Our mission statement boldly claims that the work we do and the way that we prepare education practitioners are in the service of creating just and equitable societies. Even as education may be the greatest path to justice and equity, weak or fragmented education systems can oppress and marginalize. Education can create opportunity, but educational inequity can deny opportunity and create vulnerability. Education is the means by which we solve social ills, but when it is not inclusive, it perpetuates them. As educators, we must always attend to the kind of society we are building through our work, and strive to identify, develop, enact, and study practices and systems that engender just and equitable societies.

In this issue of Michigan Education, we begin to explore some of the ways that we—alumni, faculty, students, and partners in communities around the globe—are approaching this commitment to contribute to justice and equity through education research and practice. Using our widely varied stories, we will showcase the role our SOE has already played in this work; describe the effort ahead of us; and examine the complexity of two words that we hold at the center of our purpose: just and equitable.

Two different ongoing faculty research projects provide evidence that youth agency makes a difference in the fight against marginalization. Using data from a longitudinal study in a neighborhood near Washington, D.C., one of our faculty members has found that students who are given opportunities to develop critical consciousness have higher career expectancies. In a refugee camp in Kenya, a different faculty member digs below the surface of the educational attainment problem and works with refugee youth to create educational resources, even as she documents the young people’s experiences to guide others in similar work.

On our own campus and in K-12 schools and colleges around the country, a population of “undocumented” and “DACumented” students remains vulnerable. In this issue, we follow the work of several higher education scholars to research and advise on inclusive practices in higher education. This work has focused on opportunities for immigrant and undocumented students, with a particular emphasis on the educational gaps created by federal, state, and institutional policies. Contributions such as these are crucial for establishing just and equitable systems within U.S. institutions of higher education.

We are pleased to bring you an early look at a new model for teacher preparation which seamlessly incorporates communities, research-based teaching practices, intergenerational teams of teachers, and urban educational spaces. Based on the familiar concept of a “teaching hospital,” the “urban teaching school” will be a highly collaborative model for preparing beginning teachers through a residency program, while providing opportunities for professional growth to all teachers and administrators. We embark on this work with the express purpose of creating the best outcomes for urban youth.

Through their own experiences and voices, SOE alumni share how they discovered their roles in promoting just and equitable societies. Alumni take their training into thousands of contexts that shape their understanding of the needs of those they serve and their own abilities to effect change. These different contexts and lived experiences result in diverse interpretations of their work and the very meaning of “social justice.”

Even as education may be the greatest path to justice and equity, weak or fragmented education systems can oppress and marginalize. Education can create opportunity, but educational inequity can deny opportunity and create vulnerability. Education is the means by which we solve social ills, but when it is not inclusive, it perpetuates them.

The Victor for Michigan university-wide fundraising campaign will culminate this year. With several months to go, we are working tirelessly to accomplish our goal. That goal is not only a number, but also our vision to create additional scholarships, fund our faculty’s high-impact research, grow our partnerships in communities, and maintain the inclusive and inviting spaces where our students, faculty, and staff work and learn. In this issue, stories of passionate donors, accomplished scholarship recipients, and innovative researchers bring to life the meaning of gifts and their ability to shape lives.

I am deeply grateful to all in our SOE community who are building just and equitable societies. There are many ways to do this work, and I believe there are many ways yet to be discovered. I hope that this magazine is a jumping-off point for conversations about how we—individually and together—will further this crucial piece of our mission.
Meet Higher Education Professor Vasti Torres

Challenging educational injustice through youth action and activism

Through research projects on different continents, two SOE faculty make a case for engaging youth in the fight for an equitable future.

Building up students by constructing dialogues... and helicopters

SOE alumnus Victor Chen shares his efforts as a science educator to shape honest conversations about race and equity.

The Urban Teaching School

A preview of an innovative new model to prepare exceptional teachers, nurture community partnerships, and educate youth using evidence-based practices.

Lighting the uncertain path to college for undocumented students

Pursuing equity from the classroom to the farm

SOE alumna Liz Davila-Ferrall uses her education degree to support recovering addicts.

SOE Happenings

We Asked Alumni

Class Notes

Victors for Michigan Campaign

The Back Page: “The Hope of Spring,” a poem by recent graduate Marian Awad.
Above Scooby (the Labrador Retriever) and Ziggy (the Golden Retriever) provided some end-of-semester smiles in the SOE courtyard when Professor Sue Dynarski brought them by during finals week.

Above Dean Moje welcomed prospective and new graduate students to the school on Campus Visit Day. Guests met current students and faculty, and discovered why the SOE is renowned for its graduate programs.
Above for a third year, student entrepreneurs gathered to present the projects and products they developed to address real-world problems in education. The James A. Kelly Learning Levers Prize competition and Innovation in Action Education competition encourage a culture of innovation in education, and reward the creative, interdisciplinary work of U-M students. The 2018 cohort created projects that confront fake news, inform loan decisions, support college students throughout their education, connect potential collaborators, and help students retain what they learn in their courses.

Above Teacher Education students met with school administrators to practice their interviewing skills and receive coaching and feedback. Many of the administrators who volunteered their time are SOE alumni leading local schools.

Above For a third year, student entrepreneurs gathered to present the projects and products they developed to address real-world problems in education. The James A. Kelly Learning Levers Prize Competition and Innovation in Action Education competition encourage a culture of innovation in education, and reward the creative, interdisciplinary work of U-M students. The 2018 cohort created projects that confront fake news, inform loan decisions, support college students throughout their education, connect potential collaborators, and help students retain what they learn in their courses.

Above SOE students wrote personal thank you notes to annual fund donors at the yearly Hail Yeah! event, aimed at teaching students about philanthropy at U-M and showing much-deserved gratitude to the alumni and donors who generously provide support to the school.
OUTSPoken is an annual student-organized event designed to strengthen communal ties and provide a forum for students, faculty, and staff to speak about their experiences and identities as educators, activists, scholars, and citizens. The 2018 OUTSPoken featured musical performances, poetry reading, and storytelling.
Meet Professor Vasti Torres

As Professor Vasti Torres wraps up her first academic year on the SOE faculty, we caught up with her to hear about her experience at U-M, gain insights from her scholarship, and learn what questions she is exploring next through her research.

Vasti Torres joined the SOE in fall 2017 as a professor in the Center for the Study of Higher and Postsecondary Education and an associate faculty member of Latina/o Studies. Her research focuses broadly on the success of underrepresented students in higher education. She is known for her work on how the identity development of Latina/o students can influence their college experience. She has been the Principal Investigator for several grants including a multi-year grant investigating the choice to stay in college for Latino students as well as a multi-year grant looking at the experiences of working college students. She has worked on several community college initiatives including Achieving the Dream, Rural Community College Initiative, and Building Engagement and Attainment for Minority Students initiative.

Professor Torres is the former Dean of the College of Education at the University of South Florida. Previously, she was professor of Educational Leadership and Policy Studies and Director of the Center for Postsecondary Research in the School of Education at Indiana University. Prior to becoming a faculty member, she had 15 years of experience in administrative positions, including serving as Associate Vice Provost and Dean for Enrollment and Student Services at Portland State University.

Within the past year, Professor Torres was honored with the 2018 Contribution to Knowledge Award by the American College Personnel Association-College Student Educators International. Professor Torres was elected as the next Vice President of the American Educational Research Association’s Division J, which serves as an international forum for policymakers, faculty, graduate students, and other researchers to promote and advance research, policy, and practice in all areas of postsecondary education.

As a researcher, you have focused on the experiences of underrepresented students in higher education. What research questions or writing projects are you currently pursuing?

There are two areas that are intriguing me at this point. First, is how performance-based metrics may actually be a negative influence for underrepresented students. While the idea of accountability metrics is focused on helping student success, sometimes institutions end up doing things that limit access for low-income and other underrepresented students.

The second, is on Latinos in the Midwest. I had a colleague that said the border has moved to the Midwest, but the Midwest has not noticed. I am hopeful that I can garner funding to look at this growing population.

What is your favorite course or subject to teach and why?

I am enjoying my Access and Equity class. Though sometimes I feel like we are really just exploring “un” equity, the discussions in this class are very good. We begin the course with readings about societal barriers and systems that create further issues of access inequity. Then we study factors that influence entry into higher education, such as standardized testing, and consider how those factors may be inequitable. Finally, we explore practices that attempt to promote access to higher education, such as open resource coursework, cultural centers, and educational opportunities for “DACAmented” students.

As a higher education scholar and an experienced college administrator, what do you think U.S. colleges and universities could do better across the board to support a diverse population of students?

Many institutions take a “we treat all students the same” approach and the reality is that not all students are the same. Many diverse students do not have the same information or opportunities that other students may have prior to and while in college. The more institutions can look at the experiences of diverse students, the better they can serve those students.

What were your first impressions of the University of Michigan and the city Ann Arbor? Have you found a favorite local spot?

I’m still adjusting to the level of decentralization at U-M. At times it is an advantage, but when you are trying to orient yourself it can be troublesome. I really like Ann Arbor. I’m still working my way through the list of restaurants, so I have not landed on a favorite yet, but I’ll keep you posted. This is the first city where I prefer not to travel in the summer because there is so much to do here during those months.
Unequal access to educational opportunities, and even aspects of entire educational systems, maintains patterns of marginalization and oppression for many youth across the globe. In a world where race, ethnicity, gender, educational opportunity, citizenship, and socioeconomic status can affect social mobility, how can a young person develop the agency to overcome these inequities? It turns out that empowering students may be more powerful than we think. Two recent studies by SOE faculty have the data to support this claim.

**Prince George's County, Maryland, USA.**

Since 1991, a longitudinal study has examined the influence of context on individual behavior and pathways through adolescence. It's called the Maryland Adolescent Development in Context Study. The sample of 1,482 families with adolescents includes African American and European American families from varied socioeconomic backgrounds, and captures the stories of youth living in rural, low income, suburban, and urban neighborhoods.

Using data from this study, Professor Matthew Diemer, doctoral student Josefina Bañales, and their Clemson colleague, Luke Rapa, investigated the potential of "critical action" to improve career outcomes for African American youth from lower socioeconomic status households. Critical action—a component of critical consciousness—refers to youths’ engagement in individual or collective social action to produce social change. Career expectancies among this group were first measured at 17 years of age, and again at 21 years of age. The effects of critical action were measured for this group at ages 19 and 21, and career attainment was measured at 29 years old. These ages align with life stages surrounding pre-high school graduation, a few years into adulthood, and several years into one's career.

The researchers found that youth who engage in social action such as activism, protest, volunteerism, and civic participation are more likely to have higher career expectancies, which may lead to higher-status occupations as adults. This research replicates an earlier study by Diemer, which found similar relationships between critical consciousness during adolescence and career outcomes in early adulthood. These relationships held even after statistically controlling for high school cumulative grade point average, which may be correlated with activism and career expectancies during adolescence, as well as with later career outcomes. This engagement in critical action can improve youth agency, awareness, and empowerment. Critical action, in short, positively affects the ways in which marginalized youth figure out how to challenge, negotiate, engage with, and succeed within a system that provides them with fewer opportunities.

**Critical action—a component of critical consciousness—refers to youths' engagement in individual or collective social action to produce social change.**

Diemer and Rapa point out several ways that schools and teachers can combat inequities by providing tools for critical action or authentic activism into their course curricula, and it can take place through ethnic studies curricula, participatory action research, and other critically-informed practices. The action itself can include engaging in protest or activism, student collective action, or involvement with social justice organizations.

Diemer says, "When educators provide a space for students to reflect, discuss and challenge inequalities, those students engage and learn more." Instead of avoiding conversations around race and social inequality, Diemer suggests that educators can create opportunities to empower students when they allow students to tackle difficult issues head on. Any political sensitivities raised by critical action are lessened when the action is framed as support of the school’s overall mission to promote the participation, future occupational success, and agency of its students.

When marginalized youth are given this opportunity to challenge inequities in their own lives and communities—or even nationally and internationally—they begin to think critically and become motivated to take action. This sense of agency serves youth well as they consider their educational and career paths, improving, in turn, their overall social mobility. This is Diemer’s overarching goal within his work on critical consciousness.

"Among researchers in my field," he explains, "very few people enjoy stats like I do, so one of the ways in which I contribute to this broader conversation has to do with quantitative analysis." He is currently working with youth grassroots organizations on the East coast, offering them evidence that will help them receive funding to challenge barriers youth may face. His dedication to this work started many years ago, while working with students in Boston. "When I first heard students say things like ‘this ghetto school isn’t preparing me well,’ and saw teachers struggle to deal with inequality, I became deeply interested in the ways in which people understand inequality, and that became the starting point for the work I do now."
Kakuma Refugee Camp, Kenya.

Kakuma is home to 186,000 refugees from East Africa, more than half of whom are under age 17. The United Nations High Commissioner for Refugees (UNHCR) manages the provision of education within the camp, which is located in northwestern Kenya.

Professor Michelle Bellino has been collaborating with youth and local partners in Kakuma to understand the educational landscape in this context, where young people have access to only five secondary schools. “There are so many contradictions here. On the one hand, education is everything for these young people. Classrooms are overcrowded, and students will sit outside to listen to their lessons through the windows when there is not enough space. There are not enough schools to accommodate all the youth who want to attend, so there are waiting lists for enrollment. On the other hand, more than half of the school-aged youth living in Kakuma do not attend school.”

Lack of access to educational opportunities does not fully account for low enrollment. Some students lack documentation from prior schooling, a challenge in settings of forced migration. Some are encouraged to repeat lower grades as they adapt to a new curriculum and in some cases a new language of instruction, and this can lead to frustration and dropout. Others are skeptical that schooling can offer long-term benefits to refugees in contexts of such uncertainty. “Enrollment disparities such as this one are not solely a matter of inequitable access to schools, but they also reflect the ways that young people conceive of their educational opportunities, both in the present and as a pathway toward future prospects,” explains Bellino.

Trained as an anthropologist, Bellino carried out ethnographic research in one camp school, following a cohort of students over the course of three years. Additionally, she facilitated a youth participatory action research (YPAR) collaboration, involving Kakuma youth as co-researchers in her study. Together, Bellino and the Kakuma Youth Research Group decided to investigate the role of social and academic support in Kakuma, finding that motivation, information, and advocacy were key resources in shaping youth aspirations and linking youth to educational opportunities.

Over the course of the study, the youth came to see themselves as both sources and recipients of these supports. Bellino shares, “My youth co-researchers learned through the data we collected that these expressions of support were inequitably distributed in the camp—and they decided they could do something about that, even if they couldn’t change the broader opportunity structure.” These insights moved the research team into action as they created a Facebook community page entitled, “Kakuma Youth Opportunities for Lifelong Learning.” The page intends to build a supportive community of youth, by youth, sharing information and skills more equitably and making the opportunities available to them more transparent.

Bellino’s next steps involve going through her data from the Kakuma trips from the past four years to analyze youth perceptions of educational justice and equity in a context of scarcity. She plans to continue to reflect on facilitating a YPAR collaboration in a context with profound constraints on refugees’ mobility and belonging. This process, she explains, allowed for an understanding of how young people living in Kakuma enact their civic agency, despite their lack of legal status. “There are practical implications here too. Could this be a model for enacting a more democratic, inquiry-based pedagogy in the camp setting?” She is also looking for ways to include Kakuma youth in writing and presenting the collaborative research. “They are the co-investigators, and they should have a say in shaping the discourse and the representations that come from this work.”

Bellino hopes that her work “will lead to greater awareness of the significance refugees place on their education in exile” as well as “more concerted efforts to create educational opportunities that allow refugees to access sustainable livelihoods and shape meaningful futures, even while in exile.” She explains, “We live in an era of near unprecedented global migration. We have the highest number of refugees since World War II. A refugee crisis means there is a refugee education crisis.”

Though 7,500 miles separate the youth Bellino and Diemer interact with, both projects demonstrate the promise arising from empowering young people living in marginalized communities to link their individual experiences to wider structures and processes. The actions and dialogue of these marginalized youth will not change structural inequities alone, but as Bellino states, “it’s important to recognize that young people are the experts on their own lives. If we give them the tools and support to interrogate, document, and critique these structures and processes, we invite them into the process of creating more equitable opportunities.”

Classrooms are overcrowded, and students will sit outside to listen to their lessons through the windows when there is not enough space. There are not enough schools to accommodate all the youth who want to attend.
Black lives matter.

Although I teach in a school with a predominantly Black student population, I was unclear for a long time about what role I played in this movement. Was there a part of my teaching or school community I needed to address specifically, or was it simply good enough that I remained teaching in my school? As I have written previously in a blog post for the Knowles Teaching Initiative, my eyes were opened when I saw great disparities in how Black students were represented in the sciences. Knowing this, I felt that complacency was not an option.

I once learned about the importance of having a lens through which I looked as I taught different units. For instance, if I taught a unit on chemical bonding while looking through a lens that connected models with physical properties, the way I spoke in class or guided discussions would be more centered around how my students used the bonding models. In times that I didn’t have a specific lens, my teaching might be more scattered. The lens gave me something that focused every action I took in the classroom.

Seeing racial disparities in science gave me a new lens with which I viewed my role at school. For me, this didn’t mean changing the content I taught or the activities I sponsored. It did, however, shape how I approached my role as the coach of our school’s Science Olympiad team.

In my years of coaching Science Olympiad, my primary goal for leading the team was to have a place for “science geeks” to learn and grow in the subjects that interested them. With my newfound lens, I turned my focus to recruiting more Black students to our team, and to using Science Olympiad as a mechanism for mentoring these students. This year, I recruited two students from my general chemistry class who were looking to be challenged, and they jumped at the opportunity.
One of the students, Tania, wanted to build our team’s helicopter. With neither of us having any experience in building a machine like this, I saw this as an opportunity to approach the learning process together, providing assistance when necessary, but ultimately allowing her to become the expert. After countless hours of learning how to cut, glue, build, re-build, wind, un-wind, re-wind, and launch, her first helicopter flew for no more than six seconds. To us, though, that was six seconds of well-deserved success. Furthermore, it gave Tania fuel for her next attempt at building a new helicopter for our regional competition. She built that helicopter by herself in under two weeks, flew it for 42 seconds, and placed fourth at the Wayne-Monroe regional competition. With these experiences, Tania knows that she, as a Black female, does belong in science and engineering.

I also changed how and what I communicated with my students about race and equity. In my Knowles Teaching Initiative blog post “Getting Comfortable with the Uncomfortable: Conversations About Race and Education,” I wrote about how I worked with students to begin our own chapter of a Black Awareness Society for Education (B.A.S.E.) at our school. The main goal for starting our school’s group was to provide a safe space for individuals to have open dialogue about issues of race and equity. Topics at our meetings have ranged from discussing our ethnic backgrounds, and how they have shaped our identities, to the ways in which white privilege influences the everyday decisions of people of color.

While all of our meetings have struck a chord with me in one way or another, a meeting that stands out from this past year was one at which Thurston alumni spoke with our students about their experiences with issues of race at college. For example, Leslie, a Black student at the University of Michigan, spoke about how her White roommates approached her at the beginning of the year and said how uncomfortable they felt because they had never been around “someone like her” before. A White student at Central Michigan University, Claire, described how other White students questioned her decision to have Black friends and to post pictures of herself with Black people on her social media page.

Hearing stories like these reminds me that we have so much farther to go in bridging racial differences. While B.A.S.E. is a good place to start with having safe, open discussions among students and staff, I know that more needs to be done to bring racial awareness into everyday conversations. Rather than avoid the topic because of its uncomfortable nature, I have decided that speaking about race and equity in my classroom was more important than how I felt talking about these issues. Regularly, I work to spread the word that there is a significant lack of representation of Black students in the sciences, and that we need more Black students in advanced science courses like AP Chemistry. During Black History Month, I made more of an effort to talk about Black scientists in class, and even stepped out of my comfort zone to write a poem about the Black chemist, Percy Julian. I encouraged students to do the same at a joint meeting we held between B.A.S.E. and the school’s poetry club.

While making these small steps toward improving equity, I realized that our next generation is already on board. Lauren, one of our B.A.S.E. student leaders, puts it best when she says that “as an ally to the Black student, everyone has a responsibility to aid in the process to become better.” To her, this includes creating a better awareness of the intersectionality present in our school and in society so that all people, including me, can stand with Black students like her and ensure that their lives really do matter.

Victor Chen’s blog post “Getting Comfortable with the Uncomfortable: Conversations About Race and Education” can be found at knowlesteachers.org. His poem on Percy Julian can be found on his YouTube channel.

All names of students are pseudonyms.
The Urban Teaching School

A preview of an innovative new model to prepare exceptional teachers, nurture community partnerships, and educate youth using evidence-based practices

Over the past decade, the SOE has transformed the teacher education curriculum to be cohesive, research-informed, and practice-based; built robust partnerships with K-12 schools; and conducted leading research and public scholarship. Indeed, the SOE’s Teacher Education programs are ranked second in the United States and enjoy a worldwide reputation for excellence. Yet, even with this exceptional foundation, the time that students spend at the SOE isn’t sufficient preparation for teaching in many of the contexts in which beginning teachers find themselves. Early struggles in the classroom and insufficient mentorship are two factors leading to low teacher retention, and this can be damaging to children. The biggest beneficiaries of a great teacher are his or her students, and all students deserve great teachers.

As a result of our desire to continuously improve by building on the momentum of our enormous successes, Dean Elizabeth Birr Moje is proud to announce a new, trailblazing investment in the professionalization of teaching: an urban teaching school.

The concept of a “teaching school” is similar to that of a “teaching hospital,” wherein medical students and new doctors learn alongside experienced physicians and nurses. Closely monitored and experiential, this model is the only acceptable method for training medical practitioners, and it is a model that holds promise for the development of capable and confident beginning teachers. Like a teaching hospital, more experienced practitioners will be present to guide the real-time decision-making of novice instructors. The overall goal is creating educators who are proficient at making complex decisions while instructing and guiding youth.

Across career stages and generations, educators will collaborate to develop best practices, curricula, and assessments for students. Ongoing professional development for teachers and leaders will come from the SOE, with the support of the subject-matter expertise that comes from units across campus.

The SOE has been sharing knowledge with medical educators for years, and this has benefited both the education and medical fields. Since 2005, professor and current dean, Elizabeth Moje, has collaborated with colleague Bob Bain to improve teaching, assessment, and mentorship. The resulting project, “Learning and Teaching the Disciplines through Clinical Rounds” reduced the fragmentation of secondary teacher education by establishing a coherent curriculum, placing teaching interns in a variety of school and community contexts, and developing a holistic assessment tool.

In 2008, they began working with medical doctors to more closely study the processes of medical education. As Moje and Bain completed hospital rounds, they were struck by one dimension of the teaching hospital that their teacher education program did not have. In the teaching hospital, everyone is dedicated to two goals: patient care, and educating new professionals. Inspired by that model, Moje set out with a graduate student (now alumna), Emily Rainey, to build a teaching school concept.
The urban teaching school model will feature a paid residency for the first years of teaching after college. Structured professional development and a supportive community of attending teachers, teacher educators, peers, and teachers-in-training will build highly qualified urban teachers and leaders.

Teams composed of faculty, staff, and students from the SOE, together with local educators and community members, will design curricula, physical spaces, wrap-around services, and community orientation to serve students and their families.

The urban teaching school concept will rely on strong collaboration between the community in which the school is located, the families and children who attend the school, nonprofits and businesses in the neighborhood, committed funders, and partners within the University of Michigan.

As Dr. Michael Lomax, President and CEO of the United Negro College Fund—and the school’s Spring 2018 Commencement speaker—reminded his audience: “let the answers be rooted in the community.”

The ultimate goals of this school are to:

- teach children using evidence-based instructional practices carried out by exceptional teachers;
- develop capable urban teachers who are prepared to serve their students;
- create a model for teacher preparation that honors the complex work of teaching and the need for strong communities of practice;
- increase the enrollment of teacher education students; and
- build respectful, sustainable, and ever-growing partnerships driven by neighborhood and community needs.

Dean Moje says, “For too long, universities have been largely separate from the pre-K-12 settings for which they are educating new professionals. This innovative approach allows the School of Education to improve its own practice even as we contribute to primary and secondary education settings.”

The urban teaching school promises to break new ground for the School of Education and the field. As plans for the location, formal partners, and curriculum are finalized, the SOE will announce developments on the web and through the Fall 2018 issue of Michigan Education magazine. Stay tuned!
Lighting the uncertain path to college for undocumented students

Most future college students contend with heaps of questions and mounds of paperwork as they begin their application process and search for financial assistance. Upon selecting a school, students encounter a new set of challenges as they navigate orientation and acclimate to their new institution. Undocumented students, though, face stresses and risks that are relatively unknown to U.S. citizens.

“When filling out my forms,” said undocumented student Javier Martinez, “just knowing who I could safely ask about certain questions was nerve-wracking.” Typical applications require prospective students to answer questions about state residency; some even require students to check a box that confirms American citizenship. While these fields are common and may seem innocuous, they become early hurdles for undocumented students looking to further their education.

The 1982 Supreme Court case Plyler v. Doe guaranteed K-12 public education for undocumented students, yet these same students who have been educated in U.S. schools face significant roadblocks when pursuing higher education. Seventeen states have inclusive policies that allow undocumented students to attend college. Other states have expressly prevented in-state undocumented students from attending in-state colleges without paying out-of-state tuition, creating financial obstacles for tens of thousands of students. Michigan is one of the states operating under unstipulated policies. Without statewide regulations, each institution creates its own policies, leaving local students adrift as they pore through websites or make phone calls that could possibly expose them, even if they are simply seeking to know if a college would consider their application.

In Michigan, immigrants make up an estimated 6.6% of the population and 1.3% of them are undocumented. About 5,400 people have received Deferred Action for Childhood Arrivals (DACA) status. DACA status protects these individuals from deportation, but it must be renewed every two years. This short time frame does not provide students with the guarantee that they will be able to attend college for four years, adding uncertainty to an already challenging situation. Still, about 1,134 DACA recipients are attending college in the state, and 1,026 are in high school and may wish to attend college. “We’re indeed talking about 2,000 students,” says Michigan State University graduate student and researcher John Vasquez, “but this conversation is about the whole family unit in addition to an individual’s right to access to higher education.” In all, about 70,000 Michigan residents have at least one undocumented family member.

Since students who wish to attend college are met with perplexing policies and fluctuating state laws, the School of Education’s National Forum on Higher Education for the Public Good has worked to secure their access and improve their support.
with a recent focus on analyzing stateside institutional practices. A team guided by CSHPE professor John Burkhart has been educating stakeholders and advisors about best practices for assisting these students. “There are encouraging signs that we may be making long-awaited progress towards greater inclusion of immigrant and undocumented students in higher education both in Michigan and across the country,” he says. “The greatest threat to this progress is discouragement, uncertainty, and the inability to translate access into eventual graduation and success. The information we generate, and improvement in institutional practices, can help to ameliorate this threat.”

John Vasquez explains that of local institutions granting bachelor’s degrees, the only two ranked “very strong,” when considering admissions, residency, financial aid, and general supporting policies for undocumented students, were U-M and Grand Valley State University. Still, he says, “this is an issue and we can’t wait for someone to fix it for us.” He explains that university faculty and staff can make a difference by simply being aware that undocumented students could be inadvertently excluded from assistance unless they take steps to intervene in automated processes. For example, scholarships that require the Free Application for Federal Student Aid (FAFSA) application might exclude undocumented students unless a staff member personally looked into alternate ways to demonstrate financial need. Student Joanna Garcia says, “even if an office or an institution says that they welcome people like me, using terms including ‘illegal’ or ‘alien’ just make me turn around. So it’s important that people know to be aware of terminology.”

Garcia also explained that undocumented students “are socialized to accept the word ‘no’ and stop there. Scenarios like this are discouraging,” she says, “so, the greatest help truly comes from the people who don’t say ‘no,’ but who say ‘let me look into that and get back to you.’”

On Michigan’s campus, student Javier Martinez met several people who reached out to him with assistance. He says it made a difference to him. “I was worried that I would be an outsider on campus,” he said, “but before I even enrolled here, a mentor reached out to me in response to a group email I sent to my department leaders asking for help. Navigating college as an undocumented student can be disheartening at times, so it helped to know that someone took the time to help me as opposed to telling me to figure it out all on my own, which happened a lot at other schools.”

While the challenges facing undocumented students on campus, in the state, and nationally are often overlooked by well-meaning people who feel obstructed by red tape, one of the greatest needs expressed by undocumented students is a “safe person” who they can contact if they need advice or support. For this reason, the National Forum’s most recent training session was designed for U-M advisors, who voluntarily attended to learn about best practices for helping undocumented students succeed. On that day, managing director Catalina Ormsby looked around the packed room, noticing that every seat was filled and a few people were standing. She smiled, and said, “This room brings me hope. Our students need you, and here you are.”

All names of undocumented students are pseudonyms.
Tending to the hogs, sheep, goats, llamas, donkeys, rabbits, ducks, and hundreds of laying hens is part of the larger work of recovery for the addicts living at Dawn Farm. In this landscape, complete with an eight-acre perennial food forest and several hoop houses, recovery takes place in a community where members are supported with comprehensive services.

Dawn Farm provides hope to clients who feel that they have run out of options. Apart from its main residential location at the Ypsilanti farm, the organization operates residential facilities and a detoxification center in Ann Arbor. Leading its staff and programs across these locations is SOE alumna Liz Davila-Ferrall (ABEd ’08, TeachCert ’08). She works behind the scenes to liaise between the Dawn Farm organization and local, state, and national authorities, meeting the needs of both clients and accrediting bodies.

As a graduate of the Teacher Education program, Davila-Ferrall first pursued a career in elementary education. “My core desire, in any career I chose, was to connect with others and help them find a path to be the best version of themselves,” she says. Now that she works outside of the classroom, she still focuses on helping people, particularly those most vulnerable in society. “A primary reason why I went into education is to help people of all backgrounds, and to identify the standards that would allow them access to the tools they need to be successful. In my coursework at the School of Education, I learned to constantly be aware of equity issues,” she explains, “and Dawn Farm is continually working to make services and opportunities available to all people, no matter what their financial or cultural background is.”

As an SOE student, she also learned about the importance of evaluation and systemic improvement. “We take that same attitude here,” she says, “and the organization’s desire to learn, grow, and challenge itself is very encouraging. In a field like mine, effective groups can sometimes rest on their successes, but we have staff who constantly take the opportunity to lean on each other and help each other grow.” She is inspired by the ethos of her organization and her colleagues who drive themselves toward greater success.

Davila-Ferrall may not work in a classroom, but she is no less of an educator. In fact, she credits her successful transition to the transferable skills she learned in the SOE. “I’ve always had a passion for learning and teaching others,” she notes, “and the SOE helped me build the skills I needed to pursue and be successful at that passion. Specifically, learning to question, explain, model, assess the learner and self for improvement were key.” Davila-Ferrall continues to teach the community through outreach sessions designed for healthcare workers and college students who want to learn more about the treatment of addiction. Last year alone, they reached 5,255 community members.
What does **social justice** mean to you and how do you see your impact in your work? Which skills and practices do you employ to create change, and ultimately, justice?

**I**n my research, teaching, and program leadership, I work to promote equitable English language arts instruction that opens opportunities for all students and teachers to learn. In my teaching, this means developing English teachers’ abilities to identify and then work to redress through their teaching, advocacy, and leadership, the ways that systems of power have historically (and still today) marginalize groups of people. In my research, this means giving voice to the ongoing professional learning experiences of teachers who work in underserved schools as they seek to strengthen their ability to support diverse students’ literacy learning. I offer practical tools for helping them, and those who facilitate their learning, enact systems of change that contribute to a social justice agenda.

**DANIELLE LILdge**
Assistant Professor, Director of English Education
Missouri State University

**W**e are all intrinsically designed as relational beings, each with a sense of worth and a desire for belonging. Therefore, we have a responsibility to uphold that truth, protecting worth and belonging for those who are under constant threat of being robbed of these fundamental elements of their humanity. This is the work of social justice. As a psychologist and educator, I strive to understand how unjust social arrangements threaten the psychological need and right for worth and belonging, particularly among marginalized children in schools. Further, I work to create curricula that awaken children to their worth and help them find refuge in their belonging.

**JAMAAL MATTHEWS**
Associate Professor, Educational Psychology
Montclair State University

**F**or me, in my position, social justice means that every student has an opportunity to succeed. This does not mean that every student receives the same instruction or the same opportunities but rather that we, as educators, recognize the needs of our students and educate to those needs. As a school, we are constantly changing to incorporate new strategies that reach different types of learners. Our instruction has moved from less whole-group instruction to more small-group instruction. We have also reflected on our book choices. We have made it a point to buy and read books that represent not only the students in our school, but children across the world from different cultures. These books help us to have conversations about different ways of life, religion, clothing, and so much more.

**CASSANDRA MARTIN**
Curriculum Coordinator/Coach
Cole Academy, Lansing

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**D**o me, social justice means dismantling systems of oppression that manifest in our political, economic, social, and education systems. Social justice means demanding equality and restitution for those pushed to the margins. I pursue social justice by speaking truth to power in my writing and my teaching. I use my skills as a researcher to center the experiences of those who are disenfranchised, to ask questions few will ask, and to reveal the answers that, though uncomfortable for some, have the potential to change how we see the world. I seek social justice through the nexus of scholarship and action, and I mentor the next generation of scholars to do the same.

**ELAN C. HOPE**
Assistant Professor, Department of Psychology
North Carolina State University

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As a social justice educator, I work towards preparing educational leaders for a diverse and inclusive society. This entails creating equitable policies and practices that facilitate community and help individuals recognize their greatness. As a teacher, I promote consciousness raising by inviting students to dialogue across differences. As a researcher, I give a voice to those who are marginalized. As a Black woman, I honor my ancestors by embodying their commitment to personal and community liberation.

**CARMEN M. MCCALLUM**
Assistant Professor, Leadership and Counseling
Eastern Michigan University

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Seán Delaney (PhD ’08) wrote a book titled *Become the Primary Teacher Everyone Wants* to Have: A Guide to Career Success. The book is a research-based guide for beginning teachers with chapters on topics like planning and preparation, teaching methods, homework, inclusion, assessment, and working with parents. Seán is a lecturer at the Marino Institute of Education in Dublin, Ireland and his research focuses on differentiation and challenge in mathematics instruction. He hosts a weekly radio program on education, with past episodes available on his personal website.

Mary Yana Burau (ABEd ’85, TeachCert ’85) started a new career as a teacher of Home Economics, Cooking and Life in her home, using skills learned as a student in the Martha Cook Building. Her Facebook page contains photos of children learning about etiquette, nutrition, food preparation, setting a table, cleaning up, writing thank you notes, and how food can demonstrate love for others. She is writing a cookbook titled *Life Doesn’t Have to Be Perfect To Be Wonderful*.

Ranae Beyerlein (AB ’76, TeachCert ’76) served as a research assistant at the U-M Dental Research Institute prior to teaching Biology and Chemistry, working mostly in Grosse Pointe. She earned an MS in Biology and Interdisciplinary Science as well as a PhD in K-12 Educational Leadership from Michigan State University. She also served as the president of the Grosse Pointe Education Association, the teacher’s labor organization. After retiring, she began supervising student teachers in the field for Eastern Michigan University and teaching science courses at Macomb Community College. She is currently the state vice president of a professional organization of key women educators, DKG Society International, Alpha Iota State (Michigan). She is proud to be a Wolverine.

David Newton (BS ’55, TeachCert ’55, AM ’61) returned to Grand Rapids after graduating from the SOE. He taught in a high school there for 13 years. He then went to Harvard for his EdD, graduated, and became a chemistry professor at Salem State College. After retiring, he became an adjunct professor at the University of San Francisco for a decade, followed by a move to Oregon to work as an innkeeper. Meanwhile, he has worked for 60 years as a freelance author of, and contributor to, more than 400 books, encyclopedias, anthologies, textbooks, and other commercial publications for young adults.

Katherine Shoulder (AM ’02, TeachCert ’02) taught in private elementary schools in Detroit and Plymouth for several years and has been a private tutor for the past 10 years. She focuses on ESL. She plans to move to Lisbon, Portugal, where she will continue teaching English. She misses her ELMAC friends and is forever indebted to her wonderful U-M teachers for teaching her how to teach.

Amy Beth Sklar Bloom (AB ’86, TeachCert ’86) was elected Chair of the Executive Board for the Center for the Study of Citizenship at Wayne State University in August. She spearheads the Citizen Dialogue program at the Center, as well as the Citizenship for Health project.

IN MEMORY

Nettie M. “Scottie” Calhoun (AB ’50, TeachCert ’50) passed away on November 20, 2017, at the age of 89. Scottie was born in 1928 in Flint, Michigan and attended Flint Central High School. She graduated from U-M in 1950, with a Bachelor’s degree and Teaching Certificate in English with minors in General Science and Social Studies. She married John Clinton Calhoun of Flint on August 15, 1953 and continued to teach in the Flint and East Lansing areas until her first child was born in 1960. She returned to teaching for Mott Adult High School in Flint in the 1980s until her retirement in May, 1990. After the death of husband John (MSU, ’58) in 2004, Scottie relocated to Ann Arbor where she avidly followed her beloved Wolverines in all sports.

W. Scott Westerman, Jr (AM ’50, PhD ’58) taught at the University School and the SOE, also serving several executive roles in the Ann Arbor Public Schools system. He was a lifelong advocate for diversity, equal rights, and equal opportunity, pioneering the recruitment of men and women of color for senior roles in the district. Westerman directed the Department of Curriculum and Instruction at Eastern Michigan University and eventually served as the dean in the College of Education for 11 years. In 2016, the W. Scott Westerman, Jr. Pre-school and Family Center at the Ann Arbor Public Schools was dedicated in his name.
**Impact Profile: Alexis Verhil’s double scholarship allows her to fulfill Michigan dream**

Alexis Verhil, undergraduate student in Elementary Education, has always helped children. While not in class, she spends her time volunteering for her church, for her former school district, and for Kids’ Food Basket. Knowing that she wanted to work with children, she dreamed of pursuing an education degree at the University of Michigan. She spent the first three years of her college career in her hometown of Grand Rapids, still hoping to attend the University of Michigan but unsure if it was financially feasible.

Last year, Verhil’s journey to Ann Arbor began when she was admitted to the SOE. “I was excited, but nervous,” she said. “I didn’t know if I could actually afford it. I had a lot of talks with people about what to do. I was worried about paying for school, but even if I could find a way to afford it, how could I afford to live in Ann Arbor? Plus, I was looking after my three brothers at the time. There was a lot that I had to consider in order to get here.”

She reached out to her former high school principal, who is one of her mentors, and told him the good news. “He was really proud, and he told me that I would have a job waiting for me after I graduated. I could not believe it. I felt so blessed. I also came to realize that it was my duty to get the best education that I could, in order to offer the best possible education to my students.”

After meetings with staff in the Student Affairs office, Verhil was awarded tuition support from The Louise R. Newman Endowed Scholarship and The Marcia Istock Van Tuyl Endowed Scholarship. These funds allowed her to attend U-M and the SOE. Being a double scholarship recipient and an official Michigan student “definitely feels good,” says Verhil. “I don’t know if I would have been able to attend Michigan and been able to prepare as well for my future career without these scholarships.”

Reflecting on her first academic year at U-M, she feels that she has already gained a lot from the SOE. “My professors are teaching me how to work with all types of students so that I can teach and reach all of them in ways that they will understand,” she said. For instance, she learned how to acknowledge a student’s efforts in math instead of simply focusing on the correct solution to a problem. “Sometimes, she points out, “a student is making a small error in the last step of working on a problem, and he is so close to being right. If I take the time to work with him and understand his process, I can help him change his approach. If I am successful, he will be able to get more right answers on his own.”

About the School of Education, she says, “they put me in the classroom right away, so I was thrown in, but I also had a great support system. They really prepare me for every type of student.” In order to be able to do this accurately, reveals Verhil, she learned in her classes that “it’s really important to understand my subject matter fully. What if a student asked me a question and I taught them something that was incorrect? They’re so impressionable at this age that it could really affect their understanding of a concept. I’ve really thought about that as I did my coursework, and I know that at U-M, I’m going to be prepared to take on this responsibility.”

After graduation, Verhil plans on teaching elementary students in Forest Hills School District. “I already have a job lined up there,” she said, “and I have already spent a lot of time with the district as both a student and a volunteer, so it turns out that I was recommended by a principal and a teacher. I’m even more excited to work with the kids now that I have some strategies to teach them better,” she notes. “I feel fortunate that I get to work with kindergarteners every Monday and 6th graders every Wednesday. It’s amazing that U-M has given me the opportunity to be involved with different schools in Ann Arbor right away. Because of the time I am spending, I know that I will be able to mentor kids like me, so they can get the help they need. It’s very personal to me to become someone who students can come to and talk about anything.”

The Marcia Istock Van Tuyl Endowed Scholarship was established by Verne G. (AB ’62, MBA ’63) and Judith A. (ABEd ’62, TeachCert ’62) Istock to honor the memory of Verne’s older sister. Ms. Van Tuyl was a strong proponent of education for children of all ages. Her mother, Mildred Walke Istock, also has a named endowed scholarship at the school. Donors Verne G. and Judith A. Istock have a strong commitment to redressing educational inequality at all levels, ensuring that all students have access to quality education and the arts.

The Louise R. Newman Endowed Scholarship provides scholarship funding for undergraduate students from the State of Michigan who plan to become teachers. Scholarship recipients are selected on the basis of financial need and academic promise. Ms. Newman was an active volunteer in Detroit, serving Hadassah, the American Jewish Committee, the Allied Jewish Campaign, the United Way, and the USO during World War II. Especially interested in helping children, she was on the Council of Jewish Women, and set up two funds for children. When she became unable to take an active role, she devoted herself to generously contributing to a range of philanthropic organizations and causes, always with an eye toward helping children.
Alumnus “pays it forward” to help CPEP students improve opportunities for African American students

Joseph R. Morris (MA ’72, PhD ’75) earned a master’s degree in counseling and a doctorate in educational psychology from U-M. He believes that a strong support system fueled his interest in giving back to others. “Public school teachers, university professors, coaches, colleagues, and parents, especially a mom who believed in the power of education and in me. It made a big difference, but it was even more significant that they encouraged me to help others instead of repaying them.”

Dr. Morris’ gift to the Combined Program in Education and Psychology (CPEP) grew out of this philosophy of giving. In 2014, he established the Dr. Joseph R. Morris Doctoral Fellowship in the Combined Program in Education and Psychology.

His career includes service for ten years as department chair of the Department of Counselor Education & Counseling Psychology at Western Michigan University. During his tenure as an administrator and faculty member, he took the lead in securing American Psychological Association accreditation for the doctoral program in counseling psychology with a focus on cultural competence, multiculturalism, and the recruitment and retention of minority faculty and students.

Dr. Morris’ fellowship supports African American doctoral students who are researching topics relevant to African American student success. Awardees can use their fellowship for research-related travel, fees, and equipment. CPEP chair Stephanie Rowley adds that the award has supported some of their “very best students” as they carry out “cutting-edge research on the educational development of African American youth, allowing them to expand and deepen their studies and to make more substantial contributions to this important literature.” She admires Dr. Morris’ personal investment in selecting and meeting winners of the annual award, noting that it reflects his personal commitment to the research.

The first award recipient was Seanna Leath in 2014–2015. Her research involved examining racial identity and racial discrimination experiences among adolescent African Americans, and relating those experiences to academic achievement and socio-emotional adjustment in school settings. She also examined how racial and gender identities of African Americans inform their academic experiences attending colleges with mostly White students. She enjoyed meeting with Dr. Morris, saying that the time they spent together was “enlightening, given my research interests.”

The second awardee, Channing Mathews in 2015–2016, used the award to investigate how racial identity can vary according to school context, as opposed to out-of-school context. She looked at a predominantly White school, a predominantly Black school, and a racially diverse school, in order to examine specific strategies students use to be successful in their given school context.

Shana Rochester, the third and most recent awardee, is focusing on how schools and family-based educational programs can support the language and literacy development of pre-kindergarten through third grade learners. “I am particularly interested in supporting children of color and children from low-income communities,” she said. “My work also investigates the multiple contexts in which development takes place (e.g., home, school, community) and explores how children’s cultural knowledge and out-of-school experiences can be leveraged in ways that improve their learning.” She credits the Morris fellowship for supporting the dissemination of her dissertation work, which includes a series of culturally responsive family literacy workshops for African American elementary students.

Morris has been impressed by each recipient of the fellowship. “Each recipient has been truly outstanding. They are conducting research to inform school and family practices that will promote optimal development in children, particularly at-risk minority students with the potential to be the educators, leaders, doctors, and scientists society needs.”

In 2017, Morris generously made an additional commitment when he named the School of Education as a beneficiary of his estate plan. A trust established by the donor will increase the fellowship endowment, growing the support that students receive from the Dr. Joseph R. Morris Doctoral Fellowship in the Combined Program in Education and Psychology. An ardent Michigan fan, Morris’ gifts will continue to enable the work of future Wolverines.

Many School of Education donors provide for the school, or the funds they have established, through planned gifts such as bequests. For more information on bequests and other forms of planned giving, please call 734-763-4880.
Grand Rapids business and community leaders Mike and Sue Jandernoa are intensifying their efforts to improve the mathematics proficiency of Michigan schoolchildren through a partnership with TeachingWorks, continuing the Jandernoas’ investment in the university and the state. Mike Jandernoa is a 1972 U-M graduate. He is the former chairman of the board and CEO of Perrigo Company, as well as a mentor to Michigan entrepreneurs and an emeritus member of the Business Leaders for Michigan. Sue Jandernoa is driven by a passion for education and 30 years of teaching experience. Their combined service has touched dozens of nonprofits, and the bulk of their most recent gift will be used to expand a TeachingWorks partnership in Grand Rapids focused on preparing and coaching teachers, particularly in mathematics education.

“Just at the time when the current workforce needs better math skills, our high school graduates have significantly less math understanding and proficiency. We must help these students in math now so they can have successful jobs in the future,” said Mike Jandernoa. For this project, TeachingWorks is collaborating with Grand Rapids Public Schools, Godfrey-Lee Public Schools, Kent Intermediate School District, and Grand Valley State University to jointly design a program of training, development, and support to improve mathematics teaching in grades three through eight. TeachingWorks is especially focused on advancing equity and social justice by opening opportunities for marginalized students to experience equitable instruction, build positive learning identities, and find academic success. Following the first year of the planned five-year project, collaborators will expand partnerships to meet the needs that are determined in the initial stages of the work.

Deborah Loewenberg Ball, TeachingWorks director and William H. Payne Collegiate Professor of education, says, “the Jandernoas’ continued and unparalleled support—and their insightful and wise engagement with and guidance of our partnership—will enable TeachingWorks to transform the quality of elementary mathematics teaching in Grand Rapids. With this investment, we will advance our efforts to work collaboratively with educators in West Michigan to build and sustain a pipeline of quality teachers in West Michigan.”

School of Education Dean Elizabeth Birr Moje is eager to continue developing partnerships on the west side of the state. “The Jandernoas’ leadership is remarkable because their gift is accompanied by a generous personal commitment to build the partnerships that will benefit children in this state,” she said. “The relationships we build with schools, nonprofits, agencies, and peer institutions are at the core of our work, and we will continue to invest in these partnerships.”

In addition to their recent gift, the Jandernoas have been donors and volunteers at Michigan, giving more than $10.4 million in support of athletics, financial aid, the Medical School, and more. Beyond philanthropic support, they have lent their time and expertise as chairs of the Victors for Michigan Campaign Steering Committee, the West Michigan Campaign Leadership Council, and numerous advisory groups across campus, including Sue Jandernoa’s 10 years on the School of Education Dean’s Advisory Council. In 2007, Mike Jandernoa received the David B. Hermelin Award for Fundraising Volunteer Leadership—U-M’s highest honor bestowed upon donors and volunteers.

Impact Profile: Mike and Sue Jandernoa gift supports partnership in Grand Rapids schools

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McDonnell Foundation Supports Two “Teachers as Learners” Research Projects at the SOE

Known primarily for support of brain research and human cognition, in 2017 the James S. McDonnell Foundation expanded its grant-making portfolio by introducing a new program that seeks to better understand how teachers function as learners and as key agents of change in education. Two SOE research teams have been honored with inaugural awards from the McDonnell Foundation’s 21st Century Science Initiative—Understanding Teacher Change and Teachers as Learners in K-12 Classrooms. The University of Michigan was the only institution to receive two of the ten Teachers as Learners grants that were awarded this year.

Established in 1950 by the late James S. McDonnell—an aerospace engineer and founder of what would become the McDonnell Douglas Corporation—the McDonnell Foundation has awarded $314 million in funding since 2000. The two current SOE grants, totaling nearly $4.5 million, mark a welcome return to education research for the McDonnell Foundation, which, during the 1990s, was a major funder of faculty research at the SOE.

While a significant amount of research is concentrated on exploring evidence-based practices for improving student learning, the McDonnell Foundation chose in its new program to focus rather on teacher learning and how best to incorporate new approaches into existing educational practices— an area that receives much less scrutiny and support. “The Foundation is excited to launch this new program and we hope the research findings will fill an important gap in our present understanding of how advances in the science of learning can best be integrated into educational practices,” said McDonnell Foundation President, Dr. Susan Fitzpatrick.

Both SOE projects are five-year studies that involve not only SOE faculty, research scientists, and graduate students, but classroom teachers from throughout Michigan, as well as research collaborators from universities around the country.

The project led by Patricio Herbst—with the involvement of Associate Dean Edward Silver and SOE research scientist Amanda Milewski—is titled “Managing students’ contributions to mathematical work in whole class discussions in high school: How do teachers decide what to do?”

Building on earlier work mapping the environments for instructional decisions, this project inquires into how teachers process information from those environments to elicit and manage students’ contributions to classroom discourse. How do sociotechnical resources such as the norms of instructional situations and the professional obligations of teaching inform teachers’ perception, cognition, and emotion when they handle those contributions?

The project also explores how decision making can be improved by melding practitioners’ and researchers’ knowledge in the context of exploring decisions in specific mathematics lessons. Artifacts collectively produced by teachers and researchers will contribute to a repository of knowledge of the profession and serve to disseminate the work for professional development and teacher education, thus showcasing how to improve the connection from research to practice.

“Our project responds to the question of how instructional improvement can incorporate what research has found out about how students learn and take advantage of what teachers know about their practice,” Herbst said.

The project led by Chauncey Monte-Sano and involving SOE faculty Chandra Alston and Mary Schleppegrell, current doctoral students Sarah Thomson and Mar Estrada, and other incoming doctoral students, is titled “Teachers Learning to Facilitate Communication and Reasoning Through Inquiry with History and Social Science Sources.”

“The social studies have long been treated as a subject area with fixed information to memorize, leaving little room for discourse, deliberation, or different ideas,” Monte-Sano explained. “Inquiry Teaching engages students’ voices and emphasizes the disciplinary practices of constructing evidence-based interpretations about complex social or historical issues through questioning and critique, considering multiple perspectives, and evaluation of evidence.”

This kind of Inquiry Teaching calls for complex modes of communication and challenging instructional practices that often differ from normal classroom practices. The team will use a cognitive science perspective to understand what knowledge, beliefs, attitudes, and skills are associated with teachers’ uptake of core instructional practices that support students’ communication and argument writing.

By implementing an inquiry-oriented social studies curriculum that supports middle school students’ growth in reasoning through talk and writing with sources, the team will explore teachers’ thinking, how it relates to enactment of core practices, and how their thinking and instructional practices change over time as they engage in cycles of professional development and enactment. This will enable the team to create and share robust models of professional development with the social studies community.
The summer sun, with its blazing rays and engulfing warmth that hits you down to your core, We know this won’t last forever, so out the doors we run. We hike the trails, we release our sails, we bask in the light by the great lakeshore. With sand between our toes, the wind gently blows, and the smell of sunscreen and pine trees reminds us of the need to restore It is summer.

Fireflies whisper a song only heard with the eyes And the sun doesn’t send its well wishes until far late in the night, waiting for bonfire embers to tickle the moonlight.

We know the next day we are called out for duty To take on the most powerful mission – against all opposition, no matter the competition (or the tuition) – to impact the world through the tools of education.

Excel in leadership and policy to lay the foundation; spearheading the latest research in improvement and innovation; becoming teachers and administrators from K-12 to higher education.

The path is set before us, but we know the tide is turning and we need to equip ourselves from every side.

New classes, new professors, new authors, new peers; new articles, new research, new potential careers

The change of the season is not only outdoors, there’s a transformation in my heart and in yours. And all the things we thought we knew would just fall ... fall ... fall ... like the orange red yellow leaves that we crunch beneath our feet every Fall

Coffee is our early morning companion.

Then soon enough our scarves turn to coats and coats to sore throats; only some feeling in our toes and our faces have froze. BUT We still walk down these halls, still answer our calls, still fight for the knowledge to break down these walls of inequity and injustice.

We ask the hard questions about issues of access, We don’t just learn about the theories, but how we can practice To give voice to the marginalized and oppressed, those pushed aside and ignored

And yes, the system is massive, complex, and broken But that doesn’t stop us from being outspoken about all that needs to improve

And not just ‘what’ needs to change, but how and why And we develop a plan, and work on it and try Because we know it is worth it.

We don’t just talk it, we walk it We don’t just preach it, we teach it – to all those kids in the communities that only a year ago we couldn’t even reach... I’d call that progress

The winter... we’ve tasted its sharp sting. But today is a celebration of growth and success – a celebration of spring.

The sprouting of new life, the birth of creativity Inspiring a spirit of learning and of positivity. Each with its own purpose, bestowed from above Growing at its own stage, each worthy of love.

I could stand before you and say “go forth and conquer!” and you’d be thrilled! But instead I’ll say “go forth and BUILD.” Build bridges – ones that connect you on a global scale Build scaffolds – to serve as a support for others as they hammer their nails Build ships – friendships, relationships. Ships that can sail to the far islands where no bridges can reach Build schools – but not with bricks of stone. With bricks of compassion, resilience, and no fear of the unknown

And even if our building starts to crumble, we won’t abandon the rubble we rebuild – because we know what cold winters will bring, but what always remains is the hope of spring.

The hope of spring

by Marian Awad
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In the Fall 2018 issue

- SOE and collaborators explore teaching and learning that addresses emotional health and student wellness.
- Winners of the 2016 and 2017 Innovation in Action competition share their progress developing educational technologies.
- Two new endowments honor esteemed, long-time SOE faculty members.
- New academic offerings, including the Education for Empowerment minor and an International Baccalaureate teaching certification, provide exciting avenues for students.

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