Educational Review*, with comments as part of a letter rejecting the same review.

Item 216. 1984 ATE annual meeting - Steps toward a profession.

Mager, G. M., Schlechty, P., French, R., & Hill, R. (1984, January 30). *Steps toward a profession: State and local plans for excellence* [Panel presentation]. Association of Teacher Educators (ATE) Annual Meeting (1984, January 29-February 1), New Orleans. Mager organized and chaired the panel. Panelists were Philip Schlechty, Russell French, and Robert Hill. Item includes communications with ATE meeting organizers and the panelists proposing and organizing the session, the proposal itself, and an ATE newsletter and a meeting advertisement including the session. Item also includes the Annual Meeting program (p. 24), the handout provided at the session, and Mager's notes used in introducing and moderating the session. Also included are letters from Mager thanking the panelists for their participation in the session.

Item 217. 1985 ATE annual meeting - Teachers' understanding of their careers.

Egan, J. B. (1984, April 6). Teachers' understanding of their own careers. This study was proposed to investigate how teachers viewed their careers as a basis for better policy on teacher support and development. This study served as James Egan's Practicum project. Mager supervised the study. Item includes the letter from the Syracuse University Institutional Review Board (IRB) granting Human Subjects approval, the proposal itself, and the interview protocol.
and

Mager, G. M., & Egan, J. B. (1985, February 19). *From novice to professional: The development of teachers' careers* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting, Las Vegas. The paper laid out the views of teachers regarding their careers, as captured in the literature; it described and summarized the results of an interview study of 11 experienced teachers. Item includes the proposal for the thematic session, communications about the acceptance of the proposed session, notes used by Egan for the session, and the paper itself. Item also includes a letter from Thomas J. DeLong responding to the

session with comments and suggestions, and Mager's subsequent letter back to DeLong.

Item 218. Teachers' work.

Mager, G., M. (1987, Spring). Teacher's work [Review of the book *Teachers' work*, by R. W. Connell]. *Teachers College Record*, 88(3), 460-463. This book, by R. W. Connell was published by Allen & Unwin, in 1985. The review discusses the value and limits of the book in describing Australian teachers and their work and worlds. Item includes the communications between Mager and Karen Kepler Zumwalt, Associate Book Review Editor for the *TCR*, and other staff of the journal. Item includes an early draft of the article, partial edits by Zumwalt, and Mager's final draft.

Item 219. Teachers and teaching in the 1990s.

Mager, G. M. (1991, February 24). *Teachers and teaching in the 1990s* [Presentation]. Mager made this presentation to the Adult Forum of the University United Methodist Church, Syracuse. Item includes Mager's notes for the presentation, and a letter (dated 1991, March 7) of appreciation from Dawn L. Ellsworth following the presentation.

Item 220. Leadership of teaching.

Mager, G. M. (1996, Spring). The leadership of teaching. *Impact on Instructional Improvement*, 25(2), 32-37. (1996, Spring). In this article, Mager discussed the ways in which teachers provide leadership in school settings and promote leadership among students and colleagues. Item includes comments on a draft of the article from Marilyn Tallerico, a colleague in Teaching and Leadership Programs in the School of Education.

Item 221. Considering research on teaching.

Mager, G. M. (2015, April 23). *Considering research on teaching* [Presentation]. Excellence in Graduate Education Faculty Recognition Award and Outstanding TA Award Ceremony, Syracuse University. This presentation was Mager's last official public presentation just before his retirement. Item includes Mager's presentation and the ceremony program.

Searchable terms:

- leadership of teaching
- parent-teacher relations
- teacher career
- teacher development
- teachers' problems
- teachers' work
- teaching profession

THE EDUCATION OF TEACHER EDUCATORS

In addition to preparing teachers and supporting their longer-term professional development, Mager also engaged with doctoral students preparing to become teacher educators themselves. Toward that end, he taught a number of courses and guided the doctoral research of many candidates over the course of his Syracuse University career.

With Betty Myers, he co-chaired the Association of Teacher Educators (ATE) Commission on the Education of Teacher Educators from 1987 to 1992. The Commission met and conceptualized its work over that period of time, resulting in a number of activities and reports at annual meetings, summer conferences, and regional events. The items in this category largely relate to the ATE Commission and its work. A few additional items reflect Mager's work with the concept and practice of educating teacher educators.

ATE Commission on the Education of Teacher Educators

Item 222. 1988 ATE annual meeting - First meeting of the Commission.

Letter (dated 1988, February 2) from Billy G. Dixon to Mager reporting on the time set for the ATE Commission on the Education of Teacher Educators to meet at the 1988 ATE Annual Meeting in San Diego. This was the first official meeting of the Commission to initiate its work. Item also includes a list of the Commission Co-Chairs and members at that time.

Item 223. Certificate of appreciation.

A certificate of appreciation. (1989, February 18). This certificate was presented to Mager at the ATE Annual Meeting, St. Louis, for his work as Co-Chair of the Commission on the Education of Teacher Educators.

Item 224. 1989 ATE summer workshop – Report of the Commission.

The education of teacher educators: A report on the work of the ATE Commission. (1989, August 1). ATE Summer Workshop (1989, July 1-August 2), Tacoma, Washington. The Commission made several reports on its work; this report was the first. Item includes a letter (dated 1989, April 4) from Mager to Henry Worrest, requesting time at the Summer Workshop to report on the work of the Commission; and a letter (dated, 1989, May 8) from Worrest to Mager, confirming that time would be allocated to the Commission. Item also includes a list of members of the Commission distributed at the Summer Workshop. Item also includes Mager's notes guiding the presentation at the Workshop and in listening to the discussions. and

Eight papers were written by members of the Commission and presented at this Workshop. Item includes the eight papers:

- Mager, G. M. *Who are teacher educators? Why is it useful to consider their education?*
- Clinefelter, D. *The role of in-service teacher educators.*
- Cruickshank, D. R. *Who should be a teacher educator? How should they be selected?*
- Applegate, J. H. *The role of experience in the preparation of teacher educators.*
- Haupt, M. *What teacher educators need to be and to do.*
- Stansbury, G. W. *The qualitative aspects of programs for the education of teacher educators beyond standards.*
- Scott, H. J. *Quest for a rewards system for promotion and tenure which satisfies the requirements for scholarly inquiry and clinical expertise.*
- Myers, B. *Renewal of teacher educators.*

Item 225. 1990 ATE annual meeting – Three sessions of the Commission.

The ATE Commission on the Education of Teacher Educators planned three sessions on the education of teacher educators at the ATE Annual Meeting (1990, February 4-8), Las Vegas. Item includes communications setting up the three sessions, confirming the arrangements, and thanking participants for their contributions:

Letter (dated 1989, April 5) from Mager to D. John McIntyre, 1990 ATE Planning Committee, in which he shared tentative plans for three sessions hosted by the Commission at the Annual Meeting in Las Vegas, and asked that this request be accepted, allowing the Commission to proceed with its planning.

Letter (dated 1989, July 21) from McIntyre to Mager, in response to the request, in which only two sessions for the Commission were scheduled. Mager's notes in which he organized the three sessions. Mager, Myers, and Jane Applegate each chaired one of the sessions, in that order. Item also includes Myers' notes on her session.

Letter (dated 1989, November 16) from Applegate to Mager in which she listed the members of the panel she was organizing for one of the three sessions, on *Planning a graduate program for the preparation of teacher educators.*

Letter (dated 1989, November 25) from Mager to McIntyre, in which he described in three attachments the tentative sessions hosted by the Commission.

Letter (dated 1989, November 27) from Mager to panelists of one of the three sessions, in which he confirmed the session and described it briefly.

Letter (dated 1989, November 27) from Mager to Applegate and Myers, with descriptions of the three sessions.

Letter (dated 1989, December 8) from Mager to members of the Commission, in which he confirmed that the Commission would hold three sessions at the 1990 ATE Annual Meeting in Las Vegas.

Letter (dated 1989, December 11) from Mager to members of the Commission, in which he shared the plans the three sessions at the Annual Meeting in Las Vegas, the plan to meet as a Commission, the topic papers that had been received and might be used, and the addition of Jose Cruz from Ohio State University to the Commission.

Letter (dated 1990, January 12) from Jane Applegate to members of her panel in which she provided questions for consideration by the panel for discussion.

and

Item includes the agenda for the Commission's meetings (1990, February 4-5), including the history of the Commission's work as displayed in a timeline from 1987 to 1989; the work of the Commission continued until 1992. Also included is the description of three sessions planned for the Annual Meeting:

- *Tales of the teacher educator.* (1990, February 6). *Tale tellers:* Feiman-Nemser, S., Murphy, J., Ryan, K., & Sampson, M. *Reflecting on the tales:* Mager, G., & Stansbury, G.
- *At issue: Roles and standards.* (1990, February 6). *Moderator:* Myers, B. *Panelists:* Cram, H., Cruickshank, D., Oliver, B., & Stallings, J.
- *Planning a graduate program for the education of teacher educators.* (1990, February 7). *Chair:* Applegate, J. *Discussants:* Clinefelter, D., Flora, V. R., Haupt, M., & Troen, V. *Respondent:* Haberman, M.

and

Item includes a brochure advertising the three sessions, and the Annual Meeting program in which the sessions appear (pp. 24, 35, and 53). Item also includes letters (dated 1990, February 12) from Myers to Martin Haberman, Marvin Sampson, Joyce Murphy, and Jane Stallings, thanking them for their participation in one of the three sessions.

and

Item includes the story of what happened during the first session which Mager was to introduce and reflect on. Arnie Goldstein, Professor in the School of Education, asked faculty members to share with him something "funny or embarrassing" that they experienced while leading a workshop or at a conference. This story was one of two stories written by Mager in response. It called forth Mager's embarrassment.

Item 226. 1990 ATE summer workshop – Update on the Commission.

ATE Commission on the Education of Teacher Educators. (1990, August 5-8). ATE Summer Workshop (1990, August 5-8), Towson State University, Towson, Maryland. At this Summer Workshop, the Commission provided an update of its work. Item includes a letter (dated 1990, February 12) from Myers to Richard Arends, requesting time at the Summer Workshop for the Commission to report on

its work, and a letter (dated 1990, June 11) from Marilyn L. Nichols to Mager and Myers, confirming the presentation date and time. Item also includes the outline of the presentation of the Report of the ATE Commission on the Education of Teacher Educators; and the program from the Summer Workshop, in which the Commission's report appears (p. 19).

Item 227. 1991 ATE annual meeting - Update on the Commission.

The education of teacher educators [Featured panel]. (1991, February 18). ATE Annual Meeting (1991, February 16-20), New Orleans. This featured panel presentation provided an update on the Commission's work. Item includes a series of letters setting arrangements for the panel:

Letter (dated 1989, March 5 [should be 1990]) from Patrice R. LeBlanc to Mager in which she responded to the Commission's plan to present its work at the Annual Meeting and laid out some details for planning.

Letter (dated 1990, April 3) from Mager to LeBlanc in which he confirmed the Commission's intent to present its work and provided a brief description of the session.

Letter (dated 1990, May 12) from LeBlanc to Mager in which she requested specific information regarding the Commission's plans for its presentation.

Letter (dated 1990, June 29) from Mager to LeBlanc in which he provided information about the Commission's planned presentation, and a list of Commission members.

Letter (dated 1990, June 29) from LeBlanc to all panels planning for the 1991 Annual Meeting. It included a brief description of the presentation planned by this Commission, including a list of Commission members.

Letter (dated 1990, October 1) from John E. White to Mager in which he asked about the Commission's preferences regarding the schedule of the Commission's presentation. And a letter (dated 1990, October 18) from White to Mager in which he reminded Mager of the need to respond to the preference request. And a letter (dated 1990, October 23) from Mager to White in response, in which he requested a four-hour time slot for the Commission's presentation. And a letter (dated 1990, October 24) from LeBlanc to Mager in which she indicated a two-hour time slot assigned to the Commission for its presentation. And a letter (dated 1990, November 27) from White to Mager in which he indicated a four-hour time slot for the Commission's presentation.

Item also includes a memorandum (dated 1991, January 7) from Shirley Robards to all ATE Commission and Task Force Chairs, in which she laid out plans for the recognizing and responding, as needed, to their work, at the Annual Meeting. And a letter (dated 1991, January 31) from Dora Scott-Nichols to Mager in which she identified the Presidential Appointments to the Commission, for 1991-1992. And a letter (dated 1991, March 25) from LeBlanc to Mager in which she thanked him and the Commission for its presentation at the Annual Meeting. Item also includes the

program from the ATE Annual Meeting; Commission's report appears on p. 34. And a letter (dated 1991, March 25) from Donald R. Cruickshank to Mager in which he provided his comments on the Commission's presentation.

Item 228. 1992 ATE annual meeting – Commission's final report.

On the education of teacher educators – A report of the commission established by the Association of Teacher Educators. (1992, February). ATE Annual Meeting, Orlando. This document is the final report prepared by the Commission. The document names the members of the Commission for which Mager and Myers served as Co-chairs, and it outlines the presentation of five papers written by members of the Commission at the annual meeting. Item also includes the five papers:

- Mager, G. M. *We begin with tales.*
- Morehead, M. A. *Teacher educators – A rationale for a professional preparation program.*
- Ryan, K. *What does it take to make a teacher of teachers?*
- Haitp, M. *The role of teacher educators.*
- Myers, B. *The nature of the knowledge needed by teacher educators.*
- Clinefelter, D. *Professors and professions.*

Other Work Related to the Education of Teacher Educators

Item 229. 1991 ATE annual meeting - Story and the education of teachers.

Ryan, K. (1991, February 18). *The story and the education of teachers* [Thematic session]. Association of Teacher Educators (ATE) Annual Meeting (1991, February 16-20), New Orleans. This session was organized by Kevin Ryan, and included Leslie Swetnam, Katherine Newman, and Mager. Item includes letters to and from Ryan and Mager, and the session proposal. Item also includes Mager's paper entitled, *Stories of teacher educators*, his notes prepared for the session, and a copy of another of his papers, *Part one – Tales of the teacher educator*, from which he excerpted quotes for the current session.

Item 230. 1995 AERA annual meeting – Teacher educators reflect.

Rust, F. (1995). *Nudging theory into practice: Reflections of teacher educators on their teaching* [Symposium]. American Educational Research Association (AERA) Annual Meeting. Led by Frances Rust, this proposed session included six experienced teacher educators: Christopher M. Clark, Helen L. Freidus, A. Lin Goodwin, Gerald Jorgenson, Mager, and Rust. The proposal includes a precis of each of the six papers to be presented, including Mager's *Constructing an emerging practical theory*. The proposal was not accepted by AERA. Also included is a critique of the proposal by a reviewer.

Item 231. Teacher educators' frames of reference.

Mager, G. M., Alioto, P. J., Warchol, M. T., & Carapella, F. F. (1995, Winter/Spring). Upon which to build: Developing a base for practice as a teacher educator. *Teaching Education* 7(1), 7-13. A journal sponsored by the University of South Carolina. This article describes the "frames of reference" of three emerging teacher educators on teacher education: Paul Alioto, Marie Warchol, and Faithanne Carapella. Item includes Mager's guidance to them in developing their frames, their original illustrations of their frames, and a flier showing how the journal used this article in its subscription solicitation.

Searchable terms:

ATE Commission on the Education of Teacher Educators
frames of reference
graduate programs for teacher educators
inservice
role of teacher educator
standards
stories
tales
teacher educator

MISCELLANEOUS WORK

Over the 37 years of his professorship in the School of Education, Syracuse University, Mager was engaged in a number of activities that don't readily fit into any of the categories set for this archive. They range from reviewing submissions for professional journals, to consulting on school building design, to research initiatives that did not move to completion, to participation in Teaching Assistant orientations. This work is reflected in the array of items below.

Item 232. Third grader study.

The third grader study. Youngsters' school learning and home activities. (1980). Mager worked with Betty Myers, Nancy Maresca and two other doctoral students to design and begin a study on the relationship between what youngsters were learning in classrooms and their activities outside of school and at home. The study design was initially submitted to the National Institute of Education (NIE) for funding, but it was not supported. The effort that was undertaken was impaired when the two other doctoral students who began with the study withdrew their efforts. Item includes "Folder C," from Mager's promotion portfolio, which explains the intent and issues of the study. Item also includes incomplete analyses of observation and interview data from three subjects in the study.

and

Item also includes an information sheet on internally supported research, on which Mager and Myers reported that they were not receiving internal support for this study.

Item 233. The NA grade.

In a letter (dated 1980, October 23) to Carole Barone, Registrar of Syracuse University, Mager expressed his concern about the new interpretation being given to the NA (non-attendance) grade, particularly as it was being calculated in the grade-point-average as a failing grade. Item includes Mager's letter, Barone's response, and a letter (dated 1980, December 1) to the University faculty from John James Prucha, Vice Chancellor for Academic Affairs, regarding grading policies and practices.

Item 234. AERA Award Committee.

The American Educational Research Association (AERA) established the AERA Award to recognize and honor "a meritorious contributor to educational research." It is one of the highest honors AERA gives. In a letter (dated 1981, March 19), Maxine Greene, President-Elect of AERA, asked Mager to Chair the Award Committee in 1981-1982; that year, the award was presented to Jeanne Chall. Item includes a photo of Mager presenting the AERA Award to Chall. Item also includes a letter from Greene, Mager's acceptance, and letters from William Russell, Executive Officer of AERA, regarding the procedures. Item also includes Mager's

communications with the committee during the selection process for the 1982 award.

and

Mager continued as a member of the AERA Award Committee in 1982-1983, when it was led by Ernest R. House; that year it was awarded to Anne Anastasi. Mager continued as a member of the Award Committee in 1983-1984, when it was led by Lloyd Bond; that year it was awarded to Eleanor Maccoby. Item includes communications with the Award Committee during those two years.

Item 235. Course pre-fix arrangements.

In a pair of memoranda (dated 1981, October 14 and December 29) to Berj Harootunian, Director of the Division for the Study of Teaching, Mager raised the issue of the number of course pre-fixes used in the Division's courses. Mager requested that this matter be studied and then offered his analysis of the matter. Item includes his memoranda and his analysis.

Item 236. Onondaga Citizens League.

Mager served on the Study Committee of the Onondaga Citizens League (OCL), as it considered "Declining School Enrollments," its topic for the 1981-1982 year. Jim Collins and Tom Green also contributed to the work of the Study Committee that year. Item includes a letter (dated 1982, June 2) from L.L. Smith, Executive Vice President of OCL, to Burton Blatt, Dean of the School of Education, acknowledging the contributions of these three faculty members. Item also includes Blatt's response (dated 1982, June 14).

Item 237. "How we did it, if we did it"

In a memorandum (dated 1982, December 19), Burton Blatt, Dean of the School of Education, asked nine faculty members to provide commentary that he might use in responding to Vice Chancellor John Prucha. Item includes Blatt's memorandum and Mager's response to him (dated, 1982, February 24).

Item 238. NASA Educators' Conference.

In a letter (dated 1984, February 24) from Curtis M. Graves, Deputy Director for Academic Services at the National Aeronautics and Space Administration (NASA), Mager was invited to attend the launch of the Space Shuttle Challenger, putting into orbit the Space Exposed Experiment Developed by Students (SEEDS) in the Long Duration Exposure Facility (LDEF). Mager was one of many educators invited to the conference and launch. The launch occurred on 1984, April 6.

Item 239. Reviewer for professional journals.

Mager served as a reviewer of submissions for three professional journals:

- *Action in Teacher Education*, the journal of the Association of Teacher Educators (ATE). Mager served as a reviewer for this professional journal for

several years and completed many reviews of submitted manuscripts. Item includes a selection of Mager's reviews to evidence his style of reading and responding to papers on teacher education. Item also includes several letters and application forms requesting that he serve as a reviewer. Item also includes a letter (dated 1988, August 27) from Judith Christensen and Linda Tafel asking for his reflections on teacher education, and his response to that request. Over the course of twelve years, Mager provided 26 reviews.

- *Journal of Teacher Education (JTE)*, the journal of the American Association of Colleges for Teacher Education (AACTE). Mager served as a reviewer for this professional journal for several years and completed many reviews of submitted manuscripts. Item includes just a selection of Mager's reviews to evidence his style of reading and responding to papers on teacher education. Item includes reviews of manuscripts numbered: 1267, 1308, 1449, 1466, 1520, 1582, 956, 017, 399, 1175-1175A-1175B-1175C, 698 (including a second review), 780 (including comments from other reviewers), 0602 (including Mager's communications with Patricia Ashton, Editor of *JTE*, regarding the quality of reviews, and the manuscript itself), and 008 (including letters to and from Gene Hall, Research Editor for *JTE*, in which Mager noted that he was already familiar with the piece and recognized its authorship, and therefore qualified the review he submitted).
- *Educational Policy*, a journal published by the faculty of Educational Studies at the State University of New York (SUNY) at Buffalo. (1988, October 18). This was the only review Mager completed for this journal.

Item 240. Reviewer of book prospectuses.

Mager completed a number of reviews of book prospectuses for publishers:

- For Longman, Inc., Mager reviewed Meredith Gall's manuscript titled *Handbook for Selecting Curriculum Materials*, in 1980; a proposal for a book on *Teacher Stress*, in 1980; and George Posner's outline for a book titled *The Student-Teaching Experience: A Guide to Preparation and Reflection*, in 1981.
- For Lawrence Erlbaum Associates, Inc., Mager reviewed Roberta Milgram's prospectus for a book titled *Teaching and Counseling Gifted and Talented Children in Regular Classrooms*, in 1987.
- For Greenwood Publishing Group, Mager reviewed Robert Inchausti's manuscript titled, *Spitwad sutras: Classroom teaching as sublime vocation*, in 1993.

Item includes communications with the publishers' editors regarding the reviews and Mager's commentaries on each prospectus.

Item 241. 1988 AERA annual meeting session critic.

Mager was asked and agreed to serve as a Critic at three paper sessions at the American Education Research Association (AERA) AERA Annual Meeting (1988,

April). Each session included five research papers presented by various authors, selected by reviewers for Division K on Teacher Education. The common themes of the sessions were meeting the needs of beginning teachers, perspectives on teacher burnout and job satisfaction, and teacher socialization. Item includes communications about the sessions and lists of participants in each.

Item 242. Correlates of performance in qualitative research.

Harder, M. E., Mager, G. M., & Broadbent, F. (1988, August). *Correlates of performance in conducting qualitative research* [Unpublished manuscript]. This paper described and summarized a study of the relationship between selected cognitive traits of qualitative researchers and a task commonly used in analyzing qualitative data. Eleven doctoral students served as the subjects in the study. This study served as Mary Harder's Research Apprenticeship, guided by Mager and Frank Broadbent. Item includes the paper itself and a memo to the School of Education's Committee on Higher Degrees indicating its acceptance for that purpose.

Item 243. Seminar on undergraduate teaching.

Deans and Chairs Seminar on Undergraduate Teaching. (1989, July 18-20). Minnowbrook Conference Center. This seminar, supported by a grant from the Sears Roebuck Foundation, brought together campus administrators to discuss efforts to improve the quality of teaching at Syracuse University. Mager attended as Chair of Elementary Education. Item includes letters from Ronald R. Cavanaugh and Robert Diamond extending an invitation to the seminar, the proposal to the Sears Roebuck Foundation, the three-day agenda, and a list of participants.

and

Two follow-up meetings to the seminar: one scheduled (1989, September 15) on campus, for key players in the School of Education, to discuss its action plan; and one scheduled (1989, December 4) at Drumlins, to discuss the future direction of the Sears Roebuck project.

Item 244. State perspectives on education issues.

Mager, G. M. (1989, September 28). *State perspectives: Educational issues for the '90's*. At the School of Education Retreat (1989, September 28-29), Mager spoke about New York State issues in teaching and schooling. Item includes the agenda for the Retreat, a list of participants, Mager's notes used in the presentation, and a note from Kenneth W. Reagles to Mager in appreciation of his presentation.

Item 245. Onondaga Community College Advisory Committee.

Human Services Department Advisory Committee at Onondaga Community College (OCC). (1989, September-1998, May). Mager served on this advisory body, in part linking OCC programs to programs in the School of Education, Syracuse University.

Item includes letters of appointment to the committee, minutes of several meetings, and communications regarding service on the committee.

Item 246. School building design and learning.

Einhorn Yaffee Prescott (EYP), Architecture & Engineering, P.C. In 1990, Mager served as a consultant with this architectural firm in its work for school districts. Item includes a letter from Arthur Kaplan regarding the Elementary and Secondary School Trend Seminar held at the firm, at which Mager spoke about the historic and contemporary roles of school in society; item includes the outline of Mager's presentation and his overhead slides.

and

Mager, G. M. (1990, May 31). *Comments on programmatic issues that might bear upon the design and redesign of school facilities at Cobleskill Central School District*. Mager's role was to participate in "squatters' sessions" in the district and to comment on educational issues that emerged and might be relevant to further renovation planning. Mager's comments were included in EYP's report to the school district: *District-wide renovations and new construction – Squatters' session summation report*. (1990, June 11). They appear on pp. 14-19.

Item 247. School of Education dean search and review.

In a letter (dated 1990, May 21), Gershon Vincow, Vice Chancellor for Academic Affairs, thanked Mager as one of the members of the Education Dean Search Committee. The search led to the appointment of Steven T. Bossert as Dean.

and

In a letter (dated 1996, October 28), Gershon Vincow, Vice Chancellor for Academic Affairs, thanked Mager for his letter concerning the evaluation of Steven T. Bossert as Dean of the School of Education.

Item 248. Reorganization of the School of Education.

In 1991, Steven Bossert, Dean of the School of Education, opened the prospect of reorganizing the School of Education, moving from four Divisions to some other structure. At the time, Mager was Director of the Division for the Study of Teaching. In a memorandum (dated 1991, November 10), Mager provided his views of the issues and prospects for such a reorganization.

Item 249. Invitations for administrative positions at other universities.

Mager was invited to apply for administrative positions at other universities. In all cases he declined the offers. Item includes communications regarding positions at Texas Tech University (1984), St. Cloud State University (1988), St. John's University (1993), Indiana University (1993), Baylor University (1993), and University of Virginia (1993).

Item 250. The University Senate and Senate committees.

- *University Senator.* Mager was elected a University Senator, representing the School of Education, four times: 1992-1995, 1998-2002, 2004-2007, and 2007-2010.
- *Senate Committee on Administrative Operations.* Mager served as a member of the Committee on Administrative Operations, beginning in 1992. Eventually, in the midst of the Senate's effort to review the structure and functioning of the various committees, Mager wrote a memorandum (dated 1993, September 22) for the attenuated committee to Teresa Gilman, University Senate Recorder, suggesting that the committee be suspended from meeting; that suggestion was not taken. Item includes agendas and minutes from several meetings from 1992, handouts related to the committee and its role, and Mager's memorandum. Mager served on the Committee on Administrative Operations from 1992-1993, 1988-2002, and 2007-2013. From 2008 to c. 2010, he served as Chair of the Committee.
- *Senate Committee on Instruction.* Mager served as a member Committee on Instruction, beginning in 1994-1995 through 1995-1996. Item includes communications about the membership of the committee, its charge, and minutes from its meetings, in some cases with Mager's written notes. Item also includes communications related to planning and implementing a Seminar on Teaching, sponsored by the Committee in spring 1995. Mager set up the presentation made by Geoffrey Fox on "Electronic Communication in Teaching."
- *Senate Committee on Budget and Fiscal Affairs.* Mager served on the Budget Committee in 2002-2006 and served as its Chair 2004-2006. As Chair, he also served as part of the Responsibility Center Management (RCM) Core Planning Committee 2004-2005, and the RCM Committee 2005-2006. Item includes two articles on the latter:
Snyder, M. (2005, February 21). SU seeks input on budget process. *Syracuse Record*, 35(21), 1, 4. In this article, Matthew Snyder reported on the process of transitioning to the RCM budget model; he quoted Michael Wasylenko, who led in the campus discussions, and Mager who worked with Wasylenko in a series of open forums on the RCM model.
and
Hecht, B. (2005, March 8). SU considers new budget system. *The Daily Orange*, XXXII(102), 1, 6. In this article Brian Hecht reported on the considerations underway to move to the RCM model. He quotes Mager and Wasylenko on the implications of the new model.

Item 251. Proposal for restructuring the University.

In a letter (dated 1991, December 4), Kenneth A. Shaw, Chancellor and President of Syracuse University, requested a response to the proposed restructuring plans for the University. Mager, as Director of the Division for the Study of Teaching, was

one of perhaps many faculty and staff members who were thusly solicited. Item includes Shaw's letter, Mager's cover letter (dated 1992, January 3), and his response.

Item 252. Teaching and Leadership annual reports.

As Chair of Teaching and Leadership Programs, Mager prepared reports on the department to be shared with the Dean and other parties. These annual reports summarized the accomplishments, demographic profiles of the program areas, and planning directions for the given year. Item includes two such annual reports: January 1 to December 31, 1993, and January 1 to December 31, 1994. Though reference is made to an earlier report, it is not available.

and

"Twas the night before holiday..." Mager wrote this jingle, imitating the Christmas poem, as part of the department's holiday party at some point when he was Chair. It acknowledges that the department budget was low and that the only "gifts" to be given and received were office supplies.

Item 253. Broadbent retirement presentation.

Upon the retirement of Frank W. Broadbent, Professor of Elementary Education in the School of Education, Syracuse University, Mager delivered his retirement presentation at the Convocation (1995, May 13). Item includes a memorandum from James Winschel, Associate Dean of the School, acknowledging that Mager took on this responsibility, and a memorandum thanking him for his presentation. Item also includes Mager's speech. Item also includes two additional presentation speeches – one for Harold Herber, and one for Arthur Blumberg; it is not known who made these presentations or what year they were made.

Item 254. Local news stories.

Over the years, Mager was interviewed by local newspaper reporters about various education and schooling issues. Articles based on interviews appear in several other sections of this archive. Four additional articles are included here: on teaching methods, on student retention at grade level; on enrollment declines in local school districts; and on challenges in schooling:

- Nelis, K. (1989, September 6). Recycled education. *The Post Standard*, A-8. In this article, Karen Nelis described a number of changes in approaches to teaching and curriculum. She quotes Mager liberally in the article.
- Reilly, J. Left behind: Does repeating a grade help or hurt a child? We look at the issue. (1995, June 13). *The Post Standard*, CNY, F 1, 3. In this article, Jim Reilly explored the issue of retaining / holding back students with several local educators. Mager is quoted on several aspects of the issue and practice.

- Gonzalez, D. (1995, October 29). Schools face difficult challenges. *Syracuse Herald American*, A 13. In this article, Daniel Gonzalez reported on several challenges facing schools, educators, and parents.
- Reaves, M. (2005, April 18). Enrollment slides at public schools. *The Post-Standard, Local, B 1, 5*. In this article, Michele Reaves addressed the issue of declining school enrollments. Mager is quoted on this matter.

Item 255. Strategy for raising standards.

The strategy for raising standards. Education Forum (1996, January 25). Sponsored by the New York State Education Department (NYSED). Letter (dated 1996, January 4) from James A. Kadamus, Deputy Commissioner, Office of Elementary, Middle, Secondary and Continuing Education, NYSED, invited Mager to attend and participate in this forum. Item includes the agenda for the forum and materials used at the forum.

Item 256. Visit by Polish educators.

The Training Systems Institute in the School of Education, Syracuse University, hosted a high-level delegation of educators from Poland (1996, November 18-19). Mager spoke (1996, November 19) on the School of Education's teacher preparation programs, with emphasis on inclusive teacher practices. Item includes letters from Firouz Rahmzadeh, Managing Director of the Institute, who organized the visit, in preparation for the visit and in follow-up appreciation. Item also includes Mager's outline of his presentation and program descriptions of the Inclusive Elementary and Special Education Program and The Teacher Preparation Programs in the Secondary Subject Fields. Item also includes a letter (dated 1996, December 5) from the Polish visitors in appreciation of the arrangements and substance of the visit.

Item 257. Review of the Brown University program.

In a letter (dated 1997, July 16) from David R. Roy, Education Specialist in the Rhode Island Department of Education, Mager was invited to serve as a member of an on-site evaluation team to review the Elementary Education program at Brown University. Mager initially agree to serve in this role, but days later in a letter (dated 1997, July 25) he withdrew, indicating he could not commit the time to participate.

Item 258. Guest lecturer in SOS 601 / IRP 601.

Guest Lecturer in SOS 601 / IRP 601 Fundamentals of Conflict Studies. (2004, March 5). John Murray invited Mager to serve as a guest lecturer in this course. Mager prepared an interactive 1½ hour session. Item includes communications from Murray and two students from the course: Claudia Sawyer and Tom Constable. Item also includes the course syllabus, identifying Mager's participation. Item also includes Mager's outline and materials, and the class outline prepared by Sawyer and Constable.

Item 259. Outstanding TA Award selection.

Mager served on the Selection Committee for the *Outstanding Teaching Assistant Awards* in 2005. Item includes the call for nominations, the Selection Committee membership, communications inviting participation and about the schedule of meetings.

Item 260. Excellence in Graduate Education.

Excellence in Graduate Education Faculty Recognition Award. (2006, April 18). Mager was one of six faculty members selected to receive this award. This award was sponsored by the Graduate School and was given annually to selected faculty members. Item includes communications about the nomination and selection, and the invitation to a reception. Item also includes ceremony agenda and the list of recipients of both the *Outstanding TA Award* and the *Excellence in Graduate Education Award*. Item also includes notice in the (2006, May 10) *Syracuse Record*, 36(31), 2, in which the awardees were named.

Item 261. TA orientations and Teaching Fellows workshop.

Mager was invited to speak about matters of teaching at several orientations and a workshop. These sessions were for incoming Syracuse University Graduate Teaching Assistants, as part of the All-University TA Orientation, in the Graduate School. Three such sessions are included here:

- *Teaching and learning strategies.* (2005, August 12). Item includes letters to and from the organizers of the Orientation, the TA Orientation Schedule of Events, and transparencies and other materials used by Mager in the presentation. Also included is a DVD of his presentation.
- *Teaching and learning strategies.* (2006, August 14). Item includes letters to and from the organizers of the Orientation, the TA Orientation Schedule of Events, and transparencies and other materials used by Mager in the presentation. Also included is a DVD of the presentation.
- *Why microteaching matters.* (2007, August 7). This presentation served the Teaching Fellows Workshop. Mager spoke about the origins and uses of microteaching. This workshop for new and continuing Teaching Assistants at Syracuse University helped orient and prepare them for their roles as teachers and for using microteaching to study their own practices. Item includes communications with Corrie Burdick setting up the presentation, the workshop agenda. Item also includes Mager's notes used during his presentation, and a handout provided to the participants.

Item 262. Administrative appointments.

Over the course of his professorial career in the School of Education, Syracuse University, Mager held several administrative positions. Some of these posts are represented in letters and announcements:

- *Director of the Urban Teacher Preparation Program.* In a memorandum (dated 1985, November 18) Berj Harootunian, Director of the Division for the

Study of Teaching, reported that Mager could not at that point be moved from the role of Coordinator of the Jamesville-DeWitt/ Syracuse University Teaching Center to full-time Director of the Urban Teacher Preparation Program (UTPP). The memorandum reported that Mager would be relieved of the latter role in spring 1986. Mager served as Director of the UTPP from 1984.

- *Chair of Elementary Education.* A memorandum (dated 1988, August 23) Berj Harootunian, Director of the Division for the Study of Teaching, made Mager's appointment as Chair of Elementary Education official. The appointment began with the fall 1988 semester; it was at this time that Mager's role as Coordinator of the Jamesville-DeWitt/ Syracuse University Teaching Center ended. Mager served as Chair from 1988 to 1991.
- *Director of the Division for the Study of Teaching / Chair of Teaching & Leadership Programs.* (1990, July 27). On this date, Steven Bossert, Dean of the School of Education, announced that Mager accepted the appointment as Director of the Division. He served in that role from 1990 to 1993, and he continued as Chair of Teaching & Leadership Programs from 1993 to 1995. Item includes the memorandum from Bossert to the faculty and messages to Mager from several faculty members in response.
- Memorandum (dated 1994, December 2), from Bossert to the faculty, announcing that Mager would step away from the Chair's role to return full-time to the faculty. Memorandum included the information that a national search for a new Chair had been approved and would be initiated; a copy of the ad from *The Chronicle of Higher Education* (1995, March 10) for the position is included.
and
Item includes an email from Eileen Julian responding to the announcement. Item also includes *There's none like Jerry Mager from the model university*. This parody, composed by Mara Sapon-Shevin, was a tribute to Mager at a celebration for him as he stepped out of the Chair's role.
- *Dr. Gerald M. Mager appointed interim IDD&E department chair.* (2006, August 2). *IDD&E Newsletter* 2(2), 5. On this date, the newsletter announced that Mager was appointed Interim Chair of the department. This announcement served as an introduction to the students, alumni, staff and faculty of the department about the appointment. Mager served in this role from 2006 to 2008.
- *Associate Dean.* In a hand-written letter (dated 1988, March 31) Joan Burstyn, Dean of the School of Education, Mager reported that he would not be applying for the position of Associate Dean. His letter provided his reasons for declining the opportunity to apply.
- *Associate Dean.* In a memorandum (dated 2007, March 21) to the faculty, Douglas Biklen, Dean of the School of Education, announced that Emily Robertson would be stepping out of the role of Associate Dean in July of that

year, and that Mager would become the new Associate Dean. Mager served in that role from 2007 from 2014.

Item 263. Learning about learning.

Learning about learning. (2007, November 9). This presentation was part of Family Weekend. Mager spoke about selected learning theories and engaged participants in exploring their own understandings of learning. Item includes an excerpt from the day's program and Mager's powerpoint slides used in the session.

Item 264. Phi Delta Kappa.

Mager was a member of Phi Delta Kappa (PDK) a honorary professional group since his days as a doctoral student at Ohio State University. For several years, he was active in the Syracuse University Alpha Phi chapter; for a short while, he served as its Treasurer. This item includes three documents:

The Syracuse University Chapter *Newsletter* (1999, March), in which Mager's presentation to the chapter on the Regents Task Force Report is noted.

A letter (dated 2001, May 10) from Mager to Maria Cimino, President of the Syracuse University chapter, and fellow Kappans in which he expressed his honor and gratitude for being named *Educator of the Year for 2001*.

The *PDK International Membership Recognition Certificate* (2009, August) presented to Mager, recognizing 35 years of membership in this honor society.

Item 265. The academic job market.

Are you ready to go on the academic job market? [Panel discussion]. (2010, October 8). In *The tenure track dream: Maximize your competitive edge*. This panel discussion was part of a conference for graduate students at the Syracuse University, sponsored by the Center for Career Services, Division of Student Affairs. Mager was one of four panelists. Item includes the flier advertising the conference, the agenda for the day, and letters of appreciation and conference review from Rosanne Ecker and Glenn Wright.

Item 266. 2011 Joint Fellows' Conference.

Joint Fellows' Conference. (2011, March 3-6). This conference, hosted by Syracuse University, invited representatives of USAID, AMIDEAST, and the Open Society Institute, to Syracuse University and the Syracuse region. Graduate students from the School of Education sponsored through the Palestinian Faculty Development Program (PFDP) and the College of Law sponsored through the Palestinian Rule of law Program (PROL) participated with national and international guests at the conference. Mager played a role in organizing the conference since he had regularly worked with the PFDP in enrolling educators from Palestine in graduate programs in the School of Education. Item includes the agenda for the conference and speaker biographies. Item also includes Mager's notes used in welcoming the guests to Syracuse.

Item 267. Considering intelligence.

Mager, G. M. (2011, July 8). *Considering intelligence*. Mager made this presentation to the Imagine Syracuse Young Musicians Project Teacher Retreat, Syracuse. Item includes Mager's outline for the session, his notes on intelligence as a concept and basis for teaching practice. Item also includes communications with Jessie Keating, Executive Director of Imagine Syracuse, who organized the retreat, and the overall two-day agenda.

Searchable terms:

American Educational Research Association AERA
AERA Award
AMIDEAST
annual reports
awards
microteaching
NA grade
Onondaga Citizens League OCL
Onondaga Community College OCC
Open Society Institute
qualitative research
reorganization
reviews
school learning
Senate
school building design
standards
strategies
undergraduate teaching
USAID

Gerald Martin Mager

Professor Emeritus

Laura J. and L. Douglas Meredith Professor for Teaching Excellence

School of Education, Syracuse University

ARCHIVE LIST ADDENDUM

Prepared September 2021

In April 2021, I submitted a variety of materials representing my professorial career to the Syracuse University Archives. Along with those materials, I prepared a list of 267 items, organized into 16 categories, to describe and explain the materials such that others might understand their relevance and value. Subsequently, I found additional materials that should have been included in the original submission.

The following is a compilation of the additional materials organized by the items with which they should be associated.

Item 45. President of NYSATE. Addendum.

The additional materials include copies of three photographs: Three NYSATE Presidents, NYSATE Receiving an Award at the ATE National Meeting, and Teacher Education Advisory Group. All three photographs include a number of NYSATE Presidents and officers. Item also includes the program from the 2016 NYSATE/NYACTE Annual Fall Conference at which Past-Presidents of NYSATE formed a panel to discuss teacher education across several decades in New York State (p. 13).

Item 68. NYSATE TECAP contact person. Addendum.

The additional materials include several letters (dated 1983 and 1987) nominating Mager for appointment to the TECAP Board, and a letter from Education Commissioner Gordon M. Ambach (dated 1984, August 7), appointing Mager to the Board. Item also includes lists of TECAP Board members from five years during which Mager served as a member. Item also includes documents on the New York State Mentor-Teacher Internship Program, for which Mager served as the Statewide Evaluator; a Proposal for a Framework for Conducting the Annual Review of Teacher Resource and Computer Training Center Proposals, which Mager helped prepare; and a draft of A Vision of the Local Education Agency of the 21st Century, which Mager helped to draft.

Item 69. Professional Standards and Practices Board appointment. Addendum.

The additional materials include a letter (dated 2007, July 30) from Education Commissioner Richard P. Mills appointing Mager to the PSPB, and a list of members in August 2010; a memorandum (date 2010, August 31) from Joseph P. Frey to the members of the Board of Regents, in which Mager was recommended to serve as Co-Chair of the PSPB; and five letters from Education Commissioners David M. Steiner and John B. King, Jr., appreciating Mager's contributions to the PSPB over several years. Item also includes a 2007 packet describing the responsibilities of the PSPB, a list of its current members, and the Code of Ethics for Educators developed by the PSPB.

Item 78. New teachers: Inside voices, outside eyes. Addendum.

The additional material is a videotape of the dramatic performance of this presentation, recorded on December 18, 1978. The performance is 40 minutes in length.

Item 79. The First Year Teacher Study. Addendum.

The additional material is a copy of the ERIC document and microfiche of “The First Year Teacher Study” report.

Item 144. Inclusive and dual certification workshop. Addendum.

The additional materials are two video productions. “Three Stories of Inclusion” is a 23-minute introduction to inclusive education in three different public school settings in New York State; it was produced in the 1980s. “Inclusion in New York – An Inside View” is a 66-minute representation of inclusive schooling in four New York State public schools; it was produced in 1995. Both video productions were sponsored by the New York State Education Department; both were based on the work of the New York Partnership for Statewide SystemsChange, the project located in the School of Education, Syracuse University, for which Mager served as Director, starting in 1997.

Item 150. 1998 inclusive schools and committees conference. Addendum.

The additional material is a copy of a brochure titled, “We Are All Different and All Included.” It was prepared for one of the annual statewide conferences possibly in 2009. It is one of the few documents from the statewide conferences that is available. A more complete copy of this brochure is included in Item 163.

Item 151. OSERS/OECD symposium on inclusion. Addendum.

The additional materials include communications inviting Mager to participate in the symposium, and guidance with regard to registering and presentations. Item also includes lists of participants and the program itself, identifying Mager as one of several presenters (p. 3). Item also includes follow-up communications about the symposium.

Item 158. New commitments to TFQIS. Addendum.

The additional material is “The New York Higher Education Support Center for SystemsChange – A Brief History, at 2001.” This document describes the development of the HESC beginning in 1990, and through 2001.

Item 160. 50 college consortium. Addendum.

The additional materials include several brochures used to advertise the work of the New York Higher Education Support Center (HESC) for SystemsChange, and its Task Force on Quality Inclusive Schooling (TFQIS), over several years. Item also includes a bookmark advertising “Collective Voice,” an online forum moderated by Tracy Knight-Lackey, Professor in the School of Education, sponsored by the HESC; this was one of several online forums hosted in 2002-2003. Item also includes an HESC-TFQIS magnet distributed to members and the various publics as a means of advertising the SystemsChange website.

Item 163. 2005 inclusive schools and communities conference. Addendum.

The additional materials include a more complete brochure describing the work of the New York Higher Education Support Center (HESC) for SystemsChange. It briefly points to the regional structure of the Task Force on Quality Inclusive Schooling (TFQIS): seven regions across the state which planned and conducted a variety of activities and events for teacher

educators, teachers, parents, and community members in their regions. Also referenced in the brochure are summer symposiums, statewide meetings, and two initiatives – all sponsored by the HESC.

The additional materials also include a set of five letters (all dated in 2005) written in support of the HESC's application for a federal grant establishing a Regional Comprehensive Center in the School of Education, Syracuse University. The application was not funded, but the letters attest to the value of the HESC and its work for New York State.

Item 166. NYC Task Force booklet. Addendum.

The additional material is a CD titled, "Routes to RtI: Strategies and Techniques for the General Education Classroom." It was produced by the Long Island Task Force, based on its 2008 summer symposium. (The NYC Task Force was a separate unit within the TFQIS, but this seems like the best place to include the work of another regional task force unit.)

Item 171. Who we are, what we do. Addendum.

The additional materials include drafts of the description of the work of the Higher Education Support Center (HESC) for SystemsChange. Also included is a CD produced by the HESC that presents interviews with HESC and TFQIS participants. Item also includes "Creating Inclusive Schools – The Work of the New York Higher Education Support Center for SystemsChange." This document was produced by the Office of Professional Development (OPD) in the School of Education, Syracuse University, as a final report to the State Education Department on the work of the HESC. It is dated 2011, the final year of the sponsored project, which was begun in the early 1990s.

Item 176. "A Bridge to The City" brochure. Addendum.

The additional materials include two brochures used to advertise the program. One brochure provides a more general overview of the program. The other solicits interest from undergraduate inclusive education majors, in time for the 2013 fall semester.

Item 187. Syracuse starts inclusive program. Addendum.

The additional material is "A Brief on Inclusive Education," written by Mager. The statement was intended to explain the language associated with inclusive education practices and how the concept has been broadened beyond its more limited original meaning.

Item 242. Correlates of performance in qualitative research. Addendum.

The additional materials include the directions given to the eleven doctoral students regarding writing analytical memos; a set of three observations providing the data to be analyzed; a cover letter (dated 1987, June 16) to colleagues who had agreed to rate the eleven sets of analytical memos; and the instructions for rating the analytic memos.

Item 260. Excellence in Graduate Education. Addendum.

The additional material is the program from April 17, 2007, on which Mager is listed as congratulating the award recipients on behalf of the faculty. In 2006, Mager himself had been one of the award recipients.

Item 264. Phi Delta Kappa. Addendum.

The additional materials include the Syracuse University Chapter *Newsletter* (1998, November) which announces Mager's upcoming presentation on the Regent's Task Force report. The item also includes a letter (dated 2014, June 16) from Leeanna Ratliff of Phi Delta Kappa (PDK) with a membership recognition certificate acknowledging Mager's 40-year membership in the honorary education organization.