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RE-IMAGINING
TEACHER
EDUCATION

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On the cover: Ypsilanti middle school students stride enthusiastically through the hallways of the Undergraduate Science Building during the Nanoscience Institute, co-sponsored by the University of Michigan School of Education.
Teacher education has been a serious endeavor at the University of Michigan for well over a century. Beginning as early as the 1850s, faculty members from a variety of disciplines across campus offered courses for prospective schoolteachers, and in 1879 the University established the nation’s first permanent chair in the “art and science of pedagogy.” By the time the School of Education was founded in 1921, the University was already home to thriving courses in teacher education. We have continued to offer well-regarded teacher education for decades, and we have prepared many teachers who have gone on to successful professional careers as classroom teachers. As dean, I have enjoyed meeting our graduates who were prepared here as long ago as the 1940s and learning of their experiences. Still, the time has come to take advantage of new knowledge and new possibilities to redesign fundamentally how we recruit and prepare teachers at Michigan.

**WHY ARE WE DOING THIS?**

Despite the American rhetoric of equal educational opportunity and public school excellence, problems of low and inequitable academic achievement persist stubbornly in this country. When schools do succeed, it is most often with white, middle class students, and even these students rarely produce work comparable to that of their peers in many other industrialized countries. Policy-makers and citizens have proposed solutions to these problems that range from changes in curriculum and school organization to new standardized tests and increased accountability for both students and teachers. Although these changes are likely to be important elements of the solution to the problems we face, without accompanying changes in the instruction that teachers provide and in teachers’ capacity to connect effectively with their students, these reforms will falter. The evidence is clear that teachers are key to the quality of instruction and of students’ learning.

Whether leading a group of tenth graders in an analysis of a poem, teaching fifth graders how plants use light to make their food, or helping a first grader learn a set of useful sight words, teaching is complex interactional work. What does it take to explain the long division procedure clearly and show what is really going on at each step? Watching an accomplished teacher lead a group discussion or inspire a roomful of fourteen-year-olds or design just the right assignment for a group of learners is fascinating. It is important to notice how much more this takes than simply being smart or liking kids.

Although some teachers acquire this knowledge and skill from experience, many do not. Yet the practice of teaching can be taught. How to build the new kinds of professional training that can prepare people committed to and capable of ensuring all students’ learning is our goal in the Teacher Education Initiative (TEI), launched two years ago. In this issue of Innovator, we begin to tell the story of this major whole-school initiative, and invite you to share in our passion for the challenging, complex work of re-imagination.
Even as public schools have taken on a host of jobs that once belonged elsewhere – providing meals, caring for students before and after classes, teaching social skills – it seems as if they have been blamed for everything from the country’s global disadvantage in mathematics and science to the spread of colds and runny noses. The only things that have grown faster than the tidal wave of criticism from foundations, politicians, think tanks, and academics are the demand for teachers (in large part due to the profession’s attrition rate) and the height at which the bar has been set for teaching practice. Teachers are now challenged to take full responsibility, to ensure that every child in their classroom learns, or at least performs well on measures of standardized achievement.

Among the prime targets for critique are the places that prepare the teachers who face these challenges: the nation’s 1,206 schools, colleges, and departments of education. Schools and colleges of education are assailed for failing to connect with either the institutions in which they are embedded or the schools their graduates serve, for a lack of coherent and data-based standards for assessing their graduates’ performance, and most damning of all, for producing practitioners who don’t know their subjects well enough and/or don’t know how to do the work of teaching well enough, and who tend to desert the profession in droves.
The solutions are less clear. While the diagnosis that schooling could be significantly improved is pretty unanimous, there are almost as many remedies proffered as there are critics. Fierce debates rage over what teachers need to know, how best they can come to know it and, in some quarters, whether what they need to know can be taught at all.

Perhaps no other branch of the academy has had to justify its existence as long and as chronically as education. The nation’s first permanent chair in education was established in 1873. By 1915, a majority of colleges provided at least some coursework in the field. Somewhere in between, questions about the field’s value and education school dean, wrote in his annual report that there “was little evidence that education school coursework leads to improved student achievement.”

He recommended that teachers be hired on the basis of their subject matter knowledge and verbal ability; education school course work should be made optional and student teaching should be eliminated as a requirement for new teachers.

Even the existence of the Teach for America corps, comprised of outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools, is an implicit critique of teacher education.

One reason the drumbeat is so loud is a keen sense of what is at stake. As Arthur Levine expressed it in his 2006 report, Educating Teachers, “The quality of tomorrow will be no better than the quality of our teacher force.”

EDUCATION ON THE CHEAP

Ironically, the rhetoric about the crucial role of education in our society is rarely accompanied by a proposal to, say, raise teachers’ salaries. “It’s a little bit shocking how America tries to get away with spending so little on education,” says U-M School of Education Dean Deborah Loewenberg Ball, “when of all public goods, it probably has most to do with growing a better society. We’re costing ourselves a lot by trying to do things on the cheap.”

Which brings us, indirectly, to the problems that better teacher preparation can’t fix: inadequate pay, little opportunity for advancement, low prestige. They are the province of state and local governments, and the communities they reflect. As Dean Ball has said, “Education issues are irreducibly political and bound up in conflicting social purposes and values.”

One result is a crazy quilt of inconsistent and counterproductive state certification standards. Another is that 47 states and the District of Columbia have established alternative certification routes that put teachers in classrooms on the basis of subject matter mastery rather than any demonstrable pedagogical skills.

The certification standards themselves – and, for that matter, program accreditation standards as well – are based on process (classes taken, time spent student teaching, etc.) rather than on results. Admittedly, we are still a long way from linking components of teacher preparation to student outcomes in any meaningful way. Thus, for the most part, novice teachers have not been trained to teach as much as to pass courses, write papers and get grades. As Levine puts it, “Neither the states nor the accreditation process has been able to assure minimum quality standards in teacher education programs.”

AIMING TO REINVENT AT U-M

While it’s understood that teacher training is only part of the question, finding answers that deploy its unique resources and discharge its mission is the raison d’être of the School of Education’s Teacher Education Initiative, a comprehensive collection of coordinated projects aimed at nothing less than reinventing teacher education at the University of Michigan.

“What happens in a lot of schools of education is people talk about teaching but they don’t get really close to the actual work that teachers learn to do,” says Dean Ball. “We have a virtually dysfunctional system of preparing teachers in this country, and schools of education, especially in research universities, really have a responsibility to step up.”

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That perspective was a large part of his new job’s appeal, says Freeman. “It’s very exciting to find a major school of education that is really focusing on the core activity,” he says, “which is how do teachers learn to do what they do, and what are the various supports, interventions, and sources of experience and knowledge that are going to enable them not just to be immediately successful but to sustain a professional life.”

As one critic put it, “The challenge facing education schools is not to do a better job at what they are already doing, but to do a fundamentally different job.” It’s a challenge the University of Michigan School of Education is tackling right now.

Story by Jeff Mortimer
“I wanted to reinvent teacher education at a very good research university,” says Deborah Loewenberg Ball, “and Michigan was the place to do it.”

Of course, the Dean of the University of Michigan School of Education is well aware that the enterprise requires far more than her own efforts, or the School’s, or the University’s, but if that reinvention could pick a place for itself to be born, Michigan’s credentials are in order.

Among them: a commitment to teacher preparation among the U-M faculty that stretches beyond the School of Education, an abundance of instructors with recent and extensive classroom experience, a commitment to top quality research, a tradition of interdisciplinarity that facilitates cross-fertilization with other professional schools, and solid support for the enterprise from the central administration.

SCALABLE INNOVATION THAT CAN “TRAVEL”

Launched two years ago, the Teacher Education Initiative (TEI) is, as its web site puts it, “a comprehensive project to redesign how teachers are prepared for practice at the University of Michigan, and to build knowledge and tools that will inform teacher education more broadly.” That means not only figuring out how to prepare new professionals for the complex, difficult work of teaching in the real world, but also conducting research on teacher education – much of it rooted in the activities of the TEI itself – that will, so to speak, travel well.

“The history of teacher education reform is that very smart and clever people get together and develop innovations that are not scalable,” Ball says. “We don’t want to do things that only work at Michigan. We want to develop practices and approaches that can be transplanted. Teacher education mostly happens in big places whose mission is to prepare large numbers of teachers. The reason for doing it at a place like U-M is that we should not only do it very well but also study it, so what we learn and what we produce are available to other institutions that don’t have an infrastructure like ours.”

Those products include a rationally sequenced curriculum organized around skills like designing instruction, interacting with students’ parents and care-givers, managing classroom discussions, and documenting and interpreting P-16 students’ progress in ways that inform better instructional decisions; a reliable and relevant system of performance assessment of teaching practice; and effective tools for creating records of practice that fuel the continuous improvement of both students of teaching and its practitioners.

“There are education schools where almost no one studies teaching or how minority kids achieve,” says Ball, “and there’s no course in many teacher education programs called ‘assessment.’ People think the way to improve poor schools is to allocate more funds or create charter schools, but there’s decent evidence that teachers who know what they’re doing can make a big impact on kids’ learning. One of the best things we can do is educate teachers who are prepared to work in those situations.”

“Don’t do things that only work at Michigan,” Ball says. “We re-imagining teacher education at a very good research university, and Michigan was the place to do it.”

Donald Freeman, a key player as the School of Education’s new director of teacher education, sees reasons for optimism.

“I really get a sense of casting the net wide and thinking deeply and asking questions that people might have wanted to avoid in the past because they were somewhat uncomfortable,” he says. “There are so many smart people involved and looking at different dimensions of what we may have been doing wrong over time that it stands at least a fighting chance, if not better, of making an impact.”
ASSESSMENT METHODS IN TEACHER EDUCATION

The “aha” moment for Elizabeth Moje came when she was working on a teacher preparation research project that preceded the TEI but has since become integrated with it. “We had to have a way to assess whether what we were trying had any impact in our secondary teacher education program,” she says. “And,” notes Tim Boerst, lead instructor in the elementary Math Methods course, “the complexity of teaching practice requires assessments that let us scaffold student teachers’ learning as they move toward assuming responsibility for their own classrooms.”

“What we need,” says Pamela Moss, director of the assessment component for TEI, “is an assessment system that can serve multiple purposes: to provide clinical feedback to student teachers, to help teacher educators decide ‘what to do next’ in planning instruction, to track student teachers’ progress as they engage in increasingly complex aspects of teaching, to support consequential decisions about student teachers’ readiness to teach, and to evaluate the quality and impact of the teacher education program itself. And we need to do this in ways that those outside our teacher education program will find credible.”

Moje adds, “We decided that the Secondary Teacher Education assessment would be the perfect opportunity to analyze who our teacher candidates are when they come to the School of Education, and who they are as teachers when they leave.”

Apply that brush to a larger canvas, and the central role of the assessment strand of the TEI becomes clear. How will anyone know if the initiative is making a difference without an integrated system for tracking the achievement of pre-service teachers? This entire perspective has been curiously absent from both teacher preparation programs and the profession in general. “This is the sort of systemic assessment work that people are not typically doing, and that should be routine in Teacher Education,” says Freeman.

“I am genuinely excited to be working in the Teacher Education Initiative,” says Moss. “Its work provides a uniquely rich grounding for the development of assessments that can support the teaching and learning of teachers and provide compelling evidence about student teachers’ readiness to assume responsibility for their own classrooms. I think we have the opportunity to make a distinctive contribution to the assessment of teaching practice.”

SECONDARY MAC TECHNOLOGY PILOT

Using videos in the Secondary Master of Arts with Certification program is nothing new, but the breadth and depth of their deployment in the program’s current pilot project bespeaks a significant difference of kind rather than degree. Instead of recording their activities once or twice, pre-service teachers will be equipped with cameras throughout the school year, taping their interactions with both mentors and students to create, in effect, an individualized text that can be fully integrated into their classroom work.

“This allows technology to be a real tool to help them more closely examine and reflect on their own practice,” says Charles Peters, director of the Secondary MAC program, “and it allows us to begin to refine some of our curriculum and how we think about what effective teaching should look like.”

“We really think this will bring the field experience into the coursework,” says Deanna Birdsyaw, an instructor in the program. “With the digital reproduction of what’s actually happening, we can have a much more powerful conversation about acts in teaching.”

“I think we have the opportunity to make a distinctive contribution to the assessment of teaching practice.”

At the end of the day, the key question speaks to the core of what the TEI is all about. As Peters puts it, “Does this really help us better prepare them for their first year in school? The more we close that gap between what happens in classrooms and what are good techniques of practice, the better these teachers will be for the students they teach in that first year, and for the years that follow.”

Story by Jeff Mortimer
Photos by Mike Gould

Here’s a quick look at three TEI works-in-progress, each of which exemplifies a core strand of the initiative:

REVISING ED 392: EDUCATION IN A MULTICULTURAL SOCIETY

This required course is almost a microcosm of the sea changes the TEI envisions. Here’s how Francesca Forzani, the TEI project manager and doctoral candidate who has taught sections of the course both before and after revisions began, puts it: “There were two problems in the past. One of them was that five people would teach it and they would teach it five different ways. The other was it would consist largely of academic discussions of the history and sociology of schooling, or race and culture as concepts, and it would never get into any detail about how those things actually show up in the work of teaching.”

Having spent four years teaching high school English in rural Mississippi, Forzani knows whereof she speaks. “I was a white teacher from an upper-middle-class background going into an all-black school in a very poor community,” she says. “I had to learn about the kind of instruction that made sense for my students, which was different from the kind of instruction that made sense for me when I was in high school.”

When she taught the course most recently, “We did a lot more of bringing in class records of teachers’ work and videotape of teachers teaching. We looked at actual lessons teachers taught, including assignments they’ve given and assessments they’ve used. I wouldn’t say we have a new way yet, but we’re working on it.”
Almost everyone understands what the records of a doctor’s practice are, and almost no one would suggest that a physician or surgeon could function properly without them.

But what comprises a teacher’s records of practice? And why, and to whom, do they matter?

Some records of teaching practice are completely familiar, like lesson plans and student assessments. But recent advances in digital technology make it possible to create a greater variety of useful records of teaching and learning. The study of such records makes it possible to use the process of teaching itself to the service of its improvement.

At least that’s the idea, one of the big ones of the School of Education’s Teacher Education Initiative.

NEW USES FOR TECHNOLOGIES

“We can capture in high fidelity an entire year’s worth of classroom lessons on a portable computer’s hard drive,” says Magdalene Lampert, who directs the TEI’s activities and settings component. But also available for capture are student teachers’ interactions with colleagues, mentors and parents, or master teachers’ performances in settings designed to focus on particular aspects of teaching.

Technology, in turn, renders such settings vastly more useful for professional training, in ways similar to operating surgical theaters in medical schools or mock trials in law school. As Lampert puts it, “Much of our interest in virtual settings is fueled by the possibility of capturing, storing and accessing artifacts that have been digitized in some fashion.”

But who will use this material, and for what? There are potential benefits from this rich resource for every participant in the educational enterprise – from pre-service teachers to their instructors to veteran practitioners to researchers to teachers at all levels of all disciplines to parents and the public at large.
Birdyshaw. "We’re hoping to prepare students to understand an ongoing part of a teacher’s professional behavior," says to study their own effectiveness, as something that should be involved in the TEI see using records of practice, using videos from their own practice.

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enough the importance of taking a second look at something perspective and over time," she says. "I can’t emphasize and take moments and reflect on them from more than one

“This record lets them watch what they’ve done several times and take moments and reflect on them from more than one perspective and over time,” she says. "I can’t emphasize enough the importance of taking a second look at something that happened in a classroom, and maybe even taking a look after you’ve had the benefit of learning a little bit more about particular things.” Birdyshaw makes clear how additional learning can expand what beginning teachers can see and learn from their own practice.

That applies to practicing teachers, too. “Many of the people involved in the TEI see using records of practice, using videos to study their own effectiveness, as something that should be an ongoing part of a teacher’s professional behavior,” says Birdyshaw. "We’re hoping to prepare students to understand how to do this so as they go into their career, they will continue to examine their practice and improve their effectiveness as professionals.”

“We can capture in high fidelity an entire year’s worth of classroom lessons on a portable computer’s hard drive.” The more systematically these techniques are used, the more likely they are to yield improvements, so it’s especially important that such records be kept regularly rather than occasionally. "Records of practice need to be studied over time, more likely they are to yield improvements, so it’s especially important that such records be kept regularly rather than occasionally. "Records of practice need to be studied over time, especially important that such records be kept regularly rather than occasionally. "Records of practice need to be studied over time, especially important that such records be kept regularly rather than occasionally. "Records of practice need to be studied over time, especially important that such records be kept regularly rather than occasionally. "Records of practice need to be studied over time, especially important that such records be kept regularly rather than occasionally. Then, a teacher can’t just look at herself every now and then and evaluate whether she is growing as a teacher. We need to establish routines and systems of analysis for using such records.”

Ultimately, the mindful use of records of practice can help significantly in better preparing novice teachers, continuously improving practice, and undergirding rigorous and relevant research.

Story by Jeff Mortimer Photos by Mike Gould Notebook supplied by Linda Denstaedt

TRANSFORMING TEACHING OVER TIME

It’s not just the “star” of the movie who benefits from assiduous record-keeping. Online archives of instructional practices would be equally available to educational researchers seeking data against which theories can be tested, tenured history professors who don’t seem to be succeeding very well at getting certain points across, and elementary mathematics teachers with six languages spoken in their classroom.

“A teacher can’t just look at herself every now and then and evaluate whether she is growing as a teacher. We need to establish routines and systems of analysis for using such records.”

Similarly, the value of pre-practice teachers’ records transcends the individual who made them. Teacher preparation instructors can use the information they furnish to determine what parts of a course are working in practice, where more or less emphasis or time is needed, and how professional training can be most effectively sequenced.

Professor Bass is the first U-M researcher to win the honor in 21 years. The National Medal of Science, established by the White House in 1959, honors individuals for pioneering scientific research in a range of fields that enhance understanding of the world and lead to innovations and technologies that give the United States its global economic edge. An article about the award can be found on the U-M website: http://www.umich.edu/news/releases/2007/jul07/bass.html

Professor Bass was awarded the National Medal of Science at a White House ceremony.

On Friday, July 27, Professor Hyman Bass was awarded the National Medal of Science at a White House ceremony.

Hyman Bass is a Professor of Mathematics Education at the School of Education and Roger Lyndon Collegiate Professor of Mathematics at the U-M College of Literature, Science and the Arts. His mathematical research publications cover broad areas of algebra, with connections to geometry, topology and number theory. He has held visiting research and faculty positions at mathematical centers around the world, including Berkeley, Paris, Bombay, Rio de Janeiro, Cambridge, Stockholm, Mexico, Rome, Trieste, Hong Kong, and Jerusalem. He has lectured widely, in particular as a Phi Beta Kappa National Visiting Scholar. He is a member of the National Academy of Sciences and the American Academy of Arts and Sciences. Bass was president of the American Mathematical Society, and chair of the Mathematical Sciences Education Board at the NRC, and of the Committee on Education of the American Mathematical Society. He is President of the International Commission on Mathematics Instruction.

Professor Bass is the first U-M researcher to win the honor in 21 years. The National Medal of Science, established in 1959, honors individuals for pioneering scientific research in a range of fields that enhance understanding of the world and lead to innovations and technologies that give the United States its global economic edge. An article about the award can be found on the U-M website: http://www.umich.edu/news/releases/2007/jul07/bass.html

STAYING IN TOUCH

We’d love to hear from you. Send us news about your achievements and experiences. Send us comments and advice.

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HYMAN BASS
Nancy Benjamin had no burning desire to teach when she received her certificate from U-M in 1949. But in that era, the career choices for women were very limited. “I didn’t want secretarial work,” she says. “And I liked children.”

Benjamin, now eighty, never dreamed that she and her late husband Marshall would start their own school which grew from a handful of kindergarteners to one of the top private schools (K-12) in Florida. Housed on two beautiful campuses on North Palm Beach, the Benjamin School enrolls 1300 students, boasts an outstanding college placement rate and enjoys the support of prominent locals, including golf superstar Jack Nicklaus, a past trustee whose five children are Benjamin grads. Although officially retired from the school (now a non-profit), Benjamin, known as “Mrs. B” to students and staff alike, is a familiar figure on campus—often reading to children under trees. She attends all school productions, and even took a walk-on part in Fiddler on the Roof. “I’m still very connected to the school,” she says.

Although both Nancy and Marshall Benjamin made the school their life’s work, “Mrs. B” insists that Marshall (who died in 1985) was the visionary. “My mother always said that he never taught at a school that suited him,” she says. “He wanted to run his own school.” The young couple moved from Michigan to Florida where, for several years, they ran a small kindergarten in a rented house. Then—“footloose and fancy free,” as Benjamin puts it—they sold the little school and taught in Ethiopia, Africa, for two years. Returning to Michigan, and determined to start another school, they drove a truckload of chairs and tables to Florida. In 1960, they opened the North Palm Beach Private School in a small house and a huge, dirt-floored garage. Again they started with only a kindergarten, “but it just grew,” recalls Benjamin. The kindergarten parents liked the rich curriculum—science, arts, music, even foreign languages—and especially the emphasis on reading, a passion of both the Benjamins. (They studied with Mae Carden, the founder of a well-known phonetics approach to teaching.) Year by year, the Benjamins added another grade.

They thought they’d stop at sixth grade, but the Nicklauses and other parents urged them to build a junior high—and backed their requests with donations. “We ended up with a middle school and no indebtedness,” Benjamin recalls. Eventually a high school was added, and the school renamed in their honor. While growing their school, Nancy and Marshall raised an adopted son and daughter; another son died tragically, in childhood, of a brain tumor.

Benjamin says that the school insists on many of the values important to her and Marshall, including a healthy respect for authority. Students rise when their teacher enters the room. All children participate in athletics—even as scorekeepers,” Benjamin says. “You have to learn to submerge your own personality to the group.”

Nothing pleases Benjamin more than to see the school’s graduates return as teachers. French teacher Lisa Arline, who attended the elementary school in the early sixties, recalls that her experiences were so happy that, after she graduated from college, “I came back to see Mr. B about a teaching job. Twenty-nine years later, to me, the Benjamin School is still a very special place.”

Story by Eve Silberman
Kevin Karr (ABED ’91, CERTT EDUC ’91)

When Northside principal Kevin Karr transferred to King, another Ann Arbor elementary school, the parents and kids he’d left behind said they’d miss him. He never anticipated how much one family would miss him—enough to move, just so their two kids could attend the school where he was principal.

“I was touched,” he acknowledges—the more so because he and the mother had occasionally clashed. However, those who’ve observed the U-M School of Education graduate on the job aren’t surprised. “Kevin is a natural leader,” says former Ann Arbor school board member Kathy Griswold.

Now 38, Karr taught at Northside several years. When he was just 30, after a brief stint as acting principal, he took the top job. Karr’s biggest challenge was to improve the dismal reading job. Karr’s biggest challenge was to improve the dismal reading average to among the district’s highest. Karr emphasized and individual reading. He visited classrooms regularly. “You ‘balanced literacy,’ an approach that encourages both group and writing skills of too many students. When he left after six years, he was stunned when U-M head football coach Lloyd Carr, a former Michigan Marching Band scholarship winner. He called Kearsley Creek. Sam’s poem took third place in the local poetry contest held in Ortonville, MI in Oakland County in Southeast Michigan. The event that calls attention to the importance of a local stream called Kearsley Creek. Sam’s poem took third place in the 2007 contest. "Kearsley Creek 2007," traces the water’s flow from Oakland County to its end in Lake Huron. It concludes with this reflection on life:

As I become Lake Huron,
I learn a great truth from my journey:
There are no endings really—
only changes and new beginnings—
And they all are truly wonderful!

Kevin Karr (ABED ’91, CERTT EDUC ’91) was a
principal of Ann Arbor Public Schools Environmental Education Program. In 1992, she received the Educator of the Year award from the Michigan United Conservation Clubs. In 1993, a scholarship fund was established in her name at the Matthaei Botanical Gardens by the Ann Arbor Public Schools Environmental Education Program. (Information courtesy of Ann Arbor News)

Class Notes

Dr. Nancy Craik Beights (BS ’72, CERTT EDUC ’72) - After 31½ years of teaching, Nancy is now the coordinator for math and computer science at Coller County Public Schools in Naples, Florida.

Sophia Holley Ellis (AB ’49, CERTT EDUC ’49, MMS ’50, AM ’64) - In 1950, Sophia began teaching elementary science in Detroit Public Schools. She retired in June 2006, after a teaching career of 56 years. She was named the National Council of International Visitors, US State Department Phyllis Layton Perry Educator of Year in 2006.

Martha H. Failes (CERTT DENT ’35, ABED ’43, CERTT EDUC ’43, AM ’58, PhD ’75) - Martha is enjoying retirement and playing with great-grandkids. She says, “I never had a chance to spend time with my grandkids – now I can learn what I missed!”

Mrs. Robert Johnson (Patricia Greiling Johnson) (ABED ’67, CERTT EDUC ’67 - Patricia received a Lifetime Achievement Award March 22, 2006, from the MI Adult Ed & Training Conference. She has been teaching 3rd grade and adult ESL since she graduated from U-M in 1967.

Megan Kutz (AB ’10, AM ’01, CERTT EDUC 01) - Megan is looking for outstanding future teachers to possibly mentor or be a student teacher in her classroom. She says, “The MAC program was incredible, and I’d like to give back if an opportunity should arise.”

Steven G.W. Moore (PhD ’92) - In July 2007, Steven was named CEO/ED of The M. J. Murdock Charitable Trust in Vancouver, Washington. The trust provides grants and programs for higher education, arts & culture, social services, and science education.

Sam Muller (AM ’71) - Sam is a retired Michigan public school teacher who earned a master’s degree in education from the University of Michigan in early 1971. On June 9, 2007, he was one of the finalists in a local poetry contest held in Ortonville, MI in Oakland County in Southeast Michigan. The contest was part of a celebration called the CreekFest. It is an event that calls attention to the importance of a local stream called Kearsley Creek. Sam’s poem took third place in the competition. He received a certificate of recognition and $50 for that third place finish. The poem, “Kearsley Creek 2007,” traces the water’s flow from Oakland County to its end in Lake Huron. It concludes with this reflection on life:

I learn a great truth from my journey:
There are no endings really—
only changes and new beginnings—
And they all are truly wonderful!

Mrs. Joyce Anna (Poposka) Raker (BS DES ’63, CERTT EDUC ’63, AM ’94) - Joyce describes herself as: grandmother, wife, caregiver with five grandchildren, two daughters, and two sons-in-law; secretary, White Eagle Lodge of the Polish National Alliance for which she plans education events; artist and naturalist of county parks; promoter of family reunions and family memorials; proclaimer of epistles in her Catholic Church.

Sister Mary Thill (Sister Robert Francis Thill) (AM ’74) Sister Mary Thill received the 2006 Public Citizen of the Year award from the Ohio Chapter of the National Association of Social Workers for her tireless work for over 30 years to raise public awareness of the needs of older adults. She is currently the patient liaison for the Mature Health Connections Program at St. Vincent Mercy Medical Center in Toledo, OH.

Danny Triff (AM ’03) - Danny now serves as a US Customs & Border Protection (CBP) Officer at the Seaport of Norfolk, VA.
Many a major university was home to a “lab school” during the early twentieth century. Inspired by education philosopher John Dewey, universities built elementary and secondary schools right on their campuses, and used them as sites to educate prospective teachers and local children. Now, at the University of Michigan School of Education, the idea of “educational laboratory” is being revived and retooled for a new time.

In July, a bright yellow Ypsilanti school bus pulled up to the School of Education, and children streamed out, eager to participate in the Elementary Mathematics Laboratory. The lead teacher, Dean Deborah Loewenberg Ball, engaged the diverse group of 28 fifth graders in 2½ hours of stimulating, intensive problem work daily — under the attentive gaze of adults, who observed while sitting on nearby risers or watching live video of the whole event in a classroom nearby. Mathematicians and mathematics educators came from as far away as India, California, and Kentucky, to analyze the instructional moves of a self-described “pedagogical daredevil” and to examine the ways children made sense of complex mathematical ideas.

Across campus, a second bus unloaded Ypsilanti middle schoolers at the brand new Undergraduate Science Building. For two weeks, these children explored the frontiers of science—with a special focus on nanoscience, the “science of tiny”—guided by doctoral students, medical students, research scientists, and School of Education Associate Dean Joe Krajcik.

“Our students engaged in meaningful and intensive academic exercises that I’m confident will translate into increased student achievement,” says Ypsilanti Superintendent Jim Hawkins. Unlike typical summer camps, these new opportunities are pioneering “designed settings”—new, carefully conceived and created contexts for learning that can be utilized by multiple constituencies: local children, prospective teachers, practicing teachers, and educators across the nation and around the world.
CSHPE CELEBRATES ITS 50TH ANNIVERSARY ALL YEAR

Fifty years of excellence and leadership, a long-time #1 designation as the top higher education program in the nation—the Center for the Study of Higher and Postsecondary Education had much to celebrate in 2006-7. A series of carefully planned events, ranging from a national symposium to alumni reunions, unfolded across the year. Topics for consideration included reflection on the expansion of higher education, the challenge of educating a diverse population, and visions for the future. A special symposium involving University of Michigan leaders—current and former—featured remarks by Nancy Cantor, Chancellor and President of Syracuse University; James Duderstadt, President Emeritus and Professor of Science and Engineering, University of Michigan; Charles Vest, President of Massachusetts Institute of Technology, and B. Joseph White, President of University of Illinois, as well as comments by University of Michigan’s own president, Mary Sue Coleman. “It was terrific to re-establish relationships with so many members of the CSHPE family,” says Center Director Deborah Carter. “We hope to maintain those ties. We’ve been celebrating our past, but we’re also excited about our future.” That future includes a new MA/MBA dual degree program with the Ross School of Business, and a MA degree with a concentration in medical and professional education.

SNAPSHOTS

NANOSCIENCE INSTITUTE/IQWST WORKSHOPS HELD IN SUMMER 2007

Folks from the School of Education’s Center for Highly Interactive Curricula, Computing and Classrooms in Education (Hi-C3e) were busy this summer, planning, facilitating, and hosting workshops for both middle school teachers and students. In July, teachers traveled from as far away as Texas and Arizona to Ann Arbor for a week-long professional development session focusing on a new science and technology curriculum: Investigating and Questioning Our World Through Science and Technology. The curriculum, which has been developed with funding from the National Science Foundation, contains units on physics, earth science, and biology, and supports teachers as they engage students in scientific practices such as explaining, arguing scientifically, modeling, and conducting scientific investigations. For a second year, HiC3e co-sponsored a two-week nanoscience institute for Ypsilanti middle school students, held in the new Undergraduate Science Building. For more information about IQWST, go to: http://hice.org/iqwest/

EMINENT JOURNALIST GIVES ADDRESS FOR COMMENCEMENT 2007

The eminent New York journalist, Nicholas Lemann, author of The Big Test: The Secret History of the American Meritocracy, and dean of the Columbia Graduate School of Journalism, addressed nearly 400 graduates and their families at the April 2007 commencement ceremony. Student speakers Carolina Lynn Keng, representing the undergraduates, and Dr. Penny Pasque, representing the graduate students, also addressed the crowd from the Hill Auditorium stage.

EDUCATION LEADERSHIP CENTER LAUNCHED

Drawing on the resources of University of Michigan’s Ross School of Business, as well as the School of Education, courses developed for aspiring and practicing administrative leaders debuted in July and August as part of our new Educational Leadership Center. Topics such as positive organizational scholarship, the study of organizational practices that lead to extraordinary results; school finance; and the impact of administrative leadership on student achievement, were the foci of several forums and a summit. The Center is directed by Dr. Kenneth Burnley.
SNAPSHOTS

IMMIGRATION AND HIGHER EDUCATION CONFERENCE
“Challenges and Opportunities: Conversations about Immigration and Higher Education,” a national conference, was held on the University of Michigan campus in June. The School of Education, the Center for the Study of Higher and Postsecondary Education, the National Forum on Higher Education for the Public Good, and the National Center for Institutional Diversity joined with others, including the College Board and the Institute for Higher Education Policy to sponsor the event, which drew participants from California, Texas, Minnesota, Florida, and of course, Michigan.

THREAT WORKSHOPS HELD IN SUMMER 2007
Thought Experiments in Mathematics Teaching (ThEMaT), a NSF-funded research project led by Associate Professor Patricio Herbst, in collaboration with Dan Chazan of the University of Maryland, hosted a summer workshop for teacher educators and a summer academy for researchers at the School of Education. This project is pioneering the use of animated representations of teaching for teacher professional development in algebra and geometry. For more information, see http://grip.umich.edu

FACULTY & STUDENT NEWS

PROFESSOR MICHAEL BASTEDO was one of sixteen individuals from across the world to participate in the Institute for Higher Education Policy’s Global Policy Fellows Program (GPPF) August 2007 in Washington, DC. The program aims to bridge the gaps in higher education for historically disadvantaged populations and to develop understanding about cross-national issues driving expansion of higher education worldwide. For more information see http://www.ihep.org/globalpolicyfellows

PROFESSOR ANNE CURZAN from the Joint Program in English and Education received the Harry Ransom Award for 2007, and an Arthur F. Thurnau Professorship.

PROFESSOR DONALD FREEMAN, Director of Teacher Education, has been asked to join the Committee on Standards for Teaching English in Primary and Secondary Schools, of the Chinese Ministry of Education, as an international advisor. The standards will influence the practices of five million elementary and secondary school teachers across the country, through web-based professional training and assessments.

PROFESSOR ANNE GERI was named the Gertrude Buck Collegiate Professor. She also received a Global Ethnic Literary Studies (GELS) fellowship for Fall 2007 and a Michigan Humanities Award for Winter 2008.

PROFESSOR PATRICIA KING has been named to serve on the Core Commitments advisory board for the Association of American Colleges and Universities (AACU). A new multi-campus project national initiative, Core Commitments: Educating Students for Personal and Social Responsibility, seeks to embed personal and social responsibility objectives pervasively across the institution as key educational outcomes for students and to measure the impact of campus efforts to foster such learning.

ELEANOR LINN, RETIRED SENIOR ASSOCIATE DIRECTOR OF PROGRAMS FOR EDUCATIONAL OPPORTUNITY, received the Harvard Graduate School of Education Alumni Council’s 2007 Award for Outstanding Contribution to Education, for her dedication to developing and supporting educators and policy makers who promote gender equality and rights for girls. For more information, see http://www.gse.harvard.edu/news_events/features/2007/06/6_alumni.html

LECTURER IN CSHP MALINDA MATNEY became National President of Kappa Kappa Psi National Honorary Band Fraternity, a fraternity of approximately 5000 current student members (over 70,000 alumni) on 201 campuses. It is a special honor to be the first female president in the 88 year history of this fraternity.

EMERITUS PROFESSOR AND FORMER DEAN CECIL MISKEL is the 2007 recipient of the University Council for Educational Administration (UCEA) Roald F. Campbell Lifetime Achievement Award. The award was instituted by UCEA in 1992 to recognize senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. Professor Miskel will receive the award at the UCEA Convention in Washington, DC in November 2007.

PROFESSOR CARLA O’CONNOR was named an Arthur F. Thurnau Professor in 2007, PROFESSION BRIAN ROWAN and DEAN DEBORAH LOEVENBERG BALL were elected to membership in the National Academy of Education, and PROFESSOR NANCY SONGER was named a Fellow in the American Association for the Advancement of Science (AAAS), the preeminent professional society in the sciences.

FOUR of our doctoral students won the Outstanding Graduate Instructor Award: PAUL FIEGENBAUM, ANNE MARIE HINDMAN, LIZ KEREN-KOLB, and TAMMY SHREINER. These awards are designed to honor graduate student instructors who have demonstrated exceptional ability and creativity as teachers, continuous growth as teachers, service as outstanding mentors and advisors to their students and colleagues, and growth as scholars in the course of their graduate programs.

BRIDGET AMMON was awarded a Critical Difference Grant from the University of Michigan Center for the Education of Women.

TASHARA BAILEY, a doctoral student in higher education, won the Best Oral Presentation in the Social Sciences award for her talk, “Midwest Institutional Study: Engineering Persistence,” given at the annual Yale Bouchet Conference on Diversity in Graduate Education.

ELISA COLLINS and NATALIA FERRAT were awarded fellowships from the University of Michigan International Institute to support their research abroad. Elisa will be doing research work in the Philippines, and Natalia will be studying in Russia.

SONIA DELUCA FERNÁNDEZ was awarded a Minority Fellowship in Education Research from the American Educational Research Association (AERA). This selective award will provide support for Sonia’s research on graduate students’ socialization to doctoral study and faculty careers.

ANNE MARIE HINDMAN and SARAH SCOTT, both in Educational Studies, won Dissertation Fellowships from the Spencer Foundation.

KATHRYN MCINTOSH-CIECHANOWSKI was awarded the “Best Dissertation of the Year” by the National Association of Bilingual Education. Her dissertation title is “Everyday Meets the Academic: How Bilingual Latina/o Third Graders Use Sociocultural Resources to Learn in Science and Social Studies.”

JULIA PLUMMER received the National Association for Research in Science Teaching (NARST) 2007 dissertation award for her study, “Students’ Development of Astronomy Concepts Across Time.”

SARAH SCOTT was awarded the Helen M. Robinson Grant, given annually by the International Reading Association to assist doctoral students in their dissertation research in the areas of reading and literacy.
In the last year alone, countless loyal alumni and friends have stepped up with generous gifts. A few examples include:

$500,000 from University of Michigan Regent Emeritus David Brandon (ABED ’74, CERTT ’74) and his wife Jan for the development of a center housing collections of resources and digital records of practice for use in professional education and research. The Center will be named in their honor.

A $1,000,000 bequest from the estate of Ms. Nelda Taylor (ABED ’31, CERTT ’31, AM EDUC ’38) for a new endowed scholarship for undergraduates from the state of Michigan who exhibit financial need.

$600,000 in new gifts, bequests, and proceeds given in commemoration of the 50th Anniversary of the Center for the Study of Higher and Postsecondary Education (CSHPE). This effort, organized around unrestricted and graduate student support, was spearheaded by alumni from multiple cohorts of the program and has proven to be a truly galvanizing initiative. It has resulted in a staggering 17-fold increase in annual giving to CSHPE.

As we work collectively to improve educational practice at all levels, we will need to raise additional resources that will support our students and faculty while taking care of the facility that has housed educational research at the University of Michigan for over 75 years. Our commitment to education is unwavering, and we continue to rely on our alumni and friends to help us achieve our goals.

You may have heard about Phase I of the President’s Donor Challenge. This program, which will be retired at the end of this calendar year, was an astounding success for the University and matched your donations towards undergraduate need-based scholarships dollar for dollar. Phase II of the President’s Donor Challenge, announced in September of this year, provides a 50% match for new gifts and pledges to graduate fellowships. This includes gifts designated for students who have come back to school to pursue a Master of Arts with teaching certification. This is a wonderful opportunity for the School of Education and will help us achieve our goal of attracting and retaining the most capable graduate students.

If you find yourself in Ann Arbor, be sure to stop by the Development and Alumni Relations suite (1001 SEB). We would be happy to take you on a tour of the building and share some of its recent renovations. With lead funding provided by Verne (AB ’62, MBA ’63) and Judy (ABED ’62, CERTT ’62) Istock, we have been able to brighten the hallways, add some beautiful artwork, and restore some of the vintage features of our building. It truly has changed the way people feel about coming to learn and work within our building.

If you would like more information on giving opportunities or alumni relations matters, please do not hesitate to contact us. We are here to serve you.

On a personal note, I want to say how happy I am to serve as the (still relatively new) Director of Development and Alumni Relations for the School of Education. I can count not only among our alumni, but also many of my own teachers and mentors. What a pleasure it is to serve this historic institution.

THANK YOU FOR ALL OF YOUR SUPPORT.

Sincerely,

Michael S. Dubin
Director of Development and Alumni Relations

THE PRESIDENT’S DONOR CHALLENGE

CHALLENGE
• To increase the amount of scholarship support available to graduate and professional students.

INCENTIVE
• University of Michigan President Mary Sue Coleman will match all gifts for graduate and professional support ($1 for every $2 donated) – including scholarships, fellowships, internships, and student awards.

NEED
• Scholarship support is critical in recruiting the most talented students to attend the University of Michigan School of Education. Private support can significantly increase our ability to attract, develop, and support our best and brightest students.

URGENCY
• The President’s Donor Challenge is available to all University of Michigan graduate programs, which means the matching dollars could go fast. Make your gift now to ensure additional matching support for a School of Education graduate student. The President’s Donor Challenge will end when $40 million in graduate support is committed through gifts and pledges (University-wide), therefore exhausting $20 million in matching dollars.

AMOUNT
• Gifts will be matched $1 for every $2 donated
• $20 million is available from the President’s Donor Challenge for all U-M graduate programs until $40 million is received

TIME FRAME
• September 1, 2007 to December 31, 2008
• Five-year pledges signed before December 31, 2008 will be matched
• Previous pledges paid before December 31, 2008 will be matched
• Challenge ends after $40 million in graduate and professional student support is committed

GUIDELINES
• Gifts or pledges for graduate and professional scholarships, fellowships, internships, or awards
• All gifts up to $1 million will be matched
• Challenge match funds will be deposited in an endowed fund for graduate and professional student support.

UM SCHOOL OF EDUCATION GIFT OPPORTUNITIES
• Gifts of any amount to any scholarship, fellowship, internship, or student award will be matched
• A minimum gift of $50,000 will create a named endowment
• Corporate matching funds will also be eligible for the President’s Donor Challenge match

Your gift is tax deductible to the extent allowed by law.

For additional information please call 734-763-4880, the Office of Development and Alumni Relations, or email msdubin@umich.edu
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*Includes discrimination based on gender identity and gender expression.