Where have we been this year?

During the 2009-10 academic year, the Michigan State University College of Education faculty and students left instructional footprints across the state of Michigan but also in Chicago, France and South Africa. Our faculty has been engaged globally through research and outreach to many regions of the world including Pakistan, China, Finland, South Africa, England and the United Arab Emirates. Faculty members also made learning more accessible through online and hybrid graduate academic programs that extend our reach across the country and around the world.

Documenting just one year is difficult because we see ourselves as an institution that never stops moving. We may stop to celebrate our teaching, research and engagement with communities of practice and policy, but we look forward to the next set of challenges and opportunities. We believe we have a clear sense of our direction and priorities.

Where are we going?

We will continue to prepare educators, educational leaders, policymakers and researchers to address the challenges of a global, technological society. We are equally committed to preparing educators and scholars who are deeply committed to addressing the disparities and inequities of educational opportunity that disadvantages students of color, those growing up in under-resourced communities and those with other native languages. We want our graduates to make a difference in the education and lives of future generations—not for a select few but especially for those who most need advocates to have access to the highest quality educational experiences.

These are the imperatives that move us forward, even as the economic and political landscape shifts around us. I invite you to take a brief tour of our recent accomplishments through this Annual Report, and more importantly, to learn how the College of Education compass keeps pointing to the future.

We invite you to join us on our journey.

Carole Ames, Dean
Teacher Preparation

Michigan State University's five-year teacher preparation program represents one of the nation's most innovative and demanding models for producing effective educators.
THE PROGRAM
Students choose from elementary education, special education and secondary education — with many teaching majors and/or minors. The program, which is nationally accredited by the Teacher Education Accreditation Council, focuses on producing educators who have deep content knowledge and can demonstrate the best methods for teaching their content. It does this through:

» Rigorous education courses capped at 25 students.
» Subject-matter classes developed in collaboration with disciplines across campus.
» Early field experiences to build connections between theory and practice.
» A full-year post-BA internship in a public school leading to certification (see below).

THE STUDENTS
Students are admitted to the teacher preparation program after their sophomore year at MSU. They must have at least a 2.75 grade point average and pass all portions of the Michigan Test for Basic Skills.

The cohort of 588 undergraduate students admitted for fall 2009 had:

» A mean composite ACT score of 25
» A mean overall college grade point average of 3.36

Bachelor’s degrees awarded by the College of Education during 2009-10 included 172 in elementary education, 68 in special education-learning disabilities and 11 in deaf education. Secondary education students receive their degrees within the relevant content area from other colleges at MSU. There are 229 secondary education students beginning the fifth-year internship in fall 2010.

THE FIFTH-YEAR INTERNSHIP
Each year, MSU teacher candidates complete their preparation in hundreds of classrooms across Michigan and Chicago during a required 30-week internship. The experience, which comes after students receive their bachelor’s degree, is designed to increase in scope, intensity and instructional responsibility under the supervision of on-site mentor teachers and MSU field instructors. Interns also take graduate-level courses.

During 2009-10:

» 541 students completed internships, including 277 in elementary schools and 264 at the secondary school level.
» MSU interns were placed in 76 different school districts within 16 Michigan counties – and the city of Chicago.
BUILDING THE WORKFORCE: NEW TEACHING FELLOWSHIPS

College of Education leaders place a high priority on preparing educators to teach science and mathematics in under-resourced urban schools. In early 2010, they received news that is expected to grow those efforts significantly.

Michigan State University was one of six Michigan universities selected to participate in the W.K. Kellogg Foundation Woodrow Wilson Michigan Teaching Fellowship – a new alternative teacher certification opportunity for promising recent college graduates and career-changers who have experience in STEM (science, technology, engineering and mathematics) fields.

Beginning with summer 2011, up to 40 Fellows will come to MSU for a unique post-BA program leading to both teacher certification and a master’s degree. They receive a $30,000 stipend in exchange for committing to teach in high-need classrooms for at least three years.

In addition, MSU became one of 27 institutions nationwide selected to participate in the Woodrow Wilson-Rockefeller Brothers Fund Fellowships for Aspiring Teachers of Color. The program, which also includes $30,000 to support a master’s degree and teaching certificate, is intended to help recruit, support and retain individuals of color as K-12 public school teachers in the United States.

education.msu.edu/te/wkkf-ww
ABOVE AND BEYOND: TEACHING INTERNS HONORED

Four teaching interns were honored for their exemplary teaching skills during 2009-10 by the Michigan Association of Teacher Educators (MATE). Lauren Stevenson received second place in the 2010 MATE Student Teacher/Intern of the Year Award Competition during a reception on May 20, 2010 in Ypsilanti, Mich. The three others - Colleen Chick, Colleen Gitter and Shalyne Love - received honorable mentions in the annual contest.

HANDBOOK EXPLORES ISSUES OF TEACHER ASSESSMENT

Mary M. Kennedy, whose research has focused on how to define and measure teacher quality, is the editor of a new broad-sweeping volume on the topic: Teacher Assessment and the Quest for Teacher Quality: A Handbook. Published in 2010, the book explores and critiques all forms of teacher assessment, including often-controversial measures of beliefs and values. Fellow MSU faculty members Peter Youngs and Gary Sykes are chapter co-authors.

Kennedy notes there are many interpretations of teacher quality – credentials, classroom practices, test scores and personality traits to name a few – but that education professionals and policymakers lack a coherent strategy for assessing and ultimately enhancing the “qualities” we care most about.

“We face two substantial problems,” Kennedy says. “First, we need to find a solid technology for measuring differences in teacher effectiveness; then we need to figure out why those differences exist, what teachers are doing that creates these differences in outcome.”

RESEARCH ON TEACHER QUALITY: LEADERSHIP AT THE NATIONAL LEVEL

In an effort to inform current education policymaking, the National Academy of Education and the National Research Council began the Education Policy White Papers Project. As part of that project, Suzanne M. Wilson, University Distinguished Professor and chair of the Department of Teacher Education, chaired a national panel of nine distinguished educational researchers to write a statement concerning current research on teacher quality.

The paper, which was released in late 2009, argues that teacher quality depends on multiple policy levers, including teacher recruitment, high quality preparation, teacher retention and focused professional development. Based on those four areas, the paper provides major recommendations for school districts, states and the federal government.
Graduate Study

The College of Education is a dynamic, research-oriented professional school dedicated to preparing effective professionals in many fields while studying problems of practice and contributing to policy development and analysis.
ACADEMIC PROGRAMS
The college’s diverse offering of graduate programs includes 11 doctoral, three educational specialist and 15 master’s degree programs – including five that are fully online.

| Counseling | ✔ |   |
| Education* | ✔ |   |
| Educational Policy |   |   |
| Educational Psychology and Educational Technology** |   |   |
| Educational Technology*** | ✔ |   |
| Health Professions, Education for the |   |   |
| Higher, Adult and Lifelong Education | ✔ | ✔ |
| K-12 Education Administration**** | ✔ | ✔ |
| Kinesiology |   |   |
| Literacy Instruction | ✔ |   |
| Mathematics Education***** |   |   |
| Measurement and Quantitative Methods |   |   |
| Rehabilitation Counseling/Counselor Education | ✔ |   |
| School Psychology |   | ✔ |
| Special Education | ✔ |   |
| Student Affairs Administration |   |   |
| Teaching and Curriculum****** | ✔ | ✔ |

= Approved or proposed for discontinuation, no admission after 2009-10 academic year. Literacy Instruction to be consolidated with Teaching and Curriculum.
*Concentration areas include special education, sport leadership and coaching, technology and learning, K-12 school and postsecondary leadership, literacy education, and science and mathematics education. **Hybrid Ph.D. program now available. ***Master’s program also offered in locations overseas. A 3-course certificate program is also available online and in off-campus locations. ****Master’s program also offered in Birmingham, Mich. *****Jointly offered with the College of Natural Science. ******A doctoral specialization in Language and Literacy is available.

WHY CHOOSE MSU
All graduate students in the College of Education are encouraged – and challenged – to achieve high intellectual and professional goals. At MSU, they find:

» Accessible faculty members who facilitate rigorous study programs and engage in millions of dollars of funded research.

» A diverse community of scholars known for its culture of collaboration, especially across disciplinary boundaries.

» Flexibility allowing students to construct programs tailored to their scholarly and professional interests.

» Many centers, projects and offices that provide contexts for conducting and disseminating research in the field, on a small or large scale.
**HIGH NATIONAL RANKINGS CONTINUE**

The *U.S. News & World Report* has ranked MSU’s graduate programs in elementary and secondary education No. 1 in the nation for 16 consecutive years.

In total, seven educational specialty areas in the College of Education were ranked among the nation’s top nine by the publication’s 2011 edition of “America’s Best Graduate Schools.” The college also ranked 17th overall in the magazine’s ranking of 279 doctoral degree-granting schools of education, which considered measures of institutional capacity, reputation and research funding.

**NEW, INNOVATIVE PROGRAMS EMERGE**

The slate of graduate programs offered by the College of Education, and how they are delivered, continues evolving to reflect changes in the today’s workforce.

For example, starting with fall 2010, faculty members will join colleagues from the College of Osteopathic Medicine to offer a new, completely online master’s degree in Education for the Health Professions.

The program is intended to prepare healthcare professionals for critical roles as academic leaders and faculty in their fields. Students will seek to improve their understanding of health policy and administration, as well as teaching, learning and student assessment.

In addition, the college began offering its doctoral program in Educational Psychology and Educational Technology substantially online during summer 2010 with a new hybrid option focused on the evolving role of technology in learning.

The blended program, which combines online coursework with summer classes on campus, is designed to meet a growing demand from experienced education professionals who want to earn a Ph.D. while continuing in their current positions. It’s also paving new territory; few top-tier research universities have begun offering online doctoral coursework in education.

---

**Elementary Education - #1**

**Secondary Education - #1**

**Rehabilitation Counseling - #1**

**Curriculum / Instruction - #2**

**Educational Psychology - #4**

**Administration / Supervision - #9**

**Higher Education Administration - #4**

www.com.msu.edu/mehp

education.msu.edu/cepse/epet
STUDENTS EARN HIGH HONORS
College of Education graduate students play an essential role in developing
teaching knowledge and teaching the next generation of educators. They successfully
compete for prestigious fellowships and awards. For example, during 2009-10:

» Akesha Horton was one of five students selected to receive a
  Fulbright-mtvU Award to study the power of music around the world.  
  Horton, a doctoral candidate in teacher education, will spend up to a
  year in Australia exploring how youth learn about issues of global and
digital citizenship through hip hop.

» Min Sun, a doctoral student in the Educational Policy and
  Measurement and Quantitative Methods programs, received a
  $20,000 grant from the American Educational Research Association
  (AERA) to support her dissertation research on professional
  development and teacher collaboration. Recipients are invited to
  exclusive networking opportunities.
The college continually develops opportunities for students to gain global experiences and competencies. This includes offering international study trips, hosting scholars from other countries, growing the Global Educators Cohort Program (see inside fold), redesigning course content with globally themed projects and materials, and fostering more frequent interactions between domestic and international students.

» The Global Initiative Forum for Future Teachers, or GIFT, gives pre-service teachers an opportunity to learn about diverse cultures and educational issues alongside international graduate students. The forums cover topics such as teaching abroad, internationalizing curriculum and what it means to be a global citizen.

» Students encounter other cultures firsthand and gain professional knowledge through 14 study abroad programs in (depending on their major) Australia, Germany, Japan, Ireland, Netherlands, Malaysia, South Africa and the United Kingdom.

» The Office of International Studies in Education helps recruit and provide support and resources for outstanding international students. More than 200 international students from 41 different countries were enrolled in College of Education programs, undergraduate and graduate, during 2009-10.

Globalization

Educational professionals must be ready to live, work and succeed in a global society. The College of Education is committed to preparing educators who embrace learning from diverse perspectives, and the faculty often studies today’s education issues within international and comparative contexts.
AROUND THE WORLD REACH
Faculty members engage in many forms of international collaboration, and their research and development projects reach around the globe.

» Research on comparative education now includes leading the Teacher Education and Development Study in Mathematics (TEDS-M), a ground-breaking study on mathematics teacher preparation in 16 nations (see Mathematics and Science, "Comparative Research"). MSU associate professor Maria Teresa Tatto also became president of the Comparative & International Education Society (CIES) and she organized the organization's annual conference.

» The College of Education has a history of building partnerships to improve educational systems in developing countries. Most recently, these efforts are addressing (for example) nutrition for school children in Tanzanian villages, professional development for university faculty in Vietnam and youth development through sports in South Africa.

BRINGING THE WORLD TO SCHOOLS
The College of Education, particularly the offices of K-12 Outreach and International Studies in Education, encourages educators throughout Michigan to internationalize their curriculum and classroom practices in ways that open the world to students. Key initiatives include:

» The annual Internationalizing Michigan Education Conference.

» Introducing schools to iNet, or the International Network for Educational Transformation (185 have joined).

» LATTICE: Linking All Types of Teachers to International Cross-cultural Education (A network of K-12 educators and international scholars at MSU).

» Organizing international study tours for U.S. educators, as well as trips to the U.S. for educators from other nations.

» Recruiting teachers (Japanese MSU students) for Japanese Saturday School in Battle Creek, Michigan.

HUB FOR CHINESE LANGUAGE & CULTURE
For a third consecutive year, the Confucius Institute at MSU (CI-MSU) was named a Confucius Institute of the Year among its peers worldwide for providing exemplary opportunities to learn Chinese language and culture. CI-MSU was the first Confucius Institute to offer online Chinese language courses, and it continues to develop innovative uses of technology to help meet the increasing demand for Chinese education in the United States. Professor Yong Zhao is founding director.

IMMERSION SITES
MSU has assisted in opening nine Chinese-English language immersion programs that blend Eastern and Western teaching styles, including locations (pre-K through third-grade classes) across Michigan and in Beijing, China. The programs are based on a model developed by the former U.S.-China Center for Research on Educational Excellence.

ZON
Zon is a virtual online game for learning Chinese language and culture played by more than 25,000 users in over 40 countries. Regular players have included middle school students in Northport, Wash., Florida Virtual Schools students and cadets in the U.S. Air Force Academy.

TEACHERS
CI-MSU, with the Department of Teacher Education, offers a program to prepare mostly native Chinese speakers (45 have enrolled) for teacher certification in Michigan. The institute also matches up to 25 teachers from China with positions in U.S. public schools each year, develops teaching resources and conducts research on teaching Chinese as a foreign language.
SUPPORT FOR INTERNATIONAL STUDY TRIPS:
THE PARTNERSHIP WITH SOUTHWEST UNIVERSITY

Developing understanding about other cultures is important, and the College of Education also expects graduates students to learn about the educational practices in other countries. By partnering with Southwest University (SWU) in Chongqing, China, scholars from both the U.S. and China have been experiencing powerful opportunities to expand their perspectives on educational research and policy.

Ten graduate students and two faculty members from SWU spent most of the 2009-10 year at MSU immersed in academic life and the study of American education. As host, the College of Education arranged for the visiting scholars to tour K-12 schools, observe courses, attend seminars with expert faculty, interact with faculty mentors and more.

During spring 2010, a second cohort of doctoral students from MSU, University of Washington and University of Delaware traveled to China for a three-week planned study trip. They worked with faculty and doctoral students at SWU who organized opportunities to attend lectures, visit schools and talk to teachers and administrators about topics such as curriculum, pedagogies and school structure.

The College of Education first organized the study trip to China in 2009 and has sponsored the fellowship for 15 doctoral students thus far. The success of their experiences has led the College of Education to explore making international study trip opportunities available to all doctoral students in the future.
IMPROVING EDUCATION OVERSEAS:
TEACHER PREPARATION IN PAKISTAN

College of Education faculty members took steps during 2009-10 to improve the quality and training of teachers across Pakistan as part of a $75 million, U.S.-funded educational development project called Pre-STEP (Pre-Service Teacher Education Program in Pakistan).

Led by associate professor Reitumetse Mabokela, the MSU team has collaborated with 15 Pakistani universities that prepare secondary teachers on a mission to create a standard curriculum for a four-year baccalaureate of education degree. Faculty and staff members, working in East Lansing and in Islamabad, focused on what the institutions would need to enhance their capacity to deliver high quality teacher education. They have established modules for professional development, developed course syllabi and begun conducting research.

In addition, the college has assisted with a program to bring graduate-degree candidates from Pakistan to train as teachers at MSU and other U.S. universities. Six Pakistani students began doctoral programs in the College of Education during fall 2009.

www.education.msu.edu/globalcohort

PREPARING GLOBAL EDUCATORS:
UNDERGRADS EXPLORE DEARBORN, CHINA & MORE

One of the goals of the Global Educators Cohort Program (GECP) is to expose undergraduate teacher candidates – in their freshman and sophomore years – to educational systems and perspectives different from their own. During March 2010, the group went to Dearborn, Mich. to explore educational approaches in a largely Arab-American community. And in May, nine aspiring global educators spent two weeks interacting with students and teachers in schools in Beijing, Jinhua and Shanghai, China.

The program, which requires students to complete an extracurricular global experience, is expected to admit up to 75 freshmen in the third cohort this fall. Since 2008, GECP has engaged more than 60 students in taking specialized courses, participating in globally oriented service learning activities and teaching in diverse classrooms that support the development of global competence for students.

With specialized experiences early in their teacher preparation at MSU, graduates will be uniquely qualified to bring the world to their students, to teach abroad, or to teach in magnet schools, International Baccalaureate programs or other settings that emphasize international, global or multicultural perspectives.

“It’s extremely important to have globally minded educators out there. Classrooms are becoming so much more diverse that, here in the United States, going global means going local,” said Ashley Maloff, who recently capped off her second year in GECP with the trip to China.

“Being able to go abroad and to see different cultures and settings was wonderful. I know I will take those experiences to my future classroom – no matter where I end up teaching.”
MSU works to create better educational opportunities for all people, especially those living in the most under-resourced areas of the nation. The faculty recognizes a special imperative to prepare educators who have the knowledge, dispositions and experiences needed to address challenges facing urban schools.
THE PIPELINE
The College of Education recruits promising prospective teachers by reaching out to urban youth while they are still in high school.

» Each year, up to 60 students from Detroit and Chicago come to campus for the Summer High School Scholars Program. For four weeks, they live in dormitories and experience college life. They take practice ACT tests and develop skills for writing and using technology. With MSU education students as mentors, participants learn about issues of social justice and – most of all – what it takes to achieve their dreams.

» The number of Detroit Public Schools students pursuing teacher preparation at MSU has grown significantly since the Summer High School Scholars Program began in 2004, from 21 students during fall 2003 to 71 as of spring 2010.

THE PREPARATION
College of Education students gain understanding of the issues associated with urban education through the Urban Educators Cohort Program (see inside fold), urban-infused course sections, rewarding field experiences in partnering urban communities and a college-wide commitment to preparing professionals who meet the needs of all learners.

» More than 350 MSU education students have received in-depth exposure to the Detroit Public Schools community and its resources during the summer. The Urban Immersion Fellowship, which began in 2004, allows selected MSU students (who are paid) to work directly with students in the city’s Summer School Program or in non-profit agencies that serve children, youth and families.

» The college puts special emphasis on placing teacher candidates in urban school environments such as Grand Rapids, Lansing, Detroit and Chicago (see inside fold) for their required post-graduation internship, which includes working closely with a mentor teacher for a full school year. In addition, many seniors in the teacher preparation program take an introductory trip to Detroit each spring to tour the city and see interns in action.

THE OUTREACH
The College of Education supports urban school improvement efforts in approximately 150 Detroit schools through Good Schools: Making the Grade, an initiative of the Skillman Foundation.

The foundation, which provides grants to “Improving” or “High Performing” schools across the city of Detroit, selected the Office of K-12 Outreach at MSU to oversee a related resource center in late 2008. Since then, faculty and staff led by Assistant Dean Barbara Markle have used their expertise to assist schools with proposal writing and data analysis, make site visits, present a series of research-based professional development opportunities and create an online learning community.

The goal is to guide teachers, administrators and parents as they work toward meeting their school’s unique goals. Co-director Shirley Jackson said, “The overall outcome is to help schools get better, with the idea that there really isn’t a ceiling on excellence.”

msugoodschoolsdetroit.org
MAKING A DIFFERENCE IN THE MOTOR CITY: MSU DETROIT CENTER OPENS
Interns teaching in Detroit-area schools during 2009-10 attended classes in a new local headquarters for the College of Education – and a prominent regional hub for the university.

MSU opened the doors at 3408 Woodward Avenue, a 22,000-square-foot building in the heart of the Detroit, during fall semester 2009. The facility now provides designated, flexible space for College of Education offices, classes, meetings and research projects while maintaining connections to campus through teleconferencing technology. The College of Music and the MSU offices of admissions, advancement and governmental affairs also have space in the building.

“Moving into the MSU Detroit Center helps us solidify our long-term presence in Detroit,” said Dean Carole Ames. “Woodward Avenue provides a great location to improve our accessibility and visibility in the community.”

The college previously used space rented from the Detroit Federation of Teachers or the facilities at YouthVille Detroit, a nearby neighborhood youth development center.
EXPANDING URBAN OPPORTUNITIES: 
CHICAGO INTERNSHIP GROWS
This fall, another 35 teacher candidates from MSU will head to Chicago to complete their yearlong internship in an urban school setting. Forty-five interns completed placements in the Windy City during the past two years – and many of them now have jobs there.

The College of Education expanded efforts to immerse students in the challenges and rewards of under-resourced school communities beyond Michigan following an invitation from Chicago Public Schools in 2008. The third largest school system in the United States wanted to capture young talent from more of the country’s highest quality teacher preparation programs. MSU wanted students to have experience in more of the places where they are needed most.

Chicago has since become the fastest growing destination for the internship, and an ideal addition to the range of urban settings and learning experiences offered by the college. CPS has welcomed MSU interns to teach elementary, secondary, special and physical education at several schools within the city’s south side.

“CPS principals and teachers reflect an abiding enthusiasm for our work and study in Chicago,” said coordinator Lana Brown. “Their vested interest in the success of MSU educators is equal to their belief in the College of Education at Michigan State University. Teaching and learning are the mutual perks of all partners in the process.”

The College of Education Alumni Association hosted a special gathering for Chicago-area alumni, which helped the interns and recent graduates build connections in the region, in March 2010.

PREPARING THE NEXT GENERATION: 
URBAN EDUCATORS COHORT PROGRAM
Students in the Urban Educators Cohort Program (UECP) start learning what it takes to create academic success in challenging environments from their very first semester on campus.

Cohort members move through their freshman and sophomore years, experiencing real urban classrooms and taking specialized education courses, as a cohesive community of learners. They study issues associated with urban education such as socio-cultural awareness of urban contexts and how structures of power, privilege and poverty play out in schools. They also interact with successful urban educators and have guided field experiences in urban settings.

The focus on preparing exclusively for jobs in urban settings continues through junior and senior year, as well as the fifth-year internship. More than 200 students have enrolled in UECP since 2006. The first cohort has graduated and will begin teaching internships in urban settings during fall 2010.

“It is a necessary program for those who truly want to specialize in urban education,” said Darius Beasley, a Detroit Public Schools graduate who planned to return to teach in Detroit after completing the teacher preparation program. “I believe that I understand what it means to be a teacher for these children in all aspects of their lives. There are issues that these students may bring with them that, in suburban or rural districts, educators wouldn’t even think about.”

UECP students get priority consideration for scholarships and are recommended, by the dean, for jobs in urban school districts upon certification. Students interested in high-need areas such as math, science, English as a second language and special education are especially encouraged to participate.
The Education Policy Center (EPC) at MSU, co-directed by Robert Floden and William Schmidt, draws on the expertise of faculty across campus and beyond to inform educators, policymakers and the public about major issues affecting K-12 and higher education. Through research studies, policy reports and presentations, the center makes key findings accessible and influences educational policy decisions at every level of government. Some recent activities:

» International: Participated in international comparative studies of teacher preparation and worked with China as it develops a National Assessment of Educational Quality.

» National: Engaged with the Common Core State Standards Initiative to build inter-state agreements about standards and assessments in mathematics and literacy, and worked with states outside Michigan as they consider changes in their standards and assessments.

» State of Michigan: Provided assistance to the state Department of Education and individual school districts as they consider how the Michigan Merit Curriculum in mathematics fits with national initiatives.

In the coming year, the EPC will support faculty as they study current topics such as charter schools, teacher evaluation and school finance, as well as help them develop proposals for external funding.

www.epc.msu.edu
K-12 Outreach
The Office of K-12 Outreach in the College of Education, led by Assistant Dean Barbara Markle, strives to improve student achievement in Michigan and across the nation by providing programs and services for policymakers, teachers and administrators. Through K-12 Outreach, faculty and staff members:

» Organize professional development for current and aspiring educational leaders.
» Help schools collect and analyze data, such as test scores and demographics.
» Facilitate important connections among educators, especially between leaders in K-12 and higher education.

K-12 Outreach is committed to internationalizing education (see Globalization, “Bringing the World to Schools”), improving education in urban communities (see Urban Education, “The Outreach”) and responding to the changing needs of high-priority schools in Michigan (see right).

MICHIGAN PRINCIPALS FELLOWSHIP AND COACHES INSTITUTE
The College of Education has provided training for more than 200 principals (and more than 700 teachers) whose schools are not making Adequate Yearly Progress (AYP) through the Michigan Principals Fellowship and Coaches Institute – a major part of the Michigan Department of Education’s Statewide System of Support.

The program creates a highly interactive and coherent learning experience for participants that will, over time, increase their capacity to lead teacher learning and ultimately improve student achievement. Principals learn to make systematic instructional improvements in their buildings based on research that emphasizes focused, coherent instructional strategies and strong professional community. Meanwhile, the Coaches Institute prepares a cadre of educators (130 so far) who facilitate professional learning and provide on-site support to principals.

SUMMER INSTITUTE FOR SUPERINTENDENTS
This yearly meeting, offered in collaboration with University of Michigan, gives Michigan superintendents an opportunity to interact with top scholars and develop new insights into current educational challenges. The 2010 institute was held in East Lansing and featured several high-level speakers based on the theme, “Thinking Strategically.” Participants reviewed current thinking about measuring teacher effectiveness, coping with school finance issues and the federal influence on school policy.

OPPORTUNITIES FOR STUDENTS
The College of Education is committed to training professionals who are poised to influence critical policy decisions in education.

» The doctoral program in Educational Policy, which draws on faculty expertise across three departments, prepares students to assume roles in policy analysis and development in local, state, national and international organizations, as well as faculty positions in higher education.

» Doctoral candidates pursuing the interdisciplinary specialization in Economics of Education focus on learning the best quantitative methods to answer policy questions in education. The program, funded by a $5 million federal grant, provides an annual $30,000 stipend plus tuition and health care for up to 25 students over five years.
IMPROVING REHABILITATION COUNSELING IN MICHIGAN: PROJECT EXCELLENCE

MSU evaluates critical aspects of rehabilitation services provided by the state of Michigan through a program called Project Excellence. This 10-year partnership with a state agency – found nowhere else in the country – has led to significant improvements for citizens with disabilities seeking help with employment.

Faculty and graduate students led by Professor Michael Leahy have had opportunities to analyze Michigan trends, practices and initiatives related to rehabilitation counseling. Michigan Rehabilitation Services (MRS) has, in turn, expanded its capacity to use data to improve programs serving more than 40,000 people each year.

“I think we do a better job of assuring customers get the services they need, that customers are treated equitably and that we maximize the dollars because we provide services that are more effective,” said Lori Shader-Patterson, who directs the evaluation and program support division of MRS.

Project Excellence team members interact with agency staff and work on literature reviews, instrument construction, data analysis, writing reports and more – all with current and real implications for people in Michigan. Funding will continue through at least 2011.
STUDYING MAJOR REFORMS IN MICHIGAN:
NEW COLLABORATION WITH U-M, MDE
College of Education scholars Barbara Schneider and Ken Frank are collaborating with colleagues at University of Michigan and the Michigan Department of Education to assess two major high school reforms: the Michigan Merit Curriculum and the Michigan Promise Scholarship.

The team has a five-year, $5.9 million grant from the U.S. Department of Education to study how the policy initiatives have affected student outcomes, including differences based on socioeconomic status and other factors. Both reforms, which are among the nation’s most progressive, were designed to promote college attendance and workplace success by raising expectations for all students.

“This is a timely and important collaborative between the state and higher education researchers to connect the impact of academic rigor and successful outcomes in our schools,” said Michigan Superintendent of Public Instruction Mike Flanagan.

The researchers, including U-M professors Brian Jacob and Susan Dynarski, will analyze outcomes for the graduating classes of 2007 through 2014.

THE PUSH FOR ACCOUNTABILITY:
MSU STUDIES METHODS BEHIND PERFORMANCE POLICIES
Policies that hold teachers more accountable – and reward them – for student achievement have become a hot topic across the country. Value-added models (VAMs), the complex statistical methods used to determine how individual teachers actually affect test scores, have been facing their own controversy as education researchers dispute how to draw valid inferences.

Scholars from MSU hope to resolve that debate, and ensure more policymakers and educators base their assessments on reliable data, through a study supported with a $1.2 million federal grant. Cassie Guarino and Mark Reckase from the College of Education and Jeff Wooldridge of the Department of Economics will evaluate and identify which commonly-used VAMs accurately estimate the effects of teachers, schools and instructional practices. They plan to apply new tools for checking and improving the validity of value-added measures using real data from elementary schools and, ultimately, develop national guidelines for dissemination.

“If fair measures of teacher and school performance can be derived from student test scores, they can have a potentially transformative effect on the teaching profession by allowing policymakers to reward good teachers and provide professional development to those who need it most,” Guarino said.
INCENTIVES FOR TEACHERS
Teacher candidates majoring in mathematics or science at MSU may apply for the Robert Noyce Teacher Scholarship Program, a National Science Foundation initiative that encourages talented STEM majors to pursue teaching careers. Recipients are required to teach in high-need urban or rural schools for at least two years.

MSU also was selected to participate in the W.K. Kellogg Foundation Woodrow Wilson Michigan Teaching Fellowship, an alternative certification program for prospective science and mathematics teachers that includes a $30,000 stipend. See Teacher Preparation, “Building the Workforce.”

A STRONG COMMUNITY OF SCHOLARS
More than 25 faculty members in the College of Education prepare teachers, teach courses or conduct research in the areas of mathematics or science education, and they have additional colleagues affiliated with the MSU Division of Science and Mathematics Education (DSME). Co-administered with the College of Natural Science, DSME works to improve mathematics and science learning and teaching at all levels through research and design in instruction, technology-based instructional materials, and professional and faculty development.

The College of Education is committed to improving mathematics and science education and our nation’s ability to compete in the critical area. It does this through research on issues from pre-K-16, partnerships with practitioners and programs to prepare the next generation of top-quality teachers and scholars.
DOCTORAL PROGRAM IN MATHEMATICS EDUCATION: Prepares scholars to address critical issues in mathematics education by developing analytical perspectives for research, engaging in reflective teaching and deepening mathematical knowledge.

POWERFUL RESEARCH
Faculty members study mathematics and science issues affecting K-12 schools, teacher preparation programs and higher education. From measuring length to understanding the global carbon cycle, from re-training teachers to transforming standards, they explore subject matter, policies and practices needed to help students compete in a global, knowledge economy.

PROM/SE: The $35 million PROM/SE (Promoting Rigorous Outcomes in Mathematics and Science Education) project is an effort to improve K-12 teaching and learning through partnerships currently involving approximately 30 school districts. Faculty from the MSU colleges of Education and Natural Science, led by William Schmidt, will continue to analyze data and share findings with schools, including offering virtual professional development and helping teachers meet curriculum standards using current textbooks, through summer 2011.

STEM FACULTY DEVELOPMENT: Higher education Professor Ann Austin is exploring how universities across the country create environments to attract and retain successful female scholars in the STEM (science, technology, engineering and math) fields. With a $775,000 grant from the National Science Foundation, she is studying and identifying the most effective strategies implemented by 19 institutions. Austin’s research also focuses on professional development for STEM doctoral students.

SCIENCE FOR URBAN YOUTH: Professor Angela Calabrese Barton leads two NSF-funded projects focused on how urban youth, including middle school girls, leverage cultural knowledge and experiences to participate meaningfully in science. The GET City! after-school program, in particular, explores how students enact identities as community science experts by encouraging them to learn and share knowledge about green energy technologies in their own schools and neighborhoods.

MATH IN EARLY CHILDHOOD: Graduate and undergraduate students have opportunities to assist with studies on how young children develop mathematical concepts through the Cognitive Development Lab, directed by Professor Kelly Mix. Her research has found, for example, that playing with toys that have one-to-one matches between objects and containers promotes numeracy among 3-year-olds.

CAREER GRANTS: Four faculty members are conducting math and science education research through CAREER (or Faculty Early Career Development Program) grants from the National Science Foundation totaling nearly $2 million. Topics include mathematics courses for elementary teachers (Raven McCrory), learning to teach mathematics practices (Sandra Crespo), discourse in mathematics classrooms (Beth Herbel-Eisenmann) and children’s understanding of heredity (Michelle Williams).
RETHINKING THE CURRICULUM: IMPROVING SCIENCE TEACHING THROUGH ENVIRONMENTAL LITERACY

Professor of teacher education Charles “Andy” Anderson is among the nation’s scholars working to improve science education by focusing the curriculum on fewer, core concepts. His efforts to build a framework for student learning based on environmental literacy have entered the national dialogue during a critical turning point in the field.

The National Research Council is currently developing a conceptual framework that will be used to create new national K-12 science standards. Anderson presented his research to the committee during spring 2010.

“Traditional science education can no longer regard environmental science as peripheral,” said Anderson, who is committed to helping all students become more informed citizens, particularly when it comes to protecting the planet, through their science classes. “We have been unable to mount the political will to take collective action on environmental issues. The problem is that many people simply don’t understand the consequences of their actions on a scientific level.”

Anderson and his team, funded by a series of National Science Foundation grants, share and test their findings with teachers in 11 rural school districts through the long-standing K-12 Partnership program. Based at MSU’s Kellogg Biological Station, the program provides professional teacher development and supports teaching-related fellowships for MSU graduate students in science fields.
COMPARATIVE RESEARCH: U.S. NEEDS BETTER MATH TEACHERS TO COMPETE GLOBALLY
Prospective U.S. elementary and middle-school math teachers are not as prepared as those from other countries, according to research by University Distinguished Professor William Schmidt. And this, combined with a weak U.S. math curriculum, produces similarly weak student achievement.

The Teacher Education and Development Study in Mathematics, or TEDS-M, is by far the largest of its kind, surveying more than 3,300 future teachers in the United States and 23,244 future teachers across 16 countries. Schmidt led the U.S. portion of the international project, which is headquartered at MSU and led by Maria Teresa Tatto, John R. Schwille and Sharon Senk.

"We must break the cycle in which we find ourselves," said Schmidt, who released his findings in spring 2010. "A weak K-12 mathematics curriculum in the U.S., taught by teachers with an inadequate mathematics background, produces high school graduates who are at a disadvantage. When some of these students become future teachers and are not given a strong background in mathematics during teacher preparation, the cycle continues."

Schmidt studied the performance of 81 public and private colleges and universities. He said the real issue is how teachers are prepared — the quality and type of programs in the United States varies widely by state and by institution.

The study revealed that differences in middle school teacher certification programs, for example, have a great impact on math-teaching capabilities. Future teachers prepared in programs focused on secondary schools (grades 6 and above) had significantly higher mathematics knowledge scores than those prepared in other types of programs, including those focused only on middle school teacher preparation.

WORKING WITH SCHOOLS: CAP PROGRAM AIMS TO BOOST INTEREST IN TECHNICAL CAREERS
College of Education scholar Barbara Schneider and her team are developing a school-wide model to better prepare high school students for careers in STEM (science, technology, engineering and math) areas.

Funded by a $1 million National Science Foundation grant, the College Ambition Program (CAP) will focus on helping students gain interest and realistic expectations about the types of education and experiences needed to pursue technical occupations. While other university-run programs have focused on increasing college-attendance rates of students from underrepresented groups, CAP is likely the first to encompass all students in a school.

Schneider, MSU’s John A. Hannah Distinguished Professor in Education, plans to launch the program at a rural school and an urban school in mid-Michigan during fall 2010. Along with providing resources to participating educators, activities will include student mentoring, course counseling and help with college planning.

"The whole-school design allows for the inclusion of students who may not have identified with a career in STEM due to lack of information and exposure," said Schneider, who also directs a national center supporting NSF research projects in STEM disciplines. "Research shows that low-income and underrepresented groups tend to be unfamiliar with STEM job opportunities and the educational requirements needed to attain that goal."
Kinesiology

Kinesiology faculty members at MSU study physical activity and sport across the lifespan, prepare professionals for roles that support active, healthy lives and develop new interventions to make a difference -- especially for youth.
**RESEARCH AND INTERVENTIONS**

Research is a central experience in the Department of Kinesiology, shared by undergraduate and graduate students and conducted in the context of various centers and laboratories. A newly renovated 3,500-square-foot research space opened inside IM Sports Circle during summer 2009.

Many studies focus on increasing physical activity for children — and improving their overall health — through collaboration with schools and communities. Current projects include, for example:

- **(S)Partners for Heart Health:** A school-based model for preventing cardiovascular risk factors in youth with mentoring from MSU undergraduates.
- **FIT:** A child obesity prevention program in Grand Rapids schools.
- **Crim Fitness Foundation:** A partnership to evaluate and expand the CrimFit Youth Program, which provides physical activity opportunities for schoolchildren in Flint.

**IMPACT ON YOUTH SPORTS**

The Institute for the Study of Youth Sports, directed by kinesiology Professor Dan Gould, is nationally known for its research and service projects that focus on maximizing the benefits of youth sports and physical activity.

A respected leader in coaching education, the institute recently developed curriculum for coaches in the national iHoops youth basketball program and a leadership academy for members of the (collegiate) National Wrestling Coaching Association. Through a new partnership with the American Sport Education Program (ASEP), the institute also now offers online continuing education courses for thousands of K-12 faculty coaches across the country.

Along with various research studies, other initiatives include:

- Leadership training for high school sports captains.
- Online courses for athletes’ parents.
- A major evaluation of the Think Detroit Police Athletic League.
- Development of Youth Sport Clubs for refugees.

**ACADEMICS**

The Department of Kinesiology offers two undergraduate programs. Athletic training is designed for students who want to provide sports medicine services to athletes in school, university and clinical settings. Kinesiology prepares professionals for careers in coaching, health and wellness promotion, community physical education, fitness leadership and sports administration. Many graduates go on to pursue careers in medicine, physical therapy or research.

- Students are admitted to the kinesiology major as juniors after passing courses in chemistry, physics, algebra, physiology and applied human anatomy. Students who apply for athletic training must meet additional requirements. In 2009-10, 232 students were admitted to the kinesiology major. They had a mean composite ACT score of 24 and a mean overall GPA of 3.2 at MSU.

- Of the 437 bachelor’s degrees awarded by the College of Education during 2009-10, 175 were in kinesiology and 11 were in athletic training.

Students also may pursue a master’s or Ph.D. in kinesiology at MSU. They choose among specializations areas such as exercise physiology, growth and motor development and the psychosocial aspects of physical activity and sports.
MEASURING PHYSICAL ACTIVITY:
PFEIFFER SEEKS ANSWERS ABOUT ACCELEROMETERS
Research led by MSU’s Karin Pfeiffer is expected to influence youth fitness projects nationwide by giving scholars more accurate ways to measure physical activity.

Pfeiffer is co-principal investigator of a $1.6 million National Institutes of Health grant to study the longitudinal validity of accelerometers – the most widely used tool for collecting objective data on physical activity. By testing the devices with the same children over four years, she and Stewart Trost of Oregon State University will be able to determine how well calculations used to interpret output from accelerometers hold up over time, especially as kids grow. The project is entering its fourth year.

“(Effective interventions) require measures of physical activity that accurately detect change in physical activity, but such measures are currently lacking,” said project consultant Russell Pate. “This is a major limitation, and their research will overcome this.”

Pfeiffer also is now developing a “wearable wireless network” of accelerometers placed on different parts of the body with MSU engineering professor Subir Biswas. The design, which for the first time will be able to tell researchers what kind of physical activity a person was doing, is being funded by a grant from NIH.
ANSWERS BEHIND OBESITY:
EISENMANN OVERSEES RESEARCH AT NEW CENTER

Joe Eisenmann knows childhood obesity is too complex to be addressed through exercise and nutrition alone. He studies how genetic and environmental factors, including stress and maternal health, influence children’s weight and cardiovascular health. And his work is quickly expanding.

Eisenmann was named lead researcher of the new Helen DeVos Children’s Hospital Healthy Weight Center, which opened in April 2010. Partnering with the center will allow him to assess and test new treatment plans for hundreds of obese children who are referred to the center. Recruiting pediatric patients to participate in obesity research is typically very difficult.

“We are going to get a better understanding of how someone with a certain genetic profile responds to physical activity and diet, and we can improve how we cater to the needs of each patient,” Eisenmann said.

EXPLORING “EXERGAMES”:
FACULTY EARNS GRANTS FOR TWO PROJECTS

The growth of video games designed to encourage exercise hasn’t gone unnoticed by kinesiology faculty members at MSU. Department Chairperson Deborah Feltz, Joe Eisenmann and Karin Pfeiffer helped launch two related research projects funded by the Robert Wood Johnson Foundation during the 2009-10 year.

One of them, led by Feltz, is using the Eye Toy camera and Playstation 2 to measure what characteristics in a virtual partner motivate people to exercise harder, longer or more frequently. Eisenmann is a co-investigator.

Pfeiffer is working with professors from the Department of Telecommunication, Information Studies and Media to develop a new game model using equipment from the Nintendo Wii system and Dance Dance Revolution game. The researchers want to determine whether “exergames” actually improve health, and if there are ways they can be improved.
The College of Education continues to receive substantial philanthropic support, which is critical for maintaining its stature as a national leader in education. During the 2009-10 fiscal year, the college received $3,579,414 in the form of gifts, non-governmental grants and pledges from 5,429 donors including alumni, friends, foundations, corporations and associations. This includes new estate commitments in the amount of $350,000.

Philanthropic donations continue to grow and support new opportunities for students, research and programs.

THE LAST FISCAL YEAR

LEADERSHIP CIRCLE

Individuals dedicated to supporting the college with annual gifts of $1,500 or more are identified as members of the College of Education Leadership Circle. This annual giving society, established by the college in 1998, welcomed 118 Leadership Circle members during 2009-10.
A HEALTHY ENDOWMENT
The College of Education Endowment represents funds designated by college alumni and friends to specific areas. Typically, this includes funding to support students through scholarships and fellowships, funding to support faculty and funding to support specific programs.

Endowed funds are pooled and invested by the university and the college benefits in the form of interest income generated from the investment. The current payout rate for endowed funds, as established by the MSU Board of Trustees, is 5% (based on market value). The principal is never spent and continues to generate interest income for the college in perpetuity.

The College of Education Endowment has a market value of $12,289,868 (as of April 1st 2010) and generated nearly $636,000 in funding for students, faculty and programs.
**ACTIVE GRANTS**

*(Organized by funding source). Multi-year funded amounts. Some figures represent projected amounts beyond 2010.*

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Project Title</th>
<th>Principal Investigator(s)</th>
<th>Amount(s)</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy for Educational Development</td>
<td>Faculty of Education Enhancement Program - Pakistan</td>
<td>Reitumetse Mabokela</td>
<td>$1,656,126</td>
<td>2008 – 2010</td>
</tr>
<tr>
<td>American Educational Research Association</td>
<td>Dissertation Grant: Shaping Professional Development to Promote the Diffusion of Instructional Expertise Among Teachers</td>
<td>Kenneth Frank</td>
<td>$20,000</td>
<td>2010 – 2011</td>
</tr>
<tr>
<td>Azerbaijan Diplomatic Academy</td>
<td>Professional Development Workshop on Student Affairs at Azerbaijan Diplomatic Academy</td>
<td>Ann Austin and Kristen Renn</td>
<td>$18,815</td>
<td>2010</td>
</tr>
<tr>
<td>Blue Cross and Blue Shield of Michigan</td>
<td>Promoting Healthy Eating and Physical Activity Among Elementary School Children in Grand Rapids Through Project FIT</td>
<td>Karin Pfeiffer and Joey Eisenmann</td>
<td>$120,000</td>
<td>2009 – 2011</td>
</tr>
<tr>
<td>Blue Cross and Blue Shield of Michigan Foundation</td>
<td>(S)Partners for Heart Health</td>
<td>Karin Pfeiffer and Joey Eisenmann</td>
<td>$47,600</td>
<td>2008 – 2010</td>
</tr>
<tr>
<td>Broad Foundation</td>
<td>Broad Partnership Between Michigan State University College of Education and Detroit Public Schools</td>
<td>Sonya Gunnings-Moton and Carole Ames</td>
<td>$6,000,000</td>
<td>2003 – 2017</td>
</tr>
<tr>
<td>Carnegie Corporation</td>
<td>Teacher Retention and Student Learning in Urban Michigan Districts</td>
<td>Peter Youngs</td>
<td>$385,700</td>
<td>2006 – 2009</td>
</tr>
<tr>
<td>Carnegie Corporation, Ford Foundation and Annenberg Foundation</td>
<td>Teachers for a New Era Initiative</td>
<td>Robert Fidlen, John Hudzik and Joan Ferrini-Mundy</td>
<td>$5,500,000**</td>
<td>2002 – 2011</td>
</tr>
<tr>
<td>Centers for Disease Control and Prevention</td>
<td>Perceived Social Support and Athlete’s Resilience Following Athletic Injury</td>
<td>Tracey Covassin</td>
<td>$95,828</td>
<td>2008 – 2012</td>
</tr>
<tr>
<td>Chinese National Office for Teaching Chinese</td>
<td>Chinese Language Video Game Development</td>
<td>Yong Zhao</td>
<td>$1,434,500</td>
<td>2007 – 2011</td>
</tr>
<tr>
<td>The Forum for Youth Investment</td>
<td>Youth Program Intervention Trial</td>
<td>Kenneth Frank</td>
<td>$22,413</td>
<td>2009</td>
</tr>
<tr>
<td>International Reading Association</td>
<td>Understanding Visual Literacy Development in Young Children</td>
<td>Nell Duke</td>
<td>$8,198</td>
<td>2009 – 2010</td>
</tr>
<tr>
<td>Iowa School for the Deaf</td>
<td>Community of Learners</td>
<td>Harold Johnson</td>
<td>$4,999</td>
<td>2009 – 2010</td>
</tr>
<tr>
<td>Joyce Foundation</td>
<td>Charter High Schools: A Path to College Success</td>
<td>Ronald Zimmer*</td>
<td>$116,726</td>
<td>2010 – 2011</td>
</tr>
<tr>
<td>Knowles Foundation</td>
<td>Research Fellowship - Knowles Science Teaching Foundation</td>
<td>Alicia Alonso</td>
<td>$110,000</td>
<td>2009 – 2011</td>
</tr>
<tr>
<td>Longview Foundation</td>
<td>Educating Global Educators: Leveraging Institutional Change through a Teacher Education Cohort</td>
<td>Suzanne Wilson and Margo Glew</td>
<td>$30,000</td>
<td>2008 – 2009</td>
</tr>
<tr>
<td>Max and Bessie Bakal Foundation</td>
<td>Raising a Standard of Excellence Program</td>
<td>Patricia Edwards</td>
<td>$2,500</td>
<td>2008 – 2009</td>
</tr>
</tbody>
</table>
Michigan Campus Compact
Maximizing Educational Opportunities for Youth in Foster Care Child Summer Camp Program
Rosalind Kirk
$3,346
2008 – 2009

Michigan Department of Career Development
Project Excellence: A Program Evaluation Partnership
Michael Leahy
$1,765,774
2004 – 2010

Michigan Department of Community Health
Interdisciplinary Evaluation of Michigan’s Child Care Expulsion Prevention Initiative
John Carlson
$500,000**
2007 – 2010

Michigan Department of Education
Building Capacity in Algebra: Teaching, Learning and Leading
Michael Steele, Cynthia Carver and Beth Herbel-Eisenmann
$200,000
2008 – 2010

Michigan Coaches Institute
Barbara Markle
$927,929
2008 – 2009

Michigan Principals Fellowship
Barbara Markle
$1.373,728
2008 – 2009

Michigan Principals Fellowship
Barbara Markle
$763,300
2009 – 2010

Michigan Department of Labor and Economic Growth
2008-09 Virtual Interactive Training and Learning: Web Based Grants Management and Reporting System
Rhonda Egidio
$24,900
2008 – 2009

E-Learn
Rhonda Egidio
$1,021,662
2009 – 2015

Project Excellence
Michael Leahy
$1,614,558
2008 – 2011

Rehabilitation Internship/Employment Model in Public Rehabilitation Programs in Michigan
Michael Leahy
$822,493
2004 – 2009

Michigan State Bar Foundation
Advancing the Rights of Persons with Disabilities in the Work Place
Rhonda Egidio
$6,658
2008 – 2009

National Athletic Trainers’ Association Research and Education Foundation
Graduate Assistant Athletic Trainer Time Commitments and Cognitive Appraisals
Tracey Covassin
$683
2009 – 2010

National Council of State Boards of Nursing
Optimal Item Pool Design for the 2009 National Council Licensure Examinations
Mark Reckase
$25,709
2009 – 2010

National Education Association
National Education Association Status of the American School Teacher Project
Gary Sykes
$55,674
2009 – 2010

National Football League Charities
Analysis of Football Shoe Cleat Design as a Risk Factor for Lower Extremity Injuries in Collegiate Football
John Powell
$264,590
2007 – 2010

National Institutes of Health
Identifying Physical Activity and Activity Context via Wearable Wireless Networks
Karin Pfeiffer
$164,779
2009 – 2011

Impact of Teacher Qualification and Instructional Practices on Reading and Mathematics Achievement in Young Children
Cassandra Guarino
$151,750
2008 – 2010

Longitudinal Validity of Accelerometry in Youth
Karin Pfeiffer
$975,082
2007 – 2012

Middle School Physical Activity Intervention for Girls
Karin Pfeiffer and Kimberly Maier
$89,696
2009 – 2011

Confucius Institute at Michigan State University
Yong Zhao
$662,185
2006 – 2010

Establishment of the Teacher Institute for Teaching Chinese as a Foreign Language at Michigan State University
Yong Zhao
$1,120,000
2009 – 2014

National Operating Committee on Standards for Athletic Equipment
Evaluating Changes in Depression Symptoms and Neurocognitive Impairments Among Male and Female Concussed High School and Collegiate Athletes
Tracey Covassin
$243,943
2009 – 2011

National Science Foundation
Analyzing the Flow of Network-Embedded Expertise in Schools: A Longitudinal Study of Individual and Organizational Change
Kenneth Frank
$198,332**
2007 – 2010
ACTIVE GRANTS
(Organized by funding source). Multi-year funded amounts. Some figures represent projected amounts beyond 2010.

National Science Foundation - continued
CAREER: Discourse Analysis: A Catalyst for Reflective Inquiry in Mathematics Classrooms
Beth Herbel-Eisenmann
$176,866
2008 – 2010
CAREER: Examining Prospective Teachers’ Learning of Three Mathematics Teaching Practices – Posing, Interpreting, and Responding – During Teacher Preparation
Sandra Crespo
$818,736
2006 – 2011
CAREER: Knowledge for Teaching Mathematics: The Impact of Undergraduate Mathematics Courses on Prospective Elementary Teachers’ Mathematical Knowledge
Raven McCrory
$668,488
2005 – 2011
CAREER: Tracing Children’s Developing Understanding of Heredity Over Time
Michelle Williams
$496,663
2007 – 2012
Cases of Reasoning and Proving for Secondary Mathematics
Michael Steele
$178,790
2007 – 2012
Center for Advancing Research and Communication in Science, Technology, Engineering, and Mathematics
Barbara Schneider
$625,000
2009 – 2013
Center for Learning and Teaching in Science Curriculum Studies
James Gallagher* and Edward Smith*
$2,809,863
2002 – 2009
Center for the Study of Mathematics Curriculum
Sandra Wilcox*
$133,436
2004 – 2010
Children’s Learning from Multiple Media in Informal Mathematics Education
Sandra Crespo
$221,156**
2007 – 2009
CIRTL Network – Shaping, Connecting, and Supporting the Future of National Science, Technology, Engineering and Mathematics Faculty
Ann Austin
$678,909**
2008 – 2010
A Collaborative Process to Align Computing Education with Engineering: Implementing Constituency-driven Curricular Change that Integrates Computational Thinking Across Engineering Disciplines
James Fairweather
$111,971
2009 – 2012
Collaborative Research: CI-Team Demonstration Project for Real-time Interactive and Collaborative Cyberinfrastructure
Patricia Farrell
$30,000
2008 – 2011
Collaborative Research: Cognitive Processes-Classroom Practices that Lead to Student Proficiency with Word Problems in Algebra
Robert Floden
$506,568
2009 – 2012
Collaborative Research: Improving General Biology Teaching with Diagnostic Question Clusters and Active Teaching
Charles Anderson and Amelia Wenk Gotwals
$206,264
2009 – 2012
Culturally Relevant Ecology: Learning Progressions and Environmental Literacy
Charles Anderson
$2,067,091
2008 – 2013
Deep Think: Thinking Deeply About Biodiversity Through Inquiry
Amelia Wenk Gotwals
$208,607
2007 – 2010
Developing Computer Simulations Integrating Laboratory Techniques with Bioinformatics Tools for Case-Based Learning in International Biology Curricula
Mary Lundeberg
$311,632
2006 – 2010
Developing Subject Matter Knowledge in Mathematics Middle School Teachers
William Schmidt and Maria Teresa Tatto
$5,557,490
2003 – 2011
Development of Longitudinal Models Linking Student Mathematics Achievements to Instruction Content
William Schmidt
$1,499,652
2008 – 2011
Diagnostic Question Clusters to Improve Student Reasoning and Understanding in General Biology Courses
Charles Anderson
$73,441
2008 – 2009
Diagnostic Question Clusters: Development and Testing in Introductory Geology and Biology
Joyce Parker
$75,986
2003 – 2011
Ecological Literacy in the K-12 Classrooms of Rural Michigan
Charles Anderson
$311,632
2006 – 2010
Engineering Students for the 21st Century
Mary Lundeberg
$118,211
2005 – 2009
Entering the Guild: The Effects of Teacher Professional Community and Professional Development on New Teachers and their Students
Suzanne Wilson
$1,533,532
2005 – 2011
First Five Years of Mathematics Teaching
Maria Teresa Tatko, Mark Ricketts and Sandra Crespo
$574,955
2010
First International Mathematics Teacher Education Study
Maria Teresa Tatko, John Schwille and Sharon Senk
$3,997,723**
2005 – 2010
<table>
<thead>
<tr>
<th>Title</th>
<th>Principal Investigator(s)</th>
<th>Funding Amount ($)</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal-Informal Collaborations to Increase Science Literacy, Improve Student Learning, and Prepare Students for the Workforce</td>
<td>Suzanne Wilson</td>
<td>$1,499,891</td>
<td>2009 – 2014</td>
</tr>
<tr>
<td>Framework for Reasoning in Cell Biology Courses</td>
<td>Joyce Parker, Charles Anderson and Gail Richmond</td>
<td>$36,000</td>
<td>2008 – 2010</td>
</tr>
<tr>
<td>GSE/RES: Club to School: Rethinking the Science, Mathematics, Technology Pipeline</td>
<td>Angela Calabrese Barton</td>
<td>$489,965</td>
<td>2009 – 2012</td>
</tr>
<tr>
<td>Girls’ Science Practices in Urban High Poverty Communities Award</td>
<td>Angela Calabrese Barton</td>
<td>$381,086</td>
<td>2006 – 2009</td>
</tr>
<tr>
<td>Impact of Professional Development Programs on Future Science, Technology, Engineering and Mathematics Faculty: A Mixed-Methods Longitudinal Study</td>
<td>Ann Austin</td>
<td>$144,738</td>
<td>2008 – 2013</td>
</tr>
<tr>
<td>Intergovernmental Personnel Act Agreement for Joan Ferrini-Mundy</td>
<td>Joan Ferrini-Mundy</td>
<td>$688,213</td>
<td>2007 – 2010</td>
</tr>
<tr>
<td>Investigating Green Energy Technologies in the City: A Youth Based Project</td>
<td>Angela Calabrese Barton</td>
<td>$899,995**</td>
<td>2007 – 2010</td>
</tr>
<tr>
<td>Learning Progression for Scientific Modeling</td>
<td>Christina Schwarz</td>
<td>$318,206</td>
<td>2006 – 2010</td>
</tr>
<tr>
<td>Mathematics Discourse in Secondary Classrooms: Case-Based Professional Development Curriculum</td>
<td>Beth Herbel-Eisenmann and Michael Steele</td>
<td>$1,780,327</td>
<td>2009 – 2014</td>
</tr>
<tr>
<td>Noyce Scholars Phase II: Preparing Teachers for a New Era</td>
<td>Angela Calabrese-Barton, Gail Richmond and Sonya Gunnings-Moton</td>
<td>$599,459</td>
<td>2008 – 2012</td>
</tr>
<tr>
<td>Problem-Based Learning Designed Science and Mathematics Professional Development</td>
<td>Matthew Koehler, Mary Lundeberg and Joyce Parker</td>
<td>$2,302,565</td>
<td>2004 – 2010</td>
</tr>
<tr>
<td>Promoting Rigorous Outcomes in Mathematics/Science Education (PROM/SE)</td>
<td>Joan Ferrini-Mundy and William Schmidt</td>
<td>$17,500,000**</td>
<td>2003 – 2011</td>
</tr>
<tr>
<td>Small Sustainable Alternatives to Big Reform</td>
<td>Mary Kennedy</td>
<td>$159,887</td>
<td>2006 – 2009</td>
</tr>
<tr>
<td>Strengthening Tomorrow’s Education in Measurement</td>
<td>John P. Smith, III</td>
<td>$451,062</td>
<td>2006 – 2009</td>
</tr>
<tr>
<td>Supplement - Mathematics Teacher Education Study (TEDS-M)</td>
<td>Maria Teresa Tato and John Schwille</td>
<td>$199,884</td>
<td>2009 – 2011</td>
</tr>
<tr>
<td>Transforming Interests in Science, Technology, Engineering, and Mathematics Careers</td>
<td>Barbara Schneider</td>
<td>$998,415</td>
<td>2009 – 2012</td>
</tr>
<tr>
<td>Robert Wood Johnson Foundation</td>
<td>Deborah Feltz and Joey Eisenmann</td>
<td>$149,927**</td>
<td>2009 – 2011</td>
</tr>
<tr>
<td>Skillman Foundation</td>
<td>Sharif Shakrani, Sara Bolt and Summer Ferreri</td>
<td>$10,000</td>
<td>2008 – 2009</td>
</tr>
</tbody>
</table>
### ACTIVE GRANTS

(Organized by funding source). Multi-year funded amounts. Some figures represent projected amounts beyond 2010.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Description</th>
<th>Recipient(s)</th>
<th>Amount</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skillman Foundation - continued</td>
<td>Future Teachers for Social Justice</td>
<td>Sonya Gunnings-Moton, Christopher Dunbar and Dorothea Anagnostopoulos</td>
<td>$824,617</td>
<td>2005 – 2010</td>
</tr>
<tr>
<td>Skillman Foundation Good Schools: Making the Grade Technical Assistance and Support</td>
<td>Barbara Markle</td>
<td>$2,850,000</td>
<td>2008 – 2011</td>
<td></td>
</tr>
<tr>
<td>Spencer Foundation</td>
<td>Genre Knowledge and Development: Urban Pre-adolescents Writing and Performing Contemporary Hip Hop and Slam Poetry</td>
<td>Janine Certo</td>
<td>$39,750</td>
<td>2009 – 2010</td>
</tr>
<tr>
<td>U.S. Department of Agriculture</td>
<td>Food Insecurity, Stress, and Childhood Obesity</td>
<td>Joey Eisenmann</td>
<td>$9,500</td>
<td>2008 – 2011</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>Accelerating Expository Literacy in Support of Students in Middle School Curriculum</td>
<td>Carol Sue Englert, Cynthia Okolo and Troy Mariage</td>
<td>$900,000</td>
<td>2008 – 2010</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>Bringing Science into Practice within the Delivery of Psychological Services to Early Childhood Populations</td>
<td>John Carlson, Evelyn Oka, Sara Bolt and Jodene Fine</td>
<td>$800,000</td>
<td>2009 – 2013</td>
</tr>
<tr>
<td>National Academy of Education/Spencer Postdoctoral Fellowship</td>
<td>Project-Based Social Studies and Literacy Education in the Primary Grades</td>
<td>Nell Duke and Anne-Lise Halvorsen</td>
<td>$40,000</td>
<td>2009 – 2011</td>
</tr>
<tr>
<td>National Academy of Education/Spencer Postdoctoral Fellowship</td>
<td>Constructing Value-Added Indicators of Teacher and School Effectiveness That We Can Trust</td>
<td>Cassandra Guarino and Mark Reckase</td>
<td>$1,194,064</td>
<td>2010 – 2013</td>
</tr>
<tr>
<td>U.S. Department of Agriculture</td>
<td>Food Insecurity, Stress, and Childhood Obesity</td>
<td>Joey Eisenmann</td>
<td>$2,850,000</td>
<td>2008 – 2011</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>Bringing Science into Practice within the Delivery of Psychological Services to Early Childhood Populations</td>
<td>John Carlson, Evelyn Oka, Sara Bolt and Jodene Fine</td>
<td>$800,000</td>
<td>2009 – 2013</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>Constructing Value-Added Indicators of Teacher and School Effectiveness That We Can Trust</td>
<td>Cassandra Guarino and Mark Reckase</td>
<td>$1,194,064</td>
<td>2010 – 2013</td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Impact of the Michigan Merit Curriculum and Michigan Promise Scholarship on Student Outcomes</td>
<td>Barbara Schneider and Kenneth Frank</td>
<td>$1,474,614</td>
<td>2010 – 2015</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Leadership Training in Evidence-Based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors</td>
<td>John Carlson, Matthew Mayer*, Evelyn Oka and Troy Mariage</td>
<td>$800,000</td>
<td>2004 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Impact of the Michigan Merit Curriculum and Michigan Promise Scholarship on Student Outcomes</td>
<td>Barbara Schneider and Kenneth Frank</td>
<td>$1,474,614</td>
<td>2010 – 2015</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Leadership Training in Evidence-Based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors</td>
<td>John Carlson, Matthew Mayer*, Evelyn Oka and Troy Mariage</td>
<td>$800,000</td>
<td>2004 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Impact of the Michigan Merit Curriculum and Michigan Promise Scholarship on Student Outcomes</td>
<td>Barbara Schneider and Kenneth Frank</td>
<td>$1,474,614</td>
<td>2010 – 2015</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Leadership Training in Evidence-Based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors</td>
<td>John Carlson, Matthew Mayer*, Evelyn Oka and Troy Mariage</td>
<td>$800,000</td>
<td>2004 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Impact of the Michigan Merit Curriculum and Michigan Promise Scholarship on Student Outcomes</td>
<td>Barbara Schneider and Kenneth Frank</td>
<td>$1,474,614</td>
<td>2010 – 2015</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Leadership Training in Evidence-Based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors</td>
<td>John Carlson, Matthew Mayer*, Evelyn Oka and Troy Mariage</td>
<td>$800,000</td>
<td>2004 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Impact of the Michigan Merit Curriculum and Michigan Promise Scholarship on Student Outcomes</td>
<td>Barbara Schneider and Kenneth Frank</td>
<td>$1,474,614</td>
<td>2010 – 2015</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Leadership Training in Evidence-Based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors</td>
<td>John Carlson, Matthew Mayer*, Evelyn Oka and Troy Mariage</td>
<td>$800,000</td>
<td>2004 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
<tr>
<td>Impact of the Michigan Merit Curriculum and Michigan Promise Scholarship on Student Outcomes</td>
<td>Barbara Schneider and Kenneth Frank</td>
<td>$1,474,614</td>
<td>2010 – 2015</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Leadership Training in Evidence-Based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors</td>
<td>John Carlson, Matthew Mayer*, Evelyn Oka and Troy Mariage</td>
<td>$800,000</td>
<td>2004 – 2011</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood</td>
<td>John Carlson, Evelyn Oka, Summer Ferreri and Sara Bolt</td>
<td>$800,000</td>
<td>2007 – 2011</td>
<td></td>
</tr>
</tbody>
</table>

* indicates a new principal investigator on existing grants.
Pathways to Bilingualism: E-Learning and Teaching of Modern Foreign Languages
Guofang Li
$540,000
2007 – 2010

PILI Project: Pacific Island Learning Initiative in Deaf Education
Harold Johnson and Claudia Pagliaro
$800,000
2009 – 2013

Pittsburgh Public Schools Reform Effort
Ronald Zimmer*
$245,877
2008 – 2011

Preparing Leadership Personnel in Policy and Practice for Diverse Students with Disabilities in Urban Settings
Troy Mariage and Susan Peters
$766,987
2006 – 2010

Professional Development in Early Reading
Matthew Koehler
$273,829
2004 – 2010

Project ACCEL: Accelerating Expository Literacy to Improve School Outcomes
Carol Sue Englert and Cynthia Okolo
$700,000
2003 – 2009

Promoting Academic Literacy: Reading and Writing with PAL
Cynthia Okolo
$400,000
2009 – 2011

Rehabilitation Counseling: Long Term Training Grant
John Kosciulek, Timothy Tansey* and Chandra Donnell*
$750,000
2008 – 2013

SPARKLE: School Psychologists with Accommodation and Remediation Knowledge to Promote Literacy Everywhere
Sara Bolt, John Carlson and Evelyn Oka
$787,419
2007 – 2011

Special Education Technology Scholars Program
Cynthia Okolo and Carol Sue Englert
$800,000
2003 – 2010

Starting Strong with Launch into Teaching: A Michigan State University/Fulton County School District Partnership
Randi Stanulis
$116,658
2009 – 2010

Using Multiple Levels of Data to Address Educational Issues in the Region
Barbara Schneider
$274,896
2006 – 2009

Using Multiple Levels of Data to Address Educational Issues in the Region
Barbara Schneider
$286,878
2009 – 2010

U.S. Department of Health and Human Services
Accelerating Learning Experiences for Psychiatric Mental Health Nurse Practitioner Students
Rand Spiro
$250,790
2008 – 2011

U.S. Department of State
Lebanese American University Partnership/Information and Communications Technology in Education
Joseph Codde
$300,000
2007 – 2010

Wallace Foundation
Western Michigan University - Wallace Foundation Project
Susan Printy and BetsAnn Smith
2009 – 2010

William T. Grant Foundation
Youth Program Quality Intervention Trial
Kenneth Frank
$63,538
2008 – 2009

W.K. Kellogg Foundation
Educating Michigan’s Students with Autism Spectrum Disorder: An Initial Exploration of Programming and Student Outcomes
Sharif Shakrani, Sara Bolt and Summer Ferreri
$160,000
2008 – 2010

Promoting Academic Success Initiative
Christopher Dunbar
$340,000
2007 – 2010

TOTAL $118,975,630

*No longer at Michigan State University.
**Total university award amount.
***Full award to Michigan State University is $35,000,000.
Marilyn Amey, inaugural mentoring award, Association for the Study of Higher Education (ASHE); editor, NASPA Journal About Women in Higher Education

Charles (Andy) Anderson, member, National Research Council Climate Change Education Roundtable

Ann Austin, AERA Fellow, American Educational Research Association

Ann Austin, John Dirkx and Rhonda Egidio, Best Fully Online Course, AT&T Award Competition in Instructional Technology at MSU

Angela Calabrese Barton, co-editor, Journal of Research in Science Teaching

Sara Bolt and John Carlson, Editorial Appreciation Award, School Psychology Review

Amita Chudgar, 2010 National Academy of Education/Spencer Foundation Postdoctoral Fellow

Matthew Diemer, Early Career Professional Award, Society for Vocational Psychology (American Psychological Association)

Patricia A. Edwards, president, International Reading Association

Joe Eisenmann, lead researcher, Helen DeVos Children’s Hospital Healthy Weight Center

James Fairweather, nominated member, National Academies of Science Committee on Status, Contributions and Future Directions of Discipline Based Education Research

Robert Floden, co-director, Education Policy Center at Michigan State University

Dan Gould, honorary doctorate, Vrije Universiteit Brussel

Douglas K. Hartman and Susan Florio-Ruane, co-lead editors, Journal of Literacy Research

Beth Herbel-Eisenmann, Early Career Award, Association of Mathematics Teacher Educators (AMTE)

Guofang Li, AERA Early Career Award, American Educational Research Association

James T. Minor, Outstanding Recent Graduate Award, University of Wisconsin-Madison

Kelly Mix, treasurer, Cognitive Development Society; Editorial Board, Journal of Cognition and Development

Claudia Pagliaro, president-elect, Association of College Educators - Deaf and Hard of Hearing

Kristin Phillips, Gail P. Kelly Award for Outstanding Dissertation, Comparative and International Education Society (CIES)

James Pivarnik, Olympic torchbearer, 2010 Winter Games

Mark Reckase, University Distinguished Professor, Distinguished Faculty Award, Michigan State University

Kristen A. Renn, Diamond Honoree, American College Personnel Association (ACPA)

Robbie Steward, Supervision and Training Section award, American Psychological Association (Div. 17)

Gary Troia, president, Division for Communicative Disabilities and Deafness, Council for Exceptional Children

Michelle Williams, speaker, Visiting Minority Scholars Lecture Series, University of Wisconsin-Madison

Suzanne Wilson, University Distinguished Professor, Michigan State University

Peter Youngs, Outstanding Reviewer Award, Educational Evaluation and Policy Analysis

Yong Zhao, MAISA Education Fellows Award, Michigan Association of Intermediate School Administrators

COLLEGE OF EDUCATION EXCELLENCE IN TEACHING AWARDS:

Faculty members: Nell K. Duke and Anne-Lise Halvorsen

Doctoral students: Carlin Borsheim, Megan Holmes, Sarah Little, Adriane Slaton and Shannon Sweeney
Janet Alleman and Jere Brophy


Gail Dummer

Patricia Edwards

Lynn Fendler

Dan Gould

Mary Kennedy

Guofang Li and Patricia Edwards

Reitumetse Obakeng Mabokela

Kelly Mix

Mark Reckase

Kristen Renn

Barbara Schneider

Gary Troia

Yong Zhao