When we ask students who apply to our education programs why they want to become teachers, administrators, school counselors or psychologists, they respond that they want to teach and work in schools because they love children and want to make a difference. While the frequency of these responses may make them seem like clichés, they are, nevertheless, sincere and testify to two powerful motives and rewards that draw people into teaching. The first motive is relation: these people who seek work that is deeply connected to other people. Schools are communities, and only those schools whose faculty and staff work together can engage communities, and only those schools whose communities, ours included. Standards that attracted educators to their schools in the first place are antiques preserved from the 1920s, no longer capable of supporting student achievement. Progressivism was, in an idealistic moment, dedicated to liberating schools from harsh discipline and pedagogies of drill and punish. As it presented an alternative to the methods is wished to correct, it displaced standardization with creativity, competitive individualism with community, empty memorization with hands-on activity and understanding. These are values that still compel educators who want to see students emerge from schools with confidence in their learning, respect for their peers, and interest in their society. But we have no need to reduce educational practice to these tenets only. Our current understanding of cognition has made the various academic disciplines has given us good ground to developing and encourage methods of instruction that foster achievement. Our research on class-size has indicated the resources necessary to establish classrooms where relation is possible, where teachers can come to know and work with students. Our studies of school achievement show drive now and again and that it is more difficult for students whose families are poor and struggling to match the achievement levels of middle class students, and challenge us to provide the professional development resources, material resources, and salary increments that move our best prepared and talented educators to their schools.

And so our School of Education and others across the country face a moment of great possibility, for the expectations of schooling for all children are more ambitious than they have ever been in the history of this country. Our understanding of the many ways that we must work to improve teaching and instruction is deep and well researched. And we must work together to make sure that the emphasis on accountability and achievement in No Child Left Behind works to encourage and not discourage our capacity to address educational challenges.

When the federal government passes laws to improve and regulate what goes on in our schools, we celebrate a national commitment to our youth. And when that legislation promises to improve the education of our last advantaged students, as No Child Left Behind does, we applaud its commitments. At the same time we are aware that external oversight can dominate our efforts and that our most important task is to make sure that the dreams and aspirations we have for our children are not lost. We must work to ensure that educators are given the professional development resources, material resources, and salary increments that move our best prepared and talented educators to their schools.

Distinguished Alumni Receive Awards

The School of Education honored eight outstanding alumni with Distinguished Alumni Awards on September 21, Governor Gaston Caperton (B.S.B.A. ’63), former Governor of West Virginia, won the Peabody Award, the most prestigious award given by the School’s Alumni Association. Mr. Reeves H. Wells (A.B.Ed. ’28) of Chatham County, N.C., received a Special Recognition for Service as a Lifelong Educator. Also receiving 2002 Distinguished Alumni Awards were Dr. Charles Cole (B.A. ’51, M.A.T. ’66, Ed.D. ’71) of the Education Commission of the States in Denver, Colorado; Dr. Elton Floyd (A.B. ’78, M.Ed. ’82, Ph.D. ’94); President of the University of Missouri; Mr. Tate Gould (A.B.Ed. ’97), a math teacher at East Wake High School in Raleigh, Dr. Howard Mauldin, retired teacher and administrator in North Carolina public schools and member of the School of Education faculty, Ms. Darlene Ryan (A.B.Ed. ’78), a science curriculum resource teacher for the Chatham County Schools; and Mr. Sofia Villenas (Ph.D. ’96), an Assistant Professor at the University of Utah and former public school teacher in North Carolina and California.

“The faculty and staff of the School of Education and our alumni enjoy this annual opportunity to celebrate the vision and vigor of educators who have made important contributions to our public schools,” said Dr. Madeleine R. Grumet, Dean of the School. “In the midst of declining resources, accountability pressures and the myriad demands of their work, these award winners continue to bring innovation, inspiration and dignity to the work of educating our children.”

No nominations for the awards were made by alumni, faculty, and friends of the School. Winners were selected by a 16-member alumni committee. “As I look over the list of this year’s winners, I am struck by how truly they represent UNC-Chapel Hill as a university of the people,” said Dr. Barbara Holland Chapman (’81), alumni of the School and Principal of New Hope Elementary School in Orange County, who chaired the program committee for the awards event. “It is overwhelming to contemplate the breadth and depth of their efforts to insures the highest quality of universal, free public education.”

Caperton made improving West Virginia’s schools a top priority during his tenure as Governor from 1988-96. As noted in the letter sent by West Virginia state Senator Lloyd Jackson and read by Dean Grumet as she presented the Peabody Award, “No person has done more to build the souls of the public schools in West Virginia than Gaston Caperton.” Caperton encouraged the use of information technology in schools and maintained an aggressive school building and renovation program that benefited students across the state of West Virginia. He raised teacher salaries and trained more than 19,000 educators through a statewide Center for Professional Development. In accepting the award, Caperton expressed his desire to honor his teachers, particularly his fourth-grade teacher, Mrs. Robinson, who had the courage to tell his parents that he could not read.

“As a result of her courage, it was discovered that I was dyslexic,” Caperton said. “This personal experience led to my passion in believing that all kids can learn because I learned.”

Accepting his Special Recognition for Service as a Lifelong Educator, Reeves Wells reflected on his long career as an educator and attorney and his love for Carolina. Having begun his education in a one-room schoolhouse in 1918, Wells taught in North Carolina public schools for 38 years. He also taught night classes for $100 per month from 1948-50 at Asheville-Biltmore College, now UNC-Ashville. He was nominated for the award by his great-niece, Erica Locklear, a technical software writer in Utah and a 2000

Distinguished Alumni Who Have Made a Difference

No Child Left Behind

By Madeleine R. Grumet, Dean

When we ask students who apply to our education programs why they want to become teachers, administrators, school counselors or psychologists, they respond that they want to teach and work in schools because they love children and want to make a difference. While the frequency of these responses may make them seem like clichés, they are, nevertheless, sincere and testify to two powerful motives and rewards that draw people into teaching. The first motive is relation: these people who seek work that is deeply connected to other people. Schools are communities, and only those schools whose faculty and staff work together can engage communities, and only those schools whose communities, ours included. Standards that attracted educators to their schools in the first place is to make sure that the dreams and aspirations we have for our children are not lost. We must work to ensure that educators are given the professional development resources, material resources, and salary increments that move our best prepared and talented educators to their schools.

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Students and Faculty Investigate Teaching Effectiveness and National Board Certification

In response to the No Child Left Behind Act that calls for educational practices and programs to be founded on scientifically-based research, the National Board for Professional Teaching Standards (NBPTS) is funding research studies to investigate the effectiveness of its Board Certified teachers. In order to achieve national certification, which is voluntary, teachers must undergo a rigorous, yearlong assessment process through which they demonstrate their knowledge of their subject matter, their effectiveness in teaching students and their ability to manage and measure student learning. Since the first teachers received National Board Certification in 1994, the National Board has certified 16,000 teachers across America.

Both student and faculty researchers at the School of Education have been awarded grants from the National Board to pursue scientifically-based investigations of the work of Board Certified teachers. Diana Daghdagh (‘02) and Katherine O’Connor (‘99, ‘02), who received their doctoral degrees in Curriculum Instruction (C&I), and Teresa Perry (‘91), a current C&I doctoral student, received a $35,500 grant from NBPTS to investigate factors related to professional satisfaction and success of North Carolina teachers. The students will study National Board Certified teachers and non-National Board Certified teachers in early grades, middle grades and high school mathematics. The students, who themselves are all National Board Certified teachers, are working under the guidance of Barbara Day, Professor of Curriculum and Instruction.

Rita O’Sullivan, Associate Professor of Educational Assessment and Evaluation and Director of eViP (Evaluation Assessment and Policy Connections), the School’s evaluation consulting unit, received an 18-month, $286,500 grant to investigate teachers’ approaches to measuring student learning. O’Sullivan will study a sample of National Board Certified teachers across North Carolina and determine whether they differ from their non-National Board Certified peers in the methods they use to assess student performance, such as grading scales, rubrics, test question format and use of essays and projects. Further, she will investigate how the teachers communicate the results of student assessment to students, parents, and others, such as through written feedback, conferences, portfolio entries and the like. The results of the study will provide useful information to the National Board on issues related to student achievement and performance.

Unintended Consequences of No Child Left Behind

by Fenwick W. English, R. Wendell Eaves Sr. Distinguished Professor

Research has indicated that all innovations carry with them unintended consequences. These are outcomes no one anticipated. Sometimes they contradict the intended consequences.

The new federal mandate No Child Left Behind (NCLB) will undoubtedly carry several unintended consequences. Let’s see if we can identify some based on studies in school systems which have enjoyed some success in closing the achievement gap.

Re-Centralization of Authority and Curriculum

Centralized, high stakes testing requires a centralized curriculum to be responsive, even more so at the secondary levels than the elementary. High stakes testing for secondary schools rests on a centralized, vertical curriculum. No school is allowed to develop its own curriculum but must follow one which would create a disconnect in the teaching sequences embedded in the testing scenarios.

Centralized, high stakes testing is the antithesis of site-specific curricula and moves a school system away from de-centralization to centralization. Furthermore, as many school systems were shucking central office curriculum coordination in an effort to either reduce costs or put them in schools closer to students, they are now rehiring them and giving them system-wide supervisory duties to ensure vertical alignment to the tests. So much for site-based management, at least as far as curriculum development is concerned.

Tightening Internal Functions and the Loss of Autonomy

Centralized testing and attendant school-based accountability for the results requires much tighter alignment within the school system between assessment, curriculum development, personnel, and Policy Connections), the School’s evaluation consulting unit, received an 18-month, $286,500 grant to investigate teachers’ approaches to measuring student learning. O’Sullivan will study a sample of National Board Certified teachers across North Carolina and determine whether they differ from their non-National Board Certified peers in the methods they use to assess student performance, such as grading scales, rubrics, test question format and use of essays and projects. Further, she will investigate how the teachers communicate the results of student assessment to students, parents, and others, such as through written feedback, conferences, portfolio entries and the like. The results of the study will provide useful information to the National Board on issues related to student achievement and performance.

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Some Researchers Left Behind?

by Gregory J. Cizek, Professor of Educational Measurement and Evaluation

I

suspect that even those who crafted Public Law 107-110, the No Child Left Behind Act of 2001 (NCLB), may not fully realize the far-reaching potential impact of that legislation on the important aspects of K-12 education in the United States. Among its most recognized features is the requirement that all states establish rigorous content standards and assess students for grades 3-8 in reading and mathematics by 2005, with science to be added in 2007. As a specialist in educational measurement, I find the No Child Left Behind Act particularly intriguing. The dramatic expansion of large-scale testing, the immediate need for assistance with technical testing problems, and the desperate need to train additional testing personnel are such prominent implications of NCLB that some of my measurement colleagues jokingly refer to the law as No Psychometrician Left Behind. Questions centering on how states should define, measure, and report student learning have led to a new “annual yearly progress” (AYP) required by the law have also dominated policy and technical discussions.

SCIENTIFICALLY-BASED RESEARCH

NCLB does not only address content and performance standards in limited content areas, nor is it limited to vocational professionals who practice in or administer K-12 programs. Another, lesser-known aspect of NCLB has stimulated debate among educational researchers. Scientifically based research has generated conversation and captured the attention of the educational research community more than perhaps any other reauthorization of federal elementary and secondary education funding. The particular provision of the law that has piqued the interest of researchers is buried in Title I, Part B, Section 1208, Subpart 6, (b) (1):

SBR in EDUCATION

In its most abridged form, this definition of SBR in education has been interpreted as a federal preference for experiments (aka, randomized trials) as the gold standard of methods for the conduct of educational research. The defining characteristics of a randomized trial are the random assignment of subjects to treatments and control groups, introduction of some intervention to the treatment group only, and careful analysis of post-intervention differences (if any) between the groups. Randomized trials have a surprising short—though consequential—history in other fields, most notably medicine. According to a history of scientifically-based research, in the year 2002, the Department of Education’s (USOE) conference on SBR by Stephen Raudenbush of the University of Michigan, as recently as 50 years ago, randomized trials were not the norm in medical research. Raudenbush relates the story of a medical debate of the time involving a research methodologist who favored adoption of and reliance on random trials and a practicing heart surgeon: The question was whether it was ethical and feasible to conduct experiments in which heart patients would be assigned to a new surgical procedure versus a standard medical treatment. The heart surgeon asked: “Sir, have you ever held the beating heart of a human being in your hand?” The surgeon argued that the cold logic of science should not replace the clinical judgment of the seasoned practitioner.

It is not until the 1948 randomized trial involving the polio vaccine that experiments began their ascendancy to a dominant place in the heath professions. In education, randomized trials have remained on the margins. According to a recent report of the Deputy Assistant Secretary of the USOE Office of Educational Research and Improvement, of the 84 program evaluations and studies planned by the Department of Education for fiscal year 2000, 51 were needs assessments; 49 evaluated or monitored program implementation; 15 were non-random impact evaluations. I involved a randomized trial. (Note: because studies could be classified as having more than one purpose, the total exceeds 84.)

POTENTIAL IMPACT OF SBR ON EDUCATIONAL RESEARCHERS

It is obvious that randomized trials are unethical or impractical in many educational situations. This fact might provide some explanation for why comparatively little research of this type has been conducted. To a considerable degree, much recent educational research has been descriptive or analytic in nature, concerned with research topics that are best suited to methods other than experiments, such as the contexts of education, the processes of education, the perspectives of those involved in education, and policy analyses.

Clearly, educational research on these topics has added a depth of understanding about what occurs in schools and how to reform professional practice. It is becoming equally clear, however, that policymakers and legislators are having an increasing interest in improving student performance in what are considered to be core academic areas. Mandated assessments in reading and mathematics are now required to provide a measure of learning. These shifts may be consequential not only for educational researchers, but also for the kinds of knowledge that educational researchers produce. For example, for educational researchers the explicit federal preference for randomized trials means that increased federal dollars will flow to scholars who propose to use experimental methods; fewer federal dollars will flow to researchers who employ other methods.

Because method and substance are often inextricably linked, the preference for SBR is also likely to translate into a redistribution of the kinds of research questions that are asked, answered, or funded. To some extent, this fact continues a subtle domination of political goals over academic interests. Nevertheless, provocative questions will not disappear, and experimentally obtained data may provide important gist for the mill. Raudenbush mentions several such questions for which some knowledge has been gained, but which would also bear additional, experimental scrutiny. For example:

• How would a structured academic curricula improve the pre-literacy skills and emotional development of preschoolers?

• What mix of methods in early reading instruction has the best long-term effect on reading comprehension?

• Can a voucher program boost the achievement of children living in poverty?

• Does math instruction based on NCTM standards boost students’ mathematical reasoning?

These are but a few of the questions about which educators and educational researchers often strongly hold opposing ideas. Previous research has shed some light on these issues but, importantly, these issues are also ones about which randomized trials could be conducted. These vital issues—and others—have concerned researchers in the School of Education in the past and will undoubtedly continue to do so. The challenge of SBR lies in recognizing and responding to its two seemingly conflicting ramifications: the prospect of supplementing what we know about some important educational questions versus the potential for narrowing the range of important educational questions to those that experiments can address.

Following Dean Grumet’s announcement last February that he will not seek another administration term, a national search is underway for a new dean for the School of Education. The 13-member search committee includes School of Education faculty, staff, and students, a representative of the Carolina School of Education Alumni Association, and Arts and Sciences faculty members who have worked closely with the School of Education.

The position will become available when Dean Grumet’s term ends on July 1, 2003.

Candidates have been nominated by faculty, alumni, students, and public leaders across the country. The search committee has begun reviewing applicants and anticipates bringing candidates to Chapel Hill early in the spring semester.

“We are scouring the country for the strongest candidates,” Dean Nichol said. “We are adamant about finding a tremendous dean to lead the School of Education, which is so vital to the public mission of the University. The prospects are great that we will find such a leader.”

More information, including the official position description, is available at the School of Education’s Web site, www.unc.edu/depts/eddept. Dean Nichol has emphasized that the search committee is eager to receive nominations. Comments or nominations may be submitted to Dean Nichol at gnicol@email.unc.edu.

Key Dates of No Child Left Behind

January 23, 2003

President George W. Bush sends the No Child Left Behind plan for educational reform to Congress for ratification.

January 8, 2002

President Bush signs the No Child Left Behind Act of 2001 into law. The most comprehensive reform since the Elementary and Secondary Education Act was enacted in 1965, No Child Left Behind embodies four principles: stronger accountability for results increased flexibility and local control, expanded options for parents; emphasis on teaching students who are struggling, and the desperate need to train additional assistance with technical testing problems.

2002-03

Local school districts must test the English proficiency of Limited English Proficient students annually.

2005-06

States must have in place tests in reading and mathematics in grades 3 through 8.

2007-08

States must add science testing at least once in each of the following grade spans: 3-5, 6-8, 10-12.

2013-14

All students must be proficient.

To learn more about the No Child Left Behind Act of 2001 visit the U.S. Department of Education’s Web site at www.ed.gov or the North Carolina Department of Public Instruction’s NCLB Web site at www.nclb.gov.
Loyd Little, Director of Media Relations for the Frank Porter Graham Child Development Institute, contributed to this article.

University, Duke University and the University of Virginia. preschool children who are likely to experience later school failure. The grant includes five projects their first three years,” Vernon-Feagans said. to shape the development of competence in rural children during individual differences in the children themselves interact over time economic resources, family contexts, parent-child relationships and years of the children’s lives. In North Carolina 800 infants in Literacy, and her Co-Principal Investigator, Martha Cox, Director of the Center for Chancellor of 1995, he was and Sciences. In 2003, becoming the first African-American to dumbfound younger generations with his of Wells, “At 92 years old, Reeves continues to Matthews’ eloquent writing to inspire readers alike. “Persons across the campus regarded Floyd as an open, energetic and approachable leader and a powerful advocate for those with whom he worked,” said Dr. Frank Brown, former Dean of the School of Education, who was Floyd’s mentor during his doctoral studies and presented the award. In accepting the award, Floyd recalled the awe he felt for Carolina presenting the award. In accepting the award, Maniloff characterized himself as an as a science teacher, stated Dr. Howard Maniloff, a scholar and a teacher,” stated Dr. Maniloff received the Radio Shack National Teacher Teaching Awards. As Chatham County’s first science resource teacher, Ryan “has worked tirelessly to create innovative interdisciplinary units to make science education more meaningful and valuable for students,” said her nominator, Dr. Larry Mabe (’91), Superintendent of Chatham County Schools and President of the School of Education Alumni Council. “Fellow teachers praise her dedication to and support for her students, and colleagues.” Recently Ryan has helped implement a partnership with teachers in Uganda, finding ways for teachers from the two nations to work together. “This experience has allowed me to see that teachers truly make the most extraordinary difference in children’s lives,” Ryan Vernon-Feagans and Cox Receive One of Largest Social Science Grants at UNC-Chapel Hill Lynne Vernon-Feagans (’67), William C. Friday Professor of Early Childhood, Families, and Literacy, and her Co-Principal Investigator, Martha Cox, Director of the Center for Developmental Science and Professor of Psychology, have received one of the largest social science grants to be awarded to UNC-Chapel Hill, a $16.5 million grant from the National Institute of Child Health and Human Development. The five-year investigation will examine the biological, individual, family and community processes that lead to good or poor outcomes for rural children. The investigators will follow 1,400 children from selected rural counties in North Carolina and Pennsylvania beginning in infancy and continuing for the first three years of the children’s lives. In North Carolina 800 infants in Sampson, Wayne and Wilson counties will be studied from birth. “We want to understand how community, economy, family economic resources, family contexts, parents’ child relationships and individual differences in the children themselves interact over time to shape the development of competence in rural children during their first three years,” Vernon-Feagans said. The investigators expect that the results will provide the basis for prevention programs for preschool children who are likely to experience later school failure. The grant includes five projects and 25 investigators representing more than 10 disciplines at UNC-Chapel Hill, Penn State University, Duke University and the University of Virginia.

Nominations Sought for 2003 Alumni Awards The School of Education and its Alumni Association will present Distinguished Alumni Awards for 2003 in the following categories:

- Outstanding Young Alumni
- Excellence in Teaching
- Distinguished Leadership
- Alumni Achievement
- Peabody Award

Nominations are welcome by May 20, 2003. Descriptions of the awards and nomination procedures appear on the back cover.
EVENTS • The Carolina Slate

Orientation meeting for graduate students and faculty members.
Photo by Jessica Lindsay

School of Education faculty and alumni enjoy a performance by the Carolina Clef Hangers at the Distinguished Alumni Awards ceremony on September 21. Front page article presents the full story.
Photo by Ollie Brock

The Research Triangle Schools Partnership showcases its continuing and new projects this fall. Visit www.unc.edu/depts/ed/rtsp/ for more information.
Photo by Mary Keane

The School of Education celebrates Homecoming in November as alumni follow the yellow brick road and are welcomed by Nancy Hodgin, Queen of Oz.
Photo by Steve Whitsitt

Kindergarten students from New Hope Elementary School in Orange County treat School of Education faculty and staff to a performance of Thanksgiving songs in Peabody Hall, under the direction of teachers Michelle Park (’92, ’98), Cindy Pratt, and Carolyn Wilson (’92, ’98).

In and Around Peabody Hall

Dr. Lynna Vernon-Feagans (center) and Mr. William Friday (right) greet Dr. Arnold Sameroff of the University of Michigan before Sameroff delivers the First Annual William C. Friday Distinguished Lecture on “Not Beating the Odds: Environmental Constraints on Developmental Success.” The lecture series is sponsored by GlaxoSmithKline.
Photo by Steve Whitsitt

Dr. Khinda Muntadhie (second from right and far right photo) of Indiana University at Indianapolis chats with (left to right) Drs. Fenwick English, Catherine Marshall, and Betty Steffe at the Smallwood Dialogue on Issues Facing Women Educational Leaders on November 16. Muntadhie spoke on “Leadership for Social Justice: Accessing Historical Wisdom from Women of Color.” The series is sponsored by the Frances C. and William P. Smoulden Foundation.
Photos by Ollie Brock

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School Welcomes Four New Colleagues

Faculty Books: Kathleen Brown on Leadership, Duane Brown on Counseling

In a newly published book, From the Desk of the Middle School Principal: Leadership Response to the Needs of Young Adolescents (Sage Press Inc., 2002), Kathleen L. Brown, Assistant Professor of Educational Leadership, describes strategies and best practices for principals, teacher leaders, and other professionals who are working to build the kind of school community "that is at the center of a middle school. Co-authored with Vincent A. Alvear, former middle school principal, Brown's book is grounded in the belief that schools should be responsive to the developmental needs of their students. "The middle school movement, in many ways, is treading water waiting for the leadership needed to make the kind of changes in curriculum and instruction that are the heart of the middle school concept," commented John Lounsbury, Senior Editor of the National Middle School Association Professional Publications. "Here is a comprehensive book that should go a long way toward solving the problem," Duane Brown, Professor of School Counseling, has published revised editions of three books on school counseling. In his latest book, Introduction to the Counseling Profession (Third Edition) (Allyn and Bacon, 2003), Brown brings together chapters from recognized authorities in the field of career development, including multicultural and multigenerational issues and the needs of clients from varied backgrounds. In Career Information, Career Counseling, and Career Development (Eight Edition) (Allyn and Bacon, 2003), Brown provides a foundation for aspiring and practicing career development professionals, including coping with the problems resulting from the terrorist attacks of September 11, 2001 and the economic recession in America as well as the effects of the electronic era on career development.

Faculty Leadership and Awards

Dan Soudah, Assistant Professor of Special Education: Chair of the Research Committee of the Council for Learning Professors of Trustees. Also received the outstanding publication award from the Council for Exceptional Children Division of Teacher Education.

Patricia Bowers (PhD), Clinical Associate Professor of Education and Associate Director, Center for Mathematics and Science Education: 2002 Presidential Award of the National Science Education Leadership Association.


(continued on page 8)
T he transition to middle school is a time of vulnerability. Students experience new academic, behavioral and social demands, and many find the adjustment challenging, even overwhelming. Youths who face adjustment problems during this time are subsequently more likely to drop out of school, engage in substance abuse, fail academically, become teen parents, experience work difficulties and later commit crimes as adults. Research shows that these problems can be alleviated if these youths become engaged in positive school activities during middle school. Developing a model for promoting this kind of positive engagement for all youths, with special emphasis on support for youth who may be at risk for difficulties, is the goal of a new grant received by Tom Farmer, Principal Investigator and Assistant Professor of Special Education.

The $900,000 grant, awarded by the Office of Special Education Programs of the U.S. Department of Education, provides five years of funding to establish and implement Project BEST: Behavioral and Emotional Support Training, a consultation model for youth during their transition to middle school. Collaborating with Farmer on the project are Co-Principal Investigator Dan Boudah, Asst. Professor of Special Education, and Patrick Akos, an Investigator on the study and Asst. Professor of School Counseling. The model will facilitate services from many agencies including the school, mental health, health, social services and juvenile justice. The investigators will develop a model for training teachers and other personnel to prevent and treat challenging behaviors in these students.

The project consists of five components. The first three, aimed at promoting the adjustment of all youths, focus on academic achievement, classroom behavior, and career exploration and extracurricular activities. The fourth component, aimed at youth who are beginning to experience difficulties, pairs each student with a supportive adult who will help build the student’s strengths. The fifth component, focusing on youths who are experiencing multiple problems and have developed emotional and behavioral disorders (EBD), delivers a comprehensive system of services to them.

Mark Ellis instructs education majors.

As a doctoral student, I have always been interested in working with teachers but felt I needed some experience under my belt before getting into teacher education. So I taught for six years in the classroom; then I felt it was a good time for me to get back into graduate school.

The research I am doing as part of my graduate program is focused not only on curriculum but also on pedagogy, that is, teaching methods. Carolina has an excellent mathematics educator and social science faculty, and I was interested in working with this team.

In the fall of 2001, I taught two sections of mathematics for teachers, and last January, I taught a section of the textbook that I had used in my classroom. It helped revitalize my textbook with Dr. Fred. In the fall of 2002, I taught two sections of mathematics for teachers, and last January, I started a research project with three professors in the School of Education—Jill Hamm, Judith Moore and Carol Malloy. We received funding from the National Science Foundation, $1.1 million for a three-year study. We’re going to look at the way that teachers structure learning and how students gain identity development related to how they understand mathematics. Do they feel empowered to use mathematics, or is it something they don’t understand and find overwhelming?

My biggest concern is for children who are learning mathematics, particularly those who are not doing well and are struggling. I think that the way they are being taught and are experiencing mathematics makes it difficult sometimes for them to make sense of it. I hope to do research that helps us understand how to present mathematics in a way so that students, particularly students who have not traditionally been successful with it, really begin to understand it, make sense of it and build confidence in themselves. Once they see that they can learn mathematics, they will have a more positive experience and more doors will open for them.

Mark Ellis instructs education majors.

Photo by Karen Tom
The Best Teacher They Ever Had

By Laura Ertel

Three brothers honor their grandmother with a scholarship to help future teachers who share the same spirit and commitment as the long-time public school teacher

By Laura Ertel

The Carolina Slate • GIVING

Teaching Network of off-campus programs for Moving Teacher Education Beyond the Campus graduate fellowships. A second funding category is Research for 21st Century Citizens. Teaching Network of the History of the School of Education, according to Harold Kennedy Jr. and Annie Brown Kennedy, who started the firm nearly a half-century ago. Harold Kennedy gets acquainted with Christian Hairston, a 2001-02 Kennedy Scholarship recipient and chat about the kind of teacher they hope to find. (continued from page 6)

McCain and Lambeth Chair School’s $15 Million Campaign

The School of Education has launched a $15 million fund-raising initiative as part of The University’s Carolina First campaign, a five-year drive to raise $1.8 billion in private funds. The Putting Children First! campaign is available at http://carolinafirst.unc.edu.

Looking for a meaningful way to give back to the University that they love and to honor their grandmother, the brothers decided to establish an endowed scholarship in the School of Education in her name. In 1996, they created The Willie Hall Kennedy Scholarship Fund. Each year, a one-year, merit-based scholarship is awarded to a rising junior in the School of Education, with a preference for disadvantaged students from North Carolina who are committed to teaching pre-kindergarten through high school in this state.

“I can think of no greater tribute to my grandmother than to establish a scholarship in her name at UNC,” Harold wrote at the time. “She was a true role model as a grandmother, teacher, and citizen…. Our hope is to select scholars who will also be role models as school teachers and as citizens.” By graduating at least one scholar each year, Harold says that he hopes, over time, this will add to the cadre of outstanding teachers in North Carolina’s public schools.

Each year, the Kennedy brothers have the opportunity to meet the current scholarship recipient and chat about the kind of teacher and person their grandmother was. “It’s always an uplifting day,” Harvey says. “When we meet the scholars, we can see the sparkle in their eyes, and that they really have the passion to teach.” The Kennedy brothers create their private for instilling closeness, a drive to excel, and a community spirit in their lives. “They’re a very positive role model, and the thing they instilled in us was that if you worked hard, good things would happen to you,” Michael says. “They encouraged us to be involved in school, in organizations, and in the community. We have always been very concerned with helping people who are less fortunate, and trying to make a difference in people’s lives.”

The Willie Hall Kennedy Scholarship will certainly make a difference for its recipients and, in turn, in the lives of the countless schoolchildren whom those inspired new teachers will touch. And who knows what trails these children will ultimately blaze, thanks to the generosity and foresight of three generational guardians?

Kennedy brothers, Harold III, Michael, and Harvey McCain (A.B.’52, L.L.D.H. ’98) and Tom Lambeth (A.B. ’37), both of whom have recently served as the head of the University’s General Alumni Association. McCain served under Governor Hunt as Secretary of N.C. Department of Cultural Resources. Lambeth is the retired Executive Director of the Z. Smith Reynolds Foundation. “We are fortunate to have these two University leaders co-chairing the School of Education’s campaign,” Dean Grumet said. “They both bring a wealth of fund-raising expertise, relevant state and national connections in education, and a demonstrated personal commitment to education in North Carolina.” Joining McCain and Lambeth in raising funds for Putting Children First! are Dick Coog and Barbara Day (M.Ed. ’82, Ph.D. ’89), Professors at the School of Education; Robert Evans (B.B.A. ’50), Chief Executive Officer and owner of The Right Stuff Food Stores; Nancy Farmer (A.B. ’69, M.Ed. ’70, Ed.D. ’92), Associate Superintendent, Orange County Schools; Melberth Smith, III (M.Ed. ’77, Ph.D. ’85), President and Chief Executive Officer of Metametrics Inc.; Robert Stake, Professor of Education at the University of Illinois, and Joyce White (M.Ed. ’88), one of Students at Meredith College and the School of Education’s Alumni Council representative. Each year, a one-year, merit-based scholarship is awarded to a rising junior in the School of Education, with a preference for disadvantaged students from North Carolina who are committed to teaching pre-kindergarten through high school in this state.

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Draine Brown, Professor of School Counseling, Fellow in the National Career Development Association.

James Cunningham, Professor of Early Childhood, Families, and Literacy; Named to Who’s Who in America 2002.

Barbara Day (M.Ed., ’88), Professor of Curriculum and Instruction; First Vice President of the Delta Kappa Gamma Sigma International for Key Women Educators.

Fenwick English, Eaves Professor of Educational Leadership; Executive Committee of the University Council for Educational Administration.

Betty Faulkner, Business Manager: Excellence in Management Award from UNC Chapel Hill.

Jill Fitzgerald, Professor of Early Childhood, Families, and Literacy; Named to Contemporary Who’s Who—Who’s Making a Difference, 2002-03. Also invited to Oxford Round Table in England.

Ryuko Kubota, Associate Professor of Foreign Language Education; Appeared in documentary film entitled, “Women in Japan: Memories of the Willies.”


Carol Malloy, Professor of School Counseling: Fellow in the National Career Development Association.

Carol Malloy, Professor of School Counseling: Fellow in the National Career Development Association.

Carol Malloy, Professor of School Counseling: Fellow in the National Career Development Association.
It is a pleasure to express deep appreciation to the many donors who have chosen to make a financial investment in the School of Education at the University of North Carolina at Chapel Hill. In fiscal year 2002, overall giving to the School of Education was up by 165% over the prior year. Contributions from our alumni were up 12% and gifts from our friends were up 73% over the previous year. The support we received from foundations and corporations designated as we gathered three times the amount of gift funding than we received in 2001. This scenario puts us in good standing as we continue to raise funds to support the 3 million capital campaign, part of the University’s Carolina First Campaign. Contributions from these sources were up those in the 2001-02 Contributor’s Honor Roll.

There are many donors who have chosen to support our School of Education's efforts to provide the best possible educational opportunities to our students. As educators, we have faced budget cuts, yet understand what it means to do more with less, and know how to perceive through tough times. As a caring, dedicated group of professionals, our education alumni are financially astute when it comes to understanding the need to support institutional efforts to prepare our children for the future. Your investments in furthering the education of all children are valued by members of our community who wholeheartedly envision the promise and potential of the impact this School has had, and will continue to have, on America’s public schools.

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From the Director of Development

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Wendy Gratz Borman
Director of Development

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Celebrating the financial contribution made by alumni and friends of the School of Education (July 1, 2000 to June 30, 2002)

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In tribute to George Peabody, American business leader and philanthropist, individuals who donate annual gifts of $1000 or more during the fiscal year contribute to the Peabody Society of the School of Education. After all, providing educational opportunities for all children is a national trend, our School of Education alumni and friends continue to recognize the importance of higher education. After all, providing educational opportunities for all children is a national trend.

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The Dean's Circle recognizes donors who provide a generous investment in the School of Education's Teacher Education Reform Institute and connection to public education. Dean's Circle members have their names inscribed on a plaque in Peabody Hall, and receive special invitations to the School of Education's Dean's Circle events, and are recognized through The University of North Carolina at Chapel Hill: A lumini

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Norman Heads Alumni Relations

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ith nearly two decades of experience in alumni programming including 13 years at UNC-Chapel Hill’s General Alumni Association (GAA), Laurie Norman (B.S. ’83) joined us as Associate Director of Alumni Relations and Special Events on December 9. While an undergraduate at Carolina, Norman was selected to be a founding member of UNC-Chapel Hill’s student alumni association, The Order of the Bell Tower, and served as its President her senior year. When she graduated with a Bachelor of Science degree in Industrial Relations in 1983, she joined the staff of GAA, initially serving as advisor for the Order of the Bell Tower and subsequently advancing to become one of five department heads. An integral member of the senior staff, she worked with departments across campus and alumni across the country to enhance alumni relations and alumni program management, developing extensive knowledge of the Carolina campus community and alumni family.

In 1986 Norman entered the private sector as Vice President and Co-Owner of Gilchrist Alumni Management Associates in Chapel Hill. As Gilchrist she worked with special project clients including the UNC Office of the President, various departments at Carolina, and campus and national Greek organizations.

“The opportunity to be associated with Carolina again is exciting,” Norman said. “I am thrilled to devote my energies to one constituency at the School of Education. With renovated facilities and an impressive Alumni Council, the School presents wonderful opportunities and challenges for programming.” In the School of Education, Norman is responsible for building and maintaining productive relationships with alumni and friends of the School, coordinating the business of the Alumni Council and its committees, organizing special events, and managing the Annual Fund.

“I am delighted to see Laurie return to her alma mater,” said Douglas Dibbert, who has headed UNC-Chapel Hill’s General Alumni Association since 1982. “Her energy, enthusiasm and expertise will greatly enhance alumni relations at the School of Education.”

Judith A. Ferrell, Alumni Council Chair, added, “Laurie Norman is a true Carolina alumna. She is one of the brightest stars in our alumni community, and her work at the School of Education is a natural extension of her leadership and experience in alumni relations.”

Alumni Council 2002-03

School of Education

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CLASS NOTES • The Carolina Slate

Keeping up-to-date with alumni . . . Let us know what YOU are doing!

1950s

George W. (Bill) Arfield

M.Ed. ’62

Was honored with the creation of the Bill and Vivian Arfield Endowed Scholarship, established by Amy and David Clark (class of ’81) at Caldwell Community College in Lenoir. The scholarship provides full tuition each year to a student interested in elementary education.

Sue A. Bishon

Whisnant

B.A. ’58

Published new book, Sue’s Class for Silver Bullet Health (Lifetable Publishing, 2002), which often offers ideas for parents, especially those with ADHD children, on ways to improve their health and the health of their children. A former teacher, counselor, and school psychologist, she is now a health educator who gives lectures in her home area of Orlando, Florida, and across the country.

1960s

Lanie S. Anderson

A.B. ’67, M.A.T. ’73

Was selected as North Carolina’s National Distinguished Principal for 2002, sponsored by the National Association of Elementary Principals and the North Carolina Principals/Assistant Principals Organization and the U. S. Department of Education. Is Principal of Selada Elementary School in Guilford County (NC).

William Edward Dunstan

B.A. ’62, M.A.C.T. ’89

Delivered series of public lectures at High Point University. Is Visiting Associate Professor of European History at NC State University.

James M. H. aymaker

M.Ed. ’61

Was Art Supervisor for the Chapel Hill-Carrboro City Schools, 1961-63. In 1965, Haymaker joined the faculty of Pfeiffer College (now Pfeiffer University) in Misenheimer (now Pfeiffer University), where he has remained for more than 30 years, serving now as Professor of Art and Education and Gallery Director on Pfeiffer’s home campus as well as its graduate programs in Charlotte.

Margaret Kepner

M.A.T. ’94

Was named 2002 Teacher of the Year for Calhoun Middle School, Chapel Hill-Carrboro City Schools, where she teaches science and chairs the science department.

Russ Marion

A.B.E.D. ’97, M.A.T. ’98, M.Ed. ’76, Ph.D. ’76

Is Professor of Educational Administration at Clemson University. Recently published two books, Leadership in Education: Organizational Theory for the Practitioner (Merriill/Prentice Hall, 2001) and The Edge of Organization: Chaos and Complexity Theories of Formal Social Systems (Sage, 1999). His manuscript, “Leadership in Complex Organizations,” was selected as the best manuscript of 2001 by the journal, Leadership Quarterly.

1970s

Janet B. Batcher

Ph.D. ’79

Was one of 15 members of the Committee on Disability Determination for the National Research Council of the National Academies of Science. The committee wrote guidelines, released in June 2002, advising the Social Security Administration on ways to improve their determination of disability.

Mary Louise Johnston

Carr

A.B.E.D. ’71

Retired July 2002 after 31 years in education, the last six years as Principal of West Henderson High School, Henderson County (NC) Schools.

Elson S. Floyd

A.B. ’78, M.Ed. ’82, Ph.D. ’84

Has been appointed President of the University of Missouri system.

Eunice Doman Myers

A.B.E.D. ’71

Received the John R. Barrier Distinguished Teaching Award in the Humanities and Science at Wichita State University, where she is Spanish Division Director and Graduate Coordinator of Spanish. The award carries a stipend, which she will use to conduct research in Spain’s National Library in Madrid in summer 2003.

John F. Parkman

B.A. ’71, M.Ed. ’72

Received a full liver transplant from the New England Medical Center in Boston, MA, last May and considers himself “the most grateful patient on the face of the planet.” Plans to return to work this year as Coordinator of Counseling Services for the Oxford Hills School District in Maine.

1980s

Sherri Lynn Andrews

A.B.E.D. ’97

Won a 2001 Presidential Award for Excellence in Mathematics and Science Teaching.

Katherine (Kate) H. under Beeler

B.A. French Ed. ’83

Has part-time teaching career “on hold” to care for 3-year-old son Jake and new baby, expected in December 2002. Is married to Scott G. Beeler, an ophthalmologist.

Gregory Hicks

M.Ed. ’96

Was named Principal of Person High School in Roxboro, NC. Also is doctoral student in Ed.D. program at NC State University.

William F. (Bill) Vann

Ph.D. ’90

Received 5-year grant from Maternal and Child Health Bureau to support a Center for Leadership in Pediatric Dentistry at UNC- Chapel Hill. Vann, Principal Investigator of the grant, will be the Center Director. Vann is Dement Distinguished Professor in the Department of Pediatric Dentistry at UNC-Chapel Hill.

Shawna Buckler

M.A.T. ’91

Was named 2002 Teacher of the Year for Estes Hills Elementary School, Chapel-Hill-Carrboro City Schools, where she teaches French. Last summer, she studied in France as a recipient of the French Embassy Scholarship.

Cynthia Smossa Clayivo

A.B.E.D. ’90

Is fourth-grade teacher at West Lake Elementary School, Wake County, NC. Twins were born November 29, 2001, Abigail Nicole and Austin George.

Tiffany Antoinette Walker Edwards

A.B.E.D. ’90

Is at-home mother of four: Trey (8), Tony (5), Tyler Grace (2), and Tanner Jacob (10 months).

H. oley Morris Hamilton

A.B.E.D. ’97

Is kindergarten teacher, relocating to Winston-Salem from the Bay Area of Orinda, CA.

Casey Mullins

H III

B.A.Ed. ’98

Was named 2002 Support Services Person of the Year for the Alamance-Burlington (NC) School System, where she is a School Social Worker. Completed Master of Social Work degree in June 2002 from East Carolina University.

Kim Sugar

M.Ed. ’99

Was honored her first book, Primary Games: Experiential Learning Activities for Teaching Children K-8 (Jossey-Bass, 2002). Written with coauthor Steve Sugar, it is a collection of enrichment games and learning objectives, used in classrooms and home schooling.

loyd G. W imbrey

E.D.L. ’93

Selected as North Carolina’s 2002 Wachovia Principal of the Year, sponsored by the Wachovia Corporation and the NC Department of Public Instruction. Has been Principal of Myers Park High School in Charlotte (NC) since 1996.

Elizabeth Chappell Womack

A.B.Ed. ’97

Named Teacher of the Year for Ben Craig High School, Charlotte-Mecklenburg (NC) Schools.

2000s

Carol E. Chalk

A.B.Ed. ’00

Is teaching at Durant Road Middle School in Wake County, NC.

Anne M., ("Meg") Sheehan

E.D.L. ’01

Is Principal of North Graham Elementary School in the Alamance-Burlington (NC) School System.

Deaths

David Parker Bennett, Jr.

M.Ed. ’70

Deceased June 2001

Deborah Fisher Davis

A.B.Ed. ’76

Deceased, August 30, 2002

Sarah Elizabeth King

B.S.S.T. ’82

Deceased, April 21, 2002

Virginia Elizabeth Price

M.Ed. ’58

Deceased, September 26, 2002

Tansen Banks Webb

M.Ed. ’71, Ph.D. ’92

Deceased, September 26, 2002

Laurie Norman

Photo by Dave Scanlan
This candidate is nominated for (check one):
Outstanding Young Alumni Award  Alumni Achievement Award  Excellence in Teaching Award  Peabody Award  Distinguished Leadership Award

This candidate is nominated for (check one):
Outstanding Young Alumni Award  Alumni Achievement Award  Excellence in Teaching Award  Peabody Award  Distinguished Leadership Award

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 UNC-Chapel Hill 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.

Nomination Form for 2003 Alumni Awards
Return this form by May 20, 2003, with a letter no more than two pages in length, describing the candidate’s achievements along with a biographical description of education, experiences, and activities.

Name of nominee: _____________________________________________
Mailing address / City, state, zip: _________________________________
Phone (work) _________________________  Fax ___________________________  Email ____________________________
Phone (home) _________________________  Fax ___________________________  Email ____________________________

Name of nominator: ____________________________________________
Mailing address / City, state, zip: _________________________________
Phone (work) _________________________  Fax ___________________________  Email ____________________________
Phone (home) _________________________  Fax ___________________________  Email ____________________________

Return completed form by May 20, 2003 to:
School of Education Alumni Council, CB 3500, Peabody Hall, UNC-Chapel Hill, Chapel Hill, NC 27599-3500 (Fax 919/962-1533).

Alumni Awards

Outstanding Young Alumni Award recognizes a recent graduate who has shown outstanding leadership and/or exceptional commitment to the education of children. The recipient of this award will personify the mission of the School of Education by emphasizing the interconnectedness of homes, schools and communities through both professional and volunteer work.

Excellence in Teaching Award recognizes a teacher whose creativity and knowledge of a discipline have been expressed through the development of an innovative and compelling curriculum. The person chosen for this award will exemplify the qualities that the School of Education programs support in the art of teaching.

Distinguished Leadership Award recognizes exceptional service in furthering the mission and programs of the School of Education. The recipient of this award will have demonstrated exceptional leadership in advancing the opportunities related to education available to the School’s community, including alumni, faculty and students.

Alumni Achievement Award recognizes exceptional achievement of an individual who personifies the School of Education’s commitment to support diverse and democratic communities in order to improve education in the state and nation for all children and the adults who care for them. Through exceptional accomplishments, this individual will have brought distinction to self and to this alma mater.

Peabody Award recognizes an outstanding individual who has made an extraordinary impact on the field of education. The person chosen for this award will have demonstrated a commitment to local education issues of the state of North Carolina and/or national issues and problems confronting education.

Questions may be addressed to Laurie Norman, laurie_norman@unc.edu or 919 843-6979.

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