

tradition • engagement • breakthrough • impact



COLLEGE OF EDUCATION
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

2009 *profile*

table of contents



tradition



engagement

- 2. Greetings from the Dean
- 3. Leadership Team and External Review
- 4. Strategic Initiatives
- 6. Expanding our Research Profile
- 7. New Books 2009 - 2010



breakthrough



impact

- 10. Legacy of Giving Transforms Education
- 11. Insights from our Heritage Build a Stronger Tomorrow
- 12. Faculty Awards Forge Community Ties
- 13. College History Details Legacy of Breakthroughs
- 16. Early Language and Literacy in Danville
- 17. Engaging Youth through Research and Practice
- 18. Students Reaching Out Across the World
- 19. Meeting Local and Global Needs
- 22. Online Learning Programs Continue Successful Expansion
- 23. Innovations in Teaching and Sustainability
- 24. Introducing New Technologies into the Classroom
- 25. Development and Implementation of Standards-based Programs
- 28. Community Colleges Provide a Path to Higher Education
- 29. Social Engagement Through Virtual and Authentic Experiences
- 30. Assessment of Higher Education Outcomes
- 31. Imagining Evaluation for the Future
- 32. Our Students Impact the World



COLLEGE OF EDUCATION | Office of the Chief Information Officer
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The College of Education 2009 Profile was produced by the Office of the CIO: Lori Herber and Rachel Weber with Kelly Spicer and Erica Yuenger
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- 33. Building Support for Autism Disorders
- 34. Doctoral Recipients
- 36. Externally Funded Projects
- 40. New Learning Charter

greetings from the dean



The College of Education at the University of Illinois has a long and proud tradition of leading the way in educational thinking and designing transformational education practices.

– Mary Kalantzis, Dean

Together We Face Difficult, Great Times in Education

US NEWS & WORLD REPORT 2009 RANKINGS

Curriculum & Instruction	4
Elementary Education	8
Secondary Education	8
Educational Psychology	5
Human Resource Education	6
Special Education	6
College of Education	24

These are difficult and great times for education. Difficult because we face retrenchments in this time of economic turbulence and social uncertainty. Great because education must be one of the cornerstones of the social transformation, which is the only solution to our current woes.

As educators, we must work on knowledge solutions, ranging from a personal level, where education provides the promise of self-development, to the national and global level, which offers the promise of a new, knowledge economy. None of this will be achievable without realizing the promise of learning in other key areas of concern – the diversity of our communities, the sustainability of our environmental practices, the systems for looking after our health, and the forces of new technologies.

How, as educators, do we live up to these promises? We need to rethink all that we do. We need to move beyond our institutional boundaries to reconnect with communities. We need to consider new ways of learning, new places of learning, and new media for learning.

We also need to reflect on the things that need to be learned, and whether the traditional content of our curricula and the measures of our assessments remain appropriate to the needs of today's learners and tomorrow's citizens and workers.

– Dean Mary Kalantzis



Stafford Hood was named the inaugural Sheila M. Miller Professor of Education. From left: Mary Kalantzis, Stafford Hood, Sheila and Steven Miller.



University Primary School (UPS) kindergarten and first-grade students visited the College of Education to discuss recycling in Australia with the Dean.



photo by Lori Herber

The Academic Leadership Team

Front from left:

Jane Schingel
Director of Operations,
Bureau of Educational Research

Michaelene Ostrosky
Professor and Interim Head
of Special Education

Steven Aragon
Associate Professor and Interim Head
of Human Resource Education

Barb Geissler
Assistant Dean and Director of the
Office of Budget and Resource Planning

Mary Kalantzis
Dean and Professor of Curriculum
and Instruction

Joan Tousey
Associate Dean
for Advancement

Back from left:

James D. Anderson
Gutgsell Professor and Head
of Educational Policy Studies

Scott D. Johnson
Associate Dean for Online Learning
and Professor of Human Resource Education

Stafford Hood
Miller Professor of Education and Head
of Curriculum and Instruction

Thomas Schwandt
Professor and Chair of Educational
Psychology

Chris Roegge
Executive Director,
Council on Teacher Education



Not in group shot:

Violet Harris
Associate Dean for Academic Affairs and
Professor of Curriculum and Instruction

External Review Team Praises College as ‘Premier’

The College of Education piloted a new campus review process, and we received outstanding marks. A team of education professionals (listed at right) visited our College, spoke with students and colleagues, and evaluated our efforts.

“The College of Education at the University of Illinois at Urbana-Champaign has been and continues to be one of the leading institutions in the nation, which focuses its work on educational research, practice, and policy. It continues to be ranked in the top 25 of the US News and World Report ranking of top schools of education,” wrote the external review team. “During the site visit, there were a number of positive attributes that were apparent in the College.”

The report adds, “this is a very strong College of Education in terms of its contributions to the field and its participation in the community of scholars... The strategic plans are timely, well-informed and suggest an orientation to the future that embraces local, global, and technological considerations.”

The review team accentuated the College of Education’s particular strengths:

- Framing the business of the College of Education in new and innovative ways
- Creating new leadership regarding community engagement
- Developing strategic initiatives that enhance collaborating, promote community involvement, and produce breakthrough research

The recommendations from our External Review will also be considered as we prepare the next generation of educational practitioners.

Our four strategic initiatives (the Ubiquitous Learning Institute, the Center for Education in Small Urban Communities, the Forum on the Future of Public Education, and the STEM Collaborative) are working closely with faculty and students to leverage our capacity for external grants and to make an impact on the performance of learners across the life span.

■ **Karen Gallagher**, Chair, Emery Stoops and Joyce King-Stoops Dean of the Rossier School of Education, University of Southern California

■ **Mary Gresham**, Dean, Graduate School of Education and Vice President for Public Service and Urban Affairs, University at Buffalo, The State University of New York

■ **Kris Gutierrez**, Professor of Social Research Methodology, UCLA Graduate School of Education and Information Science

■ **Tyrone Howard**, Associate Professor, UCLA Graduate School of Education and Information Science, and Director of Center X

strategic initiatives

The College is focusing on four strategic initiatives aligned to Strategic Campus Goals. These initiatives represent areas in which we will significantly enhance our research, teaching, and service activities, achieve preeminence, and attract considerable external resources. Through these initiatives we are making an impact on the future shape of education and learner performance.

The Ubiquitous Learning Institute



I-LLINI Partnership teachers use a GPS device to locate a hidden clue in a faux crime.

The Ubiquitous Learning Institute (ULI) is a new center for research and inquiry into the changing conditions of learning, as well as a site for pedagogical redesign and innovation. ULI seeks to understand how we learn and how we teach in this new landscape of technology.

The institute brings together an interdisciplinary group of scholars in education, engineering, computer science, business, and library science to collaborate on the invention of new forms of teaching and learning using ubiquitous technologies.

Projects Include:

- ULI hosted a series of speakers to explore aspects of ubiquitous learning. Speakers include **James Pellegrino**, University of Illinois Chicago; **Nancy Songer**, University of Michigan; **Okhee Lee**, University of Miami; **Roxana Moreno**, University of New Mexico; and **Allan Collins**, BBN Technologies
- In conjunction with the ULI launch, a new book, *Ubiquitous Learning*, edited by **Bill Cope** and **Mary Kalantzis**, will be published by University of Illinois Press. It brings together authors from across the campus to explore the anywhere/anytime possibilities for learning in the age of digital media.

Carnegie Foundation Recognizes U of I, College Engagement Efforts

As the only public university in the state of Illinois to be so recognized, The University of Illinois at Urbana-Champaign was selected by the Carnegie Foundation for the Advancement of Teaching in the foundation's 2008 community-engagement classification. More than 130 engagement efforts were listed by university departments. The Carnegie Foundation singled out the College of Education for its outreach in the following areas:

- Center for Education in Small Urban Communities
- Chancellor's Academy
- The Teacher Collaborators Initiative
- MSTE's STEM Portal
- Achievement-Improving Mathematics and Science (AIMS) Project
- Office of School University Research Relations

Forum on the Future of Public Education



Chris Koch, Illinois State Superintendent of Education, attended the Graduate Student Research Symposium co-sponsored by the Forum.

The Forum informs public debate on two issues: (a) What is the future of public education? and (b) What are the implications of these changes for individuals, institutions, and society? Envisioned to be a virtual think tank, the Forum is dedicated to creating new knowledge, facilitating networks, and providing a voice and clearinghouse for credible information on the future of public education.

With nearly all of today's ideological debate focused on process rather than outcomes, the Forum offers a unique and important opportunity to assume preeminence on the state, national, and international stage.

Projects Include:

- The Forum sponsored three seminars in Spring 2009 to encourage dialogue between Illinois faculty and state leaders. Videos of all three seminars are available on the Higher Education Collaborative Web site: education.illinois.edu/hedcollaborative/
- **Stanley Ikenberry**, University President Emeritus, is principal investigator on three grants supported by the Forum. His research focuses on learning outcomes assessment in higher education. He received funding from The Lumina Foundation for Education, The Carnegie Foundation, and The Teagle Foundation.
- **Debra Bragg** and **Lorenzo Baber** were awarded a grant from the Illinois Community College Board to evaluate College and Career Readiness. This 3-year project seeks to evaluate the state's attempt to align high school and college curriculum and enhance students' academic preparation and readiness to transition to college. Results have implications for policy and practice at the high school, college, and state policy levels.
- **Bill Trent** received Forum support and NSF funding to study women in science, technology, engineering, and mathematics (STEM).
- **Chris Lubienski** and **Peter Weitzel** are completing an edited book titled "The Charter School Experiment: Expectations, Advocacy, and Evidence," that was supported, in part, with Forum funding.

strategic initiatives



Forum on the Future of Public Education helped host the first Educational Organization and Leadership Graduate Student Research Symposium.



The Center for Education in Small Urban Communities coaches teachers throughout the year and at the week-long Chancellor's Academy.



The Ubiquitous Learning Institute fosters practical application for research on emergent educational technologies.



The STEM Collaborative at Illinois bolsters activities like GeoJam, which uses educational games to show high school students the fun side of math.

The STEM Collaborative at Illinois



Planning for one night of GeoJam activities spans an entire semester.

New initiatives across the Urbana-Champaign campus are creating innovative pathways for students to enter careers in science, technology, engineering, and math (STEM). Recruiting non-traditional students, under-represented minorities, and boosting the prestige and appeal of these fields is critical in both Illinois and across the nation. The STEM Collaborative merges the content expertise of the campus in the sciences with the pedagogical expertise of the College of Education at Illinois to prepare students who become teachers and scientists.

Projects Include:

- The STEM collaborative supports numerous activities aimed at increasing the number of qualified science, technology, engineering, and mathematics (STEM) teachers in K-12 and higher education.
- The Mathematics, Science, and Technology Education (MSTE) program's Web resources for technology-rich lessons received more than 4.6 million hits last year. Their "Power of the Wind" module sold 11, 312 copies from Nov. 2008 – June 2009. It is the first national curriculum published under 4-H's Science, Engineering, and Technology (SET) standards.
- With support from the STEM Collaborative, MSTE staff worked with Bradley-Bourbonnais Community High School teachers to improve mathematics teaching and learning. As one teacher said, "We used to go to other schools to find out what was going on. Now, they are coming to see us."

The Center for Education in Small Urban Communities



This year marked the fifth-annual Chancellor's Academy.

The Center for Education in Small Urban Communities is a research, teaching, and outreach unit focused on enhancing teaching and learning in small urban cities - the modal type of community in the country. Teacher collaborators work intensively with 75 teachers across both partner districts, and offered workshops and other training for more than 300 teachers last year.

Projects Include:

- The Center serves as a liaison for school-university partnerships. Collaborators play a supporting role in several externally funded research projects including "Entrepreneurial Leadership in STEM Teaching & Learning (EnLiST)", a major grant that is building and sustaining a state-wide Illinois community of highly qualified K-12 science teachers. The Center also offered support for local school district monitoring teams and restructuring working groups.
- The After School Arts Program (ASAP) provides high quality visual and performing arts instruction at no cost to public middle school students in our community. ASAP utilizes faculty and students from the College of Fine and Applied Arts, serving more than 50 children.
- With funding from the Vice Chancellor for Public Engagement, the Center hired a Volunteer Program Coordinator. Among the coordinator's responsibilities is a tutoring program that utilizes over 50 university students and provides services to over 80 students attending local elementary and secondary schools.

“ The Center for Education in Small Urban Communities has highlighted and strengthened the University's partnership with local public schools. This kind of partnership allows us to move our students beyond standard textbooks and to take their learning into the real world.

– Arthur R. Culver, Superintendent, Champaign Unit 4 School District

bureau of educational research

BY THE NUMBERS:

9 National Science Foundation awards granted to College faculty in FY 2009

27% increase in submissions to the U.S. Department of Education, Institute of Education Sciences since FY 2008

7 U.S. Department of Education, Institute of Education Sciences awards granted to College faculty in FY 2009



Bureau of Educational Research staff from left: Anne Robertson, Camille Griffin, Norma Marrun, Rufina Cortez, Selena Douglass, Barb Geissler, Paige Spangler, Raynika Trent, Jaya Shoffner.

Faculty and the Bureau of Educational Research Team Up to Request Record Amount of Funding

FY 2009 saw many changes in the global and national economies and presidential and Illinois state administrations. These events impacted the federal and state funding landscape in several significant and positive ways.

In February 2009, President Barack Obama signed *The American Recovery and Reinvestment Act (ARRA)*. This legislation infused billions of federal dollars into new funding opportunities designed to support national educational research priority areas, including STEM (science, technology, engineering, and mathematics) education.

In response to this rare and unprecedented opportunity, college faculty responded rapidly to solicit ARRA funds, sponsored by the National Science Foundation (NSF) and the National Institutes of Health (NIH).

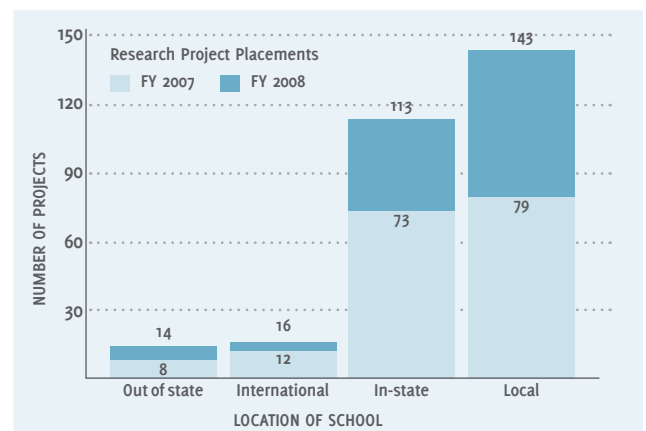
Proposals were submitted to ARRA-sponsored programs; 2 to NSF and 5 to NIH's *Challenge Grant Program*. Both NSF projects were selected for funding; *Preparing Excellence in Diversity in Secondary Mathematics Teachers for Illinois' High Needs Schools*, and *A Participatory Investigation of Learning in International Service Projects*. At the time of this report, all NIH *Challenge Grant* submissions are pending and under review by the agency.

College faculty pursued Institute of Education Sciences (IES) funding through the U.S. Department of Education, with a 27% increase over FY 2008 in the number of submissions. Faculty submitted 19 proposals in FY 2009, exceeding the number of IES submissions made in any previous year. At the time of this report, IES award decisions are pending.

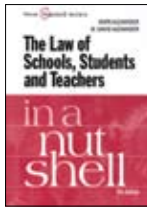
College Enhances Social Research Project Placements

College of Education faculty and students continue to engage our community – whether local, state, or international. The chart to the right reflects the increase in such efforts from FY 2007 to FY 2008.

These research projects involve students, teachers, administrators, support staff, parents, and families affiliated with schools and school districts. Some projects have multiple school placements.



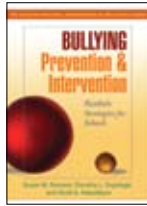
new books published in 2009 - 2010



Kern Alexander. *Education and Economic Growth: Investment and Distribution of Financial Resources.* Yarnnton, United Kingdom: Linton Atlantic Books, Ltd.

Kern Alexander. *The Law of Schools, Students and Teachers in a Nut Shell.* St. Paul, MN: West Publishing Company.

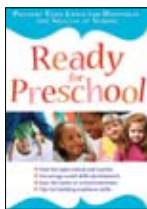
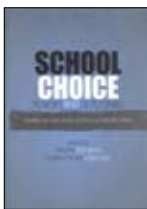
Tina (A.C.) Besley. *Assessing the Quality of Educational Research in Higher Education.* Rotterdam: Sense Publishers.



Ruth Nicole Brown. *Black Girlhood Celebration: Toward a Hip-Hop Feminist Pedagogy.* New York: Peter Lang.

William Cope. (Edited with A. Phillips). *The Future of the Academic Journal.* Oxford, UK: Chandos.

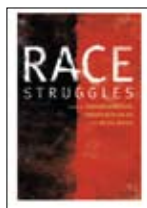
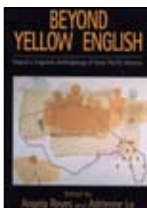
Dorothy Espelage. (Edited with S.M. Swearer and S.A. Napolitano). *Bullying Prevention and Intervention.* New York: Guilford Publications.



Walter Feinberg and Chris Lubienski. (Editors). *School Choice Policies and Outcomes: Empirical and Philosophical Perspectives.* Albany: State University of New York Press.

Nancy Hertzog. *Ready for Preschool.* Waco, TX: Prufrock Press.

Peter Kuchinke. (Edited with A. Rozanski and E. Boyar). *Rozwoj Zasobow Fudzkich - Teoria i Praktyka [Human Resource Development - Theory and Practice].* Lublin, Poland: Lublin Technical University.



Adrienne Lo. (Edited with A. Reyes). *Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America.* Oxford University Press.

Cameron McCarthy. (Edited with C. Teasley). *Transnational Perspectives on Popular Culture and Public Policy: Redirecting Cultural Studies in Neoliberal Times.* New York: Peter Lang.

Helen Neville. (Edited with T. Koditschek and S. Keita). *Race Struggles.* Champaign, IL: University of Illinois Press.



Helen Neville and Brendesha Tynes. (Edited with S. Utsey). *The Handbook of African American Psychology.* Thousand Oaks, CA: Sage Publications.

Michael Peters. (Co-authored with M. Marginson and P. Murphy). *Creativity and the Global Knowledge Economy.* New York: Peter Lang.

Kathy Ryan. (Edited with L.A. Shepard). *The Future of Test-Based Educational Accountability.* Oxford, UK: Taylor Francis Publishing.



Carolyn Shields. *Democratizing Practice: Courageous Leadership for Transforming Schools.* Norwood, MA: Christopher-Gordon.

James Shriner. (Co-authored with M. Yell, N.B. Meadows, and E. Drasgow). *Evidence-Based Practices for Educating Students with Emotional and Behavioral Disorders.* New York: Merrill/Pearson.

William Trent. *Readings in Equal Education. Volume 23.* Brooklyn, NY: AMS Press.

tradition • engagement •

All Gifts, Large and Small, Transform Education and Lives



The Fourth Annual Goldstick Lecture series, from left: Jim Halle, Howard Goldstein, Mary Kalantzis. Goldstein discussed children's vocabulary skills.

"We met and exceeded our targets in the most challenging of economic times," said **Joan Tousey**, Associate Dean for Advancement.

The transformational gift received by the College in 2004, from the estate of **Charles Dunn Hardie** of Tasmania, Australia, has provided funds on an annual basis to support College activities.

Hardie funds have been used to support numerous faculty awards and honors, including Collaborative Research Funds, Faculty Fellows, and conference support travel awards for faculty and graduate students alike.

Stafford Hood, the head of Curriculum and Instruction, was attracted back to his alma mater

in 2008 by the prestige of being named the Sheila M. Miller Professor of Education. **James Halle**, Department of Special Education, a nationally known expert in autism, has the privilege of being the Goldstick Family Scholar in Communication Disorders thanks to a generous gift from **Beverly** and **Phil Goldstick**.

On an annual basis, nearly 100 students receive support through private gifts. In 2009 and beyond, private gifts will allow us to realize our dream of reimagining the Education Building and to construct a more energy-efficient home for research and practice of global education.

“Private giving continues to play a significant role in how generous gifts impact the way we connect with the world around us.

– **Joan Tousey, Associate Dean for Advancement**



make a gift online:
education.illinois.edu/giving



2009 Distinguished Alumni Award Winners, front left: **Carrie Riggins**, Early Childhood Teacher; **Ólafur Proppé**, Former President, Iceland University of Education; **Hans Wagemaker**, Executive Director, International Association for the Evaluation of Educational Achievement. Back left: **Alvin Leung**, Professor of Educational Psychology, Chinese University of Hong Kong; **K. Brigid Flannery**, Senior Research Associate/Associate Professor, Department of Special Education and Clinical Services, University of Oregon; **Thomas Andre**, Professor, Curriculum & Instruction, Iowa State University; **Allan Wigfield**, Professor, University of Maryland; **Shirley McBride**, Consultant and Former Director, Special Programs Branch, Ministry of Education, British Columbia



Hazel Taylor Spitze, Champion of Women in Education, Remembered



Hazel Taylor Spitze with husband Bob Spitze.



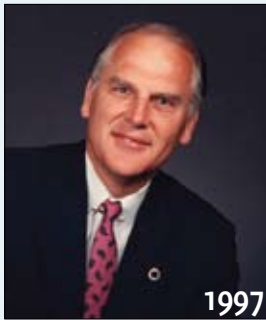
more info online:
go.illinois.edu/profile09_hazelspitze

Hazel Taylor Spitze, 86, Professor Emerita and long-time friend of the College, died Aug. 22, 2009 in her husband's arms at their Urbana home.

Born on Aug. 23, 1922, Hazel's interest in teaching developed early and grew throughout her life. As a child, she would gather all the neighborhood kids to her front porch steps and keep them engaged as their teacher. Hazel completed her Ed.D. degree in 1961 shortly after the family moved to Illinois when Bob accepted a faculty appointment. She competed successfully in a national search for a position in her field and obtained one of the first tenure track appointments for a faculty spouse at Illinois.

Both earned professor rank and continued at Illinois until retirement, Hazel in 1987 and Bob in 1992. Hazel's national and international reputation grew as a teacher and author. Hazel was editor of *The Illinois Teacher of Home Economics* from 1973-1987, as well as an invited speaker in many states and foreign countries. She received numerous professional awards including the Distinguished Service Award (the highest recognition from her national professional association) in 1989; and the University of Illinois Excellence in Undergraduate Teaching Award in 1981. Hazel and Bob's endowed gift to the college supports the Spitze/Mather Faculty Award for Excellence, given each year to an outstanding faculty member at the College.

Distinguished Alumni Award Winners Reflect on Graduate Experience



Joseph A. Borgen received his Ph.D. from the College of Education in **1974**. He served as President of Des Moines Area Community College for 20 years until his retirement.

“When I enrolled, the College of Education had the premiere group of professors in the country and I wanted to associate myself with the best of the best,” said Borgen.

“A receptive cadre of professors is any college’s greatest strength, in my opinion, and my professors were and continue to

be my greatest asset. Through those connections, I was able to tap into resources both in and outside of the College of Education and synthesize information from several disciplines toward my future goals,” he added. “Current education students should use these invaluable resources to get as broad of a base in education as they can since the advantage in life goes to the prepared.”



Louis Castenell, Jr. earned his Ph.D. from the College of Education in **1980** and later became Dean at the College of Education, University of Georgia.

“The time investment that College of Education faculty make in their students is extraordinary,” Castenell recalled. “They view their students’ achievements as extensions of their own, thus creating an environment of collaborative learning and progress. All of my professors were more than gracious and

receptive to all my scholastic needs, several of whom continued to be mentors and friends well beyond my graduation,” he said. “My experience with the College helped me set my own standards for personal and professional excellence, and I continue to measure my progress against those standards today. No student should think of their college years as a terminal experience; College of Education faculty are a resource that should not be taken lightly.”



Shirley McBride, award recipient in **2009**, received her Ph.D. from the College of Education in **1974** and went on to serve as Director of Special Programs for the British Columbia Ministry of Education.

“While I greatly admired both the record of research and publication the University had garnered, it was the quality of the faculty - particularly my doctoral advisor - that drew me to the program. My professors worked ceaselessly to provide me not only the theoretical but also the practical base I’d need in the future, and I was consistently pushed to produce my best work. My experience with the College of Education significantly broadened my horizons, and I credit the U of I for providing me with the depth and breadth of understanding needed to excel at any level.”



James D. Anderson

Project 500 Changed the Face of Our Scholarly Community

Forty years ago, U of I’s pioneering Project 500 brought more than 500 minority students to campus in an effort to give all Illinois students equal access to education.

As a graduate student, **James D. Anderson** was pivotal in recruiting for Project 500. He is now the head of the Department of Educational Policy Studies in the College of Education. Speaking at a reception at the 2008 Black Alumni Reunion, Anderson said that the effect of Project 500 was felt long beyond those often difficult early years when students faced discrimination both on and off campus.

“I don’t know of any other university at that time that targeted minority students to that extent,” Anderson said, adding that the College of Education established a new teaching program for more than 200 education recruits, with emphasis on urban areas.

“Outside of Liberal Arts and Sciences, the College of Education had the largest group of Project 500 students,” Anderson said.

Elementary teacher **Chezare Warren**, a 2005 College of Education graduate attended the anniversary celebration.

“It was amazing seeing so many proud, successful African-American alumni on campus,” Warren said. “It was a great time of fellowship, networking, and reconnecting both with former classmates as well as the university in general.”

Excerpts from the News-Gazette



Alumna **Joy Ann Williamson**, right, read from her book, *Black Power on Campus: The University of Illinois 1965-1975*.



Ruth Nicole Brown



Antonia Darder



Mark Dressman



Brad Kose



Sarah McCarthy



Lisa Spanierman



Logo for Brown's research project, Saving Our Lives, Hear Our Truths! (SOLHOT).

BY THE NUMBERS:

6 number of Hardie Strategic Initiative Awards and Hardie Collaborative Stipends granted

30,000 dollar support for the 2009-2010 Hardie Strategic Initiative Faculty Fellows

4 million dollar amount endowed to College of Education by Charles Dunn Hardie

Hardie Award Fellows Forge Community Ties

Generous support from the late **Charles Dunn Hardie** has allowed the College of Education to offer Strategic Initiatives Faculty Fellows awards to faculty members in support of their research. The Hardie endowment is used to enhance the College's ability to address the four 'breakthrough' initiatives identified in the 2007 - 2010 Strategic Plan.

- Center for Education in Small Urban Communities
- Forum on the Future of Public Education
- Ubiquitous Learning Institute
- The STEM Collaborative at Illinois

This year the awards went to **Ruth Nicole Brown**, Assistant Professor of Educational Policy Studies and **Sarah McCarthy**, Professor of Curriculum and Instruction.

Brown, a 2007 recipient of the Hardie Faculty Collaborative Research Stipend, proposed a research project titled "Black Girlhood Celebration: Lessons from SOLHOT (Saving Our Lives, Hear Our Truths).

McCarthy investigates "The Role of Professional Development in Writing Instruction."

"When I saw this opportunity, I decided to design a research project that would allow me to continue to examine the ways that teachers are teaching writing locally," McCarthy said, adding that she sought the fellowship as a way to enhance her work with the University of Illinois Writing Project and the Center for Education in Small Urban Communities.

"My study expands our current understanding of professional development by focusing on the nature of staff development activities and their relationships to improving writing instruction," McCarthy said. She added that her data is useful for the Center for Education in Small Urban Communities staff, teachers, and the research community to "understand the differences among approaches to writing and their effects on students."

Brown said her project reflects the Center's aim to forge community ties. The power of human interaction is often overlooked, she said.

"When people think about building a learning community, often the intangible falls out of the equation because we think we can't measure it," Brown said, referencing hundreds of poems, performances, and personal connections students have built in the afterschool program "Saving Our Lives, Hear Our Truths (SOLHOT)," designed as a haven for African American girls — from middle school to grad school — to converge and celebrate identity.

With interdisciplinary research embracing not only education but also the arts, Brown applies an interpersonal approach to her methodology.

"My commitment to publicly engaged scholarship that values the affective is driven by practice," she said, "not ideology."



photo by L. Brian Stauffer



A written history that summarizes the successes of our College serves as an indelible tool for forthcoming minds as they assess the important roles the College of Education has played in transforming and advancing every imaginable forum in the field of education.

– Christopher M. Span, Educational Policy Studies

Book Details Legacy of College Breakthroughs

The College of Education has commissioned faculty members, **James D. Anderson** and **Christopher M. Span** to draft a history of the College of Education, supported by the Hardie Fund.

The history details major contributions and developments to education in the past 100 years, as well as offers brief biographies of select faculty who have advanced educational theory and practice to make the College of Education a world-class institution. This history highlights how the College of Education has continually sought to re-imagine the role of education in every generation of American society.

Education courses were formerly offered by the College of Science. In 1905, the School of Education was organized under the College of Liberal Arts and was designed to prepare three types of workers: 1) the high school teacher; 2) the supervisor of special subjects; and 3) the school superintendent.

Edwin Grant Dexter, author of “A History of Education in the United States” (1904), was the inaugural Director of the School of Education. In 1910, **William C. Bagley** would become the second Director of the School of Education and would serve until 1917. Under his leadership, the School of Education gained national recognition for its research.

In 1918, the School of Education became the College of Education. In 1919, there were 87 students enrolled. By 1930, however, enrollment jumped to approximately 1,030 students. That same year, **Werrett Wallace Charters** became the first Dean after serving as the Director for one year.

In 1920, 16 students graduated from the College with their Bachelor of Science degree. In 2008, 164 students received their Bachelor of Science in Education Degree.

DEGREES AWARDED FROM 1920 - 2009:

20,429

Bachelor of Arts degrees

3,942

Master of Arts or Science degrees

14,168

Master of Education degrees

2,667

Doctorate of Philosophy degrees

970

Doctorate of Education degrees

2003: Early Childhood and Parenting Collaborative created.

Overview of College Progression, Innovation

1905: School of Education is organized under the College of Liberal Arts.

1910-1917: Under **William Chandler Bagley**, College becomes nationally recognized for its research.

1950: College of Education faculty establish field of special education.



1964: New College of Education building opened.



1976 : Center for the Study of Reading established.

1982: University Primary School (UPS) founded.

1919: Bureau of Educational Research established to support educational research and contribute to improvement of education.

1938 - 1940: College offers Master of Education (Ed.M.) and Doctorate of Education (Ed.D.) degrees.

1951: Prof. Max Beberman founds “New Mathematics.”

1967: ERIC Clearinghouse on Elementary and Early Childhood established.

1971: College faculty support founding of Journal of Rehabilitation of the Deaf (JRD).

1989: Office of Community College Research and Leadership (OCCRL) established.

2008: College hosts first Youth Literature Festival.



tradition • engagement •



“DELL-D staff have worked with early childhood teachers in child care, Head Start, and public school pre-K classrooms to develop new ways to support emergent literacy learning in young children in areas related to later academic and reading success.

– Jeanette McCollum, Special Education

Researchers, Teachers, Parents Unite to Enhance Literacy



Beyond improving test scores, DELL-D is fun for children, said preschool teacher **Brenda Butler**.

When **Susan Henning** used to read to her preschool class, she had a hard time getting her students to pay attention. Now she incorporates stuffed animals, hand puppets, and questions about the story she is reading. The children love it.

What made all the difference were the skills Henning learned from a project called Developing Early Language & Literacy in Danville, or DELL-D. She said the program had a huge effect on the way her students learned, and she has seen a big difference in their abilities.

“Three- to five-year-olds recognize letters and sounds of letters,” Henning said. “It amazes me.”

Sixteen preschool classes throughout Danville participate in the DELL-D program, partnering with coaches and tutors provided by the grant as well as faculty members in the Department of Special Education.

DELL-D is a three-year, multi-million dollar grant funded by the U.S. Department of Education’s Early Reading First (ERF) program. “The aim of the program is to improve literacy and learning among kindergarten-bound children in low-income areas,” said principal investigator and Professor Emerita **Jeanette McCollum**.

In addition to classroom topics, DELL-D also sponsors family events to engage parents and the community in literacy-related activities.

This year the project hosted “Continuing the Journey toward Intentional Teaching,” an institute to discuss project progress. The institute was a chance for teachers to showcase what they have learned through DELL-D, how their students have improved because of the project, and how they can continue to enhance students’ chances to succeed after the DELL-D grant expires.

Preschool teacher **Brenda Butler** said she has seen a significant increase in the amount of cooperation and participation in her classroom since the

program started. She said the activities were not only successful at improving student literary abilities, they were also fun and appealing to the children.

“They really wanted to learn the DELL-D activities,” Butler said of the tasks, which ranged from sing-along tapes of letters and sounds, to homemade books about the theme of the week, to entirely restructuring the reading area of the classroom to appeal more to the children. All of these activities aimed not only to increase literacy and comprehension, but to enhance the desire to learn and read.

In one case a student had no desire to write at the beginning of the year, but since participating in DELL-D activities, his teachers said he now loves to write.

McCollum said the desire to learn is just as important as learning the concepts presented in the activities.

She said data shows that kindergarteners who participated in the DELL-D program score significantly higher on benchmark tests than those who did not, a tribute to the success of the program. There is always room for improvement, McCollum said, encouraging teachers to look at data specific to their classroom to identify specific needs.

Anita Lange, who teaches a preschool class at East Park Elementary, said she incorporates developmental motor activities into the learning process so the students can be energetic and enthusiastic about learning. She said DELL-D has been a motivating force for the children as well as for the teachers, adding, “It’s been an exciting adventure!”

BY THE NUMBERS:

16 groups of children participating in the study

61% children who showed significant gain on Peabody Picture Vocabulary Test after the first year; 48% gained the second year

10 areas of language and literacy measured during years one and two. DELL-D children had higher mean scores in all areas measured vs. those who had attended other pre-schools or none at all



more info online:
dell-d.illinois.edu

Lincoln Legacy Celebrated at 2009 Youth Literature Festival



photo by Lori Herber

The College of Education partnered with WILL Public Media and the University Library to sponsor the event.

At the inaugural Youth Literature Festival Writing Contest, “The Tale of All Tales,” a fictional story about a lonely, home-schooled princess who goes to school and makes friends, won second place in the fourth grade contest.

“I was really excited,” said author **Cecelia Wilson**, now 10. “Out of all the people that entered, I didn’t even think I’d get tenth place.”

The spring contest carried on the success of last fall’s Youth Literature Festival, which brought more than 20 authors to the Champaign-Urbana community. Feedback from organizers, authors, parents, and children was so positive that planning is underway for events both this year and next.

“There’s a great deal of excitement among parents and those who don’t even have children,” said **Violet Harris**, Associate Dean for Academic Affairs.

On Saturday, Oct. 17, 2009, the College will host “Abraham Lincoln: Teaching and Learning About the Greatest President,” a celebration of Lincoln’s Bicentennial.

After the university provided funding for events centered around the Lincoln Bicentennial, the College decided it would incorporate Lincoln into the festival.

This year’s festival will feature **Kadir Nelson** and **Deborah Hopkinson**, both authors of popular books about Lincoln.

“My ambition is that the Youth Literature Festival will be equal in value and attraction to the community as the Ebert Festival,” said Dean **Mary Kalantzis**. “Not only do we want to promote literature, but we want to bring the community together.”



more info online:
youthlitfest.education.illinois.edu

Pioneering Early Childhood Online Journal Goes Tri-lingual



Lilian Katz

Eleven years ago, Professor Emerita **Lilian Katz** launched the *Early Childhood Research and Practice Journal* as a semi-annual, open-access, peer-reviewed online journal to showcase articles from early childhood professionals from around the world.

“There was a need for a journal that would facilitate dialogue between practitioners, scholars, and researchers,” said **Jean Mendoza**, associate editor of the journal.

As the journal gained credibility over its first few years, the possibility of a Spanish translation of the journal was considered.

“I often think that those of us whose focus is the early years of development and education have more in common with our colleagues in the same field in other countries than we have with educators focused on older children in our own countries,” Katz said. “I have now lectured in 54 countries,” Katz added, “and am always amazed at the extent of similarity of our concerns and challenges across countries when it comes to the development and education of young children and the adults who work with them.”

Since the first Spanish translation in Spring 2004, Mendoza said there has been an increase in submissions from scholars in Spanish-speaking countries. Hits to the Web site have been made from all Spanish-speaking countries around the globe.

In 2008, hits to both the English and Spanish versions totaled 1,283,418, with readers from every continent except Antarctica.

After the success of the English version and subsequent Spanish translation, a colleague of Katz in Hong Kong, and former graduate of the College of Education, negotiated a Chinese translation to be put into place, funded by the Yew Chung Educational Foundation.

The first Chinese translation went live in July 2009, two volumes behind the English version, but with plans to catch up to current volumes in the near future, Mendoza said, adding she hopes to see an increase in submissions and dialogue from Chinese scholars.

“If we could get the financial support to do it, we would take on any language,” Mendoza said.



more info online:
ecrp.illinois.edu



Education Students Volunteer in Classrooms Overseas



Katie Krahulec, left, worked in Uganda during summer, 2009

“It was important to me that I show the local people that they weren’t alone, that their community is important and we wanted to help.

- Lisa Schneider, Junior, Elementary Education

Erica Hildebrand pulled aside the fern leaf as she scrutinized the canopy above her. Lush foliage extended as far as she could see, but not a child could be found. As it turned out for the junior Elementary Education major, playing hide-and-seek with her students in the jungle of Ecuador was not the best idea she’d ever had.

While some college students may spend academic breaks sleeping in, many College of Education students volunteer in places such as Ecuador, Israel, Uganda, and South Africa.

“We support and encourage our students to volunteer abroad,” said Kathy Ryan, Undergraduate Academic Adviser at the College of Education. “It gives them a chance to develop a broader perspective of the world and gain valuable experience to make them better future educators.”

“I want to be a bilingual teacher,” said Hildebrand, junior in Elementary Education, “and I love learning about different cultures.” So she jumped at the chance to teach English in the rainforest of Arutam, Ecuador during Winter Break 2008.

Hildebrand taught students aged four to 15. She also implemented English lessons using bilingual books and songs. “It was very difficult to create a lesson that would be engaging to both a four-year-old and a 15-year-old. I faced this challenge by breaking the students into groups and having them do activities at age appropriate levels.”

On the other side of the globe, Lisa Schneider swept a paintbrush over angry marks of graffiti covering the courtyard walls of a school in Yerucham, Israel. Vibrant flowers and bright shooting stars slowly replaced the vandalism – to the delight of the special needs students watching from their classroom windows.

Working with the Jewish National Fund (JNF) and the Israel Campus Coalition (ICC), Schneider, a junior in Elementary Education, volunteered in Israel during Winter Break 2008. To attend the trip, each participant raised \$950 toward construction

of a reinforced playground in Sderot, Israel. Sderot is on the border of Gaza and thus under frequent threat of rocket attack.

“The children need to be able to find shelter within 15 seconds,” said Schneider, “and this playground will offer them a safe place to go. The walls of the recreational area also drown out the sounds of the rockets.”

Upon arrival in Uganda in June 2009, Katie Krahulec, senior in Elementary Education, was received by more than 300 townsfolk in Pajule, a displacement camp in northern Uganda.

“I’m a stranger to them, but I was treated like family,” she said. “In fact, I was invited to dinner by more people than I can count.”

Krahulec traveled to Uganda through Invisible Conflicts, a student organization at U of I, sponsoring 20 children orphaned by civil war. “The school teacher handed me a book and the rest was up to me,” she said, adding that she taught math and English. But “the kids had no books, rulers, or even full sheets of paper, not to mention calculators.”

Despite differences in setting, all agree that their experience abroad was powerful. Schneider plans to return to Israel soon for a yearlong volunteer expedition.

After hearing about classmate experiences, Samantha Mann started planning a volunteer opportunity abroad. The freshman in Special Education is currently working with fellow freshman Sydney Marcus and the Hillel Foundation, a Jewish organization on campus, to plan a volunteer trip to South Africa in the 2010-2011 academic year.

Mann hopes to promote literacy in South Africa by having students compose and illustrate children’s stories.

“I hope to make a positive impact by showing the children that there are people that care and want to give them a better education,” Mann emphasized. “I also want to show students at U of I that if I can plan and implement something amazing like this, anyone can.”



ISRAEL: Lisa Schneider raised \$950 to reinforce a playground on the Gaza border.



ECUADOR: Erica Hildebrand taught English at the base of the Andean Foothills.



UGANDA: Katie Krahulec said the elders in the community where she volunteered assumed most of the tribal responsibility. Krahulec and fellow volunteers sought to involve the younger generations.

SOUTH AFRICA: Samantha Mann is planning a volunteer trip for the 2010 - 2011 academic year, where she hopes to sell student-illustrated children’s books to benefit schools in South Africa.



read the whole story:
go.illinois.edu/profile09_volunteers

Global Studies in Education Graduates Span the World

Although the Ph.D. program in Global Studies in Education is less than five years old, its graduates have had immediate success finding employment.

David Rutkowski completed his Ph.D. in 2006 and was employed by the Institute of Educational Evaluation (IAE) in Hamburg, Germany as a policy analyst even before he had defended

his dissertation. He is now working as a researcher at Indiana University in Bloomington and continues to be a consultant with IAE. The Director of IAE wants to employ other GSE graduates from Illinois.

After spending two years as a Research Fellow at the University of Nottingham in England, working on a number of UNESCO funded

projects, **Laura Engel** now has a faculty position in International and Comparative Education at George Washington University in Washington DC.

After only one year at the University of Sheffield in England, **Jason Sparks** has been granted tenure there and is coordinating Sheffield's Caribbean program.

Jennifer Chung submitted her thesis in May 2009, and will begin teaching at Ohio University in Athens Ohio.

Graduating in 2005, **Claudia Matus** now has a faculty position in Florida International University's global studies program in Education.

Stimulus Money Helps Students Build Bridges to College



Asilah Patterson, left, received an 'Above and Beyond' award for her efforts. Below, students rehearse their group presentation.



When **Asilah Patterson** was first approached about being part of a summer program that would prepare her for Advanced Placement courses and allow her to do college-level work in a university setting, she doubted her capabilities.

"At first I wasn't interested at all," Patterson recounted. "I said, 'I'm going to fail'."

After some encouragement from **D'Andre Weaver**, graduate student in the Department of Educational Organization and Leadership and English teacher at Centennial High School, Patterson decided to attend the AP Scholars Summer Academy, a summer program designed to prepare underserved students for Advanced Placement courses and for education beyond high school.

"We want the kids to truly understand why education is important, to gain skills that they can use in rigorous college preparatory classes, and to have a huge desire to pursue a post-secondary education," Weaver said.

The College of Education teamed up with Central and Centennial high schools in Champaign to host the program and provide professors, graduate students, and resources to help the students.

Twenty students from Central and Centennial high schools were selected for the program and given a stipend to participate.

Funding for the program came indirectly from *The American Recovery and Reinvestment Act (ARRA)*. Money from the stimulus package was given to the state and then allocated to counties throughout Illinois. Champaign Unit 4 school district submitted a proposal to the Champaign Consortium,

and was granted \$225,000 to provide summer youth employment opportunities to 140 students. The AP Scholars Program is one such program.

Patterson and the other students spent their summer researching why there is an underrepresentation of minority students from Champaign attending the University of Illinois.

Through literature reviews, surveys, and interviews, the students put together a final presentation showcasing their findings and policy recommendations to College of Education faculty and Champaign Unit 4 leadership, as well as to friends and family.

At the final presentation, Dean **Mary Kalantzis** welcomed each participant to the university community. "We want all of you, every single one of you, to join our University, not just to visit for summer programs but to become part of our community,"

After spending her summer in the program, Patterson, a junior at Central High School this fall, said she has gained a greater sense of what she can accomplish, and learned tools that will help her in the future.

"This actually gave us tactics to use in the AP classes," Patterson said. "It's better than what everyone else our age does over the summer, because we're actually educating ourselves."

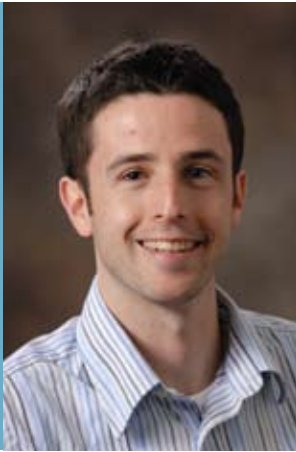
Patterson received awards for exceptional progress in power reading and for going above and beyond in her work with the program.

This above and beyond attitude is something Patterson said she will carry with her the rest of her life, adding "Imagine what the outcome could be if you put your best foot forward."

Our times demand that we do more than just more of the same. We need to ease up on complaint without suggested solution, critique without new designs, and competition without co-operation. We need to come together to produce breakthroughs— no less—which reduce or remove persistent barriers to performance and inequitable life chances. To make these breakthroughs we need

breakthrough • impact

to work with the raw materials of learner identities, learner abilities and disabilities, community capacities, new technologies and contemporary learning media. At Illinois, we have a proud tradition of past breakthroughs upon which to build. Now, we face fresh challenges that demand innovation and creativity.



While the delivery method may evolve as we focus on expanding access to the Illinois experience, providing high quality courses and programs will always be our central mission.

– Adam Fein, Director of Online Programs

Online Program Success Illustrates Stellar Reputation



Dave Mitchell said his company, the Leadership Difference, gained \$350,000 in new business, thanks to skills he learned via online programs.



follow us on twitter
@online_ed_info

BY THE NUMBERS:

1998 year the first online program was launched by the College

2-16 the number of original online programs compared to number of programs currently offered

2,200 anticipated number of off-campus and online enrollments for 2009 - 2010

In 1998, only nine years after dial-up Internet first became commercially available in the United States – when the majority of our current freshmen were only beginning first grade – the College of Education began its online education program.

The online courses were rigorous, including synchronous teaching sessions during which the professor would broadcast live audio lectures to students across the country. “This kind of online course was practically unheard of in 1998,” said **Adam Fein**, Director of Online Programs.

“Most programs offered by other schools didn’t require any synchronous online interaction between the instructor and the students, or even between students themselves. Our programs have always incorporated multiple synchronous components as we really feel that it enhances the teaching and learning.”

The online degrees are fully accredited and recognized by the University as equal to degrees completed on campus.

Since then, online degree offerings have expanded from two to 16, including Global Studies in Education, a Middle Grades Endorsement, and, most recently, Educational Leadership and Policy. The College also utilizes its Learning Design Lab in which the latest technologies available for Web-based instruction are tested and evaluated for use in courses.

“The marketplace is loaded with technologies that have all the bells and whistles,” Fein said, “but at the end of the day you have to ask yourself whether or not it’s contributing to high quality courses and programs.”

This academic year will see more than 2,200 online and off-campus enrollments as the courses continue to grow in popularity. Recently, Fein had a student from another state university write to express gratitude for the comprehensive and acces-

sible U of I online courses after finding the education classes on his campus at capacity.

Many students offer similar praise, including **Lynnette Rotramel**, Educational Policy Studies student in the New Learning and New Literacies online program. Rotramel is a middle school language arts teacher in Sullivan, Ill.

“Through the online program at the University of Illinois, I have been able to take quality, innovative courses and to collaborate with people from around the world,” she said.

“The synchronous class sessions have allowed my classmates and me to participate even more than in a regular classroom environment,” added **Rachel Fruin**, student in the Curriculum Technology and Education Reform (CTER) online program and high school math teacher in Naperville, Ill.

“The convenience of going to class in your own home makes working and going to school manageable,” Fruin said. “You can get the degree you want without having to relocate.”

Online programs continue to expand in scope and number, including the addition of up to two new master’s degree programs beginning in the spring. Fein anticipates that the College will continue to provide a wide selection of high-quality online programs and foresees growth of blended learning – a hybrid of online and traditional face-to-face education – particularly in undergraduate programs.

“The College of Education offers a reliable, efficient, and accessible infrastructure for online education with the support students need,” said Fein. “We have significant experience serving a diverse population of online students for over a decade, which is a very long time in this business.”



more info online:
education.illinois.edu/programs/online

Discussion-based Learning Research Engages Underserved Children

Photo by L. Brian Stauffer



Richard Anderson

One of the College's most influential faculty members for several decades, Professor **Richard Anderson** continues to research children's intellectual and social development in the context of free-flowing discussions, as opposed to the more familiar brief question-and-answer format many teachers employ.

"We've tried to develop an approach to discussion that is more stimulating and more personally engaging," Anderson said.

His research project, Mindful Instruction of Non-mainstream Children, focuses on evaluating instruction that could boost the conceptual understanding, thinking skills, language, and motivation of African American and Latina/o students.

The four-year, \$3 million grant from the Institute of Education Sciences began in July of 2008 and involves more than 700 fifth-grade students. The students work in small collaborative groups and engage in peer-managed discussions about environmental science and public policy, while integrating topics in language arts, science, and social science.

The goal is to identify intellectually stimulating, personally engaging, conceptually rich strategies that lead to heightened student engagement.

"We hope to provide the basis for a move in a different direction than we're currently moving in regards to what counts as a good education for poor children," Anderson said.



Donated buttons are part of the center's treasure.



Graduate student **Katie Moran** helps organize by item and color.

University Primary School Turns Trash to Treasure

Walking into the recycle center at the University Primary School is like walking into a cave of children's treasures: yarn, buttons, paper, ribbon, and Styrofoam fill up the recycle center, ready to be crafted into anything from computers and instruments to shoes and houses. At University Primary School (UPS), an affiliate of the College of Education, children learn early what "reduce, re-use, recycle" means.

"We use our recycle center to represent what we're learning," said School Director **Nancy Hertzog**. "For example, if (the students) were learning about computers, they may come in here and get boxes to represent and make a computer."

University Primary School has both a preschool and combination kindergarten/first grade class. The school is an early childhood gifted education program geared toward children who demonstrate advanced curiosity, creativity, and problem-solving skills.

Most materials in the recycle center come from parents, according to Hertzog, although professors and students in the College often contribute as well.

"We have parents who had kids in our program 14 years ago who still drop stuff off," Hertzog said.

Heidi Gandhi has two children at the school. She said her sons love bringing in materials for the "boxes 'n junk" room.

"I think it's great that it gets reused and that they display the materials so kids get excited about reusing them," Gandhi said.

The display is an important part of the room. "Things are sorted by color, by size, by shape, and we try to make it aesthetically beautiful," Hertzog said.

However, bags full of recycled materials don't get sorted onto the shelves on their own. Graduate students **Katie Moran** and **Amelia Costello**, both in the Early Childhood Education program, spent a full week this summer cleaning out the recycle center and organizing it into something the students find easy and exciting to use. The result was a room full of would-be trash turned into a reusable store of art supplies.

Moran said the students love using materials from the recycle center, and they frequently ask to use "boxes 'n junk" during class activities.

In addition to projects at UPS, Hertzog said she encourages everyone to take advantage of the recycle center, especially students in early childhood education, who can use supplies from the recycle center when they go out to local schools.

"We try to make this known to all the students in Curriculum and Instruction," Hertzog said, emphasizing that the center is a classroom resource. "Come and see what's in the recycle center to take to schools because most of what we do with our children in terms of supplies are really recyclable."



more info online:
go.illinois.edu/profile09_upsrecycling

College Technology Goes Green



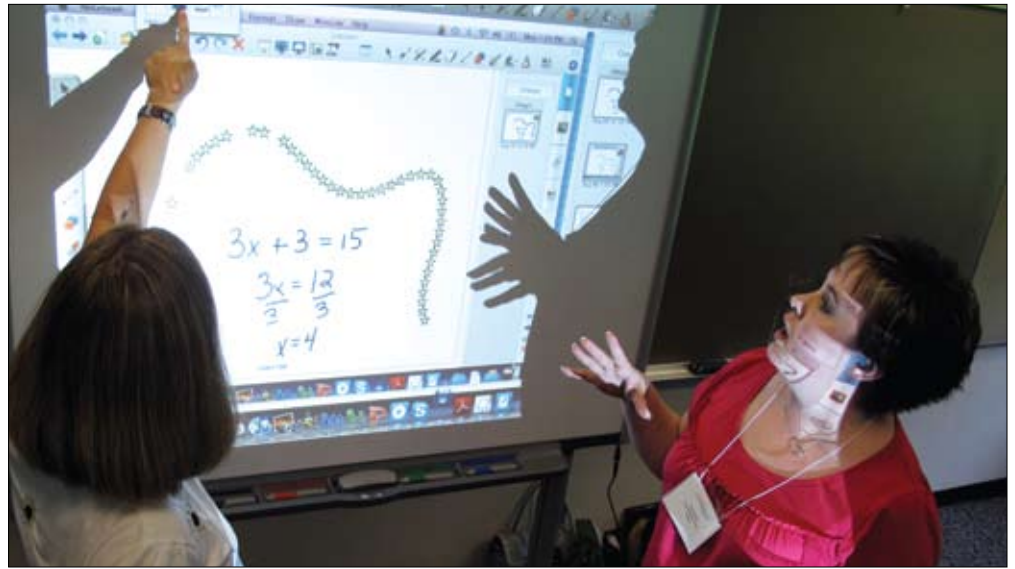
Ryan Thomas, Director of Information Technologies, is helping to lead both college and campus-level efforts to promote energy-saving practices.

As a member of the campus-wide IT Alliance, Thomas works with other IT professionals to make recommendations to the campus CIO about how to save energy with respect to computing technologies. Within the College, Thomas' main focus has been minimizing and removing energy expenses in the Education Building by using virtual servers and putting energy-saving practices into place for desktop workstations.

"These things are a drop in the bucket for one computer," Thomas said. "But across 500 or 600 computers, it can really make a difference."



Teachers implement a 'geocaching' lesson plan.



I-LLINI Partnership participants receive SMARTboards, laptops, and other resources for their classrooms.



Project Lead the Way serves math and science teachers.

Teachers Tackle Technology for Classroom Use

Pairs of fifth graders at Yankee Ridge Elementary bent close to the flowers and tall grasses during an outdoor science lesson. Teacher **Diane Meister** encouraged them to use the proscopes – handheld digital microscopes – and laptops to draw their specimens in detail once they returned to the classroom.

As recently as 2006, Meister would have been restricted to textbooks, overhead projectors, and chalkboard illustrations.

In 2007, Yankee Ridge and five other area schools teamed up with I-LLINI Partnerships: Lifelong Learning IN Illinois for 21st Century Teachers.

The partnership represents a College effort to integrate technology into education, preparing current and future teachers to reach students in the age of information. Other efforts include technology-driven college courses, Web sites offering math and science lesson plans, free applications for download, and customized professional development institutes for teachers to improve technology integration.

I-LLINI Partnerships began as a two-year, state-funded program supporting collaboration between University faculty, education students, and K-12 teachers in the surrounding communities with emphasis on technology use in math and science middle school classrooms. Partnerships recently received funding for a third year.

Technology integration, however, is not the end-goal of projects like I-LLINI Partnership, explained **Evangeline Pianfetti**, Assistant Dean of Learning Technologies, and Principal Investigator of I-LLINI Partnerships. "This isn't a technology grant; it's a learning grant bolstered, framed, and supported by technology," she said.

The Partnership provides teachers with a suite of technology hardware and software, as well as a small stipend, and organizes a series of workshops for participants to practice implementing the tools in the classroom.

"The big point for me is to get students and teachers to look at technology as transparent," said Pianfetti. "Technology has the ability to enhance curriculum content by adding a dimension that could not otherwise be accomplished."

The Mathematics, Science, and Technology Education (MSTE) program at the University has been working with teachers for 15 years. "Our mission is to convince teachers that instructional technology is important and helps facilitate learning," said **George Reese**, Director of MSTE. "It can be incorporated in the context of what they are already teaching and make the material far more compelling for students without a great deal of extra effort."

In addition to several technology-driven University courses – some of which have been taught for more than a decade – the MSTE Office has also maintained a five-year partnership with Bradley-Bourbonnais Community High School. The Achievement-Improving Math and Science (AIMS) project seeks to bolster students' mathematics and science knowledge by offering teachers technology-driven professional development opportunities and preparing them to implement tech-intensive, standards-aligned class material. Since 2005, AIMS has offered summer workshops to all Bradley-Bourbonnais teachers, and the AIMS Web site offers ongoing support, tools, and other resources for participants.

MSTE also collaborates with Project Lead the Way (PLTW), a national not-for-profit organization serving math, science, and technology education teachers across the country to introduce pre-engineering curricula and software to middle and high school students. By offering students a chance to explore math, science, and technology concepts at an earlier age, PLTW aims to increase the quantity, quality, and diversity of engineers graduating from colleges. PLTW partners with the College of Education to provide professional development programs for Illinois teachers to give them practice implementing pre-engineering lessons.

Both Pianfetti and Reese hope to instill in current and future teachers the confidence they need to integrate technology properly and comfortably into the classroom.

Pianfetti added, "We want to show how well-designed content can support multiple technologies in diverse ways."



more info online:
go.illinois.edu/profile09_classtech



The IEP Quality Project supports students with disabilities, their parents, and their teachers by providing research-based methods for effective development and implementation of standards-based IEPs in classroom settings. As an applied research project, IEP-Q is bridging research and practice.

– James Shriner, Special Education

Innovative Tool Improves Individualized Education Programs

Each year educators across the country write thousands of Individualized Education Programs (IEPs) for their special education students, as mandated by the Individuals with Disabilities Education Act (IDEA). Teachers develop sets of specific goals and objectives to help meet the unique educational needs of each child, taking into account individual disabilities and how they affect learning.

It becomes easy to borrow wording from previously written IEPs or to generalize goal statements in order to finish many documents in a timely manner. The resulting IEPs become less individualized to the student and less effective in guiding instruction.

During his research on IEPs, **James Shriner**, Associate Professor of Special Education, took note of this deficit in IEP quality. In 2006, he was awarded a federal grant from the Institute of Education Sciences (IES), and partnered with co-principal investigator **John Trach**, Associate Professor of Special Education, and the Illinois State Board of Education (ISBE) to develop the IEP Quality Improvement Web-based tutorial (IEP-Q) to address the problem. Grant staff includes **Susan Carty**, Grant Coordinator; **Rachel Weber**, User Interface Design Specialist; and **John Barclay**, Programmer.

The IEP-Q interactive tutorial is designed to be a support system for teachers writing IEPs, offering extensive resources, prompts, examples, lists of state standards, and live expert help when needed.

“Our focus is to raise the quality of IEP goals such that they go beyond procedural compliance to meet the substantive criteria of effective educational programming,” said Shriner. Thus far the IEP-Q Project has yielded some promising results.

The tutorial was made available to two local school districts to use at their discretion over the course of the preceding school year. One district, dubbed the High Usage Group, utilized the pro-

gram frequently during IEP drafting, while the Low Usage Group used the program on occasion. The differences between the two groups demonstrate the program’s effectiveness.

While the Low Usage Group started the school year with more highly rated IEP long and short-term goals (22 and 55%, respectively), they improved those goals only incrementally at year’s end (23 and 59%, respectively). The High Usage Group, however, improved long and short-term IEP goals from 13 to 55% and 48 to 86%, respectively.

“ISBE asked us to work with schools that were struggling with IEPs,” Shriner said. “They have noticed similar improvements this year that they saw in the High Usage Group last year.”

“As a teacher for many years, I tend to do the same things over and over,” said one participant. “But this program allows me to think in a different direction. I think this is a very useful tool.”

“A great reminder of how IEPs are supposed to be written,” added another. “It has helped me write more professional and quality IEP documents for the students and the team.”

In fact, several participants encouraged the IEP-Q team to expand their work and offer tutorial access to more schools.

The IEP-Q project is currently wrapping up its third year of research in Illinois school districts and, in response to the positive reception, the research team applied for a grant extension to continue their work. “We want to make this a viable program for a larger and more diverse group,” said Shriner.

“We are looking to expand across the state, and eventually, the country,” Carty added. “The IEP-Q program is an accessible, usable product that will positively impact the quality of student IEPs and make the writing process easier and more functional for everyone involved.”



IEP-Q Web site



more info online:
iepq.education.illinois.edu



I have been known to be nervous during IEP meetings knowing the goals, objectives, and present levels may be less than adequate. I now have confidence in the IEP and know this is a quality project. Please get this out to my fellow educators as quickly as possible.

– IEP-Q Study Participant

The world is changing rapidly, and quality education is the solution to many of the pressing needs of our society, our communities, and our families.

As scholars of education, we have the responsibility to deeply explore educational problems and to develop creative solutions that impact our world.

Through initiatives such as the New Learning Charter and the Forum on the Future of Public Education,

breakthrough • **impact**

faculty in the College of Education have been striving to create a clear and constructive public voice for change in education. Closer to home, we have made the performance of our local schools one of our own metrics, and we are already seeing positive results.



Community colleges have never received their fair slice of the federal pie in terms of education dollars, despite enrolling about half of the country's undergraduate students and contributing to the economic well-being of communities throughout the U.S.

– Debra Bragg, Educational Organization and Leadership

Community Colleges Offer Bridge into Higher Education



The Office of Community College Research and Leadership provides publications as resources.



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BY THE NUMBERS:

2million

amount invested by Joyce Foundation and Illinois Department of Commerce and Economic Opportunity in "Shifting Gears" initiative to support community colleges. The Office of Community College Research and Leadership in the College of Education conducts the program and policy evaluation of Shifting Gears

\$3,000

average tuition at a community college in Illinois, compared to \$10,000 - \$40,000 for full-time study at a private institution

As part of his American Graduation Initiative, President Obama recently proposed \$12 billion in new funding for community colleges to increase the number of community college graduates by 5 million by 2020. **Debra Bragg**, Professor of Educational Organization and Leadership, and Director of the Office of Community College Research and Leadership, is an expert on how adults and first-generation college students use community colleges as a bridge to higher education. Bragg plays a leading role in Illinois' "Shifting Gears" initiative, which aims to support programs that prepare low-skilled or low-income adults as they enter occupations in healthcare, manufacturing, and transportation distribution logistics.

"First-generation college students and adults who have a high school diploma often have very little information about college and what higher education is about," Bragg said. "Community colleges can be a gateway to an associate or a bachelor degree, at a fraction of the cost of entering a public four-year college and just about any private institution."

Besides community colleges, there are few alternatives for preparing students and adult learners that are affordable and have a successful track record, Bragg said.

"If community colleges didn't exist, many students wouldn't have options. They would probably go to private colleges, where they could incur a large debt and possibly not receive a quality education," she said. "That's why community colleges are such a valuable public resource."

But because of what Bragg terms their "diverse missions" and the transitory nature of the student body, community college reputations have suffered for trying to be too many things to too many people.

"Community colleges are caught in the middle because they have so many missions and are trying to do so many things, it spreads their resources very thin," she said. "They're a vocational

school, a terminal degree-granting institution, a port of entry for the bachelor's degree, a workforce training institute for business, and a place where the community convenes. So their function is a lot broader than most people would think."

Lack of funding from state and federal governments is a familiar refrain. But in the current economy, increasing financial aid to non-traditional, minority, and low-income adults is imperative, Bragg said.

"They're the lowest-income, most highly diverse and most marginalized population, and yet, because they're working part- or full-time, it's very difficult for them to secure the financial aid that they need."

Educational tax credits and loans, according to Bragg, are an inadequate solution to the problem.

"Many of these adults are in low-wage jobs, so we're talking about a minimal benefit for tax credits, and an inability to secure loans or an unwillingness to incur debt," she said.

To increase financial aid to students, Bragg believes the federal government is going to have to foot more of the bill. This imperative has never been so clear as it is now, during the nation's economic recession.

"Community colleges get very little federal funding anyway, because they're primarily funded by the states and local entities," she said.

"Outside of Pell grants and a few targeted programs from the Departments of Education and Labor, the lion's share of federal money goes to K-12 schooling and not to community colleges," Bragg said. "More of those funds should be flowing to community colleges, because that's where the greatest need is."

Phil Ciciora, News Editor, U of I News Bureau



more info online:
go.illinois.edu/profile09_cc



Tettegah Applies Virtual World Lessons to Life

Sharon Tettegah, Associate Professor in the Department of Curriculum and Instruction and a member of the Beckman Institute Cognitive Neuroscience group, led a collaboration with computer science faculty member **Brian Bailey**, to create a child-friendly computer program called Clover that gives students a unique way to express themselves.

Carolyn Anderson, Professor of Educational Psychology, collaborated with Tettegah to perform sophisticated statistical analyses of responses from preservice teachers who also used the program.

Clover allows users to create an animated story for sharing their experiences with others. Teachers who see the vignettes may use them to gain a better understanding of what the student is going through at home or school.

"If a kid is upset, if a kid is bullied, they can't learn anything," Tettegah said. "That's what that software is about because we all have stories to tell about our school experiences. Some are very positive but some are not and what happens in schools affects us for the rest of our lives."

Local students were able to use Clover and Tettegah said the response was overwhelmingly positive.

Tettegah also collected more than 1,000 preservice teacher personal experiences using Clover and other technology tools in order to, she said, "engage them in technology while at the same time tying it to an authentic experience."

"For me, it's really important to collaborate because everyone has a strength and you have to bring those strengths together," Tettegah said.

Steve McGaughey, Beckman Institute Writer

Sharon Tettegah is the principal investigator for The Intercultural Cross Cultural Teaching Portal, which investigates various aspects of classroom teaching and learning using multimedia simulations and virtual reality environments.

 more info online:
www.icctp.net




Screenshot courtesy of www.icctp.net

Study Transforms Engineering Education



Russell Korte's findings are used to influence the work of the Illinois Foundry for Innovation in Engineering Education (iFoundry).

 more info online:
ifoundry.illinois.edu

When asked which elements of his education he would improve upon to have been better prepared for the workplace, one newly hired engineer said, "I wish someone had taught me how to play the political game here," in reference to the unwritten social norms governing behavior at his organization. Preliminary investigation into the experiences of such newcomers indicates that difficulty in learning how to work within the informal social systems of an organization pose occupational difficulties for engineers.

Hoping to address this instructional gap, **Russell Korte**, Assistant Professor of Human Resource Education, is studying the experiences of engineering students from before graduation into the second year of their employment.

"We have found that the quality of relationships between newcomers and preexisting members of their work groups mediated the quality of workplace learning by newcomers," said Korte. "These results are surprising due to the predominant belief that individual capability for learning and organizational support are the biggest factors in employee success."

"Thus," Korte explained, "current scholarship views such organizational socialization as a learning process

that is primarily the responsibility of the newcomer. Recent research has shown, however, the vital importance of social interaction to the learning process. Therefore, beyond traditional education, it is also necessary to consider the ability to build relationships with coworkers and managers as a prerequisite for learning what to do and how to do it well at work," he explained.

Korte's findings are helping to influence the work of the Illinois Foundry for Innovation in Engineering Education (iFoundry), an interdepartmental curriculum incubator at the University of Illinois dedicated to the transformation of engineering education to meet both the challenges and opportunities of the 21st century.

"Ultimately, we're hoping to improve and emphasize the social engagement aspect of students' educational experiences," added Korte. "This examination of the nature of newcomer experiences will enhance our current understanding of employee satisfaction, engagement, commitment, and retention."

Korte's work is supported by the Center for the Advancement of Engineering Education and funded by the National Science Foundation (NSF).



We aim to be helpful to campuses to improve the quality of their outcome assessment activity, and we aim to improve the teaching and learning process generally in American higher education.

– Stanley O. Ikenberry, Educational Organization and Leadership

Institute Assesses Higher Education, Evaluates Outcomes



more info online:
www.learningoutcomesassessment.org

BY THE NUMBERS:

\$1,689,80

amount of grant money from the Lumina Foundation for Education, the Carnegie Corporation of New York, and the Teagle Foundation that funds this research

2,800

surveys sent to accredited colleges and universities

For years there have been calls for colleges and universities to more clearly state and assess the learning outcomes of students. More recently, the assessment movement at the collegiate level has gained new momentum. In response, **Stanley O. Ikenberry**, Regent Professor in Educational Organization and Leadership, and **George Kuh**, Professor in Education Leadership and Policy Studies at Indiana University, developed proposals to create a National Institute for Learning Outcomes Assessment to track the movement over the next three years and support campuses as they step up assessment efforts.

“Postsecondary education is universally understood to be essential to individual self-sufficiency and national global competitiveness, but as costs rise and more and more people participate, state and federal policymakers, private sector supporters, students and their families want evidence that students are acquiring what institutions claim,” Kuh said.

“These pressures demand that institutions collect information about and report what students gain from their university experience to answer relevant accountability questions,” Kuh added. “The National Institute for Learning Outcomes Assessment (NILOA) was formed to document what higher education is doing to meet these accountability and transparency expectations.”

The three-year grant began in 2008 and is funded through the Lumina Foundation of Education, Teagle Foundation and Carnegie Corporation of New York. The stated goals of the research are to improve teaching and learning through the better use of information on learning outcomes, make these data more transparent to students and their families as they make choices, and increase the information to policymakers and others.

“What students know and can do, their capacity to analyze and communicate, their capacity to grasp the big picture; these and similar qualities are the essence of higher education, not credits and degrees,”

Ikenberry said. “Put another way, what is the impact of college, what is working, what is not? These are the broad issues our work seeks to address.”

Staci Provezis, doctoral student in Educational Organization and Leadership, and project manager of NILOA, said the research is important for all learning institutions, and the ultimate goal is to be a beneficial resource to those institutions looking to become more transparent about their intended learning outcomes. Our project is designed to help institutions think about assessment by providing them with materials and resources and highlighting best practices.”

Last fall, Ikenberry and Kuh sent out a survey to the chief academic officers of 2,800 accredited colleges and universities that grant at least an undergraduate degree, Provezis said. The findings will be released this fall.

In a related effort, teams of graduate students are also conducting scans of a representative sample of 725 of institutional Web sites to understand how outcome assessment information is shared with the public. A third aspect of the work is focused on the interface between accreditation and learning outcome assessment.

In the remaining years of the project, case studies of specific colleges and universities will be performed, white papers will be issued, and findings will be published. Provezis noted the most immediately helpful tool right now is NILOA’s Web site, **LearningOutcomesAssessment.org**. The site provides resources for institutions engaging in student learning outcomes assessment.

Kuh and Ikenberry added that NILOA will be a window through which higher education leaders and others can see how institutions are assessing student learning, and what can be done to improve both the measurement of desired outcomes and the use of data to improve teaching and learning.

College Spearheads New Evaluation Research and Techniques



Katherine Ryan

“As educational accountability has become increasingly more important nationally and globally, my work has examined both evaluative capacity building and monitoring issues involved in test-based educational accountability,” said **Katherine Ryan**, Professor of Educational Psychology. Ryan, along with fellow Professor **Hua-hua Chang**, received a four-year \$1,250,000 grant from the Illinois State Board of Education to research the External Review of the ISBE Large Scale Assessment and Accountability System.

The project evaluates key components of the current Illinois system using a mixed-methods evaluation design. Two aspects of the Enhanced Illinois Standards Assessment Test (ISAT), the Illinois No Child Left Behind accountability assessment for grades 3-8 in Reading and Mathematics, will be studied: a) the intended and unintended assessment consequences and b) enhanced ISAT test equating and linking. The evaluation findings are intended to contribute to a plan for a long term Illinois assessment and accountability program.



Hua-hua Chang

Only a year underway, more than 900 teachers and 175 principals responded to the Illinois Assessment Consequences Survey pilot. The survey was composed of questions about consequences in five specific areas: 1) instructional practice, 2) teacher recruitment, retention, education, and professional development, 3) improved student learning, 4) internal assessments, and 5) organizational change. In addition, five teacher focus groups were conducted. Test equating studies are also underway. Preliminary test equating studies were also completed.

“I’m very pleased with how this project has progressed,” said Ryan. “And, while survey results are still forthcoming, the pilot findings are interesting.”



William Trent

According to recent national statistics on college enrollment, access for and retention of minority students in higher education has not been improving at a rate to match our aspirations. This rate of decline illustrates a need for renewed exploration of obstacles to minority education.

In response, with support from the Ford Foundation, **William Trent**, Professor in Education Policy Studies – in collaboration with University of Michigan Professor **Edward St. John** and **John Williams**, Vice President of Public Welfare Foundation – began the Promoting Equity in Higher Education project, meant to monitor the progress of minority access to higher education with an emphasis on enrollment in science, technology, engineering, and math (STEM) majors.

“We began this research two years ago with high school graduates in the Detroit and Washington, DC school districts where minority students have been historically underrepresented in higher education,” said Trent.

Their research seeks to examine educational inequity, understand enrollment patterns, and encourage further investigation that may contribute new, innovative solutions to the problems of underrepresentation.

“We’ve brought together data from a variety of sources and locales for comparative results,” Trent said. “We plan to contribute our findings to emerging research to enrich and expand upon existing higher education understanding of equity concerns.”

The long-term goals of the project are to improve discussion and practice within the higher education community and establish minority support improvements – including monetary awards – for college preparation, college application, enrollment, and success.

“The early descriptive results are very promising,” Trent added, “And we hope our findings will enable underrepresented groups to attend a variety of colleges with increased support from the state and federal aid programs and decisively show the benefits of state financial assistance to increase the flow of underserved students into higher education.”

Faculty Collaborate on Multidisciplinary Web-based Learning Environment



Bill Cope

Imagine a learning information environment that provides learners, parents, teachers, and the public with all they need to know about student progress without having end-of-program tests. Seems like science fiction? To make this concept a reality, the College of Education is working to build a Web-based learning environment, which does just this.

“It’s time to change the way we assess student learning. New media provide us a unique opportunity to transform, even replace, tests as we have known them,” said Professor **Bill Cope**, principal investigator of this research.

In 2009, a team lead by Cope won a \$1.5 million grant from the U.S. Department of Education to create the “Assess-As-You-Go Writing Assistant.” This Web-based working environment allows students to write texts, as well as embed images, sound, and video. Students can work both individually and collaboratively, representing online various kinds of complex knowledge performance, such as scientific report writing or persuasive writing in language arts.

A variety of assessments will accompany student work at all times: teacher-created and student-acted rubrics or schema based tagging; automated natural language processing; and ‘Web 2.0’ style commenting and rating of student works by teachers, parents, experts, peers, and self.

The program will measure individual student progress over time and individual student performance in relation to cohorts. These mechanisms will provide students with continuous feedback (formative assessment), while collecting enormous amounts of data on student learning activity.

This project involves a world-leading, multidisciplinary team of researchers from the University of Illinois: writing experts **Bill Cope**, **Mary Kalantzis**, and **Sarah McCarthy**; psychometrics expert **Hua-hua Chang**; evaluation expert **Lizanne DeStefano**; and computer scientists **Dan Roth** and **Marc Snir**. The team will trial the environment in eighth grade Science and Language Arts classrooms in Urbana, Champaign, and Danville.



Education Students Reach Into the Community to Shape Our World

1. Caity Collins and Alyssa Shlensky of Epsilon Delta accepted an award from the Office of Vice Chancellor for Student Affairs honoring the student group's 'outstanding community involvement.'
2. Mike Slagle is a recent Special Education graduate who teaches at a local high school.
3. In May 2009 the College of Education granted nearly 550 degrees.
4. The Student Advancement Group for Education (SAGE) hosted its 13th annual Read-A-Thon.
5. April Warren-Grice and Carey Hawkins, Educational Policy Studies graduate students, traveled to Washington, DC to witness President Obama's inauguration.



6. After receiving the Patricia A. and Richard W. Justice award, Sheila Lozana posed with the Justices and the Dean. She is a doctoral student in Educational Organization and Leadership.
7. Beverly Goldstick, left, speaks with Lori Erbrederis, doctoral student in Special Education and recipient of The Goldstick Family Doctoral Fellowship.





I believe that many of the things we have done will be maintained in one form or another. The seeds are planted, lots are germinating, things are happening, so the impact is going to remain for years and years to come.

– James Halle, Special Education

The Autism Program Increases Resources for Community

Linda Tortorelli was frustrated. Her son had been diagnosed with an autism spectrum disorder, and the amount of resources and support in the Champaign-Urbana area was lacking. Even after many years of leading the CU Autism Network, Tortorelli felt more needed to be done within the community for children with autism and their families.

“We just weren’t getting the support and services that he needed,” Tortorelli said. “It was a shame that a University of our standard had nothing going on about autism.”

James Halle, Goldstick Scholar and Special Education Professor in the College of Education with an interest in communication and language development of children with disabilities, and Aaron Ebata, an Associate Professor in the Department of Human and Community Development, were working to secure a cross-campus initiative grant that would allow them to identify and assess what the community was doing in terms of autism-related services.

In their search, Halle and Ebata discovered The Autism Program, or TAP, a statewide initiative aimed toward networking support for the diagnosis, treatment, and resources for Autism Spectrum Disorders. Southern Illinois University, the University of Illinois at Chicago, and the Hope Institute for Children and Families in Springfield were already part of the program.

“Unlike the other sites that already had ongoing services, we had nothing here,” Halle said.

Tortorelli, now the Resource Coordinator who oversees day-to-day operation of the program, reports that the University has made measurable contributions to the Champaign-Urbana community by means of autism-related services.

The program aims to increase both the number and quality of services, training, and research related to autism. For fiscal year 2009, the program not only met its goals in all of these areas, but exceeded them in most cases.

Their greatest accomplishment has been becoming a central point of contact for families and professionals looking for information and resources related to autism spectrum disorders, Tortorelli said. This is in large part due to the Autism Resource Center at the University of Illinois.

The center provides information and resources for families and teachers who have children or students with autism. One of the greatest needs of children with autism is social skill programming, which until now, was lacking in Champaign-Urbana.

“Now we have trained enough individuals so there is some regular social skill programming that is starting to happen,” Tortorelli said.

Another barrier to the successful treatment of autism spectrum disorders is getting diagnosed. Tortorelli said testing is very costly, and not every family can afford to get the appropriate work done to diagnose their children properly.

To address this issue, the program worked with the diagnostic clinic at Carle Foundation Hospital to provide funding for Medicaid families to access their diagnostics team. In addition, a diagnostics clinic for Medicaid recipients was created through the U of I Psychological Services Center.

According to Halle, future TAP endeavors depend on funding from the Department of Human Services, but they are working to secure additional funding to supply these support centers with additional means to continue their valuable resources.



Linda Tortorelli said the Autism Resource Center received more than 400 visits in FY 2009.



more info online:
www.theautismprogram.org

BY THE NUMBERS:

27 universities and agencies comprise a statewide partnership to make The Autism Program Service Network

696 presentations about the autism center made in the community during FY 2009

1,699 community contacts made in FY 2009, more than double the goal

doctoral recipients 2008 -2009



Left, doctoral student **Margaret Njeru** poses with Professor **Anne Haas Dyson**.

Curriculum and Instruction

Sung Ah Bae, Ph.D.

High School Dropping-Out and Returning: Case Studies and Policy Recommendations

Sheelagh M Chadwick, Ph.D.

Technical, Practical and Racial: Understanding Music Teaching Botswana

Donna J Charlevoix-Romine, Ph.D.

Women's Success in Science: The Role of Self-Efficacy and Resiliency in Building Social Capital

Yu-Ping Cheng; Ph.D.

What Is It Like to be a Computer Teacher?

Kayoun Chung, Ph.D.

Korean English Fever in the U.S.: Temporary Migrant Parents' Evolving Beliefs About Normal Parenting Practices and Children's Natural Language Learning

Rachel Kazumi Endo, Ph.D.

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Hsin-Mei Huang, Ph.D.

Children's Understanding of the Concepts of Area Measurement

Yih-Lin Jiang, Ph.D.

Social and Cultural Capital Across Contexts: Mandarin-Speaking English Language Learning Children's First and Second Language Literacy Learning at Home, in the Community, and in Multiple Classrooms

Allen Wayne Journell, Ph.D.

Teaching Politics: A Study of High School Government Courses and the 2008 Presidential Election

Yore Kedem, Ph.D.

Performance, Conservation, and Creativity: Mentoring for Musicianship in Four String Music Studios

Hye-Deuk Kim, Ph.D.

A Case Study of Piano Teaching in Arts School in Korea: Structures, Contents, Pedagogies, and Aesthetics

Margaret Wambui Njeru, Ph.D.

Raising Immigrant Kenyan Children in America: How Families Negotiate Academic and Cultural Issues

Noemi Waight, Ph.D.

From Scientific Practice to Science Classrooms: Impact of Technological Tools on the Enactment of "Authentic" Inquiry in High School Science Classrooms

Ava Zeineddin, Ph.D.

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Christine Ann Balesteri, Ed.D.

Community College Students Receiving Vocational Rehabilitation Services: Examining Variables Related to Success

Margaret Elizabeth Clauson, Ed.D.

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Ethel James Collier, Ed.D.

Black Women Superintendents: Leading with Love

T Gerald Correthers, Ed.D.

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Daniel C Dobell, Ph.D.

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James Carter Harden, Ph.D.

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Eunyoung Kim, Ph.D.

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Chad Bixler Uphoff, Ed.D.

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Deneca Winfrey, Ph.D.

How Teachers Perceive Their Job Satisfaction is Influenced by Their Principal's Behaviors and Attitudes Related to Race and Gender

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The Impact of Academic Climate on Black Women's Experiences in Higher Education

Jennifer Youn Mi Chung, Ph.D.

Relevant Activism: Contexts, Challenges, and Possibilities for Asian American Students

Deisy E Davila, Ph.D.

Critical Folkdance Pedagogy: Women's Folkdancing as Feminist Practice

Millicent G Davis, Ph.D.

In Search of Mother: The Liberatory Effects of Performance Pedagogy and Mothering Practices of Black Women

Jon N Hale, Ph.D.

A History of the Mississippi Freedom Schools, 1954-1965

Kevin D Lam, Ph.D.

'Reppin 4 Life': The Formation and Racialization of Vietnamese American Youth Gangs in Southern California

Roderic Land, Ph.D.

Wounded (Soul)Diers in the Classroom: A Study of Black Teaching Assistants Teaching in a Predominantly White Classroom

Cristina Pacione-Zayas, Ph.D.

Roberto Clemente Community Academy: A Counter-Narrative of Chicago School Reform; 1988-1998

Duronne K Walker, Ph.D.

Minority and Non-Minority Students With Disabilities in Higher Education: Are University Policies Meeting Their Needs?

Erin Cecilia Wilding-Martin, Ph.D.

Paul Ernest's Social Constructivist Philosophy of Mathematics Education

doctoral recipients 2008 -2009

Educational Psychology

Kadeessa Abdul Kadir, Ph.D.
Framing Validity Argument for Test Use and Impact: The Malaysian Public Service Experience

Amanda Beer, Ph.D.
Advancing Social Justice in Counseling Psychology: Enlisting Student Voices Through a Mixed-Methods Study

Holli Burgon, Ph.D.
Innovation, Insight, and Influence: Success Strategies in the Careers of Top R&D Technologists Who Are Women

Chia-Yi Chiu, Ph.D.
Cluster Analysis for Cognitive Diagnosis: Theory and Applications

Young Woo Cho, Ph.D.
Extensive Focus on Form, Text-Based Online Chat, and Second Language Learning

Doe-Hyung Kim, Ph.D.
Explicitness in CALL Feedback for Enhancing Advanced ESL Learners Grammar Skills

Ji Young Kim, Ph.D.
Development and Validation of an ESL Diagnostic Reading-To-Write Test: an Effect-Driven Approach

Whitney Kingsbury, Ph.D.
Associations Among Adolescent Obesity, Bullying, and Media Exposure in Relation to Psychological Adjustment and Body-Size Stigmatization

Hyeong-Jong Lee, Ph.D.
Testing the Measurement Invariance of Large-Scale Assessment of Foreign Language Proficiency Using Multiple Group Covariance Structure Analyses and Item Response Modeling

Kenton Lee, Ph.D.
Phonological and Semantic Processing of Chinese Characters

Sunglim Lee, Ph.D.
Teachers' Code Switching in Secondary EFL Classrooms in Korea

Wonsuk Lee, Ph.D.
A Study of the Validity of the Essay Test as a College Admissions Screening Factor in Korea: Evaluative Approach to Validation

Kai-Siang Douglas Low, Ph.D.
Patterns of Mean-Level Changes in Vocational Interests: A Quantitative Review of Longitudinal Studies

Megan Mayberry, Ph.D.
Adolescent Risk Behaviors: Considering the Influences and Interactions of Multiple Contexts

Victor Paul Poteat, Ph.D.
The Social Context of Prejudice: Peer Group Effects on Individuals' Homophobic and Racist Attitudes

Tania Ann Rempert, Ph.D.
Identifying Factors Associated with Local Use of Large-Scale Evaluations: A Case Study

Veronica Gabriela Sardegna, Ph.D.
Improving English Stress Through Pronunciation Learning Strategies

Tiffany Schiffner, Ph.D.
"I'm Just A Guy!": Narratives of Mexican American College Students' Constructions of Masculinity and Sexual Health Beliefs

Megan Renee Schleppebach, Ph.D.
How Do Students from Different Socioeconomic Backgrounds Respond to Mathematics Instruction? An Exploration From Diverse School Settings.

Min Hee Seo, Ph.D.
Formulating a DIMTEST-Based Effect Size Measure and a New DIMTEST Statistic and Their Applications

Matthew Shake, Ph.D.
Effects of Expectancy and Context on Anaphor Resolution in Older and Younger Adults

Jeong Ah Shin, Ph.D.
Structural Priming in Bilingual Language Processing and Second Language Learning



Doctoral students and faculty at the spring 2009 commencement.

Jie Zhang, Ph.D.
Improving English Language Learners' Oral and Written Language Through Collaborative Discussions

Jie Zhang, Ph.D.
Improving English Language Learners' Oral and Written Language Through Collaborative Discussions

Human Resource Education

Susanne Katherine Bajt, Ed.D.
Preferred Distance Learning Modalities of Millennial Community College Students

Edgard Bruno Cornachione, Ph.D.
Physiological Interface in Online Learning Environments: Vocal Expression as an Anxiety Indicator

Jenny Lynn Daugherty, Ph.D.
Engineering-Oriented Professional Development for Secondary Level Teachers: A Multiple Case Study Analysis

Jennifer Evans Goode, Ph.D.
Self-Authorship in Executive Women: A Qualitative Study of Perceptions and Experience

Eunok Kim, Ph.D.
Investigation of Mentoring Relationships of Korean Expatriates in the United States in Relation to Adjustment and Demographic Similarities

Martin Maurer, Ph.D.
Dialogue Experiences in a Cross-Functional Health Care Team

Rodney Joseph Merkle, Ph.D.
Describing Human Resource Development in Community-Based Nonprofit Organizations

Seok Young Oh, Ph.D.
The Relationship Between Quality Management, Organizational Learning, and Organizational Performance

Laura Amy Valenziano, Ph.D.
Relationship of Gender, Interaction Type, and College Student Grades in Online Discussion Boards

Special Education

Sharon Doubet, Ph.D.
"Child Care Teachers' As They Support Young Children with Challenging Behaviors"

Evangelia March, Ph.D.
Inclusive Educational Practices for Students With Disabilities Within the European Union

Jannike Jakobsen Seward, Ph.D.
Teaching Response Prompting Strategies to Special Education Teachers in Tanzania

externally funded projects

In discourse-based formative assessment, if teaching and learning is the key for academic success or failure, then studying how and when teachers provide assessment for learning should yield insights for how better to address the instructional needs of underperforming students.

– Michele Crockett, Curriculum and Instruction



Entrepreneurial Leadership in STEM Teaching & Learning (EnLIST)

Fouad Abd-El-Khalick
National Science Foundation
\$5,000,000

Improving Comprehension and Writing through Reasoned Argumentation

Richard Anderson
U.S. Department of Education
\$1,499,982

Mindful Instruction of Nonmainstream Children

Richard Anderson
Institute of Education Sciences
\$2,984,069

Computer-guided Comprehensive Mathematics Assessment for Young Children

Arthur Baroody
National Institutes of Health (Teachers College, Columbia University)
\$422,878

Key Transitions in Preschoolers' Number and Arithmetic Development: The Psychological Foundations of Early Childhood

Arthur Baroody
The Spencer Foundation
\$460,050

Developing an Intervention to Foster Early Number Sense and Skill

Arthur Baroody
Institute of Education Sciences
\$1,499,965

Addition & Subtraction Facts

Arthur Baroody
Institute of Education Sciences
\$3,099,99

Shifting Gears Evaluation

Debra Bragg
Illinois Community College Board
\$510,000

The Adult Learner and the Applied Baccalaureate

Debra Bragg
Lumina Foundation for Education (University of Missouri-Columbia)
\$128,200

Perkins IV Planning, Consultation and Technical Assistance Initiative

Debra Bragg
Illinois Community College Board
\$459,000

College and Career Readiness (CCR) Evaluation

Debra Bragg
Illinois Community College Board
\$220,000

Perkins IV Consultation and Technical Assistance

Debra Bragg
Illinois State Board of Education
\$300,000

Proposal to Evaluate Workforce Investment Act (WIA) Nursing Programs of Study Demonstration Projects

Debra Bragg
Illinois Community College Board
\$25,000

The Adult Learner and the Applied Baccalaureate

Debra Bragg
Lumina Foundation for Education
\$140,000

Stord Professorship

Liora Bresler
Hogskoken Stord/Haugesund
\$36,209

The Illinois Critical Technologies Partnership

David Brown
Illinois State Board of Education
\$190,471

CAREER: The Role of Good-Enough Processing in Language

Kiel Christianson
National Science Foundation
\$575,000

Introduction and Mentoring Pilot Programs

Renee Clift
Illinois State Board of Education
\$1,244,253

The Assess-As-You-Go Writing Assistant: A Student Work Environment That Brings Together Formative and Summative Assessment

William Cope
Institute of Education Sciences
\$1,500,000

Discourse-Based Formative Assessment Practices in U.S. Mathematics Teachers' Instruction: A Preliminary Study

Michele Crockett
The Spencer Foundation
\$40,000

Evaluation of National Collaborative Center on Standards and Assessment Development

Lizanne DeStefano
U.S. Department of Education
\$291,251

Evaluation of the TBLC Program at Truman College of Education

Lizanne DeStefano
Lumina Foundation for Education (Harry S. Truman College)
\$60,000

externally funded projects



This research focuses on ways to enhance the evaluation of educational programs in science, technology, engineering, and mathematics. With these ideas, evaluation can not only assess program quality and effectiveness, but also how well the program advances equity for all learners in the contexts being studied.”

– Jennifer Greene, Educational Psychology

External Evaluation of the Advanced Reading Development Demonstration Project, Phase II
Lizanne DeStefano
Chicago Community Trust
\$661,870

Evaluation of Charting a Course to Literacy: ERF in Chicago Charter Schools
Lizanne DeStefano
U.S. Department of Education (University of Chicago)
\$180,000

Proposal for the External Evaluation of the Chicago Literacy Initiative Partnership (CLIP), Year 2
Lizanne DeStefano
Chicago Community Trust
\$250,600

The Nanoscale Chemical-Electrical-Mechanical Manufacturing Systems (Nano-CEMMS)
Lizanne DeStefano
National Science Foundation
\$12,879,449

Preparing Leaders in Secondary Curriculum, Outcomes, and Research (SCORE) for Youth with Severe Disabilities
Stacy Dymond
U.S. Department of Education
\$800,000

Middle School Bullying & Sexual Violence: Measurement Issues & Etiological Models
Dorothy Espelage
Centers for Disease Control
\$891,060

Current Initiatives to Teach Courses on Religion in Public Schools: Visions of American Citizenship Education
Walter Feinberg
The Spencer Foundation
\$379,000

The Fudan-UIUC Advanced Training and Research Seminars on Philosophy of Education
Walter Feinberg
The Spencer Foundation
\$237,802

Illinois Early Childhood Asset Map: IDHS Support
Susan Fowler
Illinois Department of Human Services (College of ACES)
\$227,500

The Illinois Early Learning Web Site
Susan Fowler
Illinois State Board of Education
\$810,000

Illinois Early Childhood Asset Map Project
Susan Fowler
Illinois State Board of Education
\$1,607,888

2008 Who's Caring for the Kids Report
Susan Fowler
McCormick Tribune Foundation
\$37,000

A Comprehensive Approach to Improve the Preparation of University Faculty, Pre-service and In-service Teachers to Effectively Teach Limited English Proficient Students
Georgia Earnest Garcia
U.S. Department of Education
\$1,275,754

Portuguese for Specific Purposes
Barbara Geissler
University of Kansas
\$2,500

Advancing the State-of-the-Art in Evaluation: Field-Testing and Disseminating an Educative, Values-Engaged Approach to Evaluating STEM Education Programs
Jennifer Greene
National Science Foundation
\$800,000

Proposal for the Study of School Climate in Champaign Unit 4 Schools
Jennifer Greene
Champaign School District Unit 4
\$11,399

Noyce: Preparing Excellence and Diversity in Secondary Mathematics Teachers for Illinois' High Needs Schools [STIMULUS FUNDING]
Rochelle Gutierrez
National Science Foundation
\$900,000

Revision of "Introduction to the Evaluation of Certified Staff"
Donald Hackmann
Illinois State Board of Education
\$63,472

Area V Comprehensive, Systemic School Improvement Proposal
Donald Hackmann
Illinois Regional Offices of Education
\$78,000

Establishing the Three Rs: Responsiveness, Resilience, and Reciprocity
James Halle
U.S. Department of Education
\$539,209

externally funded projects

Barbara Hug and I are leading the effort to develop and study the impact of an innovative master's degree program, designed to improve elementary and middle school instruction in mathematics and science. Our research addresses how programs of this type impact teachers' beliefs, content knowledge, instructional strategies, and student learning.

– Sarah Lubienski, Curriculum and Instruction



Sarah Lubienski and Barbara Hug,
Department of Curriculum and Instruction

The Development of a Community-Wide Effort to Support People with Autism and their Families: Building Capacity within Champaign-Urbana

James Halle,
Michaelene Ostrosky
Illinois Department of Human Services (Hope Institute for Children and Families)
\$650,010

Collaborative Research: Developing the Next Generation of Middle School Science Materials -- Investigating and Questioning Our World through Science and Technology

Barbara Hug
National Science Foundation (Northwestern University)
\$164,454

A Learning Progression for Scientific Modeling

Barbara Hug
National Science Foundation (Northwestern University)
\$199,493

Mathematics Science Partnership: Sense-Making in Science and Mathematics

Barbara Hug, Sarah Lubienski
Illinois State Board of Education
\$1,551,955

Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey

Stanley Ikenberry
Lumina Foundation for Education
\$940,000

Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey

Stanley Ikenberry
Carnegie Corporation of New York
\$599,800

Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey

Stanley Ikenberry
Teagle Foundation
\$150,000

Teacher Collaborators: Center for Education in Small Urban Communities

Julia Johnson
Champaign School District Unit 4
\$60,000

Teacher Collaborators: Center for Education in Small Urban Communities

Julia Johnson
Urbana School District #116
\$60,000

National Center for Engineering and Technology Education

Scott Johnson
National Science Foundation (Utah State University)
\$983,525

Formulating the Conceptual Base for Secondary Level Engineering Education: A Review and Synthesis

Scott Johnson
National Science Foundation (National Center for Engineering and Technology Education)
\$12,800

Project Proposal to Evaluate the Microsoft Partners in Learning Project (PiL)

Mary Kalantzis
RMIT University (Microsoft)
\$31,750

Underrepresented Undergraduates in STEM: From Matriculation to Degree Completion at Large, Research-Intensive, Public Universities

Gregory Kienzl, William Trent
Alfred P. Sloan Foundation
\$44,286

Global Talent Development for Sustainable Agricultural and Environmental Sciences Fields

K. Peter Kuchinke
U.S. Department of Education
\$219,966

A Longitudinal Study of Gender and Mathematics Using ECLS Data

Sarah Lubienski
Institute of Education Sciences
\$314,367

DELL-D Developing Early Language and Literacy in Danville

Jeanette McCollum, Susan Fowler
U.S. Department of Education
\$4,060,877

Preparing Teachers for Inclusive Education in Positive Education (Project TIES)

Lisa Monda-Amaya, Adelle Renzaglia
U.S. Department of Education
\$799,940

Center on the Social and Emotional Foundations for Early Learning

Michaelene Ostrosky
U.S. Department of Health and Human Services (Vanderbilt University)
\$975,000

Establishing the Efficacy of the Special Friends Program

Michaelene Ostrosky
Institute of Education Sciences
\$2,997,953

externally funded projects



Findings from this study will make significant contributions to our current understandings of how parenting behaviors impact the well-being of families and children’s development across the life span. Specifically, we will extend our knowledge of the impact and influence fathers have on their young children with disabilities.

– Rosa Milagros Santos-Gilbertz, Special Education

<p>I-LLINI Partnerships: Lifelong Learning IN Illinois for 21st Century Teachers Evangeline Secaras Pianfetti, Michael Williams Illinois Board of Higher Education \$961,674</p>	<p>Examining Relations between Challenging Behavior and Parenting Stress in Families of Children With CdLS, Autism Spectrum Disorders, and Down Syndrome David Richman Cornelia de Lange Syndrome Foundation \$1,500</p>	<p>The Direct and Indirect Effects of Father Involvement on Maternal and Child Welfare Rosa Milagros Santos-Gilbertz U.S. Department of Health and Human Services \$93,717</p>	<p>Age Differences in Resource Allocation During Reading Elizabeth Stine-Morrow National Institutes of Health \$1,110,453</p>
<p>Power of Wind George Reese National 4H Council \$15,000</p>	<p>Effects of Native-Language Assessment Accommodations in Mathematics for Kindergarten and First-Grade English Learners Joseph Robinson AERA \$35,000</p>	<p>Preparing Relationship-Based Early Intervention Personnel (PREP) Rosa Milagros Santos-Gilbertz U.S. Department of Education \$1,130,533</p>	<p>Rehabilitation Continuing Education Programs for Providers of Community Rehabilitation Services -- RSA Region V John Trach U.S. Department of Education \$2,500,000</p>
<p>Building Relationships in Diverse General Education Settings (BRIDGES): The University of Illinois Severe Disabilities Program Adelle Renzaglia, Janis Chadsey U.S. Department of Education \$1,481,173</p>	<p>Teaching Practices, Classroom Peer Networks and Youth Outcomes Philip Rodkin William T. Grant Foundation (Pennsylvania State University) \$238,491</p>	<p>Project IEP-D: Improving Education Professionals’ Decision Making James Shriner, Lizanne DeStefano U.S. Department of Education \$598,197</p>	<p>Promoting Equity in Higher Education William Trent Ford Foundation \$17,626</p>
<p>Preparing Leaders in Access by Design (PLAD) Adelle Renzaglia, Stacy Dymond, Janet Gaffney, James Halle, Nancy Hertzog, Lisa Monda-Amaya U.S. Department of Education \$800,000</p>	<p>External Review of the ISBE Large Scale Assessment and Accountability System Katherine Ryan Illinois State Board of Education \$1,250,000</p>	<p>IEP Quality Improvement: Research and Development of Web-Based Decision Support James Shriner Institute of Education Sciences \$1,465,699</p>	<p>Underrepresented Undergraduates in STEM at Large Research Universities: From Matriculation to Degree Completion William Trent National Science Foundation \$1,430,011</p>
		<p>The Socialization of Visual Engagement for Bilingual Language Acquisition in Early Childhood Deaf Education Jenny Singleton National Science Foundation (Gallaudet University) \$888,461</p>	<p>Underrepresented Undergraduates in STEM: The Impact of Recruitment and Retention Intervention Programs at Large, Research-Intensive, Public Universities William Trent Ford Foundation \$140,000</p>



PARTICIPATE IN SHAPING THE FUTURE OF EDUCATION

The New Learning Charter is a response to the momentous and turbulent changes of our time – a time when we need more education, but not more of the same. Our College has a history of innovation, and in this spirit, we propose a set of “Action Areas” with supporting evidence to transform education. We also propose a set of specific strategies for doing things differently - and better - in education.



more info online:
education.illinois.edu/newlearning

JOIN US AND MAKE A DIFFERENCE:

Fouad Abd-El-Khalick
Kern Alexander
James D. Anderson
Steven Aragon
Debra D. Bragg
Nick Burbules
Bill Cope
Dorothy Espelage
Susan Fowler
Georgia Earnest García
Donald G. Hackmann
Scott D. Johnson
Wayne Journell
Mary Kalantzis
Edward A. Kolodziej
Russell Korte
Peter Kuchinke
Christopher Lubienski
Cris Mayo
Sarah J. McCarthy
Walter W. McMahon
Michael Peters
Evangeline S. Pianfetti
Fazal Rizvi
Chris Roegge
Katherine E. Ryan
Jim Shriner
Chris Span
Sharon Tettegah
Tod Treat
Peter Weitzel
Arlette Willis

1

LAY THE FOUNDATION FOR A KNOWLEDGE SOCIETY

Our educational system is not designed for change. Education needs to be more relevant and produce the kinds of learners, workers, and citizens for today's education to shape tomorrow's world.

2

INVEST IN EDUCATION AS AN INVESTMENT IN THE FUTURE

We don't simply need more investment in education; we need new forms of investment, and we need to aim for new goals. We must put educational resources to better use.

3

TRANSFORM THE EDUCATION PROFESSION

Teaching is often regarded as a low status profession. Its pay is low and the conditions are extremely challenging. We need to reinvigorate teaching and reposition it as a leading profession in the knowledge economy. Teacher education must take on a greater role for ongoing professional development.

4

CREATE UBIQUITOUS LEARNING ENVIRONMENTS

Schools have failed to keep up with the technologies, which have transformed home and working life. Today, when we can learn anywhere and anytime, our old forms of teaching are increasingly anachronistic. We need to catch up and move ahead.

5

TEACH TO A NEW BASICS

Today's curricula are grounded in basics that have changed little in over a century. Our students need to acquire knowledge, capacities, and sensibilities for the twenty-first century.

6

CREATE MORE RESPONSIVE LEARNING FEEDBACK SYSTEMS

Today's tests do not test the right things, or test in ways that are useful to learners, teachers, parents, and the broader community. We need to design more responsive, accurate, and transparent feedback systems.

7

MEET THE NEEDS OF DIVERSE LEARNERS

We still fail miserably to provide all learners with equivalent educational opportunities. Creating opportunities for all will benefit society as a whole.

8

EDUCATE FOR GLOBAL AND LOCAL CITIZENSHIP

Too often, our learning is narrowly local. We need to teach for global interconnectedness.

9

EDUCATE FOR SUSTAINABILITY

The careful use of precious environmental resources needs to be at the forefront of our working, public, and personal lives. However, this is an area that schools do not yet address in a systematic way. We need to educate for sustainability.

10

SHAPE MORE RESILIENT STRUCTURES OF EDUCATIONAL GOVERNANCE

Our structures of educational governance all too often reflect old-fashioned bureaucratic approaches to the organization of people and the achievement of objectives. We need to renew schools so they become organizations that enable and energize teachers, students, and communities.

“ We are transforming the College – rethinking in fundamental ways what a college of education is today and what it should become tomorrow.

– Dean Mary Kalantzis

