School creates new specializations within Ph.D. program

The School of Education has revamped its Ph.D. in Education program, establishing five new research specializations that will be fully available to students in Fall 2013.

“Our new Ph.D. in Education is designed to foster collaboration among faculty and students from diverse disciplines, enabling them to tackle some of the most important and pressing questions in education,” said Bill McDiarmid, dean of the School of Education.

“The faculty worked very hard to develop this new program,” McDiarmid said. “We expect this configuration will bring new excitement and energy to our intellectual community.”

The Ph.D. in Education is designed to prepare its graduates for leadership positions in educational research and teaching at major universities and other organizations.

The new specializations:
- Applied Developmental Sciences and Special Education
- Cultural Studies and Literacies
- Learning Sciences and Psychological Studies
- Policy, Leadership and School Improvement
- Teacher Education and Curriculum.

They replace three strands: Culture, Curriculum and Change; Early Childhood, Special Education and Literacy; and, Educational Psychology, Measurement and Evaluation.

Students who joined the Ph.D. program in Fall 2012 have the option of switching to the new specializations. Other students may be allowed to make a switch on a case-by-case basis.

The Applied Developmental Sciences and Special Education strand is designed to train doctoral students in the interdisciplinary and theoretical foundations of developmental science. These foundations will provide young scholars with the tools to advance knowledge about human development from birth through adolescence, with a particular focus on studying children/students at risk for learning and behavioral challenges.

This mission is accomplished by offering research perspectives in the developmental trajectories of families and children/students from diverse socio-culturally backgrounds in the multiple contexts in which they live, including school, home, neighborhoods, and communities. Work within the strand also will provide a grounding in evidence-based models of prevention.

Continued on page 3

Experiential learning expert Sharon Derry joins faculty

Sharon Derry, an accomplished researcher who studies the application of cognitive science to problems of education, has joined the School of Education as the Thomas James Distinguished Professor in Experiential Learning.

The professorship was established with support from donations to the School.

Derry, who came to Carolina from the University of Wisconsin-Madison, joins faculty who are working to expand experiential learning opportunities and to establish a program of research and instruction in the learning sciences.

“UNC is a great institution with a long and respected reputation and I knew that becoming a distinguished professor in the School of Education would be a great honor and achievement,” Derry said. “I’m delighted and thrilled that the School picked me.”

Dean Bill McDiarmid described Derry as a national pioneer in learning sciences, citing her leading research in the use of video technology to improve learning in teacher preparation programs and in school classrooms.

“She will be an invaluable asset, not just to the School but also to the University and state as educators make new forays into using digital technology to improve students’ learning,” McDiarmid said.

Derry had taught and conducted research for 20 years at Wisconsin. She also has worked at Florida State University and at Purdue University. She obtained her bachelor’s degree in English literature from Rollins College, her master’s in secondary education from the University of Alabama at Birmingham, and her Ph.D. in educational psychology from the University of Illinois at Urbana-Champaign.

Among the honors she has received, Derry won a Distinguished Achievement Faculty Award in 2011 at the University of Wisconsin. She was named an American Psychological Association Fellow in 2009.

Expanding research, providing leadership in learning sciences

Derry said she was looking forward to expanding her research agenda.

Continued on page 4

Student named to Phi Beta Kappa

Michelle Thompson, who graduated in May after majoring in the UNC-BEST (Biology) program, has been named to the Phi Beta Kappa honorary society.

Thompson, of Atlanta who also minored in cognitive science, was one of 144 students named to the nation’s oldest honorary society. Phi Beta Kappa membership is open to undergraduates in the college and professional degree program who meet stringent eligibility requirements.

Thompson joined UNC-BEST in the fall of her sophomore year. The UNC Baccalaureate Education in Science and Technology program is a collaboration between the School of Education and the College of Arts and Sciences. It’s designed to allow student majoring in several science programs to also complete coursework.

Continued on page 5
Judging us by our on-court performance

By Bill McDiamid

Imagine that the winner of the Final Four is decided by analyzing the past records of the coaches and teams, the offensive and defensive strategies, the players’ cumulative statistics, and other factors that go into the best team. Imagine choosing the champion not by actually playing the games but by evaluating the inputs that went into building the teams.

Now imagine that schools of education were evaluated similarly on the inputs – course syllabi, professors who don’t teach the tested grades or subjects, etc. – rather than the performance of their students and graduates in actual classrooms with actual students.

Yet, some critics continue to use such an outdated and invalid method for evaluating educator preparation programs. The results tell us nothing about how our graduates are actually performing – only whether they met someone’s idea about the policies and practices that should go into teacher preparation.

Our School of Education and others around the state and the country have moved well beyond the “input” method of determining program quality and are generating the data needed to improve educator preparation. We regularly receive data on our programs through the UNC General Administration-supported Teacher Quality Project (TQP). Researchers involved in the latter have built a database that includes the end-of-grade or end-of-course results for every North Carolina teacher who teaches a tested grade or subject. This enables the researchers to determine how much students’ scores change during the time they are with a specific teacher.

Caution when using “value-added” data

Questions about how much of students’ results can be traced back to their teacher preparation program, the stability of individual teachers’ results over time, the validity of the state student assessment, and the absence of some of the “problems of practice” have been compiled into a case book that is now used in our preparation courses.

In addition to these data, the Department of Public Instruction provides observational data on our graduates’ classroom performance. Fully instituted last year, the North Carolina “Teacher Evaluation Process” includes principals’ observations of teachers who are rated on each of the state’s teaching standards. This year’s results for our graduates were encouraging: Most were judged either “Excellence” or “Accomplished” (92 percent) while 4 percent were deemed “Distinguished” and only 4 percent “Developing.” None of our graduates appear in the lowest category – “Not Demonstrated.”

“Final Four is decided by...”

We are committed to making programmatic changes within our School of Education aimed at making our students more effective when they go to work.

“Making programmatic changes...”

The Carolina Slate

Indicators of Quality

The School of Education is committed to providing high-quality education and problem-solving research to benefit our students and our schools. The School publishes on its website information and data about its programs, students and graduates.

To see these indicators of quality, visit our website at: soe.unc.edu/about/quality.php
Commencement!

Thompson plans multidisciplinary career (continued from page 1)

needed for teaching certification.

“The UNC-BEST program has given me a
great foundation and I felt very comfortable
entering the classroom,” Thompson said. “My
background in the UNC-BEST program has
taught me important lessons on how to relate to
all children and will be extremely useful in my
career in the future.”

Thompson plans to attend graduate school
at the University of Georgia’s Department of
Human Development and Family Studies, with
the goal of obtaining Child Life certification,
which combines Thompson’s love of biology,
education and psychology.

“I hope to one day work in a hospital as a
Child Life Specialist, helping children under-
stand what is happening to them while they are
in the hospital,” Thompson said.

Past and present Phi Beta Kappa mem-
ers from across the country have included 17
American presidents and numerous artistic,
intellectual and political leaders. Seven of the
nine U.S. Supreme Court Justices are members.

Phi Beta Kappa has 280 chapters nationwide.
UNC’s chapter, Alpha of North Carolina, was
founded in 1904 and is the oldest of seven chap-
ters in the state.

Each year, Phi Beta Kappa chapters and
alumni associations across the country raise and
distribute more than $1 million in awards, schol-
arships and prizes benefiting high schools and
college students.

This year’s Commencement ceremony, on May 11 in
the Dean E. Smith Center, brought friends and family
together to watch 312 students graduate from the School
of Education. Malbert Smith (M.Ed. ’76, Ph.D. ’79),
co-founder and president of Durham-based Metametrics, a
firm that provides educational measurement tools, gave the
commencement address.

More photos are available on our Facebook: facebook.com/
UNCschoolofEducation

SAVE the Date!
Nov. 16, 2013
The Carolina Inn

The School of Education is planning
a Research Symposium that will be
held at the Carolina Inn with our
Alumni Awards Dinner. The event
will showcase some of the
impactful research being conducted
by our faculty.

Save the date, and watch for more
details!
Co-workers cite her work ethic and calming presence; now she plans to spend time with family, hobbies

Cadic Blalock has seen a lot of change during her career at the School of Education.

She remembers Tancy, who ran the now-long-gone Searlett snack bar across from Peabody Hall. She can recall the day when they made Columbia Street run one way on its northbound jog through campus.

Her chancellors when Blalock came to work were Christopher Fordham.

“I’ve been through a lot of chancellors,” Blalock said. “And, one might add, deans, professors and students.”

But now the change is Blalock’s. She retired this spring after 28 years of serving the School and its people.

Blalock is a native of the town of Stokes in Pitt County. She went to college at Pembroke State University, now called UNC-Pembroke, and received a degree in early childhood education. She and her husband, Larry, moved to be near his family centered around Efland, in northern Orange County, and they’ve lived there since.

Blalock taught for two years before joining the School of Education in 1985.

Dixie Spiegel, now a retired faculty member but who then served as an assistant dean, interviewed and hired Blalock for a secretarial position.

Blalock worked throughout Peabody Hall – in the Center for Mathematics and Science Education with Russ Bowlett and his team, in Student Affairs, and most recently as assistant to the chair in the Professional, Leadership and Practice division as well as support for the Elementary, Child Development and Family, Youth and the Teaching Fellows programs.

She spent more than 15 years in Student Affairs, a position that put her in touch with many of the students who matriculated through Peabody Hall by doing such things as processing their comprehensive exams and their graduation paperwork, and helping people with their financial aid.

Spiegel said she was able to depend on Blalock and the way in which she carried on her work.

“Cadic and I practically grew up together!” Spiegel said. “I learned to rely on Cadie and to value her incredible work ethic and her calming presence. She never got ruffled, no matter how strange the request; she never got angry no matter what the circumstances. She was always Cadie – hardworking, efficient, serene, and a good friend.”

Blalock said that the years spent working closely with staff and faculty in Student Affairs was special to her.

“We had a good team,” she said. “We were like family, and we could all finish each other’s sentences.”

Blalock plans to spend time on her favorite hobbies. She loves to crochet, making things for family members and for charity. She frequently makes items and has donated them to groups such as Warm Up America; Handmade Afghan Project, which provides afghans for wounded soldiers; and, other nonprofit groups that accept donated items for distribution to needy families.

She’s also planning to fill some gaps in her family history. Blalock said she’s been investigating the genealogy of her forebears on both her mother’s and father’s side of the family, people who migrated to North Carolina from Virginia, settling in Pitt County.

Derry intends to continue work on experiential learning, other innovations (continued from page 1)
Friends celebrate Gerry Unks and his 45-year Carolina career

Gerry Unks told stories. Funny stories. Enlightening stories. Just as he had in Peabody 104 for decades, Unks told jokes, jokes intended to do more than prompt laughs, but also to provoke thought. Unks taught more than 24,000 students at Carolina during a career in which he received 13 teaching awards and was regularly cited by students as a favorite professor. Some of those students traveled from across the country to show their appreciation to Unks.

Honoring Unks: You may honor Unks by making a gift to the Dr. Gerald Unks Graduate Student Development Fund. Make a secure gift online at giving.unc.edu/g/d/educ

School creates new specializations within Ph.D. program (continued from page 1)

Faculty within the program strand represent a diverse set of academic backgrounds and fields, such as critical theory, educational psychology, psychometrics, school psychology, socio-cultural studies, mathematics and science education, technology studies, and statistics.

The Learning Sciences and Psychological Studies strand will examine formal and informal learning within and across multiple contexts, such as teaching and learning in classrooms, centers, communities, homes, museums, schools, and virtual environments. It will also consider learning from multiple perspectives, including critical, disciplinary, design-based, post-positivist, post-structuralist, and structuralist.

Students interested in Learning Sciences and Psychological Studies can elect to concentrate in a number of areas including mathematics education, science education, educational technology, cognition, and quantitative methods and evaluation.

The Policy, Leadership and School Improvement strand is designed to prepare leaders who will influence the direction of educational organizations.

The program will produce scholars, administrators, and analysts for leadership roles in K-12 systems, universities, research organizations and policy-making bodies. It will seek to develop students' understanding of the societal, political and economic conditions affecting schools; the capacity to analyze educational problems and their proposed solutions; and the ability to design innovations and implementation processes that work.

Policy, Leadership and School Improvement faculty, as leaders in these areas, will work collaboratively with students to develop research questions and hypotheses, study them in state and national settings, and link findings to practice.

Faculty and students in Policy, Leadership and School Improvement are expected to engage in the examination and critique of today's important and contested issues in education, including teacher quality, turn-around schools, high school effectiveness, resource allocation, principal instructional leadership, and issues of class, gender, immigration and race in education.

The Teacher Education and Curriculum strand will seek to address a growing need for scholarship that incorporates school-based inquiry along with research that considers policy and socio-cultural contexts of teaching and learning, with the aim of informing educational practice.

The strand provides a venue for advanced study and research in interdisciplinary curriculum areas and in teacher education. Students who select this strand will take additional courses in other doctoral strands in the School of Education and in other programs and colleges across the UNC-Chapel Hill campus.

Graduates will be ready to assume teacher education positions and/or curriculum studies positions.

More information
http://soe.unc.edu/academics/doctoral.php
Retired professor Jill Fitzgerald named Fellow by AERA

Jill Fitzgerald, retired professor of literacy at the School of Education, has been selected as a 2013 Fellow of the American Educational Research Association, an honor given to top educational researchers.

Fitzgerald has been a leading researcher in the field of literacy for more than 25 years and has served the School of Education as senior associate dean and chief academic officer, director of graduate studies, and as interim dean. She maintains a research professor position at the School and serves as a distinguished research scientist at MetAmetrics, a Durham-based firm that provides educational measurement products.

AERA selected 23 scholars as 2013 AERA Fellows. Those selected were recognized for their exceptional scientific or scholarly contributions to education research or significant contributions to the field through the development of research opportunities and settings, AERA said. The fellows were inducted in April during the AERA’s annual meeting in San Francisco. They joined 534 previous AERA Fellows.

Fitzgerald worked at the School of Education for 32 years before retiring in 2011. Fitzgerald is a prolific researcher who has published many scholarly articles in leading literacy journals, books and book chapters. Fitzgerald has also served her field of study, contributed service to various federal groups as a review panelist and reviewer for bilingual and English-language learners’ literacy issues, and served as the chairperson of the AERA’s Special Interest Group on Literacy, Language, and Education.

In 1998, she received the AERA’s Outstanding Research Award and in 2006, she was named to the leadership team of the National Reading Panel. Fitzgerald has been named to the national edTPA board. In 2011, the International Reading Association inducted her into the Reading Hall of Fame, an honor that recognizes researchers who have made extraordinary contributions to theory and research in the study of literacy.

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Carol Malloy (Ph.D. '94) given lifetime achievement award

Carol Malloy (Ph.D. '94), a retired member of the School of Education faculty, has been honored with a lifetime achievement award by the National Council of Teachers of Mathematics for her service to the field of mathematics education.

Malloy was given the organization’s Lifetime Achievement Award for Distinguished Service to Mathematics Education during the NCTM’s annual conference in April in Denver, Colorado.

Malloy retired from the School of Education in 2009 after a 15-year career at Carolina, having led or co-led development of methods courses in the Master of Arts in Teaching program, curriculum and foundations courses for graduate students and mathematics for middle and elementary pre-service students.

Throughout her career, Malloy worked to address the difficulties that many students have in learning mathematics and specifically, the inequitable opportunities that African-American, Latino and Native American students face in facing learning mathematics. Her research, scholarly interest and professional activities focused on equity in education and reform.

Judith Meece, professor of educational psychology at the School of Education, was one of the nominators.

Meece praised Malloy’s teaching and the leadership she provided in the field of mathematics education.

She also praised Malloy’s service to the Carolina and School of Education communities and for her efforts to help young students in most need of assistance.

Throughout her professional service to national boards, she has strived to improve mathematics education for underrepresented youth,” Meece said in her letter. “In all my years of reviewing promotion documents for associate, full, and distinguished professors, I have not seen this level of service for Dr. Malloy’s ten-year record as a faculty member at UNC-CH.”

During her career at Carolina, Malloy was recognized for her teaching and service. She was the 2009 recipient of the University’s Mentor Award for Lifetime Achievement. In 1997 she received a Faculty Excellence Award from the senior class.

Malloy served on the writing team for the National Council of Teachers of Mathematics’ “Principles and Standards for School Mathematics,” a resource that is used nationwide to improve mathematics curricula, teaching and assessment.

She edited a book series titled “Mathematics for Every Student: Responding to Diversity,” published by NCTM. The series presents strategies for providing high-quality mathematics instruction to diverse students from prekindergarten through grade 12.

Malloy has worked in national, regional and local professional organizations for equitable opportunity and quality in mathematics education. She has been active in the Benjamin Banneker Association, Inc., a national non-profit organization dedicated to supporting teachers in “leveling the playing field” to provide the highest quality math learning for African-American students. She serves as the association’s president from 1996-98.

Malloy earned a Ph.D. in curriculum and instruction from the School of Education.

Prior to entering the faculty, she taught mathematics for 20 years in four urban school districts across the United States.

Malloy lives in Wilmington with her husband, William, who is also a retired member of the School of Education faculty.

Name ________________________________
(Please include former name used in school)

Degree(s), year(s) ______________________

Title ________________________________

Employer ______________________________

Work address __________________________

Home address __________________________

Phone (home/cell) ________________________

Email _________________________________

News __________________________________

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

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

- Peabody Society: $2,000 and above
- 1885 Society: $1,000 - $1,999
- Dean’s Circle: $500 - $999
- Benefactors: $250 - $499
- Sponsors: $100 - $249
- Cornerstone Contributors: up to $99

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

Designate my gift to the Dr. Gerald Unks Graduate Student Development Fund.

Please remember to designate your School!

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

Our students come to us from a wide variety of backgrounds and experiences. All of them are motivated by the knowledge that education expands opportunities – new opportunities for them … and for the children they will reach.

We have featured some of the students who have received some form of donor-supported aid during the past year in a special online presentation. You may view their profiles on our website: soe.unc.edu

You also know the value of a rewarding and meaningful Carolina education. We need your continued support to provide that kind of experience to our students.

Please give to the School of Education. You may send in the form provided below, or go online now! Go to giving.unc.edu/gift/educ

Thank you!