

preparation • *policy* • *practice* = *Quality*

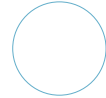
Through &
through



Through *our undergraduate and graduate academic programs,*
we strive to get **through** *to the minds and hearts of our*
students and to **impact the quality** *of the K-16 educational system.*

Michigan State University

College of Education



Annual Report

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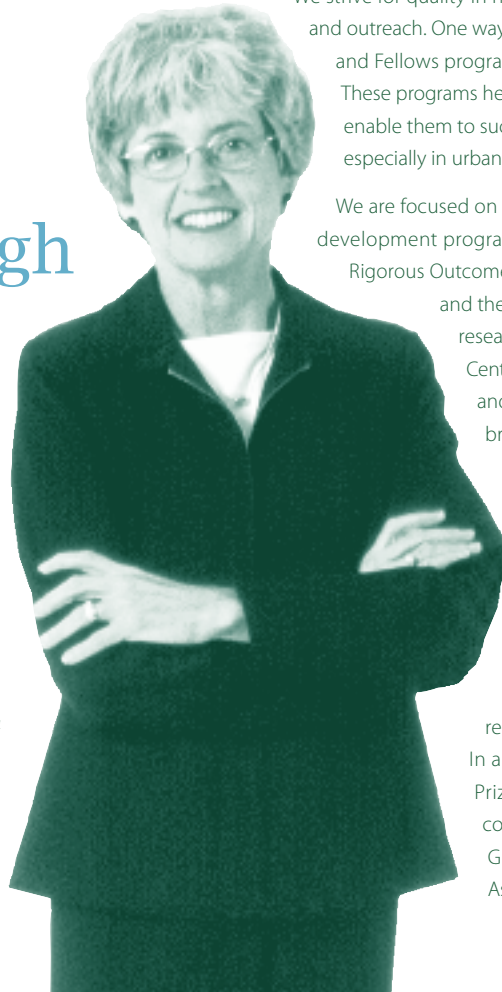
The theme of the 2005-06 College of Education Annual Report is **Quality Through and Through**. Quality must be evident in how we approach and conduct our work and in the products of our work. We cannot settle for isolated pockets of quality or different levels of quality across our work. We set very high standards for ourselves and strive for the highest quality in all that we do.

We seek to make a difference in the K-16 educational system through academic programs that prepare teachers, educational leaders and researchers. To remain among the best, these programs must be the focus of continual renewal and reform. We aim to impact the quality of educational practice as well as inform and influence educational policy through research on teaching and learning and through outreach and engagement in diverse educational communities. We also must take on the serious challenges in educational practice in urban and high poverty environments. Thus, our theme reflects our ongoing commitment to attaining high quality across our mission.

We strive for quality in how we approach and conduct teaching, research and outreach. One way we are doing this is through the Broad Scholarship and Fellows program and the new Urban Educator Cohort Program. These programs help students develop the kinds of expertise that will enable them to succeed and excel as teachers and educational leaders, especially in urban environments.

We are focused on quality and impact through diverse research and development programs such as Teachers for a New Era, Promoting Rigorous Outcomes in Mathematics and Science Education (PROM/SE), and the Spencer Research Training Grant, and through research centers such as the Literacy Achievement Research Center and the Center for Research in Mathematics and Science Education. Equally important to us is the breadth of our impact. 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. We are doing this through many international collaborations including with China through the U.S. China Center and the Confucius Institute. In recognition of the breadth and depth of our international engagement, the College of Education received a second award for international education. In addition to the 2004 Goldman Sachs Foundation Prize for Excellence in International Education, the college was awarded the 2006 Best Practice Award for Global and International Education from the American Association of College of Teacher Education. These

Quality
Through &
through



Carole Ames, Dean
MSU College of Education

sustained commitment by the college and its faculty to internationalizing its academic programs and curriculum and to engaging in the kind of research and development that has impact beyond our national boundaries. In fact, our professional development and research sites extend across 37 counties in the state of Michigan and 25 countries.

Quality in the College of Education programs continues to be recognized by the university. This past year, the university invested new tuition income into a Quality Fund that was specifically targeted to benefit students and to have an impact across the mission of the university. The college applied for these funds and received over \$1.2 million to support the hiring of eight new tenure stream faculty members in high-need areas such as mathematics and science education, teacher induction, early childhood learning, English language learning and urban education. We also received funds to support several urban education initiatives including the Urban Educator Cohort Program and the Broad Summer Scholars (enabling us to double the number of summer fellowships for undergraduate teacher education candidates in Detroit).

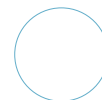
Our quest for quality in teaching and research also extends to our facilities. This past year, we completed major renovations in Erickson Hall. New classrooms and conference rooms are state-of-the-art equipped with a wide range of technologies including polyvision walk and talk virtual whiteboards, multi-camera polycom video conferencing systems, polyvision interactive panels, multi-purpose student workstations that allow laptops to be displayed at any station in the room or on the main classroom screen and stations for video and audio podcasting. In addition, open space on the first floor has been renovated to create meeting rooms, conversation areas and a coffee shop with an outdoor patio. Our building is abuzz with inviting conversation areas for undergrads and grads to gather and meet. Still in progress is an addition to the front of the building that will provide new research space and offices for student advising. When you are on campus, please visit Erickson and see these investments in quality facilities.

Finally, sustaining quality requires investing in our future, and the capital campaign has enabled us to endow many new scholarships and fellowships as well as named chairs. With the end of the capital campaign yet a year away, we have achieved our initial goal. In fact, we have exceeded our goal by 68 percent. Nevertheless, continued growth of our scholarship and fellowship endowment as support for students is now more critical than ever in our recruitment and retention of those with significant financial need.

Although our annual report can only provide a snapshot of the active work of the college, we hope it reflects our continuing dedication to the highest quality. The achievements of the faculty bring distinction to academic programs. The rankings of the college and its programs reflect the enduring commitment of faculty to research that stands to improve practice and to inform policy. With this annual report, we look at what we have achieved, but we are focused on the future and continuing to build and sustain only the highest quality...

...we expect no less.

*At the MSU College of Education,
we seek to **make a difference**
in the **quality** of educational practice
as well as **inform and influence**
educational policy **through**
outreach and engagement in **diverse**
educational communities.*



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 on full display during the 2005–2006 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 378 bachelor's degrees in 2005–2006. In addition, 481 students completed internships.

Quality

through teaching



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 for 2004-2005*

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 2004-2005, 535 prospective elementary and secondary teachers completed internships. Students are recommended for Michigan elementary or secondary teacher certification.

Student Characteristics

Ninety-three percent of the students admitted to the teacher education program for fall 2004 were traditional undergraduates with 7 percent admitted as post-baccalaureate students. Ninety-six 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 2004 to the elementary program was 23, and the mean composite ACT score for those admitted to the secondary program was 25. Upon admission (fall 2004) the mean overall grade point average for both elementary and secondary education students was 3.5 on a 4.0 scale.

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 overall grade point average 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.

Admission to the Internship Year

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 grade point average of 2.5 or above in each of the following: university overall cumulative grade point average, teaching major, and/or teaching minor(s);
- earned a grade point average 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.

Accreditation

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

**Filed in 2005-06*



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

Urban Education Programs

Three unique offerings in the college prepare new teachers for skilled work in our inner cities: the Broad Partnership, the Urban Educators Cohort Program and the Skillman Foundation/Future Teachers for Social Justice initiative.

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 career guidance along with pre-college preparation and readiness experiences and in-depth academic skill development, including help with the ACT, technology and writing, study skills and social justice in education. More than 200 students have participated thus far.

DPS graduates who attend MSU to earn a bachelor's degree and a teacher certification, can also join the Broad initiative through a Future Teachers Award. The award offers loan forgiveness (1/3 for each year of teaching service) along with financial support to cover tuition, fees, room and board. Graduates of the Broad program agree, in exchange for the support, to teach in the DPS system or another approved setting. Thirty-three 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 students who participated in the summer program to 126.

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 in 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 are granted admission 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 for jobs in urban school districts upon certification.

The Skillman Foundation/ Future Teachers for Social Justice (FTSJ)

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 FTSJ program, targeting up to 350 students in their junior and senior years, 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 received academic training to improve their reading, writing and research skills along with training in peer teaching and enacting social justice projects.

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 2005-06, the college conferred 82 Ph.D. degrees, 15 Ed.S. degrees and 564 MA/MS degrees.

For the 12th straight year, the *U.S. News and World Report* magazine ranking of 276 graduate schools of education rated the College of Education's programs in elementary and secondary education as the best in the nation. MSU remained first in rehabilitation counseling, according to rankings completed in 2003. In addition, curriculum and instruction ranked second, higher education administration ranked fourth, educational psychology ranked fifth, education policy ranked ninth, and administration/supervision 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.

Annual Rankings of Graduate Schools of Education



Elementary Education

1 Michigan State University

- 2 University of Wisconsin-Madison
- 3 University of Georgia
- 4 Ohio State University-Columbus
- 5 Teachers College, Columbia University
- 6 Vanderbilt University-Peabody-TN

Secondary Education

1 Michigan State University

- 2 University of Wisconsin-Madison
- 3 Stanford University-CA
- 4 Ohio State University-Columbus
- 5 University of Georgia
- 6 Teachers College, Columbia University

Rehabilitation Counseling*

1. Michigan State University

2. University of Wisconsin-Madison
3. Southern Illinois University
3. University of Iowa
5. Boston University
5. George Washington University
5. Illinois Institute of Technology

Curriculum/Instruction

1. University of Wisconsin-Madison
2. Michigan State University
3. Teachers College, Columbia University
4. University of Illinois-Urbana-Champaign
5. Stanford University-CA
6. Ohio State University-Columbus

*Retained from 2003 rankings.

Higher Education Administration

1. University of Michigan-Ann Arbor
2. Pennsylvania State University
3. University of California-Los Angeles
4. Michigan State University
5. University of Southern California-Rossier

Educational Psychology

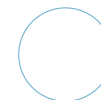
1. University of Wisconsin-Madison
2. Stanford University-CA
3. University of Michigan-Ann Arbor
4. University of Illinois-Urbana-Champaign
5. Michigan State University
6. University of Maryland-College Park

Education Policy

1. Harvard University
2. Stanford University-CA
3. University of Wisconsin-Madison
4. Teachers College, Columbia University
5. University of Michigan-Ann Arbor
6. Vanderbilt University-Peabody-TN
7. University of Pennsylvania
8. University of California-Berkeley
9. Michigan State University
10. Pennsylvania State University
10. University of California-Los Angeles

Administration/Supervision

1. University of Wisconsin-Madison
2. Vanderbilt University-Peabody-TN
3. Harvard University
4. Stanford University-CA
5. Pennsylvania State University
6. Ohio State University-Columbus
7. University of Texas-Austin
8. Teachers College, Columbia University
9. University of Michigan-Ann Arbor
10. Michigan State University



Through 12 straight years,
U.S. News & World Report rated
MSU's elementary and secondary
education programs as the
best in the nation.



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 more than \$20,263,758. During the 2005–2006 academic year, more than half of all faculty members in the college had funded research projects. The list on pages 24-32 of this report indicates current funded research projects, many of which are multi-year contracts.

Research *on the processes of teaching and learning contributes to*

*the knowledge in the field of education and, equally important, it **informs***

*our programs, **influences** policy and results in **changes** in practice.*

Quality

through
research

Selected Research Projects

Center for Curriculum Materials in Science

National Science Foundation, Jim Gallagher and Ed Smith, \$9.9 million

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 more effectively use 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, Jim Fairweather and Ann Austin, \$1.6 million

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.

Literacy Achievement Research Center

MSU Research Excellence Fund, Michael Pressley (deceased, May 2006), Nell Duke, \$2 million

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 and Science Education (PROM/SE) in the Center for Research in Mathematics and Science Education

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

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 mathematics and science teaching.

Teacher Education Study in Mathematics (TEDS-M)

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

Michigan State University and the Australian Council for Educational Research are the international 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.

Teachers for a New Era

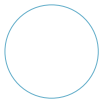
Carnegie Corporation of New York with additional funding from the Ford, Annenberg and Rockefeller Foundations, Joan Ferrini-Mundy, Robert Floden, and John Hudzik, \$5 million

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 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. 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, Yong Zhao, \$5 million

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.



Meeting the needs of educators **through** popular **Off-Campus Credit Programs**,
an **Online Master of Arts in Education through** MSU's Virtual University and
Graduate Studies in Education Overseas.

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.

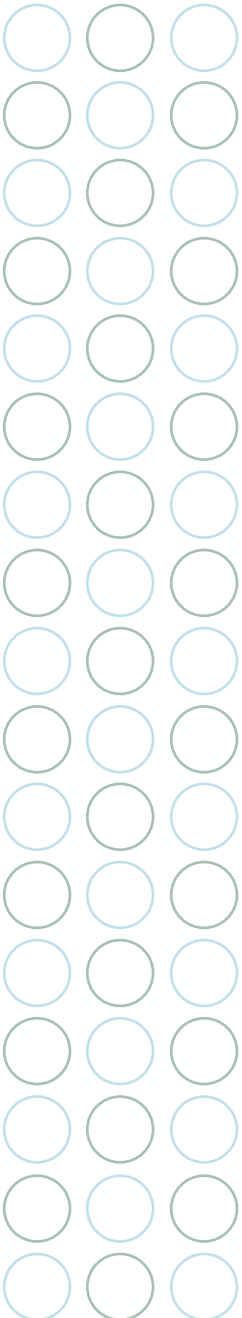
The popular programs have made the Off-Campus Credit Programs (OCCP) one of the top producers of student credit hours at the university. In 2005-06, the total was 4,505 credit hours. The college also offers an online Master of Arts in Education through MSU's Virtual University. The all-college program 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 2,403 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 200 educators, approximately 180 of whom are active M.A. candidates. The program generated 1,667 credit hours in 2005–2006.

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.

Quality
through
outreach





the office of K-12 Outreach

through

K-12 Outreach Programs

The college contributes to educational practice and policy in Michigan by maintaining extensive connections with K-12 schools and the state's educational policy leadership through the Office of K-12 Outreach. This year, K-12 Outreach worked closely with policy makers on Michigan high school reform, including the development of the state's new rigorous graduation requirements and mathematics and English language arts content expectations. The following are highlights of some of the projects and collaborations that connect the college to educators in the field.

Annual Education Conference

Focusing on what students need to learn in high school to be prepared for higher education or the workforce, two conferences in April 2006 introduced educators to Michigan's new more rigorous content expectations for high school mathematics and English language arts. The day-long events featured presentations by key Michigan education officials, including the State Superintendent Mike Flanagan and State Board President Kathleen Straus. 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 in mathematics and English language arts. The conferences served as the first step in disseminating the new high school expectations.

President's Education Policy Forums

The President's Education Policy Forums, which completed their eighth 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 President Lou Anna Simon and the College of Education through the Office of K-12 Outreach. The four forums held this year focused on critical issues of high school reform, including Michigan high school reform efforts in the context of international benchmarks, NAEP assessment results in reading and mathematics, the urgency of raising standards and expectations in high school mathematics, and improving teacher quality to meet new standards. This event, by invitation only, is 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.

Superintendents' Institute

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 on issues and develop leadership and problem-solving strategies. Small group discussions and interactive sessions

allow participants to interact with presenters, reflect and share ideas on best practice and educational issues. In the context of national and state emphasis on high school reform, the three-day institute featured leading experts on topics such as mathematics and science education in a global economy, excellence, equity and the high school curriculum, literacy learning across the content areas in secondary schools, learning about high school reform from other countries and enhancing Michigan's economy, education and quality of life assets.

Preparing New Principals: Emerging Leaders Program

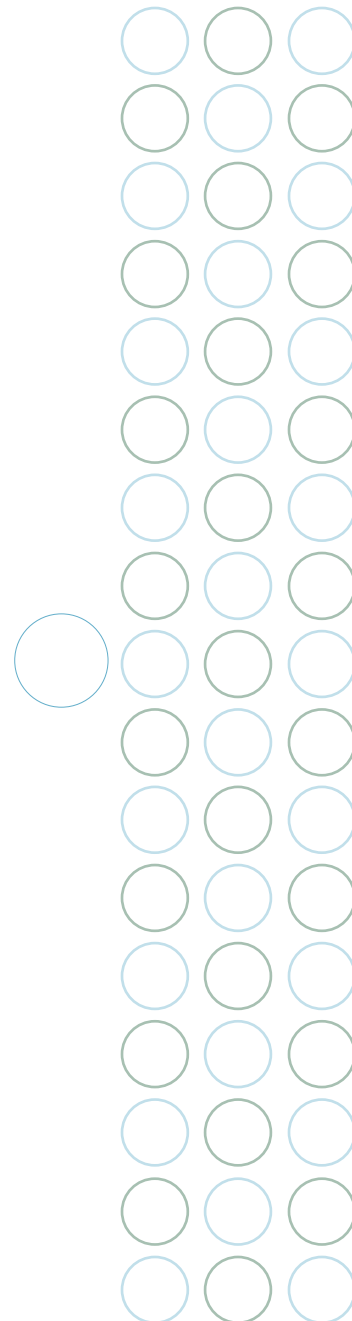
Emerging Leaders, completing its eighth year in June 2006, is a K-12 Outreach collaborative program with the Michigan Association of Secondary School Principals (MASSP) and the Michigan Elementary and Middle School Principals Association (MEMSPA). This three-day summer institute staffed by College of Education faculty, successful practicing principals, and the president and executive director of MASSP and MEMSPA, provides 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.

Policy Roundtable on Teacher Preparation

On Feb. 24, 2006, representatives of K-12 education, higher education and public policymakers convened in Lansing for a day-long roundtable discussion of high school reform in Michigan and how the new requirements will impact teacher preparation. Sponsored by the Consortium for Policy Research in Education (CPRE), and the Education Policy Center at Michigan State University (MSU/EPC), and coordinated by the Office of K-12 Outreach, the main purpose of the roundtable was to look at the education policy environment in Michigan, and begin a conversation to examine the implications of new, more rigorous high school content expectations and graduation requirements, and to identify productive ways for K-12 education, higher education and public policymakers to work together to improve the quality of Michigan's teaching force in science and mathematics. MSU College of Education faculty provided the latest research and led discussions on mathematics and science teacher recruitment, preparation and support through induction.

NEA Coaches Institute for School Improvement

The Office of K-12 Outreach is working in collaboration with the National Education Association and the Wisconsin Education Association to design, pilot and implement a Keys to Excellence in your Schools (KEYS) "priority schools" initiative. The work focuses on priority schools in Wisconsin that are willing to engage in deep reform efforts in a comprehensive, collaborative coaching environment. The work in 2005-06 focuses on designing a professional development curriculum to prepare coaches to work with priority schools toward change and improvement at the school and classroom levels. The focus is on implementation of NEA's Keys 2.0 using the K-12 Outreach Coaching Model.



International Education Collaborations

MSU-China Initiatives: In partnership with the U.S.-China Center in the College of Education, K-12 Outreach organized a conference series on Secondary Education Reform in the U.S. and China. At a conference held at the Kellogg Center, American and Chinese educators discussed secondary reform efforts and how to prepare future generations of students with an international perspective and the skills necessary for collaboration.

The U.S.-China Center at MSU and K-12 Outreach led a 12-day study tour to Beijing, Zhuhai and Shanghai, China. It provided key leaders of the state's major educational organizations the opportunity to meet with their professional counterparts and discuss China's education system, including pressing educational reform issues that mirror the issues facing Michigan and U.S. educators.

In May, K-12 Outreach helped organize the grand opening of the Confucius Institute at Michigan State University. The Institute was established in partnership with China's national office for Teaching Chinese as a Foreign Language and the China Central Radio and Television University. The mission of the partnership and Institute is to promote Chinese language and culture education in Michigan and beyond through innovative uses of technology. The Confucius Institute will offer a comprehensive suite of programs and services to achieve this mission.

Improving Egyptian Education: The Office of K-12 Outreach worked with the Faculty of Education Reform in Egypt to train and deploy a cross-sectional team of change catalysts who can work on-site to build capacity for improvement in K-12 schools in Egypt. The sessions, including seven of Egypt's eleven governorates, focused on leadership for change. In turn, K-12 Outreach and the Egypt project in the college hosted Egyptian educators at MSU.

Outreach for Teacher Induction (ASSIST)

ASSIST, Advocating Strong Standards-based Induction support for Teachers, is a three-year grant award to the College of Education to develop high-quality mentoring and induction resources, tools and professional development that support the development of highly qualified teacher leaders in Michigan who can have a significant impact on student achievement. A unique feature of this project is the high level of practitioner input into the development of the tools and resources which are web-based and available to all Michigan educators. K-12 Outreach has been leading the effort to disseminate ASSIST across the state and nationally through conferences, institutes, presentations and monthly newsletters for beginning and mentor teachers, principals and local and intermediate school administrators.

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 conduct data analyses and consults with school districts and human services organizations across the state, and provide data support to faculty and graduate students in the college on a wide array of projects.

Michigan State University's College of Education has
 long been committed to meeting the needs of educators
 throughout Michigan, the nation and the world.

Internship Sites

Statewide

Bay County
 Clinton County
 Eaton County
 Genesee County
 Gratiot County
 Ingham County
 Jackson County
 Kalamazoo County
 Kent County
 Livingston County
 Macomb County
 Montcalm County
 Muskegon County
 Oakland County
 Ottawa County
 Saginaw County
 Shiawassee County
 Wayne County

Research Sites

Statewide

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

Nationwide

California
 Colorado
 Massachusetts
 Michigan
 Minnesota
 Montana
 New Mexico

New York
 Ohio
 South Carolina
 Texas
 Washington, DC
 West Virginia
 Wisconsin

Worldwide

Australia
 Botswana
 Brazil
 Canada
 Chile
 China
 Chinese Taipei
 Denmark
 Dominican Republic
 Egypt
 France
 Germany
 Hong Kong
 Ireland
 Italy
 Macedonia
 Malaysia
 Mexico
 Norway
 Philippines
 Russia
 Singapore
 Spain
 Switzerland
 Thailand
 Vietnam

Professional Development Sites

Statewide

Allegan County
 Barry County
 Bay County
 Branch County
 Calhoun County
 Cass County
 Charlevoix County
 Eaton County
 Emmet County
 Grand Traverse County
 Gratiot 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
 Mexico
 Norway
 Oman
 Poland
 Portugal
 Russia
 Singapore
 South Africa
 Taiwan
 Thailand
 Vietnam

Additional Outreach Activities

Center for the Scholarship of Teaching — Suzanne Wilson, Director

In its sixth 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 two 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. Next year, faculty who have won that award will be proposing new criteria and procedures for the annual review of all faculty in the college. The center's Web site is at <http://www.educ.msu.edu/cst/>.

Confucius Institute at Michigan State University — Yong Zhao, Director

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 plans to offer a comprehensive suite 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. See the Web site at <http://ott.educ.msu.edu/confucius>.

Michigan Center for Career and Technical Education — John Dirks, Director

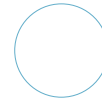
The center serves individuals in organizations that are involved with planning, developing, and delivering education and training programs for workforce development. The center fulfills this mission by: identifying techniques and materials that combine theory and practice, providing technical assistance, networking to other resources using the latest technology, promoting equity, providing quality service through continuous improvement, and contributing to the improvement of practice through focused research and development. The center offers more than 5,000 handbooks and videos for sale on issues ranging from creating advisory committees to employability skills assessment. In addition, the center has available more than 300 curriculum guides. You can learn more about MCCTE by going to its Web site at <http://mccte.educ.msu.edu>.

Education Research Reports

The College of Education publishes its Education Research Report series in an effort to inform the wider education and policy community about research. The College has distributed these reports to legislators, educators and others across the state. The annual series of reports describe research that spans the four college departments and is of particular interest to K-12 educators and policy makers. The reports provide a citation to the specific article and/or its location on the World Wide Web for those wishing more information. The reports are mailed monthly during the academic year to about 900 educators, legislators, deans, and friends of the College. The research reports are available on the College of Education Web site at www.ed-educ.msu.edu/reports.

Teacher Education Research Reports

A companion publication to the Education Research Reports, this series focuses on faculty publications and research that would be of interest to teacher-education scholars. Begun in 1999, the reports draw on faculty research on teachers and their learning and preparation and have been made available to deans of schools of education and teacher education faculty members throughout the country. All of the Teacher Education Research Reports are available online at www.ed-educ.msu.edu/reports.



Educational outreach *is made tangible* **through** *projects that*
develop **leadership capacity,** *implement* **policies and practices,**
provide assistance to low-achieving schools and explore innovative approaches
to **learning with technology.**



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 year, we are pleased to report the university is \$33,769,767 away from achieving this ambitious goal, having documented \$1,166,230,233 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, 2006, the College of Education has surpassed its goal by over \$17 million, having documented \$43,244,353 in funds designated to support our students, faculty and programs.

During the 2005-06 fiscal year, the college received \$7,562,675 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 \$2,870,109, raising the gift expectancy for the college to over \$16.6 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 118 Leadership Circle members in 2005-06.

Quality

through development

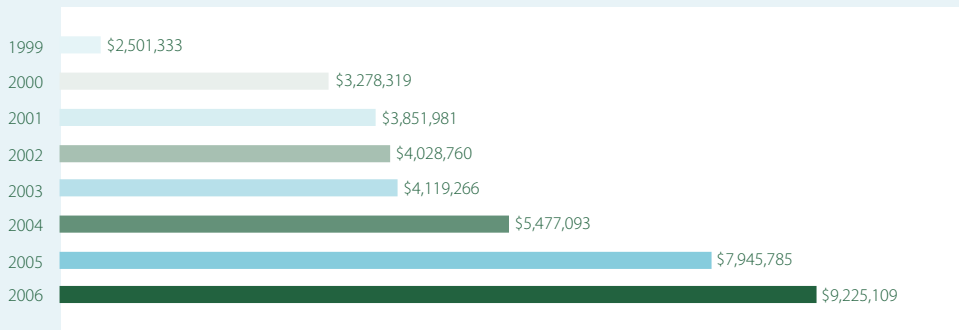
The Campaign for MSU Annual Results for the College of Education

June 2000	\$ 3,902,504
June 2001	\$ 2,256,349
June 2002	\$ 3,327,471
June 2003	\$ 3,979,991
June 2004	\$ 17,779,217
June 2005	\$ 4,436,146
June 2006	\$ 7,562,675
Total	\$43,244,353

College of Education Endowment

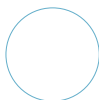
The College of Education Endowment represents funds designated by college alumni and friends to specific areas. Typically, this includes funding to support students through scholarships and fellowships, funding to support faculty, and funding to support specific programs. Endowed funds are pooled and 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 percent (*based on market value*). The principle 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 almost quadrupled in size, today generating over \$400,000 in recurring funding for students, faculty and programs.

Growth of College Endowment



generous philanthropic support
through

Through the generosity
of donors, the college
has surpassed its goal
by over \$17 million.



New Endowments 2005-06

The Denzil M. and Mary Jean Bell Endowed Scholarship in Education

A renewable scholarship for students pursuing acceptance in and/or for students enrolled in the elementary or secondary education programs.

John and Joanne Fuller Endowed Scholarship Fund in Education

For students in the College of Education elementary education program at the junior, senior or post-B.A. level (intern year).

The Wayne and Leah Hoover Family Fund in Education

To provide support to faculty and to financially disadvantaged undergraduate students who have demonstrated a capacity to achieve educational and professional goals, the motivation to achieve these goals and the initiative to seek opportunities to further their progress.

The Elizabeth Boardman Kett Endowed Scholarship in Math Education

For students admitted in the college's secondary education program with a major in mathematics.

The Judith A. and John W. Kleeves Endowed Scholarship in Math Education

For community college transfer students admitted in the College of Education secondary education program with a major in mathematics.

The Kathleen and Eldon Murphy Scholarship in Education

A renewable scholarship for students from Hillsdale County (MI) enrolled in a College of Education teacher-education program in elementary education, special education or secondary education.

Louise R. Newman Endowed Scholarship in Memory of Ester and Edwin Rosenthal

A renewable, full-tuition scholarship for students pursuing acceptance in and/or for students enrolled in the elementary or secondary education programs.

Joyce and Jim Putnam Endowed Fund in Urban Education

To provide support for faculty through the Joyce and Jim Putnam Chair in Urban Education and for students through the Joyce and Jim Putnam Endowed Scholarship in Urban Education. This is a renewable, full-tuition and expenses scholarship for students from urban districts pursuing a career teaching in an urban district.

The Kermit H and Ruth M. Smith Endowed Scholarship for Prospective Teachers

For students pursuing a degree in elementary, secondary or special education with the intention of becoming a classroom teacher.

Thomas B. and Mary L. Taft Endowed Scholarship in Early Childhood Education

For students in elementary education who have the intent and desire to teach grades K-3.

F. James and Elizabeth M. Votruba Higher Education Leadership Enrichment Fund

To provide support for enrichment activities not associated with the dissertation for Ph.D. students in a Higher, Adult and Lifelong Education (HALE) program.

The Weening Family Endowed Fund in Education

For post-B.A. students completing their internship year associated with a teacher-preparation program in elementary, secondary or special education.

The Peggy A. Wilczak Endowed Scholarship in Education

For students at the undergraduate or post-B.A. level in the College of Education teacher-preparation programs in elementary, secondary or special education.

Selected Books and Reports

David Arsen, *Professor*

- Arsen, D., Clay, T., Davis, T., Devaney, T., Fulcher-Dawson, R., & Plank, D.N. (2005). *Adequacy, equity and capital spending in Michigan schools: The unfinished business of Proposal A*. East Lansing, MI: Education Policy Center at MSU.

Sara Bolt, *Assistant Professor*

- Salvia, J., Ysseldyke, J. & Bolt, S. (2006). *Assessment in special and inclusive education (10th edition)*. New York: Houghton-Mifflin.

Gail Burrill, *Academic Specialist*

- Burrill, G. (Ed.) (2006). *Thinking and Reasoning with Data & Chance: Sixty Eighth Yearbook*. Reston, VA: National Council of Teachers of Mathematics.
- Burrill, G. & Camdem, M. (Eds.) (2005) *Curricular Development in Statistics Education: International Association for Statistical Education 2004 Roundtable*. Voorburg, the Netherlands: International Statistical Institute.

Jere Brophy, *University Distinguished Professor*

Jan Alleman, *Professor*

- Brophy, J. & Alleman, J. (2006). *Children's thinking about cultural universals*. Mahwah, NJ: Erlbaum.

Nell Duke, *Associate Professor*

- Bennett-Armistead, V.S., Duke, N.K., & Moses, A.M. (2005). *Literacy and the youngest learner: Best practices for educators of children from birth to five*. New York: Scholastic.

Robert Floden, *Professor*

- Ashburn, E. & Floden, R. (Eds.) (2006). *Meaningful learning using technology: What educators need to know and do*. New York: Teachers College Press.

James J. Gallagher, *Professor Emeritus*

- Gallagher, J.J. (2007). *Teaching science for understanding: A practical guide for middle and high school teachers*. Columbus: Merrill.

Melinda Mangin, *Assistant Professor*

- Mangin, M.M. (2005). *Distributed leadership and the culture of schools: Teacher leaders' strategies for gaining access to classrooms (Series No. 2): Laboratory for Student Success*. Mid-Atlantic Regional Educational Laboratory.

Michael Pressley,

University Distinguished Professor

- Pressley, G.M. (2005). *Reading instruction that works: A case for balanced teaching (3rd edition)*. New York: Guilford.

Tenko Raykov, *Professor*

- Raykov, T. & Marcoulides, G.A. (2006). *A first course in structural equation modeling*. Mahwah, NJ: Erlbaum.

Cheryl Rosaen, *Associate Professor*

- Fear, F. Rosaen, C. Bawden, R. & Foster-Fishmann, P. (2006). *Coming to critical engagement: An autoethnographic exploration*. Lanham, MD: University Press of America.

Barbara Schneider

Hannah Distinguished Professor of Education

William Schmidt

University Distinguished Professor

- Schneider, B., Carnoy, M., Kilpatrick, J., Raudenbush, S., Schmidt, W., Shavelson, R. & Suter, L. (2005). *Estimating causal effects in experiments and secondary analyses of large-scale datasets in education: A think tank white paper*. Washington, DC: American Educational Research Association.
- Schneider, B., & Waite, L.J. (2005). *Being together, working apart: Dual-career families and the work-life balance*. Cambridge University Press.

Avner Segall, *Assistant Professor*

Elizabeth Heilman, *Associate Professor*

Cleo Cherryholmes, *Professor Emeritus*

- Segall, A., Heilman, E. & Cherryholmes, C., (Eds.) (2006). *Social studies—the next generation: Re-searching in the postmodern*. NY: Peter Lang Publishing.

Highlights
through
the year

Selected 2005-06 Faculty Honors

David Arsen, *Professor, Educational Policy*

David Plank, *Professor, Educational Policy*

Courtney Bell, *Ph.D. 04*

- Assoc. of Education Service Agency's 2005 E. Robert Stephens Award for outstanding research related to education service agencies

Marilyn Amey

Professor, Higher Education

- Senior Scholar Award from the Council for the Study of Community Colleges
- College of Education Excellence in Teaching Award

Dorothea Anagnostopoulos

Assistant Professor, Teacher Education

- MSU Teacher Scholar Award

Laura Apol

Associate Professor, Teacher Education

and the Children's Literature Team

- MSU Excellence in Diversity Award

Crystal Branta

Associate Professor, Kinesiology

- College of Education Excellence in Teaching Award

John Carlson

Assistant Professor, School Psychology

- Early Career Scholar Award from the Society for the Study of School Psychology

Dorinda Carter

Assistant Professor, Teacher Education

- 2006–2007 Lilly Teaching Fellow at Michigan State University

Sandra Crespo

Assistant Professor, Teacher Education

- National Science Foundation Early Career Award

Matthew Diemer

Assistant Professor, School Counseling

- Ohana Human Rights Award from the American Counseling Association

Gail Dummer

Professor, Kinesiology

- Rick Knas Lifetime Achievement Award from the Athletes with Disabilities Hall of Fame

Jay Featherstone

Professor, Teacher Education

- College of Education Excellence in Teaching Award

Robert Floden

Professor, Teacher Education

- AACTE Margaret B. Lindsey Award for Distinguished Research in Education

Mary Juzwik

Assistant Professor, Teacher Education

- Promising Researcher Award from the National Council of Teachers of English
- College of Education Ghoddousi Mentor Award
- James Madison College Kussy Scholarship for Study of the Holocaust

Mary Lundeberg, *Professor, Teacher Education*

Michael Pressley, *Professor, Teacher Education*

William Mehrens, *Professor Emeritus, Measurement & Quantitative Methods*

- Among the 100 Most Distinguished Alumni of the University of Minnesota College of Education and Human Development

Punya Mishra

Associate Professor, Educational Technology

- College of Education Excellence in Teaching Award

Mark Reckase

Professor, Measurement & Quant. Methods

- Appointed editor of Applied Psychological Measurement; Vice President, AERA, Div. D.

William Schmidt

*University Distinguished Professor,
Measurement & Quantitative Methods*

- One of only three scholars granted membership this year to the prestigious National Academy of Education, Schmidt was cited for his "enormous impact on national and international policy and research primarily through his work on international comparison of educational achievement."

Barbara Schneider

*John A. Hannah Distinguished Professor
of Education*

- Presented at a congressional briefing. May 2006. *Meeting the Needs of Today's Families: The Role of Workplace Flexibility*. Workplace Flexibility 2010, Georgetown University Law Center, New America Foundation. Dirksen Senate Office Building. Co-sponsored by Senator Lamar Alexander (R-TN) and Senator Hillary Rodham Clinton (D-NY).

Jack Schuille

Professor, Teacher Education

- AACTE Award for Best Practice for Global & International Teacher Education

Sharif Shakrani

Professor, Measurement & Quant. Methods

- Feb. 2006. Testified before the Michigan House Committee on Education regarding the new high school graduation requirements in mathematics and science.
- June 2005. Testified before the U.S. House Subcommittee on K-12 Education regarding the assessment of civics and U.S. history by the National Assessment of Educational Progress.

Trudy Sykes

Instructor, Teacher Education
MSU Academic Staff Award

Christopher Wheeler

Professor, Teacher Education

- Michigan Campus Contact Faculty/Staff Community Service-Learning Award

Suzanne Wilson

Professor, Teacher Education

- Named to the Teacher Education Study Panel for the National Academy of Sciences; serves as a member of the advisory Board for the Center for Education at the National Academy of Sciences and as a member of the Green Schools Study Panel for the National Academy of Sciences
- Book chapter in American Association of Colleges for Teacher Education Outstanding Publication Award

Peter A. Youngs

Assistant Professor, Teacher Education

- Awarded the Outstanding Reviewer Award for Educational Evaluation and Policy Analysis (an AERA Journal)
- The Education Policy Center at MSU Education Policy Center received the Michigan Association of Intermediate School Administrators Education Fellows Award
- Book chapter in American Association of Colleges for Teacher Education Outstanding Publication Award

The College of Education

- Received the American Association of Colleges of Teacher Education (AACTE) Best Practice Award for Global and International Teacher Education

Education Policy Center at MSU

- Received the Michigan Association of Intermediate School Administrators Education Fellows Award

Highlights

thr ough
the year

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

Principal Investigator: John Carlson

Amount: \$8,820

Funding Source:

Society for the Study of School Psychology

Grant Period: 2005 - 2006

Algeria Information and Communications Technology Plan

Principal Investigator: Joseph Codde

Amount: \$259,331

Funding Source: US Department of State

Grant Period: 2005 - 2006

Algeria Information and Communications Technology Plan: Policy and Study Tours

Principal Investigator: Joseph Codde

Amount: \$16,062

Funding Source: US Department of State

Grant Period: 2005 - 2007

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

Principal Investigator: John Powell

Amount: \$37,500

Funding Source:

National Football League Charities Foundation

Grant Period: 2005 - 2006

Ashe Lumina Foundation Fellowship Program

Principal Investigator: Kristen Renn

Amount: \$900,000

Funding Source: Lumina Foundation

Grant Period: 2006 - 2008

Battle Creek: Teaching American History

Principal Investigator: Barbara Markle

Amount: \$112,500

Funding Source: US Department of Education

Grant Period: 2004 - 2006

Beginning Development and Program Design in Science Teacher Education

Principal Investigator: Charles Anderson

Amount: \$137,903

Funding Source: Knowles Foundation

Grant Period: 2002 - 2006

Bellevue Analyses

Principal Investigator: William Schmidt

Amount: \$345,500

Funding Source: Bellevue School Foundation

Grant Period: 2003 - 2008

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

Principal Investigators:

Sonya Gunnings-Moton/Carole Ames

Amount: \$6,000,000

Funding Source: Broad Foundation

Grant Period: 2003 - 2017

Byers Technology and Curriculum Award

Principal Investigator: Matthew Koehler

Amount: \$60,000

Funding Source: Joe L. and Lucy Bates Byers

Endowment for Technology and Curriculum

Grant Period: 2003 - 2006

Canadian Studies K-12 Outreach II

Principal Investigator: William Joyce

Amount: \$7,159

Funding Source: Canadian Embassy

Grant Period: 2005 - 2006

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

Principal Investigator: Sandra Crespo

Amount: \$686,762

Funding Source: National Science Foundation

Grant Period: 2006 - 2011

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

Principal Investigator: Raven McCrory

Amount: \$608,150

Funding Source: National Science Foundation

Grant Period: 2005 - 2010

Carnegie Senior Scholar

Principal Investigator: Suzanne Wilson

Amount: \$261,271

Funding Source: Carnegie Foundation

Grant Period: 2003 - 2005

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

Principal Investigator: Mary Lundeberg

Amount: \$173,855

Funding Source: National Science Foundation

Grant Period: 2004 - 2007

**Causal Inference in
Instructional Workforce Research**

Principal Investigators:

Mary Kennedy/Betsy Becker

Amount: \$1,031,086

Funding Source: National Science Foundation

Grant Period: 2003 - 2007

**Center for Learning and Teaching
in Science Curriculum Studies**

Principal Investigators:

James Gallagher/Edward Smith

Amount: \$2,809,863

Funding Source: National Science Foundation

Grant Period: 2002 - 2007

**Center for Social Science Learning
Catalyst Grant**

Principal Investigator: Rand Spiro

Amount: \$49,500

Funding Source: National Science Foundation

Grant Period: 2005 - 2006

**Center for the Integration of
Research, Teaching and Learning**

Principal Investigators:

James Fairweather/Ann Austin

Amount: \$1,558,480

Funding Source: National Science Foundation

Grant Period: 2003 - 2007

**Center for the Study of
Mathematics Curriculum**

Principal Investigator: Sandra Wilcox

Amount: \$133,436

Funding Source: National Science Foundation

Grant Period: 2004 - 2008

**Children Learning in Information
Technology Environments**

Principal Investigator: Yong Zhao

Amount: \$112,267

Funding Source: National Science Foundation

Grant Period: 2005 - 2008

**Chinese National Office for Teaching
Chinese as a Foreign Language for
Planning the Development of Chengo Chinese**

Principal Investigator: Yong Zhao

Amount: \$19,985

Funding Source:

Chinese National Office for Teaching Chinese

Grant Period: 2006

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

Principal Investigator: David Fortus

Amount: \$710,454

Funding Source: National Science Foundation

Grant Period: 2004 - 2008

Contemporary Black College and Universities

Principal Investigator: James Minor

Amount: \$80,000

Funding Source: Lumina Foundation

Grant Period: 2005 - 2007

**Contemporary Families and
Experiences of Work**

Principal Investigator: Barbara Schneider

Amount: \$257,396

Funding Source: Sloan Foundation

Grant Period: 2005 - 2006

Conversations Among Colleagues Conference

Principal Investigators:

Micheal Battista/Joan Ferrini-Mundy

Amount: \$1,250

Funding Source: National Science Foundation

Grant Period: 2004 - 2005

**Coping with Academic Difficulty:
An Examination of Conversations
Between Friends**

Principal Investigators:

John P. Smith, III/Ellen Altermatt**

Amount: \$169,276

Funding Source: National Science Foundation

Grant Period: 2003 - 2006

Curriculum Adoption Project

Principal Investigator: William Schmidt

Amount: \$43,200

Funding Source: Seattle Public Schools

Grant Period: 2005 - 2006

grants &
sources

** No longer at Michigan State University.

Data Research and Development Center*Principal Investigator:* Barbara Schneider*Amount:* \$574,384*Funding Source:* National Science Foundation*Grant Period:* 2005 - 2007**Department of Kinesiology Research***Principal Investigator:* Christopher Womack*Amount:* \$7,200*Funding Source:* Vasomedical Inc.*Grant Period:* 2004 - 2006**Developing Computer Simulations of Protein Laboratory Procedures for Case-Based Learning in International Biology Curriculums***Principal Investigator:* Mary Lundeborg*Amount:* \$74,884*Funding Source:* National Science Foundation*Grant Period:* 2003 - 2008**Developing Leadership and Support for Professional Learning Communities for Urban Science Teaching***Principal Investigator:* Gail Richmond*Amount:* \$2,308,267*Funding Source:* National Science Foundation*Grant Period:* 2002 - 2007**Developing Research-Based Design Framework for Mathematics and Science Teacher Induction Programs***Principal Investigator:* Lynn Paine*Amount:* \$561,492*Funding Source:* National Science Foundation*Grant Period:* 2002 - 2006**Developing Subject Matter Knowledge in Mathematics Middle School Teachers***Principal Investigators:*

William Schmidt/Maria Teresa Tatto

Amount: \$1,397,599*Funding Source:* National Science Foundation*Grant Period:* 2003 - 2006**Development of a Cognition-Based Assessment System for Core Mathematics Concepts Grades K - 8***Principal Investigator:* Michael Battista*Amount:* \$425,001*Funding Source:* National Science Foundation*Grant Period:* 2003 - 2006**Diagnostic Question Clusters: Development and Testing in Introductory Geology and Biology***Principal Investigator:* Joyce Parker*Amount:* \$73,741*Funding Source:* National Science Foundation*Grant Period:* 2003 - 2006**Does Involving Girls as Designers Result in Girl-Friendly Science Education Software?***Principal Investigators:*

Rhonda Egidio/Punyashloke Mishra/Carrie Heeter

Amount: \$275,489*Funding Source:* National Science Foundation*Grant Period:* 2003 - 2006**Dual Coding Item Formats in Computerized Adaptive Testing: A Solution to the Extra Time Predicament***Principal Investigators:*

Mark Reckase/Christine Chan

Amount: \$79,770*Funding Source:* Law School Admission Council*Grant Period:* 2005 - 2006**Ecological Literacy in the K-12 Classrooms of Rural Michigan***Principal Investigator:* Charles Anderson*Amount:* \$311,632*Funding Source:* National Science Foundation*Grant Period:* 2006 - 2008**Egypt Faculties of Education Reform***Principal Investigator:* John Schwillie*Amount:* \$2,500,000*Funding Source:*

US Agency for International Development

Grant Period: 2004 - 2006**Egypt Faculties of Education Reform: Supplement Project Funds***Principal Investigator:* John Schwillie*Amount:* \$264,010*Funding Source:*

US Agency for International Development

Grant Period: 2005 - 2006

Electronic Health Literacy for Michigan's Medicaid Population

Principal Investigator: Lois Bader

Amount: \$8,161

Funding Source:

Michigan Department of Community Health

Grant Period: 2004 - 2005

Engineering Students for the 21st Century

Principal Investigator: Mary Lundeberg

Amount: \$118,211

Funding Source: National Science Foundation

Grant Period: 2005 - 2008

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

Principal Investigator: Suzanne Wilson

Amount: \$1,533,532

Funding Source: National Science Foundation

Grant Period: 2005 - 2010

Establishing a Rehabilitation Internship/ Employment Model in the Public Rehabilitation Program in Michigan

Principal Investigator: Michael Leahy

Amount: \$817,515

Funding Source:

Michigan Department of Career Development

Grant Period: 2004 - 2009

Evaluate the Ford Foundation Higher Education and Public Policy Initiative

Principal Investigator: James Fairweather

Amount: \$137,700

Funding Source: Ford Foundation

Grant Period: 2005 - 2006

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

Principal Investigator: Sara Bolt

Amount: \$10,000

Funding Source:

Society for the Study of School Psychology

Grant Period: 2005 - 2006

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

Principal Investigator: Kenneth Frank

Amount: \$123,239

Funding Source: National Science Foundation

Grant Period: 2003 - 2006

Facilitating Mathematics Education Reform: Developing a Toolkit for Change Agents

Principal Investigator: Sandra Wilcox

Amount: \$2,494,037

Funding Source: National Science Foundation

Grant Period: 2002 - 2007

First International Mathematics Teacher Education Study (TEDS-M)

Principal Investigators:

Maria Teresa Tatto/John Schwille

Amount: \$3,347,484

Funding Source: National Science Foundation

Grant Period: 2005 - 2008

Flint Transition to Teaching

Principal Investigators:

Mary Lundeberg/Sharon Schwille

Amount: \$493,254

Funding Source: US Department of Education

Grant Period: 2002 - 2007

Future Teachers for Social Justice

Principal Investigators: Sonya Gunnings-Moton/

Christopher Dunbar/Dorothea Anagnostopoulos

Amount: \$130,000

Funding Source: Skillman Foundation

Grant Period: 2005 - 2006

Genetic Influence on PAI-1 During Phase II Cardiac Rehabilitation

Principal Investigator: Christopher Womack

Amount: \$5,000

Funding Source:

American College of Sports Medicine Foundation

Grant Period: 2004 - 2005

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

Principal Investigator: William Schmidt

Amount: \$149,403

Funding Source: National Science Foundation

Grant Period: 2004 - 2006

grants &
sources

Impact of the Item Parameter Estimation Error

Principal Investigator: Mark Reckase

Amount: \$21,006

Funding Source:

National Council of State Boards of Nursing

Grant Period: 2005 - 2006

Implement a Standards-based Teacher Education Curriculum

Principal Investigator: Robert Floden

Amount: \$78,260

Funding Source: World Bank

Grant Period: 2005 - 2006

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

Principal Investigators:

Susan Peters/Linda Patriarca**

Amount: \$790,009

Funding Source: US Department of Education

Grant Period: 2002 - 2006

In Our Mother's Voice II

Principal Investigator: Maenette Benham

Amount: \$100,000

Funding Source: W K Kellogg Foundation

Grant Period: 2005 - 2006

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

Principal Investigator: Maenette Benham

Amount: \$80,000

Funding Source: W K Kellogg Foundation

Grant Period: 2006 - 2007

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

Principal Investigator: Reitumetse Mabokela

Amount: \$37,000

Funding Source: U S Department of State

Grant Period: 2005 - 2006

Influence of Oral Narratives in Teaching Writing

Principal Investigator: Mary Juzwik

Amount: \$12,500

Funding Source: National Council of Teachers of English Research Foundation

Grant Period: 2006

Integrating School Reform with Community Development in the Mekong Delta of Vietnam

Principal Investigator: Christopher Wheeler

Amount: \$10,000

Funding Source: Unocal Foundation

Grant Period: 2005

Interactive History Environments for Students in Inclusive Classrooms

Principal Investigators:

Cynthia Okolo/Carol Sue Englert

Amount: \$400,000

Funding Source: US Department of Education

Grant Period: 2003 - 2005

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

Principal Investigators: John Carlson, **Matthew Mayer, Jean Baker, Evelyn Oka, Troy Mariage

Amount: \$800,000

Funding Source: US Department of Education

Grant Period: 2004 - 2008

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

Principal Investigator: Rand Spiro

Amount: \$392,119

Funding Source: US Department of Education

Grant Period: 2003 - 2006

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

Principal Investigator: Maenette Benham

Amount: \$441,012

Funding Source: WK Kellogg Foundation

Grant Period: 2003 - 2007

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

Principal Investigator: Kelly Mix

Amount: \$144,593

Funding Source: Spencer Foundation

Grant Period: 2005 - 2008

**KLICK: Steppingstones of Technology
Innovation for Students with Disabilities,
Phase 1 and Phase 2**

Principal Investigators: Carol Sue Englert/Yong Zhao
Amount: \$800,000
Funding Source: US Department of Education
Grant Period: 2000 - 2005

**Know It: Knowledge Through
Information Technology**

Principal Investigator: Rhonda Egidio
Amount: \$637,601
Funding Source:
Michigan Department of Career Development
Grant Period: 2000 - 2006

Knowing Mathematics for Teaching Algebra

Principal Investigators:
Raven McCrory/Robert Floden/Joan Ferrini-Mundy
Amount: \$944,388
Funding Source: National Science Foundation
Grant Period: 2004 - 2007

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

Principal Investigator: Nell Duke
Amount: \$169,500
Funding Source: Carnegie Corporation
Grant Period: 2004 - 2006

Learning to Give; Phase 3 Evaluation

Principal Investigator: Robert Floden
Amount: \$175,188
Funding Source: Council of Michigan Foundations
Grant Period: 2001 - 2006

**Lumina Foundation Dissertation
Fellowship Program**

Principal Investigator: Dennis Brown
Amount: \$382,578
Funding Source: Lumina Foundation
Grant Period: 2004 - 2006

**Michigan Center for Career and
Technical Education**

Principal Investigator: John Dirkx
Amount: \$453,600
Funding Source:
Michigan Department of Career Development
Grant Period: 2004 - 2006

**Michigan Commission for the
Blind/Project Excellence**

Principal Investigator: Micheal Leahy
Amount: \$10,000
Funding Source: Michigan Department of
Labor and Economic Growth
Grant Period: 2005 - 2006

**MI-PAL: Michigan Preschoolers
Acquiring Language and Literacy**

Principal Investigator: Patricia Edwards
Amount: \$93,804
Funding Source: US Department of Education
Grant Period: 2005 - 2006

**Mobility and Urban School Improvement:
A District Level Analysis**

Principal Investigator: BetsAnn Smith
Amount: \$40,000
Funding Source: Spencer Foundation
Grant Period: 2005 - 2007

**Modeling School Social Contexts and
Child Competence**

Principal Investigators:
Jean Baker/Kimberly Maier
Amount: \$71,438
Funding Source: National Institute of Health
Grant Period: 2005 - 2006

**National Board of Certified Teachers
as an Organized Resource**

Principal Investigator: Gary Sykes
Amount: \$382,195
Funding Source:
National Board for Professional Teaching Standards
Grant Period: 2003 - 2006

National Gallery of the Spoken Word

Principal Investigator: Joyce Grant
Amount: \$360,000
Funding Source: National Science Foundation
Grant Period: 1999 - 2005

**North Dakota Study Group
Oral History Project**

Principal Investigator: Joseph Featherstone
Amount: \$25,000
Funding Source: Spencer Foundation
Grant Period: 2003 - 2006

grants &
sources

** No longer at Michigan State University.

Older Adults

Principal Investigator: James Pivarnik

Amount: \$21,383

Funding Source:

Michigan Department of Community Health

Grant Period: 2005 - 2006

Park City Math Science Partnership

Principal Investigator: William Schmidt

Amount: \$495,133

Funding Source: National Science Foundation

Grant Period: 2003 - 2006

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

Principal Investigator: Matthew Diemer

Amount: \$20,000

Funding Source:

American Educational Research Association

Grant Period: 2006

Pediatric Obesity Program

Principal Investigator: James Pivarnik

Amount: \$14,324

Funding Source:

Michigan Department of Community Health

Grant Period: 2004 - 2006

Preparing Integrated Learning and Behavioral Specialists in Special Education

Principal Investigators:

**Matthew Mayer/Troy Mariage

Amount: \$763,083

Funding Source: US Department of Education

Grant Period: 2005 - 2008

Preparing Preservice Teachers: Teaching Adolescents Strategies for Reading and Writing

Principal Investigator: Mark Conley

Amount: \$100,000

Funding Source: Carnegie Corporation

Grant Period: 2005 - 2008

Problem-Based Learning Designed Science and Mathematics Professional Development

Principal Investigators:

Matthew Koehler/Mary Lundeberg/Joyce Parker

Amount: \$2,302,565

Funding Source: National Science Foundation

Grant Period: 2004 - 2009

Procedural Flexibility and Conceptual Understanding in Mathematics

Principal Investigator: Jonathan Star

Amount: \$1,014,175

Funding Source: US Department of Education

Grant Period: 2005 - 2008

Professional Development in Early Reading

Principal Investigator: Matthew Koehler

Amount: \$273,829

Funding Source: US Department of Education

Grant Period: 2004 - 2007

Project ACCEL: Accelerating Expository Literacy to Improve School Outcomes

Principal Investigators:

Carol Sue Englert/Cynthia Okolo

Amount: \$700,000

Funding Source: US Department of Education

Grant Period: 2003 - 2007

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

Principal Investigators:

Carol Sue Englert/Cynthia Okolo/Troy Mariage

Amount: \$400,000

Funding Source: US Department of Education

Grant Period: 2004 - 2006

Project Excellence: A Program Evaluation Partnership

Principal Investigator: Michael Leahy

Amount: \$1,758,633

Funding Source:

Michigan Department of Career Development

Grant Period: 2004 - 2009

Promoting Early Literacy in Licensed Childcare Settings

Principal Investigator: Nell Duke

Amount: \$22,350

Funding Source: WK Kellogg Foundation

Grant Period: 2005 - 2006

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

Principal Investigators:

Joan Ferrini-Mundy/William Schmidt ****

Amount: \$17,500,000

Funding Source: National Science Foundation

Grant Period: 2003 - 2008

Reaching and Educating At Risk Children in India

Principal Investigators:

Punya Mishra/John Schwillie

Amount: \$504,791

Funding Source:

US Agency for International Development

Grant Period: 2003 - 2007

Rehabilitation Counseling:

Long-Term Training

Principal Investigator: Michael Leahy

Amount: \$750,000

Funding Source: US Department of Education

Grant Period: 2003 - 2008

Rehabilitation Internship/Employment Model in Public Rehabilitation Programs in Michigan

Principal Investigator: Michael Leahy

Amount: \$160,234

Funding Source: Michigan Department of Labor and Economic Growth

Grant Period: 2005 - 2006

Research on Mathematics Science Partnership Teacher Recruitment, Induction and Retention

Principal Investigator: Ralph Putnam

Amount: \$487,191

Funding Source: National Science Foundation

Grant Period: 2003 - 2008

Research-Based Knowledge about Students' Mathematical Thinking

Principal Investigator: Michael Battista

Amount: \$739,112

Funding Source: National Science Foundation

Grant Period: 2006 - 2008

Role of Youth Empowerment Programs in Sustained Reductions in Medicaid Usage

Principal Investigator: Christopher Dunbar

Amount: \$36,037

Funding Source:

Michigan Department of Community Health

Grant Period: 2005 - 2006

Small Sustainable Alternatives to Big Reform

Principal Investigator: Mary Kennedy

Amount: \$159,887

Funding Source: National Science Foundation

Grant Period: 2006 - 2008

Special Education Technology Scholars Program

Principal Investigators:

Cynthia Okolo/Carol Sue Englert

Amount: \$800,000

Funding Source: US Department of Education

Grant Period: 2003 - 2007

Spencer Research Training Grant

Principal Investigator: College of Education

Amount: \$2,100,000

Funding Source: Spencer Foundation

Grant Period: 1997 - 2007

Statistical Evaluation of 21st Century Community Learning Center

Principal Investigators:

Christopher Dunbar/BetsAnn Smith

Amount: \$123,720

Funding Source:

Michigan Department of Education

Grant Period: 2002 - 2006

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

Principal Investigators:

Randi Stanulis/Barbara Markle

Amount: \$1,913,567

Funding Source:

Michigan Department of Education

Grant Period: 2003 - 2006

Study of Instructionally Effective School Districts

Principal Investigator: Gary Sykes

Amount: \$600,000

Funding Source: Hewlett Foundation

Grant Period: 2004 - 2007

Teacher Learning in Professional Development

Principal Investigator: Suzanne Wilson

Amount: \$446,520

Funding Source: Noyce Foundation

Grant Period: 2002 - 2005

grants &
sources

** No longer at Michigan State University.

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

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

Principal Investigators: Yong Zhao, Punya Mishra, Matthew Koehler, Cheryl Rosaen

Amount: \$1,575,435

Funding Source: US Department of Education

Grant Period: 2003 - 2007

Teachers for a New Era Initiative

Principal Investigators:

Robert Floden/Barbara Steidle/Joan Ferrini-Mundy***

Amount: \$5,250,000

Funding Source: Carnegie Corporation, Ford Foundation, Annenberg Foundation

Grant Period: 2002 - 2007

Transformations of Matter and Energy in Biogeochemical Systems

Principal Investigator: Charles Anderson

Amount: \$1,349,028

Funding Source: National Science Foundation

Grant Period: 2005 - 2008

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

Principal Investigators:

Natasha Speer/Jonathan Star

Amount: \$200,000

Funding Source: National Science Foundation

Grant Period: 2004 - 2007

United States-China Center for Research on Educational Excellence

Principal Investigator: Yong Zhao

Amount: \$5,000,000

Funding Source: Sun Wah Education Foundation

Grant Period: 2004 - 2008

Virtual History Museum (Phase I & Phase II)

Principal Investigators:

Cynthia Okolo/Carol Sue Englert

Amount: \$800,000

Funding Source: US Department of Education

Grant Period: 2002 - 2007

Writing (Basics) in Childhood Spaces: Composing Language and Childhoods in a Regulated Urban School

Principal Investigator: Anne Haas Dyson

Amount: \$239,085

Funding Source: Spencer Foundation

Grant Period: 2004 - 2006

TOTAL: \$91,283,884

***Total University award amount.

On May 23, 2006, the College of Education lost one of our most esteemed faculty members, University Distinguished Professor Michael Pressley from complications due to his fourth cancer. Mike's legacy in the academic world is replete with evidence from his research, writing, mentorship of graduate and undergraduate students, contributions to state and national education policy, and service to the profession, specifically in the areas of literacy and educational psychology. Michael was one of the most-cited scholars in the field of social science and education. He belonged to the distinguished few who were among the top one-half of the one percent cited in the research literature, and, he was the only MSU social science scholar with this distinction.

Michael was well known for his work on balanced literacy instruction, reading strategies for comprehension and understanding texts. He was renowned for his senior authorship of the K-6 basal literacy program, Open Court, now McGraw-Hill/SRA Open Court, a series that has a direct impact on millions of children. It is not surprising that Michael was honored with several prestigious career awards, including:

- induction into the **Reading Hall of Fame**;
- the **Oscar Causey Award** from the National Research Conference for outstanding contributions to reading research;
- the **Sylvia Scribner Award** from Division C of the American Education Research Association for outstanding contribution to research on learning;
- the **Albert B. Harris Award** from the International Reading Association for outstanding contribution to the diagnoses and remediation of children at risk for failure to learn to read or write;
- the **E. L. Thorndike Award** for Distinguished Psychological Contributions to Education from the American Psychological Association; the University Distinguished Professor Award from Michigan State University; and
- recognition in 2006 as one of the top 100 **University of Minnesota Distinguished Alumni** from the College of Education and Human Development.

Since coming to Michigan State University five years ago, Mike served the university and the State of Michigan in many significant capacities, including co-chairing Gov. Jennifer Granholm's committee on English Language Arts Standards for Michigan. He received funding to establish the Literacy Achievement Research Center at MSU, directed the doctoral program in Teacher Education, Curriculum and Policy, and directed the doctoral research committees of many graduate students. During his career, Michael published more than 350 articles and book chapters, and authored or edited over 25 books that have had a powerful influence on the field of literacy, psychology and education. Michael's contributions to individuals, programs, universities, and the education profession are numerous. His intellect, compassion, leadership and unselfishness in sharing his wisdom have strengthened our college. Michael made a difference, and we are forever enriched as a result of his role in the College of Education, the State of Michigan and the nation.



in memoriam

Michael Pressley
University Distinguished Professor
1951-2006

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For a rich description of Michael Pressley's accomplishments, see the "In Memory and Tribute: Michael Pressley (1951-2006)" by Steve Graham and Karen R. Harris in the fall, 2006 issue of Contemporary Educational Psychology and a future issue of the American Psychologist.

Quality
Through &
through



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