

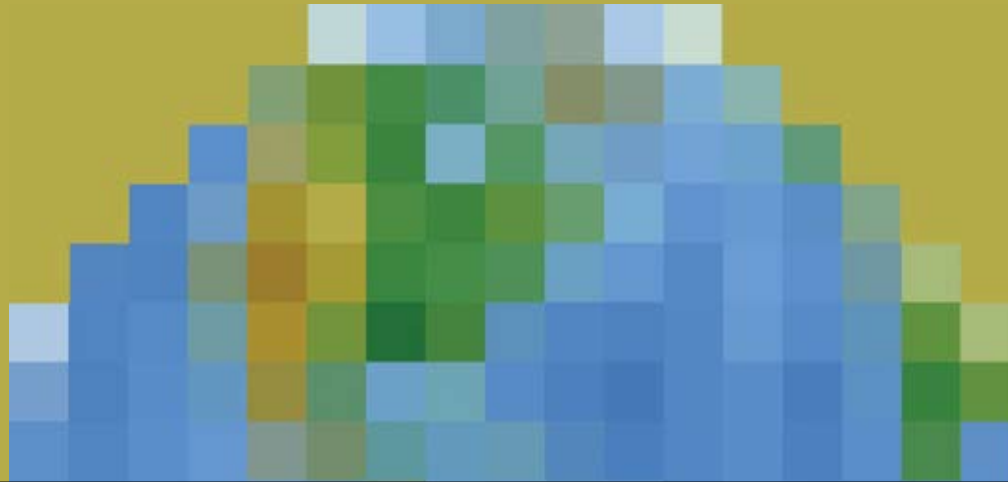
2006-2007 Annual Report

Michigan State University College of Education

06 07

element (el'e ment) *n.*

1. a component or constituent of a whole, or one of the parts into which a whole may be resolved by analysis. **2.** a natural habitat or environment.



The Education Element.









The theme of the 2006-07 College of Education Annual Report is Elements. Elements are building blocks and when they combine/come together, they create something more noteworthy than each component alone. The elements of this college are represented in our mission: We prepare professionals for leadership roles in education; we seek to understand, reform, and improve education; we examine issues of education across the lifespan; and we seek and secure ongoing financial funding to support our goals. Each of these elements is an essential part of who we are and what we are about as a faculty, but they must be examined in totality to understand the whole of this College.

The purpose of this annual report is to convey how these elements translate into a range of activities across the college. Our goals, decisions and strategies are centered on these elements of our mission. In this annual report, we review what we have achieved and assess the progress of our efforts.

We ***prepare professionals for leadership roles in education***. This element is core to the College of Education as a professional school. We take seriously the responsibility of preparing prospective teachers and educational leaders with the competencies, qualities, and commitment to make a difference in the K-12 educational system. And, we are focused on building a portfolio of evidence of our success in this endeavor. The Michigan Department of Education, as required by the Higher Education Act, has established state requirements and expectations for identifying four categories (i.e. exemplary, satisfactory, at-risk, and low-performing) of teacher preparation institutions in the state. The criteria that are used in this categorization include pass rates on the state certification test, state periodic review, proportion of candidates who complete the certification program, surveys of program completers, and institutional responsiveness to state needs in areas of diversity and high need content. As a result of this review, the Michigan State University College of Education teacher education program was awarded exemplary status in the preparation of teachers.

This year, we launched a new component of the teacher preparation program dedicated to the preparation of urban educators. This Urban Educator Cohort Program offers specially designed courses and seminars focused on issues of social justice and poverty, field experiences in urban schools, summer internships in summer school programs and nonprofit organizations that serve urban centers, and a full-year internship in an urban school. We also launched a new Mathematics Education Ph.D. with the College of Natural Science. This collaboration brings together a focus on mathematics disciplinary knowledge as well as the pedagogical knowledge of mathematics education. Developing programs such as these that address important and critical needs is fundamental to making this element central to our mission.



©Kim Kaufman Photography

***Carole Ames, Dean
MSU College of Education***


We seek to ***understand, reform, and improve education***. Research on issues that are of state, national and international importance is the core of this element. Through the many research centers, we are studying issues related to literacy, science and mathematics education, technology, education policy, and international development. The research programs in the college are diverse but together, they reflect a commitment to examine challenging and important questions and seek findings that will make a difference in the education and learning of students of all ages. Our research and outreach extends globally, from studying how teacher knowledge of mathematics and mathematics teaching varies within and across countries as part of the U.S.-TEDS-M project to studying educational programs and research paradigms in China and the United States through the U.S. China Center.

We ***examine issues of education across the lifespan***. Through many outreach initiatives, we are reaching teachers, counselors, coaches, educational leaders, and policy makers. These efforts require and are built from collaborations with education organizations and school districts as well as partnerships with international institutions and organizations. The Education Policy Center and Office of K-12 Outreach offer seminars, institutes, forums, and symposia focused on leadership development and critical issues in education policy. The Confucius Institute brings a global perspective to educators and students alike by providing on-line Chinese language and culture learning to schools through innovative uses of technology and partnerships through the Confucius Institute.

We aim to ***seek and secure ongoing financial support***. Grants and awards from state and federal agencies and foundations support a robust research agenda in the college. In addition, the capital campaign has enabled us to provide more scholarships and fellowships and named chairs. With the capital campaign approaching its end, we have far and away exceeded our initial goal, and hope to double it by the end of the campaign.

Our annual report can only provide a snapshot of some of the many activities of the college faculty. The elements of our work are rich with distinction and pride. As we look back over the past year, we are equally focused on the future and how we can attain and sustain the highest quality—that is the essential element.

***It is not enough to aim for local,
statewide or even national impact.
We are part of a global community,
and our academic and research
programs must extend globally.***



The MSU College of Education has a rich legacy of advancing knowledge and transforming lives across the country and throughout the world.

Teaching

Throughout its long history, the Michigan State University College of Education has been a leading center for the preparation of educators and the pursuit of new knowledge. That rich legacy of advancing knowledge and transforming lives across the country and throughout the world was evident during the 2006–2007 academic year, as faculty members engaged in major research projects and launched initiatives that challenge the status quo and seek to serve the interest of all learners.

A core component and great source of pride for the College of Education is its five-year teacher preparation program. The program, which coordinates baccalaureate and post-baccalaureate work, is focused on deepening both content and pedagogical knowledge for teachers. It is structured on a strong academic foundation, field studies, and a yearlong internship in a K–12 school that students complete after receiving their bachelor’s degrees. Students can choose to pursue elementary education, kinesiology, special education and secondary education with many majors and minor fields. The Department of Kinesiology offers a bachelor of science degree that prepares professionals for entry into or further study in athletic training, coaching, health and wellness promotion, community physical education, fitness leadership and physical therapy.

The College awarded 416 bachelor’s degrees in 2006–2007, including those in elementary and special education and kinesiology. In addition, 491 students completed internships, resulting in both elementary and secondary teacher certification.

Education Element: Preparing professionals for leadership roles in education.

At the MSU College of Education, teaching is central to our scholarly identity and to the way we serve the educational needs of communities. We strive to develop and implement excellent, dynamic programs for the preparation of educators.

Key Features of the Teacher Preparation Program

- All education courses are taught in sections of approximately 25 students.
- Support for learning to use information technology in teaching is integrated into the education course sequence.
- Concerns for diversity, equity, achievement and standards are interwoven throughout the required sequence of teacher education courses.
- One course early in the education sequence includes a required service-learning component.
- Multiple undergraduate pre-internship field experiences (approximately 175 hours) build connections between theory/research and the practical situations that teachers face.

Teacher Preparation Report Card 2005-2006*

Teacher Preparation Program

MSU's five-year teacher education program combines disciplinary teaching majors and/or minor concentrations and teaching certification courses followed by a full-year teaching internship in a public school. This post-baccalaureate internship year combines classroom experience with 12 credits of graduate coursework. In 2005-2006, 491 prospective elementary and secondary teachers completed internships. Students are recommended for Michigan elementary or secondary teacher certification.

Student Characteristics

Ninety-four percent of the students admitted to the teacher education program for fall 2005 were traditional undergraduates with 6 percent admitted as post-baccalaureate students. Ninety-seven percent of the students in the program are from Michigan and 86 percent are full-time students. The mean composite ACT score of students admitted for fall 2005 to the elementary program was 23, and the mean composite ACT score for those admitted to the secondary program was 25. Upon admission (fall 2005) the mean overall grade point average for both elementary and secondary education students was 3.5 on a 4.0 scale.

Accreditation

MSU is accredited by the North Central Association, and the MDE Periodic Review has approved the teacher education program. MSU's College of Education has candidacy status with the Teacher Education Accreditation Council.

Application and Admission

To be eligible for consideration for admission to the teacher education program, students must complete an application, which includes writing an essay, must have a minimum over-all grade point average (GPA) of 2.75, and must have passed all portions of the Michigan Test for Basic Skills. Students are typically admitted to the program at the beginning of their junior year.

Internship Requirements

Before beginning the internship, students must have:

- completed all teaching major and/or teaching minor(s) as well as all under graduate teacher certification coursework and university requirements;
- been awarded a bachelor's degree; earned a GPA of 2.5 or above in each of the following: university overall cumulative GPA, teaching major, and/or teaching minor(s);
- earned a GPA of 2.5 or above for pre-internship, professional education courses required for teacher certification, with no individual grade below 2.0;
- completed the technology requirement;
- passed the required State of Michigan certification tests for elementary teaching or the appropriate major and minor subject-area tests for secondary teaching; and met all professional behavior criteria.

The Fifth-Year Internship

- Teacher candidates serve 30-week (900-hour) internships that provide gradually increasing scope, intensity and responsibility under the supervision of an on-site classroom teacher and a field instructor.
- Interns are assigned to MSU field instructors at a ratio of 6 to 1.
- School-university partnerships and connections for intern teaching sites are achieved by organizing the mentor teachers, field instructors, course instructors and program coordinator into a secondary/subject-area team and three elementary teams with course-section size of 25 interns per section.
- Interns complete 12 credit hours of graduate-level professional study during their internship, a portion of which may be applied to a master's degree program.

*Filed in 2006-2007

Throughout its long history, the MSU College of Education had been a leading center for the preparation of educators and the pursuit of new knowledge.

Three unique offerings in the college prepare new teachers for skilled work in our inner cities:

- 1. Broad Partnership*
- 2. Urban Educators Cohort Program*
- 3. Skillman Foundation—Future Teachers for Social Justice*

Urban Education Programs

Broad Partnership

The Broad Partnership between MSU and the Detroit Public Schools (DPS) is a \$6 million collaboration designed to develop well-trained urban educators for service in the Detroit school system. The **Broad Summer High School Scholars** program targets junior and senior high school students for a four-week residential program on the MSU campus. Here, the students receive pre-college preparation and readiness experiences and in-depth academic skill development, including ACT preparation, technology and writing, study skills and social justice inquiry in education. More than 200 students have participated thus far.

DPS graduates who attend MSU to earn a bachelor's degree and teacher certification, may also participate in the Broad initiative as a **Broad Future Teacher Scholarship Award** recipient. This competitive award offers loan forgiveness (1/3 for each year of teaching service) with financial support to cover tuition, fees, room and board for five years of college work. Graduates of the Broad program agree, in exchange for the support, to teach in the DPS system or another approved setting. Forty-six graduates have received this substantial award.

With the **Broad Summer Teaching Fellows** program, outstanding junior and senior education students spend seven weeks in immersion, working with DPS and its summer school program. All fellows work closely with a master teacher, as well as engage in orientation and reflective seminars to receive in-depth exposure to the DPS community and resources. Summer fellows receive a \$3,700 stipend. Through the MSU Quality Fund Initiative, an additional 20 fellowships were awarded, bringing the total number of fellowship opportunities offered to MSU students to over 200.

Urban Educators Cohort Program

For fall 2006, 36 promising freshman students (average GPA 3.56/ACT 23) were admitted to the college's Urban Educators Cohort Program (UECP). These students move through freshman and sophomore years as a group, taking courses focused on diversity, poverty and social justice that meet the university's general education requirements. They also take a freshman seminar and two sophomore-level courses that further prepare them for urban school environments. Those who complete these classes and meet admission requirements matriculate to the teacher education program where they work in urban schools during their junior and senior years. Their fifth-year internship is also in an urban school. UECP students get priority consideration for scholarships and are recommended, by the Dean of the College, for jobs in urban school districts upon certification.

The Skillman Foundation/Future Teachers for Social Justice

The Skillman Foundation initiative rests upon the premise that quality teaching in urban schools connects schools with communities and creates a force for social justice in both. The Future Teachers for Social Justice (FTSJ) program, targeting up to 200 students in their sophomore through senior year, serves to encourage and inspire Detroit high school students to pursue degrees in education and to become teachers in their communities. The goal of the program is to create youth leaders through teaching and advocacy opportunities related to the conditions of schooling in Detroit. Through multi-level mentoring and parental outreach, students will broaden their perspective as catalysts for change and growth. FTSJ students engage in academic endeavors, which develop their critical thinking, research skills and writing, all of which culminate in the development and enactment of social justice projects.

Graduate Programs and Annual Rankings

Graduate Programs

Graduate programs in the MSU College of Education provide opportunity for advanced study and research in 10 doctoral, three educational specialist, and 12 master's degree programs. In 2006-2007, the college conferred 79 Ph.D. degrees, 12 Ed.S. degrees and 491 MA/MS degrees.

Graduate School Rankings

For the 13th straight year, the *U.S. News and World Report* magazine ranking of 277 graduate schools of education rated the College of Education's programs in elementary and secondary education as the best in the nation. MSU also remained first in rehabilitation counseling. In addition, curriculum and instruction ranked second, higher education administration ranked fourth, educational psychology ranked fourth, administration/supervision ranked eighth and education policy ranked 10th.

The magazine also ranks the doctoral granting schools of education by considering 12 measures of academic quality, including faculty resources, reputation, student selectivity, and research activity. In these combined rankings, the college was 14th in the nation.

Elementary Education

1. Michigan State University
2. University of Wisconsin – Madison
3. Teachers College, Columbia University (NY)
4. Ohio State University
University of Georgia
6. University of Virginia – Curry
7. Indiana University – Bloomington
8. University of Michigan – Ann Arbor
9. Vanderbilt University – Peabody (TN)
10. University of Illinois – Urbana/Champaign
University of Maryland – College Park

Secondary Education

1. Michigan State University
2. University of Wisconsin – Madison
3. Stanford University (CA)
4. University of Virginia – Curry
5. Teachers College, Columbia University (NY)
University of Georgia
7. Ohio State University
8. University of Illinois – Urbana/Champaign
9. University of Michigan – Ann Arbor
10. Indiana University – Bloomington

Rehabilitation Counseling

1. Michigan State University
University of Wisconsin – Madison
3. Pennsylvania State University – University Park
4. University of Iowa
5. University of Arizona
6. Boston University
George Washington University (DC)
Southern Illinois University – Carbondale
9. San Diego State University
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. Stanford University (CA)
5. University of Illinois – Urbana/Champaign
6. Ohio State University
University of Michigan – Ann Arbor
8. Indiana University – Bloomington
9. University of Georgia
10. Vanderbilt University – Peabody (TN)

Higher Education Administration

1. Pennsylvania State University – University Park
2. University of Michigan – Ann Arbor
3. University of California – Los Angeles
4. Michigan State University
5. University of Southern California – Rossier
6. University of Georgia
7. Indiana University – Bloomington
8. Stanford University (CA)
9. Teachers College, Columbia University (NY)
Vanderbilt University – Peabody (TN)

Educational Psychology

1. Stanford University (CA)
2. University of Wisconsin – Madison
3. University of Michigan – Ann Arbor
4. Michigan State University
5. University of Maryland – College Park
6. University of California – Los Angeles
7. University of Illinois – Urbana/Champaign
8. University of Minnesota – Twin Cities
9. Vanderbilt University – Peabody (TN)
10. University of California – Berkeley

Administration/Supervision

1. University of Wisconsin – Madison
2. Vanderbilt University – Peabody (TN)
3. Harvard University (MA)
4. Stanford University (CA)
5. University of Texas – Austin
6. Pennsylvania State University – University Park
7. Teachers College, Columbia University (NY)
8. Michigan State University
9. Ohio State University
10. University of North Carolina – Chapel Hill

Education Policy

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

U.S. News and World Report rated MSU's elementary and secondary education programs as the best in the nation for the 13th straight year.

Education Element: Seeking to understand, reform and improve education.

At the MSU College of Education, we move beyond analysis to promote education policy reform and assist in implementation. We conduct comprehensive research that addresses the needs and problems of practice. We strengthen connections between theory and practice through partnerships with schools and communities.

In the 2006-2007 academic year, more than half of all faculty members in the college served as PI or co-PI on funded research projects. A list of current research projects—many of which are multi-year contracts—is on pages 18-24.

Research

Research is a core mission of the college. Over the decades, the college has been home to major research centers and institutes that have led to new understandings of teachers, teaching and student learning. Research remains as vigorous as ever. Annual research in the college now totals over \$18,705,082.

Center for Curriculum Materials in Science

National Science Foundation, \$9.9 million, James Gallagher and Edward Smith

The Center for Curriculum Materials in Science is a partnership among the American Association for the Advancement of Science, Michigan State University, Northwestern University and the University of Michigan. Educating doctoral students, post-doctoral fellows, preservice and practicing teachers about curriculum materials design, appraisal and effectiveness is the focus of the center. Researchers are working toward improved understanding of the process of development, adoption, adaptation and implementation of curricular and instructional materials in science. Current projects include: educating preservice and practicing teachers of science to use more effectively curriculum materials as tools in teaching; enhancing collaboration between university faculty, mentor teachers and science teaching candidates for certification; formulating a curriculum framework for schools which supports the development of an environmentally literate citizenry; and analyzing research and practice relating to curriculum design and teacher education to support effective enactment of science curriculum materials for students with diverse backgrounds who populate our schools.

Center for the Integration of Research, Teaching and Learning

National Science Foundation, \$1.6 million, James Fairweather and Ann Austin

The Center for the Integration of Research, Teaching and Learning started as a joint project of Michigan State University, the University of Wisconsin, and Pennsylvania State University. The center's mission is to develop a national higher education faculty in science, technology, engineering and mathematics committed to implementing and advancing effective teaching practices for diverse students as part of their professional careers. Currently Howard University, The University of Colorado-Boulder, Vanderbilt University and Stanford University have joined the original CIRTL institutions to form the CIRTL Network. Fairweather and Austin are engaged in developing a professional development program that will provide opportunities for graduate students, post-doctoral fellows and faculty to develop skills in improving their teaching through engaging in teaching-as-research, teaching with technology, and teaching diverse student audiences. They also lead a team of colleagues conducting related research, including study of the impact of such professional development on doctoral students preparing to be faculty, research on the process of organizational change to improve the preparation of future faculty, and study of the development and impact of a multi-institutional network working together to strengthen doctoral education.

The Education Policy Center at MSU

MSU and College of Education funded, Sharif Shakrani and William Schmidt, co-directors

The Education Policy Center at MSU (EPC) provides policy research and analysis on current educational issues to educator, policy makers and the public on key topics related to education at the state and national levels. During the 2006-07 school year, EPC published two large reports entitled: *Investing in Michigan's Future: Meeting the Early Childhood Challenge*, and *Higher Education and the New Economy*. Both reports were distributed to educators, policy makers and the media in a large-scale fashion. EPC staff also published two articles on relevant educational issues: *The Michigan Merit Curriculum and its Impact on High School Education*, and *A Chance to Make it Better, the Reauthorization of the "No Child Left Behind" Act*. Both articles received significant interest and reaction from state and national media and educational organizations.

EPC staff participated actively in the planning and delivery of the MSU and College of Education Legislative Leadership Programs for new Michigan legislators and their staff. Staff also assisted the Michigan Department of Education and local school districts on improving the student assessment and accountability standards as part of state reform efforts.

At the national level, EPC worked with the U.S. Department of Education and the National Science Foundation on projects related to policies on mathematics, science and technology education across the nation.

At the international level, EPC staff worked with other MSU staff on educational projects in Egypt, Algeria, China and Iraq.

Literacy Achievement Research Center

*MSU Research Excellence Fund,
\$2 million, Nell Duke*

The Literacy Achievement Research Center's mission is to promote and coordinate research efforts to increase literacy and academic achievement of children and adolescents. The center, which is funded by a grant from Michigan State University Research Excellence Funds, draws on faculty expertise from within the College of Education and throughout the university. Center activities include producing and disseminating high quality, high impact literacy research, catalyzing and leveraging external funding for literacy research, sponsoring national and state conferences and symposia, including one in collaboration with the National Geographic Society, and operating a widely visited website.

Promoting Rigorous Outcomes in Math & Science Education (PROM/SE) in the Center for Research in Mathematics and Science Education

*National Science Foundation, \$35 million,
Joan Ferrini-Mundy and William Schmidt*

This groundbreaking project is a partnership between Michigan State University and five consortia of school districts in Michigan and Ohio. The consortia include three intermediate school districts in Michigan and two consortia in Ohio that involved about 300,000 students, 7,000 mathematics and science teachers and 600 principals in 62 school districts. The research team is compiling an extraordinary amount of detailed data from students, teachers, and administrators. Based on these data, teams of mathematicians, scientists, teacher educators and K-12 personnel are developing focused and challenging content standards, aligning instructional materials and practice with standards and implementing programs to improve math and science teaching.

International Teacher Education Study in Mathematics (TEDS-M)

International Association for the Evaluation of Educational Achievement, \$3.3 million, Maria Teresa Tatto, John Schwille and Sharon Senk

Michigan State University and the Australian Council for Educational Research are study centers for this collaborative effort of worldwide institutions and experts in mathematics, mathematics education, teacher education and comparative research design. TEDS-M relies on rigorous methodologies, the use of national representative samples, and large-scale surveys of teacher education institutions and faculty, and future teachers to study the policy, organization, outcomes and costs of preparing mathematics teachers at the primary and lower secondary levels across more than 20 countries. Researchers will analyze policies governing math teacher education, including recruitment, selection, certification and accreditation; examine curricula in teacher education and its correlation to primary and secondary curricula; and analyze intended and achieved outcomes of teacher education programs. The results of this study will tell us whether what students learn in teacher education leads to more effective knowledge of mathematics for teaching.

U.S.-TEDS-M: A Study of U.S. Mathematics Teacher Preparation

\$2.2 million, William Schmidt

U.S.-TEDS-M is a nationally funded project for the U.S. to participate in the International Association for the Evaluation of Educational Achievement Teacher Education Development Study in Mathematics (TEDS-M). Building on the results of the Third International Mathematics and Science Study (TIMSS) and other earlier studies, TEDS-M focuses on the nature and impact of teacher education—how teachers learn to teach mathematics in primary and lower secondary school—and how teacher learning varies both within and between countries. Preliminary results from a small international project in six countries leading up to TEDS-M suggests

that quality mathematics teachers may need more than simply a strong background in mathematics. The goal for TEDS and U.S.-TEDS is to address contested issues and to improve policy and practice in teacher preparation and induction. U.S.-TEDS will provide a critical contribution to American public policy related to teacher quality and teacher education, in a way comparable to what the TIMSS 1995 curriculum and achievement studies provided for K-12 mathematics and science education policy. Just as those studies offered a unique view of the U.S. context embedded in an international scene, U.S.-TEDS will serve as a national foundation for the improvement of mathematics teaching and learning through its focus on the improvement of mathematics teacher education. Because of the national importance of the study, a National Policy Advisory Board for the study has been formed with nationally prominent university mathematicians and mathematics educators. This study will provide critical information for the ongoing discussion surrounding high school reform efforts such as the American Diploma Project and discussions of teacher quality and teacher preparedness that have been precipitated by the No Child Left Behind legislation.

Teachers for a New Era

*Carnegie Corporation of New York with additional funding from the Ford, Annenberg and Rockefeller Foundations, \$5 million,
Joan Ferrini-Mundy, Robert Floden,
Duncan Sibley and John Hudzik*

Michigan State University's Teachers for a New Era initiative engages faculty from throughout the university and K-12 teachers in an effort to make teacher preparation as effective and successful as possible. The project focuses on the kinds of subject matter knowledge prospective teachers need to improve student learning, the use of assessment to strengthen the teacher education program, recruitment of diverse students and developing a two-year induc-

tion program for beginning MSU teachers. By implementing the innovative changes, MSU will prepare even better teachers and serve as a model for other programs across the country. Under development this year are a teacher induction program that will support graduates of the teacher preparation program in the first two years of teaching, assessment efforts to study how teachers' subject matter knowledge develops in mathematics and science, and an initiative to link teachers' characteristics with their students' scores on state standardized assessments.

U.S.-China Center for Research on Educational Excellence

*Sun Wah Educational Foundation,
\$5 million, Yong Zhao*

The U.S.-China Center for Research on Educational Excellence at MSU aims to develop and disseminate effective models of education that integrate the strengths of Eastern and Western educational practices through scientific research of schools and educational programs in China and the United States through modern technologies. The center works closely with its sister center at Beijing Normal University. In this past year, the center completed a study comparing educational research paradigms and methods in China and the U.S., a study on the educational values underlying TV commercials in China and the U.S., a book about effective schools in the U.S., and completed data collection for a math-science comparative study in China and the U.S. The center also co-sponsored the annual conference with the Chinese American Educational Research and Development Association.

At the MSU College of Education, we seek to understand how children and adults learn and develop, and how educators can best use that knowledge. We recognize that educators are themselves learners and we are committed to providing opportunities for ongoing professional development. We strive to sustain our college as a scholarly community for students, faculty and staff.

Outreach

The college has long been committed to meeting the needs of educators throughout Michigan, the nation and the world. The college offers programs at several off campus sites through Academic Outreach Programs. The in-state programs include the Master of Arts in Curriculum and Teaching in Traverse City, Birmingham, and Grand Rapids, the Master of Arts in Educational Technology in Traverse City; and the Master of Arts in Educational Administration in Birmingham and Grand Rapids.

The popular programs have made the Off-Campus Credit Programs (OCCP) one of the top producers of student credit hours at the university. In 2006-2007, the total was 3,722 credit hours. The college also offers an online Master of Arts in Education through MSU's Virtual University. The all-college program is coordinated through the Office of Academic Outreach, and offers coursework in five areas of concentration: literacy, science and mathematics, technology and learning, P-16 school leadership and special education. Enrollment for the courses totaled 2,553 credit hours.

The college also maintains a vigorous program of international educational outreach through its Graduate Studies in Education Overseas (GSEO). GSEO delivers master's programs and staff-development courses to educators outside the United States, primarily from American/international schools. It annually serves 165 educators, approximately 140 of whom are active M.A. candidates. The program generated 1,572 credit hours in 2006-2007.

Through GSEO, three departments offer M.A. degrees at the University of Plymouth in Plymouth, England. The Department of Teacher Education offers the Master of Arts in Curriculum and Teaching. The Department of Counseling, Educational Psychology and Special Education offers the Master of Arts in Educational Technology; and the Department of Educational Administration offers the Master of Arts in K-12 Educational Administration.

Education Element: Examining issues of education across the lifespan.

Office of K-12 Outreach Programs

Through the Office of K-12 Outreach, the college makes significant contributions to educational practice and policy in Michigan by connecting MSU faculty with the local and state leadership of K-12 education. This year, K-12 Outreach collaborated closely with the Michigan Department of Education, professional associations, K-12 schools and Michigan policy leadership on a number of programs and issues. In particular, a major focus this year was to work with the US-China Center for Research on Educational Excellence and the International Studies Program at MSU on the impact of globalization on Michigan education and the importance of strong, positive international relationships at every level. In addition, this past year K-12 Outreach continued its collaboration with the Michigan Department of Education in the release of the fifth set of statewide content standards, the Michigan High School Content Expectations for Science. The following are highlights of some of the projects and collaborations that connect the college to educators in the field.



International Programs

International Conference

K-12 Outreach, in partnership with the US-China Center for Research on Educational Excellence and the Confucius Institute organized a day-long conference, *Preparing our Students for a Place in the World: Internationalizing Michigan Education*, which was held March 6, 2007 at the Lansing Center. Over 300 Michigan educators heard compelling rationale for the need to better prepare students with competencies to succeed in an increasingly connected world. Presenters included MSU President Lou Anna K. Simon; Dr. Yong Zhao; Gilbert Choy, CEO of the Sun Wah Foundation that funds the US-China Center; James Epolito, CEO of the Michigan Economic Development Corporation; Jamey Fitzpatrick, president of the Michigan Virtual University; and Calhoun ISD Superintendent Christopher Wigent. A delegation of education officials from Chonqing, China and pre-school students from a Lansing Chinese language immersion program also presented. After a full day of whole group presentations and breakout sessions, participants left with practical tools and resources to begin globalizing education in their schools.

Study Tours to China

In July, 2006 Barbara Markle led a 12-day study tour to Beijing, Xi'an and Shanghai, China. This study tour provided key members of the state's major educational organizations the opportunity to meet with their professional counterparts and discuss China's national, provincial and municipal education systems, including pressing educational reform issues that mirror the issues facing Michigan and U.S. educators. This was the second summer study tour for U.S. educators.

Another study tour for MSU College of Education faculty, including Dean Carole Ames, took place in May 2007. This tour to Beijing, Xi'an, Chongqing, Kunming and Shanghai provided multiple opportunities to visit a variety of educational institutions and meet with Chinese education officials, and provided many cultural immersion activities.

Chinese Delegation Education Study Tour to Michigan

K-12 Outreach, in partnership with the US-China Center for Research on Educational Excellence and the Confucius Institute, hosted a delegation of five Chinese education officials from Chongqing during their visit to Michigan. K-12 Outreach arranged and participated in informational meetings for the delegates with several MSU faculty, Michigan Department of Education and State Board of Education officials, and the Michigan Virtual University, as well as school visits in Utica and Sterling Heights. During their visit, the Chinese delegates had an opportunity to meet many professional association representatives, school leaders and college of education faculty.

Policy Initiatives

Educational Leadership Symposium

Co-Sponsored by K-12 Outreach, the Department of Educational Administration and the Institute for Educational Leadership's Education Policy Fellowship Program, this symposium—*Investing in Michigan's Future: Growing Talent or Lowering Taxes?*—was attended by school administrators, state education officials, faculty and graduate students. The symposium featured presentations and discussions about trends in Michigan's economy and their implications for the delivery of education in Michigan.

President's Education Policy Forums

The President's Education Policy Forums, which completed their ninth year, are an outreach strategy to inform policy makers and education leaders about current education policy issues and open discussion around research and best practice in specific education policy areas. The forums are sponsored by MSU President Lou Anna Simon and the College of Education through the Office of K-12 Outreach. The three forums held this year focused on the critical issues of *Education and Its Effect on Michigan's Success in a Global Economy* presented by Dr. Yong Zhao, *Urban Education in Michigan: Investing in Success* presented by Dr. Sonya Gunnings-Moton and *The Silent Epidemic: Perspectives of High School Dropouts* presented by Dr. Sharif Shakrani.

These interactive forums, by invitation only, are well attended by state legislators, State Board of Education members, Michigan Department of Education staff, leaders of local and intermediate school districts and association representatives.

Grants

New Grant Project for High Priority Schools Project

In collaboration with the Michigan Department of Education and the Michigan Association of Intermediate School Administrators, the Office of K-12 Outreach received \$3 million in funding to develop and implement the *Michigan Principals Fellowship and Leadership Coaches Institute*. These programs provide comprehensive training for leadership coaches identified through an intensive application and interview process, and professional development and support for principals of schools that did not make adequate yearly progress under the state's accountability system. A unique aspect of this program is the two-week residential component that allows the coaches and principals to work closely together on the real situations facing these principals using comprehensive, actual data profiles.

Phase 2 of this project will span the 2007-2008 school year with extensive on-site coaching in leadership and school improvement as well as continued formal collaborative training. A comprehensive website will provide practical school improvement tools and resources and a means to collaborate online.

Continuing Programs

Michigan High School Content Expectations

As with the “rollout” of the Mathematics and English Language Arts High School Content Expectations, and the earlier K-8 Grade Level Content Expectations, K-12 Outreach again collaborated with the Michigan Department of Education to introduce the new expectations for Science. Focusing on what students need to learn in high school to be prepared for higher education or the workforce, the day-long event was filled to capacity with 900 participants and featured presentations by key Michigan education officials. The conferences were led by MSU faculty and others in higher and K-12 education who served on the state committee to develop the science content expectations.

Summer Institute for Superintendents

This yearly institute, co-sponsored by the MSU College of Education and the University of Michigan’s School of Education, provides superintendents with the highest quality professional development to meet today’s educational challenges. The institute provides opportunities for superintendents to experience diverse perspectives and new ideas on issues and develop leadership and problem solving strategies. It provides superintendents an opportunity to form and develop their goals and objectives.

In the context of national and state emphasis on preparing students today for success in tomorrow’s global economy, this three-day

institute, *New Ideas for Changing Realities*, featured leading experts on topics such as:

- *Guiding Complex Thinkers in a Knowledge Society: What Do Children Need To Learn Today for Tomorrow?;*
- *Tough Choices or Tough Times: The Report of the New Commission on the Skills of the Workforce;*
- *Education in a Flat World: Implications of Globalization;*
- *Schooling in America: The Myth of a Level Playing Field;* and
- *Leading Learning: The Role of Superintendent as Instructional Leader.*

Preparing New Principals: Emerging Leaders Program

Emerging Leaders, completing its tenth year in June 2007, is a K-12 Outreach collaborative program with the Michigan Association of Secondary School Principals (MASSP) and the Michigan Elementary and Middle School Principals Association (MEMSPA). This three-day summer institute is staffed by College of Education faculty, successful practicing principals, and the executive directors of MASSP and MEMSPA; together they provide potential school administrators with an opportunity to develop leadership skills and an awareness of the knowledge and skills necessary to be a successful school principal. It is well supported by local school districts who often recommend teacher leaders to deepen their understanding of the role of elementary, middle and high school principal. This year’s program had record attendance.

Data Services Unit

The Data Services Unit in the Office of K-12 Outreach provides a number of programs that help educators find and understand how to use data to improve educational outcomes. Outreach activities include conducting workshops in Data Analysis for School Improvement, Resources for Implementing Grade-Level Content Expectations, Developing an NCA Profile, and Using School District Demographics. Numerous presentations are made yearly by K-12 Outreach Data Services at state and national conferences. Data services staff conducts data analyses and consults with school districts and human services organizations across the state, and provides data support to faculty and graduate students in the college on a wide array of projects. This year K-12 Outreach Data Services provided support and data analysis for the Teacher Education Accreditation Council (TEAC) process for Teacher Education Department at MSU. It also negotiated and began planning for a new data center to be housed within the Education Policy Center at MSU. The center will include state data from the Center for Educational Performance and Information and the Office of Educational Assessment and Accountability. Faculty, graduate students, and staff will be able to propose research projects utilizing variables from the state’s data sets. Data for the approved research projects will be housed within the data center.

Continuing Collaborations

Education Alliance of Michigan

The director and staff of K-12 Outreach maintain close collaborations with many professional organizations, particularly the Education Alliance of Michigan, a coalition of the leading education associations representing teachers, administrators, boards of education, parents, business, charter schools, nonpublic schools and higher education. Members are the executive directors of these statewide organizations, who meet monthly to work cooperatively to address current education issues and take a leadership role in policy debates and initiatives.

The MSU College of Education, through the Office of K-12 Outreach is represented on several education organization boards and committees including:

- *Michigan Virtual University*
- *Michigan Association of Supervision and Curriculum Development*
- *Families and Communities Together*
- *Asia Society*
- *Learning First Network*

College of Education Outreach Sites

Internships

Statewide

Bay County
Clinton County
Eaton County
Genesee County
Ingham County
Jackson County
Kalamazoo County
Kent County
Lapeer County
Livingston County
Macomb County
Montcalm County
Muskegon County
Oakland County
Ottawa County
Saginaw County
St. Clair County
Shiawassee County
Washtenaw County
Wayne County

Research

Statewide

Crawford County
Eaton County
Genesee County
Ingham County
Ionia County
Isabella County
Kent County
Livingston County
Washtenaw County
Wayne County

Nationwide

Alaska
California
Colorado
Georgia
Hawaii
Illinois
Indiana
Iowa
Kentucky
Massachusetts
Michigan
Minnesota
Mississippi
Montana
New Mexico
New York
North Carolina
Ohio
South Carolina
Texas
Washington, DC
Washington State
West Virginia
Wisconsin

Worldwide

Algeria
Australia
Botswana
Brazil
Bulgaria
Canada
Chile
China
Chinese Taipei
Denmark
Dominican Republic
Egypt
England
France
Finland
Germany
Hong Kong
India
Ireland
Italy
Korea
Macedonia
Malaysia
Mexico
Norway
New Zealand
Philippines
Poland
Portugal
Russia
Singapore
South Africa
Spain
Switzerland
Taiwan
Thailand
Trinidad and Tobago
Vietnam
Zimbabwe

Professional Development

Statewide

Allegan County
Barry County
Bay County
Branch County
Calhoun County
Cass County
Charlevoix County
Eaton County
Emmet County
Grand Traverse County
Grafton County
Ingham County
Ionia County
Iosco County
Isabella County
Kalamazoo County
Kent County
Livingston County
Macomb County
Montcalm County
Muskegon County
Oakland County
Roscommon County
Shiawassee County
St. Clair County
St. Joseph County
Van Buren County
Washtenaw County
Wayne County
Wexford County

Nationwide

California
Colorado
Georgia
Illinois
Indiana
Maine
Maryland
Massachusetts
Michigan
Missouri
Nebraska
New Hampshire
New Jersey
New York
Ohio
Pennsylvania
Rhode Island
Tennessee
Texas
Vermont

Worldwide

Algeria
Bulgaria
Egypt
England
Finland
Germany
Korea
Lebanon
Mexico
Norway
Oman
Poland
Portugal
Russia
Singapore
South Africa
Taiwan
Thailand
Vietnam

Additional Outreach Activities

Center for the Scholarship of Teaching

–*Suzanne Wilson, Director*

<http://www.educ.msu.edu/cst/>

In its seventh year, the center is designed to have local and practical impact, as well as contribute to the national dialogue about the scholarship of teaching and learning. The center's activities—which include a speaker series, a seminar for graduate students about how to become a university teacher, a teaching awards competition, among others—are designed to improve teaching in the college, as well as in the broader MSU community. In particular, the center's work is designed to help establish innovative, rigorous, and alternative means for faculty review and promotion, and to create more cross-college communication about teaching and commitment to teaching. For the last three years, the center sponsored and ran the Excellence and Innovation in Teaching Award for the College of Education, which requires faculty and graduate students to submit materials that illustrate how they teach and what their students learn. Each fall, award winners participate in an exhibition that is visited by faculty and graduate students across the college and university. New developments this year involved the development of a proposal for new criteria and procedures for the annual review of all faculty in the college, as well as a concerted effort to support faculty in the creation of teaching websites that would document their efforts as teacher educators so that their knowledge and wisdom might be disseminated through national networks of scholars of teaching.

Confucius Institute at Michigan State University

–*Yong Zhao, Director*

<http://ott.educ.msu.edu/confucius>

The Confucius Institute at Michigan State University (CI-MSU) was established in April 2006, in partnership with China's National Office for Teaching Chinese as a Foreign Language (Hanban) and the China Central Radio and Television University (CCRTVU). The mission of this partnership is to promote Chinese language and culture education in Michigan and beyond through innovative uses of technology. CI-MSU has begun to offer a comprehensive set of programs and services that are consistent with the mission, including developing online Chinese language courses, preparing Chinese language teachers, and conducting research about online language education, the cognitive process of learning Chinese, as well as cross-cultural teaching.

Development

The Campaign for MSU

On July 1, 1999, Michigan State University launched The Campaign for MSU. Of the \$1.2 billion goal established by the university, the College of Education was charged with raising \$25,775,000 by the conclusion of the campaign in 2007. As the campaign embarks on its final months, we are pleased to report the university has surpassed this ambitious goal by more than \$160 million, having documented more than \$1,363,000,000 in the form of gifts, non-governmental grants, and pledges from alumni, friends, foundations, corporations and associations. We are also pleased to report as of June 30, 2007, the College of Education has surpassed its goal by over \$23 million, having documented \$49,606,977 in funds designated to support our students, faculty and programs.

Education Element: Seeking and securing ongoing financial support.

The Campaign for MSU Annual Results for the College of Education

6/30/00	\$3,902,504
6/30/01	\$2,256,349
6/30/02	\$3,327,471
6/30/03	\$3,979,991
6/30/04	\$17,779,217
6/30/05	\$4,436,146
6/30/06	\$7,562,675
6/30/07	\$6,362,624
Total	\$49,606,977

2006-2007 Fiscal Year

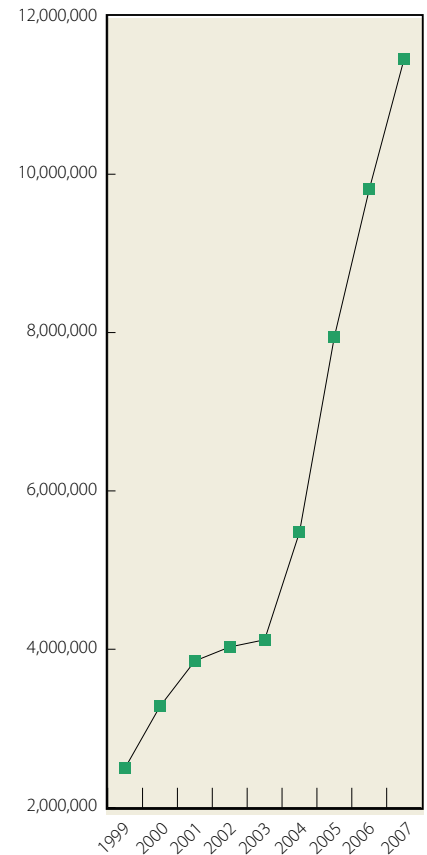
The College of Education received substantial philanthropic support during the 2006-2007 fiscal year. This financial support is critical to the College's ability to maintain its reputation and stature as a national leader in education. During the 2006-2007 fiscal year the college received \$6,362,624 in the form of gifts, non-governmental grants, and pledges from alumni, friends, foundations, corporations and associations. This includes new estate commitments with a value of \$2,181,817, raising the gift expectancy for the college to over \$18.4 million. Individuals dedicated to supporting the college with annual gifts of \$1,250 or more (through an endowed fund or with gifts of cash) are identified as members of the College of Education Leadership Circle. This annual giving society, established by the college in 1998, welcomed 121 Leadership Circle members in 2006-2007.

College of Education 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 5.75% (based on market value). The principal is never spent and continues to generate interest income for the college in perpetuity. Over the course of The Campaign for MSU, the College of Education Endowment has more than quadrupled in size, today generating over \$500,000 in recurring funding for students, faculty and programs.

New endowments established during fiscal year 2006-2007

- **Allan L. and Florence H. Book Endowed Scholarship in Teacher Education**
For students enrolled in the College of Education elementary or secondary education programs with a major in language arts, English, or journalism.
- **Dr. Shirley H. Brehm Endowed Scholarship in Teacher Education**
For students enrolled in a teacher preparation program in elementary or secondary education pursuing a career in science or mathematics education.
- **The Sheldon Cherney Endowed Scholarship in Graduate Studies in Education Overseas**
For Ph.D. students with an interest in international education.
- **The Keith and Beth Hicks Endowed Scholarship in Education**
For students enrolled in the College of Education elementary education program.
- **The Michael Pressley Scholarship in Education**
Recipients shall be incoming doctoral students in Teacher Education or Educational Psychology with a specialization in literacy.
- **The Laura Rauner-Rolph and W. Patrick Rolph Endowed Scholarship in Teacher Preparation**
For elementary, secondary or special education students who have graduated from a Lansing (MI) public high school or from another urban district.
- **Thomas W. Smith Endowed Scholarship in Kinesiology**
For undergraduate students pursuing a degree in Kinesiology.
- **Charles and Philippa Webb Endowed Scholars Award**
To provide academic support for undergraduate and/or post-baccalaureate (internship year), elementary or secondary education students registered with the Resource Center for Persons with Disabilities.
- **The Patricia E. and Jerry C. Wagner Endowed Scholarship in Education**
For an Honors College student enrolled in a College of Education teacher education program in elementary education, special education, or secondary education.



Growth of College Endowment

6/30/99	\$2,501,333
1/01/00.....	\$3,278,319
6/30/01.....	\$3,851,981
6/30/02.....	\$4,028,760
6/30/03.....	\$4,119,266
6/30/04.....	\$5,477,093
6/30/05.....	\$7,945,785
6/30/06.....	\$9,807,508
4/01/07.....	\$11,456,127

2006-2007 Highlights

Selected Books & Reports

Ann Austin

Grappa, J.M., Austin, A.E., & Trice, A.G. (2007). *Rethinking Faculty Work: Higher Education's Strategic Imperative*. San Francisco: Jossey-Bass.

Sorcinelli, M.D., Austin, A.E., Eddy, P. & Beach, A. (2006) *Creating the Future of Faculty Development: Learning From the Past, Understanding the Present*. Bolton, MA: Anker Press

Jere Brophy, Janet Alleman

Brophy, J. & Alleman, J. (2007). *Powerful Social Studies for Elementary Students* (2nd Ed.). Belmont, CA: Wadsworth.

Mark Conley

Conley, M. (2007). *Content Area Literacy: Learners in Context*. (New York: Pearson).

Deborah Feltz

Feltz, D. (2007). *Self-Efficacy in Sport: Research and Strategies for Working with Athletes, Teams and Coaches*. (Champaign, IL: Human Kinetics.)

William Joyce

Joyce, W. and Bratzel, J. (Eds.). (2006). *Teaching Canada and Mexico*. National Council for the Social Studies.

Guofang Li

Li, G. (2007). *Culturally Contested Literacies: America's 'Rainbow Underclass' and Urban Schools*. New York: Routledge.

Li, G. (2007). *Multicultural Families, Home Literacies, and Mainstream Schooling*. Albany, N.Y.: SUNY Press.

Reitu Mabokela

Mabokela, R.O. (Ed.). (2007). *Soaring Beyond Boundaries, Women Breaking Barriers in Traditional Societies*. Amsterdam, Netherlands: Sense Publishers.

Barbara Schneider

Schneider, B. & McDonald, S. (Eds.). (2007) *Scale-up in Education Volume 1: Ideas in Principle*. Lanham, MD: Rowman & Littlefield.

Schneider, B. & McDonald, S. (Eds.). (2007) *Scale-up in Education Volume 2: Issues in Practice*. Lanham, MD: Rowman & Littlefield.

Jack Schwille

Schwille, J. & Dembele, M. (2007) *Global Perspectives on Teacher Learning: Improving Policy and Practice*. Fundamentals of Educational Planning Series. Paris: International Institute for Educational Planning (IIEP).

Robbie Steward

Baden, A. & Steward, R.J. (2006). *A Framework for Use with Racially and Culturally Integrated Families: The Cultural-Racial Identity Model as Applied to Trans-racial Adoption*. Sage Publications.

Maria Tatto

Tatto, M.T. (Ed.) (2007) *Reforming Teaching Globally*. (Oxford Studies in Comparative Studies in Education) Oxford, UK: Symposium Books.

Selected Faculty and Staff Honors 2006-2007

Marilyn Amey was named president of the Council for Community Colleges, an affiliated council of the American Council of Community Colleges.

Janet Alleman, Ann Austin and **Mary Juzwik** received the Excellence in Teaching Award from MSU's College of Education for 2007.

David Arsen received the American Educational Research Association's Distinguished Service Award for providing exemplary reviews.

Jere Brophy earned the 2007 Thorndike Award from American Psychological Association (APA).

The book *Children's Thinking About Cultural Universals* (Mahwah, NJ: Erlbaum, 2005), co-authored by

Jere Brophy and **Janet Alleman**, received the National Council for the Social Studies' Award for best research contribution of the year.

Gene Brown received an AT&T honorable mention faculty award for his online course, KIN 856: Physical Bases of Coaching.

John Carlson received the MSU Family Research Initiative Fellowship Award.

Janine Certo received the 2007 Lilly Teaching Fellow award from MSU.

Joe Codde was named to the International Society for Technology in Education's International Education Committee for 2006-08.

Matthew Diemer was the 2007 recipient of the Emerging Scholar in K-12 Service Learning Seminar Fellowship from CIRCLE (Center for Information and Research on Civic Learning and Engagement) at the University of Maryland.

John Dirx received the Lifetime Achievement Award from the Michigan Association for Adult & Continuing Education. Dirx was also honored with the Cutting Edge Award for his Top Ten paper at the international meeting of the Academy of Human Resource Development.

Gail Dummer received the Stephen Tsai Educator of the Year Award from the Autism Society of Michigan.

Patricia Edwards was elected president of the National Reading Conference for 2006-2007.

Deborah Feltz gave the Research Consortium of AAHPERD, Research Quarterly for Exercise and Sport Award Lecture, and the 2007 Penn State Dorothy Harris Scholar Award Lecture.

Lynn Fendler was a recipient of the Teacher Scholar Award from MSU.

Robert Floden was elected to the National Academy of Education. Floden was also named a University Distinguished Professor. Floden also received American Educational Research Association (AERA) Distinguished Service to the Educational Research Community Award, for his work as Editor of *Review of Research in Education*, Volumes 27-28.

Susan Florio-Ruane was elected as president of the National Conference on Research in Language and Literacy.

Sonya Gunnings-Moton was a recipient of the Excellence in Diversity Award from MSU.

Anne-Lise Halvorsen received honorable mention in the University of Michigan School of Education's Stanley Dimond Outstanding Dissertation Competition for 2006.

The **Institute for the Study of Youth Sport (ISYS)**, headed by **Dan Gould**, was honored by the National Association for Sport and Physical Education with its top award.

William Joyce received a national award from the Newspaper Association of America Foundation for his work on a publication for the Canadian Studies Center.

John Kosciulek was named to the Committee on Institutional Cooperation (CIC) Academic Leaders Program for 2007-2008.

Michael Leahy received the American Rehabilitation Counseling Association Research Award.

Guofang Li won the 2006 Edward Fry Award from National Reading Conference.

Reitu Mabokela was named a Fulbright New Century Scholar for 2006.

Barbara Markle was honored with the Michigan Association of Intermediate School Administrators (MAISA) Education Fellows Award. Markle also received the Michigan Elementary and Middle School Principals Association (MEMSPA) Educational Leadership Award in 2006.

James Minor was named to the board of American Educational Research Association's Division J.

Eric Mulvany received the 2007 MSU Jack Breslin Distinguished Staff Award.

The **Office of Rehabilitation and Disability Studies** received the 2006 Award of Excellence from the Michigan Rehabilitation Conference.

Mark Reckase was named president-elect of the National Council on Measurement in Education.

Barbara Schneider was named a Fulbright New Century Scholar for 2007.

The college's **Education Policy Center**, headed by **Sharif Shakrani** and **William Schmidt**, received the Michigan Association of Intermediate School Administrators Education Fellows Award.

Sharon Schuille received the 2007 MSU Distinguished Academic Staff Award.

Yevonne Smith received the National Honor Award from the National Association for Girls & Women in Sport.

Randi Stanulis was a recipient of the MSU Outreach Scholarship Community Partnership Award with E. Sharon Banks, superintendent of Lansing Public Schools.

Robbie Steward received the 2006 Michigan Counseling Association Diversity Award.

Matt Wawrzynski was named to the executive council of the American College Personnel Association.

Christopher Wheeler received the Award of Merit from Vietnam's Cantho University.

Yong Zhao was honored for his work promoting Chinese education through technology by the Office of Chinese Language Council International, known as Hanban.

Active Grants

A Multi-Site Pilot Study of the Effectiveness of a Self-Administered Training Program for Parents of Children with Attention Deficit/Hyperactivity Disorder

John Carlson
\$8,820
Society for the Study of School Psychology
2005 - 2006

Accelerating Expository Literacy in Support of Students in Middle School Curriculum

Carol Sue Englert/Cynthia Okolo/Troy Mariage
\$300,000
US Department of Education
2006 - 2007

Algeria Information and Communications Technology Plan

Joseph Codde
\$384,331
US Department of State
2005 - 2007

Algeria Information and Communications Technology Plan: Policy and Study Tours

Joseph Codde
\$16,062
US Department of State
2005 - 2007

Aligning Ambition for Postsecondary Transition in East Asia

Barbara Schneider
\$37,000
US Department of State
2007 - 2008

Alliance for Building Capacity in Schools (ABCS) - 2007

Barbara Markle
\$65,000
Michigan Department of Education
2007

An Experimental Model and in Situ Risk Assessment Tool for the Study of High Ankle Sprains

John Powell
\$37,500
National Football League Charities Foundation
2005 - 2007

Analyzing the Flow of Network-Embedded Expertise in Schools: A Longitudinal Study of Individual and Organizational Change

Kenneth Frank
\$198,332
National Science Foundation
2007 - 2009

Ashe Lumina Foundation Fellowship Program

Kristen Renn
\$900,000
Lumina Foundation
2006 - 2008

Assessment of Health Behaviors of College Students

James Pivarnik
\$5,000
American College of Sports Medicine Foundation
2006 - 2007

Battle Creek: Teaching American History

Barbara Markle
\$112,500
US Department of Education
2004 - 2007

Beginning Development and Program Design in Science Teacher Education

Charles Anderson
\$137,903
Knowles Foundation
2002 - 2006

Bellevue Analyses

William Schmidt
\$345,500
Bellevue School Foundation
2003 - 2008

Broad Partnership Between Michigan State University College of Education and Detroit Public Schools

Sonya Gunnings-Moton/Carole Ames
\$6,000,000
Broad Foundation
2003 - 2017

Canadian Studies K-12 Outreach

William Joyce
\$5,700
Canadian Embassy
2006 - 2007

CAREER: Examining Prospective Teachers' Learning of Three Mathematics Teaching Practices-Posing, Interpreting, and Responding-During Teacher Preparation

Sandra Crespo
\$686,762
National Science Foundation
2006 - 2011

CAREER: Knowledge for Teaching Mathematics: The Impact of Undergraduate Mathematics Courses on Prospective Elementary Teachers' Mathematical Knowledge

Raven McCrory
\$608,150
National Science Foundation
2005 - 2010

Case Study Teaching in Science: A Nationwide Program of Faculty Development and Dissemination

Mary Lundeberg
\$173,855
National Science Foundation
2004 - 2008

Causal Inference in Instructional Workforce Research

Mary Kennedy/Betsy Becker
\$1,031,086
National Science Foundation
2003 - 2007

Center for Learning and Teaching in Science Curriculum Studies

James Gallagher/Edward Smith
\$2,809,863
National Science Foundation
2002 - 2007

Center for Social Science Learning Catalyst Grant

Rand Spiro
\$49,500
National Science Foundation
2005 - 2007

Center for the Integration of Research, Teaching and Learning

James Fairweather/Ann Austin
\$1,558,480
National Science Foundation
2003 - 2007

Center for the Study of Mathematics Curriculum

Sandra Wilcox
\$133,436
National Science Foundation
2004 - 2008

Chengo: An Immersive Game-Based Language Learning Environment for English Language Learners

Yong Zhao
\$30,000
Hewlett Foundation
2006 - 2007

Children Learning in Information Technology Environments

Yong Zhao
\$112,267
National Science Foundation
2005 - 2008

Chinese Language Video Game Development

Yong Zhao
\$1,434,500
Chinese National Office for Teaching Chinese
2007 - 2010

Collaborative Research: Developing a National Model for a College-Level Introductory Sociology Course

Barbara Schneider
\$97,993
National Science Foundation
2006 - 2007

Collaborative Research: Developing the Next Generation of Middle School Science Materials— Investigating and Questioning our World Through Science and Technology

David Fortus
\$710,454
National Science Foundation
2004 - 2008

Conference on the Study of Teacher Networks

Kenneth Frank
\$15,800
Spencer Foundation
2006 - 2007

Confucius Institute at Michigan State University

Yong Zhao
\$250,000
National Office of Chinese Language Council International - HANBAN
2006 - 2008

Contemporary Black College and Universities

James Minor
\$80,000
Lumina Foundation
2005 - 2007

Contemporary Families and Experiences of Work

Barbara Schneider
\$257,396
Sloan Foundation
2005 - 2006

Coping with Academic Difficulty: An Examination of Conversations Between Friends

John P. Smith, III / Ellen Altermatt**
\$169,276
National Science Foundation
2003 - 2007

Data Research and Development Center

Barbara Schneider
\$607,045
National Science Foundation
2005 - 2008

Department of Kinesiology Research

Christopher Womack
\$7,200
Vasomedical Inc.
2004 - 2006

Developing Computer Simulations of Protein Laboratory Procedures for Case-Based Learning in International Biology Curriculums

Mary Lundeborg
\$74,884
National Science Foundation
2003 - 2008

Developing Leadership and Support for Professional Learning Communities for Urban Science Teaching

Gail Richmond
\$2,308,267
National Science Foundation
2002 - 2007

Developing Subject Matter Knowledge in Mathematics Middle School Teachers

William Schmidt / Maria Teresa Tatto
\$1,397,599
National Science Foundation
2003 - 2007

Development of a Cognition-Based Assessment System for Core Mathematics Concepts Grades K - 8

Michael Battista
\$425,001
National Science Foundation
2003 - 2006

Diagnostic Question Clusters; Development and Testing in Introductory Geology and Biology

Joyce Parker
\$73,741
National Science Foundation
2003 - 2006

Digital Text in History-Learning Environments

Cynthia Okolo / Carol Sue Englert
\$72,000
US Department of Education
2005 - 2007

Does Involving Girls as Designers Result in Girl-Friendly Science Education Software?

Rhonda Egidio / Punyashloke Mishra / Carrie Heeter
\$460,985
National Science Foundation
2003 - 2007

Dual Coding Item Formats in Computerized Adaptive Testing: A Solution to the Extra Time Predicament

Mark Reckase / Christine Chan
\$79,770
Law School Admission Council
2005 - 2007

* Multi-year funded amount. Some figures represent projected amounts beyond 2007.

** No longer at Michigan State University.

*** Total University award amount.

**** Full award to Michigan State University is \$35,000,000.

Active Grants

Early Specialization of Youth: Perceptions of Youth, Parents and Coaches

Martha Ewing
\$14,743
American Alliance for Health,
Physical Education and Dance
2006 - 2008

Ecological Literacy in the K-12 Classrooms of Rural Michigan

Charles Anderson
\$311,632
National Science Foundation
2006 - 2009

Effectiveness of a Self-Administered Training Program

John Carlson
\$8,820
Society for the Study of School Psychology
2005 - 2006

Engineering Students for the 21st Century

Mary Lundeberg
\$118,211
National Science Foundation
2005 - 2008

Enhancing the Mathematical Problem Solving Performance of Sixth Grade Students Using Schema-Based Instruction

Jonathan Star**
\$113,930
US Department of Education
2006 - 2009

Entering the Guild: The Effects of Teacher Professional Community and Professional Development on New Teachers and their Students

Suzanne Wilson
\$1,533,532
National Science Foundation
2005 - 2010

Evaluating the Classification Procedure for Running-Out-Of-Time NCLEX-RN Examinees

Mark Reckase
\$24,147
National Council of State Boards of Nursing
2006 - 2007

Evaluate the Ford Foundation Higher Education and Public Policy Initiative

James Fairweather
\$137,700
Ford Foundation
2005 - 2006

Evidence Based Practices with Head Start Students At-Risk for Later Behavioral Problems

John Carlson/Jessica Kruer
\$25,000
US Department of Health and Human Services
2006 - 2007

Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood

John Carlson/Evelyn Oka/Summer Ferreri/Jean Baker/Sara Bolt
\$200,000
US Department of Education
2007 - 2008

Examining High School and College Experiences with Accommodations Among Students with Learning Disabilities

Sara Bolt
\$10,000
Society for the Study of School Psychology
2005 - 2007

Exploration of a Social Capital Framework for Evaluative Studies of Technology Integration

Kenneth Frank
\$138,239
National Science Foundation
2003 - 2007

Facilitating Mathematics Education Reform: Developing a Toolkit for Change Agents

Sandra Wilcox
\$2,494,037
National Science Foundation
2002 - 2007

Faculty Career Enhancement: A Study of Program Implementation and Impact

Roger Baldwin
\$15,000
Mellon Foundation
2006 - 2007

First International Mathematics Teacher Education Study (TEDS-M)

Maria Teresa Tatto/John Schwillie
\$3,347,484
National Science Foundation
2005 - 2008

Flint Transition to Teaching

Mary Lundeberg/Sharon Schwillie
\$493,254
US Department of Education
2002 - 2007

Future Teachers for Social Justice

Sonya Gunnings-Moton/Christopher Dunbar/Dorothea Anagnostopoulos
\$580,000
Skillman Foundation
2005 - 2009

Girls' Science Practices in Urban High Poverty Communities Award

Angela Calabrese Barton
\$315,519
National Science Foundation
2006 - 2008

Identification of Curriculum and Other Factors Associated with Student Achievement in Science

William Schmidt
\$149,403
National Science Foundation
2004 - 2006

Impact of the Item Parameter Estimation Error

Mark Reckase
\$21,006
National Council of State Boards of Nursing
2005 - 2006

Implement a Standards-based Teacher Education Curriculum

Robert Floden
\$78,260
World Bank
2005 - 2007

Improving Research and Practice for Diverse Students with Disabilities in Urban Schools

Susan Peters/Linda Patriarca **
\$790,009
US Department of Education
2002 - 2008

In Our Mother's Voice II: Indigenous Learning and Leading Models for Contemporary Practice

Maenette Benham
\$80,000
WK Kellogg Foundation
2006 - 2007

In Pursuit of Access and Equity: Race, Gender & Institutional Change in South Africa

Reitumetse Mabokela
\$37,000
US Department of State
2005 - 2006

Influence of Oral Narratives in Teaching Writing

Mary Juzwik
\$12,500
National Council of Teachers of English
Research Foundation
2006 - 2007

Injury Surveillance for Youth Football Programs

John Powell
\$34,000
USA Football
2006 - 2007

Instructional Effectiveness and Academic Excellence within Deaf/Hard of Hearing Education

Harold Johnson
\$8,800
US Department of Education
2006 - 2007

Interactive Case Study Teaching in Large Classes

Mary Lundeberg
\$55,908
National Science Foundation
2006 - 2008

Interactive History Environments for Students in Inclusive Classrooms

Cynthia Okolo/Carol Sue Englert
\$400,000
US Department of Education
2003 - 2006

Interdisciplinary Evaluation of Michigan's Child Care Expulsion Prevention Initiative

John Carlson
\$50,000
Michigan Department of Community Health
2007

Interdisciplinary Leadership Training in Evidence-Based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors

John Carlson/Matthew Mayer**/Jean Baker,
Evelyn Oka/Troy Mariage
\$800,000
US Department of Education
2004 - 2008

Investigating the Feasibility of Scaling up Effective Reading Comprehension Instruction Using Innovative Video-Case-Based Hypermedia

Rand Spiro
\$392,119
US Department of Education
2003 - 2006

Kellogg Leadership for Community Change—Implementation Work

Maenette Benham
\$361,340
WK Kellogg Foundation
2006 - 2009

Kellogg Leadership for Community Change Initiative - Evaluation (Session I); Valuing and Building (Session II)

Maenette Benham
\$441,012
WK Kellogg Foundation
2003 - 2007

Kellogg Leadership for Community Change—Longitudinal Evaluation

Maenette Benham
\$7,000
WK Kellogg Foundation
2006

Key Transitions In Preschoolers' Number and Arithmetic Development: The Psychological Foundations of Mathematics Education

Kelly Mix
\$144,593
Spencer Foundation
2005 - 2008

King Chavez Parks Web Based Grant Management System

Rhonda Egidio
\$117,533
Michigan Department of Labor
and Economic Growth
2005 - 2006

King Chavez Parks Web Based Management and Reporting System

Rhonda Egidio
\$105,000
Michigan Department of Labor
and Economic Growth
2006 - 2007

Know It: Knowledge Through Information Technology

Rhonda Egidio
\$699,807
Michigan Department of Career Development
2000 - 2007

Knowing Mathematics for Teaching Algebra

Raven McCrory/Robert Floden/Joan Ferrini-Mundy
\$944,388
National Science Foundation
2004 - 2008

Launch into Teaching Through Induction: Focus on Mathematics and Science in Grades 3-12

Randi Stanulis
\$184,102
Michigan Department of Education
2006 - 2008

Laying a Foundation for Learning from Text: Informational Comprehension Assessment and Instruction in the Primary Grades

Nell Duke
\$169,500
Carnegie Corporation
2004 - 2006

* Multi-year funded amount. Some figures represent projected amounts beyond 2007.

** No longer at Michigan State University.

*** Total University award amount.

**** Full award to Michigan State University is \$35,000,000.

Active Grants

Learning Progression for Scientific Modeling

Christina Schwarz
\$70,912
National Science Foundation
2006 - 2007

Learning to Give; Phase 3 Evaluation

Robert Floden
\$175,188
Council of Michigan Foundations
2001 - 2006

Lebanese American University Partnership/ Information and Communications Technology in Education

Joseph Codde
\$300,000
US Department of State
2007 - 2010

Mathematicians & Mathematics Educators Collaborating on Capstone Courses for Secondary Mathematics Teachers

Natasha Speer
\$30,000
National Science Foundation
2006 - 2008

Michigan Center for Career and Technical Education

John Dirks
\$513,211
Michigan Department of Career Development
2005 - 2006

Michigan Commission for the Blind/Project Excellence

Michael Leahy
\$10,000
Michigan Department of Labor
and Economic Growth
2005 - 2006

MI-PAL: Michigan Preschoolers Acquiring Language and Literacy

Patricia Edwards
\$154,077
US Department of Education
2005 - 2007

Mobility and Urban School Improvement: A District Level Analysis

BetsAnn Smith
\$40,000
Spencer Foundation
2005 - 2008

Modeling School Social Contexts and Child Competence

Jean Baker/Kimberly Maier
\$142,470
National Institute of Health
2005 - 2007

National Board of Certified Teachers as an Organized Resource

Gary Sykes
\$382,195
National Board for Professional
Teaching Standards
2003 - 2006

North Dakota Study Group Oral History Project

Joseph Featherstone
\$25,000
Spencer Foundation
2003 - 2007

Older Adults

James Pivarnik
\$21,383
Michigan Department of Community Health
2005 - 2006

Park City Math Science Partnership

William Schmidt
\$550,148
National Science Foundation
2003 - 2006

Partnership to Prepare Global and International Educators

John Schwille
\$25,000
Longview Foundation
2007 - 2008

Pathways to Bilingualism: E-Learning and Teaching of Modern Foreign Languages

Guofang Li
\$540,000
US Department of Education
2007 - 2009

Pathways to Occupational Attainment among Lower Socioeconomic Status Adolescents of Color: The Role of Sociopolitical Development

Matthew Diemer
\$20,000
American Educational Research Association
2006

Predicting College Acceptance, Majoring In Mathematics and Science, and the Pathway to Teaching in Texas

Marjorie Wallace
\$87,435
National Science Foundation
2007

Preparing Integrated Learning and Behavioral Specialists in Special Education

Matthew Mayer**/Troy Mariage
\$763,083
US Department of Education
2005 - 2008

Preparing Leadership Personnel in Policy and Practice for Diverse Students with Disabilities in Urban Settings

Troy Mariage/Susan Peters
\$166,987
US Department of Education
2006 - 2007

Preparing Preservice Teachers: Teaching Adolescents Strategies for Reading and Writing

Mark Conley
\$100,000
Carnegie Corporation
2005 - 2008

Principals Fellowship Program

Barbara Markle
\$749,842
Michigan Department of Education
2007

Problem-Based Learning Designed Science and Mathematics Professional Development

Matthew Koehler/Mary Lundeborg/Joyce Parker
\$2,302,565
National Science Foundation
2004 - 2009

Procedural Flexibility and Conceptual Understanding in Mathematics

Jonathan Star**
\$1,014,175
US Department of Education
2005 - 2008

Professional Development in Early Reading

Matthew Koehler
\$273,829
US Department of Education
2004 - 2007

Project ACCEL: Accelerating Expository Literacy to Improve School Outcomes

Carol Sue Englert/Cynthia Okolo
\$700,000
US Department of Education
2003 - 2007

Project ACCElerate: A Web-Based Technology to Improve Students' Expository Reading and Writing Performance

Carol Sue Englert/Cynthia Okolo/Troy Mariage
\$400,000
US Department of Education
2004 - 2006

Project Excellence: A Program Evaluation Partnership

Michael Leahy
2,059,751
Michigan Department of Career Development
2001 - 2007

Promoting Early Literacy in Licensed Childcare Settings

Nell Duke
\$22,350
WK Kellogg Foundation
2005 - 2007

Promoting Rigorous Outcomes in Mathematics/Science Education (PROM/SE)

Joan Ferrini-Mundy/William Schmidt
\$17,500,000****
National Science Foundation
2003 - 2008

Reaching and Educating At Risk Children in India

Punyashloke Mishra/John Schwille
\$504,791
US Agency for International Development
2003 - 2007

Rehabilitation Counseling: Long-Term Training

Michael Leahy
\$750,000
US Department of Education
2003 - 2008

Rehabilitation Internship/Employment Model in Public Rehabilitation Programs in Michigan

Michael Leahy
\$817,515
Michigan Department of Labor and Economic Growth
2004 - 2009

Research on Mathematics Science Partnership Teacher Recruitment, Induction and Retention

Ralph Putnam
\$487,191
National Science Foundation
2003 - 2008

Research-Based Knowledge about Students' Mathematical Thinking

Michael Battista
\$1,300,000
National Science Foundation
2006 - 2010

Role of Youth Empowerment Programs in Sustained Reductions in Medicaid Usage

Christopher Dunbar
\$36,037
Michigan Department of Community Health
2005 - 2006

Small Sustainable Alternatives to Big Reform

Mary Kennedy
\$159,887
National Science Foundation
2006 - 2008

Special Education Technology Scholars Program

Cynthia Okolo/Carol Sue Englert
\$800,000
US Department of Education
2003 - 2007

Spencer Research Training Grant

College of Education
\$2,100,000
Spencer Foundation
1997 - 2007

Statewide Coaches Institute

Barbara Markle
\$749,710
Michigan Department of Education
2007

Statistical Evaluation of 21st Century Community Learning Center

Christopher Dunbar/BetsAnn Smith
\$123,720
Michigan Department of Education
2002 - 2006

Strengthening Tomorrow's Education in Measurement

John P. Smith, III
\$451,062
National Science Foundation
2006 - 2008

Strong Standards, Strong Accountability, Strong Support: A Michigan Induction and Professional Development Collaborative Initiative to Enhance Teacher Quality

Randi Stanulis/Barbara Markle
\$2,025,834
Michigan Department of Education
2003 - 2006

Study of Instructionally Effective School Districts

Gary Sykes
\$600,000
Hewlett Foundation
2004 - 2007

Teacher Retention and Student Learning in Urban Michigan Districts

Peter Youngs
\$385,700
Carnegie Corporation
2006 - 2009

Active Grants

Teachers as Designers: A Problem-Based Approach to Preparing Teachers

Yong Zhao/Punyashloke Mishra/
Matthew Koehler/Cheryl Rosaen
\$1,575,435
US Department of Education
2003 - 2007

Teachers for a New Era Initiative

Robert Floden/Barbara Steidle/Joan Ferrini-Mundy
\$5,250,000***
Carnegie Corporation, Ford Foundation,
Annenberg Foundation
2002 - 2008

Transformations of Matter and Energy in Biogeochemical Systems

Charles Anderson
\$1,349,028
National Science Foundation
2005 - 2008

Treadmill Test to Determine Aerobic Fitness in Michigan Department of Natural Resources Firefighters

James Pivarnik
\$7,200
Michigan Department of Natural Resources
2007

U.S. TEDS-M Mathematics Teacher Preparation

William Schmidt
\$500,000
Bill and Melinda Gates Foundation
2006 - 2009

U.S. TEDS-M Study of U.S. Mathematics Teacher Preparation

William Schmidt
\$250,000
Carnegie Corporation
2007 - 2010

U.S. TEDS-M Study of U.S. Mathematics Teacher Preparation

William Schmidt
\$1,750,000
Boeing Corporation
2007 - 2010

Understanding and Improving Professional Development for College Mathematics Instructors: An Exploratory Study

Natasha Speer/Jonathan Star**
\$200,000
National Science Foundation
2004 - 2007

United States-China Center for Research on Educational Excellence

Yong Zhao
\$5,000,000
Sun Wah Education Foundation
2004 - 2008

Using Multiple Levels of Data to Address Educational Issues in the Region

Barbara Schneider
\$263,355
US Department of Education
2006 - 2007

Virtual History Museum (Phase I & Phase II)

Cynthia Okolo/Carol Sue Englert
\$800,000
US Department of Education
2002 - 2007

Website/Database Grant Management Customization Project for Community College Services Unit Perkins Program

Rhonda Egidio
\$186,840
US Department of Education
2006 - 2007

TOTAL: \$97,796,392

* Multi-year funded amount. Some figures represent projected amounts beyond 2007.

** No longer at Michigan State University.

*** Total University award amount.

**** Full award to Michigan State University is \$35,000,000.





Michigan State University College of Education

518 Erickson Hall / MSU
East Lansing, MI 48824-1034

www.educ.msu.edu

Michigan State University is an affirmative action, equal opportunity employer.