PILLARS of PROMISE
THREE FACULTY MEMBERS PAVE NEW RESEARCH PATHS WITH NSF CAREER AWARDS
FEATURES

12 THE “TPACK” FRAMEWORK
Mishra and Koehler influence definition of technology in teaching

16 PILLARS OF PROMISE
Williams, Crespo and McCrory pave new research paths with CAREER awards

28 ON POLICY
Shakrani talks about trouble with teacher retention across the nation

32 SCIENCE FOR CITY KIDS
Calabrese Barton explores unconventional strategies with “GET City”

42 TRAVELING TO TANZANIA
Doctoral student earns Fulbright-Hays fellowship for research

48 “CAMPING” IN CYBERSPACE
College alumna creates virtual summer learning experience

SECTIONS

4 UPFRONT

36 FACULTY

40 STUDENTS

48 ALUMNI

54 DEVELOPMENT
Welcome to the fall/winter edition of the New Educator magazine. As newly elected president of the College of Education Alumni Association (COEAA) Board of Directors, I want to take the opportunity to thank immediate past President David Dieterle for his dedicated work on the board since 2001. It also is my pleasure to welcome new board members Bersheril Bailey, Gary Bredahl, Wendy Darga, Jan Prybys, Nancy Stein, Patricia Trelstad and Undergraduate Student Representative Jacqueline Anne Dalby.

I’d also like to welcome Mitch Fowler, who will serve as our Young Alumni Representative. The COEAA has embraced the MSU Alumni Association’s new Young Alumni program, which is aimed at better meeting the needs of alumni who have graduated within the last 10 years. Mitch previously served as our student representative, so I’m confident he’ll effectively meet the needs of our young alumni.

Board members past and present have been and continue to be vital in the success of our goals.

Participating in the Michigan State University Alumni Association and noting the College of Education as your constituent group brings a number of opportunities to alumni and students of this college. From camaraderie at Homecoming to learning about current technology for teachers, from a picture with Sparty to a learning experience about the interview process, from noting accomplishments of friends in the New Educator to honoring students and professionals, the college’s alumni group is working to provide meaningful settings for all of you.
tion of elementary and middle school mathematics educators in this country and around the world. The findings from the preliminary TEDS study that involved six countries were released recently at the National Press Club in Washington, D.C.

The recognition of our faculty for engaging in important, cutting-edge research in mathematics and science education couldn’t be more evident than in this magazine’s cover story, which features three faculty members who each received the prestigious National Science Foundation’s Faculty Early Career Development Program, or CAREER, award. As you read about their work, you will see examples of how we are engaged in studying important issues in mathematics and science education and our commitment to addressing the challenges that have been posed to our K-16 educational system.

There are many other stories in this issue of the New Educator that we hope will make you proud of your affiliation with us. I do wish to point you to the report from Michelle Mertz-Stoneham, director of development. In 1999, MSU launched The Campaign for MSU with a goal to raise $1.2 billion and succeeded in reaching more than $1.4 billion when it concluded this fall. The College of Education set its initial goal at $26 million and, at the campaign’s end, had raised more than $50 million—almost doubling our target amount. Through this campaign, our college’s endowment moved from $2.5 million to more than $12 million. We are indebted to many who believe in our capacity to develop the highest quality educational professionals and generate the kind of research that will make a difference in people’s lives. We thank Michelle and her assistant director, Julie Bird, who were both instrumental in making this campaign so successful for our college.

We pledge to be good stewards of your money and your confidence in us. We remain committed to excellence as we address critical issues at the state and national levels and strive to have a global reach in all of our work. We know you share this commitment.

The board sponsors a number of events annually in support of the college, beginning earlier this fall with a Technology Conference enlightening teachers and students about the latest innovations. The annual Homecoming Tent Party was a success, with a visit from Sparty and the cheerleaders, a delicious picnic, music and warm conversation with friends. It was the largest gathering to date. Please visit the Web site, www.educ.msu.edu/alumni, to view some of the photos.

Coming up this summer the college will, once again, participate in Grandparents University, a dynamic intergenerational summer camp. You may have a special young person with whom you can learn while reliving campus life. Also coming soon is Mock Interview Day in March. Educators provide a learning experience for students as they prepare for their first step into the professional world. It is an invaluable experience and we invite K-12 school administrators to contact the college if they wish to participate as interviewers.

It also is the board’s honor to recognize distinguished alumni and provide worthy students with scholarship awards. As alumni and friends of the college, we seek your input in selecting our best.

Take a few minutes to review the alumni section of the college Web site, a great place to gather information. Don’t forget that we are now selling our merchandise online, and you may shop at shop.msu.edu. If you would like to get involved in our activities or serve on the board, please contact Alumni Relations Coordinator Kristen Parker at 513 Erickson Hall or klparker@msu.edu. Please consider joining or renewing your membership with the Michigan State University Alumni Association since it really is a great time to be a Spartan!

Kathryn Rodgers
Class of 1970 and 1974
Floden Feted with Two Prestigious Honors

Already a leading catalyst for research at the College of Education, Robert Floden received two prestigious honors for his own academic contributions last spring.

First, the associate dean was elected to the National Academy of Education, placing him among 16 scholars chosen in 2007 for their pioneering efforts in educational research and policy development.

The honorary society currently has just 174 members and associates across the world—now including three from Michigan State University—who engage in professional development programs and serve on expert study panels that address pressing issues in education.

Then, Floden joined the ranks of MSU’s most celebrated faculty members as a University Distinguished Professor. Those selected have been recognized nationally and internationally for the importance of their teaching, research and public service achievements.

“It is the high point in my professional life so far,” Floden said. “That double honor really hit home when I went to the ceremony honoring the university distinguished professors on [a] Wednesday, then flew to D.C. Thursday morning for my first National Academy of Education meeting.

“For each of these, I was deeply honored to be selected.”

Floden earned his master’s and doctoral degrees from Stanford University, arriving at MSU as a faculty member in 1977.

He currently serves as director of the Institute for Research on Teaching and Learning. He also is co-principal investigator on the college’s Teachers for A New Era project, a PI on a National Science Foundation grant, Knowledge of Algebra for Teaching, and a senior staff member for Promoting Rigorous Outcomes in Mathematics and Science Education (PROM/SE).

Floden is the author of many articles and book chapters, who studies a wide variety of topics. Some include the character and effects of teacher education, teachers’ mathematical knowledge for teaching and the connections between education policies and practice.

National Academy of Education inductees are nominated by individual members once a year and elected by the entire membership. Their mission is to advance the highest quality research and its use in policy formation and practice.

“The newly elected members are preeminent leaders in their respective areas of educational research, and they have had an extraordinary impact on education in the U.S. and abroad,” said President Lorrie Shepard.

Last year, Floden also received the Margaret B. Lindsey Award for Distinguished Research in Teacher Education from the American Association of Colleges for Teacher Education.

He joins College of Education colleagues Jere Brophy and William Schmidt, as well as MSU Professor Emeritus Judith Lanier, as members of the academy.

Fellow University Distinguished Professors, among 104 across the university, include Brophy, Schmidt, Joan Ferrini-Mundy and Yong Zhao. Former College of Education faculty who were University Distinguished Professors include Michael Pressley, Penelope Peterson and Judith Lanier.

Individuals holding the professorship receive an additional $5,000 annual stipend for five years.
Brophy Wins Thorndike Award

University Distinguished Professor Jere Brophy’s latest award came with a large, regal plaque and an especially weighty meaning: recognition for a lifetime of accomplishments.

He was surprised and especially delighted when he learned that a committee of peers from across the nation selected him to receive the 2007 Edward Lee Thorndike Award. The honor is bestowed annually by the educational psychology division of the American Psychological Association in recognition of distinguished psychological contributions to education.

“It’s the highest award in the field,” said Brophy, who joined the College of Education faculty at Michigan State University in 1976. “Being selected signifies that one’s peers consider one’s research contributions to have been significant and influential.”

Indeed, Brophy is a leading researcher on student motivation, teacher effectiveness, elementary social studies and many other issues of interaction in the classroom. His published articles, chapters and technical reports exceed 300 and he has authored or co-authored a dozen books.

The Thorndike award, whose recipients since 1964 have included such luminaries as B. F. Skinner and Jean Piaget, is reserved for a sustained collection of career achievements in contrast to a single article or book. It honors only original, scientific, empirically based research that significantly contributes to knowledge, theory or practice specifically in educational psychology.

“Jere Brophy’s outstanding tradition of research in motivation has contributed to all these areas,” said his colleague and former Department of Teacher Education chairperson Mary Lundeberg.

He accepted the award in August during the American Psychological Association’s annual convention in San Francisco, making yet another contribution to the educational psychology field with a presentation about helping students appreciate the value of what they’re learning. It’s an area, he said, that still hasn’t been deeply studied.

A paper based on that lecture is expected to appear in Educational Psychologist, which can be found online at www.leaonline.com/loi/ep.

Brophy received a dual Ph.D. in clinical psychology and human development from the University of Chicago and is a member of the National Academy of Education.

He joins his late MSU faculty colleague Michael Pressley, who received the Thorndike Award in 2004.

Geary Joins College as Communications Manager

The College of Education has hired Nicole Geary as communications manager.

Geary is a native of Saginaw, Mich. and a 2003 graduate of MSU’s School of Journalism. Always passionate about serving the public through writing, she worked as a reporter for The Detroit News and the Battle Creek Enquirer after graduation. Her most recent position was with the Lansing State Journal, where she spent more than two years covering the Lansing School District and other local school systems.

With that background in educational writing, she is thrilled to be back on campus helping the college share its good news primarily through The New Educator. Geary, who lives in Holt, Mich. with her husband, also contributes content to the Web sites and a number of other college publications while serving as a liaison to the media. In this way, she aims to bring the expertise of faculty and the college’s countless accomplishments to a wider audience.

She welcomes input from faculty, staff, students and alumni, including all potential news items, upcoming events and ideas for articles. Send your suggestions to her via e-mail at ngeary@msu.edu or directly to her office, 318B Erickson Hall, East Lansing, MI 48824-1034.
Left to right: Marisa Cannata, Troy Hicks and Yongmei Ni celebrate during the spring commencement activities for Ph.D. graduates. Cannata is now doing post-doctoral work at Vanderbilt University, Hicks is an assistant professor at Central Michigan University and Ni is an assistant professor at the University of Utah.

DOCTORAL DEGREE RECIPIENTS

SPRING 2007
CURRICULUM, TEACHING & EDUCATIONAL POLICY
Suzanne M. Knezek
Annah Ankie Moloswa
Amy Noelle Parks
Eduardo Santos Junqueira Rodrigues
Steve L. Sharrar

EDUCATIONAL POLICY
Marisa Ann Cannata
Yongmei Ni

EDUCATIONAL PSYCHOLOGY & EDUCATIONAL TECHNOLOGY
Alexa D. Edwards

HIGHER, ADULT & LIFELONG EDUCATION
Brent Laurence Bilodeau
Stuart David Blatt
Jonathan Andrew Lembright
Virginia E. Randall
Fatma Neva Seggie
Philip Earle Strong

K-12 EDUCATIONAL ADMINISTRATION
Alex Jon Bowers
Sean Michael Enright
Michael James Prelesnik
Nicholas Joel Sheltrown

MEASUREMENT & QUANTITATIVE METHODS
Lixiong Gu
Shu-Chuan Kao
Raymond Joachim Mapuranga
Jing Yu

REHABILITATION COUNSELOR EDUCATION
Jane L. Nichols
Kimberly Ann Wolbers

ADVISOR
Laura Apol
John (Jack) Schwille
Sandra Crespo
Anne Hoa Dyson
John (Jack) Schwille
Gary Sykes
David Arsen
John (Jack) Smith
Kristen Renn
Steven Weiland
Reitu Babokela
Marilyn Amey
Ann Austin
Kristen Renn
Susan Prinny
David Arsen
Susan Prinny
Rand Spira
Mark Reckase
Mark Reckase
Mark Reckase
John Kosciulek
Troy Mariage

SUMMER 2007
COUNSELING PSYCHOLOGY
Kristin Leigh Cox Humphrey
Kristen Ann Kish
Jameson Christopher Lontz

CURRICULUM, TEACHING & EDUCATIONAL POLICY
Joseph E. Flynn
Kristine Althea Gritter
Troy Wayne Hicks
Gary Michael Lewis

EDUCATIONAL PSYCHOLOGY & EDUCATIONAL TECHNOLOGY
Anne-Michelle Moses
Steven Karl Wojcikiewicz
Nell Duke
Ralph Putnam

HIGHER, ADULT & LIFELONG EDUCATION
Jennifer Patricia Hodges
Michael Eric Houdyshell

K-12 EDUCATIONAL ADMINISTRATION
John Brett Deiter
Angela Marie Kirby
Stephen Heywood Marsden
Kennedy Ombongoa Ongala

ADVISOR
Gloria Smith
John Kosciulek
Lynn Fendler
James Fairweather
Lynn Fendler
Sandra Crespo (John (Jack) Smith)
Kris Renn
Kris Renn
David Arsen
Philip Cusick
Gary Sykes
Christopher Dunbar

KINESIOLOGY
Joshua Ode
Wesley Robert Waggner

LEARNING, TECHNOLOGY & CULTURE
John David Gallagher
Kristen Hansen Perry

ADVISOR
James Pivovarik
John Haubenstricker
John (Jack) Smith
Nell Duke
Mark Reckase
Michael Leahy
Michael Leahy

MEASUREMENT & QUANTITATIVE METHODS
Yanxuan Qu

REHABILITATION COUNSELOR EDUCATION
Debra Jo Farrell
Stephen Anthony Zanskas

ADVISOR
Michael Leahy
Michael Leahy

SPECIAL EDUCATION
Lisa Marie Dimling

ADVISOR
Harold Johnson

SCHOOL PSYCHOLOGY
Jana Lynn Aupperlee
Stephanie Marie Davis
Amanda Jane Hirsch

ADVISOR
Jean Baker
Jean Baker
John Carlson
TEACHING EXCELLENCE

...IS AT THE CORE of the College of Education’s mission. Each program is crafted to prepare only the highest quality educators, and each instructor must be a model for the kind of teaching that truly fosters interest, engagement, and mastery. Last spring, the Center for the Scholarship of Teaching honored its third group of Excellence in Teaching Award winners. Selected by a committee of peers based on powerful evidence, their innovative practices and materials are then circulated and serve as a public reminder of our commitment to high-quality teaching.

“We have, in the university, a lot of knowledge about how to teach, but one of the problems is that (our) teaching is mostly invisible and really private,” said Suzanne Wilson, who directs the center. “We wanted something that wasn’t just another award. We wanted something that would help us increase our capacity to teach well, as a college.”

The three faculty members and one doctoral student, who each received a citation and financial stipend, also will feature their work during an exhibition in January 2008. Another group of recipients will be recognized during a special dinner this spring.

Janet Alleman (Professor, Teacher Education). Alleman received the award for her ability to develop and foster students’ interest in their own learning. She is specifically interested in undergraduate and graduate social studies education and her research with Jere Brophy focused on student thinking. Alleman is known for her enthusiasm toward teaching. Her unique teaching practice involves creating a classroom community in her courses and conducting student-led parent conferences. She is a member of the ASSIST (Advocating Strong Standards-based Induction Support for Teachers) project writing team and the Research Committee for the National Council for the Social Studies. Her recent publications (with Brophy) include Powerful Social Studies for Elementary Students (2007) and Children’s Thinking about Cultural Universals (2006).

Ann Austin (Professor and Mildred B. Erickson Distinguished Chair, Higher, Adult and Lifelong Education). A group of doctoral students decided to nominate Ann Austin for the award after taking the first-year doctoral proseminar that she teaches. They lauded her as a researcher who fully implements her knowledge and skills in the classroom. Austin emphasizes learning through experience and practice, and students described her as hard-working and willing to provide critical feedback, while simultaneously supportive and affirming. She is co-PI of the Center for the Integration of Research, Teaching and Learning (cirtl), and her research focuses on academic careers and professional development, doctoral education, organizational change and higher education issues in developing countries.

Mary M. Juzwik (Assistant Professor, Teacher Education). Juzwik designs her courses, assignments and informal mentoring forums to gradually immerse her students into professional and scholarly conversations in literacy education. Informed by her background in rhetoric and writing studies, she models the kinds of teaching and scholarly practices she hopes her students will develop. Juzwik seeks out authentic writing tasks for assessment in her coursework, for example, assigning proposals doctoral students will need for competitive grant-writing and for proposing their dissertation research. Her approach is innovative in that she encourages critical feedback from students and revises her teaching in response. Currently, Juzwik is studying classroom discourse processes in middle school English classrooms.

Michael Sherry (Doctoral student, Teacher Education). Using Complex Instruction group work and theatrical role-play, Sherry prepares teacher candidates by allowing them to rehearse classroom situations, job interviews and other teaching dilemmas they are likely to face. He also employs technology, in particular editable “wiki” Web pages, to inspire his students to collectively create ideas about teacher learning. Sherry also has an impressive capacity to explain the rationale behind his own instructional choices, drawing on theory, scholarship and his background.
OUTREACH TO EDUCATORS

College Continues Rolling

Nearly 800 social studies educators from across the state crowded the Kellogg Hotel and Conference Center on Oct. 4 for the official rollout of Michigan’s new K-12 Content Expectations in Social Studies. Participants heard from State Superintendent of Public Instruction Michael Flanagan and the heads of the expectations committees, examined specific expectations at morning table discussions and discussed plans for effective instruction during afternoon breakout sessions.

The event was hosted by the MSU College of Education’s Office for K–12 Outreach and the Michigan Department of Education (mde), with support from the National Governors Association. Since the April 2004 release of the K–8 Grade Level Content Expectations for Mathematics and English Language Arts, the Office for K–12 Outreach Programs has worked with MDE on the rollouts for new state standards in English Language Arts, Mathematics, Science and now Social Studies. MSU faculty such as University Distinguished Professors William Schmidt, Joan Ferrini-Mundy (mathematics) and the late Michael Pressley (ELA) have been actively involved in the state standards process, as has professor of teacher education Charles Anderson (science)—one reason why Michigan’s new standards draw high praise from national content experts and reform organizations alike.

Michigan’s Grade Level Content Expectations, or GLCES, can be viewed by visiting www.michigan.gov/mde.

Playing a leading role in establishing rigorous standards for Michigan’s schools fits well with MSU’s proud tradition as the pioneer land-grant university, combining research, instruction and outreach for the good of the state and its students.

“Working closely with the State Board of Education, the State Superintendent of Public Instruction and the Michigan Department of Education are just some of the ways that MSU and the College of Education are making a real difference in the lives of students and educators throughout the state,” observed Assistant Dean for K–12 Outreach Barbara Markle.

Markle’s office also hosted a statewide conference for educators, specifically aspiring principals and school administrators, in June. It was part of the Emerging Leaders Program, a collaboration between MSU, the Michigan Association of Secondary School Principals and the Michigan Elementary and Middle School Principals Association now in its 10th year. Potential administrative candidates attended a comprehensive schedule of seminars to gain necessary leadership skills over three days, including mock interviews with current superintendents.

—Chris Reimann
Several incoming doctoral students found themselves wielding paint brushes on a local playground soon after arriving at Michigan State University this August. It was one day of volunteer work for a good cause—several of them, actually.

Four second-year Ph.D. students in teacher education had decided to include a service component when they were charged with planning the fall orientation for new peers.

Then, what started as a way to help Lansing’s Pleasant View Elementary School spruce up its facilities soon became an opportunity to gain even more than they were giving.

About 20 faculty members and students got acquainted over graffiti scrubbing and door paint. They also made a different, endearing connection with one of the places that motivates their graduate study.

“Most (graduate students) come from schools where they were working with children every day,” said Kate Roberts, who helped coordinate the project. “I think there’s a tendency to lose day-to-day perspective.”

Now, with the successful trial project behind them, the group of students pursuing Ph.D.s in curriculum, teaching and educational policy hopes to plan at least one service event each semester and a larger project each summer. Adriane Slaton said they raised about $450 for supplies, lunch and other expenses and have established a registered student organization in order to continue fund-raising.

“We’ve been on the look-out all semester for other ways to get involved,” she said, noting Pleasant View is one of several schools the College of Education partners with for field-study placements. “It was fun and a great way to give back.”

Students Kevin Burke and Cathleen Clara and Associate Professor Avner Segall, who directs their Ph.D. program, also coordinated the volunteer day.

ABOVE: Graffiti covering a playground building disappears thanks to volunteers from the College of Education. BELOW: Volunteers Alisa Lund, a teacher education doctoral student, and her husband, Brandon Lund, paint an interior door at Pleasant View Elementary School in Lansing on Aug. 25. A group of her program peers organized the full-day beautification project as part of orientation for new students.
The College of Education’s Homecoming Tent Party was rockin’ this year, thanks, in part, to the only live music on Demonstration Field provided by “Against School Violence” band members and, mostly, to the more than 700 proud Spartans who stopped by the big white tent.

We had warm late afternoon sun before the 7 p.m. game kick-off (a 52-27 win), great tailgate-style fare from Kamps Catering in St. Johns, Mich. and plenty of smiles as friends who serve, support and call the college their alma mater came together.

Homecoming is a time to celebrate campus camaraderie and, for those who have traipsed through Erickson Hall at one time or another, a time to reflect on the role of education in our lives and professions.

Thanks to this year’s sponsors for helping the college create a free, fun gathering as we carry on the tradition. See you next year!

THANKS TO OUR DONORS!
MSU Federal Credit Union (MAJOR SPONSOR) • David & Susan Gutierrez • Douglas & Carol Rearick • Fishbeck, Thompson, Carr & Huber, Inc. • Integrated Design Solutions, LLC • Marcia & Bruce Rowbottom • Michigan Association of School Administrators • Michigan Association of School Boards • Michigan Council on Economic Education • Michigan Licensed Beverage Association • THA Architects Engineers • Dr. William J. Price • Anonymous Donor
homecoming

AT LEFT, TOP: “Against School Violence” rocks the College of Education’s Homecoming Tent. MIDDLE: College of Education faculty members Reitu Mabokela and Chris Dunbar with their son, Karabo. BOTTOM: Alumni Association board members (left to right): Kathryn Rodgers, Jan Amsterburg, Wendy Darga, Joe Chiaramonte and Bersheri Bailey.

AT RIGHT: Members of the MSU Dance Team treated Spartan fans to a performance outside the tent.

ABOVE: Sparty dances to the music of “Against School Violence.”
a wider window
mixing technology with teaching’s truest missions

FROM TWO INNOVATIVE thinkers tucked in adjacent MSU offices and years of their collaborative experiments at the College of Education came T.P.C.K.

They are four little letters representing the fundamental components in education—technology, pedagogy, content—that, when inextricably linked, can create the kinds of knowledge teachers truly need to successfully integrate technology in their work.

At least that’s how hundreds of scholars have now accepted and explored TPCK as the concept continues to round a loop of nationwide conferences.

And Technological Pedagogical Content Knowledge, a complex theoretical framework conceived by associate professors Punya Mishra and Matt Koehler, is quickly gaining a foothold for promising change within the broader teacher education community, colleagues say.
“\(\text{TPCK}\) is likely to have a significant impact on the profession and lead to more effective uses of technology . . . by viewing (educational technology) through a different lens,” said Glen Bull, co-director of the University of Virginia’s Curry Center for Technology and Teacher Education. “The reason that it’s had such good reception is because it resonates with people’s intuition about what needs to be done. They articulated something that didn’t yet have a name.”

Solving a “wicked” problem

Mishra and Koehler, both faculty members in the Department of Counseling, Educational Psychology and Special Education, found they were equally discontented with the direction technology in teaching was taking when they met seven or eight years ago.

The call for teachers in K–12 and higher education to incorporate the Internet, PowerPoint and other digital technologies kept up its constant drumbeat, but the question of what educators really need to know to make instruction with technology meaningful, and how they learn those skills, was a still-emerging debate.

To Koehler and Mishra, it was a “wicked” problem they were passionate about solving.

It’s wicked because, simply, there is no easy answer. Instead, effective use of technology for teaching and learning involves “incomplete, contradictory and changing requirements bound by complex interdependencies.”

Technology can be a powerful window for student learning, whether by bringing Web-based professional development to practicing teachers or asking kids to capture images of nature for science lessons with digital cameras.

Choosing which technology to use, however, must not be directed by the latest advance or recommendation but rather through an informed hands-on decision by the practicing teachers themselves, Mishra and Koehler argue. More importantly, the decisions must be framed specifically based on what they are teaching (the content) and what method they plan to use (pedagogy).

Building on college resources, Shulman’s ideas

The pair found a rich environment for testing their ideas in the College of Education, where leaders have increasingly emphasized the need for faculty development in the area of technology use. With strong support from Dean Carole Ames, their research was incorporated into courses during which tenure stream faculty and educational technology master’s degree students were charged with designing every component of an online course, Web site or presentation—all in a highly contextualized manner.
The “learning technology by design” approach was working, they determined, with a pile of artifacts, survey data and journal articles to prove it.

That was when, in the midst of two supporting grants and a major book co-edited with MSU Professor Yong Zhao, Koehler and Mishra compiled their evolving findings into a larger theoretical framework.

Technological Pedagogical Content Knowledge, which has since morphed into the easily pronounced acronym TPACK (“tee-pack”), adds a modern and logical twist to a concept presented by a giant in the education fields 20 years ago.

Lee Shulman’s thinking of Pedagogical Content Knowledge, that knowledge of teaching methods must be applied to the teaching of specific content, has made a dramatic influence on education. Now president of The Carnegie Foundation for the Advancement of Teaching, he was a professor of educational psychology at MSU’s College of Education from 1963 to 1982.

Building on that model, Mishra and Koehler argue technology is now an equally important ingredient that shouldn’t be kept in isolation. Rather, TPACK—nicknamed the ToothPICK model by one affectionate fellow faculty member—emphasizes the new kinds of knowledge that lie at the intersections.

Teachers who understand and negotiate the relationships between content, pedagogy and technology then gain a different form of expertise that’s greater than a disciplinary expert (say, a historian), a technological expert (computer scientist) and an experienced educator.

They begin thinking of technology not as a transmission device but as a catalyst to enhance learning that wouldn’t be otherwise possible.

“It has become this snowball”

TPACK is not necessarily an entirely new idea, but the term has been increasingly used by those in the educational technology field since Mishra and Koehler published their definitive description in the June 2006 edition of Teachers College Record.

“In some ways, it’s a beginning. There was no framework before; people were just trying different things,” Koehler said.

“It has become this snowball which has sort of picked up heavily at the national level,” said Mishra.

Among their most notable experiences was a forum during the February 2007 annual meeting of AACTE, or the Association of Colleges of Teacher Education. Interested in the framework’s potential for more widespread implementation, AACTE had commissioned a collection of papers to explore TPACK’s “parameters within and between multiple curriculum areas, varying teaching and learning contexts, and in use with both preservice and inservice teachers.”

The Handbook of Technological Pedagogical Content Knowledge for Educators, pre-released as a monograph, is now available for purchase with a first chapter written by Koehler and Mishra.

“We’re seeing lots of people starting to align their research to (TPACK),” said Bull, who also has a chapter.

“Things like the AACTE handbook will go a long way toward bringing it to the foreground.”

Meanwhile, the October 2007 National Technology Leadership Summit, which brings together leaders from 10 major teacher educator content associations, focused on the concept as a major study topic. The Koehler-Mishra model, as it’s sometimes called, also will have a heavy presence at the upcoming SITE, or Society for Information Technology & Teacher Educa-
Early Ambitions

THREE COLLEGE OF EDUCATION FACULTY MEMBERS BLAZE NEW RESEARCH PATHS WITH CAREER AWARDS  >> Nicole Geary

CAREERS. We choose our pathway and let it curve, following the criss-crossing directions of challenge and opportunity. We gain knowledge that makes us qualified, build potential to push us around the next bend and can, within even the broadest fields, find the kind of personal passion that points straight toward towering goals.

These women know exactly what they want to do. Devoted to improving the quality of teaching, they saw unanswered calls for research within math and science education and cemented plans to discover more effective practices.

Their current work may be just beginning to take shape, but they are the first MSU College of Education researchers to emerge as National Science Foundation CAREER grant winners.

Raven McCrory was the initial College of Education faculty member selected to receive NSF’s most prestigious award for non-tenured faculty across all supported disciplines. Sandra Crespo earned hers only a year later in 2006, and Michelle Williams the next, with the latest news arriving in September 2007.

The Faculty Early Career Development, or CAREER, Program was established to support junior faculty members who most effectively integrate research and education. Awarded to only a handful of education field faculty annually, these
The Undergraduate Equation

How many ways can you calculate 43 minus 26?

On paper, you might start by regrouping the digits to figure, instead, 13 minus 6, and then the remaining left column, 3 minus 2.

But the basic set of numbers could be solved with a number of different strategies, other algorithms students may use to get the same answer (17)—and that an educator should be prepared to interpret.

In teacher education, it is the kind of problem Raven McCrory sometimes presents to illustrate a much more complicated question: How are prospective elementary teachers learning mathematics?

McCrory made answering that question her mission, proposing to dive into almost every aspect of the undergraduate equation—textbooks, instructors, course sequences, policies—when she applied for her CAREER award.

More than two years later, the South Carolina native is nearly finished crafting a rich framework of data across three states and 70 math departments at four-year universities.

She is a noted scholar in the area of classroom technology and was a co-principal investigator on the KAT, grants present the rare opportunity to develop an entire program of research as sole principal investigators.

It’s a five-year chance to collect data and directly impact learning environments (a requirement) that professors dream of—and universities strive to build on.

At MSU, 20 faculty members from various departments now have active CAREER grants in addition to the College of Education’s trio. A fourth faculty member conducting research with a CAREER award, MSU Ph.D. Beth Herbel-Eisenmann, joins the College of Education in January.

“The grants are meant to support the early integration of teaching and research so that the two lines of work inform and enhance one another,” said Suzanne Wilson, chairperson of the Department of Teacher Education.

“The fact that three College of Education faculty members received such awards suggests that we are selecting the right kind of faculty at MSU and that we’re providing them the institutional and intellectual support to be such teacher-scholars.”

McCrory, Crespo and Williams have remained quietly busy in their individual quests, each in different stages of framing research questions and results that could significantly influence their target piece of the teaching profession, in K–12 or higher education.
or Knowledge of Algebra for Teaching, project.

Still, earning a five-year, $600,000 NSF grant in her first application attempt was a "huge shock."

"I thought it was kind of a long shot," said McCrory, who has since been promoted from an assistant to an associate professor of educational psychology.

"Incredibly enough, there was just no research about undergraduate math classes for elementary teachers... Now I feel that I have a program of research that's really moving forward."

MEET (the Mathematical Education of Elementary Teachers) intends to give institutions that certify teachers a sort-of reality check about the way they are teaching math itself—and how it could impact the later achievement of children.

It started with a sweeping analysis of the textbooks in print and practice. McCrory can confidently point to all 13 now available (or 21 when the project launched) lining the shelves in her office.

She knows which ones follow narrative styles and which ones are more encyclopedic, along with their page length and levels of popularity.

Her project’s third year continues a pattern of interviewing university math department heads in Michigan, South Carolina and New York, her study’s target states, collecting completed surveys from 160 instructors and taking pre- and post-tests to measure the mathematical abilities of their aspiring elementary teachers.

"I think it’s going to really generate a lot of critical information about the current state of math preparation for teachers," said Helen Siedel, a doctoral student working with McCrory. "There is a lot of talk about what teachers should be learning. Raven is saying, 'Here’s what is actually happening.'"

Her preliminary findings have already illuminated some key issues regarding teacher preparedness, such as the gap between a recommended course exposure of nine credits in math courses and the actual average of about six credits taken by pre-service teachers.

Instructors often aren’t familiar with key policy and standards documents, including recommendations from fellow mathematicians about what should be taught, she says. However, her evidence shows math classes for teachers are nearly always taught by full-time faculty who are extremely serious about their effectiveness—ousting a misconception to the contrary.

"If it were a matter of commitment, we would have solved this problem," she said.

So McCrory is intent on painting a multi-faceted picture of factors that lead to strong math abilities among undergraduate teacher candidates. Her team of researchers has begun filming sessions of mathematics courses required for teacher certification, starting on MSU’s campus, coupled with pre- and post-interviews with the course instructors.

She expects to complete the comprehensive data collection by May.

Her research isn’t aimed at prescribing new ways to teach teachers. And MEET isn’t meant to evaluate the overall status of training teachers in math.

Instead, she can barely wait to write a stream of papers that will accurately describe the situation, perhaps more broadly than ever before. McCrory’s goal is to make what goes on in math classes for teachers more visible as a first step toward improving what they learn.

"Every (college and university) is reinventing the wheel and there’s not much communication. This study will give people a basis on which to talk," she said. "It’s a great leverage point for improving math education."

The Math Practices “Map”

Sandra Crespo was a math teacher for three years and she has, since childhood in the Dominican Republic, always been drawn to exploring mathematics.

As opposed to learning Spanish language rules or biological body parts, she could see patterns and make connections without having to memorize disassociated facts.

"It was a place where I could have creativity, according to me," she said. "But I know very well that that’s not always what happens in the classroom."

So today she is carving a place for herself where she can merge personal passions with real-life practices.

Crespo, now in her 10th year at MSU’s College of Education, found her next venue for improving math teaching with the NSF CAREER grant.

She earned the distinguished award in her second application and has been busy since summer 2006 fine-tuning a study of three major teaching practices—posing math problems, responding to students’ ideas and interpreting students’ mathematical thinking—that are intended to make the subject area engaging for elementary children.

Teacher educators like Crespo, who frequently works with aspiring educators just before their internship year, can’t rely solely on their own experiences and insights.

"We have a pretty good idea of how we want (our undergraduate students) to teach math," Crespo said. "The part that’s missing is how they learn these practices. We don’t have a map."

The now-tenured associate professor hopes to chart this hidden blueprint through cross-sectional and longitudinal research based here at
In the mean time, Crespo will remain in close collaboration with a group of math methods course instructors who will gain valuable professional development over the duration of the five-year project.

Together with her fellow researchers, they will search for better shared definitions of what it means to pose, respond and interpret in math education—“If we can’t name them, we won’t be able to teach them,” Crespo says.

But ultimately, “what I’m hoping will happen is we can begin to understand what sort of math teaching practices motivate and support students to truly explore math and not just memorize. We need teachers who won’t let them lose the thrill of discovery.”

The Science Gains Garden

She has a charismatic personality that draws people together.” So said fifth-grade elementary teacher Susan Harvey when describing Michelle Williams earlier this fall.

Harvey had already been collaborating with the MSU assistant professor of teacher education on a rare K-12 science study group at East Lansing Public Schools when they learned their partnership was truly just beginning.

Williams surprised herself and an entire group of teachers when she earned an NSF Career award worth nearly $500,000 on her first application attempt. It would be her first major grant and, more importantly, an opportunity to take her dedication to sharing scholarship with practicing teachers to another level.

Williams now plans to pilot an innovative technology-based science curriculum in the school district closest to MSU’s campus while studying three practices, at the end of the math and math pedagogy courses in the 200, 400 and 800 levels.

Perhaps the most promising data to come from her $600,000 project, however, will center on a longer-term look at 10 MSU students majoring in elementary education. These case studies will follow five undergraduate students from the end of their junior year through the fifth-year internship and then another group of five program graduates through their second year of full-time teaching.

“Most studies, at the most, are a year long,” Crespo said. “I want to follow these new teachers throughout their careers if they will have me.”

Her dream would be to check in on their phases of growth every year, wherever they may be. She recently traveled to visit one pilot study participant now teaching out of state in order to test some aspects of the longitudinal study phases coming later.

Unlike McCrory’s emphasis on what the field calls mathematical knowledge for teaching, Crespo is firmly focused on studying the math pedagogy, or methods classes. She’ll assess students, aiming to describe the range of performances on her focal techniques and tools.
the relationship between students’ learning outcomes and teachers’ practices. More specifically, her team will explore how one “big idea” in science—heredity—can be taught in a connective and coherent matter across time.

To the fifth- and sixth-grade teachers in East Lansing, the grant generates at least two powerful perks: sustained professional development in one essential subject area and a role in developing what are likely to become widely disseminated model lesson plans.

“The quality of the curriculum is going to be far superior to anything we can come up with alone,” said Harvey, who teaches at Whitehills Elementary School. “We’re using this brain trust at MSU.”

Williams celebrated the good news during a district-hosted reception in October but not before immediately diving into the details of her approved research proposal.

The University of California at Berkeley Ph.D. graduate, who was a prominent contributor to science education when she joined the College of Education faculty two years ago, will spend the remainder of this school year developing the project’s curriculum.

It will align with existing state science standards at the fifth- and sixth-grade levels and integrate numerous opportunities to determine what specific mechanisms within the environment actually promote learning.

“Thinking about how to engage kids in science early on is important because we’re losing them,” Williams said. “We want to merge a virtual experience with technology and what they’ll do in the lab.”

The research group will begin collecting controlled data by the end of the current academic year. Then, starting sometime during the 2008–09 school year, up to nine teacher at East Lansing’s Glencairn and Whitehills elementary schools will launch a two-year pattern of curriculum under Williams’ leadership.

“The goal is to help (the children) develop a deep understanding of the principles of heredity by the end of sixth grade,” Williams said.

Students will grow several varieties of Wisconsin Fast Plants® and identify different traits that show up in stems and other plant parts. In addition to greenhouse experiments, students will use the Web-based Inquiry Science Environment, or wise, to enhance their comprehension of concepts.

For example, they will observe their real plant cells under a microscope and then be able to observe types of animal cells through wise. Meanwhile, teachers can respond electronically to students’ work and see detailed accounts of their learning.

Williams also plans to integrate the learning technologies into her teacher preparation classes at MSU and eventually, take the same line of research into the middle and high school grade levels.

Inspired by the early science engagement she witnessed as a second-and third-grade teacher in California, Williams says her motivation is firmly rooted in the potential that comes through partnering with off-campus teachers.

“It’s not just about me. It’s about an opportunity to improve science education in k–12 by bridging research and practice,” she said. “Those teachers are my heart.”

FACULTY POSITION: Assistant professor of teacher education (science)
YEARS AT MSU: Two
PH.D.: University of California–Berkeley
PROJECT START DATE: September 2007
GRANT AMOUNT: $496,663
RESEARCH TITLE: “Tracing children’s developing understanding of heredity over time”
GOAL: Study how fifth- and sixth-grade students develop understandings of key concepts regarding heredity using a Web-based inquiry program across time and the relationships between students’ learning outcomes and teachers’ classroom practices.
ON THE WEB: www.educ.msu.edu/faculty/mwilliam
Study Reveals Preparation Gap for U.S. Middle School Mathematics Teachers

Findings from an international study of middle school mathematics teacher preparation suggest that there is a gap in the way future teachers are prepared in the United States compared to other countries.

“This study suggests that teacher education matters,” said MSU University Distinguished Professor William Schmidt. “It is important for us, as a nation, to understand that what opportunities are made a part of those preparation programs are critical not only for those future teachers but for our children whom they will be teaching.”

Mathematics Teaching for the 21st Century, or MT21, studied how a sample of universities and teacher-training institutions prepare middle school mathematics teachers in the United States and five other nations: South Korea, Taiwan, Germany, Bulgaria and Mexico. Specifically, it also explored the preparation, knowledge and beliefs of 2,627 future teachers in those countries.

Researchers, including Schmidt as principal investigator and College of Education Associate Professor Maria Teresa Tatto as co-PI, released findings in December. Their work has been funded by the National Science Foundation.

“In many ways, the beliefs of U.S. teacher trainees reflect things that we would like to see, such as rejecting race and gender in limiting what...”
students can accomplish,” Schmidt said. “However, our future teachers are getting weaker training in mathematics and in the practical aspects of teaching mathematics.

“This was especially true when compared with those in Taiwan and South Korea—countries whose middle school students perform extremely well on international benchmark tests. As a result, future U.S. teachers are not well prepared to teach the demanding mathematics curriculum we need for middle schools if we hope to compete internationally.”

Past international research, including the Third International Mathematics and Science Study (TIMSS), also showed low U.S. achievement in math compared to other countries at seventh and eighth grades.

TIMSS indicated that one of the major factors related to that low performance was a U.S. middle school curriculum that was unfocused, lacking coherence and not particularly demanding or rigorous. The study also showed that the top-achieving countries had the opposite type of curriculum.

So how should we prepare our future teachers to teach a rigorous, coherent and focused curriculum for all children? That question guided the research of MT21.

The project found that institutions in each of the six countries provided learning opportunities for future teachers in mathematics, teaching mathematics and teaching in general, but each differed in the mix of these three areas. However, no country covered only mathematics.

The Taiwanese and Korean future teachers had more extensive coverage of advanced mathematics content than was the case for those in the United States. U.S. coverage of practical teaching aspects also was less extensive than in Taiwan and South Korea.

Here is a closer look at several of the MT21 findings:

- Future U.S. middle school teachers’ mathematics knowledge as measured on the MT21 test in institutions studied was generally weaker than that of future teachers in South Korea, Taiwan, Germany and, in some areas, Bulgaria. Taiwanese and South Korean future teachers were the top performers in all five areas of mathematics knowledge.

- U.S. future teachers in the study

---

**Mean Percent of the Topics Covered in the Preparation Program in Each Country**

**Mean Level Performance on the Mathematics Knowledge Scale Scores Across Six Countries**
performed at or near the bottom in tests of algebra knowledge (including knowledge of functions), which is the foundation area for middle school mathematics, especially in grade eight.

The best area for future teachers in the United States was statistics knowledge, where they performed near the international average.

Taiwanese and South Korean future teachers covered about 80 percent or more of appropriate advanced mathematics topics in their training while those in Mexico and the United States covered less than 50 percent.

In pedagogy, or the practical aspects of teaching mathematics, the extent of coverage for U.S. future teachers was also substantially less than that provided by Taiwan and South Korea. (The only exception was for general pedagogy, when the extent of preparation in South Korea was less than that in the United States.)

Future U.S. middle school mathematics teachers in the study are trained in three kinds of programs: secondary programs, elementary programs and those that directly prepare middle school teachers.

Those that prepare as secondary teachers have a stronger mathematics preparation. Those that prepare as elementary teachers have stronger pedagogical preparation. Those that prepare as middle school teachers seem to have the worst of both of the other programs.

More future U.S. teachers prepared in elementary and middle school programs believed that mathematics was rule-based rather than creative and useful.

Future U.S teachers believed that less emphasis should be placed on teaching mathematics skills than future teachers in three of the other countries. U.S. future teachers believed in emphasizing mathematics communication skills more than did the future teachers in all five of the other countries.

Future U.S. teachers in the study rejected natural ability, race and gender as limiting how much mathematics students could learn and emphasized more strongly the developmental level of students. This was also true in Mexico and Germany.

A larger investigation related to MT21, the Teacher Education and Development Study in Mathematics, or TEDS-M, is now underway. TEDS-M expands the research to include 19 countries and collects comprehensive data from samples designed to be nationally representative. The study also will look at the preparation of both elementary and middle school teachers. (See “About TEDS-M” box for more information.)

### About TEDS-M

The Teacher Education and Development Study in Mathematics, or TEDS-M, is an investigation of the preparation of elementary and middle school teachers of mathematics in 19 countries. MSU is the lead International Center for the study with Maria Teresa Tatto, an associate professor of teacher education in the College of Education, serving as international director. Sharon Senk, an MSU mathematics professor, and Jack Schwille, the College of Education’s assistant dean for international studies in education, are co-directors. TEDS-M is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and funded by IEA, the National Science Foundation and the participating countries.

University Distinguished Professor William Schmidt, also of the College of Education, is the national research coordinator for U.S. TEDS. U.S. costs are covered by grants from the Bill & Melinda Gates Foundation, the Boeing Company, the Carnegie Corporation of New York and the GE Company.

### More Information

Get details of the MT21 research report and related studies:

- Teacher Education and Development Study in Mathematics (TEDS-M) http://teds.educ.msu.edu
- United States portion of TEDS-M: http://usteds.msu.edu
- Third International Mathematics and Science Study (TIMSS), U.S. National Research Center: http://ustimss.msu.edu
- Promoting Rigorous Outcomes in Mathematics and Science Education (PROM/SE): http://promse.msu.edu
- International Association for the Evaluation of Educational Achievement: www.iea.nl
More than 600 Michigan and Ohio teachers went back to school this summer during the PROM/SE summer academies. PROM/SE, the National Science Foundation–funded program that stands for Promoting Rigorous Outcomes in Mathematics and Science Education, held the weeklong academies in three locations in Ohio and Michigan. The academies drew K–12 teachers from nearly 60 participating districts.

The PROM/SE academies help teachers develop a deeper understanding of the mathematics and science they teach. “I learned a lot of new concepts to add to my math teaching,” said a teacher participant in the Proportionality Across the Strands: Number, Algebra and Geometry course for middle school teachers. Teachers in all courses learned to support and appreciate the power and complexity of student scientific and mathematical thinking, and how to address common student misperceptions.

Internationally renowned mathematician Hung-Hsi Wu, a professor of mathematics at the University of California at Berkeley, taught a course on understanding fractions for K–6 elementary teachers. He feels that teaching teachers the fundamentals of mathematics is important. “Mathematics is, on the whole, like a pyramid. Students need a solid understanding of basic concepts on which to build,” notes Wu. Emphasis on learning foundational concepts such as whole numbers, fractions and certain aspects of geometry are critical to later success in algebra and follow recommendations by the National Mathematics Advisory Panel.

PROM/SE professional development helps teachers understand mathematics and science concepts taught two grades below and two grades beyond their class so that teachers can tie together these concepts in their classrooms and help students understand broad themes that unfold in the disciplines.

While the intensive work with K–12 mathematics teachers has concluded as part of PROM/SE, the work with science teachers continues with professional development throughout the 2007–08 school year.

PROM/SE is offering three interrelated sessions called The Evolution of Everything, which will help teachers explain change in the physical and biological systems from the big scale to the small, including the origin and evolution of the universe, Earth and life.

“The concepts of physical and biological change run through the entire K–12 science curriculum,” says Danita Brandt, PROM/SE director of science and a professor in MSU’s Department of Geological Sciences. For example, talking about the breakdown of rocks and the development of soil are two small-scale changes that lie along the continuum of changes that began at the Big Bang.

Brandt notes that the PROM/SE science professional development helps teachers respond to questions about key scientific concepts from students at all levels. In parallel with the content, teachers also explore the nature of scientific inquiry and student scientific reasoning. For more information, visit www.promse.msu.edu.
A whole square = 1 C flour
A square = 1 batch

5. \( \frac{1}{2} \times \frac{1}{6} = \frac{5}{6} \times 2 = \frac{10}{6} = \frac{5}{3} \) batches

1 batch
Melanie was the “passing girl,” one of the students who stood out because she didn’t stand out in a group of children under careful observation by Angela Calabrese Barton and her research team.

Shy and fearing ridicule from an incorrect response, she nearly always dodged participating in her sixth-grade science class by simply asking to “pass.” She seemed to accept aligning herself with a failing grade, at just 23 percent, the first quarter.

Researchers in her Harlem classroom noticed there were times in small groups when she would try to answer content questions, if particular protective friends were involved, and other times when she couldn’t help collapsing to tears. One classmate wanted to “trade” her to another group because Melanie “don’t know anything about science.”

That was just the starting point for one of more than 20 longitudinal case studies on Calabrese Barton’s research list that year alone in New York City. But the story was the kind that continues to stir her personal sensitivity for struggling youth in urban settings. It touched the core of her service ambitions as a scholar.

The associate professor of teacher education, now in her second year at MSU, aims to make sense of what can transform children as learners. For Melanie, the subject of a special report published later, it would center on the identities she assumed—and how others reacted to them—over a one-year journey through science lessons.

After the holiday break, Melanie surprised everyone when she recruited two friends to act as gorillas as she pretended to be Jane Goodall and “teach” them sign language. She impersonated an illustrated mother giraffe and baby—squeaky baby voice included—during another assigned presentation before the whole class.

Applause erupted each time. Melanie earned 100 percent on the Animal Project by meeting the requirements and yet being allowed to alter the work in her own unique and more comfortable way.

Over time, Calabrese Barton and her colleagues documented a change...
MSU faculty members Scott and Angela Calabrese Barton prepare for a GET City lesson.

in her willingness to offer contributions, raising her hand to tell little stories such as how she gets tanner on trips to the Dominican Republic during a lesson about skin. She even started encouraging other distracted classmates during small-group sessions.

Melanie began to gain a voice. She crafted a different identity for connecting with science.

And that is a driving basis for Calabrese Barton, a faculty member who has since brought her passion for empowering young people to MSU and the greater Lansing community.

Studying the roles students take on as they explore science, she attests, is just as important as examining what they are actually learning.

“How do we create these opportunities for youth to feel like science is something that matters to them?” she said. “It has to be more than just a test score.”

**PUSHING FOR ANSWERS**

Calabrese Barton spent a decade at Columbia University’s Teachers College, where nearby New York City school systems allowed her to work closely with low-income urban education.

She established herself as an innovative leader who pressed simultaneously for both institutional structures within the college and qualitative, longitudinal field studies that would place more focus on creating equitable learning outcomes for urban children.

She now oversees the Detroit Area Elementary Team and teaches TE 401 and a variety of doctoral courses while remaining rooted in studying science education, a subject in which many of the most troubling dynamics are amplified, she said.

“There’s under-representation at every stage of the pipeline,” she said. Teachers turn over too quickly and often hold deficit model perspectives. Minority children fear they will be charged with “acting white” if they enjoy and find success in science.

Intent on uncovering teacher practices that will truly engage all learners in science, one of Calabrese Barton’s agendas is “to push people to think about what they’re capable of doing.”

“You can’t design a unit that is perfect for everybody,” she said.

She has come to three major claims over at least a dozen years in and out of schools:

- Youth have a repertoire of everyday practices that merge their socio-cultural worlds with the worlds of school science.
- Learning to engage science is an incremental process that becomes more transparent for kids through the creation of hybrid or “merging” spaces.
- Learning to engage science has both individual and community outcomes.

Those ideas frame her current work, a three-year project backed by $900,000 in National Science Foundation funds. Started in October, it is her fourth major NSF award.

**RAP AND ELEPHANTS**


“I use a lot of energy. I use a lot of gas . . .”

Their rap words mixed with rowdy laughter and couldn’t be contained.
inside the Lansing Boys and Girls Club room.

“Is being an elephant a good thing or a bad thing?” the chant continued.

“I don’t really care. I think of life at the end of a string.”

Another after-school session aimed at engaging students differently from their typical middle school day was underway. Calabrese Barton, flanked by two Ph.D. students and two research associates, confidently kept the chaos somehow focused on a serious science concept.

Whether linked to a mouse, horse or elephant, these kids know the size of their carbon footprint.

“I think the experience will help us so when we get older, we can tell other people about it and help the ozone layer,” 10-year-old Kaylin Perkins explains. Plus, they “get to do a lot of fun stuff” with “Miss Angie.”

Welcome to the new GET City program, where adolescents immerse in learning about “green energy technologies” and teacher education scholars test community-based curriculum that could influence urban science training grounds around the country.

**TECHNOLOGY AT THE (LIKELY) TURNING POINT**

Calabrese Barton, who received her Ph.D. at MSU, didn’t wait long after arriving in East Lansing to design this, another research project grounded in local outreach to urban children.

She again teamed up with her husband, MSU assistant professor of chemical engineering Scott Calabrese Barton, and found a ready partner in the Lansing Boys and Girls Club.

They were awarded the NSF grant to promote early understanding of energy sustainability and, perhaps more importantly, prepare disadvantaged students for tomorrow’s job market. The co-PIs have developed 280 total instruction hours heavily focused on advanced information technology skills.

“It’s at this age when kids’ attitudes toward science and math go down,” Angela Calabrese Barton said. “(Their early experiences) can determine their course-taking patterns in high school.”

Enter “really cool” technology and plenty of opportunities to be themselves.

Kids are taking oral histories about energy consumptions, cameras, interview questions and surveys in hand, within their own neighborhoods and pulling out their own assigned wireless laptops from a mobile cart to write blog entries. Their goal this semester is to create a “kid-friendly, but scientifically rigorous” 90-second public service announcement to air on local access television.

They used digital thermometer probes, laser measuring tapes and video cameras to create eight-minute documentaries about urban heat islands during the precursory summer pilot program.

One of them, titled “Where da heat go?” comes together as a lively kaleidoscope of popular hip-hop music, goofy on-the-street interview out-takes, charts, images and, throughout, evidence of sincere concept comprehension.

They proudly premiered their documentaries before an audience of on-campus adults, answering environmental questions with poise.

“We received a phone call from a parent who said ‘I don’t know what you’re doing but my son’s behavior has improved,’” said Carmen Turner, Boys and Girls Club executive director. “(Now) kids are running to the program when they get out of school and I know because my daughter is one of them.”

For her part, Calabrese Barton said she has already noted kids coming out of their shells through the excitement of knowledge (many adults couldn’t say what an urban heat island is) and tech-savvy.

One girl, first reluctant to the perceived nerdiness of science, ended up taking a whopping high-96 digital photographs during the summer session and latched on to the nickname of a leader, “Boss Doss.”

The husband-wife team’s curriculum is being externally evaluated by The Education Alliance at Brown University. Their grant proposal was written with the intent to institutionalize an infrastructure that can continue in Lansing after three years and, moreover, create a model for developing similar programs nationwide.

Turner said other Boys and Girls Clubs likely will be interested, if they aren’t already.

“So many families right now, for some reason, are in disarray and their focus is not always on the kids getting a solid foundation. It’s sort of just getting by, and that’s where I think the community needs to come in,” she said.

“Once you take a kid and break the cycle, then you’ve changed a generation of what’s to follow.”

**ABOUT GET CITY**

- A year-round, twice weekly after-school program for 40 children in grades 6-8
- Provides experiences with advanced IT skills and opportunities to develop scientific research skills
- Offers a curriculum for informal science and IT education that can be adapted for other urban communities around the country
- Co-principal investigators are MSU-based spouses Angela Calabrese Barton, associate professor of teacher education, and Scott Calabrese Barton, assistant professor of chemical engineering
- Funded by a three-year, $900,000 grant from the National Science Foundation and local donations, including the Dart Foundation ($45,000) and the Capital Region Community Foundation ($25,000)
- Partners include MSU, the Boys and Girls Club of Lansing, Urban Options, the Lansing Board of Water and Light and Lansing School District
- On the Web: www.getcity.org
College Welcomes 11 New Faculty

Samantha Caughlan
(Assistant professor of teacher education (English); Ph.D., University of Wisconsin–Madison) says she couldn’t resist the opportunity to come to MSU, where she could return to the upper Midwest and join high-energy faculty members she knew and admired. She conducts research on English teachers’ cultural models as providing insight into their conceptions of their discipline, teaching and students. She prides herself on never losing sight of classrooms and is currently investigating the use of critical language awareness on preservice teachers’ development of interactive classroom discourse methods. Her recent projects also look into the effects of policy on state and local curriculum.

Amita Chudgar
(Assistant professor of educational administration and educational psychology; Ph.D., Stanford University) was attracted to the College of Education by the quality of her prospective colleagues and the university’s commitment to international education. Her current work aims to identify policies to address educational challenges facing developing countries. Her research is focused on equity in access to education in India and equity in educational achievement in the international comparative context. Chudgar is proud of establishing a more distinct presence for South Asia–related research at the Comparative and International Education Society’s annual conference by organizing two first-time panels dedicated to that region’s issues last year.

Joe C. Eisenmann (Assistant professor of kinesiology; Ph.D., Michigan State University). A focus on pediatric exercise science in the Kinesiology Department drew Eisenmann to MSU, where he is now involved with the Center for Physical Activity and Health. His research centers on the growth- and maturity-related variation of body size and function, and its impact on the health and physical performance of children and adolescents. Currently, the focus of this work is on the genetic, environmental and clinical aspects of pediatric obesity and the metabolic syndrome in children and adolescents. Eisenmann is proud of an early career publication record that includes 61 peer-reviewed journal articles, an accomplishment he credits to his mentor Bob Malina and collaboration with colleagues around the world.

Kyle Greenwald
(Assistant professor of teacher education (social studies); Ph.D., University of Minnesota) says many education scholars he admires performed important work while at MSU, “a place that respects what we’ve done in the past and is interested in crafting an enriching present.” Greenwald’s research focuses on collective memory, public schooling and teacher identity. He examines how popular coding practices impact the images teachers use to construct their personal identities and has studied how a French and an American high school reproduce national identity through student narratives. Greenwald said joining the MSU teacher education faculty is among his proudest accomplishments thus far.

Cassandra Guarino (Assistant professor of teacher education and educational administration; Ph.D., Stanford University) found a solid fit between ongoing scholarship at MSU and her own research interests, which focus on the economics of education. Her current topic areas include the study of academic achievement in young children, teacher effectiveness, teacher labor markets, charter schools and issues in which health and education are linked. She recently was an associate economist at the RAND Corporation and her recent publications explored topics such as mobility and turnover among principals and teacher recruitment and retention.

Beth Herbel-Eisenmann (Assistant professor of teacher education (mathematics); Ph.D., Michigan State University) is pleased to join MSU’s acclaimed education faculty this January. Her research interests include bringing a discourse perspective to the study of written, enacted and hidden curriculum in mathematics classrooms. She is interested not only in interrogating norms that are embedded in and carried by teacher and textbook discourse patterns, but in understanding how these patterns may impact diverse students in mathematics classrooms. In collaboration with a group of secondary mathematics teachers, she provided support through her NSF-funded Career Grant that has allowed the teachers to design action research projects in which they are working to more closely align their discourse practices with their professional beliefs.

Rebecca Jacobsen (Assistant professor of teacher education (policy); Ph.D., Teachers College, Columbia University) was pleased to know that the College of Education valued her history as a
Members

Claudia M. Pagliaro
(Associate professor of special education (deaf/hard of hearing); Ph.D., Gallaudet University) saw a wealth of support and resources at MSU, particularly as intended to grow opportunities in deaf education when she arrived to co-direct that program with fellow MSU Professor Harold Johnson. Her research focuses on mathematics instruction and learning with deaf and hard-of-hearing students. She is particularly interested in the areas of problem-solving and the influence of a visual language (American Sign Language) on mathematics understanding. Pagliaro is proud of elevating discussions about an often overlooked subject in the deaf education field through her research and, more so, in the high-quality practicing teachers she has helped prepare for the profession.

Edward D. Roeber
(Professor of education; adjunct appointment in measurement and quantitative methods; Ph.D., University of Michigan) came to MSU to use his student assessment expertise in other ways; first as an advisor to faculty and staff and, second, to assist current and prospective educators as they learn more about the role of assessment in improving teaching and learning. He has consulted with state and national organizations on the design, development and implementation of large-scale assessment programs. Roeber also oversaw the statewide assessments of general education students and students with disabilities and English language learners, as well as accreditation and accountability programs. While at the Council of Chief State School Officers, he is proud of developing student assessment collaboratives that still guide assessment activities in more than 40 states.

Donald J. Peurach
(Assistant professor of k-12 educational administration; Ph.D., University of Michigan). As an incoming faculty member, Peurach appreciated that MSU and the College of Education are committed to work with equal urgency toward the needs of Michigan and beyond. His research focuses on educational organization, policy and reform, especially as they bear on the day-to-day work of teachers and school leaders. His most recent work examines large-scale efforts to improve instruction and leadership in underperforming schools and districts. Peurach is a former computer systems analyst who is proud that he pursued a career in education, starting as a high school math teacher and now leading courses in educational leadership, organization theory and inquiry-driven improvement.

Cary J. Roseth
(Assistant professor of educational psychology; Ph.D., University of Minnesota) noticed an increasing interest in early childhood issues at the College of Education, which was an important recruiting ingredient for him along with impressive faculty, students and facilities. He is interested in social development, peer relations and social contextual influences on classroom achievement. His research focuses on the development of conflict resolution in early childhood and on the effects of cooperation and competition on children’s academic achievement and peer relations. Roseth is especially proud of a forthcoming study showing that positive peer relationships enhance early adolescents’ academic achievement.
Beloved teacher, administrator and colleague, Dixie Durr, passed away on Sept. 2, 2007. Dr. Durr was a member of the College of Education’s Health, Physical Education and Recreation Department from 1964 to 1984. A renowned dancer, choreographer and teacher of dance, she moved to the Department of Theatre in 1984 when the dance program moved to the College of Arts and Letters. She served as chairperson of the Department of Theatre from 1994 to 2001. She served on major national and state dance association boards and was recognized by the National Dance Association with the Presidential Citation in 1994 and a Lifetime Achievement Award from the Michigan Dance Council in 2004.

John “Jack” Fuzak passed away at age 93 on June 2, 2007. A dedicated Spartan, he began his tenure on the MSU faculty as an associate professor of secondary education and curriculum in 1948. During his 31 years on faculty, Dr. Fuzak fulfilled many roles including dean of students and vice president of student affairs. He was MSU’s faculty athletics representative from 1959 to 1979 and served the NCAA in many capacities, including as president from 1975 to 1976. Dr. Fuzak was highly regarded for his integrity and honesty and had significant influence in the Big Ten and NCAA.

Thomas Franklin Green, an associate professor of education and humanities from 1955 to 1964, passed away on Dec. 20, 2006. He was recruited to Syracuse University in 1964 to initiate a program in cultural foundations of education. He remained at Syracuse until he retired in 1993, having served as department chairperson and co-director of the Educational Policy Research Center. During his career, he was awarded many honors, including being named the Margaret O. Slocum Professor of Education, and was heralded for his contributions to philosophy of education and educational policy and practice.

Renowned professor of measurement and quantitative methods, Herbert Rudman, passed away at age 84 on Nov. 11, 2007. Dr. Rudman was well known for his expertise in statistics and measurement, having co-authored the Stanford Achievement Tests (SATs) during the time from 1964 to the 1980s. He earned his bachelor’s degree at Bradley University and his master’s and Ph.D. from the University of Illinois. He came to MSU’s College of Education in 1956 after teaching elementary, junior and senior high school in Peoria, Ill., supervising student teaching at the University of Illinois and serving as the chairman of the Department of Elementary Education at the University of South Carolina. A prolific author, Dr. Rudman authored or co-authored hundreds of tests, books, book chapters, monographs and convention papers. He was a beloved teacher who encouraged his students to learn and appropriately use methods of testing and measurement. After his retirement from MSU in 1993, Dr. Rudman continued to teach, consult and write periodically.

Mark Conley, associate professor of teacher education, was elected president of the newly incorporated Michigan Alliance of Reading Professors.

Nell Duke, associate professor of teacher education and educational psychology, is a co-author of Beyond Bedtime Stories: A Parent’s Guide to Promoting Reading, Writing and Other Literacy Skills From Birth to 5. The book is written for parents as a useful tool for understanding how they can help their children develop early literacy skills.

Gail Dummer, a professor of kinesiology, received the Stephen Tsai Educator of the Year Award from the Autism Society of Michigan.

A new book from the American Enterprise Institute for Public Policy Research, No Remedy Left Behind, Lessons from a Half-Decade of NCLB, features a chapter co-written by Christopher Dunbar, an associate professor of K-12 educational administration, and former College of Education faculty member David Plank.

Associate professor of teacher education Helen Featherstone and the now-retired Joseph Featherstone are co-editors
of Transforming Teacher Education, Reflections from the Field, published by Harvard Education Press. This new book offers an account of the development of the renowned Team One teacher education program at MSU.

Deborah Feltz, a professor and chairperson of the Department of Kinesiology, gave the 2007 Research Quarterly for Exercise and Sport Award Lecture for the Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). She also gave the Penn State Dorothy Harris Scholar Award Lecture.

Daniel Gould and Larry Lauer were named among the 100 Most Influential Sports Educators in America by the Institute for International Sport. Gould is a professor of kinesiology and director of MSU’s Institute for the Study of Youth Sports. Lauer serves as the institute’s director of coaching education and development.

The Institute for the Study of Youth Sports was honored by the National Association for Sport and Physical Education with the Ross Merrick National Recognition Award for the center’s long-time commitment of using research and best practice evidence to advocate for young athletes.

Michael Leahy, director of the Office of Rehabilitation and Disability Studies, received the third place American Rehabilitation Counseling Association Research Award for an article in the Journal of Applied Rehabilitation Counseling.

Reitumetse Mabokela, an associate professor of higher, adult and lifelong education, is the editor of Soaring Beyond Boundaries, Women Breaking Barriers in Traditional Societies from Sense Publishers.

Melinda Mangin, an assistant professor of K-12 educational administration, is the co-editor of a new book, Effective Teacher Leadership: Using Research to Inform and Reform, with Sara Ray Stoeinga of the Consortium on Chicago School Research.

Barbara Markle, assistant dean for K-12 outreach, received the 2007 Michigan Association of Intermediate School Administrators Education Fellows Award. The college’s Education Policy Center, headed by Sharif Shafri and William Schmidt, also received the honor in 2006. The award honors individuals who place service above self interest, advocate for public education and show leadership on behalf of MAISA, ISDS of K-12 education.

The college’s John A. Hannah Distinguished Professor Barbara Schneider and University Distinguished Professor William Schmidt are the co-lead authors of Estimating Causal Effects: Using Experimental and Observational Designs, published by the American Educational Research Association. A product of a think tank of the AERA Grants Program, the report is designed to help researchers, policymakers and funders understand the capacities and limits of examining the causes of educational outcomes with large-scale databases.

Barbara Schneider also is the co-editor, with Sarah Kay McDonald, of Scale-Up in Education: Ideas in Principle and Scale-Up in Education: Issues in Practice.

John “Jack” Schwille, a professor and assistant dean for international studies in education, is co-author of the book, Global Perspectives on Teacher Learning: Improving Policy and Practice, with Martial Dembélé. It was published as part of the Fundamentals of Educational Planning series by the UNESCO International Institute for Educational Planning.

Maria Teresa Tattoo, an associate professor of teacher education, is the editor of Reforming Teaching Globally from Oxford Studies in Comparative Education.
Insight from Ireland

One eye doctor yelled at her when she couldn’t read the test charts. She accused Melissa McQueen, then 7 years old, of faking a vision problem simply to gain attention.

She sometimes failed tests when teachers wouldn’t acknowledge that, glasses or no glasses, she could not see the front chalkboard to follow lessons.

She would explain her diagnosis to peers, only to have them shrink away from a potential friendship.

So McQueen, now an independent 21-year-old, stopped talking about the blurry world before her eyes nearly altogether. Her unrecognizable genetic disorder, Stargardt’s Disease, remained a secret to everyone except for her family members and closest friends.

That was until the MSU pre-law student encountered a ground-breaking summer study abroad experience.

Leaders representing MSU’s study abroad and disability programs turned to College of Education Professor Michael Leahy hoping for an answer to a long-standing concern: few students with disabilities participate in international learning experiences.

Leahy, who directs the country’s top-ranked rehabilitation counseling program, soon began determining how he could adapt an existing course for a monthlong summer excursion overseas. Whereas “Disability in a Diverse Society” (CEP 470) offered a suitable starting point, Ireland became an ideal destination.

The European nation has just been through a “seismic” change in disability law, making it “probably the most progressive of any country in the world.” Leahy knew it could be a powerful laboratory for students—both with or without disabilities—to gain greater awareness, sensitivity and understanding of various aspects of disability in the United States and Ireland.

MSU picked up some widespread attention while organizers prep for a summer 2007 trip, including a mention by The New York Times. Many universities struggle to extend study abroad options to students with disabilities, let alone offer them one focused on examining issues related to their own experiences at an international level.

“There has never been a project like this,” said Leahy, who coordinated logistics and necessary accommodations with Valerie Nilson, a specialist from the MSU Resource Center for Persons with Disabilities.

Ten undergraduate students, including four from other universities as far away as Oregon and Alaska, signed up to explore Ireland’s beautiful shoreline and a depth of disability practices and policies in Dublin.

As for McQueen, who studies Arabic with an interest in pursuing international law, she was searching for ways to get to Egypt when the new program caught her attention.

Maybe, she thought, it would be a place where she could go without feeling uncomfortable about her impairment.
It was.
She was surrounded by people who shared her setbacks and yet through so many different perspectives. There were students in wheelchairs, young people who are deaf and a dozen different college majors.

Then in the mix of field trips and class sessions, one particular guest speaker cemented a personal change that had been gradual for her until then. Carolyn Casey was a legally blind, Irish leader of an organization that advises CEOs in meeting the needs of employees with disabilities.

"Her past mimicked mine," McQueen said. "Hearing her kind of made me realize that I would really like to get involved in disability rights, to help improve situations for people."

So after graduating this spring, she now plans to attend law school with an inclination toward representing individuals with disabilities. She hopes to return to Dublin for a full semester through an existing study abroad program if she is accepted to DePaul University in Chicago.

Leahy and Nilson were very pleased with the success of their first-time trip.

Each of the students emerged with similarly enlightened perspectives, achieved through interacting with Ireland’s leading scholars and disability service providers—and each other.

Major concepts framed by the course syllabus quickly evolved into lively discussions. Participants also conducted independent studies linked to their academic and life interests.

"Running into an inaccessible building became part of their learning...and also how people reacted” to the circumstances,” Leahy said. “The sheer amount of learning the students were able to obtain surprised me.”

Leahy had never coordinated a study abroad trip before but he and other organizers, along with a panel of students, were invited to present at a universitywide best practices conference on multiculturalism and diversity in November.

Together with a long list of established academic and community-based Irish partners, they plan to continue the course next summer and have every intention to continue in the years to come.

Future trips could open Leahy and his College of Education colleagues to fruitful research opportunities, especially as Ireland models an innovative “universal design” policy that frames disability as a natural, not minority, aspect of life.

The hosting institution, Dublin City University, and others could be places from which Leahy recruits outstanding students for MSU’s graduate-level rehabilitation counseling programs.

When it came time this fall to recruit for the second “Disability in a Diverse Society” Ireland trip at the MSU Study Abroad Fair, McQueen volunteered.

She sat alone at the information booth. Even if she couldn’t see the faces of more than 50 prospective student participants, she told them to go and challenge their ideas about disability and, with them, the misconceptions of the world around them.

Her secret is now her motivation.

"(The trip) was the first time...when I had that many people give me such a positive reaction about being a person with a disability,” she said. “It was one of those things that changes your life.”

Leahy and Nilson were very pleased with the success of their first-time trip.

Each of the students emerged with similarly enlightened perspectives, achieved through interacting with Ireland’s leading scholars and disability service providers—and each other.

Major concepts framed by the course syllabus quickly evolved into lively discussions. Participants also conducted independent studies linked to their academic and life interests.

"Running into an inaccessible building became part of their learning...and also how people reacted” to the circumstances,” Leahy said. “The sheer amount of learning the students were able to obtain surprised me.”

Leahy had never coordinated a study abroad trip before but he and other organizers, along with a panel of students, were invited to present at a universitywide best practices conference on multiculturalism and diversity in November.

Together with a long list of established academic and community-based Irish partners, they plan to continue the course next summer and have every intention to continue in the years to come.

Future trips could open Leahy and his College of Education colleagues to fruitful research opportunities, especially as Ireland models an innovative “universal design” policy that frames disability as a natural, not minority, aspect of life.

The hosting institution, Dublin City University, and others could be places from which Leahy recruits outstanding students for MSU’s graduate-level rehabilitation counseling programs.

When it came time this fall to recruit for the second “Disability in a Diverse Society” Ireland trip at the MSU Study Abroad Fair, McQueen volunteered.

She sat alone at the information booth. Even if she couldn’t see the faces of more than 50 prospective student participants, she told them to go and challenge their ideas about disability and, with them, the misconceptions of the world around them.

Her secret is now her motivation.

"(The trip) was the first time...when I had that many people give me such a positive reaction about being a person with a disability,” she said. “It was one of those things that changes your life.”
When Amy Jamison’s aunt and uncle invited her on a trip to Tanzania in 2000, she agreed because she was studying Swahili, the country’s official language, at the time. She had already established an interest in African studies after spending a semester in Senegal as an undergraduate. She earned a master’s degree in the subject area and was sending other students to the continent as a study abroad advisor.

She could not have guessed Tanzania would chart her next career path. What started out as a two-week vacation soon turned into a fascination with the East African country, a place that tugged on her heart as she returned for more intensive language training and found herself helping her new Tanzanian “family” with dishes and children’s school work.

Two additional visits spurred a curiosity about international scholarly exchange and, eventually, the core of her research interests. Jamison, a third-year doctoral student in MSU’s Educational Policy program, now plans to devote...
all of 2008 gathering data for her doctoral dissertation at a university in Tanzania’s largest city, Dar es Salaam.

She was awarded the prestigious Fulbright-Hays Doctoral Dissertation Research Abroad fellowship to help fund her research. The yearlong project begins in January.

“I’m excited for the opportunity to spend quality time exploring this environment, gaining a better understanding of something I have just gotten a taste of,” she said, noting the relatives who suggested her first Tanzania visit were College of Education Professor Janet Alleman and her husband, George Trumbull.

“Fulbright is a very prestigious award for those of us who are doing international research, and doing a dissertation abroad is quite expensive.” Without the fellowship, “there was no way this would happen.”

The Grimes, Iowa native already has fluent Swahili skills and ties to Tanzanian friends, however, to support her as she studies how the University of Dar es Salaam has changed over time in terms of its approach to international scholarly collaboration.

Her research will analyze what factors have affected the university’s international relationships since its establishment in 1961, and what may come into play in the future.

She explained the importance of her location through the university’s historical context.

“Tanzania is an interesting case because they had a very charismatic first president after they achieved independence, who was very much concerned with forging a national identity, and the university was a piece of forging this national identity,” Jamison said. “This university was to build the nation, and now it’s going to be interesting to see how it’s changed with forces of globalization . . . how it’s turning out to be global.”

With a passion for and previous training in history, Jamison plans to gather a wealth of oral recollections from practicing faculty. Those personal case studies will provide essential information, she believes, as she explores how knowledge has been exchanged and valued over time and across international boundaries.

She knows the location will also be important within the broader dynamics of higher education in Africa.

“There’s increasing demand, decreasing resources, and they are having to come up with some really strategic ways of maintaining quality (and) access,” she said, “so (higher education) is in a tough position right now.”

Jamison’s findings will be the foundation of her dissertation, and she has worked extensively with MSU faculty in the College of Education and the African Studies Center to prepare.

She said that, although earning her master’s degree in African Studies and African History at UCLA provided her with the academic background necessary for her research, “interacting with faculty here really changed my ideas.”

MSU faculty and students have been working with African nations since 1960, and there are currently more than 60 projects involving MSU in Africa. Projects that focus on Tanzania deal with issues including health, agriculture, geology and social development.

Jamison, who is advised by associate professor of higher, adult and lifelong learning Reitumetse Mabokela, said her research will look at scholarly exchange in the context of these issues and she sees great potential for her research, noting that scholarly exchange is “the core of what we do at a university.”

She plans to leave for her longest excursion yet in Tanzania, the first place outside of the United States where she “really felt at home,” sometime after Jan. 1 and will not return until late December.

“I’m hoping that (my research) brings to light the dynamics of scholarly exchange,” she said. “There are people with knowledge there that can participate equally in this global dialogue.”

TANZANIA >> FAST FACTS

- Officially known as the United Republic of Tanzania (in Swahili: Jamhuri ya Mungano wa Tanzania)
- Located in East Africa
- Official Language: Swahili
- Official Capital: Dodoma
- Largest City: Dar es Salaam
- Area: Approximately 364,898 square miles, or slightly larger than twice the size of California
- Population: 34,443,603 (2002 census)
- Currency: Tanzanian shilling

THE DOCTORAL DISSERTATION RESEARCH ABROAD PROGRAM

Applicants for the Doctoral Dissertation Research Abroad Program must:

- Be graduate students admitted to a doctoral program who plan on pursuing a teaching career
- Apply through their institution (MSU) and have full-time status
- Possess adequate skills in the relevant foreign language
- Create a thorough research proposal that includes: (1) how the research will be done in the 6- to 12-month time period spent overseas, (2) a hypothesis for the research, as well as issues to be addressed, and (3) justification for why the research should be done in another country
- Students interested in applying should visit the Office of International Studies and Programs at MSU (www.isp.msu.edu) for more information.
- The Institute for Research on Teaching & Learning, within the College of Education, also can be a resource for MSU students during the application process. Contact Casey Ozaki at ozakicar@msu.edu, call (517) 432-2804 or stop by 513 Erickson Hall.
The Broad Partnership represents a strong continuing connection between the MSU College of Education and Detroit Public Schools. Funded by a generous $6 million gift from the Broad Foundation, the program offers college scholarships and two summer learning opportunities related to careers in urban education.

We checked in with two participants from the previous summer—an MSU student who experienced a teaching fellowship in Detroit and a Detroit high school student who attended the pre-college program on campus.

For more information, visit www.educ.msu.edu/broadpartnership.

Sixteen year old Saffal Tall took third place in a national youth essay contest after returning from the Broad Summer High School Scholars Program at MSU in July.

He had already written the insightful composition about “Hip Hop’s Obligation to Our Nation,” but credits the Broad experience for some final influential brainstorming and confidence building. The essay earned him a trip to Washington, D.C. and recognition from the Congressional Black Caucus Spouses.

Now soaring through his junior year at Detroit’s Martin Luther King High School, Saffal has his future sights on far greater accomplishments.

The summer scholars program is a four-week residential program on MSU’s campus for Detroit public high school students entering 11th or 12th grade. Students develop academic and college preparation skills with a focus on careers in education.

Being in the Broad Scholars program was one of the best things that ever happened to me, academically. Being involved with the great people at Michigan State University reassured me that college is definitely a place I want to be. The program helped me in more ways than I can explain, but here are a few ways that stand out: I found that it was easier for me to approach the curriculum in school and even improve my overall academic performance, I found myself making friends easier and I was overall just more inspired and compelled to excel. My inspiration was drawn from my desire to continue with the Broad Scholar program, and further my road to be a Spartan.

Although my Washington, D.C. essay was written prior to my on-campus experience, the writing skills I attained while with the Broad Scholar teachers helped me in the process of fixing errors. The most helpful thing I could point out is that the writing teachers helped me understand that writing is an emotional thing. The cultural awareness and social justice teachers helped me to understand exactly what my emotions were and why exactly I felt these emotions. For these reasons and more, I am eternally grateful to all who made it possible for me to be a part of the Broad Scholar program.

“I really and truly appreciate that experience for my son. Even though he had great potential, he really wants to maximize it now. There is a difference between when a child knows they can excel and when they choose to excel.”

—Saffal’s mother, Tonya Morris
Mrs. Steverson, our lead teacher, and Mrs. Andrews, our paraprofessional, had recently been part of a building consolidation in Detroit Public Schools. Much of their materials were in the process of moving to another school where they would teach in the fall. The district’s program did provide materials and curriculum for the focus topic of the summer, which was “Nutrition and Health.” These resources were minimal but very useful as the summer progressed. Both Mrs. Steverson and Mrs. Andrews used their imaginations and years of experience to make their resources work.

As the summer progressed, the students quickly settled into their daily routine. They fell across the autistic spectrum. Some were proficient speakers and others were nonverbal. Every day we would work on different tasks, incorporating math, reading, writing and basic skills into brushing teeth, selecting healthy foods and exercising. Everything we did in the classroom, on the playground or even in the cafeteria and bathroom were used as learning experiences. Having the students wash their hands after using the bathroom became an assessment to an earlier lesson and, at the lunch table, sometimes the students would respond when asked which foods were healthy and which foods were not. Every situation became a learning experience for me as I learned how to respond to students in dynamic and complex situations. Being able to lead the classroom as an active, engaging learning environment gave me confidence that will be beneficial as I work toward my student teaching year, starting in fall 2008.

Interstate-75, new housing developments, empty unkempt fields and dilapidated buildings made up the scenery surrounding Golightly, but the school shined with its brightly painted doors, playground equipment, student art and new two-story addition. Luckily, my school also had some cool air flowing from the air ducts. The circumstances did not overwhelm or blemish the positive attitudes and experiences the children had, nor did they stop each teacher’s commitment to their students.

By working with Detroit Public Schools this summer, I saw firsthand the challenges that can present themselves when teaching in an urban environment. The reality is that many schools are under-funded and many of their students are living in less than ideal situations. Teachers must be creative and dedicated to teach the diverse children who live in urban cities. My experience this past summer showed me that we need our most highly qualified teachers to fill our urban schools such as those in Detroit. The educational and surrounding communities must work to ensure students in urban districts receive a high quality brand of education and I believe it starts with our future teachers participating in programs like the Broad Fellows, where they experience the positives, negatives and realities of urban education.
Two Students Elected to MIACADA Positions

Two doctoral students were elected to leadership positions with the Michigan Academic Advising Association, or MIACADA, this fall. Shannon Lynn Burton, who works as an advisor for MSU’s School of Criminal Justice, will serve as president-elect and Amanda Gray Idema, an advisor for the College of Education, as a member-at-large. MIACADA is an allied state organization of the National Academic Advising Association, which supports quality academic advising in institutions of higher education to enhance the educational development of students. Burton and Idema are both students in the college’s higher, adult and lifelong education Ph.D. program.

HALE Student Wins Graduate Student Leader Award

Scott Hirko, a doctoral student in higher, adult and lifelong education, received the 2007 Graduate Student Leader Award from the MSU Department of Student Life. The award is presented to an MSU graduate or professional student who has displayed exemplary leadership and academic excellence. He received his recognition during the sixth annual Student Life Leadership Awards Reception in April.

Students Present at Kappa Delta Pi Convention

Anna Cajiga and Lisa Phillips, were selected to lead workshops based on their pre-submitted proposals during the Kappa Delta Pi Convention this November in Louisville, Ky. Cajiga, an elementary education graduate from Penfield, N.Y., presented “The Significance of Introspection and the Teaching of Multicultural Texts.” She was assisted by Suzanne Knezek, who earned her Ph.D. in Curriculum, Teaching and Educational Policy from MSU in 2007. Phillips, a fellow elementary education graduate from Rochester Hills, Mich., presented “What Have You Done to Change the World Today? Using Technology to Fast Track Invaluable Resources around the World.” She was assisted by teacher education senior Sandy Allen.

Senior Awarded Jack Rosen Scholarship

Allison Zolad, a third-year senior from Farmington Hills, Mich. with a teaching major in integrated science, received the 2007 Jack Rosen Scholarship from the international honor society in education, Kappa Delta Pi. The $1,000 award is given to an exemplary student who is in an elementary education program with a major in science, mathematics and/or technology. Zolad also is an Honors College student and the current vice president of programs for MSU’s chapter of Kappa Delta Pi.
GLBT “Safe Schools” Seminar Wins Award

The GLBT Safe Schools group won the 2007 Multicultural/Cross-Cultural Program Award for its Safe Schools seminar from the MSU Department of Student Life. The registered student organization is within the College of Education and made up of students, faculty and staff who work to promote safe schools for gay, lesbian, bisexual, transgendered and questioning students, faculty, staff and families. Members received the award, which honors programs that promote understanding of diversity issues, during the sixth annual Student Life Leadership Awards Reception in April. They plan many Safe Schools seminars on campus featuring guest speakers to raise awareness of GLBT issues and create discussions about how to approach those issues.

Aspiring Teachers from Tatarstan Study on Campus

Two Russian students spent last semester studying at the MSU College of Education on their way to becoming teachers of foreign language. Tatiana Bryzgalova (left) and Aliya Vafina-Shakurova (right) were among 35 students placed across the United States, and five at MSU, as part of a special first-time fellowship program sponsored by the Republic of Tatarstan government and the American Councils for International Education. Bryzgalova and Vafina-Shakurova, who took a mixture of general and language-based teaching courses, are both in their third year of a five-year pedagogical degree program in Kazan, Tatarstan.

“This study abroad program is particularly useful for us because we’re having an opportunity to compare different education systems,” said Vafina-Shakurova, who plans to teach English and German. “It gives us a new outlook.”

As roommates living in Owen Hall, the women shared in their first opportunity to explore the United States and, to their pleasant surprise, one of the nation’s top-ranked education colleges. They learned where they were headed just before arriving in August, and took a wealth of new knowledge with them when they departed in December.

“I still can’t believe I was given this chance,” Bryzgalova said recently. “When I get back to Russia, I’ll remember these days as something incredible.”
Happy Campers

The First Graduate of the College’s Online Master’s Program Creates Michigan’s First Virtual Summer Camp

Kristen Parker, Alumni Relations Coordinator

This summer, cabin fever hit more than 700 sixth- through eighth-graders. It was contagious. Their minds raced. Their fingers typed. It was the most exciting two weeks of the summer.

From their computers, middle school students participated in the Michigan Virtual Science and Math Camps, the state’s first-ever virtual camps. They comprised 10 different cabins—or chapters—of curriculum that encouraged students to think creatively about complex science and math concepts. In each cabin, students participated in online learning simulations called “gizmos.”

It was a truly engaging experience. But better yet, it counted toward Michigan’s online learning requirement for high school graduation. So just who is behind this learning revelation?

Her name is Robin Kyburg Dickson, the first graduate of the MSU College of Education’s online master’s program. In 2002, she completed her master’s degree in education. It took her just nine months and she lived in Zurich, Switzerland the whole time. Dickson then went on to receive her Ph.D. in educational psychology/psychology and education of the gifted and talented from the University of Virginia.

Since July 2006, she has worked as a consultant for Michigan Virtual University, an organization created by the state of Michigan to deliver online learning and training opportunities. In addition, Dickson teaches graduate courses on K-12 online learning for MSU’s College of Education.

As a virtual student, Dickson appreciated the flexibility and convenience online learning offered. Raising a family in Switzerland, Dickson wasn’t sure of her opportunities. While surfing the Web, she discovered the College of Education’s newly launched
“It really took a whole shift of mindset: This is not school. These are not tests. They’re not students; they’re campers. They’re not chapters; they’re cabins.”

online master’s program. From beginning to end, the faculty members were inspiring and encouraging, especially since Dickson was a returning adult student. The professors also were accommodating and welcoming when she visited the United States before and during her program. In fact, that’s how Dickson met her husband, Patrick Dickson, who is a professor in the College of Education.

Kyburg Dickson’s educational experience was unforgettable and, as a virtual learning consultant, she has aimed to create that experience for others. The Michigan virtual camp concept is her brainchild, and she used much of her unique learning experience to design the programs.

“It’s been fun and challenging to find a different way of doing things,” Dickson said. “I visualized when I was taking my daughters to camp, and seeing the waterfront and different activity centers. That was what I was trying to actualize in a virtual sense.”

And she was successful.

For $75, students “went to camp” from their computers for two weeks. Students could participate from their homes or through a local math and science center. Thirty-three math and science centers across Michigan participated in the camp and eight center directors piloted the program. Some centers are simply offices, but those with computer labs offered students a shared portal to their camp activities.

Campers were expected to participate for two hours each day. In total, there were 780 campers and 40 camp leaders—or instructors. The camp started with a swim test, to gauge how much the campers knew. From there, campers completed the gizmos, such as cabin No. 10’s lesson on geometric probability, where campers threw darts at a target to see how many throws would be direct hits.

“It really took a whole shift of mindset: This is not school. These are not tests,” Dickson said. “They’re not students; they’re campers. They’re not chapters; they’re cabins.”

And instructors are not instructors—they’re leaders. In her own learning experience, Dickson understood the value of an online instructor. Thus, when designing the camp, she stressed the importance of the camp leader, asking each instructor to post hours during which he or she would be available for live discussion.

Prior to the camp’s kick-off, Dickson held a “fun shop,” during which instructors received training on the logistics of an online summer camp. One of the most important points: Even with the presence of an instructor, virtual learning requires students to be disciplined.

This meant Dickson had to create a learning environment that fosters excitement and challenge. And camp leaders had to keep their campers motivated.

“It’s up to the kid to log in, pay attention . . . the tools we design to do that have to really catch attention and be visually pleasing and stimulating, peaking curiosity,” Dickson explained.

Her studies at MSU and at the University of Virginia equipped her with the necessary tools and understanding to create this virtual classroom.

“When I look back at my interests in education, I’ve been interested in two major things: the antecedents to behaviors in classrooms—what in our upbringing leads us to make behavioral decisions,” Dickson said. “On the other front, I really am fascinated by what sort of environments motivate kids to learn and what sort of things can we do in those environments to hook kids in.

“So, given those two fascinations, learning online, doing my master’s online, showed me that it was possible, that here is an environment where I can construct the learning as I wish it to be. The learner has to access the content.”

Dickson is excited to be at the forefront of a changing educational environment. In many ways, Michigan is spearheading the development of K–12 online learning.

“One of the exciting things about this (virtual camp) from an educational standpoint is the fact that we can’t pack more education into nine to two every day, Monday through Friday, September through June,” Dickson said. “How do we get kids engaged in content, in a meaningful way, outside of that time? That’s what these camps have succeeded in doing.”

Even after the camp ended, campers continued to log in to access the content.

Campers received a flash drive bracelet, on which they could store their portfolios. When school started in the fall, campers were encouraged to share their accomplishments with fellow students and teachers.

Dickson has received countless letters from parents, thanking her for inspiring their children, for teaching them concepts the kids weren’t able to grasp in a traditional classroom.

Speaking from experience, Dickson understands why the program was so successful.

“There’s no age that’s too early to begin to see this modality of learning,” she said. “It can be so motivating when you can control what’s happening on the screen.”

ROBIN KYBURG DICKSON

• M.A., Education, Michigan State University
• Ph.D., Educational Psychology/Psychology and Education of the Gifted and Talented, University of Virginia
Since she can remember, Janice Hilliard has been a sports fan—loving the competition, the mastery of skill and the camaraderie. It’s not surprising, then, that while studying physical education and health at the University of Houston, she was the basketball team co-captain.

But Hilliard has another passion: teaching. So, following graduation, she taught high school physical education and health. She also coached basketball, volleyball and tennis. Then, Hilliard came to MSU, where she received her master’s in urban counseling in 1986, followed by a Ph.D. in educational administration in 1999.

Hilliard has worked as a counselor and as associate athletic director for the University of Houston and the University of North Carolina at Chapel Hill. An educator at heart, she felt blessed that her passions had crossed paths. And then Hilliard got the opportunity of a lifetime.

After a colleague with whom she interned at the NCAA recommended her for the job, Hilliard landed the title of director of player development for the National Basketball Association’s development league. It was her segue into professional sports.

Hilliard was an expert at working with collegiate athletes, but profes-
sional athletes presented new challenges. But she was well prepared, thanks to her educational experiences at MSU—which included working as a graduate assistant for now President Lou Anna K. Simon—and the faculty from the College of Education who continue to inspire her today.

“I knew I had to create something innovative in terms of continuing education,” Hilliard said. And she did.

Hilliard created professional development courses that equipped the NBA’s development league players with essential skills such as communication, negotiation, goal setting and budgeting.

She explained that while most athletes have an undergraduate degree, many have never experienced online learning. So Hilliard developed—among other programs—the Michigan State University Business Communication Skills Certificate Program in collaboration with MSU. The six-week online program provides athletes with skills they can use in their personal and professional lives.

After working two years with the NBA’s development league, Hilliard began working with NBA players. She is the life-skills educator for players on eight professional basketball teams, which include the Detroit Pistons and the Chicago Bulls.

“We help develop people, highly visible people, who have the ability to make an impact on society,” Hilliard said. “What we do is the same thing universities do—like MSU’s Clara Bell Smith Center. We add value to experiences for athletes.”

The athlete in her understands the importance of perfecting the skills of life in addition to the skills of the game. And the educator in her understands the importance of finding the right niche to teach her non-traditional, high-profile pupils.

“The global reputation of MSU rings true for all walks of life,” she said. “When you say MSU, it’s a big deal.”

And that’s why Hilliard is so proud of her Spartan spirit.

“I love my school. It was one of the best experiences in my life,” she said.

“It’s meant everything to my career.”

Hilliard hopes her career is an inspiration to other women like her, who have broken through the glass ceiling. The sports industry is dominated by males, so she’s especially proud of her accomplishments.

“I am an example of how you can take a degree in education and do something non-traditional,” Hilliard said. “I have mentored a lot of young people and I tell them I’m a non-traditional person. But I’m an educator who has a passion for sports. I have found a way to do what I love with athletes.”

The road to her dream job has been influenced by many mentors at MSU. While studying for her Ph.D., Hilliard enjoyed a five-year hiatus, during which time faculty maintained contact, encouraging her to return. Today, Hilliard credits their confidence in her talent for much of her success.

“The relationships I had within the College of Education made the experience that much more rich,” Hilliard said. “I would encourage other alumni to maximize their relationships with people in the College of Education. Really get to know people. The people within the college were instrumental in my career.”
Three College of Education alumni and a former faculty member were honored by the East Lansing Educational Foundation during its annual awards program for teaching staff and community members who go above and beyond in promoting excellence in education. George Szypula, an associate professor of health, counseling psychology and human performance from 1947 to 1989, and his wife June received the East Lansing Educational Foundation Award for distinguished service to East Lansing Public Schools. Merilee (Lee) Griffin, a 1970 master’s graduate and current doctoral student in higher, adult and lifelong education, received the Diane Tarpoff Award for service to the foundation. Marge Andrews, a 1985 master’s graduate and Title I teacher at East Lansing’s Whitehills Elementary School, received the Excellence in the Art of Teaching Award. Sandy Gebber, a 1976 master’s graduate and retired East Lansing teacher, received the Spartan Village Global Award.

Billy C. Hawkins, a 1985 doctoral graduate in K–12 administration, was named the 20th president of Talladega College in Talladega, Ala. Hawkins, who was president of Texas College in Tyler, Texas since 2000, assumes his new position Jan. 1, 2008.

Rudy Hobbs, a 2001 master’s graduate in K–12 administration, was appointed policy advisor to Michigan Lt. Gov. John Cherry in August. Hobbs, who also received his bachelor’s from the College of Education in 1998, first shifted his focus from classroom teaching to public policy as political director for Congressman Sander Levin.

Vickie Markavitch, a 1991 doctoral graduate in K–12 administration, was named among the Most Influential Women by Crain’s Detroit Business for 2007 as superintendent of Oakland Schools, the intermediate school district for Oakland County, Mich. The new class of 90 Detroit-area women features up-and-coming professionals who have been influential in a business segment of the community. Markavitch also earned a bachelor’s degree at MSU.

Dr. Jayne Martin, a 1991 physical education and exercise science graduate, received the Clinical Faculty Excellence Award from the MSU College of Osteopathic Medicine,
where she is an associate professor. Martin, who also received her osteopathic medical degree from MSU in 1996, now practices general neurology in the Department of Neurology and Ophthalmology.

George Perles, who coached the MSU football team from 1983 to 1994, was inducted into the MSU Athletics Hall of Fame on Sept. 8, 2007. Under his leadership, the Spartans captured the Rose Bowl victory in 1987. Perles, who sits on MSU’s Board of Trustees, received his bachelor’s degree in physical education in 1960.

Grady Peninger, an associate professor of intercollegiate athletics, received her osteopathic medical degree from MSU in 1996, now practices general neurology in the Department of Neurology and Ophthalmology.

Holt Public Schools board members voted to select Johnny Scott, a 1994 doctoral graduate in educational administration, as the school district’s next superintendent. Scott has been principal of Holt Junior High School in Holt, Mich., since 1995. He assumes his new position in July.

**PROFILE**

**BRIAN LANGLEY: MILKEN EDUCATOR AWARD WINNER**

Brian Langley had quite the surprise when, on Oct. 18, he arrived at a school assembly to find the event was planned solely in his honor. He had won the distinguished Milken Educator Award and a check for $25,000—no strings attached. Only 80 teachers across the nation received this year’s awards, which have been dubbed the “Oscars of Teaching” by *Teacher Magazine*.

A 2002 master’s graduate of the College of Education, Langley now teaches chemistry and physics at Novi High School in Novi, Mich. Per tradition, state Superintendent of Public Instruction Mike Flanagan, state school board members and representatives from the Milken Family Foundation arrived at his school in person—joined by the entire student body and his colleagues—to laud Langley’s exemplary contributions.

He ran through a group of his students, giving them high-fives, on his way to the stage.

“It’s made me take a look back at what other people find important in what I do and keep that up,” said Langley, who has since received many congratulations from former pupils. “I was stunned for about 24 hours.”

Milken award winners are selected without their knowledge by a blue-ribbon panel appointed by each state’s education department. They must demonstrate effective instructional practices that not only lead to strong achievement results but also create an inspiring presence that motivates students. They are models within their profession, persons with long-range potential who have already made a large impact.

Langley, who also received his undergraduate degree from MSU, took his first job at Novi High School eight years ago.

Since then, he has created an environment that encourages students to learn at their own pace while simultaneously striving to meet the goals of their collective “team.”

Students proudly wear T-shirts, hoodies and sweatpants bearing the class slogan, “Learning with Langley,” and the class motto, “Dominate Life.” In class, they conquer complex science concepts through custom-made interactive notes, test preparation games and cumulative exams he has designed.

Last year, 84 percent of his students averaged an 80 percent or better on all of their exams.

“I feel honored to recognize Brian as an outstanding Michigan educator, a teacher who is always striving to give more to his students,” Gov. Jennifer Granholm stated. “I think of Michigan’s dedicated teachers as heroes and see Brian Langley as a hero among heroes.”

Langley plans to save nearly all his prize money to support his children’s future college education, hopefully at MSU, he said.

The Milken Family Foundation has been recognizing excellent teachers, alternating each year between elementary and secondary educators, for 21 years. Visit [www.mff.org](http://www.mff.org) for more information.
As director of development for the College of Education, I spend much of my time with alumni and friends of the college who have selected to make a financial commitment to support our students, faculty and programs. Many are interested to learn about the impact their gifts have made in the lives of individuals. For donors who have established and funded named endowed scholarships and fellowships, this is easy as we identify and connect them with the individual students who benefit from their generosity each year. This contact is valued by the donors as well as the students and serves as an example for the next generation of donors to the college—our current students.

The impact of faculty support, by way of endowed faculty funds and programmatic support primarily through grants, also is easy to identify and showcase, as funding is designated to a specific faculty member identified by the college or to a specific program identified in a grant. For our donors who choose to make gifts to the college annual fund and for our benefactors with deferred gifts, primarily through a bequest, this impact is not as transparent. We often use goals and results to show impact, but what do they mean?

Under the leadership of Dean Carole Ames, a substantial portion of gifts to the college annual fund provide financial support for our students. This means hundreds of future educators have received assistance that often allows them the financial support to pursue a career as an educator—an opportunity that may otherwise not be available to them. When one thinks about the impact our graduates have on the lives of students throughout grades K–16 education, a gift in support of our students has an exponential effect as it makes an impact in the lives of the students our graduates will change over the course of their careers.

Students such as Dale Haiducek, an elementary education major currently in his internship year, express deep thanks for the support they received by way of a college scholarship. “Just like the support gained from our teachers of the past, present and future, we scholars of education now gratefully receive support from you, the donors, who have generously provided funds to aid the teachers of the future,” he said. “This gift has given us the opportunity to experience one of the best education programs in the world here at Michigan State University while easing our financial burdens significantly. As a college student paying for tuition and housing multiple times per year, one of the best gifts is that of financial relief, no matter the size.”

Planned or deferred gifts, typically by way of bequest and often designated to a named endowed fund in support of students and/or faculty, allow us to plan for the future and to recognize the donors during their lifetime. With planned gifts documented over the course of The Campaign for MSU, our gift expectancy (our best estimate of the current value of future gifts) has increased to more than $19 million. This essential funding will substantially enhance the foundation established during the campaign.

As we take time to reflect on the impact of The Campaign for MSU, I offer my gratitude to 16,408 individuals who selected to support the college
Benefactors Plaza was dedicated in October 2007 at the conclusion of The Campaign for MSU. The campus landmark, located next to the Old Horticulture Garden, is a tribute to the many people whose financial gifts make a lasting impact at the university and beyond.

WRAP-UP REPORT
On July 1, 1999, Michigan State University launched The Campaign for MSU. Of the $1.2 billion goal established by the university, the College of Education was charged with raising $25,775,000 by the end of the campaign in 2007. At the conclusion, we are pleased to report the university has surpassed this ambitious goal by $240 million, having documented more than $1.4 billion in the form of gifts, non-governmental grants and pledges from alumni, friends, foundations, corporations and associations. We are also pleased to report the College of Education surpassed its goal by more than $24 million, having documented $50,381,423 in funds designated to support our students, faculty and programs.

The campaign goal for expendable funds of $11,000,000 was surpassed by $19,745,736, having documented $30,745,736, and the college exceeded the goal for endowed funds of $14,775,000, having documented $19,635,687 including 74 new endowments. Since 1999, the college’s endowment has grown from $2.5 million to more than $12 million.

Several significant gifts and grants drove the results, which included three named chairs, more than $20 million in funding to support college programs and 66 new scholarship/fellowship funds in support of our students. Over the course of the campaign, annual support increased by 57 percent in donations and by 54 percent in the number of donors.

during the campaign. I offer this on behalf of the current and future faculty and students who make up the MSU College of Education. Your donations provide necessary support that allows us to remain among the very best in preparing the next generation of educators.
Another inspiring, elegant evening was dedicated to outstanding educators Oct. 26 as 25 recipients from around the nation received the 2007 Crystal Apple Awards. More than 250 family members, friends and colleagues filled the Kellogg Center’s Big Ten rooms in celebration of their storied careers, past and continuing.

First, attendees shared dinner and a presentation from Father Tim Scully, who directs the Institute for Educational Initiatives at the University of Notre Dame. Scully has been highly instrumental in improving the country’s Catholic schools, particularly as founder of a pipeline program for hundreds of promising teachers called the Alliance for Catholic Education. He also is a professor of political science, with expertise in Latin American nations.

Scully joined the diverse group of honored educators, who ranged from university-level administrators, faculty and staff to K-12 leaders, a former school board official and a notable youth recreation coordinator. While many of the recipients were from Michigan, some traveled from as far as Washington, D.C., and Arizona.

The Crystal Apple Awards were established in 1995 as a way for donors to recognize educators who played a significant role in their lives and who represent a commitment to the teaching profession. The opportunity to select a recipient is a benefit to donors in the College of Education Leadership Circle. The dinner is sponsored by the college with support from the Richard Lee Featherstone Society.

The 2008 Crystal Apple Awards dinner will be held at the Kellogg Center, on MSU’s campus, on Friday, Nov. 14. If you are interested in selecting a recipient, contact Julie Bird, assistant director of development, at (517) 432-1983 or via e-mail at birdjuli@msu.edu.
Excellence in Education

- **Kenneth Frank**, an MSU professor of measurement and quantitative methods and associate professor of fisheries and wildlife from East Lansing. Nominated by Nell Duke, Yeow Meng Thum, Bill Penuel, Barbara Schneider, Gary Sykes, Peter Youngs and Yong Zhao.
- **Sonya Gunnings-Moton**, the MSU College of Education’s assistant dean for student support services and recruitment from Okemos, Mich. Nominated by Sharif Shakrani.
- **Jeremy Hughes**, the state of Michigan’s retired deputy superintendent and chief academic officer from Dearborn, Mich. Nominated by Mary Ann Chartrand and former Michigan Department of Education colleagues.
- **Lois A. Klatt**, a distinguished professor emeritus of Concordia University from Elwood Park, Ill. Nominated by John and Beth Haubenstricker.
- **Susan W. McDermott**, a president emeritus of the Iowa Association of School Boards from Cedar Rapids, Iowa. Nominated by Jack and Sharon Schwille.
- **Frank B. Murray**, the H. Rodney Sharp professor of education and psychology at the University of Delaware and president of the Teacher Education Accreditation Council from Newark, Dela. Nominated by Jim and Denise Anderton.
- **Evelyn R. Oka**, an MSU associate professor of school and educational psychology from Okemos, Mich. Nominated by Xi Chen and Yong Zhao.
- **Lynn L. Walker**, the registrar at Kansas City University of Medicine and Biosciences in Kansas City, Mo. Nominated by Fred and Janet Tinning.
- **Katherine E. White**, an MSU assistant dean and associate professor emeritus in the College of Osteopathic Medicine from East Lansing. Nominated by Gary and Marti North and Eldon Nonnamaker.
WE WANT TO HEAR FROM YOU!

LAST NAME
SURNAME BEFORE MARRIAGE (IF DIFFERENT)
FIRST NAME

STREET ADDRESS

CITY / STATE / ZIP

TELEPHONE
E-MAIL

MSU COLLEGE OF EDUCATION DEGREE(S)

☐ B.A. / YEAR: _________  ☐ B.S. / YEAR: _________

☐ M.A. / YEAR: _________  ☐ M.S. / YEAR: _________

☐ Ed.S. / YEAR: _________  ☐ Ph.D. / YEAR: _________

☐ Teacher Certification / YEAR: _________

MY NEWS (ATTACH ADDITIONAL PAGES, IF NECESSARY.)

☐ I am interested in getting involved with the College of Education Alumni Association Board of Directors.

☐ Please contact me with additional information about:
  ☐ Alumni membership
  ☐ Making a gift
New Merchandise!

Now online . . . easy, quick with just one click!

College of Education merchandise is now available online. The sale of COE merchandise supports four scholarships sponsored by the College of Education Alumni Association. To order any of the spirited, high-quality products, please visit shop.msu.edu and look under specialty shops for College of Education.

If you cannot access the site, please contact the College of Education Alumni Association at (517) 355-1787.

Thank you for your continued support!

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>NEW! College of Education Hooded Sweatshirt (s, m, l, xl, xxl) Gray / Forest Green.</td>
<td>$32.00</td>
</tr>
<tr>
<td>B</td>
<td>NEW! College of Education Cap</td>
<td>$12.50</td>
</tr>
<tr>
<td>C</td>
<td>College of Education T-Shirt (s, m, l) White / Gray. Short sleeve $13.00 / Long sleeve $15.00</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>College of Education Zippered Attaché</td>
<td>$29.00</td>
</tr>
<tr>
<td>E</td>
<td>College of Education Canvas Tote</td>
<td>$12.00</td>
</tr>
<tr>
<td>F</td>
<td>College of Education Coffee Mug</td>
<td>$8.00</td>
</tr>
<tr>
<td>G</td>
<td>College of Education Travel Mug</td>
<td>$5.00</td>
</tr>
<tr>
<td>H</td>
<td>College of Education Alumni Pins</td>
<td>$5.00</td>
</tr>
<tr>
<td>I</td>
<td>College of Education Tie</td>
<td>$28.00</td>
</tr>
<tr>
<td>J</td>
<td>College of Education Scarf</td>
<td>$28.00</td>
</tr>
<tr>
<td>K</td>
<td>College of Education Cinch Bag</td>
<td>$10.00</td>
</tr>
<tr>
<td>L</td>
<td>College of Education Lanyard</td>
<td>$6.00</td>
</tr>
</tbody>
</table>
One credit courses for beginning teachers and principals

Admission to a Graduate Program Not Required

One Credit Courses For Teachers

for beginning teachers . . .

Spring 2008: January 14 – February 20; Enroll by 1/11/08

TE 891 Section 731 Gaining Ground in Classroom Management
Dr. Tom Bird

TE 891 Section 732 Fostering Discussions: Strategies and Activities for Multiple Subjects
Dr. Michael Steele

TE 891 Section 737 Teaching World History and Geography: A Conceptual Framework (secondary)
Dr. Avner Segall; James Garrett

Spring 2008: March 10 – April 16; Enroll by 1/11/08

TE 891 Section 734 Analyzing Student Work To Plan and Differentiate Instruction
Dr. Randi Stanulis

TE 891 Section 736 Developing Effective Urban Educators: Examining Challenges and Possibilities
Dr. Dorinda Carter

TE 891 Section 739 Teaching World History and Geography: The Role of Media and Technology (secondary)
Dr. Avner Segall; James Garrett

for principals . . .

Spring 2008: January 14 – February 20; Enroll by 1/11/08

TE 891 Section 735 Introduction to Comprehensive Induction: Skills and Strategies for Supporting Beginning Teachers and Mentors in Your School
Dr. Barbara Meloche

For more information contact:
Judy O’Brien
jlobrien@msu.edu

www.educ.msu.edu
for course descriptions
Doctoral, Ed.S. and Masters Programs

ON-CAMPUS, OFF-CAMPUS AND ONLINE

- Educational Psychology & Educational Technology
- Curriculum, Teaching & Educational Policy
- K–12 Administration
- Special Education
- Educational Policy
- Mathematics Education
- Language & Literacy
- Rehabilitation Counseling
- Counselor Education
- School Psychology
- Kinesiology
- Higher Adult & Lifelong Education
- Student Affairs Administration
- Measurement & Quantitative Methods

BLENDING RESEARCH, PRACTICE AND POLICY WITH A GLOBAL FOCUS

Experience the difference.

INFORMATION
www.educ.msu.edu
ONLINE MASTERS IN EDUCATION
www.educ.msu.edu/onlineed

The College of Education has eight different graduate programs ranked in the top ten nationally by the US News & World Report Ranking of Graduate School Programs.
OFFICERS
Kathryn Rodgers, President
Retired Principal, Fowlerville Community Schools, East Lansing, MI
Janice Colliton, Secretary
Retired Assistant Superintendent, Farmington Public Schools, Farmington, MI
Sue Gutierrez, Treasurer
Assistant Principal, Forest Hills Eastern High/Middle School, Ada, MI

DIRECTORS
Jan Amsterburg, Ph.D.
Superintendent, Gratiot-Isabella Regional Education Service District, Ithaca, MI
Carol Arens
College Supervisor, College of Education, Wayne State University, Detroit, MI
Bersheril Bailey
Senior Program Associate for High School Innovation, Learning Point Associates, Lansing, MI
Gary Bredahl, Ph.D.
School Improvement Consultant, Southern Regional Education Board, Okemos, MI
Joseph Chiaramonte
Director of Dealer Learning and Development, Steelcase, Grand Rapids, MI
Wendy Darga
Teacher, Hart Middle School, Rochester Hills, MI
John Jobson, Ph.D.
Assistant Dean of Students/Director of Residential Life and Housing, Hope College, Holland, MI
William Mayes
Executive Director, Michigan Association of School Administrators, Lansing, MI
Catherine Pavick
Executive Director, Michigan Licensed Beverage Association, Lansing, MI
William Price, Ph.D.
Professor, Leadership & Counsel, Eastern Michigan University, Ypsilanti, MI
Janet Prybyls
Mentor of Mentors and MDE Teacher Quality Grant Coordinator, MSU College of Education, East Lansing, MI
Nancy Stein
Retired Special Education Teacher, Bloomfield Hills Schools, Bloomfield Hills, MI
J. Kelli Sweet
Executive Director, Michigan Council for the Social Studies, Kalamazoo, MI
Patricia Trelstad
Assistant Superintendent, Okemos Public Schools, Okemos, MI
Margaret Weber
Teacher, South Haven High School, South Haven, MI

YOUNG ALUMNI REPRESENTATIVE
Mitchell Fowler
Teacher, Pennfield Dunlap Elementary School, Battle Creek, MI

STUDENT REPRESENTATIVES
Karen Ames
Graduate Student Representative
Jacqueline Anne Dalby
Undergraduate Student Representative

ALTERNATES
Shelagh Gannon
Transition Coordinator, Troy High School, Troy, MI
Gunnard Johnson
Retired Superintendent and Consultant for the Michigan School Board Association, Lake Odessa, MI