

New initiatives will produce, retain more science and mathematics teachers for North Carolina classrooms

North Carolina's public schools need more than 950 new science and mathematics teachers each year, but UNC's 15 teacher education programs collectively graduate only about half that number annually, according to the UNC General Administration. Science and mathematics are among the highest need areas for qualified teachers in public schools across the country today.

The shortage is due to the dual challenges of producing new, well-qualified mathematics and science teachers, and bolstering and empowering those already in the classrooms.

The School of Education is collaborating with partners within and beyond the University to develop new, innovative programs to increase the number of well-qualified science and mathematics teachers in N.C. schools.

To encourage undergraduate science majors at Carolina to become high school science teachers, the School of Education has been working with the Department of Biology and the Department of Physics and Astronomy to create **UNC Baccalaureate Education in Science and Teaching (UNC-BEST)**. The program offers biology and physics majors a way of earning N.C. teaching licensure while simultaneously completing their undergraduate science degrees.

"This is a landmark activity," Interim Dean Fitzgerald said. "Science and Education faculty have worked together to create an exciting set of experiences for students."

Previously, Carolina undergraduate science majors had to pursue additional study after graduation if they decided to become high school teachers. Now, students can earn a baccalaureate degree and fulfill the requirements for teaching licensure during their undergraduate years.

Williamson McDiarmid, new dean, will arrive on campus in January

G. Williamson McDiarmid, Boeing Professor of Teacher Education at the University of Washington, Seattle, has been appointed by the Board of Trustees of UNC-Chapel Hill as the new dean of the School of Education. He will assume the position beginning Jan. 1, 2009.



G. Williamson McDiarmid

"We are delighted that Bill McDiarmid will be the next dean of the School of Education" said Bernadette Gray-Little, the University's executive vice chancellor and provost. "His experience, expertise and values are ideally suited to lead the School. We look forward to having him join the Carolina community."

A native of Raeford, N.C., McDiarmid graduated from UNC-Chapel Hill in 1969 with a Bachelor of Arts degree with Highest Honors in American

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"Many of these students will have participated in a research project during their undergraduate career and will bring the excitement of scientific discovery into the high school classroom," said Steven Matson, chair of the Department of Biology.

"We know that one of the most important factors that influences young people to pursue careers in science is an excellent and enthusiastic high school teacher," said Laurie McNeil, chair of the Department of Physics and Astronomy. "We expect that UNC-BEST graduates will help to increase the number of North Carolinians who prepare themselves to participate fully in the 'knowledge economy.'"

Scholarships established by the Burroughs Wellcome Fund create an added incentive for UNC-BEST students. The first cohort of science majors will begin the program in the fall of 2008.

To provide flexible professional development for individuals with no education background who have decided they want to teach, the School of Education has launched **Carolina Online Lateral Entry (COLE)**. This program is offered online so that "lateral entry" teachers—who are already employed by a school but have not yet earned teaching licensure—can complete the required course work in the evenings, on weekends and in the summers while they are teaching full time.

The newly employed teachers hold a baccalaureate degree in their teaching area but have not learned yet about topics such as student development and learning, effective teaching, schools, curriculum or diversity. COLE provides this instruction, plus any

additional content courses the new teachers need.

"The courses directly relate theory and concepts to the day-to-day experiences of COLE candidates, who are current lateral entry classroom teachers," said Mark Enfield, COLE program coordinator.

In addition, COLE provides intensive, constructive coaching to the new teachers. Through online mentoring and virtual classroom visits, University instructors serve as coaches and help the teachers solve classroom challenges.

To bolster the knowledge and skills of elementary mathematics teachers, the Cisco Learning Institute is partnering with the School of Education and others to develop the **K-5 Mathematics Initiative**. The Cisco Corporation, a supplier of networking equipment for the Internet, is collaborating

in this initiative as part of its social investment to build stronger communities.

Many elementary teachers in North Carolina, as in other states, seek to deepen their knowledge so that they can be as effective as possible in teaching children the foundations of mathematics. The K-5 Mathematics Initiative is developing a curriculum that will provide a way for K-5 teachers to strengthen both their knowledge and practice of teaching mathematics. The curriculum uses a combination of Web-based modules, online mathematics tools and interactive media.

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Biology major Erin Burns describes her experiment on protein synthesis during a biology teaching symposium May 1. The symposium was part of a UNC course on principles and methods of teaching biology. An aspiring high school science teacher, Burns will be in the first cohort of UNC-BEST students.

Chancellor visits North Carolina schools

UNC Chancellor James Moeser visits schools around the state to observe the work of faculty and other educators.

During this academic year, he has visited public schools in Durham, Graham, Greensboro, Louisburg and Siler City.

In addition, he recently visited charter schools in Northampton County—KIPP Gaston College Preparatory School (grades five through eight) and KIPP Pride High School—with Interim Dean Jill Fitzgerald and Chair of Educational Leadership Kathleen Brown.

KIPP, the Knowledge Is Power Program, is a national



Chancellor Moeser observes reading coach Kristy Kane working with first-grader Martin Rayo in a Targeted Reading Intervention session at Louisburg Elementary School. The program helps struggling readers make rapid progress in reading. It is part of UNC's National Research Center for Rural Education Support, co-directed by Lynne Vernon-Feagans, William C. Friday Distinguished Professor in the School of Education.

network of free, open-enrollment schools that serve students in under-served communities. 📌

FROM THE DEAN



Photo by Dan Sears

Jill Fitzgerald

Responding to citizens' voices

by Jill Fitzgerald

The words “leadership,” “transformation,” “equity” and “engagement” permeate the spirit of our School of Education

endeavors. We are now in the midst of a singular opportunity to heighten our collaborative efforts to impact the lives of North Carolina’s children and adolescents. Last year, under the guidance of the UNC Board of Governors Chairman Jim Phillips, UNC President Erskine Bowles and the UNC Tomorrow Commission, a 28-member blue-ribbon UNC Tomorrow group was charged to meet with North Carolina citizens to determine “. . . how the University of North Carolina could respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future . . .” and to make relevant recommendations to the UNC Board of Governors.

The UNC Tomorrow report has been released. One of the report’s seven major categories is *Children and Their Future—Improving Public Education*. The report asserts that “UNC should be more actively involved in solving North Carolina’s public education challenges” and delineates five recommendations:

- Improve the quantity, quality and geographic distribution of teachers;
- Address the shortage of science and mathematics teachers, especially in rural areas;
- Cooperate with boards such as the N.C. Board of Education to enhance the teaching abilities of public school faculty and leadership abilities of administrators;

- Collaborate to help lower the dropout rate and improve student achievement, especially in high-priority schools; and
- Partner with selected boards and institutions to develop a seamless educational continuum from pre-kindergarten through higher education.

We have now entered the Response Phase. Each UNC campus is charged with developing responses to the recommendations and plans for implementation. I am privileged to lead our campus blue-ribbon Public Education Committee, which is comprised of School of Education faculty and administrators, faculty from other campus units, representatives from the James B. Hunt, Jr. Institute for Educational Leadership and Policy, and a representative from Piedmont Health Services Inc.

Our committee has been working diligently over the past two months to deliberate how our campus will respond to the recommendations. Our meetings have overflowed with interesting ideas, conversation and debate. It has been our good fortune to be able to step back with colleagues from across campus and beyond to take an eagle-eye look at our current strengths and dream about what more we can accomplish. While the final recommendations are yet to come (and I might add, soon!), some themes have prevailed in our deliberations. One theme centers upon the need for a comprehensive and systemic effort rather than sets of isolated, fragmented ones. Another is that cross-institutional collaboration could lead to enhanced utilization of resources and combinations of strengths that could be greater than the sum of the parts. A third is that efforts should utilize a “community of practice” model in which stakeholders

come together to determine local needs and initiatives that best respond to those needs. A fourth theme is that evaluating a dynamic pilot collaborative enterprise in a high-need region of the state could be an important beginning.

In reference to UNC’s engagement with the state, UNC President Erskine Bowles said in his inaugural address on April 12, 2006, “By offering the raw material of innovation and the glue of common purpose, the University has shown how our [North Carolinians] aspirations can take concrete form.” I can say with conviction that it is an honor to participate in our Public Education Committee discussions where innovative thinking is at its peak and where the common purpose of improving and enhancing the education and lives of North Carolina and children is at the forefront of every moment of conversation. In the next issue of *The Carolina Slate*, I will report upon UNC Tomorrow progress.

Members of the UNC-Chapel Hill Public Education Committee are: from the School of Education—Patrick Akos, Harriet Boone, Wendy Gratz Borman, George Noblit, Lynne Vernon-Feagans; representatives from other campus units—Gary Henry, Public Policy; John King and Alexandra Lightfoot, School of Government; Laurie McNeil, Physics; Peter Ornstein, Psychology; Dennis Orthner, Social Work; and additional representatives—Todd Boyette, Morehead Planetarium; Lynda McCulloch and Judith Rizzo, James B. Hunt, Jr. Institute for Educational Leadership and Policy; Carl Taylor, Piedmont Health Services Inc. The full UNC Tomorrow report and an executive summary may be found at <http://www.nctomorrow.org/>. 📌

Seasoned alumni provide support for beginning teachers

by Molly Malloy, communications intern

For a beginning teacher, every day brings new, often daunting challenges. As any seasoned teacher knows, the first year of a teaching career is hard.

To help recent graduates who are in the throes of the beginning teaching experience, the School of Education launched a new initiative this year—the Carolina Teachers’ Connection. Starting with the School’s 2007 graduating class, the Carolina Teachers’ Connection matches novice UNC graduates with experienced UNC alumni on a one-on-one basis. Lucy Williams, the program’s coordinator, taught in Kentucky before taking on the leadership of the Carolina Teachers’ Connection.

“The idea initially touched me in a personal way, because I think back to my first year of teaching. There are so many questions. It can be overwhelming,” she says. “The UNC alumni spirit is strong, and capitalizing on this strength can give new teachers a boost.”

Experienced educators who graduated from the School remember the early challenges of teaching and are generously volunteering their time to provide informal mentoring and encouragement for recent graduates entering the field. Stephanie Wright, a

mathematics teacher at Northern High School in Durham, N.C., serves as a mentor for a recent graduate who is a mathematics teacher at Southern High School, also in Durham. Wright believes that the

Carolina Teachers’ Connection is extremely valuable in providing an external network for new teachers who may feel reluctant to voice their concerns within their school’s internal network.

“I’d like to think that every school is a supportive community,” she says. “But you need to branch out to an external community to see the common themes. You get a sense that the struggles

you face as a new teacher are the struggles that every teacher has faced or continues to face.”

Lindsay Creech, a kindergarten teacher in her first year of teaching at Creekside Elementary School in Durham County, is paired with Jamie Cauthren, an alumna who now teaches at Rashkis Elementary in Chapel Hill. The two have met on multiple occasions this year to talk not only about teaching but about their Carolina experience as well.

“The program has been an outlet to talk about our stresses as well as things we’re working on in the classroom. It’s nice to have someone ahead of you who is giving you advice about what to think about next,”

Creech says. “I also really love that this program ties me to the University. I have a very special place in my heart for the School of Education.”

Creech says that the Carolina Teachers’ Connection reaffirms the positive experience she had when she was an undergraduate student in the School. If a problem ever comes up in her teaching, she knows she can use the School as a resource for connecting her to people who can help.

In hopes of expanding the program’s reach, Williams recently established a group page for the Carolina Teachers’ Connection on the popular social networking site Facebook.com. She encourages new and experienced teachers alike who graduated from the School to join the Facebook group and use it as a forum for connecting with other UNC alumni teachers.

Williams believes the Carolina Teachers’ Connection will continue to gain momentum as its participants enjoy positive experiences. Not only does she hope that experienced teachers will continue to serve as mentors, but she hopes that novice teachers will transform into mentors themselves for future graduates a few years down the road.

“It would be great for new teachers currently being mentored to turn around and do the same for those following in their footsteps,” Williams says. “In this sense, the Carolina Teachers’ Connection would grow and become a self-sustaining program.”

For more information, contact Lucy Williams at (919) 962-3791 or lucywilliams@unc.edu, or visit the Alumni Today section of the School’s Web site at <http://soe.unc.edu/>. Experienced teachers who graduated from the School as well as recently graduated first- and second-year teachers are invited to join the network by submitting an online participant profile form. 📌



Alumna teacher Jamie Cauthren (left) discusses classroom challenges with first-year kindergarten teacher Lindsay Creech.

Education graduate students learn from international experiences

by Molly Malloy, *communications intern*

Think globally. Act locally.

School of Education graduate students are living this mantra by participating in field experiences abroad that inform and enhance their experiences at home in North Carolina. From Asia to Africa to Europe, the School's students are working and studying around the globe.

For two students, global experiences have come in the form of Foreign Language and Area Studies (FLAS) fellowships. The FLAS program, funded by the U.S. Department of Education and administered at UNC-Chapel Hill by the Center for Global Initiatives, provides fellowships to assist graduate students in becoming more competent in foreign languages, area studies and international studies.

Natalie Martin, a master's student in Early Childhood, Intervention and Literacy, recently received a 2008-2009 FLAS fellowship to study Arabic and other relevant courses in Jordan. Her passion for Arab culture began in 2005 when she moved to Jordan to teach English to fourth and fifth graders at an independent bilingual school. Martin, who is planning to write her master's thesis on English as a Second Language (ESL) for Arabic-speaking students, says she expects to be more culturally competent when she returns to America.

"As an ESL teacher in the United States, it is important for me to understand the linguistic and cultural background of my students," Martin says. "After several years abroad, I hope to be more proficient in Arabic and better able to serve Arabic-speaking students in America."

MaryFaith Mount-Cors, a third-year doctoral student in Culture, Curriculum and Change, received a 2007-2008 FLAS fellowship to fund her academic

work this year—studying the Kiswahili language and taking courses in public health and African studies—in preparation for her dissertation work on education in East Africa.

Like Martin, Mount-Cors previously has lived and worked in the region she now is studying. She served in the U.S. Peace Corps in Benin, West Africa, from 1993-1994 and later managed a project in Somalia through the U.S. Agency for International Development (USAID). She says her global work has informed her local work as an instructor in the School's teacher education programs.

Other graduate students working in Africa are gaining additional perspectives. Beth Dawkins, a third-year doctoral student in Early Childhood, Intervention and Literacy, was an intern for UNICEF in South Africa last summer where she analyzed the country's early childhood curriculum and policies and made recommendations for improvement. Her global experience opened her eyes to issues in education that know no international boundaries.

"I believe children all over the world should have access to a quality education and the opportunity to become productive, contributing citizens," Dawkins says. "My work in South Africa has allowed me to see that all children want and have the ability to learn. It has further inspired my career goals of helping to



Beth Dawkins with children in Soweto, South Africa, last summer

improve education for children worldwide."

Kevin Brennan, a fourth-year doctoral student in Culture, Curriculum and Change, spent 10 weeks in Kenya last fall, conducting research about the absence of a university in Mombasa, Kenya's second most populous city. The research builds on professional and academic experiences he has had in more than a dozen countries in Africa during the past two decades.

In Europe, two more graduate students are learning about issues related to international classification and mathematics education. Andrea Lee, a third-year doctoral student in School Psychology, is currently working in Sweden for six months as an Early Stage Researcher for the Multidisciplinary Research Network on Health and Disability in Europe (MURINET). The goal of MURINET is to advance knowledge about the utility of the framework of the International Classification of Functioning, Disability and Health.

Crystal Hill, a fourth-year doctoral student in Culture, Curriculum and Change, attended the Nordic Graduate School in Mathematics Education in Iceland last summer, where she studied with international graduate students and world-renowned scholars. The program offered a global forum for mathematics education that Hill had not experienced previously. She says that it gave her new lenses for thinking about her dissertation work and new perspectives on the field of mathematics education.

This sampling of global experiences illustrates the commitment of the School's graduate students to becoming better educators by deepening their understanding of education and culture in other countries.

"Overseas study provides students with valuable opportunities to acquire a thorough understanding of the complexity of international affairs through first-hand experience," says Xue Lan Rong, associate professor of social studies education, who has represented the School on UNC's International Affairs Advisory Board. "They can put their new knowledge to good use as educators and educational scholars." 📌

Bill McDiarmid (continued from page 1)

Studies. He taught high school English, literature and history in Athens, Greece, before pursuing his graduate studies at Harvard University's Graduate School of Education, earning a Doctor of Education degree in Administration, Planning and Social Policy in 1984.

"We are very excited about Bill McDiarmid becoming our new dean," said Jill Fitzgerald, interim dean of the School of Education. "He is nationally known for creating imaginative teacher education programs. For most of his career, he has accomplished scholarship and practice dedicated to the enhancement of schooling. He will be a source of inspiration for us as our School continues to address critical North Carolina teacher shortage issues. As well, Dr. McDiarmid brings to our campus an extensive background of international experiences and a deep understanding of educational research. We look forward to his leadership."

Working for inclusion and addressing the needs of under-served students, schools and communities has been a focus of McDiarmid's career. "Having come originally from one of the poorest counties in North Carolina, I have long been aware not only of the injustices inherent in the institutional, economic and social status quo but also of the resources foregone in ignoring the potential contributions of marginalized individuals and communities," he said. "Bringing these resources to bear on a range of problems has been a goal of my life."

Building partnerships to improve learning among students and educators has been another focus for McDiarmid. "My work in building university-school-community partnerships bears witness to my conviction that the formidable problems that high-poverty schools and pupils face require all the resources we can muster—from universities, schools, unions, communities and parents, civic groups, state and local agencies, private businesses and foundations, and professional organizations," he said.

McDiarmid sees the role of a school of education at a research-intensive flagship university to be "supporting and sustaining schools and educational professionals who have the knowledge, skills, commitment and resources to do whatever is necessary to nurture and educate every child to be a knowledgeable, crit-

ical, and contributing citizen of a democratic society."

According to McDiarmid, "to achieve this vision requires sustained engagement with others within and outside of the University; research geared to the problems that educators, policymakers, families and communities face; educator preparation programs grounded in research, wisdom of practice, and systematic evaluative data; and faculty and staff who have the support and resources they need to do their jobs exceptionally well."

At the University of Washington, McDiarmid has worked with the Seattle Public Schools, Seattle Education Association and the College of Arts and Sciences to create the Teaching/Learning Partnership to prepare mid-career professionals to teach mathematics and science in high-need middle schools.

He also has served as co-director of the Washington Center for Teaching and Learning, a nexus for research and development activities of the UW College of Education, the UW College of Arts and Sciences and partner schools.

Additionally, he is a senior fellow with Teachers for a New Era, a national project funded by the Carnegie Foundation for the Advancement of Teaching, which focuses on renewing preservice teacher preparation and tracking the classroom performance of graduates.

Prior to coming to UW, McDiarmid served on the faculties of the University of Alaska Anchorage, the University of Alaska Fairbanks and Michigan State University. His work in Alaska included securing a \$6.2 million Title II Teacher Quality grant to create the Alaska Partnership for Teacher Enhancement, serving as director of the Institute of Social and Economic Research, teaching in a remote Eskimo village school and creating a program to prepare teachers for Alaska's small rural high schools.

At Michigan State, he co-directed the National Center for Research on Teacher Learning, helped create a preservice teacher preparation program and worked with the Aga Khan University to establish a program to prepare teacher educators in Pakistan.

McDiarmid will be the twelfth dean to lead the School of Education since it was founded in 1885 and established as a professional school in 1913. 📌

School ranks among America's best

The School of Education has maintained its position as one of the top schools of education in America, according to rankings released on March 28, 2008, by *U.S. News & World Report*. A tie for 22nd among the 242 ranked schools placed the School of Education in the top 10 percent of all schools of education in the country—both public and private—for the second consecutive year.

Four of the School's program areas were ranked in the top 20 nationwide for their specialty area: Educational administration and supervision, 14; special education, 14; elementary education, 18; and student counseling and personnel, 19.

Donor
ProfileFormer athletics educator and soccer coach
creates the Alan C. Moore scholarship fund

by Chrys Bullard, contributing writer

He taught and coached at the University of Florida from 1953 to 1990, but Professor Emeritus Alan C.

Moore's heart still beats Carolina blue. "Go, Tar Heels!" he answers his phone from deep within Gator country.

Carolina was Moore's first Division I love. After receiving his undergraduate degree from Springfield College in Massachusetts, he entered the School of Education, earned his M.Ed., coached the soccer and lacrosse teams from 1950 to 1953 and met the love of his life, his wife Elizabeth—deceased April 11, 2007.

"Elizabeth and I were both helped by the G.I. Bill, and we both received scholarships," he said. "It was ingrained in both families that you should pass along to others what you could."

In that spirit, Moore created two charitable gift annuities benefiting The Alan C. Moore Scholarship Fund in the School of Education and The Elizabeth Reaves Martin Moore Scholarship Fund in the School of Public Health—his wife's alma mater. During his lifetime, the annuities provide income to Moore, and with characteristic generosity, he returns a portion of it to the Schools of Education and Public Health to create expendable funds for immediate use. After his death, the annuities will revert to each school's foundation.

Moore prefers that his gifts to the School of Education be used to support students pursuing master's degrees and those who are interested in coaching. He also suggested another provision to the gift agreement—that the beneficiaries of his scholarship pay it forward by contributing to the Alan C. Moore Scholarship Fund or creating another fund in the School of Education.

"I had a stepping-stone," he said. "I hope people will know that this is their stepping-stone and they should throw another one in the water to help the

person who's coming along after them."

Moore credits his successful career to his M.Ed. and a former professor, J. Minor Gwynn—the man who taught him how to be a teacher.

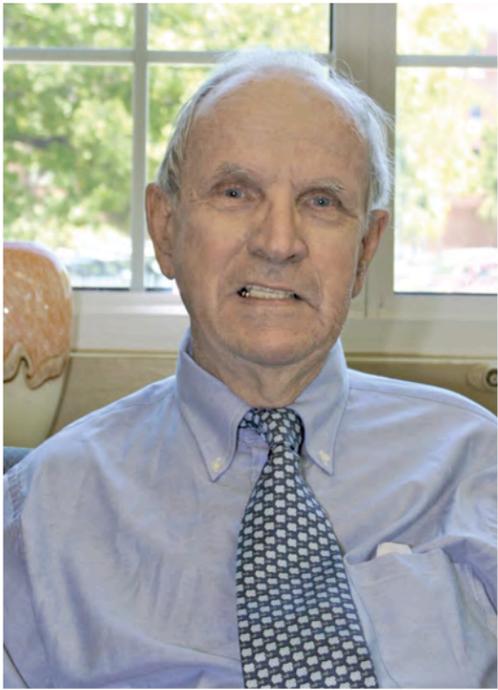
"I didn't have a bad professor at Carolina," Moore said, "but Dr. Gwynn was my guiding light. I liked his approach to teaching—the way he handled the class. I picked up a lot of skills from him."

After Moore completed his master's degree, a fellow Tar Heel graduate serving on the faculty at the University of Florida lured him South where Moore taught in the Department of Applied Physiology and Kinesiology until 1990. The author of more than 60 peer-reviewed articles and 10 books, Moore added to his professional accomplishments with leadership roles in more than 20 state, district and national organizations, including the

National Soccer Coaches Association of America, the U.S. Intercollegiate Lacrosse Coaches Association and Special Olympics. Speaking engagements included international venues in Moscow and the People's Republic of China.

In addition to his full academic and professional schedule, Moore founded the University of Florida Soccer Club in 1953 and served *pro bono* as its faculty advisor and coach until 1990. The club's record—an impressive six undefeated seasons, 502 wins, 239 losses and 109 ties.

The University of Florida capped Moore's career by designating him as a Distinguished Retiring Professor from the Golden Key Honorary Society. Additionally, he received Springfield College's Distinguished Alumnus Award and was inducted into the College's Athletic Hall of Fame; colleagues and former team members created The Alan C. Moore Scholarship Fund at the University of Florida; and in 2004, the University of Florida established The Alan C. Moore Sports and Fitness Program, which provides



Alan C. Moore

Photo by Michele Dye, College of Health and Human Performance, University of Florida

elective physical education courses to more than 3,500 Gators each semester.

Moore measures his professional accomplishments one student at a time. Many have achieved prominence as coaches with the Buffalo Bills, Dallas Cowboys, Green Bay Packers, Indianapolis Colts, New York Giants and Tampa Bay Bandits. Some have used the skills they learned under Moore's tutelage as an avenue to other dreams.

"When my wife was sick, a former lacrosse player who lives in New Hampshire called and said he was coming to see me," Moore said. "He brought Elizabeth a dozen roses and kept saying, 'I can't stay long.' He stayed an hour and a half. Finally he said, 'Coach, you taught me how to be successful. You started practice on time, you finished on time and the bus left on time. I remember you once left a player at Woollen Gym because he wasn't on time. I ran my publishing company just like that and I didn't keep anyone around who wasn't on time.'"

"When you're a teacher," Moore concluded, "you never know how you're going to reach people. You just never know." 📌

What is a charitable gift annuity?

A charitable gift annuity is a simple contract between you and The University of North Carolina at Chapel Hill Foundation, Inc. In exchange for an irrevocable gift, you receive a guaranteed stream of income for life—provided either to you or to you and another person. At the death of the final annuitant, the principal passes to the School of Education to be used for the purpose you designated.

Benefits to you

In addition to the satisfaction of providing for the School's future, there are numerous financial and tax benefits, including increased income, an income tax charitable deduction and reduced capital gains taxes, if the gift is made with appreciated stock.

How it works

In exchange for an irrevocable gift of cash or securities, the Foundation agrees to pay one or two named beneficiaries a fixed amount each year for life. The payout rate is based on the age of the income beneficiary, or the joint life expectancy if there are two beneficiaries. The Foundation follows the payout rates recommended by the American Council on Gift Annuities, and in most cases, part of each payment is tax free, increasing the after-tax value. We are happy to prepare calculations based on specific situations.

Contact us

For more information, contact Wendy Gratz Borman, the School of Education's assistant dean for external relations, at (919) 843-4536 or wendy_borman@unc.edu, or Candace Clark, the University's associate director of planned giving, at (919) 962-3967 or candace_clark@unc.edu.

New initiatives (continued from page 1)

Susan Friel, professor of mathematics education at the School of Education, is one of the nationally recognized mathematics educators leading this work.

"The challenge is to create a model that will impact teaching in North Carolina's nearly 1,500 elementary schools and can subsequently be implemented on a national level," Friel said. Pilot work in Guilford County Schools is providing feedback on how the curriculum can be delivered most effectively.

To increase the content knowledge and skills of mathematics and science teachers, the School of Education's Center for Mathematics and Science Education has expanded its professional development offerings with a new program called **Statewide Institutes for Teaching Excellence (SITE)**.

Developed through the North Carolina Mathematics and Science Education Network and offered on several campuses across the state, the SITE series of one-week summer institutes focuses on selected mathematics and science topics within the North Carolina Standard Course of Study.

"These institutes are designed to strengthen teachers' knowledge of the subject they teach as well as improve their teaching skills," said Russ Rowlett, Center director.

The Center played a key role in developing several of the SITE offerings, including courses in geometry

and biology for high school teachers, science for elementary teachers, and content area reading in mathematics and science for middle and high school teachers. In cooperation with the North Carolina School of Science and Mathematics in Durham, the Center will conduct six SITE institutes this summer.

To build abilities and leadership among mathematics and science teachers in under-resourced communities and assist them in achieving National Board Certification, another new initiative—the **Leadership Center for Mathematics and Science Teachers (LC-MaST)**—is tapping the strengths of North Carolina's National Board Certified Teachers (NBCTs).

LC-MaST was created through a partnership of the School of Education with the Center for Teaching Quality (CTQ), a nonprofit organization that seeks to improve student learning and advance the teaching profession. CTQ has launched a nationwide initiative to utilize mathematics and science NBCTs to spread teaching expertise using unique, virtual tools.

"NBCTs have convinced us that they want to be helpful beyond their own classrooms," said Barnett Berry, founder and president of CTQ. "We are providing venues for making that possible."

The School of Education is working with CTQ to deepen this effort in North Carolina where there are

more NBCTs than in any other state. "We are fortunate to collaborate with CTQ in this work," said Wendy Gratz Borman, assistant dean for external relations. "The partnership offers our faculty innovative avenues to engage and strengthen the expertise of North Carolina's mathematics and science teachers."

LC-MaST enables NBCTs in North Carolina to impact many facets of mathematics and science education, including pre-service teachers, lateral entry teachers, new teachers in high-need schools and qualified teachers who want to become leaders. An LC-MaST listserv already has been formed, linking together 140 NBCTs in a statewide online professional learning community. Additionally, 12 NBCTs have been identified to become virtual coaches and work with targeted groups of teachers in specific high-need N.C. school districts.

"This is refreshing; it's about honoring the practice of teaching and making teachers' voices heard," Berry said. "It's about elevating teacher leadership in North Carolina in a profound way that's never been done before."

These new initiatives complement the School of Education's existing programs for undergraduate, graduate and post-baccalaureate students, as well as the ongoing work of our centers and projects. To learn more, visit us at <http://soe.unc.edu/>. 📌

C L A S S N O T E S

Keeping up-to-date with alumni . . . Let us know what YOU are doing!



Photo by Joek Lauterer

Zollie Stevenson

Zollie Stevenson (Ph.D. '84) recently was named the director of Student Achievement and School Accountability (SASA) programs for the U.S. Department of Education. He will oversee the operation of the Title I program, the largest federal assistance program for elementary and

secondary education in the country. Under Title I, more than \$14 billion is awarded annually through formula and discretionary grants to raise the academic performance of under-performing students from low-income families.

Before joining the U.S. Department of Education, he was the director of Research, Assessment and Evaluation in Baltimore City Public Schools in Maryland and research director for the District of Columbia and Charlotte/Mecklenburg (N.C.) public school systems. He also has taught as an adjunct

professor at the University of North Carolina at Asheville, East Carolina University, George Washington University, University of Maryland and Bowie State University.

A native of Greensboro, N.C., Stevenson earned a bachelor's degree from the University of North Carolina at Asheville and a master's degree from North Carolina A&T State University before receiving his doctoral degree at the School of Education at UNC-Chapel Hill. He received the School of Education's Alumni Achievement Award in 2003. 📌

1950s

Benjamin E. Fountain, Jr.

A.B.Ed. '50, M.Ed. '52, Ph.D. '58

Received the N.C. Humanities Council's 2006 John Tyler Caldwell Award, recognizing an individual whose life and work strengthens the educational, cultural and civic life of North Carolina. Was the second president of the state's community college system and former Elizabeth City schools superintendent.



Photo courtesy of the North Carolina Collection

Albert Long, Jr.

A.B.Ed. '55

Inducted into the Fellowship of Christian Athletes Hall of Champions. Is the only athlete in ACC history to letter in four sports. Lives in Durham with his wife Jackie.

1960s

Mary Wayne Watson

A.B.Ed. '69, M.A.T. '72

Presented a paper titled "John Charles McNeill: Poet Laureate's Home Songs" at the national conference for the Two-Year College Association of English teachers in Louisville, Ky. Is an instructor at Nash Community College in Rocky Mount, N.C.

1970s

George B. Forsythe

M.A.C.T. '77, Ph.D. '84

Named 20th president of Westminster College in Fulton, Mo. Served as senior vice president and dean of faculty at Westminster from 2005-2007.



Submitted photo

George Forsythe

Cynthia Rigsbee

A.B.Ed. '79

Named Piedmont/Triad Central Region Teacher of the Year. Is a teacher at Gravelly Hill Middle School in Efland, N.C., and a member of the School of Education's Alumni Council.



Submitted photo

Cynthia Rigsbee

1980s

David B. Austell

M.A.T. '80, Ph.D. '90

Assumed the position of director for international students and scholars at New York University.

Sherri Green Branch

A.B.Ed. '85, M.A.T. '86

Named Secondary Reading Teacher of the Year for Granite School District and Utah Secondary Reading Teacher of the Year. Teaches at Thomas Jefferson Junior High School in Salt Lake City, Utah.

Stephen Gaskins

A.B.Ed. '80

Named 2007-2008 Principal of the Year for Robeson County Public Schools. Is principal at Lumberton High School.

Virginia Dare Hardy

A.B.Ed. '88

Recently began a three-year term on the advisory panel of the Z. Smith Reynolds Foundation, where she will help the Foundation better understand issues affecting North Carolina and opportunities for more effective grantmaking. Is currently the interim chief diversity officer for East Carolina University.

1990s

Cynthia Somma Clavijo

A.B.Ed. '96

Named 2007 Teacher of the Year at West Lake Elementary in Apex, N.C. Teaches fourth grade.

Carla Joyner

A.B.Ed. '94

Named 2007 Teacher of the Year at W.G. Enloe High School GT/IB Center for Humanities, Sciences and the Arts in Raleigh, N.C. Teaches mathematics.

Enrique Murillo

Ph.D. '99

Recently co-authored a book titled *Local Democracy Under Siege: Activism, Public Interests and Private Politics*, which won the 2007-2008 Delmos Jones and Jagna Sharff Memorial Prize. Is a tenured faculty member in educational research methods and foundations of education at California State University at San Bernardino.

Candace Odell

B.M.Ed. '91

Named 2007-2008 Teacher of the Year for Durham's Carrington Middle School and 2007-2008 Teacher of the Year Semi-Finalist (top 10) for Durham Public Schools. Began teaching at Carrington upon graduation from UNC-Chapel Hill in 1991.

Amy Rickard

A.B.Ed. '94, M.S.A. '00

Named principal of Morris Grove Elementary, scheduled to open in fall 2008 in the Chapel Hill-Carrboro school district. Also named 2007-2008 Principal of the Year for Chapel Hill-Carrboro City Schools.

John Tharp

M.A. '99, Ed.D. '07

Published a book titled *Breaking the Cycle of Failed School Reform: What Five Failed Reforms Tell Us*, based on his doctoral dissertation. Is a high school principal in South Carolina.

2000s

Michael Brannigan

M.Ed. '03

Named 2007 Counselor of the Year by the N.Y. State School Counselor Association. Currently is in his fifth year as a counselor at Queensbury Middle School in upstate New York.



Submitted photo

Michael Brannigan

Kelley Dull

M.Ed. '02

Named a semi-finalist for the 2008 School Counselor of the Year Award from the American School Counseling Association. Is a counselor at Edneyville Elementary School in Hendersonville, N.C. Volunteers with Horse Sense of the Carolinas Inc., an Asheville-based organization that offers



Submitted photo

Kelley Dull

programs in Equine-Assisted Psychotherapy and Equine Assisted Learning.

George Edwin Gray

M.Ed. '05

Nominated teacher of the year at Garner Magnet High School, an international baccalaureate world school in Wake County, N.C. Teaches social studies.

James Tyson Jeffus

A.B.Ed. '06

Recently married Courtney Gage Rose, a finance associate at Wachovia Bank. Teaches seventh-grade mathematics at Randolph Middle School in Charlotte, N.C.

Meghan McGlenn Manfra

Ph.D. '06

Awarded a 2007 Summer Research Fellowship at Old Dominion University in Norfolk, Va. Is an assistant professor of social studies and elementary education at Old Dominion.

Star Sampson

M.S.A. '03

Named Principal of the Year for Durham Public Schools. Is principal at Eastway Elementary School, where she has worked since 2004.



Submitted photo

Star Sampson

June Talvitie-Siple

Ed.D. '07

Named coordinator of e-Learning at University of North Carolina at Wilmington. Will head newly formed e-Learning office and manage all e-Learning efforts across campus, including future development of new online degrees.

Deaths

Donald Nelson Buie

M.A.T. '73

Deceased May 7, 2007

Clara J. Crabtree

M.Ed. '64

Deceased April 7, 2008

Emma Lou Garner

M.Ed. '54

Deceased January 2, 2008

Thomas Edgar Glass, Jr.

A.B.Ed. '51, M.Ed. '58

Deceased August 17, 2007

Susan Walker Gustafson

A.B.Ed. '57

Deceased February 20, 2008

Howard Causey Holland

A.B.Ed. '35

Deceased January 15, 2008

Joyce Fulcher Jackson

M.Ed. '62

Deceased March 14, 2008

Kennon E. Jackson

M.Ed. '73

Deceased December 28, 2007

Greyard Byrne Lamm

M.A.Ed. '53

Deceased January 3, 2008

Thomas Culbreth McCall

A.B.Ed. '54, M.Ed. '57

Deceased January 9, 2008

Sarah McPhaul McNeill

M.Ed. '75

Deceased January 7, 2008

Marlys Marie Mitchell

Ph.D. '68

Deceased March 8, 2008

Alice McIlhatten Patterson

A.B.Ed. '38

Deceased October 28, 2007

Louis Billy Pope

M.Ed. '52, Ph.D. '58

Deceased March 20, 2008

Wiley H. Shearin

A.B.Ed. '59, M.Ed. '67,

Ed.D. '81

Deceased February 5, 2008

Mary Windley Dunn Tillman

A.B.Ed. '56

Deceased March 24, 2007

Stephen Clarence Woodard

A.B.Ed. '28

Deceased November 2, 2007

IN MEMORIAM

We honor the memories of former longtime faculty members:

Roy Sommerfeld

Deceased July 11, 2007

Pat Trohanis

Deceased June 23, 2007

Rebecca Woolever

Deceased December 28, 2007

Mail us your news or submit it online at http://soe.unc.edu/whats_new/.

Faculty
News

Susan Friel's mathematics curriculum work leads to stipends for graduate students

by Ginger Travis, contributing writer

Ten years ago, Professor of Mathematics Education Susan Friel and several co-authors published a middle school mathematics curriculum, the *Connected Mathematics Program* (CMP). Funds from the National Science Foundation supported the six-year process of curriculum development, field-testing and refinement. Once published, CMP eventually captured an estimated 20 to 25 percent of the U.S. middle school market.

"We never imagined it would be used as widely as it is now," Friel said.

CMP is a problem-centered mathematics curriculum for grades six through eight. It helps students develop understanding of important concepts, skills and ways of thinking and reasoning in numbers, geometry, measurement, algebra, probability and statistics.

CMP makes connections between mathematics, other subject areas and the real world.

"It includes many interesting, creative and mathematically-rich activities," Friel explained. "It encourages individual, pair and group work in solving hands-on tasks. And it succeeds with a wide array of students, including ethnically and racially diverse populations."

In 1999, CMP was cited by the U.S. Department of Education as one of 10 "exemplary" mathematics programs. It was the only middle school program in



Susan Friel holds a student book that is part of the *Connected Mathematics Program*.

the nation to receive the recognition.

Today, education doctoral students focusing their work in mathematics education will have opportunities for stipends funded by royalties from CMP.

When CMP was published, Friel arranged for UNC-Chapel Hill to receive a share of royalties, as did her co-authors with their respective universities.

Over time, the royalties grew, and the School of Education recently designated \$400,000 as an endowment for graduate student support. It was fitting to name the fund the Susan Friel Graduate Student Stipend for Mathematics Education.

"Susan Friel is a passionate advocate for mathematics education, nationally recognized for her scholarship, well known across North Carolina for her unrelenting service to the public schools and unsurpassed in her dedication to students," Interim Dean Jill Fitzgerald said. "One of our great needs in the School of Education is additional funding for graduate students. This fund will not only address that need, but it will boost our recruitment efforts."

It is anticipated that two students each year will receive support from this fund. As the name indicates, preference will be given to

doctoral students focusing on mathematics education, particularly students nearing the dissertation stage when their full focus should be on finishing the degree.

Friel joined the School of Education faculty in 1990. Originally from upstate New York, she began her career in the late 1960s teaching fifth and sixth grades in Massachusetts. Later, while working in the

Boston area, she earned a master's degree at Lesley College and a doctorate in mathematics education at Boston University. She was recruited to the CMP team specifically for her rich background in the mathematics development of elementary students.

The CMP co-authors recently finished revising the curriculum for its second edition, again with support from the National Science Foundation. Friel now has moved on to another compelling subject—the mathematics development of second graders.

Her interest in the early grades intensified after she completed many observations of what middle school students appear to know mathematically as they transition from elementary school. She currently visits several second-grade classrooms in Orange and Durham counties to observe how young students develop fluency with numbers. In particular, the focus is on understanding how these students develop a sense of place value and apply its use to operating with numbers using addition and subtraction.

Susan Friel is absolutely delighted with her experiences among second-grade students and teachers. "These are wonderful teachers who have let me into their lives and classrooms," she said.

"The teachers and I are trying to clarify ways second-grade students learn mathematics. We need to be able to figure out if students are developing benchmark understandings. If not, we are working on ways to intervene to support their learning."

She believes this work will help teachers more effectively teach strategic mathematical concepts to students in the early grades. After four decades in education, she still is excited by her work, still has a lot to say—and continues to be a good example for the graduate students who will follow in her footsteps.

Anyone interested in gifting royalties may contact Wendy Gratz Borman, assistant dean for external relations, at wendy_borman@unc.edu or (919) 843-4536, for more information. 📌

New colleagues join the School of Education community

Ramona Cox, who once questioned whether she had the support needed to pursue a college degree, will now have the opportunity to encourage and support others who dream of becoming education students at UNC-Chapel Hill.

"I want to assist all prospective students who come my way to achieve their goals as educators and go further than they think they can," said Cox, the School of Education's new coordinator of teacher recruitment and retention, and licensure officer. "That includes introducing UNC to individuals who think they can't be here or who have the desire to be here but don't know how to make that happen."

During her undergraduate studies at the University of Nebraska, Cox, an Omaha native, received support and encouragement from her teachers. "They convinced me that I had everything I needed to succeed," she said.

After earning a baccalaureate degree in journalism, Cox worked in the communications industry for 11 years, but she continued to feel a deep desire to become an educator. "I guess you could say that I had always had the drive to be an educator but I didn't have the nerve," she said.

At age 35, she returned to school to pursue a master's degree in education at the University of Colorado at Boulder. After a few years as a middle school teacher—first in Colorado and then in North Carolina—she joined the faculty of Guilford Technical Community College in Greensboro, N.C. While continuing to teach, she entered a doctoral program in educational leadership and cultural studies at UNC-Greensboro. She expects to complete her Ed.D. degree in December.

One of Cox's main priorities in her new position is to connect the School of Education with community organizations in order to bring more individuals into

education. "I want to partner with many different community organizations so we can introduce teaching to individuals of diverse backgrounds who might not have considered it as an option," Cox said. "I believe that everyone has a purpose, and I want to help people find their own purpose and move toward it."

Rebecca New came to Carolina in January as an associate professor of early childhood education in the School of Education and a research fellow at the Frank Porter Graham Child Development Institute (FPG). She is providing leadership in linking FPG's FirstSchool initiative with the School of Education's teacher education programs.

New brings an extensive background in early childhood education, which began when she was a graduate student at the University of Florida where her mentor was Ira Gordon—who later became dean of the School of Education at UNC-Chapel Hill.

"He introduced me to the field of child development research and the powerful role of the sociocultural context on parenting," New said. Gordon guided her to Harvard University, where New completed her

doctoral degree in 1984 in comparative child development.

In subsequent faculty positions at Syracuse University, the University of New Hampshire and Tufts University, New continued her study of culture and child development, soon expanding her focus beyond parent-child interactions to consider teacher beliefs and relationships within diverse cultural settings. Perhaps best known for her writings on the early childhood programs of Reggio Emilia, Italy, New has published widely on cultural influences on child development and early education, and the essential role of inquiry in effective and ethical educational practice.

New's role in FirstSchool—a model for coordinating early schooling from age three through third grade—is primarily focused on the professional development of teachers in the preschool through primary grades. "A major goal of FirstSchool is to promote reforms in teacher education, including the preparation of teachers, to welcome, generate and sustain ongoing collaborative inquiry with parents and other teachers so that everyone understands and contributes to the possibilities in children's lives," New explained.

Her work in the School of Education is closely aligned with her role in FirstSchool. She is currently working with colleagues to revise the Early Childhood and Elementary Education programs, seeking to integrate the best of what is known about teacher education with emerging understandings of children's early learning in the prekindergarten-primary years. In the fall, she will teach a new graduate-level seminar on "Culture, Child Development and Education," using her recently-published book, co-edited with Robert Levine, titled *Anthropology and Child Development*. 📌



Photo by Den Sears

Ramona Cox

Rebecca New

Dwight Rogers retires; continues caring, connecting, making music

When Dwight Rogers enrolled in an undergraduate course in educational foundations at the University of Florida, he wasn't planning to be a teacher.

"That course was inspiring, especially a project I did interviewing high school students about their experience with integration," he recalls. "As the oldest of five siblings, I had always liked being around young children, and when I graduated, I decided to volunteer with Teacher Corps." After two years of working in elementary schools, he was hooked.

Rogers accepted his first teaching position after earning a Master of Education degree from the University of Florida in 1974. "I still consider getting through my first year of teaching to be one of my biggest accomplishments," he reflects 34 years later. "Seeing the most disruptive little boy in my kindergarten class become transformed into a thoughtful, interested student was magical!"

Rogers taught for several years before pursuing a Ph.D. with an early childhood specialization at the University of Florida. Ready to teach others how to teach, he joined the faculty at Ohio University and taught there for four years before coming to the UNC School of Education in 1986.

What his former students say

"My teaching career would not exist without Dwight Rogers' influence. From my first class with him to having him as my supervisor, Dwight has never stopped teaching me about children, learning, building relationships and reflecting on myself as a teacher. Dwight helped me become confident in my abilities as an educator and helped foster my love for teaching. Words cannot express what he means to me, or how grateful I am to him. I only hope to have as big an impact on my students as Dwight has had on me."

Jen Whicker (A.B.Ed. '07)
First-grade Teacher, E.K. Powe Elementary School, Durham
Former Undergraduate Student

"Dwight has a special talent for listening deeply. He asks great questions with just the right level of challenge and complexity. I learned so much from him—how to articulate my thinking, how to focus my writing. He encouraged all of us to be more reflective about our teaching. He has continued to support my work as a second-grade teacher over the years—still willing to listen and help me find answers to my own questions. The best kind of teaching!"

Robin Franklin (M.Ed. '03)
Second-grade Teacher, Lakewood Elementary School, Durham
Former Student in M.Ed. Action Research Class

"As an undergraduate teacher candidate, I learned from Dwight the importance of care toward students in the way that he modeled care for me and my fellow undergraduates. Later, as an elementary school teacher, I drew on his influence as I tried to understand particular students through my relationships with them and their parents, and let this understanding inform my teaching. As a doctoral student working with Dwight on the Curriculum, Music and Community project and later my dissertation, I learned the importance of treating and respecting teachers as professionals and honoring their expert knowledge.

"Finally, my experiences as Dwight's student and friend remind me of the importance of cultivating my own interests and talents outside of the workplace, and his path encourages me to lead a more balanced life."

Sydney Brown (A.B.Ed. '91, M.Ed. '92, Ph.D. '05)
Assistant Professor, Gardner-Webb University
Former Undergraduate and Graduate Student

"Throughout his career here, Dwight has been the consummate teacher," says Interim Dean Jill Fitzgerald. "He is the person I have gone to repeatedly when I wanted to improve my teaching."

"He is adored by his former students, who continue to express their love and gratitude for this wonderful person, even years after they graduate," Fitzgerald says. "It would be difficult to find another colleague in our School who has achieved as many 4.0s—the highest possible teaching rating—as Dwight."

The multiple teaching awards that Rogers has received, both from Ohio University and from UNC-Chapel Hill, further attest to his excellence.

Two that he particularly values are the 1997 Students' Undergraduate Teaching Award, nominated and selected by the undergraduate students at UNC-Chapel Hill, and the Outstanding Faculty Award, selected and presented by Carolina's senior class of 1999.

Among Rogers' major accomplishments at the School of Education was his work with colleagues to re-conceptualize and redesign the Elementary Education program in 1996, making it more field-based and connecting the content and theory taught in the classes with what happens in schools.

Another important focus was his scholarly work to emphasize the ethic of caring in teacher education. "People go into teaching because they care about children," Rogers notes. "But few were talking about that in academia." Rogers studied how a "context of caring" takes form in working with children and advocated caring as an essential perspective for educators.

"Dwight's scholarship has been impeccable, and his service to the School has been extensive and unselfish," Fitzgerald says. "Without question, his scholarship on caring has been an analog for how he has conducted his professional life."

An expression of his ethic of caring was Rogers' work in supporting new teachers and re-energizing experienced teachers. For new teachers, he co-developed and co-directed support groups to help teachers as they were struggling in their classrooms. During a period of five years, about 100 teachers participated in the new teacher support groups from area school districts.

This work culminated in a 2002 book titled *From Isolation to Conversation: Supporting New Teachers' Development*, co-authored with Leslie Babinski.

For experienced teachers, Rogers taught a research class in the School's Master of Education program. Under his guidance, each teacher chose a topic of interest, such as, "Why are my students failing my tests, particularly my minority students?"

Each teacher designed and conducted a research study to investigate the question of interest. The teachers met regularly with a research group for seri-



Dwight Rogers

ous discussions of their practice and research. Rogers often encouraged the teachers to interview their students in searching for answers.

"I think this process gave some teachers new perspectives on their work," Rogers says. "It re-energized others, revitalized their practice and left them more connected with each other and more sensitive to their students."

Drawing on his lifelong interest in music, Rogers also co-directed the Curriculum, Music and Community project. He and UNC Folklore Professor Glenn Hinson worked with fourth-grade teachers in several school districts around the state to integrate traditional North Carolina music into the curriculum, not just as a typical arts enhancement unit but as a central part of the course of study. Area musicians came into the classrooms to sing, tell their stories and answer students' questions.

"This project was based on the theme of collaboration," Rogers says. "Teachers worked together around a central organizing theme—music. Instead of the usual scenario with schools trying to reach out to parents, in this case the community reached in to the schools. The result was powerful."

As he anticipates retiring this summer, Rogers reflects on his work, "For me, the important thing about teaching is building relationships, talking and listening, understanding each other. I've found that if I get to know my students and provide an opportunity for them—and me—to learn and grow through serious dialogue, that's when education happens."

Rogers already is exploring new challenges that he will continue to pursue in retirement. Having played the banjo for more than 30 years, he is now learning to bow the double bass. "It's a tremendous challenge and very humbling," he reports. "But I can say that I'm making progress."

The School of Education is making progress too, bolstered by Rogers' many contributions throughout his career. "Dwight understood and worked selflessly for the good of the School," Interim Dean Fitzgerald says. "He has been responsible for much of the good work that has happened here." 🍌

What's new?

Honors? New job? New address? New spouse? New baby? Please keep us informed of your news so we can tell other alumni. Submit your news online at http://soe.unc.edu/whats_new/. Or mail it to *The Carolina Slate* (address on back cover). Please include your name, degree, year, title, employer, address, phone and e-mail.

Make a gift to the School of Education Foundation.

Gifts from alumni and friends are crucial in helping the School of Education continue its outstanding research, teaching and public service. Please support this legacy of excellence by making your gift to the Annual Fund. Designated levels of giving are:

Peabody Society	\$2,000 and above*	Benefactors	\$250 - \$499
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You can make a gift online by going to <http://soe.unc.edu/alumni/gifts/>; click on "ONLINE GIVING: Make a Gift." Or write a check payable to the School of Education Foundation and mail it to the Annual Fund, Attn: Laurie Norman, School of Education, CB 3500, Peabody Hall, Chapel Hill, NC 27599-3500. Thank you!

*Includes membership in the Carolina Chancellors' Club



Please remember to check our box.

When you receive a phone call or letter from the University inviting you to make a gift, we hope you will check the box beside the School of Education to designate your contribution. Only when you check our box do we receive your gift, allowing us to put it to work to benefit the children of North Carolina and beyond.

Save the date

September 27 awards ceremony

The School of Education's annual Alumni Awards ceremony will be held on Saturday, Sept. 27, 2008, at the George Watts Hill Alumni Center on the UNC-Chapel Hill campus. All alumni and friends are encouraged to attend. Contact Laurie Norman, director of alumni relations, at laurie_norman@unc.edu or (919) 843-6979 for more information.

Nominate outstanding candidates

The School is currently seeking nominations of outstanding candidates for alumni awards. Nominations received by June 1 will be considered for this year's awards; later nominations will be considered in the future. Additional information and a nomination form are available at <http://soe.unc.edu/alumni/awards/>.



Seven of our faculty members currently are serving or recently have served as presidents of national and international professional organizations. They are:

- (seated, l to r)
 Audrey Heining-Boynton, American Council on the Teaching of Foreign Languages;
 Fenwick English, University Council on Educational Administration;
 Mary Ruth Coleman, Council for Exceptional Children;
- (standing, l to r)
 Patricia Shane, National Science Teachers Association;
 Barbara Day, The Delta Kappa Gamma Society International;
 Virginia Buisse, The Division for Early Childhood of the Council for Exceptional Children;
 Lynda Stone, The John Dewey Society for the Study of Education and Culture.

Meet the presidents.

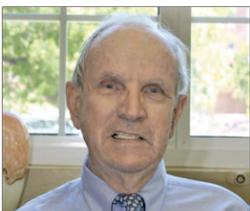
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