Commencement
An act, instance or time of commencing

...To have or to make a beginning
Commencing a new identity

...Continuing a tradition of distinction
With a new academic year upon us, you may be wondering why the image of a mortarboard, or square-shaped cap with a light blue tassel, as worn by our graduates is prominently displayed in this annual report. After all, it is now the beginning of the fall semester, separated from commencement ceremonies by many months.

Commencement, however, by its very name, is not simply an ending, it is the mark of a new beginning or perhaps one of many new beginnings. The occasion signifies that its celebrants have achieved a level of education and knowledge that will make them lifelong learners poised to aspire to rising levels of accomplishment within their chosen profession. Our mission as educators is to insure that our graduates leave us with the knowledge and competencies that will inspire and enable continuous learning. Commencement represents a significant turning point – a celebration of what has been accomplished but also what will be attained through new beginnings.

We in the College of Education also mark the end and beginning of each year with new learning and new goals. Research findings bring us new knowledge and insights, new technology brings us different ways of thinking about teaching and learning, and globalization brings us new collaborations and stretches our boundaries in thought and action. We embrace a global mission – preparing teachers for increasingly international/intercultural classrooms and providing graduate students with opportunities to examine their professional roles and research in a global context. We are looking to the future and, in so doing, are committed to situating our academic and research programs within a global perspective. We take pride not only in our history of excellence but also in our record of commencing – embracing new challenges, new initiatives and, therefore, new beginnings.

This annual report, albeit only a snapshot of this college, provides an accounting of how the College of Education faculty is engaged in creating the foundations for new beginnings across our mission. We report many points of distinction but we are looking to promising initiatives that will guide us in the months and years to come.

So, as we highlight our 2007-08 achievements, we also want to take this opportunity to introduce the new College of Education logo bearing a mortarboard and blue tassel – symbols of achievement and beginnings.

Carole Ames, Dean
MSU College of Education
Teaching
Commencing careers in education

...Advancing excellence for all learners
The College of Education’s commitment to bold beginnings, from introducing the landmark full-year internship to launching unique urban and global-focused programs, is what keeps it at the forefront of teacher preparation. For more than 50 years, we have strived to prepare – and model – outstanding teachers who meet the evolving needs 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. It is structured on a strong academic foundation, field studies and a yearlong internship in a K–12 school, which students complete after receiving their bachelor’s degree. Students can choose elementary education, kinesiology, special education or secondary education, with many majors and minors.

The Department of Kinesiology also offers a bachelor’s degree that prepares professionals for athletic training, coaching, health and wellness promotion, community physical education, fitness leadership and physical therapy.

The college awarded 458 bachelor’s degrees in 2007-08. In addition, 483 students completed internships resulting in elementary and secondary teacher certification.
Teaching Internships

Michigan - 67 school districts in 18 counties

Clinton County  Livingston County
Eaton County  Macomb County
Genesee County  Montcalm County
Ingham County  Oakland County
Isaac County  Ottawa County
Jackson County  Shiawassee County
Kent County  Washtenaw County
Lenawee County  Wayne County

World - Beijing, China*

* Pamela Arnold became the first intern to be placed abroad, completing her fifth year at the MSU-affiliated 3e International Kindergarten in Beijing, China.

Key Features of the Teacher Preparation Program

- Combines a baccalaureate degree with teacher certification courses and a full-year teaching internship in a public school.
- Requires pre-internship field experiences (about 175 hours) to build connections between theory and practical situations teachers face.
- Provides graduate-level instruction from MSU faculty while completing the internship (about 900 hours) with an experienced mentor teacher.
- Maintains education course sections of approximately 25 students.
- Integrates concerns for diversity, equity, achievement and standards, as well as lessons on using technology in teaching.
- Requires a service-learning component.
Teacher Preparation Report Card 2006-2007 *

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 2006-2007, 519 prospective elementary and secondary teachers completed internships. Students are recommended for Michigan elementary or secondary teacher certification.

Student Characteristics
Ninety-two percent of the students admitted to the teacher education program for fall 2006 were traditional undergraduates, with 8 percent admitted as post-baccalaureate students. Ninety-five percent of the students in the program are from Michigan and 80 percent are full-time students. The mean composite ACT score of students admitted for fall 2006 to the elementary program was 24, and the mean composite ACT score for those admitted to the secondary program was 26. Upon admission (fall 2006), the mean overall grade-point average was 3.3 for elementary education students and 3.4 for secondary education students 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.

Internship Requirements
Before beginning the internship, students must have:

- Completed all teaching major and/or teaching minor(s), as well as all undergraduate 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.

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, have a minimum overall grade-point average (GPA) of 2.75 and have passed all portions of the Michigan Test for Basic Skills. Students are typically admitted at the beginning of their junior year.

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 5 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 sizes 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 2007-2008
Urban & Global Education Programs

Global Educators Cohort Program (GECP)
The first cohort of 24 incoming MSU students is expected to begin this new specialized teacher preparation program focused on multicultural and international perspectives during the fall 2008 semester. As in the Urban Educators Cohort Program, these teacher candidates will experience coursework and activities emphasizing particular teaching settings and competencies from freshman year through the fifth-year internship. GECP is designed to support the development of global perspectives through practice-teaching in multicultural and/or international contexts and mentoring from faculty with expertise in international and global education. Graduates will be uniquely qualified to bring the world to their students, to teach abroad, or to teach in magnet schools or other programs that emphasize international, global or multicultural perspectives.

Urban Educators Cohort Program (UECP)
Launched with 36 students in fall 2006, this growing program admitted 53 promising freshman students for fall 2007 (average GPA 3.52/ACT 23). UECP aims to ground the preparation and commitment of prospective urban teachers by providing early interactions with successful urban educators and guided field experiences in urban settings. Students interested in high-need areas such as mathematics, science, English as a second language and special education are especially encouraged to participate.

Cohort members move through freshman and sophomore years as a group, taking special course sections focused on diversity, poverty and social justice. Those who meet admission requirements matriculate into 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, for jobs in urban school districts upon certification.

New internships in Chicago
College of Education faculty members worked extensively with Chicago Public Schools (CPS) during the 2007-08 year to formalize a collaborative effort that will support prospective teachers hoping to serve children, youth and families in urban communities. Through this partnership, MSU will now begin placing a small number of teacher candidates in Chicago schools for their required fifth-year internship. This expands the list of current placement sites beyond Michigan and into more high-demand urban settings. The first cohort of 16 teacher candidates heads to Chicago during fall 2008.
Broad Partnership

The three-part Broad Partnership between MSU and Detroit Public Schools (DPS) is a $6 million collaboration designed to develop well-trained urban educators for service in Detroit Public Schools and other urban contexts.

The Broad Summer High School Scholars program brings junior and senior high school students to MSU’s campus for a four-week residential program. The students receive pre-college readiness experiences and in-depth academic skill development in areas such as ACT preparation, technology and writing, study skills and social justice inquiry in education. More than 250 students have participated thus far.

DPS graduates who attend MSU to become teachers may also participate as Broad Future Teacher Scholarship Award recipients. The competitive award offers loan forgiveness (1/3 for each year of teaching service) with financial support to cover tuition, fees, and room and board for five years of college work. Graduates agree, in exchange, to teach in DPS or another approved setting. Fifty-six graduates have received the award.

With the Broad Summer Teaching Fellows program, outstanding MSU education students in their junior or senior year spend seven weeks immersed in DPS’ summer school program. Fellows, who receive a $3,700 stipend, work closely with a master teacher and engage in orientation and reflective seminars to receive in-depth exposure to the DPS community and resources. As of the 2007-08 year, more than 275 fellowship opportunities have been offered.

Young Educators Society Conference

The College of Education hosted the annual Young Educators Society (YES) Conference on April 25, 2008 at the Breslin Center. Nearly 250 7th through 12th grade students from urban school districts across Michigan attended the event, “Pursue A Career in Education: A Promise For A New Future.” MSU is among 10 universities and colleges that participate in the state chapter of YES, which actively recruits talented candidates into the teaching profession, especially students attending urban schools and those who aspire for a career in urban education.

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. This program, targeting up to 200 students in their sophomore through senior years, encourages Detroit high school students to pursue degrees in education and become teachers in their communities. FTSJ students engage in academic endeavors that develop their critical thinking, research and writing skills, all of which culminate in the development and enactment of social justice projects.
Graduate Programs & Annual Rankings

The College of Education provides opportunities for advanced study and research in 10 doctoral, three educational specialist and 12 master’s degree programs—including an online master’s of education program.

In 2007-08, the college conferred 62 Ph.D. degrees, 12 Ed.S. degrees and 402 M.A./M.S. degrees.

Seven College of Education graduate programs were ranked among the nation’s top eight by U.S. News & World Report in the 2009 edition of “America’s Best Graduate Schools.” The college also ranked 14th overall in the magazine’s ranking of 278 doctoral-degree granting schools of education, which considered measures of institutional capacity, reputation and research funding.

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

Secondary Education
1. **Michigan State University**
2. University of Wisconsin–Madison
3. Stanford University (CA)
4. University of Georgia
5. University of Virginia (Curry)
6. University of Michigan–Ann Arbor
7. Ohio State University
8. Teachers College, Columbia University (NY)
9. University of Illinois–Urbana-Champaign
10. University of California–Berkeley
11. Vanderbilt University (Peabody) (TN)

Curriculum / Instruction
1. University of Wisconsin–Madison
2. **Michigan State University**
3. Stanford University (CA)
4. Teachers College, Columbia University (NY)
5. University of Illinois–Urbana-Champaign
6. Ohio State University
7. University of Michigan–Ann Arbor
8. University of Georgia
9. Indiana University–Bloomington
10. Vanderbilt University (Peabody) (TN)

Higher Education Administration
1. University of Michigan–Ann Arbor
2. Pennsylvania State University–University Park
3. University of California–Los Angeles
4. **Michigan State University**
5. University of Southern California (Rossier)
6. Indiana University–Bloomington
7. University of Georgia
8. Vanderbilt University (Peabody) (TN)
9. University of Pennsylvania
10. Harvard University (MA)
11. University of Maryland–College Park
12. University of Wisconsin–Madison
13. Stanford University (CA)
14. Teachers College, Columbia University (NY)
15. Vanderbilt University (Peabody) (TN)
16. University of Michigan–Ann Arbor
17. University of Kentucky
18. University of Pennsylvania
19. Harvard University (MA)
20. University of Maryland–College Park

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

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

U.S. News & World Report rated MSU’s graduate programs in elementary and secondary education as the best in the nation for the 14th straight year.
Commencing pursuits for new knowledge

...Catalyzing change in practice
Research

Every year, faculty and students in the College of Education begin quests to solve problems across a wide educational landscape. Big and small, here and abroad, these projects uncover new information, and then begin again – moving beyond analysis to affect policy reform and implementation. Our research shapes the world’s understandings in education today, and tomorrow.

During the 2007-08 academic year, 60 percent of all faculty members in the College of Education served as a principal investigator or co-P.I. on one or more funded research projects. Annual research in the college now totals more than $18.3 million.

A full list of active grants – many of which are multi-year contracts – can be found on pages 41-48.
Research around the state, nation and world...

**Michigan**
- Calhoun County
- Clinton County
- Eaton County
- Genesee County
- Gratiot County
- Ingham County
- Ionia County
- Isabella County
- Jackson County
- Kalamazoo County
- Macomb County
- Oakland County
- Saginaw County
- Shiawassee County
- St. Clair County
- Washtenaw County

**United States**
- Alaska
- California
- Connecticut
- Georgia
- Illinois
- Indiana
- Iowa
- Kentucky
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- New Jersey
- New York
- North Carolina
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Virginia
- Wisconsin

**World**
- Algeria
- Australia
- Botswana
- Bulgaria
- Canada
- Chile
- China
- Denmark
- Egypt
- Georgia
- Germany
- Greece
- India
- Italy
- Lebanon
- Malaysia
- Mexico
- Norway
- Oman
- Philippines
- Poland
- Puerto Rico
- Russia
- Singapore
- South Africa
- South Korea
- Spain
- Switzerland
- Taiwan
- Thailand
- United Arab Emirates
- United States
- Zimbabwe
This partnership with the American Association for the Advancement of Science (AAAS), Northwestern University and University of Michigan is focused on educating doctoral students, postdoctoral fellows, and preservice and practicing teachers about curriculum materials design, appraisal and effectiveness. Researchers are working to better understand how curricular and instructional materials in science can be developed, adopted, adapted and implemented. Projects have included enhancing collaboration between university faculty, mentor teachers and science teaching candidates for certification and formulating a curriculum framework for schools that supports the development of an environmentally literate citizenry.

The mission of CIRTL is to develop a national higher education faculty in science, technology, engineering and mathematics committed to advancing effective teaching practices for diverse students as part of their careers. The first five-year NSF grant involved MSU, the University of Wisconsin-Madison and Pennsylvania State University collaborating to develop a prototype professional development program. This provides opportunities for graduate students, post-doctoral fellows and faculty to improve their teaching through engaging in teaching-as-research, teaching with technology, and teaching diverse student groups.

Now, CIRTL has expanded to six institutions – MSU, UW-Madison, Howard University, Texas A&M, Vanderbilt University and University of Colorado-Boulder. Supported by a second NSF grant for three years, the CIRTL Network is creating institutional and cross-university learning communities to prepare STEM graduate students and postdocs as excellent teachers, as they also develop as forefront researchers. Co-P.I. Ann Austin also leads the Evaluation and Research Team, conducting studies on the impact of participants’ professional development, the process of organizational change to improve faculty’s preparation and the development and impact of a multi-institutional network that’s designed to strengthen doctoral education.

This center draws on the expertise of faculty across campus and beyond to make key education policy research more accessible to educators, policymakers and the public. In this way, the EPC builds on the foundation of MSU’s land-grant mission and the College of Education’s international reputation – supporting and informing policy debates at every level of government.

During 2007-08, the EPC published three large reports by college faculty and others: Coherent, Instructionally-Focused District Leadership: Toward a Theoretical Account; Factors that Contribute to the Making of an Effective Public High School; and Relationship of Tracking to Content Coverage and Achievement: A Study of Eighth Grade Mathematics. Two additional articles by Co-director Sharif Shakrani, Teacher Turnover and A Big Idea: Smaller High Schools, also received interest from state and national media and educational organizations.

EPC staff members continue to participate in the planning and delivery of leadership programs for new Michigan legislators and their staff. They also assisted the Michigan Department of Education and local school districts on improving student assessment and accountability standards. At the national level, the EPC worked with the U.S. Department of Education and the National Science Foundation on projects related to mathematics, science and technology education policies. Internationally, EPC staff worked on projects in China, Qatar, Dubai, Egypt and Germany.
PROM/SE, which completed its fifth year during summer 2008, is now planning for a two-year extension to continue its efforts to improve mathematics and science education. The project is based on an active partnership between MSU and five organizations representing about 60 K-12 school districts in Michigan and Ohio. During the initial five years, PROM/SE collected data in areas such as student achievement, instructional time, topic coverage, teacher preparation and teachers’ level of confidence. This data has provided an extensive base of information for measuring and analyzing all aspects of the intended, implemented and attained curricula for mathematics and science. It has been used, working with teachers, school district leaders, higher education institutions and state departments of education, to address issues of improving standards, expectations, rigor, coherence, instruction and achievement. PROM/SE also has provided focused professional development for teachers in mathematics and science content and learning opportunities for principals, curriculum directors and superintendents.

Participating school districts have been given the option of completing or continuing their work with PROM/SE. During the extended timeline, PROM/SE will analyze data collected in the fourth and fifth years to measure progress, provide curricular coherence institutes for school district teams, assist school leadership teams to implement improved mathematics curricula and work with a group of nationally recognized scientists to develop a new framework for science education.

This center’s mission is to develop complex literacies across the lifespan through multidisciplinary research. LARC draws on faculty expertise from within the College of Education and throughout the university to conduct its key activities, which include producing and disseminating high-quality, high-impact literacy research, catalyzing and leveraging external funding for literacy research and sponsoring national and state conferences and symposia.

LARC has continued its partnership with the National Geographic Society to co-host a cutting-edge Summer Institute on building content-area literacy skills. The summer 2008 theme was Connecting Science and Literacy to Promote Student Success. This year also saw the release of a book based on LARC’s 2006 Symposium: Meeting the Challenge of Adolescent Literacy: Research We Have, Research We Need. A volume based on the 2007 symposium is under development. Meanwhile, the center’s principal investigators continue to garner national and international recognition. For example, Patricia Edwards was elected president of the International Reading Association for 2009-10.

*A new LARC co-director was selected during the 2007-08 year. Douglas Hartman, a former University of Connecticut professor and senior editor of the Journal of Literacy Research, assumes the role starting fall semester 2008.

PROM/SE, which completed its fifth year during summer 2008, is now planning for a two-year extension to continue its efforts to improve mathematics and science education. The project is based on an active partnership between MSU and five organizations representing about 60 K-12 school districts in Michigan and Ohio. During the initial five years, PROM/SE collected data in areas such as student achievement, instructional time, topic coverage, teacher preparation and teachers’ level of confidence. This data has provided an extensive base of information for measuring and analyzing all aspects of the intended, implemented and attained curricula for mathematics and science. It has been used, working with teachers, school district leaders, higher education institutions and state departments of education, to address issues of improving standards, expectations, rigor, coherence, instruction and achievement. PROM/SE also has provided focused professional development for teachers in mathematics and science content and learning opportunities for principals, curriculum directors and superintendents.

Participating school districts have been given the option of completing or continuing their work with PROM/SE. During the extended timeline, PROM/SE will analyze data collected in the fourth and fifth years to measure progress, provide curricular coherence institutes for school district teams, assist school leadership teams to implement improved mathematics curricula and work with a group of nationally recognized scientists to develop a new framework for science education.
This project representing the United States’ participation in TEDS-M, led by MSU researcher William Schmidt, will generate a comprehensive national portrait of elementary, middle and high school mathematics teacher preparation against the international context. U.S. TEDS-M is expected to make a critical contribution to American public policy on teacher quality and teacher education, in a way comparable to what the Third International Mathematics and Science Study (TIMSS) and MT21, a six-country study with non-random samples of middle school mathematics teacher preparation. The TEDS-M assessment of teachers’ content and pedagogy knowledge was developed in consultation with mathematicians and mathematics educators, psychometricians and comparative research design experts. Data collection will continue until mid-2008, and the final report will be released in early 2010. Participating countries include Botswana, Canada, Chile, Georgia, Germany, Malaysia, Norway, Oman, Philippines, Poland, Russia, Singapore, Spain, Switzerland, Taiwan, Thailand and the United States.

Michigan State University is the lead International Study Center in a collaborative worldwide effort to study the mathematics preparation of future primary and secondary teachers. This study will tell us whether what teachers learn in teacher education leads to more effective knowledge of mathematics for teaching. With the Australian Council for Educational Research, the International Association for the Evaluation of Educational Achievement (IEA) and institutions in 17 countries, MSU researchers are analyzing policies governing mathematics teacher education, curricula in teacher education and their correlation with primary and secondary school curricula, program opportunities to learn, and intended and achieved outcomes of teacher education programs.

TEDS-M relies on rigorous methodologies, nationally representative samples, and large-scale surveys of teacher education institutions, faculty and future teachers to provide valid, reliable information on the organization, outcomes and costs of preparing future teachers to teach mathematics. It builds on other cross-national studies such as IEA’s Trends in International Mathematics and Science Study (TIMSS) and MT21, a six-country study with non-random samples of middle school mathematics teacher preparation. The TEDS-M assessment of teachers’ content and pedagogy knowledge was developed in consultation with mathematicians and mathematics educators, psychometricians and comparative research design experts. Data collection will continue until mid-2008, and the final report will be released in early 2010. Participating countries include Botswana, Canada, Chile, Georgia, Germany, Malaysia, Norway, Oman, Philippines, Poland, Russia, Singapore, Spain, Switzerland, Taiwan, Thailand and the United States.

**Major Research Projects**

**International Teacher Education Study in Mathematics (TEDS-M)**
- National Science Foundation
- $3.9 million
- Maria Teresa Tatto, John Schwille and Sharon Senk

**United States Teacher Education Study in Mathematics (U.S. TEDS-M)**
- Boeing Company, Carnegie Corporation of New York, Bill & Melinda Gates Foundation and GE Foundation
- $4 million
- William Schmidt

This project representing the United States’ participation in TEDS-M, led by MSU researcher William Schmidt, will generate a comprehensive national portrait of elementary, middle and high school mathematics teacher preparation against the international context. U.S. TEDS-M is expected to make a critical contribution to American public policy on teacher quality and teacher education, in a way comparable to what the Third International Mathematics and Science Study (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 internationally, U.S. TEDS-M will serve as a foundation for the improvement of mathematics teaching and learning through its focus on the improvement of mathematics teacher education. Preliminary results from a small international project in six countries leading up to TEDS-M (MT21 – see below) suggest quality mathematics teachers may need more than simply a strong background in mathematics. A National Policy Advisory Board has been formed with prominent university mathematicians and mathematics educators. About 100 U.S. colleges and universities have been randomly selected for the study through a process designed to ensure the institutions would appropriately represent a range of states, institution sizes and Carnegie Foundation classifications.
MT21 studied how well a sample of universities and teacher-training institutions prepare middle school mathematics teachers in six countries: the United States, South Korea, Taiwan, Germany, Bulgaria and Mexico. More than 2,600 future teachers were surveyed about their preparation, knowledge and beliefs in the subject area. A report, “The Preparation Gap: Teacher Education for Middle School Mathematics in Six Countries,” was publicly released Dec. 11, 2007 at a Washington, D.C. press conference. Results showed U.S. middle school teachers surveyed are not as well prepared to teach mathematics compared to those in the South Korean and Taiwan samples. The MT21 findings were featured on the NSF website and reported through radio, professional organization outlets and the national press, including the Washington Post and Education Week. The project has been extended through December 2008 to complete final analyses and a book.

This initiative has engaged 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 development of an induction 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.

Course and program changes developed through TNE are now being institutionalized in core subject areas. This year, the impact of the MSU TNE teacher induction program is being studied in a large urban district in Georgia, with plans for wider implementation in Michigan. TNE leaders also are preparing a book reporting their insights about improving university-based teacher education.

This center has evolved into a leading institution on educational research in China and the United States, aiming to develop and disseminate effective models of education that integrate the strengths of Eastern and Western educational practices. Staff members, who work closely with a sister center at Beijing Normal University, achieve this mission through scientific research of U.S. and Chinese schools with modern technologies.

The center’s research on language learning and program development continued during 2007-08 with five immersion sites. These learning environments are rich beds of data allowing researchers to explore language learning, acculturation of Chinese teachers and the building of professional development that supports them as they learn to work in American schools. Textbooks and teaching materials for use in immersion preschool and kindergarten classrooms have been completed for publication.

As a bridge between China and the U.S., the center also continues hosting visiting scholars, exchange students and delegations from China. In the past year, the center co-sponsored the second annual Internationalizing Michigan Education conference (with the college’s K-12 Outreach office and the Michigan Department of Education) and the annual conference of the Chinese American Educational Research and Development Association. Moreover, the center successfully established sister-school relationships between schools in Chongqing, China and Michigan, allowing teachers to exchange ideas and promote the globalization of education.
Outreach
Commencing connections to the field

...Growing capacity in K-16 schools
Outreach

Educators don’t stop learning when they begin their careers, and the College of Education does not start and end on the campus of MSU. We offer many opportunities for professional development off-site, and our faculty collaborates with a cross-section of educational leaders: K-16 administrators, lawmakers, foreign dignitaries. Their efforts elevate the quality of education throughout Michigan and beyond.

Academic Outreach

The College of Education’s renowned graduate-level coursework reaches far beyond the borders of MSU’s East Lansing campus, serving educators in convenient ways.

Off-campus
The college’s popular Off-Campus Credit Programs (OCCP), conveniently located in three regions of Michigan, offer courses applicable toward professional development, certification and master’s degrees:

Master of Arts in Curriculum and Teaching
- Birmingham (Southeast)

Master of Arts in Educational Technology
- Traverse City

Master of Arts in Educational Administration
- Birmingham, Grand Rapids

These programs remain among the university’s top producers of student credit hours, totaling 3,111 hours in 2007-08.

Online
The all-college online Master of Arts in Education offers coursework in six concentration areas: literacy, science and mathematics, technology and learning, P-16 school leadership, special education, and sport leadership and coaching.

Online MA generated 2,784 credit hours in 2007-08.

Around the world
The college has delivered rigorous master’s degree programs to educators outside the United States through its Graduate Studies in Education Overseas (GSEO) program, located at the University of Plymouth in Plymouth, England. Annually, the program serves about 150 educators, most of whom are M.A. candidates. Degree programs have included Curriculum and Teaching, Educational Technology and K-12 Educational Administration.

GSEO generated 1,488 credit hours in 2007-2008.
K-12 Outreach

The College of Education makes significant contributions to educational practice and policy in Michigan by connecting MSU faculty with local and state educational leaders. The following projects and collaborations, handled by the Office of K-12 Outreach, keep the college connected to educators in the field.

International Programs

International conference
More than 200 people attended “Internationalizing Michigan Education: Building Bridges from Michigan to the World,” held April 18, 2008. The second annual conference helps Michigan K-12 educators situate their state in the international context, with emphasis on areas and cultures likely to provide the greatest opportunities and challenges over the next 50 years. This year’s event featured presentations by officials, school administrators, teachers and students visiting from Chongqing, China; the formal signing of a Memorandum of Understanding between the College of Education, Utica Community Schools, Armada Area Schools and the Chongqing Municipal Education Commission; and the launch of an international education Web site sponsored by the Education Alliance of Michigan. Twenty interactive break-out sessions focused on practical strategies and programs to help schools integrate global skills and knowledge. Participants learned from MSU faculty experts in international education and about a variety of approaches being implemented by Michigan schools. The conference also featured a choral performance by the visiting Chinese, Utica and Armada high school students, which was rehearsed via the Internet prior to their live meeting. Participants again received a toolkit of resources, which also is freely available online (www.education.msu.edu/k12).

Study Tours to China/Delegates from China
K-12 Outreach, with the U.S.-China Center for Research on Educational Excellence, conducted three 12-day study tours to China (Beijing, Xi’an, Chongqing and Shanghai) during 2007-08. These annual tours give College of Education administrators, faculty, state policymakers and representatives of professional organizations opportunities to visit Chinese educational institutions, meet with education officials and experience cultural immersion activities. Delegates have brought back many ideas for implementation in schools; some have created partnerships with schools in China for student and teacher communication, joint projects and sharing of curriculum. These partnerships have also resulted in Chinese student and teacher visits to the U.S., with local families hosting the visitors in their homes. In turn, K-12 Outreach also organizes visits for delegations of Chinese education officials, school administrators, teachers and students to Michigan with schools, Department of Education officials, other education service institutions, and MSU faculty. These reciprocal visits provide opportunities for Chinese educators to learn about education in Michigan and the United States.

Global Chinese Conference on Computers in Education
K-12 Outreach helped the U.S.-China Center for Research on Educational Excellence host this 12th annual conference at Erickson Hall during May 2008 – the first time it has been held within the continental United States. Sixty school administrators, principals and teachers from three Asian countries gathered to hear presentations from Michigan, U.S. and Chinese experts in educational technology, MSU faculty members and others.
Michigan Grade Level Content Expectations
As with the “rollouts” 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 new K-8 Science and K-12 Social Studies expectations. Focusing on what students need to learn at each grade level to be prepared for the global economy, these two daylong events were 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 committees to develop the content expectations.

Superintendents Institute
This annual institute, co-sponsored by the MSU College of Education and the University of Michigan’s School of Education, completed its 10th year of providing superintendents with the highest quality professional development. Michigan’s intermediate school district superintendents often rely on the program to ensure superintendents within their regions experience diverse perspectives and develop problem-solving strategies to meet today’s educational challenges.

Emerging Leaders
This growing three-day institute, which completed its tenth and largest year with 52 participants in June 2008, gives potential school administrators an opportunity to develop the knowledge and skills necessary for becoming successful school principals. Former participants have gone on to become superintendents, who now recommend teachers for the institute. The program also provides significant information about school leadership – its status, needs, challenges and best practices – directly from the leaders in the field. These facilitators include College of Education faculty, successful practicing principals and administrators, and the presidents and executive directors of two co-sponsoring organizations: the Michigan Association of Secondary School Principals (MASSP) and the Michigan Elementary and Middle School Principals Association (MEMSPA).

Data Services Unit
The Data Services Unit of K-12 Outreach helps educators understand how to collect and use relevant data to improve educational outcomes for students. Through programs and workshops, educators learn to use resources, such as the Single Record Student Database, Census of Population and Housing and MEAP scores. Data Services staff also make numerous presentations at conferences across the nation, consult with school districts and human services organizations across the state and assist College of Education faculty and graduate students with their research initiatives. During 2007-08, the unit evaluated the Charter Schools Office in the Michigan Department of Education and performed analysis to support the college’s application for accreditation in teacher education.
Policy Initiatives

Economic Summit
K-12 Outreach organized the “Symposium on Creating a Brighter Economic Future for Michigan: Education, Talent and Public Policy” in co-sponsorship with the state’s other major research universities – University of Michigan and Wayne State University – on March 14, 2008. The first-time event informed the important discussion of how to enhance Michigan’s long-term economic prospects through public policy and education. About 70 attendees, including school administrators, state education officials, education association leaders, faculty and graduate students, participated in a structured exchange of ideas about Michigan’s economic trends and their implications for education delivery in the state. Leading experts, such as MSU economics Professor Charles Ballard and Timothy Bartik, senior economist at the W.E. Upjohn Institute for Employment Research, made presentations.

President’s Education Forums
After a decade, the President’s Education Forums continue to inform policymakers and education leaders about current policy issues while fostering discussion around research and best practice. These invitation-only monthly luncheons are sponsored by MSU President Lou Anna Simon and the College of Education through K-12 Outreach. They are well attended by state legislators and their staff members, State Board of Education members, Michigan Department of Education staff, leaders of local and intermediate school districts and education association representatives. The 2007-08 forums included:

What Does the Public Think about No Child Left Behind? William Bushaw, Executive Director, Phi Delta Kappa International

Spending Public Money Wisely: Scaling Up Educational Intervention, Barbara Schneider, Hannah Distinguished Professor, Michigan State University

The Reauthorization of NCLB: The Worm Hides the Hook, Sharif Shakrani, Co-director, Education Policy Center at Michigan State University

Grants

Michigan Principals Fellowship and Coaches Institute ($3,181,087)
This Principals Fellowship portion of this project, supported by U.S. Department of Education Title I funds, helps school leaders who have not met Adequate Yearly Progress (AYP) goals develop the skills necessary to systematically improve instruction in their buildings. Meanwhile, the Coaches Institute prepares a cadre of other educators who are skilled in facilitating adult professional learning and key for providing on-site support to principals. The purpose is to create a highly interactive and coherent learning experience that will increase the principals’ and coaches’ capacity to lead teacher learning and ultimately improve student achievement. During 2007-08, this collaborative effort with the Michigan Department of Education and the Michigan Association of Intermediate School Administrators provided training for at least 240 principals and coaches. Facilitators will continue selecting and training qualifying principals and coaches throughout the summer and the 2008-09 school year.

Utica Schools of Choice Grant ($45,000)
“Creating Global Competency” is one goal identified in this Voluntary Public School Choice (U.S. Department of Education) grant awarded to the Alliance for Academic Excellence. K-12 Outreach is working with the alliance to develop professional development experiences for teachers and administrators in Utica Community Schools, Armada Area Schools and Mount Clemens Community School District through face-to-face and online learning.
Grants

Ford Fund Planning Grant ($15,000)

K-12 Outreach is developing a program that connects students and teachers in Henry Ford II High School’s Career and Technical Education program (Utica, Mich.) with a Ford Motor Company manufacturing site in Chongqing – China’s automotive industry center. This pilot may be extended to Utica’s three other high schools, which were considering the possibility of adopting Ford’s Partnership for Advanced Studies (PAS) program. Together, the four schools would serve more than 8,700 students. Talks also are underway to assess how PAS can be extended into Detroit’s public high schools.

Continuing Collaborations

The Education Alliance of Michigan
Assistant Dean for K-12 Outreach Barbara Markle shares the resources of the College of Education and the Education Policy Center at MSU with fellow members of this coalition, made up of leading associations representing teachers, administrators, boards of education, parents, businesses, charter schools and other educational groups. Members meet monthly to cooperatively study and address current education issues and policy debates affecting their constituencies. The major priorities during 2007-08 were funding deficits, high school reform, implementing Michigan’s new Grade Level Content Expectations and MEAP tests, school infrastructure needs and, most recently, internationalizing K-12 education. In support of this goal, the K-12 Outreach office facilitated a $15,000 grant from the Longview Foundation. The Alliance used the grant to develop an international Web site and support an international conference.

Governor’s Education Summit
The director and staff of K-12 Outreach continue to assist with planning and facilitating this yearly gathering of nearly 1,000 educators, presented by the Michigan Foundation for Education Leadership on behalf of Gov. Jennifer Granholm. The 2008 program, “21st Century Learning Forums,” was held on March 4, 2008 in Lansing, Mich.

State and national committee representation:
- Asia Society, Michigan Representative
- Families and Communities Together (FACT), Advisory Board
- Learning First Alliance, Washington D.C., Michigan Representative
- Michigan Association for Supervision and Curriculum Development, University Representative
- Michigan Future, Inc., Core Team Member
- Michigan Title I System of Support, Core Committee
- Michigan Virtual University, Board of Directors

Promoting Rigorous Outcomes in Mathematics and Science Education (PROM/SE)
Assistant Dean for K-12 Outreach Barbara Markle serves on the Executive Management Council and as director of external relations for PROM/SE, a comprehensive research and development effort to reform mathematics and science education in partnership with school districts in Michigan and Ohio. Markle also handles the project’s Superintendent Summits.
The Confucius Institute at MSU was named Confucius Institute of the Year in 2007 – one of only four institutes in the United States and 20 worldwide. The Office of Chinese Language Council International, or Hanban, presented the first-time awards in recognition of the globe’s most successful China-related education programs. CI-MSU, established in 2006 in partnership with Hanban and China Central Radio and Television University, promotes learning Chinese language and culture through innovative uses of technology. It is the only Confucius Institute offering online Chinese language courses, reaching more than 2,000 K-12 students and adults when combined with other Web-based learning materials and face-to-face programs. Schools in Michigan and across the nation benefit from the institute’s comprehensive and growing list of resources.

Specifically, the institute has been working to produce Chinese Your Way, an e-textbook; ZON, a virtual online game for learning Chinese language and culture; and Education for Global Citizenship (EGC) teaching materials used in Chinese immersion classrooms. CI-MSU placed 18 teachers from China in public schools around Michigan during 2007-08; they teach preschool and elementary immersion, elementary and middle school language and culture, high school Chinese as a Second Language or online Chinese courses through Michigan Virtual High School. CI-MSU also offered Chinese language and culture summer camps for a second time in 2008.

Additional Outreach Activities

Center for the Scholarship of Teaching
Suzanne Wilson, Director

Now in its seventh year, this 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 – including a speaker series and a seminar for graduate students about how to become a university teacher, 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 has sponsored the Excellence in Teaching Awards for the College of Education, which requires faculty and graduate students to submit materials illustrating how they teach and what their students learn. Each fall, winners participate in an exhibition attended by faculty and graduate students across the college and university. During 2007-08, the center examined the most widely used student evaluation systems in the country to see how the college might lead the way to adopting a new and better way of collecting information on student learning when soliciting student course evaluations. The center also continues to support faculty who are interested in documenting their teaching in alternative formats for the purpose of peer review and critique.

Center for Higher and Adult Education
James Fairweather, Director

This new resource for the higher education field, launched in fall 2007, emphasizes the importance of policy and international work in postsecondary education for the 21st century. Sponsored in part by the Dr. Mildred B. Erickson Distinguished Chair in Higher, Adult and Lifelong Education, the center works to encourage faculty and graduate student research in domestic and international higher education policy, expand education and training experiences for graduate students, and sponsor joint working relationships between MSU’s Higher, Adult and Lifelong Education program and partner institutions. During 2007-08, the center presented a conference on international policy and hosted two Chinese fellows: Hong Shen, from Huazhong University of Science & Technology, and Zhou Zuoyu, from Beijing Normal University.

Confucius Institute at Michigan State University (CI-MSU)
Yong Zhao, Executive Director

The Confucius Institute at MSU was named Confucius Institute of the Year in 2007 – one of only four institutes in the United States and 20 worldwide. The Office of Chinese Language Council International, or Hanban, presented the first-time awards in recognition of the globe’s most successful China-related education programs. CI-MSU, established in 2006 in partnership with Hanban and China Central Radio and Television University, promotes learning Chinese language and culture through innovative uses of technology. It is the only Confucius Institute offering online Chinese language courses, reaching more than 2,000 K-12 students and adults when combined with other Web-based learning materials and face-to-face programs. Schools in Michigan and across the nation benefit from the institute’s comprehensive and growing list of resources.

Specifically, the institute has been working to produce Chinese Your Way, an e-textbook; ZON, a virtual online game for learning Chinese language and culture; and Education for Global Citizenship (EGC) teaching materials used in Chinese immersion classrooms. CI-MSU placed 18 teachers from China in public schools around Michigan during 2007-08; they teach preschool and elementary immersion, elementary and middle school language and culture, high school Chinese as a Second Language or online Chinese courses through Michigan Virtual High School. CI-MSU also offered Chinese language and culture summer camps for a second time in 2008.
Development
Commencing partnerships in giving

...Creating opportunities for the future
Development

“The giving of love is an education in itself.”

Each financial donation to the College of Education begins a circle of generosity – supporting students who go on to serve others, showing them how they too might support future generations of educators. Donors have opened doors for recruiting top scholars, conducting cutting-edge research and making countless educational dreams come true.

2007-08 Fiscal Year

The College of Education has continued to receive substantial philanthropic support, which is critical for maintaining its stature as a national leader in education. During the 2007-08 fiscal year, $4,852,291 was received 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 $1,482,101, raising the gift expectancy for the college to nearly $20 million.

Individuals dedicated to supporting the college with annual gifts of $1,500 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 122 members in 2007-08.
On Sept. 30, 2007, Michigan State University concluded the most ambitious fundraising endeavor in its history – The Campaign for MSU. This eight-year campaign clearly became the high point of private fund-raising at MSU, as both the university and the College of Education dramatically surpassed their goals.

Of the $1.2 billion goal established by the university, the College of Education was charged with raising $25,775,000. The university surpassed this ambitious goal by more than $200 million, having documented more than $1.4 billion in the form of gifts, non-governmental grants, and pledges from alumni, friends, foundations, corporations and associations.

The College of Education exceeded its $25,775,000 campaign goal more than three years ahead of schedule. A total of $50,381,423 was raised by the college between July 1, 1999 and Sept. 30, 2007 to support our students, faculty and programs.
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, faculty or specific programs. Endowed funds are pooled and invested by the university and the college benefits in the form of interest income generated. 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 in perpetuity. Over the course of The Campaign for MSU, the College of Education Endowment more than quadrupled in size – today generating over $630,000 in recurring funding for students, faculty and programs.

Endowment Value: $13,176,232

New Endowments

Clark and Lani Ford Endowed Scholarship in Math and Science Education
For undergraduates and/or students in their internship year enrolled in a secondary education program in the college with a major in mathematics, chemistry or physics.

College of Education Graduate Fellowship Fund
For recruiting top graduate students to the College of Education; established with annual donations to the college.

Ann Graham Public Education Policy Internship
To support a paid internship with the Michigan Education Association’s Government Affairs office for undergraduate elementary education students.

Judge Thomas A. and Helen Van Tiem Sr. Early Childhood Scholarship
To support admitted students in the elementary education program with an intent and desire to teach grades K-3.

Jack and Ingrid Wallach Endowed Scholarship in Education
To provide scholarships for worthy undergraduate students based, at least in part, on financial need.
Selected Faculty and Staff Awards, Honors and Leadership Positions

Marilyn Amey, named chair, Dissertation of the Year Award Committee, National Association of Student Personnel Administrators.

Roger Baldwin, recipient, Robert J. Menges Presentation Award, Professional and Organizational Development (POD) Network in Higher Education.

Mark Conley, elected president, Michigan Alliance of Reading Professors.

Gail Dummer, named Outstanding Professional of the Year, Adapted Physical Activity Council, American Association of Health, Physical Education, Recreation and Dance.

Patricia Edwards, elected vice-president, International Reading Association.

Jim Fairweather, recipient, Erasmus Mundus visiting professorship, University of Tampere and University of Oslo, European Union.

Deborah Feltz, elected president, North American Society for the Psychology of Sport and Physical Activity.

Dan Gould, listed among the 100 Most Influential Sports Educators in America, Institute for International Sport.

Beth Herbel-Eisenmann, invited participant, National Council of Teachers of Mathematics (NCTM) Research Agenda Conference; and invited committee member, 11th International Congress on Mathematics Education.

Mary Juzwik, elected publications chair and executive board member, National Conference on Research in Language and Literacy.

Guofang Li, recipient, Early Career Award, Division G, American Educational Research Association.

Reitumetse Obakeng Mabokela, named chair, Gail P. Kelly Dissertation Award Committee, Comparative & International Education Society.

Punya Mishra (with Qaiser Malik & Michael Shanblatt), third prize for best paper, American Society for Engineering Education.

Karin Pfeiffer, elected president-elect, Midwest Chapter, American College of Sports Medicine.

James Pivarnik, elected president-elect, American College of Sports Medicine.

Susan Printy, named Outstanding Reviewer, Educational Administration Quarterly.

Mark Reckase, named president, National Council on Measurement in Education.

Kristen Renn, elected, Board of Directors, Association for the Study of Higher Education; recipient, Annuit Coeptis Award, American College Personnel Association; and Outstanding Contribution to Student Affairs through Teaching Award, Region IV East, National Association of Student Personnel Administrators (NASPA).

Joan Smith, elected president, Directors and Representatives of Teacher Education Programs (DARTEP) in Michigan.

Sports Skills Program (Gail Dummer), recipient, Outstanding Sports Organization Award, Special Olympics Michigan.

Maria Teresa Tato, elected vice-president, Comparative & International Education Society.

Michelle Williams, recipient, Faculty Early Career Development (CAREER) Program award, National Science Foundation.

Suzanne Wilson, chair, Teacher Quality Subcommittee, National Research Council/National Academy of Education White Papers on Education Policy; member, Teacher Preparation Study Panel, National Academy of Science/National Research Council; and commissioner, Carnegie-HAS Commission on Mathematics and Science Education.

Peter Youngs, named Outstanding Reviewer, Educational Evaluation and Policy Analysis (AERA).

Michigan State University awards:

Cynthia Covell, recipient, Outstanding Faculty Member Award, Senior Class Council.

MaryLee Davis, recipient, Lifetime Achievement Award, MSU Excellence in Diversity Recognition and Awards


Awards Competition in Instructional Technology (2008), funded by AT&T:

Matthew Koehler and Punya Mishra, first place, Best Fully Online Course (TE 150)

Timothy Tansey, Honorable Mention, Best Blended Course (CEP 877)

College of Education Excellence in Teaching Awards (2008):

Tom Bird
John Dirkx
Lynn Paine
Steve Weiland

Doctoral students:
Gina Garner
Valerie Struthers Walker
Selected Faculty Books, Book Chapters & Reports

Marilyn Amey

Ann Austin


Jere Brophy


Jere Brophy and Jan Alleman


Angela Calabrese Barton

Amita Chudgar


Mark Conley

John Dirkx

Nell Duke


Christopher Dunbar

Carol Sue Englert, Troy Mariage and Cynthia Okolo

James Fairweather

Deborah Feltz


Daniel Gould

Selected Faculty Books, Book Chapters & Reports

Elizabeth Heilman


Beth Herbel-Eisenmann

Matthew Koehler

Matthew Koehler and Punya Mishra

Guofang Li
Brock, C., Case, R., Pennington, J., Li, G., & Salas, R. (2008). Using a multimodal theoretical lens to explore studies pertaining to English learners in the visual and communicative arts. In J. Flood, S. Brice-Heath, & D. Lapp (Eds.), Handbook of research on teaching literacy through the communicative and visual arts. Mahwah, NJ: Lawrence Erlbaum.


Mary Lundeberg

Reitumetse Obakeng Mabokela


Kim Maier and Barbara Schneider

Melinda Mangin

James Minor


Punya Mishra

Punya Mishra, Matt Koehler and Yong Zhao


Cynthia Okolo
Selected Faculty Books, Book Chapters & Reports

**Karín Pfeiffer**

**Mark Reckase**

**William Schmidt**

**William Schmidt and Richard Houang**

**William Schmidt, Teresa Tatto, Leland Cogan, Richard Houang, Lynn Paine and John Schwille**

**Barbara Schneider and William Schmidt**

**Barbara Schneider**


**BetsAnn Smith**

**Robbie Stewart and Chandra Donnell**

**Robbie Steward, Matthew Diemer and Douglas Neil**

**Teresa Tatto, John Schwille and Sharon Senk**

**Gary Troia**

**Suzanne Wilson**

**David Wong, Punya Mishra and Matthew Koehler**

**Yong Zhao**


Active Grants

Multi-year funded amounts. Some figures represent projected amounts beyond 2008.

Accelerating Expository Literacy in Support of Students in Middle School Curriculum
Carol Sue Englert, Cynthia Okolo and Troy Mariage
$900,000
U.S. Department of Education
2006 – 2009

Algeria – E3link - Linking Algerian and United States Schools
Joseph Codde
$201,201
Creative Associates
2007 – 2008

Algeria Information and Communications Technology Plan
Joseph Codde
$506,822
U.S. Department of State
2005 – 2007

Algeria Information and Communications Technology Plan: Policy and Study Tours
Joseph Codde
$16,062
U.S. Department of State
2005 – 2007

Aligning Ambition for Postsecondary Transition in East Asia
Barbara Schneider
$37,000
U.S. Department of State
2007 – 2008

Alliance for Building Capacity in Schools (ABCS)
Barbara Markle
$65,000
Michigan Department of Education
2007

Alliance for Educational Excellence
Barbara Markle
$43,200
U.S. Department of Education
2007 – 2008

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

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

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 Certified Athletic Trainers Level of Cultural Competence in the Delivery of Health Care
Tracey Covassin
$3,129
National Athletic Trainers’ Association Research and Education Foundation
2007 – 2008

Assessment of Health Behaviors of College Students
James Pivarnik
$5,000
American College of Sports Medicine Foundation
2006 – 2008

Bellevue Analyses
William Schmidt
$345,500
Bellevue School Foundation
2003 – 2009

Broad Partnership Between Michigan State University College of Education and Detroit Public Schools
Sonya Gunnings-Moton and Carole Ames
$6,000,000
Broad Foundation
2003 – 2017

Canadian Studies K-12 Outreach
William Joyce
$5,717
Canadian Embassy
2007 – 2008

CAREER: Discourse Analysis: A Catalyst for Reflective Inquiry in Mathematics Classrooms
Beth Herbel-Eisenmann
$145,790
National Science Foundation
2006 – 2011

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
Active Grants

**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

**CAREER: Tracing Children’s Developing Understanding of Heredity Over Time**
Michelle Williams
$496,663
National Science Foundation
2007 – 2012

**Case Study Teaching in Science: A Nationwide Program of Faculty Development and Dissemination**
Mary Lundeberg
$173,855
National Science Foundation
2004 – 2008

**Cases of Reasoning and Proving for Secondary Mathematics**
Michael Steele
$178,790
National Science Foundation
2004 – 2008

**Causal Inference in Instructional Workforce Research**
Mary Kennedy and Betsy Becker*
$1,031,086
National Science Foundation
2003 – 2008

**Center for Learning and Teaching in Science Curriculum Studies**
James Gallagher and Edward Smith
$2,809,863
National Science Foundation
2002 – 2009

**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 and Ann Austin
$1,558,480
National Science Foundation
2003 – 2008

**Center for the Study of Mathematics Curriculum**
Sandra Wilcox*
$133,436
National Science Foundation
2004 – 2008

**Children Learning in Information Technology Environments**
Yong Zhao
$112,267
National Science Foundation
2005 – 2008

**Children’s Learning from Multiple Media in Informal Mathematics Education**
Sandra Crespo
$110,578
National Science Foundation
2007 – 2009

**Chinese Language Video Game Development**
Yong Zhao
$1,434,500
Chinese National Office for Teaching Chinese
2007 – 2010

**Choice, Control, and Change**
Angela Calabrese Barton
$27,000
National Institutes of Health
2007 – 2008

**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

**Conductive Educational Evaluation Program for Children with Cerebral Palsy**
Kenneth Frank
$22,500
Michigan Department of Education
2006 – 2008

**Confucius Institute at Michigan State University**
Yong Zhao
$334,000
2006 – 2008

**Contemporary Black Colleges and Universities**
James Minor
$40,000
Lumina Foundation
2007 – 2008

**Contemporary Families and Experiences of Work**
Barbara Schneider
$320,541
Sloan Foundation
2007 – 2008
### Active Grants

**Data Research and Development Center**  
Barbara Schneider  
$734,470  
National Science Foundation  
2005 – 2008

**Deep Think: Thinking Deeply About Biodiversity Through Inquiry**  
Amelia Wenk Gotwals  
$208,607  
National Science Foundation  
2007 – 2011

**Developing Computer Simulations of Protein Laboratory Procedures for Case-Based Learning in International Biology Curriculums**  
Mary Lundeberg  
$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  
2003 – 2008

**Developing Subject Matter Knowledge in Mathematics Middle School Teachers**  
William Schmidt and Maria Teresa Tatto  
$1,397,599  
National Science Foundation  
2003 – 2008

**Diagnostic Question Clusters to Improve Student Reasoning and Understanding in General Biology Courses**  
Charles Anderson  
$73,441  
National Science Foundation  
2008 – 2009

**Digital Text in History-Learning Environments**  
Cynthia Okolo and Carol Sue Englert  
$117,000  
U.S. Department of Education  
2005 – 2010

**Diagnostic Question Clusters to Improve Student Reasoning and Understanding in General Biology Courses**  
Charles Anderson  
$73,441  
National Science Foundation  
2003 – 2008

**Digital Text in History-Learning Environments**  
Cynthia Okolo and Carol Sue Englert  
$117,000  
U.S. Department of Education  
2005 – 2010

**Diagnostic Question Clusters to Improve Student Reasoning and Understanding in General Biology Courses**  
Charles Anderson  
$73,441  
National Science Foundation  
2003 – 2008

**Evidence – Based Practices with Head Start Students At-Risk for Later Behavioral Problems**  
John Carlson and Jessica Krue  
$50,000  
U.S. Department of Health and Human Services  
2006 – 2008

**Evidence – Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood**  
John Carlson, Evelyn Oka, Summer Ferreri, Jean Baker and Sara Bolt  
$400,000  
U.S. Department of Education  
2007 – 2009

**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

**Excellence Through Collaboration: A Doctoral Preparation Planning Grant Proposal for D/HH Education**  
Harold Johnson  
$99,472  
U.S. Department of Education  
2007 – 2008

**First International Mathematics Teacher Education Study (TEDS-M)**  
Maria Teresa Tatto and John Schwille  
$3,347,484  
National Science Foundation  
2005 – 2009
Active Grants

**Flint Transition to Teaching**
Mary Lundeberg and Sharon Schwille  
$493,254  
U.S. Department of Education  
2002 – 2007

**Food Insecurity, Stress, and Childhood Obesity**
Joey Eisenmann and Deborah Feltz  
$22,161  
U.S. Department of Agriculture  
2007 – 2010

**Framework for Reasoning in Cell Biology Courses**
Joyce Parker, Charles Anderson and Gail Richmond  
$36,000  
National Science Foundation  
2008 – 2009

**Future Teachers for Social Justice**
Sonya Gunnings-Moton, Christopher Dunbar and Dorothea Aragnostopoulos  
$580,000  
Skillman Foundation  
2005 – 2009

**Girls’ Science Practices in Urban High Poverty Communities**
Angela Calabrese Barton  
$315,519  
National Science Foundation  
2006 – 2008

**Impact of Item Disclosure on the Probability of Passing the NCLEX-RN Exam**
Mark Reckase  
$196,196  
National Council of State Boards of Nursing  
2007 – 2008

**Impact of Teacher Qualification and Instructional Practices on Reading and Mathematics Achievement in Young Children**
Cassandra Guarino  
$144,107  
National Institutes of Health  
2008 – 2010

**Improving Research and Practice for Diverse Students with Disabilities in Urban Schools**
Susan Peters and Linda Patriarca *  
$790,009  
U.S. Department of Education  
2002 – 2008

**Interdisciplinary Leadership Training in Evidence-Based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors**
John Carlson, Matthew Mayer, * Jean Baker, Evelyn Oka and Troy Mariage  
$800,000  
U.S. Department of Education  
2004 – 2008

**Intergovernmental Personnel Act Agreement for Joan Ferrini-Mundy**
Joan Ferrini-Mundy  
$90,410  
National Science Foundation  
2007 – 2008

**Investigating Green Energy Technologies in the City: A Youth Based Project**
Angela Calabrese Barton and Scott Calabrese Barton  
$899,995  
National Science Foundation  
2007 – 2010
Active Grants

**Investigation into Teacher Learning about Parental Engagement in Science and Mathematics Education**
Angela Calabrese Barton
$40,000
Spencer Foundation
2008 – 2009

**Kellogg Leadership for Community Change – Implementation Work**
Maenette Benham*
$361,340
W.K. Kellogg Foundation
2006 – 2009

**Kellogg Leadership for Community Change Initiative – Evaluation (Session I); Valuing and Building (Session II)**
Maenette Benham*
$441,012
W.K. Kellogg Foundation
2003 – 2008

**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 – 2007

**King Chavez Parks Web Based Management and Reporting System**
Rhonda Egidio
$105,000
Michigan Department of Labor and Economic Growth
2006 – 2008

**Know It: Knowledge Through Information Technology**
Rhonda Egidio
$763,873
Michigan Department of Career Development
2000 – 2008

**Knowing Mathematics for Teaching Algebra**
Raven McCrory and Robert Floden
$944,388
National Science Foundation
2004 – 2008

**KnowIT 2007-08 within the E-Learn Community**
Rhonda Egidio
$64,066
Michigan Department of Labor and Economic Growth
2007 – 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 – 2007

**Learning Progression for Scientific Modeling**
Christina Schwarz
$332,045
National Science Foundation
2006 – 2010

**Lebanese American University Partnership/Information and Communications Technology in Education**
Joseph Codde
$300,000
U.S. Department of State
2007 – 2012

**Longitudinal Study of the Obesity - Phenotype in Young Children**
Joey Eisenmann and Deborah Feltz
$71,067
American Heart Association
2007 – 2008

**Longitudinal Validity of Accelerometry in Youth**
Karin Pfeiffer
$744,366
National Institutes of Health
2007 – 2012

**Mathematicians and Mathematics Educators Collaborating on Capstone Courses for Secondary Mathematics Teachers**
Natasha Speer
$30,000
National Science Foundation
2006 – 2008

**Mentor Academy Component of Teachers for a New Era Project**
Robert Floden
$10,000
Saginaw Valley State University
2007

**Michigan Smaller Learning Communities Consortium**
Susan Printy and BetsAnn Smith
$360,000
U.S. Department of Education
2007 – 2012
Active Grants

MI-PAL: Michigan Preschoolers Acquiring Language and Literacy
Patricia Edwards
$154,077
U.S. 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 and Kimberly Maier
$142,470
National Institutes of Health
2005 – 2007

National Income, Income Inequality, and the Importance of Schools and Teachers: A Hierarchical Cross-National Comparison
Amita Chudgar
$35,000
American Educational Research Association
2007 – 2009

National Youth Football Partners Grant Recipient Evaluation
Daniel Gould and Tracey Covassin
$281,991
National Football League Charities Foundation
2007 – 2008

On-Line Learning Center
Rhonda Egidio
$47,820
Michigan Department of Labor and Economic Growth
2007 – 2008

Partnership to Prepare Global and International Educators
John Schwillie
$25,000
Longview Foundation
2007 – 2008

Pathways to Bilingualism: E-Learning and Teaching of Modern Foreign Languages
Guofang Li
$540,000
U.S. Department of Education
2007 – 2010

PD3 Evaluation
William Schmidt
$130,104
National Science Foundation
2007 – 2008

Perceived Social Support and Athletes Resilience Following Athletic Injury
Tracey Covassin
$95,828
Centers for Disease Control
2008 – 2012

Physical Activity during Pregnancy, Fetal Growth and Toddler Body Size
James Pivarnik
$37,800
Centers for Disease Control
2008 – 2009

Physical Activity for Children with Autism: Parent Perspectives
Gail Dummer
$1,996
Organization for Autism Research
2007 – 2008

Predicting College Acceptance, Majoring in Mathematics and Science, and the Pathway to Teaching in Texas
Marjorie Wallace
$87,435
National Science Foundation
2007 – 2008

Predicting Vocational Interest-College Major Correspondence among Youth of Color in Poverty
Matthew Diemer
$7,550
Kuder, Incorporated
2007 – 2008

Preparing Integrated Learning and Behavioral Specialists in Special Education
Matthew Mayer* and Troy Mariage
$763,083
U.S. Department of Education
2005 – 2008

Preparing Leadership Personnel in Policy and Practice for Diverse Students with Disabilities in Urban Settings
Troy Mariage and Susan Peters
$366,987
U.S. Department of Education
2006 – 2008

Preparing Preservice Teachers: Teaching Adolescents Strategies for Reading and Writing
Mark Conley
$100,000
Carnegie Corporation
2005 – 2008

Principals Fellowship Program (Phase I and II)
Barbara Markle
$1,656,755
Michigan Department of Education
2007 – 2008
Active Grants

**Problem-Based Learning Designed Science and Mathematics Professional Development**
Matthew Koehler, Mary Lundeberg and Joyce Parker
$2,302,565
National Science Foundation
2004 – 2009

**Professional Development in Early Reading**
Matthew Koehler
$273,829
U.S. Department of Education
2004 – 2008

**Project ACCEL: Accelerating Expository Literacy to Improve School Outcomes**
Carol Sue Englert and Cynthia Okolo
$700,000
U.S. Department of Education
2003 – 2008

**Project Excellence: A Program Evaluation Partnership**
Michael Leahy
$1,765,774
Michigan Department of Career Development
2004 – 2009

**Promoting Academic Success Initiative**
Christopher Dunbar
$50,000
W.K. Kellogg Foundation
2007 – 2008

**Promoting Rigorous Outcomes in Mathematics/Science Education (PROM/SE)**
William Schmidt
$17,500,000***
National Science Foundation
2003 – 2010

**Reaching and Educating At Risk Children in India**
Punyashloke Mishra and John Schwille
$504,791
U.S. Agency for International Development
2003 – 2007

**Rehabilitation Counseling: Long-Term Training**
Michael Leahy
$750,000
U.S. 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 Putram
$487,191
National Science Foundation
2003 – 2008

**Research-Based Knowledge about Students’ Mathematical Thinking**
Michael Battista*
$739,112
National Science Foundation
2006 – 2008

**Small Sustainable Alternatives to Big Reform**
Mary Kennedy
$159,887
National Science Foundation
2006 – 2008

**Social Skills in Sports (S3) Program: A Problem-Solving Approach to Developing the Social Skills of Young Adults**
Gail Dummer
$3,496
Special Olympics Healthy Athlete
2007 – 2008

**SPARKLE: School Psychologists with Accommodation and Remediation Knowledge to Promote Literacy Everywhere**
Sara Bolt, Jean Baker, John Carlson and Evelyn Oka
$787,419
U.S. Department of Education
2007 – 2011

**Special Education Technology Scholars Program**
Cynthia Okolo and Carol Sue Englert
$800,000
U.S. Department of Education
2003 – 2008

**Spencer Research Training Grant**
College of Education
$2,100,000
Spencer Foundation
1997 – 2008

**Statewide Coaches Institute (Phase I and II)**
Barbara Markle
$1,534,032
Michigan Department of Education
2007 – 2008

**Strengthening Tomorrow’s Education in Measurement**
John P. Smith, III
$451,062
National Science Foundation
2006 – 2008
Active Grants

Study of Instructionally Effective School Districts
Gary Sykes
$600,000
Hewlett Foundation
2004 – 2008

Teacher Retention and Student Learning in Urban Michigan Districts
Peter Youngs
$385,700
Carnegie Corporation
2006 – 2009

Teachers as Designers: A Problem-Based Approach to Preparing Teachers
Yong Zhao, Punyashloke Misra, Matthew Koehler and Cheryl Rosaen
$1,575,435
U.S. Department of Education
2003 – 2007

Teachers for a New Era Initiative
Robert Floden, John Hudzik and Joan Ferrini-Mundy
$5,250,000**
Carnegie Corporation, Ford Foundation and Annenberg Foundation
2002 – 2009

Think Detroit Police Athletic League Program Evaluation
Daniel Gould
$180,900
Think Detroit Police Athletic League
2007 – 2010

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 the Role of Academic Self-Concept and Sense of Belonging
Reitumetse Mabokela
$5,000
National Academic Advising Association
2007 – 2008

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
U.S. Department of Education
2006 – 2008

Validation of a Treadmill Test to Determine Aerobic Fitness in Michigan Department of Natural Resources Firefighters
James Pivarnik
$1,800
Michigan Department of Natural Resources
2008

Virtual History Museum (Phase I and II)
Cynthia Okolo and Carol Sue Englert
$800,000
U.S. Department of Education
2002 – 2008

Website/Database Grant Management Customization Project for Community College Services Unit Perkins Program
Rhonda Egidio
$186,840
U.S. Department of Education
2006 – 2007

Wisdom of Practice: Reflecting on the Contributions of Lee Shulman to Educational Research
Suzanne Wilson
$35,625
Spencer Foundation
2008

TOTAL $96,317,762

* No longer at Michigan State University.
** Total university award amount.
*** Full award to Michigan State University is $35,000,000.