New fellows program aims to highlight community service

By Michael Hobbs

There are few places better to learn than some place way outside your zone of comfort.

Gail Weaver Bunn learned that firsthand. Having grown up in the midst of a white, middle-class lifestyle, Bunn was confronted with adapting to some new realities when she began her teaching career – first during a summer job teaching in a subsidized-housing project in Raleigh, then in her first teaching job in Yadkin County, at the foot of the Blue Ridge Mountains.

“It was a cultural eye-opening experience,” said Bunn (A.B.Ed. ’72), who struggled as she worked to find ways to connect first with poor, urban African-American children, then with poor, rural white children.

But she found the work of finding ways to connect with her students, and with their families, to be enriching and rewarding.

“Both of those experiences caused me to realize that the world is made up of a lot of different people with different backgrounds,” Bunn said. “I found that I can help people and that I could develop skills to help me deal with challenging situations.”

Now, Bunn is working to make sure that students at the School of Education can have similar experiences.

The Bunn Fellows

Bunn and her husband, Tom, have established the Gail W. Bunn Fellows program, which will help support undergraduate students enrolled in the School of Education’s pre-service teaching program to work and live in rural communities during their junior year experience and their senior year of student teaching.

Gail Bunn said she was moved to create the program after learning more about the School’s work to improve schools in rural North Carolina, and specifically its initiative in the northeastern part of the state where the School is working with...Continued on page 2

School reorganizes to reduce costs

The School of Education has implemented several reorganizations aimed at reducing costs as it prepares for expected additional budget cuts.

The School, along with other units at UNC-Chapel Hill, were instructed to cut the state-supported portion of its budget by 5 percent for the fiscal year beginning in July. Additional reductions are expected once the General Assembly completes its budget.

“During the unpleasant task of identifying spending reductions, we have kept in mind Chancellor Thorp’s directive to do all we can to protect the academic core,” said Dean Bill McDiarmid. “The School’s faculty were involved in this process, and their input has been essential in identifying the resources that are most critical...Continued on page 6

Six faculty members retiring from School of Education

Six members of the School of Education’s faculty are retiring this year: Barbara Day, Jill Fitzgerald, Wally Hannum, Russ Rowlett, Pat Shane and Rhonda Willkerson.

“We are indebted to these six scholars, as they have devoted themselves to their students, to their colleagues and to the School of Education,” said Dean Bill McDiarmid. “We have all been enriched by our association with each of them, and we are gratified to know that their work will continue in the accomplishments of their students.”

Following are brief descriptions of each retiree’s contributions to the School. Fuller profiles are available on the School’s website: soe.unc.edu...Continued on page 4
Bunn Fellows program aims to encourage community service (continued from page 1)

four school districts in the Roanoke River Valley Consortium.

“That existing partnership and a Board of Visitors presentation on public service scholars sparked my thinking about what could be accomplished through a fellowship,” she said.

“I saw an opportunity to combine my personal interest in helping educate children in rural communities while supporting an existing School of Education initiative,” she said.

The purpose of the program is to get more students working in rural settings where they can serve as role models for young children and learn how rewarding it can be to help children in underserved schools, Bunn said. But just as important, there’s a need for those students to bring their enthusiasm for community service work back to the UNC-Chapel Hill campus, she said.

“It will go both ways,” she said. “It will be a positive experience for our students and the students with whom they work. Then students will bring that enriching experience back to Carolina and hopefully encourage more of these types of activities among their peers.”

Students who are selected to become Bunn Fellows will serve their student teaching experience working and living in a rural community. Each Bunn Fellow will participate within the community where they are placed with a commitment to provide a meaningful relationship with the children, families, school and community. Each Fellow will conduct a service project in their community. Bunn, who has volunteered in schools in Charlotte, Chicago, Cleveland and South Carolina throughout her banking career, said she hopes community service work will provide life-changing experiences for the Fellows.

She expects the Bunn Fellows will form cohorts who support one another and share their experiences with other pre-service program students.

Fellows’ collaboration already beginning

Bunn Fellows will be supervised by a School of Education faculty member, with face-to-face meetings, as well as web-based communication. A supervising teacher in the community will work with each Fellow.

Each Fellow will take on a community service project that will be agreed upon by the Fellow and his or her faculty and teaching supervisors.

“We have great students in the School of Education who know so much about working with children,” Bunn said. “They are a great resource for schools, but also for back here at Carolina when they return with an enthusiasm for community service.”

The excitement over the program is already catching on at the School. The two inaugural Fellows have been chosen: June Furr of Charlotte and Dominique Garland of Greensboro. Both are rising seniors majoring in elementary education.

Furr and Garland, along with faculty program coordinator Martinette Horner, made an initial visit to Warren County in April, meeting with the Mariam Boyd Elementary School principal and teachers with whom they’ll work.

During the fall 2011 semester, Garland and Furr will make weekly visits to the school. They’ll then spend much of the spring 2012 semester there.

“Principal Canecca Davis literally greeted us with open arms,” Horner said. “Teachers Heide Alston and Norma Retzlaff shared an expectation of collaboration between our Bunn Fellows and the Mariam Boyd school community.

“There was a shared sense of excitement for what everyone stands to learn in this experience,” said Horner. “Our students are eager to share in this community’s commitment to student success, learn from these two teacher leaders, as well as contribute in a meaningful way.

A gift to give over and over

The Bunn’s have made a gift to establish the fund that will support the program, and have expressed a commitment to providing additional support in the future.

The endowed fund will initially support two awards each year, with each Bunn Fellow receiving a stipend, which is intended to help cover living expenses incurred during Fellows’ experience away from the Chapel Hill campus.

Tom Bunn surprised his wife by making the first gift to establish the fund. On her birthday, after a day of hiking during a vacation, he gave her an envelope containing a description of the donation and told her she’d never guess what the gift was.

“He was right,” said Gail Bunn. “He was so excited about it. I was excited about it. It was a special gift, one that I hope will give over and over again.”
Commencement is a time for classmates to celebrate the bond of friendships forged through hard work and shared accomplishment.

**Commencement!**

It's an ending ... and a beginning. Commencement at the School of Education marks the culmination of years of work, a continual striving for goals in service of personal betterment and strengthened opportunity to give to others.

On May 7, more than 220 people received degrees in a ceremony held on the floor of the storied Smith Center. Gerry House (Ed.D. ’88), president and chief executive officer of the Institute for Student Achievement, implored graduates to work hard building an evolving new educational landscape.

Graduates of 2011: Congratulations!

Photo essay by Michael Hobbs
Melissa Miller wins University Distinguished Teaching Award

A nominator said that Miller fosters a scholarly community of graduate students interested in special education and that she has successfully recruited students and supports them throughout their program. The nominator added: “She teaches a broad range of undergraduate and graduate students. Yet, despite her demanding teaching and advising responsibilities, she always is mindful of her students’ academic and professional development. She distinguishes herself through her personalization of compassion and empathy that are so important in the composition of a good educator.”

Another student said: “She motivates you to want to be better as a human-being, a woman/man, a participant in society, a leader in the profession.”

Miller joined the School of Education in 2007. She received all three of her higher education degrees from the University of Florida. After earning her baccalaureate degree, Miller worked as a special education teacher in Ocala, Fla. for eight years.

She has taught at the University of Florida and has served as a research assistant at the University of Florida and the Florida Center for Reading Research.

Her research focuses on the prevention and remediation of academic difficulties for students with learning and behavior problems.

Another student said of Miller: “[She] continues to challenge me, and continues to remind me that teaching is so much more than instruction. It is developing trust through compassion and sincerity. Without trust, teaching is handicapped.

“Dr. Miller has my full trust and because of this I am confident in pushing towards my goal knowing that I am not alone in my endeavor. This type of inspiration is truly contagious and should be admired and rewarded.”

Six faculty members retiring from School of Education

She has served as president of three international education organizations: the Association for Supervision and Curriculum Development, the Kappa Delta Pi International Honor Society, and Delta Kappa Gamma Society International for Key Women Educators.

She has won numerous awards, including a National Leadership Award from the National Association of International Honor Societies; the Delta Kappa Gamma Achievement Award; the Outstanding Alumnus Award from East Carolina University; and the Phi Delta Kappa Award for Outstanding Leadership.

Day earned her bachelor’s degree at ECU and her M.Ed. and Ph.D. degrees at the School of Education. She has earned a master of divinity degree at Duke University, and an Anglican studies diploma from Virginia Theological Seminary, where she is a candidate for the doctor of ministry degree.

“I plan to stay very active,” Day said. “I will be attending and speaking at a number of conferences and programs in the next year and I will be a full-time graduate student next year, completing my dissertation at VT.”

Day said she loves UNC.

“I’m very excited,” Fitzgerald said. “It’s a new challenge and a great place to work.”

Fitzgerald, is retiring from UNC-Chapel Hill to assume a position as Distinguished Research Scientist at MetaMetrics, a psychometric literacy research organization based in New York.

“I’m very excited,” Fitzgerald said. “It’s a new chapter and an opportunity to join a group of investigators who have special interests in helping students to be better readers and writers.”

Fitzgerald has been a leading researcher in the field of literacy for more than 25 years, and has served the School of Education as senior associate dean and chief academic officer, director of graduate studies, and as interim dean.

A professor of literacy, Fitzgerald joined the School’s faculty in 1979 and has had a prolific scholarly career in emergent, early school and bilingual literacy.

In May, at the International Reading Association annual conference, she was inducted into the Reading Hall of Fame, an honor which recognizes researchers who have made extraordinary contributions to theory and research in the study of literacy.

Fitzgerald earned her bachelor’s degree at Harpur College, SUNY at Binghamton, her master’s at State University College of New York at Cortland, and her Ph.D. at State University of New York at Buffalo.

Fitzgerald said she was going to miss the students, staff, and colleagues in the School of Education.

“UNC is a great institution, and it’s been an honor and a privilege to be on the faculty,” she said.

Wallace Hannum

Wallace “Wally” Hannum, an associate professor of educational psychology, has been a member of the faculty at the School of Education since 1979, teaching graduate-level courses on the use of technology in education, learning theories and instructional design.

He has served as associate director of technology of the National Research Center on Rural Education Support and conducted research on instructional uses of technology, especially distance education, an interest he attributes to growing up in rural Alabama and seeking to help extend educational opportunities to people who live far from city centers.

Hannum has widely consulted for corporations and federal agencies, helping them improve their education and training functions.

He is the author of four books on instructional systems design, task analysis, educational applications of computers, and emerging training technologies, and has published numerous journal articles on developments in technology and implications for educational institutions. He has won awards for his books and for his research on factors influencing the learning of intellectual skills.

Hannum earned his bachelor’s and M.Ed. degrees from Auburn University, and his Ph.D. from Florida State University.

Russ Rowlett

Russ Rowlett joined the School of Education in 1987 as director of the Center for Mathematics and Science Education, a position he has held since.

A clinical professor of education and an adjunct professor of mathematics, Rowlett has designed professional development programs for K-12 teachers throughout North Carolina. He has supervised and supported the Mathematics and Science Education Network and has directed two major professional development projects sponsored by National Science Foundation grants, one for earth science teachers and the other for middle school mathematics teachers.

Rowlett has served as a cohort leader in the M.Ed. for Experienced Teachers program and as program coordinator of the Carolina Cooperative Lateral Entry program, later named the Carolina Online Lateral Entry program.

Rowlett began the NC-MSEN Pre-College Program in 1988. The program focuses on improving math and science skills for students in grades 6 through 12. Though it is open to any North Carolina public school students in these grades,
Lynne Vernon-Feagans wins Bryan Public Service Award

Lynne Vernon-Feagans, William C. Friday Distinguished Professor of Early Childhood, Intervention and Literacy, has been named a winner of the University’s 2011 Robert E. Bryan Public Service Award.

Vernon-Feagans was nominated for her work with rural schools in North Carolina to improve instruction aimed at helping struggling readers.

Since 2004, Vernon-Feagans has led the Targeted Reading Intervention project, which has developed a cost-effective program that equips classroom teachers with powerful instructional strategies to help children who are having difficulty learning to read.

The TRI program has helped students in kindergarten and first grade in three North Carolina districts. It has demonstrated that these students are able to be more confident and say that “I will do well in math and science,” instead of believing that they cannot be successful.

“Working with the Pre-College Program has been the most fulfilling part of my career here,” Rowlett said. “It is the work that I am most proud of.”

Among his publications, Rowlett is the author of the chapter “Numbers and Symbols” in Science and Technical Writing: A Manual of Style. He also is the author of a popular Internet dictionary of units of measurement.

Prior to Carolina, he taught at the University of Tennessee and at Princeton University. He obtained his bachelor's degree and, three years later, his Ph.D. in mathematics at the University of Virginia.

In retirement, Rowlett looks forward to spending time at the North Carolina coast with his wife, Ginny.

Rowlett doesn’t plan to give up teaching entirely. He has taught math courses for Carolina Courses Online for many years, and said he expects to continue.

While he will miss his students in the classroom, he says he will miss his colleagues the most.

“I have worked with some colleagues in a very close way, and I will miss those relationships,” Rowlett said.

Pat Shane

Pat Shane has been a leader in mathematics and science education during her career at the School of Education.

Shane, who served as associate director of the School’s Center for Mathematics and Science Education, has held leadership positions in national organizations, received more than $2 million in grant funding, has published widely and been honored with many awards.

Shane joined the School after having worked as a middle school science teacher for 17 years. She has also worked as a middle and junior high school counselor, served as a science, mathematics, English language arts, and reading coordinator for the Chapel Hill-Carrboro City Schools and has worked as a science consultant to several publishing companies and school systems.

She has worked at CMSE since 1992, focusing on improving K-12 science and mathematics education in North Carolina. She is concluding her term as president of the National Science Teachers Association, a group with which Shane has been active since 1985.

She has received accolades for her work at NTSA from colleagues at the organization.

“Pat served as the president during an exciting time of transition for both science education and the association,” said Francis Eberle, executive director of the NTSA. “Under Pat’s leadership, NTSA was a key player during the [Obama] Administration’s ‘Educate to Innovate’ STEM initiative and she led the association through very challenging economic times.”

Shane has also served as president of the National Science Education Leadership Association, the N.C. Science Teachers Association, and the N.C. Science Leadership Association.

She has edited five books on science leadership issues and authored several articles in science education journals.

Among her awards, she has received the Vi Hunsucker Outstanding Science Educator Award, NSELAs Presidential Award and National Outstanding Science Supervisor Award, the Herman Gatling Award for Outstanding Science Supervisor, the Science Star Award, and the Distinguished Service in Science Education Award—administration supervisor division.

She earned three degrees at Indiana University in Bloomington, Ind., and received her Ph.D. at UNC-Chapel Hill’s School of Education in 1987.

Shane said that after 45 years of working, she’s not sure what she’s going to do in retirement. “But all of my friends who have retired tell me that it’s true you’re so busy that you can’t believe you used to work,” she said. “I am sure I will have lot to do.

Rhonda Wilkerson

Rhonda Wilkerson joined the School of Education’s faculty after earning her Ph.D. from the School in 1986.

Wilkerson’s work as a clinical associate professor and supervisor of student teachers followed her own 16 years as an elementary school teacher in Wake County. Her teaching was recognized with Wilkerson being named Wake County Teacher of the Year in 1979-80.

At the School of Education, Wilkerson has regularly taught several courses in the Elementary Education program and served as coordinator of the program from 1999 to 2005.

For the past 18 years, she has arrived at Carrboro Elementary School every Tuesday and Thursday of the fall semester to supervise students enrolled in her junior-year Education 412 course.

“Spending time in the classroom with students, children and teachers, and relationships that have formed has been a joy for me,” Wilkerson said. “I will miss a lot of things, but I will miss that most of all.”

Wilkerson has focused on helping future teachers appreciate the unique learning style of each person—including their own—and on developing the skills they need to be responsive and effective.

“I observed the many different ways children learn when I was a teacher myself,” she said, “and as I began teaching at the School of Education, I continued to see this diversity in adult learners and attempted to address this in my courses.”

A central focus for Wilkerson has been integrating the arts into the elementary school classroom. She has been a volunteer docent at the North Carolina Museum of Art for 23 years and plans to spend more time in this arena after retirement.

She recently became a member of the Raleigh Fine Arts Society, which supports arts programs in the area’s schools.

“I expect to be a ‘worker bee’ and help them do whatever needs to be done,” she said.

She also plans to enjoy more time with her husband, Joe, their two grown sons, Jay and Bryan, and her grandchildren, George and Henry.

Katharine Köpp (B.A. ’78) contributed to this story

Six faculty members retiring from School of Education (continued from previous page)

it has historically focused on young women and minority students.

“The Pre-College Program has focused on changing the peer culture that students are in,” Rowlett said. “What we try to do through our work is to change attitudes and expectations so that these students are able to be more confident and say that ‘I will do well in math and science,’ instead of believing that they cannot be successful.

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Katharine Köpp (B.A. ’78) contributed to this story
Doctoral student named N.C. Counseling Director of the Year

Eric Sparks, who is in the School's educational leadership doctoral program in its Student Support Service option, has been named School Counseling Director of the Year by the North Carolina School Counselor Association.

Sparks is counseling director for the Wake County Public School System and has led the system in support of school counselors implementing the American School Counselor Association National Model. He has served the NCSCA and the ASCA as president.

Sparks is credited with modernizing school counseling in Wake County by implementing the ASCA National Model which advocates for data-based practice. He did so by creating workshops and resources for teaching and learning the rational model for all levels.

His nominator said that the key to a successful districtwide school counseling program is having a champion for school counselors, and that Sparks has been exemplary in such a role. He consistently demonstrates the value added by school counselors to educators, school board members and others within the district, state and the country, his nominator said. One of Sparks' legacies is the use of data in appropriately placing all students, specifically minorities, into advanced middle and high school math.

Sparks is teaching the Leadership and Collaboration in School Counseling course in the School Counseling (M.Ed.) program this summer.

More information about the School of Education's Student Support Service option in the educational leadership doctoral program is available at http://soe.unc.edu/academics/eds_edl/leadership/dir-option.php.

School of Education reorganizes to reduce costs (continued from page 1)

to our core mission.

“Both the need to reduce the budget and to make organizational changes to achieve greater efficiency led to very difficult decisions, some of which we know will substantially affect people’s lives and families,” he said.

The budget cuts have coincided with a campuswide initiative to better use of resources, eliminate duplication in faculty support functions, and reduce administrative layers. Called Carolina Counts, the initiative is based on recommendations from a privately funded consultant’s study in 2009. Some of the School’s reorganization is aimed at responding to Carolina Counts goals.

Academic program changes

Several changes are being made among the School’s academic programs.

In School Psychology, the School has suspended admissions to graduate programs and will no longer offer master’s degrees. The Ph.D. program will be reconfigured to align course requirements with those of our other doctoral programs, moving from a 107-hour program to approximately 60 credit hours.

Students currently in these programs will be provided the courses and support needed to complete the program they entered.

“This change in no way reflects on the quality of the program,” McDiarmid said. “School Psychology has been an excellent program with a superb faculty that is highly regarded by students and very well respected nationally.”

McDiarmid said the program is an expensive one for the School to operate, requiring three years to complete the master’s degree and involving many hours of supervised field experiences.

Steve Kronek is leading the effort to reconfigure the Ph.D. program, aiming to make it more interdisciplinary, maintain its high quality, and retain accreditation.

The School has suspended admissions into the M.Ed. in Early Childhood Intervention and Family Support program for one year. The delay is intended to allow time to align the curriculum with other strands of the M.Ed. for Experienced Teachers program.

Beginning in Summer 2012, the School will no longer offer the mathematics, science, and music strands of the Master of Arts in Teaching program. Instead, the School will offer secondary licensure modeled after the UNC BEST (UNC Baccalaureate Education in Science & Teaching) program for undergraduate students. This effort should reduce core courses to no more than two sections. It is expected that as a result, undergraduates will be able to complete a major in their field and meet the certification requirement in four years.

The School will reduce enrollment in the undergraduate Elementary Education program by 30 to 35 students.

McDiarmid said that while the program is a very strong one, school districts across the state are reporting fewer job openings. In addition, he said, the program is one with high supervision costs.

“We are confident that, when circumstances change, we have the capacity to quickly ramp enrollment back up,” he said.

Also, in an administrative reorganization, the School’s Office of Research Development and Grants Management is being merged with the research support services in the Frank Porter Graham Child Development Institute.

The change is intended to address campuswide efforts to consolidate similar functions where possible, McDiarmid said.

“This change in no ways reflects on the value or quality of the support that the Research Office has brought to the School,” McDiarmid said. “Rather, the change is regretfully necessitated by the budgetary and institutional circumstances in which we find ourselves.”

Changes at LEARN NC

The School is making changes at LEARN NC, which was established in 1997 to develop and distribute classroom materials, provide professional development programs for educators and administrators and to provide other support for educators.

“LEARN NC has established an excellent reputation, with hundreds of educators relying on its resources daily,” McDiarmid said.

In accordance with goals of the Carolina Counts initiative, the School is combining some functions performed at LEARN NC with similar functions occurring within the School, he said.

The changes mean the loss of some LEARN NC employees.

“It is regrettable that these changes have the effect of disrupting valued employee’s lives,” McDiarmid said. “But we are forced to make reductions, and budget cuts in past years have left us with little else to cut except for salaried positions.”

McDiarmid said Cheryl Mason Bolick, associate professor of Educational Technology and Social Studies Education, will lead LEARN NC as its director of research and development for outreach.

“In addition to engaging our faculty more integrally into the work of LEARN NC, Cheryl will lead efforts to build the research program that is essential to continuously improving the learning opportunities that LEARN NC offers,” McDiarmid said.

Ross White, who has worked at LEARN NC since 1998, will continue to provide operational oversight as associate director.

LEARN NC will move to Peabody Hall during the early part of the summer, moving into the space previously occupied by the Curriculum Materials Center. Moving out of rented office space near the Friday Center will save valuable resources and facilitate closer integration with School activities, McDiarmid said.

McDiarmid said that he appreciated support from faculty, other employees, and alumni and other supporters of the School of Education as it adapts to ever tightening state support.

“As difficult as these changes are, I have every confidence that the School will ultimately be even stronger and that the contributions we make through our teaching, research, and outreach to students, schools, families, and communities will be even greater in the years to come.”

Dean Bill McDiarmid

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Dean Bill McDiarmid

See it on Facebook®

We made a special video for Commencement we called “I Am A Teacher.”

You can view it, and keep up with all the latest news from your School of Education, on our Facebook.

www.facebook.com/UNCSchoolofEducation or, view it at see.unc.edu

“I’m Alice. I’m a teacher.”

The Carolina Slate

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Make an online gift at soe.unc.edu/alumni/gifts

Xue Lan Rong has been named by the American Educational Research Association as an Outstanding Reviewer for 2010 for her work with the American Educational Research Journal. She was honored at the AERA’s annual meeting in April.

Gregory Cizek has been elected to serve as vice president and president-elect of the National Council on Measurement in Education. Also, Cizek is one of 13 people who have agreed to serve on the Technical Advisory Committee for the Smarter Balanced Assessment Consortium. The committee serves as an advisory panel to the Consortium in meeting the challenge of creating an assessment system for all students based upon the Common Core State Standards.

Lykke Vernon-Fegans (A.B. ’67) has received a $1.3 million grant from the Institute of Education Sciences. The three-year grant is for a project entitled “The Role of Behavioral and Instructional Match in the Prediction of Early Classroom Engagement and Academic Achievement.” Vernon-Fegans is the principal investigator, with co-PI Patricia Garrett-Peters, an investigator at the Frank Porter Graham Child Development Institute.

Fen English has published a second edition of his textbook “The SAGE Handbook of Educational Leadership: Advances in Theory, Research, and Practice.” In the textbook, published by Sage Publications, English and 30 contributing authors address issues in the field, including culturally relevant and distributed leadership; critical policy and practice issues predicting the new century’s conflict; the paradox of change; the promises, paradoxes, and pitfalls of standards for educational leaders.

A new book by Kathleen Brown and three of her doctoral students has been published. “Leading Schools of Excellence and Equity: Closing Achievement Gaps Via Academic Optimism” looks at “Honor Schools of Excellence” to find how they are, or are not, promoting and supporting both academic excellence and systemic equity for all students. Co-authors are Jennifer L. Benkowtiz, Anthony J. Muntillo and Thad Urban.

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Dana Griffin, Juan Carrillo, and George Noblit have been awarded a contract to evaluate Chapel Hill-Carrboro City School system’s Blue Ribbon Mentoring Advocate Program. The $70,000 contract will provide a community service, give graduate students and faculty research opportunities, and will lead to a number of publications.

A book co-edited by Madeleine Grumet — “World Yearbook of Education 2011: Curriculum in Today’s World: Configuring Knowledge, Identities, Work and Politics” — has been published. The book includes contributions from around the world that analyze and reflect on the ways that events of the last decade have influenced curricula.

Fen English gave a Distinguished Lecture on Feb. 1 to the Texas Association of School Administrators Annual Mid-Winter Conference in Austin, Texas. His talk was entitled “Leadership as Lunacy: Deconstructing the Major Metaphors for Educational Leadership.”

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Dana Griffin has won a $7,500 junior faculty development award from UNC-Chapel Hill’s Committee on Faculty Research and Study Leaves.


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Xue Lan Rong has been named by the American Educational Research Association as an Outstanding Reviewer for 2010 for her work with the American Educational Research Journal. She was honored at the AERA’s annual meeting in April.

Gregory Cizek has been elected to serve as vice president and president-elect of the National Council on Measurement in Education. Also, Cizek is one of 13 people who have agreed to serve on the Technical Advisory Committee for the Smarter Balanced Assessment Consortium. The committee serves as an advisory panel to the Consortium in meeting the challenge of creating an assessment system for all students based upon the Common Core State Standards.

Lykke Vernon-Fegans (A.B. ’67) has received a $1.3 million grant from the Institute of Education Sciences. The three-year grant is for a project entitled “The Role of Behavioral and Instructional Match in the Prediction of Early Classroom Engagement and Academic Achievement.” Vernon-Fegans is the principal investigator, with co-PI Patricia Garrett-Peters, an investigator at the Frank Porter Graham Child Development Institute.

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