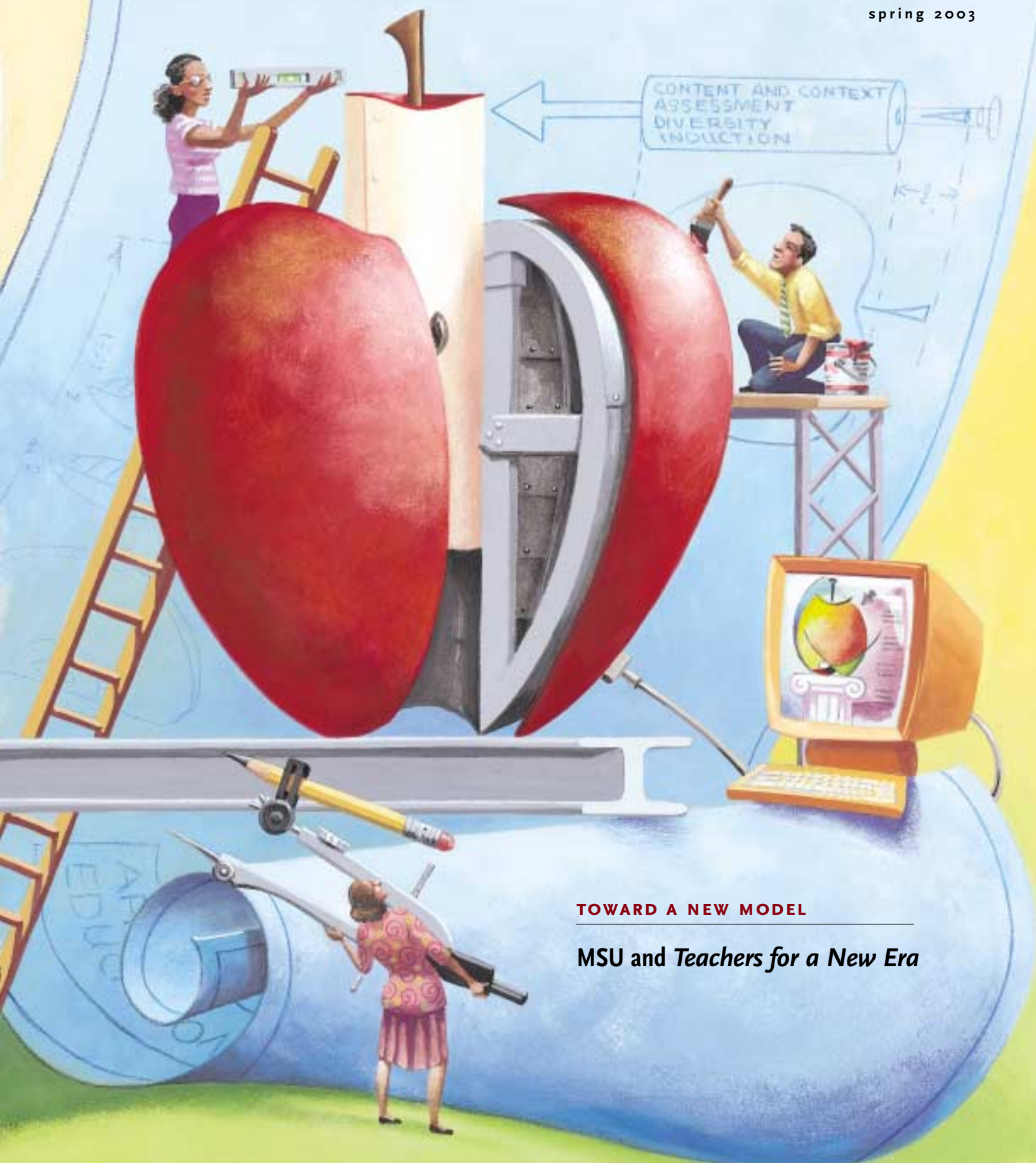


michigan state university college of education

# new educator

spring 2003



CONTENT AND CONTEXT  
ASSESSMENT  
DIVERSITY  
INDUCTION

**TOWARD A NEW MODEL**

**MSU and *Teachers for a New Era***



The *New Educator* is published twice a year by the Office of the Dean, College of Education, Michigan State University, for the faculty, students, staff, alumni, and friends of the college.

The college welcomes your comments and news items. Please address your letters to: *New Educator*, Office of the Dean, College of Education, Michigan State University, 518 Erickson Hall, East Lansing, MI 48824-1034. You can also reach us through e-mail at: [inzunza@msu.edu](mailto:inzunza@msu.edu)

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ON THE COVER  
Conceived by editor Victor Inzunza, artist Barbara Hranilovich, and graphic designer Charlie Sharp, the artwork on the cover is a graphical illustration of the work of constructing an “exemplar” of teacher education, and the themes that are at the core of our initiative: subject matter knowledge, assessment, diversity and induction. As you can see, the project seeks to build on that strong, sturdy infrastructure in an effort to provide a blueprint for other programs across the country.

*MSU is an affirmative-action, equal-opportunity institution.*



## DEPARTMENTS

Dean’s Column . . . . .	2
President’s Column . . . . .	4
Alumni News . . . . .	17
Faculty News . . . . .	18
Student News . . . . .	21
Development . . . . .	25



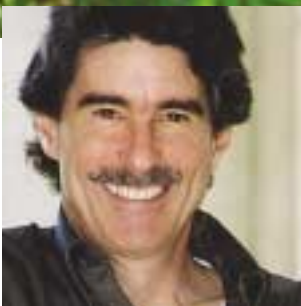
**Great Gala!**  
College celebrates 50th anniversary in grand style.  
... *page 8*

## COVER STORY

Teachers for a New Era . . .	ii
Q&A . . . . .	iv
Highlights . . . . .	viii

# new educator

VOL. 8 • NO. 2 • SPRING 2003



## **Math Matters**

Jack Smith explores the impact of reform and traditional curricula on students.

... page 12



## **Policy Plan**

Education Policy Center to incorporate a national perspective.

... page 15



## **Student Shines**

Macular degeneration doesn't keep junior Aaron Scheidies from being a terrific triathlete.

... page 21

# from the dean

**A**S WE BRING the 2002–03 academic year to a close, it has been a year marked by a declining economy and world turmoil. It seems certain that by the time you receive this magazine, these events will continue to weigh heavily on all of us. We likely face immediate and future budget deficits as well as unsettled world conditions. But, with this issue of the *New Educator*, I want you to know that this year has also brought new opportunities and recognition to the College of Education.

This year, Michigan State University was one of four institutions to be recognized with a \$5 million award from the Carnegie Corporation as part of their new initiative called “Teachers for a New Era.” In collaboration with the Ford, Annenberg and Rockefeller foundations, the Carnegie Corporation launched this national initiative beginning with the premise that quality teaching is central to the improvement of our nation’s schools and that teacher preparation programs can build exemplary models for preparing the quality teachers our nation’s schools need. The selection of MSU for participation in this five-year program is recognition of our national reputation for establishing cutting-edge and innovative programs for teacher preparation and research on teaching and learning.

The College of Education is providing leadership for this campus-wide collaboration that will give us the opportunity to take on specific challenges such as developing new kinds of assessments of teacher learning and induction programs for novice teachers, and defining the kind of content and pedagogical

knowledge teachers need for teaching in complex, urban environments. In other words, this award will enable us to take our program to new levels of excellence and tackle the challenges of the new era. In this issue, you will read about the significance of this opportunity, and the distinction it brings to our college and the university.

As we are quite enthusiastic about the possibilities afforded us through the “Teachers for a New Era” project, we have also recently received the announcement of the 2004 *U.S. News and World Report* graduate school rankings. I am very pleased to report that for the ninth consecutive year, the College of Education’s programs in elementary and secondary education have been ranked first in the nation. In addition, our program in rehabilitation counseling has also been recognized with a No. 1 ranking. Along with these three top-ranked programs, curriculum and instruction was ranked second, educational psychology and higher education administration were ranked fifth, educational policy was ranked eighth, and educational administration was ranked

ninth. In all, eight program areas were ranked among the top nine graduate programs in the country. Overall, our college was ranked 15th when criteria of selectivity, reputation, enrollment, and resources were considered. We hope you share our pride in these rankings for they reflect the dedication of our faculty to provide the highest quality programs, and conduct research that is recognized nationally and that makes a difference in teaching and learning throughout the K-16 system. The rankings also highlight the faculty's commitment to being engaged with the K-12 and policy communities. Equally important, these rankings reflect the quality and achievements of our alumni.

Our graduates distinguish themselves in many ways. A triple achievement this year involved three of our alumni who have been chosen as teachers of the year by their individual states. Each of the 50 states selects a teacher of the year, and three of these award recipients are graduates of the MSU teacher preparation program. Congratulations to Sue Gutierrez, who is Michigan's teacher of the year, Eric Stemle, who is teacher of the year in Wyoming, and Bob Grimm, who is Illinois teacher of the year. In addition, Susan Fletcher, an MSU intern, was selected as the 2002 National Intern/Student Teacher of the Year. Wow!

The turbulent world situation has compromised our study-abroad and international programs. Nevertheless, we have a long tradition of exposing our students to the world beyond Michigan and the United States, of offering graduate programs abroad, and of conducting international and



comparative educational research that makes a difference here and in other countries. In this issue, we have chosen to feature a story about some of our students who spent the past summer teaching in South Africa as part of a study-abroad program. Although we remain vigilant about safety of our study abroad programs, I hope you will see how valuable these overseas learning experiences are for the development of our students.

Whether or not you are a current resident of Michigan, you must be wondering how the economy is affecting higher education, Michigan State University, and the College of Education, in particular. We have had to plan for a range of potential and likely budget reductions in our college. The projected budget reductions will be a challenge for us, but we will use it to position ourselves for the future. We are committed to maintaining our excellence and continuing to build upon it. You can be assured that we will not jeopardize our areas of strength, not compromise our ability to begin new initiatives such as "Teachers for a New Era," and not

take actions that harm our programs. We will continue to envision the future, and I remain optimistic about our capacity to achieve our goals.

As we all struggle in these difficult economic times, I do hope you will keep the College of Education in your sights for your philanthropic giving. With the "Teachers for a New Era" award, we also accepted the challenge of raising the required matching funds over the next five years. It is a high goal but certainly one worth all our effort. The opportunity for this work to achieve a national model is before us. I invite you to monitor our journey.

Thank you for your continued support of the College of Education. We appreciate your loyalty and investment in our goals. Just as we strive to maintain your pride in us, we also strive to make a difference in the quality of teaching and learning across the K-16 spectrum.

Carole Ames



## Greetings from the Alumni Association!

### FROM THE P R E S I D E N T

The quality of public education in the United States remains a popular topic of conversation. Throughout our history, such talk has spawned a variety of “accountability” models for the nation’s public schools, each intended to increase educational levels of our youth.

Last year, the “No Child Left Behind” reform plan took root in American public schools. This public policy initiative provided a comprehensive mechanism for desired improvements. Leveraged through reauthorization of Elementary and Secondary Education Act (ESEA) funding, it comes at a time at which it has never been more important to be well educated. On this, we can agree.

“No Child Left Behind” also comes at a time in our nation’s history when educators and policymakers have access to a wealth of knowledge describing what really works concerning teaching and learning. Much of this knowledge has been generated by the excellent research produced by professors at Michigan State University’s College of Education. It seems fair to ask, “Has this knowledge become the basis for implementation of quality education policy?”

Paradoxically, U.S. students have never been better educated while public schooling has never been more highly criticized. Similarly, parents have never been more supportive of the schools attended by their own children, nor more critical of others. That politicians and educators, parents and business leaders struggle to agree on what it means to be well educated comes as no surprise.

A unique belief about policy matters exists here, also. Unlike citizens in many other countries, we are quick to raise the concept of “local control” when it comes to policies affecting our local public schools. True believers claim that those at the local school level know best about educating resident children. This belief tends to keep state and federal tinkering at bay. But can this approach extend to all schools with confidence?

An observable result of strong local control is a lack of curricular uniformity throughout our nation’s public school systems. Our unique attempts at independence from outside policy influences result in observable curricular fragmentation. It is small wonder that American students do not perform favorably on international achievement tests when

compared to students from countries in which national curricular standards exist in core academic areas.

Thus, the call for clearly defined standards in our schools. Thus, “No Child Left Behind.”

It is appropriate to ask if its content jibes with quality research into teaching and learning. Will no child, in fact, be left behind by 2014? Time will certainly tell.

Certainly, members of the College of Education’s faculty and administration will play a significant leadership role in ascertaining answers to questions about this comprehensive education reform initiative. I encourage you to read their research and study its implications. Through personal efforts, you too can help connect educational research with quality public policy.

In the meantime, please continue to support your alma mater’s leadership role in the field of education by joining the Michigan State University’s College of Education Alumni Association.

*Proud to be a Spartan!*

A handwritten signature in red ink that reads "Bob Spencer". The signature is fluid and cursive, with a prominent "B" and "S".

*Bob Spencer, President*

*College of Education Alumni Association*

## COLLEGE TOPS NATIONAL RANKINGS — AGAIN!

### Elementary and Secondary Education Selected as Best in Nation for Ninth Consecutive Year, Rehabilitation Counseling Also Takes Top Spot

#### ELEMENTARY EDUCATION

1. Michigan State University
2. University of Wisconsin—Madison
3. Ohio State University—Columbus
4. Teachers College, Columbia University (NY)
5. University of Georgia
6. University of Illinois—Urbana-Champaign  
Vanderbilt University (Peabody) (TN)
8. Indiana University—Bloomington  
University of Virginia (Curry)

#### SECONDARY EDUCATION

1. Michigan State University
2. University of Wisconsin—Madison
3. Ohio State University—Columbus
4. Stanford University (CA)
5. Teachers College, Columbia University (NY)  
University of Illinois—Urbana-Champaign
7. University of Georgia
8. University of Virginia (Curry)
9. Indiana University—Bloomington  
University of Washington

#### REHABILITATION COUNSELING

1. Michigan State University
2. University of Wisconsin—Madison
3. Southern Illinois  
University—Carbondale  
University of Iowa
5. Boston University  
George Washington University (DC)  
Illinois Institute of Technology  
Penn State University—University Park
9. University of Florida

University of Maryland—College Park  
University of Wisconsin—Stout

#### CURRICULUM/INSTRUCTION

1. University of Wisconsin—Madison
2. Michigan State University
3. Teachers College, Columbia University (NY)
4. Ohio State University—Columbus  
University of Illinois—Urbana-Champaign
6. University of Georgia
7. Stanford University (CA)  
University of Michigan—Ann Arbor
9. Indiana University—Bloomington  
Vanderbilt University (Peabody) (TN)

#### EDUCATIONAL PSYCHOLOGY

1. Stanford University (CA)  
University of Wisconsin—Madison
3. University of Michigan—Ann Arbor
4. University of Illinois—Urbana-Champaign
5. Michigan State University
6. University of Minnesota—Twin Cities
7. University of California—Berkeley
8. Teachers College, Columbia University (NY)
9. University of California—Los Angeles

#### HIGHER EDUCATION ADMINISTRATION

1. University of Michigan—Ann Arbor
2. Penn State University—University Park
3. University of California—Los Angeles
4. Indiana University—Bloomington
5. Michigan State University
6. Harvard University (MA)
7. Stanford University (CA)



- University of Southern California (Rossier)
9. Teachers College, Columbia University (NY)

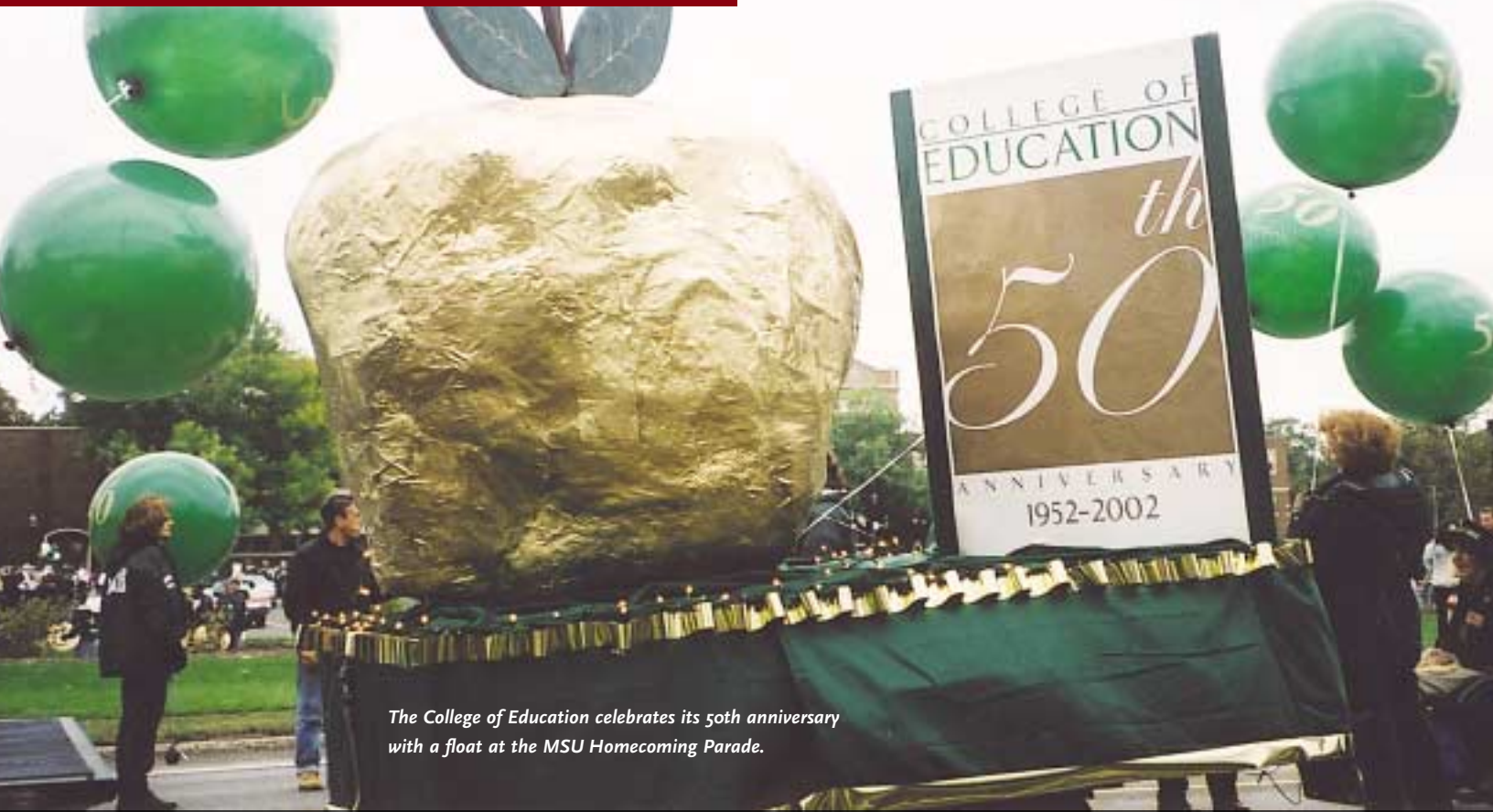
#### EDUCATION POLICY

1. Stanford University (CA)
2. Harvard University (MA)
3. University of Wisconsin—Madison
4. Teachers College, Columbia University (NY)  
University of Michigan—Ann Arbor
6. University of California—Berkeley
7. University of California—Los Angeles
8. Michigan State University
9. Vanderbilt University (Peabody) (TN)

#### ADMINISTRATION/SUPERVISION

1. University of Wisconsin—Madison
2. Ohio State University—Columbus
3. Stanford University (CA)
4. Harvard University (MA)
5. Vanderbilt University (Peabody) (TN)
6. Penn State University—University Park
7. Teachers College, Columbia University (NY)
8. University of Texas—Austin
9. Indiana University—Bloomington  
Michigan State University  
University of Michigan—Ann Arbor

# COE Report



*The College of Education celebrates its 50th anniversary with a float at the MSU Homecoming Parade.*

## Improving Doctoral Education

msu has been selected to participate in the Carnegie Foundation for the Advancement of Teaching's Initiative on the Doctorate, a multi-year research and action project aimed at improving doctoral education at American universities.

The Department of Teacher Education in the College of Education and the Division of Science and Mathematics Education in the College of Natural Sciences are two of only 32 "partner departments" in chemistry, education, English and mathematics that were asked to participate in the project.

The departments will analyze all aspects of their doctoral programs. Departments will begin this analysis by clarifying their goals for doctoral education in their respective disciplines, and will commit to creating "design experiments" in doctoral education to better meet their goals.

## Three Outstanding Alumni

The College of Education and its alumni throughout the country have reason to be proud this spring: Three msu graduates were selected as teachers of the year in their respective states.

No other university had as many alumni selected as state teachers of the year, and none had as many in the running for National Teacher of the Year. The three educators are:

- **Bob Grimm**, who received his msu degree in 1978. He is Illinois' Teacher of the Year and teaches physics at William Fremd High School in Palatine, Illinois.
- **Sue Gutierrez**, who received her master's degrees from msu in 1992 and 2001. She is Michigan's Teacher of the Year, and teaches social studies at Forest Hills Central Middle School in Grand Rapids, Michigan.
- **Eric Stemle**, who received a bachelor's degree in 1976 and a master's degree in 1981 from msu. He is Wyoming's Teacher of the Year and a language arts teacher at Evanston High School in Evanston, Wyoming.

You can read about Sue Gutierrez in the fall 2002 issue of the *New Educator*, and look for more about all three outstanding teachers in the fall 2003 issue.

## Erickson Hall in the Spotlight

Erickson Hall, the home of the College of Education for nearly 50 years, is included in the book, *MSU Campus—Buildings, Places, Spaces: Architecture and the Campus Park of Michigan State University* by Linda O. Stanford and C. Kurt Dewhurst.

The book, published by the MSU Press in September of 2002, tells the story of the commitment of campus leaders since the 19th century to develop MSU as a beautiful and educational public resource.

Stanford is a professor of art and art history at MSU, and Dewhurst is director of the Michigan State University Museum and Center for Great Lakes Culture. The authors note that the building was designed by the architectural firm of Ralph R. Calder, which also designed the Kresge Art Center and a number of other campus buildings. Of Erickson Hall, the authors wrote: "This fine example of the International Style features wide expanses of glass cemented by green spandrels and brick. From Farm Lane, the glass-enclosed stairwell near the main entrance is an impressive sight."



## Acknowledging Excellence

Alumna **Lee Zajac** (B.A. 68) has received the 2002 Governor's Education Excellence Award. Zajac, who is a teacher at Oakwood Middle School in the East Detroit Public Schools, was honored for her commitment and passion for teaching and her leadership in the use of technology in the classroom. Zajac is the second alumna to receive the award. In 2001, **Reniero Aroz** (M.A. 84) was honored by then-Governor John Engler.



*Spartan greets Frank Kush (far left) and Chuck Fairbanks (far right) enjoy a moment with Dean Carole Ames during her visit to Arizona in January. Both Kush (B.S. 53), who is pictured with his wife Frances, and Fairbanks (B.S. 55) played football at MSU during the 1950s, earned their physical education degrees from the college, and went on to outstanding coaching careers, Kush at Arizona State University and Fairbanks at the University of Oklahoma and the New England Patriots.*

## AN EVENING TO REMEMBER

### College Celebrates 50 Years of Achievement at Gala Event

**I**T WAS BLACK TIES AND EVENING GOWNS IN NOVEMBER AS the College of Education culminated its 50th anniversary celebration with a gala at the Kellogg Center.

The event, which featured an address by Lee Shulman, who is president of the Carnegie Foundation for the Advancement of Teaching and was on the College of Education faculty from 1963 to 1982, drew more than 500 alumni, emeriti and current faculty, donors and friends of the college.

MSU Provost Lou Anna Simon welcomed people to the celebration. Dorothy Gonzalez, a member of the MSU Board of Trustees, also attended the festivities.

Dean Carole Ames led the gathering in a toast to the college's rich history and accomplishments, as well as the many opportunities that lay ahead. The evening also included the presentation of a video in which retired faculty described the college's growth and development over the years and current faculty discussed the dynamism and collegiality of the college today.

"What a special evening this is with so many alumni, faculty, and friends of the college here to share in the celebration,"

Dean Ames told the gathering. "The college has played an important role in the lives of so many of us here this evening. Whether you are an alumnus, retired or current faculty member, collaborator or friend of the college, thank you for being part of this special celebration that commemorates 50 years of leadership in education.

"Tonight is a celebration of how the college's excellence and future are connected to its history and how its rich traditions will shape its future."

Also part of the evening was the presentation of 50 Crystal Apple Awards to outstanding educators. (See story in fall 2002 issue.) Emeriti faculty in attendance included such people as Walter Johnson, who was a member of the staff

in 1952, and Janet Wessel, who did pioneering research into women and health in the 1950s and 1960s and adaptive physical education in the 1970s.

Other emeriti faculty in attendance included Norm Bell, Charles Blackman, Shirley Brehm, Robert Church, Patricia Cianciolo, Lou Hekhuis, Henry Kennedy, Perry Lanier, Herb Olson, Grady Penning, Joyce Putnam, Max Raines, Lou Romano, Louise Sause, Vern Seefeldt, and Steve Yelon.

The gala was the culmination of a yearlong celebration of the college's founding in 1952. Prior to that year, the college had been a department or division within other colleges. The earliest education course offered by the university dates to 1902.





## INTERNATIONAL SCHOOLING

### Study Abroad Program Provides Teacher Education Students Opportunities to Teach and Learn About South Africa

Ask MSU intern Mike van Antwerp about teaching in South Africa last summer, and he'll tell you it was one of the greatest experiences of his life. He taught at a rural high school that had no electricity or running water. The biology class he taught had more than 40 students ranging in age from 16 to 22.

"It was intimidating to walk into a class that large," van Antwerp said. "But they were so eager to learn. Every day I would greet my students in Zulu and look out at the class and I'd see all these smiling faces.

"I learned so much about being resourceful and using what's available. The most memorable thing for me of the whole experience was working with those students every day."

Van Antwerp had the opportunity to teach in South Africa as part of the College of Education's effort to provide its prospective teachers with a sense of what teaching, learning and schooling are like around the world.



*Katie Krupansky gets a look at a pair of zebras in South Africa.*

South Africa is just one of the destinations. Other programs for College of Education students exist in places ranging from England, Japan and the Netherlands to Ecuador and Australia.

The students who traveled to South

Africa had the opportunity to teach in elementary and secondary schools outside of the twin cities of Richards Bay and Empangeni, near the Indian Ocean in KwaZulu Natal province.

Anne Schneller, who was the program's co-coordinator, said van Antwerp and the 17 other MSU students who went to South Africa were the first to take part in a "pre-internship" program designed especially for those who had finished their undergraduate degree and were planning to intern.

"The program works well because we get most students just before they enter their internship year, and so they are a little hesitant about teaching," said Schneller, who teamed with teacher and alumna Margaret Holtschlag (M.A. '87) to teach and advise the students. "This experience gives them terrific confidence. If you can handle a classroom with 80 children and no overheads and no computers and no teaching aids, then you



*Dan Moses works with a group of South African students.*

*Rebecca Curry (right) discusses a project with her cooperating teacher.*

can come back here to Michigan and teach your 26 students and it's easy by comparison."

Schneller pointed out that the teaching opportunities are important, but there is also a strong academic component as well. The program is patterned along the lines of the fifth-year internship. Students teach Monday through Thursday, and then meet on Fridays for lectures, feedback, reflection and study.

Not only did the students get to collaborate with teachers and teach African young people, but they also lived with South African families to get an understanding of the communities in which they lived and taught.

"Having so many students, I came to appreciate the importance of motivation and how key it is to stress the value of an education," recalled Cheryl Krohn, who is now a first grade teacher in Westland, Michigan. "American students are so lucky to have what they have. I was in a room with 70 kids with no paper and no books and you have to be creative and resourceful to teach.

"You wind up using skills that you didn't even know you had."

Krohn was one of two students who had gone to South Africa as part of the college's undergraduate study abroad program a few years ago and had opted to return in order to have the opportunity to teach—even though by last summer she had already finished her internship. The experience led to a job offer to teach at an international school in Cape Town. She turned it down because she had already signed a contract to teach in Michigan, but is considering the possibility of teaching in South Africa in the future.



For Schneller, the value of overseas opportunities like the South African program are many. A key one, she said, is that it provides insight into a culture and system of learning that is beyond a book or an American classroom.

"Many of these students have not been outside of Michigan very much," Schneller said. "They don't have a good understanding that the rest of the world is different. So this is an important experience and opportunity to see how different the world really is by actually living and working in a country like South Africa.

"On a professional level, this kind of experience helps our students and our future teachers better understand our increasingly heterogeneous student population. If you are going to be working in a school with a lot of immigrant children, you are going to have more empathy and a better understanding of the needs of some of these children. You're going to be a better teacher for having had this experience."

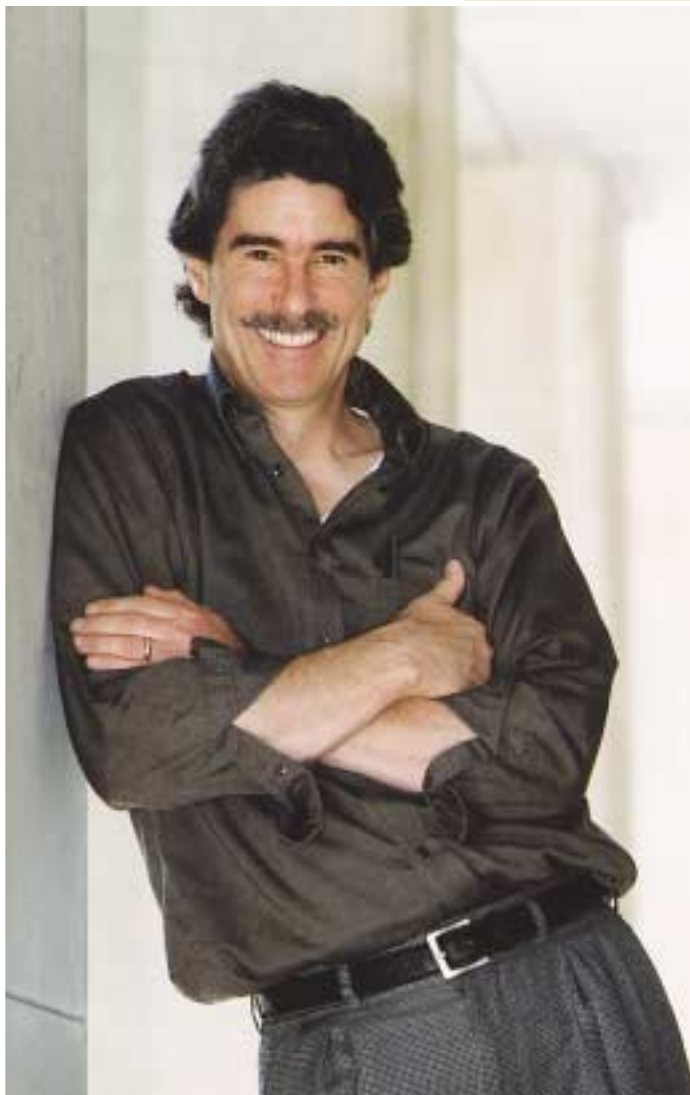
For more information, log onto the Web at <http://msu.edu/~annes/internship>.



*Jackie Jaworski (right) and Cheryl Krohn enjoy a moment before teaching a class in South Africa.*

## MAKING SENSE OF UNDERSTANDING

### Jack Smith's Research Is Driven by a Desire to Explicate the Nature of



Jack Smith can remember well his days as a high school mathematics teacher. A committed and gifted educator, his goal in the classroom was to make mathematical ideas accessible to all of his students. Invariably, however, there were those students who despite their best efforts would fail to fully grasp the concepts Smith was teaching.

It was a fact that would continually tug at Smith, and even more frustratingly, he could find no way of explaining how students who wanted to learn and understand mathematical concepts would fail to do so.

“Where that took me intellectually was to question whether there was something going on psychologically in terms of understanding,” said Smith, who is now an associate professor in the Department of Counseling, Educational Psychology and Special Education. “These students weren’t quite grasping the material correctly even though they were motivated, they were doing the homework, they had supportive families. The ideas weren’t falling into place, and I didn’t have a way of explaining that to myself.”

That desire to understand the nature of his students’ knowledge and learning of mathematics has been the driving force in Smith’s career as a researcher. Over the years, his work has allowed him to gain a deeper and more nuanced understanding of what it means to learn and understand mathematical concepts.

Of particular interest to Smith in recent years has been the notion of transition and change and its relationship to mathematical knowledge. Currently, he heads a National Science Foundation–funded project that looks at the impact on students of moving from one curricular approach in mathematics to another.

He has followed four groups of students. One group studied a reform curriculum known as the Connected Math Project (CMP) in middle school and then moved to a high school that had a more traditional approach to algebra. The other group had the opposite experience. He also tracked two groups of high school seniors who made the transition to a freshman calculus course in college.

## Knowledge and Learning of Mathematics

In those cases, students also moved to or from a traditional and reform-oriented curriculum.

Smith and his team have conducted 500 interviews with about 100 students and developed an elaborate coding scheme to interpret students' responses. The researchers are still analyzing the data, but findings indicate that while there was an initial adjustment in bridging the two curricular approaches, the majority of students were able to make the transition.

About 50 percent of the students moved from one curricular approach to the other without significant change in grades or other dimensions. Students anticipate changes when making the transition from middle to high school, for

*I think there will be much in the study that districts will be able to use and think about in making decisions about curriculum. But the study won't make those decisions for people. We don't advocate for one approach or the other. We can provide information that will help decision makers . . .*

example, and thus expect new challenges and approaches. This appears to cushion the impact of what can be an abrupt change in approach, Smith said.

However, for those students who do experience a change in achievement and attitude toward math after the transition, the impact tends to be more negative than positive. This is especially pronounced in the transition between high school and college. Only one student, for example, reported that he liked mathematics more in college than in high school.

"This does not appear to be strongly affected by whether you are coming out of a standards-based experience or a more traditional experience," he said. "There is just something about collegiate math that makes it harder to like."

He and his team are now working through the qualitative aspects of the study. But Smith said that it is already clear to him that students perceive significant differences between the two approaches.

After experiencing both traditional and reform programs, students often described the differences between the programs in terms of the kinds of problems they had to solve (contextual vs. number problems), what they had to

do to produce acceptable answers, and what kinds of demands these problems made on them. For Smith, these differences lie at the heart of reform, and show that curriculum change has had an impact on students.

Smith believes that the study will have implications for K–12 educators. He plans to begin work on a book based on his research to provide teachers, curriculum directors, principals and superintendents insight into the nature of reform and traditional curricula in mathematics and their impact on students.

In the end, his goal is not to choose a side in the "math wars," but instead to provide people with a clearer picture of what mathematical knowledge and understanding looks like for students given the curriculum in place.

"There is quite a bit of controversy between advocates of reform and those who are much more comfortable about a traditional approach," he said. "Reform has tried to change the basic diet in mathe-

matics from something that was numerical and stripped of context and had a strong practice component to one that was more contextual and that asked people to think about problems where predetermined methods of solution were not known.

"That students have not only picked up on this difference, but see it as a major difference is important for reform, whether one likes it or not. Clearly, the reform curriculum has a different emphasis and makes different demands on students and teachers. Some students liked it and some didn't, but they were challenged in a different way. This provides input for people making decisions about what curriculum to use, and the types of methods to put in place to support that curriculum.

"I think there will be much in the study that districts will be able to use and think about in making decisions about curriculum. But the study won't make those decisions for people. We don't advocate for one approach or the other. We can provide information that will help decision makers, but the decision about what approach to use is a different question that, ultimately, is based on what a district wants its students to learn and be able to do."

## SCIENCE TEACHING & LEARNING

### College of Education Chosen to Take Part in Two Major National Science Foundation Grant Projects

**M**ichigan State University's College of Education has been selected to be part of two National Science Foundation (NSF)-funded projects worth nearly \$20 million that focus on effective science teaching and learning in K-12 schools and universities.

MSU was the only university in the nation to be part of winning grant proposals at both the K-12 and post-secondary levels in the competitive NSF grant process.

The higher education grant, which totals \$10 million over five years, will allow MSU to establish the Center for the Integration of Research, Teaching and Learning (CIRTL) with the University of Wisconsin and Pennsylvania State University.

"This is a major grant for us in higher education," said James Fairweather (*right*), professor of educational administration who helped write the proposal and is co-principal investigator on the project. "This represents a first for NSF. It has funded initiatives to improve teaching of mathematics and science at the K-12 level. Establishing CIRTL is an important investment by NSF in the teaching that goes on at college campuses.

"Our focus will be on preparing future faculty. Specifically, what we want to do is create different kinds of learning communities so that people who will eventually become faculty members are exposed to and get experience in effective teaching."



The University of Wisconsin will serve as the laboratory for creating tools to help graduate students and faculty members develop teaching skills that are a match for their skills in the lab. The MSU team will then take the lead by first implementing some of the new strategies and then establishing a network of seven other research universities.

Fairweather said the goal is to include universities that represent the full range of emphases on preparing teachers for the postsecondary classroom. "What we're seeking to answer is what works and why," he said.

"There are pedagogical issues as well as institutional change issues involved. We're seeking to prepare doctoral students to be teachers in a different way and, ultimately, have professors teach in different ways."

Along with Fairweather, the MSU team includes Ann Austin and Roger Baldwin, both professors of educational administration.

The second NSF grant teams MSU with the Lansing School District as part of a \$9.9 million project that is designed to transform K-12 science textbooks and teaching.

"As part of the project, we at MSU certainly plan to develop some materials that teachers can use in the classroom, but our research is also going to involve studying the implementa-

tion process involving real schools and real students," said Jim Gallagher, professor of teacher education who will serve as co-principal investigator on that project. "We want to have an impact on students' learning and on the teachers working with them."

MSU and the Lansing School District are part of a consortium of institutions led by the American Association for the Advancement of Science (AAAS) that will establish the Center for Curriculum Materials in Science with the five-year grant from NSF.

The goal is to help students gain essential science knowledge and skills, and the work will be carried out by AAAS in collaboration with MSU, the University of Michigan, and Northwestern University, as well as the Lansing, Chicago, and Detroit public schools. Another key goal of the center is to improve science curriculum materials, making sure they reflect sound research on student learning and take advantage of the most effective teaching strategies and technologies.

The center will draw on the materials development and teacher education expertise at MSU and the other universities to address some of the serious problems identified by AAAS in its series of critical evaluations of middle and high school science textbooks.

The MSU team, which includes Gallagher; Ed Smith, associate professor of teacher education; and Christina Schwarz, assistant professor of teacher education, will work closely with Lansing teachers to connect university research and teacher training with the realities of the classroom. In all, the center plans to work with 400 teachers and train approximately 30 teacher leaders nationwide.

## BRANCHING OUT

# Education Policy Will Seek to Reach Policymakers in Washington and Across the Country



After less than three years, the Education Policy Center at Michigan State University has established itself as an important non-partisan source of information in the often-contentious debate over K-12 education. Now, the center is taking the next step in its development by broadening its scope to take on issues of national importance.

Spearheading the national effort will be University Distinguished Professor William Schmidt, who is now co-director of the center with Professor David Plank.

"David Plank has done a wonderful job in establishing a statewide reputation for the center and working with the legislature," Schmidt said. "All of that is important because, ultimately, these education policy issues will be settled and solved through state-level involvement. So having a strong presence in the state of Michigan is very important.

"But it's a natural extension . . . to broaden the horizon to look at national policy issues and bring international perspectives to bear on those national issues."

The move toward a national presence for the center comes as K-12 education remains one of the key policy issues on the national agenda. As part of the national strategy, the center will target curriculum content issues related to K-12 schooling, including content standards, assessment, professional development and teacher preparation.

"The focus of the center in the first few years has been almost exclusively on Michigan," Plank said. "The new mandate is to achieve greater national visibility. Bill and I both agree that we can only do that in a tightly focused issue area. We need to be a recognized

expert voice in a particular area of educational policy.

"The area of curriculum content allows us to become that recognized voice."

The focus on content grows out of Schmidt's work with the Third International Mathematics and Science Study (TIMSS). For 10 years, Schmidt was the executive director of the national research center for TIMSS and emerged as a leading spokesperson for reforming the way mathematics and science is taught in the U.S.

Schmidt said that his work with TIMSS has made it clear that American education needs to focus on content. What content should be taught? How should it be structured? What should assessment look like? What should be the content of teacher preparation? These questions, Schmidt said, are all policy issues that should be addressed on a national level.

"Part of the reason American education is in the difficulty it is in is because these questions haven't been addressed," Schmidt said. "I truly believe the policy center has the opportunity to address these issues in a meaningful way."

The work of bringing these issues to the fore will begin this year. In the works is an inaugural conference in Washington, D.C. No dates have been set, but the plan is to bring together leading experts from across the disciplines and lawmakers to discuss some of these educational issues.

Schmidt is also working to develop a regular seminar series, based in Washington, that would provide a forum for lawmakers and key educational leaders to learn more about issues related to curriculum content. The first seminar, Schmidt said, is likely to deal with a reanalysis of



*William Schmidt and David Plank*

TIMSS data by experts from various fields.

What will not be changing is the center's ability to focus on the issues Michigan policymakers and educational leaders regard as most pressing. Over the past few years, the center has paid close attention to issues related to school choice and educational accountability.

Those issues will continue to be important for the center, Plank said, but there will also be a greater focus on issues related to attracting and retaining high quality teachers and school financing.

"We are still going to look at those issues that are front and center for Michigan policymakers and those issues where we can make a difference," Plank said. "We are still going to find those issues where the kind of research-based information that we provide can make the biggest difference."

## THE WORLD OF DOLLARS AND SENSE

### Unique Program Revs Up Effort to Help Teach Economic Concepts

**W**ith all the demands on K–12 teachers, getting them to teach economic concepts and principles sometimes can be a tough sell. For the Michigan Council on Economic Education (MCEE), the goal was to put in place a program that would help teachers throughout Michigan introduce and more effectively teach economics concepts in their classrooms.

The result of that effort is the Educator Associates Program. Three

years after it was launched, the program is thriving with some 60 teachers and professors part of the statewide network of educators committed to helping teachers teach economics.

“The goal of the initiative had three parts,” said David Dieterle (Ph.D. 85), president of the Novi-based MCEE.

“First, we wanted to develop an infrastructure to improve the economic education of teachers. The second issue was to find a way to make available quality standards-based resources on economics to teachers throughout the state. The final goal was to develop a network of educators who could teach other educators about teaching concepts related to personal finance, economics, and entrepreneurship.

“We’ve done all that.”

The first cadre of 20 teachers was trained in the summer of 2000, and since then 20 more teachers have been admitted into the program.

The associates conduct workshops and professional development sessions, informing their fellow teachers about curriculum and lesson plans and the latest concepts related to teaching economics. Dieterle said some of the more popular sessions involve investing, personal finance and the teaching of economics concepts using children’s literature.

“The teacher associates focus on working with the teachers and the school districts,” Dieterle said. “A lot of teachers around the state are very active in working with intermediate school districts.”

For retired high school economics

teacher John Noling (B.A. 70), being part of the network has been a tremendous experience. His affiliation with the program made it possible for him to travel to Russia last spring to observe the teaching of economics in K–12 classrooms and meet with 150 Russian teachers.

That experience has allowed him to conduct between 15 and 20 workshops and programs for teachers in west Michigan about what Russia is like today and its efforts to teach economics in the schools.

“I’ve wanted to be part of the Educator Associates Program to help other teachers, but being part of the program has also helped me in terms of staying on the cutting edge, which is where you want to be if you think you have good ideas for teachers,” Noling said.

In addition to the educator associates, MCEE also has put in place a network of seven university-based Centers for Economic Education. The center directors are professors of economics or education. The centers serve as focal points for educators in the various regions of the state. There are also five professor associates, including Emeritus Professor Roger Niemeyer, who work with the program but are not affiliated with the centers.

During 2002, MCEE serviced more than 2,400 teachers throughout Michigan, resulted in more than 9,000 contact hours with educators through professional development workshops and sessions, and affected an estimated 350,000 students.

“We’re very proud of the program, and these educator associates are clearly making a difference,” Dieterle said.



David Dieterle

## ALUMNI NEWS

### 1960s

**Betty Beryl Falcone** (M.A. 62) received the Michigan State University Alumni Association Service Award. The award is presented to alumni who have demonstrated continuing outstanding volunteer service to MSU and/or meritorious public service on local, state, national or international levels.

**Harriette McAdoo** (B.A. 61/M.A. 63) has been elected fellow of the National Council of Family Relations.

### 1970s

**Darlene Dongvillo** (M.A. 78) has been appointed interim superintendent of the Grandville (Michigan) Public Schools.

**Robert Haight** (M.A. 79) has published a book of poetry, *Emergences and Spinner Falls* (New Issues Poetry & Prose, 2002).

**Linda Stokes** (M.A. 76) was elected treasurer of the Young Educators Society (YES) of Michigan. She is an advisor in the Lansing Public Schools.

### 1980s

**Reniero Aroz** (M.A. 84) was chosen Educator of the Year by Central Michigan University. Aroz is eastern area director of the Lansing School District.

**Michael Boulus** (Ph.D. 81) has been appointed executive director of the State Universities of Michigan. He succeeds another alumnus, **Glenn Stevens** (M.A. 61), who retired after 20 years of service in the position.

### 1990s

**Esther K. Andrews** (M.A. 90) has co-authored *Case Studies in Dental Hygiene* (Prentice Hall, 2002), a text for all levels and courses in the dental hygiene curriculum.

**Martial Demeble** (Ph.D. 95) was featured in *Reseau*, the magazine of the University of Québec. Demeble is associate director of the Center for International Development in Education at the University of Québec at Montréal.

**Amy Lynn Goldstein** (B.A. 91) was selected as a finalist for the Golden Apple Award for Excellence in Teaching in February. The award, presented by the Golden Apple Foundation, is given annually to 10 of the most outstanding teachers in the Chicago metropolitan area. Goldstein teaches

at Tripp Elementary School in Buffalo Grove, Illinois.

**Tory Lindley** (B.S. 91) has been selected as Northwestern University's director of sports medicine. Lindley had been staff athletic trainer for football at Eastern Michigan University.

**Anne M. Mungai** (Ph.D. 97) has published *Growing Up in Kenya: Rural Schooling for Girls* (Peter Lang, 2002). Mungai is a professor at Adelphi University in Garden City, New York.

### 2000s

**Jennifer Wimbish** (Ph.D. 01) has been appointed president of Cedar Valley College in Lancaster, Texas. Wimbish had been provost of the Lansing Community College.

### An Alumna of Distinction

Alumna **Jacquelyn Taylor** (M.A. 82/Ph.D. 86) received quite an honor in November. Taylor, vice president of Davenport University, was presented with an Athena Award from the Athena Foundation at an awards reception at Meijer Gardens in Grand Rapids. Taylor was honored for her leadership, professional excellence, community service, and for actively assisting women in their attainment of professional excellence. Taylor is a committed Spartan, who has served on both the College of Education and MSU alumni association boards, and is currently president of the MSU Club of West Michigan.



## FACULTY NEWS

Professor and Chair Emeritus Gale Mikles (center) was joined by his longtime colleague, Professor Emeritus Janet Wessel (left), in January to receive his Crystal Apple from Dean Carole Ames during her visit to Arizona. Mikles chaired what was then the Department of Health, Physical Education and Recreation from 1971 to 1985. Wessel was a faculty member in the department from 1956 to 1983.



### Publications

**Ellen Altermatt**, assistant professor (CEPSE), has co-authored “Making the grade but feeling distressed: Gender differences in academic performance and internal distress” in the *Journal of Educational Psychology*, 94, 396–404. She is also the principal investigator on a grant project titled “Academic Performance and Social Interactions as Predictors of School Adjustment: A Daily Diary Approach.”

**Ann Austin**, professor (EAD), has co-edited *Higher education in the developing world: Changing contexts and institutional responses* (Greenwood Press, 2002). She also published “Changing expectations in a shifting context: Academic lives in transition” in the *Review of Higher Education*, 26(2).

**Lois A. Bader**, professor (TE), organized a Health Literacy Conference at the Kellogg Center in November. The

conference, which was sponsored by the Pfizer Foundation, the MSU Institute for Health Care Studies and the Capital Area Literacy Coalition, dealt with the consequences of inadequate health literacy.

**Maenette Benham**, associate professor (EAD), has published *The Renaissance of American Indian Higher Education: Capturing the Dream* (Lawrence Erlbaum Associates, 2003). She was also an invited editor for a special edition of the *Journal of American Indian Education* that focused on post-secondary programs. Benham also serves as editor of *The American Educational Research Journal: Section on Social and Institutional Analysis*.

University Distinguished Professor **Jere Brophy** (CEPSE) edited *Social constructivist teaching: Affordances and constraints* (Elsevier Science, 2002). A

Polish translation of Brophy’s book *Motivating Students to Learn* (McGraw-Hill, 1997) and a Chinese edition of *Looking in Classrooms* (Allyn & Bacon) were also published in 2002.

**Anne Haas Dyson**, professor (TE), has published *The brothers and sisters learn to write: Popular literacies in childhood and school cultures* (Teachers College Press, 2003).

**Joseph Featherstone**, professor (TE), has published “Dear Josie,” *Witnessing the hopes and failures of democratic school reform* (Teachers College Press, 2003). He was also one of a panel of educators who gave the Askwith Lecture at Harvard University in February on democracy and education.

**Reitumetse Mabokela**, assistant professor (EAD), served as guest editor of a special issue of the *Peabody Journal*

## FACULTY RETIREES

**Cleo H. Cherryholmes** (TE) began his 37-year career at MSU in 1966 when he joined the Department of Political Science. In 1995, he joined the College of Education as professor of teacher education during which he led the Master of Arts in Curriculum and Teaching program.

**John Haubenstricker** (KIN) began his MSU career as a faculty member in what was then the Department of Health, Physical Education and Recreation in 1973. Over the years, he has served as director of the Motor Performance Study and the Institute for the Study of Youth Sports.

**Laura R. Roehler** (TE) joined the faculty in 1972 and for the past 31 years has been a professor of teacher education and literacy teaching and learning. She received both her master's degree (1969) and Ph.D. (1972) from MSU.

## *In Memoriam*



Professor Stanley P. Wronski died November 6, 2002, from pancreatic cancer. He was 83. He earned a B.A., M.A., and Ph.D. from the University of Minnesota, and taught at Boston University before joining what was then the College of Education's Department of Curriculum and Administration in 1957. He retired in 1983.

of Education that focused on "Leadership challenges in creating inclusive school environment." She also served as the program chair of the annual meeting of the *Comparative and International Education Society* held in New Orleans in March, and published "Reflections of Black Women Faculty in South African Universities" in *The Review of Higher Education*, 25(2), 185-205.

**Jim Pivarnik**, professor (KIN), was lead author on a paper co-authored with Candace Perkins and Todd Moyerbrailean published in *Clinical Obstetrics and Gynecology*. The paper was entitled "Athletes and Pregnancy."

**Victoria Purcell-Gates**, professor (TE), has been appointed to the Committee on Health Literacy sponsored by the Academy of Sciences/Institute of Medicine. This is a national committee of medical and literacy experts to review the research and make recommendations to Congress on the issue

of health literacy. A report from the committee is due next year.

**Mark Reckase**, professor (CEPSE), led a workshop on portfolio assessment at the National Taiwan Normal University in Taipei attended by 150 educators from throughout the Asian country. He also became a member of the Michigan Accreditation Advisory Committee. This committee is advising the Michigan Board of Education on technical issues related to the Education Yes! school accreditation system that is being implemented in 2003.

**Kristen Renn**, assistant professor (EAD), co-edited with Ana Martinez Aleman of Boston College *Women in higher education: An encyclopedia* (ABC-CLIO, 2002). Renn also has been invited to serve on the editorial board of the *Review of Higher Education*.

University Distinguished Professor **William Schmidt** (CEPSE) and **Teresa Tatto**, associate professor (TE), have

been awarded a \$307,530 grant from the National Science Foundation. The grant project is titled "Developing Subject Matter Knowledge in Mathematics Middle School Teachers: A Cross-National Study of Teacher Education as a Follow-up of TIMSS." Schmidt has also co-authored *According to the Book: Using TIMSS to investigate the translation of policy into practice through the world of textbooks* (Kluwer Academic Publishers, 2002) with Third International Mathematics and Science Study colleagues Gilbert Valverde, Leonard Bianchi, Richard Wolfe, and Richard Houang.

**Kavin Tsang**, assistant professor (KIN), received the doctoral presentation award from the National Trainers Association's Research and Education Foundation.

**Suzanne Wilson**, professor (TE), has published *California Dreaming: Reforming Mathematics Education* (Yale University Press, 2002).

## FACULTY NEWS

### Faculty Honored at 2003 Awards Convocation



**Susan Florio-Ruane**

At the annual MSU Awards Convocation in February, **Susan Florio-Ruane**, professor (TE) was honored with the Distinguished Faculty Award for her pioneering work in the adaptation of anthropological and sociolinguistic methods to the study of classroom teaching. The award is based on a comprehensive and sustained record of scholarly excellence in research and/or creative activities, instruction, and outreach. Over the years, her research has provided scholars in wide-ranging fields with insights into the voices and perspectives of teachers and children and the issues related to culture, identity, equity, and power that affect schools deeply. As coordinator of the Learning Community Teacher Education Program, Florio-Ruane continues to give educators the potential to discover and transform education.

their devotion to and skill in teaching, and who have shown scholarly promise. Apol was lauded for her ability to introduce complex theories of literature and find ways to help students put them into practice. A poet with a significant publication record, she has used her experience as a writer to shape her teaching of literature. Throughout her career, Apol's scholarship and teaching have been integrally combined. She has often involved her students in her research projects, and has frequently studied her own students—and their students—in her cutting-edge research into literature response.

**Laura Apol**, associate professor (TE) received the Teacher Scholar Award for exemplary merging of theory and practice in her teaching. The award is presented to faculty who early in their careers have earned the respect of students and colleagues for



**Laura Apol**

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## STUDENT NEWS

### Kinesiology Student Shines in International Triathlon

A trip to Mexico is viewed as an ideal spring break vacation for many students, but for Aaron Scheidies of Farmington, it was the chance to shine in competition at the 2002 International Triathlon Union (ITU) World Championships.

Scheidies, an MSU junior majoring in kinesiology, was one of approximately 3,000 athletes from more than 75 countries to travel to Cancun in November to participate in the triathlon world championships.

The biggest challenge for Scheidies was not the approximately 31-mile race, but rather a hereditary disease called macular degeneration, that causes a gradual decrease in his central vision.

In his lifetime, Scheidies has competed in more than 20 triathlons, which consist of swimming 1.5 kilometers, biking 40 kilometers and running 10 kilometers. He has done all these races with 20/300 vision (20/200 vision is considered legally blind). He raced in 90-degree temperatures in Cancun, with close to 100 percent humidity, to a first place in the visually impaired division and a second overall finish in the athletes with disabilities category.

"For MSU students with disabilities, Aaron shows that a disability need not limit dreams," said Aaron Miller, editor of *The Harbinger*, the newsletter for the Resource Center for Persons with Disabilities at MSU. "Aaron exemplifies that people with disabilities are normal people with special circumstances who live very full and active lives."

"I thought the course and competition were so sweet; I have never raced with such diverse competition and a range of people with disabilities," Scheidies said. "Some of my fellow triathletes had only one leg, were totally blind or used wheelchairs."

Because of his disability he was permitted to compete with a guide to aid him in seeing marking buoys in the water or hairpin turns throughout the race.

"I have done a lot of triathlons on my own and my disease forces me to be very alert and aware of my surroundings throughout the race," Scheidies said. "Usually I will memorize a course the day before so I can anticipate making a move to avoid a pothole or make a sharp turn."

Although he did not improve his personal best time of 2 hours and 13 minutes, Scheidies fought off painful side aches and cramps in his calves, brought on by the high temperatures, to finish in 2:24. Overall, his time was still six minutes faster than his qualifying time and he had his best split ever in the biking portion of the race.

"Competing at this level against athletes from around the world was unbelievable," Scheidies said. "I met a lot of



the pro triathletes that were racing the next day and it was my first time watching a professional event."

Scheidies has furthered his athletic career by becoming one of the best triathletes at the university. At MSU he is also president of the triathlon club, a member of the National Society of Collegiate Scholars, Tower Guard Honor Society and is on the dean's list.

Looking ahead to graduation in 2005, Scheidies hopes to work in physical therapy, where he will put to use the patience and persistence that have made him a champion in the triathlon. He said that without his disease, he would not have the motivation to train or battle as hard as he has to achieve success in his sport and life.

## STUDENT NEWS

### Doctoral Student Wins Award

**C**ongratulations to doctoral student **Rui Niu**, who has won the Rita S. Gallin Award for the Best Graduate Student Paper in Women and International Development for 2002. The award was presented at the Women and International Development reception in January.

Rui, who is from China, is a first-year doctoral student in the Curriculum, Teaching and Educational Policy program. The title of her paper was “Rising Expectations: A Study of Parental Expectations for Girls’ Education in China’s Sichuan Province.”

### Freshman Honored for Community Service

**F**reshman **Amanda Howe** was chosen in January as the *Jackson Citizen-Patriot’s* 2003 Youth Citizen of the Year. It was quite an honor for the Hanover, Michigan, native, who is majoring in elementary education.

Among Howe’s accomplishments include volunteering 150 hours to spread the word on the dangers of alcohol, cigarettes, and drugs during her years at Hanover-Horton High School. She also played a key role in setting up a training program and recruiting high school volunteers to be peer educators in classrooms, and was also involved with peer listening, a program at Hanover-Horton for students with problems.

She received a \$1,000 scholarship with the award and was featured in a full-page article in the *Jackson Citizen-Patriot*.



## Fall Commencement Honors College of Education Students

Nearly 170 College of Education graduate and undergraduate students received their degrees during fall commencement ceremonies in December. Fall graduate students were honored at the graduate convocation in the Erickson Hall kiva, and undergraduate students took part in ceremonies at the Breslin Center.

The university honored 2,543 students at commencement. Of those, 167 were graduate and undergraduate students from the College of Education. At the graduate level, the college awarded 98 master's degrees, one specialist degree, and 34 doctoral degrees. In addition, 34 bachelor's degrees were awarded to undergraduate students from elementary education, special education, and kinesiology.

The college also honored two graduating seniors. Elementary education major **Paul Rossi** from Livonia, Michigan, and special education major **Katie Syswerda** from Caledonia, Michigan, were both awarded a medallion for graduating with high honors. Syswerda was also selected to carry the College of Education banner at the undergraduate commencement.



### PH.D. GRADUATES

#### Counseling, Educational Psychology & Special Education

<i>Counseling Psychology</i>	ADVISOR
Ellen Berger	Steve Weiland
Barbara A. Gormley	Fredrick Lopez
Matthew Alan Miller	Robbie Steward
James William Wyssmann	Fredrick Lopez

<i>Educational Psychology</i>	
Lorinda Sheppard	Stephen Yelon

<i>Learning, Technology, and Culture</i>	
Lisa Kay Peruski	Evelyn Oka

<i>Special Education</i>	
Debra L. Lively	David Stewart
Xiuwen Wu	Carol Sue Englert

#### Educational Administration

<i>Higher, Adult, and Lifelong Education</i>	
Andrea Langell Beach	James Fairweather
Karen V. Busch	Ann Austin
Barbara R. Hooper	John Dirx
Heather Mairi Irwin Robinson	Steve Weiland
Timothy M. Jackson	John Dirx
Olga V. Kritskaya	John Dirx
J. Greg Merritt	Ann Austin
Nancy Lee Schmitt	Ann Austin
Terry Brennan Viau	Marilyn Amey

<i>K-12 Administration</i>	
Saleh Sulaiman Alshaya	Philip Cusick
Maribel Alves Fierro Sevilla	David Plank

#### Kinesiology

<i>Kinesiology</i>	
Lois Anne Kaminski	Robert Malina
Ji-Tae Kim	Crystal Branta
Tina Michelle Magyar	Deb Feltz

#### Teacher Education

<i>Curriculum, Teaching, and Educational Policy</i>	
Cynthia Louise Carver	Gary Sykes
Amy Katz	Suzanne Wilson
Daniel S. Katz	Cheryl Rosaen

# Online

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## Development Digest *by Jeff Spoeri*

### Help Advance Knowledge and Transform Lives

Since September, when Michigan State University kicked off The Campaign for MSU, fund raising activities university-wide have shifted into high gear. All of us, in the College of Education and throughout the university, are redoubling our efforts to connect with our alumni and friends to communicate our dedication to the mission and message of this campaign, “Advancing Knowledge, Transforming Lives.”

Without the support we receive from our loyal and generous donors, we wouldn't be able to achieve the great successes we have, nor could we look forward to even greater accomplishments. This is especially true today, for in the face of significant cuts in funding from the state, we still must maintain our standard of excellence in research, scholarship, and service. In addition, as a result of the \$5 million grant we recently were awarded for the “Teachers for a New Era” program (see Page ii), we must raise an additional \$5 million in matching funds. Yet, we recognize that this unprecedented fundraising effort is a marathon, not a sprint. Every step towards our goal, no matter the size, takes us closer to the finish line.

We rely on gifts, both current and deferred, to support every aspect of the college's activities. Many of our students, undergraduate and graduate alike, depend on financial assistance

from endowed and expendable funds created by our alumni and friends. Likewise, many of our new graduates who participate in our innovative fifth-year teacher internship program face unique financial challenges that they are able to address with aid from funds established for that purpose.

*... your generosity ... allows us to turn theory into practice, to turn thought into action, and to prepare teachers and administrators who will make a difference in the lives of generations of students.*

Members of our faculty are able to make great strides in research and teaching thanks to grants and gifts from corporations, foundations, and individuals. In short, your generosity, and that of thousands like you, allows us to turn theory into practice, to turn thought into action, and to prepare teachers and administrators who will

make a difference in the lives of generations of students.

During the coming weeks and months, you may receive a number of communications from us related to The Campaign for MSU. These may come in the form of letters, phone calls, or perhaps even personal visits. I hope you will give thoughtful consideration to the funding opportunities available to you and that, in the spirit of the campaign, you will decide to support the college to the best of your ability.

Certainly, we recognize that “the best” represents different things to different people. Whether you are able to create an endowed fund with a gift of \$30,000 or more (\$6,000 a year for five years) or you are more inclined to

make an annual gift of \$50 or \$100, or something entirely different, we hope you will consider what you can do to join us in advancing knowledge in the College of Education and transforming the lives of our students.

On behalf of all of us in the college, thank you for your support and involvement.

# Invest in the College of Education Through a Charitable Gift Annuity

If it's true that "what goes up must come down," then it certainly applies to today's investment climate. Low interest rates on fixed investments have made financial planning more challenging and have encouraged investors to seek alternatives to increase their return without exposing their assets to greater risk.

Several of these alternatives are vehicles for philanthropic giving, allowing people to provide attractive investment income for themselves while making a charitable gift and receiving the tax benefits.

Certain types of trusts, funds, and annuities are ideal for these purposes, allowing you to predict (and, in some cases, guarantee) a higher return on your investment and to have the satisfaction of giving back to MSU and the College of Education. You may designate how and where MSU is to use the future gift.

One popular example, and one that is quite easy to establish, is the charitable gift annuity. In exchange for a transfer of cash or marketable securities, the MSU Foundation will contractually agree to pay a guaranteed stream of lifetime income to you and/or another beneficiary. The annuity rate depends solely on the age(s) of the beneficiary/ies, based on life expectancies as determined by actuarial tables.

Your annuity payment can begin immediately, or you may choose to create a deferred gift annuity with payment beginning at some specified future date at least one year after the annuity is established.

The table at right shows examples of current annuity rates that the MSU Foundation may pay depending on the age(s) of the annuitant(s) or income beneficiary/ies. These rates, applicable to both males and females, are subject to periodic, although infrequent, change.

Annuity rates for other ages or combinations of ages are available. The minimum amount required to establish a charitable gift annuity with the MSU Foundation is \$5,000, and the minimum age(s) of the annuitant(s) is 50 years. Any variation is negotiable and must be approved by the MSU Foundation and the director of the Office of Planned Giving.

Please contact the College of Education Development Office at (517) 432-1983 to discuss these and other options for supporting the college through a tax-deductible charitable gift.

## annuity rates

for illustration purposes only

### one life

AGE	RATE
50	5.7%
55	6.0
60	6.4
65	6.7
70	7.2
75	7.9
80	8.9
84 and over	10.0*

### two lives

AGES	RATE
50-50	5.5%
55-55	5.7
60-60	6.1
65-65	6.3
70-70	6.6
75-75	7.0
80-80	7.7
85-85	8.7
90 and over	10.0*

\* maximum gift annuity rate

2003

# Crystal Apple

AWARDS

2003 Crystal Apple Award Dinner

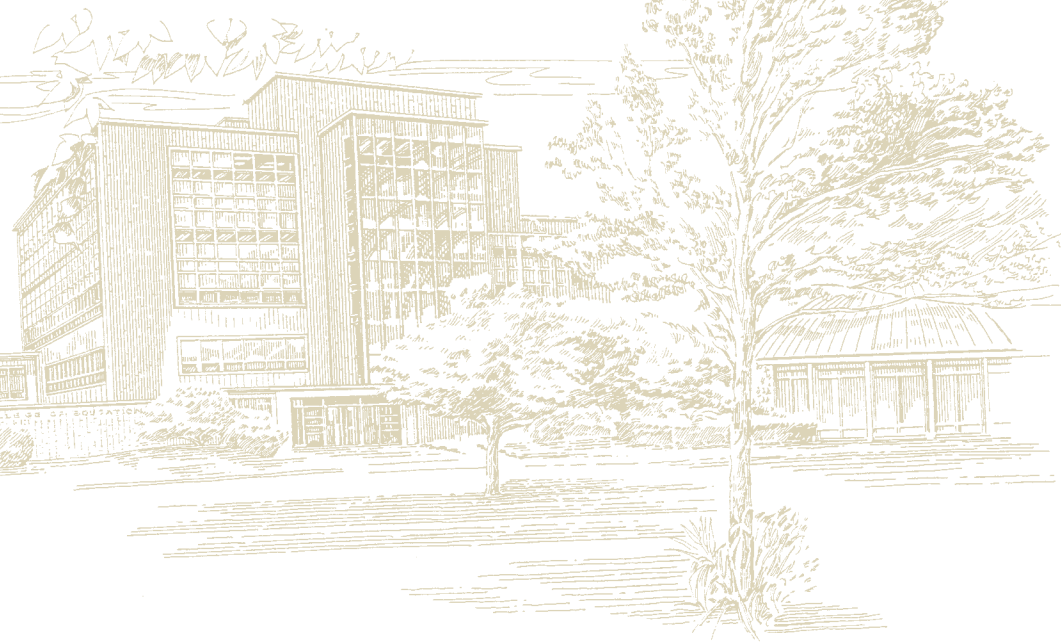
Friday, November 7, 2003 • Kellogg Center

The College of Education Crystal Apple Award is a way to honor an educator as being representative of excellence and commitment. Teachers, professors, administrators and counselors—active, retired or deceased—currently or previously employed in a learning community, from preschool through the university level, are eligible to receive the award. Honorees need not be affiliated with Michigan State University.

The opportunity to select a recipient of the Crystal Apple Award is a benefit to donors of the College of Education Leadership Circle. The Leadership Circle is distinctive to the College of Education and is made up of individuals who are dedicated to supporting the efforts of the college through annual gifts of \$1,000 or more. Undesignated gifts made in honor of these outstanding educators support the College of Education Dean's Excellence Fund and help provide scholarship funding for our students.

For further information about The Leadership Circle and the Crystal Apple Award, contact Michelle Mertz-Stoneham, assistant director of development, at (517) 432-1983 or by e-mail at [mertzsto@msu.edu](mailto:mertzsto@msu.edu).





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Superintendent, Berkley School District,  
Berkley, MI

### Alternates

#### Carol Arens

College Supervisor, Wayne State University,  
Detroit, MI

#### Janet Jopke, Ph.D.

Superintendent, Troy School District, Troy, MI

## your voice counts nominate or volunteer!

The College of Education boasts many distinguished, dedicated alumni. It's fun to learn about the directions their careers have taken and share in their pride when they are recognized for their accomplishments.

Do you know of a College of Education graduate who deserves one of the three annual awards for excellence sponsored by the college's alumni association? You are invited to nominate special individuals for the Outstand-

ing Alumni K-12 Administrator Award, Outstanding Alumni K-12 Teacher Award, or the Distinguished Alumni Award. Contact Cassandra Book at (517) 355-1787 or at [cassbook@msu.edu](mailto:cassbook@msu.edu), or an alumni association board member for more information. And don't forget to look us up on the Web at <http://www.educ.msu.edu/alumni>.

And if you'd like to contribute to your alma mater by serving on the college's alumni board, please let us know. We're always happy to welcome active volunteers!

A



B



C



D



E



F



G



H



I



J



# SHOW YOUR Spartan Spirit!

The sale of Spartan insignia items helps support four scholarships sponsored by the College of Education Alumni Association. To receive any of these spirited, high-quality products, send your order and payment to: Karin Falkenstein, 511 W. Front St., Buchanan, MI 49107. *Please make your check payable to Michigan State University. Be sure to include a mailing address and a daytime phone number with your order.*

	SIZE	QTY.	COST
A College of Education Sweatshirt Natural or Green. \$25.00 (S, M, L, XL, XXL)			
B College of Education Long Sleeve Polo White or Green. \$42.00 (M, L, XL)			
C College of Education Short Sleeve Polo White or Green. \$32.00 (M, L, XL)			
D College of Education T-Shirt White or Gray. (M, L, XL) Short sleeve \$10 / Long sleeve \$12			
E College of Education Zippered Attaché \$25.00			
F College of Education Coffee Mug \$6.50			
G College of Education Travel Mug \$4.00			
H College of Education Alumni Pins \$5.00			
I College of Education Pens \$1.00			
J College of Education Canvas Tote \$10.00			
SUBTOTAL			
6% Sales Tax (Michigan residents only)			
Shipping and handling (Please add 20%)			
TOTAL AMOUNT ENCLOSED			

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## Find Us on the Web!

### COLLEGE OF EDUCATION HOME PAGE

[www.educ.msu.edu](http://www.educ.msu.edu)

A gateway to a wealth of information from graduate programs to alumni information and research reports.

### COLLEGE OF EDUCATION ALUMNI REGISTRY

<http://ed-web2.educ.msu.edu/alumni/>

At this site, alumni can register by providing us your name, address and other information. We will then keep you updated on the college.

### COLLEGE OF EDUCATION RESEARCH CENTERS AND PROJECTS

<http://ed-web3.educ.msu.edu/research/>

This site is a jumping-off point with links to all of the major research centers and projects housed at the College of Education.

### RESEARCH REPORTS AND PUBLICATIONS

<http://ed-web3.educ.msu.edu/reports/>

If you want to get a sense of the research conducted by college faculty members, this site provide a link to all of the Education Research Reports and Teacher Education Research Reports published since 1997.

### COLLEGE OF EDUCATION HISTORY VIDEO

<http://ed-web3.educ.msu.edu/college/coe-movielist2.htm>

Learn a bit about the college's history by watching a video produced for the college's 50th anniversary in 2002.



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