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STUDENTS AND ALUMNI TRAVEL THE GLOBE TO LEARN AND TO TEACH
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I was recently honored to be asked to serve a second five-year term as dean of the University of Michigan School of Education. This comes at an important moment for the School of Education as we take stock of our strengths and opportunities and set priorities for the coming months and years. Our strategic assessment and goal setting is taking place within the context of a public education system that is challenged by persistent inequities, demands for higher standards, resource demands, layers of policy, and changing ideas about educational goals, learning, and schools.

Faced with these challenges, we want to be strategic about the role that we play in the U.S. public education system. Working with our world-class faculty and students, we have articulated a central goal that orients the work of the school: to make the study and improvement of educational practice, along with the teaching and learning of practice, our raison d’être. In other words, our research, teaching, and service must contribute to the improvement of practice—that is, teaching and learning, and the interactions, sense making, and dynamics that shape teaching and learning—and to improvements in the teaching and learning of practice.

Virtually every other field of professional practice—including medicine, law, and nursing, to name a few examples—has designed systematic professional education. All of these fields study and refine their programs on a regular basis. They track the effects of professional training and they are able to show that they can produce skilled professionals on whom the public can rely for quality help and service. Professional training in education is far less reliable, with too many students lacking teachers who are able to help them learn.

Bearing this need in mind, our recently refined mission intertwines research, teaching, and service, and centers on:

- **Knowledge in and for practice:** To build knowledge concerning the improvement of teaching and learning, with a focus on the mechanisms and dynamics that result in high student achievement.
- **Professional education:** To develop and offer high quality professional training in education for teachers, school leaders, and higher education professionals.
- **Undergraduate education:** To contribute to the undergraduate mission of the University of Michigan by providing opportunities for undergraduates to learn about education.
- **Graduate training:** To offer coherent and focused master’s and doctoral programs that provide thorough knowledge of practice, excellent training in education research, and links to professional education programs so that graduate students are prepared to contribute to the training of education professionals.

As you read through this issue of Innovator, you will see examples of how we are enacting this core work, leading the way with a focus on the study and improvement of teaching and learning.
In May and June 2009, Cathy Reischl, clinical associate professor of education practice, and Kathryn Young, coordinator of the undergraduate secondary teacher education program, led a group of fifteen undergraduate students to Aotearoa New Zealand. This trip was part of the University of Michigan Global Intercultural Experience for Undergraduates program. Students learned about the role of language and culture in schooling in their own and others’ lives in Michigan and in the lives of Maori (indigenous people) and Pakeha (people of European origin) children, youth, and teachers in schools in Aotearoa New Zealand.

The students developed a critical comparative perspective on the role of language and culture in schooling and communication skills in cross-cultural settings. Students learned through internships in elementary and secondary schools, home stays, readings and workshops, conversations with university students and faculty, and journeys to geological and historical sites. Seven of the fifteen students were education majors (six from the School of Education and one from UM-Flint).

The travelers kept a blog during their journeys. Below are excerpts from that blog:

Kia Ora, everyone!

Antwuan: We’ve certainly had quite the experience so far. The first part of day started in Detroit, MI, except for Brian, Megan, Mary, and Nicole, who joined us in L.A. While in L.A., we shared our hearts with one another, including $4 gummy bears. And then, we boarded our time machine and settled into our seats. Two meals, three movies, and thirty-five different sleeping positions later we arrived on the other side of the world.

Megan: …she said that as teachers we are not expected to be cultural experts, but we are expected to have a working knowledge of cultures. This was encouraging to me because as I am beginning to think about culturally responsive pedagogy, I have been wondering how to be intentional with my students and their cultural backgrounds. It is a bit intimidating to think about all the different backgrounds I may come across as a teacher—to know that I am not expected to be an expert in every culture that I cross, only expected to learn as much as I can, is comforting. It is also comforting to know that here in New Zealand they have the same kind of worries and questions as I do.

Mary: Monday morning was our first day working at Massey High School... Instead of going to Period 1, we went to a Powhiri on the Marae at the school. When we were taking off our shoes before entering I began to hear the students performing a haka. Instead of walking inside and immediately sitting down, we walked all the way to the back of the Marae to pay respect to the members honored on the back wall who have passed away. We had to walk right past the students performing the haka and I really wish I could have just stopped and watched. Based on what I could hear and see out of the corner of my eye, it seemed like the most powerful, intense haka I have seen on the trip thus far. Dave did a great job representing us by speaking for our group during the Powhiri, and we all got up and sang “Hail to the Victors” which everyone seemed to enjoy.

Kathryn: We were perplexed by the lack of competition between students. It was amazing to us that New Zealand students have automatic admission to university if they meet the predetermined criteria. This seemed very foreign to the U-M students.

Summer 2010 Global Style!

In the next few months of 2010, School of Education faculty members are making additional global travel and education opportunities available to students.

NORWAY — Janet Lawrence, associate professor of higher education, and Michael Bastedo, associate professor of education, are hoping to take a group of seven doctoral students to Norway to study the role of education in society, and to explore the cultural and social context of education in Norway.

Continued on page 13

Photos by Kathryn Young
International traveler Bill Heenan is no stranger to the pages of the Innovator. As a senior at the University of Michigan in 1975, working towards his bachelor of arts degree with a major in social studies and teaching certification, he participated in a teacher exchange with Sheffield University. After graduating, Heenan served as a Peace Corps volunteer in Chad. These experiences, chronicled in the September 1976 and January 1978 editions of the Innovator, respectively, motivated him to return overseas throughout his career as an educator.

After the Peace Corps, Heenan worked as an editor for the Federal Government in Washington DC, obtained a dual master's of arts degree in teaching English and teaching French at the School for International Training in Brattleboro, and then went to Saudi Arabia to work as a Teaching English as a Foreign Language instructor in the 1980s and '90s. He then returned to teaching in the U.S. at the New Mexico Department of Corrections—until the events of September 11, 2001, seemed to call him back to international service.

"9/11 was my personal wake-up call," Heenan recalls. "In a part of the world where I had been warmly received in the past, something had changed, and I wanted to see if I could help in some way. Perhaps as an experienced educator, I should help those new to the classroom."

"I also wanted to perfect my Arabic so that I would have a better understanding of what the average person on a Middle-Eastern street was thinking," he adds. Little did he know that the educational management responsibilities he was about to assume would preclude his having his own time to study language formally, but he soon discovered that some people on the streets spoke passable English—even taxi drivers with relatives in Dearborn. By using Arabic every day, he deepened his survival knowledge of the language.

"My experiences as an undergraduate at U of M and later working in Saudi Arabia really opened my eyes to what was going on in the world, and I have never lost the desire to travel and gain new insights into how people perceive the world," he explained.

When Heenan first arrived in Yemen's capital Sana'a in the summer of 2008, he was surprised by the intensity of a chaotic capital city composed of car horns, dust and...
Heenan had come to work as an assistant director of the Exceed Language Center. Still reeling from culture shock, Heenan discovered that he and a Yemeni counterpart were now in charge of the school because the managing director was leaving because of an unexpected illness. For the next six months, Heenan supervised 20 Yemeni support staff as he was leaving because of an unexpected illness. For the next six months, Heenan discovered that he and a Yemeni counterpart were supervising 20 Yemeni support staff. Exceed Language Center. Still reeling from culture shock, construction cranes, and two million people.

Yemen is one of the poorest nations in the Middle East: per-capita income remains under $1,000 a year, only half of its 22 million people are literate, and almost one-third are unemployed. A working knowledge of English is a ticket to upward mobility. Certificate holders from language institutes can work in government ministries and international aid agencies or obtain lucrative positions as translators in Saudi Arabia and the rich Persian Gulf nations.

After Exceed, Heenan served as training director and then general manager of the Yemen-America Language Institute (YALI), Yemen’s largest and most prestigious English-language school. In part, its popularity was due to the support of the U.S. Embassy since the school opened in 1975. In this position, Heenan was responsible for 65 instructors and more than 3,000 students.

“This is not a free service,” Heenan said. “The teachers are up against the country’s poverty, a shortage of bookstores, and high illiteracy rates. There’s also little reinforcement at home to read, meaning that reading is one of the toughest language skills for students to learn and one of the most challenging to teach.”

As a result of his management experiences at YALI, Heenan gained great respect for education administrators. In Yemen in particular, a supervisor has to be careful with criticism, ensuring that subordinates do not lose face and that all staff members feel that they have been consulted before major decisions were made.

Heenan adds that “the quality of life in general was going downhill fast.” According to him, Sana’a was experiencing long power blackouts, and the government said that the groundwater would run out within 5-10 years.

Heenan, however, left Yemen in August 2009, before the connection between the U.S. Embassy and YALI was abandoned. Kidnappings and attacks on foreigners were taking place just outside the capital, Heenan’s European colleagues were starting to pack, and the international news was labeling Yemen “the next Afghanistan.”

And, at first glance, Yemen does look like Afghanistan. Sana’a, population two million, sprawls along a dusty, scrub-covered high plateau. Half of the France-sized nation is a bewildering jumble of mountain villages controlled by competing tribes, where the authority of the central government has little impact. In other words, there are a lot of places for the bad guys to hide.

“The inability to travel throughout this fascinating historic land, the frequent Embassy warnings to avoid public places and vary routes home, and reports of an uprising near the Saudi border and secession in the south made life outside of work increasingly difficult,” Heenan recalls. “Work itself became more stressful as bomb threats were phoned in and classes disrupted. We couldn’t continue to be effective educators and provide quality language training cut off from the lives of the people we were supposed to be serving and preoccupied with our own safety.”

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Now, safely teaching at a charter high school in Albuquerque, New Mexico, Heenan laments the attention Yemen has received lately in the news, notably the Christmas Bomber’s connection to the country. Although a front line on the War on Terror since the Al Qaida attack on the warship USS Cole in 2000, the country was making tentative progress toward educating and employing its people, especially its women, when he first arrived. European tourists were visiting the historic sites of this ancient, multifaceted land, and American college students were filling the Arabic-language schools in Sana’a.

“I had just started to experience success with my teachers and was beginning to untangle in my mind the complicated web of grievances—political and social—that could have spawned terrorist groups,” Heenan concludes. “I hope that Yemen, with international help, can overcome the terrorist threats and deal with huge related social and environmental problems. The job of teaching English well must continue without interruption. These efforts were being done so much to foster a cordial relationship with America with this part of the Middle East.”

Bill Heenan, BA in social sciences and Certificate, ’76, has spent more than six years working in the Middle East. He currently teaches high school classes at the Gordon Bernell Charter School in Albuquerque, NM, and is the Middle East Affairs correspondent for the online newspaper Examiner.com. You can hear Bill talk about his experiences in Yemen on the U-M Alumni website on “Podcast 71: Bill Heenan, Adventures in Yemen.”

http://alumni.umich.edu/podcasts?episodeID=53949

Photos and text by Bill Heenan.
A trio of new programs will increase the numbers of K-12 science and math teachers prepared at the University of Michigan School of Education. Each of the programs foster collaboration between programs at the School of Education and programs offered through the College of Literature, Science, and the Arts (LSA).

One project is the W.K. Kellogg Foundation—Woodrow Wilson Michigan Teaching Fellowship program, which is being offered at six Michigan universities. The fellowships will help prepare teachers enrolled in graduate education programs statewide for success in their careers and encourage their professional development after graduation.

The overall goal of the program is to prepare 240 teachers over two years beginning in 2011. The teachers will earn master's degrees and will train in and be placed in hard-to-staff middle and high schools in Michigan. As part of this special program, the U-M School of Education will prepare 20 teachers each year.

“We’re excited to participate in this program not only because we share the ultimate goals—improving young people’s learning in mathematics and science—but also because we believe firmly that the key is to develop innovative ways to train teachers who have both strong academic knowledge and excellent clinical preparation,” said Deborah Ball, dean of the School of Education and William H. Payne Collegiate Professor in Education and Arthur F. Thurnau Professor.

“This program will allow us to extend the work we’ve been doing over the last several years to fundamentally redesign teacher education here at U-M and to attract excellent candidates to become teachers of math and science.”

Two programs with similar goals are run by the School of Education and coordinated through the IDEA Institute (U-M Instructional Development and Educational Assessment), a collaborative effort of LSA and the School of Education. The UNITE program (University Network for Integrated Teacher Education) is planned to be a new five-year pathway to open up the pipeline for students to consider K-12 teaching careers. Through a number of early experience programs, first- and second-year LSA undergraduates can partner with teachers in the community to work with them on developing lessons for direct classroom implementation and then design and teach in IDEA’s summer science camp program. Students will then apply to join a sequential degree program, in which they will earn their LSA bachelor of science degree in science or mathematics followed by a master's degree in education, and teacher certification.

The Robert Noyce Fellowship program is similar to the UNITE program except that it offers additional financial support.

These two IDEA/School of Education programs will involve about twelve students each year.

To learn more about the Kellogg Foundation-Woodrow Wilson Michigan Teaching Fellowship, visit www.woodrow.org/michigan
University of Michigan School of Education Dean Deborah Loewenberg Ball and other faculty and staff who help to power the school’s Teacher Education Initiative (TEI) were featured in the cover story of the March 7, 2010, NY Times Magazine. The article is titled “Building a Better Teacher.”

The author, Elizabeth Green, quickly reviews the current knowledge and thinking about the factors that contribute to quality, effective education and comes to the conclusion that is well-known in education circles: it’s the teacher that matters. “When researchers ran the number in dozens of different studies,” she writes, “every factor under a school’s control produced just a tiny impact, except for one: which teacher the student had been assigned to. Some teachers could regularly lift their students’ test scores above the average for children of the same race, class, and ability level.”

The lengthy article then focuses on some of the current ideas about how to improve the quality of teaching and the author highlights Ball, her history of investigating effective teaching, and the School of Education’s efforts to combine a focus on broad teaching skills with appropriate content knowledge.

In addition, to Ball, Francesca Forzani, doctoral student and associate director of the TEI, is quoted and Hyman Bass, Samuel Eilenberg Distinguished University Professor of Mathematics & Mathematics Education, and his work on Mathematical Knowledge for Teachers (MKT) is included in the article.

In the article, Ball discusses her early work filming and analyzing her own teaching when she was a third-grade mathematics teacher:

“Her goal in filming her class was to capture and then study, categorize and describe the work of teaching that only teachers need to know, like which visual tools to use to represent fractions (sticks? blocks? a picture of a pizza?) or a sense of the everyday errors students tend to make when they start learning about negative numbers. At the heart of MKT, she thought, was an ability to step outside of your own head. ‘Teaching depends on what other people think,’ Ball told me, ‘not what you think.”

The article, Building a Better Teacher, can be found online at www.nytimes.com/2010/03/07/magazine/07 Teachers-t.html?ref=magazine

Some of Ball’s early work, recorded on video and discussed in the article, is available for viewing at hdl.handle.net/2027.42/65013
It takes a university to raise a teacher

- Bob Bain

The Michigan Merit Curriculum put into place new high school graduation requirements for students who entered the 8th grade in 2006. Every school subject, from mathematics to social studies, was assessed. Increased expectations in areas of mathematics, science, and English and foreign languages were intended to ensure that Michigan’s high school graduates have the knowledge and skills they need to succeed in college or the workplace. In each of these areas, the availability of the content was not what was novel—it was the higher demands on students that were new. An exception was the new requirement for a year of world history and geography.

World history is a rapidly growing field in both scholarship and in schools, an approach to history that seeks a global perspective on the past by identifying and analyzing large, even global, patterns. Local, national, and regional events or stories are then seen as illuminating and influencing those larger patterns.

Prior to 2008, the Michigan Department of Education did not assess world history, nor was it included in any substantive way in Michigan’s benchmarks. Few schools offered world history classes and even fewer teachers had training in world history. Suddenly, a host of history and social studies teachers across Michigan were compelled to teach a subject with which they had little familiarity.

The School of Education’s Bob Bain, associate professor of history and social studies education and 26-year veteran high school history and social studies teacher, chaired the state task force that recommended the world history and geography requirement—but he had reservations at the outset: “When we delivered the recommendation and the state adopted the content expectations without providing curricula, professional development, and assessments, I said ‘this is reform on the cheap,’” he recalls.

“The lack of and need to prepare good world history teachers is arguably history/social science education’s most pressing need,” he says. And he’s helping to bring the university’s resources to bear on meeting this need.

While the university is able to provide current students with world history training, the ranks of history teachers currently working throughout Michigan need additional, specialized training to enable them to effectively teach the world history requirement. Bain, with his doctorate in history, with his extensive experience teaching high school, and with his interest in pedagogy, is the ideal person to work on a solution to the problem. Working with postdoctoral fellow Lauren McArthur Harris, Bain has brought together experts from across the university, including members of the university’s History Department, International Institute, and the Eisenberg Institute for Historical Studies, to provide a series of professional development workshops for Michigan history teachers.

Harris believes the School of Education is the perfect host for these activities: “There are a lot of people in the school who think a lot about content and about ways to teach that content. We think about how to bring content and pedagogy together and help teachers both learn more about the content and learn ways to teach their students,” she says.

Bain points out that, just as the world history requirement is somewhat revolutionary, so is this approach to professional development. “Historically, professional development has been done in one of two ways. One is that you bring in content experts and hope the teacher will translate the new knowledge into lessons that are accessible to the students. The second way has been to not focus on content, rather to focus on methods of instruction in a content-neutral way,” he explains. “We say you can’t do methods without content, or content without methods. They’re absolutely, inexplicably linked. Our work is always at the intersection of how it is that people know and how it is that you help people come to know.”

They plan to offer eight different professional development programs over four years, each focusing on a different era in global history and geography. These World History Institutes began in fall 2009 and will continue to 2013.

Just as Bain’s experiences make him the perfect individual for developing and implementing these activities, he asserts that the university and the School of Education are uniquely suited to provide the resources to enable the institutes. “This is an example of the kind of collaboration that we think is absolutely crucial,” he says. “Collaboration between people who research and study teaching and learning and people who study content, working together to pool their resources to support K-12 learning in Michigan. We’re a state institution with a responsibility to provide services to area schools.”

“If it takes a village to raise a child,” Bain says, “it takes a university to raise a teacher.”
The Teacher Education Initiative (TEI) at the University of Michigan School of Education is redesigning the ways teacher educators are educated, trained, and prepared for the profession and practice of teaching. This year has been tremendously successful as the project continues to build on foundations constructed since the TEI was founded in 2004.

In a year when the media turned its spotlight on the perpetual work of improving education in the United States, there were a number of TEI-related stories in the news. On January 3, 2010, National Public Radio aired a story that focused on the medical-rounds model in which student teachers observe veteran teachers as they implement specific examples of good teaching. Several news stories covered the announcement of the school’s participation in the W.A.E. Kellogg Foundation—Woodrow Wilson Michigan Teaching Fellowship, an initiative designed to increase the numbers and quality of science, technology, engineering, and mathematics teachers. And on March 7, 2010, Deborah Loewenberg Ball, dean of the School of Education, William H. Payne Collegiate Professor, Arthur F. Thurnau Professor, and director of the School of Education, emeritus, presented in the inaugural seminar, discussing their personal experiences. They warned of the challenges of the work and spoke of the need for increased capacity, sustained will, and funding.

The second year brought speakers to illuminate the ways that other professions, such as dentistry and nursing, organize themselves to teach novices.

In the third year, the topics centered on the role of ethics in the work of teaching. In that year, members of the TEI worked throughout the year to develop, draft, and discuss a document detailing ethical obligations for teachers. As the document began to take shape, several meetings were convened at which people from throughout the school were invited to collaborate on drafts of the document. The ethical obligations that were identified are now being integrated into the curriculum of the school’s new teacher education program.

This year, with a theme of “Learning to Reach All Learners,” the seminars have focused on the intersection of teaching specific subject areas with issues of equity and diversity. The series is designed to assist our efforts to construct a practice-focused curriculum for learning to teach all pupils.

Next year’s theme hasn’t been chosen yet, although some possibilities are being discussed. Forzani says, “We try to think about what we’re working on in the TEI that we need help with, and in which areas we’ll benefit from outside perspective and expertise, and also about what’s timely.” Ideas for next year include assessment of teaching practice, laboratory schools, and implications for teacher education in recent discussions of national core standards.

Each year, the series has a theme. The first year it was about the history of attempts to reform teacher education in this country and what could be learned from those previous attempts. David Cohen, John Dewey Professor of Education and professor of public policy at the Gerald R. Ford School of Public Policy, and Gary Fenstermacher, professor of education, emeritus, presented in the inaugural seminar, discussing their personal experiences. They warned of the challenges of the work and spoke of the need for increased capacity, sustained will, and funding.

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One component of the TEI that has been important to the progress is the annual seminar series. The Teacher Education Seminar Series was developed during the first year of the initiative. “One of the central ideas of the TEI was that we were going to use it as an opportunity to learn,” says Forzani. “We weren’t just going to redesign the teacher preparation program here at the school, we were all going to learn about all of the issues involved and then learn about how to make the changes. The seminar series is one of the ways that we gain knowledge. We bring together people in a semi-formal way and it fosters conversation and learning.”

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Highlight

Stephen DesJardins Leads our Higher Education Program

“The Center for Higher and Postsecondary Education has been around for over 50 years,” says Stephen DesJardins, professor of higher education, “in those 50 years, our mission has been to study postsecondary and higher education institutions, to look at what they do, how they do it, and how effective they are at doing the things that they do. And by doing so, we try to affect policy and change in terms of improving the education and research that’s done in these institutions.”

This past year, DesJardins succeeded Deborah Carter as director of the school’s Center for Higher and Postsecondary Education (CSHPE).

“The center is very highly regarded,” he says, “and the first item on the agenda is keep the program highly regarded, so it’s about quality—the quality of the faculty that we have, of the students that we bring in, and of the things we do in terms of research and service.”

Faculty members affiliated with the center are engaged in a number of important activities within the university that capitalize on their expertise with higher education. One of those is with university’s Achievement and Graduation Gap Task Force, which is cochaired by SOE Dean Deborah Loewenberg Ball and by Lester Mott, senior vice provost for academic affairs.

“The University of Michigan, like many other institutions, has a long-time gap in graduation rates between minority and white students,” explains DesJardins, “and we’ve been meeting and doing some research over the past academic year to try and figure out how we’re going to reduce that gap.”

In addition to DesJardins and Ball, SOE faculty members Susan Dynarski, associate professor of education, and Ed St. John, Algo D. Henderson Collegiate Professor of Higher Education, are active members of the task force.

Another example of where CSHPE faculty members’ interests and expertise intersect with institutional need is with ongoing projects with the U-M College of Engineering. DesJardins and a number of center faculty members are collaborating with engineering faculty colleagues to improve engineering education.

DesJardins, who joined the school in 2002, has focused his research on enrollment management: why people choose certain colleges, the transitions they make from high school to college, and what happens to them while they’re in college. Recently he has also worked to increase the school’s resources and strengths in quantitative research methods.

In an announcement of DesJardins’s appointment as director, Dean Deborah Loewenberg Ball said “I am confident that Steve will bring terrific skills and vision to this role, and will help develop the center’s programs, faculty, and students. I am confident that the center’s next years will be significant ones, and will build on the work they have done under Deborah Carter’s leadership during the past three years... let me take this opportunity to thank Deborah for her commitment and service to the center, and the awesome job she has done as director. The center has made important progress under her leadership and it has been a real pleasure working with her.”
STUDENT PROFILE

MONIQUE JULIA GAYLES
Bachelor of Arts with Certification, Secondary Teacher Education

Monique is exactly where she wants to be, although she’s not content to stay here—she’s looking ahead. “Ever since ninth grade,” she says, “I’ve wanted to be a teacher. I knew that’s what I wanted to do and ever since then I’ve been working to get there.”

“And now,” she adds, “I’m almost there.”

Monique was born and raised in Detroit, Michigan. Like many at the School of Education (SOE), she remembers fondly a teacher who made a difference in her life and who inspires her as she strives to become that figure who can have such an impact on young people’s lives: “Ms. White,” she says, “believed in me. The world is filled with so many possibilities and you can do whatever you put your mind to—and it really helps to have someone who believes in you.”

As a teacher, Monique wants to be that role model and source of energy and ability for others: “My whole thing is to be empowering and encouraging,” she says. “I want kids to know that it’s OK to be that smart kid. And it’s OK to be that not-so-smart kid and work for what you want.”

Because she is a woman on a mission, Monique chose to become a Preferred Admissions student at SOE. While many teacher candidates apply to the school as sophomores, preferred admits indicate their plans to become SOE students on their initial application to the University of Michigan. Preferred admits don’t begin taking professional courses until their junior year, but they become part of the SOE community from day one of their first year, bonding with their fellow SOE preferred admit students at special events and getting linked to an SOE advisor who can help them choose the appropriate courses so that they can graduate within four years and be well-prepared for teaching.

For Monique, graduating in four years is very important. “I’m on a mission,” she says, “to get out and begin teaching. I’m eager to get out and get into my classroom.”

In early 2010, Monique was filmed by the university for a series called “In Our Own Words.” Monique’s video can be viewed on YouTube at www.youtube.com/watch?v=pDs_H4sZyyw.

TAYLOR CASAREZ
Bachelor of Arts with Certification, Secondary Teacher Education

When people think of improving K-12 education by supplying better teachers, they usually think of dramatic tales of inner-city schools. Taylor Casarez, who has been doing some teaching in southwestern Detroit, agrees that great teachers are sorely needed in urban schools—however he wonders if the spotlight on cities might not be leaving rural schools in the dark. “I worry about who’s looking out for small towns,” he says. “I feel like there’s a real need in small towns.”

It was in his own small-town school in Hastings, Michigan, where he had his first inspiration to become a teacher: “It was my freshman year of high school and the teacher asked me to lead a class discussion on Soviet Russia. So I’m doing some teaching in southwestern Detroit, agrees that great teachers are sorely needed in urban schools—however he wonders if the spotlight on cities might not be leaving rural schools in the dark. “I worry about who’s looking out for small towns,” he says. “I feel like there’s a real need in small towns.”

It was in his own small-town school in Hastings, Michigan, where he had his first inspiration to become a teacher: “It was my freshman year of high school and the teacher asked me to lead a class discussion on Soviet Russia. So I’m asking questions and encouraging people to participate and it was cool to see people start to figure it out—and to be the person helping people figure it out.”

After a number of similar experiences, he felt called to the vocation. Or, as he puts it, “I thought it might be something cool to do with my life!”

And he continues to believe he’s on the right track: “I do have to get up early when I student teach. Detroit is a ways away, but I wake up on those mornings with the excitement that I’m doing something important enough that I want to devote my whole life to it. I’m getting up to do something I love doing.”

As when Taylor was a freshman in high school, leading his first class discussion, it’s engaging students that makes him feel successful. He tells a story about an 11th-grade student in a southwestern Detroit school who was obviously disinterested in hearing Taylor’s lesson about inflation. To help the students understand, Taylor modeled bartering, in which one party had chickens but wanted an iPod, and the other party had an iPod to trade. At the end of the hour-long lesson, Taylor asked the previously uninvolved student what he thought and the young man gave a little nod of his head and said that it was kind of cool.

With regard to his own engagement, Taylor is enthusiastic about the opportunities available through the University of Michigan. “I was able to see William Julius Wilson, who is like The Man for sociology. Recently, I was able to see Gwen Ifill from a third-row seat!”

“There are a lot of amazing opportunities and good resources here,” he says. “And it’s still possible to not get lost. A lot of people worry that with a big university they’ll get lost in the shuffle. But not here—I go into the teacher ed office, they know who I am—they say ‘Hey Taylor, who do you want to see?’ The school has a small community, but huge resources through the university. It’s small when it ought to be small and it’s big when it needs to be big.”
Christopher James Nellum
Public Policy in Higher and Postsecondary Education PhD Program

Christopher says that his friends and family have always told him that he’s a very logical person and he believes it’s a valid description: “I like things to make sense,” he says.

For Christopher, the road he has taken and the experiences he has had throughout his education initially provided him with a wealth of ‘why do things work like that’ questions to try and make sense of. Questions about who is prepared for higher education, what facilitates or impedes their participation in college, and what factors are involved in students’ successful completion of a program.

Coming from a small town in Southern California where college-going was not the norm, he initially had to grapple with questions about the value of higher education, as well as with more specific questions such as how to complete the FAFSA.

He collected additional about higher education through a job he took working with student services while earning his undergraduate degree. He also realized that some of the people with him behind the student services counter were people who had made working with students a career—and that he could join them, helping students to develop and thrive.

“I realized that I could think systematically about the issues...”

Christopher considered this career path and entered a master’s degree program in student counseling. While earning this degree, he worked two part-time jobs at his school—one in student services, the other in academic affairs, and he wondered why these two functions of higher education seemed so divided in their function and priorities. It was also during this time that he tried his hand at research, and liked it. “I realized that I could think systematically about the issues that I saw. I found not only that I enjoyed it—helping to make sense of things—but that I was good at it.”

Thus, with his longstanding interest in questions surrounding equity in access to and success in higher education, he came to the Center for the Study of Higher and Postsecondary Education.

Christopher’s research interests have continued to evolve and now, in his second year in the program, his current interests center on community colleges, on community college student outcomes, and on the promise of community colleges as an academic opportunity equalizer.

He feels good about the work here. “What we do here is not atheoretical—we don’t simply develop statistical models, but we take those models and try to make sense of them in the larger social and policy context.”

SHELLEY STRICKLAND
Public Policy in Higher and Postsecondary Education PhD Program

Once upon a time, Shelley wanted to earn a doctorate in English literature. She was working towards this goal at the University of Virginia but decided maybe she should stop at a master’s and see if she even enjoyed teaching. While teaching at a community college not long after graduating, she was struck by the transformative power of education: “At the community college, I saw traditional students interact with middle-aged divorcees who were going back to school, we had vets and ex-convicts—a snapshot of people from all walks of life.

“They’d say things like ‘I never thought I could go back to school and now I believe in myself and I can see that

I have a bright future and could have a career’. Education gives people a sense of hope and possibility and a sense of community that’s broader than themselves.

“This clicked for me,” she says, “and I knew this was something I wanted to be part of. I feel like it’s my calling.”

Switching from English to education was not an overnight decision, however. Shelley worked in higher education for 13 years before applying to the School of Education. During this time, she worked first at Michigan State University, then at Kennesaw State University, and later at Emory University, both in Georgia, developing a deep understanding of the operation of universities and an expertise in higher education development.

“I knew this was something I wanted to be part of. I feel like it’s my calling.”

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“I knew this was something I wanted to be part of. I feel like it’s my calling.”

“Time and circumstances combined to produce a great opportunity for Shelley at the School of Education—while she was considering the school’s offer of admission, Professor John Burkhardt, who directs the National Forum on Higher Education for the Public Good, based at the school, called her to say that U-M was creating an undergraduate internship program in development and that, given her experience, this would be a perfect project for her to work on and learn from during her studies. He was right. The program, initially unique to the University of Michigan, has been highly successful and has spawned imitators at other universities.

Now in her fourth year at the school, Shelley is deep into the research for her dissertation, a qualitative study of college presidents. All photos in the Student Profile section were taken by Mike Mesaroski.
DiBiaggio had high expectations of young John and his siblings. “We couldn’t bring home bad factory every day. Despite the modest educational attainments of his parents, Mr. and Mrs. John Dibiaggio is the son of Italian immigrants who watched his father go to work in a Detroit factory every day. Despite the modest educational attainments of his parents, Mr. and Mrs. Dibiaggio had high expectations of young John and his siblings. “We couldn’t bring home bad grades from school,” John remembers. “It simply wasn’t allowed.” Good grades were expected—it was also considered a given that John would go to college. The high expectations yielded impressive results: John would go on to earn three degrees, hold two positions as dean, three positions as university president, and receive 13 honorary degrees.

But young John loved English and literature (a love that continues to this day) and was torn between studying literature or choosing another field that led more directly to a profession. He chose to double-major in English and chemistry at Eastern Michigan University, graduating in 1954, and then continuing at the University of Detroit School of Dentistry. He set up dental practice in New Baltimore, Michigan.

This was OK, but not quite right. “I was successful as a dentist,” says DiBiaggio, “but I always felt like I was a bit out of my element. I wanted to be an academic. In fact, I thought maybe I’d be a dean.”

Exploring his options, Dibiaggio met with Algo Henderson, professor of higher education at the University of Michigan School of Education, who had recently founded the Center for the Study of Higher and Postsecondary Education (CSHPE) at the school. Dibiaggio recalls Henderson fondly, “I remember, he asked me what I wanted to be and I said ‘I think I’d like to be a dean.’ Algo said ‘is that all?’

“Imagine, me being the first in my family to go to college and be a dean. ‘ Algo said ‘is that all?’

“Imagine, me being the first in my family to go to college and then going so far as to say that I wanted to be dean!”

But Henderson saw promise in Dibiaggio and encouraged him to join the still-young CSHPE. “There weren’t very many centers for higher education at that time,” says Dibiaggio. “There was only Michigan, Columbia, and Berkeley. Some people looked askance at the idea of a higher education degree in higher education, but Algo that there were skills that were required by university leaders that wouldn’t be acquired in a traditional PhD program. Things like organizational structure, administration, finances, relationships with legislators and governors, and fundraising.”

Dr. Dibiaggio the dentist thought all this sounded more to his liking than were dental cavities, crowns, and fillings, so he returned to the University of Detroit and stuck a deal with them by which they would employ him as an administrator and fund his education at CSHPE at the University of Michigan School of Education. He planned to earn his PhD but as his second year at the center was drawing to a close, he found himself a candidate for five deanships. He chose to apply his credits to a master’s degree and take it and go to the University of Kentucky as an assistant dean.

This marked the beginning of his career as an academic leader that lasted more than 35 years. During these years, Dibiaggio served as dean of the Dental School at Virginia Commonwealth University, president of the University of Connecticut, president of Michigan State University (1985-1992), and then president of Tufts University. He retired from Tufts in 2001.

Through his career, Dibiaggio developed what the author of a Tufts University profile described as “a legendary capacity for work.” Dibiaggio himself is modest: “It doesn’t take brilliance, it takes a certain personality, and I guess I’ve got that personality.” He also credits Algo Henderson’s faith: “Algo was very important. When I was thinking about whether I could be successful as a president or not, he said ‘I know university presidents—you can do this.’ He believed in me.”

Dibiaggio says that he’s seen great changes in higher education, both in terms of it as an institution and its role in society. “Being president of a university was always a demanding job, but it was a lot simpler back when I began. We were just smaller—there’d be the president and two or three major academic officers. As years went by, the management became more and more complicated and success required larger and larger teams of individuals with particular expertise.

“And in this country, the character of higher education has changed. Over the length of my career, more and more people began to aspire to higher education as more and more jobs required higher levels of training and knowledge. I do believe that higher education is the best vehicle for the success of individuals in our society. Educated people drive the state’s and the nation’s economies. I think a college or university education is the most important thing one can acquire. Through the vehicle of higher education, you’re able not only to succeed, but to be an intelligent, thoughtful citizen.

Now, Dibiaggio continues to consult to institutions, helping higher education institutions find leaders. He also collects antique cars, skis, and plays golf.

Photo courtesy of John DiBiaggio
The Center for the Study of Higher and Postsecondary Education hosted a program in Higher Education Finance Management, designed to familiarize participants with the diverse policies and practices that affect the financing of higher education in the United States and the management of the University of Michigan resources. The program was attended by 25 Chinese participants who engaged in lecture discussions with CSHPE faculty and U-M administrators and visited other institutions in Southeast Michigan to discuss matters of mutual interest.

Snapshots

Deborah Loewenberg Ball Reappointed to a Second Five-Year Term as Dean

In the early months of 2010, Deborah Loewenberg Ball was offered and accepted a second five-year appointment as dean of the School of Education. On March 25, 2010, more than 200 students, staff, faculty, alumni/ae, and colleagues gathered in secret to surprise Ball and offer their congratulations and support.

 Brandon Professional Resource Center and Archive Groundbreaking Planned

With groundbreaking scheduled for August 2010, the school is close to exploring the opportunities the Brandon Professional Resource Center and Archive, a twenty-first-century education library made possible by a generous gift from Jan and David Brandon (ABED ’74, CERTT ’74). The center will house digital records of professional practice. To these records, users will append their experiences through digital annotations, adding value to the records. The center will also provide study and collaboration space to School of Education Students. Collaborating, interactive activities with media, as shown above, will be facilitated and enhanced in the new cutting-edge facility.

In Memoriam

Eric Dey, 1962 - 2009

In September, a farewell reception at the School of Education was held in honor of Eric Dey, who had accepted a position at the University of Virginia’s Curry School of Education that offered him exciting new opportunities related to his work on improving teaching and learning in higher education. This occasion for members of the school and the university community to wish him well and say goodbye proved to be sadly fortuitous. Eric collapsed and died in November 2009 while en route to the annual meeting of the Association for the Study of Higher Education (ASHE) in Vancouver. The shocking and sad news of his passing traveled quickly and conference attendees from across the field of higher education expressed condolences and sorrow. The Association of American Colleges and Universities posted a remembrance of Eric on their website.

Eric’s career at the University of Michigan School of Education began in 1993 as an associate professor and culminated in his recent promotion to full professor. Eric had a long history of service to the school, serving in a variety of roles including: special advisor to the dean on research on undergraduate teaching; senior advisor to the dean for budget; executive associate dean; and associate dean for research. A notable contribution to not only the university but to higher education on the whole was his collaboration on research related to the educational effects of diverse student bodies, which was used to inform the Supreme Court’s decision supporting the continuing use of affirmative action in college admissions.

Eric’s legacy, however, would not be complete without mention of his insuppressible sense of humor, generosity, and caring for others. Many of us have fond stories of his jokes, the many ways he showed others he cared, and his incredible consideration for other people. He will be missed by his many colleagues, students, and friends. Eric is survived by his partner, Casey White, his father, and sister.
AWARDS Faculty and Students

RICHARD ALFRED Associate Professor of Higher Education
Richard Alfred was named editor of a new book series on community college education. The American Council on Education established the series.

LAURA AULL Doctoral Student in the Joint Program in English and Education
Laura Aull was awarded the David and Linda Moscow Prize for Excellence in Teaching Composition in Teaching Composition.

JENNY SEALLY BADEE Doctoral Student in Educational Studies
Jenny Sealy Badee was inducted into the Edward A. Bouchet Graduate Honor Society, which recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education and the professoriate.

BOB BAIN Associate Professor of History and Social Studies Education
Bob Bain was elected as a trustee by the National Council of History Education. He was also selected by the Organization of American Historians as a distinguished lecturer in history and history education, and he received the U-M Provost's 2010 Teaching Innovation Prize, which honors faculty who have developed innovative approaches to teaching that incorporate creative pedagogies.

DEBORAH LOEVENBERG BALL Dean of the School of Education, William H. Payne Collegiate Professor in Education, and Arthur F. Thurnau Professor
Deborah Loewenberg Ball received the Michigan State University College of Education's Distinguished Alumni Award, given annually to alumni who have distinguished themselves by obtaining the highest level of professional accomplishments and who possess the highest standards of integrity and character to positively reflect and enhance the prestige of Michigan State University. She was also offered and accepted a second five-year appointment as dean of the U-M School of Education.

HYMAN BASS Samuel Eilenberg Distinguished University Professor of Mathematics & Mathematics Education
Hyman Bass was elected to membership in the National Academy of Education for his pioneering efforts in studying the mathematical knowledge used in teaching.

MICHAEL BASTEDO Associate Professor of Education
Michael Bastedo was a visiting scholar at the Centre de Sociologie des Organisations at the Institut d'Etudes Politiques de Paris. He researched university rankings and presented his work on institutional stratification in Paris and Lausanne.

PERCY BATES Professor of Education
Percy Bates was selected as the National Collegiate Athletic Association representative in the McLendon Minority Athletics Administrators Hall of Fame.

YAA COLE Doctoral Student in Educational Studies
Yaa Cole received an Outstanding Graduate Student Instructor (GSI) Award, bestowed by Rackham School of Graduate Studies.

BETHANY DAVILA Doctoral Student in the Joint Program in English and Education
Bethany Davila was awarded the David and Linda Moscow Prize for Excellence in Teaching Composition in Teaching Composition.

BETSY DAVIS Associate Professor of Education
Betsy Davis was chosen to receive the 2009 Pattishall Award. Endowed in the School of Education in 1993 by Evan G. and Helen G. Pattishall, this award is to encourage early career faculty with the pursuit of their research.

CLAIRe FOSTer Undergraduate Student in Elementary Education
Claire Foster has earned University Honors (a GPA of 3.5 or higher), is a James B. Angell Scholar (all As for two consecutive terms), as has made the Dean's List (top 15 students within the School of Education).

ANNE RUGGLES GERE Gertrude Buck Collegiate Professor of Education, Professor of English Language and Literature, and Arthur F. Thurnau Professor
Anne Ruggles Gere was named an Arthur F. Thurnau Professor. These professorships are designed to honor tenured faculty whose exceptional commitment to and investment in undergraduate teaching has had a demonstrable impact on the intellectual development and lives of their students.

BRIAN GIRArd Doctoral Student in Educational Studies
Brian Girard received an Outstanding Graduate Student Instructor (GSI) Award, bestowed by Rackham School of Graduate Studies.

HANNAH DICKINSON Doctoral Student in the Joint Program in English and Education
Hannah Dickinson was awarded the David and Linda Moscow Prize for Excellence in Teaching Composition in Teaching Composition. She was also awarded a four-month Community of Scholars fellowship at the Institute for Research on Women and Gender.

SUSAN DYNARSKI Associate Professor of Education and Associate Professor of Public Policy
Susan Dynarski received the Robert P. Huff Golden Quill Award, bestowed by the National Association of Student Financial Aid Administrators. This rewards contributions to the literature on student financial aid. She was also elected to the board of the American Education Finance Association.

BARRY FIShMAN Associate Professor of Educational Studies and Information Sciences
Barry Fishman received the U-M Provost's 2010 Teaching Innovation Prize, which honors faculty who have developed innovative approaches to teaching that incorporate creative pedagogies.

OzAN JAUQtTE Doctoral Student in the Center for the Study of Higher and Postsecondary Education
Ozan Jaquette was awarded a Rackham Predoctoral Fellowship.

JOSEPH KRAJCIK Professor of Education
Joseph Krajcik was chosen by the National Association of Research in Science Teaching (NARST) to receive their Distinguished Contributions to Science Education through Research award. He also received the John H. D'Arms Faculty Award for Distinguished Graduate Mentoring from the Rackham School of Graduate Education and was chosen to serve as the co-editor of the Journal of Research in Science Education.

DIANE LARSEN-FREEMAN Professor of Education, Professor of Linguistics
Diane Larson-Freeman received the Kenneth W. Mildenberger book prize, awarded by the Modern Language Association, for her book Complex Systems and Applied Linguistics. The book was co-authored with Lynne Cameron.

Larson-Freeman was also selected to receive a Fulbright Distinguished Chair at the University of Innsbruck; was awarded an honorary doctorate in the humanities by Hellenic American University in Athens; and was the plenary speaker at the American Association for Applied Linguistics conference in March 2010. Her presentation was titled "Complex, dynamic systems: A new transdisciplinary theme for applied linguistics?"
AWARDS

FANI LAUERMANN
Doctoral Student in the Combined Program in Education and Psychology
Fani Lauermann received a 2010 Student Research Excellence Award at the European Association for Research on Learning and Instruction conference in Amsterdam.

ELIZABETH MOJE
Professor of Education
Elizabeth Mejo received the U-M Provost's 2010 Teaching Innovation Prize, which honors faculty who have developed innovative approaches to teaching that incorporate creative pedagogies.

PAMELA MOSS
Professor of Education
Pamela Moss was selected as a fellow by the American Educational Research Association. This program is intended to recognize excellence in research and be inclusive of the scholarship that constitutes and enriches education research as an interdisciplinary field.

MONY OTT
Doctoral Student in the Center for the Study of Higher and Postsecondary Education
Molly Ott received the 2010 Susan Lipschutz Award, which is given by Rackham School of Graduate Studies to promising women scholars who demonstrate exceptional scholarly achievement, a delight of learning, a sense of social responsibility, and a lively interest in her academic community.

ANNEMARIE SULLIVAN PALINC SAR
Professor of Education, Jean and Charles Walgreen Professor of Reading and Literacy, and Arthur E. Thurnau Professor
Annemarie Sullivan Palincsar was selected as a fellow by the American Educational Research Association. This program is intended to recognize excellence in research and be inclusive of the scholarship that constitutes and enriches education research as an interdisciplinary field.

EDWARD SILVER
William A. Brownell Collegiate Professor of Education and Professor of Mathematics in the College of Literature, Science, and the Arts
Edward Silver received the Lifetime Achievement Award from the National Council of Teachers of Mathematics and he received the Distinguished Alumnus Award from the Department of Mathematics, Science, and Technology at Columbia University.

EDWARD ST. JOHN
Algo D. Henderson Professor of Higher Education
Edward St. John was selected as a fellow by the American Educational Research Association. This program is intended to recognize excellence in research and be inclusive of the scholarship that constitutes and enriches education research as an interdisciplinary field.

JEFF STANZLER
Lecturer
Jeff Stanzler and a colleague from the School of Information, Mauritius Holland, gave a showcase presentation about their “Michigan Matters” project at the May 2009 Enriching Scholarship Conference.

SHELLEY STRICKLAND
Doctoral Student in the Center for the Study of Higher and Postsecondary Education
Shelley Strickland received a graduate student award from the U-M Phi Kappa Phi chapter. Among other criteria, the recipient of this award must reflect the mission of Phi Kappa Phi. “To recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others.”

VITICIA THAMES
Doctoral Student in Educational Studies
Viticia Thames received the King/Chavez/Parks Fellowship.

KAREN WIXSON
Professor of Education
Karen Wixson was elected to the Reading Hall of Fame. Election to this group is based on broad professional reputation in the field, significant research contributions, and an extensive publication record.

MOLLY YUNKER
Doctoral Student in Educational Studies
Molly Yunker was awarded a Fulbright Postdoctoral Fellowship to conduct research at the Weizmann Institute of Science in Israel from fall 2010 through fall 2012.

CLASS NOTES

PETER APPELBAUM, AM ’87, EDD ’92
One of Peter Appelbaum’s books, Children’s Books for Grown-Up Teachers: Reading and Writing Curriculum Theory, received the Outstanding Book Award in the curriculum studies division of the American Educational Research Association in 2009. Appelbaum is professor of education, coordinator of mathematics education and curriculum studies, and director-at-large of the undergraduate curriculum at Arcadia University's Department of Education.

DAVID BRANDON, ABED ’74, CERT ’74
David Brandon was named U-M athletic director earlier this year. Brandon played football under Bo Schembechler, has served as a regent of the university, and was chairman and chief executive officer of Domino's Pizza Inc.

BRUCE GALBRAITH, BMUS, CERT ’62, AM ’63
Bruce Galbraith was inducted to the University of Michigan School of Music, Theatre, and Dance Hall of Fame. He is the former director of the Interlochen Arts Academy (MI) and retired headmaster of Park Tudor School (Indianapolis, IN). He and his wife Karen winter in Bonita Springs, FL, and summer in Celina, OH. They are parents of three and are proud grandparents. In Florida, he serves on the boards of the SW Florida Symphony and Chorus, the Bach Ensemble of Naples, and Canterbury School (Fl. Myers).

LISA KURTZ, AB, CERT ’00
Lisa Kurtz received the High School Educators to Deliver College-and Career-Ready Instruction. Kurtz teaches mathematics at Grosse Pointe South High School. At the event, she discussed how the University of Michigan prepared her, especially in methods and literacy, and how she implements her education and training in her classroom.

RICARDO MAESTAS, PhD ’2000
Ricardo Maestas was selected for the presidency of Sul Ross State University in Alpine, Texas, in late 2009. Prior to that, he served four years as the vice president for student and university relations and dean of students at the New Mexico Tech.

MATT MILITELLO, ABED, CERT ’92
After graduating in 1992, Matt Militello practiced as a teacher and administrator and earned further degrees at Michigan State University (MA MSU, '97 and PhD MSU, '04) for 11 years before becoming a professor in educational leadership at the University of Massachusetts at Amherst (2005-08). In 2008 he moved to North Carolina State University. His first book, Leading with Inquiry and Action: How Principals Improve Teaching and Learning, was published recently and a second book, Principals Teaching the Law: 10 Legal Lessons Your Teachers Must Know, will be coming out this summer.

HANS SOWDER, MA ’95
Hans Sowder was named the Science Teacher of the Year in 2009 by the Michigan Science Teachers Association. Sowder teaches at Ypsilanti High School, where he’s been teaching for ten years.

CHRISTINE A. YALDA, ABED, CERT ’76
Since graduating from U-M in 1976, Christine Yalda taught for several years before attending Boston University Law School. After 13 years practicing law, including a position as a federal trial attorney, she returned to academia to obtain a PhD in Justice Studies from Arizona State University. She has been at Grand Valley State University (GVSU) since 2004. In 2009, she received the GVSU Outstanding Academic Advising and Student Services Award, a GVSU Graduate Student Faculty Mentor Award, and the state-wide Michigan Academic Advising Association's Faculty Advisor Award.

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

Our address is:
Office of Development & Alumni Relations
UM School of Education, 610 East University, Suite 1001
Ann Arbor, MI 48109-1259
email: mbudbin@umich.edu
On May 1, I had the great pleasure of attending Spring Commencement and welcoming our newest graduates as alumni of the School of Education. These newly minted alumni are beginning their careers as K-12 teachers, college and university faculty, educational administrators, policymakers, and researchers. Some will use their training in education as a resource for making a difference in business, science, or the arts. But all will join their fellow alumni—44,000 strong—as the “Leaders and Best” in education.

It was no small feat to prepare these talented graduates for the challenging and often shifting roles as educational professionals. It took a tremendous community of nationally and internationally esteemed faculty, committed and visionary staff, and distinguished alumni all working together to provide the world class education for which Michigan is known.

It also took a wealth of resources.

And each year, as state appropriations shrink, we rely more and more on support from people like you—alumni and friends of the school who make gifts, both big and small, to enable us to lead the way in transforming educational practice and policy. As we look ahead to the coming months and years, this support is more critical than ever.

We are undertaking important work both to redesign teacher education at the University of Michigan and to contribute to the professional education of teachers more broadly. Our faculty and students are working together to develop, test, and implement instructional activities and curriculum materials that can be used to prepare effective beginning teachers. Our research-based system of professional education will help guarantee that all schoolchildren in the United States are taught by competent, effective teachers who can help them succeed at high levels.

In order to lead the way with this twenty-first-century teacher preparation program, we need twenty-first-century teaching and learning spaces—not a small requirement in a building that was built in the 1920s. Plans are now underway to create flexible and hospitable classrooms, equip lecture halls with state-of-the-art technology, improve spaces for research and collaboration, update laboratories, and build new facilities such as a digital library and archive. This will be an expensive undertaking, but one that is necessary to model innovative educational environments worthy of a world-class teacher preparation and educational research institution.

I hope that you will join me, make a gift, and cast a vote of confidence for our future.

Thank you for your support.

Sincerely,

Michael S. Dubin
Director of Development and Alumni Relations
Congratulations

To Our

School of Education

Graduates

SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN
nondiscrimination Policy Statement
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