

the point OF LEARNING

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COLLEGE OF EDUCATION
University of Illinois at Urbana-Champaign

C.J. Gauthier (B.S. '43 Mechanical Engineering) stands with the new Grayce Wicall Gauthier Professor, Nick Burbules. Gauthier created a professorship in memory of his late wife, Grayce (B.S. '41 Education). Professor Burbules is the second Gauthier Professor.



Nick Burbules Named Grayce Wicall Gauthier Professor

Chris Harris, Communication Specialist

Nick Burbules, professor of educational policy studies, has been named as the Grayce Wicall Gauthier Professor in the College of Education. Burbules will hold the professorship for a term of five years.

The professorship was endowed in 1995 by C.J. Gauthier, the retired Chairman and chief executive officer of NICOR, Inc., in memory of his wife Grayce, a 1941 graduate of the College of Education. The endowment provides research funding and support for a College faculty member working in the areas of business or technology education. Burbules is the second Gauthier Professor.

Burbules says he considers the Gauthier endowment a College-wide resource, not simply a resource for individual research.

"I want to do work that brings visibility to the College, and, at the same time, work that will raise the visibility and reputation of the Gauthier Professorship itself." While he says that it is certainly a great personal opportunity, the endowment was created for the good of the College overall.

"I'm not going to lock myself in my office for five years and write a couple of books," Burbules says. "You could really use this to become invisible if you wanted, but that's not my choice."

Burbules outlined two major areas for his focus during the appointment. He plans to continue and expand his current research into the area of virtual reality and its place, in the future of education.

The other major initiative Burbules plans to undertake during his tenure is the creation and coordination of a major national conference dealing with issues of educational technology and policy making. The conference plan goes back to Burbules' goal of raising the profile of the College, the Professorship and the research.

Burbules has been on the College of Education faculty since 1989. His recent work has been concentrated largely in exploring the impacts of technology on the field of education. He believes that, for the most part, the use, integration and value of new technology in education is an unfulfilled promise. Burbules says the key to unlocking the potential of educational technology lies in understanding how to truly integrate it into the teaching and learning process.

He notes that, while schools and universities have spent millions of dollars acquiring computers, software and new educational technology, they really have yet to figure out how to use it to effect fundamental changes in educational methodology. Used as "rewards" for students or simply duplicating the same functions as chalk and blackboards computers haven't transformed education so much as they have simply given it an updated look. Burbules wants to use the opportunity offered by the Gauthier Professorship to address these issues.

And, it's not simply an academic exercise for Burbules. The prevalence of technology in all phases of life means big changes for educational practice and theory at all levels is inevitable. And while these changes have the potential to be of huge benefit, they also bring many potential problems. Part of Burbules' intent with the Gauthier Professorship is to conduct research that will build a framework of policy and practice that will help fulfill the promise of technology in the educational arena.

"We're not there yet," Burbules says. For the next five years, however, the new Grayce Wicall Gauthier Professor will be working to change that.

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ALL THAT JAZZ: Education Student Creates Jazz Literacy Program

Chris Harris, Communication Specialist

Cassette West-Williams isn't a drill sergeant. Really. But, on a hot Friday afternoon, towards the end of summer vacation, the three kids sitting around the table with her might argue. In rapid sequence she fires off a series of questions, moving to the next one the instant the correct answer hits the air.

Q: What is the "A" Train?

A: One of Duke Ellington's most famous songs

Q: Where was Duke Ellington born?

A: Washington, D.C.

Q: What was a unique aspect of Duke Ellington's childhood?

After this one, there's a long silence.

"Unique. First person to find it," is all she says.

There's an instant explosion of chairs, arms and pens as all three kids grab their copies of the Oxford College dictionary and start flipping madly through pages, looking for the word. It's the kind of reaction one would expect at a track meet or maybe a soccer game. But in a reading class? And, a reading class that's voluntary and during summer vacation? Unbelievable.

It's just another day in West-Williams' Jazz Literacy class, offered as part of the Champaign Park District's Douglass Day Camp. West-Williams, a reading teacher for Champaign Public Schools, and a doctoral student in the College of Education at the University of Illinois, created the program as part of her dissertation research. She is using music, in particular, jazz music, as a vehicle for improving literacy skills in low-achieving children.

In 1999, as part of an Upward Bound summer education program, West-Williams wrote a play about Duke Ellington that her class performed at the Krannert Center. It, pardon the pun, struck a chord.

"To this day, when I see any of those kids, the first thing they talk about is how much fun they had doing the Duke Ellington play. They never seem to talk about the other six books they read that summer," she says, laughing. But, West-Williams took the hint. If Duke Ellington and his music could inspire reading, retention and comprehension in students, wouldn't a whole reading program based on the lives and works of some similar artists be even more effective? This summer's Jazz Literacy program is the direct descendent of that Duke Ellington play.

Getting kids, particularly the kids who West-Williams says can really benefit from the program, to voluntarily give up three afternoons a week of their vacation is another challenge. That's where the fun parts of the class become important. It's



Nathaniel Banks, Director of the African American Cultural Center and Assistant Dean of Students of Minority Student Affairs at the University of Illinois, shares his knowledge of Jazz legend Louis Armstrong.

not just reading class as usual. There are the trips to Krannert Center for live jazz music, the visit by a local jazz pianist and the occasional free pizza.

The program, while offered in conjunction with the Douglass Day Camp, is entirely the work of West-Williams. The Douglass Center meeting room is provided for free, but everything else, from the dictionaries to the series of jazz biographies the children read throughout the summer come from donations, or, most often, from West-Williams' own pocket. She offers the class at no fee to the participants, trying to keep the barriers to attendance as low as possible.

She is adamant and passionate about making sure kids that need it have the opportunity to take the class. From arranging transportation to and from Douglass to knocking on doors and talking directly with parents, West-Williams is determined that no kid is going to be left out if she can help it. It costs her time. It costs her money. And, the direct value of the research results are still several years down the road, at least. So, why do it?

"Oh, I'm getting paid," she says. "I'm just not getting paid monetarily." West-Williams says she'll see many of these same kids again in her regular classes during the year. And, she knows from past experience with summer programs, that she'll see the payoff in her investment then. "They'll read better when I see them again during the school year. It makes my job then that much easier."

One of the things that makes the class so difficult from an organizational perspective, isn't that the participants are poor, or that they read at different levels. It's all of the social complications

that are involved with many of the participants. West-Williams says she's learned that in many cases, to get to the child, she has to take the entire family.

"In many cases, to service the kid, I'm going to have to service the family," she says, matter-of-factly. She runs through several examples of kids arriving, but, bringing their younger siblings along with them. Rather than turn them away, West-Williams chooses to expand her program to include them. Basically, if you show up to Jazz Literacy, you're going to read, no matter what your age, or how you got there.

Much of this Friday's class is spent reading a Duke Ellington biography out loud. West-Williams works with the readers on fluency, pronunciation and vocabulary. One of them is having a tough day. He's the worst reader of the bunch on this particular afternoon. He has trouble with a number of words, some fairly difficult, some pretty easy. And, in the continual dictionary/speed competition, he's been the last-place finisher nearly every time. He's frustrated. West-Williams has to be frustrated as well, though it doesn't show. Watching it, you get a sense of impending doom – this is a kid that just isn't getting anywhere.

Then, halfway through a paragraph, he runs into the word, "wherever." It takes him three or four tries to get it, with the constant prodding of West-Williams. Then, once he finally pronounces it correctly, he just stops with an outraged look on his face.

"That's not right," he says. "This book is wrong. 'Wherever' is two words. They've messed up." He's already reaching for the dictionary when West-Williams is saying, "First one to find it." When you see a fifth-grader, one who spent the past hour mispronouncing words and facing countless corrections suddenly this fired up about a word, you start to see what West-Williams means when she assures that she is paid.

Most of these kids that West-Williams is trying to reach don't read well. That's a fact. But it isn't because they aren't able. And, if you spend an hour or two in Jazz Literacy class with some of them, it's obvious that it isn't because they aren't willing to put some work into it either. For whatever reason, regular reading and literacy programs aren't quite doing it for these kids. That's why West-Williams is looking to new approaches to engage them, and to enlighten them, and most of all, to open up the world to them.

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Former University of Illinois President Ikenberry Returns to Education

Dr. Stanley Ikenberry, Regent Professor, and President Emeritus, may no longer have to adhere to the hectic schedule of a university president, but you sometimes get the impression that nobody told him that. Ikenberry, a member of the Educational Organization and Leadership faculty in the College, is working with University administrators, College faculty, the business community, public school educators and state legislators to develop and implement something called the P-16 Initiative.

While the P-16 Initiative may not ever end up as a catchy television ad campaign, it may very well lead to something far more important and far-reaching: Better teachers and better students. Education is now understood to be one of the primary determining factors in life quality. The P-16 Initiative is intended to provide a framework of cooperation among state agencies, school districts, community colleges and four-year universities to make student movement from preschool through college graduation a seamless progression.

As part of this effort, the University of Illinois hosted a "P-16 Summit" in December on the Chicago campus. This meeting brought together representatives from organizations throughout Illinois to discuss the next steps in this initiative.

2002 Campus Excellence Award Recipients

George Reese, Associate Director for the Office for Mathematics, Science and Technology Education (MSTE) and Cassiette West-Williams, doctoral student in the Department of Curriculum and Instruction, were named as 2002 recipients of the Campus Awards for Excellence in Public Engagement.

In it's third year, the awards program was developed to recognize individuals on the Urbana-Champaign campus who fulfill the University's commitment to using their scholarly, creative, or professional knowledge to improve the well-being of Illinois citizens.

The awards program is an extension of the Partnership Illinois initiative and the Senate Committee on Continuing and Public Education.



WebWatch

The Point would like to share the following website with our readers.

<http://www.illinoisearlylearning.org/>

The Illinois State Board of Education has funded a group at the University of Illinois to select and create high-quality resources that respond to the early learning information needs of parents and educators in the State of Illinois. The Illinois Early Learning Web site is an effective means of providing evidence-based, reliable information for parents, caregivers, and teachers of young children. The Web site offers printable Tip Sheets for caregivers and parents, Frequently Asked Questions (and their responses), an easy-to-use database of links to the best of the Web on topics of high interest, and online chats

We would love to know of any sites you find useful. Please send your suggestions to us at ed-alumni@uiuc.edu.

All That JAZZ *continued from page 2*

West-Williams' work hasn't gone unnoticed. She is a recipient of one of the College's most prestigious awards, the Ruth Kephart Scholarship. And, in October, West-Williams received the Chancellor's Campus Award for Excellence in Public Engagement, one of only four Illinois students to be honored. The awards are deserved. And West-Williams certainly appreciates them. But, for her, this isn't about personal recognition. It's simply about teaching kids to read.

Louis Armstrong's father abandoned him. Duke Ellington's parents made him take piano lessons. Ella Fitzgerald was an orphan. These are issues that come up on Friday afternoon, as the kids finish reading about Duke Ellington and West-Williams asks them to compare his early childhood and opportunities with those of some of the other musicians they've studied. They can tell you the A-train was a subway to Harlem in New York City. They've spent the last month learning about African-American musical history and culture. Basically, they've been in summer reading school. And, they've been there by their own choice. These kids get it, all right. They just needed someone to help them figure out how – someone like Cassiette West-Williams.

The **POINT** of Learning is published twice a year for alumni and friends of the University of Illinois at Urbana-Champaign College of Education.

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Did You Know... 126 College of Education undergraduates were recognized for their academic performance for the 2001-2002 academic year? Their average GPA was 3.8 (on a 4.0 scale). Great job!

College of Education Faculty & Staff Awards 2002-2003

Distinguished Senior Scholar

Lizanne DeStefano, *Professor, Educational Psychology*
James Halle, *Professor, Special Education*

Distinguished Scholar

Dorothy Espelage, *Assistant Professor, Educational Psychology*

Distinguished Teaching Career Award

Richard C. Anderson, *Professor, Educational Psychology*

Outstanding Graduate Teaching Award

James Halle, *Professor, Special Education*

Outstanding Undergraduate Teaching Award—Faculty

Dorothy Espelage, *Assistant Professor, Educational Psychology*

Outstanding Undergraduate Teaching Award—Teaching Assistant

Chris Ann Meno, *Graduate Student, Educational Psychology*

Spitze-Mather Faculty Award for Excellence

Dorothy Espelage, *Assistant Professor, Educational Psychology*

Academic Professional Excellence Award

Elizabeth Grosshandler, *Director, Research Opportunities Office*

Distinguished Staff Award

Rita Gaskill, *Staff Secretary, Educational Psychology*
Elizabeth Innes, *Secretary IV, Bureau of Educational Research*

University of Illinois Campus Awards

Excellence in Extramural Teaching

Peter Kuchinke, *Assistant Professor, Human Resource Education*

Excellence in Graduate and Professional Teaching—Honorable Mention

Scott Johnson, *Professor, Human Resource Education*

Excellence in Advising Undergraduate Students—Honorable Mention

Rosalie Schmitt, *Academic Advisor, Instructional Programs Office*

2002 Outstanding Student Medal Recipients

Recognizing students for their distinguished achievements is a priority of the Education Alumni Association. Each year, the EAA recognizes three graduates of the College of Education as recipients of Outstanding Student Medal awards. One bachelor's, one master's or advanced certificate, and one doctoral student are selected for recognition on the basis of their outstanding scholarship, leadership ability, and service to the College, University, and community.

"Each year, these are the three students who we believe truly represent the best of our programs at all levels, from undergraduate to doctoral. Year in and year out, our entire student body is really a great accomplishment."

—Dean Susan Fowler, *College of Education Convocation, May 12, 2002.*



Kelly Bandur, 2002 Outstanding Student Medal recipient, received her bachelor's degree in special education. She is currently teaching at

Ravinia Elementary School in Highland Park, Illinois where she works with K-2 students with moderate to severe disabilities. "I have been so impressed with the caliber of the district and staff that I am working with." Kelly credits the College of Education at the University of Illinois for her success. "The College prepared me to be an energetic and well rounded educator and professional." As an undergraduate, Kelly was a James Mathews Scholar and a recipient of the College of Education's Ted Manolakes Scholarship. While on campus she was a member of Mortar Board, Epsilon Delta Professional Education Organization, and the Student Advancement Group for Education.



Laura Ippolito was recognized as the Outstanding Student Medal recipient at the master's degree level. Laura received her degree in special education,

however, she is still at the University of Illinois working on an administrative internship as well as supervising undergraduate students in special education at their school sites. Prior to coming to the University of Illinois, Laura received her bachelor's degree with teaching certification in special education from Northeastern Illinois University where she graduated Summa Cum Laude and received two distinguished awards, the William Itkin Special Education Award and the Excellence in Leadership Award. While a master's student at the University of

Illinois Laura was a recipient of a William Chandler Bagley Fellowship and is the recipient of the first Al Davis Leadership Award. Ippolito states, "The College of Education has taught me that educational innovation and improvement happen when people begin asking questions, rather than simply looking for someone to provide answers."



Melissa Holt received her Ph.D. in educational psychology and is the doctoral recipient of the 2002 Education Alumni Association

Outstanding Student Medal. In 1996 Melissa graduated Magna Cum Laude with a bachelor of science in psychology from Tufts University in Massachusetts. After a year teaching English as a second language in South Korea, she entered the counseling psychology program at the University of Illinois where she earned her master's degree in 1999. Melissa is currently working as a post-doctoral fellow at the Family Research Laboratory at the University of New Hampshire where her research focuses on child neglect. She also continues to evaluate data for her dissertation (sexual harassment, dating violence, and resilience among ethnically diverse adolescents) and works on bullying research with Educational Psychology Professor Dorothy Espelage. During her tenure at the College, Melissa received the Robert Mendelson Award for Counseling and a William Chandler Bagley Fellowship.

New Faculty

The College of Education is pleased to introduce just a few of our newest faculty members. For a complete list of faculty members and their research initiatives, please visit www.ed.uiuc.edu/facstaff

CURRICULUM & INSTRUCTION



Sharon Tettegah
Assistant Professor

Dr. Tettegah is currently studying teacher identity and how it emerges from computer mediated discourse/

communication. Other research interests of hers include: online teaching and learning, technology and multicultural education, race, gender, cyberspace and classrooms, social theories and their relationship to technology in education. She is working on completing a knowledge information systems portal she developed for educators that focuses on character education. When asked what she likes about teaching at the College of Education, she answers, "I enjoy the mix of teaching and research. There is a lot of support here for research and I truly appreciate the opportunities provided."

EDUCATIONAL POLICY STUDIES



Fazal Rizvi
Professor

Dr. Rizvi's research interests focus on comparative and

international education; higher education and policy in the Asia-Pacific; cultural globalization and education policy; postcolonial theories of identity, representation and education; and global inequalities and educational policy. Before coming to the University of Illinois, Rizvi was the Pro Vice-Chancellor (International) and Professor, Education, RMIT University, Melbourne, Australia. He has also served as a Professor of Education at Monash University in Melbourne and The University of Queensland in Australia.

EDUCATIONAL PSYCHOLOGY



Cynthia Carter Ching
Assistant Professor

Dr. Ching's research projects include: children's intentional teaching of

others and examining the ways that higher education is mediated by concrete classroom artifacts ranging from high-

tech to the mundane. Additionally, she is working on developing ways to assess the personal and social factors that affect users' affinity for and identification with particular technologies, over and above issues of access and skill level, with particular emphasis on gender differences. "The graduate students here are the best" says Dr. Ching. "I'm consistently amazed at how engaged and eager to participate they are in class, and how insightful and driven they are in their research agendas."

EDUCATIONAL PSYCHOLOGY



Helen Neville,
Associate Professor

Dr. Neville's research interests have focused on three interrelated areas:

general and cultural factors influencing stress and coping processes, evaluation of the effectiveness of diversity-related programs, and multicultural education. In addition, she is interested in understanding racial identity, racism, and, more recently, color-blind racial ideology. "The professional activity that I have truly appreciated and valued has been my interactions with the Bureau of Education's research staff. The Bureau is a wonderful resource and provides unique services that my non-COE colleagues are envious of."

SPECIAL EDUCATION



Mary Louise Hemmeter
Assistant Professor

Dr. Hemmeter's research has looked at the effects of activity-based instruction

on the acquisition and generalization of skills by young children with developmental delays; teaching parents to use language prompting strategies to teach language skills to their young children with disabilities; and barriers and supports for effective practices in elementary programs. "I feel really lucky to work with a great group of people on projects related to early childhood special education. I also enjoy serving on College committees and having the chance to hear about the work of my colleagues."

RETIREMENTS :

Paul Thurston finds his new role "intriguing."

Paul Thurston just wants to make better schools. Is that really too much to ask? For 28 years it's what he worked at doing in the Educational Organization and Leadership department. He did it through several department name changes and through several major transitions of philosophy and scholarship in that same department. This past August, he officially retired. Now, Thurston figures it's time to really get serious about his work.

Wait a minute, what about the daily rounds of golf and the gardening and all of the other retirement clichés? Well, if retirement is supposed to be a vacation, then Thurston's looks to be a working one.

Thurston, who holds doctorate degrees in both education and law from the University of Iowa, came to the College of Education in 1974, following a consolidation of three separate programs and the departure of three faculty members. It might have been a tough place for a junior faculty member, just starting a career, but Thurston recalls only the great opportunity he had.

"I was fortunate enough to work with some true giants in the field of educational administration," he says, naming Van Miller and Bill McLure as a couple of the "giants" in question.

"I really can't imagine a better place to have been than here," Thurston says.

From school law, to finance to leadership, Thurston crosses all of the lines and covers all of the hot items of debate in the public schooling today. And, when you talk with him, you get the idea that he might just now be really hitting his stride. It's almost like the past three decades were preparation and research.

Van Miller. Tom McGreal. Shirley Fryer. Ask Paul Thurston about his years in the Educational Organization and Leadership department and the conversation always seems to come back to names, to the people he worked with and the students he taught. That really seems to be the key to understanding him and understanding what he wants to do.

On a nice evening in early October, sitting in the library of the Allerton Conference Center, a standing-room crowd made it clear that his approach has been a successful one. The annual Allerton Conference, sponsored by the Educational Administration Alumni Association, held a reception honoring Thurston and Shirley Fryer, the longtime departmental secretary who retired in May.

From making fun of Thurston's use (or maybe, overuse) of the word "intriguing," to a story about a Christmas Eve call to tell one of his students of his perfect score on Thurston's law exam, the speakers ranged from humorous to touching. And for nearly three hours, whether they were joking or serious, in the end, they were all simply saying thank you.

When Paul Thurston says he wants to make schools better, he isn't talking about the buildings, really. What he wants to do is make people better. Do that, he figures and the rest of it will just follow. So, while his official title has picked up an "emeritus," and his mailing address might have moved north a couple of blocks, Paul Thurston is still concerned with the same things he has been for nearly 30 years: people. And, if it seems like his retirement looks suspiciously similar to the rest of his career, you'd have it right.

He laughs when asked about that. "I guess I really do view the whole experience as a sort of journey. And, it's not so much that it's ending, it's just changing directions a little."

Good news for the College. Good news for Illinois schools. Good luck to Paul Thurston.

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CALENDAR OF EVENTS



Past EAA president Al Davis, current EAA president Jay Stortzum, and Dean Susan Fowler enjoyed the annual College of Education Homecoming Tent party this fall. Be sure to mark your calendars for the 2003 Homecoming celebration--Saturday, October 25. Illinois will take on Minnesota.

JANUARY

Saturday, January 25, 2003

Conference: Race and Diversity in the Classroom

Will include Carnegie Scholars from across the country
For K-12 teachers, school boards, and school administrators

Monday, January 27—Tuesday, January 28, 2003

Faculty Retreat: The Scholarship of Teaching and Learning

Keynote Speaker: Lee Schulman, President, The Carnegie Foundation for the
Advancement of Teaching

Registration fee waived for faculty, students, & alumni

APRIL

April 5, 2003

Education Alumni Association Annual Meeting

Levis Faculty Center, 8:30 – 10:30am

Distinguished Alumni Award Program

Levis Faculty Center, 11am – 1pm

April 23 or 24, 2003

American Educational Research Association

Chicago, IL

College of Education Reception: details to follow

MAY

May 18, 2003

College of Education Convocation

Huff Hall

If you would like more information about any of these events, please email us at ed-alumni@uiuc.edu or call us at (217) 244-7228.