SHARIF SHAKRANI
ON POLICY IN PUBLIC EDUCATION

A Scholar, a Servant ... a Star

ZON: The New Frontier for Learning Chinese

College Insider: A Planning Guide for Students
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MSU COLLEGE OF EDUCATION

from the Dean

WITH THIS ISSUE of the New Educator, we are approaching the end of the 2007–08 academic year and celebrating the arrival of spring. As we look back, we take stock of a very busy and exciting year for the college, with faculty engaged in searches for new colleagues, preparations for a review of our teacher preparation program by the Teacher Education Accreditation Council (TEAC), dynamic research programs, new opportunities abroad, policy debates about education issues, and panels, task forces and committees at the state and national levels.

Over the past year, this college—already with a long-standing history of international research and engagement—has taken further steps to internationalize its curriculum and programs. Our goal is to offer our students a range of opportunities that will help them develop the kind of competencies necessary for teaching, conducting research and working within a global society. The challenge is daunting, but among the questions we have been studying are: What does it mean to be globally competent, how do we embed globalization throughout our curriculum and how can technology enable global engagement and learning.

We already have several outcomes to report, but only enough space here to share a few. Starting this next academic year, we are launching a Global Educators Cohort Program that will be another special strand in our teacher preparation program. Similar to the Urban Educators Cohort Program, students will be admitted as freshmen and participate in a specialized curriculum and set of experiences designed to help them develop into teachers who can bring an international perspective to the K–12 curriculum and their own students’ learning experiences. Kristin Janka Millar and Jack Schwille have already begun the work to bring global perspectives to college teaching and local K–12 schools with funding from the Longview Foundation.

Through the U.S.-China Center and the Confucius Institute, the college continues to expand its global reach to China. The Confucius Institute at MSU was selected from among the 210 institutes existing worldwide to receive a 2007 Confucius Institute of the Year award. Under the direction of University Distinguished Professor Yong Zhao, our Confucius Institute is the only one offering Chinese language courses online, reaching more

WHY SHOULD WE REMINISCE?

Recently, I reflected on my six decades of life in East Lansing next to the campus of Michigan State University. I remembered hearing the Spartan Marching Band from the screened porch, going to the cow barns, seeing construction of the library addition, wandering the Beal gardens, playing at Cowles House and more. These contemplations brought forth images of the ever-changing and evolving university across the street from my home. I have watched both the city and the campus grow in a myriad of different ways. Through the eyes of a youngster with family engaged in campus vocations, as a student in the College of Education, as a parent of MSU students and now in my capacity as president of the College of Education Alumni Association Board of Directors, it has been my fortune to watch this college become more and more far-reaching. This college has seen the best of the tried and true merge with the exciting new practices of today. The combination has fostered a dynamic world-class college in an increasingly complex global environment.

I believe it was 1958 when my grandfather took me for a ride through campus to see the newly constructed College of Education building with the Kiwa that captured my attention with its unique round look. My first step inside Erickson Hall was as a teenager when a professor offered a seminar in leadership to our high school student council. As a student in the 1960s, I learned about the drive to expand the college’s efforts in the area of international outreach. The student population of the college was becoming increasingly diverse and the scope of innovative programs widened. With great pride, I now see a college with its eyes toward global education, promoting international interests with greater offerings and depth. The
than 2,000 K–12 students and adults. Zhao and his team have launched an exciting new video game called zon/New Chengo that has the potential of reaching a much larger audience of tech-savvy learners online—especially surrounding this summer’s Beijing Olympics (see page 14). Responding to the increasing demand for teachers of Chinese language, the college will offer a new certification program for teaching Chinese as a foreign language. It will be available for American students as well as teachers from China.

As part of our statewide outreach efforts, the college hosted the second annual Internationalizing Michigan Education Conference in April. This conference attracts more than 200 educators from around the state as well as representatives from international partner schools. We also are developing new and more expansive opportunities for study abroad, study trips and exchanges for faculty and students. I encourage you to visit the college’s Web site under “Internationalization” (ed-web3.educ.msu.edu/international) for more information about these and other initiatives.

This year also has proved to be very lively in the education policy arena, from debates about the success and future of No Child Left Behind to reports about lagging U.S. student achievement, especially in mathematics when compared to other countries. In this issue (page 16), you will meet Sharif Shakrani, who is co-director of the Education Policy Center located in the College of Education at MSU. Sharif most recently was deputy executive director of the National Assessment Governing Board, which has oversight of the National Assessment of Educational Progress (NAEP). He joined the College of Education faculty in fall 2005 and brings a wealth of experience and expertise in assessment and student achievement. Sharif is a prominent contributor to state and national policy debates; he’s an invaluable resource to educational leaders and policymakers as well as to our own graduate students.

Finally, I would like to bring your attention to a new online guide for college preparation (page 20) developed by Matthew Diemer, assistant professor of school counseling. Many high school students have limited understanding of the process, requirements or even opportunities related to college applications and financial aid. This practical tool is intended to serve as a resource for students and parents navigating college-related choices.

It is our goal, through this magazine, to provide many examples of how the college is making an impact through the exceptional research, outreach and teaching of its faculty. We strive to make bold moves and stay on the cutting edge—making a difference throughout K–16 education. We welcome your input and feedback and thank you for your continued support and interest.

Carole Ames

College of Education is leading in so many facets of education. It is an exciting time.

The alumni board’s mission is to facilitate and support the interests of the college and, of course, our alumni. Please consider letting us know about your current pursuits or those of fellow college alumni. We take pride in highlighting your accomplishments.

Your support of the college through membership in the Michigan State University Alumni Association is a vital part of its success. I hope you will consider joining or renewing your membership as the College of Education reaches further around the world, enhancing aspects of education on a global level. You could contribute by serving on the board or volunteering for events sponsored by the college. I encourage you to review the Web site to find a place for your talents.

I suppose reminiscing about the past allows us to mark the notable progress that has taken place and the great strides that are in the works. Let’s reminisce together. See you at Homecoming!

Kathy Bennett Rodgers
Class of 1970 and 1974

Carole Ames

from the President
For the 14th consecutive year, Michigan State University has the nation’s top graduate programs in both elementary and secondary education, according to the U.S. News & World Report’s 2009 edition of “America’s Best Graduate Schools.” Rehabilitation counseling also kept its No. 1 spot, among a total of seven College of Education specialty areas ranking in the top-eight within their classifications.

The College of Education also retained its overall ranking of 14th among 278 institutions nationwide, when measures of institutional capacity, reputation and research funding were considered.

High Flying for a 14th Year!

**Elementary Education**
- Michigan State University
- University of Wisconsin–Madison
- Teachers College, Columbia University (NY)
- University of Georgia
- Vanderbilt University (Peabody) (TN)
- Ohio State University
- Indiana University–Bloomington
- University of Virginia (Curry)
- University of Michigan–Ann Arbor
- University of Illinois–Urbana-Champaign

**Secondary Education**
- Michigan State University
- University of Wisconsin–Madison
- Stanford University (CA)
- University of Georgia
- University of Virginia (Curry)
- University of Michigan–Ann Arbor
- Ohio State University
- Teachers College, Columbia University (NY)
- University of Illinois–Urbana-Champaign
- University of California–Berkeley
- Vanderbilt University (Peabody) (TN)

**Rehabilitation Counseling**
- Michigan State University
- University of Wisconsin–Madison
- Pennsylvania State University–University Park
- University of Iowa
- University of Arizona
- Boston University
- George Washington University (DC)
- Southern Illinois University–Carbondale
- San Diego State University
- University of Florida
- University of Maryland–College Park
- University of Wisconsin–Stout

**Curriculum/Instruction**
- University of Wisconsin–Madison
- Michigan State University
- Stanford University (CA)
- Teachers College, Columbia University (NY)
- University of Illinois–Urbana-Champaign
- Ohio State University
- University of Michigan–Ann Arbor
- University of Georgia
- Indiana University–Bloomington
- Vanderbilt University (Peabody) (TN)

**Higher Education Administration**
- University of Michigan–Ann Arbor
- Pennsylvania State University–University Park
- University of California–Los Angeles
- Michigan State University
- University of Southern California (Rossier)
- Indiana University–Bloomington
- University of Oregon
- Vanderbilt University (Peabody) (TN)
- University of Pennsylvania
- Harvard University (MA)
- University of Maryland–College Park

**Educational Psychology**
- University of Wisconsin–Madison
- Stanford University (CA)
- University of Michigan–Ann Arbor
- University of Illinois–Urbana-Champaign
- Michigan State University
- University of California–Berkeley
- University of Maryland–College Park
- University of Minnesota–Twin Cities
- University of California–Los Angeles
- Vanderbilt University (Peabody) (TN)

**Education Policy**
- Stanford University (CA)
- Harvard University (MA)
- University of Wisconsin–Madison
- Vanderbilt University (Peabody) (TN)
- Teachers College, Columbia University (NY)
- University of Michigan–Ann Arbor
- University of Pennsylvania
- Michigan State University
- Pennsylvania State University–University Park
- University of California–Los Angeles

* Ranked in 2007
Mathematics Education Ph.D. Program Picked Nation’s No. 2

Michigan State University’s new doctoral program in mathematics education—launched in fall 2006—has been ranked No. 2 in the nation by a survey of peer institutions. The ranking, which placed MSU behind only the University of Georgia among 40 nominated programs, was published in a November 2007 status report from the American Mathematical Society.

Representatives from 70 U.S. institutions with doctoral programs in mathematics education were asked to identify programs “that [they] think are particularly strong and that [they] would currently recommend to a potential doctoral student.” The College of Education offers the Ph.D. option jointly with the College of Natural Science.

“The ranking reflects the quality, number and diversity of faculty on this campus with expertise on issues related to mathematics curriculum, learning and teaching,” said John “Jack” Smith, a mathematics education faculty member who also oversees recruiting and admissions for the program. “Recognition of the program’s strength has been noted, even this year, by doctoral applicants and has helped to generate a more numerous and talented applicant pool.”

MSU Makes Top-10 List of Trailblazing Education Schools

EduTopia anchors its description of the College of Education with two words—innovation aplenty. Then, within an image of our own mitten state, The George Lucas Educational Foundation publication lays out exactly why Michigan State University deserves a place among the nation’s most effective teacher preparation programs. Too many schools of education remain “mired in methods that isolate education from the arts and sciences, segregate the theory and practice of teaching and provide insufficient time and support for future teachers to learn to work in real classrooms.” But not MSU, one of 10 programs named in the November/December 2007 magazine issue. The “seat of early calls for reform in teacher education” remains a leader, the article states, through its emphasis on undergraduate fieldwork, high levels of follow-up induction support and new opportunities to focus on urban education. MSU has shown itself to be ambitious and ever-evolving over the last two decades but, EduTopia notes, “This is just a beginning.”

Visit www.edutopia.org/schools-of-education to see the articles and full list of identified schools.
WANTED:

Internationally Inclined Educators

FRESHMEN WILL HAVE the opportunity to begin a teacher preparation program infused with international perspectives for the first time next fall. Building on the success of the college’s fast growing urban education-focused program, the new Global Educators Cohort Program will provide another specialized—and critical—package of learning opportunities for aspiring teachers. K-12 educators are now expected to prepare their pupils to be global citizens of the 21st century.

Admitted students will participate in specific courses and extracurricular experiences, practice teaching in international or multicultural environments and be mentored by faculty with expertise in global and international education. Graduates will be uniquely qualified to teach abroad, for U.S. schools that emphasize international study or serve large immigrant populations and, generally, in ways that truly bring the world to children.

The cohort program is designed for students’ first two years at MSU before matriculating into the teacher education program in their junior year. Visit www.educ.msu.edu/globalcohort for more information.

Eventually, global cohort students could complete their fifth-year teaching internships abroad. See page 48 to learn about one recent student’s rare experience.

Wilson Joins National Commission on Math and Science Education

THE CHAIRWOMAN OF Michigan State University’s prestigious teacher education department has been selected to serve on a national task force for improving science, math and technology education. Suzanne Wilson was among 22 prominent academics, educators, business leaders and governors who convened for the Carnegie-IAS Commission on Mathematics and Science Education’s first meeting last fall. The group represents a partnership between the Carnegie Corporation of New York and the Institute for Advanced Study. “Science and math education is too important to our individual and collective futures to be left to founder. The time for bold action is now,” said Phillip Griffiths of IAS, who chairs the commission. The group will assess the current state of science and math teaching, identify and analyze successes and failures and, by early 2009, report findings and recommendations.

Visit www.carnegie.org/sub/news/advanced_study.html for more information, including a full list of commissioners.
**DOCTORAL DEGREE RECIPIENTS**

**FALL 2007**

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<td>Krista Sherman</td>
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<td>Kendall (Kellie) Terry</td>
<td>Philip Cusick</td>
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<td><strong>School Psychology</strong></td>
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Joseph Flynn received a congratulatory visit in the doctoral candidate seating section from son Jacob immediately after his hooding last fall. Flynn, whose Ph.D. in curriculum, teaching and educational policy was conferred earlier in 2007, is an assistant professor in the Department of Teaching and Learning at Northern Illinois University. Together with two colleagues, Flynn also has started contributing to a first-person column in *The Chronicle of Higher Education* about the satisfying, yet frightening process of becoming tenure-track professors. See the first installment (Feb. 1, 2008) of “On-the-Job Training” at http://chronicle.com/jobs/news/2008/01/2008012901c/careers.html.
When they’re not planning potential volunteer opportunities, Tomorrow’s Educators for the Advancement of Multicultural students (TEAM) spend much of their monthly meetings in discussions about diversity. Nearly all of the aspiring teachers hope to someday serve children in urban, multicultural schools. TEAM members are freshmen through seniors, all hungry to connect theory and training with the varied worlds of kids off-campus.

“We talk about how our experiences can influence children in the future,” said president and Detroit native Cierra Presberry, who explains students in the group come from many backgrounds and places, but mostly from suburban environments. “We talk about how much we actually have in common—we try to include everybody.”

And they take their message into the nearest city, linking with Lansing fifth-graders as pen pals and serving as after-school tutors for the South Side Community Coalition, among other activities, during the past school year.

Teacher Brad Marshall’s classroom door opened to greet eight MSU students carrying three boxes of donated books just before Martin Luther King, Jr. Day. TEAM members, who celebrate MLK’s legacy with local children in some way each year, had arrived to read with his Bingham Elementary School fourth-graders. In the process, they created another interactive teaching lesson for themselves rich with conversation—about leadership, civil rights, family.

“A lot of the kids just wanted to talk,” Presberry said. “They loved it.”

For more information or to join TEAM, write to teammail@msu.edu.
Kinesiology student Jessica Haynes teaches swimming skills to Katie Freyer as part of the Sports Skills Program in fall 2007.

Special Olympics Praises Kinesiology Program

MSU’s student-instructed sports program for local persons with disabilities was recently honored by Special Olympics Michigan. The Sports Skills Program, which has been developing area residents’ fitness levels and kinesiology students’ coaching skills for nearly 25 years, received the Outstanding Sports Organization Award in November 2007. The program is directed by Kinesiology Professor Gail Dummer, who, with staff and KIN 465 lab students, also coaches athletes in the Michigan Special Olympics games, coordinates the Area 8 local swimming competition and conducts statewide clinics for coaches. “When I was in grade school, I started the swim portion of the program, afraid of the water,” current teaching assistant and former participant Angela Glossop said while accepting the award on behalf of her friends and colleagues. “Many years of patient coaching resulted in my learning how to swim, competing in the Special Olympics . . . and eventually becoming a Special Olympics Coach myself.”

Tell Us What You Think!

The New Educator staff would like to start a conversation in these pages. Want to weigh in on a policy debate framed by our faculty? Have thoughts on the college’s featured outreach efforts? Notice something you want to see more (or less) of in the magazine? As colleagues and friends, your feedback is important to our students, faculty, staff and administration. So send your letters (to ngeary@msu.edu). We hope to publish a “Right from Readers” section in the near future.
About 30 American Sign Language students, including several from the Deaf Education Program, sign the national anthem before the MSU men’s basketball game Feb. 20 at the Breslin Center. The first-time event allowed them to practice their skills publicly while also demonstrating that MSU is a Deaf-friendly institution.
Out of the Classroom … Into Living

MSU PROVIDES LIVING-LEARNING OPTION FOR AMERICAN SIGN LANGUAGE COMMUNICATORS, LEARNERS >> Nicole Geary

Rachael Abler signs with her boyfriend, who is deaf. She signs when she gets frustrated or excited, when she is singing and, recently, with MSU basketball fans as an audience.

She feels highly prepared to teach deaf children, becoming fluent in American Sign Language (ASL) by seeking out high school classes, camps and visits to the Michigan School for the Deaf.

But the deaf education junior’s experiences are rare among peers. Hearing MSU students who study ASL—as an asset or requirement of their future careers—don’t really have readily available opportunities to immerse themselves in the language and culture of the Deaf community.

Until now. ▶
Collaboration and Recruitment

Students must have at least a basic ability and commitment to communicate in ASL to live in the dedicated dormitory space, open to all class levels and majors. However, those pursuing degrees in deaf education will be especially encouraged—along with peers studying social work or communicative sciences and disorders—to consider the chance to gain awareness of other disciplines and better understand the life experiences of individuals who are deaf or hard of hearing.

Johnson proposed the ASL residential option in collaboration with faculty from the College of Social Science and the College of Communication Arts and Sciences. The group drafted plans, which soon won administrative approval, as a partnership with potential to enhance both their individual programs and the university’s overall efforts to support an inclusive, diverse student body.

“Evidence-based outcomes show that living-learning programs enhance the student experience in significant ways,” said MSU Provost Kim Wilcox. “We are pleased that the collaborative and interdisciplinary approach to establishing the ASL residential option has resulted in Michigan State’s ability to provide this unique educational opportunity.”

Many organizations familiar with the needs of students and the Deaf community were consulted to make the project viable, including MSU’s Resource Center for Persons with Disabilities, the Michigan School for the Deaf, the Michigan Division on Deaf and Hard of Hearing and Michigan Rehabilitation Services.

“People who are deaf or hard of hearing, unfortunately, often feel like ‘outsiders’ on most college campuses, not fitting in or being viewed as ‘disabled’—we want to change that here at MSU,” said Associate Professor Claudia Pagliaro, who joined the College of Education as Deaf Education Program co-director last fall.

She said the ASL living option will show the local, national and international Deaf communities that MSU is a Deaf-friendly environment—and that the university’s deaf education program is worth pursuing. Pagliaro and Johnson believe the prospect will help recruit more deaf students, particularly those interested in math and science, and produce more highly qualified educators.

“This creates a natural, interactive learning environment where residents and those who choose to participate in activities can come and immerse themselves in ASL and broaden their understanding of Deaf culture,” Pagliaro said. “Our deaf education students will be getting a better sense of the children’s life experiences of individuals who are deaf or hard of hearing.”
they are preparing to teach, which can only have a positive effect.”

Facilities and Activities

Snyder-Phillips was selected because it is fully accessible and was recently re-focused as an on-campus community that values language arts and culture, housing the Residential College in the Arts and Humanities.

The building’s newly remodeled and constructed spaces, including a theater and three-story cafeteria, offer ideal wide-open surroundings for students to comfortably communicate in and appreciate ASL. A limited number of reserved rooms, available in both men’s and women’s sections, will be equipped with visual alerting systems and other accommodations upon request.

Meanwhile, the College of Education’s own ASL instructor Marta Belsky has agreed to serve as a full-time coordinator, handling admissions and planning activities such as guest speakers, social gatherings and captioned movies. Snyder-Phillips also could eventually serve as a convenient location for some ASL courses. A grand-opening celebration will be held in September.

“The best way to learn any language is through continued use in a fun and relaxed environment,” said Kyle Callahan, who applied for the program as he pursues a deaf education major next school year. “This will give both hearing and deaf students alike a place where they can live or go to where ASL isn’t considered strange, but rather celebrated and encouraged.”

FOR MORE INFORMATION . . .

- About the ASL residential option, contact Coordinator Marta Belsky at belsky@msu.edu.
- About the Deaf Education Program, visit www.educ.msu.edu/deafed.
China’s rise as a global force is fueling an appetite for a deeper understanding of the nation’s culture and language—a hunger that will only intensify with the 2008 Summer Olympics being held in Beijing.

Yet Yong Zhao, University Distinguished Professor of educational psychology and educational technology, said there remains a lack of engaging outlets to learn about China—particularly for the younger generation that relies so heavily on technology.

Zhao, a Chinese native, is creating a ground-breaking online video game intended to fill that gap. The interactive game, called ZON/New Chengo, went live earlier this spring as the first of its kind on the market.

“There is a general increase and demand for more opportunities to learn about Chinese culture and language,” Zhao said. “This game offers a vicarious, virtual experience of China.”

Technically, ZON/New Chengo is a “massively multiplayer online role-playing game,” or MMORPG, in which a large number of players interact with one another in a virtual world. It creates an immersive Chinese environment where players can visit markets, read newspapers, watch television, chat and trade with other players and even find employment as if they lived in China—but with the tools to help them decode the language and decipher the culture.

The goal is to fare well and advance socially and economically, with players advancing from “tourists” to “residents” and finally to “citizens” of modern China. At the different stages, players encounter quests, have access to learning materials—including live Chinese tutors—and are able to organize and participate in social activities.

Zhao said the game is both practical and engaging. Among the many activities players can complete in the tourist stage are ordering a taxi, exchanging currency and checking into a hotel in China.

“Games are supposed to be fun and educational,” Zhao said. “With this one, we have struck a good balance.”

As executive director of MSU’s Confucius Institute, which is based in
the College of Education, Zhao and his staff work to meet the ever-growing demand for Chinese education in the United States.

“MSU, through our Confucius Institute, has been a leader in meeting the increasing interest in Chinese language and culture by providing innovative instructional programs that are accessible to people,” said Carole Ames, dean of the College of Education. “This game boldly goes to another frontier in learning that, technologically, has the potential to reach our largest audience yet.”

Zhao started working on the game in 2001 as a dual project for the U.S. and Chinese governments. Although that effort didn’t pan out, he continued refining the concept and several years later Chinese officials again offered their support.

The Chinese Language Council International, also known as Hanban, has provided more than $1 million for the project. The game is being developed by Zhao and his staff at MSU with the assistance of artists and writers at various universities in China.

“ZON/New Chengo creatively uses new technologies to provide opportunities for more people to learn Chinese and Chinese culture in a more engaging and motivating fashion,” said Xu Lin, director general of Hanban. “Hanban is very proud to be able to support such innovative approaches to make learning Chinese more fun and relevant.”

Because the game is Web-based, players can log on and play from any computer with an Internet connection. And, unlike some online games, players pick up where they left off.

The game is geared for players of all ages, though Zhao envisions creating specialized versions—such as one for young students and another for businesspeople interested in conducting commerce in China.

Initially, the game will be offered free of charge. Eventually, a small monthly subscription fee may be charged.

Zhao expects the game to garner interest from the global audience of the Olympics—which will take place Aug. 8–24 in China’s capital city—as well as from youngsters around the world.

“A new generation of learners has emerged,” Zhao said. “And this generation of learners—we call them digital natives—they live on computers, they live in video games. We are reaching a generation of people who are more used to new technologies.”

Ultimately, Zhao sees the game as another way for MSU to help shrink the globe.

“We are here to serve the public and, in this case, to bridge the gap between China and the United States,” he said. “That’s the ambassador role we want to play.”
Who Is
He soared to some of the highest levels of this nation’s educational landscape before ever entering academia.

Michigan’s MEAP, the country’s first standards-based state test, is still marked by curriculum-conscious revisions made under his leadership.

In Washington, our “Nation’s Report Card,” the NAEP, evolved into a more rigorous and credible compass for academic progress while he helped oversee it.

Even today’s top accountability model itself, No Child Left Behind, has a few successfully argued imprints from Sharif Shakrani.

Over two decades in government, this diplomatic mathematician became a person of powerful insider expertise, a quiet champion for the student achievement-improving potential of high-quality assessments.

Then, in 2005, he returned to the familiar campus of his alma mater and, unintentionally, became an even brighter star.

As co-director of the Education Policy Center (EPC) at Michigan State University, Shakrani has emerged a spokesman, a go-to guy for rational, researched statements when policy decisions in Michigan’s school districts create public questions and controversy.

The reporters, the interviews, the cameras come often. He graciously and candidly explains implications for real classrooms, free of bias and unafraid to admit when he doesn’t have all the answers.

Always asking questions himself, Shakrani embraces his university surroundings as a scholar, happily seeking out chances to interact with other experts at MSU.

The professor of measurement and quantitative methods writes regularly on topics varied far beyond testing, and he sometimes launches significant studies based on the passing comment of a colleague.

Most of all, Shakrani is a servant, in the way every land-grant university intended.

He testifies before Congress and trains new state legislators, he meets for coffee with the state superintendent and talks to teachers in their schools.

“Some people might see him as a maverick,” says Detroit News education columnist Amber Arellano. “But he is focused on what works, not on pleasing any one ideological group.

“‘He’s a public intellectual—a public servant in the very best sense.’”

“Educational Mercenaries” and Math Genius

Shakrani was born in 1945 in Grand Syria (now Lebanon), as the youngest of seven children. His father was a
language skills: the ability to read, won’t cut it. Understood that math talents alone would not even have been able to go beyond high school,” he said. It wasn’t until much later, while conducting longitudinal achievement studies for the federal government, when he truly understood that math talents alone won’t cut it.

“The biggest contributing factor to success in school is the individual language skills: the ability to read, write, speak and listen effectively,” he said. “Without these skills, you can’t learn math—or science or history, nor can you be a good learner or a good teacher . . .”

A World View and the Stop on a Road Trip

Of course, Shakrani now fluently speaks three languages (French, too) and spends his days contemplating how to help all U.S. children—let alone every Michigan high school student—attain graduation and higher academic performance.

He still is a world traveler; he has served as a consultant to the U.N., Jordan, Kuwait, Saudi Arabia and now—with EPIC co-director Bill Schmidt—to China on large-scale assessment. Those journeys happen when he’s not back and forth between our nation’s capital and the Lansing area.

He first made East Lansing home as a graduate student fine-tuning psychometric skills; an MQM professor recommended Shakrani for his first government job when the state of Michigan came calling within the College of Education.

Before anything else, MSU’s campus was to Shakrani just a stop on a road trip, an urging of his undergraduate roommate on their way to the East Coast.

“I thought it was the most beautiful thing I’ve ever seen,” Shakrani said. “The flowers, the open land, the buildings.”

He spent senior year at Rockford College in Rockford, Ill., plotting a passage to Spartan country.

Interestingly, Rockford’s claim to fame is a Nobel Laureate named Jane Addams who lived in the same dorm room as Shakrani some 60 years before him.

Later, he received a fellowship from the National Institutes of Health to study her, comparing Addams’ book, Democracy and Social Ethics from the beginning of the 1900s, with Alexis de Tocqueville’s 1835 work, Democracy in America, and the writings of Thomas Jefferson.

The topic didn’t have anything to do with his work for the Michigan Department of Education at the time, but it was the bicentennial of the U.S. Constitution. The consummate student, he just thought it would be interesting to study how democracy has changed over three centuries.

Ambition and American Principles

After all, Shakrani says he could have returned to the Middle East, where his roots and many relatives remain. But he was attracted by American democracy, the idealistic ambition for all people to be treated equally and on their own merit.

It drives his own professional ambitions, applied to the broadest directions of U.S. education today.

“Actually, No Child Left Behind is really a manifestation of democracy,” he said.

“The underpinning . . . is that these precepts for democracy are not being realized.”

So he works toward big-picture solutions, studying and speaking about our academic shortcomings, seeing them for himself. Like most people, Shakrani says, he aches at the thought of a child not having opportunities to be successful.

Unlike most people, however, he’s in a position to influence change—perhaps now more than ever. He’s accumulated expertise here and abroad, free to share from his MSU post without allegiance to one government unit or political party.

“He’s in a unique position to see education from the perspective of the world, not just the U.S. or just Michigan,” said Ed Roeber, a former MDE colleague and now fellow professor in the College of Education. “His work is
valuable because he is thorough in his preparation on any topic on which he will write or speak.”

And Shakrani gets into the deep details of local education. He prepared a paper arguing the high school curriculum is most effective when policy specifies the subject areas and standards to be mastered. He did that well before Michigan’s stringent new graduation requirements were publicly proposed, then testified before the Legislature almost weekly until they were enacted.

Michigan had placed a mandate on what students should know and be able to do, making it one of the most directive states. What about local control, you might ask?

Shakrani goes right back to research, and American principles.

“Democracy implies freedom to make choices,” he said, noting that many students move from school to school. “When each place makes a different choice, they deny the kids the freedom to be able to do what they wish to do.”

The Michigan Merit Curriculum is just one of many matters affecting educators, children and their families that Shakrani and the EPC tackle through presentations and reports. With eyes and ears on research, the center’s mission is to identify the impact of policy on achievement for policymakers and the public—sometimes through the media—and to assist the teachers and administrators on the ground.

Shakrani is just as poised with the governor as he is with an individual principal scraping for Adequate Yearly Progress answers.

How does he find time to advise doctoral students and conduct his own studies with so much demand for face time? “I don’t watch TV.”

And, in the same matter-of-fact but brilliant and hopeful way, Shakrani explains his impetus above all test results, laws and touchy topics.

“Why can’t we do equally as well for some children . . . as we do for others?” he said. “It’s a moral imperative, that if there is such a student, that they not be denied the opportunity.

“The system should not be a hindrance.”
CLEARING
the
CONFUSION
What if, say, student No. 203 never had an adult urge her to consider going, or, worse, No. 19 is motivated but doesn’t know where to start? That’s how many students the average public high school counselor in Michigan advises, according to a recent estimate.

Among them, there are teens who need class schedules fixed and emotional breakdowns averted; whole groups that require testing oversight or even lunchtime supervision and, yes, help preparing for life after graduation.

When can there be time for conversations about college specifics? What if, say, student No. 203 never had an adult urge her to consider going, or, worse, No. 19 is motivated but doesn’t know where to start?

The counseling scholars at Michigan State University’s College of Education have come up with an answer, a comprehensive resource for navigating the enormity of postsecondary education planning.

“College Insider” is an interactive, step-by-step guide anyone can now access on the Web (www.educ.msu.edu/collegeinsider). It’s a tool especially intended—in today’s world of rising academic expectations and wanting support for meeting them—to empower those youth who may not otherwise see college or university degrees in their future.

“Ideally, we could clone ourselves and do this one-on-one with kids,” says project coordinator Matthew Diemer, an assistant professor of counseling. “Instead, we’re trying to fill in the gaps that schools, families and communities can’t meet.

“It needs to come from somewhere.”

Why not MSU?

That’s a question university leaders—including President Lou Anna K. Simon—hear frequently. The pressure for students to succeed has been intensifying in Michigan, with the passage of more rigorous high school graduation requirements and an economy that, policymakers say, is crying for more college-educated workers.

“We want to be more proactive,” said Richard Prawat, who chairs the Department of Counseling, Educational Psychology and Special Education. “For a lot of kids, it’s a mystery really, finding out about financial aid, applying to college. So we thought something really explicit would be helpful.”

“Like . . . social capital sitting right next to you.”

Of course, college preparation tips exist in many places: through Internet links, on the lips of older friends and tacked to the walls of high school hallways. Often, in-school “everything-you-need” handouts amount to overwhelming stacks of stapled papers.

“It takes a really motivated kid to go through all of that,” said Diemer, who developed expertise on what drives underrepresented adolescents to succeed during a three-year intervention project in Boston’s public high schools.

He has spent most of his five years post-Ph.D. exploring career development in diverse populations. He’ll soon publish a large-scale, longitudinal study showing lower-income youth of color who were more aware of sociological barriers became more engaged with career preparation and attained higher-paying, higher-status...
jobs in adulthood. So he and master’s student Christopher Ray, selected for an indelible energy and talent for understanding and engaging youth, set out to realize the university’s goal by designing College Insider within a social capital framework. They organized the guide into academic, financial and social sections and aimed to provide information that might be absent from the worlds of lower-income, first-generation and youth of color.

It’s simple. College Insider, chronologically ordered and tailored for students in their junior and senior years, quickly takes users through a tour of the necessary information they need to consider and apply for college. There are big-picture month-by-month timelines and a number of worksheets, such as one used to compare students’ current grades and ACT scores with what’s average at "safe," “realistic” and “dream” colleges.

There are basics about the FAFSA along with a link to the federal financial aid form and specifics about this-state-only opportunities such as Lansing’s HOPE Scholars program and the Michigan Promise Scholarship.

Teens can access and keep a printed version or go to the Web site whenever they approach, or miss, another milestone.

“It’s almost like having the person with social capital sitting right next to you,” said Ray, who recently completed his internship in an urban middle school.

And that’s just for students. The pair also has developed a shorter, user-friendly module for parents and a version for school counselors.

Informed by their own theories and the counseling, developmental and higher education literatures, a print version also has already added value for M.A. counseling program trainees.

Colleagues elsewhere in the country, including the University of Oregon’s Ellen McWhirter, see potential in College Insider despite its Michigan focus. The associate professor of counseling said she plans to share it with local Latina high school students; her research with them highlights the need for easy-to-access resources that pull together fragmented information.

“I absolutely want to get it in the hands of not only students but educators as well,” McWhirter said. “(Diemer’s) work has brought him into close contact with high-risk students who are most in need of this; it’s going to speak to the young people for whom it’s written.”

Beyond theory . . . straight to students

As scholars, Ray and Diemer could have been tempted to pursue their project as a theoretical enterprise. “That would have been the easy thing to do, but not the most useful,” Diemer says.

Instead they were intentional about taking it beyond their academic community, straight to the kinds of students who have touched them in their fieldwork.

They were passionate because they were fortunate enough to have had a wealth of support from their parents and, in Diemer’s case, because he is a first-generation college student himself.

“There are very few kids who are put on this earth and know they’re going to college,” Diemer said. “It’s not easy. Today, I think there are a fair number of kids who are prepared but don’t know any details.”

“The idea is to get it in their hands; to put more information at their fingertips,” said Ray, who actually had a counselor tell him he would never attend his undergraduate alma mater, Morehouse College. “We don’t have everything a student is going to need, but we covered as many bases as we could.”

And College Insider’s success, of course, will be difficult to quantify. With MSU’s name, however, the hope is that it will be not only well-received but widely used, easing the already heavy burden on high school counselors.

The best case scenario is that a large number of teens find it early in their high school career and then see and take proper steps toward a college career because of it. If the easy-to-access, easy-to-digest guide can raise the self-expectations of even just a few students, Diemer and Ray say, that will be enough.
“Before, he wouldn’t even talk,” she whispered and, with notebook in hand, watched 6-year-old Richmond run over to ask the librarian a question.

A minute later, the room’s only Chinese child also volunteered before anyone else to pass out bookmarks. He zoomed around to every classmate, sharing the tiny gifts and his own toothy grin.

He and fellow first-graders were excited for the next bell, which would usher them from class into a gym full of cheers, high-fives, dancing—a pre-basketball game pep rally in this small-town school district.

It was just another afternoon at H. T. Smith Elementary School in Fowlerville, Mich. and yet it was, as Richmond and his sister Rachel happily engaged in a sea of students and educators, evidence of one school year’s astonishing transformation.

“Every time I turn around, I’m surprised,” said researcher Rui Niu (pronounced Ree New).

The teacher education doctoral student, no longer an outsider in the building, arrived in the fall to help a team of concerned school staff reach two silent young immigrants. Research and relationships developed and, in the months that followed, truly unique and successful strategies—initiated by local teachers and embraced by “the village”—had emerged to nurture English language learners in a rural setting.

With College of Education Professor Susan Florio-Ruane, Niu has documented milestones of their collective changes, the kind of story that can publish in scholarly journals, hit local newspaper pages . . . and inspire bolder educational collaboration in any American community.
“Serendipity happened.”

The pair of scholars was considering options for a Literacy Achievement Research Center, or LARC, project that would shed new light on how teachers learn, and what they need to learn, to teach English language learners.

Meanwhile, the staff at Smith Elementary, located about 30 miles from MSU’s campus, had been confronted for the first time with the challenge of teaching English language learners, or ELLs. They were entering the third year of struggling to help Richmond and Rachel, 8, overcome shyness and academic setbacks in their new environment.

Then, as Florio-Ruane says, “serendipity happened.” Technically speaking, that occurs when “chance meets the prepared mind.”

A member of LATTICE (Linking All Types of Teachers to International Cross-cultural Education), Niu was known by some Lansing-area educators for giving presentations about her native Chinese culture, specifically for helping Haslett, another local suburb, organize exchange trips between its high school students and students from China.

So a small circle of Smith teachers sought her out as a consultant. The assistant principal at Fowlerville High School, Garth Cooper, happened to know Niu as a fellow TE doctoral student. He assured them that she had the expertise and facilitated some of the initial interactions.

“And the circle just kept getting bigger,” said Florio-Ruane, who has engaged in many ethnographies that require building relationships with educators in the field. “They’re kind of like a dance. Without the relationship, this kind of research falls pretty flat.”

As primary investigator, she watched as Niu and nearly everyone in contact with the children—the current and former classroom teachers, the principal, the physical education teacher, the media specialist, the music teacher—cautiously came together. It would be a case study in how mainstream teachers learn to integrate ELLs for Niu’s dissertation and a decidedly more formalized effort for the school to connect with this family of non-native newcomers, and perhaps others yet to arrive.

Their teachers had been taking extra care with them in class, and the school had found possible resources for them, such as an interpreter and tutors.

“But nothing (had) worked,” Niu said. The children weren’t speaking.
A bridge to be built

Less than three months later, signs of change were surrounding second-grader Rachel, who, for example, had been unwilling to venture from the wall during gym class, and Richmond, once seemingly afraid to speak up during morning share time.

“Now he shares all the time, whether it’s his day or not,” said his first-grade teacher Sharon Staton, adding he’s a strong reader. “That was always the case but now he’s willing to sit and talk with me about the book.”

Outside of school, what was before an empty back section of the family’s Chinese restaurant is now a “literacy corner” the siblings cling to. It’s overflowing with books and learning activities to fill long hours they sometimes spend there after school. That was Staton’s idea.

Some stories on the shelves come from trips to the public library with their dad, Tong Zhang. He decided he should take them there—stepping outside his cultural comfort zone—after school media specialist, Gail Tupy, suggested it.

And then there’s the fun stuff. Rachel sometimes sorts through notes and goody bags from her best friend, Hannah Kubiak, if she hasn’t been to her house in a few days. The Kubiaks have been integral in making the Zangs comfortable in the community ever since an insight from the school secretary linked them together.

Many people contributed in unexpectedly powerful ways to the academic and social well-being of a little girl and boy, but they say they couldn’t have done it without the intervention from MSU.

Florio-Ruane and Niu had framed a plan that included ongoing data collection and a series of four guided learning activities with 10 Fowlerville school staff members.

Niu could comfortably follow—and help uncover—the world of Rachel and Richmond because she is Chinese herself, able to navigate linguistic and cultural barriers. She could demonstrate best practices as a fellow educator, one who has studied ELL extensively.

She understood the educators’ learning curve while taking them through their own interactive introduction to the language, and she calmed down anxiety coming from both the parents and teachers during visits in the home and restaurant. The group also watched videos of current best practices and visited an experienced teacher’s urban classroom to see how culturally diverse students can be integrated into a mainstream setting.

From a research standpoint, Niu was the participant observer. To her subjects, she was the bridge they couldn’t yet build themselves.

“We didn’t really have an outreach to the family before Rui,” said Tupy. “We have learned so much from her.”

“That’s what makes the community.”

Before having discussions with the family, the teachers didn’t really know, for example, that the children
had been separated from their parents, arriving in the United States one at a time. Instead, they had remained in Fujian, China with grandparents until the China Gourmet restaurant was established in Fowlerville.

It wasn’t until the educators went to the business, the only Chinese eatery in town, that they realized the kids were spending a lot of unstructured time in a sterile environment, and also that it was a key place for picking up English outside of school.

“As we met, we could see where things weren’t really connecting for Rachel and Richmond,” Staton said. “I was lying awake at night thinking about them and it came to me that they needed something to do at the restaurant.

“But it didn’t come on my own; it came because we had been sharing our concerns.”

The educators had to arm themselves with deeper understanding, shedding all assumptions, before they could truly begin initiating strategies that would work.

They had to recognize it wasn’t simply language, but rather a misunderstanding of educational expectations between home and school not yet communicated that was holding them back. And, they soon realized, they had to do it together.

“This doesn’t put the teacher all alone with the problem. It mobilizes the media specialist, the gym teacher . . .” Florio-Ruane said. “Everyone shares,” added Niu.

School secretary Janet Simon, who knows something about the needs of every Smith student, is no different. She noticed that everywhere Hannah Kubiak went during first grade, Rachel was with her. And Hannah, as it was, happened to have a little brother—Aaron—about the same age as Richmond.

“That seemed like it could be a natural fit,” Simon said. “It was just hooking up two families.”

But, as Niu and Florio-Ruane can attest, it was much more. Through what she guessed would be a welcoming connection with the Kubiaks, Simon was setting up the Chinese siblings for a series of significant learning activities through socialization—movies, a trip to the petting farm, trick-or-treating and more.

While the team of adults contributing to their education expanded, so did the children’s exposure to meaningful contexts for learning English, beyond the triangle of home to school to restaurant.

The two families celebrated Thanksgiving dinner and then Chinese New Year. Mr. Zhang shared Chinese cultural lessons with other Fowlerville students in school presentations.

“It’s just everybody, learning from each other,” Becky Kubiak said. “It’s amazing . . . to me, that’s what makes the community.

“Out of all the families, this one needed help in a different way.”

“We want this to have a future.”

Niu officially finished her data collection in January 2008. She started writing her dissertation but continued her weekly visits to Fowlerville, a daylong excursion through dinnertime.

“The change has been big and the kids, they really love her,” Tong Zhang says. “When the teacher (Niu) is here, they are both happy.”

Rarely do young researchers stumble upon such an overwhelmingly heart-warming experience. But scholars could easily dismiss it just the same, a study of one family, one place, one school year.

Why is it significant?

All case studies within communities, Florio-Ruane argues, carry value for helping us accumulate understanding of general problems. But Niu’s setting, using an ethnographic case study, highlights characteristics not often focused on in today’s teacher
education literature on ELLs: the rural school environment, the presence of a tonal non-alphabetic language and an acute, unfiltered ability to see change up-close.

The most interesting study element, however, is the nature of the teacher-initiated professional development and change that occurred, followed by community involvement. They feel the past school year has been just a beginning, and they hope to grow the project in useful ways.

“We want this to have a future,” Florio-Ruane said. “The close study of what happened here could help us attempt to support or encourage similar learning in other communities.”

“Not only for Chinese children but for all children, with other languages,” added Niu.

Already, they had interest from members of the College of Education’s Detroit Area Elementary Team, who influence the practices of many aspiring teachers faced with multiple ELL challenges. They planned to discuss Fowlerville’s organic convergence of information and ideas directly with the educators involved—over dinner at the Zhang’s restaurant.

Niu led a session on ELL for teachers attending the 2008 Michigan Reading Association conference. Florio-Ruane and Niu presented a paper at the American Educational Research Association (AERA) annual meeting in March.

Next, they hope to examine how their subjects share their newfound strategies with colleagues in the school district’s upper elementary and secondary grade levels.

A further, larger study of the community’s role also is essential, they say, because more breakthroughs occurred in the small Fowlerville school community than they anticipated, more than what can be covered in one research plan.

“These are low-tech, high-touch interventions thought up by people on the scene and enabled by Rui,” Florio-Ruane said. “When you have a network of people who proactively get to know children and their family, they basically bridge second language learning and support a natural process.

“This is what we really need.”
EMPOWERING PARENTS

MICHIGAN STATE UNIVERSITY’S PROM/SE project is launching “Mathematics Counts & Science Matters,” a new outreach program to parents of children in grades k-8.

The program partners MSU educators with parents, teachers, schools and community organizations to coordinate mathematics and science programs, and lays the foundation for success in school. A pilot project is underway in the Lansing School District with plans to expand the program to other districts in Michigan and Ohio.

Last year, PROM/SE (Promoting Rigorous Outcomes in Mathematics and Science Education) surveyed more than 2,000 households with school-age children. “The survey found that parents felt higher math was important to their child’s future success,” states University Distinguished Professor William Schmidt. “However, we also found that parents, especially those with lower incomes, did not know where to get extra help if their child was struggling with math, or how to work with the school to ensure their child took higher level courses.”

Mathematics Counts & Science Matters supports the new Michigan high school graduation requirements, including four years of math and three years of science, by helping to ensure a solid foundation for students in earlier grades. Project consultant Terry B. Joyner remarks, “If we stress the importance of math now, students will be more encouraged to take higher level math courses later during their high school and college careers.”

Building on similar efforts surrounding literacy, the program hopes to draw attention to the need for building strong math and science skills through social marketing. “Social marketing involves applying marketing strategies to create public..."
understanding around an issue and to ultimately change behavior,” said Susan Pettit Riley, PROM/SE Director of Communications. “Parents are the greatest influence on their child’s academic success. We want to help parents raise their expectations for their child’s learning in math and science, and arm them with tools to help them along the way.”

The program has developed Parent Guides detailing important mathematics concepts that children should master by the end of each grade. These guides are written in parent-friendly language with examples for each concept. Other materials include a mini-poster called the “Path to Success” (below) which outlines steps parents can take to support learning throughout the school year. The project also has developed an extensive Web site with downloadable materials and links to community and Web resources for students and parents.

Trained parent volunteers will be visiting PTOs, schools and community groups to give presentations that highlight why math and science are important and local resources for parents and schools. "We hope this program will instill the importance of math and science education not only in our students, but in their parents as well,” says Carolyn Stone, parent involvement coordinator for the Lansing School District.

PROM/SE is a comprehensive research and development effort to improve mathematics and science teaching and learning in grades K–12, based on assessment of students and teachers, improvement of standards and frameworks and capacity building with teachers and administrators.

To download parent guides and other helpful resources, visit www.promse.msu.edu/MCSM.
IF YOU ARE a faculty member, Ann Austin is your advocate. A renowned professor of higher, adult and lifelong education, she’s been boldly exploring—and illuminating—critical issues within the academic workplace during 17 years at MSU.

One of her latest books, Rethinking Faculty Work: Higher Education’s Strategic Imperative with Judith M. Gappa and Andrea G. Trice, was hailed in prominent reviews for its comprehensive policy analysis and recommendations. According to Mary Taylor Huber in Change, the book “provides an exceptionally lucid analysis of the gap . . . between academic careers in the golden age and the reality of faculty appointments today.”

Meanwhile, Austin continues as co-principal investigator with the Center for the Integration of Research, Teaching and Learning, or CIRTL, a cross-institutional and National Science Foundation-funded effort to improve how future faculty are prepared in particularly high-priority areas—science, technology, mathematics and engineering.

Here, she tells New Educator Editor Nicole Geary about today’s professor, respect and grooming graduate students.
Q You have written about many aspects of the professoriate. What does your recent book tell us about the profession that makes it critical for all concerned about the future of higher education, as some reviewers say?

A The thesis is that faculty members are the heart of a college or university, doing the day-to-day work of the institution, fulfilling its missions. My colleagues and I became interested in writing this book because we believe there are significant changes happening right now. We felt it would be helpful to analyze those changes and then ask the question of how can universities and colleges best support faculty members. Addressing and supporting faculty work is really a strategically important issue.

Q What are some key characteristics of the current, or maybe I should say future, faculty member?

A One thing we know is that we’re getting a more diverse faculty. We certainly are seeing an increase in the proportion of women; there’s been a steady increase in the last decade. Of course, there are fields where women are not as well represented, in some of the science fields, for example. We’re seeing, in terms of faculty members of color, a much more modest increase in the representation . . . but all of us applaud that progress.

We’re also seeing that faculty members are becoming more diverse in the nature of their appointments. This is a pretty important part to understand. It plays out differently at different institutional types, but overall, across the country, the patterns are shifting from predominantly tenure-track positions toward a greater proportion of faculty in non-tenured-track positions. An interesting statistic is that, of new, full-time faculty positions . . . more than half are now being filled annually by people who are not going into the tenure track. Even in the major research universities, we’re seeing a growing proportion of people who are in, they are sometimes called, fixed-term or renewable appointments. In many departments, it’s hard to know; people work very closely and these appointments are almost invisible.

Third, my colleagues and I argue that we’re seeing some interesting changes in how faculty members view work . . . As newer faculty members come into the academy, their thinking has been influenced by broader society. One shift has been the gender roles. The “ideal worker type” used to be, post–World War II, someone who was a man and who could really devote themselves, from early morning well into the evening, to their work. There was typically a spouse at home managing that part of the family life. What’s occurring now is that many in our society . . . don’t fit that description.

Fourth, we’re seeing changes in the nature of faculty work. I think the best example of this has to do with the prevalence of technology . . . My career has been long enough now that I can remember the years when I didn’t have a computer and I know the years, in the last 10 or so, when I have. The e-mail, the opportunity to teach online, the immediacy of communication . . . these are creating new expectations for how you teach, how you interact with your students, where you do your work. You can do your work at home or across the country, just as easily as in your office. And that means changes, for example, in how faculty members relate to their students and colleagues.

For several decades, we’ve had more faculty than places for them, but we’re now seeing a lot of retirements. So there are quite a lot of opportunities for new faculty. This is a strategic time for institutions to be thinking about how they attract and retain excellent faculty.

Q So how have universities actually kept pace with this changing professional?

A I really believe universities and colleges value faculty very much and my colleagues and I are not in any way trying to suggest otherwise. But now, institutions need a full array of policies that will really address the diversity of faculty they have and the range of work faculty do.

One of the areas where many colleges feel they want to do better is work-life policies. So institutions are looking at their leave policies related to various personal circumstances. They are trying to look creatively at professional development opportunities in order to maintain the vibrancy of faculty members . . . I think they try to do really well but I think the diversity of faculty and the changing nature of work is leading many universities and colleges right now to say let’s see if we can be more comprehensive, more creative.

Q In your book, you give leaders like provosts and deans solid recommendations, including six essential elements faculty need in today’s workplace. What are those?

A The core really has to do with respect. An institution might ask: Are we creating an environment where all faculty members, regardless of their appointment-type—this is where it becomes important, experience their work as one that’s embedded in a very mutually respectful relationship? And then, if you think of it almost like a wheel, around respect we identify five other essential elements. One of them is the notion of appointment equity, not that everybody receives exactly the same salary but rather that, in whatever position one is in, the faculty member feels they are appropriately remunerated, the benefits are appropriate . . .

We also talk about academic freedom. It’s one, historically for many decades, that has been closely connected with what it means to be a faculty member. Respecting academic
freedom is part of what ensures the quality, the excellence of research and teaching. So we argue that all faculty members, even if they’re in one of these newer appointment types, need to feel a sense of autonomy that’s appropriate for the work they do.

A third critical ingredient is balance and flexibility . . . especially for the younger generation of Ph.D. students who are considering being faculty members . . . They use words like “integration” and “balance” when talking about what they want in their work and in their broader lives. But also very senior people who have been in the faculty ranks for a long time realize they need some flexibility because, perhaps, there is an elderly parent who needs some care.

Professional growth is another essential element. For example, we’re being asked to speak to external audiences and explain our work, to use technology in creative ways, to engage in international work . . . all these sorts of things, for some, are new endeavors. To really help people do their work at the level of excellence the faculty members and the institutions want, there must be professional growth opportunities that are easily accessible to people.

The last essential element, that I think is really important, is collegiality. A lot of that is situated in the extent to which members of the institution feel that they’re in a community where there are respectful, collegial and supportive relationships. It’s challenging in an environment, as most of our universities and colleges are, where people can easily work at home, where we’re all very busy, where people are of different generations . . . These things challenge community and yet we really need a sense of community to make work meaningful.

Q Wow, there are so many changes and expectations among faculty today. What would you say is the definitive message coming from research about the future of their work?

A One part is that it’s strategically important for a university or college and its leaders to think of the faculty members as a critically important resource. Connected to that is a recognition that the faculty are becoming more diverse in many ways. We applaud that diversity but it requires the university community to think, how do we really support this diverse group . . . One of the metaphors we use in the book is that of a team sport or a baseball game, for example. To have the game go really well, everybody has to work well together. Everybody is not doing the same thing but you need an environment in which each player is well prepared, is well supported and understands their role.

Q Of course, before they’re faculty, they are graduate students getting a taste for the academic workplace. You’re also studying efforts to enhance their experiences through cirtl. The project focuses on improving future faculty members’ abilities in the STEM areas. Why?

A First, I very much believe that, in doctoral education, those of us who have the privilege of being faculty members need to ask ourselves, what do future faculty need to be able to do and know. They’re going to be asked to enact their work in different ways than those of us who have been faculty members, in my case, for more than 20 years. We need to ask, are we helping them understand the range of work they’re going to do? That includes research and teaching but also advising, interactions with the community, an ability to work with a broad public . . . and an ability to collaborate. With the increase in interdisciplinary work, doctoral students across all disciplines need to learn how to work with colleagues across disciplines, how to work as part of a team, how to resolve conflicts.

Q But why STEM in the project? One answer is that, in our country at large, there are many people recognizing that maintaining our research and our cutting-edge expertise in science, engineering and math is a priority. Our government is encouraging attention at many levels of education . . . The National Science Foundation is funding many projects related to enhancing the quality of teachers in these areas.

Q Tell me more about the cirtl project. What has the team completed—and learned—so far?
A We began with three institutions—the University of Wisconsin at Madison, Penn State and Michigan State. Our goal during the first five years was to develop what we call a prototype experience, which would include a variety of programs that an institution might use. We’re trying to develop strategies that will help doctoral students develop their teaching expertise in addition to excellent research expertise. We don’t see this as a trade-off . . . We would argue they need not only to be superb researchers but that those who move onto faculty roles need to be excellent teachers. They are going to be preparing young people who will themselves contribute to our scientific expertise and enhance the ability of our whole country to be appropriately prepared and knowledgeable in science and engineering.

CIrTL is guided by three pillars and we’ve tried to embed these pillars into the national dialogue about doctoral education. One focuses on what we call teaching-as-research; that’s the notion of helping faculty and doctoral students learn how to bring their research skills as scientists into their teaching, so that they actually inquire about their teaching and their students’ learning. The other pillar we call learning-through-diversity and this has to do with our heavy focus on recognizing that diversity in our classrooms and in our higher education institutions is a source of richness for learning. Our third pillar is the notion of learning-through-community, that is, creating an environment in which faculty and students come together to address issues around teaching and learning. That’s important because otherwise faculty members or students are sort of on their own in a culture that doesn’t fully support that.

Q What’s happening with CIrTL now, and what’s next?

A In the past two years, our plan, which we fulfilled, was to expand the network. So we now have Howard University, the University of Colorado at Boulder, Texas A&M and Vanderbilt. Penn State has concluded their work with CIrTL so there are six institutions now continuing for three more years. We’ve been able to create this cross-institutional network and that’s opening up the opportunity for learning from each other. Each institution is taking the CIrTL ideas and implementing them in practical ways. We have regular meetings to share what we’re learning on our campuses. We have opportunities for doctoral students to visit each other’s institutions, which we think helps prepare them for understanding the broader work world they will enter. We have seed grant opportunities for doctoral students and faculty who want to engage in study of their teaching.

It’s very much an action project but there’s also a robust research endeavor that my colleague Jim Fairweather and I have led and I will continue now . . . CIrTL has, as one example, an ongoing longitudinal study of CIrTL participants. We’ve been following a group of doctoral students at Madison and now we’re seeking funding to continue following them as they move into their careers. We’re interested in what is the impact on a doctoral student if he or she participates in these new kinds of professional development opportunities and then, as they move into their careers, does their participation in CIrTL or in an activity like CIrTL make a difference when they actually become faculty members.

Q What are the long-term, perhaps nationwide, implications of the CIrTL work?

A We’d really like to create a “national faculty” in the STEM fields who are prepared to be excellent teachers as well as superb researchers. Future faculty are prepared at the research universities, that’s just by definition, but they go out to the 4,000 or so higher education institutions in the country, that are of all different types. And our hope, in the broadest sense, is that if this network of prominent research-oriented universities can engage in some serious thought and action around strengthening doctoral education, we actually have the potential to have a strong impact on a whole number of institutions where these people are ultimately going to go and teach. We believe the materials that we’re developing—course syllabi and other resources, workshop designs—and the ideas we’re developing will enhance the whole national dialogue.
In Memoriam

Donald A. Burke, professor of special education for 27 years, died Dec. 21, 2007, at age 75. He was committed to serving students with severe impairments, working as a classroom teacher before arriving at MSU in 1964. Burke was known for his willingness to listen and to share his professional skills with students and teachers in the field specializing in mental retardation and cognitive disabilities. However, he also made an impact among colleagues in physical education, assisting them to establish new programs statewide. The Mason, Mich. resident retired in 1991.

Fair funding advocate and student enrollment expert Stanley Hecker died Dec. 22, 2007, at age 85. He was a World War II veteran who served as a math teacher, administrator and Kentucky state education official immediately after the Columbine tragedy.

THE COLLEGE OF EDUCATION grieves the loss of a genuine spirit and distinguished scholar, Jean Baker, who died Jan. 10, 2008, after a valiant battle with breast cancer. At age 49, she was co-director of MSU’s School Psychology Program, a nationally known community of learners she helped nurture. She also was an accomplished researcher who focused on factors that promote positive school climates—concepts she always seemed to model in her own life.

Baker was the coordinator of an annual orientation session for new faculty, a magnet for recruiting graduate students, a faculty member who cared about professionals as individuals. She understood connecting scholarship with practice and demonstrated this when, among other examples, she developed Web-based video and curriculum materials for teachers and counselors immediately after the Columbine tragedy.

A licensed psychologist, Baker received her Ph.D. at the University of Wisconsin–Madison. She joined the University of Georgia School Psychology Program faculty in 1993 and maintained a small private practice there until arriving at MSU in 1999. Her caring and influential leadership style has been seamless, whether she was advising an individual colleague or serving as president of the American Psychological Association’s school psychology division.

The associate professor and Society for the Study of School Psychology member continued to show incredible energy and efforts, counseling students and pursuing research, despite her illness. In fact, a paper she helped author was published in a professional journal the week of her death. Her life is commemorated through a blog, Cooking with Jean, created by her husband, Watts Rozell. Go to cookingwithjean.blogspot.com.

Angela Calabrese Barton, associate professor of teacher education, is a co-editor of Internationalisation and Globalisation in Mathematics and Science Education, published in 2007 (Springer). The book also contains a chapter by doctoral graduate Loyiso Jita.


Mark Conley, associate professor of teacher education, is co-editor, with teacher education doctoral students until his recruitment to MSU in 1957. Remaining a professor of educational administration over 27 years, Hecker helped dozens of Michigan school districts consolidate, educated numerous superintendents in school finance and pioneered a method for forecasting student populations. He worked with former Dean Clifford Erickson in planning the construction of Erickson Hall and is an inductee of the Michigan School Administrator Hall of Fame.

Charles L. Jackson of Lovells Township, Mich., died Jan. 3, 2008, at age 83. On the faculty from 1967 to 1990, he was committed to serving MSU students away from campus and in the nontraditional contexts of adult and continuing education. Jackson mixed terms as an instructor in Rome, the Netherlands, Belgium and Egypt with administrative positions in such satellite operations as the Teacher Education Center in Birmingham, Mich. and, later, all of the university’s lifelong education courses. He retired in 1990 as the College of Education’s assistant dean of off-campus programs. Jackson later served Michigan’s Board of Education as a member of the Professional Standards Commission for Teachers.

Assistant Dean and Professor Emeritus

2008

New Educator
Michael B. Sherry and Steven Forbes Tuckey, of Meeting the Challenge of Adolescent Literacy: Research We Have, Research We Need, published in 2008 (New York: Guilford Press).

University Distinguished Professor Yong Zhao is the co-author, with College of Education Ph.D.-holders Jing Lei and Paul F. Conway, of The Digital Pencil: One-to-One Computing for Children, published in 2008 (New York: Lawrence Erlbaum Associates).

KUDOS

Matthew Diemer, assistant professor of counseling, is a 2007 recipient of the Emerging Scholar in K–12 Service Learning fellowship, a program coordinated by CIRCLE, or the Center for Information & Research on Civic Learning & Engagement, at the University of Maryland.

Kinesiology Professor Gail Dummer was chosen as the Outstanding Professional of the Year by the Adapted Physical Activity Council of AaHPERD (the American Alliance for Health, Physical Education, Recreation and Dance). She received the honor at the AaHPERD convention in April 2008.

Anne-Lise Halvorsen, assistant professor of teacher education, received a Lilly Teaching Fellowship from MSU for the 2008–09 year. Teacher Education Chairperson Suzanne Wilson will serve as Halvorsen’s mentor. She was honored at a Lilly Fellows reception in April 2008.


Mark Reckase, professor of measurement and quantitative methods, was elected president of the National Council on Measurement in Education, taking office in April 2008.

Kristen Renn, associate professor of higher, adult and lifelong education, was elected to the Board of Directors of the Association for the Study of Higher Education. She also received the Annuiti Coeptis Award for professional excellence from the American College Personnel Association in March 2008 and the Outstanding Contribution to Student Affairs through Teaching Award from NASPA (the National Association of Student Personnel Administrators) Region IV–East in November 2007.

MaryLee Davis, professor of higher education administration, received a Lifetime Achievement Award from the university at the annual Excellence in Diversity Recognition and Awards program in March 2008. Davis was recognized for her genuine and long-term commitment to sharing messages of diversity and inclusion in a variety of positions, both on and off campus.

As a past member of the College of Education’s alumni board, she has chaired a variety of local, state and national boards and served as a liaison with the state Legislature, United Way, chambers of commerce and other civic, healthcare and youth organizations. At MSU, her posts have included, among others, secretary of the MSU Board of Trustees and associate vice president for public service and community affairs. Davis serves Michigan as public policy chair of the Executive Board of the American Council on Education’s National Network of Women Leaders. She also is faculty advisor to the MSU Council of Graduate Students.

Edwards Elected Vice President of International Reading Association

Teacher education Professor Patricia Edwards was elected vice president of the International Reading Association (IRA). She assumed the position in May 2008 and will remain on the Board of Directors for three years, eventually serving as president of the worldwide literacy organization during 2010–11.

An expert in family and urban literacy, Edwards hopes to further realize an IRA slogan, “We teach the world to read,” by increasing diversity among the membership and providing resources to help practitioners better understand literacy development and learning in other countries. This is especially important, she says, to support U.S. teachers with increasingly multicultural classrooms.

Edwards also gave her Presidential Address, “The Education of African American Children: Voicing the Debates, Controversies and Solutions,” on Nov. 28, 2007, during the 57th Annual Meeting of the National Reading Conference in Austin, Texas. That concluded her one-year term as NRC’s first African-American president.

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New T-Shirt Coming Soon!
Julia Louw, a doctoral student in rehabilitation counseling from Cape Town, South Africa, received two prestigious fellowships to support her studies at MSU. She began her program in fall 2007 with a Ford Foundation International Fellowship. Then, upon admission, she received MSU’s Nelson Mandela Fellowship for the 2007–08 year. For her dissertation, Louw is researching how HIV/AIDS programs are taught to sixth- and seventh-graders in her home country. Specifically, she’s interested in how teachers view gender roles and how that affects their teaching of HIV/AIDS programs.

Amy E. Schmidt of Grand Ledge, Mich., is the recipient of a fall 2007 Outstanding Senior Award from the MSU Senior Class Council. Kinesiology Professor Gail Dummer submitted the nomination after getting to know Schmidt as an exemplary student, undergraduate teaching assistant and intern. She graduated in December 2007 with dual degrees in kinesiology and dietetics and a 3.7 grade point-average. She also was co-captain of the MSU women’s diving team, earning Academic All-Big Ten four times and the university swimming and diving teams’ most prestigious honor—the Kevin Zielinski Heart Award.

Stephanie Richardson, an educational technology master’s degree student, was named 2008 Teacher of the Year for the Japan District of Department of Defense Education Agency (DoDEA) schools. DoDEA operates nearly 200 schools throughout the world, serving children of military service members and the department’s civilian employees. Richardson, who has 15 years of experience, taught at Kinnick High School in Yokosuka, Japan for four years. This school year, she’s working at the Isles District superintendent’s office (in England) as the school improvement and assessments liaison. She anticipates receiving her MSU degree through the Graduate Studies in Education Overseas program in Plymouth, England in summer 2008. Visit www.dodea.edu.

Two doctoral students—Sarah A. Carson and Sandra J. Schmidt—received Excellence-In-Teaching Citations during the university’s annual Awards Convocation in February 2008. The citations are awarded to graduate assistants in recognition of their dedication and success in meeting classroom responsibilities.

Carson is a kinesiology student originally from Falmouth, Mass. She has taught a range of undergraduate courses, from volleyball to “psychological bases of physical activity,” and completed an assistantship with the Institute for the Study of Youth Sports. She is specializing in sport and exercise psychology, with a cognate in growth and motor development.

Schmidt is a Philadelphia native pursuing her Ph.D. in curriculum, teaching and educational policy. She has taught social studies methods classes and the urban section of the teacher intern reflection and inquiry seminar, while studying approaches to geography education for her dissertation. Schmidt also is actively involved in extracurricular activities, presently serving as president of MSU’s Graduate Employees Union.

Two doctoral students in teacher education, Annis Brown and Valencia Moses, and one in K–12 educational administration, John Oliver, were elected to serve as aera Graduate Student Council representatives for the 2007–08 year. Brown is a senior representative for Division L and Moses is a junior representative for Division G.

Oliver, who was the council’s chair-elect, became chair for the 2008–09 year at the aera annual meeting in March 2008.

Cedric Tai, completing his K–12 art education certification in spring 2008, received the Students Making a Difference through Artistic Expression award from MSU in March. He accepted the honor, which recognizes efforts to promote diversity through artwork, during the annual Excellence in Diversity Recognition and Awards program. Tai created a digital piece titled “The Best Education,” which brings to mind multiple concepts for educators ranging from self-reflection to mass production.
The Department of Kinesiology has created an enriching alternative to studying abroad through its new U.S. Exchange Program, a partnership with Hampton University forged in spring 2007. As a historically black, small and private college, the Hampton, Va.–based institution offers a unique contrast to MSU, allowing students from both universities to share history and heritage, friendships and collegiality.

We asked the first MSU students to participate—two 22-year-old kinesiology seniors with very different perspectives—to summarize their semester at Hampton.

The program is offered to kinesiology students each fall semester. Contact Dianne Ulibarri, ulibarri@msu.edu, or Jo Hartwell, hartwell6@msu.edu, for more information.

Blake McGhee called his trip uplifting. The experience not only connected the Detroit native to powerful career networking; he picked up references from professors and learned about scholarship opportunities that could bolster his plans to become a physical therapist. McGhee also established relationships with supportive peers who set the bar high—especially fellow members of his fraternity, the Hampton chapter of Omega Psi Phi. Those personal and professional connections generated extra confidence to carry him forward. He now sees an advanced degree and, with it, another venture far from home in his future.

The Hampton University student exchange was an enlightening experience. I picked MSU for my post-secondary education because it has a plethora of resources and a good reputation. However, being an African-American male, I wanted to have the experience of attending a Historically Black College or University. At one time, African-Americans didn’t have either the resources or the option to attend other universities. Being at a Big Ten university, I often wondered how life would be different at an HBCU.

I felt obliged to take advantage of the exchange opportunity, because how many universities offer a program like this? Apparently, students at Hampton are curious too. Many of them approached me to inquire about how they could participate in a student exchange program. These students’ majors were in nursing, business and journalism.

When I arrived, the first thing I noticed was the beauty of Virginia and the East Coast. I was awestruck. It rarely had cold days. The next thing I noticed was that everyone I ran into was very polite. Hampton has a prestigious reputation for strict discipline, and what I admired about the campus was that everybody wanted to be involved, whether in events or community service projects. This helped me gain ideas about how to set up creative programs on my campus.

By fellowshipping with fraternity brothers at Hampton, I networked and created friendships. Being an active student in class, I earned two letters of recommendation from my professors at Hampton. The experience in itself has inspired me to apply to graduate schools outside the state of Michigan. I want this program to continue. I believe that it’s innovative and can build the character of students who participate in it.
ELIZABETH BERDANIER HAD THE URGE. She wanted to study somewhere other than MSU for a small portion of her undergraduate life. Trouble is, the Lansing native had already seen many parts of the world growing up in a mobile military family, including both of the kinesiology department’s study abroad destinations (Australia and the U.K.). Hampton became one portal to multiple new experiences—sailing, tiny college classes and, most significantly, the ability to immerse in and understand different cultures right here in the United States. No matter how she pursues her interest in promoting exercise and health, Berdanier knows she’ll be bolder. She understands unity better than ever before.

I thoroughly enjoyed my time while in Hampton, Va. It was an extraordinary all-around learning experience. Being placed in such a radically different environment forced me to look at everything in a new light. I gained firsthand exposure to a great, historically black university, a priceless encounter that taught me a lot about different cultures and attitudes toward race. I was the racial minority for the first time in my life and it had me “walk a mile in somebody else’s shoes.”

Seeing my own field of study taught from a different perspective, in another area of the country, really allowed me to gain better knowledge of my possibilities for potential growth and development. I am now confident there are different environments where one can focus on what they love in a location that best suits them.

I was astounded by the abundant natural beauty and rich history that surrounded me in southern Virginia. My favorite aspect of the entire experience was living so close to the beach and the warm weather that accompanied it. I really enjoyed the friendliness, hospitality and personal attention that a small private institution provided, as well as being able to better appreciate MSU’s differing procedures and unique opportunities. I am grateful for the chance I had to participate in classes not offered at Michigan State, such as aerobic dance—one course I will not soon forget.

I made lasting friendships, and I am confident that I am better prepared, with additional and varied resources for helping me attain my future career goals. I feel that my time visiting Hampton University was like being placed in the refiner’s fire and coming out with a beautiful and valuable life experience.
Laughing erupted around the circle of desks in Bessey Hall. Amid the humor, many heads were nodding. Some eyes met in subtle understanding.

They are in this together.

It was their last on-campus course session before, as interns, they would begin their turns as lead teachers in classrooms around Michigan.

The room grew quiet again.

“What about conversations with mentor teachers?” their instructor, Mike Sherry, asked. “Does anyone want to share an experience?”

An immediate volunteer told of her interest in creating a poetry assignment, something her mentor initially shot down. A few others expressed frustration over feeling undermined when proposing lesson ideas.

“Can we hear a little bit of what that sounds like?” Sherry said and, within minutes, he arranged for a pair of students to act out the scene:

“Okay, so I was brainstorming last night and…”

The giggling returned as the improvising continued.

“Well, Pete, I looked at your lesson plans… I don’t think this is going to work, but you can try it.”

On another day, the young educators might have been imagining—in this safe place—their own response to an unruly teen or second-guessing their assumptions about leaving comments on a student’s essay paper. Rehearsals, you might say, are regular occurrences in Sherry’s course sections.

“We put a lot of emphasis on planning and reflecting, but in between is a sort of mysterious place,” he said. “That’s what happens in the field.
**AWARD-WINNING**

The fourth-year doctoral student pushes teacher candidates to consider and, more importantly, practice what they might say and do in that mysterious place, during unforeseen professional situations.

His dedication to helping them develop realistic, on-the-spot strategies is what drives his scholarly ambitions.

It’s also what sets him apart.

In spring 2007, the College of Education presented Sherry with an Excellence in Teaching Award, the only student to receive the honor among three faculty members.

Beyond the innovative, often case-related teaching approaches he uses—such as collaborative unit planning by wiki and student-led portfolio conferences—selection committee members especially recognized an impressive capacity to explain the rationale behind his choices. In this way, he models the kind of personal analysis he strives to instill in future teachers. Sherry, the award program states, “provides lessons from which we can all learn.”

**UNINHIBITED**

Sherry, 30, was sometimes dissatisfied when he first ventured into education. He was teaching literature at an international high school in Paris, France. It was a strange and wonderful opportunity for a French major from Freehold, N.J., and yet he felt trapped by his department’s emphasis on teaching only classic interpretations of the texts.

He wanted to facilitate students forming their own interpretations, and convince his superiors that he could, but he wasn’t sure how.

Meanwhile, the self-described “theater person” started pursuing an MSU master’s degree in curriculum and teaching through a summer-only Graduate Studies in Education Overseas (GSEO) program. Mixed into his studies were books by a particular author, Augusto Boal, whose thinking forms parallels between teaching and theater. The concept of forum theater, in which actors stage a problem and audience members attempt to solve it, stood out.

“I thought, this sounds like what I think teaching should be, could be,” he said. “School is kind of like rehearsal for life.”

Soon afterward, his Paris school needed a theater director. He volunteered.

With less administrative oversight than usual, he decided against a script and basically allowed students to create their own play. It was a hit with the group of uninhibited middle school-aged children, the “ultimate improvisers.”

**RELEVANT**

Similarly, he thought while starting his Ph.D. work, teacher candidates have to react quickly on their own. They must think about the implications of their actions, academically and otherwise, when they’re nervous and when they are supposed to keep a lid on their emotions.

“I really identify with some of their struggles,” Sherry said. “They are sometimes asked to do things they don’t agree with or believe in, and they don’t know what to do.”

He cautiously applied the theater concept while instructing his first teacher education course. They were discussing a seemingly trivial question: What to do about a student sleeping in class. Threaten the principal’s office? Tap the desk? Talk after class?

Through the exercises, future teachers get to “see” possible consequences and recognize their assumptions—before it counts with real students.

“We’ll talk about it and realize the power of just a few different words,” said Ray Lessnau, a teacher candidate who credits Sherry for gently creating a true sense of community. “He never makes it feel lame or hokey. He makes it feel incredibly relevant and he has helped me grow dramatically as an educator.”

**RESEARCH-RICH**

Sherry wants to become a faculty member. Specifically, he hopes to teach pre-service English language arts secondary teachers and, generally, help students use language to make meaning from the world.

First, he hopes to describe the art of improvising for teachers, the basis for a dissertation that should fuel his next career steps.

He’s gathering data directly from MSU students exposed to case-based preparation practices. Following 25 from senior year through their first professional year, he’s relying in part on video cameras and audio recorders to analyze how those techniques from their coursework translate to real moments in the mysterious place—the classroom.

“When unexpected things happen, teachers have to deal with them, every day,” he said. “How do they learn to do that and how do we, as teacher educators help them?”

See more details on Mike Sherry’s teaching artifacts at www.msu.edu/~sherrymi/Teaching/Excellence
Pam Arnold can’t commiserate with fellow fifth-year teaching interns during the school day, or even at class once a week.

There isn’t a Target around the corner, no familiar Meijer or OfficeMax selling materials for a last-minute lesson idea.

English is the native language of only three kids in her class. For some, it’s their third or fourth language. And they’re only five years old.

She loves it.

All challenges included, spending the school year at 3e International Kindergarten has been the valuable foreign adventure she started day-dreaming about during teacher education courses. Guiding children from learning letters to writing their first full sentences has made a future out of her fascination with young language learners.
Arnold, a 22-year-old from Macomb, Mich., is the first College of Education teaching intern to be placed abroad, thousands of miles from the current designated sites near Detroit, Grand Rapids and Lansing. She received her bachelor’s degree in child development last year.

“It’s been an eye-opening experience, to see the growth take place in language learners from all different levels and walks of life,” she said. “The diversity here is so prevalent it’s impossible to ignore.”

A setting to “see the world”

3e sits in the heart of Beijing and the students come from 18 different nations: Korea, Japan, Finland, Belgium and Australia, to name a few.

Under an innovative model developed by the college’s U.S.-China Center for Research on Educational Excellence, the preschoolers and kindergartners split days between learning in the Mandarin and English languages and, likewise, through both Eastern and Western teaching styles and cultures.

The school represents the first experiment with this Education for Global Citizenship (EGC) approach, which has been duplicated since 2005 by at least five Michigan school districts with support from the U.S.-China Center and MSU’s Confucius Institute. Fortunately, that means many 3e teachers, including Arnold’s mentor Betty Wescott, are MSU graduates. They warmly welcomed her, through a new but natural partnership with College of Education staff, as she encountered culture shock in the country and uncertainty in the classroom.

Speaking in English right away, she knew, wouldn’t be effective for this varied group of tiny pupils.

“I had to model and imitate everything,” Arnold said, remembering how she first uncomfortably relied on body language and facial expressions fore-shadowed in her coursework. “It felt necessary. I think I would have felt more awkward if I hadn’t just gone in and done it.”

Arnold, who plans to return to the United States in June, has taken the same kind of just-do-it approach to the entire excursion—her first overseas journey. She was homesick during the early fall months, missing family get-togethers and easy phone calls in an Asian nation 13 hours ahead of ours.

But, like so many MSU students, she had come to yearn for more knowledge—the kind you can only capture surrounded by different people and environments.

“I’m not scared to venture out and go to new places or try new things,” Arnold said. “I wasn’t always like that; it started in college when I realized I wanted to see the world.”

As an undergraduate, the child development major admired the diversity among her classmates. She spent spare time tutoring English language learners and soon decided that she must, in her future career, do her part to prepare students as citizens of the world.

She found her ticket for professional work abroad as a 3e flier, picked up at one of MSU’s Child Development Laboratories where she was doing an observational study.

It was just an idea, her advisor said, but could she possibly do her required internship there? It was a chance to truly test the inclusive teaching practices she had been studying, to explore beyond her current personal boundaries.

She went for it.

A “see-if-it-works” spirit

Preparing teachers to work effectively in international and multicultural contexts is a major priority within the College of Education. In fact, the first participants of a new Global Educators Cohort Program begin classes in fall 2008.

Officials are interested in learning whether teaching internships abroad are viable.

“Our college is trying to put a lot more international focus into the program. This is one way to do it,” said teacher education program Coordinator Sharon Schwille, who also serves as Arnold’s field instructor. “She’s going to be extra qualified to teach k-3.”

But Arnold’s trip wasn’t automatically approved.

Teachers certified by MSU complete a rigorous full-year clinical experience marked by both hands-on experience and shared, advanced coursework.

To make it work, Schwille said, the logistics had to be carefully coordinated.

Arnold took one class the summer before and three courses online, including one as an independent study. Her peers in Michigan met for classes in the middle of her night.

“It’s more difficult, not to be surrounded by people in the same situation,” she said. “It’s just a little bit harder to stay in the mindset” of a student.

She settled in though, finding time
for outside assignments, regular live conversations with Schwill (who also visited once) and even a weekend position tutoring older Chinese students. She found it in a popular magazine for foreigners.

Leaders from 3e’s parent organization, the Sun Wah Education Foundation, arranged for Arnold to live in an apartment complex three blocks from the school near several fellow staff members, helping her set up strong relationships. Thrilled with the new prospect for expanding their MSU partnership, they even provided Arnold with free daily lunch and travel expenses to and from Beijing.

“It provides a valuable perspective for the school as well—how to best prepare teachers to meet the global challenge,” said Chief Executive Officer Gilbert Choy, who hopes to recruit additional students as 3e expands. The plan is to add one grade level each year through sixth grade, starting with a first- and second-grade mixed class in fall 2008.

“We’re definitely wanting to interest more interns for the upcoming school year. This is the beginning.”

A “profound professional journey”

Unfortunately, Arnold didn’t really have time to travel in China, to see tourist destinations beyond Beijing. Just being with Wescott and their 13 students in the English classroom every day, however, took Arnold on a profound professional journey, she says.

Like any green teacher, the most basic goof-ups engrained a place in her mind: Her mentor cringing as she distracted kids from math concepts with a comment about their different colored bingo chips. Five-year-olds are 5-year-olds, no matter their cultural differences.

“Never again will I bring their attention to something as silly as the colors they’re using; it affects the way the lesson plays out,” she said.

Meanwhile, she also experienced trial and error—and success—in the delicate business of differentiating instruction for a diverse group of English language learners. The experience reaffirmed her interest in kindergartners and ignited one to learn more about ELL teaching.

“It’s an art really. It’s not something that can be taught in one class or one semester,” said Arnold, who isn’t yet sure where she might teach next. She wants to see another part of the world, then another and another, if possible.

“Professionally, (this internship) has helped me really understand the importance of teaching global citizenship and valuing other people, places and cultures,” she said. “I would tell other prospective teachers that it’s a once-in-a-lifetime opportunity.”
Greetings and welcome to a new edition of the New Educator. As the newly appointed young alumni representative to the College of Education Alumni Association Board of Directors, I would like to introduce myself.

My name is Mitch Fowler and I am a 2005 graduate of the college, now in my second year as a fifth-grade teacher for Pennfield Schools in Battle Creek, Mich. I am very excited to be working closely with a group of educators who care deeply about staying connected to our alma mater; the members of the alumni board truly bleed green.

During my time as the young alumni representative, I look forward to working with recent graduates on how the College of Education Alumni Association can help you develop, both personally and professionally.

The MSU Alumni Association recently unveiled its Young Alumni Program, designed to offer MSU’s youngest graduates enticing benefits. First, I should explain that by “young alumni” we mean anyone who has graduated within the last 10 years with a bachelor’s, master’s or doctorate. Membership rates are extremely low. In fact, after your first-year complimentary membership expires, you can retain your membership for only $25 per year for the next two years. That’s a three-year savings of $85! Furthermore, as a young alumni member, you’ll have access to the “Young Alumni Tool Box” on the MSU Alumni Association’s Web site. There, you will be able to connect with, organize and search for young alumni events in your area. For more information, please visit www.msualum.com, where you can also sign up for membership.

Recent graduates also will find comfort knowing the College of Education Alumni Association is greatly interested in recognizing their needs and accomplishments. We would like to hear directly from our recent graduates in order to spotlight them here in this section. We know we’ve got amazing Spartan ambassadors all over the world! Please send any news of recent graduates’ accomplishments to me at fowlerm@pennfield.net. Or you can contact Kristen Parker, alumni relations coordinator, at kparker@msu.edu or 513D Erickson Hall, East Lansing, MI 48824.

Since this is a newly created position, which is part of a newly created program, the details are still under construction. So I welcome your ideas for events, stories and networking tools that will help you stay connected to your colleagues and to your alma mater. It goes without saying that these are exciting times to be a Spartan. Therefore, I truly urge you to consider joining the College of Education Alumni Association (and therefore the MSU Alumni Association) as a young alumni member.

Mitch Fowler, Class of 2005

American Acclimation

CHINESE TEACHING EXPERIENCE LEADS TO SELF-REFLECTION, ENLIGHTENMENT

Kristen Parker, Alumni Relations Coordinator

From her classroom at a university in Northeast China, Lindsay Novara has experienced several laugh or cry moments. Immersed in a culture that has, in her own words, welcomed her as an “acceptable outsider,” Novara usually chooses to laugh. After all, it’s part of being a global educator.

In addition to pursuing a master’s degree in intercultural studies, Novara, 26, currently teaches oral English to freshman English majors and Ph.D. students attending a Northeast China university. Previously, Novara taught at a university in Southwest China for two years. There, she worked with undergraduates who planned to become English teachers within their hometowns.

At such a young age, Novara exudes the passion and pride of a much more seasoned educator. Perhaps it’s because of the incredible experiences that defined her undergraduate work at MSU.

Novara graduated from the College of Education in 2003 with two bachelor’s degrees—one in education and one in interdisciplinary humanities—and a specialization in Asian studies. On top of a demanding academic regimen, Novara participated in MSU’s Buddy Program, in which she mentored Chinese teaching assistants. She also took English Language Learning graduate classes and taught English as a Second Language classes at Lansing Community College.

In addition, Novara spent two summers in China during her college years, teaching English to middle school and high school students.

With an impressive résumé at the time of graduation, Novara had found her calling. She loved the Chinese culture, the people, the history and the country. But most of all, Novara loved the classroom.

So after completing her internship at Bennett Woods Elementary School in Okemos, Mich., Novara returned to China to pursue her dream job, and the challenges it presented.

... you can’t know your own culture until you’re taken out of it. I view the American culture through a different lens now.”
As a foreign teacher, Novara has overcome obstacles. For 95 percent of her students, being a foreign teacher presents no problems. But the truth is, she’s an American teacher, trying to aclimate to the Chinese culture.

“The challenges within the classroom are cultural challenges,” Novara said. “I still have a lot of growth. I still need to learn how to teach within this environment, because it’s important for me to show that I care about the culture.”

In the process, Novara has learned one of life’s most important lessons, one that she perhaps never would have learned in a typical classroom.

“I’ve learned that you can’t know your own culture until you’re taken out of it,” she said. “I view the American culture through a different lens now.”

But cultural differences aside, officials at Novara’s school consider her a successful educator. In fact, they nominated Novara for an award created by Sichuan Province’s Department of Education to recognize excellent foreign teachers.

In December 2006, she received the award, along with about 40 other foreign teachers within the province. For the nomination, Novara’s school officials submitted information about her teaching successes.

“Some of my freshmen students lacked the confidence to speak English, but by the sophomore year, they had no worries,” Novara said. “It’s neat to watch them progress in their confidence. It’s fun to watch.”

And while teaching is a rewarding profession, the rewards often come in bits and pieces. For Novara, sometimes it’s seeing a struggling student smile. And sometimes it’s watching a student’s expression as he or she finally “gets it.”

These moments of inspiration are what drew Novara to the field of education. She grew up understanding the importance of quality educators in a student’s life—regardless of a student’s age. Novara’s parents are both educators, and she remembers them sharing unforgettable moments they experienced with students.

“Being an educator allows us a chance to invest in people, it allows us to be part of their lives and their worlds,” she said. “When you look back, it’s the relationships that are remembered.”

Case in point: Novara often thinks about her mentor teacher at Bennett Woods, Dianna Long. Under her guidance, Novara built confidence in the classroom. Sometimes now, when Novara has a bad day or struggles with a particular student, she thinks about her student teaching experience.

“I find myself in a similar role as my mentor teacher,” Novara explained. “And I think about her teaching style. She taught by example, with such grace.”

Novara hopes to have the same impact on her students. To have such an impact requires an appreciation of culture and of diversity, something she gained as a student at MSU. Novara credits the university’s focus on globalization for preparing her to be an effective global educator.

The complementary values of the Chinese and American educational systems are the future of education, Novara said. And she stands prepared.

“It’s surprising how much we’ve seen an American interest in China, in the language, the culture, the history,” she said. “It’s an interesting thing that’s happened recently.”

While Novara doesn’t know what her future holds, she will be forever changed by her Chinese teaching experience.

“This experience has shaped who I am and who I will continue to be,” she said. “Whatever I do, I know that I will combine my interests related to China and cross-cultural education.”

**LINDSAY NOVARA**

Novara’s students also are her friends, and she enjoys sharing American traditions—such as this Thanksgiving party—with them.

OCCUPATION: English Teacher, Northeast China
EDUCATION: Bachelor’s degrees, Education and Interdisciplinary Humanities, MSU
The International Facility Management Association (IFMA) recently tapped Catherine Pavick, a 1994 College of Education master’s in educational administration graduate, to head its education department.

In January, the much-esteemed international trade organization named Pavick director of education, identifying her strong background in education and association management.

IFMA, based in Houston, is the world’s largest international association for facility managers—professionals who oversee the building operations of a business and who manage the services within the building. IFMA certifies facility managers from various disciplines, conducts research and provides educational programs.

Previously, Pavick served as executive director of the Michigan Licensed Beverage Association. In her capacity there, she developed and managed the association’s national education programs. At the same time, Pavick worked with state and federal regulatory agencies to establish fair business practices and to develop public policy.

As IFMA’s director of education, Pavick will do similar work, albeit globally. She will position the association’s certification programs as the premier education programs, while developing, managing and administering the international expansion of professional development programs.

“As the premier facility management organization in the world, IFMA understands the vital role education plays in professional development,” Pavick said. “By expanding IFMA’s educational resources internationally, broadening the scope of IFMA’s core competencies and working with the IFMA Foundation’s Recognized Degree Programs, it is my goal to advance IFMA’s educational activities worldwide to greater levels of influence and quality.”

Pavick will use a combination of her experience and her education to lead IFMA in its global education efforts. And she’s well prepared for the mission.

“The MSU College of Education is committed to leading by example,” she said. “In my new position, I will continue to learn from and embrace MSU’s international involvement in order to accurately identify and address different learning styles around the world.”

Pavick sits on the College of Education Alumni Association’s Board of Directors, and she plans to continue her involvement. She brings to the board a unique perspective, as an alumna who has used her degree to pursue a nontraditional career in education.

“I think most folks would agree that when you hear education, you think K-12 or higher education,” Pavick said. “But many people don’t realize the unlimited opportunities of working with association education programs. As many associations struggle to identify succession plans, future graduates may want to explore this as another career avenue.”
Alumni Award. He received his Ed.D. in educational administration from the College of Education in 1964.

Mueller served as chair of the University of Minnesota’s Department of Educational Policy & Administration from 1972 to 1981, advising more than 150 doctoral students. Because of Mueller’s expertise in the field of education finance, he co-founded the American Education Finance Association. Four of his advisees were recognized by that organization for outstanding dissertation research.

Since 1978, Mueller has served as coordinator of the Institute for Educational Leadership’s Minnesota site of the Education Policy Fellowship Program, a role in which he has overseen the development and growth of more than 300 fellows. Mueller has published more than 100 articles and chapters and he sits on the Board of Editors for the Journal of Education Finance.

Mueller has acted as a consultant to school districts in 10 states and he held a full-time assignment with the Minnesota Planning Agency, directing a series of school finance studies.

Prior to arriving at the University of Minnesota, Mueller served as superintendent of the Ashley, Mich. and Ithaca, Mich. school districts.

Tom Kelly, science specialist for Grandville Public Schools in Grandville, Mich., received the Outstanding Alumni K–12 Teacher Award. He is a 1987 College of Education graduate, receiving his master’s degree in science education.

Since 1985, Kelly has been teaching a science lab class for first- through fifth-graders. Parents and colleagues alike respect Kelly for his creative teaching methods. For example, he leads nature hikes and brings mobile planetariums into his classroom.

When a student achieves the title of “super scientist,” Kelly calls him or her with his praise.

Kelly has been actively involved with Grand Valley State University’s (GVSU) science education program, where more than 500 teacher education students have observed his teaching. At GVSU, Kelly also served as a biology instructor and research associate for a National Science Foundation initiative to improve science education. Since 1997, Kelly has been the DataStreme local instructional leader, teaching 12-week graduate courses sponsored by the National Oceanic and Atmospheric Administration and the American Meteorological Society.

Because of Kelly’s long-standing commitment to science education, in 1992 he received the national Presidential Award for Excellence in Science Teaching. And in 1987, Grandville Public Schools named Kelly its Teacher of the Year.

Peter Gorman, Ed.D., superintendent of Charlotte-Mecklenburg Schools, received the Outstanding Alumni K–12 Administrator Award. In 1987, he earned his bachelor’s degree in elementary education from the College of Education.

As superintendent of North Carolina’s largest school district, he leads 157 schools, 138,000 students and 18,500 staff members. A true change agent, Gorman’s immediate attention to improvement has resulted in increased student performance in the areas of biology, history, civics and economics.

Shortly after arriving at the district in July 2006, Gorman created the Achievement Zone, which provides extra resources to 11 low-performing schools. He has rallied support to improve all schools within the district, as evidenced by the passing of a $500 million construction bond—an initiative that failed in past attempts.

Gorman is the previous superintendent of the Tustin Unified School District, in Tustin, Calif. Under Gorman’s five-year administration, the district experienced its first-ever successful bond general election, which resulted in $108 million for school improvements.

In 2007, the Public Relations Society of America presented Gorman with its Pegasus Award, which is given to an individual—outside the public relations profession—who demonstrates superior knowledge and use of public relations to foster improved community relations.
Charles Webb, Ph.D., vice president for university development at MSU, is leaving his position to return to his alma mater, Spring Arbor University. He will become the 29th president of the university June 1.

Under his direction, MSU exceeded a seven-year $1.2-billion fundraising campaign by $239 million. Webb has served MSU for 32 years, working in a variety of development, fundraising and alumni relations roles. He was director of the MSU Alumni Association from 1982–95.

He received his doctorate in educational administration from the College of Education in 1982.

Sian Beilock, Ph.D., received the 2007 Early Career Distinguished Scholar Award from the North American Society for the Psychology of Sport & Physical Activity (NASPSPA). The award is granted to young scholars who are in the early stages of their scientific careers.

The society recognized Beilock’s outstanding research on skilled performance. She is especially interested in behavioral performance measures, physiological measures of stress and neuroimaging techniques. She will present her research activity at NASPSPA’s annual conference in June.

Beilock is an assistant professor in the University of Chicago’s Department of Psychology. In 2003, she received dual doctoral degrees from MSU—one in kinesiology and one in psychology.

In February, Boyce Williams, Ph.D., released Preparing Effective Teachers of Reading: Putting Research Findings to Work for Student Learning. The book shows educators and K–12 administrators how a higher education initiative led to the improvement of reading skills among poor and minority children.

Williams is vice president, institutional relations for the National Council for Accreditation of Teacher Education. She is a two-time graduate of the College of Education, receiving her master’s degree in counseling in 1975, followed by a doctorate in counseling in 1982.

The Minneapolis Veterans Affairs Medical Center recently welcomed Thad Strom, Ph.D., to its team. He will work in the Post Traumatic Stress Disorder Clinic, and is pursuing research on the health, high-risk behaviors and return-to-work factors in combat veterans.

Strom is a 2006 graduate of the College of Education’s counseling psychology doctoral program.

Northcentral University, an online educational institution, appointed Clinton Gardner, Ph.D., as its third president.

He is the former president of Argosy University, in Phoenix, Ariz.

In 2002, Gardner received his doctorate in higher education administration from the College of Education.

In September 2006, Thailand’s minister of education presented Boonreang Kajornsin (left) with the National Excellence Award, recognizing her outstanding teaching abilities and her commitment to improving the quality of Thailand’s educational system. A 1980 College of Education doctoral graduate, Kajornsin received her Ph.D. in measurement, evaluation and research design.

Kajornsin is a leading researcher on improving school quality in Thailand. She currently works as an associate professor at Kasetsart University in Bangkok, where she also teaches courses on quantitative methods.
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I first met Eldon and Kathleen Murphy in the summer of 2005. As alumni and donors to the College of Education, they had received biannual issues of the New Educator magazine for years. However, a particular article caught their attention, initiating a conversation between the two of them. While Eldon and Kathleen did not consider themselves wealthy, they did resonate with the profile showcasing an MSU alumni couple who had established a named endowed fund to provide financial support for future educators. With a required minimum of $30,000, payable over five years—or established by way of a planned gift—they felt that was possible for them as well. Prompted by a phone call from Kathleen, we scheduled some time to meet over lunch and discuss how endowment works at MSU.

Meeting with donors is the best part of my job. Why? Because they typically are alumni or friends of the college who are grateful to their university for what they perceive was “given” to them and wish to find a way to “give back.” As lifelong educators, Eldon and Kathleen wished to give back by providing financial support for students preparing to become teachers. Of particular interest to them was the opportunity to directly assist current and future MSU students. Just as importantly, they wanted to have a positive impact on the hundreds and thousands of lives the recipients of their scholarships would affect over the course of their careers. In this way, their gift to the college could have a ripple effect from generation to generation.

Based on our conversation, I wrote a first draft of an endowment agreement, or essentially their instructions to the college about how they wish the interest income from their gift to be used. Following some revisions, The Kathleen and Eldon Murphy Scholarship in Education was finalized with signatures from MSU and both Eldon and Kathleen in July 2005.

The following spring, April 2006, we formally recognized the first recipient of their scholarship, Amanda Howe, at the College of Education Awards Reception. Eldon and Kathleen were seated with Amanda, an Honors College senior in elementary education with an integrated science teaching major, and her family. The event became an annual opportunity for the Murphys to get to know the recipients of their generous gifts and, at the same time, personify philanthropy for our students who, we hope, will reach back to support the next generation of educators. The Murphy Scholarship will continue to provide financial assistance to students enrolled in the College of Education’s elementary, secondary or special education programs in perpetuity.

You, too, may wish to explore options for establishing a named endowed fund in the College of Education. Your gift to the college—including future gifts by way of bequest—will provide the core or principal for the fund, with the interest income providing the annual funding to support what you wish. In the case of the Murphys, it is scholarships for aspiring teachers. For additional information, contact the Development Office in the College of Education at (517) 432-1983.
ELDON AND KATHLEEN MURPHY are retired educators who spent their careers teaching in the public schools of Michigan with a break to teach two years in Eritrea—which was part of Ethiopia at the time—as Peace Corps volunteers.

Between them, they have four MSU degrees. Kathleen received her B.A. and M.A. in elementary education and Eldon received his B.A. and M.A. in art. The Murphys grew up in Hillsdale County, Mich. Kathleen taught in Lansing School District, Reading Community Schools and Hillsdale Community Schools. Eldon spent his entire career teaching for Camden-Frontier Schools.

The Murphys have spent their lives trying to make the world a better place and they believe that education is the basis for improvement. Therefore, they established The Kathleen and Eldon Murphy Scholarship in Education to help and encourage competent young people to pursue careers in K–12 education.

Join the 2008 Leadership Circle!

The Leadership Circle is distinctive to the College of Education and recognizes individuals who are dedicated to supporting the efforts of the college through annual gifts of $1,500 or more.

Membership benefits include:

- The opportunity to select a recipient of the Crystal Apple Award
- Invitations to College of Education events, colloquia and conferences
- Communications on research and publications
- A commemorative pin

Contact the College of Education Development Office at (517) 432-1983 for information about joining the 2008 College of Education Leadership Circle.
The 2006–07 College of Education Leadership Circle is made up of individuals who supported the efforts of the college in one of two ways: annual members who made a gift of $1,250 or more, and lifetime members who have provided sufficient support to an endowed fund. Lifetime members are denoted below in italics.

The Leadership Circle
$1,250 +

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Dottie E. & Jack D. Withrow
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David G. & Francine Zick
Between July 1, 2006 and June 30, 2007, more than 5,600 alumni and friends made gifts to the College of Education. While space prohibits acknowledging every donor, we are truly grateful for every gift, regardless of the amount.

2006–07 Honor Roll of Donors

2006–07 Honor Roll of Donors
2007 Crystal Apple recipient Ann Robertson

Onwin (second from left) with David Robertson, Mary Robertson and Richard Robertson.

Jeffrey Nickerson and his sister, Susan Howell (far right), with 2007–08 new educator Nickerson fellowship recipients Olga Santiago and Ruthie Riddle.
Attention graduates of 1958 and prior!

In conjunction with the MSU Alumni Reunion Days, the College of Education will host a dinner and a presentation by University Distinguished Professor Yong Zhao on June 5 and a continental breakfast on June 6. Dean Carole Ames invites alumni and their guests from the graduating class of 1958 and prior to join her for these occasions.

To register, visit www.msualum.com/reunion or call (877) MSU-ALUM (678-2586).

Questions? Contact Kristen Parker, alumni relations coordinator for the College of Education, at (517) 432-0445 or via e-mail at klparker@msu.edu.

Registration deadline is May 21!

**DINNER & PRESENTATION**
**Thursday, June 5**
5:30–8 P.M.
Kellogg Center

**CONTINENTAL BREAKFAST**
**Friday, June 6**
8–10 A.M.
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It is a bird with wings so blue they are almost violet
on a branch lined with purple flowers that are nearly pink
and it is gone before I really know that I have seen it,
but I have. I know I have.

“Jay in a Redbud Tree” by Laura Apol, MSU associate professor of teacher education, from her 1998 book of poems, Falling into Grace (Sioux Center, Iowa: Dordt College Press).