

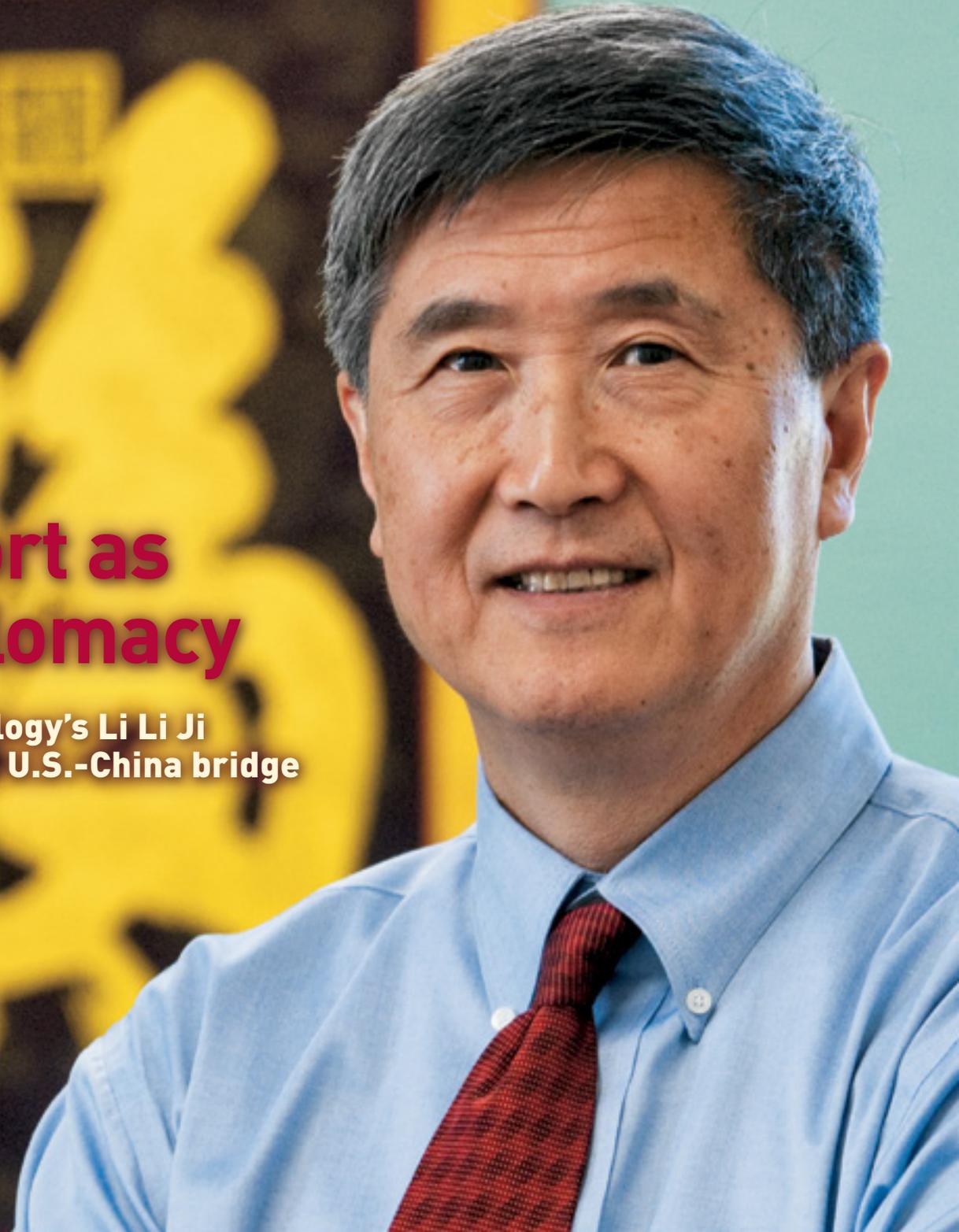
UNIVERSITY OF MINNESOTA

connect

- + Early education trifecta
- + Teacher education redesign
- + Olympic history
- + Ambiguous loss in Japan

CEHD | College of Education + Human Development

SPRING / SUMMER 2012

A portrait of Li Li Ji, a middle-aged man with short, graying hair, wearing a light blue button-down shirt and a red patterned tie. He is smiling slightly and looking towards the camera. The background is a blurred green wall with large, yellow Chinese characters.

Sport as diplomacy

**Kinesiology's Li Li Ji
builds a U.S.-China bridge**

connect

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ON THE COVER:

Kinesiology professor and director Li Li Ji keeps a good-luck banner from Chinese Olympic champions in his Cooke Hall office.

Photo by Dawn Vellella



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ONLINE EDITION

cehd.umn.edu/pubs/connect

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Connect is published three times a year by the University of Minnesota College of Education and Human Development for alumni, faculty, staff, and friends of the college. Send correspondence to the editor, 105 Burton Hall, 178 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455. For address corrections, contact us at 612-625-1310 or connect@umn.edu.

This publication is available in alternative formats upon request. Contact 612-624-3430 for more information.

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**COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT**

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

STACY ERNST



Dean Quam shared the joy of reading with a student and co-teacher Sarah Rusinak, a CEHD candidate, at Earle Brown Elementary.

from the dean: April 3 was a great day. In the morning, I toured Earle Brown Elementary School in Brooklyn Center, where 44 of our students were placed this semester—13 student co-teachers and 31 undergraduate practicum students! This is a community school in the emerging sense of that term, where you can see innovation in every corner. CEHD is deeply invested in this school, which is facing head-on some of the most complex challenges in education today. As I moved from room to room, I met many of our alumni who have been hired as teachers. Over and over again, I heard how our students are “the best,” and that even teachers reluctant to be cooperating teachers changed their minds once they experienced our students as co-teachers.

From there I came back to campus to celebrate the grand opening of three newly remodeled labs in the School of Kinesiology’s space in Cooke Hall. We believe these labs—dedicated to exercise science, human sensorimotor control, and human and sport performance—are the best labs of their kind anywhere in the country. Our discoveries are helping not only athletes but people with injuries and illnesses that impair movement. Director Li Li Ji’s vision for advancing this research brought him to Minnesota. That vision also played a key role in helping the University get a grant to open a new cultural center in China focused on sport.

But April 3 was only one of many great days at the college over the past few months. Another came just before the winter break when we got the news about a grant based on our ground-breaking work in early education.

In this issue of *Connect*, you can learn more about Earle Brown School, Li Li Ji, our college’s role in U.S. innovation for early education, and much more. From early literacy to the Olympics to rebuilding Japan after disaster, CEHD students, faculty, and alumni are engaged in work and discovery that will lead to many more great days to come. Have a wonderful summer!



Wonder Years Wins



SINCE THE WONDER YEARS

exhibit opened at the Science Museum of Minnesota in 2010, thousands of museum visitors, researchers, policymakers, and caregivers of young children have learned about the latest advances in early brain development research.

The 1,800-square-foot permanent exhibit highlights work by CEHD's Center for Early Education and Development and Institute of Child Development, and Extension's Children, Youth, and Family Consortium.

In February, the Minnesota Association for the Education of Young Children awarded the exhibit its 2012 Distinguished Service Award.

"The goal of Wonder Years is to ensure that children ultimately benefit from the growing body of knowledge about the importance of early brain development," said museum president Eric J. Jolly. "We are honored to be the recipient of a Distinguished Service Award from the early childhood professional community. And we thank them for their important work, which focuses on the most critical time in a child's life."

See Wonder Years in the Science Museum's Human Body Gallery. Read more at www.smm.org/wonderyears.



Visitors of all ages can learn how babies' brains grow in the Human Body Gallery at the Science Museum of Minnesota.



After deployment— Project ADAPT seeks families

AS HARD AS IT IS to leave behind a family for the unfamiliar landscape of Afghanistan or Iraq, for parents returning from military deployment, coming home often means conquering equally challenging terrain.

“Since they put their lives and the health of their families on the line for our country, they deserve to get the best of what science can offer,” says **Abi Gewirtz**, associate professor of family social science. “And yet there have been almost no studies of parenting among service members.”

That is changing. Gewirtz and fellow researchers **Laurel Bidwell** from CEHD and Melissa Polusny at the Veterans Administration are partnering with the Minnesota National Guard and Reserves to develop and test parenting resources for families with children ages 5-12 who have recently gone through the deployment process.

Project ADAPT (After Deployment: Adaptive Parenting Tools) examines the effectiveness of an evidence-based parenting intervention modified for military families in the National Guard and Reserves. Over the next five years, Gewirtz and Bidwell hope to recruit 400 families for the study. The goal is to equip parents—and by extension, their families—with the best tools possible as they face deployment and then family reintegration.

Since Project ADAPT launched last year, nearly 100 families have participated. More groups are forming with the next wave of returning parents—about 2,500 soldiers are expected back in Minnesota in May.

Read more and learn how you or families you know can participate at www.cehd.umn.edu/fsos/ADAPT or contact **612-624-8136** or adapt@umn.edu.

A showcase for CEHD research

THE IMPACT OF CEHD RESEARCH on our lives was on display March 20 at the McNamara Alumni Center. More than 50 college researchers presented their work for CEHD Research Day. A group of alumni got to hear professors Na'im Madyun and Jeffrey Edleson describe their latest research. Prizes were awarded to the best poster in each of three categories:

Excellence in Research

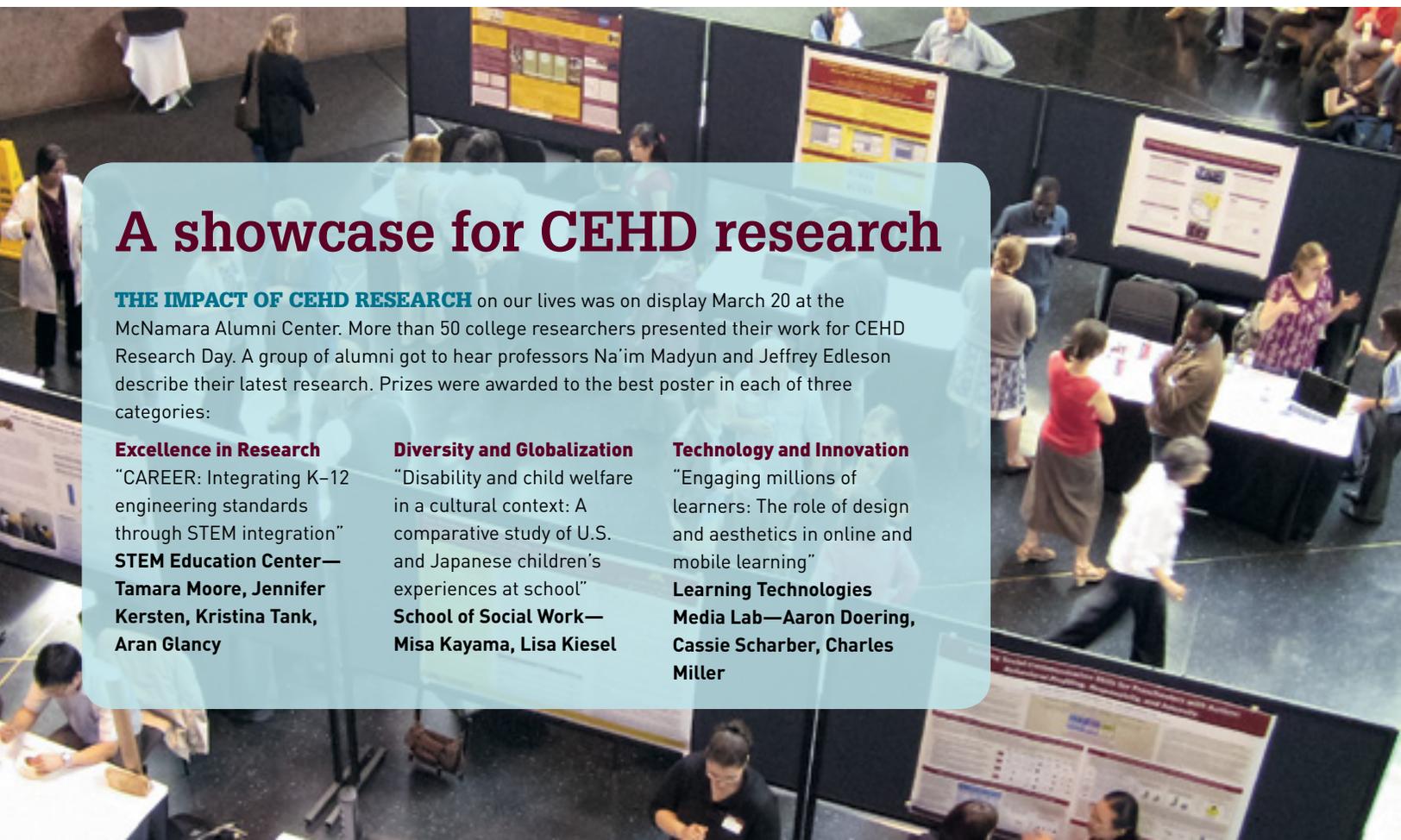
“CAREER: Integrating K–12 engineering standards through STEM integration”
**STEM Education Center—
Tamara Moore, Jennifer
Kersten, Kristina Tank,
Aran Glancy**

Diversity and Globalization

“Disability and child welfare in a cultural context: A comparative study of U.S. and Japanese children’s experiences at school”
**School of Social Work—
Misa Kayama, Lisa Kiesel**

Technology and Innovation

“Engaging millions of learners: The role of design and aesthetics in online and mobile learning”
**Learning Technologies
Media Lab—Aaron Doering,
Cassie Scharber, Charles
Miller**



What can you do in 90 seconds?

THE CENTER FOR ADVANCED STUDIES IN CHILD WELFARE (CASCW) has created a way to contribute to the national conversation on child welfare practice and policy.

You're invited to the Child Welfare Video Wall, where you can record your video answer to one of five questions and see videos posted by others. It's fun and easy.

What does child well-being mean to you? If you could change one thing in child welfare to make things better for children and families, what would it be? What's the biggest challenge facing the child welfare workforce? What has been the biggest practice shift in child welfare in the last 20 years?

Staff were inspired to create the video wall after talking to Learning Technologies Media Lab colleagues at CEHD Research Day last year.



The Child Welfare Video Wall

"We're about training the child-welfare workforce, and this is a great way to honor alumni and reach out to bring forward their voices," says CASCW outreach director **Tracy Crudo**.

The wall turned out to be a great project for CASCW's 20th anniversary this year—and for the centennial year of the national Children's Bureau.

"One of the brilliant things about it is that you don't have to work in child welfare to have an opinion about what works for kids," says Crudo. "It makes the dialogue richer and more exciting."

Find the wall at lt.umn.edu/cascw.



Expedition 3 down (under), 4 to go

EARTH EDUCATION EXPEDITION 3 completed two weeks through the world's driest inhabited continent—Australia—on March 12.

Australia is one of the most biologically diverse nations. It's also typically cited among the countries most at risk from climate change, with one of the highest extinction rates. The team collected ecological stories from inhabitants across the densely populated regions of Australia as well as the barren Northern Territory and the Great Barrier Reef communities.

Earthducation is a series of seven expeditions to every continent over the course of four years (2011-14) designed to create a world narrative of the intersections between education and sustainability. Teachers, students, and an online community expand on the narrative to explore how education influences the future of our planet.

"The environment is continually changing, and we are documenting how

"Our goal is to create a global tapestry of voices throughout the world around this important issue."

AARON DOERING

people on every continent are adapting to this change to secure a sustainable future," says team co-leader and polar explorer **Aaron Doering**, associate professor in learning technologies and co-director of the LT Media Lab. "Our goal is to create a global tapestry of voices throughout the world around this important issue."

Next up: South America in fall 2012.

See photos from Australia, Norway, and Burkina Faso and join the conversation at lt.umn.edu/earthducation.

Elcho Island senior ranger Ralph Marrayumba Garrawurra, right, was interviewed by Aaron Doering and photographed by Justin Evidon on Expedition 3.



CHARLES MILLER; COURTESY WORLD CAFÉ EUROPE

Summer reading list

MARK YOUR CALENDAR for two book events at CEHD this fall and start reading!

CEHD Reads

The Other Wes Moore, by Wes Moore, will be the featured book for CEHD Reads, when the college community joins first-year students in reading a book. This year, the chosen title is a combined autobiography and biography, an alternating narrative that tells the story of two boys—both named Wes Moore—growing up in similar Baltimore neighborhoods and the very different paths their lives take.

For each incoming class, the Department of Postsecondary Teaching and Learning and CEHD build a year of education and events around the shared question: Can one person make a difference? The author will be on campus Oct. 30.

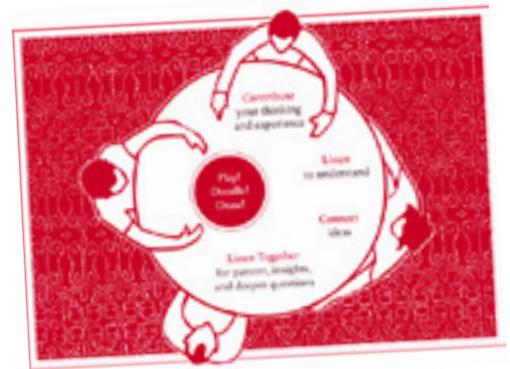
Book Week

On Nov. 12, celebrated children's book author and literacy expert Mem Fox of Australia, beloved for *Possum Magic* and other titles, will be the featured author for Book Week.

Over the past 70 years, Book Week has celebrated the best of children's literature with teachers, librarians, and others who devote themselves to literacy for young readers. Book Week has hosted some of the most notable writers of books for young readers, including Marguerite Henry, Madeleine L'Engle, and Beverly Cleary. Each year, faculty and graduate students from the children's literature program in the Department of Curriculum and Instruction review the best in books for young readers. The featured author's books are available for sale and signing.

Evaluation in a complex world

IT WAS THE BIGGEST CONFERENCE EVER for the Minnesota Evaluation Studies Institute. More than 280 evaluators from eight states, Mexico, and Norway attended events over six days in April. In 25 sessions and pre- and post-conference workshops, they learned about everything from evaluation basics and methods to special topics like conflict and working with vulnerable populations.



At a two-hour session called the MESI Café, participants moved to four different discussions hosted by small-group facilitators. The session employed methods from World Café to help make meaningful connections around shared interests.

The audience included professionals from state and county government, nonprofits, K-12 and higher education, and foundations as well as independent consultants.

"We reached out to a whole new audience this year," says **Laura Pejsa** in the Department of Organizational Leadership, Policy, and Development.

MESI is an interdisciplinary training institute for evaluation studies that offers high-quality, low-cost evaluation services and training to community organizations and U programs. A conference is held every spring—this was the 17th. Learn more at evaluation.umn.edu.

GOPHER ADVENTURE RACE

IF YOU LOVE ACTIVE ADVENTURE, register now to attend the 3rd Annual Gopher Adventure Race on October 5! Designed and operated by students in recreation, park, and leisure studies, the race is modeled after the TV series *The Amazing Race* and takes place on the Twin Cities campus. Teams of two decipher clues and travel by foot and campus transportation to different locations in Minneapolis and St. Paul where they complete physical and mental tasks.

Prizes will be provided by The North Face, Nice Ride, and Midwest Mountaineering. All University of Minnesota students, alumni, faculty, and staff are eligible to compete. Space is limited and expected to fill early. Join us on this great adventure and let us be the first to say, "Welcome back to the University of Minnesota!"

Learn more and sign up at z.umn.edu/gar.

Kinesiology director Li Li Ji is helping to shape a new U.S. cultural center in China

The diplomacy



Opening Ceremony of US-China Center for Sports Culture Exchange

中美体育文化交流中心成立仪式

暨

中美体育文化论坛：女性体育与社会发展

US-China Sports Culture Forum: Women's Sports and Social Development





of sport

Tianjin University of Sport hosts the new center.

HUNDREDS OF CHINESE STUDENTS AND FACULTY filled the auditorium of Tianjin University of Sport for the inauguration ceremony of a unique new center that will share U.S. culture through the medium of sport.

Representatives from the U.S. embassy traveled about a hundred miles southeast from Beijing for the grand opening. Leaders from China’s national sport administration and the city’s education commission came to greet the delegation from the University of Minnesota, the U.S. partner university.

The inauguration was signified by the partners’ joint touch of a crystal ball illuminated with the Chinese and English words for “U.S.–China Center for Sport Culture Exchange.”

One of those touching the crystal was Li Li Ji, director of the School of Kinesiology. Today he’s a leading researcher in the biochemistry of physical exercise and movement, an expert on antioxidants and free radicals in the body. In the late 1970s, he was a teacher and basketball coach who got the opportunity to interpret for the first NCAA champion team to visit China after it opened to the West. Ji became the first Chinese national to pursue U.S. graduate study in exercise physiology. Before moving to Minnesota last summer, he started the Chinese Champions program to bring top athletes

Four representatives from China and four from the U.S. touched a crystal sphere at the center’s inaugural ceremony. Left to right: Sun Zhiliang, Sport Culture Center director, Tianjin Education Commission; Sun Daguang, China General Sport Administration; Tianjin University of Sport academic council chair Feng Wenming and president Yao Jiabin; from the University of Minnesota, senior vice president Robert Jones, School of Kinesiology director Li Li Ji, and China Center director Joan Brzezinski; and first secretary Gregory D’Elia from the U.S. embassy in Beijing.

“The American cultural center for sport is a perfect example of the University’s land-grant vision for the 21st century. Our ability to solve some of the world’s most pressing issues will rely on the ability of people from across the world to come together.”

—ROBERT JONES, SENIOR VICE PRESIDENT FOR ACADEMIC ADMINISTRATION, AT THE GRAND OPENING

from China to the United States for graduate study.

Ji’s role in bringing the U.S. State Department grant to the University of Minnesota was key.

“To put a hand on the crystal, to start a new relationship between the two universities in a historic project, that was very moving,” says Ji.

Minnesota may seem like a natural partner for a U.S. cultural center in China. In 1979, the University was among the first to resume academic exchanges after China reopened its doors to the West. It has since received more than 8,000 Chinese nationals. Minnesota still hosts one of the largest campus populations of Chinese scholars outside China. In 2009, the U opened its first office abroad in Beijing.

But when the U.S. State Department put out a call to universities for proposals to establish up to eight new cultural centers in China, Joan Brzezinski—director of the U’s China Center—knew the University would have stiff competition.

Then Brzezinski met the new School of Kinesiology director. The two immediately recognized the potential of joining forces.

“The University of Minnesota has the best infrastructure for working with China,” Ji says. “We knew that if we focused on a culture center with sports, we would be very competitive.”

As a Big Ten university with a strong athletic program and history of sports education and research, located in a metro area with five professional teams, the University seemed ideal for such a proposal. Its Tucker Center for Research on Girls and Women in Sport and Ji’s leadership also set it apart.

For a partner university, they quickly zeroed in on the prestigious Tianjin University of Sport, where Ji is involved with the first U.S.-China science grant in muscle physiology. Tianjin has been a center of exchange with the University since 1981 and is home to many Minnesota alumni. Only 30 minutes south of Beijing by a new high-speed bullet train, the industrial city is fast developing into a cosmopolitan magnet in China.

When Ji announced his new position on a visit to Tianjin last summer, he discovered that TUS president Yao Jiaxin has an old tie to Minnesota.

“How is Professor Michael Wade?” Yao asked, referring to the School of Kinesiology director from 1986 to 2004. Yao interpreted for Wade, a motor learning and development professor, when he gave invited lectures in China in 1989. Wade remembers Yao, too.

“He traveled a long way by train,” says Wade. “He was a sweet guy, and very sharp.”

Yao’s sport was ping pong. Today he is one of the top sport psychologists in China.

The first Chinese students were recorded at the University of Minnesota in 1914, when the Pan brothers played on the U soccer team.

“Sport is a tie between cultures, without dispute,” says



U School of Kinesiology director Li Li Ji, left, and TUS president Yao Jiaxin

Ji. “It opened doors for new relations between the United States and China in the ’70s and continues to serve as a strong connection between us.”

The new center, located at TUS, will provide programs and resources to show how sport culture and values are integrated into American society, influencing U.S. viewpoints, global outlook, and engagement, from business and politics to arts and communication. Ji looks forward to lining up the first year of program content.

“Many concepts drawn from sport—such as ‘fair play’ and ‘pursuit of excellence’—are infused in the values and beliefs of Americans, regardless of whether they participate in sports,” says Brzezinski. “The center will help the Chinese develop a deeper understanding of how sport culture impacts all of our interactions, whether person-to-person or country-to-country.”

Nearly a century after the Pan brothers played soccer in Minnesota, the first symposium for the new center focused on the role of women in sports and society.

Nicole LaVoi, associate director of the Tucker Center, spoke on “The Evolution of American College Sport and the Role of Females.” Yang Xiping, sociology professor and TUS vice president, gave a parallel address, followed by a lively discussion with the audience.

“The English fluency and knowledge about American sports in the room—including team names and details of the sports stars—are amazing,” says Ji. “I realized our relationship will be based in a new generation.”

—GAYLA MARTY

Read more about Li Li Ji at www.cehd.edu/Kin/faculty/llji.html and about the U.S.-China Center for Sport Culture Exchange at www.chinacenter.umn.edu.



Yao Jiaxin, center, interpreted for U School of Kinesiology director Michael Wade, right, when he lectured in China in 1989. Yao, now president of TUS, welcomed the current School of Kinesiology director, Li Li Ji, in March (photo above right).



A trifecta FOR KIDS

How three new federal grants will help to build Minnesota's infrastructure for early education

THE NEWS CAME OVER a few days in December: Three grants for early learning from the U.S. Department of Education totaling \$88 million were coming to Minnesota.

The Race to the Top, Promise Neighborhoods, and Investing in Innovation (i3) grants focus on children at risk. Their strategies vary, but all aim to benefit children statewide by building an infrastructure for early education.

"We have that infrastructure for K-12, and we have it for higher education, but preschool kids haven't historically been part of public funding for education," says Karen Cadigan, Ph.D. '08, director of the Office of Early Learning in Minnesota's Department of Education. "There were two reasons for that—we didn't understand how much important learning takes place before kindergarten, and we didn't understand the public benefit from having young children ready for school. Now we know that early education is as important as elementary school, if not more."

Megan Gunnar, director of the Institute of Child Development in CEHD, emphatically agrees.

"Experiences early in life affect the quality of the brain's architecture, creating a firm or weak foundation for all learning that comes later," says Gunnar. "Studies of early development show the achievement gap is in place long

before children reach school. To close that gap, we need to invest in the development of our youngest citizens. These three grants are an excellent start."

The grants could not have come at a better time. The Minnesota Early Learning Foundation—a coalition of top business leaders, early-education specialists from the University, and early-education providers—was about to sunset. The group was formed because of accumulating research that shows the powerful long-term return on investment for dollars spent on early learning—and the staggering cost of failing to invest in young kids. Yet those programs are often among the first to be cut in hard times.

A pilot project funded by MELF in fact played a big role in attracting the federal dollars to Minnesota by focusing on two key initiatives: developing a voluntary four-star rating system for early-education programs, and providing scholarships for children to attend the best programs to ensure access. Minnesota was the first state to tie scholarships to such a rating system.

"These grants were not awarded by lottery," says Art Rolnick, MELF organizer, former Federal Reserve vice president, now a University fellow. "We won them based on years of hard work and commitment by many early-childhood advocates

around the state. But the trifecta—that’s really something.”

The College of Education and Human Development is the recipient of one of the grants—the i3—as part of an interdisciplinary collaborative (see “How i3 came to Minnesota,” p. 11). For all three grants, CEHD played a role in the proposals and will be engaged in implementation.

“Our funders are partnering with us in the belief that things can really change, so the name of the game is outcomes,” says Sondra Samuels, CEO of the Northside Achievement Zone in Minneapolis, recipient of one grant and a site for another. “Our anecdotal stories don’t cut it.

“We partnered with the U’s Center for Early Education and Development because our funders have confidence in the measures they are helping us to develop,” says Samuels. “All our partnerships are important, but our other partnerships succeed or fail based on the effectiveness of the evaluation and accountability system the University is helping us to create.”

Race to the Top Early Learning Challenge grant

To Minnesota and eight other states

\$45 million over five years to help build Minnesota’s infrastructure to improve outcomes for preschool children

This grant will expand efforts to improve quality of early childhood programs, as well as access to those programs for high-risk children, in all areas of the state. CEHD’s Center for Early Education and Development (CEED) helped obtain the grant and will have a role in implementing it.

“You have a lot of children who are living in poverty in both urban and rural situations,” says Scott McConnell, professor of educational psychology and a CEED faculty affiliate. “The goal is to improve school readiness, to improve *outcomes*, for all Minnesota’s young children.”

The Early Learning Challenge grant will build a statewide infrastructure to help families. It will focus some of its work in Hennepin, Ramsey, Blue Earth/Nicollet, and Itasca counties. Included is Minneapolis’s Northside Achievement Zone (NAZ), which has the state’s highest poverty rate.

It will mean, for example, a new chance for three- and four-year-olds to enroll in high-quality preschools, where they will have sustained access to books, educational toys, and skilled teachers. A system that rates early childhood programs and reports findings to parents will be extended statewide so all parents can find high-quality programs. The grant will also



COMMUNITY CONNECTION | Northside Achievement Zone CEO Sondra Samuels is developing measurements in close collaboration with U professor Scott McConnell from the Center for Early Education and Development. CEED’s role in both the Race to the Top and Promise Neighborhoods grants is strengthened by its presence at the University’s Urban Research and Outreach Center (UROC) in North Minneapolis.

fund scholarships for low-income children, plus monitoring of preschools and efforts to improve those of lower quality.

Promise Neighborhoods grant

To the Northside Achievement Zone (NAZ), a collaborative that includes CEED, Minneapolis Public Schools, and 50+ community organizations

\$28 million over five years; focuses on families to boost children’s success

This initiative is an all-out drive to give children the support they need to get ready for college, starting at birth. That includes ensuring access to strong schools, engaged and empowered families, comprehensive support for academic success, and building a culture of achievement.

One key to the effort is ensuring an engaged and nurturing home environment. To do that, NAZ will help parents and other family members remain active players in their children’s lives. NAZ parents will work with peer coaches to get ongoing assistance in setting and reaching goals for their children and families, and finding existing resources. As families are introduced to neighbors with like-aged children, they will find new friends who share aspirations.

Whatever the need, Promise Neighborhoods aims to reach 1,200 families in the NAZ, according to McConnell. Children who may not otherwise have had the chance will

HOW **i3** CAME TO MINNESOTA

now find early care and education settings “that receive more resources to improve the quality of care, and that will become part of an ongoing quality improvement system,” says CEED co-director Amy Susman-Stillman.

“Children will benefit because their caregivers will be more knowledgeable and skillful about how to prepare them for kindergarten,” she says.

Investing in Innovation (i3) grant

To the Human Capital Research Collaborative (HCRC), a partnership of CEHD, the Humphrey School of Public Affairs, and Federal Reserve Bank of Minneapolis, with 10 education and nonprofit partners

\$15 million over five years to expand the Child-Parent Center model, a proven preschool-through-third-grade intervention, in three states (see related story, right)

The Child-Parent Center (CPC) education program began in Chicago in 1967, shortly after Head Start. CPC gives children in low-income neighborhoods an intense, continuous system of educational and family support.

“It starts with a very strong preschool program that emphasizes early literacy and parent involvement,” says project director Arthur Reynolds, Institute of Child Development professor and HCRC co-director. “Kids will see parents more at school, interacting and attending workshops with other parents, volunteering in the classroom, and furthering their education and career training. These are key to promoting school-family partnerships.”

Comprehensive services include small classes, professional development, and curriculum alignment. An evaluation of the implementation and impact of the program will be conducted.

Reynolds directs the Chicago Longitudinal Study, which began in 1985 and established CPC’s effectiveness. It helped convince the U.S. Department of Education that investment in this kind of effort yields high dividends in terms of productive citizens down the road.

“Cost-benefit analysis indicates a return of \$8 to \$11 per dollar invested in the program, which is among the highest of any social program,” Reynolds notes. “The duration and intensity of this exemplary intervention will enhance excellence in school and reduce the large achievement gaps that exist by family socioeconomic status.”

Adapted from “Three-pronged push for children,” by Deane Morrison, in UMNnews. Link to more information about each grant at www.cehd.umn.edu/connect/2012Spring/Trifecta.html.

45 years after Child-Parent Centers began in Chicago, more communities get a chance to put a proven model to work

SKIP FERRIS HAS SPENT most of his career in Virginia, Minnesota, an Iron Range city with a high school graduation rate at 90 percent, well above the state average. For the past eight years, from Arrowhead Economic Opportunity Agency headquarters in an old schoolhouse downtown, Ferris has directed Head Start programs at 30 sites across three counties.

Three of those sites are in Virginia, a few blocks from Ferris’s office. Every day, 65 children attend preschool in cheerful rooms reclaimed from the basement of Roosevelt School, which otherwise houses grades 4–12. When the children leave Head Start, most of them start kindergarten at Parkview Learning Center, a K–3 school on the edge of town.

This spring, Ferris and the teachers and staff in Virginia’s three Head Start classrooms met with University researchers to begin the process of documenting their work with children and their families. With support from a major grant, they are part of a study that will implement the Child-Parent Center (CPC) model to test the early-education program in a new setting.

“We knew about the CPC model because of the research we did for Virginia’s early-education plan—we called it a business plan,” says Ferris. The plan was finished in 2009 but never fully implemented.

Last fall, Ferris seized the chance to jump-start Virginia’s stalled effort. Arthur Reynolds, a professor in the Institute of Child Development, called to invite Ferris to be part of a



proposal for a federal Investing in Innovation (i3) grant.

With the grant in place, Virginia joins St. Paul, Milwaukee, Chicago, Evanston/Skokie, and Normal, Illinois as sites implementing, invigorating, and evaluating the venerable CPC model in very different settings over five years.

“It’s a real natural thing for us,” says Ferris. “We see how this project will take us where we want to go.”

The Child-Parent Center Education Program started on the west side of Chicago, not long after Head Start. Area superintendent Lorraine Sullivan worked with schools and families to identify an innovative approach to increase children’s attendance and literacy skills. The CPC plan developed in 1966 led to the board of education allocating federal Title I funds to preschool for the first time. CPCs included not only strong preschool academics but a strong emphasis on parent involvement and sustained services through the transition into kindergarten and through third grade.

Arthur Reynolds was working as an evaluator for the Chicago Public Schools in the 1980s, conducting mandated annual evaluations for federally funded programs, when the CPCs caught his attention.

“It was already a renowned program based on those evaluations,” he says. In 1985, Reynolds worked with the CPC

founders to start a longitudinal study of 1,500 children born around 1980 to track their progress into kindergarten, then first and second grade. When he entered a doctoral program, the Chicago Longitudinal Study became his dissertation. He kept working on the study as a researcher at Northern Illinois University.

He also met Judy Temple, a new assistant professor working in the economics of human capital and education.

“Arthur had been following these children, mostly studying test scores and grade retention,” says Temple. “When the children got older, a lot of more interesting economic outcomes started to appear.”

Not only were their dropout rates significantly lower, but after high school, they had lower crime rates and higher income. Temple began to conduct cost-benefit analyses. The first comprehensive cost-benefit analysis, published in 2002, drew national attention and allowed the CPC to join the High Scope/Perry (MI) and Abecedarian (NC) studies demonstrating big returns on investment in early education.

In spite of the evidence, budget cuts kept taking a toll on the CPCs in Chicago. Head Start programs, established nationally, also struggled.

By that time, Reynolds was working on the faculty at the University of Wisconsin. He and Temple had married and were working 100 miles apart. In 2005, they came to the University of Minnesota, drawn by the opportunity to form the Human Capital Research Collaborative between the U and the Federal Reserve Bank of Minneapolis. Reynolds joined the faculty of the top-ranked Institute of Child Development in CEHD and Temple joined the Humphrey School of Public Affairs, known for its strength in research and outreach, with a joint appointment in applied economics.

Art Rolnick, then vice president for research at the Fed, remembers his first conversation with Reynolds.

“I was interested in prenatal to age five, reading a lot on brain development,” says Rolnick. “Reynolds was the one who really educated me on how to prevent fade-out by providing an



Skip Ferris, left, directs Head Start programs in Virginia, Minnesota, where parents (top photos) and teachers already work closely together.

effective transition from pre-K into kindergarten. Then Judy is an economist. We were on the same page right away.”

In 2009, Reynolds was invited to serve as one of three co-chairs for the Access and Finance Committee of Governor Pawlenty’s Early Childhood Advisory Council.* Another co-chair was Skip Ferris from Virginia. They served together through the end of 2010.

“You felt like you were out of breath after a conversation with Arthur,” says Ferris with a laugh. “He sees all the connections—the big picture.”

Ferris gave Reynolds a copy of Virginia’s business plan for early education. Reynolds talked about the Chicago Longitudinal Study and what it showed about components of the CPC.



Art Rolnick, Judy Temple, and Arthur Reynolds in Minnesota and (top left photo) Barbara Bowman in Chicago are leading the Child-Parent Centers expansion.

In 2011, a second major cost-benefit analysis for the CPC was published, once again documenting the model’s effectiveness. When the call for proposals for Investing in Innovation grants came out, Reynolds, Rolnick, and Temple decided to apply.

Reynolds also contacted Barbara Bowman, chief early education officer for the Chicago Public Schools and a cofounder of Erikson Institute. Bowman knows the history

of the CPCs well and met Reynolds about 10 years ago, when he was trying to convince the school district to reenergize the CPCs. She agreed to be a co-principal investigator.

The grant required matching funds, so the team began to identify local sponsors as well as school districts interested in the chance to try the CPC model.

Reynolds called Virginia and told Ferris he wanted to include a Head Start program.

“It’s easier when much of what you need is already in place,” says Reynolds. Virginia is in a strong position because its program already includes key components of the CPC model.

When news of the grant broke in the wake of two other federal grants, the scramble began—to confirm sites, assemble the research team, and get ready to document the progress of four-year-olds at the 30 sites in six cities. What the schools learn and build could become sustainable for future classes.

In Virginia, the Head Start teachers will complete more evaluations than normal this year. The staff at Parkview will begin to prepare for the following year, enhancing support for the kindergarteners in transition from Head Start.

“I’m excited to be part of this,” says Ferris, who is starting to get queries from other interested communities.

In Chicago, Bowman is preparing to support the CPCs expansion from 10 to 15 sites. She gives credit to Reynolds’ persistence.

“Arthur hammers on the door!” she laughs. “It’s the only way. He’s made a professional life work of this, and it is important.”

Read more about the i3 grant to expand the Child-Parent Center model at www.humancapitalrc.org/midwestcpc/.

**Now the Early Learning Council*



Private-sector support | Strong support from national and local community foundations surpassed the required private-sector match. Major donors are listed here. Fund-raising to further sustain and expand the model continues.

Celebrate Children Foundation | Doris Duke Charitable Foundation | Elizabeth Biedler Tisdahl Foundation | Evanston Community Foundation | Finnegan Family Foundation | Foundation for Child Development | Foundation65 | Francis Beidler Foundation | Greater Twin Cities United Way | J. B. and M. K. Pritzker Family Foundation | Joyce Foundation | Lewis-Sebring Family Foundation | McKnight Foundation | Northwestern University | Robert R. McCormick Foundation | Saint Paul Foundation | Target Corporation | W. K. Kellogg Foundation



Co-teachers Michelle Hauser, foreground, and Caitlin Halsey, right, worked with first-graders on a unit about Earth materials. "We are completely equal in this room," says Hauser.

IN A FIRST-GRADE CLASSROOM at Earle Brown Elementary School in Brooklyn Center, Minnesota, Michelle Hauser and Caitlin Halsey have finished up an early-morning prep. Their 23 students begin to wander in, stowing little backpacks, scanning an assortment of rocks spread over the countertop, and checking the leprechaun traps in the back of the room.

With St. Patrick's Day coming up, the class is on a campaign to catch the culprit sure to mess up the room over the holiday. Four students have finished and brought their homemade traps. One contains a lure of enticing green paper. "Free money!" says another. But so far none has captured the leprechaun.

Hauser and Halsey have reviewed the day's lesson plan: after breakfast, they will resume work on the Earth materials unit, which started yesterday. Then writing. Then reading before lunch. They know who will do what for the next few hours, and they know how to adapt when things don't go as planned.

Hauser walks around the room, checking in with the kids

The power

as they get organized. Halsey sits at a table where kids come to her with questions.

While Hauser leads the unit on properties of rocks, tallying sizes, colors, shapes, and textures in lists on the board, Halsey keeps working on the periphery of the classroom with individual students.

A half hour later, Halsey takes the lead with the group, reviewing the writing assignment. Each student is making a simple instruction book to tell someone else how to make a leprechaun trap like theirs. Hauser puts away rock-unit materials and gets ready for reading.

The morning proceeds seamlessly as the students group and regroup, with Hauser and Halsey teaching side by side, moving through subjects, exercises, and activities uninterrupted. They advance at a clip that still never seems rushed.

Upstairs, in a fifth-grade classroom, the scene is similar. Teachers Mike Zwick and Liz Kurkowski have assigned their 29 students into four groups to read through four different plays.

"Objective: Read your part with expression," are the instructions on the board.

Each student holds a black and yellow booklet. Their voices rise and fall dramatically.

“Use a voice level 1 or a soft 2!” Zwick reminds them.

Zwick is sitting with one group, Kurkowski with another, while the other two groups read on their own. The teachers offer tips and feedback, ask and answer questions. After 10 minutes, they switch to the groups reading on their own.

In 20 minutes, every student has received individual attention.

A dynamic shift

A visitor to either classroom would not readily guess which of the two teachers in each pair is a resident Earle Brown staff member and which is a University of Minnesota student. Five days a week, all day, they are co-teachers.

“If you asked any kid in here, we are completely equal in this room,” says Michelle Hauser, a 13-year veteran teacher in her third year at Earle Brown. “And that’s the way it should be. Sometimes in the beginning they tried to do the mom-dad

you change as a teacher based on what your students need. I’m a lot quicker to adapt now. I make plans but I don’t feel as tied down to a plan or ideas because I can react to what the students need. I know them because I’ve been working with them a whole year.”

Teacher candidates are also supervised by a faculty member. During the first half of the year, every two weeks of co-teaching alternated with two weeks in U classrooms learning methods of teaching specific content areas.

Halsey and Kurkowski agree the year has been hard but are glad they didn’t have to do it alone.

“That’s a nice part about it,” Hauser observes, reflecting on her own start 13 years ago. “It’s not just sink or swim.”

Decision to redesign

Teacher preparation and licensure have been part of the University’s curriculum for more than a century. Since 1990, U students have prepared for K–12 teaching careers with a baccalaureate plus 15- to 18-month post-bacc program leading

of two

The first group of teacher candidates to spend a year co-teaching in classrooms is transforming teacher education

thing, ask her and then me to see if they could get a different answer, but we communicate, we’re on the same page.”

Co-teaching is one of the most dynamic shifts in how the University is preparing new teachers to work in schools. This year for the first time, ten weeks of slowly phasing into solo student teaching has been replaced by an entire year of co-teaching with an experienced teacher.

“I could not imagine being ready after that first semester, when a normal student-teaching semester would end,” says Halsey. “And I’m not just an assistant. I’m actually in front of the kids every day, doing some kind of teaching and management. Michelle is constantly giving me feedback, or we’re working off of each other.”

Liz Kurkowski is excited to be learning all the little things that could throw a first-year teacher for a loop, from classroom routines to picture day and fire drills. She’s also getting to see the students develop over the course of a year.

“This allows me to understand my philosophy of teaching a lot better,” says Kurkowski. “You can see how

to licensure and a master’s degree. But in 2008, the College of Education and Human Development began conversations to address grave challenges facing educators nationwide.

Demographics, families, and schools had changed. Problems in education, including teacher retention, were part of the national conversation. Minnesota’s achievement gap between white and non-white students was among the largest in the nation.

In 2009, after months of careful consultation, the University of Minnesota became one of 14 institutions in Minnesota, North Dakota, and South Dakota to begin a collaborative transformation of teacher preparation with funding from the Bush Foundation. The University’s Teacher Education Redesign Initiative (TERI) identified seven essentials: a focus on student learning, adaptive teaching, diversifying the teaching workforce, enhanced clinical experiences, stronger curriculum, improved teacher support, and measuring effectiveness.

TERI immediately began to identify partner school districts. The 2010-11 academic year was one of detailed



Above: Halsey and Hauser's students got quick feedback on their work. Below: Fifth-grade co-teachers Liz Kurkowski and Mike Zwick worked out their lesson plan during prep time.

planning, engaging teachers and leadership from all the partners. K–6 preparation would be developed first.

In fall 2011, co-teaching began. This year, the University's 90 students preparing for K–6 licensure co-taught at a total of 25 schools in nine districts.

To track TERI's success, the program is collecting a lot of data from the teacher candidates: an exit survey, another survey at the end of their first year of teaching, a survey from their first-year employer, and—three years out—value-added data based on student achievement scores on tests.

"This is part of the beauty of a ten-year investment in this work," says TERI director Misty Sato, associate professor of curriculum and instruction. "We can track these candidates from preparation into their early career of teaching."

Seeking to close the achievement gap

As important as TERI results will prove to be for future teachers, student achievement gains are what everyone is working for. Many participating schools are engaged in more than one intervention, and TERI participants are happy to contribute. Data from test scores and other assessments won't be available for months, but the co-teachers are hopeful.

For grades K–3, Earle Brown recently received a literacy

Aligning partnerships

The McKnight Foundation awarded Earle Brown a \$3 million grant to focus on preK–6 literacy, based on a collaborative proposal process led by principal Randy Koch. The initiative will draw on the strengths and expertise of three CEHD centers (MCRR, EDRC, and CEED) and the U of Chicago's Urban Education Institute. By integrating co-teaching, literacy research, early childhood research, and focused assessments, working side by side with Earle Brown faculty, all will contribute to meeting the school's literacy goals.

grant from the McKnight Foundation to increase the percentage of students reading by third grade. Hauser, whose passion is teaching kids not only to read but to love it, is excited. After spring break, she and Halsey would have three months to make an even bigger difference with their first-graders.

"This is a huge benefit of co-teaching," says Hauser. "One of us will do the core reading instruction while the other pulls students to work in small groups. There's no way I could manage this entire class and get struggling kids where they need to be."

"It's the best part of the program—not only the benefits for me but for the kids," Halsey says. "We have students reading at levels from kindergarten to third grade. They need that attention, that differentiation."

"We're seeing a difference in the kids," says Hauser. "I can't imagine preparing teachers the old way anymore."

In Zwick and Kurkowski's fifth-grade classroom, one of them often leads while the other works at the back table with students who have questions.

"Students get more interaction with the teacher," says Zwick. "As the lesson is going on, the kids feel comfortable enough where, if they're having trouble with a concept, they'll just slide their chair back and work with whoever is here. When they get it, they're free to slide back and join the rest of the lesson."

Co-teaching allows the teachers to be more creative and flexible, he and Kurkowski agree.

"And you can go faster," Kurkowski adds. "You're able to move on when you need to because you're addressing students' needs more individually."





Kurkowski and Zwick listened to students in small groups practicing for a play.

TERI school partnerships

- Brooklyn Center Schools (2)
- Burnsville-Eagan-Savage Public Schools (2)
- Columbia Heights Public Schools (4)
- Edina Public Schools (1)
- East Metro Integration District (2)
- Forest Lake Area Schools (2)
- Minneapolis Public Schools (10)
- Saint Paul Public Schools (6)
- White Bear Lake Area Schools (4)

Partners at the forefront

To participate in TERI, official partner schools agree to reserve their co-teaching spots for University of Minnesota students. At Earle Brown Elementary, the commitment grew out of a literacy effort.

“Through the research during our time as a Reading First School, we found the impact that small-group instruction had on student performance,” says principal Randy Koch, M.Ed. ’89. To incorporate quality small-group instruction in the classroom, Earle Brown first partnered with the U to bring fifth-year education students into classrooms during literacy blocks three times a week.

This year, in addition to 15 TERI co-teachers, more than 30 University students—undergraduates in practicum and others working on specialist licensures—have spent time at Earle Brown.

“When you walk down the halls here, you see a lot of maroon and gold,” Koch says, referring to the lanyards and IDs. “That’s because our teachers have had great success working with students from the University of Minnesota.”

Other TERI partner-school leaders echo Koch’s observations.

“The biggest motivation for our school’s involvement was our teachers,” says Stacey Kadrmas, principal at Frost Lake

Magnet School in St. Paul, where several teachers expressed interest. Kadrmas believes the best possible people to inform universities and colleges about how to prepare teachers are those currently working in classrooms with students. TERI is informing and empowering current teachers about expectations and program requirements for pre-service teachers.

Columbia Heights was motivated to provide teaching candidates the chance to work with students from diverse backgrounds and exceptionalities, according to Highland Elementary principal Michele DeWitt. Vadnais Heights Elementary principal Sara Svir reports that her staff was excited about working with the U to access professors with expertise on specific topics, including literacy and science. And Peter Hodne of Edina praises the high quality of preparedness the U students bring.

At Pillsbury Elementary School in Minneapolis, principal Laura Cavender praises U students for their expertise and engagement.

“The students from the U are top-notch,” says Cavender. “I’d like to hire all of them!”

—GAYLA MARTY

Learn more about the Teacher Education Redesign Initiative at www.cehd.umn.edu/teri.

I am here to hear your story

A student and an expert on ambiguous loss reach out in the wake of a triple disaster

TOMOKO OGASAWARA WAS PREPARING to finish a big paper for a research course one Friday morning in Minnesota. Then she opened her email to a flood of messages.

It was March 11, 2011. Half a world away in her home country of Japan, an earthquake had shattered the north end of the island and unleashed a tsunami. Within hours, thousands were missing or dead and the nation was paralyzed. The natural disasters were soon eclipsed by a nuclear disaster from damaged reactors.

“Seeing those images,” says Ogasawara, “I had a broken heart.”

About 30 of the University’s 200 Japanese students, scholars, and staff came to a hastily arranged meeting to share information and support each other. Ogasawara, a doctoral student in family social science, emerged as an informal leader in the group, partly due to her background as a therapist.

“Of course we all were wondering, ‘What can I do?’” she says. “For me the disaster was a personal experience, but it was also a communal and collective one.”

In the first weeks, returning to Japan was impossible. But Ogasawara found an avenue to carry out relief work in Japan over the summer. She was invited to join a multidisciplinary health team and deployed to Miyagi prefecture, where nearly 64,000 had been evacuated, more than 7,000 had been confirmed dead, and thousands were still missing.

Team members searched for pregnant women, provided child-rearing counseling, and reached out to local professionals who were survivors supporting survivors. One group worked to set up a health café in the temporary housing area to create community where it had been destroyed. Mental health counseling was an unfamiliar concept, but Ogasawara and her team members adapted.

“When we said to people, ‘I am here to hear your story—would you like to talk?’ then they began to share with us,” she says.

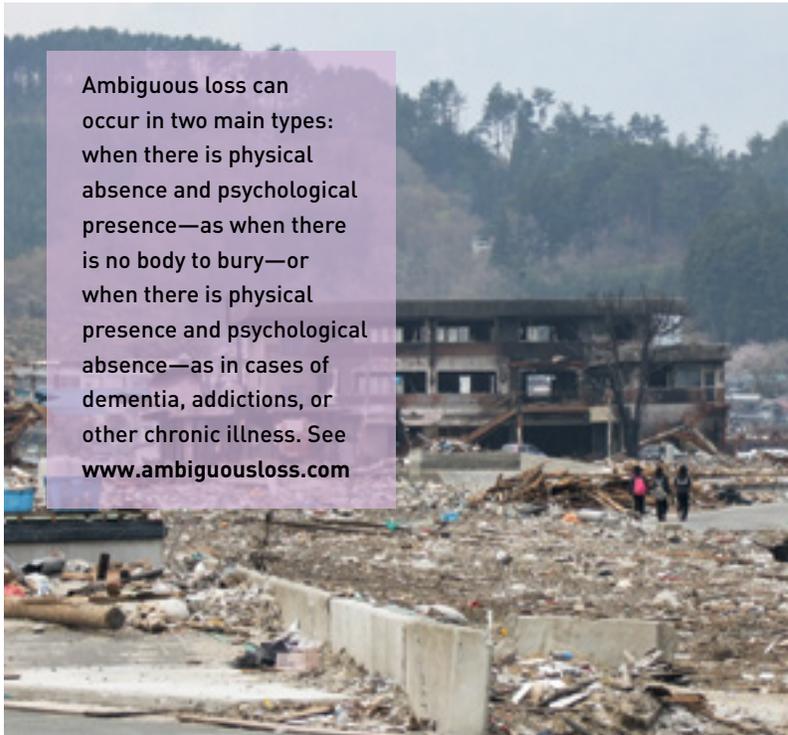
Ambiguous loss

In Japan, Ogasawara made connections with professionals from all over Japan and the world, deployed to organize the immediate and then long-term response.

A name kept coming up: Pauline Boss, professor emerita in Ogasawara’s own Department of Family Social Science. Boss’s 1999 book, *Ambiguous Loss*, had been translated into Japanese by sociologist Koji Minamiyama, and now an article about her post-9/11 work was also available.

“In the very first hours after the disaster, I had thought of the work of Dr. Boss,” says Ogasawara. Boss, who has trained professionals around the world about ambiguous loss for four decades, immediately began sending her resources and contacts.

Minamiyama connected Ogasawara to nursing professor Noriko Setou, who was organizing the Japan Disaster Grief Support Project. Setou asked for help in bringing Boss and her expertise to Japan.



Ambiguous loss can occur in two main types: when there is physical absence and psychological presence—as when there is no body to bury—or when there is physical presence and psychological absence—as in cases of dementia, addictions, or other chronic illness. See www.ambiguousloss.com



Members of the Japan Disaster Grief Support Project and their hosts, left to right: psychiatrist Satomi Nakajima, family social science department head Jan McCulloch, nursing professor and team leader Noriko Setou, professor emerita Pauline Boss, social welfare professor Kayoko Kurokawa, marriage and family therapist Chikako Ishii, and doctoral student Tomoko Ogasawara.

“Now is the time to focus on grief and loss,” Setou said.

Boss couldn’t travel to Japan, so Setou and three colleagues decided to come to her. Ogasawara helped them coordinate a trip to Minnesota for intensive training over four days this March.

They had studied the theories and brought real-life case studies. Now Boss and her colleagues worked with them, covering the latest research on ambiguous loss and related topics, from disenfranchised and anticipatory grief to cultural views, gender differences, and the myth of closure.

“Professor Boss’s lectures and suggestions were impressive,” says Setou. “With the case studies, she helped us truly understand what is necessary to help people overcome their difficulties.”

Boss was impressed by Setou’s collaborative project among professionals from so many disciplines—nursing, psychiatry, social work, and family therapy—and by the group’s knowledge, intellect, and dedication to helping fellow citizens.

“My experience was very moving,” says Boss. “Their losses are both painfully clear and ambiguous, as so many loved ones were washed away. I was deeply honored that they came here for my training.”

Ogasawara translated steadily throughout the five days.

“Excitement, exhaustion,” she says, describing the experience, “but with almost no stress.”

Learning from Japan

The group prepared to return home in time to mark the somber anniversary of the earthquake. Ceremonies were televised nationwide; though important, they distressed many survivors and brought back memories.

The Japan Disaster Grief Support Project immediately began to hold training sessions. Boss is confident that their interventions, now culturally adapted, will help ease the stress and grief of the people.

A year after the quake, more than 3,000 were still missing and 6,000 recovering from injuries. More than 15,000 had perished.

Evacuees numbered a staggering 342,000.

In the Tohoku region, famous for its springtime cherry blossoms, half of the population now lives apart from family members with whom they lived before the disaster. An estimated one-third of families live apart from their children.

While Japan’s social norms have not broken down, the biggest challenges include sustaining support for those who need long-term or ongoing care. Understanding ambiguous loss and how to treat it most effectively and compassionately is a critical piece in a national strategy.

Boss emphasizes the importance of young professionals.

“They have the energy to go into disaster areas and carry on the work,” she says. “Tomoko’s group started a coffee house—I love this intervention, which turned out to be therapeutic, as well. Such innovative ideas are essential...and they often come from younger scholars. They see fresh approaches for applying theory. They know the culture and have the energy and intellect to shape old interventions into new ways.”

Tomoko Ogasawara’s doctoral research now has a clear focus. Her dissertation will focus on how survivor families can talk about their traumatic experiences, losses, and grief with each other as well as in the community.

“I found myself almost prepared for helping those affected people in Japan—strangely, though—after all these years of study and training in the United States,” she reflects.

She hopes to be interviewing and working with them in the affected communities this summer. Her Japanese colleagues will be there, too.

—GAYLA MARTY

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Link to more information about ambiguous loss, Pauline Boss, and Ogasawara’s work on the Primary Care for All Team at www.cehd.umn.edu/Connect/2012Spring/Japan.html



Kinesiology professor Don Dengel gave U students an action-packed preview of the 2012 games—and a look back in time

Olympic history

WHEN THE 2012 OLYMPICS OPEN JULY 27, London will become the first city to host the games for the third time.

London first rolled out the Olympic carpet in 1908, when the British Empire was at the peak of its power. The second time, in 1948, the city was reeling from the devastation of World War II.

“Those two years were certainly unique points in history,” says kinesiology professor Donald Dengel, an Olympics history enthusiast who worked for the U.S. Olympic Committee in the 1980s.

In January, Dengel led 25 students to London for a chance to explore the Olympics’ impact. During a three-week global seminar, they got to visit not only 2012 venues under construction but also venues from 1948 and even a couple still standing from 1908. The class opened a window on a fascinating mix of sports, facilities, history, and sociology.

“Some things don’t change,” Dengel says with a chuckle. “1908 had a drug scandal! And a political protest! Our flag bearer refused to dip the flag for British royalty—Ralph Rose, an Irish American, supposedly did not dip the flag, as a protest to England’s involvement in Ireland. To this day, we do not dip our flag.”

The 1948 games in London were the first since 1936 in Berlin. Post-war Britain was still rationing food, and the XIV Olympics came to be called the Austerity Games.

“Teams were asked to bring their own food, towels, donated equipment,” says Dengel. “It was probably, in that sense, what the Olympics were supposed to be—sport to mend fences. But Japan and Germany were not invited to the 1948 Olympic games.”

That year, in track and field, a 30-year-old mother of three from the Netherlands was the first woman to win four gold medals. And, to coincide with the Olympics, a physician organized the 1948 International Wheelchair Games; almost all the competitors were veterans.

“Fannie Blankers-Koen set the tone for women’s athletics for the next century,” says Dengel. “The ‘wheelchair games’ went on to become the Paralympic Games.”

Wembley Stadium, backdrop of the 1948 Olympics, was rebuilt in 2007 to incorporate many energy-saving features. The new Wembley will host Olympic events this summer. Left to right, seminar students Jacki Rowland, Allison Schumacher, and Afton Goebel.

through the lens of London

The 2012 Olympics promise to transform London not just for a few weeks but for decades to come. Green building techniques and “legacy” development planning helped to win the city’s bid.

Dengel’s seminar attracted students from seven U colleges, including one from the U of M Crookston. Their fields ranged from engineering and management to music. They attended lectures, wrote papers, interviewed people, and trekked around London daily.

“It was really cool being able to go to all of the amazing sporting and Olympic venues around London,” says Hannah McMahon. “We got to visit the 2012 Olympic Park, which very few people get to see before the games.”

Wembley Stadium, built on the site of the old Wembley stadium that played a prominent role in the 1948 Olympics, was a favorite. Another was Wimbledon. An unexpected highlight was an interactive visit to BBC studios on the site of the 1908 Olympic stadium.

Students learned first-hand that “not everybody is Olympic-excited,” Dengel says.

Jeff Sarberg says writing a paper about the impact of politics on the Olympics and visiting the 2012 venues deepened his critical interest. This time, he’ll pay more attention to things he didn’t notice or care about before.

“The whole experience will make these upcoming games more personal,” says Sarberg.

When the 30th summer Olympiad is over, London’s new venues will be resized, adapted, and even moved for long-term use. Redeveloped areas will transition into new neighborhoods.

The seminar was so successful that Dengel decided to lead another group this winter to observe the continuing effects of the 2012 games on the city of London. In the meantime, he’ll teach a freshman seminar this fall, KIN 1905: The Impact of 1908, 1948, and 2012 Olympics on London.

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Read more about Dengel’s global seminar at www.umabroad.umn.edu/programs/europe/gs-olympics.php.



INSPIRED BY COLLEAGUES

Dengel got the idea for the London seminar from conversations with colleagues in the U.K. He traveled last year with support from the **Jack and Marty Rossmann Faculty Development Award**, which recognizes a tenured faculty member who has demonstrated an exceptional level of creativity and productivity in scholarship, teaching, and service, and who shows great promise of continuing such achievement.

JACKI ROWLAND; HANNAH MCMAHON

Renew, recharge, explore

A world of CEHD learning opportunities for you

CEHD is rich with learning opportunities open to professionals seeking to expand and advance their knowledge and skills. Many can be taken for CEU or college credit. Listed here are just a few of the many professional development opportunities available this summer from CEHD.

Take a class in CEHD

If you're a former student not currently enrolled in an academic program at the U, learn more at onestop.umn.edu/special_for_former_students.html

If you've never been a U student, go to onestop.umn.edu/non-degree

More professional development resources

Don't miss these U resources:

Lifelong Learning
lifelong.umn.edu

Digital Campus
digitalcampus.umn.edu/profdevelopment

Minnesota Early Intervention Summer Institute

June 14-15

The Center for Early Education and Development (CEED) also offers online courses and much more. Info: www.cehd.umn.edu/CEED

Authentic Pedagogy for Integrating Instructional Technology, Reading, and Writing into the New Minnesota Academic Standards for Geography

June 25-29 (middle schools)

July 9-13 (high schools)

Both teacher workshops have follow-up workshops on Saturdays this fall. The Learning Technologies Media Lab (LTML) offers these and more workshops in collaboration with the Minnesota Alliance for Geographic Education. Info: lt.umn.edu/mage/teacher-workshops/

Minnesota Evaluation Studies Institute (MESI) Summer Institute

June 25-July 12

Twelve three-hour sessions. Choose from four options: technical data analysis skills, evaluation careers, cultural dynamics, and participatory and community-based evaluation. Info: www.evaluation.umn.edu

Read more about MESI on page 5.

STEM Colloquium on P-12 Education Research

July 9-10

Offered by the Science, Technology, Engineering & Mathematics (STEM) Education Center. Register by June 30. Info: www.cehd.umn.edu/STEM/colloquium2012

Summer Literacy Workshop

August 8

The Minnesota Center for Reading Research (MCRR) offers a one-day workshop for school staff and colleagues. Learn about current research in the critical area of effective reading instruction and get feedback on how to meet the needs of K-12 readers. Info: www.cehd.umn.edu/reading/

Center for Applied Research and Educational Improvement (CAREI) Assembly fall meeting

Early October (date to be scheduled)

The CAREI Assembly links CEHD with Minnesota's K-12 teachers and administrators to meet educational needs through rigorous and neutral research. Active involvement of representatives from the member school districts is fundamental to success. School districts can learn how to join the assembly. Info: www.cehd.umn.edu/CAREI/Assembly.html

CEHD is developing a one-stop resource for professional development opportunities. Watch for more information at www.cehd.umn.edu/professional-development/ or contact the CEHD Research, Innovation, and Outreach office at rio@umn.edu.



Honored

David Arendale (postsecondary teaching and learning), codirector of the Jandris Center for Innovative Higher Education, was invited to Washington, D.C., for a symposium focused on fulfilling President Obama’s College Completion Initiative. The Department of Education invited 60 experts on research and best practices to share their expertise on how to better prepare incoming students for the rigor of college courses and how to better support those students as they progress through higher education.

Stephanie Carlson (child development) was awarded fellow status by the Association of Psychological Science. She also met with the creative writers at Sesame Workshop in New York City in January to inform them about executive function (EF)—skills of self-control and focus—and to discuss ways to use the Sesame Street program and its interactive digital media to help promote EF in young children.

Dante Cicchetti (McKnight Presidential Chair, William Harris Professor of Child Development and Psychiatry) has been elected to the rank of AAAS Fellow by the American Association for the Advancement of Science. The honor recognizes his groundbreaking research in the fields of developmental neuroscience and child psychology, impacting theory and practice related to child maltreatment, depression, and developmental psychopathology.

Guy Bond Professor in Reading **Deborah Dillon** (curriculum and instruction) was honored with the 2012 Minnesota

Academy of Reading Award for leadership. *Read more on p. 25.*

Abi Gewirtz (family social science) received the Professional of the Year Award for 2011 from the National Alliance on Mental Illness of Minnesota. The award recognizes a professional or staff person who provides high quality services, exemplifies best practices, and demonstrates commitment to and leadership in the field of mental health.

Mary Jo Kane (kinesiology), director of the Tucker Center for Research on Girls & Women in Sport, has been chosen by the Minnesota Coalition of Women in Athletic Leadership to receive their Special Merit Award. The award is presented to an individual or organization who exemplifies the highest levels of commitment and contribution to breaking barriers for girls and women in sport.

Nicole LaVoï (kinesiology), associate director of the Tucker Center for Research on Girls & Women in Sport, was invited to serve on espnW’s 2012 advisory panel.

Hee Yun Lee (social work) has been named a Clinical and Translational Science Institute KL2 Scholar. Funded by the National Institutes of Health, this program supports new clinical and translational research investigators through a three-year mentored training program. The goal is to develop investigators who can assure that the findings of basic research are translated to clinical settings and from clinical settings into the community.

Emma Birkmaier Educational Leadership Professor **Cynthia Lewis** (curriculum and instruction) is co-winner of the AERA Division G—Social Context of Education Mentoring Award for 2012. This award recognizes those who have made distinguished contributions in the mentoring of undergraduate and graduate students, as well as junior scholars, contributing to the development of a new generation of scholars who focus on social contexts of education.

Kurt Rutzen (community integration) was one of 150 leaders from The Arc organization who met with a variety of senior White House officials at a Community Leaders Briefing in February in Washington, D.C. Rutzen, as an Arc of the United States board member, was among those invited to ask questions and discuss issues facing people with intellectual and developmental disabilities in the session.

Carmen Starkson Campbell Endowed Chair for Innovation in Teacher Development **Mistilina Sato** (curriculum and instruction) has been selected to serve on the Minnesota Department of Education’s Teacher Evaluation Working Group. Commissioner Brenda Cassellius appointed 35 members to a panel charged with developing a new evaluation system for Minnesota teachers.

Robert Shumer (organizational leadership, policy, and development) was honored by the National Dropout Prevention Network with a Crystal Star Award of Excellence in Distinguished Leadership and Service at the



National Dropout Prevention Network Conference. This award is the highest given by the network.

Jeannie Stumne (career services) has been awarded the prestigious University of Minnesota John Tate Award for Excellence in Undergraduate Advising for 2011-12. The award is named in honor of John Tate, professor of physics and first dean of University College (1930-41).

Donna Tilsner (kinesiology) was honored with one of the top recognition awards in Minnesota for her outstanding work in recreation. She was presented with the Clifton E. French Distinguished Service Award by the Minnesota Recreation and Parks Association.

Mark Umbreit (social work), director of the Center for Restorative Justice and Peacemaking, was invited to give the keynote address at an International Conference on Restorative Justice in Istanbul, Turkey, in March. The Turkish Parliament is working on legislation to implement victim-offender mediation and civil court mediation throughout the country.

Retired

Byron Schneider (organizational leadership, policy, and development; social work) began his career working with youth and youth development as a teacher and principal from 1959 to 1980. He directed Minnesota 4H Youth Development Programs in the extension service and was an associate professor in the School of Social Work's Center for Youth Development and Research from 1981 to 1988. Before joining the

educational policy and administration faculty in 1995, Schneider served as coordinator of the Youth Policy Education Program of the extension service and Humphrey School of Public Affairs. His vast experience in developing leadership and youth development education took him across the nation and to Europe, Africa, and Asia.

Barbara Taylor (curriculum and instruction), Guy Bond Professor of Reading Education, is founder and former director of the Minnesota Center for Reading Research. Her research interests focus on school-wide reading improvement, early reading intervention, and the elements of effective instruction that contribute to children's success in reading. She directed a large national study on school change in reading in high-poverty schools, and she headed up the professional learning for the Reading Excellence Act and the Reading First schools in Minnesota. With co-authors, Barbara Taylor received the 2005 Albert J. Harris Award for research from the International Reading Association, she was named the 2005 Outstanding Teacher Educator by the International Reading Association, and she is a member of the Reading Hall of Fame. In 2009, she was awarded the Oscar Causey Award from the National Reading Conference for outstanding contributions to reading research. She published numerous books, chapters, and articles; her work has appeared in journals including *Reading Research Quarterly*, *Journal of Reading Behavior*, *The Reading Teacher*, *Journal of Educational Psychology*, *Elementary School Journal*, and *Educational Researcher*.

In memoriam

Van Mueller (organizational leadership, policy, and development), professor emeritus, passed away on March 8. Passionate about education and equity for all students, he taught for 33 years and served as department chair for educational policy and administration from 1972 to 1981. Mueller advised hundreds of graduate students, completed school finance studies in 10 states, and testified in equity lawsuits in state courts in seven states. He coordinated the Education Policy Fellows Program in Minnesota for more than 25 years, which included more than 300 mid-career educators. He was president of the Minnesota PTA for two years and served as national vice president and treasurer. He co-founded the American Education Finance Association, where he served as a board member, vice president, and president. He also held several offices with the local, state, and national Phi Delta Kappa.



>>>FACULTY PROFILE <<<

A Reading Leader

Professor Deborah Dillon is transforming the way teachers help children learn to read

ON THE DOOR OF PROFESSOR DEBORAH DILLON'S OFFICE in Peik Hall is a purple-crayon drawing of a stick figure crowned by a bulb-shaped web.

"I want to go up in a hot air balloon," explained the four-year-old artist, inspired by reading *Harold and the Purple Crayon*. In a photo next to the drawing and quote, the child's eyes are shining.

Dillon wants every child to experience that kind of excitement from reading. She works toward her goal through research—on what motivates children to read, on how reading is taught, and on better ways to support reading teacher development, from pre-service teachers to those with many years of experience. Her discoveries are reshaping K–12 literacy education in Minnesota and across the nation.

As the University's Guy Bond Chair in Reading, Dillon has used her position to bring people together. To identify effective practices and reform teacher education and development, she has worked with literacy researchers and educators across higher education, K–12 schools, foundations, professional groups, and state and national agencies.

Together they have acted on evidence that early literacy and continued literacy development are critical, and that teaching methods must respond to changing classrooms, technology, and demographics. New Minnesota teaching standards for reading were enacted in 2009 through efforts in which Dillon played critical roles.

"To be part of a group of people with high ideals, an incredible work ethic that stretched across multiple years, and who cared more about the kids in Minnesota learning to read than their own careers or individual gain—that was something I will never forget," says Dillon.

Despite such accomplishments, Dillon remains humble about her role and focuses on the work to be done. When the Minnesota Academy of Reading honored her with its 2012

award for significant career contributions to reading, locally and nationally, she took the opportunity to speak to the group—from graduate students to retirees—in a personal way. Soft-spoken, yet revealing a trademark inner sparkle, she was clearly thinking of research to come.

Research was not what Dillon had in mind when she started teaching grades 4-6 in rural Nebraska. After a rocky start, she gained experience and success. She also became interested in adolescents who struggled with reading, especially those who lost their motivation to read and do well in school. That prompted her to work first on a master's degree, then a doctorate.

Today, Dillon's dedication to teaching is evident in the enthusiasm of her graduate students in the Department of Curriculum and Instruction. They are instrumental in the work of the Minnesota Center for Reading Research, the Teacher Education Redesign Initiative (TERI) to revitalize teacher preparation, and many more projects to advance literacy education. Whether Dillon is describing the Margaret Virum reading collection in the basement of Peik Hall or working with pre-service teachers at Sojourner Truth Academy in north Minneapolis, graduate students are never far away, supporting new teachers' development and children's learning or designing research projects.

They're all driven by discovering ways to help children read, from *Harold and the Purple Crayon* to Jane Austen—one of Dillon's favorite authors—and beyond.

"My current K–12 colleagues, University faculty colleagues, and grad students—I like the way we respectfully work together on interesting projects, yet how we challenge each other, argue, disagree, and compromise," says Dillon. "Through it all, we support each other as persons. That means a lot in this world."

Read more about Deborah Dillon and her research on literacy at www.cehd.umn.edu/CI/Faculty/Dillon.html.

Advancing learning worldwide

Alumnus Michael Leimbach designs effective training for clients around the globe



AFTER 28 YEARS ON THE JOB at Wilson Learning Worldwide, Michael Leimbach, Ph.D. '90, is still thrilled to come to work each day. He loves what he does as vice president of research and development at the Edina-based company, which creates performance-improvement and educational programs for adults. Wilson Learning covers everything from sales and leadership to negotiating and cross-cultural business.

"I don't think I could have created a more ideal job for myself if I tried," says Leimbach. "We have a small group, so I have the luxury of actually doing the work, not just managing the team. And I love the research component—looking at a topic and digging deep. If we need to teach sales people how to communicate better with clients, we find a unique way to approach that."

Leimbach designs and develops all manner of training programs, skills assessments, employee satisfaction surveys, and more. He works with many global clients, including DuPont, IBM, Pfizer, and others, and his work has taken him around the world, primarily to Europe, Asia, and the Pacific.

When developing a training program, Leimbach and his team determine which skills a group of employees might need through interviews, jobs analysis, and shadowing workers. Next they create engaging and effective ways to teach those skills, such as through case studies or role playing. Leimbach also gets involved with implementing the training and assessing its effectiveness.

"My work gives me an opportunity to study, to read about different topics, and formulate theories on what works, and then implement that into something that actually changes people and organizational behavior," he says.

Leimbach was a college gymnast who studied psychology and math at Indiana University. He came to Minnesota for a doctorate in child psychology. While working on his dissertation, he took a statistical analysis job at Wilson Learning.

Though he doesn't work directly with children on the job,

Leimbach says his education prepared him well for his career. He gained a strong background in skills measurement, learning program development, assessment, and statistics. Also essential was mastering a different way of thinking.

"How do you analyze a problem, take something apart, figure out its components, and put it back together?" explains Leimbach. "That task is complex—to break something down piece by piece, which allows you to teach it to someone else."

Leimbach takes advantage of these skills regularly when designing and developing training programs, especially because of Wilson Learning's approach to workforce development. The company operates with the core belief that skills like sales, management, or leadership are not innate aptitudes but can be learned and enhanced.

"We have the expression here, 'Performance with Fulfillment,' recognizing that people can't perform highly if they can't feel fulfilled in their work," Leimbach says. "The skills we teach are the skills that help them be better people, better performers, and be excited and challenged in their work. That's what makes this an ideal job for me. I'm giving back to society."

Leimbach applies his college education and experience off the job, too. When he's not working or spending time with his teenage daughter, the former gymnast studies dance.

Over the years, Leimbach has stayed in close connection with the College of Education and Human Development. He has hired interns to mentor students and to stay current with the latest research from the University, worked as an adjunct professor, and now serves on the CEHD Dean's Advisory Council.

Before a recent trip to Japan and Taiwan, Leimbach talked with CEHD alumni director Jon Ruzek. With Ruzek's help, he was able to connect with an alumna in Taiwan who, like Leimbach himself, wants to stay connected to the U.

—SUZY FRISCH



ACCESS: *A love story*

Bruce and Sharyn Schelske transformed students' lives—and the U—through their commitment to access and diversity

BY DAVID V. TAYLOR

UPWARD BOUND WAS THE FIRST of what came to be known as the federal TRiO educational opportunity programs. At the University of Minnesota, Upward Bound is the longest continually operating college access and equity program serving diverse students, predating the University's Martin Luther King program and other diversity related initiatives. Established in 1966 with a grant from the U.S. Office of Economic Opportunity secured by General College professor Jerry Gates, Upward Bound was a precursor to the Student Support Services and the McNair Scholars programs on campus, which continue to open college doors.

Bruce and Sharyn Schelske were undergraduates at the University when they began working with the Upward Bound program in 1968. They were offered full-time employment as community program assistants in 1971 and became co-directors and principal investigators for Upward Bound in 1978. Bruce and Sharyn assisted in writing the first successful TRiO Student Support Services grant in 1976 and later teamed to author the

McNair Scholars Program grant in 1991. Bruce became director of TRiO in 1991 and Sharyn director of McNair Scholars that same year.

The Schelskes were considered superstars in the constellation of national TRiO directors. They wrote grants for the highest scoring continuously funded programs in the nation. They were called upon to mentor and to conduct workshops for new TRiO program directors. They consistently and successfully lobbied members of Congress for increased funding for these programs. They authored numerous published articles in respected journals. They were integral to the success of General College and later the College of Education and Human Development in efforts to assist students in developing academic skills necessary for retention at the University.

Most importantly, Bruce and Sharyn have been icons to thousands of high school and college students—and their parents—whose family's educational background, social standing, and economic status might have been a barrier to upward mobility.

The Schelskes are a loving inseparable couple whose personal warmth and compassion for humanity is not easily matched. You seldom see one without the other. They have been totally engaged in the work that they loved and the University that they served.

After 41 years of service, Bruce and Sharyn Schelske retired in January. Their life work and publications have contributed to the University's efforts at access, equity, and diversity. Over the course of their careers, they have touched and transformed

the lives of literally thousands of low-income, first-generation college students seeking a better life through higher education.

.....
David V. Taylor worked closely with the Schelskes as dean of General College from 1989 to 2005. He recently retired from serving as senior vice president for academic affairs at Dillard University in New Orleans and resides in Atlanta, Georgia.

Learn more about TRiO programs at the University of Minnesota at www.cehd.umn.edu/trio.



CEHD has established the Bruce and Sharyn Schelske Fund to support their legacy of access to educational opportunities. Make a gift online at www.giving.umn.edu/schelske or call 612-625-1310.



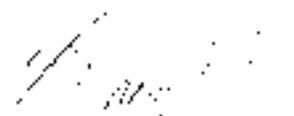
FROM THE PRESIDENT

DOOBIE KURUS, B.S. '95,
M.Ed. '03

Greetings! I'm very excited to be the new president of the CEHD Alumni Society board. First, I want to thank Heather Vinge Hanson for her hard work and energy as my predecessor. She definitely made my transition easier and set a fine example in the process. We both value getting involved with our college and staying connected, as I'm sure you do.

Speaking of getting involved and staying connected—CEHD had a wonderful turnout for the alumni and student networking event at Burton Hall in February. Great conversations were had by all. Who better to inspire our current students than those who went before them? In March, we hosted a reception at Pillsbury Elementary in Minneapolis that highlighted innovative collaborations among the college, school, and corporate and philanthropic partners. Successes like these make all alumni proud!

The CEHD Alumni Society is also planning to take our board "on the road" to visit alumni at Twin Cities-area schools, organizations, and businesses. We are fortunate to have so many supportive alumni here in our backyard but also around the country and abroad. If you're interested in connecting with us or want to share an idea to build alumni community, please email me at cehdas@umn.edu. Ski-U-Mah!



Stay connected to CEHD and the University of Minnesota! cehd.umn.edu/alumni



Raleigh Kaminsky (B.S. '72) retired from full-time employment at the University of Minnesota after 40 years of service. She made a lasting impact through her work at the College of Continuing Education and CEHD, most recently in alumni relations and development. Congratulations, Raleigh!

1950s

J.S. Futcher (B.S. '54) spoke to the Jordan Area Community Council about his book *They're Closing Our Library: From Jordan Branch to North Regional*, detailing how grassroots community organizing around potential library closures created the groundwork for Minneapolis's highly-developed system of neighborhood associations. His son, **Paul Futcher** (B.S. '05), is also a CEHD alum.

1960s

Clark Peterson (A.A. '67) won 61st place in the *Writer's Digest* feature writing contest for "The Horrifying Rages of Fire," about the Great Hinckley Fire of 1894.

1970s

Robert Bloom (Ph.D. '73) returned to full-time teaching in clinical

psychology at the Chicago School of Professional Psychology. • **Larry Yore** (Ph.D. '73), professor emeritus at the University of



Victoria in British Columbia, received the Distinguished Contributions to Science Education through Research Award from the National Association for Research in Science Teaching.

• **Thomas Courtice** (Ph.D. '74) is a senior consultant at AGB Search, which conducts searches for college and university presidents and other senior higher education positions. • **Carol Gilbertson** (Ph.D. '79), professor emerita of English at Luther College, published a chapbook of poems, *From a Distance, Dancing*, a finalist in the Open Chapbook Competition.



Art Rolnick spoke with alumni after delivering the CEHD Saturday Scholars keynote, "The Economics of Early Childhood Development," in November.



Velma Terrell (Ph.D. '79) and Rosalind Robbins (B.S. '78) chatted between breakout sessions at CEHD Saturday Scholars.

1980s

Libby Bergman (M.S.W. '84) received the Heroes for Children Award from the Children's Law Center of Minnesota for her work with sexually abused children in a clinical setting through her agency, the Family Enhancement Center. • **Linda Cohen** (Ph.D. '86), chair, University of Minnesota Board of Regents, was the distinguished speaker at the Counseling and Student Personnel Psychology alumni reception.

1990s

Eric Campbell (Ph.D. '96), director of research at Harvard Medical School's Institute for Health Policy, received the Health Services Research Impact Award from AcademyHealth for his influential research on the relationships of medical practice, education, and research with industry.



Anna Wasescha (Ph.D. '96) was appointed president of Middlesex Community College in Middletown, CT. •

Carol Johnson (Ph.D. '97) spoke about

"High Quality Public Schools for All: The Civil Rights Challenge of Our Time" at the AchieveMpls annual Education Partners Luncheon. She is currently superintendent of Boston Public Schools.

• **Richard Senese** (Ph.D. '97) is the new senior associate dean of University of Minnesota Extension. • **Grant Pylkas** (M.Ed. '98) published his newest novel, *Lucky Lyle Ortiz*. • **Derek Roberts** (B.S. '98) was installed as pastor at Praise Lutheran Church in Maryville, TN.

2000s

Yi-Chun Kuo (Ph.D. '03) is associate professor in the department of foreign

languages at National Chiayi University in Taiwan. • **Samuel Museus** (M.A. '04) received the Early Career Award from the Association for the Study of Higher Education. • **Anne Sumangil** (M.Ed. '07) was appointed director of the Rasmussen College Alumni Association. • **S. Lynn Shollen** (Ph.D. '09) is assistant professor of leadership studies at Christopher Newport University in Virginia.

2010s

Rebecca Shlafer (Ph.D. '10) presented "Children of Incarcerated Parents: Who's Counting and Why Should We Care?" at the Minnesota Library Association's Annual Conference. • **Sanghamitra Chaudhuri** (Ph.D. '11), senior lecturer of workforce development and education at Ohio State University, was quoted in a *Wall Street Journal* article on reverse mentoring. • **Jasmina Josic** (Ph.D. '11) is a data analyst for CFY, an educational



National Council for Accreditation of Teacher Education (NCATE) invites comments by June 28

The College of Education and Human Development (CEHD) at the University of Minnesota is hosting an accreditation visit by the National Council for Accreditation of Teacher Education (NCATE) in October 2012. Interested parties are invited to submit third-party comments to the visiting team. Please note that comments must address substantive matters related to the quality of professional education programs offered, and should specify the party's relationship to the institution (i.e., graduate, present or former faculty member, employer of graduates). We invite you to submit written comments by June 28, 2012, to:

Board of Examiners
NCATE
2010 Massachusetts Av. N.W., Suite 500
Washington, DC 20036-1023

Or by email to:
callforcomments@ncate.org

nonprofit organization in New York. • **Jessica Nichols** (B.S. '11) received the Community Fund Drive People's Choice Award for her efforts to increase participation in the University's faculty and staff charitable giving campaign.

• **Cecilia Retelle** (M.Ed. '11) is senior director of policy at the U.S. Chamber of Commerce's Institute for a Competitive Workforce in Washington, D.C. •

Maria Rios (B.S. '11) was featured in a Minnesota Public Radio report on the impact of AmeriCorps members in the Minnesota Reading Corps, providing one-to-one tutoring for early readers



More than fifty alumni, faculty, staff, and guests gathered at Pillsbury Elementary School in Minneapolis on March 20 to hear about CEHD's innovative collaborations with Minneapolis Public Schools and local corporate and philanthropic partners.

in schools. • **Angela Ruggiero** (M.Ed. '11), Olympic hockey gold medalist, was named president-elect of the Women's Sports Foundation. She will serve a two-year term.

I'm a member. I'm an ambassador.

College of Education and Human Development alumni and friends are invited to become members of the Alumni Association and CEHD Alumni Society.

As a member, you're an ambassador for the important work of the University and CEHD. Members also receive access to dozens of benefits including discounts on campus activities and Gopher apparel, online access to two U of M library databases, and a subscription to *Minnesota*, the award-winning alumni magazine.

Join today at www.MinnesotaAlumni.org/join. Enter campaign code NP2ED to ensure your membership benefits CEHD. You may also join by calling 1-800-862-5867.



UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION
Where members are ambassadors

Carol Mulligan '01
College of Education
and Human Development



Recent gifts and commitments

The college recently received the proceeds from the estates of three alumni.

- + The **Helen Wardeberg** estate has given \$650,000, which will be added to the Guy Bond Endowed Chair in Reading.
- + A gift of \$61,000 has been received from the estate of **Madeline Merriman** and will be added to the Promise of Tomorrow Scholarship Fund for undergraduates or teacher licensure students.
- + A gift of \$25,000 has been received from the estate of **Virginia C. Anderson** and will be added to the Michael and Elsie Crowe Endowment supporting teacher preparation.

Ellen Blank has given \$102,000 to establish the **Lucile Garley Blank** Fellowship in Ambiguous Loss.

Lily and **Duane Christ** have given \$100,000 in a charitable gift annuity to establish a future scholarship for students in the college to stimulate interest in math and math education.

Emeritus faculty member **Mary Corcoran** has made a future gift of \$100,000 through a charitable gift annuity, to be added to an endowed fellowship for graduate students in evaluation and measurement.

Francis Lonsway has made an estate commitment of \$100,000 directed to the educational administration program.

CMB Wireless Group LLC gave \$25,000 to establish the Verizon Scholarship for Safe Lives in the School of Social Work.

The Learning Dreams project, led by **Jerry Stein** from the School of Social Work received funding from two foundations: \$20,000 from the **Mardag Foundation** and \$35,000 from the **F.R. Bigelow Foundation**.

Amy Jean Knorr has given \$10,000 to be added to previously established fellowship funds in family education.

LeeAnn and **Jeffrey Ettinger** made a gift of \$5,000 to the Fund for Excellence in Education, matched by the Hormel Foods Corporation.

Jacqueline Mithun gave \$10,113 to be added to an endowed scholarship in her mother's name.

The **WEM Foundation** made a gift of \$10,000 to support the Families and Democracy Research Fund.



Anne D'Angelo (Ph.D. '10), right, and Jackie Pahula (M.Ed. '89), below, spoke with undergraduates at the February 16 alumni and student networking event.



Share your news

Land a new job? Celebrate a professional milestone? We want to share your news in *Connect*. Submit an alumni note online at cehd.umn.edu/alumni/news. Need to update your contact information? update.umn.edu

CEHD Alumni and Friends on 

CEHD Alumni & Student Networking Group on 

@UMN_CEHD_Alumni on Twitter 

Giving matters

CLASSMATES IN THE CLASS OF '49, Margaret Virum and Irene Scatliff

became lifelong friends. Margaret went on to teach for nearly 50 years, beloved by her mostly first- and second-graders in Minneapolis. Irene moved to New Haven, Connecticut, where she directed the nursery school at the Gesell Institute of Child Development before falling in love and moving to North Carolina with her husband. When Irene's two daughters were born, Margaret became their godmother.

Margaret died in 2008 and Irene in 2011, but the legacy of their friendship is now touching the next generation of teachers. In 2003, Irene established the **Margaret Virum Fund for School Partnerships in Literacy**, an endowed fund to support partnerships between the U and public schools. Modest Margaret was persuaded by the mission of helping more teachers to develop experience and confidence.

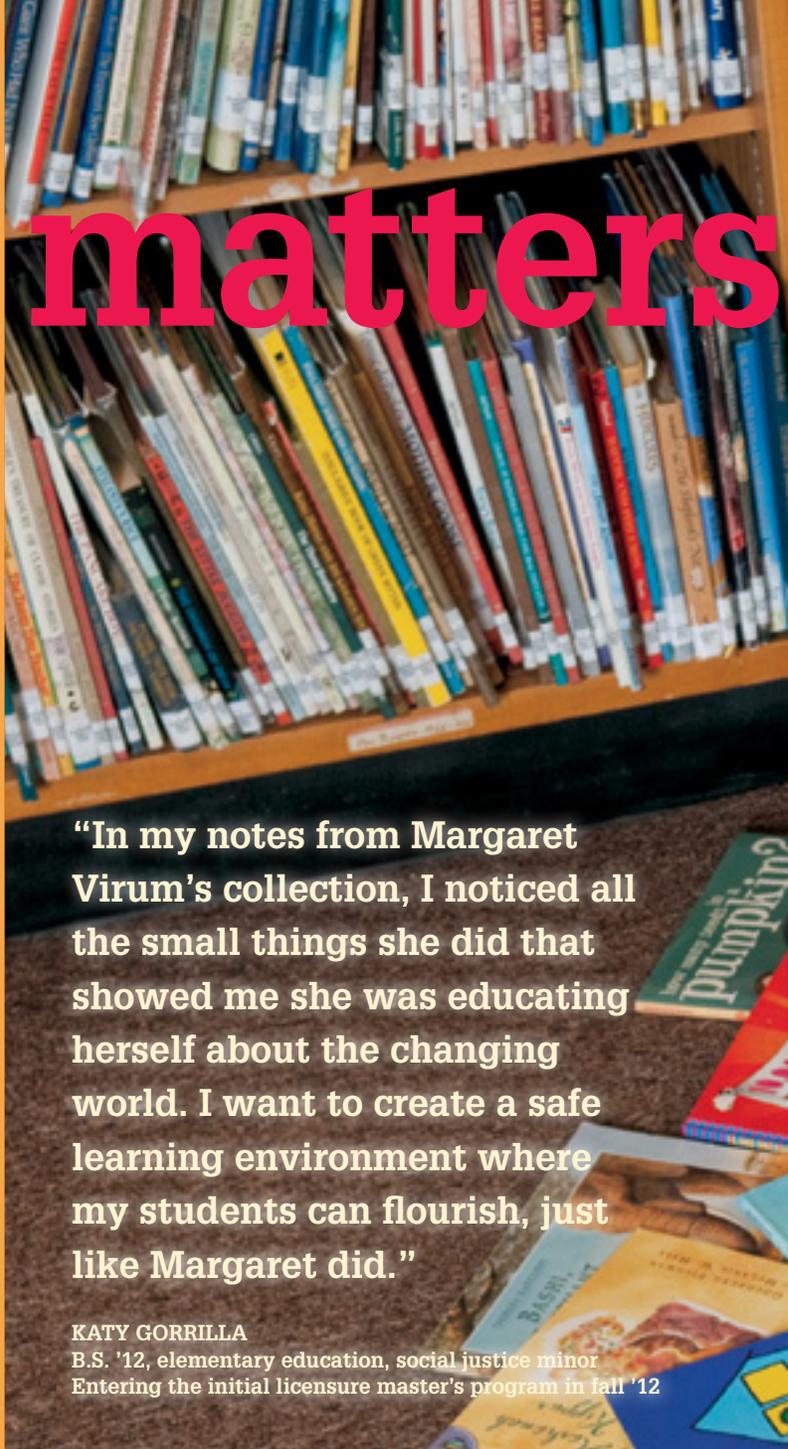
When Margaret's amazing collection of teaching materials came to CEHD's curriculum library after her death, Irene looked for a way to allow the collection to continue Margaret's mission. She worked with the college to create the Margaret Virum Learning From an Inspirational Teacher Award. So far, 23 students have received \$250 stipends to help finance the start of their own teaching collections.

Katy Gorrilla, right, a senior in elementary education, is one of the students who spent several hours in the basement of Peik Hall with the Virum Collection. The impact was profound. Katy was especially awed by Margaret's attendance books turned into scrapbooks of her former students.

This year, in loving memory of their mother, the Scatliff family pledged to make a multiyear gift to further enhance the field of teacher education.

"Some of our earliest memories are of sitting on Margaret's porch, listening to their conversations about teaching," says Irene's daughter Amy Scatliff. "They were free-thinking and bold, and they reached out to other teachers. We want that to continue."

DAWN VILLELLA



"In my notes from Margaret Virum's collection, I noticed all the small things she did that showed me she was educating herself about the changing world. I want to create a safe learning environment where my students can flourish, just like Margaret did."

KATY GORRILLA

B.S. '12, elementary education, social justice minor
Entering the initial licensure master's program in fall '12

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Support student scholarships at cehd.umn.edu/giving
Contact us at 612-625-1310



collegeCALENDAR

There are many ways CEHD alumni and friends can stay connected to the college. We hope you'll join us at some of the events listed here or connect with us online. Visit cehd.umn.edu/alumni/events or call **612-626-8782**.

Women's Philanthropic Leadership Circle Awards Celebration

June 19, 9–11 a.m.
Town & Country Club, St. Paul

Join members of the WPLC and friends of CEHD as they celebrate recipients of the circle's graduate student scholarships and the Rising Star Faculty Award. The event is free and open to all. Please RSVP by June 12 to wplc@umn.edu or **612-625-1310**.

CEHD Block Party

August 30, 3–5 p.m.
Burton Hall Plaza

Welcome the incoming Class of 2016 and celebrate with CEHD alumni and friends. RSVP to cehdas@umn.edu.

SAVE THE DATE:

CEHD Saturday Scholars

November 10, 8 a.m.–1:30 p.m.
McNamara Alumni Center

Our popular half-day of informal learning, featuring timely topics in education and human development.

cehd.umn.edu/alumni/events/saturday-scholars

Homecoming 2012

October 12
4:30–6:30 p.m., CEHD Alumni Party, Burton Hall Plaza
7 p.m., parade on University Avenue
cehd.umn.edu/homecoming

University-wide homecoming activities run October 7–13. Visit homecoming.umn.edu.