In this issue of *Michigan Education*, we feature communities. A community can be defined in many ways; in this issue, we wish to expand notions of this common term and explore several ways that communities are central to everything we do.

As educators, we recognize that communities are not peripheral to our work; they are at the core of it. From a single neighborhood to the global society in which we live, we prepare our students to serve communities. As researchers, our work is informed and driven by the communities we study. As advocates, we stand in support of our partner communities.

We hope to connect you to a sampling of the work we are doing in communities—small and large—and describe the strong partnerships that make our work successful. We feature the exciting way that one alumna built a new kind of school integrated with her Detroit community. We follow one student’s journey through the South, as she engages with communities that shape her thinking and understanding. We are also eager to introduce new ways of imagining and creating communities for the advancement of education practice.

In January, we hosted a community seminar titled, “Education for a just society: Community engaged teaching and learning.” It was a special evening featuring an eight-year partnership with a local K-12 suite of schools—Mitchell Elementary School, Scarlett Middle School, and Huron High School. Mitchell and Scarlett are home to one of the most diverse student populations in the state in terms of socioeconomic status, racial and ethnic diversity, and primary language. It has been an honor to partner with the families, teachers, and administrators of these schools to improve educational outcomes for children.

Our guests that evening included teachers, community and state leaders, teaching interns, and university faculty and staff members. We came together to consider the hallmarks of successful university-school partnerships. My co-host, Superintendent Jeanice Swift, and I kicked off the event with a bit of context, but the main event of the evening featured three university colleagues—Dr. Debi Khasnabis, Dr. Cathy Reischl and Dr. Debbie Rivas-Drake—who offered “Ed Talks,” or short, compelling descriptions of their practice-based research and teaching in the three school settings. Following the Ed Talks, a panel of school and district leaders—Ms. LeeAnn Dickinson-Kelly, Mr. Kevin Karr, and Mr. Gerald Vasquez—shared perspectives on the partnership. We also used the time to peer into the future of this particular collaboration, when we will work together to enact and study an international baccalaureate curriculum and to prepare teachers to lead this kind of instruction.

The seminar was one of our many methods to continually connect with as many people as possible. As a public university, it is incumbent upon us to be active in public scholarship. Our community of students and researchers must not be circumscribed. Instead, we must defy the real and imagined walls of the university to reach beyond ourselves. Our knowledge and experience are only as useful as they are accessible to those we serve.

As you enjoy this issue, I hope that the work of our alumni, students, and faculty will inspire you to consider your own communities—whether they be personal or professional, seven people or seven billion, a neighborhood or a social media network. Together, we can accomplish these goals in and for our communities. In the end, we are one community, and we must educate our children for the future of this one great community.
A Moment and a Movement
Higher Education master’s student Marie Angeles shares her experience travelling with colleagues to the U.S. South

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Equitable Futures
 Students study social justice and inequality in Michigan and offer workable solutions

Innovation³
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SOE Happenings
Teaching with Tech
SOE research team collaborates with start-up to help evaluate interactive support for new mothers

Victors for Michigan Campaign

Class Notes
Top 2017 marked the 19th year for the University of Michigan’s MLK Children and Youth Program. This event featured performances, workshops, and a keynote presentation.

Bottom English language learners in the Summer ESL Academy presented their final projects to their teachers and families at Scarlett Middle School.

Top The SOE hosted a community seminar featuring an eight-year partnership with the Ann Arbor Public Schools, the Mitchell-Scarlett-Huron Teaching and Learning Collaborative.

Bottom Each fall, the dean, faculty, and staff welcome the new and returning students at Fall Re/Connection.
Top SOE alumni gathered in the Tribute Room for the 2016 Reunion Luncheon, hosted by faculty leaders and the development and alumni relations office.

Middle Deborah Loewenberg Ball was welcomed back to the faculty after 11 years as dean. Ball continues to serve as the director of TeachingWorks, an organization housed at the SOE dedicated to improving teachers’ preparation and creating a professional threshold for entry to teaching.

Bottom Five teams presented final pitches of projects and products at the 2017 Innovation in Action Final Showcase. A panel of expert judges awarded prizes to the top three teams.

Top Learning and Teaching the Disciplines through Clinical Rounds, now in its 12th year, is an SOE preservice teacher education program that reduces the fragmentation that teacher education students typically face in a professional program. “Grand Rounds” events draw students, attending teachers, and faculty together to analyze teaching practices.

Middle Dr. Margaret Heritage, Senior Scientist at WestEd, presented the 2017 Frank B. Womer Lecture in Measurement and Assessment.

Bottom Six guests from the Organisation for Economic Co-operation and Development visited the SOE and the Mitchell-Scarlett K-8 campus to learn about our teacher preparation programs. The group was led by SOE alumna, Jenny DeMonte (AM ’02, PhD ’08).
A moment and a movement

Higher Education master’s student Marie Angeles shares her experience travelling with colleagues to the U.S. South

Marie Angeles is a master’s student in the Center for the Study of Higher and Postsecondary Education (CSHPE), pursuing her degree in Higher Education with a concentration in Student Access and Success. Marie participated in the center’s summer 2016 trip to schools, colleges, museums, and landmarks in the southern states. For two weeks, CSHPE students and faculty met with their colleagues at Historically Black Colleges and Universities to learn about the approaches, strengths, and challenges of these institutions.

In just 13 days we drove 2,441 miles and visited eight states, but our journey can’t be measured in miles or hours or landmarks. Instead it was more of a journey through time and stories. Through this journey we entered communities where the buildings told stories from the past and the people brought it to life in the present.

A native of the West Coast, I had never visited the South before. From kindergarten through high school I developed a general sense of American history. I could tell you about the 1954 Brown v. Board of Education decision. I could recite parts of Martin Luther King, Jr’s stirring speeches. I had read about Freedom Riders and the Civil Rights Movement. But this was different. I realized what I did not know about a history that continues to shape our present.

At each museum, historical site, neighborhood, and Historically Black College and University, I developed a deeper appreciation for how the work of scholars, students, and community members is informed by a history of activism, passion, and dedication to creating a more just and equal society.

I can still remember the voice of a professor from Alabama State University who grew up several houses down from Martin Luther King, Jr. She recalled the role that her parents played in the Civil Rights Movement by sheltering Freedom Riders in their home. The Freedom Riders rode interstate buses into segregated parts of the country to challenge the non-enforcement of the United States Supreme Court decisions that ruled that segregated public buses were unconstitutional. She shared her story with us and with countless others in the hopes that the history would always be remembered.

We travelled along the Selma to Montgomery National Historic Trail, which commemorates the events, people, and route of the 1965 Voting Rights March in Alabama. We crossed the Edmund Pettus Bridge where protesters marched for the rights of black voters in the South. We stood at the entrance to Little Rock Central High

We crossed the Edmund Pettus Bridge where protesters marched for the rights of black voters in the South.
School where the Little Rock Nine braved harassment and intimidation to attend school.

Each of these experiences, as well as meetings at Historically Black Colleges and Universities, such as Morehouse College, Spelman College, Fisk University, and Tennessee State University, caused me to reflect on our present moment and the role that I play as an aspiring higher education professional with an interest in multicultural affairs. The colleges and universities we visited embrace the student activism that runs throughout their histories. Their commitment to teaching students with what they described as a “love ethic” inspired me to consider how predominantly white institutions could create a more supportive environment for all students. How could each student feel like they bring their whole self—and the many aspects of their identity—to their college experience?

While at lunch with faculty and staff from Fisk University, one of our hosts said, “What is the difference between a moment and a movement? Sacrifice.” Throughout the day I learned just how much the people of Nashville sacrificed in order to ensure that a movement would help re-shape a country.

The Civil Rights Movement created a lot of change in the U.S. One of those changes meant that I, a Black woman, could call myself a college graduate of an institution that was not built for me. Yet, we still see students, particularly students of color, feeling marginalized and underserved by their colleges and universities. Institutions across the country are experiencing student protests on this very issue today. My hope is that these protests are not considered a moment in time, but a movement that truly pushes institutions to change. It makes me wonder about what students must sacrifice today in order to build on the sacrifices from the past.

This experience has pushed me to reflect on that more and more as I continue to explore my own values as a student affairs professional. I am eager to apply these new insights and perspectives to my work. The communities we build, sustain, and serve are the direct result of our actions, and mine will be intentional, thoughtful, and inspired by the people who have come before me.
Keeping the City in the School
Alumna Amanda Rosman helps reimagine the relationship between schools and communities in Detroit

“We urgently need a paradigm shift in our concept of the purposes and practices of education. We need to leave behind the concept of education as a passport to more money and higher status in the future and replace it with a concept of education as an ongoing process that enlists the tremendous energies and creativity of schoolchildren in rebuilding and respiriting our communities and our cities now, in the present.” —Grace Lee Boggs

Inspired and shaped by the work of James and Grace Lee Boggs, activists and writers who lived and worked in Detroit, alumna Amanda Rosman (AM ’01, TeachCert ’01) and two colleagues opened a unique school in southeast Detroit with a promising community-building approach. The James and Grace Lee Boggs School is now in its fourth year, and its leaders and families are discovering how powerful a place-based education model can be.

Amanda Rosman hadn’t always dreamed of opening a school, or even of becoming a teacher. Her undergraduate institution didn’t offer an education degree but did introduce her to concepts and experiences that piqued her interest in education. A cultural anthropology major, she took a course titled Sociology of the African American Experience taught by Dr. James Turner at Cornell University’s Department of Africana Studies, which focused largely on urban education. This course was influential as Rosman considered her career path.

After studying abroad in coastal Kenya and Zanzibar, she came home to the Detroit area seeking a job and found one as a full-year emergency substitute teacher in a Detroit Catholic school. Rosman’s experience teaching confirmed her passion for education: “I loved it, but I wasn’t prepared with the unique skills required to be a good teacher. I had decided that I wanted to become an educator, so I came to the School of Education and joined the third cohort of the Elementary Master of Arts with Certification program.”

“A group of us would meet at Grace Lee Boggs’ home to discuss Freedom Summer of 1964 and the purpose of schools in a place like post-industrial Detroit where schools had previously prepared students for factory jobs that no longer existed.

The program—an intense, year-long master’s education—was completely based in Detroit schools. Rosman’s student teaching placement was at Paul Robeson Academy, where she was first introduced to African-centered education. Based on philosophies and theories centered in the African experiential and cultural context, and delivered through a curriculum that develops the skills to participate as community and global citizens, African-centered education develops self-consciousness, self-determination, and positive self-concept.

Upon completing her master’s degree, Rosman joined the faculty at Marcus Garvey Academy, another Detroit Public School with an African-centered approach. While she was an outsider to African American culture, Rosman recognized the power of that educational philosophy for African American students. The school’s leaders, excited that she spoke conversational Kiswahili, encouraged her to teach it to her students. Her colleagues and the children she taught continued to challenge, inform, and expand her ideas about education, particularly urban education. Rosman says, “I loved the principal, my colleagues, the kids, and the families at Marcus Garvey.” She was an expectant mother, however, and the Detroit Public School system offered little job security. In the three years that she taught fifth grade in Detroit Public Schools, she was laid off twice and transferred twice.

Knowing that she only wanted to teach in Detroit, Rosman was compelled to seek a career path as fulfilling as the one she had pursued but that offered her family more stability. She attained a law degree from Wayne State University through the evening program while teaching at a Detroit charter school during the day. She taught in Detroit for 11 years before opening the Boggs School. Rosman’s ideas about urban school philosophies were largely shaped by the “Freedom Schooling” conversations with community activists, parents, and educators held at the Boggs Center to Nurture Community Leadership (in the Boggs’ home) from 2002 to 2004. Rosman recalls the rich discussions that would eventually send her and others down the path to founding a school: “A group of us would meet at Grace Lee Boggs’ home to discuss Freedom Summer of 1964 and the purpose of schools in a place like post-industrial Detroit where schools had previously prepared students for factory jobs that no longer existed. We would ask, ‘What could powerful education look like in Detroit? What would a school in this sentiment look like?’”

It took five years to open the James Boggs and Grace Lee Boggs School. “It was the hardest thing any of us had ever done,” says Rosman. The mission of the Boggs School is to nurture creative, critical thinkers who contribute to the well-being of their communities. Students are called “solutionaries”—a term Grace liked—because it reminds kids that they are the leaders they’ve been looking for. The curriculum is designed to develop critical thinking, problem solving, and interpersonal skills without sacrificing high academic expectations.
The school community embraces a core ideology that guides their work:

**CORE VALUES**

- High levels of critical thought, creativity, and learning
- Excellence in teaching
- Authentic, trusting relationships
- Community empowerment
- Equity within both human relationships and the natural world

**CORE PURPOSE**

- To provide the tools to achieve ambitious goals and live lives of meaning
- To nurture a sense of place and develop a commitment to a better Detroit
- To grow our souls by developing a connection with ourselves, each other, and the earth

In place-based schools, the school and the community are integrated. Students gain knowledge, skills, and a sense of self by connecting with their community. At the same time, they use their education to take control of their environment from a very young age. If given leadership and decision-making opportunities when they are young, they are more likely to have the tools to be change-makers when they graduate from high school. Rosman explains that in Detroit, many educators are trying to change the narrative about success: “We are teaching our students to build their own definition of success. You don’t have to leave Detroit to be considered successful.”

Rosman’s own son, Ajani, attends the Boggs School, along with the children of other staff members. Rosman says, “I check in with him regularly. The school is diverse in a way that is hard to find in Detroit and its suburbs, both in terms of race and socio-economic status. He feels very connected to the people that he is with. His teachers take his perspective very seriously so he and his classmates feel heard. He feels very connected with the city of Detroit. He often says, ‘I love living here.’”

Since the staff created the school for their own kids as well as the rest of the community’s, they develop and revise their approaches with significant input from their children. Simultaneously, they garner the trust of many school families, who know the staff parents will accept nothing less than the best at the school.

Rosman’s former faculty mentors at the School of Education have lent their support and guidance. Rosman returned to the University of Michigan from 2012 to 2014 to assist Elizabeth Birr Moje, who was serving as the Associate Dean for Research and Community Engagement. Rosman’s work with Moje informed her ideas about successful teacher development and strengthened her commitment to community-based education. Rosman says of Elizabeth Moje, “It was extremely affirming to work with someone who feels so strongly about community engagement as a vital part of education. Many of us had only had experiences in which the schools were purposely divorced from the community, and that didn’t feel right to me. I learned a great deal from Elizabeth and met many people through her who are still involved with our school.”

Klotylda Phillippi, an early childhood literacy specialist and an instructor from the U-M, joined the Boggs School board of directors upon her retirement. Phillippi taught Rosman during her time in the Elementary Master of Art with Certification program. As a longtime public school teacher, she brings a wealth of knowledge, skill, and experience to her work at the Boggs School. “She has assembled and operates a beautiful library for our school. She works with reading groups and mentors teachers,” says Rosman with gratitude in her voice.

The Boggs School relies on teachers with strong instructional and facilitative skills, deep understanding of content, and cultural competence. Most of the teachers live in the city and all have deep connections to it, enabling their exploration of Detroit with their students. She and the other leaders at the Boggs School feel fortunate to have found teachers who are excited to work in the often vulnerable way that this educational model necessitates. Rosman explains, “We look for people who want to grow with their colleagues, students, and students’ families. We are all growing our souls and our communities at the same time. We don’t always have the answers for them that they are looking for, and they are willing to live in that space of ambiguity with us and figure things out together.”

Together with co-founders Julia Putnam and Marisol Teachworth, Rosman’s philosophies continue to evolve and the Boggs School moves in new directions while adhering to their strongly-held core ideology. A deeply engaged board and a supportive grassroots and business community are essential to the school’s growth. Rosman is frequently asked, “How does your school solve the problems of education in Detroit?” She answers, “We don’t know that it does. We just want to build a really good school.” The importance of “a really good school” is evident in the stories of the children, families, teachers, administrators, and community members that are part of the Boggs School.

To learn more about the Boggs School please visit boggschool.org.
Public Scholarship on the Map

SOE faculty collaborate with schools, families, and organizations in communities across Michigan.
Public Scholarship is the creation and circulation of knowledge for and with communities. SOE faculty members are engaged in partnerships with dozens of schools, districts, government agencies, nonprofit organizations, and businesses across the state of Michigan.

**Michigan**

TeachingWorks, directed by Deborah Loewenberg Ball, launched a new line of work through their teacher education program networks in 2015. These networks are small clusters of teacher preparation programs, including a range of university-based programs and programs based in non-profit organizations and school districts. They collaborate with TeachingWorks and with one another to develop practice-based curricula and approaches for preparing skillful beginning teachers. These approaches focus on developing novice teachers’ skills with specific high-leverage practices, emphasizing work in underserved communities with youth from historically marginalized and economically disadvantaged backgrounds. Karen Ahn, Director of Partnerships, helped launch the inaugural program network in Michigan and will expand networks to include other states across the U.S. [http://www.teachingworks.org/work-of-teaching/program-networks/mi-program-network/](http://www.teachingworks.org/work-of-teaching/program-networks/mi-program-network/)

**Southeastern Michigan**

Elizabeth K. Duke is active on the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan’s 56 Intermediate School Districts. The Early Literacy Task Force is engaged in a variety of initiatives to increase Michigan’s capacity to improve children’s literacy. One initiative is the identification of 10 research-supported literacy instructional practices for pre-kindergarten and another 10 such practices for kindergarten through third grade. [http://www.gomaisa.org/](http://www.gomaisa.org/) Partners: Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN)

**Washtenaw County**

In collaboration with Avalon Housing, Simona Goldin and Debi Khasnabis designed a new course, “School and Society: Schools and School-serving Organizations.” This class focuses on the issue of homelessness and its connection to schooling. The course serves students who are interested in learning how to support schools and communities, but who might not see themselves as teachers. Undergraduates in the course learn about homelessness and the way homelessness impacts children and their learning. In addition, they work a number of field hours at Avalon’s after-school program and do in-depth projects addressing authentic problems Avalon is working on. Partner: Avalon Housing
Wayne, Oakland, and Washtenaw Counties

Deborah Rivas-Drake’s project examines the role of cultural processes among Latino families in Southeast Michigan. This project studies Latino parents’ and adolescents’ ethnic identity, ethnic discrimination, and ethnic socialization experiences, and their implications for academic outcomes and mental health over time. An important part of this project is outreach efforts, including resources for families. http://sites.lsa.umich.edu/casalab/resources-for-families/

Augusta Township

In their work titled “Using Multiple Literacies in Project-based Learning,” Annemarie Sullivan Palincsar and Elliot Soloway are collaborating with third- and fourth-grade teachers to study how children learn reading, writing, and oral language as they engage in project-based learning designed to teach ambitious science content. They are also studying how mobile devices with innovative features, such as the opportunity for children to collaborate in preparing multimedia presentations, support their learning. Teachers participate in the design of the units, implement the units, allow U-M to study their instruction, and provide critical feedback regarding the units. Partner: Lincoln Consolidated Schools

Ypsilanti, Trenton, and Brooklyn

nPACT is a novel classroom-based physical activity intervention designed to improve the fitness of both teachers and students, while also enhancing learning. The goal is to provide teachers with the necessary resources to lead their classes in 10 three-minute activity breaks throughout the school day. These short-duration activity breaks closely represent children’s natural physical activity patterns and may be an effective tool energizing and motivating students to be physically active and reduce their sedentary time throughout the day. Darin Stockdill of the Center for Education Design, Evaluation, and Research consults on the project. Partners: School of Kinesiology, Taubman College of Architecture and Urban Planning, Project Healthy School, Estabrook Elementary (Ypsilanti), Columbia Elementary (Brooklyn), Anderson Elementary (Trenton)

Ann Arbor

Michaela Zint’s research project explores to what extent a climate change education unit increases students’ interest in, and knowledge about, climate science. The two-week unit, “Climate Change and Michigan Forests” was developed to be aligned with Next Generation Science Standards currently implemented across seventh-grade classrooms in Ann Arbor Public Schools. The unit teaches students how scientists use mathematical modeling to predict the impacts of climate change on local trees and forest ecosystems, based on data from a U-M forest ecology researcher. Students also visit a forest located within walking distance of their school to gain firsthand experience with how scientists collect data about the impacts of climate change on trees and forests. http://climatechangeandforests.org Partners: Ann Arbor Public Schools, U.S. Department of Agriculture McIntire-Stennis Cooperative Forestry Research Program, School of Natural Resources and Environment

Detroit

Camillo M. Wilson and SOE graduate students are conducting a study of the engagement and influence of youth and adult community organizers and educational activists who strive to advance equity-oriented public school reform in Detroit. These organizers are part of a community-based organization, 482Forward, committed to improving educational justice through community education, mobilization, democratic protests of inequity, volunteering, and grassroots political lobbying efforts. 482Forward regularly engages approximately 200 ethnically diverse community members. The U-M research team studies the organization’s strategies, leadership development efforts, and effectiveness, while also partnering with 482Forward to conduct participatory action research. Partner: 482Forward

The Ann Arbor Languages Partnership, directed by Maria Coolican and Donald Freeman, is a program that brings Spanish-speaking U-M undergraduate students into nearly 100 third- and fourth-grade classrooms twice weekly to teach Spanish. The majority of these undergraduates are not teacher education students; they learn to teach in an intensive weekly seminar that is designed with an action learning lens. The seminar involves extensive rehearsal and feedback cycles so that the undergraduates are prepared to teach each week using predesigned lesson plans. Partner: Ann Arbor Public Schools

The Detroit Hispanic Development Corporation (DHDC) is working with Enid Rosario-Ramos and the SOE to involve youth participating in DHDC after-school programs in a project to document the histories of the Latina/o community in Southwest Detroit. The project focuses on the collection of stories from families and businesses that are being relocated due to construction of the new Gordie Howe International Bridge. The participating youth conduct interviews with residents, business owners, and other stakeholders, as well as documenting the neighborhood landscape using pictures and videos. Through their participation in this project, young people develop knowledge, skills and dispositions for civic engagement, historical inquiry, and
literacy. The goal is also to provide professional development for teachers on ways to blend this type of effective experiential learning into existing curricula, and on positioning youth as civic actors and valuable resources for teachers to promote bi-directional learning. Partner: Detroit Hispanic Development Corporation

Kim Cameron is collaborating with Bob Quinn of the Center for Positive Organizations and Detroit Public School leaders on issues of positive leadership and the creation of a positive culture in the district. Cameron and Quinn have worked with school principals, the former emergency manager’s team, and the superintendent’s staff. In fall 2016, they conducted an off-site retreat with approximately 325 central office staff members in the Detroit Public School system. Partner: Detroit Public Schools

The SOE has supported the Detroit School of Arts, a public arts magnet high school in midtown, by providing creation of arts-academics integrated programs; collaboration with Detroit, U-M, and many other arts partners; grant writing and coordination; professional development and classroom support; curriculum development and implementation; and local and international field trips. Project highlights that have successfully brought arts and academics together are a summer program for incoming ninth-graders, serving 100,000 students. The research team improved the underlying data supporting the scorecard and enhanced the overall rigor of the evaluation methodology by analyzing student longitudinal data at the school level and employing advanced modeling expertise. The scorecard is widely used by Detroit parents, community stakeholders and policymakers to make informed decisions. Partners: Excellent Schools Detroit, Michigan Department of Education, Center for Educational Performance and Information

In Patricio Herbst and Amanda Milewski’s project, Macomb County consultants use the LessonSketch platform to remotely engage groups of teachers in the process of creating representations of lessons from the Embracing Mathematics, Assessment & Technology in High Schools curriculum using a StoryCircles approach. LessonSketch is a multimedia platform enabling teachers to represent, examine, share, and discuss their own practices, as well as the practices of other members of their profession. Through LessonSketch and the StoryCircles process, teachers share their experience and knowledge of practices to anticipate student responses to mathematical tasks and construct diverse ways of addressing student mathematical contributions. Partners: Holt High School, Owendale-Gagetown High School, East Detroit High School, Lincoln High School, Elkton-Pigeon-Bay Port Laker High School, Bad Axe High School
Mitchell Scarlett is a unified K-8 campus harnessing the power of a diverse community and partnership with the SOE to support continuous opportunities for student learning driven by high academic standards and innovations in curriculum, instructional practices, professional learning, and community involvement. A snapshot of 2016–17 activities in this partnership demonstrates the breadth of projects and the importance of a collaborative approach.

**SOE teacher education classes held within the two schools**

- **Deborah Loewenberg Ball** works with fifth-grade teachers Matt Krigbaum and Aaron Padgen and undergraduate interns on math activities where interns rehearse lessons about math concepts, lead discussions with fifth-graders about math concepts, and analyze their teaching.

- **Liz Kolb** works with all Scarlett teachers and undergraduate and master’s level interns to teach “Digital Safety” practices to nearly 600 sixth through eighth graders at the beginning of the school year.

- **Tim Boerst** and **Meri Tenney-Muirhead** teach classroom management classes. Interns learn strategies for creating classroom communities where students learn to “self-regulate.” Interns learn to develop rules and routines, and to redirect problematic behavior. They observe management moves in Mitchell and Scarlett teachers’ classrooms and write weekly e-mails to teachers about their observations.

- **Cathy Reischl** collaborates with Mitchell fourth-grade teachers Beth McCready, Piper Grenfell, and Michelle Kang to teach a one-month intensive literacy methods course, where her 28 teaching interns support fourth-graders as they learn to write persuasively and, as an outgrowth of this writing, create persuasive videos about a current event issue.

- Each year, 6-10 U-M interns complete full-year internships at Mitchell and Scarlett. They are mentored by Mitchell and Scarlett teachers and supported by U-M field instructors throughout the year.

**Research**

- **Chauncey Monte-Sano, Mary Schleppegrel**, and doctoral students work with Scarlett social studies teachers to create a curriculum focused on exploring social studies content through persuasive writing. They pilot, revise, and co-teach the curriculum, studying students’ learning and particularly tailoring instruction to meet the needs of English Learners.

- **Debi Khasnabis** and **Simona Goldin** work with Scarlett teachers to provide opportunities for interns to conduct home visits with diverse families. They study interns’ learning as they participate in multiple home visits, analyze their experiences, and learn how to communicate in culturally diverse contexts.

- Mitchell and Scarlett work together to initiate a new approach to classroom management and school climate called Responsive Classroom (at the elementary level) and Developmental Designs (at the middle school level). **Rob Jagers** and **Deborah Rivas-Drake** study the impact of this program at Scarlett.

- **Debi Khasnabis** and **Cathy Reischl** draw on research on literacy and academic ESL instruction and study their work with ESL students and teachers in the partnership schools. They create a framework for a culturally responsive project-based literacy curriculum, and collaborate with teachers to write about and present on this work for other practitioners.
School-based initiatives

- U-M doctoral students lead evening Family Spanish Classes for English- and Spanish-speaking families. Through informal interactions and planned activities, children and adults have opportunities to use everyday Spanish and get to know each other as members of the school community.
- U-M faculty and doctoral students work with administrators to develop programming for the Mitchell Scarlett Community Center.
- Debi Khasnabis and Cathy Reischl serve as members of the School Improvement Teams for Mitchell and Scarlett, contributing to ongoing tailoring of school goals and development of practices to achieve these goals.
- U-M undergraduate, master’s, and doctoral students volunteer in the four-week summer “Bridge” program for Mitchell students who need reading and math support. These “Mitchell Fellows” work collaboratively with Ann Arbor teachers to support instruction.
- Debi Khasnabis serves on a district-wide advisory committee regarding the formation of queer-straight alliances in middle schools across the district, including Scarlett Middle School.
- Leaders of the Partnership work with other U-M units and community organizations to develop further initiatives, including collaborations with the School of Music, Theater, and Dance, the School of Information, and the men’s soccer team.

Extended-day and extended-year activities

- Tim Boerst works with Mitchell teacher Matt Krigbaum to provide intensive math instruction for third- through fifth-grade students in an after-school program. Twenty-eight interns who are learning to be elementary teachers support instruction.
- Kendra Hearn, Enid Rosario-Ramos, Shari Saunders, and Deanna Birdyshaw work with Scarlett teachers led by Sal Barrientes to provide a summer program for 65 students that focuses on “Big History,” a curriculum being developed by Bob Bain and David Christian, and supported by Bill Gates. Fifty interns preparing to be secondary teachers support instruction.
- Cathy Reischl and Debi Khasnabis work with district English as a Second Language (ESL) teachers and Elementary MAC interns to offer a three-week summer program for 110 fourth- through eighth-grade English language learners. ELMAC interns who are earning the ESL endorsement complete their student teaching during the program.
Equitable Futures

Students study social justice and inequality in Michigan and offer workable solutions

When 57 students from eight high schools across metropolitan Detroit came together last spring at the Damon Keith Center for Civil Rights on the campus of Wayne State University, social inequality and improving equity in the region were on the agenda. Studying social change in the United States since the 1950s was the starting point as students tried to answer the question, Why is metropolitan Detroit still so segregated?

The students represented more than 400 of their classmates, all of whom participated in Equitable Futures, a five-week study of social justice and inequality in southeast Michigan, embedded in United States history courses. The Equitable Futures project was developed by a collaborative team that included Amy Bloom (AB ’86, TeachCert ’86) and Stacie Woodward (AB ’00, TeachCert ’00, MLS ’13), social studies consultants at Oakland Schools; Kim Kocsis, a project-based learning consultant at Oakland Schools; and Darin Stockdill (AB ’91, PhD ’11), Design Coordinator at the School of Education’s Center for Education Design, Evaluation, and Research (CEDER). CEDER is a center at the SOE devoted exclusively to offering high-quality design and development of education curricula and programs for other units on campus and for K-12 and informal learning settings in surrounding communities.

Recognizing that we live in one of the most segregated areas of the country, the Equitable Futures project sought to use the study of social change in the United States since the 1950s to examine the realities of social inequality in the region. The Equitable Futures team began developing the five-week curriculum more than a year and a half ago. The goal was to recruit teachers in schools across urban and suburban districts and to create a collaborative community interested in promoting equity and social justice learning in social studies classrooms. Nine teachers joined the pilot project, bringing a wide range of schools into the program. The schools included Detroit Delta Prep Academy for Social Justice, Henry Ford High School, Bloomfield Hills High School, West Bloomfield High School, Clarkston Junior High School, Royal Oak High School, Oak Park High School, Pontiac High School, and Arts Academy in the Woods. Participating teachers included three U-M alumni: Alycia Chase (AM ’99, TeachCert ’99), Mercedes Harvey (AB ’11, AM ’14, TeachCert ’14), and Joy Lyman (ABEd ’13, TeachCert ’13).

The team that built Equitable Futures collaborated on developing history and civic education in Oakland County and the greater southeast Michigan region. All members had taught in area schools and integrated social justice education into their own practice. Bloom and Stockdill began conversations around ways to connect regional and local histories to national narratives, as well as to bring youth voices to their work in curriculum development.

“I liked collaborating with other students. When working together we generated a lot of new ideas. I’m most excited to share the new ideas we received from other schools and the feedback we got on our presentation.”

Student, Royal Oak High School

Events in Detroit pushed their thinking further. “The concept was an amalgamation of ideas,” Bloom said. “It first began in the aftermath of the Detroit bankruptcy, when it was evident that there was a disconnect among people in the suburbs and the city. If we want to improve the region, we need to begin to see each other as humans and be able to dialogue. Given our work with students, a natural place to start was with the next generation of leaders. For us, getting students to cross boundaries of race and class to discuss and address the pressing issues affecting the region with a deep understanding of the past and how we got to this point was a natural beginning of this journey.”

Students explored inequality in metro Detroit by examining a range of important events and patterns, from the history of segregation and struggle for integration dating from the beginning of World War II, to the development of suburbs and highways in the 1950s and 1960s, to economic trends in the 1970s and 1980’s.

The curriculum took a modified Project Based Learning approach, utilizing resources and ideas from the Buck Institute. The intent was to engage students with challenging, real-world problems in a process of sustained inquiry in which they chose their specific research question. “Students were very engaged in the conversations and learning around this project,” Lyman said. “Because the topic was so salient for them as Detroiters, they were motivated to learn more about the history of inequality, and they were also excited to think of ways to make the Metro Detroit area a more equitable place.”

The curriculum was developed and delivered as a Moodle course; this allowed the design team to create a Moodle Commons space in which students and teachers from different schools could share resources. Over five weeks, student teams engaged with the online materials and participated in a series of activities.
Teams were presented with data “snapshots” and had to analyze and sort them into areas:

- Quality education (access to resources, achievement gap, facilities)
- Economic opportunity (access to mass transit, jobs, training)
- Equal justice under the law (community policing, courts, law enforcement)
- Healthy environment (public health, access to recreation facilities, clean water, air, and land)

Having begun to research contemporary inequality through data, students then shifted into looking at the historical roots of racial inequity in our region, focusing in particular on the roots of racial segregation. They explored census data and demographic maps, analyzed a timeline of the region, and researched the connections between events and movements for change, with a focus on the Civil Rights Movement. They then developed lists of possible strategies and tactics they could use today, and dove back into the research on their particular questions about justice and equity. Students spent the last days of the project developing academic posters to share their research, selecting teams to represent the class at the conference, and also having classroom level conferences.

“The majority of the students in my class were instantly more engaged in this project than they had been in the classroom when it was being taught in a more traditional manner,” said participating teacher Mike Greve. “While there were pockets of students who balked at the idea of working outside of their comfort zone, the majority of them embraced the opportunity and found it to be a much easier way to learn as the project progressed. By the time we completed our four-week module, many of the students were expressing a desire to continue the work that they were doing.”

At the end of the five-week course, teams of students displayed their research posters in a common area where they could share ideas and see each other’s work. They met in an auditorium where they heard from project leaders and participated in an icebreaker that had them interacting face-to-face for the first time. Student teams then moved into breakout rooms, with each room having students from four different schools and two adult experts. The adult experts came from several area organizations, including the Michigan Roundtable for Diversity and Inclusion, Wayne State’s Center for Peace and Conflict Studies, and the Detroit Equity Action Lab. Student teams presented their work to each other, provided
feedback to other teams, and discussed their ideas with experts who also gave suggestions for further research.

For CEDER Design Coordinator Stockdill, this work was an important continuation of previous efforts. He had used local history as a resource when teaching in Detroit, and he later developed his dissertation around using community history and social justice learning while in the Educational Studies program. “I am very grateful to have worked on this project,” Stockdill said. “One of CEDER’s goals is to foster collaborations between the School of Education and other organizations, and this project brought me into contact with lots of amazing people and groups. I especially appreciate my colleagues from Oakland Schools and all of the wonderful collaborating teachers. We all learned a great deal, and we’re looking forward to expanding the work next year.”

The Equitable Futures team is currently planning the next iteration of the project, and is preparing to involve more than 15 teachers and 800 students in the area this year. Funding for expanded implementation, as well as research into the program by Professor Enid Rosario-Ramos, is being sought. Future versions of the project also will seek to incorporate the narratives of other groups and communities, such as Arab-Americans, Latinos, and Native Americans, more explicitly into the project, and will work to develop a wider exploration of inequality.

In the end, the teachers and program design team members seemed as encouraged by the results as the students who produced them. “Nothing has brought me more satisfaction in my teaching career than to empower and connect students,” Chase said. “The Equitable Futures project was a fantastic opportunity to do both. My students were not only empowered by their ability to use inquiry and research skills to analyze equity issues in Detroit and the surrounding areas, but they were personally connected to students from many other districts, both in online and in person formats. They were able to see the issues they were studying through each other’s eyes, allowing them to gain an even deeper understanding of the issues and their true impact than they could ever achieve through paper research alone. Significantly, they also had an opportunity to have a voice in expressing their findings and opinions before actual community leaders culminating in a truly collaborative effort to find actionable solutions. This provided the students with a real sense of empowerment that they would not normally be able to experience within the traditional four walls of a classroom. A sense of empowerment that will enable them to make change in the future.”

To further develop instructional materials for the second year of the program, Stockdill is working with two students in the Undergraduate Research Opportunities Program, Summer Damra and Mayah Wheeler, as well as with SOE doctoral student, Paulina Fraser. Together they are carrying out research and curriculum development to expand the representation of different racial and cultural communities in the materials.
In Innovation^3 School of Education Pioneers New MicroMasters Program in Leading Educational Innovation and Improvement

In September 2016, the School of Education was excited to launch the Leading Educational Innovation and Improvement MicroMasters. This launch puts the School of Education among a pioneering group of universities charting new approaches to rigorous graduate education for learners in the United States and around the world.

As the lead developer, I think of the program in terms of Innovation^3, as the program pushes the envelope along three dimensions: innovation in its design, its content, and its focus on cultivating a new community of educational leaders and innovators.

Innovation in Design
Leading Educational Innovation and Improvement is innovative in its design as a MicroMasters program that combines the strengths of both online and campus-based graduate education.

The MicroMasters concept moves components of campus-based master’s programs into massive open online courses (MOOCs) that are available worldwide on the edX platform. Upon completion of the courses, learners receive a certificate in a specific career field that has currency in the job market. They are then eligible to apply to the full, campus-based master’s program and, if accepted, complete the degree more quickly and at a reduced cost.

Working within this model, learners who successfully complete the MicroMasters and are admitted to the School of Education can also be granted advanced standing that will reduce the credit-hour requirements for a master’s degree specializing in such areas as Educational Leadership and Policy, Teaching and Learning, New Media and Literacy, or Urban Pedagogy.

The campus-based master’s programs, in turn, will provide opportunities for learners to build deep knowledge about the educational contexts in which they will apply principals and practices of innovation and improvement.

Innovation in Content
Leading Educational Innovation and Improvement is innovative in its content, which combines leading research, practical methods, and exemplary case studies to introduce learners to cutting-edge approaches to large-scale educational improvement.

The practice of educational innovation is ubiquitous in the United States, as educators, reformers, and policy makers embrace the challenge of improving educational opportunities and outcomes for all students. Educational innovation is categorically different from conventional educational administration and leadership, in that it involves leading transformative change in schools rather than focusing on making incremental improvements.

A problem, though, lies in the lack of professional learning opportunities for those doing this work. That is precisely the niche that Leading Educational Innovation and Improvement seeks to fill. The program consists of five courses anchored in cutting-edge research on the practice—the day-to-day work—of educational innovators in the US and abroad, with a specific focus on the principles and application of Improvement Science:

- Leading Ambitious Teaching and Learning
- Designing and Leading Learning Systems
- Improvement Science in Education
- Case Studies in Continuous Educational Improvement
- Leading Educational Innovation and Improvement Capstone

Innovation in Community Building
Leading Educational Innovation and Improvement is innovative in its aims to catalyze a community of impassioned educators, reformers, researchers, and policy makers committed to collaborating in the renewal and reinvention of public education, in the US and across the globe.

This will be a diverse community that brings together members from a broad array of organizations and roles, all seeking to develop knowledge and capabilities to lead transformative educational change:

- Aspiring educational leaders seeking to move out of their classrooms and into the work of school-wide improvement
- Practicing educational leaders seeking the knowledge and capabilities needed to respond to policy pressure for improvement
- Teams of practicing educators, innovators, and policy makers seeking to establish a common foundation for their joint work

Leading Educational Innovation and Improvement, is, itself, the product of exactly such a community. The program was designed jointly by faculty members in the School of Education, the Ross School of Business, and the Carnegie Foundation for the Advancement of Teaching, all of whom worked together to integrate leading knowledge of instruction, leadership, organizational transformation, and continuous improvement into engaging online learning experiences.

Professor Donald J. Peurach is a faculty member in the Educational Policy, Leadership, and Innovation program. Currently, Peurach serves as a Senior Fellow of the Carnegie Foundation for the Advancement of Teaching and as a Faculty Associate in the Center for Positive Organizations in the Ross School of Business.

Join Us: soe.umich.edu/micromasters/
When parents leave the hospital with their new baby, they’re armed with information about feeding, bathing, and sleeping safety tips. After that, though, parents are pretty much on their own as they try to navigate the challenges of new parenthood.

A Pennsylvania-based start-up company called NurturePA seeks to offer advice, tips, mentorship, and succor for new mothers who face the challenges of caring for a newborn child. The University of Michigan School of Education and the University of Pittsburgh School of Education have partnered with NurturePA to assess its impact on mothers and babies. With grant funding, they will launch a randomized trial of the approach in 2017. The project is also supported by a U-M Rackham Research Grant and by the U-M Undergraduate Research Opportunity Program.

NurturePA provides an innovative text-messaging program that creates meaningful relationships between volunteer mentors and parents to promote infant mental health and early literacy. Parents use their mobile phones to interact with mentors, ask questions, and receive information, as needed. Mentors can easily send and receive text messages from a computer or tablet to help put parents in touch with the relevant information they need.

Like many start-ups, NurturePA was interested in whether it was having the impact it intended to have. NurturePA connected with Lindsay Page, an assistant professor of research methodology at the University of Pittsburgh who has researched the impact of text-based mentoring for students in the transition to and through college. Page then connected with Professor Christina Weiland, a longtime friend and colleague who specializes in early childhood research. Together with U-M graduate student Eleanor Martin, U-M undergraduates Taylor Wynn and Maya Reyes, and Colleen Young at the University of Pittsburgh Office of Child Development, they are collecting and analyzing data that will help refine NurturePA’s service and identify and fill gaps in what sort of advice and support they provide to new mothers.

“Economists, developmental biologists, and programs such as Nurse Family Partnership and Early Head Start, have long recognized that how parents interact with their children from birth to age three plays a key role in how well the children succeed in life,” said Phil Keys, president and member of the board of directors of NurturePA. “We simply combined developmental principles with trained volunteers and technology to provide a highly cost-efficient method of reaching parents through interactive text messaging.”

“We’ve found that there are very few support systems and safety nets in place for new mothers,” Page said. “The transition to parenthood can be extremely stressful.”

“In addition to being education researchers, Lindsay and I are both the parents of young children. Both professionally and personally, we see enormous promise in the NurturePA approach,” Weiland said. “It meets new parents where they are, whenever and however they need support.”

Graduate student Martin said she hopes the research demonstrates positive change in both the mother and child. “We would love to see, after the randomized trial, that this program has significantly positive effects on child development outcomes and an overall reduction in maternal stress.”

Last fall, the research team and NurturePA were featured at the Clinton Foundation’s Too Small to Fail Conference in Tulsa, OK. Too Small to Fail aims to help parents, communities, and businesses take specific actions to improve the health and well-being of children from birth to age five, so that more of America’s children are prepared for success.
Telling stories is at the heart of the School of Education experience this year, as we work to promote the university’s themes of diversity, inclusion, and equity. The School of Education has been a leader in this effort, adding the concept of justice. We call this effort dije (pronounced dee-hey), an acronym standing for diversity, inclusion, justice and equity which is also the Spanish word meaning “I said” or “I told.” As a community, we spend time promoting this theme by telling our stories and listening to one another’s.

**dije** (Spanish): I said; I told

Telling stories is also at the heart of giving. Every gift has a story. When our donors give, no matter the size, to Education, there is always a story behind the gift. We delight in telling a few of those stories here, and we hope you share our gratitude for all who extend their generosity in the service of diversity, inclusion, justice, and equity in our system of education. As James Garfield recognized in 1880, “Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained.”

Simply put, gifts to the School of Education serve the cause of justice in our society. While the School tackles its mission in many ways, we’ve identified a few particular priorities which will allow us to make not just strides but leaps in our ability to deliver dije. Participating in the university’s Victors for Michigan campaign, we’ve set a goal to raise $60 million. Yes, that’s bold. But the good news is that we’re nearly 70% of the way there!

**Support students through scholarships.**

The cost of higher education may prohibit many excellent students from even considering the teaching profession. What if that barrier were removed? Our student support goal includes all forms of student support, and especially graduate student support.

**Renovate and transform spaces in our historic building.**

Much work has been done in this area thanks to the remodeled student lounge, updated classrooms, and the Brandon Center for the Study of Education Practice. We have other spaces to address, which will help us provide the most optimal environments for teaching, learning, collaborating, and researching, while maintaining and preserving the timeless beauty of the school’s design.

**Invest in bold ideas.**

We want to invest in our faculty members’ ambitious endeavors and research to transform education nationwide and in our own backyard, including extensive outreach to schools in Michigan. Some of these ideas include the Big History Project, Innovate Detroit Education Alliance, and robust community engagement and partnerships such as the Mitchell-Scarlett-Huron Teaching and Learning Collaborative. If you’ve been thinking about giving to the School of Education, now might just be the right time. Gifts for endowments that support students will garner a 50% match from the university. Learn more about the above initiatives on our campaign webpage, where you can also find contact information for our development and alumni relations staff. We’d love to hear the story behind your gift.

Krissa Rumsey is Director of Development and Alumni Relations.

**What story will your gift tell?**

Connect with us at SOEAlumniRelations@umich.edu or 734.763.4880.

Or give online at soe.umich.edu/giving.
College only lasts four years, but it will shape the rest of your life. That’s something Judith Edison Forker told her children often while they grew up. Her son Rob Forker knows that it was certainly the case for his mother, who graduated with a degree in education from the University of Michigan in 1967. Although she made her life far from Ann Arbor in the Boston suburb of Hingham, she maintained lifelong friendships with her Tri Delta sorority sisters, taking trips with a group of fast friends almost every year for 47 years.

Judith Edison was the daughter of a pharmacist from Fostoria, Ohio when she came to the University of Michigan in 1963. Despite her Ohio hometown, her father was a Grand Rapids native, and family ties to the University ran deep. “I’m sure my grandfather steered her to Michigan,” says Mr. Forker. “I think even my great-great-grandparents were Michigan grads and probably 30 of my relatives are too.”

“My mom was at the University when things were still fairly conservative,” says Mr. Forker. Dating was still very formal, and men weren’t allowed in the sorority house. He thinks that the women of Tri Delta forged such strong friendships because, with fewer outside influences, they turned to each other for encouragement and support. After graduation her friends widened their horizons when they traveled to Europe together, and before graduation the friends pushed each other to make the most of their education by finding jobs in big cities on the coasts. Judith chose Boston and ended up with a teaching job in the Milton Public schools just south of the city. She quit teaching after she married and had children, but she never stopped believing in the value of learning. “My mother taught me that education opens doors,” says Mr. Forker. “You can decide which doors you want to walk through, but without hard work the doors will close on you.”

Although she helped her husband run the family business for 30 years, it was always clear that Judith’s passion was her family and her friends. Her warmth as a human being as well as a mother was probably the most remarkable thing about her, says Mr. Forker. Her affection for people and her sincerity were the real deal. “She hugged people like she meant it,” he says.

“She said ‘I love you’ all the time,” he adds. “She couldn’t say it enough times in a day.

Rob Forker feels fortunate to be able to honor his mother with this scholarship and his hope is that it will make it possible for others to dedicate their lives to education. He acknowledges that teaching is rarely a financially lucrative career choice, but it’s one that has enormous power to change lives and positively impact the world.

“I really hope this will go to students who want to help others. I hope it will benefit people who are hungry to do this important work, to really enable children to pursue their dreams. I really do believe education is power.”

The University made such a powerful impact on his mother’s life that he simply wants to extend that opportunity to other students like her.

“My mom loved the University of Michigan; she loved Tri Delta and she loved her friends. She spoke often about how impactful and joyful the university was for her. It seems obvious to me that the way to honor my mom is to honor the things she loved.”

“Michigan made her who she was. I think it really just touched her soul.”

“Lasting Friendships and Enduring Values
Judith Edison Forker Scholarship upholds the positive power of education

Victors for Michigan Campaign

MIchIgan Educat Ion • S RING 2017
Leveraging Technology to Transform Learning
A new competition asks students to design the future of education

In just a couple of decades, advances in technology have disrupted the way people do everything—from shopping to collaborating, communicating, working, and researching.

Yet education looks a lot like it always has, structured by classrooms, grades, tests, and academic years. That, too, may be about to change.

With the James A. Kelly Learning Levers Prize, a new annual competition that launched in fall of 2016, University of Michigan students now have an opportunity to help lead that learning revolution.

What if learning were completely individualized, taking into consideration a child’s unique learning style, experiences or interests? What if learning could occur anywhere and everywhere—in addition to schools, in homes, parks, museums, and beyond? What if an interactive simulation could demonstrate the laws of physics, a drawing program could teach geometry, or a multiplayer game could become a final exam?

Those are the kinds of levers for learning the competition hopes to encourage.

A long friendship
The prize is named in honor of James A. Kelly, an influential figure in modern educational policy who has led education reform initiatives for the Ford Foundation and helped create National Board Certification for teachers, among his many accomplishments. The idea for the prize began with Kelly’s friend and colleague, Paul Dimond, whose long career in civil rights, academia, public policy, conservation, and business includes serving as Special Assistant to President Clinton at the National Economic Council.

The two met back in the early 1970s when Kelly was the program officer on education for the Ford Foundation and Dimond was arguing cases for Harvard’s Center for Law and Education. Kelly often sponsored conferences to bring together leading thinkers on specific topics and Dimond was invited to many of these. The two began having lively discussions on education and policy—not necessarily agreeing, but digging deep into the issues. “Jim loves hearing from people with different points of view from his own,” says Dimond. They continued their close collaboration when Kelly moved to Southeast Michigan and Dimond became Kelly’s Senior Adviser for National Board Certification.

“Both Paul and I have extremely high regard for the University of Michigan,” says Kelly who has worked closely with former dean Deborah Loewenberg Ball for many years. Dimond also has close connections with the university, including endowing The Dimond Dissertation Awards in honor of his father, a U-M Distinguished Emeritus Professor of Education.

Instigating a learning revolution
“Technology offers a new opportunity to individualize learning,” says Dimond explaining the goals of the competition. “The mass manufacturing model of schooling might have worked in a different age, but we now can create new ways for students to learn at their own pace and in their own way,” he adds.

“Both Paul and I saw that schools were too slow to adapt to new technologies that can empower students to accelerate, broaden, and deepen their learning,” adds Kelly. “For example, why should kids take the summer off with no goals or programs for learning?”

Competition begins
The competition is open to all undergraduate and graduate students, working individually or in teams. The challenge is to create a digital tool that improves learning—whether it’s a game, an app, an interactive experience, or something else yet to be imagined. All participants are encouraged to take part in an Innovation in Action workshop, which runs from October to March.

Participants present their projects and products to a judging committee made up of experts in technology, education, and entrepreneurship. Those with the strongest proposals can be introduced to potential commercial partners and venture capitalists. Each year the winner receives a $5,000 prize and the first runner up receives $2,500. If the judging committee determines that the winner has potential to develop a transforming invention that can capture the market, up to $25,000 in seed money may also be awarded.

Inspiring Entrepreneurs
“I’m a big believer in the power of college students to invent and learn,” says Kelly, who cites Bill Gates, Steve Jobs, Mark Zuckerberg, and Larry Page as college students with big new ideas that changed the world.

“This is intended to encourage students to create new, more powerful, and intriguing ways to shape learning. It’s a revolutionary idea. It focuses on the purpose of education—learning,” Kelly explains. “I am honored Paul decided to name it after me.”

Opening the competition to students across disciplines will drive innovation and encourage students to merge different perspectives in new and creative ways, Dimond believes. “This will capture energy and imagination,” he says. “There’s a real appetite among students to make this kind of difference.”

“I want to be surprised,” he adds. “I think students are going to see many more possibilities than I do. What we want to do is give them an opportunity to transform how the next generation will learn.”
In April, the School of Education and College of Engineering announced that a joint project to bring sensor technology to Detroit communities was a winner of the 2016 Knight Cities Challenge, an initiative of the John S. and James L. Knight Foundation. The Knight Cities Challenge attracted more than 4,500 ideas to make the 26 communities where Knight invests more vibrant places to live and work. It asked innovators of all kinds to answer the question, What’s your best idea to make cities more successful? Sensors in a Shoebox was one of 37 winners nationwide. Since then, the project also has received additional funding from the National Science Foundation.

Spearheaded by Dean Elizabeth Moje and Engineering Professor Jerry Lynch, the project is a pilot program that empowers students in Detroit communities to observe their neighborhoods with sensors and analyze sensor data to address fundamental questions about complex urban issues. “We are honored to have our project chosen by the Knight Foundation,” Moje commented. “It is a terrific example of how partnering within the University and with the community can lead to innovations that have a real impact on people’s lives.”

At the core of the program is the Sensors in a Shoebox kit. The kit consists of user-friendly, ruggedized sensors that can be installed in the urban environment to help communities measure the world around them, including environmental parameters, noise, vibrations, and motion. Uses for the sensors are limited only by students’ imaginations—from measuring neighborhood air quality to exploring usage of city parks. The sensors will allow teams to wirelessly stream information to the Internet where the data are stored, analyzed, and made ready for presentation. Students will access a user-friendly data portal to gain unique insights about how their neighborhoods operate, while empowering community-based decision-making.

This fall, the pilot phase of the project began by engaging a test group of 8th and 9th graders in Southwest Detroit. Partnering with the Detroit Hispanic Development Corporation and Voyageur Academy, this six-month after school project involves an interdisciplinary team of engineers and educators who work with the students to customize the sensing kit and refine its ease of use. The project aims to provide Detroit youth with the communication, science, and technology skills they need to actively engage in issues that affect their neighborhoods while catalyzing the growth of a new generation of leaders and innovators. As they study the city’s needs using both sensor technologies and community research tools (such as interviews with community members, mapping tools, and surveys), they will gain a deep understanding of the history of Detroit, of its social and cultural roots, and of themselves as future citizens and leaders.
Laura L. Douglas (AM ’01, PhD ’05) was unanimously approved by the Massachusetts Board of Higher Education as Bristol Community College’s next president. Dr. Douglas will become the college’s fourth president on July 3, 2017. Dr. Douglas has served in her current role as Provost at Des Moines Area Community College’s Urban Campus in Des Moines, Iowa, since 2005.

MJ Tykoski (BSED ’95) was awarded the American Geosciences Institute’s 2017 Edward C. Roy Jr. Award for Excellence in K–8 Earth Science Teaching. This award recognizes leadership and innovation in Earth science education. Tykoski teaches eighth grade science at Cooper Junior High School in Wylie, Texas.

Matt Militello (ABEd ’92, Teach Cert ’92), Wells Fargo Distinguished Professor in Educational Leadership at East Carolina University, co-authored three books: Reframing community partnerships in education: Uniting the power of place and wisdom of people (Routledge), How to prevent special education litigation: Eight legal lesson plans (Teachers College Press), and Principals avoiding lawsuits: How teachers can be partners in practicing preventive law (Rowman & Littlefield).

Stephen Mucher (AM ’00, PhD ’03) directs the Bard Master of Arts in Teaching Program in Los Angeles—a humanities-focused residency and graduate program partnering with community organizations and under-resourced public secondary schools within the Los Angeles Unified School District (LAUSD).

Dawn Gafa (AM ’00) received the 2016 Phebe and Zephaniah Swift Moore Award for Teaching from Amherst College. It is awarded to three secondary-school instructors who challenged, inspired, and moved members of Amherst College’s Class of 2016.

Caitlin Tommasulo (ABEd ’11) earned a Master’s of Public Administration from Columbia University in May 2016. She is now Program Manager at TNTP (formerly The New Teacher Project) where she consults for the New York City Department of Education on teacher selection and training programs.

Travon J. Jefferson (ABEd ’16) is a Graduate Teaching Fellow at KIPP Polaris Academy for Boys on the Northeast side of Houston. While teaching full-time, Jefferson is pursuing a Master of Arts from Relay Graduate School of Education. Jefferson also started a teaching blog to document his experiences.

Nandini Vaishnav (AM ’13) is the Director of Finance and Improvement at Henry Ford Academy, the high school inside the Henry Ford museum and Greenfield Village.

Richard A. Brosio (AB ’60, AM ’62, PhD ’72), professor and champion for social justice and democratic education, passed away on January 8, 2016 at age 77. He spent nearly three decades as a professor of secondary education at Ball State University’s Teachers College, and he taught social foundations of education at the University of Wisconsin—Milwaukee in his retirement. He is the author of numerous articles, and one of his books, A Radical Democratic Critique of Capitalist Education, received the American Educational Studies Association’s Critics’ Choice Award in 1994. Richard is survived by his loving wife, Martha.

Jerome L. “Jerry” Weurding (PhD ’83) passed away on January 12, 2017. Jerry was a dedicated educator who loved teaching and working with students. He began his teaching career in Oxford, MI and spent the majority of his career in South Lyon Public Schools, where he was a teacher and Assistant Principal. After retiring, he was an adjunct professor of biology and anatomy and physiology at Oakland Community College. Jerry is survived by his wife of 46 years, Carol, daughters Kristen (Jason) and Kerri (Matt), and 5 grandchildren.

IN MEMORY

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Nancy Jo Michael (AB ’79) writes curriculum for the Next Generation Science Storylines project, dedicated to providing tools that support teachers in developing, adapting, and teaching with strongly aligned materials in classrooms around the country. nextgenstorylines.org

Submit class notes at soe.umich.edu/magazine.
When Rachel Poliner (AM ’82) works with districts eager to implement social and emotional learning, she can point to many resources at the elementary level for any and every class, but “at the secondary level, resources are fewer and narrower. They’re for one content area or for special programs. I couldn’t find an accessible resource that would integrate social and emotional learning in practical ways in everyday practices in all classrooms.” So she decided to write a book about exactly that subject.

Teaching the Whole Teen: Everyday Practices That Promote Success and Resilience in School and Life, co-written by Poliner and long-time collaborator Jeffrey Benson, focuses on classroom practices that have a positive impact on teen academic learning and support the development of vital social and emotional skills. Such skills include working with others, participating in a diverse democracy, and managing their own lives.

“Most teachers’ and most schools’ missions include academic learning as well as supporting young people to become responsible for themselves and constructive members of communities,” Poliner said. “However, many teachers and students experience the academic curriculum and standardized testing as squeezing out the other goals. Teaching the Whole Teen supports teachers to use their everyday classroom practices to enhance learning and youth development.”

Poliner cites an example to illustrate her point: “Imagine classroom discussion including preparation for listening patiently to different perspectives and asking open-ended questions, that it’s facilitated for inclusivity and depth, rather than for the first correct answer or a polarizing debate between two students. Surely we can all agree that our society needs more listening, appreciation of perspectives, and depth, and that those attributes enhance academic learning and all aspects of life. Class discussion is one of many, many practices that teachers can shape.”

Poliner thinks the book will be especially valuable to middle and high school teachers—individually or collectively—as they seek to improve their own teaching or work together to shape more supportive classrooms in teams, departments, or schools. She relates, “It’s been really rewarding working with teachers as they replace complaints and concerns about students with insights and strategies, for example, proactively helping students learn to collaborate, make reasoned decisions, manage their work and their own motivation.”

The authors are working with principals and committees who use the book to craft school climate improvement plans, advisory groups refreshing their advisory programs, and school counselors who seek language and strategies that help them translate students’ needs to practical suggestions for teachers.

Poliner has been pleased with initial reactions to the book. Poliner says, “Principals and superintendents have said they’re grateful for the big picture vision of teaching whole teens. Many have been surprised and grateful that we included ‘Practices at Home’ pages to share with families.” She continues, “Jeffrey and I tried to offer language and strategies that apply to teens across environments, including adults who work with teens in sports, clubs, and other out-of-school venues, and those who live with them.”
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**Friday, October 27**  Reunion lunch for the SOE class of 1967 (and other milestone anniversary and emeriti classes)

**Friday, October 27**  CSHPE’s 60th anniversary symposium: Re-envisioning Public Higher Education in a New Era

**Saturday, October 28**  Tailgate for School of Education alumni and their families prior to the football game vs. Rutgers

More information about these and university-wide events can be found at reunions.umich.edu and bicentennial.umich.edu