Donald and Justeen Tarbet leave $3 million legacy gift to School

Largest gift in School’s history will help fuel faculty innovations

The School of Education has received the largest gift in its history – more than $3 million to honor the memory of former faculty member Donald G. Tarbet. The bequest will be used to establish the Donald G. Tarbet Endowment Fund for Faculty Support, which will provide faculty stipends to facilitate development of innovative educational interventions and programs, support for junior faculty, and other areas of faculty support.

The gift comes from the estate of Tarbet’s wife, Justeen Tarbet, a longtime Chapel Hill resident who died in January 2013 at the age of 94. She and Donald Tarbet had been married for 54 years when he died in 1995.

Donald Tarbet joined the School of Education faculty in 1952. While remaining on the faculty, he also served for 18 years as director of the Summer School during a period of its expansion. “Donald’s contributions to the School as an outstanding faculty member and head of the University’s Summer School program have had an enduring impact by providing accessible programs to students,” said Bill McDiarmid, dean of the School of Education. “This gift serves as an extension of that work.”

Wendy Geatz Borman, assistant dean for external relations, said the gift was a result of thoughtful estate planning by the Tarbets. “We are very grateful for the generosity and enduring love that Justeen and Donald had in our School of Education,” Borman said.

Donald Tarbet was a native of Missouri, growing up in Shelby County on a family farm, the sale of which provided much of the funds for the Tarbet gift. He graduated from the University of Missouri in 1938, taught for several years and then served in World War II in Europe.

After the war, Tarbet returned to teaching part-time while completing an Ed.D. degree in school administration at the University of Missouri in 1952. That year, he and Justeen moved to Chapel Hill.

School revamping teacher preparation programs

New bachelor’s/M.A.T. track aims to better prepare educators

To provide strengthened preparation of teachers to work in rapidly changing educational environments with rising performance standards, the School of Education is planning a new degree program in which students may obtain a bachelor’s degree in an appropriate field and a master’s in education in approximately five years.

As the School launches the new program, which is subject to approvals at the University level, it will suspend new enrollments in fall 2015 to its three bachelor’s programs in middle grades education, elementary education and early childhood and family studies.

“These changes are designed to better address the greater needs in teacher preparation while also taking best advantage of the School of Education’s strengths,” said Bill McDermid, dean of the School.

“A combined bachelor/master’s model will allow us to provide deeper content preparation, more rigorous instruction in teaching and more extensive classroom practice for teacher candidates,” McDermid said. The new bachelor’s/master’s program addresses increasing pressure on educators to demonstrate evidence of their effectiveness.

“Nationwide, schools of education are facing increasing pressure to provide evidence of their effectiveness as the Council for the Accreditation of Educator Preparation has adopted significantly more rigorous standards for the preparation of teacher candidates,” he said. “This new model will help us better prepare our students for an environment in which teachers are being more extensively scrutinized, and in which we are evaluated on how well we prepare educators.”

Under the new model, students who wish to pursue licensure to teach can earn a bachelor’s degree in an appropriate field and a Master of Arts in Teaching in approximately five years. Individuals will also be able to apply directly to the new M.A.T. program.

The new model will enable the School to focus in on the areas of the state’s greatest needs – including preschool education, middle grades education, math, science, English as a Second Language, literacy and special education.

The new model will also provide more opportu...
**The Carolina Slate**

**FROM THE DEAN**

**N.C. moving away from education ideals**

*By Bill McDiarmid*

Remember when North Carolina was considered a leader in the South and the nation in education? Remember when gubernatorial candidate Terry Sanford, with the support of the business community, ran – and won – on a platform that included an increase in the sales tax to improve schools?

Remember when Gov. Jim Hunt, again with the support of the business community, created the More-at-Four program to support preschool education for children from low-wealth families, a program that became a model for other states?

Sadly, the days of North Carolina leading the way in public education are behind us. Teachers’ salaries have now sunk to 46th in the country. Public outcry led state leaders to announce recently an increase for beginning teachers to staunch the flow of teachers to higher paying neighboring states.

Applications to teacher preparation programs are down and resignations are up. The Teaching Fellows Program, a model replicated elsewhere in the country, has been eliminated, despite strong evidence of these teachers’ effectiveness. Tenure for teachers, whose most important feature is ensuring due process, has, in effect, been eliminated. The 10 percent salary increase for earning a master’s degree has also been cut. At the same time, state funding is being increasingly funneled to private entities – privately run charters, vouchers, and Teach for America. Ironically, the evidence is that public education in North Carolina, overall, is improving. The four-year graduation rate is at an all-time high. National Assessment of Educational Programs math and science scores are rising. The test results of the lowest performing schools are up. All of this in the face of persistent inequities and declines in school funding.

What is apparent is that many legislative leaders simply do not trust public schools and educators to improve student performance despite evidence to the contrary.

With an almost blind belief in the private sector’s ability to solve all problems, they are committed to moving resources from public schools to private initiatives.

Most citizens, however, do not share this view. A recent poll of 2,350 NC residents, conducted by UNC-Wilmington researchers, found that 94 percent of the respondents believe that education is now headed in the wrong direction. Large majorities disagreed with recent policy decisions: 85 percent disapprove of vouchers for students to attend private schools; 81 percent believe that state should provide scholarships to talented high school students to attract them to teaching, such as the Teaching Fellows Program; 96 percent disagree with cutting the salary incentive for teachers to pursue master’s degrees; and 75 percent disagree with eliminating tenure.

In summary, probably a very significant majority of North Carolinians disagrees with the current policy direction.

Due to persistent residential segregation, we continue to fall short of having schools where all our children – regardless of social class, race, first language, or disability – learn together. Nonetheless, for many children, school remains the one place where they rub shoulders with others who differ from themselves socially, linguistically, and culturally. Like it or not, they must learn to get along with these “others” – arguably a critical disposition in a diverse democratic society such as ours.

Charter schools are required to accept all students, yet the evidence is that the special needs student population in charters is half that in non-charter public schools. Policies that favor privatization weaken public schools and undermine the democratic purpose of public-supported education.

Despite all their flaws, our public schools remain our best hope for realizing the ideals of the early common school advocates. In North Carolina, we are moving away from those ideals.

**Tarbets leave $3 million bequest; gift is largest in School of Education’s history** *(continued from page 1)*

When he was hired as an assistant professor at the School of Education, Donald Tarbet began working with UNC-TV when it was established in 1954, developing educational television courses.

"Donald was an innovator who saw an opportunity to use this new technology to extend Carolina’s offer- ings to more students,” McDiarmid said.

Extending educational opportunity to more people was also a motivation for his work in expanding Carolina’s Summer School.

"Donald was also a motivation for his work in expanding Carolina’s Summer School. Tarbet was named director of Summer Sessions in 1969 at a time when it primarily served teachers returning to campus for certificate renewals. During his 18 years as director, he led work to expand the Summer School to provide offerings from across campus to a wider range of students.

The Tarbets were members of the University Baptist Church, traveled frequently and enjoyed playing bridge with their friends.

Juesten Tarbet was an active member of the Garden Club, with a passion for roses. She worked in administrative jobs in Chapel Hill. They had no children.

A nephew, Donald Bowden, professor of biochemistry and genomics at Wake Forest University, helped facilitate administration of Juesten Tarbet’s estate.

“Both Donald and Juesten loved Carolina and the School of Education,” Bowden said. “I know that they would be gratified to see this gift helping sustain the work of the School.”

Read more about Donald and Juesten Tarbet at www.soede.unc.edu.

**School revamping teacher preparation program; dual-degree track being developed** *(continued from page 1)*

nity to infuse the School’s teacher-preparation efforts with understandings of best practices developed by educational research and new standards, and to deepen the programs’ continuous improvement efforts, McDiarmid said.

Current School of Education students in undergrad- uate programs, and students who apply and are admi- ter to enter these programs by fall 2015, will be able to complete the bachelor’s programs as they now exist.

Beginning with the graduating class of 2018, stu- dents who desire an initial license to teach children from pre-K through elementary, middle grades or secondary (in mathematics, science, social studies or language arts) can apply to the newly designed teacher preparation M.A.T. program.

Applications for those interested in the master’s degree only option will be open in spring 2017 with complete M.A.T. curriculum available beginning in summer 2017.

The School will continue to offer, with the College of Arts & Sciences, the UNC-BEST program, a baccalaureate program for math and science majors, as well as a bachelor of music program in music education. Undergraduate students in these programs will continue to earn a teaching license in conjunction with their B.A. or B.S. degrees. The School’s minor in education remains unchanged.

More information about the new teacher preparation track and other changes will be available on the School of Education’s website, soede.unc.edu.

**Ryoo named to National Academy of Education/Spencer Fellowship** *(continued from page 1)*

Education from Erbowa Women’s University in Korea.

She joined the School of Education faculty in 2012. Ryoo’s research interests focus on the intersection of technology design, science education, and culturally and linguistically diverse learners. She studies how the use of technology can support science teachers’ practice and facilitate instruction for diverse learners, particu- larly ELLs and language-minority students.

Ryoo studies the use of visualizations, similar to computer-based animations, which can be manipulated by students who are learning about scientific concepts. Earlier this year, Ryoo won a $44,000 Spencer Foundation grant to extend research she has done on using visualizations to teach science topics to middle school students. This project investigates how different types of visualizations can help ELLs and their non-ELL peers in linguistically diverse classrooms understand scientific concepts.

NAE administrates the postdoctoral fellowship pro- gram with funding from the Spencer Foundation. Since the program’s inception in 1966, more than 740 current and former fellows, including many of today’s strongest education researchers, have been awarded the fellow- ship.
Jeff Grove (A.B.Ed. ’83, M.A.T. ’85) has been president of Cal Poly Pomona since 2003.

Alumnus Award from the Carolina Latina/o Collaborative. Ortiz earned her doctorate in psychology at the University of South Carolina. In 2010, she was granted tenure and promotion to the rank of associate professor of Education at High Point University.

Martha M. Moore-Chimna (Ph.D. ’97) and Kwesi Chimu (Ph.D. ’98) welcomed to their family a daughter, Karis Iman Kawachi Clemons. Kristal M. Moore Clemons (Ph.D. ’09) was named associate director of the Carolina Institute for Developmental Disabilities.扥

Robin Lynne Snead (A.B.Ed. ’94) has retired after 34 years of teaching, 29 years at Fairfield Elementary School in Chapel Hill, and 5 years at Sarah Rutnam Elementary since it opened in 2007. Rickard has been with the Chapel Hill-Carrboro City Schools district since 1999 and completed his third summer institute at Harvard University’s Graduate School of Education Dean Don Stedman, works to improve educational opportunities for children with severe communication and mobility disabilities.

Michelle Zajac (Ph.D. ’06) has been named professor in the Department of Teaching and Learning.

Florida Association for Theatre Education. He also serves on a team of teachers that is developing standards-based, peer-reviewed test banks for Florida’s new end-of-course exams in theatre.

Liliana Hinojosa (M.A.T. ’85) has retired after 34 years of teaching, 29 years of them in north Carolina. Her contributions to the Charlotte Green Level, building the theater arts program and training teachers in technology, earned her the title of “Teacher of the Year” in 2014. In 2015, she was named a 2014 Lara Jane Fellows Program at N.C. State University.

Gay Lieurance Aridas (A.B.Ed. ’72) has served as executive director of the Chapel Hill-Carrboro City Public School Foundation, has won the North Carolina School Public Relations Association’s top honor — the Barry Gaskins Service Award. The annual award recognizes a practicing or retired school public relations professional for outstanding leadership in school public relations and communications. In her previous work, Hoke worked for 22 years as the public information officer for Chapel Hill-Carrboro City Schools.

John F. Parkman (M.Ed. ’72) has retired after 40 years as a high school counselor in North Carolina, New Hampshire and Maine. He continues consulting with families on post-secondary options for students. He recently had a liver and kidney transplant and was recovering well.

Gay Llavore Aris (A.B.Ed. ’72) has retired after 38 years of teaching elementary school in Virginia Beach, Va. She is enjoying her time now selling, cooking and visiting to Chapel Hill where she and her husband serve as members of the UNC Parish.

Ann R. Crawford (M.A.T., ’75, Ph.D. ’80) was awarded the W.W. Pinnock Memorial Award for Excellence in Mathematics Education in October, 2012 by the North Carolina Council of Teachers of Mathematics. This award is the highest honor given to mathemat-ics educators in the state.

Melinda Stramul Pox (M.Ed.) ’76) has retired after teaching for 30 years at Fort Hill Elementary School in Virginia Beach, Va.

Ciﬁ Ribeiro (A.B.Ed., M.S. ’78) wrote a blog post for EDF called “March 18 in which she began teaching teachers need training, but they also need greater support.” In the article, Ribeiro shared how she assigned her job after finishing her first year of teaching. Looking back on that time, she found that she needed more support to be successful. Ribeiro is a National Board Certified Teacher who works on teacher recruitment and retention initiatives with the N.C. Department of Public Instruction.

Be social!
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There’s more going on at your School of Education!

Did you know?

- That four School of Education programs were ranked tops in their fields by US News & World Report?
- That faculty member Juan Carrillo was this year’s winner of the Chiron Award, determined by students across the Carolina campus?
- That faculty member Lora Cohen-Vogel was included in the 2014 RHSU Edu-Scholar Public Presence Rankings, a list of university scholars who have the most influence in education policy debates?

Visit soe.unc.edu to learn more!

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What’s new?


Name
(Please include former name used in school)

Degree(s), year(s)

Title

Employer

Work address

Home address

Phone (home/cell)

Email

News

Enclosed is my gift of $___________ to the UNC-Chapel Hill School of Education Foundation

Gfts from alumni and friends are crucial to 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 as follows:

- Peabody Society: $2,000 and above
- 1885 Society: $1,000 - $1,999
- Dean’s Circle: $500 - $999
- Benefactors: $250 - $499
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- Cornerstone Contributors: up to $99

Every gift in any amount is helpful and appreciated. Thank you! Return the form with your check to the School of Education, Attn: Laurie Norman, CB 3500, Peabody Hall, Chapel Hill, NC 27599-3500. Or, you may make a gift online by going to https://giving.unc.edu/gift/educ.

I’d like to learn more about including the School in my estate planning.

Please remember to designate your School!

When you receive a phone call or letter from the University inviting you to make a gift, we hope you will designate the School of Education to receive 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.