Thomas James, New Dean, to Arrive November 1
Fenwick English Heads Transition Team

Thomas James, Vice Dean and Chief Operating Officer of the Steinhardt School of Education at New York University, has been named the eleventh Dean of the School of Education. The appointment was approved by the Board of Trustees at its meeting in Chapel Hill on July 24. James is expected to arrive on campus November 1.

“Tom James brings with him an outstanding record of scholarship and instruction in education to draw from in leading our School of Education,” said Chancellor James Moeser. “North Carolina’s future depends on high-quality public education and teacher training, and I look forward to the School’s continued contributions in these areas for the people of our state and beyond under his leadership. “Tom possesses a rare ability to connect with and lead a variety of diverse constituencies that are critical to the School’s success,” he said. “During our search and selection process, he has appealed universally to members of these groups. We are most fortunate to have attracted Tom to Carolina.”

As Vice Dean, James led the Steinhardt School of Education’s academic, financial, governance, planning, legal, faculty and University liaison functions. He advanced initiatives in research development, doctoral study, and the undergraduate program, and created a Task Force on Teacher Education that became a school-wide forum for faculty exchange of new ideas for teacher education. James’ affiliation with NYU began in 1996 when he joined the faculty as a Professor of Educational History and was named Associate Dean for Academic Affairs of the Steinhardt School of Education. He was appointed Vice Dean in 1999.

A native of Wisconsin, James has visited North Carolina often in his work with the North Carolina Outward Bound School, one of the 48 such schools worldwide dedicated to learning through adventure and service. James is a school trustee as well as a member of the Board of Trustees for Expeditionary Learning, a national organization dedicated to school reform, educational opportunity and active learning for young people.

“Coming to Carolina is a wonderful prospect, and I greatly look forward to working with my colleagues,” James said. “The School of Education, the University, and the State of North Carolina are well poised for advances in teaching and learning that will be of national significance as well as great benefit to people seeking educational opportunity.”

James received a Bachelor of Arts degree from Harvard University in 1970 and was

(continued on page 2)

300 Graduate at 2003 Commencement

At the May commencement, 150 undergraduate, master’s and doctoral students graduated from the School of Education. This summer, an additional 150 master’s students are expected to complete their programs and graduate. Pictured: Pi-Kuei Tu is all smiles upon receiving her Doctor of Education degree in educational leadership on May 18. Congratulations and best wishes to all!

The Alumni Council, faculty and staff of the School of Education cordially invite you to our Annual Awards Luncheon honoring the recipients of the 2003 Distinguished Alumni Awards

A. Craig Phillips (A.B. ’44, Ed.D. ’56)
Mitzi M. Saprit (A.B.Ed. ’89)
Betty L. Siegel (M.Ed. ’85)
Zollie Stevenson (Ph.D. ’84)

Saturday, September 20, 2003
11:00 a.m., Alumni Hall 1
George Watts Hill Alumni Center
UNC-Chapel Hill Campus

For more information about registering for the awards luncheon, contact Laurie Norman, Associate Director for Alumni Relations, at Laurie Norman@unc.edu or at 919-943-6879.

School Honors Dean Madeleine Grumet
Grumet Returns to Teaching and Scholarship

Madeleine Grumet, a leading figure in education, returns to the classroom this fall at UNC-Chapel Hill. Grumet served as Dean of the School of Education from 1993-1998, when she resigned to become president of NC Outward Bound School. A native of New York City, Grumet earned her doctoral degree in educational leadership from New York University in 1993.

Grumet was the first woman to serve as dean of a school of education at a major public university in the Southeast. Under her leadership, the School of Education has established its largest fund-raising campaign in its history, Smith, Olly Steinthorsdottir and William Vertical: The ceremony culminated with a musical performance by the New Southern Broadcasters, featuring Gail Gillespie, Rich Hartness, Dwight Rogers and Tolly Tollefson. Under Grumet’s watch, the School of Education has taken significant steps forward, doubling its student enrollment, extending its facilities off-campus, strengthening its partnerships with schools, and developing innovative graduate programs for practicing teachers and other education professionals.

Before coming to Carolina as Dean in 1993, Grumet was Dean of the School of Education at Brooklyn College at the City University of New York for 10 years. Previously she held faculty appointments at...
There is a convincing relationship between family involvement and student academic achievement across families of all economic, racial, and educational strata. Students usually have higher grade point averages and are more likely to have higher standardized test scores (Henderson & Mapp, 2002). When parents are involved in their children’s education, students usually have higher grade point averages and are more likely to have higher standardized test scores. They enroll in more challenging courses, attend school more consistently, pass more classes and earn more credits. Students with involved parents also show more appropriate behavior both at school and at home. Recognizing that parent involvement in their children’s learning makes good things happen for children, Moette Sprant Morgan (A.B.E.D. ’76), an alumna of the School of Education, who also holds a doctorate in education, joined the faculty of the School of Education’s Research Triangle Schools Partnership (RTSP) to find a way to increase parent involvement in North Carolina’s schools.

With this Morgan support, the RTSP staff began working with three Title I, high-poverty elementary schools in Durham County this year to increase the involvement of families, especially those who had not previously been engaged with schools. Through partnerships with various entities and an open dialog among all involved, the School of Education’s Evaluation and Research team, including cultural studies, including cultural studies, working in this area, connected with the Durham Public Schools and the Durham Title I Parent Advisory Council (PAC), the Family Participation Project was created and expanded to include all of the 19 Title I elementary schools in Durham that wish to participate. According to Rosemarie Gulla, PAC Coordinator, “The opportunity to work with the RTSP this year and in the future gives us the expertise and technical assistance needed to clarify project directions, support project staff, and work in supporting efforts, providing families with wrap-around services and helping them on this making a mismatched approach to reaching and engaging parents. The project team has brought together parents and teachers in the planning process, training them as they voice their ideas about how to connect with families not currently engaged. Initial response from parents has been enthusiastic. ‘I’m really excited and happy to have the opportunity to make something good happen,’” said Beth Phillips, a parent who serves on the PAC and represents her family’s school in the Family Partnership Initiative of the Jordan Institute for Families.

Based on the results of the parents’ brainstorming sessions, Leach is providing training for parents of diverse groups on understanding school culture, teaching them how to advocate for their children and how to provide effective help with homework. One new program has already emerged—“Parents Helping Parents,” an initiative to train parents to help with student learning. The project team will provide training and resources to parents, who will then train other parents. “For example, some parents need training in math so that they can help their children with their math homework. These parents can request the training, receive it and then set up training with other parents, such as friends or fellow church members,” Mittman explained.

Leach and the project team also will provide training for teachers to help them learn to relate more effectively to families from diverse cultures. The training will increase the teachers’ awareness and knowledge about cultural differences. Parents will help design the training sessions for teachers. The project team is building dialogue between parents and schools in order to create common definitions of “parent involvement.” The group is questioning basic assumptions about what parent involvement is. Research has shown that parents of different racial, socio-economic and ethnic groups often have divergent ideas about parent involvement (Terrell, 2002). Many parents believe that they are closely involved in their child’s education in ways that schools do not currently see or recognize. The project team is trying to identify these efforts and encourage them.

Four School of Education doctoral students—Jennifer Coble, Glen Cortez, Mata Jaramillo and Carmen Strigel—are working with the project team to study the democratic process and parent’s ideas about democracy in schools. Under the direction of Professor Lynda Stone of the Culture, Curriculum and Change Program, the students are developing a Latinx Family Collaborative, which involves families bringing their wealth of knowledge about Latino culture into school classrooms.

The project is creating new opportunities for parents to become involved by

helping the parents to build their own new programs. “Traditional models, such as the PTA, closely worked with the teachers for many parents,” Mittman said. These projects, facilitated by Leach and three of the doctoral students—Coble, Cortez and Jaramillo—will create a niche for those who have not been visibly engaged in their child’s education in the past, either in or out of school, to build their own new and innovative programs for parent participation. The programs will be offered at places where parents are already present, such as churches, community centers or local libraries. Potential obstacles, such as lack of transportation, need for childcare, or time conflicts due to “shift” work schedules, are being addressed and analyzed.

Parents are coming together to focus on issues of education and advocacy. The first initiative in this area is an effort to inform parents of the importance of signing the required forms so that the schools can receive Title I monies for students who are eligible for free and reduced lunch.

The Family Participation Project is a partnership among the School of Education’s Research Triangle Schools Partnership, the UNC-Chapel Hill School of Social Work, the School of Education’s Evaluation and Policy Connections unit, the Title I schools in Durham Public Schools, and the Durham Title I Parent Advisory Council. The project not only serves parents and students but also fulfills immediate school needs and meets the mandates of the No Child Left Behind Legislation, which requires Title I schools to have parent involvement plans on record that are endorsed by parents.

Janet Mittman and Rosemarie Gulla contributed to this article.

FACULTY

James (continued from page 1)

awarded the distinction of magna cum laude. He received his both master’s and doctoral degrees from Stanford University, specializing in the history of education. After two years at Brown University in Providence, Rhode Island, James moved to Brown University in 1987 where he was appointed Assistant Professor of Education and Public Policy in the Education Department and the Taubman Center for Public Policy and American Institutions. In 1992, he became Chair of the Education Department at Brown. James’ major research interests include the history of education, public policy and the politics of education, and the role of expertise in education. His book, Echoes: The Schooling of Japanese Americans, 1942-1945 (1987), won an annual award from the Gustavus Myers Center for the Study of Human Rights for “best scholarship on the subject of intolerance in the United States” published during 1987. Among his many other publications is Adventures in Teaching, Focused Schools (1993), in which he recommends creative strategies for professional development in schools, and Research and the Renewed Schools (1995), a study of funding priorities for educational research that he wrote for the National Academy of Education, supported by a grant from the Carnegie Corporation of New York.

Until November a transition team appointed by Provost Robert Shelton will lead the School of Education, Femke Engels, R. Wendell Eaves Distinguished Professor of Educational Leadership, is serving as Interim Dean, Diane Lee Spiegel, Professor of Early Childhood, Families and Literacy, is continuing to serve as Senior Associate Dean.

Graduate Students Host Southeastern Association of Educational Studies Conference

Teachers, community educators, undergraduates and graduate students gathered on the UNC-Chapel Hill campus on February 28 and March 1 for the eighth annual conference of the Southeastern Association of Educational Studies (SEAES). Hosted by the Graduate Student Association of the School of Education, the SEAES conference provided a regional forum for the exchange of ideas and research in the disciplines of sociology, anthropology, history and philosophy of education. Eighty people from both within and outside of schools of education in North Carolina, South Carolina, Tennessee, Virginia and Georgia presented their work.

The field of education is an exciting and changing intersection where people from many disciplines and ideologies come together, including university and primary/secondary level educators, community activists, students and other practitioners,” said Bill Taylor, a doctoral student in the Culture, Curriculum and Change Program and member of the Graduate Students Association Board, which organized the SEAES conference. “Part of the Enhancing Family Involvement in Schools

James

THE CAROLINA SATE • FEATURES

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Never Too Late to Pursue a Dream
By Jane Smith, Director, UNC-Chapel Hill Site of NC TEACH

If someone had told Charlene Lowell after college graduation that she would return to school to become a teacher at age 50, she says she would have thought the comment was directed to the wrong person. “It was only after three children and many hours of volunteering that I realized my true calling,” Lowell said. “I have come to believe that teaching is one of the most important roles in any society.” She is one of 40 mid-career professionals who have come to the UNC-Chapel Hill School of Education’s NC TEACH Program to realize their dreams of becoming teachers.

Preparing tomorrow’s teachers is not a “one size fits all” proposition at the School of Education. The traditional undergraduate track is complemented with graduate degrees and post-baccalaureate programs. NC TEACH—North Carolina Teachers of Excellence for All Children—is a licensure-only program that offers a concentrated format of preparation prior to entering the classroom.

The curriculum was developed and written by professors representing every major school of education in the state. The core of instruction occurs during a five-week intensive summer institute, fondly referred to as “boot camp” by the class members. Participants receive 150 contact hours of instruction in teaching standards, educational psychology, effective teaching, content area methodology, technology and diversity. Coursework leading to licensure can be completed in as little as a year.

Members of the NC TEACH cohort enter classrooms as lateral entry teachers, becoming teachers through an alternate route rather than through a traditional teacher training program. Throughout the fall and spring they continue to attend NC-TEACH classes in the evenings and on weekends to further their pedagogical knowledge and support their instruction. The NC TEACH faculty, including School of Education professors, use both in-class and online discourse, taking advantage of Internet capabilities to provide both in-class and online discourse, taking advantage of Internet capabilities to provide

During the first three years the UNC-Chapel Hill cohorts have grown from 15 to 40 members. Almost all the students who completed the first two cohorts of NC TEACH are now employed as teachers, and 100% of the members of Cohort 3 will be employed as teachers as of September 1, 2013. The average age of the Cohort 3 members is 37, and their undergraduate degrees vary from architecture to zoology. Their previous careers include research, engineering, physical therapy and financial analysis. NC TEACH students unanimously agree that the first year of teaching is a brutal slap of reality, but they are committed to overcoming the challenges and becoming the best teachers for their students.

The first cohort included an Oxford-educated entomologist, a former state carpool driver, and a math whiz who completed the first two cohorts of NC TEACH. Now they continue to attend NC TEACH classes and become a full-time teacher. After 12 years of lab research at NC State University, he found himself becoming bored and decided that teaching would be more challenging. He describes his first year at Dillard Drive Middle School as “baptism by fire.” The students, he discovered, had very short attention spans. Frustrated to learn that just saying something or showing something didn’t mean that the students grasped the concept, he consulted with NC TEACH instructors and fellow teachers for advice. He credits William Veal, UNC-Chapel Hill science methods professor, for modeling excellent inquiry instruction that he now implements daily in his third year with eighth graders. He has gained a reputation for active, interesting classes and has earned the respect of his students for the depth of his knowledge and his ability to share research experiences.

Victoria Raymond graduated from Davidson College with an undergraduate major in biology and from the University of Virginia with a Ph.D. in microbiology. She spent years as a bench scientist pursuing post-doctoral studies at the Linbenger Cancer Center and the UNC-Chapel Hill Department of Pathology. Adjusting priorities with the arrival of children, she became a very involved “uber-volunteer” at her son’s school. She developed a science resource center at Perry W. Harrison Elementary School in Pittsboro and enjoyed working with students and teachers in a resource capacity. Friends in education encouraged Raymond to pursue licensure and become a full-time teacher. Now in her second year at Jordan-Matthews High School in Chatham County, Raymond says she is where she needs to be.

“The teaching is a performance art, and I’m a ham,” she says. “It suits me very well.” She, too, credits William Veal for excellent preparation in science methodology. He presented an online discourse that established a collegiality among the cohort.

Benita McClain graduated from Fayetteville State University with a major in computer science and a minor in mathematics. Her six years in the information technology industry at Nortel and WorkCom left her feeling empty. McClain’s job responsibilities included trying to satisfy the unfulfilled networking needs of dissatisfied clients or “hot customers.” While McClain knew that teaching would not be stress free, she hoped that her efforts to satisfy her students’ unfulfilled needs would not only make a difference for them but also be more rewarding for her. After teaching for six months at Southeast Raleigh High School, McClain knew that changing careers was a good choice for her. “There is much more work than I ever imagined,” she said. “I can never find time to do volunteer work. Sometimes it’s mentally and physically.” But after six years in the classroom, she realized that the long-term rewards for her effort are far greater in teaching than in business.

Lowell, Patel, Raymond and McClain all recognize that teaching would not have become a reality in their lives without the support network of NC-TEACH instructors, colleagues within their cohort, mentors, fellow teachers at their schools and supportive administrators. People who wish to become lateral entry teachers can bring expertise, maturity and practical knowledge into the classrooms, but they must learn the art of teaching. An investment in their teaching future will yield excellent return for the education community.

The NC-TEACH Program is administered by the UNC Office of the President, in collaboration with the North Carolina Department of Public Instruction. Supported with funding from Title II of the U.S. Department of Education Higher Education Act, NC-TEACH is offered at nine host universities across the state. The UNC-CH-TEACH site offers coursework for certification in mathematics and science at the middle grades and secondary levels, as well as as K-12 foreign language. If you want to learn more about NC-TEACH at UNC-Chapel Hill, visit www.unc.edu/depts/edl/nc_teach.

Carole Stack in Residence as the Cecil G. Sheps Visiting Scholar in Social Justice

The School of Education at UNC-Chapel Hill received UNC-Chapel Hill’s Cecil G. Sheps Visiting Scholar in Social Justice award for spring 2003 and hosted Dr. Carol B. Stack, Professor of Social and Cultural Studies in the Graduate School of Education at the University of California, Berkeley. During her week’s residency on campus March 24-28, Stack presented public lectures and met with graduate students and faculty in small seminars to exchange ideas.

“Throughout her distinguished career, Dr. Stack has brought scholarship and insight as an anthropologist to illuminate the lives and interests of groups oppressed by poverty and discrimination,” said John D. McDuffie, in nominating Stack for the visiting professorship. “The subjects of Stack’s books and research speak to issues that faculty and students at the School of Education need to understand.”

In her first public lecture, “Coming of Age at Minimum Wage: Youth, Poverty, and Human Dignity,” Stack presented compelling portraits of several youth. One of the youth, who began at the bottom in America, working long and hard in minimum wage jobs, hoping and believing that this work would open an opportunity for them to move up from poverty. To the contrary, Stack found that these youth constantly remained stuck in the bottom level, unable to advance in spite of their efforts. She explored their motivations for work, the way they find jobs, the demands upon their income, the source of their work ethic and the places that they might make them. Stack and her colleagues, Ellen Stein and Joan Zarker, are currently finishing a book on this subject.

In a second public lecture, “Doing Public Anthropology for Social Justice,” Stack probed the unintended consequences of urban social policies on families facing chronic unemployment and welfare dependency. She highlighted the violations of human rights that occur in American society and emphasized social inequalities for persons living in poverty.

School of Education graduate students enjoyed a dynamic conversation hour with Stack. “The dialogue with Carol Stack was one of the most exciting events for graduate students that has happened here in a while,” said Rob Heihlmeier, doctoral student in Culture, Curriculum and Change. President of the School of Education Graduate Student Association, “The conversation was so lively that we could have met at end. We finally were able to leave the room so that a scheduled class could meet there.”

The weeklong residency was made possible by the Cecil G. Sheps Visiting Scholar in Social Justice Fund, an endowment created with a gift from the retired professor of social medicine. Sheps was the first director of UNC’s Health Care Research Center, which is now named in his honor.

Carole Stack
(Photos by Judy Lawrence)
A high school student entered the world of poetry in April as they spent a day with local professional poets, first learning from the poets and then writing and performing their own poetry. Two “Day of the Poet” events were sponsored by the School of Education’s High School Literacy Project at the William and Ida Friday Center for Continuing Education in Chapel Hill. About 150 high school students and their teachers from five local high schools spent those days immersed in verse with local poets Elton (Jerry) Eidenor, Jaki Shelton Green, Lenard Moore, Tata Powell, Margaret Rabb and Julia Stockton. The participating high schools were Chapel Hill High School, East Chapel Hill High School, Orange, Jordan, and Northern.

The day began with the local poets reading their work and sharing their enthusiasm and motivation for writing and their techniques for developing poetry. Students then worked with the poets in small groups to write their own poetry and rehearse their performance. Just before lunch, the students enjoyed a dramatic performance by Mick McClain and Betty Brown, actors with the Theatre Ensemble of North Carolina. The day culminated with performances by students reading their own poems.

“Through these sessions, we seek to encourage and celebrate the creative writing efforts of high school students,” said Jim Trier, Project Director and Assistant Professor of English Education. “The project’s goal is to increase our understanding of the literacy practices and culture of high school students.” Students who participated this year as well as in the two previous years have learning from the poets and then writing and composing their own poetry.

Let the Poetry Begin!

I smile and realize why I came here,
And feel more from these children.
Their laughter fills my heart,
And run to grab their coats.

I hear these children,
Such happiness overtakes them.
As they play at the wishing well.
I see smiles and children laughing.
I look up and there’s life.
Counting each one as I pass.
Coming from the darkness of my life,
Into the brightness of what to come.
I glide on this fairy tale.
Counting each one as I pass.
I look up and there’s life.
I saw smiles and children laughing.
As they play at the wishing well.
Sixth happiness overtakes them.
They have no cares in the world.
They assist their hands along the wintery walk.
Splashing each other.
I hear these children.
I hear the smiles glowing from their faces.
I walk around the wall.
Wanting to sea more.
Feel more from these children.
As I pass them, they ignore me and continue.
Continue to be what I used to be.
I feel a cool breeze pass by me.
The cold air floats around me and consumes me.
The children laugh this winter.
And run to grab their coats.

“Mommy,” one yells.
I rush back to my childhood.
When I would run to my mom
For comfort.
Warmth.

I walk up to the wall.
And splash the water on my face.
It strikes down my neck.
And slides down my back.
I smile and realize why I came here.
Why I stepped into this heaven on earth.

The First Annual William Self Equity Lecture

is the tenth dean to lead the School of Education since its founding in 1885. A search committee chaired by Gene Nichol, Dean of the UNC-Chapel Hill School of Law, began working in September to select a new dean for the School of Education.

Two poems written by students at “Days of the Poet” events.

I sob and realize why I came here,
Why I stepped into this heaven on earth.

The spring concerts and conferences will continue as a consultant with the Lincoln Arts and Sciences at UNC-Chapel Hill. She has previously worked in the Department of Communications Studies in the College of Arts and Sciences at UNC-Chapel Hill. She will continue as a consultant with the Lincoln Center Institute in New York, working on the national level to bring arts experiences into teacher education.
Pat Wasley Imagines Possibilities for Teachers at First Horizons Lecture

How can we support the work of teachers, not just as they graduate but throughout their careers? How do we create conditions so that teachers can develop their full intellectual and professional potential? Exploring these questions and imagining the possibilities of professional development for teachers, Pat Wasley, Dean of the College of Education at the University of Washington in Seattle, delivered the first annual Horizons Lecture to a gathering of University and public school educators following the Smith wing groundbreaking ceremony on February 24. The topic was timely as the School of Education and the Chapel Hill-Carrboro City Schools broke ground for a space that will be dedicated to the education of preservice teachers and the continuing support and development of practicing teachers.

Wasley identified barriers to teachers’ development, such as lack of time to work together, isolation in their own classrooms, and the egalitarian ethos of education and its non-differentiated salary structure, which prevent recognition of teachers who achieve outstanding performance. She proposed an innovative approach to strengthening and sustaining teachers, providing a full repertoire of resources to teachers over the course of their careers. Wasley described many different roles that teachers might fill as they advance through their careers, including co-planner, repertoire expert, cooperating teacher, mentor to beginning teachers, co-teacher at a university, professional growth plan advisor, study group leader, co-researcher and national board study group leader.

Responding to Wasley’s ideas were panelists Cheryl Mason Bolick, Coordinator of the M.Ed. for Experienced Teachers Program and Conversations in Education, and Vicky Mattison of School in Chatham County, teacher intern at Smith Middle School. The panelists explored their own experiences that underscored the importance of supporting and rewarding teachers so that they can be as effective as possible in inspiring their students to learn and become successful.

"She praised the patience and commitment of all the Chapel Hill-Carrboro City School and University personnel who worked to realize the vision of this collaboration. Construction of the wing will be funded by the University and is expected to be completed in the fall of 2003. The wing is scheduled to open in January 2004. The School of Education will raise an additional $1.3 million through grants and gifts to equip the facility and create an endowment to keep it running in the future. For more information, contact Susan Bourner, Director of Development for the School of Education, bourner@email.unc.edu or 919-962-5381.

Construction Begins on Carolina Teaching Network Building

Pat Wasley defines the Horizons Lecture following the groundbreaking ceremony. Photo by Joy Lauterer

Artists rendering of the School of Education wing at Smith Middle School.

The School of Education broke ground on February 24 for a wing to be built into the new R.D. and Ethel P. Smith Middle School in Chapel Hill. The groundbreaking marked the culmination of five years of planning by the officials of UNC-Chapel Hill, the School of Education and the Chapel Hill-Carrboro City Schools. This partnership of the University and the Chapel Hill-Carrboro City Schools is unprecedented.

Speaking at the ceremony were Madeline R. Grumer, Dean of the School of Education, James C. Moeser, Chancellor of UNC-Chapel Hill, Valerie Fouche, Chair of the Chapel Hill-Carrboro City Schools, Neil Pedersen, Superintendent of the Chapel Hill-Carrboro City Schools, and Valene Renhardt, Principal of Smith Middle School. The audience was serenaded by the Smith Middle School “Cyclone” Sixth-Grade Chorus, directed by Amy Evans.

The wing will house the School of Education’s Carolina Teaching Network, a series of distance education programs that bring UNC-Chapel Hill faculty into schools to work with cohorts of teachers, administrators and school service personnel. It will bring together University faculty, practicing teachers, students in the preservice and University undergraduate and graduate students. The wing will serve as a meeting place for teachers across the region. It will be equipped with technology critical to communications between the School of Education and its public school colleagues across the state, including high-speed Internet access and videoconferencing. It will also include a state-of-the-art, NASA-funded mathematics and science teaching laboratory and an educational counseling center.

The 7,200-square-foot, $1.2 million wing will extend the facilities of the School of Education, which has been housed in Peabody Hall on the Carolina campus since 1913. Because Smith Middle School is located between an elementary school and a high school, the addition of the wing will create an innovative pre-kindergarten through grade 16 campus. “We’re building these walls,” explained Dean Madeleine Grumer, “to break down the walls that have separated the study of education from the public schools. We will meet and work here with our public school colleagues, on their ground, in their space.”

Bearing strong winds and torrential rains, 200 college students and practicing teachers from towns and campuses across the state gathered on the Carolina campus on Saturday, February 22, for the Fourth Annual “Let’s Talk R.A.C.E. Conference: Racial Attitudes and Conversations in Education,” sponsored by the Carolina Teaching Fellows.

The keynote speaker, Minniejean Brown Trickey, described the ordeal that she and eight classmates endured as the Little Rock Nine when they integrated Little Rock Central High School in 1957. She asserted that America’s young people of today are eager to learn about racial issues but that opportunities for meaningful dialogue are missing. Commenting on the education that is taking place across the country, she protested, “Everything is about race, but no one’s talking about racism!” She challenged teachers and future teachers to teach real history and genuinely attempt to connect to the communities from which their students come.

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George Noblit, Professor of Social Foundations in the School of Education, recounted the story of a former Chapel Hill High School teacher who was ousted because she decided to give her students real-life connections to the subjects she taught, which included teaching them the African-American aspects of American history. These educational practices would be seen as progressive and enriching today but were considered controversial by some educators of her time. Nina Flores-Gonzalez, Associate Professor of Sociology and Latin American and Latino Studies at the University of Illinois at Chicago, spoke about “School Reform and the Reregistration of Latinos and African Americans.” She referred to the “Americanization Project” that sought to teach non-white Americans to behave like Americans in such practices as their language, behavior and diet. She described recent decisions in the Chicago school system to illustrate how schools are moving back to the segregated ways of the past.

William Darity, Cary C. Boshamer Professor of Economics at UNC-Chapel Hill and Director of the Institute of African American Research, addressed the question, “Was school desegregation worth it?” Speaking about the writings of W.E.B. DuBois, Darity lamented the "second generation segregation" that is at hand, including practices such as tracking.

In small group sessions led by Carolina Teaching Fellows, participants delved into issues raised by the presenters and discussed topics of race and equity. "Our goal in this conference series is to create a rich and honest dialogue about the complexities of racism," said Howard Machtinger, Director of the Carolina Teaching Fellows Program. "We encourage the students to dig deeply into issues that are fundamental to their experiences now as college students as well as to what they will be doing in the future as classroom teachers."
Oppewal is New Assistant Dean

Tom Oppewal, who joined the School of Education faculty in January 2002 as a Clinical Associate Professor of Science Education, has been appointed Assistant Dean and Director of Teacher Education, beginning July 1, 2003. Before coming to Carolina, he was on the faculty of East Tennessee State University. “Schools of Education face significant challenges in preparing professionals to work in schools,” Oppewal said. “Sustained collaboration and creativity are key in our efforts to attract, prepare and retain highly qualified teachers and professional school personnel.”

In this newly created post Oppewal will work with the coordinators of the School’s teacher education programs. He will serve as liaison between the School and its external accrediting bodies, remaining abreast of accreditation standards and processes and orchestrating the School’s response. He also will represent the School in work with the State Board of Education and the NC Department of Public Instruction on matters such as licensure and legislative mandates. He will continue in his teaching role as well.

Fenwick English Poses Challenges to Educational Administration

In a newly published book based on nearly a decade of scholarship, Fenwick W. English, R. Wendell Eaves Distinguished Professor of Educational Leadership, presents new and progressive views about theory and practice in educational administration. In The Postmodern Challenge to the Theory and Practice of Educational Administration (Charles C. Thomas Publisher, 2003), English lash postmodernism’s multiple views of reality and its repudiation of a single reality to be discerned through an objective, scientific method.

Applying postmodernism’s assertion that any doctrine or set of beliefs is open to examination and deep questioning, the book challenges the efficacy of the national standards and examinations for educational leaders and the effectiveness of popular managerial ideas. The book is intended for college and university programs that prepare educational leaders for elementary and secondary schools and for college-administrative posts.

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National Endowment for the Arts and Z. Smith Reynolds Foundation Fund the CMC Project

D.ight Rogers, Associate Professor of Elementary Education, and his colleagues, Glenn Hinson, Director of the UNC-Chapel Hill Curriculum in Folklore, and School of Education doctoral student Sydney Brown, have received grants totaling $110,000 from the National Endowment for the Arts and the Z. Smith Reynolds Foundation to expand the North Carolina Curriculum, Music and Community (CMC) project. Launched in 1999, the CMC project assists elementary teachers in integrating traditional North Carolina music into the public school curriculum, not merely as an “arts enhancement” but as a central feature of the entire course of study.

The goal is to use these music traditions to make learning in all subject areas more interesting, exciting and meaningful for students. The project began in a fourth-grade classroom at Gamewell Elementary School in Caldwell County and grew to include eight schools in six counties across the state. New funding will enable the project team to add five more elementary schools this year located in the piedmont, coastal and mountain regions of North Carolina. For more information about the CMC project or to learn how to start a similar project in your own school, visit http://www.unc.edu/learnnc/cmc.

Marshall Wins Willystine Goodsell Award

Catherine Marshall, Professor of Educational Leadership, received the prestigious Willystine Goodsell Award for 2003 from the American Educational Research Association (AERA) in April. The award is given annually to a person who has made a significant contribution to women and education. The selection committee for this award is comprised of members of three groups: AERA, the Committee on Scholars and Advocates for Gender Equity, Women Educators and the Special Interest Group: Research on Women in Education. Catherine Marshall has made seminal contributions on behalf of women and people of color through her scholarship, activism and community building,” wrote one nominator. Much of her published work—more than 50 journal articles, chapters, monographs and books—focuses on gender and women. “A significant proportion of it was published in the 1980s when it was still difficult to get feminist issues addressed in the scholarly literature,” another nominator wrote. Colleagues have noted that Marshall’s work has helped them “to move from one level of thinking to a more insightful way of seeing.” Other nominators cited Marshall’s courage in confronting accepted definitions and practices and her work in building networks nationally and internationally to advocate for social justice issues in education. “The rigor and quality of her work continue to set the bar as she pushes others to think harder about issues of equity in education, learning and teaching and leadership and social justice.”

The award was presented at AERA in Chicago on April 21. Marshall will present the Willystine Goodsell Address at the 2004 AERA Annual Conference.

LEARN Offers AP Resources

More than 5,000 teachers, students and administrators visit LEARN NCS’s Web site each day to access resources including lesson plans, online courses, articles, multimedia resources and guides to educational content on the Web, according to Executive Director Jim Barter. A new resource this year is the development of Advanced Placement (AP) courses offered entirely online, supported by funding from the NC Department of Public Instruction. These courses are available free of charge to students in rural and low-wealth school systems. School systems statewide can enroll students on a fee basis. The course content is also available free for schools to use to supplement face-to-face instruction or as an online course offered locally. For more information, visit www.learnnc.org. Founded in 1996 and sponsored by the School of Education, LEARN seeks to find the most successful and innovative ideas, resources and practices in K-12 education and use the Internet to make them available to educators throughout North Carolina.

Bowers, Stone Elected to National Offices

Two School of Education faculty members have been elected to leadership positions in national professional organizations. Pat Shane Bowers, Clinical Associate Professor of Education and Associate Director of the Center for Mathematics and Science Education, has been elected President-Elect of the National Science Education Leadership Association (NSELA). She will serve for one year as President-Elect and subsequently will become President of the national association in March 2004. Formed in 1959, NSELA works to develop science education leadership for K-12 school systems across the country and currently has more than 1,200 members nationwide. Lynda Stone, Professor of Culture, Curriculum and Change, was elected Secretary of Division B, Curriculum Studies, of the American Educational Research Association (AERA). The membership of Division B includes curriculum scholars, practitioners in K-12 schools, and policymakers. The Division promotes dialogue on topics that define curriculum, including theory, history, the knowledge taught in schools, curriculum design, and evaluation, and the equitable distribution of knowledge across diverse students. AERA is the most prominent international professional organization with the primary goal of advancing educational research and its practice-implementation.
A research, since 1998. He was a Visiting Assistant in 1997-98, joined us on July 1 as an Assistant Professor of Early Childhood on July 1. As a doctoral student, Gallagher won the Michael Vincent "Vinni" Gallagher, a full-time fellowship awarded annually by the UW-Madison Department of Educational Psychology to an outstanding student in the area of child psychology.

People say, "Be careful what you wish for," but my wish came true and I’m thrilled to be joining the faculty of the School of Education," Gallagher said. "I look forward to working in the rich intellectual and academic atmosphere at UNC-Chapel Hill. I am even more eager to work with the warm and generous people I have met. While we will miss the sun, I look forward to working without sun in Wisconsin, my family and I are truly looking forward to being Tar Heels." Gallagher’s doctoral research focused on child temperament and attributed these characteristics to social competence in childhood. Her post-doctoral research was part of a longitudinal NIMH study examining the efficacy of a mother-infant intervention for postnatal depression. The study also examined the effects of maternal depression on infants’ regulatory abilities, emotional and behavioral capacities.

At Carolina, Gallagher will teach students in early childhood development and education and continue her research. "My career passions have always centered on the lives of young children and their families," Gallagher said. "I anticipate continuing my research on child and caregiver processes, and the emotional and social development of young children. I look forward to teaching and mentoring both undergraduate and graduate students."

Before joining the UNC faculty, Gallagher taught kindergarten in Illinois and was a diagnostic early childhood teacher in Wisconsin. She also served as Executive Director of a preschool childcare program in Madison, leading the program to national accreditation and obtaining quality improvement grants. She was also coordinator of a reading and tutoring clinic in the School of Education at Marquette University. She earned a Master of Arts degree in educational foundations at Marquette, focusing her research on philosophy of human nature and parenting styles. While living in Madison, Gallagher was appointed as the keynote speaker for the Madison Child Care Advisory Board.

Steve Knoke, who was a Visiting Assistant Professor in our School Psychology Program in 1997-98, joined us on July 1 as an Assistant Professor of School Psychology. He came to Carolina from Bucknell University in Lewisburg, PA, where he has been an Assistant Professor in the Department of Educational Psychology since 1998. He was a Visiting Assistant Professor at Elon College in North Carolina prior to accepting his position at Bucknell. Knoke earned his doctorate in school psychology from the University of California, Berkeley, in 1996. Earlier in his career, Knoke worked in the public schools of North Carolina, Pennsylvania and California. He was a practicing school psychologist in both the Viance County and Guilford County, NC, school districts. He also has worked as a child and adolescent psychologist and as a school psychologist in California and Pennsylvania.

His teaching and research focus on clientele for school interventions, consultation and child and adolescent development. In his research, Knoke is studying the consultation process and way of improving the quality of professional services in schools and community organizations. He has investigated the effectiveness of various types of problem-solving teams as well as the introduction of collaborative problem solving into schools. His special interests include supporting beginning teachers through new teacher support groups as well as pre-referral teams to support the school achievement of minority children who are at risk for school failure and subsequent referral for special education assessment.

Knoke is looking forward to returning to Carolina. "The UNC-Chapel Hill School Psychology Program is a rich history of training progressive, well-trained practitioners and scholars," he said. "I am very pleased and honored to be joining such a program."

Kerry Villalva joined our faculty on July 1 as an Assistant Professor of Teaching English as a Second Language, having recently completed her Ph.D. in Educational Linguistics at Stanford University. After receiving a baccalaureate degree in English and Spanish from Cölby College in Maine in 1994 and a master’s degree in bilingual education from Stanford University in 1995, Villalva taught English as a Second Language and bilingual classes in Massachusetts, where she also received a Massachusetts Excellence in Teaching Award in 1996.

At the School of Education, Villalva is joining the Culture, Curriculum and Change faculty where she will help develop a stand-alone credential program in Teaching English as a Second Language. She also will support graduate students interested in immigration and education and language minority populations in the United States. This position is an exciting opportunity for me. I’ll be working with talented undergraduates and students while helping to shape how teachers in North Carolina are prepared to meet an increasingly diverse student population," Villalva said.

Recent immigration trends and their impact on North Carolina’s schools provide an especially meaningful context in which to do research that has practical relevance and a strong potential to meet local needs.”

During her doctoral studies, Villalva was Coordinator of Cross-cultural, Language and Academic Development of the Stanford Teacher Education Program. She co-taught courses in ESL Methodology and Sheltered Instruction and supervised teacher candidates and their cooperating teachers in meeting the needs of English Language Learners. She also developed and directed programs for teachers, teacher candidates and literacy coaches in the Santa Clara Unified School District in California.

Villalva’s research interests focus on understanding and meeting the needs of students who are not native English speakers. In her master’s research, she studied academic outcomes of four Spanish-speaking first-graders from different backgrounds. Her dissertation research, supported in part by a Spencer Research and Training Grant in 2002, explored the oral and print literacy practices of high school seniors, both native English speakers and bilingual students. While at Stanford, Villalva also collaborated on an investigation of the use of technology to help ESL students learn mathematics and a study of the unique talents of young bilinguals who serve as interpreters for their families.

Cunningham, Pryzwansky Retire

James W. Cunningham retired on June 1 after a 28-year career at the School of Education. An Emeritus of Literature and Language Studies, Cunningham has recently taught in the doctoral program in Early Childhood, Families and Literacy, the M.Ed. program for Experienced Teachers, and the undergraduate program in Elementary Education. He served as Coordinator of the Secondary Studies at UW-Madison from 1977-1980. "It has been a delight to claim Jim as a colleague for more than a quarter of a century," said Dixie Lee Spiegel, Professor of Literacy Education, who has known Cunningham for 30 years. "It has been a privilege to work with him for more than 30 years." Pryzwansky is a Diplomate in School Psychology at the School of Education. "It has been a privilege to work with Jim for more than a quarter of a century," said Ann Schulte, a former colleague at the School of Education and now NC State University. In a series of professional publications beginning in the 1970s, Pryzwansky defined collaboration, offered a rationale for its use and demonstrated that teachers and other professionals preferred collaborative models to more traditional, individual approaches. His work in this area and an instrument he designed with former student Nancy Babcock to assess professionals’ preferences for collaboration have had an impact on multiple fields, including psychology, special education and early childhood education, Schulte added. "The instrument has been used by several other researchers."

Throughout his career, Pryzwansky has provided extensive professional service to the School and University as well as at the state and national levels. He was Coordinator of the School Psychology Program for a decade. He was Acting Dean of the School of Education in 1990 and held associate dean posts at the School from 1987-99. "Walt was the first person I turned to for an Associate Dean," said Donald Stedman, former Dean of the School of Education. "A man of quiet but clear-headed advice, Walt has the respect of the faculty and superb knowledge of graduate study at Carolina."

Pryzwansky has held national offices and served on many committees of APA, was President of the American Board of School Psychology, and President of the American Board of Professional Psychology, as well as a member of the Board of Trustees for 10 years. Currently he is Chair of the School Psychology Synthesis, a national organization addressing education and training standards in school psychology, and Vice President of the Council of Specialists in Professional Psychology. Pryzwansky’s outstanding accomplishments have been recognized through numerous awards, including the Dorothy H. Hughes Memorial Award in 1996 and the Jack E. Broida Distinguished Service Award of APA Division 16 in 1994. In his retirement, Pryzwansky is completing several writing projects, including a new book dealing with consultation ethics. He also is continuing his involvement with national professional organizations. "The rest of the world may play more golf, enjoy extended stays at the beach and study sunsets and moonsrises over the ocean.”
Master's Students Present Action Research Projects

Two dozen teachers who are completing the School of Education's Master's in Education (M.Ed.) Program for Experienced Teachers presented their action research projects to an audience of University faculty, public school teachers, doctoral students, new M.Ed. students entering the program this summer, and their peers, who gathered at Smith Middle School in Chapel Hill on May 15. The presenters were teachers from Durham, Chatham and Orange counties who have been participating in three cohorts of the School's M.Ed. Program for Experienced Teachers over the past two years.

These action research projects are one vehicle of the M.Ed. program designed to help experienced teachers become agents for change in their schools. “The value of action research for teachers often comes after they’ve had a chance to muddle through a question, struggle with some methods, and apply some analysis to their data,” explained Paula Lane, Assistant Professor of Science Education and Coordinator of the Action Research Symposium. “At that point, the new researchers often begin to realize that they are capable of studying their own practice and finding answers for themselves or their community. The teachers are never the same after discovering their own abilities and power to understand some aspect of the teaching profession that they had previously thought only others could rightfully comment on or truly understand.”

The action research projects addressed topics from “Do girls want careers in science?” to “Evaluating my effectiveness teaching African-American students.” Each student presented either a poster or power point presentation and then responded to questions from the audience. Lane and Associate Professor Dwight Rogers guided the students over the past year in developing their inquiries into some aspect of their teaching practice.

Doctoral students Susan Roberts and Jennifer Cible served as teaching assistants. The School of Education’s Research Triangle Schools Partnership co-hosted the event.

The presenters found the symposium to be a valuable learning experience as well as an informative exchange of ideas. “This was a good way to help us learn what other students in the program are studying,” said Erin Dunston, a Science Specialist at McDougall Elementary School in Chapel Hill-Carrboro and a member of the Science Cohort. “People are conducting some very interesting inquiries, and we otherwise would never know about them.” Faculty members agreed. “This was a stellar event for shared learning among all participants,” commented Cheryl Bick, Assistant Professor and Coordinator of the M.Ed. Program. “It provided an opportunity for us to think together about the questions and problems we face daily in our teaching and to learn from and with our colleagues.”

Nearly 70 students are expected to complete the M.Ed. program and graduate this summer. After graduation, the teachers expect to continue putting their new knowledge to work. “I have learned a wealth of information about action research and the importance of its place in my classroom,” wrote Ursula Canwell, a fourth-grade teacher at McDougall Elementary. “From the current study, I have learned an incredible amount about myself and myself! I look forward to continuing in action research after graduation from this program. It definitely has a place in my ever-changing and evolving classroom.”

The M.Ed. Program for Experienced Teachers, designed to meet the needs of practicing teachers, combines face-to-face instruction with Internet-based instruction. Participants take 31 hours of graduate course work over two academic years and three summers. Students participate in this program in cohorts of about 25 students each, with teachers who work together studying together. If you would like more information about the M.Ed. Program for Experienced Teachers, visit us at www.unc.edu/dept/ed or contact Cheryl Bick, Program Coordinator, at cbick@unc.edu.


W when teachers consider themselves to be researchers, not just consumers of research, they are breaking down obstacles that have thwarted their leadership for so long. Action research empowers teachers to do just that—to lead reform efforts and provide the remedies needed for all children to succeed.

—Meyers & Rust, 2003

Kappa Delta Pi Welcomes New Initiates

Seventy-six School of Education students were inducted on April 24 into Kappa Delta Pi, the 90-year-old international honor society for students in education. An invitation to join Kappa Delta Pi recognizes a student’s record of leadership and scholarship in education. To be eligible for invitation, a student must have at least a 3.4 grade point average on a 4.0 scale.

“Among the ideals of Kappa Delta Pi is a belief in the potential of all human beings, through education, to experience more meaningful lives,” said Barbara Day, faculty counselor to the Pi Theta Chapter of Kappa Delta Pi and Professor and Chair of the School of Education’s Curriculum and Instruction Program. Kappa Delta Pi embraces the goal that every person—young or old, of any race or creed—will have educational opportunities that will lead to physical health, social and political rights, and economic justice. More information about Kappa Delta Pi can be found at www.kdp.org. To view a listing of the new inductees, visit the School of Education’s Web site at www.unc.edu/ depts/ed/news/spring 2003/kdp.html.

Students Win UNC Graduate School Scholarships

Congratulations to the following students:

Mary Dillon, master’s student in the School Counseling Program: Merit Assistantship
Laura Greenberg, doctoral student in the School Psychology Program: Merit Assistantship
Darlene Head, doctoral student in the Early Childhood, Families and Literacy Program: Minority Presence Award
Michelle Jay, doctoral student in the Culture, Curriculum and Change Program: Minority Presence Award

Jeffrey Jo, doctoral student in the Culture, Curriculum and Change Program: Dissertation Completion Fellowship
Amy Martin, doctoral student in the Cultural and Change Program: Merit Assistantship
Tom Munk, doctoral student in the Culture, Curriculum and Change Program: Five-Year Fellowship, Royster Society of Fellows
Allison Tannor, doctoral student in the Educational Psychology, Measurement, and Evaluation Program: Off-Campus Dissertation Research Fellowship

Anne Wesolowski, master of arts in teaching student in English Education: Merit Assistantship

Kappa Delta Pi

KAPPA DELTA PI CREED

SO TO TEACH that my words and actions inspire a will to learn;

SO TO SERVE that each day may enhance the growth of exploring and expanding minds;

SO TO LIVE that I may guide young and old to know the truth and love the right.

Katharine E. McMahon, a senior elementary education major from Charlotte, NC, was among the 152 UNC-Chapel Hill students inducted into Phi Beta Kappa, the oldest and most honored of all college honorary societies, on April 14. Phi Beta Kappa is open to undergraduates who are Ubuntu, the University’s professional program in a professional program may be considered for Phi Beta Kappa if they have completed at least 105 academic hours, including 90 hours in the College of Arts and Sciences. Undergraduates in a professional program may be considered for Phi Beta Kappa if they complete at least 105 academic hours, including 90 hours in the College of Arts and Sciences, with a 3.75 grade point average on a 4.0 scale.

A North Carolina Teaching Fellow, McMahon was a mentor in the Campus Y Big Buddy Program and a tutor in area schools while an undergraduate at Carolina. She also served as President of Phi Beta Phi fraternity during 2001. “Katie is not only a brilliant student but she is also an exceptionally gifted elementary school teacher,” according to Dwight Rogers, Associate Professor, who taught McMahon in her teacher internship and served as her teaching supervisor. “She has the ability to relate genuinely to young children and connect them to the curriculum in unique and exciting ways. Her enthusiasm for learning is infectious and her classroom buzzes with the sounds of eager young minds at work.” McMahon will teach first grade at McKeen Road Elementary School in Charlotte this fall.

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Katherine McMahon
Jan Schuettpelz, a student in the School of Education’s Master of Education Program for Experienced Teachers and a middle school science teacher at the Durham School of the Arts, is among 50 winners nationwide of a 2004 Toyota Tapestry Award. Sponsored by Toyota Motor Sales, U.S.A. and administered by the National Science Teachers Association, the Toyota Tapestry awards are given to K-12 science teachers who have proposed innovative projects to bring science alive in their school or school district. Toyota Tapestry projects demonstrate creativity, involve risk-taking, possess a visionary quality and model a novel way of presenting science, according to the program’s Web site (www.nsta.org/programs/tapestry). The award carries a $10,000 prize.

Schuettpelz’s project, “Portrait of a Disease,” is an inquiry-based project to help seventh-grade students understand the impact that disease has on people. “Students will do a series of labs to forge real-life connections to the issue,” Schuettpelz wrote. “Literacy, technology and science skills are at the heart of this project. While collaborating with Duke Medical Center and working in class, students will research and compile their findings into a virtual book that will be accessible online.”

Schuettpelz also recently won a Kenan Fellows Award for a unit entitled “Life: From Diversity to DNA,” which she developed in collaboration with Tracy Voreis (03), a graduate of the School of Education’s Middle Grades Program and a collapse at the Durham School of the Arts. This funding combined with the Toyota Tapestry Award will enable Schuettpelz and Voreis to create a semester-long, seventh-grade life science curriculum that they will pilot in their school’s classrooms during 2003-04 and state-wide during 2004-05. The goal is to motivate students, especially female and minority students, to pursue careers in science and engineering by relating science topics to real-world applications. “Students will have opportunities to diagnose patients, investigate crimes, examine neighborhood water samples, study current scientific developments, model abstract concepts and find microorganisms in their home environment,” the investigators wrote. “They will talk with doctors and patients so that they can better understand the effects of disease. They will use their knowledge to teach younger students.”

Schuettpelz has taught for five years, first in the inner city of Milwaukee and then in Durham Public Schools. She will complete the School of Education’s M.Ed. Program for Experienced Teachers next summer. Voreis has been a seventh-grade science teacher at Durham School of the Arts for three years. “Both of these teachers have shown remarkable dedication to improving the teaching and learning environment for their students,” said Pat Shane Bowers, Clinical Associate Professor of Science Education, who served as mentor to Schuettpelz and Voreis in the development of their Kenan Fellowship project. “The process is lengthy, and they are to be commended for their interest and initiative.”

The Kenan Fellowship Program is administered by the William R. Kenan, Jr. Institute for Engineering, Technology and Science, located at NC State University, www.ncsu.edu/kenanfellows.

Larry Mabe (E LDL ’93) President, Alumni Council

photo by Jessica Lindsay

PERRUQUET, BENNER AND SMITH WAVE ON CAMPUS

Atlantic Coast Conference. She will swim for the United States in the 2003 World Games in Daegu, South Korea, this summer. After graduating, she plans to teach first grade. Ashley Benner, Carolina’s #1 woman diver this year, also had a 4.0 GPA this spring. A senior elementary education major from Mocksville, Georgia, Benner wants to be a first-grade teacher specializing in math, science and technology. Whitney Smith, an All-American swimmer who set Carolina’s record in the 800-meter freestyle at the United States Nationals last summer and represented the United States at the World Cup in China last December, earned a 3.29 GPA this spring. She is a junior elementary education major from Richmond, Virginia.

“Three of these women represent the best of Carolina and our School of Education,” said Frank Comfort (59), long-time head coach of the men’s and women’s swim teams at Carolina, who holds a M.A.T. degree from the School of Education and established the Frank R. Comfort Scholarship Fund in 2000, a full tuition merit scholarship for an undergraduate student enrolled at the School of Education and Comfort Schools Partnership. The M.Ed. program is thriving in its mission to bring graduate studies to educators of all levels.” The School of Education will give us space in a public school dedicated to the education of preservice teachers and the continuing support of practicing teachers. This wing is yet another testimony to our commitment to teaching and collaboration with learning communities.

Finally, I want to challenge you to become involved in your alumni Association in some way, perhaps by attending an event, making an annual fund gift, volunteering to serve on a committee, mentoring a new teacher or recommending an award recipient. Your alumni association is what we are as an institution, and we need each one of you to help us realize the potential of the future.

While my term as President of your Alumni Council draws to a close, I am proud of the progress our School of Education has made in recent years. The School continues to improve the educational experience for traditional students while offering outreach programs and new training opportunities for practicing teachers in our public schools.

From Your Alumni Council President

Welcome, Parents!

We are pleased to welcome parents of School of Education students to the readership of The Carolina Slate. We want to keep you informed about what’s happening at the School of Education and let you know of upcoming opportunities for parents and families. Mark your calendar for the fall Family Weekend at UNCG-Chapel Hill, October 3-5. More information on Family Weekend will be provided at http://parents.unc.edu as soon as details are set.

If you have questions, comments or ideas about the School of Education, we welcome your communications. Contact Laurie Norman, Associate Director for Alumni Relations, at laurie.norman@unc.edu or 919 843-6979.
ABC’s on the Family Tree
In Memory of Her Great Grandfather, Musette and Allen Morgan Establish the James Yadkin Joyner Fellowship in Educational Policy
By Chrys Bullard, UNC-Chapel Hill Office of Development

Susan Bourner Becomes School’s Development Director

by Chrys Bullard, UNC-Chapel Hill Office of Development

Susan D. Bourner, who has 16 years of experience in fundraising and holds two degrees in education, joined the School of Education on March 3, 2003, as Director of Development. She began her advancement career with Carnegie Mellon University’s annual fund and subsequently was a Major Gifts Officer at American University in Washington, D.C. and Director of Advancement at Salem Academy and College in Winston-Salem, NC. She came to Carolina from Charlotte where she was the Director of Advancement at Charlotte Country Day School.

Before launching her advancement career, Bourner was a teacher of gifted students in West Virginia. She earned a baccalaureate degree in education from West Virginia University and a master’s degree in education from West Virginia College of Graduate Studies. Her background in planned giving includes two Certificates in Planned Giving awarded by John Brown, Ltd., and by Robert Sharpe Planned Giving Institute.

At the School of Education, Bourner will work to fulfill the objectives of the School’s $15 million “Future Children First” campaign. She also will work closely with faculty to develop proposals to support the priorities of the School. “One of my goals is to ensure that all of our students have access to the best education we can provide,” Bourner explained.

Coming to the School of Education fulfills a personal commitment to the importance of education for Bourner. “I truly believe that education is one of the few ways someone’s life can be changed,” she said. “A powerful transformation occurs in the classroom when someone’s mind is sparked. I work in education because I sense that power.”

Her own dedication to educational excellence, the legacy she inherited from her great grandfather and respect for his accomplishments led Musette and her husband, Allen, to establish the James Yadkin Joyner Fund in Educational Policy with a $300,000 gift to the School of Education. Income from the fund will be used to create a fellowship supporting a graduate student who, according to Madeleine Gunder, dean of the School of Education, “has the ability to conduct research that can be shared with state leaders, potentially informing decisions that affect schooling in North Carolina and thus emulating James Yadkin Joyner’s leadership.”

A second gift of $25,000 from the Morgans will fund a parental involvement initiative.

James Yadkin Joyner entered Carolina in 1878 at age 16. After graduating with a bachelor’s degree in philosophy, he began his ascent to the top of his profession—first as teacher, followed by positions as principal, superintendent of three school districts, a professor of English literature and dean at the State Normal and Industrial College for Women (now UNC-Greensboro) and finally as state superintendent of public instruction. His career was closely linked to those of three other Carolina classmates: Gov. Charles B. Aycock, who appointed him to the superintendent; Edwin Anderson Alderman, who preceded Joyner as superintendent of Goldsboro schools and went on to become president of UNC-Chapel Hill; and Alexander McVey, founder and first president of the State Normal and Industrial College for Women and the man who hired Joyner to become professor and dean at the school.

Writing in The State magazine on July 22, 1939, R.C. Lawrence said, “During the Aycock administration, four horsemen rode the roads of North Carolina: Aycock, Alderman, McVey and Joyner… they carried the pure white banners of public education, state aid for the public schools, longer school terms, and consolidation of rural schools. These horsemen went into every county in Carolina and when their day was done and their battle fought, victory perched upon their banners.”

For his accomplishments, Carolina awarded Joyner an honorary law degree in 1908. The following year, the National Education Association elected him president, the first Southerner to ever hold this office. Morgan attributes much of her great grandfather’s success as an educator to his savvy with the North Carolina legislature. “Although he [Joyner] had the full support of Gov. Aycock, he did not always find the legislature completely cooperative,” she said.

To persuade legislators of the importance of education to the people of North Carolina, Joyner, Aycock and McVey formed a committee which was headquartered in Joyner’s superintendent of public instruction offices. With volunteers, they launched a public relations campaign for better education, holding “open-air meetings in courthouses, schoolhouses and wherever people could assemble to influence educational policy,” Morgan said.

While educational policy addresses issues at the macro level, what’s best for the children can also be as simple as parent involvement. The Morgans’ $25,000 gift will fund “Enhancing Family Involvement in School,” an initiative within the School of Education’s Research Triangle Schools Partnership (RTSP), worked with participants from the School of Education, the School of Social Work, the Department of Clinical Psychology, three Durham County elementary schools and the Durham Title I Parent Advisory Council to find out what parent involvement means to success. Morgan is pleased with the initiative’s progress. “It’s wonderful when someone’s mind is sparked. I work in education because I sense that power.”

Wendy Borman Moves to Office of Development

After serving for three years as the School of Education’s Director of Development, Wendy Borman joined the University’s Office of Development in May as a Major Gifts Officer. In her new role, Borman will continue to represent the School of Education as well as other units on campus as she works with donors and friends of the University in the central region of North Carolina. “Wendy made very significant contributions to our School,” Dean Grumet said of Borman.

“She strengthened our Development Office, increased our Annual Fund giving, and developed our Alumni Council. She built strong relationships between our School and the University Development Office that will surely prosper now that she has joined it. We will miss Wendy’s leadership, and we wish her good fortune.”

Her successor at the School of Education is Susan Bourner, a former colleague of Borman’s at Carnegie Mellon University.
When Principal John Pendergrass (B.A. 1953) learned about the terrible conditions at a school in Afghanistan, he encouraged his students at St. Raphael Catholic School in Raleigh to do something about it. “An uncle of one of my eighth-graders told us about a school he visited near Kabul last fall,” said Pendergrass, who is currently a student in the School of Education’s doctoral program in educational leadership. “The school had been closed for five years and was trying to re-open this spring but it had no classroom supplies or sports equipment, not even pencils, paper or a soccer ball.” Nearly 1,200 students were waiting to enter first grade. The Student Council at St. Raphael launched a fund-raising drive on behalf of the Afghan school, sponsoring several “Dress Down” days this spring when St. Raphael students could come to school in jeans and sneakers rather than their usual uniforms for a contribution of $2.20 per day. The drive ended with a “Dress Up” day when students wore nice outfits rather than uniforms. The drive was an overwhelming success. The students raised $2,500, more than doubling their goal of $1,200. In addition to the money, they sent photos and letters to the students in Afghanistan. “We were happy to be able to bring a bit of hope in the midst of so much bad news from the Middle East,” Pendergrass added. “It was a way to celebrate what we can do together and to note how special it is to help others.”

Constance Wall Buford
Ph.D. 1977
Is living in Charlotte, South Carolina, working as consultant to international schools. Spent nine years living in Kenya as Director of the Association of International Schools in Africa.

Floyd H. Edwards
E.D. 1972
Is President-elect of Tennessee Retired Teachers’ Association; will advance to Presidency July 1, 2003. Is Professor Emeritus, East Tennessee State University. Is continuing to evaluate American-type schools in Latin America for SACS.

Roy Whitaker, Jr.
B.B.S. 1975
Was Director of Glaucoma Service at the University of Texas Health Science Center in San Antonio. Also established glaucoma services at the Audie L. Murphy Memorial Veterans Medical Center in San Antonio and was Director of the Veterans Administration Eye Service. Has moved back to North Carolina and is now in private practice in Greensboro.

Gall Bost Vawter
A.B.E.D. 1990
Teacher of the Year at Gold Hill Middle School in Fort Mill, SC, where she teaches seventh-grade science. Moved to Fort Mill in 1999 with husband Dave, daughter Bethany (12) and son Matthew (9).

Anne Marie Walters Clifford

Morgan Poteat Corbett
M.Ed. 1999

Kristina Dyan Haywood
B.S. 1996
Is Director of weekday preschool at Yates Baptist Church, Durham, NC. Recently married.

McGladry Jackson
A.B.E.D. 1998
Was named 2002-03 Teacher of the Year for Jones Dairy Elementary School, Wake County, NC.

Emily Moore (Chevalier)
M.Ed. 1999
Teacher of the Year at Gold Hill Middle School in Fort Mill, SC, where she teaches seventh-grade science. Moved to Fort Mill in 1999 with husband Dave, daughter Bethany (12) and son Matthew (9).

Katie McQuade
A.B.Ed. 1996
Was named Most Outstanding First-Year Teacher in Orange County, NC. Is kindergarten teacher at Central Elementary School.

Katie O’Connor
E.D.L. 2003
Was one of 12 national winners of a VITA Wireless Samaritan Award for helping a third-grade boy who suffered a severe asthma attack during a field trip. O’Connor used a wireless phone to obtain emergency assistance for the boy. The award was presented by Alfet and the Cellular Telecommunications and Internet Association’s CTIA Wireless Foundation.

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Michael David Wilhoit
E.D.L. 2000
In third year as Principal of Turner Elementary School in Kansas City, KS, a Title I school. Reports that he is enjoying the challenge. “I am grateful to Drs. William Malloy, Catherine Marshall, David Clark and Henry Frierson for their hands-on mentoring and teaching to which I often refer.”

Deaths
William Michael Holohan
A.B. 1980, Ph.D. 1987
Deceased, December 3, 2001

Ron Buter Pruette
M.A.Ed. 1941
Deceased, January 14, 2003

Virgil Scott Ward
Ph.D. 1952
Deceased, February 16, 2003

A S S I G N M E N T
Keeping up-to-date with alumni . . . Let us know what YOU are doing!
What’s New?

Please keep us informed of what you’re doing, and we will share the information with other alumni through The Carolina Slate.

Name ____________________________________ Degree(s), year(s) ____________________________
(Please include former name used in school.)
Title ____________________________________ Employer ____________________________________________
Work address __________________________________ Fax _____________________________ Email ____________________________
Home address __________________________________ Fax _____________________________ Email ____________________________
Phone (work) _____________________________ Phone (home) _____________________________
News __________________________________________

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

Designated annual giving levels are as follows:

- Peabody Society $2,000 or more (includes Carolina Chancellors’ Club status)
- Dean’s Circle $500 - $1,999
- Benefactors $250 - $499
- Sponsors $100 - $249
- Cornerstone Contributors $1 - $99

Every gift in any amount is needed, helpful and appreciated. THANK YOU!
Return to The Carolina Slate, School of Education, CB 3500, Peabody Hall, UNC-Chapel Hill, Chapel Hill, NC 27599-3500.

Please Remember to Check Our Box

When you receive a phone call from Carolina asking for an annual contribution or when you receive the Chancellor’s semiannual newsletter, FYI, inviting you to make a gift, we hope you will check the box beside the School of Education to designate your contribution. Only when you check our box do we receive your gift, allowing us to put it to work to benefit the children of North Carolina and beyond.

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