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…and more.

SCHOOL OF EDUCATION  UNIVERSITY OF MICHIGAN
This winter at the School of Education, we completed a year-long strategic assessment and planning process. We have decided on the core priorities that will shape our agenda for the coming decade and guide our development as a professional school of education. Throughout all that we do, we are committed to the study and improvement of educational practice, and to the advancement of diversity and equity. These two commitments anchor the nature, focus, and goals of our academic programs, our scholarship, and the leadership we seek to provide.

Seeking to improve education practice entails working in real settings—with practitioners, in schools and in other education settings, as well as with policymakers and others. We work in schools and on campuses to provide training for our students; we also work in these settings as we engage in design and research. For us, this is the analog to the “clinical” portion of the medical school's work. Practice is fundamental to our academic programs, our research, and our leadership as education scholars and professionals. As such, it cuts across all that we do.

Our faculty and students are deeply and increasingly involved in practice—for example, through work in schools for the teacher education program; new partnerships with schools, districts, and community colleges; integrated summer programs for children and professionals; collaborative research projects together with practitioners; professional programs for university leaders from other countries; service as members and chairs of national panels and commissions; consultants to policymakers and practitioners; and a host of other projects.

Challenging our commitment to diversity and equity in education are contradictions embedded in our society and culture that reflect themselves in education and its outcomes. We live in an increasingly diverse and deeply inequitable society. So, on one hand, we seek to develop ways to work to support and make usable the positive educational and social resources of diversity. On the other hand, we also aim to redress the inequities that result from social, cultural, and economic differences. Diversity is both an asset and the source of deep societal and educational inequities, and we think it is crucial that our work take active and deliberate account of both.

This issue of Innovator reflects these two core commitments. Our focus on educational practice is demonstrated in the articles on the Learning and Teaching the Disciplines through Clinical Rounds project, “The Whole is Greater Than the Sum of Its Parts,” and on the Case Studies of Reading Lessons (CSRL) program, “Online Teaching Lessons for In-Classroom Reading Lessons.” Our work on diversity and equity is highlighted in the articles on the Algebra Project, “Working Both Sides: Supply and Demand in Mathematics Education,” and on community colleges, “The Elephant in the Room: Community Colleges and Higher Education.” Please let us know your reactions to what you read in these pages, and thank you for your support of our work.

DEBORAH LOEWENBERG BALL
From left: School of Education teaching interns Jonathan Blaha, Nicholas Olson, Angela Jeon, and field instructor Michelle Nguyen, who is a doctoral student in educational studies.
The Learning and Teaching the Disciplines through Clinical Rounds project produces better teachers by connecting—and improving—disparate parts of teacher preparation.

Each September, throughout the United States, thousands of brand-new teachers step into their very first middle school or high school classrooms. No one, not the novice teachers nor their veteran colleagues, not the school districts, and certainly not the parents of their young students, wants the teachers to be anything other than fully trained and prepared. But how does a new teacher, who may have just received her bachelor’s degree two or three months previously, enter the classroom ready and able to teach effectively?

Teachers are exceptions to the orthodox opinion regarding those earning liberal arts bachelor’s degrees. These degrees are generally not considered vocational—instead, it’s thought that they provide broad knowledge across a spectrum: science, mathematics, English, history, etc., combined with deeper expertise in a major field. And even though a bachelor’s degree is a prerequisite for many jobs, most employers understand that the newly graduated employee is going to need additional job-specific training and will continue to learn—and that they may not reach their full potential for some time. It’s a time-honored system in which the focus is on workers’ potential, rather than on their current abilities.
But we can’t apply this model to teachers. The stakes are too high and we cannot allow children to be at risk while new teachers learn how to teach. It is crucial that beginning teachers be responsible practitioners.

The traditional solution for teachers has been to incorporate in-the-classroom training as part of their undergraduate degrees. In most teacher preparation programs, students serve as student teachers in a classroom during the final semester of their undergraduate program.

One problem with this strategy is identified by Deborah Loewenberg Ball, William H. Payne Collegiate Chair, Arthur F. Thurnau Professor, and dean of the School of Education: “An enormous faith is placed on ‘learning from experience,’ despite substantial empirical evidence that experience is an unreliable ‘teacher.’”

Bob Bain, associate professor in the School of Education and in the Department of History in the College of Literature, Science, and the Arts, and faculty chair of secondary teacher education, laments what he sees as a fragmented system. “Typically, university teacher education is a non-systemic system where prospective teachers learn their content in one place, pedagogy in another, and learn to apply these in a third. In most programs, the burden of building coherence and developing programmatic meaning, of making connections between their work in their content courses, in their professional education courses, and in the classroom, is on those who are least capable—the preservice teachers.”

In 2005, Bain and Elizabeth Birr Moje, Arthur F. Thurnau Professor and associate dean for research, began a program that has brought together the teacher preparation elements, creating a unified experience in which the students learn about and experience explicit components of teaching.

The project, Learning and Teaching the Disciplines through Clinical Rounds (commonly known as the Rounds Project), has significantly revamped the preparation of secondary history and social studies teachers—and the improvements in the Rounds Project are spreading to the preparation of teachers in other disciplines. What may be surprising is that what has become a revolutionary redesign began as a modest refinement.

LITERACY IS CENTRAL TO ALL LEARNING

Both Moje and Bain have been secondary teachers. Moje taught high school history and science, for seven years, Bain taught high school history and social studies for 26 years. In their classrooms, both
saw challenges and opportunities with literacy, specifically, with the challenges students faced in making sense of information presented in texts and encoded in language.

In their high school teaching, Bain and Moje observed that students who could read proficiently in some domains were sometimes challenged in others. When the students were allowed to choose their reading materials, they were typically proficient and engaged readers. But if the same students were asked to read a history textbook, or read a primary source such as the Federalist Papers, then they often faltered. Moje says “I struggled with how to engage my students in deep, careful text reading, and I became fascinated with why they didn't seem to engage with the texts in the ways I thought they should, and in ways that would allow me to teach what I needed to teach.”

“Literacy is everything,” says Moje. “Instruction in any domain involves teaching, whether teachers or young people, about oral and written language and knowledge production and representation in the disciplines. Good subject-matter instruction involves providing access to the ways that members of the disciplines represent knowledge through language.”

In Bain’s case, in addition to his concerns with his students’ use of texts, he also noticed a literacy problem for teachers related to segmentation of fields. “When I was working in classrooms, I ran into teaching problems and found that the literature that history teachers typically read didn't help,” he says. He sought answers outside of his discipline and found the pedagogical help he needed. This served as a reminder of what he had learned in his own teacher preparation program—that teaching is a combination of elements. A good history teacher isn't just a historian, nor just an instructor, but a complex blend of both.

Together, Bain and Moje designed a program to integrate more fully literacy teaching practices into history and social studies teacher education.

FROM LITERACY TO PROGRAM REDEVELOPMENT

At the School of Education, Moje and Bain became acquainted and discovered their shared interest in the centrality of literacy instruction in learning the disciplines. And, in 2005, they set out to develop stronger ties across experiences in the teacher education program that would sharpen preservice teachers’ understanding of and capacity to help adolescent readers and writers comprehend and compose complex texts of the subject areas.
They began with data collection, assessing students’ understanding of content, literacy, and teaching practices. What they found was both good news and bad news. The good: the students in the teacher education program were having great experiences. The bad: the experiences were disjointed and not well connected with each other. In response, Moje and Bain developed cross-course and cross-semester coordination of curricula and activities, creating a spiraling program of study that allowed instructors in one course or field experience to refer to and build on lessons learned in another.

One pivotal step was to strengthen disciplinary foci within the program, including the reinvention of the general literacy course as discipline-specific. The general literacy course became five subject-specific courses that focused on literacy teaching practices in history/social studies, literacy teaching practices in mathematics, and so on. The discipline-specific literacy course served as an introduction to the next semester’s discipline-specific teaching practices course that had been part of the program since its inception.

To develop, maintain, and capitalize on curricular coherence across courses, semesters, and field experiences, Bain and Moje run weekly meetings of the instructors of five different courses (which include field experiences) in the secondary teacher education program. At one recent meeting, for example, lesson plan evaluations were discussed—all students, as part of their first- and second-semester student teaching, must prepare lesson plans for their instruction and have them closely evaluated by the program. In the course of the discussion, it became evident that were differences in the assessments and how they were evaluated across semesters. The instructors discussed the central concepts underlying the assessments and worked together to develop common criteria that would become progressively complex as the students’ knowledge and abilities advanced. These criteria would be uniformly applied from one instructor to another and from one course to another, creating a consistent connection where connections were previously implicit and up to the teaching intern to make.

In addition to programmatic issues, the meetings provide a forum where problems or challenges relating to individuals or small groups of students can be addressed. Some students do well with their School of Education coursework but find unexpected difficulty as leaders of high school classrooms. In the weekly meetings, the instructors pool their knowledge, both of the individual and of the interventions that have been used in similar past situations. Usually, they are able to devise supports for the students that enable them to be successful. But on the rare occasion that they cannot, in good conscience, recommend a student for state teaching certification, they counsel the student to find an alternative to teaching that is a better fit for the student. They do this reluctantly, and only as a last resort, but the standards must be met. Moje says her bottom line is, “Would I want this person teaching my daughter?”

**TAKING OUR MEDICINE: ADOPTING BEST PRACTICES FOR PROFESSIONAL TRAINING**

Many professions have developed protocols for training novices and enabling them to learn and polish their skills. Hair stylists must complete classroom and on-the-job training before becoming certified. Trades, such as plumbers and electricians, have ranks related to skill and experience: apprentice, journeyman, and master. But medicine is the field with a structured training system that is best adapted to teachers. Because of the similarities between practice in medicine and education, Bain and Moje decided to use the medical model as a guide for further developing their innovation.

In medicine, students become interns once they have completed their classroom training but before they are licensed to practice medicine. They continue their education, usually at hospitals or clinics, with on-the-job training under the close supervision of an attending physician. They spend time in various medical specialties—emergency medicine, pediatrics, etc.—during which the attending physician instructs the students in all procedures, provides feedback, and ensures that the patients receive responsible and appropriate healthcare.

Teacher preparation has long taken a similar approach—student teachers are taken into schools and classrooms where they experience on-the-job training under the supervision of an experienced cooperating teacher. But Moje and Bain thought that teacher preparation would benefit from a more rigorous application of the clinical model.
To guide the development of clinical education experiences, they focus on a small set of vital teaching practices, including selecting and using texts of instruction, planning for instruction, assessing students, and developing student writing, among others. They have also sought out a group of practicing teachers who are highly skilled with these practices of teaching, and very effective in the classroom. They chose the teachers and the schools with care to provide the teaching interns with a breadth of experiences.

In addition, they recognize that there are myriad skills effective teachers must learn, and multiple contexts in which to ply those skills. Traditionally, teaching interns have worked in just two or three classrooms. Bain and Moje have instituted “rotations,” in which the teaching interns rotate through the classrooms of master teachers who have been carefully selected to model particular aspects of the practice of teaching, such as selecting and scaffolding text of instruction effectively.

New titles for all participants have been adopted to reflect the professional approach to training. “Student teachers” are called “teaching interns” in this model, to reflect their professional stage and role. To represent the new roles played by the classroom teachers who are demonstrating methods and approaches and helping to teach the interns, Bain and Moje refer to these teachers as “attending teachers,” after the clinical model in teaching hospitals where attending physicians work closely with residents and interns. Attending teachers are encouraged to intervene in ways that support the growth of teaching interns.

**ASKING MORE OF ATTENDING TEACHERS**

The attending teachers who participate in the Rounds Project are asked to relate to the teaching interns in their classrooms in different ways than have been typical for supervising teachers and student teachers. Historically, supervising teachers observe and evaluate student teachers and give their feedback hours or even days later. In the Rounds Project, Bain and Moje ask the attending teacher to carefully interact and guide the teaching intern in real time, while the teaching intern teaches the young pupils.

Bain summons the medical model to explain: “The attending physician is a teaching physician as well. The attending physician would not allow the patient to suffer so that the intern can try something—the physician would intervene. We've been discovering that our cooperating teachers would allow our students to do things, or not require them to do things, to be cooperative or nice.”

Teaching is a solitary practice for many teachers. Few good models exist of practicing teacher/novice teacher interactions. Some teachers are overly cautious about doing anything that might reduce the intern’s authority. In the eyes of the students, the intern must be seen as The Teacher, and veteran teachers often are reluctant to weaken this perception.

“We adopted the terminology used in medical rounds to convey to the people that we work with in the field that we expect them to intervene,” says Bain. On a recent visit to a classroom, Moje and Bain modeled how to interact with a teaching intern during a lesson without undermining her authority. Although some teacher educators might worry

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*Ninth-grade teacher Tom Hoetger of Cody-Detroit Institute of Technology is one of the attending teachers participating in the Rounds Project. Hoetger engages and guides teaching interns with a particular focus on assessing secondary students’ reading and writing skills in history.*

*In this rotation, teaching interns work with Hoetger and School of Education field instructors to assess secondary students’ skills in reading and writing, and then work on ways to offer productive feedback to the secondary students. Such close working relationships with attending teachers like Hoetger have contributed significantly to the success of the clinical rounds reform.*
New Teaching Interns Agree to Uphold the Ethical Obligations of Teaching

On September 8, 2010, the forty-seven new undergraduate teaching-interns in the school’s elementary teacher education program participated in an investiture ceremony at the School of Education. The interns were given lists of nine ethical obligations of teaching and discussed these before participating in a ceremony in which they were given name badges to wear throughout their program.

The ethical obligations of teaching are a product of research and deliberation within the Teacher Education Initiative, our ongoing comprehensive project that is redesigning how teachers are prepared for practice at the University of Michigan, as well as building knowledge and tools that will inform teacher education more broadly. The obligations include demonstrating commitment to every student, working continuously to improve instructional competence, and ensuring equitable access to learning in the classroom.

Prior to the ceremony, Elizabeth Davis, associate professor and faculty chair of elementary teacher education, called upon the interns to wear their badges as symbols that they accept the ethical obligations and commit to supporting all children in learning.

Later, Davis charged the interns to wear their badges whenever they are in their schools. “Your name badge serves so that others know who you are and it also serves as a reminder to yourself about this role that you’re taking on, and the responsibilities and obligations that you have as a teacher. The badge helps everyone who sees you know who you are and what you’re doing.”

MORE AND PARTICULAR EXPERIENCES WITH GREATER COHESION

The interns work in classrooms in public and independent schools in urban, exurban, and suburban locations, and with a variety of grade levels. The Rounds Project places interns in five different classrooms in five different school settings over two semesters, enabling instruction and practice in both context-specific features of teaching as well as with the social, cultural, and developmental dimensions of educating adolescents.
The topics the interns learn about in their School of Education classes are coordinated with the focus of their current rotation. The interns take what they learn in their university classrooms and immediately put it into practice in the middle schools or high schools; then they return to the university classroom to discuss their experiences. In the final semester, the interns develop cases from their experiences. They then participate in a case conference with their peers and field instructors to identify the issues and develop effective strategies for managing the issues.

The cases also serve as assessments of the Rounds Project. The cases are shared with all instructors in the program to show what the graduating interns identified as challenges—together with the solutions or responses that were generated during the case conferences. In this way, the challenges are incorporated into the curriculum.

Also adopted from the clinical model of professional preparation, the Rounds Project has implemented “handovers,” in which the instructors from one semester document the interns’ activities, practices, and learning, and counsel the next semester’s instructors on interns’ developing professional competence and learning needs.

Handovers work at two levels: As the interns go through their rounds, they share information on the students they’ve been teaching with their intern peers. For example, if students completing a rotation have learned how to work with a particular student who has trouble with English, the interns can share their strategies for working with this student with the incoming interns who are just beginning their rotations in that classroom.

Similarly, the instructors create descriptions and assessments of the teaching interns that follow the student from one course to the next. Combined with interns’ self-assessments and documents from the attending teachers, this information allows the new instructors to tailor their course material for the needs and strengths of the incoming cohort.

As the Rounds Project has grown in complexity and scope, from its beginnings as a project to integrate literacy teaching practices more fully into subject-area instruction, to a major restructuring of the program that prepares secondary history and social studies teachers, the demands upon Bain and Moje’s time have increased. Both are active scholars whose research demands that they collect data in communities and classrooms across the country. In addition, both have demanding administrative duties (Bain is faculty chair of secondary teacher education and Moje is associate dean for research) and academic duties (teaching and advising graduate students), which they combine with their work on the Rounds Project. Each week, both visit, observe, and work with the teaching interns at the school sites, in addition to their in-school continuing development and coordination of the Rounds Project. Their aspirations are high, and they are exploring external funding options to allow them to build a development and research infrastructure to support the Rounds Project.

One resource that has helped to make possible all they’ve accomplished is the addition of Rounds Project alumna Jennifer Speyer, AB ’07, CERTT ’07. She was a student in the first cohort to experience the disciplinary literacy course in social studies. After graduating, she served in the Peace Corps in Kazakhstan for two years, teaching English and organizing professional development seminars for local teachers. These experiences in the Peace Corps increased her interest in teacher education and led her to return and serve as the project manager for the Rounds Project.

In November 2010, the National Council for Accreditation of Teacher Education released a report titled “Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers.” This report suggests that teacher preparation should follow a clinical model and include stronger collaborations with schools and cooperating teachers. Moje and Bain believe the authors of this report got it right—after all, it recommends the strategy that is implemented in the Rounds Project.

**EXPANSION AND A SURPRISE ENDORSEMENT**

Moving forward, Moje and Bain will continue to assess and refine the Rounds Project and expand the model to the preparation of secondary teachers in other disciplines.

**Story by Robert Brustman**  
**Photos by Mike Gould**
How do you take a group of poorly prepared high school freshmen who don’t care for school generally—and for mathematics particularly—and transform them into engaged mathematics scholars? And do this quickly enough that they can achieve college-entrance scores on standardized math tests as high school juniors?

Algebra Project founder Bob Moses knows that there are answers to these questions. He himself is proof, having been placed in a “rapid advance” class in his Harlem junior high school in which he completed three years of school in two-and-a-half years while developing his life-long interest in mathematics.

The ‘how’ is the work of the Algebra Project and is being implemented in 11 states. Currently, four participating schools are being studied, including Ypsilanti High School, where researchers from the School of Education are collaborating with the Algebra Project to support the program and to study the efforts and results.

**MATHEMATICS LITERACY AS A CIVIL RIGHT**

The Algebra Project is committed to helping low-income, underserved students increase their mathematical skills and attend college. It also has broader aspirations: beyond simply engaging the students, the hope is to energize them,
to help them recognize that learning mathematics is key to gaining social and economic access and, ultimately, gaining control over their future. Further, the hope is to support a grass-roots social movement in which students, parents, and community members come together to demand quality education in their schools; and in which the graduating students become education advocates and mathematics literacy workers.

Moses, a life-long civil rights activist and organizer who worked courageously to register and energize black voters in Mississippi during the Freedom Summer of the Civil Rights era, believes that this is a vital next step for African Americans to become equal participants in American life. Indifferent students must become active learners for their own sakes, because education generally—and mathematics particularly—are prerequisites for engaged and prosperous lives.

Most colleges and community colleges have quantitative requirements. Many of these schools also offer remedial courses for students who don’t have sufficient mathematical knowledge to be successful in college-credit courses, but remedial education is not without consequences. Thus, the Algebra Project college-enrollment goal is not simply to enable students to be admitted to college; it is to provide
students with sufficient mathematical knowledge that they can be admitted to college and immediately enroll in college-credit-level mathematics courses—no remedial education required.

While all students need quantitative literacy, the Algebra Project specifically targets students who are not doing well in school and who are in danger of missing out on the opportunities allowed by facility with mathematics. The Algebra Project, Moses says, “is an alternative for students who are currently not making it well through the system... it’s an alternative to remediating them or forgetting about them, and an alternative which is asking those students to take on some risk themselves, and double-up on their math and create a culture in their classrooms, among themselves, which is a learning culture around their math.”

This formation of a “learning culture” is a major goal of the Algebra Project and a key difference between this and other high school mathematics programs. Moses sees education as having both supply and demand sides. Most education initiatives take the supply-side approach by offering different programs, curricula, or pedagogy. Moses, first and ever a community activist, believes that real improvement will come from the demand-side, when the students, their parents, and members of the community value and insist upon mathematics literacy. The Algebra Project isn’t just about a different way of teaching mathematics to high school students; it’s about how to engage and energize students—academically struggling students—so that they will commit to doing more mathematics than their non-Algebra Project peers.

ENACTING AND ASSESSING THE ALGEBRA PROJECT

The cohort projects, including the School of Education collaboration at Ypsilanti High School, are implementations of the Algebra Project. A cohort of freshmen students were identified and they are receiving Algebra Project instruction throughout their four years of high school. The goals of this collaboration include working to support a grass-roots implementation of the Algebra Project and a study of the efforts and effects.

The desired outcomes for the cohort include entry to college and the students’ becoming mathematics literacy workers.

THE SECONDARY MATHEMATICS LABORATORY

One component of this Algebra Project cohort is a program during the summer months. In the summer of 2010, the second summer of the Ypsilanti cohort, Moses and the primary investigators from the School of Education, Mark Thames, assistant research scientist, Laura Roop, director of outreach, and Deborah Loewenberg Ball, William H. Payne Collegiate Chair, Arthur F. Thurnau Professor, and dean of the School of Education, decided to emulate the successful Elementary Mathematics Laboratory and initiate a Secondary Mathematics Laboratory (SML).

Like its elementary predecessor, the SML was an ambitious undertaking that worked on multiple levels. For the high school students, it provided concentrated, focused mathematics instruction—the students met and worked on mathematics all morning, each weekday, for two weeks. Moses was the instructor each day, and his goal for the SML was a condensed version of the overall goals of the Algebra Project—in two short weeks he wanted to make
significant progress both in the students’ mathematical abilities and in forging a learning community among the students.

At a different level, the SML allowed for the observation and study of Moses’s instruction, of the students’ receptiveness, and of their work. The classroom was designed with seating for researchers, teachers, and other interested community members around the perimeter. Each day’s classes were videotaped for later analysis. Everything every student wrote down was captured for inclusion. “The idea,” says Roop, “is to study teaching observation and the collection of records of practice...in the observation of the work unfolding over the session, there’s a real opportunity for professional learning.”

“For the Algebra Project to be successful,” says Thames, “it needs to be clear what’s involved in the teaching. The lab class was a way to draw out and develop language and engage a community more explicitly with what is an Algebra Project pedagogy.”

For Moses, the focus was on the 24 students he taught for two weeks: “I wanted to help the students make a commitment and, if possible, make some concrete strides towards a learning community.”

He rejects the idea of the teacher as a “police person” in the classroom, directing and enforcing order. Rather he sees the teacher as the knowledge resource and as a facilitator.

**HIDDEN MATHEMATICS**

One of the keys to engaging the students is to lead them to see mathematics in everyday life. “The Algebra Project is student focused,” says Moses. “In most math classes the students, if they’re engaged at all, are engaged in trying to figure out what the teacher is thinking. We are trying to get into the minds of the students themselves and you’re not going to do that through mathematical symbols written on paper...so we search for some normal experiences, things that the students might take for granted and therefore feel comfortable being experts about.”

One example is a trip, from which a student can develop a trip-line, and from that trip-line can develop key mathematical concepts—order, fractions, speed, and more. “The important idea,” says Moses, “is to get them involved in an education experience in which they can be the experts, because it’s their trip.”

One of Moses’s students described this as “hidden math.”

Each day, the Secondary Mathematics Laboratory had between 20 and 50 observers, including secondary mathematics teachers, mathematicians, School of Education students, and a number of people from the State Department of Education.

With the mathematics instruction filling their mornings, the afternoons were given over to a range of activities designed to give the students exposure to the university. The students toured the campus, used the pool and athletic facilities, and worked on dance choreography and writing.

**REVISIT, REVISE, REDO**

Moses, with his focus on this small group of students, says that their first summer program was successful: the students made significant progress towards feeling comfortable sharing their thoughts, and with showing respect towards other students who wanted to share their thoughts. “They began to manage a culture in which any student could stand up and announce to the other students that they wanted to discuss something that they had worked on...and the students would stop what they were doing and give that student their attention. I, as the teacher, did not have to call for attention or make an announcement. Students were able to orchestrate this on their own.”

In addition to the progress made by students, the Secondary Mathematics Lab produced useful high quality recordings of what happened in the class. These records will be used in teacher education and professional development as well as for further research on teaching.

*Story by Robert Brustman  
Photos by Mike Mouradian*
Community colleges are a huge and vital part of higher education in the United States. Across the nation, half of the graduating high school students who are heading to higher education institutions will be going to community colleges. Of all post-secondary students, 45 percent are taking classes at one of the approximately 1,300 community colleges in the U.S.
The President of the United States, Barack Obama, has challenged the nation and set a goal that by 2020, the U.S. lead the world in college graduates. Further, he said that every American should have at least one year of postsecondary education or job training.

Clearly, community colleges have critical contributions to make if we are to hit these targets. Indeed, President Obama has directly addressed the institutions: On October 5, 2010, he called upon community colleges to produce 50 percent more graduates by 2020.

Faculty and students at the University of Michigan School of Education are engaged with community colleges in numerous ways, including research partnerships with community colleges that look at teaching methods, various student behaviors, students’ post-community college outcomes, and more.

COLLEGES OF THE PEOPLE

Richard Alfred, associate professor emeritus, has taught in, held leadership positions in, consulted with, and taught about community colleges for more than four decades. While today’s community colleges trace their origins to a late 19th century adult education movement called Chautauqua, before becoming popularly known as junior colleges, Alfred says that the post-WWII Truman administration provided the stimulus that effectively renamed the institutions as community colleges and initiated construction of many new schools.

“These were to be ‘colleges of the people,’” says Alfred. “They were charged with making learning opportunities more accessible, regardless of a student’s social class or economic status. The fundamental idea was to provide access to postsecondary training and education to students with high school diplomas or GEDs, and adult learners.”

And this is what they remain today, according to Assistant Professor Peter Riley Bahr: “Community colleges are open-door institutions. When we talk about community colleges, we’re talking about publicly funded schools that have an open admission policy—they admit nearly everyone. They provide affordable college-going options with strong academic quality, and their enrollment is surging.”

They differ from four-year institutions in a number of ways. While a community college’s associate’s degree in a liberal arts field can be quite similar to the first two years of a bachelor’s degree in the same field, community colleges offer vocational courses and certificates, as well as classes for adult learners who aren’t pursuing a credential, but who simply want to learn. “Community colleges are more focused on teaching than are four-year institutions,” says Susan Dynarski, associate professor, School of Education; associate professor of public policy, Gerald R. Ford School of Public Policy; and associate professor of economics, College of Literature, Science, and the Arts. “The two-year colleges see their mission as educating students, while the four-year colleges also see research as a top priority.”

RESPONSIVE TO LOCAL NEEDS

In addition to being providers of opportunity, Alfred credits community colleges as being the fastest moving and most flexible of higher education institutions. When a local industry, such as automobile manufacturing, needs people with particular skills, community colleges train instructors and provide classes, either in the manufacturing plants, at the schools, or both.

This type of workforce development has become a critical part of the mission of community colleges, says Alfred. A lot of what is driving initiatives such as President Obama’s call for increased higher education is insecurity about the competitiveness of the American worker in the global economy.

Community colleges have also developed close ties to their local communities, providing more adult learning opportunities when local economies have suffered, as well as finding ways to share their resources with those in their neighborhood. Alfred recalls a school with a dental hygienist program providing low-cost dental care to local residents.
COMMUNITY COLLEGE STUDENTS

Community colleges are the melting pots of higher education with an ethnically and economically diverse student body that ranges from high school students to retirees. While the majority of students entering a community college for the first time plan on transferring to a four-year institution, they are joined by others who do not plan to transfer: high school students earning college credits, workers seeking to learn specific skills in their off-hours, and adult learners who want to learn how to make a cabinet, create sculpture, or understand Beowulf.

“The diversity is amazing,” says Bahr. “All the characteristics that make up what we think of as non-traditional students in four-year institutions—first-generation students, part-time students, students who are employed full-time and squeeze classes in around the edges, single moms and dads, English-as-second-language students—these characteristics are common in the community college.”

Classes comprised of such diverse students provide “the true test of the professional teacher,” says Alfred. “I’ve taught introductory social science courses with every kind of student under the sun. The challenge is to deliver quality teaching to all of the different kinds of students.”

The myriad outcomes of a large variety of types of students with a wide range of goals make measuring success in community colleges difficult. Across the country, the average rate of completion, as measured by the earning of a certificate or associate’s degree, may be as low as 10 percent. However, this number doesn’t take into account the large number of students who transfer to a four-year institution or to another community college without earning a credential from the community college. The graduation rate is also diminished by including students, such as the high school students earning college credits, the retirees indulging their interests, or the adult learning discrete skills, who never intended to earn a credential.

Some scholars think that if transfer students are included, the actual completion rate at community colleges is around 40 percent.

WHAT DO WE KNOW—AND WHAT CAN WE LEARN—ABOUT STUDENT BEHAVIOR?

Community colleges are often criticized for their low graduation rates and their funding is often threatened as a result. In an effort to shed light on the murky outcomes of community college students, Bahr has been analyzing data from the immense California community college system.

Among his findings are that a rather large percentage—about a quarter—of community college students transfer from one to another community college at least once. In addition to affecting completion rates, there are implications of this behavior for community colleges. While community colleges traditionally hold student orientation and information sessions in the fall, Bahr’s research finds that community college students are most likely to transfer to another community college in either the spring or summer semesters. New student functions, as well as the hiring of counselors and faculty, may be based on counts of fall-enrolled students and thus inadequately serve transfer students who arrive later.

Continued on page 19
During the 2009-10 academic year, a small group of School of Education doctoral students discovered they shared interests in issues relating to community colleges. Pooling their notes, they produced a substantial list of faculty and students who were interested in and/or working with community colleges—and they began to imagine the projects, collaborations, and events that could happen if all the interested parties could somehow be brought together.

While there were some things they could do as an informal group, in order to organize the substantive events they envisioned, they needed funding. They applied to the Horace H. Rackham School of Graduate Studies at the university and received funding and status as an official Rackham Interdisciplinary Workshop, the Community College Interdisciplinary Research Forum (CCIRF).
The founding members, Brett Griffiths, Christie Toth, and Kate Thirolf, have all taught or worked with community colleges, and Griffiths attended one. They feel strongly that community colleges have an important role to play in the country’s educational future: “Access to higher education is a major civil rights movement of our times,” says Griffiths, “and it’s a movement that’s going to be made at the community college level.”

In the summer of 2010, CCIRF organized a series of five discussions of books on community colleges and several panel discussions with community college practitioners in the areas of institutional research, instruction, and student services. In fall 2010, they held several events including a faculty panel discussion in which several SOE faculty members and a guest from Eastern Michigan University discussed their community college-related research. On May 2, 2011, they are holding a conference titled “Research and Innovation for 21st Century Students: Rethinking Community Colleges in the 2010s.”

Griffiths, Toth, and Thirolf have clearly identified an area of interest, not just to the School of Education community, but to the university and beyond. Each of their events has been well attended, with the audience for the faculty panel pushing the capacities of the room. They have more than 100 people on their listserv and anticipate a good turnout for the conference.

Thirolf says that CCIRF is about more than providing a forum for discussion. “It’s not just about the sharing of ideas,” she says. “At every meeting we think of how we can contribute to the field and advance community college research.”

Toth adds “It was working in a community college first-hand that convinced me to come to the School of Education’s Joint Program in English and Education in the first place. It’s important that the research we do here gets out and makes a difference for community colleges and their students.”

More information about CCIRF, their listserv, and the upcoming conference can be found on the web at www.bit.ly/CCIRF or by emailing CCIRFemail@umich.edu.

Bahr is also working on constructing behavioral typologies of community college students. Using the California student data, he has classified students based on their course-taking and enrollment behaviors. Bahr was able to group students into one of six categories, including transfer, vocational, exploratory, and experimental.

One utilitarian aspect of this is that better understanding of student behavior would help colleges direct and optimize the use of resources toward students who may be lost from the college or otherwise may miss the mark in terms of their academic goals.

Closer to home, Bahr is looking at the experiences of community college students who have transferred to the School of Education. This is both a quantitative and a qualitative study. The quantitative includes looking at students’ academic data from community colleges and their post-transfer data from the School of Education and comparing with the analogous data for students who completed two years at the university’s College of Literature, Science, and the Arts before transferring to the School of Education.

On the qualitative side, most of the community college transfer students have been interviewed, responding to questions about their post-transfer experiences, including perceptions of classroom experience, social integration, adjustment, and overall “fit” in the school community. The students were interviewed in fall 2010 and will be interviewed again in late spring 2011 to enable detection of any changes.

Evolving Institutions in Changing Times

“Community colleges are the most complex, most multifaceted of higher education institutions,” says Bahr. “They are the gateway to postsecondary education for a huge segment of the American population that would otherwise be excluded. But they’re facing huge challenges as well, including tight funding and an enormous need for remedial education among students.”
“Really, it’s astonishing that community colleges do as well as they do, given the resources that they have to work with.”

Community colleges are caught at the center of a cyclone of changes. Even as President Obama calls upon them to increase the numbers of graduates, the number of students enrolling in community colleges swells, due in part to dismal employment prospects for those without higher education. Yet while this surge of students provides the bodies needed to meet President Obama’s challenge of increasing graduates by 50 percent, the wave of incoming students also presents challenges both in terms of standard community college resources—everything from parking lot capacities to numbers of classrooms and faculty—but today’s students also need more remedial education than did their predecessors. (Remedial classes are “catch-up” classes that students take to bring them up to the minimum academic thresholds necessary to take college-level courses. Remedial classes typically don’t provide credits or count toward degrees or certificates.)

“Today’s high school graduates require more remediation than did past generations of students,” says Alfred. “In part it’s because placement testing in community colleges is more rigorous than it used to be, so more learners are identified as needing remediation.

“But it’s also true that the quality of graduates coming out of our K-12 schools is not what it used to be.”

Alfred, who has consulted with scores of community colleges, believes that students and institutions alike would benefit from an earned credential that was different from the associate’s degree. “From the standpoint of their mission, purpose, and organizational architecture, community
colleges are not built to graduate or ‘complete’ legions of students,” he says. “Alternative completion structures in the form of credentials certifying specific skills learned or knowledge acquired…would more accurately depict their contribution to learning. These structures would also put a whole new face on the completion picture for community colleges and would put them on par with traditional colleges and universities.”

**RESEARCH IN COMMUNITY COLLEGES BENEFITS ALL HIGHER EDUCATION INSTITUTIONS**

Dynarski says that community colleges are particularly good places to examine some higher education issues: “Research relevant to all types of colleges—especially those with high drop-out rates—is taking place at community colleges. By partnering with researchers, community colleges are putting themselves on the line to identify practices that can help all college students succeed.”

See the article about Vilma Mesa’s work below for an example of this type of research.

Dynarski, Bahr, and Brian Jacob, professor, School of Education; Walter H. Annenberg Professor of Education and Policy, Gerald R. Ford School of Public Policy; and professor, College of Literature, Science, and the Arts, are developing a partnership with three local community colleges to examine the post-community college paths of their students. “We’re going to work with them on an analysis of their data,” says Dynarski. “We want to help them understand which programs appear to be effective at increasing earning or improving other outcomes.”

_Story by Robert Brustman_  
_Photos by Mike Gould_

“Similarly to K-12 education, in post-secondary education professional organizations have been asking mathematics educators to reform instruction in ways that are intended to reach more students,” she says. These suggestions are intended to increase students’ intellectual engagement with mathematical concepts so that they think like mathematicians, rather than simply learn a script and perform as human calculators.

Community colleges are excellent places to study the difficulty of changing classroom interaction and relate this to learning, says Mesa, because the smaller math classes in community colleges afford more student/teacher interactions than there are in four-year institutions. At four-year colleges, she says, “We tend to think that lecture is an efficient way of teaching math. It’s a pervasive model and many instructors don’t know how to do it any differently when they have large classes.”

The results of her research, thus far, suggest an interesting phenomenon related to the increased classroom engagement. In one recent study of seven community college instructors, she did find a relatively large number of teacher/student interactions, but too many of these were at low levels of lexical and cognitive complexity. This is due, at least in part, to the instructors’ desire to have the students succeed: the instructors ask students questions that aren’t too difficult in order to increase students’ confidence that they can handle the content.

“Just because students are actively engaged and answering questions,” says Mesa, “it doesn’t mean that they’re learning what we want them to be learning. We need to ensure that students engage also with authentic mathematics.”

Mesa’s research into the conditions that support or hinder reform in post-secondary mathematics teaching is an example of the kind of work being done by School of Education faculty with community colleges, but which promises to be relevant to four-year and other higher educational institutions.
In the hopes of giving teachers a resource to deepen their professional knowledge, the new Case Studies of Reading Lessons (CSRL) program takes teacher education away from required professional development, instead offering teachers a choice to study features of effective instruction.

“I’d like teachers to have more control over their own decisions about how they advance their own professional learning,” said Joanne Carlisle, professor of education and CSRL founder.

In an effort to give teachers the kind of “control” that Carlisle alludes to, CSRL takes advantage of the modern interactive culture. The CSRL program uses streaming video of reading lessons, teacher interviews, copies of text used in lessons, and experts’ analysis of the lessons themselves to enhance a web-based multimedia program aimed at helping teachers refine their own reading lessons. The program is made up of a series of recorded case studies of reading lessons that were contributed by Michigan teachers in grades 1-3. Each case study includes streaming

The CSRL tutorial video introduces first-time viewers to recorded reading lessons featuring students in grades 1-3.
video of two to four reading lessons led by a teacher over the course of a few days, allowing for the viewer to see the reading lesson unfold as it would in the classroom. In addition to the video of the reading lessons, interviews with the teacher both before and after the reading lesson are made available. Further providing an overview into the reading lessons is the teacher’s discussion of the participating students, the lesson plan, and the texts used in the reading.

A unique feature to CSRL is the ability for other teachers to log into the website and view the case studies. While viewing the case studies, viewers are encouraged to answer a set of “thinking questions.” These questions are designed to focus the viewer’s attention on the purpose and design of the reading lesson, the instruction, and the student engagement in the reading lesson. The program is flexible enough to allow for one viewer to work through the case studies, or a study group. But it is this interactive feature of the program that has Carlisle excited about the prospects of improving reading education.

“The idea is that if you train teachers to be a little more analytic by watching others teaching, they will learn to become more analytic when thinking about their own teaching, which will ideally make them better or more informed teachers,” said Carlisle. “In an earlier project we had been trying to understand what effective teaching looks like when you observe it in the classroom if you’re there in person or if you videotape it and analyze instruction. It’s a way to try and get at what knowledge looks like in practice.”

The success of the CSRL program has been encouraging. Following a beta testing session this past summer, the participating members of the survey gave feedback about the program—the kind of feedback Carlisle was hoping to hear.

“The teachers raved about it,” Carlisle said. “As part of the study of the beta version of the program on the website, the teachers were all asked to sample two case studies and then complete a survey. The survey had some feasibility questions like ‘were you able to access the website okay?’ or ‘were you able to log in okay?’ And at the end of the survey there were questions asking if they would recommend this program to various professionals or teachers. And we’ve received a lot of positive responses to those questions.”

Though the program has been received warmly by those who have used it, there have been some technical difficulties with the website. But as Carlisle points out, the challenges of the website are typical of any interactive, web-based program.

“There were problems we had to deal with: slow streaming of the videos or buttons you couldn’t see very well,” Carlisle explained. “But we went back in and made a whole bunch of improvements.”

For the CSRL program, creating a proficient professional development tool for teachers is the goal. According to Carlisle, CSRL ultimately broadens a teacher’s options in terms of professional development, a problem that currently plagues the field. Typically, professional development programs in literacy are used to train teachers to use new materials or a particular teaching method. This system is one that Carlisle sees as dictating to teachers what to do, rather than having them think for themselves.

“We’ve been in a world where what is offered to teachers in professional development are programs that were chosen by a district, state, or school,” Carlisle said. “There aren’t a lot of choices on the teachers’ behalf for what they want to do. We don’t provide opportunities for teachers to engage in the study of actual instruction and evaluate it on their own. We aren’t asking them to ponder about effective teaching enough. I think we don’t honor the capabilities of the teachers and their capacity to evaluate aspects of instructional events that are more and less effective. Helping teachers acquire the ability to analyze the complexities of teaching reading is the goal of CSRL.”

*Story by Omar Hussain*
Dennis Littky’s profile on the social network Twitter says simply “Radical Educator.” He is no fan of what he calls the factory model of schools, nor of standardized tests. “Who wants a standardized kid?” he asks.

Littky has been a radical educator—a successful one—for four decades, serving as principal in several schools and starting his own schools, including the 2009 founding of College Unbound. He claims that he’s not a left-over hippy, despite his beard, his colorful African hat called a kofia, and regardless of his predilection for dropping the word “man” into conversation.
Indeed, he says “I was pretty straight when I was in Ann Arbor. I didn’t do protests or things like that.” Instead, what he did was to major in psychology as an undergraduate and earn his PhD in the Combined Program in Education and Psychology at the School of Education.

He had grown up in Detroit and, as a child in public school, observed that school was like a game, and some students were better at it than others. “At an early age,” he says, “I understood that every kid is different.” He noticed that school experiences that were successful in teaching some children were ineffective at reaching others.

In the 1960s, the psychology program at the university had several ties to the Northville Regional Psychiatric Hospital, located about 25 miles northeast of Ann Arbor. As a junior, Littky visited the hospital as part of a class on the dynamics of mental illness. “The people in that hospital,” he says, “they were just a couple steps over the line from you and me.” Wanting to help, Littky returned as a senior with some other students and tutored and worked with some of the hospital patients. After each visit to the hospital, the university students would return to Ann Arbor and discuss their experiences of helping the patients learn. This pairing of education by individual instruction, together with insights from psychology, became a principle hallmark of Littky’s approach to education.

“My life is committed to helping improve education for students in this country. That’s what I do, 80 hours a week, from the day I left Ann Arbor until now.”

Due in part to his experiences with the hospital patients, Littky grew increasingly committed to working with disadvantaged populations. To expand both the number of opportunities to help, along with his capacity to help, he decided to pursue a doctorate in education and psychology.

He credits the program, which included instruction in human behavior and learning theory, with teaching him some of what has become fundamental in his philosophy of education: the role of motivation in students’ lives. “You learn when you’re interested in stuff,” he says. “You learn when you have real work to do, when there’s meaning to it.” In Littky’s view, education flourishes when you help a student articulate his or her interests and then get the student together with a teacher and allow them to work on lessons drawn from real-life. However, because students’ interests are idiosyncratic, this model demands a lot of individual or small-group attention. “It started getting very clear to me that we can’t mass-teach students; they’re too different,” he says.

Littky also ascribes to his University of Michigan education an intellectual flexibility and freedom. While he is critical of the pedagogy of traditional higher education institutions, he says that the university “allowed me to think about using my knowledge to teach others in a very different way, rather than to perpetuate the sometimes wrong way that people have been teaching. Somehow, they [the faculty] gave me the right to be myself, to expand, to be a change agent in education in very different ways.”

After finishing his coursework and his preliminary doctoral exams, Littky was asked to come to Ocean Hill-Brownsville, a neighborhood in Brooklyn, NY. Ocean Hill-Brownsville was then the center of a school- and education-centered crisis that, over the course of several months, included teacher strikes, charges of racism and anti-Semitism, and was fundamentally about issues of community influence on schools and the ability to provide effective education in difficult circumstances. He
spent a year-and-a-half working as a community organizer in Ocean Hill-Brownsville, organizing parents to work one-on-one with students and training parents and teachers to be more effective in the classroom, and wrote about his experiences for his doctoral dissertation.

In the decades since receiving his doctorate, Littky has run a teacher training program at Stony Brook University, founded and spent six years as the principal of the Shoreham-Wading River Middle School in New York, spent 14 years as the principal of Thayer Junior/Senior High School in New Hampshire (his work at Thayer was recorded in a book, *Doc: The Story of Dennis Littky and His Fight for a Better School*, by Susan Kammeraad-Campbell, and in a 1992 NBC movie, *A Town Torn Apart*), worked at the Brown University’s Annenberg Institute for Educational Reform, founded Big Picture Learning and another high school, this time in Providence, Rhode Island, and finally (so far), founding College Unbound.

“My life is committed to helping improve education for students in this country,” he says. “That’s what I do, 80 hours a week, from the day I left Ann Arbor until now. I’m passionate about what needs to be done and about what isn’t being done. And how the poor and underserved in our country get a bad deal.”

Littky’s methods strike some as unconventional. He believes that the traditional school model is not conducive to learning. In his schools, he gets rid of bells because he hates the thought of a suddenly ringing bell interrupting a productive conversation or lesson. He believes that students need to be treated with respect and allowed chances to discover learning opportunities in real life. He understands the import of standard school subjects, but he also believes that “learning is about ‘the three Rs’—relationships, relevance, and rigor.”

And his methods, unorthodox as they are, are impressively effective. At Thayer, the dropout rate dropped from 20 percent to 1 percent during Littky’s tenure. College matriculation jumped from 10 percent to 45 percent. At the Metropolitan Regional Career and Technical Center (the Met) school in Providence, the graduation rate is consistently above 90 percent, drawing from the same population that is victim of the 66 percent graduation rate in the regular public schools.

And 98 percent of the Met’s graduates apply to college, with nearly all being accepted, and most of them are first-generation college students.

This kind of success does not go unnoticed. The Bill and Melinda Gates Foundation provided some funding after hearing about Littky’s (and his partner Elliot Washor’s) results with the Met and their model was implemented in about ten schools around the U.S. When those were also successful, other schools expressed interest and the model has been adopted by a total (to date) of 70 schools in the U.S. and about 40 more in Australia and the Netherlands.

Littky is pleased with the success of his students, but he’s not yet ready to rest on his laurels. “I started looking at the data,” he says, “and if you’re a first generation college-going kid, and poor: you made it through high school, so you’re in the 50th percentile. Eighty-nine percent of people like you drop out of college. That’s absurd! That means only 11 percent graduate!” And in today’s economy, Littky understands, it’s not good enough to simply get a high school degree.

So Littky begins a new chapter in his life, turning to higher education and founding College Unbound. In this Providence-based school, the degrees are granted through an agreement with Roger Williams University, and the model is an extension of what has worked with younger students.

Over the next five years, Littky says, he hopes to open people’s minds and redefine what a college education is and redesign how to accomplish that education. “I’m a little driven,” he admits. “My best traits are my enthusiasm and my passion.”

For more information about Dennis Littky, visit Big Picture Learning online at www.bigpicture.org.

(Profile by Robert Brustman)
MARY CLARE CAROLAN DURAN,
ABED ’81, CERTT ’81
Mary Duran retired from Detroit Public Schools after twenty-five years of service. She also had five years of service in international schools in Chile, her husband’s country. In Detroit she taught homeroom, foreign languages, and, for most of her career, art. She says her career highlights include teacher exchanges to Russia and to Japan and the proud moment when her grandson Gabriel Herrera-Duran was presented an award in the citywide show as her art student.

WILLIAM E. HERMAN, PhD ’87
After completing his doctoral studies in educational psychology, Bill Herman pursued an academic career as a teacher, researcher, and scholar with a distinctively international focus. He has spent the past 32 years preparing future K-12 teachers at Madonna University, Livonia, Michigan, and the State University of New York College at Potsdam. His research on the motivational characteristics of test anxiety, fear of failure, and academic success led to teaching a three-week graduate seminar at the University of Potsdam in Germany during the summer of 2009. Earlier professional work abroad included serving as a Senior Fulbright Scholar in Russia (1993) and teaching graduate courses for five summers in Taiwan (1989-93). During the 2010-11 academic year, Herman is conducting professional development seminars for faculty members in the College of Education at Pranakhon Rajabhat University in Bangkok, Thailand, as part of the Fulbright Specialists Program.

EDWARD HOFFMAN, MA ’72, MA ’74, PhD ’76
An adjunct associate psychology professor at Yeshiva University, Edward Hoffman was awarded a grant from the Japanese government and served as a visiting scholar at the University of Tokyo in 2009. He is the author of more than a dozen books in psychology and related fields, and several of these have been translated into Japanese including The Right to be Human: a Biography of Abraham Maslow, The Drive for Self: Alfred Adler and the Founding of Individual Psychology, and Future Visions: The Unpublished Papers of Abraham Maslow. Hoffman is also a senior editor of the Journal of Humanistic Psychology and has been studying peak-experiences from a cross-cultural perspective.

BLAISE LEVAI, EdD ’52
Rev. Dr. Blaise Levai died peacefully on December 20, 2010, surrounded by his family. He was a graduate of Hope College (1942), New Brunswick Theological Seminary (1945), University of Chicago MA (1946), and University of Michigan EdD (1952). He served as a missionary pastor of St. John’s Church and professor of English and vice-principal of Voorhees College in Vellore, South India. On returning to the United States he was professor of English and director of admissions at Northwestern College in Orange City, Iowa (1958-60). From 1960-68 he was managing editor for the American Bible Society and from 1968-75 he was director of literature for the Methodist Board of Missions. Before retirement he was pastor of Reformed Churches in New Jersey and Florida.

KATHLEEN VESTAL LOGAN, CERTT ’64, ABED, ’64
Kathleen Vestal Logan taught elementary school for three years, then ran away and joined the navy in 1967. She received her master of science in management from the Navy Postgraduate School in 1971. She married a navy officer and moved frequently, living in Virginia Beach, Washington, DC, Japan, and Pensacola, FL, where they now reside. Logan received a master’s in marriage and family counseling in 1981. She has been a speaker and writer on military family issues and deployments, a counselor, college instructor, coordinator of an employee assistance program, and writer. Logan and her co-author, Betsy Smith, recently published their award-winning book Second Blooming for Women: Growing a Life That Matters After Fifty.

FRANK MERLINO, CERTT ’83, ABED ’83
Frank Merlino recently published his novel Stream of Consciousness.

MARK NECHANICKY, MSE ’97, AM ’04, CERTT ’04
Mark Nechanicky was named the 2010 Albert Lea Teacher of the Year. He teaches fourth grade at Lakeview Elementary School in Albert Lea, Minnesota.

PENNY PASQUE, PhD ’07
Penny Pasque is an assistant professor at the University of Oklahoma and recently published her book, American Higher Education, Leadership and Policy: Critical Issues and the Public Good.

MARYJEAN TYKOSKI (NEE GRAY),
BSED ’95, CERTT ’95
Maryjean Tykoski was named the Middle-School Science Teacher of the Year by the Science Teachers Association of Texas.

JACK ZEVIN, PhD ’69
Jack Zevin and colleague David Gerwin have just had a pair of books published: Teaching U.S. History as Mystery, in a first and a second edition. These books offer “a philosophy, methodology, and examples for world/global history instruction that are active, imaginative, and provocative.”
On October 14, 2010, the fiftieth anniversary of the Peace Corps' inception by John F. Kennedy's famed speech on the footsteps of the Michigan Union, the university announced the launch of a new master's program in partnership with the Peace Corps. The program allows students serving in the Peace Corps to apply their experiences as practicum for master's programs in several university units, including the School of Education. In this photo U-M President Mary Sue Coleman (left), SOE Dean Deborah Ball (third from right) and others at the announcement of the program.
WAITING FOR “SUPERMAN”/RACE TO NOWHERE

Sponsored by the Educational Studies program during the months of November and December, the acclaimed documentaries Waiting for “Superman” and Race to Nowhere were screened at the Michigan Theatre and in the Schorling Auditorium. Each film was accompanied by a panel discussion featuring school faculty members together with students, educators, administrators, and policymakers.

GRAND RAPIDS EML

The Elementary Mathematics Laboratory was taken to Grand Rapids in July 2010 for rising fifth graders. The laboratory features a mathematics program led by mathematics educator and School of Education Dean Deborah Ball.

U-M AND ANN ARBOR PUBLIC SCHOOL PARTNERSHIP

With Ann Arbor Public Schools, the School of Education is partnering to combine Mitchell Elementary School and Scarlett Middle Schools to create a K-8 campus with innovative curriculum and teaching.
AWARDS

BOB BAIN, Associate Professor, School of Education; Associate Professor, Department of History, College of Literature, Science, and the Arts, and
ELIZABETH MOJE, Professor; Arthur F. Thurnau Professor; Associate Dean for Research

Bob Bain and Elizabeth Moje received the Provost’s Teaching Innovation Prize for their project, “Learning and Teaching the Disciplines through Clinical Rounds (The Rounds Project).” This award recognizes faculty who have developed innovative approaches to teaching that incorporate creative pedagogies, e.g. new uses of instructional technology, new ways to engage students in the learning process, new approaches to student collaboration, or new methods for replicating the advantages of a small course in a large lecture. (An article about this project begins on page 2.)

DEBORAH LOEWENBERG BALL
William H. Payne Collegiate Chair; Arthur F. Thurnau Professor; Dean of the School of Education

Deborah Loewenberg Ball received the Distinguished Alumni Award from her alma mater, Michigan State University (MSU) College of Education, where she received her PhD in 1988. The award is given annually to an MSU College of Education alumnus who has made significant contributions to his or her profession, community, and educational organization through recognized leadership. Ball was nominated by Carole Ames, dean of the MSU College of Education, and is honored for “her influential efforts to transform mathematics teaching and to improve how the nation prepares teachers.”

PERCY BATES
Professor; Director, Programs for Educational Opportunity; Director, Lives of Urban Children and Youth

Percy Bates was inducted into the John McLendon Minority Athletics Administrators Hall of Fame in 2010.

BARRY FISHMAN
Associate Professor, School of Education; Associate Professor, School of Information

Barry Fishman received the Provost’s Teaching Innovation Prize for his project, “Using Collaboration and Communication Technologies to Transform Large Lectures into Small Seminars.” This award recognizes faculty who have developed innovative approaches to teaching that incorporate creative pedagogies, e.g. new uses of instructional technology, new ways to engage students in the learning process, new approaches to student collaboration, or new methods for replicating the advantages of a small course in a large lecture.

ANNE RUGGLES GERE
Gertrude Buck Collegiate Professor, School of Education; Professor of English Language and Literature, College of Literature, Science, and the Arts; Arthur F. Thurnau Professor; Chair, Joint Program in English and Education; Director, Sweetland Writing Center

Anne Ruggles Gere was awarded the Rewey Belle Inglis Award by the National Council of Teachers of English. This award honors women who have served as leaders and inspirational models to the association and the profession.

KRISTIN HOLMSTROM, Research Investigator, and ANDREW KRUM, Doctoral Student in Educational Studies

Kristin Holmstrom and Andrew Krum received the 2010 Best Paper Award for their paper “Making Sense of Instruction” from the Organizational Theory Special Interest Group of the American Educational Research Association.
JOSEPH KRAJCIK
Professor; Co-Director of the IDEA Institute

Joseph Krajcik received a Rackham Distinguished Graduate Mentor Award. This award honors and encourages the efforts and accomplishments of faculty who serve as effective mentors of doctoral students. According to the selection criteria, "the successful mentor serves as advisor, teacher, advocate, sponsor, and role model, ensuring that the experience of dedicated scholars and artists remains accessible to the full spectrum of graduate students."

DIANE LARSEN-FREEMAN
Professor, School of Education; Professor, Department of Linguistics, College of Literature, Science, and the Arts; Research Scientist, English Language Institute

Diane Larsen-Freeman was selected by the American Association of Applied Linguistics to receive their 2011 Distinguished Scholarship and Service Award.

VALENTINE LEE
Professor

Valerie Lee was elected to the National Academy of Education, which consists of U.S. members and foreign associates who are elected on the basis of outstanding scholarship or contributions to education.

JOAN McCoy
Registrar in the Office of Student Affairs

Joan McCoy received the first annual Patricia A. Natalie Staff Award for Excellence. The award honors the memory of longtime School of Education community member Pat Natalie.

VILMA MESA
Assistant Professor

Vilma Mesa was the 2010 winner of the 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.

CHRISTOPHER NELLM
Doctoral Student in the Center for the Study of Higher and Postsecondary Education

Christopher Nellum was elected to a two-year term as the Graduate Student Board Member for the Council for the Study of Community Colleges Board of Directors.

EDWARD ST. JOHN
Algo D. Henderson Collegiate Professor of Higher Education

Edward St. John was awarded the 2010 Research Achievement Award by the Association for the Study of Higher Education. This award is presented to a scholar for contributions to research that significantly advance the understanding of higher education among researchers and more broadly.

SIMONE HIMBEAULT TAYLOR
Adjunct Assistant Professor; Associate Vice President for Student Affairs, Office of Vice-President for Student Affairs

Simone Himbeault Taylor received the award for Outstanding Contribution to Student Affairs through Teaching Award at the 2010 NASPA-Student Affairs Administrators in Higher Education Region IV-East annual conference. Award criteria include contributions to the profession through the development of professionals; contributions through research and publication; and contributions through active involvement with professional organizations.

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, Communications, & Alumni Relations
U-M School of Education, 610 East University, Suite 1001
Ann Arbor, MI 48109-1259
email: m dubin@umich.edu
At the School of Education, we strive to build and sustain a vibrant and intellectually rich learning experience for our students. A large part of that experience is shaped by the physical environment—the learning and teaching spaces in which our students not only take classes and conduct research but also learn vital lessons about the importance of space in educational settings.

As you may recall from your time here, the historic building that houses the School of Education is a campus landmark and an architectural treasure. Originally built in 1921, it is a handsome structure cherished in memory by generations of alumni. However, its spaces are not always amenable to the work of our students, teachers, and researchers, who must collaborate and communicate, often across space and time, in imaginative and unprecedented ways.

As a result, we have recently begun to develop a wise plan for a mission-driven and practical renovation of our legacy building. By “wise” we mean a plan that uses resources prudently and effectively to get maximum improvement without extravagant outlays of money. By “mission-driven” we mean improvements that are geared directly to the core goals of the school’s agenda and scope of work.

We must design the future learning environment of the School of Education to support the new kinds of professional training, the innovative research programs, and the design and development work we do and will be doing both in the short term and in coming decades. Moreover, we must consider the type of culture we want to build and create spaces that foster and encourage that culture.

Our objective is to create flexible and hospitable classrooms, lecture halls equipped with state-of-the-art technology, improved spaces for research and collaboration, updated laboratories, and new facilities such as a digital library and archive. We will also upgrade our technology infrastructure and wireless capabilities to support the innovative opportunities we can offer in our programs.

This will be an expensive undertaking, but one that is critical to our mission. I hope you will partner with us in our efforts. Your gift today to the School of Education will be an investment in our building, in our students, and in our future. It will give us the financial flexibility to model innovative environments worthy of a world-class teacher preparation and educational research institution.

Thank you for your support.

Sincerely,

Michael S. Dubin
Director of Development, Communications, and Alumni Relations
Mark your calendar now and make plans to return to Ann Arbor for your reunion. Connect with old friends, see what’s changed on campus, learn about new programs and cheer on the Wolverines. Whether you are celebrating five or 50 years since graduation, you’ve all got one thing in common—your Maize and Blue spirit!

Class of 1961
50th Reunion and Emeritus Weekend
October 27-30, 2011

Class of 2001
10th Reunion
October 28-30, 2011

Class of 2006
5th Reunion
Date to be announced—visit our Web site for details

Get involved, find a classmate, learn about your reunion and more! Contact the Office of Reunion & Reunion Giving at umreunions@umich.edu or 866.998.6150.

reunions.umich.edu
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