Teaching in the 21st Century
By Madeleine R. Grumet, Dean

We know that in our own School, this integration constantly challenges us to acknowledge how we as individuals, scholars, teachers, and researchers need our colleagues to provoke, extend and challenge our knowledge.

Similarly, in K-12 education, the creation of these learning communities cannot flourish unless our approach to teacher education and licensing is open, exploratory and flexible. When quality becomes too prescriptive—teaching too threatening, and standards too constraining—we discourage our best and brightest students from pursuing this important and exhilarating work.

Then our new teachers are distracted, their interest frustrated.

In contrast to this portrait of teachers isolated, anxious, and overburdened, it is interesting to note how a large community has gathered around teacher education here on this campus in 1876—teachers, townsmen, and students. The comprehensive nature of this company is instructive. For there is no way for a single teacher to individually contain all the skills and interests, all the time and attention that students require. Teaching a generation of children is the work of a community, and we need to help teachers and schools organize so this work is doable. In this era of teaching shortages, we must bring more people into schools. People from the community, from businesses and from cultural institutions, need to participate more frequently on a part-time basis, linking curriculum and classrooms to their enterprises. Classroom need to be arranged so that teachers can share the instruction for a cohort of children, differentiating instruction, teaching the lead according to their expertise. And those instructional teams need to include administrators, student support personnel, special educators, school psychologists, and social workers, all working in concert with each other to support the development of a cohort of children.

The preparation of teachers is the preparation of a community of inquiry.

References


Charles Templeton Gives the School of Education Its Largest Individual Gift
By Ginger Travis, ’78

The late Charles Templeton (A. Ed. ’34) has made the largest gift ever to the School of Education by an individual—$600,000. Over his lifetime he invested wisely and in retirement he established four charitable gift annuities, all benefiting education.

Templeton came to Carolina in 1930 from China Grove in Rowan County, and, with his beautiful tenor voice, was a paid choir member during his college years at Chapel of the Cross Episcopal Church. After graduating Phi Beta Kappa, he taught school in Chapel Hill and Durham and earned a master’s degree in school administration at Columbia University in New York City. During World War II, First Lt. Templeton served in the U.S. Army Air Force.

In the post-war years, his new career as a hospital administrator took him to Florida and eventually to Atlanta, Georgia, where he later retired. A long way his life was full—from friends, music, books, Carolina sports, and his large extended family in North Carolina. Following Templeton’s death on January 7, 2000, the School of Education received the money from his gift annuities. Templeton’s unrestricted gift has been used by Dean Madeleine Grumet to establish an endowment, named in honor of Templeton, that will earn income for the School of Education in perpetuity.

School Makes Dramatic Increase in U.S. News Ranking

The UNC-Chapel Hill School of Education climbed to #67 in the nation, its highest ranking ever, according to U.S. News and World Report’s “2001 America’s Best Graduate Schools” (April, 2000). The School continued an impressive 2-year run, rising five notches this year after climbing six last year, the largest jump of any School on campus. “This is a dynamic time for the School, and it’s wonderful to receive this recognition,” Dean Madeline Grumet told the press when the rankings were released. She added, “The School has been working on new programs, including a master’s program in secondary school education and plans for a new master’s degree program for experienced teachers.” Two of the School’s graduate programs also ranked among the nation’s top: special education is #33, and social/philosophical foundations is #53. In one of the measures—ranking by a national panel of 1,000 school superintendents—the School of Education was ranked number one in the nation among all schools of education in public universities. The rankings of the nation’s 187 graduate schools of education are based on a weighted average of 14 measures of quality, which reflect student selectivity, faculty resources, research activity, and reputation. To view the complete report on the annual rankings, visit the web at usnews.com.
Tales of a First-Grade Teacher

By Jill Fitzgerald, Professor of Literacy Studies

Editor's note: In recognition of her first-grade classroom work, Fitzgerald was the Dina Feltman Award from the International Reading Association, along with her colleague, Gerge Noblit. Fitzgerald also appeared on Wilm Friday's public television program, "North Carolina People," to discuss her first-grade classroom experience.

I was in my 1st year as a professor at the University of North Carolina at Chapel Hill, teaching teachers, research and writing about literacy, when I went over to the other side and taught first grade for a year. In 21 children passed through my hands. Children from widely diverse backgrounds. Aproximately half were white (e.g., a full third were Black of African descent, and a few were Hispanic). Working again with children and colleagues in this public school both affirmed and challenged my understanding about the teaching of reading and writing, especially with Hispanic children, and about "teacher education." For years I had debated about English-language learners' reading, including questions such as when they should learn to read and write in English. In first grade, the conversation was made easier (e.g., Fitzgerald, 1995). Some people believed that second-language reading was significantly different from first-language reading and that reading in a second language should be delayed until after some optimal level of oral proficiency developed. A small number of teachers had found that second-language learners were being told their children couldn't learn to read and write until their oral English improved. In contrast, my own grasp of reading research and theory had led me to believe that second-language reading processes were more similar to native-language reading processes than they were different and that beginning to read right away in the new language could powerfully affect not only reading development, but oral English as well. My first-grade year was a sort of test, not only of myself and whether I could actually practice what I preached, but more importantly, of the hopes and possibilities for my first grade students' learning.

So I tended to my children, squeezing out every ounce of imaginative nurture I could bring to their children's emerging reading and writing. I my room dripped with words and books and rhymes and songs. In the end, my belief concerning the pace, the voice of early English reading and writing for English-language learners held firm. Every child didn't wind up "reading and writing at grade level," but I can say without doubt that every child found joy in reading and was well on the way to becoming an accomplished reader. My first graders added fuel to the fire of controversies over the place and timing of literacy for English learners. Fitzgerald and Nobiit, 1999, Fitzgerald and Noblit, in press.

My first graders also fueled my fire as a teacher of teachers. Going over to first grade was hard work, but going back to campus was harder. The emotional and intellectual understanding bound up in my first-grade experience were very distant from the experience of talking about it on campus. I have thought a lot about the distances between "doing it" as a first-grade teacher and "talking it" as a teacher educator (Fitzgerald, 2000). Lost in the transition is the insistent and surprising presence of children. In the absence of children, all we have are words about them. Yet the words about ways of teaching are important, in part because they can provide a script, or a kind of rehearsal for inservice and preservice teachers. But often the talk about "how to" do lessons and "how to" teach becomes the weighty substance of campus courses, appearing to be the main or most important key to teaching. By contrast, in first grade, the main thing is the feel of the children and the spontaneity of practice. In short, teaching in first grade is easy. Once you take the mess out of it, it's not the same.

A mong the ideas that I brought back from first grade, perhaps the most nagging is that somehow I need to change my understanding of what a "course" is now I imagine it as a "coaching session" -- a pathway within which students and faculty move and change and grow as we learn more and more about teaching. Now, in the School of Education, we are almost all of our courses in the teaching of reading and writing, along with many other School of Education courses, are taught at school in the same way.

With the help of LEARN NC, elementary education student teachers are learning to use technology to enhance their work, improving the process as we did the product of their efforts. They are enjoying increased opportunities for collaboration, working together to develop teaching plans and sharing final products online for future use. Each year during the fall semester, student teachers, University faculty, and cooperating teachers plan and develop the units to be taught by the student teachers in the spring. This year, instead of working only in the computer labs and classrooms at Peabody H.W., student teachers worked on an intranet site provided by LEARN NC, the School of Education's statewide network of Internet technologies, for teachers. Using a special template designed

Technology Improves Students' Teaching

By Rhonda Wilkerson, Elementary Education Program Coordinator

With the help of LEARN NC, elementary education student teachers are learning to use technology to enhance their work, improving the process as well as the product of their efforts. They are enjoying increased opportunities for collaboration, working together to develop teaching plans and sharing final products online for future use. Each year during the fall semester, student teachers, University faculty, and cooperating teachers plan and develop the units to be taught by the student teachers in the spring. This year, instead of working only in the computer labs and classrooms at Peabody H.W., student teachers worked on an intranet site provided by LEARN NC, the School of Education’s statewide network of Internet technologies, for teachers. Using a special template designed

Step Two: EXAMINE

Resources:

Dean Smith Talks About Teaching

Carolina Men's Basketball Coach Emeritus

Dr. Coop: C o o p , you come from a long line of educators. W o u l d you tell us about your background in education?

Coach Smith: Yes; I would be happy to. My father was a physical education teacher, a hygiene teacher, and a basketball coach. M o m had a more varied experience. She was an elementary educator in the beginning, then taught psychology at the College of Emporia, and she finally finished up as a reading specialist for first graders. My sister was also in education. She has her master’s in Christian education from the University of Chicago, and she also has an undergraduate music degree in education. I studied to teach math and physical education on the high school level. I won a parents’ and teachers’ scholarship to prepare to teach in the Kansas schools. Even though I went into college coaching instead, they were nice enough not to ask for my scholarship back.

Dr. Coop: W h e r e w a s y o u f i r s t j o b i n e d u c a t i o n ?

Coach Smith: At a small private high school in Sedalia, Missouri. I then transferred to the University of Kansas, where I taught physical education at the college level. My early specialty was tennis, but I moved into coaching instead, where I was extremely successful.

Dr. Coop: M a n y p e o p l e w h o h a v e o b s e r v e d y o u r t e a c h i n g s a y t h a t d e m a n d i n g b e h a v i o r a n d t e a c h i n g h a v e a m a j o r i m p a c t o n a c h i e v i n g d e s i r e d r e s u l t s . W h a t p a r t s o f y o u r t e a c h i n g a r e s p e c i a l l y o f i m p o r t a n c e t o y o u ?

Coach Smith: For me, it is important to set high expectations. I firmly believe that all of my students have the potential to be great. I try to instill in them a sense of excellence and a desire to do their best. I always strive to create an environment where students feel comfortable taking risks and being challenged.

Dr. Coop: T h e s t u d e n t s h a v e e x p e r i e n c e d y o u r t e a c h i n g a s t h e m o s t d e m a n d i n g a n d c o n t r o v e r s i a l . D o y o u h a v e a n y p a s s i o n a t i o n s f o r t e a c h i n g ?

Coach Smith: I am passionate about instilling a love of learning in my students. I believe that education is the key to unlocking a student's full potential. Whether it's through sports or in the classroom, I strive to create a positive and engaging environment for all my students.

Dr. Coop: Y o u r p r o f e s s i o n a l c a r e r h a s b e e n h a r d w o r k i n g w i t h s t u d e n t a t l e t e s . H o w d o y o u m a n a g e t o b e e f f e c t i v e w i t h e a s p e c t s o f s c h o o l s p o r t s a n d b u s i n e s s ?

Coach Smith: I believe in a balance between academic success and athletic performance. I am committed to helping my athletes achieve their goals both on and off the field. I work closely with coaches and administrators to ensure that our student-athletes have the support they need to succeed in all areas of their lives.

Dr. Coop: T h e m a n a g e m e n t o f s c h o o l s p o r t s r e q u i r e s c u r r i c u l a r w o r k . D o y o u h a v e s o m e f i n d i n g s o r t o o l s f o r t e a c h i n g ?

Coach Smith: I have found that a strong emphasis on character development is crucial in the classroom. I believe in teaching values such as teamwork, integrity, and perseverance. I also stress the importance of time management, which is essential in balancing schoolwork and athletic commitments.

Dr. Coop: Y o u r b e h a v i o r a s a t e a c h e r a n d c o a c h h a s b e e n p e r c e i v e d a s c o n f i d e n t . H o w d o y o u m a n a g e t o e n c o u r a g e t e a c h e r s t o b e a s c o n f i d e n t a s y o u a r e ?

Coach Smith: I believe in setting high expectations and holding all students to those standards. I encourage teachers to be decisive and take charge of their classrooms. I also believe in providing feedback and support to help teachers improve their skills.

Dr. Coop: T h e t e a c h i n g f i e l d t o d a y i s f a c e d w i t h d i f f i c u l t i e s . H o w d o y o u h a s h o p e f o r t h e f u t u r e ?

Coach Smith: I am optimistic about the future of education. I believe that technology, particularly online learning, will play a significant role in the future. I also think that the focus on character development and social emotional learning will continue to be important.

Dr. Coop: T h e n e w a g e n d r y r e s p o n s i b i l i t i e s f o r c o a c h e r s a n d t e a c h e r s a r e v e r y w h e r e . H o w d o y o u s t r e s s t h e i m p o r t a n c e o f a n e d u c a t i o n a l m a n a g e m e n t s t r a t e g y ?

Coach Smith: I believe in a comprehensive approach to school management that includes a strong focus on academic achievement, character development, and community engagement. I work closely with administrators and teachers to ensure that our school operates effectively and efficiently.

Dr. Coop: Y o u r a c h i e v e m e n t s i n e d u c a t i o n a r e c o n s i d e r e d a m a j o r a c h i e v e m e n t f o r a n y s c h o o l . H o w d o y o u h a s h o p e f o r t h e f u t u r e o f e d u c a t i o n ?

Coach Smith: I believe that education must remain at the forefront of our society's priorities. I hope to see continued investment in education, particularly in areas such as technology and social emotional learning.

Dr. Coop: H a v e y o u h a d a l i m i t e d s u c c e s s w i t h y o u r t e a c h i n g ?

Coach Smith: I have had many successes in my teaching career. However, there have been challenges, and I have learned from them. I continue to seek ways to improve and stay current in education.
Teaching in a Sea of Accountability

By Rita G. O’Sullivan, Associate Professor of Educational Assessment and Evaluation

C onsider the opening of school as new teachers embark on their first voyage, guiding students toward academic accomplishments. Teachers carefully plot the courses that navigate students through the checkpoints of the North Carolina Standard Course of Study. The challenge for these teachers is how they will meet diverse students’ needs, manage the classroom, and find time to plan lessons that will engage and excite. On the horizon, at varying levels of visibility, state accountability mandates that may potentially guide teachers to see harbors or inadvertently shift them off course. In North Carolina, the state’s A BC’s Accountability Program was first legislated in 1996 to promote achievement for all students. Each public school’s achievement growth is measured annually using a formula that relies predominately on students’ performance from past and current years on End-of-Grade tests in grades 3-8 and End-of-Course tests for selected high school subjects. These standardized, usually multiple-choice, assessments were developed by the State from the N C Standard Course of Study. Educators in schools that exhibit exemplary growth receive merit awards of $1500; those in schools deemed low performing may be visited by assistance teams. Beginning in the 2000-01 academic year the same tests will be used to decide which students are promoted in grade.

New teachers enter the classroom with varying amounts of information about the N C A BC’s Accountability Program; they present similar variations in their knowledge of general classroom assessment procedures. Not surprisingly, their response to the state’s Accountability Program varies for some, the tests underscore the important curricular areas and help focus instruction. In some schools, this has resulted in greater integration of the curriculum across disciplines and in school-wide efforts to have students read and write across all curriculum areas. Some teachers, however, feel compelled by their colleagues, supervisors, superintendents, or the system to focus narrowly on what they believe will be tested. Sometimes this narrow focus narrows what is taught to only what is tested, with large amounts of classroom time devoted to practice tests, eliminating enrichment activities in rush to superficially cover test content, or even providing remedial services to those students closest to achieving grade-level performance while abandoning those farther from the mark.

How can teachers who care about children, who relish the creativity that generates great ideas and the variety that makes both the curriculum and the world interesting, navigate the rough waters of accountability? Our challenge as teachers is how to use assessments to triangulate a student’s location on the lifelong learning continuum. A crucial agreement students who are about to fall overboard need assistance lest they drown. T hrowing life preservers to sinking students, however, is not a substitute for teaching them how to sail home.

End-of-Grade and End-of-Course tests are but single barometers of how well students are advancing toward expected achievement outcomes. Other assessments are necessary to fully describe the weather and chart the appropriate course toward academic and life success. Teacher assessments, parent expectations, community values, and student reflections are important measures that also guide the educational voyage.

School Holds Lively Town Meeting to Debate North Carolina’s Testing Program

Responding to concerns about testing expressed by members of its A l l E d ucators Council and others around the state, the School of Education created and hosted a T own Meeting last October. “Thinking about Testing” held in Chapel Hill, North Carolina, was an effort to provide an update of the NC A BC’s Accountability Program and to examine the issues.

As a follow-up to the Town Meeting, participants volunteered to serve on task groups to investigate these issues. Subsequently, Rita O’Sullivan, A lan T om, W alter H annum, John G a l lau d, Suzanne G uille lb e, and G ary S t ac k, all faculty members from the School of Education, facilitated sessions to continue the inquiry begun at the Town Meeting. Outcomes of these meet- ings were shared in March 2000 during a symposium of the N C A ssociation for R esearch in Education. Faculty of the School of Education have developed a collaborative research proposal, coordinated by Rita O’Sullivan, to continue efforts to understand the N C A BC’s Accountability Program and its impact. A Novembers’ problem solving seminar for school officials provides the opportunity for deep reflection.

Dean Smith, continued from page 3 to think of ways to help students read more effectively. I know I didn’t read enough “good” books while I was growing up. I was reading sports books, but at least I was reading. I think if young people have an interest in athletics, we should encourage them to read books about athletes. This could help to develop an appreciation for reading in general that lasts throughout life. Interest in sports heroes starts in the fourth or fifth grade. Children start to follow a college team or a pro team or a local high school team, and they are very impressionable at that age. I think that at that point, maybe athletic stars can be used for positive things. It’s probably good for a young person to say, “Well, Michael Jordan ate his Wheaties.” We could use athletes as role models in terms of academic activities. This would not be possible in all instances, but, for instance, young students should know that Michael Jordan did enjoy mathematics. Maybe this role-model idea, which I think unfortunately has not been carried too far in our society in general, can be used to motivate young people to do what they’re supposed to do at the academic level and to realize the importance of academics. Elementary school teachers are academicians; when you begin to go to school, you are in academics.

D r. C roo p: C oach Smith, do you have any final comments to make to school teachers, coaches, and administrators?

C oach Smith: I would dress once again the need for caring and compassionate teachers in the elementary school years. I can’t remember my children’s teachers’ names, but I do remember what they said to me and what they did in the classroom. I would like to see our children in the elementary school teaching an integrated approach. It would be the teachers who are the most demanding are the ones who respect the most, and those are the ones who will be sought out by former students.

The Carolina Teaching Fellows Program, will become the School’s William C. Friday Ph.D. ’68), professor and chair of curriculum-leadership of Barbara Day (M.Ed. ’62, research in the College of Health and Human Program within the Ph.D. in Education. Completing the first 10 years of the Carolina Teaching Fellows Program under Day’s leadership, the 450 students who had graduated during that time were invited back to the Friday Center in Chapel Hill for “A Celebration of Teaching,” a reunion honoring their work and the accomplishments of the first decade of the Carolina Teaching Fellows Program. The National Teacher of the Year, Phillip Bigler, who teaches high school humanities in Alexandria, Virginia, and North Carolina’s 1999 Teacher of the Year, Rebecca Boyle, a K-5 music teacher from Onslow County, discussed their experiences and the joys and challenges of teaching. In recognition of the need to recruit minority teachers into the teaching profession, Teaching Fellows graduates brought in their guests minority students interested in becoming teachers and accompanied them to special activities and information sessions during the daylong event. Funded partly through a grant from the Kappa Delta Pi International Honor Society in Education, one of nine grants competitively awarded internationally for the purpose of “Honoring Teachers and Celebrating the Teaching Profession,” the event also received support from the UNC-CH Office of the Provost, the UNC-CH Office for Minority Affairs, and Glaico Welcome through Mr. Bill Shaw, Director, Community Affairs.

Carolina Teaching Fellows graduates shared “Moments of Celebration” throughout the day, expressing why they chose to become teachers and what they had found fulfilling about teaching. Drawn from their reflections are the following responses: “Watching kids learn and get excited about it is the most fulfilling aspect of teaching. I am a teacher because it is the most exciting job in the world.” Cynthia Urian, Davie High School, NC

“Teaching children and young adults to read, speak, listen, and think would go a long way toward improving this world. Teaching children and young adults to read, speak, listen, and think would go a long way toward improving this world. Teaching children and young adults to read, speak, listen, and think would go a long way toward improving this world. Teaching children and young adults to read, speak, listen, and think would go a long way toward improving this world. Teaching children and young adults to read, speak, listen, and think...”

Nicole Hudson and Michael Waters, Carolina Teaching Fellows Return to Reflect, Renew, and Recruit

School Welcomes New Friday Professor

Lyne Vemon-Feagans (B.A. ’67), an alumna of Carolina who earned a B.A. degree with honors in economics as well as completing post-doctoral training at UNC after earning a doctorate at the University of Michigan, will become the School’s William C. Friday Ph.D. ’68), professor and chair of curriculum-leadership of Barbara Day (M.Ed. ’62, research in the College of Health and Human Program within the Ph.D. in Education. Completing the first 10 years of the Carolina Teaching Fellows Program under Day’s leadership, the 450 students who had graduated during that time were invited back to the Friday Center in Chapel Hill for “A Celebration of Teaching,” a reunion honoring their work and the accomplishments of the first decade of the Carolina Teaching Fellows Program. The National Teacher of the Year, Phillip Bigler, who teaches high school humanities in Alexandria, Virginia, and North Carolina’s 1999 Teacher of the Year, Rebecca Boyle, a K-5 music teacher from Onslow County, discussed their experiences and the joys and challenges of teaching. In recognition of the need to recruit minority teachers into the teaching profession, Teaching Fellows graduates brought in their guests minority students interested in becoming teachers and accompanied them to special activities and information sessions during the daylong event. Funded partly through a grant from the Kappa Delta Pi International Honor Society in Education, one of nine grants competitively awarded internationally for the purpose of “Honoring Teachers and Celebrating the Teaching Profession,” the event also received support from the UNC-CH Office of the Provost, the UNC-CH Office for Minority Affairs, and Glaico Welcome through Mr. Bill Shaw, Director, Community Affairs. Carolina Teaching Fellows graduates shared “Moments of Celebration” throughout the day, expressing why they chose to become teachers and what they had found fulfilling about teaching. Drawn from their reflections are the following responses: “Watching kids learn and get excited about it is the most fulfilling aspect of teaching. I am a teacher because it is the most exciting job in the world.” Cynthia Urian, Davie High School, NC

“The most fulfilling aspect of teaching is seeing a child empowered to take responsibility for his or her own learning.”

Lyne Vemon-Feagans, Davidson County Schools, NC

“Seeing my students proud of themselves and their accomplishments. I am inspired by children’s energy and creativity. I love to awaken them.”

Jennifer Flynn, Weatherstone Elementary, Cary, NC

“I teach because I feel that I have a responsibility to do what I can to improve this world. Teaching children and young adults to read, speak, listen, and think would go a long way toward improving our planet.”

Jason Linberger, Piedmont High School, NC

“The most fulfilling aspect of teaching is seeing a child empowered to take responsibility for his or her own learning.”

Lyne Vemon-Feagans, Davidson County Schools, NC

“We wish we had more Teaching Fellows.”

Brenda Phelps, Davidson County Schools, NC

Responses to recent surveys to the Carolina Teaching Fellows graduates conducted by Day indicate that the overwhelming majority of them feel well prepared and satisfied with their career choice. When asked if they enjoy going to school each day, 92% of the respondents indicated that they do. When asked if they would choose to become a teacher if they could start over again, 84% responded affirmatively. When Day stepped down from her role as director in July 1999, leadership of the program was transferred to Howard M. Haight, a veteran teacher himself, M. Haight is leading the Carolina Teaching Fellows Program into the new century with a four-year curriculum which challenges students to see beyond the classroom and recognize the connections of education to the surrounding community and to the quality of life for all citizens. To learn more, call the Carolina Teaching Fellows Program office at 919/962-0743, or send an email to kblinberger@unc.edu.
Let's Talk RACE
Racial Attitudes and Conversations in Education

"People have always had a desire, a dream of wanting to know," said John Willinsky, Pacific Press Professor of Literacy and Technology at the University of British Columbia. "A dressing an audience of 200 students, faculty, educators, and townpeople at the Friday Center on March 23 for the School of Education’s 22nd Annual Ira J. Gordon Lecture.

W. Willinsky expressed the audience to do their work in a way that is coherent and useful to the public. "The proliferation of information from 1455 when Gutenberg invented the printing press with its molds and moveable type, through the subsequent spread of printed materials into many languages, to the information explosion of today, Willinsky suggested that technology can make knowledge useful to the public. "Willinsky contends that conducting research to discover new findings is necessary but not sufficient. The real challenge is linking that knowledge to people's experience, allowing people to understand the information."

The lecture series, held annually, is named for Ira J. Gordon, who was Dean of the School of Education from 1977 until his death in 1978. A non international authority on early childhood and parent education, Gordon wrote a dozen books and co-authored three others.

To view a video recording of the lecture, visit the W.Eb at www.unc.edu/dept/learnnc/ncgtornc.org. If you need a media player for your computer, you can download one at www.real.com.

Carol Malloy Co-Author of Newly Released Math Education Standards

Carol Malloy (Ph.D. ’94), assistant professor of mathematics education, has completed a 5-year effort, along with 25 colleagues on the National Council of Teachers of Mathematics, to produce an updated and expanded Principles and Standards for School Mathematics released on Apr. 12, 2000. According to Malloy, the 400-page document reflects changes in mathematics and its uses over the past decade, changes in society’s needs, and improvements in what is known about how students learn.

"Now in much greater detail, the standards specify exactly what we think a good mathematics program should be for students at each grade level," Malloy told the media when the document was released. "Over the past decade we’ve learned a lot about what works and what doesn’t, and the documents reflects what we’ve learned."

Malloy served on the board of directors of the council and helped write the section dealing with math education in the middle school grades.

Susan Fried’s Connected Mathematics Program Cited as Exemplary by U.S. Department of Education

In 1999 after 6 years of work in development, field-testing and refinement, the Connected Mathematics Program (CMP) was replete with interesting, creative, and mathematically rich investigations, according to the Expert Panel’s report. In a study of approximately 2,500 students during the development stages of the program, students using the Connected Mathematics curriculum showed greater achievement than comparison students. The program succeeds with a wide array of students, including ethically and racially diverse populations.

More information is available on the Web at www.enc.org/ed/exemplary.
Middle Grades Education Program Receives National Recognition

The School of Education’s Middle Grades Education Program was recognized in January 2000 as one of four “exemplary” middle grades teacher education programs in the 50 United States. Published in a report entitled The Preparation of Middle Grades Teachers in an Era of High Stakes and High Standards by Temple University in partnership with the Philadelphia Education Fund and the School District of Philadelphia, the recognition highlighted the use of student cohorts to promote teacher training and interdisciplinary education, the inclusion of middle school teachers on the faculty, and the faculty and student partnership and presence in a Professional Development School (PDS). The award cites the UNC faculty’s work in PDS as an authentic way to model professional development for preservice teachers. “This recognition reflects the support we receive from the entire infrastructure of our innovative teacher education program at UNC,” said Libby Vesilind (Ph.D. ’93), program coordinator. “It especially honors our clinical teachers, university supervisors, and teachers working with field placements, for it is in the field that theory and practice must come together meaningfully for new teachers.” The report is available on the Web at www.philaedfund.org.

Four School of Education Faculty Members Retire

Gary B. Stuck, professor of educational psychology, will retire July 1. After 34 years of service to Carolina, he will continue part-time with the School for an additional three years. Stuck began his career working as a teacher with the Government of Guam in the early 60s after earning his baccalaureate degree from Hamer College in Hawaii. Subsequently, he earned both a master’s and doctoral degree from Indiana University-Bloomington and joined the faculty at Carolina in 1966. Throughout his career, Stuck was recognized as an outstanding teacher, having received the M. Jon Dorsey Undergraduate Teaching Award in 1994. A mong his many publications, his textbook, Computers and Effective Instruction, was nominated for an outstanding book award in 1997. He has worked extensively with public schools in North Carolina and beyond, providing approximately a day a week of service for the past 20 years to more than 75 school systems throughout the state and working with schools and universities in at least 15 other states. Stuck has held several offices, including the presidency, in the NC Association for Research in Education. In retirement, he will continue teaching at the School of Education and also plans to travel, spend more time with his grandchildren, do more woodworking, spend more time in Cooperstown, NY, and play more golf.

Libby Vesilind (Ph.D. ’93), a clinical assistant professor at the School since 1989, will leave Carolina on July 1 to become a visiting assistant professor at Bucknell University in Lewisburg, PA. From 1995 to 2000, Vesilind was coordinator of the School’s Middle Grades Education Program, which was named one of four “exemplary” middle grades teacher education programs in the 50 United States in January 2000. In her new position, she will help design and develop a new middle grades education program at Bucknell, an effort underway at Pennsylvania university in response to the state’s newly approved license for middle grades education. While at Carolina, Vesilind also served as the University coordinator of the M:Double M Idles Field School Professional Development System. Prior to her career here, she taught middle school and high school English in Pennsylvania and was an instructor at Cabrini College in Radnor, PA. In her current position, she has explored collaboration between universities and public schools to construct communities of learning. A native of Pennsylvania, Vesilind graduated from West Chester College in 1962, then earned her M.Ed. from the University of Pittsburgh in 1965. She completed her doctoral studies in educational psychology at Carolina in 1993. Her other grants for the near future include “ renovating a 100-year-old home in Lewinburg on a 5-year plan.”

School Mobilizes to Help Fellow North Carolinians Recover from Hurricane Floyd

Randi Shroberg Berry, Molly M. Murphy, and Susan Herring, graduate students with Carolina Family Literacy Studies, sort books and prepare them for delivery to children in even Start Family Literacy Programs in eastern North Carolina.

The School of Education joined the Carolina community in working to help residents of eastern North Carolina recover from Hurricane Floyd. LEARN NC, the School’s undergraduate, who were adult literacy tutors, were available training for students with Carolina Family Literacy Studies, a research project on family literacy programs in North Carolina, collected books and toys and delivered them to children of more than 150 families in even Start Family Literacy Programs in Greenville, Lenoir, Bertie, Edgecombe, and Carteret counties. Several organizations supported this initiative, including St. Thomas More Church in Chapel Hill, Delta Sigma Theta Sorority in M aryland, and Barnes & Noble Bookstore in Durham. Resources were augmented by Joan Reynolds’ recent contribution of 500 more children’s books.

SCALE Celebrates 10 Years of Work in Literacy

In 1989, two Carolina undergraduates, who were adult literacy tutors, were troubled by the lack of available training for young people who wanted to help fellow citizens to read. Realizing to do something about it, Clay C. Thorp (A.B. ’90) and Lisa M. Ady (A.B. ’90) initiated the Student Coalition for Action in Literacy Education (SCALE) at the School of Education, which subsequently grew to become the national center for student literacy work in the United States. Last October, SCALE celebrated its 10-year anniversary by hosting a national symposium of more than 100 students, community agency administrators, literacy practitioners, and corporate officials representing college and university campuses, community groups, businesses, and national literacy organizations across the country.

“The summit was a step toward what we really hope to do in the future,” said Kathy Sikes (A.B. ’83), SCALE’s director. With seven full-time and part-time staff members plus five graduate students, SCALE currently administers the SCALEread program at Carolina and an adult literacy program at Duke, as well as responding to requests from college campuses nationwide to provide training, technical assistance, and resources for their campus-based literacy initiatives. A goal for the future is to create networks of campuses in different regions of the country so that campus-based literacy groups can learn from each other and benefit from ongoing collaborative relationships.

Hunters Ballew, who received three degrees from Carolina (A.B. ’83, M.Ed. ’98, and Ph.D. ’95), will retire from his position as professor of mathematics education on July 1, completing a 38-year career here. He will continue half-time as a professor at the School for three more years, teaching and supervising M.A.T. students in the spring semester. Before coming to Carolina, Ballew taught at Longwood College in Farmville, Virginia, and was a high school mathematics teacher in Metairie, Louisiana. He also served with the U.S. Navy as a Naval officer and meteorologist from 1953-57. During his career at the School, Ballew chaired the Division of Curriculum and Instruction, chaired the Master’s in Teaching Program, edited The High School Journal, helped develop and served as the first director of the Center for Mathematics and Science Education, and helped develop the yuhrndorf Fellowship Program to attract liberal arts graduates into teaching. Many of his students went on to win state and national teaching recognitions. A mong his numerous awards, Ballew won the W.W. Rankin Award for Excellence in Mathematics Education from the N.C. Council of Teachers of Mathematics in 1997. In retirement, his first project is his daughter’s upcoming wedding, and after that, he will begin enjoying other activities such as playing more tennis.

Linda Brooks, associate professor of counseling psychology and school counseling, will retire from her position on July 1. During her 19-year career at Carolina, Brooks taught and published in the areas of career development, cross-cultural counseling, diversity, and women’s studies. She served as a visiting assistant professor at Bucknell University in Lewisburg, PA, from 1995 to 2000. Brooks introduced the Middle Grades Education Program in 1995-97. In 1984, she was honored with a Peabody Award for Excellence in Adult Learning presented by the School’s Graduate Student Association. Her community service activities include leadership roles with the Triangle Women’s Network and the Orange County Women’s Center, and service on the Orange County Human Relations Commission and the Multicultural Advisory Committee for Community High School Journal. Brooks chaired the Division of Mathematics and Science Education, and served as the first director of the School’s Middle Grades Education Program, which was named one of four “exemplary” middle grades teacher education programs in the 50 United States in January 2000. In her new position, she will help design and develop a new middle grades education program at Bucknell, an effort underway at Pennsylvania universities in response to the state’s newly approved license for middle grades education. While at Carolina, Vesilind also served as the University coordinator of the M:Double M Idles Field School Professional Development System. Prior to her career here, she taught middle school and high school English in Pennsylvania and was an instructor at Cabrini College in Radnor, PA. In her current position, she has explored collaboration between universities and public schools to construct communities of learning. A native of Pennsylvania, Vesilind graduated from West Chester College in 1962, then earned her M.Ed. from the University of Pittsburgh in 1965. She completed her doctoral studies in educational psychology at Carolina in 1993. Her other grants for the near future include “ renovating a 100-year-old home in Lewinburg on a 5-year plan.”
Education Faculty Are Members of Carolina Teaching Academy

S ix School of Education faculty members are among the members of Carolina’s newly established Academy of Distinguished Teaching Scholars. With the goals of recognizing, rewarding, sustaining teaching and improving the campus’s intellectual climate, the Academy was formed in May 2000. Academy members — faculty and graduate students who have won campus-wide teaching awards — want to identify long-term educational initiatives, advocate for more faculty development, and begin conversations, and help the University develop more financial resources. Academy honoring teaching are common at America’s universities, but Carolina’s is unique in including outstanding graduate student teachers. Members of the A cademy from the School of Education are Daniel Huff, Bobbie Lukber, Dwight Rogers, Dixie Lee Spiegel, Gerald Umsk, and William Ware.

Bill Burke, professor and senior associate dean: one of 20 national consultants with the American Association of Colleges for Teacher Education to help institutions who are not nationally accredited to prepare for initial accreditation by the National Council on the Accreditation of Teacher Education (NCATE). Burke has chaired numerous national accreditation teams across the country for NCATE and recently served as president of the North Carolina Association of Colleges for Teacher Education.

Mary Ruth Coleman, clinical associate professor, president of the AEC for Gifted of the Council for Exceptional Children. She also serves on the Knowledge and Skills Committee, which develops the Professional Program Standards for Children with Exceptional Learner Needs.

Suanh Friwel, associate professor of mathematics education, appointed to the National Council of Teachers of Mathematics Nominations Committee. This committee is preparing supplementary materials to clarify the content of the newly released Principles and Standards for School Mathematics.

James Gallagher, W. R. Kenan, Jr., distinguished professor serving on a panel of the National Academy of Sciences studying various treatment efforts for children with autism. He also serves as an advisor to the U.S. Department of Education on a forthcoming publication, National Excellence.

George Noblit, professor of educational sociology: president of the American Educational Studies Association. He advanced to the presidency of AERA after serving as vice president and program chair for the annual meeting.

Lynda Stone: associate professor of educational philosophy: program chair for the annual meeting of the Philosophy of Education Society. Society North America held in Toronto in March. Stone also serves as editor of the yearbook of the society, Philosophy of Education 2000.

We Recommend These Books by the School of Education Faculty


In this volume, authors explore issues relevant to the next century of education, including educational reform, governance and management issues, technology, instructional practices, assessment and accountability, and teacher education.


This volume examines the changing dynamics and ethics of psychology as a profession, covering topics such as the foundational theories and the different elements of a profession, ethical codes and their application to decision making, practice guidelines and regulatory developments, evolving science delivery models, professional organizations, legal issues, and professional accountability.

Newly Funded Projects

National Science Foundation Provides Funding for Minority Graduate Education Initiative. With a grant of $2.5 million from the National Science Foundation, Henry T. Friwel, professor of educational psychology and program director of the Research Education Support Program, was honored by the Advisory Committee of the National Schools Attuned Program. The award this year at the National Schools Attuned Program recognizes the outstanding science educational leader in the state of North Carolina. The award, which was entitled W. R. Kenan, Jr., distinguished professor, was one of three Razor Walker Award winners this year at UNC-Wilmington. The award recognizes Gallagher’s distinguished service to the people of North Carolina.

National Science Foundation Provides Funding for Minority Graduate Education Initiative. With a grant of $4.5 million from the National Science Foundation, William Ware, associate professor of mathematics education, is beginning a 5-year effort to increase the number of underrepresented graduate minority students entering in mathematics Ph.D. programs at North Carolina. The Comprehensive Minority Graduate Education Project will seek to increase the participation of UNC-Chapel Hill graduate students in research with science and mathematics faculty, and encourage those students to pursue graduate studies in those disciplines. It will support full-time summer research opportunities for minority under-graduate students and prospective graduate students, primarily from other institutions, to work with UNC-Chapel Hill faculty members in science and mathematics.

North Carolina Humanities Council Funds Global Rts Initiative. The North Carolina Humanities Council has awarded a grant of $1 million to the Southern Regional and Social Studies Project (ISSP) for its new Global Rts Initiative. Founded in 1997, the ISSP, directed by Susan Gallagher, a clinical associate professor of social studies education, conducts workshops and provides materials for social studies teachers. The Global Rts initiative will make possible the production of three plays, one this spring and two next fall, related to world regions covered in the “World in Transition” materials produced by the Southern Center for International Studies. The plays will be performed for high school students in the Research Triangle area during the day and for the community at large in the evening. Each performance will be followed by a discussion with an expert on the featured region of the world.

Spencer Foundation Supports Research on the South. With a $260,000 grant from the Spencer Foundation, George Noblit, professor of educational sociology in the School of Education, and James Leloudis of the History Department are launching a 3-year study of “The Marketing of the New South and the Education of African American Children.” The project will combine educational research with oral history, taking a look at African American families and exploring what their hopes were in the past and what they are now. The project will provide a centerpiece for interdisciplinary research across the campus of Carolina that will focus on pressing educational issues in the South and assess the current experience of African American students and compare that experience with the ideals and expectations associated with desegregation.

Evaluation of Schools A Tunded Program. The national Schools A Tunded Program has provided $270,000 to Rita O’Sullivan, associate professor of educational assessment and evaluation, for an 18-month evaluation of the program’s effectiveness. Schools A Tunded is an experimental approach that suggests ways teachers can work with students who experience neuro-developmental difficulty in school. O’Sullivan and her staff of Evaluators, Assessment and Policy (EAP) will work with nine national training sites across the United States to evaluate the effectiveness of Schools A Tunded training with teachers.

Professors Win Awards in Literacy, Special Education, Science, and Service

Barret Boone, associate professor of special education, won the contributions to the Field of Early Intervention Award for her work in family-centered practices in early childhood programs. The award was given in March 2000 by the N.C. Division for Early Childhood, which is affiliated with the National Council for Exceptional Children. Patricia Bowers, clinical assistant professor and associate director of the Center for Mathematics and Science Education on the W. R. Kenan, Jr., distinguished professor, was one of three Razor Walker Award winners this year at UNC-Wilmington. The award recognizes Gallagher’s distinguished service to the people of North Carolina.

Faculty Provide National Leadership

James Gallagher, W. R. Kenan, Jr., distinguished professor, was one of three Razor Walker Award winners this year at UNC-Wilmington. The award recognized Gallagher’s distinguished service to the people of North Carolina.

This award is made annually to the most outstanding science coordinator in the nation; it recognizes extraordinary service to the cause of science leadership nationwide.

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Laura Brader-Araje Inducted into Two UNC Honor Societies

A doctoral student in curriculum and instruction, Laura Brader-Araje was inducted in a pin into Alpha Epsilon Lambda, the national honor society for graduate and professional students. Of 181 graduate and professional students nominated campus-wide, 45 were selected for membership in the first class of inductees at Carolina, the newest chapter of the honor society. The mission of Alpha Epsilon Lambda is to recognize graduate and professional students who have truly distinguished themselves in leadership, intellectual development, contributions to the academic department and university, and ethical behavior.

Brader-Araje was also one of 12 students from across the campus selected for membership in Carolina’s Frank Porter Graham Graduate and Professional Student Honor Society in May. To be considered for membership, a student must be nominated by faculty and fellow students as well as university administrators. This honor society, named for the renowned former president of Carolina, recognizes graduate and professional students who exemplify academic excellence and dedication to community service.

Since beginning her graduate studies at the School of Education in 1996, Brader-Araje has co-facilitated a book discussion group for teachers at McDougle Middle School as part of the Professional Development School, supervised students, worked with the Center for Mathematics and Science Education on two Eisenhower grants providing professional development for teachers, and served as a reviewer and referee for a journal of the NCTeachers of Mathematics. In addition, she has authored or co-authored 16 publications and made more than a dozen conference presentations. “I enjoy being a student so much,” she said.

“In addition, Brader-Araje conducted a professional development workshop for teachers on constructing geometric solids.

“People are very much interested in the workshops on constructing geometric solids. They seem to enjoy it the most. They’re surprised at how easy it is to do and they think it’s an easy activity to do in their classrooms. It’s not as simple as they think it is. They seem to learn a lot from it. They get ideas on how to use it in their classrooms.”

Outstanding Undergraduates Inducted into Phi Beta Kappa

The School of Education congratulates its five undergraduates who were initiated into Phi Beta Kappa, the nation’s highest academic honorary society, this year. Phi Beta Kappa is open to undergraduates who meet stringent academic requirements. The honor is particularly notable for professional school students who are completing their professional school curriculum in addition to the required hours in the College of Arts and Sciences. An undergraduate in a professional program may be considered for membership in Phi Beta Kappa if he or she has completed at least 90 academic hours, including at least 50 hours in the College of Arts and Sciences, with a 3.65 grade point average (on a 4.0 scale).

The students inducted from the School of Education are:
- Callie Baker Akins, a senior elementary education and biology major from Wilson, NC
- Crystal Kaye Lassiter, a senior middle education and political science major from Wilmington, NC
- Laura Elizabeth M.ador, a senior child development and family studies major from Charlotte, NC
- Jennifer Lynn Ventura, a senior middle grades education major from Miami, FL

Thomas Tretter Receives Teaching Recognition

Thomas Tretter, who is currently pursuing a doctoral degree in curriculum and instruction at the School of Education while also teaching psychology and physical science at Southern High School in Durham, was named Southern’s ST teacher of the Year and one of four finalists for Durham Public Schools’ Teacher of the Year. Tretter has been a teacher for 10 years. He holds a baccalaureate degree from Roanoke-Mountaineer College and a master of science degree from the California Institute of Technology.

The generosity of families, individuals, and organizations enables the School to recognize and support some of its outstanding students through named fellowships, scholarships, and awards. A complete list of named fellowships, research awards, and named professorships is available at the School’s website. Students are encouraged to apply for these opportunities.

Students Receive School of Education Scholarships and Fellowships

Education Students Win UNC Graduate School Scholarships

Students applying to the School of Education’s graduate programs for next year won the following merit awards from the UNC Graduate School:
- Doctoral Student - Mark Ellis, a new student in the culture, curriculum, and change specialty area of the Ph.D. in Education, received a multi-year merit award.
- M aster’s Student - Stephen Carnsak, a new master’s student in the Master of Arts in Teaching Program, received a merit assistantship award.

Education Students Excel in Performing and Studying Sports

- Jennifer Ketchmark, a doctoral student in educational psychology, measurement, and evaluation, has received a $1,600 grant from the W.omin’s Sports Foundation. The award will support her dissertation study investigating the effects of physical activity on college women’s perceptions of their body image.
- Lan Quach, a doctoral student in culture, curriculum, and change, successfully completed a 26.2-mile Marine Corps marathon competition in October. The race was held in Washington, D.C.

Carolina Students Make Clean Sweep of N CARE Research Awards

When the North Carolina A association for Research in Education announced the winners of its 1999 research awards, students and former students of the UNC Chapel Hill School of Education took them all. This year’s winners are:
- Brett Jones (Ph.D. ‘99), a former doctoral student in educational psychology, won the Distinguished Paper Award for his research paper entitled, “Students as Web Site Authors: Effects on Motivation and Achievement.”
- Lisa W. Carboni and Laura Brader-Araje, both doctoral students in curriculum and instruction, won the Marvin W. Ynez Distinguished Student Paper Award for their paper entitled, “An Investigation of Science Tool Use, Control, and Gender.” This award is named for Marvin W. Ynez, who was a professor of special education at the UNC-Chapel Hill School of Education for 20 years, until his death in 1987.

Honor Societies

The Carolina Chapter of Phi Delta Kappa has made awards to two students at the School of Education. Phi Delta Kappa is a professional organization which promotes service, research and professional development among graduate students in education.
- Monica McKiernan won the Outstanding Research Award for 1999-2000 for her dissertation entitled “A Place to Learn: Teachers, Students, and Classroom Spaces,” conducted under the direction of Dr. George Noblit. McKiernan received an A.B. Ed. with honors from UNC-CH in early childhood education in 1994 and a Ph.D. in social foundations in May 2000.
- Enrique Murillo won the Outstanding Dissertation Award for 1999-2000 for his dissertation entitled “Growing Pains: Cartographies of Change, Categorization and Social Division,” conducted under the direction of Drs. George Noblit and Dwight Rogers. Murillo graduated in May 1999 with a Ph.D. in social foundations. He received a master’s degree from California State University, Long Beach in 1996 and a baccalaureate degree from UCLA in 1988.

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Three New Scholarship Funds Established in School

Holtons' Gift Creates Doctoral Fellowship in Social Foundations

Samuel M. Holton, whose academic career at Carolina spanned 39 years, died last year, and his wife Margaret, a retired high school teacher and home economist, and their children have endowed a fund to create the Samuel M. Holton Graduate Fellowship in Foundations of Education. The $3,000—$5,000 fellowship will be awarded for the first time in the fall of 2000 to an outstanding applicant who wishes to pursue a Ph.D. in education, specializing in either history of education or philosophy of education. “The Holton Fellowship is the basis of a high quality Ph.D. program,” said George Noblit, director of the School's Graduate Studies Division. “With fellowships like this, we can recruit students who will redefine the field.”

Holton joined the faculty at Carolina in 1949 and remained here until his retirement in 1987. As a route through the ranks at Carolina to become chair of the social foundations area and a leader of numerous University committees and boards, he won teaching awards, supervised dissertation research of more than 50 doctoral students, and became an educator and leader in the community, state, and southern region. A mong his extensive publications is a textbook, Understanding America: A Public Liberal High School, published in 1969. “The School of Education grew considerably from the time I joined the faculty until the time I left,” he said. “I am grateful for that of provided me a particularly rewarding career. In retirement, I wanted to do something to support the School.” His wife and former graduate student in political science, Prefete Purkey, has the intention of endowing a professorship in philosophy of education. “A finer thinking about it, we decided it might be more helpful to provide a stream of funding for doctoral students in history and philosophy of education,” Holton said. “I am pleased the fellowship to concentrate on doctoral study rather than having to expend too much energy on finances.”

Holton hopes that numerous fellowships will be established in the School to provide ongoing support for graduate students in various disciplines. “If fellowship is not going to do the job,” Holton emphasized. “If my hope is that many others will find ways to support the School, particularly its students.”

Frank Comfort Takes the Competition of Athletics to Philanthropy

Frank R. Comfort (M.A.T. ’69) likes to win. Having lettered in swimming while an undergraduate at Syracuse University, he first coached the UNC men’s swim team to an undefeated season in 1969 while earning a Master of Arts degree in physical education from the School of Education. Since then, he has successfully coached the men’s and women’s swim teams at Carolina for 23 years, earning 13 women’s and 10 men’s Atlantic Coast Conference championships and becoming the winningest swim coach in the history of the ACC. This year, for the eighth time, he was named ACC Coach of the Year. During his long tenure at Carolina, he has tutored national champion swimmers as well as Olympic candidates. He has insisted on scholastic as well as athletic achievement from his swimmers, and they have earned 11 All-America team honors from the College Swimming Coaches of America. For his accomplishments, Comfort has been named to the University’s Athletics Hall of Fame.

Comfort plans to develop a trust eventually through his estate that will establish a permanent endowment fund to endow the Comfort Scholarship. “If I saw I saw the need and potential for scholarships,” Comfort said. “I am not permitted to work during their student teaching semester. Having tutored care of will enable the Comfort Scholar to focus solely on student teaching and the preparation for student teaching. And since this fund does not target a specific group of undergraduates, it allows the School maximum flexibility in selecting its recipient.”

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ThePatrick W. and Janet R. Carlton Award for Dissertation Research in Educational Leadership

Recognizing the importance of his own scholarship support when he was a doctoral student struggling financially, Patrick Carlton (A.B. ’59, M.Ed. ’63, Ph.D. ’96) has chosen to assist current students who are facing similar challenges. “I received support for my studies I would not have been able to do the job,” Holton emphasized. “It is my gift is that I can lead by example, that my gift will challenge others to give. With in-state tuition and fees hovering around $2200, many alumni should be in a position to do a similar kind of thing.”

The Patrick W. and Janet R. Carlton Fund for Dissertation Research in Educational Leadership

The Patrick W. and Janet R. Carlton Fund for Dissertation Research in Educational Leadership, established in honor of Patrick Carlton as the most significant because it provides additional income for doctoral students to complete their dissertation research in a timely fashion,” said Carl W. Malloy, coordinator of the Educational Leadership Program. A former graduation from Carolina as a botany major, Carlton received a D.Ba in 1960 that supported his graduate studies in education. Nevertheless, making ends meet often proved challenging. “During those years the addition to Peabody Hall was under construction, so the administration asked me to live in Peabody Hall and make certain that the building was closed every night,” Carlton commented. “My room was provided, and the money I earned—working at the curriculum library for 50 cents an hour, as well as the Carolina Inn for $25 a week plus meals—kept in good financial standing. But I couldn’t have done it without the financial assistance and personal support I received from the University.”

Please contact the School’s development officer, Wendy Borman, 919/962-3581 or borman@email.unc.edu. We welcome your interest.

If you are considering establishing a scholarship fund by providing a gift of outright cash, stock, or increments of payment over time to the School of Education Foundation, our advancement staff is available to answer your questions and assist you.
Alumni Recognized for Outstanding Teaching, Leadership, Service

Laura Bilbro-Berry (A.B. Ed. ’92) Named NC Teacher of the Year

An alumna of the School of Education and a second-grade teacher at John C. Tayloe Elementary School in Beaufort County, N.C., Laura Bilbro-Berry (A.B. Ed. ’92) was named the 2000-2001 N.C. Teacher of the Year. Bilbro-Berry was recognized for her teaching and leadership in her school and community. In her 7 years of teaching, Bilbro-Berry has been a driving force in several activities including a Writing Improvement Team, a Reading Renaissance Program, and Family Math Night. In her community, Bilbro-Berry has been an inspiration to promote literacy and applied for numerous grants to aid in the purchase of tape players and print materials for low-income families. Currently, she is organizing a Parent Book Exchange Program for students and their families.

Jane Smith (A.B. Ed. ’79) Donates Kindney to Eighth-Grade Student

Jane Smith, who has been a teacher for 19 years since earning her degree at the School of Education, lives her beliefs. “I teach as a whole give so much to their students,” Smith told the media. “Every teacher wants to give them a better life.” Last fall, Smith learned that a student in her 8th-grade science class A. R. M as a bolth M iddle School in Albemarle had kidney disease but was unable to receive a kidney from a family member because of incompatibility. Upon learning Mrs. Smith’s kidney disease, Smith told 14-year-old Michael Carter, “I have two. You can have one.” In April, Smith donated one of her kidneys to Michael, a 14-year-old student at McDougle Elementary in Chapel Hill, who was named as A.C.C. Women’s Swimming Coach of the Year.

Zoe Locklear (M. Ed. ’79, Ph.D. ’89) Appointed to State Board of Education

Dean of the School of Education at UNC Pembroke, Zoe W. Odell Locklear was appointed to the State Board of Education in 1999. She received her master’s and doctoral degrees in special education while at the School of Education, after earning a baccalaureate degree from UNC Pembroke. She joined the education faculty at Pembroke in 1998 and coordinated the Birth to Kindergarten Program. For the 1998-99 school year, she was assistant superintendent for federal programs with the Robeson County Public Schools. She will fill an unexpired term on the State Board of Education as an at-large member serving until March 2003.

Frank C. Comfort (M. A.T. ’69), swimming coach for the University of Miami women’s swimming team, was named the ACC Women’s Swimming Coach of the Year. This is the eighth time in his 23-year career at Carolina that he has earned the ACC Women’s coaching award.

Courtney Davis (A. B. Ed. ’88), an 8th-grade teacher at Southwestern Middle M Iddle School, won the 1999 Sally A. M ain Class First Teacher Award for Randolph County Schools.

Vicki C. Dawkins (M. Ed. ’83), who teaches developmentally disabled students at McDougle Elementary School in Chapel Hill, was chosen as Dougalls’s 1999-2000 Teacher of the Year.

Orenda C. Quecha-Dobbins (A. B. ’80, M. Ed. ’82), principal of Southwestern M Iddle School in Wilmington, N.C., was named Principal of the Year by the Bertie Board of Education.

Barbara C. Haywood (Formerly Stevens) (M. Ed. ’66, ’69) was honored as the person who most inspired the 1999 N.C. A lumnus Teacher of the Year, her former student, Andy Baugartner.

Catherine Freeman (Certification ’88), a first-grade teacher at Hill Elementary School in Durham, N.C., was selected as Hill Elementary’s T EACHER OF THE YEAR. She was one of four finalists for the Teacher of the Year of Durham Public Schools.

Nancy Kincd (M. A. ’90), a social studies teacher at M C Dough Middle School (Chapel Hill-Carrboro City Schools, N.C.), supervises student teaching internships and junior-year student from the School of Education’s M Iddle Grades Education Program, was named M Iddle School Social Studies Teacher of the Year by the N.C. Council for the Social Studies at their annual conference in February 2000.

Jane Lewis (M. Ed. ’61), received the Spotlight of Excellence A wards from the Sampson County N.C. Council of Education for her contributions to the Sampson County Schools and the Citizenship A ppreciation A ward from the County Commissioners for her extraordinary accomplishments in improving the quality of life for Sampson County citizens.

Victoria Matteson (L.D. Certification ’93), a first-grade teacher at Central Elementary School, won the 1999-2000 Teacher of the Year award for Orange County.

Meg Millard (Certification ’86), a fourth-grade teacher, was named 1999-2000 Teacher of the Year for Frank Porter Graham Elementary School.

Stefia Necerson (M. Ed. ’89) was selected as the 1999-2000 A stant Principal of the Year for the Chapel Hill-Carrboro City Schools. She has been assistant principal at the Frank Porter Graham Elementary School since 1994 and was recently named the school’s interim principal for 2000-01.

Candice M. Oksan (B. A. M unicipal Education ’93) was named Carrington Middle School T eacher of the Year, 1999-2000, and was one of eight semi-finalists for Durham County’s T eacher of the Year.

Mary Lynn Redmond (M. Ed. ’92) received the 1999 Honorary Life A ward from the N.C. Foreign Language A ssociation for her contributions to foreign language education.

Charley T. Stewart (M. A.T. ‘79, Amin nistrative Certification ’88), principal of M C Dough Middle School, was named Principal of the Year for the Chapel Hill-Carrboro City Schools for 1999-2000. He also named the C N C R egion’s W achovia Principal of the Year, representing 20 school counties from G alveston to N ash counties.

Vann Taylor (B. A. ’97), an elementary physical education specialist, was named Teacher of the Year for T ilter D ime Elementary School in Garner (W akle County, N.C.).

Ktit Wallace (M. A. ’54), former assistant head of Cathedral School of St. John the Divine in New York, was honored upon her retirement by having a new playground at her school dedicated to her.

Debbie Ward (A. Ed. ’74) won the 1999 President’s A ward from the N ational L eague of J unior C ollitions, recognizing her as the most outstanding new director in the nation this year.

Alumni Awards to Be Presented

The education of an alumna is never completed as they receive their degrees. In their work, we graduate continuously and deepen and extend our learning with every new class, every new student, and every new challenge. The Dean and the Alumni Council have established alumni award recognitions to be presented in the fall of 2000. The awards will recognize the accomplishments, commitment, and ongoing contribution to education of our alumni with every new class, their important role in the life of the School of Education. A lumni selected to receive awards will be those who are models for all School of Education students and alumni by demonstrating leadership, achievement, integrity and volunteer commitment. The awards will be presented at N uncertainty Day, October 12, 2000.

1. Distinguished Leadership A ward will rec gnize exceptional service furthering the mission of the School of Education.
2. A New Achievement A ward will recognize exceptional achievements of an alumna who personifies the School of Education’s tradition of excellence and brings distinction to herself/himself and the School.
3. Outstanding Young Adult Award will recognize a School of Education alumnus who has graduated within the last 10 years and has shown outstanding leadership and/or exceptional commitment to furthering the mission of the School of Education.
4. Peabody Award will be awarded to an out standing individual who has made a significant impact on the field of education.

Nomination Information

A lumna, faculty, staff, and friends of the University of N orth Carolina are invited to nominate candidates for these awards. Complete the form on the back cover and mail it by August 15, 2000 to the address provided.

If you have questions or need any more information, contact the School of Education A lumna O ffice by phone at 919/843-6797 or by email at wolfoe@email.unc.edu. We hope to see you or hear from you in the near future.

From Your Alumni Council President

It continues to be a new day at the School of Education, a new faculty and staff, new programs, and higher expectations for support of the mission of the School. Our role on the Alumni Council is to connect the knowledge and experiences of our 18,000 graduates with the needs of the School. Here are our projects for 2000-2001.

1. Participating in installation of the new Chancellor at University Day. On October 12, 2000, Carolina will celebrate one of its most time-honored traditions, the installation of its ninth chancellor, Dr. James Moit. Before the student of the School of Education will arrive at the Friday Center, with an update on the School and presentation of alumni awards. The article on the front cover of this issue provides more information. Plan to join us.

2. Creating Carolina Connection. We are beginning “Carolina Connection,” a statewide, email newsletter of your gift. If you don’t, please consider “giving back” to your degree school. Just think—

3. Extending their vision with every new class, their important role in the life of the School of Education. Alumni selected to receive awards will be those who are models for all School of Education students and alumni by demonstrating leadership, achievement, integrity and volunteer commitment. The awards will be presented at University Day, October 12, 2000.

4. Outstanding Young Adult Award will recognize a School of Education alumnus who has graduated within the last 10 years and has shown outstanding leadership and/or exceptional commitment to furthering the mission of the School of Education.

5. Peabody Award will be awarded to an outstanding individual who has made a significant impact on the field of education.

6. Supporting the School of Education Foundation’s new fund. Do you annually make a contribution to Carolina? If you do, please designate the School of Education Foundation as the recipient of your gift. If you don’t, please consider “giving back” to your degree school. Just think—

7. If you have questions or need any more information, contact the School of Education Alumni Office by phone at 919/843-6797 or by email at wolfoe@email.unc.edu. We hope to see you or hear from you in the near future.

Nancy J. Farmer
Alumni Council President

Nancy J. Farmer
Alumni Council President
1950s

William Patrick. W., C.ret. A.B. - '59, M.D. '61, Ph.D. '66
A Cretic's tale of past experience in educational leadership position
for executive school administrators.

Kit Wallace, B.A. '54
A serious head of Cathedral School of St. John the Divine, N.Y. Has since retired.

1960s

Barbara Carr-Dougher (formerly Stevens), M.Ed. '66, '69
Received her doctorate from Duke University in 1973. Is presently retired. Was honored by a former
student in a recent publication of a national magazine, for educators, the Instructor. In the article,
the National Teacher of the Year for 1999. A former high school band director, "practicing
her role as an artist to the fullest potential" and "a wonderful grant for middle-schoolers in
Harnett County."

1970s

Aly W. Brannock, B.A. - M.Ed. '78
Former chairperson of the A.C.T. Council since 1990. New position as of January 2000. Director of
the Classical and Modern Language Lab, UNC at Chapel Hill.

Linda Yeatts Brown, M.S., '77
School psychologist, Virginia Beach City Public Schools. Married to host, Mike Brown. Has
two children. In 1999, received Lifetime Honorary Award from the Virginia Association for
Parents in Support of Education.

1980s

Kim Cherie Bano-Burg 
B.A. Ed. '89, M.A. - Exercise Physiology '92

Julia M. Brown, A.B. - M.A. '88, M.D. '90, Ph.D. '99
Wife of husband, Jonathan, welcomed new baby daughter, Julianna Cruse Burgess, born April 11, 2009. "I am teaching Julia "what it truly means to be a student of life."

Orlando Cepeda Dobbin, A.B. - M.Ed. '92
Principal of Southwestern Middle School, N.C. Recently named Principal of the Year by the Bette Board of Education.

1990s

A. Fred D. Wallace, M.Ed. '60
Retired on Wrightsville Beach after teaching in public schools for over three decades. A naval pilot who retired with the rank of captain. Served as Dean of Instruction at the American University of Puerto Rico at San Juan.

Sheila Rebecca Perry Evans, B.A. - M.A. '87

Mary Lynn Redmond, M.Ed. '82
Received her B.A. ('78) and Ed.D. ('99) from UNC at Chapel Hill. Held a professor of education and director of foreign language education, Wake Forest University, N.C. Editor of book, Teacher to Teacher - Model Lessons for K-8 Foreign Language National Textbook Co., 1999 (Lincolnwood, IL). "Living History in a novel Foreign Language from A to Z at the 1999 annual conference for contributions to foreign language education.

A. L. A. Snell, B.A. - M.A. '76
Teacher at Head of School, School of Cost Rica, San Jose. Formal work at Day Care at Trinity Lutheran Church, Newport News, VA.

D. Mark Lewie, M.Ed. '76
Teacher, Carolina Day School, Asheville, NC. Has used his third and fourth books published. Exp: Journalism - A Handbook for Journalists, a middle-school textbook and workbook combination, has been released by B.C. Contemporary Publishing Group. Mark is a member of the NC Citizens' Network and The Authors Guild, and is the founder of the division of N.C. The National Elementary School's Association. Presently has several writing projects "in the works."

Rebecca (Eller) Powell, M.Ed. '76
Senior sales representative for a automated Graphic Systems, White Plains, MD.

1990s

A. Campbell Brooks, M.Ed. '91
Received her B.A. in English from UNC in 1988. Presently is a homemaker with a daughter, Mary Hill Brooks (age 6) and son, Thurman Sean Brooks, Jr. (age 2). Moved to Charlotte, N.C. in 1999 to be near her graduate students, sons, and daughter. Before becoming a mom, was a teacher for two years. Has "such fond memories of my time in the education department."

A. Marie Waters Clifford, B.A. - Ed. '90
First-grade teacher. Holds Elementary Education, Durham Public Schools, N.C. A devoted daughter, Cullen Ngoc-Thuong Clifford, in July 1999 in Hong Kong City, Vietnam. Married to his future husband, Mark. Has worked in Southeast Asia and the past five years completing adoption procedures. Daughter was born on April 12, 1999.

Chris Tumbushing Cuthall, B.A. - M.Ed. '90

Amy Rose Daughton, B.A. - Ed. '91
Tought for seven years in Durham and Penan Counties, and is presently an "at-home mom." Married to Jason Daughton. "Two children, Sarah (born 4/9/95) and Thomas (born 7/22/98). Plans to return to teaching this year.

Jenna Gado, M.A., '91 - French, '97
Currently resides in West Seneca, NY.

John Callen Howell, Jr., B.A. - Music Education '93
Choral director at H.B. Thompson Middle School, Southport Central Schools, New York. Married to Kim M. Howell on August 14, 1999. Received his M.A. in Music Education at the University of Illinois at Urbana-Champaign in 1994. Son, Samuel Callen Howell, was born September 7, 1999.

Kristin Deutch Howell, M.Ed. '93

Melissa H. Earnest, B.A. - Economics '93
Assistant professor of education, Oklahoma State University, Stillwater. "A wonderful gift for middle-schoolers in Harnett County."

Kerstin L. Ordwall, B.A. - Music Education '93
Assistant professor of music education, Dakota State University, Yankton, SD. "A wonderful gift for middle-schoolers in Harnett County."

1999 Doctoral Graduates

Elizabeth Kelley Boyles, Ph.D. '99
Visiting faculty, School Psychology program at UNC at Chapel Hill. Will become director of this PhD program this summer at the Graduate College of Marshall University in South Charleston, W.V.

Julianne Cruz Burgess, Ph.D. '99

Mary Marie Comish, Ph.D. '99
A assistant professor of education at A. S. King at Chapel Hill.

Sheryl Conrat Cassant, Ph.D. '99
A assistant professor of social studies education in the Department of Curriculum and Instruction, UNC at Chapel Hill. Married to the College Park. Recently had a baby girl, Jessica.

Mary Lee Daniel, Ed.D. '99
A assistant professor in elementary education at The University of North Carolina at Greensboro. Was promoted to the position of assistant professor of elementary education in the Department of Curriculum and Instruction in Greensboro. In 2000, moved to Fort Wayne.

A. Hugh Dodds, Ph.D. '99
School psychologist in Virginia.

A. Archie Ison, Ed. '99
A assistant professor at A. S. King at Chapel Hill.

Deborah Lynn Halperin, Ph.D. '99
Postdoctoral fellow at Columbia University.

A. Charlotte Hardin, Ph.D. '99
A assistant professor of education, Oregon State University, Stillwater. "A wonderful gift for middle-schoolers in Harnett County."

A. Michael Hicks, Ed.D. '99

A. Elizabeth Hiday, M.Ed. '99
Peabody Hall was completed in 1913 to house the School of Education. It was constructed as a result of the benefactions of George Peabody (1795-1869), an American business leader and philanthropist. Born into a family of modest means in South Danvers (now Peabody), Massachusetts, George Peabody had only four years of formal schooling before he was apprenticed to the age of eleven to the owner of a local general store. He went on to achieve tremendous international success as an investment banker in London, and was one of the first great modern philanthropists. Peabody is best known, however, for his generous benefactions within the realm of American education. As a result of his philanthropic activities, $3.5 million dollars was donated for the establishment of the Peabody Education Fund in 1867 for the purpose of advancing education in the South. In 1911, a gift of $40,000—equivalent to nearly $700,000 in today's economy—was donated from this fund for the construction of a building to house the School of Education at Carolina. When completed in 1913, the building provided administrative and faculty offices, classrooms, seminar rooms, and laboratories. Excavation of the ground floor was begun in 1954 that added a library and several conference rooms for the Guidance and Testing Service, which at the time was located in Peabody Hall. In 1960, a new front portion was added to the original building to complement the architecture of the Carolina Inn. A lso, an addition that wrapped around two sides of Peabody was completed that year. This addition, which was the first building at the University to be air conditioned, expanded the services provided by the School of Education by including a new library, an audiovisual room, and several new offices and lecture rooms.

The need for renovations at Peabody Hall continues today. A bond package will be presented to the people of North Carolina in November to support capital improvements in the School of Education system as a whole. The package includes $8.6 million for much needed repairs and renovations to Peabody, such as updated classrooms, replacement of the roof, heating and air conditioning, wiring, improved handicapped access, and some improvements to office space.
What's New? (Please print.)

Name (please include former name used in school) _________________________________ Degree(s), year(s) _________________________________

Title ___________________________________________ Employer ___________________________________________

Work address ______________________________________________________________________________________________________

Phone (work) ________________________________________ Fax _____________________________________________ Email _____________________________________________________

Phone (home)________________________________________ Fax_____________________________________________ Email _____________________________________________________

Mailing address __________________________________________________________________________________________________________________________________________________

Name (please include former name used in school) ______________________________________________________

Work address __________________________________________________________________________________________________________________________________________________

Phone (work) ________________________________________ Fax _____________________________________________ Email _____________________________________________________

Phone (home)________________________________________ Fax_____________________________________________ Email _____________________________________________________

Enclosed is my gift of $_______ to the UNC-CH School of Education. Designated annual giving levels are as follows:

- Peabody Society $2,000 or more (includes UNC-CH Chancellors' Club status)
- Dean's Circle $500 - $1,999
- Benefactors $250 - $499
- Sponsors $100 - $249

Every gift in any amount is needed, helpful, and appreciated. THANK YOU!

Return to The Carolina Slate, School of Education, CB 3500, Peabody Hall, U N C-C H, Chapel Hill, NC 27599-3500.

Nomination Form for Alumni Awards (see article, p.11)

Return this form by August 15, 2000, with a letter no more than two pages in length, describing the candidate's achievements along with a biographical description of education, experiences, and activities.

Name of nomineE ____________________________________________________________

Mailing address / City, state, zip ______________________________________________________

Phone (work) ________________________________________ (home) _________________________________________ Email _____________________________________________________

This candidate is nominated for (check one):

☐ Distinguished Leadership Award ☐ Outstanding Young Alumni Award ☐ Alumni Achievement Award ☐ Peabody Award

Nominator's name ________________________________________________________________

Mailing address / City, state, zip ______________________________________________________

Phone (work) ________________________________________ (home) _________________________________________ Email _____________________________________________________

Return completed form by August 15, 2000 to:

School of Education Alumni Council, CB 3500, Peabody Hall, UNC-CH, Chapel Hill, NC 27599-3500. (Fax 919/962-1533)

Registration for October 12 Installation and Alumni Awards Ceremony

School of Education Alumni Brunch and Awards Ceremony – 8:30 a.m. – The Friday Center, Chapel Hill, NC. Installation of Chancellor James Moeser at University Day on campus, followed by lunch. Return to The Friday Center in late afternoon.

Your name_____________________________________________________________________ Title ___________________________________________________________________________

Mailing address ______________________________________________________________________________________________________________________________________________

City, state, zip________________________________________________________________________________________________________________________________________________

Phone (work) ________________________________________ (home) _________________________________________ Email _____________________________________________________

For directions to The Friday Center, call 919/843-6979. See page 1 for more information. Please enclose a check for $25 payable to UNC-CH School of Education, designated for installation.

Mail to School of Education, CB 3500, Peabody Hall, U N C-C H, Chapel Hill, NC 27599-3500.

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Chapel Hill, NC 27599-1110

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The Carolina Slate is published twice a year by the Dean’s Office of the School of Education for a wide audience of alumni and friends.

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Fax 919 962-1533
Email lbaucom@unc.edu
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18,000 copies of this public document were printed at a cost of $8.567 or $.40 per copy.

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