In this issue of Michigan Education, we explore learning and educational environments with respect to the social and emotional well-being of students. As educators, we attend to the motivation, engagement, and emotional growth of our students. It requires great skill, which can be strengthened through attention to carefully conducted research and the preparation of excellent practitioners who keep the whole learner in focus.

Through three newly launched initiatives, we are investigating how educators can support student learning and social-emotional wellness in the face of stress and trauma. These efforts include a trauma-informed practice certificate, a project to create positive learning environments in high school math education, and a course on the challenges faced and managed by homeless students. The two-fold aim of each project is to present practitioners with tools to be transformative educators and to contribute to the scholarship in these areas.

Several graduate students in our Center for the Study of Higher and Postsecondary Education share their research on common student identities that they observe to be neglected or misunderstood at higher education institutions. Two students are researching different aspects of spirituality in college students’ lives, and one is studying the experiences of students with disabilities. Their work takes up issues of stigma and isolation, and helps us as higher education administrators to question the norms of our institutions and improve the climate for all students.

I am delighted to introduce the newest addition to our stellar faculty, Dr. Leslie Rupert Herrenkohl, through a short Q&A. Although much of her research is conducted in the context of science learning, Professor Herrenkohl is a developmental psychologist whose work happens to fit perfectly with the thematic focus of this magazine issue. She examines social and emotional dimensions of learning through the design of innovative learning environments. We are thrilled to have her join our community.

Our work does not stop with the faculty, staff, and current students of our School of Education. We also learn from the work of two alumni who dedicate themselves to holistic approaches to learning. Luke Wilcox, who just concluded his duties as Michigan Teacher of the Year, is back in his East Kentwood High School math classroom. He shares his findings about understanding and supporting student engagement in learning. Alumna Anique Pegeron invites us to her mindfulness camp, where she trains young people to develop life skills through meditation and prepare their minds for learning.

As always, we are proud to bring you stories of recent gifts that fuel our work, extend our reach, and support our extraordinary students. The Victors for Michigan Campaign, which launched in 2013, will conclude in several short weeks. As we celebrate the impact of gifts, we will continue to map out our institutional vision and priorities because we are far from satisfied with the state of our world. We will continue to seek investments because we know that education is critical to the realization of a just and equitable society.

Finally, it is with great joy that I announce in this issue that the urban teaching school that was introduced in the Spring 2018 issue has found its home in partnership with the Detroit Public Schools Community District, and it is strengthened by an outstanding group of partners. With the formal announcement about this innovative approach to teacher preparation, I have been overwhelmed by the supportive voices of our alumni, Detroit community members, national leaders in education, and the media. Thank you. Your early encouragement means a great deal to me as we launch what I believe will be a standard-setting model for teacher education on one of the most unique and collaborative preschool-through-college campuses in the world.

Through three newly launched initiatives, we are investigating how educators can support student learning and social-emotional wellness in the face of stress and trauma. These efforts include a trauma-informed practice certificate, a project to create positive learning environments in high school math education, and a course on the challenges faced and managed by homeless students.
Students with the Detroit Hispanic Development Corporation worked with a team from the SOE and the College of Engineering to study their community’s use of Dean Savage Memorial Park. Through surveys and customized devices that measure activity in a given area, Detroit’s young residents observed their own neighborhoods and recommended improvements. The Sensors in a Shoebox project is co-led by Dean Moje and Engineering Professor Jerome Lynch.

The SOE partnered with education nonprofit Creative Change to offer a two-day master class for educators about curricula that guide students to solve authentic problems while simultaneously meeting content standards. The class, led by Susan Santone, was designed to help teachers understand sustainability and social justice to incorporate these topics into their teaching. The project-based methods presented were aimed at teaching students about societal interconnectedness and supporting the growth of healthy communities, democratic societies, and social justice.

SOE staff are organizing community volunteer opportunities for faculty, staff, and students. This summer, groups of SOE volunteers donated their time at Glacier Hills Senior Residence, Food Gatherers, Ozone House, and Ann Arbor Parks and Recreation.

The U-M Alumni Club of Grand Rapids and Dean Moje hosted a community conversation about how the SOE can help shape civically engaged children and youth for Michigan. Pictured with Moje from left to right are Kristin Mayer (ABEd ’05, Teach Cert ’05), Luke Wilcox (BSEd ’01, Teach Cert ’01), Alex Giarmo (ABEd ’14, Teach Cert ’14), and Sarah Stecher (AB ’17, Teach Cert ’17).

Interns in the Secondary Master of Arts with Teacher Certification program accompanied students in the Summer Learning Institute on field trips to Tantre Farm, a local working farm, and to the U-M Cardiovascular Center.

The Office of Student Affairs kicked off the new academic year with an All School Social at Pizza House. New and returning students from all programs had the opportunity to meet each other and connect with faculty and staff.

At the SOE Community Convocation in September, all were invited to discuss the goals that the school will pursue collectively this academic year. Discussion topics included changing the local and national narrative on education, promoting diversity and equity, and recruiting diverse students to the field of education.
Detroit: Home to an Innovative Teaching Residency Program

U-M partners with a wide array of organizations and institutions to develop robust educational programs in a Detroit community

"Today is about new possibilities. As the facilitator of a partnership that has been two years in the making, The Kresge Foundation is thrilled that we can finally share the full details with you. Detroit’s future now includes a cradle-to-career campus that brings an integrated, coordinated approach to educating students from early childhood to kindergarten through high school and beyond. Today we also bear witness to a new level of engagement in Detroit by one of the world’s premier institutions of higher education, and in the city where it was founded over 200 years ago."

—Rip Rapson, President, The Kresge Foundation

Excitement and hope were palpable on September 13 as reporters and TV crews joined community members and friends of partner organizations who had gathered for a big announcement on the Marygrove College campus in northwest Detroit. Clues had been emerging in the two weeks prior to the event, as public board meetings of the Detroit Public Schools Community District (DPSCD) included discussions about a potential new school in the district. Seated on the stage were leaders from DPSCD, The Kresge Foundation, the city of Detroit, Marygrove College, Marygrove Conservancy, Starfish Family Services, and the University of Michigan.

One by one, the speakers introduced new elements of a preschool through college community partnership—one of the first in the nation—that will be housed on the spacious Marygrove campus. A $50 million investment to build a new state-of-the-art early childhood education center, and to renovate a K-12 school building by The Kresge Foundation places education at the center of community revitalization efforts in the Livernois-McNichols district in Detroit.

In addition to a preschool, community services, and new public schools for grades K-12, the campus will be the site of the SOE’s new Teaching School, featuring a teaching residency program. As Dean Elizabeth Birr Moje stated, “Together we will build a respectful, sustainable, and ever-growing partnership driven by neighborhood and community needs. We will achieve DPSCD’s vision to create exceptional learning experiences for Detroit youth. We will work together to teach children using evidence-based and state standards-aligned instructional practices carried out by exceptional teachers and leaders. And we will build a school and a city staffed with teachers who are prepared to serve their students in every and every learning environment.”

U-M President Mark Schlissel added, “Modeled after the concept of a teaching hospital, student teachers and teachers-in-residence will practice their profession while learning the theories and pedagogical skills that are essential to the effective practice of teaching. There’s a symmetry in this because the University of Michigan was the first university to own and operate its own teaching hospital. Now we’re the first, in partnership with the Detroit Public Schools, to operate a teaching school.”

After being part of the school community for one to two years as teaching interns, newly certified teachers will work alongside veteran educators in the primary and secondary schools for three additional years to continue their training while also helping newer student teachers learn the profession. The SOE will continue to support these resident teachers’ development at no cost to the residents. At the conclusion of the residency, professionally certified teachers will be prepared to teach and lead in any school. Their level of preparation will make them more likely to stay in the teaching profession. This model is one that other universities can also enact in the service of professionalizing teaching.

Other U-M schools and colleges will join the collaboration to offer wrap-around services that support both children and their teachers. Early partners include the College of Engineering, Stephen M. Ross School of Business, A. Alfred Taubman College of Architecture and Urban Planning, School of Social Work, School of Nursing, and School of Dentistry. “We are all stepping into an innovative space, and the potential is hard to overstate,” said Moje.

The first phase of the campus will include a ninth grade pilot program to open in 2019, followed by the opening of the early childhood education center and kindergarten in fall 2020. Successive grades will be added each year, and by no later than 2028, all grades will be offered, alongside undergraduate and graduate studies and professional development courses and certifications.

At full capacity, the new early childhood education center (operated by Starfish, with curricula developed by SOE Professor Neil K. Duke) and the primary and secondary schools (operated by DPSCD in collaboration with the SOE) is projected to serve more than 1,000 Detroit children and their families, primarily focused on the surrounding neighborhoods in the Livernois-McNichols district. DPSCD and the SOE are jointly developing the K-12 curriculum for the schools. Place-based and project-based curricula will support the school’s aspiration to produce “leaders engineering change.” The P-20 model is directly tied to our five-year vision for the Detroit Public Schools Community District,” said Nikolai Vitti, DPSCD Superintendent. “The magnitude of this partnership is priceless in that it will impact teacher training and create high-quality programs for students at every level of their educational career.”

“We are all stepping into an innovative space, and the potential is hard to overstate,” said Moje.

Mike Duggan, Mayor of Detroit, praised the partnership for providing outstanding educational options for Detroit families. “Not long ago, we were faced with the prospect of this incredible campus going dark, which would have been a terrible setback to the revitalization that is taking place in this area of our city,” said Duggan. “Instead, today we are celebrating a new beginning and bright future at Marygrove, thanks to The Kresge Foundation, DPSCD, the University of Michigan, and all the partners in this effort. We owe them all a great deal of appreciation for recognizing the importance this campus has to our city and to the community.”
A high school student can't focus on his math homework because it doesn't feel relevant to him, and he is nervous about an upcoming exam. An elementary student is acting out after an argument took place in her home the previous night. A seventh grader hasn't slept in his own bed for weeks, and his uniform pants are missing.

Across the SOE, faculty and staff are researching and teaching scenarios like these because they represent real challenges to stu-
dent learning. When educators approach their students with an awareness of the challenges they face inside and outside of school, they are better prepared to meet the emotional needs of their students with skill and compassion.

Engaging high school students in place-based mathematics

At Byram Hills High School in New York, the culture of rigor is both laudable and concerning, according to Principal Christopher Milewski. Academic success is part of its legacy, where 68 percent of its graduates attend the top 11 percent of colleges nationwide. Still, the principal reports that students sometimes skip school on an exam day in order to find more time to study or to compete for grades. With these matters in mind, school administrators have turned to mathematics leaders in Edu-
cational Development in their schools in order to support students' social and emotional needs.

This partnership emerged with the help of an alumna and donor whose children attended Byram Hills. He worried about the high levels of stress that students experience in school. He joined efforts with the school's principal to create an academic environ-
ment that foregrounds learning, rather than testing. While there have already been school-wide interventions at Byram to help train school counselors and social workers for helping students cope with stress, the teachers at Byram are also eager to be part of the solution for creating a more support-

ive environment for addressing students' personal and academic needs. As a starting point for boosting their current student sup-
port efforts, Byram Hills has chosen to pilot new instructional strategies in their math-
ematics classes. In partnership with the SOE, the mathematics teachers at Byram have elected to focus on building place-based units of instruction in order to improve students' perceptions of mathematics and themselves.

Amanda Miwecki, SOE Assistant Research Scientist and Project Investigator for the part-
nership project, explains, “the mathematic-
tics teachers at Byram Hills were very good at preparing students for success on high stakes measures and being competitive for college entrance, but felt they needed to shift the focus of their instruction to help students see mathematics as interesting and relevant for their personal lives.” To get at the heart of the students’ challenges, the newly formed team decided to use place-based learning methods to give students more autonomy in their learning and motivate students to engage in their work. Their first step was to visit a model school for these practices, so they traveled to the Island School in the Bahamas for some professional development. During their professional development experience, the mathematics department head at Byram Hills, explains how her own experiences as a learner in the immersive professional development experience helped her to real-
ize the significance of place-based learning for her students. “What stood out for me is just the type of creativity that can be sparked from being in a new place. I think it’s really important to get out of the build-
ing and interact with other people and go different places. Those are the memories that create an opening in your brain for things to stick to. That, I think, is very important.” Teacher Christopher Lewicki added, “We can learn anywhere, so we have to get outside and start relating this math to the places that we are in, instead of being of bringing those places into our classroom, because it will strengthen the kids’ under-
standing and their enthusiasm.”

Throughout the school for these practices, the teachers began designing place-based units relevant to their own community. This fall, they are scheduled to pilot units focused on local, national, and global issues. Locally, students will be using trigonometry and statistics to model some of the underlying causes for persistent drainage issues on the Byram Hills campus. On a national level, students will be learning about the mathematics of sampling to understand the enduring political issues related to gerrymandering. Finally, on a global scale, students will be learning about the technological models that underlie GPS technology, such as Google Maps, for locating where in the world one is at a given moment. By the end of the fall term, the Byram Hills teachers will have completed the planning of three place-based lessons that will serve as real-life applications of mathematics.

Miweski says, “In these units, students have the opportunities to think about questions that are bigger than what they can find in a textbook and opportunities to do mathemat-
ics in ways that both leverage and inform their experiences of being in the world.”

Trauma-informed practice

A few years ago, Shari Saunders, Associate Dean for Undergraduate and Teacher Education, started noticing that the interns she taught were approaching her more often about classroom experiences related to traumatic events. They began to ask questions about how they should respond to situations they were facing (i.e., students affected by suicide, death or incarceration of loved ones, homelessness, and a range of mental health conditions). Saunders explains, “I wanted to be able to respond to their concerns, so I started learning more about trauma and mental health.” After meeting a dean of an alternative school who had a critical mass of students who had experienced or were experiencing traumatic situations, they made a commitment to figure out a way to collabor-
ate to address the issues in her school, while building teaching interns’ capacity to do this work. They recognized that addressing trauma is critical in school settings required collabora-
tion with other professionals and sought out faculty from the School of Social Work.

“Trauma is not a poverty issue or an urban issue and isn’t always an individual issue,” Saunders notes. There is a category known as cumulative trauma, which includes racism and poverty. “In this case,” says Saunders, “we are talking about larger social systems. Trauma can affect everyone, and we need to have a nega-
tive impact on health and well-being. When you talk about these issues, you’re really talk-

ing about current and future impact.”

No matter what type of trauma they experi-

ence, children who are negatively impacted by trauma can become vulnerable to stress and have difficulty expressing and controlling their emotions. In fact, trauma can actually change the way a child’s brain works and affect academic performance, behavior, and relationships. The side effects of trauma, like stress and anxiety, can lead to challenges for students throughout a school day, and they may not know how to ask for support or accept it. Some students push people away or feel that others are destined to perceive them as “bad kids.” In schools, most teachers are likely to interact with one or more students who have experienced some form of trauma. Teachers need to learn how to support their students and engage in practices in their classrooms in a way that dovetails with the efforts of other school professionals (e.g., counselors, social work-
ers, nurses) in a wrap-around fashion.

In addition to Saunders’ earlier work as part of a Third Century Initiative Discovery Grant, in which she collaborated with a School of Social Work colleague and the dean and staff of an alternative school and the School of Education and social work students about trauma-

informed practice, the SOE is dedicated to enlarging its programmatic efforts in this field. For teachers, a trauma-informed approach can help them to respond in humane and supportive ways to student behaviors and replace potentially negative interactions with positive, meaningful ones. At the center of this care is the teacher’s sensitivity to a student’s adverse experiences in the past or present. For example, teachers can ask “What happened to you?” rather than “What is wrong with you?” Or, they can say, “What’s right with you?” to communicate that people are more than their trauma experiences. In short, they can switch from being a reactive disciplinarian to a proactive student advocate when they view behavior through a trauma-informed lens.

The SOE, in collaboration with the School of Social Work and the School of Nursing, will be offering a new trauma-informed certificate in 2019, and it will be available to nursing students as well as education and social work majors. “We thought, if we are all working with young people, we might be seeing some common behaviors with an experience of trauma underlying them, and we could collectively bring multiple areas of expertise to bear on effectively meeting the needs of these students. We hope to get more U-M students to see those signs and learn how to respond to them in a way that is healing and not harming,” explains Saunders. Students in this forthcoming certificate program will gain a better understanding of trauma, trauma-informed practice, and ways in which to build a stronger, more resilient community. They’ll also understand the importance of self-care, which includes mindfulness. Says Saunders, “we will continue to expand this project. We received a Gilbert Whitaker Fund grant from the Center for Research on Learning and Teaching that allows us to start with graduate programs in the three schools, and then we will open this training to undergraduate students in our programs and currently practicing profession-
als. The training will focus on trauma basics, trauma-informed practice, and creating and sustaining trauma-informed systems.”

Byram Hills Teacher Christopher Lewicki uses a sextant to take a sighting of the sun. The use of the instrument was part of an immersive professional development experience in which teachers were tasked with “figuring out ‘Where in the world are we?’ in terms of longitude and latitude using concepts of spherical trigonometry.
Undergraduate course connects homelessness, community, and schooling

“In the future, our students will be doctors, physicists, administrators, and will work in countless other professions. If our course teaches them to bring humility and respect to all of their situations, that would be an accomplishment.”

Goldin and Khasnabis created their course in collaboration with Avalon Housing and Ann Arbor Public Schools. Their goal is to offer students a real-world education on homelessness and its connection to student learning and school content. Students in this course study and experience the ways in which Avalon Housing serves and supports children and communities. They also spend time in the elementary schools attended by children who live in Avalon’s housing. Eberwhite Elementary School and Ann Arbor STEAM. Goldin explains, “Students in this course develop understandings of the links between non-profit work and work taking place in schools, as it relates to the needs of the homeless population.”

As co-designers of the course, Goldin and Khasnabis’ design experience with homeless people in New York City complements Khasnabis’ experience as a public school teacher. Both instructors want to demonstrate to their students that the needs of homeless people are interdisciplinary. “We want to bring in students from all across campus because this is interdisciplinary work, but additionally, the public issue of homelessness needs to be solved by people from all backgrounds,” explains Khasnabis. “We also wanted our students to see the great potential to traverse the space between social work and teaching.”

Just as their students eventually realize that their learning will continue beyond EDUC 218, Goldin and Khasnabis know that improving the education of homeless children is a long-term learning process. Khasnabis explains, “We feel so fortunate to be working on this goal with such valuable partners—Avalon Housing, Eberwhite, and A2STEAM. Each of our partners brings valuable knowledge to the table in service of homeless children, and we all learn from each other.”

Their approach also emphasizes trauma-informed care. They are nimble in creating solutions. Our experts interact with them on a serious level.”

Meet Professor Leslie Rupert Herrenkohl

Professor Leslie Rupert Herrenkohl joined the Educational Studies faculty this fall. While her most recent faculty position was at the University of Washington College of Education, she created the SDE with launching her early career. After completing her doctorate, Herrenkohl joined the SDE as a James S. McNeill Postdoctoral Fellow, working alongside Professor Annemarie Sullivan-Farber. She says of her new (and, in some cases, former) colleagues, “I am excited to return to a group of tremendously innovative faculty.”

Herrenkohl’s course study and experience the ways through this issue of Michigan education of students in a school science context. It was a case for a broad view of learning, you have been so happy to see me become a chemist. But, I became a developmental psychologist. Children are naturally interested in asking questions about the world and science is a way for them to explore their interests. It is fascinating to watch students develop as thinkers through science learning. Also, as a graduate student, there are more opportunities to work on STEM projects. I am also very interested in the arts but there are not as many opportunities to do work in that area. In my studio, I am working on a project to integrate the arts to support science understanding.

Q: What courses or topics will be teaching at the SDE in the coming year?

LRR: I am teaching a course titled Learning About How People Learn. It is a master’s-level survey course about learning theory. First, we explore what ideas we each bring to class. It’s an investigation into our own learning. Then we think about the ways in which learning theorists have organized our own experiences and worldviews. We study contemporary issues in learning by thinking about how researchers and practitioners are using and transforming theories of learning through their work. We are having amazing conversations in this class so far and I am excited for them to continue. I am also hoping to teach my Vygotsky course, which was very popular at UW. My approach is inspired by art and design and studio pedagogy, as it is engaged in those fields. I would love to teach it to SDE students.

Q: Do you bring any turbine hobbies with you to Michigan?

LRR: Yoga, reading, and knitting. My grandmother taught me to knit and I keep developing yarn projects. For example, I was at UW. A group of my colleagues gathered to knit together and hope to find a community of knitters here at the SDE. Take the opportunity learn about different social and emotional safety while engaging in an intellectual risk-taking. We found that as students learn in this relationally-centered, rigorous and supportive climate, they come to see themselves as new kinds of people. This, in turn, presses them to think more deeply, work harder, collaborate further in an effort to solve a problem or offer an argument using evidence. Learning from this perspective is not only about developing conceptual understanding. It is about transformation in a broader way.

In addition to their personal ways of thinking, children and youth bring cultural practices and ideas from their communities to their learning. These are incredibly important resources. Kids come to school having certain experiences and we don’t want them to check them at the door. The question is how we do create education contexts that recognize, honor, and recruit these experiences for learning? These issues are a part of addressing educational equity. It requires skilled teaching and courage to create the conditions for a Kelley and supportive social, emotional, and intellectual context for learning. I really appreciate the new trauma certificate that Shari Saunders is launching within the SDE as a result. This won’t be work that you can do when you only consider the content. But, I became a developmental psychologist. Children are naturally interested in asking questions about the world and science is a way for them to explore their interests. It is fascinating to watch students develop as thinkers through science learning. Also, as a graduate student, there are more opportunities to work on STEM projects. I am also very interested in the arts but there are not as many opportunities to do work in that area. In my studio, I am working on a project to integrate the arts to support science understanding.

Q: Much of your research has been conducted in science classrooms. What is that interests you about science education?

LRR: Science always interested me personally as a student. My high school chemistry teacher would have been so happy to see me become a chemist. But, I became a developmental psychologist. Children are naturally interested in asking questions about the world and science is a way for them to explore their interests. It is fascinating to watch students develop as thinkers through science learning. Also, as a graduate student, there are more opportunities to work on STEM projects. I am also very interested in the arts but there are not as many opportunities to do work in that area. In my studio, I am working on a project to integrate the arts to support science understanding.

Q: What courses or topics will you be teaching at the SDE in the coming year?

LRR: I am teaching a course titled Learning About How People Learn. It is a master’s-level survey course about learning theory. First, we explore what ideas we each bring to class. It’s an investigation into our own learning. Then we think about the ways in which learning theorists have organized our own experiences and worldviews. We study contemporary issues in learning by thinking about how researchers and practitioners are using and transforming theories of learning through their work. We are having amazing conversations in this class so far and I am excited for them to continue. I am also hoping to teach my Vygotsky course, which was very popular at UW. My approach is inspired by art and design and studio pedagogy, as it is engaged in those fields. I would love to teach it to SDE students.

Q: Do you bring any turbine hobbies with you to Michigan?

LRR: Yoga, reading, and knitting. My grandmother taught me to knit and I keep developing yarn projects. For example, I was at UW. A group of my colleagues gathered to knit together and hope to find a community of knitters here at the SDE. Take the opportunity learn about different social and emotional safety while engaging in an intellectual risk-taking. We found that as students learn in this relationally-centered, rigorous and supportive climate, they come to see themselves as new kinds of people. This, in turn, presses them to think more deeply, work harder, collaborate further in an effort to solve a problem or offer an argument using evidence. Learning from this perspective is not only about developing conceptual understanding. It is about transformation in a broader way.

In addition to their personal ways of thinking, children and youth bring cultural practices and ideas from their communities to their learning. These are incredibly important resources. Kids come to school having certain experiences and we don’t want them to check them at the door. The question is how we do create education contexts that recognize, honor, and recruit these experiences for learning? These issues are a part of addressing educational equity. It requires skilled teaching and courage to create the conditions for a Kelley and supportive social, emotional, and intellectual context for learning. I really appreciate the new trauma certificate that Shari Saunders is launching within the SDE as a result. This won’t be work that you can do when you only consider the content. But, I became a developmental psychologist. Children are naturally interested in asking questions about the world and science is a way for them to explore their interests. It is fascinating to watch students develop as thinkers through science learning. Also, as a graduate student, there are more opportunities to work on STEM projects. I am also very interested in the arts but there are not as many opportunities to do work in that area. In my studio, I am working on a project to integrate the arts to support science understanding.

Q: Much of your research has been conducted in science classrooms. What is that interests you about science education?

LRR: Science always interested me personally as a student. My high school chemistry teacher would have been so happy to see me become a chemist. But, I became a developmental psychologist. Children are naturally interested in asking questions about the world and science is a way for them to explore their interests. It is fascinating to watch students develop as thinkers through science learning. Also, as a graduate student, there are more opportunities to work on STEM projects. I am also very interested in the arts but there are not as many opportunities to do work in that area. In my studio, I am working on a project to integrate the arts to support science understanding.
Inclusive Campuses
CSHPE student scholars investigate college environments through the lens of identity

Each fall, students arrive on campus in preparation for the new school year. They unload tightly packed cars full of boxes, suitcases, pillows, and backpacks. This is not all they carry with them, though. They belong to families, cultures, and religions. They have beliefs, challenges, and perspectives informed by their lived experiences. Students in the Higher Education program investigate how identities shape college students’ academic experiences, and how institutions can better serve all students by recognizing the role that these identities play in students’ lives.

Christina Morton studies spirituality in the lives of Black women in STEM. Sometimes research is actually my research,” jokes doctoral student Christina Morton, who came to the U of M with an interest in studying the spirituality of Black women in STEM fields. As a Black woman with an undergraduate degree in engineering, she was interested in exploring how spiritually could play a role in students’ resilience and persistence in STEM. She also hopes to challenge the perceived dichotomy between spirituality and the sciences. Through her work, she would like to offer a counter-narrative to “the common misconception that college students separate their spirituality from academic work in the same way that public institutions try to separate faith from the academy.”

In STEM fields, especially, the persistence of these views among academics and practitioners means that there has been very little research on the connection between spirituality and science. This is the precise arena in which Morton plans to focus her work. “So far, the argument that I am leaning toward is that for Black women of faith, their spiritual identity affects how they understand and see the world. Their perspective doesn’t just disappear when they enter a classroom, so I want to start thinking about how their faith and their engineering scholarship are interconnected.”

Morton defines spirituality as a belief in transcendent forces paired with one’s pursuit of meaning and purpose. She also notes the importance of connection and community with others as another key aspect of spirituality. Part of her research involves determining how others define spirituality.

Morton says, “I hope to get some insight into people’s personal experiences, but I know from my own experience that you can walk into a space as a Black woman in STEM and feel automatically different. You’re searching for someone you can relate to or who is welcoming. When you don’t find that, it’s disheartening and frustrating because you wonder why. And depending on how many times you have felt that, and if you have nothing to counterbalance that, you start to ask yourself if you should be there or if you believe in yourself. Then you have to combat that inner dialogue, the doubts about your skills or your abilities to fit in, while simultaneously wondering what everyone else is thinking about you.”

Scenarios like these can cause feelings of isolation and self-doubt, which could result in people leaving their programs. Morton says, “It makes you feel like an emotional and psychological toll on you to constantly battle with these feelings. It’s tough. It’s sometimes hard to stay motivated. You want to learn, and you know that you can, but you start to ask yourself if you really want to go through with it. With my spirituality, though, I was able to tell myself that this was a temporary challenge. I could keep my eye on who I was and who I wanted to be.”

For these reasons, Morton’s goal for her research is that it leads to hope. She seeks to demonstrate the ways in which understanding spirituality can be powerful and helpful. “Student spirituality is an asset, a pivotal resource,” says Morton. “If instructors can better understand these students and the resources they rely on in order to be successful, they may be less likely to dismiss the importance of spirituality in students’ lives.”

As she begins her initial interviews, Morton is “eager to discover the ways in which spiritual Black women in engineering rely on their worldview and community to help them disrupt common and oppressive perceptions in their work and study environments.” With so much to unpack on the horizon, she can only come to a single conclusion at this point. “We will see.”

Jeff Edelstein expands disability awareness on campus
Master’s student Jeff Edelstein is committed to studying diversity initiatives. Upon arriving at U-M, Edelstein learned that 48 percent of students who took the university’s Diversity, Equity, and Inclusion (DEI) climate survey reported feeling discrimination due to a disability. “I was very surprised, but also eager to learn more about education and diversity efforts taking place across our campus,” said Edelstein. Shortly after he registered for a Disabilities Studies course and entered a Rackham Case Competition where he and a classmate proposed the creation of a new disability center. Their goal was to tie disability to the college mission, so he and his classmate Luke Rudykavish started the group Disability Culture at U-M (DC@UM).

Edelstein explains that disabilities can impact all aspects of a student’s life, including his or her social interactions as well as overall wellness. Some students are also burdened with the decision about whether or not to share their disability with others. “I’ve heard students say things like, ‘When I get here, I stopped using accommodations because I don’t want to appear that I’m getting an unfair benefit.’ There is also a question of social stigma, which can sometimes seem to negatively affect the group. Edelstein’s approach to disabilities on campus is multi-faceted because students’ needs are vastly according to their disability. Environments can be disabling to people in different ways. Just as poorly functioning elevators and inaccessible restrooms can impassable for wheelchair users, the bright or stark environment of a classroom can cause stress and anxiety for people on the autism spectrum. "Disabling or excluding environments can exacerbate the comorbidities of people with disabilities," says Edelstein, “which include anxiety, depression, and suicidal ideation. This in adds additional layers of consideration when an institution is looking to improve student experience. He adds that students who are able to access organization meetings, athletic games, meals, and sensory-safe spaces are going to feel more welcome overall.

"I work as a connector for disability-related groups that are often functioning autonomously," he summarizes. “And I want to help advocates and colleagues find each other. Ultimately, what matters, though, is that U-M students with disabilities do not feel like they are alone if they don’t want to be.”

“Disabling or excluding enviroments can exacerbate the comorbidities of people with disabilities.”

Edelstein’s approach to disabilities on campus is multi-faceted because students’ needs are vastly according to their disability. Environments can be disabling to people in different ways. Just as poorly functioning elevators and inaccessible restrooms can impassable for wheelchair users, the bright or stark environment of a classroom can cause stress and anxiety for people on the autism spectrum. "Disabling or excluding environments can exacerbate the comorbidities of people with disabilities," says Edelstein, “which include anxiety, depression, and suicidal ideation. This in adds additional layers of consideration when an institution is looking to improve student experience. He adds that students who are able to access organization meetings, athletic games, meals, and sensory-safe spaces are going to feel more welcome overall.

"I work as a connector for disability-related groups that are often functioning autonomously," he summarizes. “And I want to help advocates and colleagues find each other. Ultimately, what matters, though, is that U-M students with disabilities do not feel like they are alone if they don’t want to be.”

Jessica Joslin researches student spirituality in public institutions

As young adults arrive at our nation’s public universities each year, many face a significant life change. For many students, this transition includes reflecting on their own spiritual and religious affiliations.

Doctoral student Jessica Joslin says, “College is a common time for students to question what their faith means to them and if they want to continue the patterns their families and communities set when it comes to eating kosher, attending mass, praying, and so on.”

Public universities do not hold any religious affiliation, yet many religious students call their campuses home. Therefore, well-meaning universities that welcome thinking about a range of identities can incidentally leave students’ religious and spiritual identities out of the conversation.

This lack of engagement with religious and spiritual identities, explains Joslin, causes a very central aspect of these students’ lives to be overlooked. “The students I interviewed emphasized that faith helped them to get through problems and give them the resilience to persist. I saw this for all of the students I interviewed, but it was especially true for women and students of color. These folks go to religion for a source of support and describe their identities as people of color as linked to their religious and spiritual identities.”

For these groups, faith is an important source of resilience. It also affects the decisions they make throughout a given day. Joslin found that a student’s religious identity and community affected his or her choices about where to live, eat, and even where to sit in the library or in a lecture hall. As a student’s religion is inseparable from their other daily interactions, it also impacted how they engaged with course material and related to their peers. “One thing that shows through my work and the broader literature is that religion is a source of great support and joy for many students, but it can also be a source of discrimination alongside the other challenges of college life. As universities like U-M seek to become leaders in thinking about identity and diversity, thought about religion should be an important component of that discussion.”
Under the shade of a large tree in County Farm Park, Anique Pegeron (AM ’16) rings a bronze singing bowl to signal the beginning of a new meditation. Middle school students sit around her with their eyes closed. “Listen to the sounds you hear,” she says, “and if your mind wanders, bring it back to listening. Pay attention to the sounds around you with curiosity and mindfulness.”

Leading sessions like these, for all ages, is what led Anique Pegeron to teach mindfulness as the foundation for learning. Alumna Anique Pegeron (AM ’16) rings a bronze singing bowl to signal the beginning of a new meditation. Middle school students sit around her with their eyes closed. “Listen to the sounds you hear,” she says, “and if your mind wanders, bring it back to listening. Pay attention to the sounds around you with curiosity and mindfulness.”

As she learned more about mindfulness, she realized that if she knew more about mindfulness as a child, she would have been better able to manage her emotions and less prone to overthinking. “The foundational years of childhood set the stage for so much. To me, emotional education is the missing piece,” she says. “It’s the hope that kids are missing from traditional learning in schools,” she continues. “Students may know that they need to pay attention, and they may be strong academically, but they don’t really learn how to bring themselves back to a state of present-moment attention when they need to, or how to be more patient and respectful of others.”

Pegeron noticed that children were far less resistant to mindfulness than she originally expected. It was adults who were skeptical, saying that a child’s attention span is too short to absorb her lessons. In actuality, she was impressed by how well children engaged with her teachings and how much they wanted to share them with family members. “That’s just how mindfulness works,” she says. “It can be shared with anyone, and anyone can do it. What you focus on changes and apply them to their daily lives.”

Being aware and present within a community is exactly what Pegeron models in her summer camps, where they regularly close out sessions with a shared meditation and reflection on their experiences. At the park, her campers end their own meditation with a reflection and raise their hands. Pegeron asks them how they felt about the exercise. Jack, a seventh grader, looks directly at her and says, “phenomenal.”

Anique Pegeron teaches mindfulness, meditation, yoga, and summer camps for children. She can be reached through her website, mindful-world.com. She works as part of Grove Emotional Health Collaborative in Ann Arbor. Learn more at groveemotionalhealth.com.

Pulling kids out of primitive stress reactions

“When a student is under stress, the student is not in a good situation to learn. We have a world full of stressors that activate our primal fight or flight system, causing the parts of the brain for learning or memory to shut down. Our ancestors literally didn’t need those parts of their brains to function while they were dealing with real dangers, like saber-toothed tigers. This same reaction still happens today, and kids can’t learn as well because of the ways that stress causes their bodies to go into survival mode. This stress is bad for their bodies and well-being too. The way to bring kids down to a rest and restore mode of mindfulness. The key is for students to take the practices they learn in camp and apply them to their daily lives.”

A present mind is ready to learn

“I see mindfulness as foundational. If you’re paying attention and being present, you are more able to learn. This is what empowers people to pay attention, and it also benefits their physical, mental, and emotional health. All three of those need to be in place in order to lay a foundation for learning. If kids aren’t well, their time spent on coursework, which has lengthened over the years, is not benefiting them.”

Success starts here

“No matter what their level of privilege is, students are all dealing with stress or trauma, and that’s a huge block to their learning. Fortunately, society is starting to catch up and see how foundational mindfulness is to living one’s best life and being successful. And really, if you’re not happy, calm, and well, then how much does success matter? Mindfulness practices can become the first step toward becoming successful.”
It Takes a Village... and a Bold Team to Create that Village

Checking in with the 2017 Innovation in Action winners

In 2017 the SOE developed a partnership with the Bosch Community Fund to support and improve K-12 STEM education. This partnership is designed to enhance and expand the Bosch Engineering, Energy, Environment, Science, and Technology (BE3ST) Grant Program—a unique funding mechanism for the Knowledge Village. The SOE and Bosch have the opportunity to develop new professional development and content delivery methods to get educators to respond to the program's goals. The SOE and Bosch have been laying the groundwork for creating a new model to promote STEM education. Kathleen Owsley, President of the Bosch Community Fund, noted that “by piloting a new grant program procedures, systems, and resources as well as launching an annual conference for participants, the BE3ST Grant Program is sparking creative engagement with science for thousands of students while building skills, subject matter expertise, and professional networks for their teachers.”

Overseen by the SOE’s Center for Education Design, Evaluation, and Research (CEDER), the partnership has connected and allowed teachers and students to share ideas and collaborate in meaningful ways across distance, region, and time. Over the past year, the SOE and Bosch have been laying the groundwork for creating a new model to promote STEM education. Kathleen Owsley, President of the Bosch Community Fund, noted that “by piloting new grant program procedures, systems, and resources as well as launching an annual conference for participants, the BE3ST Grant Program is sparking creative engagement with science for thousands of students while building skills, subject matter expertise, and professional networks for their teachers.”

In recent academic years, the Knowledge Village website has supported educational professionals to connect with and learning from past grantees. This effort, funded by the Bosch Community Fund, also established a new model to promote STEM education. The program’s inaugural conference, entitled STEM & Design Thinking for a Sustainable Future,” took place on June 8 and 9 and connected educators and students to share ideas and collaborate in meaningful ways across distance, region, and time.

“By piloting new grant program procedures, systems, and resources, the BE3ST Grant Program is inspiring creative engagement with science for thousands of students while building skills, subject matter expertise, and professional networks for their teachers.” – Kathleen Owsley

The conference featured a keynote presentation by Pashon Murray, co-founder of Detroit Dirt, a nonprofit that uses organic waste recovery and reuse to increase awareness and lead to a more sustainable community. Detroit Dirt’s mission is to create a zero-waste mindset throughout communities and drive forward a low-carbon economy. Murray’s enthusiastic presentation explored the importance of STEM education, engineering, and design to sustainable practices.

The conference also included a panel discussion on the integration of problem solving and design thinking in STEM learning. Panelists included O’Keefe, Regional President of Automotive Steering for Bosch, North America; Kristin Fontichials, Clinical Associate Professor of Information at U-M’s School of Information; and Josh Nicholas, a STEM educator with Stockbridge Community Schools. The panel was moderated by Tim McKay, Arthur F. Thurnau Professor of Physics, Astronomy, Education at U-M, and Director of the Digital Innovation Greenhouse.

The panel discussion focused on learning progressions and the challenges and opportunities of integrating engineering education into current science curricula. Over the course of both days, conference attendees had the opportunity to participate in hands-on activities that illustrated the engineering design process as well as attend a variety of professional development sessions led by U-M faculty on topics including educational innovation and improvement, promoting equitable science instruction, and integrating technology into learning.

This inaugural conference allowed the CEDER team to gather input and data from past grant recipients on the types of events, professional development, and networking opportunities they would like to see moving forward. This information will be used to develop the next round of programming. Future conferences will serve a dual purpose—both as settings where past recipients share their knowledge, resources, and experiences with others, and where potential applicants can come to learn from colleagues and be introduced to the program.

“By piloting new grant program procedures, systems, and resources, the BE3ST Grant Program is inspiring creative engagement with science for thousands of students while building skills, subject matter expertise, and professional networks for their teachers.” – Kathleen Owsley
New Paths, New Students, New Outcomes

Students at all levels on and off campus are taking part in new academic offerings recently launched by the SOE. These programs broaden the reach of the school, chart new avenues into the field of education, develop knowledge in growing areas, and prepare students for successful careers. Each of these new opportunities was also developed to advance diversity, inclusion, justice, and equity in ambitious and innovative ways.

Education for Empowerment Minor

“Undergraduates on this campus mentor and coach youth in summer camps, museums, music, and sports, and they regularly work as advocates for improving education conditions for people of all ages. They recognize, however, that there is much more to learn about how to create powerful educational opportunities that allow children and youth to develop their full potential and contribute to society,” says Dean Moore. The Education for Empowerment minor offers U-M undergraduates the opportunity to explore the critical role of education in building the capacity to advance democracy and justice in society.

The minor requires a minimum of 15 credit hours, including a foundation course, three elective courses, an internship, and a capstone course. Students may select from various pathways, including Children and Youth in Context; Culture, Communities, and Education: Advancing Equity through Education Policy; and Education in a Global Context. Students may also propose an individual pathway of their own design with the approval of a minor advisor. Whichever pathway students pursue, they will explore the same core questions regarding the relationship between education and power, and the ways in which education can be leveraged in the struggle for freedom.

Associate Dean for Undergraduate and Teacher Education Dariel Sanders led the development of the minor with the support of SOE faculty and staff Sanders says, “The curriculum is designed to give students the ability to explore topics of interest to them, while also providing a cohesive learning experience. Meanwhile, the internship component gives them practical experience, in the U.S. or abroad, with youth or policy-related issues.”

Web: sees.umich.edu/minor
Email: SOE.Minor@umich.edu

International Baccalaureate Teaching Certificate

Over 70,000 educators work in International Baccalaureate (IB) programmes worldwide, and these teaching opportunities are increasing as the number of schools offering the IB curriculum grows. For 50 years, IB programmes have placed particular emphasis on intercultural understanding and respect: encouraging students to think critically and challenge assumptions; and developing multilingualists. The SOE launched an IB teaching certificate this fall for undergraduate and graduate students completing a secondary teacher certification. The International Baccalaureate Organization authorized the SOE to offer the certificate at both the Middle Years Programme and Diploma Programme levels.

Professor Maria Coolican led the development of the IB certificate program, which is composed of three online modules and several in-person meetings, and culminates with students producing a capstone portfolio that showcases their IB teaching skills. Coolican has partnered with local IB schools, including Ann Arbor Public Schools, Washtenaw International High School, and the International Academy to develop the curriculum. With 918 programmes in Michigan, expanded partnerships are on the horizon.

Email: MariaCoolican@umich.edu

Expansion of the English as a Second Language Endorsement

Almost 10% of American public school students are English language learners. The ESL Teaching Endorsement, which was formerly only available to students in the Elementary Master of Arts with Certification program, is now an option for all elementary and secondary teaching interns. Approved by the State of Michigan, the ESL Endorsement program is a 20-credit, six-course sequence that includes a field placement. While the program is particularly relevant to interns who plan to seek ESL teaching positions, teach in a linguistically diverse setting, or teach internationally, the program provides teachers of any subject with knowledge, experience, and resources to serve all children well. Interns learn how to design culturally responsive instruction, encouraging full participation of youth and their families in the school community. They plan, enact, and assess language and content instruction to provide equitable access to learning. Interns who elect to add the ESL Endorsement are also poised to become advocates for culturally and linguistically diverse students by serving as a resource to their colleagues and in their communities.

Email: CatherineResch@umich.edu
Debe Khanabia@umich.edu

Michigan Alternate Route to Certification (M-ARC) Additional Endorsement

The Michigan Alternate Route to Certification (M-ARC) additional endorsement pathway allows practicing teachers who currently hold standard certification in the State of Michigan to add endorsements to their certification while remaining in the classroom. Teachers in M-ARC receive ongoing, content-specific training and development from U-M teacher educators for three years.

During the program, candidates are placed by their employers in the content area for which they are seeking endorsements while participating in M-ARC. Participants begin teaching under interim certificates in their new content areas immediately upon entrance to the program. Most classes meet in the evenings on the U-MDearborn campus. M-ARC is a non-credit bearing continuing education offering. There is also an opportunity for participants in this program to apply to master’s programs at the SOE. Those who enroll in a master’s program receive graduate credit for a portion of M-ARC coursework.

Web: m-arc.soed.umich.edu

Master of Arts in Program Evaluation and Improvement Research

The contemporary policy context places new demands on educational practitioners and reformers to use research to evaluate and improve the quality of education. Research is needed to provide convincing evidence of positive impacts on students’ educational outcomes and to support the design and continuous improvement of educational programs and policies. Consequently, there is a growing demand for education professionals with research expertise to support evaluation of educational opportunities and outcomes and continuous learning and improvement in educational systems.

The newly redesigned Program Evaluation and Improvement Research thrust of the Educational Studies master’s program gives students the tools to answer questions about what works, when, for whom, and under what conditions to ultimately work in partnership with education systems to create meaningful change. These include tools that illuminate and address inequities in students’ opportunities to learn and that draw on resources of diverse communities of stakeholders.

Students have opportunities to learn practices of research design, data collection, and data analysis that span quantitative and qualitative methodologies; to conduct literature reviews; to conduct consultations with education professionals; and to write reports to meet the information needs of various audiences.

Email: edstudiessoe.info@umich.edu

Blended Master of Arts in Educational Studies

This fall, the first cohort of students in the new Blended Master of Arts in Educational Studies program came to campus. These students successfully completed the online MicroMasters certificate in Leading Educational Innovation and Improvement before joining the SOE community to pursue a master’s in Educational Leadership and Policy, New Media and New Literacies, Teaching and Learning, or Program Evaluation and Improvement Research.

The program prepares students to collaborate on diverse teams of educational professionals and to transform education within new domains of practice. Students experience an interdisciplinary, boundary-spanning program that brings together teachers, educational leaders, reformers, and others to develop shared capabilities for practice.

This new model of graduate education allows students the ability to complete the campus-based portion of the Educational Studies master’s degree in less time. Full-time students can complete the program in two semesters. Part-time students can complete the program in three semesters.

Alumni of the teacher education program or the new education minor are eligible for preferred applicant status. A preferred applicant to the master’s programs, the application fee and GRE requirement may be waived.

Email: edstudiessoe.info@umich.edu

Disciplinary Literacy Online Course

Why and how do historians read and write, and what exactly do they read and write? About what concepts? How? How do scholars and experts in specific disciplines develop and communicate knowledge? And how do we best prepare young people to learn and participate in these academic disciplines? These are just some of the questions taken up by a new online course on disciplinary literacy instruction developed at the SOE.

In partnership with Teach Away, a provider of online professional development courses for teachers, the SOE developed an online course to train educators in disciplinary literacy instructional practices. A digital literacy instruction—teaching students to become proficient thinkers, readers, and writers in different academic disciplines—has been shown to support students’ literacy achievement and increase their access to deeper content knowledge.

Leveraging the expertise of Dean Elizabeth Birr Moje and Dr. Darin Stoddard, Instructional and Program Design Coordinator, Center for Education Design, Evaluation, and Research (CEDER), teachers around the world will have access to the tools, knowledge, and strategies needed to successfully develop students’ reading and writing capabilities in different disciplines.

While the course is geared toward secondary school teachers, any educator will find value in the course’s methods for improving student learning. Course participants receive a professional certificate upon course completion and may earn continuing education credits.

Web: see.umich.edu/Disciplinary-Literacy

Coming in Winter 2019

Certificate in Trauma Informed Practice

Read more in the story “Giving Educators the Tools to Meet the Emotional Needs of Learners” starting on page 8.
A luimus Luke Wilcox spent a year traveling around the state as part of his honorary duties as Michigan’s 2017–18 Teacher of the Year. He delivered conference presentations, attended State Board of Education meetings, and spoke to the media about current educational topics such as standardized testing, school choice, and school shootings. Throughout the year, he also spoke at summits where educators gathered to discuss improvements to Michigan’s education across the board, calling on legislators to fully execute their plans to improve education statewide.

Nationally, he worked alongside other teacher leaders to address the U.S. Secretary of Education. When discussing public education with Secretary DeVos, he said, “If you properly fund schools, you have kids who are poor, who come from single-parent families, and they have access to the best curriculum and the best teachers; that’s what public education is all about. That’s why we created public education, so that every family and every kid has the opportunity to be successful.”

Now that a new school year is underway, Wilcox is back in his math classroom at East Kentwood High School, near Grand Rapids. He continues his outreach on his blog, found at lukewilcox.org. Here, he shares strategies for motivating students.

**Top 5 Strategies for Motivating Students**

Teachers spend years of hard work and thousands of dollars to become experts in their content area, with degrees and teaching certification to prove it. We develop curriculum maps and teaching calendars to be sure to cover the appropriate standards. We endure hours of professional development so that we are well versed in all the current educational pedagogy. We collaborate with colleagues so that we are all using best practices in the classroom. We develop assessments for students so that we can track their progress. When all this doesn’t work, we have intentional interventions aimed at getting students back on track.

And students are still failing. The problem is that many students are not motivated to learn. Even with the perfect lesson plan in place, an unmotivated student will not learn. Some teachers claim that motivating students is not their job. It is a teacher’s job to know the content and to teach it well; the student must take responsibility for their own learning and find his or her own motivation. This old-fashioned idea is what limits many teachers to being average. A great teacher recognizes that student motivation is necessary for success in learning and that teachers are in the perfect position to improve student motivation. Here are some strategies that can be used in the classroom to help motivate students.

**Promote growth mindset over fixed mindset**

In her book, Mindset, Carol Dweck argues that students have an underlying belief about learning: either a fixed mindset or a growth mindset. A fixed mindset belief suggests that people are born with certain abilities and talents, and that abilities cannot be changed. Fixed mindset learners try to prove themselves and will often shy away from challenges because they do not want to appear to be struggling.

A growth mindset learner, on the other hand, believes that abilities and talents can be cultivated and improved through hard work. Growth mindset students enjoy a challenge and see struggles and failures as necessary parts of growth. Learners with a growth mindset are certainly more motivated to work hard.

How do we foster a growth mindset in the classroom? One of the most powerful elements of feedback for our learners is to praise them for their efforts and hard work. “I can tell that you’ve been practicing your reading,” or “The practice is paying off on your times tables.” tells learners that they have the power to improve their academic success. That said, we must stop praising ability. “You are such a smart math student,” or “You are such an incredible reader.” Praise for abilities over efforts reinforces the fixed mindset that students have the ability or they don’t and no amount of hard work on the learner’s part can change the outcome. We are all learners, and should be encouraged as such.

Throughout a learning cycle, teachers assess student progress by incorporating formative and summative assessments. The purpose of formative assessment is to prepare the learner needed for ultimate success on a summative assessment. Formative assessment informs teachers and students about student and classroom needs for improvement so both can accurately improve performance on the final assessment. Some formative assessments are: a thumbs up/thumbs down check for understanding, a quiz in small groups, or an exit slip at the end of a lesson. What is important is that students get timely and descriptive feedback from the assessment so that they can move forward in their learning. This cycle of learning will improve results on a summative assessment.

As teachers, we can model the growth mindset. Have courage! Ask students for feedback about your teaching and be willing to make necessary changes. Be dedicated work hard for students and share how hard work and dedication translates to success and growth. This feedback shows that we, too, are learners. It also invites our students to continue in the learning journey alongside us. Students are always willing to work hard for a teacher that is reciprocating that hardwork.

**Grow a community of learners in your classroom.**

Students need a classroom environment that is safe, where they are willing to take risks and struggle. To achieve the goal, the students and teacher must work together towards common goals. Students must be willing to work with and assist other students in class. Struggle should be acceptable and encouraged as a part of the learning process. Teachers should be open-minded and be willing to share their own knowledge. Students need to know that they are supported and will not be judged for their mistakes. Students should be willing to help one another.

**Develop meaningful and respectful relationships with your students.**

If we are going to truly inspire and motivate all of our students, we should know each of them on a personal level. We need to know their interests and hobbies, who they hang out with, their family situations, and what gets them excited. Each student is going to require different instructional strategies, and we have to know how to be able to predict what strategies might work.

In order to begin that “knowing,” try allowing for five minutes where students may share “Good News.” For example: student A shares, “I am a new uncle!” My sister had a new baby boy this weekend!” This is an opportunity for us to learn about our students and to let them know that we care about them individually. This also provides an avenue for teachers to share some details about their lives outside of school. When teachers are willing to share personally and become vulnerable, students are more likely to do the same. When learners see one another as whole people, they are more willing to take risks, and ask the questions they need to ask in order to succeed.

We all learn differently. In each classroom, several students will exist: visual, tactile, verbal, and more reserved. We can see it as our responsibility to discover this by knowing them and to teach them accordingly. This work results in our ability to know our students, which leads to a more cohesive, open learning community.

**Establish high expectations and establish clear goals.**

Setting high expectations and supporting students as they struggle allows learners to rise to meet those expectations. When expectations are transparent, students know where their learning is headed and are motivated to get there because it seems possible, the path is visible. Working towards daily, weekly, and yearly goals gives students a purpose and a meaning for the hard work that they do.

Daily learning goals (learning targets, or “I can” statements) should be written in academic language on a blackboard or whiteboard on a daily basis. Establishing the “goal of the day” at the start of the lesson gives students a purpose for their learning. Students can also be motivated to assess themselves at the end of each lesson by checking to see if they have met the learning goals.

Maintaining high expectations for academics is tantamount to learning, but high standards for behavior; academic language, group work, and even the length and format of individual work are also necessary for deep learning. We cannot assume that students know these expectations. They must be clearly outlined. If we expect students to interact in a certain way together, we need to teach them how, and hold them accountable. If we want an assignment displayed in a certain format, we need to model it and expect it. Once the routine to support expectations are established and clear to the learning community, learning becomes the most important action in the classroom.

**Be inspirational.**

Most adults can recall a specific teacher from their childhood who had a lasting impact. These are the teachers who have inspired, challenged, and motivated students enough to be memorable years later. What makes these teachers inspirational? Inspirational teachers represent success to their students. Teachers success might be completing a 20K race, owning a small business, or receiving a teaching award. We each have successes to share. Through our triumphs, students can learn what success looks like and how it is achieved. Once our students decide that they want success, they pay close attention to the behaviors and choices, and even sacrifices, that lead us to our success. These behaviors include hard work, willingness to struggle, and the ability to learn from our mistakes. Students internalize our behaviors and strategies as a way to accomplish their own goals. We give them an opportunity to do so in our everyday routine, assignments and encounters with them.

Luke Wilcox (BSEd ’01, Teach Cert ’01) is a math teacher and leader at East Kentwood High School. He has served as a department chairman, academic support coach, and lead person for Rising Teacher Leaders. In addition to receiving recognition as Michigan’s Teacher of the Year, he was also awarded the Presidential Award for Excellence in Mathematics and Science Teaching.
Tiffany Brownes (MA ’17) started her professional career as an academic advisor in the LSA Newcomer Academic Advising Center at U-M. She is involved in many offices and committees, including Communications, Social, and the LSA Digital Place Voice of Student Project. Tiffany is also looking forward to developing a website to support the launch of this campaign in 2013 are the benefactors that allow us to support students with financial needs. They also allow us to support facilities enhancements so that our building is not just historic, but state-of-the-art. They allow us to augment the resources and experiences we can offer students, such as career assistance and study trips. And they fund critical education research and engagement in communities.

As we approach a successful end to our campaign, I say thank you to our donors who are collectively filling in the financial gaps to get us and our students from where we are to where we want to be. You are Victors for Education and, in my opinion, there is no better victor to be.

It’s not too late to give a gift in this campaign. Visit soc.umich.edu or call 734-763-4880 to learn more.

Krissa Rumsey
Director of Development and Alumni Relations

ELMAC Scholarship in Memory of Eugene Scott Thompson Spreads His Message to Be Kind, Be Honest, and Make Wise Choices

Dear Mr. Thompson, You taught me how to do so many math skills like multiplication and division. I’ll never forget them. I miss you as a teacher, a friend, and a role model. I armed my portfolio and curriculum vitae with display boards, dozens of student letters recall Eugene Scott Thompson’s fun classroom projects, sense of humor, singing voice, and ability to bring the best out of his students. Scott’s family, friends, and colleagues remember him exactly as the children at Burns Park Elementary School do: funny, compassionate, skilled, intelligent, dedicated, and kind. “Mr. Thompson was a gifted teacher who taught us the many opportunities for learning and friendship which are all around us,” says Katie Robertson—one of Scott’s instructors in the ELMAC program and later his collaborator on developing a culture of creativity in the classroom. “Scott was passionate about the importance of creativity in his students’ lives and thrived as an educator when he was engaging his students in project-based learning opportunities and design thinking challenges.” For his work, Scott was posthumously honored with the Chairman’s Award given by the Michigan Design Council.

A constant stream of children, parents, friends, fellow teachers, and his beloved family found Scott’s hospice room as they thanked him for all he had given them. April 20, 2018, Scott died following a battle with cancer, surrounded by his family. At Scott’s memorial service, his colleague Sandy Kreger read statements from his students thanking their teacher for building their confidence, shaping their character, and encouraging their academic curiosity.

Scott’s family asked that gifts in his honor benefit the Elementary Master of Arts with Certification (ELMAC) program. Scott’s parents, Erik and Cordelia Lokensgard, recall that he was dedicated to altering his teaching techniques to reach students who struggled in school. He allowed no student to fall behind. Scott’s sister Alexa believes that Scott’s own curiosity and desire to understand topics from every angle contributed to his teaching ability.

Eugene Scott Thompson Memorial Scholarship to prepare new teachers who will carry on his work.

Katie Robertson—one of Scott’s instructors in the ELMAC program and later his collaborator on developing a culture of creativity in the classroom—says, “Scott was passionate about the importance of creativity in his students’ lives and thrived as an educator when he was engaging his students in project-based learning opportunities and design thinking challenges.” For his work, Scott was posthumously honored with the Chairman’s Award given by the Michigan Design Council.

A constant stream of children, parents, friends, fellow teachers, and his beloved family found Scott’s hospice room as they thanked him for all he had given them. April 20, 2018, Scott died following a battle with cancer, surrounded by his family. At Scott’s memorial service, his colleague Sandy Kreger read statements from his students thanking their teacher for building their confidence, shaping their character, and encouraging their academic curiosity.

Scott’s family asked that gifts in his honor benefit the Elementary Master of Arts with Certification (ELMAC) program. Scott’s parents, Erik and Cordelia Lokensgard, recall that he was dedicated to altering his teaching techniques to reach students who struggled in school. He allowed no student to fall behind. Scott’s sister Alexa believes that Scott’s own curiosity and desire to understand topics from every angle contributed to his teaching ability.

Katie Robertson—one of Scott’s instructors in the ELMAC program and later his collaborator on developing a culture of creativity in the classroom—says, “Scott was passionate about the importance of creativity in his students’ lives and thrived as an educator when he was engaging his students in project-based learning opportunities and design thinking challenges.” For his work, Scott was posthumously honored with the Chairman’s Award given by the Michigan Design Council.

A constant stream of children, parents, friends, fellow teachers, and his beloved family found Scott’s hospice room as they thanked him for all he had given them. April 20, 2018, Scott died following a battle with cancer, surrounded by his family. At Scott’s memorial service, his colleague Sandy Kreger read statements from his students thanking their teacher for building their confidence, shaping their character, and encouraging their academic curiosity.

Scott’s family asked that gifts in his honor benefit the Elementary Master of Arts with Certification (ELMAC) program. Scott’s parents, Erik and Cordelia Lokensgard, recall that he was dedicated to altering his teaching techniques to reach students who struggled in school. He allowed no student to fall behind. Scott’s sister Alexa believes that Scott’s own curiosity and desire to understand topics from every angle contributed to his teaching ability.

Katie Robertson—one of Scott’s instructors in the ELMAC program and later his collaborator on developing a culture of creativity in the classroom—says, “Scott was passionate about the importance of creativity in his students’ lives and thrived as an educator when he was engaging his students in project-based learning opportunities and design thinking challenges.” For his work, Scott was posthumously honored with the Chairman’s Award given by the Michigan Design Council.

A constant stream of children, parents, friends, fellow teachers, and his beloved family found Scott’s hospice room as they thanked him for all he had given them. April 20, 2018, Scott died following a battle with cancer, surrounded by his family. At Scott’s memorial service, his colleague Sandy Kreger read statements from his students thanking their teacher for building their confidence, shaping their character, and encouraging their academic curiosity.

Scott’s family asked that gifts in his honor benefit the Elementary Master of Arts with Certification (ELMAC) program. Scott’s parents, Erik and Cordelia Lokensgard, recall that he was dedicated to altering his teaching techniques to reach students who struggled in school. He allowed no student to fall behind. Scott’s sister Alexa believes that Scott’s own curiosity and desire to understand topics from every angle contributed to his teaching ability.

Katie Robertson—one of Scott’s instructors in the ELMAC program and later his collaborator on developing a culture of creativity in the classroom—says, “Scott was passionate about the importance of creativity in his students’ lives and thrived as an educator when he was engaging his students in project-based learning opportunities and design thinking challenges.” For his work, Scott was posthumously honored with the Chairman’s Award given by the Michigan Design Council.
The Percy Bates Scholarship

One of Bates’s colleagues from the Department of Education, Jeanette Len Esbrook, recognizes Bates’s work to support an equality center for various social, cultural, economic, racial, ability, and linguistic groups. “The University of Michigan has always been a leader in diversity,” she says, “and Percy is one of the leaders. His guidance led to the successful graduation of many students and he increased the role of diversity across U-M. He was also the senior leader among all 10 of the equality centers we had by the time, nationwide.” Law was the inaugural donor who solidified the creation of this fund, saying that she gave a gift out of “respect and admiration for what he has achieved.” During his career, Bates worked with dozens of school districts, assisting them with assessing educational programs as well as dealing with equity, gender, and desegregation issues that teachers and administrators encounter on a day-to-day basis. “I was interested in teaching students who did not have the advantages that other students had,” he says.

After serving for 20 years as Michigan’s faculty representative and another 25 as a university professor and administrator, Bates was inducted into the John McLendon Minority Athletics Administrators Hall of Fame. As a faculty representative, Bates played a significant role in Michigan’s athletic department. NCAA faculty representatives oversee student-athlete welfare, certify eligibility, and ensure the proper balance between athletics and academics.

U-M alumnus Eric Mayes is among the hundreds of student-athletes that benefited from Bates’s counsel. “Percy was instrumental in providing guidance and advice on how to navigate higher education at that time,” he says. Mayes explains that he made a gift to his endowment “because it’s important to provide young people with caring and knowledgeable adults who can guide them as they navigate higher education.” As Bates retires, he says, “The notion is primarily to make sure that student-athletes really got the kind of education that a university can provide in exchange for our use of their athletic ability. It’s really a trade-off and, in my view, a contract with the student-athlete.” A high school track and football player, Bates discovered his role with student-athletes after coaching his son in Ann Arbor junior football and recreational basketball.

Former mentor Wardes Manuel, Donald R. Shepard Director of Athletics, says, “Without Percy’s mentorship and guidance early in my career I would not be the Athletic Director at Michigan.” He adds, “Percy gave me a profound understanding of what was important as an intercollegiate athletic administrator: having a primary focus on the academic achievement of the student-athletes, ensuring their ability to compete for championships in their sport, and helping them grow as young people.” Manuel and his wife made a gift to this fund so that many more students could benefit from Bates’s life-long investment in the field of education.

The Percy Bates Scholarship supports U-M athletes who pursue a degree in education, with a preference for those who have a special interest in working with students with disabilities.

The Janet H. Lawrence Endowed Fund for Global Engagement

A leader, scholar, and mentor in the SOE since 1979, Professor Emerita Janet Lawrence served as Associate Dean from 1990 to 1995 and Director of the Center for the Study of Higher and Postsecondary Education (CSHPE) from 1996 to 2000. Lawrence’s research contributed to diverse topics in the field of higher education. Early in her career, through grants made by the Michigan Department of Education and the Department of Labor, she designed and evaluated adult literacy programs. However, for most of her career, Lawrence’s primary line of research focused on college faculty. She became known for her work on faculty worklives, their motivations, and their career patterns.

Ann Austin (AM ’92, PhD ’94), Associate Dean for Research at Michigan State University, says of Lawrence, “Jan brought both her professional strengths and interests and her personal warmth and vive to the interactions with students and colleagues. Her scholarly curiosity enabled her to support the work of many students and took her into scholarly work and adventures around the world. Her interest in a wide array of issues, her sense of humor, and her caring for others enabled her to be both a friend and a colleague to many people. With her retirement, she’s leaving a special place in the hearts and minds of many people.”

Because of Professor Lawrence’s influence in the area of international education, the endowment created in her honor will be used to support international initiatives. The Janet H. Lawrence Endowed Fund for Global Engagement supports student participation in international study, student research projects related to international issues, hosting international educators at U-M, and other programming designed to introduce CSHPE students to the world of international higher education.

Amy Conger (PhD ’05), Associate Vice Provost and Director of Global Engagement at U-M says, “Jan always approached international work as a partner and a collaborator. She was mindful of the potential negative consequences of treating international partners simply as ‘research subjects.’” Her dedication to building long-term relationships with mutual benefit resulted in valuable learning opportunities for CSHPE students and research projects that informed higher education in other countries as well as the U.S.

Lawrence initiated study trips fostering international exchanges. The initial study trip to China was followed by a visit to Norway for study European Higher Education, then to Chile, England, and South Africa. Students were inspired to visit China due to their interest in social change movements. Students who participated in these trips said they stand out as one of the most important experiences they had at the university.”

If you wish to contribute to one of these new funds, please find the funds listed on the enclosed envelope or contact the SOE Office of Development at 734.763.4880.

Two New Endowments Honor the Contributions of Retired SOE Faculty

W hen Professor Emeritus Percy Bates retired from the SOE last year, he left as significant a legacy in athletics as he did in education. A former athlete himself—playing football and running track for Hamtramck High School in his youth—he was the U-M faculty athletics representative for 23 years. An educational psychologist, Professor Bates became an SOE faculty member in 1965, and he served as assistant dean, chairperson of the Special Education Program, and division director for Curriculum, Teaching, and Psychological Studies. Later, he served as deputy assistant secretary of special education for the U.S. Department of Education. He was also a chairperson of the Higher Education Commission of the National Alliance of Black School Educators. Bates discovered his role with student-athletes after coaching his son in Ann Arbor junior football and recreational basketball. Former mentor Wardes Manuel, Donald R. Shepard Director of Athletics, says, “Without Percy’s mentorship and guidance early in my career I would not be the Athletic Director at Michigan.” He adds, “Percy gave me a profound understanding of what was important as an intercollegiate athletic administrator: having a primary focus on the academic achievement of the student-athletes, ensuring their ability to compete for championships in their sport, and helping them grow as young people.” Manuel and his wife made a gift to this fund so that many more students could benefit from Bates’s life-long investment in the field of education.

The Janet H. Lawrence Endowed Fund for Global Engagement supports student participation in international study, student research projects related to international issues, hosting international educators at U-M, and other programming designed to introduce CSHPE students to the world of international higher education. Greg Barrett (PhD ’02), who spearheaded the initiative to establish this fund, reflects on Professor Lawrence’s impact: “Jan has been actively involved in international education issues—teaching the comparative courses, bringing delegations of scholars and administrators to learn about U.S. higher education, and leading CSHPE student study trips around the world to consider exchange and contrast education in different settings. Because of Jan’s regard for the transformative nature of experiential learning, both at home and abroad, and her influence in this area at the CSHPE—afund created in her honor will provide support for continued opportunities for students in this space.”

Percy Bates Scholarship

The Percy Bates Scholarship

The Janet H. Lawrence Endowed Fund for Global Engagement

If you wish to contribute to one of these new funds, please find the funds listed on the enclosed envelope or contact the SOE Office of Development at 734.763.4880.
Regina and Ronald McNeil Merge their Commitment to SOE and Detroit Schools to Become the First Donors to Support the Teaching School

Regina McNeil's passions are centered on education, philanthropy, and business. Regina is an SOE alumna who taught high school mathematics and worked as a school psychologist in the Detroit Public Schools. She holds an MA from Wayne State University and a PhD from the University of Minnesota. She now lends her expertise as a member of Dean Elizabeth Bir Moje's Advisory Committee. After brief tenures with the Detroit Police Department and Campbell Ewald Advertising Agency, Ronald worked for, and retired from, Allstate Insurance Company after 31+ years of distinguished service. During his tenure with Allstate, he was elected to four Senior Management Team positions and was also Chairman of two Allstate subsidiaries and President of three Allstate companies. The HistoryMakers recognizes him as an African American history maker in the insurance industry. In addition to serving on Dean Gallimore's College of Engineering Council for Development, Equity and Inclusion, Ronald is CEO of Great Ball of Light—an energy start-up company. The McNeils co-founded The Ronald D. & Regina C. McNeil Foundation, Inc. in 2002. Through its flagship McNeil Scholar Programs, The Foundation supports its scholars throughout their undergraduate education and beyond. In addition to financial assistance, The Foundation lends its counsel and support in areas including internships, academic and financial planning, life skills, and career assessment. Since its inception, The Foundation has established three LEAD endowments and three university endowments including the Regina Clark McNeil Endowed Fund to support African-American students interested in teaching mathematics or science in secondary classrooms. The Foundation recently donated the inaugural gift supporting the development of the SOE's Teaching School in Detroit.

Growing up in Detroit, Ronald and Regina were both deeply influenced by their fathers, who led intellectually rich lives and encouraged each of them to embrace every educational opportunity. "Young Ronald and Regina understand their fathers' understated expectations of excellence and the importance of establishing and maintaining a high moral compass. They were grateful for their families, as well as the sense of community they experienced," Regina explains. "We attended our neighborhood Detroit public schools, where your community consisted of your classmates, the families you went to church with, the policemen who kept you safe. Everyone was supportive and affirming whether it was your English teacher or the Choir Director who they are committed to Dean Moje's visionary model for preparing outstanding educators and leaders. Regina recalls being a young teacher who was lucky to find support and mentorship early in her career: "Having a good mentor should be a gift. Here we have a Teaching School where this happens by design. Teaching is an extremely difficult job. It takes time to learn how to teach and how to do it well and you need support." Both Ronald and Regina believe the Teaching School model will play an important role in re-establishing public respect for the profession of teaching. "There is honor in being an educator and teachers should be celebrated for the work they do and what they do." The McNeils' commitment to the Teaching School builds on their dedication to expanding educational opportunities in Detroit. Under his leadership as Interim Chair, Ronald spearheaded the rebirth of the Detroit Urban Debate League. He is quick to add that during his tenure, the vast majority of the judges and volunteer support came from U-M. He reasons that "the aspect of debate foster critical thinking and research skills and prestige; there isn't a better way to learn these developmental tools. Debate is just another rung on U-M's support of the Detroit Urban Debate League. He is quick to add that during his tenure, the vast majority of the judges and volunteer support came from U-M. He reasons that "the aspect of debate foster critical thinking and research skills and prestige; there isn't a better way to learn these developmental tools. Debate is just another rung on U-M's support of the Detroit Urban Debate League. He is quick to add that during his tenure, the vast majority of the judges and volunteer support came from U-M. He reasons that "the aspect of debate foster critical thinking and research skills and prestige; there isn't a better way to learn these developmental tools. Debate is just another rung on U-M's support of the Detroit Urban Debate League. He is quick to add that during his tenure, the vast majority of the judges and volunteer support came from U-M. He reasons that "the aspect of debate foster critical thinking and research skills and prestige; there isn't a better way to learn these developmental tools. Debate is just another rung on U-M's support of the Detroit Urban Debate League."

Survey says...

In an effort to combat the national trend of declining enrollment in teacher education programs, and with the goal of increasing the diversity of the teacher population, the SOE and Michigan Creative launched a project to gain insights about the Teacher Education students who are attending or recently graduated from U-M.

Why did you pursue teaching?

A previous teacher inspired me
I am interested in working with youth
I have a concern for public education
I have an interest in social justice
I had a volunteer experience working with youth
I have subject-area interest
A friend or family member is/was a teacher
Someone tells me I would be a good teacher
A previous course inspired me
Other

What attributes did you look for when choosing a program?

How important is it to you that a school or program:

Rated on a scale of 0 to 7

<table>
<thead>
<tr>
<th>Attribute</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has high-quality faculty</td>
<td>6.64</td>
<td>6.59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is supportive</td>
<td>6.42</td>
<td>6.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers good job prospects</td>
<td>6.21</td>
<td>6.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is equitable</td>
<td>5.99</td>
<td>5.83</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is inclusive</td>
<td>5.82</td>
<td>5.73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is reputable</td>
<td>5.64</td>
<td>5.58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers a unique curriculum</td>
<td>5.42</td>
<td>5.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a global focus</td>
<td>5.17</td>
<td>3.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is prestigious</td>
<td>5.17</td>
<td>3.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is traditional</td>
<td>5.17</td>
<td>3.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding non-discrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section 504/ADA Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.