

UNIVERSITY OF MINNESOTA

# connect

+ Listening for  
children's voices in  
domestic violence

+ 2010-11 donor roster

CEHD | College of Education + Human Development

WINTER 2012



## Culture matters

**Joining state  
standards  
with tradition**

# connect

VOL. 6, NO.1 | WINTER 2012

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Educational psychology professor Jennifer McComas and American Indian elder Ida Downwind collaborate at Anishinabe Academy in Minneapolis.

Photo by Greg Helgeson

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**COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT**

**UNIVERSITY OF MINNESOTA  
Driven to Discover<sup>SM</sup>**



**from the dean:** This fall I had the honor of donning my academic robes twice. The first time was to welcome our incoming freshmen at convocation. The second was on a beautiful day in September, when I joined colleagues and leaders from the community as well as students and citizens to inaugurate Eric Kaler as the sixteenth president of the University. The tradition of the robes themselves—with colors reflecting our many disciplines and institutions, draped to keep out drafts in a time before central heating—is a reminder that we are part of a collaborative and centuries-old commitment to better the human condition.

President Kaler gave an inspiring address. I was glad to hear him talk about research, innovation, access, engagement, and diversity, all core to our college. He spoke to alumni as well as students, faculty, and staff. He challenged all of us to “step up to the plate and advocate tirelessly for this great University,” to ask ourselves every day what we are doing today to improve the lives of our students and our state.

He also talked about philanthropy. Philanthropy, he said, plays an “absolutely pivotal role in building on the foundation of public investment to catapult us to excellence. It is the difference between good and great.”

Jim and Carmen Campbell are two of the people who are making the difference between good and great. Not long after the inauguration, I had lunch with them and two CEHD students supported by the Campbells’ scholarship this year. You can read about Susan Glisczinski, Gloria Na, and the Campbell scholarship in this issue.

We’ve been holding several listening sessions with alumni this fall. Many who have attended have not been in contact with the college for many years and want to share ideas about what we should be teaching and how to best prepare students for the future. It’s been valuable to reconnect in this way.

I often hear people refer to the College of Education and have to add, “and Human Development.” The story about Jeff Edleson in this issue comes from work in human development. All together, the stories you’ll find in this issue represent the full spectrum of our mission. Thank you for continuing to be part of our story.

courtesy Jean Quam



**PRESIDENT AND MRS. KALER** got a big welcome from CEHD, one of the sites on a campus crawl during inauguration week. Under the stained glass atrium in Burton Hall (right), the Kalers got to see and hear first-hand from PsTL associate professor **Sue Staats** and her students how iPads are used to enrich learning in and outside the classroom as part of the First Year Experience.

On Community Day—which started on a farm and ended with an opening pitch at a Minnesota Twins game—President Kaler saw CEHD in action at the Urban Research and Outreach-Engagement Center



## Welcoming President Kaler



(UROC) in North Minneapolis (below). The Center for Early Education and Development (CEED), a collegewide center with a strong presence at UROC, is a research-based initiative to help children learn and thrive. UROC executive director **Heidi Barajas**, associate professor and associate dean in CEHD, welcomed the crowd.

Read more about President Kaler:  
[www.umn.edu/president/](http://www.umn.edu/president/)  
 CEHD First Year Experience:  
[www.cehd.umn.edu/current/undergraduate/fye/](http://www.cehd.umn.edu/current/undergraduate/fye/)  
 CEED: [www.cehd.umn.edu/CEED/](http://www.cehd.umn.edu/CEED/)  
 UROC: [www.uroc.umn.edu/](http://www.uroc.umn.edu/)

Inaugural week activities showcased the University. Top right: A demonstration of iPads in the classroom at Burton Hall was part of a campus crawl. Bottom: Community members welcomed President Kaler at UROC—elder Naima Richmond in conversation, and facing the camera (L-R) Senior VP Robert Jones, **Heidi Barajas**, James Everett, President Kaler, Evan Barnett. After the inauguration, the Kalers walked across the Washington Avenue Bridge, center.



Patrick O'Leary (top and middle photos); Margo Ashmore (bottom photos)

# RACING AROUND THE

# U

**FRESHMAN SHARON MOE** found out about the Gopher Adventure Race from a flyer in Coffman Union.

"I really wanted to do it with someone in my family because we all enjoy *The Amazing Race* TV show and we are an outdoor kind of family," she says.

"But everybody had a conflict," says her dad, Peter Moe (M.Ag. '82, CFANS), with a laugh. "I was her last choice."

Father and daughter (with Goldy, below) got a bigger workout than they expected.

"One minute you're playing wheelchair

basketball, and the next you're figuring out Greek letters on fraternity row," says Peter.

"I loved rappelling down the Armory, looking for plants in the garden, and portaging the canoes," says Sharon. "I thought it was funny that my dad had helped plant the garden and already knew the common and scientific names of almost all the plants. We passed a lot of people because of that!"

Peter Moe is now operations director at the University of Minnesota Landscape Arboretum. The Moes won in the category for alumni 10+ years since earning a degree.

The Gopher Adventure Race more than doubled in size this year to a total of 100 teams of two. With plenty of sun and wind on the first Friday in October, the teams started at Northrop Plaza at noon. At least 80 teams finished the race. In between, they visited 19 stations on the east and west bank in Minneapolis and in St. Paul, getting clues to perform mental and physical feats along the way.

The race is organized by a team of students and volunteers led by **Connie Magnuson**, director of the B.S. program in recreation, park, and leisure studies in the School of Kinesiology. This year, 96 student staff got hands-on field experience in creating courses, marketing, and acquiring sponsors.

Second-year medical students Tracey Powell and Beth Tacl finished first overall, completing the race in 4 hours, 16 minutes. School of Kinesiology faculty members **Jennifer Bhalla** and **Nicole LaVoi** (inset, right) won in the faculty category.

Watch for early-bird registration this spring for the fall 2012 race.



Ava Wichmann (bottom and inset photos); others courtesy Connie Magnuson



President Kaler dropped by to greet the student and staff volunteers, led by **Connie Magnuson** (front row, left).





# Book life

**BOOK EVENTS** brought two national authors and a remarkable soccer coach to the campus and community this fall.

Luma Mufleh (above, second from left), founder and coach of the Fugees, a soccer program for children of refugees from war-torn nations resettled in Clarkston, Georgia, visited as part of CEHD Reads. Mufleh's work and the challenges facing young immigrants were featured in the best-selling book, *Outcasts United*, by journalist Warren St. John. The author (below) also visited and spoke about his experience finding the story and writing the book.

With soccer growing rapidly across the nation, and with Minnesota's large population of resettled refugees, many found the book's themes familiar.



The CEHD Reads Common Book is read by all incoming CEHD students as part of First Year Inquiry, a team-taught multidisciplinary course in postsecondary teaching and learning, where the First Year Experience program is housed. Each year, curriculum and events are designed around the question: *Can one person make a difference?* Coach and author gave public talks and met for class discussion, sharing their sometimes contrasting points of view. Students were able to explore those perspectives, the differences made by

coach and author, and issues related to youth, sports, education, and the challenges and rewards of engaging diversity.

Joseph Bruchac (below), prolific author of many children's books, including *Thirteen Moons on Turtle's Back*, *Sacajawea*, and the "Keepers" series integrating science and folklore, spoke at the 71st annual Book Week. Bruchac has been drawing on his Abenaki Indian heritage and Native American traditions to write for wide audiences for more than 30 years. His talk was peppered with storytelling and tunes on a flute. He urged teachers to find and use books that deal with Minnesota's indigenous people, culture, and history.

Bruchac's talk followed a day of children's book displays and reviews. For decades, Book Week has allowed teachers, librarians, and book buyers to see a vast range of new books and hear short reviews in a single day. It's sponsored by the children's literature program in the Department of Curriculum and Instruction, the Ruth Mitchell endowment, and University Libraries.



## Together forever

**A NEW** Permanency and Adoption Competency Certificate program was unveiled in November, National Adoption Month. The new program is located in the Center for Advanced Studies in Child Welfare in the School of Social Work.

Foster and adoptive families identified the need for adoption-competent mental health and child welfare services, according to **Traci LaLiberte**, executive director of the center.

Lucinda Jessen, Minnesota Department of Human Services commissioner, attended the news conference November 1.

"Our goal is to support adopted children and their families—and those yet to adopt—so they remain together forever," Jessen said.

The program provides 90 hours of training along with 18 hours of clinical supervision. The first-year cohorts this fall in the Twin Cities and Duluth include 42 mental health and child welfare professionals.

Read more about the program at [www.cehd.umn.edu/ssw/cascw/PracResources/PACC/](http://www.cehd.umn.edu/ssw/cascw/PracResources/PACC/).



## A different kind of **IMPACT**

**IN THE FEW DECADES** since Title IX opened the door to equal opportunity for girls and women in sports, the number participating in high school sports has gone from 1 in 27 to 1 in 3. Today, 40 percent of people who participate in sports and physical activity are female.

Meanwhile, the impact of concussions in sports has drawn national attention—though most has focused on males. Many questions remain unanswered: Are females as susceptible to concussion as males, or even more so? Are female athletes less likely than males to report a concussion?

Last year the Tucker Center for Research on Girls and Women in Sport and Twin Cities Public Television (tpt) teamed up to make a documentary to answer these questions and more. *Concussions and the Female Athlete: The Untold Story* debuted October 16. Through a special agreement, it's now available to watch, free, on the Tucker Center website.

The center is committed to providing knowledge to a vast audience. The ability to disseminate the video will impact those who need the information most.

"In the case of serious brain injuries such as concussion, this first-of-a-kind documentary can quite literally save lives," says Tucker Center director **Mary Jo Kane**.

The one-hour program features interviews with athletes, parents, coaches, trainers, referees, scholars, and others.

"Regardless of your knowledge, there's really some solid evidence-based information in there you can utilize," says **Nicole LaVoi**, associate director of the Tucker Center. "It's an education tool, it's a prevention tool, it's an awareness tool."

See *Concussions and the Female Athlete: The Untold Story* on the Tucker Center website, [www.cehd.umn.edu/tuckercenter/](http://www.cehd.umn.edu/tuckercenter/).

## Summit on special education

For two days in September, the Education Sciences Building hosted a who's who in special education. Leaders from across the country came to the invitational summit, "Back to the Future of Special Education: Individualizing Education Through Data-Based Programming."

The summit was designed to generate a research agenda for evaluation, development, and dissemination of data-based decision-making and experimental teaching methods. Day 1 provided keynote presentations in critical areas, and Day 2 allowed small groups to draft outlines for monographs.

The keynotes were given by **Douglas** and **Lynn Fuchs** (below), Nicholas Hobbs Professors of Special Education and Human Development at Vanderbilt University.

Douglas Fuchs (Ph.D. '78) named as one of 14 "revolutionary educators" by *Forbes* in 2010, talked about Smart RTI, a research-based approach meant to help practitioners make efficient use of school resources.

Lynn Fuchs (Ph.D. '81) gave an overview of curriculum-based measurement (CBM) and her research on assessment tools for enhancing instructional planning and on instructional methods for improving reading and math outcomes for students at risk for and with learning disabilities.

Professor emeritus **Stan Deno** (see a profile on p. 27) spoke at the end of Day 1. Much of the work in special education nationally and internationally today is grounded in the early work of Deno and the late Phyllis Merkin.

On Day 2, associate professors and conference cohosts **Ted Christ** and **Kristen McMaster** facilitated work sessions to outline plans for monographs on the future of measurement, instruction, problem-solving, and professional preparation.

Nearly half of the 25 summit participants were CEHD alumni. Funds for the summit were provided by the Phyllis Mirkin estate.

Learn more on the Research Institute for Problem Solving website at [www.cehd.umn.edu/EdPsych/RIPS/](http://www.cehd.umn.edu/EdPsych/RIPS/).





# Mind and body in the classroom

## A new study shows corporal punishment harms children's ability to learn

**IN A NEW STUDY**, children in a school that uses corporal punishment performed significantly worse than those in a school that relies on milder discipline such as time-outs.

The findings suggest that a harshly punitive environment may have long-term detrimental effects on children's executive-functioning ability—those cognitive skills involved in self-control and problem-solving. As a result, children exposed to a harshly

punitive environment may be at risk for behavioral problems related to deficits in executive function.

**Stephanie Carlson**, associate professor in the Institute of Child Development, conducted the study with Canadian colleagues Victoria Talwar of McGill University in Montreal and Kang Lee of the University of Toronto.

The study included 63 children in kindergarten or first grade at two West African private schools. Their families lived in the same urban neighborhood, and parents were mostly civil servants, professionals, and merchants.

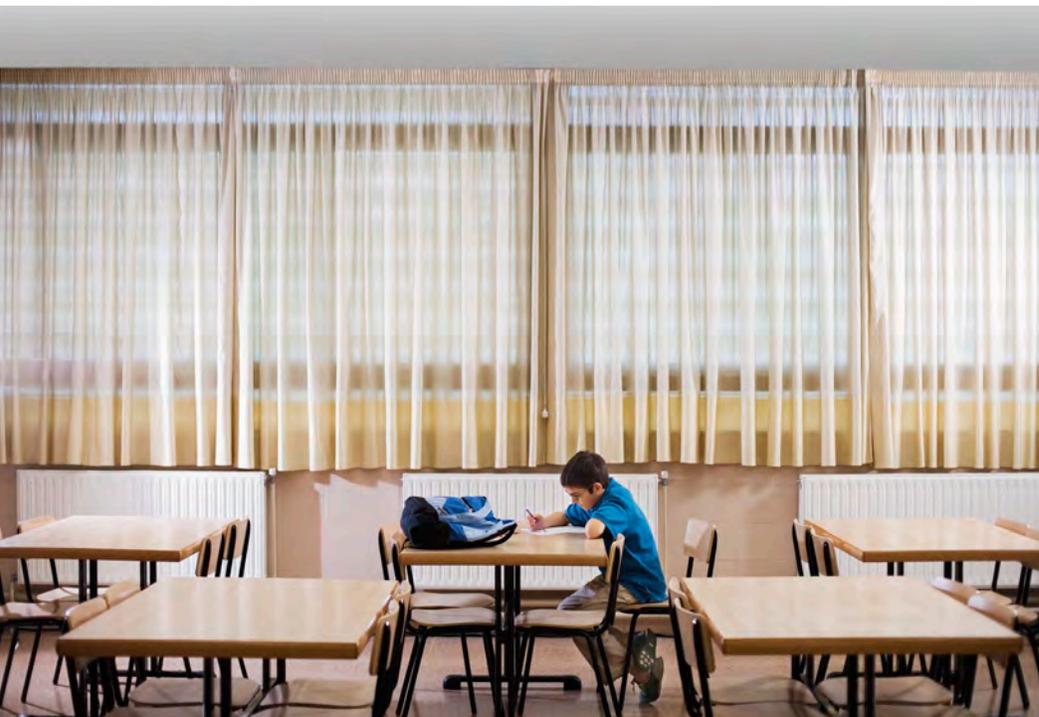
In one school, discipline in the form of beating with a stick, slapping of the head, and pinching was administered publicly and routinely for offenses ranging from forgetting a pencil to being disruptive in class.

In the other school, children were disciplined for similar offenses with the use of time-outs and verbal reprimands.

Overall performance on executive-functioning tasks—planning, abstract thinking, delayed gratification—was similar in the younger children from both schools. But the first-grade children in the school that did not use corporal punishment scored significantly higher than those in the school that did.

The results are consistent with research findings that punitive discipline may make children immediately compliant but may reduce the likelihood that they will internalize rules and standards. That, in turn, may result in lower self-control as children get older.

The study was published July 26, 2011, in the journal *Social Development*.





“With this new evidence, parents and policymakers can be better informed.”

STEPHANIE CARLSON

### Widespread relevance

The findings have widespread relevance for education in the United States, says Carlson.

“Nineteen states still allow corporal punishment in schools, although more of them are now asking for parent permission to use it,” she says. “With this new evidence that the practice might actually undermine children’s cognitive skills needed for self-control and learning, parents and policymakers can be better informed.”

Despite the age-old debate over the effects of corporal punishment, few studies have examined the effects on executive-functioning ability. The new study uses a quasi-experimental design to derive data from a naturally occurring situation in which children were exposed to two different disciplinary environments. The parents of children in both schools endorsed physical

punishment equally, suggesting that the school environment can account for the differences found.

“The study demonstrates that corporal punishment does not teach children how to behave or improve their learning,” says Talwar. “In the short term, it may not have any negative effects, but if relied upon over time, it does not support children’s problem-solving skills or their abilities to inhibit inappropriate behavior or to learn.

### What’s next

Many further questions remain unanswered.

“We are now examining whether being in a punitive environment day in and day out will have other negative impacts on children, such as lying or other covert antisocial behaviors,” says Lee. “Also, we are pursuing the long-term consequences of experiencing corporal punishment. For example, what would children’s cognitive and social development be five or ten years down the road?”

.....  
Talwar, V., Carlson, S. M. and Lee, K. (2011), Effects of a Punitive Environment on Children’s Executive Functioning: A Natural Experiment. *Social Development*, 20: 805–824. doi:10.1111/j.1467-9507.2011.00617.x

## RESEARCH AT WORK Literacy outreach in Minneapolis gets results

Professors **Deborah Dillon** and **David O’Brien** (Department of Curriculum and Instruction) got excellent news from Minneapolis Public Schools (MPS) in September about the Minnesota Comprehensive Assessments (MCA) test results. Students who have been participating in a new reading program guided by the two professors showed marked improvement in their scores.

Dillon and O’Brien have been working with Grades 6-8 literacy leaders, teachers, and literacy coaches in MPS for the past several years, helping to implement a formal reading program targeted at middle-school students who are not performing up to their grade level in reading. Efforts in professional development and meetings with district personnel were coupled with a commitment to hiring and educating a cadre of teachers with a specialization in reading.

The district helped support a collaboration with the CEHD reading licensure program. Literacy faculty taught the 15-credit series of licensure courses off-site, at the Urban Research and Outreach-Engagement Center, to support MPS teachers working with middle-school youth in reading classes as well as the literacy leaders coaching the educators.

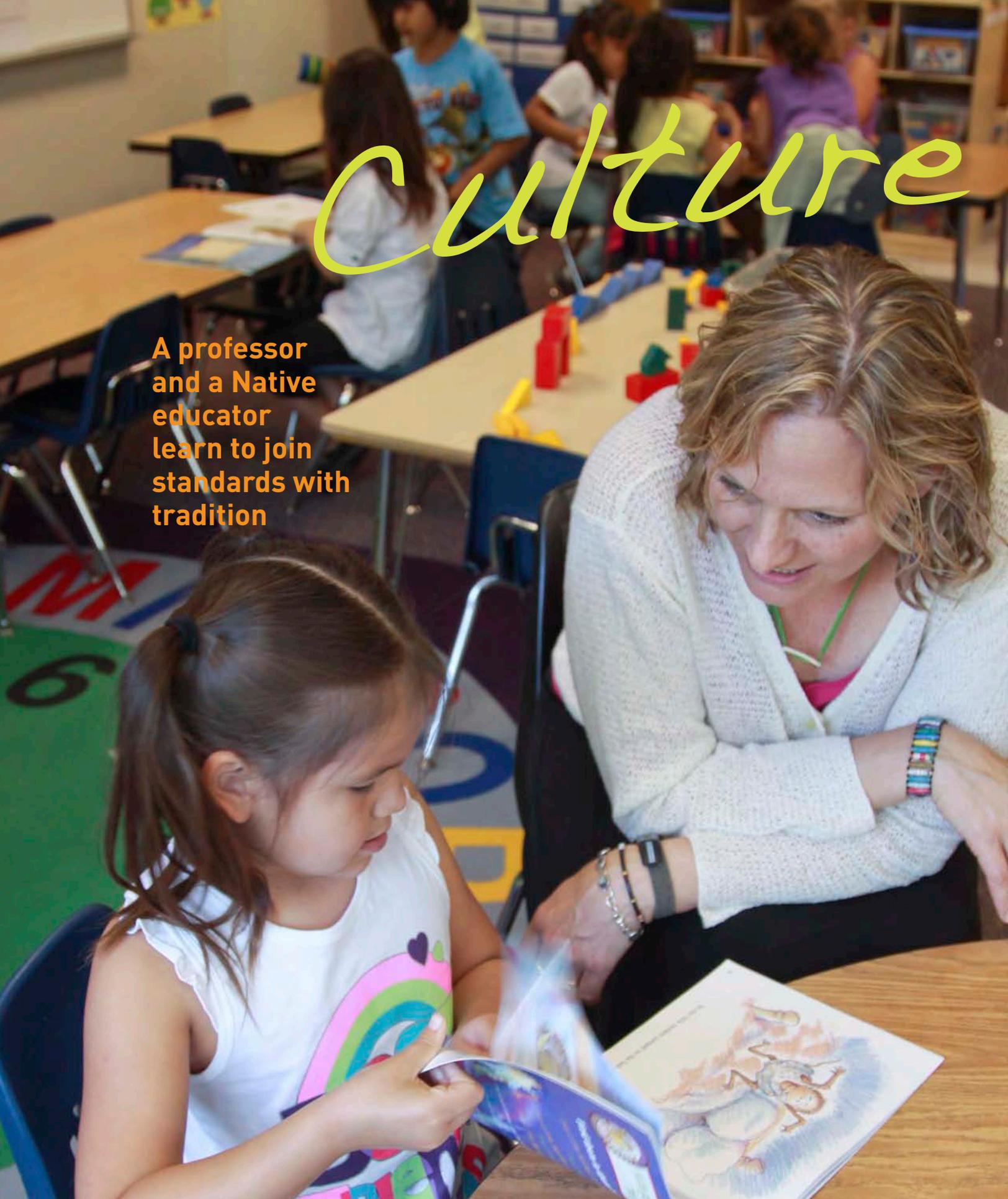
Sixth-graders who participated in the new reading program two years ago grew significantly in their achievement. Excellent growth in reading scores on this particular MCA test is particularly impressive considering that the state test recently changed and became more challenging. Students from the Native American, African American, and Asian American student groups all increased in performance levels.

Dillon and O’Brien were singled out this year for their highly influential research in the field by the incoming president of the Literacy Research Association.

Read more about Dillon and O’Brien’s research at work at [www.cehd.umn.edu/ci/Faculty/research/default.html#Literacy](http://www.cehd.umn.edu/ci/Faculty/research/default.html#Literacy).

# Culture

A professor  
and a Native  
educator  
learn to join  
standards with  
tradition



# matters

BY SUZY FRISCH

**NIGOZIS, A THIRD GRADER** at Anishinabe Academy in Minneapolis, could barely read. He often disrupted his class by veering off task. He knew he lagged far behind other students, and he lacked self-worth. But when his teacher began incorporating more Ojibwe words, cultural teachings, and Native American

principles of behavior into class lessons, his attitude changed.

Nigozis went through a dramatic transformation at school that included his reading skills. He started speaking Ojibwe well, eventually rising to the top of his class in language ability. And he now carries himself entirely differently—with fresh confidence in himself and his capacity to learn.

“It’s been a profound growth,” says Ida Downwind, program facilitator for the school district’s Department of Indian Education, on special assignment at Anishinabe. “He engages me in Ojibwe, he’s reading at his grade level, and he volunteers to read aloud. That’s not something I saw him doing before.”

Anishinabe Academy is a magnet school that focuses on Native American culture and language. A new Urban Indian Education Partnership among Anishinabe, Minneapolis Public Schools, and the College of Education and Human Development is creating ways to improve student performance by fully integrating academic instruction with cultural teachings and American Indian approaches to learning.

Developing the method for infusing culture and academic rigor wasn’t always easy. Along the way, Native and non-Native educators had to find a way to address differences in culture and in perspectives on improving student outcomes.

With test scores that chronically fall below other students and a graduation rate of 44 percent in 2010—compared to 90 percent for whites, 83 percent for Asian Americans, 64 percent for African Americans, and 61 percent for



Jennifer McComas, left, and Ida Downwind, above, work with children in classrooms at Anishinabe Academy.

Latino students—the need to improve outcomes for Native American students in Minneapolis is critical. American Indian community leaders clamored for the Minneapolis Public Schools to do more. Bernadeia Johnson—then chief academic officer of Minneapolis Public Schools, later named superintendent—asked Jennifer McComas for help.

McComas, the Rodney Wallace Professor in the Department of Educational Psychology, had helped students at Lucy Craft Laney School on Minneapolis's Northside. After intensive one-to-one tutoring, the students in McComas's project made significant improvements in literacy. Johnson asked McComas if she might try a similar approach with American Indian students.

“Well, I don't really know anything about Native American students, but I don't think they learn differently from white or African American students,” she said. “Kids learn like kids learn; I can't imagine their skin color is going to affect my ability to help them learn to read.”

Actually, McComas also had a lot to learn, starting with the fact that skin color and culture are not synonymous. McComas would have to not only overcome the lagging academic performance of American Indian students, she would have to navigate a culture unfamiliar to her. She needed to learn Native approaches to learning and build relationships with educators and leaders at Anishinabe Academy and in the community.

The district paired McComas with Downwind, an American Indian elder with more than 35 years of experience in education. Together they gathered a team of educators and leaders to create the Urban Indian Education Partnership. Two

years in the making, the partnership has already proven its point: American Indian students improve scholastically when teachers marry cultural elements and challenging academics.

“I knew that good instruction without cultural elements would not work, and Jennifer knew that cultural elements without good instruction would not work,” says Downwind. “We learned together that both good instruction and cultural elements are necessary, and neither alone is sufficient.”

### **Inawendiwin (Relating)**

In 2006, Minneapolis Public Schools and the Metropolitan Urban Indian Directors signed a landmark Memorandum of Agreement that sought to vastly improve the education of the district's American Indian students.

“Educational failure has condemned generations of Indian people to poverty and diminished life opportunities,” the memorandum stated. Some of that failure is deeply rooted in past practices of forcing American Indian children to assimilate by stripping them of their language, culture, and spirituality.

As part of the agreement, the district created three Indigenous “best practice” schools that emphasize Native American culture and languages along with academics—Anishinabe, Anne Sullivan Middle School, and All Nations at South High School. Through the agreement, progress was made, but by 2009, the changes were not making a significant impact on academic performance. That's when Johnson reached out to McComas.

At McComas's first meeting with Anishinabe leaders, staff



from the district's Department of Indian Education, and other stakeholders, she admitted she didn't know much about Native culture. She asked many questions and did a lot of listening. After the first two or three meetings, McComas came away surprised at the pace of decision-making—her first introduction to cultural differences.

"I'm a solution-oriented person: define a problem, generate solutions, pick a solution, go with it, and adjust as necessary," says McComas. "I wanted to have a meeting and define objectives. But that wasn't the way it was at all."

Her colleagues in the Department of Indian Education tended to be process-oriented, she observed. They considered issues carefully before decisions were made. They moved a lot more slowly, she thought, but very deliberately, she realized.

"It's really about relationships," says McComas, "respect for different perspectives and different ways of doing things, and being willing to allow time and space to think things over, sometimes talk to other people, and meet again before decisions are made."

Learning to work with her new partners took remarkable adjustment on McComas's part.

"I had to really learn to not do all the talking in meetings," she says. "For seven or eight months, I had to almost literally sit on my hands and bite my tongue."

Downwind advised McComas to be patient as individuals deliberated about the various aspects of the project.

"I would say, 'Can you wait a little bit?'" Downwind says. "She was very bold, but now I would use words like brave. But something about her said to me that she's got heart and so I worked through it with her, often saying, 'Can you get out of your head for a minute? Let's connect it to your heart.' We'd have a lot of conversations saying, 'Do you mean this or do you mean that?' It was a real mutual relationship."

For six months, McComas spent two and a half days each week at Anishinabe, talking with Downwind and others in the building, attending staff meetings and Ojibwe culture and language classes for teachers and staff, assisting or observing in the classroom, and getting to know teachers. Finally McComas believed she was on the right path and had built enough trust to begin to address the partnership's goals to support educators as they implement best practices to improve and sustain the achievement of American Indian students throughout the district.



## Izhichigewin (Doing)

Downwind had already laid some of the groundwork for the partnership. She developed a way to integrate the district's Principles of Learning—a uniform framework the district uses to help educators design and analyze instructional quality and opportunities

for all students—and the Anishinabe Ways of Knowing that include Thinking, Doing, Behaving, Relating, Responsibility, Language, and Knowing. These Ways of Knowing are how the Seven Grandfather Teachings—love, truth, honesty, bravery, humility, respect, and wisdom—are shown in daily life.

Downwind wanted educators to see the Principles of Learning from an Anishinabe and Dakota worldview by blending common academic principles, like self-management of learning, organizing for effort, and academic rigor, with such Anishinabe and Dakota tenets as responsibility, thinking, language, and behavior.

"It's what we call the 'how' of our work together," says Downwind. "I was trying to frame it for the teachers who work with a large student body of Native students. There had to be a way to describe what we were looking at and put it simply so people wouldn't feel like they are doing three or four separate things. They are doing one thing if they can gain this understanding."

Carrying Downwind's work further, the team devised a tagline for the Urban Indian Education Partnership: *Niwiidookodadimin*—Ojibwe for "We will work together to learn." The tagline reflected the team's intention to learn from one another and from students, teachers, parents, and community members.

Next they began developing a tool for examining the relationship between teacher practices and student outcomes. Impatient to begin observations and collect data, McComas took a crack at creating the tool using standard educational practices, including a strong focus on systematic instruction and verbal praise.

She learned quickly that she should have observed even more carefully in the classrooms and gathered input from the Native community.

"I was getting feedback that the tool was completely inadequate," she says. "It doesn't have anything to do with

.....  
The mural and other pictures accompanying this article were photographed at Anishinabe Academy. The graphic symbols appear courtesy of Minneapolis Public Schools Indian Education.

Native kids or culture,' was the response of some of the teachers."

Downwind and McComas instead developed a new observation tool to evaluate a blend of standard and Native instructional practices. For example, the best practices encourage teachers to use a lesson plan based on Minnesota state standards that includes layers of Ojibwe and Dakota words, culturally based materials, and the nonverbal communication that is a key component of Native culture.

"We agreed that what we needed was for teachers to integrate cultural teaching, not to teach the culture," McComas says. "It's cultural teaching with academic rigor.

"For example, you would encourage students to work together and learn from one another while giving instructions in Ojibwe or Dakota for things like—be still, all eyes on me, or listen to each other," she says. "Acknowledgement and appreciation are more often shown through a nod of the head or some other nonverbal gesture than through public statements of praise."

Becky Simondet used the methods to teach literacy in her first-grade classroom at Anishinabe. For example, she chose a Creek story called "How Grandmother Spider Stole the Sun" as part of a unit to teach students how to summarize a text. The text layered a cultural element with students' emerging knowledge of storytelling.

"It's taking what needs to be taught, but instead of always using traditional books, you take cultural readings so you can solidify a concept and understanding through the culture," says Simondet.

Simondet has embraced the partnership's methods for incorporating more cultural teachings and language instruction into her lessons. As one of the non-Native teachers at the school, she tells her students that she is learning Dakota along with them and that they can teach her as well. Using richer cultural materials and more language have made a marked difference in her classroom, she says, by creating a cooperative learning environment.

"The overall climate of my room changed," Simondet explains. "I noticed that the children started using the language with each other and connecting it to the work we did. They listened better, and it helped us build a classroom community and family."

Parents of Anishinabe students also noticed big changes, which included academic improvement. They saw the enthusiastic, respectful CEHD interns and graduate students as strong allies for their children's education, according to parent

council member Deanna StandingCloud.

StandingCloud is also the parent engagement coordinator for the district's Department of Indian Education. She fully supported the partnership's work to incorporate cultural teachings with academic principles.

"The Seven Teachings we have as a culture [...] are so aligned with the school's Principles of Learning that it really makes sense to teach that way," says StandingCloud.

McComas, Downwind, and the team spent the remaining part of the 2009–10 school year observing and examining the relationship between specific teacher practices and student outcomes. In 2010–11, they offered weekly professional development to teachers who were new to the methods and to help strengthen the work of already engaged teachers. In addition, McComas used money from the Bruininks/Hagstrum Endowment Fund for Education and other sources of support, including the University's Office for Equity and Diversity, to fund several graduate students to collect data and to provide supplemental instructional support for second- and third-grade students in the area of reading.

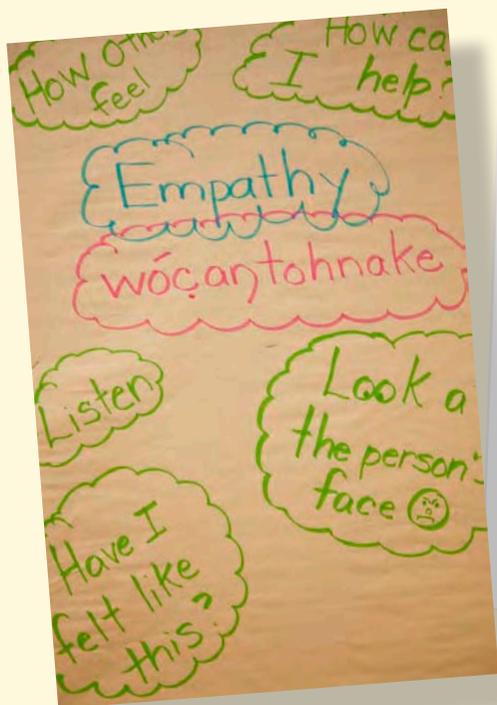
"The data have revealed significant correlations between teacher practices and student outcomes," says McComas. Furthermore, when teacher practices were separated into culturally specific and non-culturally specific (i.e., 'standard') categories, there were no significant correlations; only when the practices were combined were the correlations significant.

"The data showed us that, indeed, culture and academic rigor are both necessary, and that neither one alone is sufficient to produce desired outcomes for students," she says. "It's very exciting."

Of the 16 teachers at Anishinabe Academy, about half embraced the partnership's approach, with about half of the Native teachers embracing the partnership. One challenge has been to overcome some non-Native teachers' concerns about teaching a culture that's not their own. Some Native teachers were resistant because they felt embarrassed about not knowing more of the language or culture themselves.

"We're telling teachers, 'You are teaching through a lens, not teaching about the lens,'" says Downwind about the culture. "That makes a difference."

At the end of the 2010–11 school year, McComas, Downwind, and other partnership members held a feast to honor the participating teachers. They offered traditional ceremonial gifts to request that the experienced teachers be



### Seven indigenous ways of knowing

OJIBWE	ENGLISH	DAKOTA
Izhichigewin	Doing	Woecun
Izhitwaawin	Responsibility	Wicoh'an
Gikendaasowin	Knowing	Wosdodya
Ojibwemowin	Language	lapi
Inendamowin	Thinking	Woiyukan
Inaadiziwin	Behavior	Tanyan Opi'ic'yapi
Inawendiwin	Relating	Owas'in

peer mentors to others who had been reluctant to participate. By accepting, each of the teachers agreed to assist in shifting away from the elder-based coaching model and toward a more peer-based coaching model, McComas says.

During 2011–12, partnership members are designing model units to demonstrate how to include best practices in infusing culture and academic rigor across curriculum areas and grades, including high school.

### Gikendaasowin (Knowing)

The Urban Indian Education Partnership is expanding its work to other schools with significant populations of Native students, including All Nations at South High, during the 2011–12 school year. The partnership will also work with teachers from across the district who have attended

Department of Indian Education professional development seminars, where they learn how the district's Principles of Learning relate to the Anishinabe Seven Ways of Knowing.

The CEHD facet of the partnership goes far beyond McComas's role. It is vital that all the graduate assistants, interns, and practicum students who work on the partnership learn about how essential culture can be to effective instruction. McComas hopes that some of those students will expand on the lessons learned as they enter and advance their own careers. With the project now in its final year, she is also seeking funding to continue the partnership.

The Memorandum of Agreement is being reauthorized this year and—based on the findings of the Urban Indian Education Partnership—the Metropolitan Urban Indian Directors and Minneapolis Public Schools officials have agreed that instructional practices identified by McComas and Downwind will be part of the reauthorization. McComas and Downwind hope it will lead to further implementation of the best practices and improvement in student outcomes.

“We’re seeing in our data and data collected from other studies across the country that the more enculturated students are, the more likely they are to succeed,” says McComas. “Wouldn’t it be something if we demonstrated empirically that the integration of good academic instruction and cultural teaching practices is an important practice for closing the achievement gap between white students and their peers from culturally different backgrounds?”

### We are here

- + More than 90 percent of the children at Anishinabe Academy identify themselves as Native American.
- + Minneapolis Public Schools enrolled 1,565 Native American students (4.5 percent) in 2010–11.
- + About 18,000 (2.2 percent) of K-12 children in Minnesota public schools are Native American, the large majority from the Anishinabe and Dakota nations.

Sources: Minneapolis Public Schools; Minnesota Department of Education

## OPENING THE DOOR

# Listening for the child's voice in domestic violence

BY GAYLA MARTY

**"I WAS ABLE TO REMEMBER** episodes of crying and crying," says David, now 20, reliving his early childhood.

"I was afraid to tell the truth and didn't say anything for awhile," 10-year-old Lucia confides, her voice wavering.

"At the shelter...I was supposed to talk to the psychiatrist about my trauma," complains Alex, 15. "I hated it."

David, Lucia, and Alex are the voices of child survivors of family violence. The violence in David's family began before he was born, and he still suffers severe depression. Lucia's father stepped on her arm when she tried to intervene in a fight between her parents, causing an injury that drove her to the school counselor the next day. Alex once saw his stepdad beat his mother, but now he is using his experience to do something about violence among his peers.

You can hear these three young voices, read their diaries, and see remnants of photos that describe their lives on a new website. David, Lucia, and Alex are composites of many children's stories, but they are all true. They represent the lives of the estimated 5.5 million U.S. children who witness or experience violence in their homes each year.

Honor Our Voices, a website to increase awareness of how domestic violence affects children, debuted in September. The main audience is service providers. In the first two weeks, nearly 6,000 visitors came to the site, and the project gained international media attention.

Jeffrey Edleson, professor and director of research at the School of Social Work, has been working in the field of domestic abuse response and prevention for 30 years. Honor Our Voices was developed under his leadership.

"It turns out that the majority of residents in battered women's shelters are children," he says, "but until recently, we rarely acknowledged that or even thought about the children."

About 15 years ago, things began to change. Edleson also noticed a shift when visiting colleagues in countries that had not only signed but ratified the international Convention on the Rights of the Child, something the United States has not yet done.

"That lens of children's rights is not nearly as strong in the U.S.," he says. "You look at child protective services, domestic violence services, and you begin to think, 'Where are the child's rights? Where is the child's voice?'"

Then, at a national summit two years ago for people working in the domestic violence field, a child's voice was heard. Casey Keene from the National Resource Center on Domestic Violence took the podium with her own mother. Keene began to read from diaries she kept when she was 12,



“It turns out that the majority of residents in battered women’s shelters are children, but we rarely acknowledged that or even thought about the children.”

JEFFREY EDLESON

## Up to 275 million children worldwide are affected each year by violence, according to a United Nations study.

when her father was beating her mother, and as she and her mother sought safety in a shelter for battered women.

“She would read an entry, then she would reflect on it, and then her mother would reflect on what she was going through at the same time,” Edleson remembers. “It just clicked. So that’s where Honor Our Voices came from—the little diaries.”

Edleson immediately talked to a program officer for the Avon Foundation for Women, which had sponsored the summit. It took a year to fund the project and another year to produce it.

**E**dleson’s career reflects the progress of domestic violence research and practice as a field. He came to it as an undergraduate at Berkeley in the early 1970s, when a friend prompted him to take a class from a professor interested in cognitive behavioral approaches. The friend expected Edleson would hate it.

“It was controversial at the time,” he says with a smile. “But cognitive and behavior approaches made total sense to me.”

Edleson became the pioneering professor’s undergraduate research assistant, worked at several sites in the Bay Area, and majored in social work. From there, he went to graduate school in Madison, Wisconsin, then to Israel for a year of postdoctoral research.

The path led several years later to Minnesota because the state was a leader in social services to aid domestic violence victims and to help perpetrators change. But domestic violence was a very small area of work in 1981.

“I extended my job interview to two days and met with all the agencies in town,” he remembers. “I decided that when I came here, I was going to work with one of those agencies to help evaluate their programs and develop their services.”

That’s exactly what he did, teaming up with the Domestic Abuse Project (DAP), a United Way-funded agency, to conduct collaborative research and translate it into continually improving practices. First he volunteered at DAP, co-leading groups for men who batter and helping to organize reporting data for funding agencies. Together with DAP staff and his students, he analyzed the data being generated. Edleson became a member of DAP’s administrative team, developing collaborative approaches to build a high-quality, decades-long research program informed by practitioners in the field.

“It was always a true partnership,” says DAP director Carol Arthur. “With any research, we’d sit down with him to determine the questions and later to analyze the results. He’s held us accountable to tell the truth, and we’ve held him

### Honor Our Voices

Honor Our Voices, a new online learning tool, tells three children’s stories of domestic violence through their diaries.

Meet David, Lucia, and Alex at [www.honorourvoices.org](http://www.honorourvoices.org).



accountable to do research that matters and make sure it’s safe. He’s always been incredibly generous, working with us as co-researchers and co-authors, and sharing the recognition for it.”

**B**y 1989, the tenth anniversary of the international Convention on the Elimination of All Forms of Discrimination Against Women, nearly a hundred nations had agreed to be bound by its provisions.

In the United States, the Violence Against Women Act was passed in 1994. The national crime survey that tracked personal and household victimization was also continually revised to better track domestic abuse.

In the early 1990s, a statewide survey revealed that many professionals across Minnesota were working with survivors and perpetrators of violence, but few had any training for it. So in 1994, the state legislature appropriated funds to establish a center at the University to improve the quality of higher education related to violence.

The center was planned to be part of student services, but at the last minute the administration decided it should be located in an academic unit. Edleson was a coauthor of the proposal, and his department, the School of Social Work, became the home of what would eventually be called MINCAVA—the Minnesota Center Against Violence and Abuse.

When state funding ended, Edleson merged several related research, education, and outreach projects within MINCAVA. Today the center is headquartered on the main floor of Peters Hall on the Twin Cities campus in St. Paul with Edleson, three other full-time staff members, and 10 graduate students. MINCAVA continues to conduct original research, translate it into effective practices, disseminate information, and educate students. The interdisciplinary, University-wide undergraduate minor in family violence prevention (FVP) was originally designed in MINCAVA and is now housed in the School of Social Work.

## 27.7 percent of 14- to 17-year-olds in a recent national survey reported exposure to domestic violence during their childhoods.

**O**n a sabbatical in Singapore in 1991, Edleson conducted research that showed similar rates of domestic violence in a culture very different from the United States.

“But the way cultures respond to domestic violence differs,” he says, “from housing policy to legal systems.”

His optimism stems from the growing evidence that violent behavior is learned and can be unlearned, and new, nonviolent responses can be learned. Research is showing what kinds of interventions are effective at reducing violence.

Research is also shedding light on aspects of violence not considered before. One significant finding is the devastating power of a child’s exposure to violence and abuse: witnessing domestic violence may itself constitute grave danger to a child.

This is a key reason that Edleson and colleagues have testified to the U.S. State Department and in the Netherlands on the 30-year-old Hague Convention on the Civil Aspects of International Child Abduction. Today, more than two-thirds of the “abductors” are mothers fleeing with children to their home countries.

“If there’s documented evidence that a child has been beaten or sexually abused, most of the time judges will not return the child,” Edleson says. “But if the mom has been abused and the child has not, in 80 percent of the cases we studied, the kids were returned to the abusive father or husband. Yet the beating of the mom can have as much of an impact on that child as direct physical abuse. We have 20 years of social science to back that up now.”

One of Edleson’s current projects is collaborating on a guide for Minnesota judges to help them gain a better understanding of what is at stake and the discretion they lawfully have to safeguard children. A copy was sent to the staff they met at the Hague, who are now considering new global strategies to aid judges on the issue.

“We hope our guide will be a model,” he says.

**I**n a single generation, the field of domestic violence has expanded beyond agencies and service organizations to efforts in health care, education, and the justice system. Minnesota has been at the forefront of the movement, and so has Edleson.

He teaches and advises students, oversees research, writes, edits two series of books on domestic violence for Sage Publications and Oxford University Press, gives expert testimony, speaks to local and national groups, and

collaborates with colleagues around the world. Last year he was named by the U.S. Attorney General to the National Advisory Committee on Violence Against Women and this fall agreed to chair its subcommittee on evidence-based practice.

The next project on the horizon is both practical and far-reaching.

“We know that children and battered women turn to family members and friends first,” Edleson says. “Yet the professional field of domestic violence intervention does virtually nothing to enhance and support that social network of family and friends who are first responders.”

Those first responders—perhaps a teacher or a best friend’s parents—may be scared or frustrated as well as concerned about a child who’s been exposed to domestic violence.

Similar to Honor Our Voices, the new website will be interactive, a safe place for family and friends to go to understand the issue, understand what their role can be in supporting or helping the child, and learn about ways they might link the child to a service that’s out there. The center’s work on the project is supported by a new organization, Makers of Memories Foundation, established by a social media entrepreneur from New York who was exposed to domestic violence as a child.

Edleson envisions the issue of child exposure to domestic violence integrated into education, counseling, and social work training—every profession encompassed by the college.

“Domestic violence started out being portrayed as an adult-to-adult issue, but the children have always been there,” he says. “Going forward, I can see a time when, as any of us come face to face with a child who’s been exposed to violence, we’ll be alert to it, we’ll understand some of the impacts on the child, and we’ll be able to support that child and make links for that child to the services and expertise they need.” ➦

### Read more online:

“Global justice: Do international custody laws harm domestic violence victims?” *Connect*, spring 2011,

[www.cehd.umn.edu/Connect/2011Spring/Justice.html](http://www.cehd.umn.edu/Connect/2011Spring/Justice.html)

MINCAVA: [www.mincava.umn.edu/](http://www.mincava.umn.edu/)

School of Social Work: [www.cehd.umn.edu/ssw/](http://www.cehd.umn.edu/ssw/)

Edleson’s faculty and personal webpages:

[www.cehd.umn.edu/ssw/people/profiles/EdlesonJ.asp](http://www.cehd.umn.edu/ssw/people/profiles/EdlesonJ.asp)

[www.tc.umn.edu/~jedleson/](http://www.tc.umn.edu/~jedleson/)

A woman with dark hair, wearing a blue zip-up jacket and black shorts, is running barefoot on a paved path. She is smiling and looking towards the camera. In the background, another woman in a black hoodie with 'IOWA' on it is walking. The setting is a university campus with trees and buildings.

# Putting her best (bare) foot forward

For kinesiology student Ness Madeiros, the benefits of running barefoot are bigger than a marathon

BY RICK MOORE

**NESS MADEIROS DOESN'T KNOW** what possessed her to start running around barefoot. One day she just took off her shoes and took to the streets.

"It lasted about five minutes and then the bottoms of my feet hurt, so I went home," Madeiros laughs. "And then the next day I tried for six, and then I just built up that way."

She's certainly not the only person in the world who runs barefoot, but her preference has its limitations, especially in Minnesota.

What makes her pursuit noteworthy is that Madeiros, a graduate student in sport psychology in the School of Kinesiology, recently ran the entire Twin Cities Marathon barefoot. Along the way she raised a lot of money to fund surgeries for children in developing countries who need cleft lip and palate repair.

Madeiros has friends back in her native Bermuda with a five-year-old son, Peter, who was born with a cleft lip and palate. Because his parents are able to afford it, Peter received surgeries as an infant and will continue to get the care he needs to live a normal life.

"I was just thinking about kids who don't have those resources," Madeiros says. "I thought if I can raise a little bit of money, a bunch of kids who wouldn't otherwise have surgery will be able to eat and speak and go to school and be a part of society, a chance they otherwise wouldn't have."

In the summer, Madeiros began writing about her goals, her divergent training methods, and the reactions she encounters when running around town. Her entertaining blog is called "Barefoot for kids: Raising money and awareness through shoeless-ness."

## Blissfully barefoot

While it may not be for everyone, running barefoot seems to have become a part of Madeiros's fiber—a second skin, if you will.

"The 'problem' with barefoot running is it's kind of addictive. It's really, really enjoyable," she says. "Once you've started it's very difficult to put your shoes back on, so it's really impractical. Living in Minnesota, it's extremely impractical."

Despite her own comfort level in running barefoot, she's amazed at how many people react with surprise, disdain,

even anger when they see her out on the street.

"People get emotional about it," she says. "They'll scream out the window, like, 'Go home and put your shoes on.' But some people cheer out the window. It's a mixed bag."

## A successful race

Madeiros heard cheers virtually every step of the way during the 30th Medtronic Twin Cities Marathon on October 2—a golden autumn day. She harnessed all that energy in the air and achieved her goal, finishing the race in 4 hours, 47 minutes.

"The crowds were amazing, and a lot of people asked me about my lack of shoes and what my situation was," she says. "People were a little bit shocked, but for the most part excited to see my bare feet."

At one point late in the race, around mile 18 or 19, Madeiros remembered the sentiments of Peter's mom. She had pointed out that cleft surgeries benefit not only kids but their families, too.

"I totally got all teary," says Madeiros. "It was a moment where I felt this is bigger than just the marathon experience ... people's lives are going to be changed as a result. So that was a good feeling."

"Then, two miles later I hit my low and there was a different kind of tears," she jokes.

She's amazed at the generosity of her donors, who have brought her within a few strides of her fund-raising goal, translating into life-changing surgeries for 30 children so far.

"The number of people who are giving anonymously—which makes me insane because I can't thank them—that's really awesome, too," Madeiros says. "It almost has felt like people are just waiting for a place to put their money, which, in this economy, says a lot about people."

The thought continues to leave Madeiros barefoot and happy.

"The irony of all this is, when I was a kid, I wanted to be a foot model," she laughs.

In the end, she's become a model for what you can do with your feet. ✦

.....  
*Ness Madeiros's research interests lie primarily in helping girls and women find empowerment through involvement in physical activity. To read about the ups and downs of her training and work, visit her blog at [barefootadventures.wordpress.com](http://barefootadventures.wordpress.com).*



# Meet the department chairs

New chairs are heading three of CEHD's eight departments

**“HOW DO WE** renew our commitment to public education for an increasingly diverse and complex democracy?” asks **Nina Asher**, new chair of the Department of Curriculum and Instruction. “A major challenge is working toward greater recognition of the intrinsic value of teaching and teacher education. That recognition needs to happen at every level, from the campus to the national conversation.”



Asher arrived in the Department of Curriculum and Instruction in July from Louisiana State University. As an endowed professor in LSU's Department of Educational Theory, Policy, and Practice, she coordinated the pre-service master's program in elementary education, co-directed the Curriculum Theory Project, and served on the faculty of programs in women's and gender studies and comparative literature.

Asher draws on experiences in India, where she earned her master's degree in social work from the Tata Institute of Social Sciences, and in New York, where she earned her Ed.D. from Columbia University Teachers College.

She was attracted to her new position by the national reputation of

the department and University and the opportunity to work with the outstanding curriculum and instruction faculty on challenges to education posed by massive cultural and global changes.

**Li Li Ji** comes to the School of Kinesiology from the University of Wisconsin-Madison, where he developed research and leadership in exercise physiology, nutrition, and aging and served 10 years as a department chair.

Ji was coaching basketball in China just after the period of ping-pong diplomacy when, in 1979, he turned his focus to science. He became the first Chinese student to study exercise physiology in the United States. Inspired by the work of a pioneer researcher at the University of Wisconsin, he went on for a Ph.D. and postdoctoral work in biochemistry. He began to study animals to gain insight on what happens—down to the cellular level—when the body exercises.

In Illinois and Wisconsin, Ji helped to build strong ties for CIC institutions with partners in China. Moving to the University of Minnesota-Twin Cities was a logical step. The School of Kinesiology



offers a broad range of potential academic partners, strong ties with China through the China Center, and a large sports community, from educators to professional teams.

As lifestyles change, the importance of exercise has never been clearer, says Ji. The School of Kinesiology has an outstanding mix of academic programs, growing enrollment, and a research tradition highlighted by the Laboratory of Physiological Hygiene and Exercise Science, established in 1938.

“All this makes the school very vibrant,” Ji says. “What we need to do now is increase our research rigor. It's very exciting.”



**Megan Gunnar's** knowledge of the top-ranked Institute of Child Development runs deep. After 30 years at the University, she knows her colleagues and students, the University's structure and culture, facilities and budgets, and well as peers and stakeholders around the world.

To describe the institute's work, she dashes off a Venne diagram with overlapping circles for social development, cognitive development, and developmental psychopathology. She notes the growing importance of developmental neuroscience.

But what fuels Gunnar's passion every day are the children themselves. ICD's work depends on carefully designed research that often engages children and parents in labs and in the Shirley G. Moore Laboratory School.

As a Regents Professor, Gunnar's research and teaching loads continue while she puts her knowledge of the institute to work as chair.

"With reductions in state funding, difficulties with national funding, aging facilities, and four faculty retirements in the last four years, we really have to focus on sustainability—keeping the institute healthy and growing," she says. "We are doing amazing work here. A lot is at stake."

## Appointed

**Amy Hewitt** is the new director of the Research and Training Center on Community Living in the Institute on Community Integration. She succeeds **Charlie Lakin**, who was appointed director of the National Institute on Disability and Rehabilitation Research in the U.S. Department of Education. Hewitt has worked at the center for the past 20 years and has an extensive background of research, publishing, and training in services, support, and policies affecting people with intellectual and developmental disabilities.

**Yolanda Majors** (curriculum and instruction) joins CEHD from the University of Illinois at Chicago as a visiting associate professor during 2011–12. She will also work with the Minnesota Center for Reading Research and K–12 schools to support teachers, particularly those who instruct students of poverty, as they learn to effectively teach reading and writing to youth from diverse backgrounds.

## Honored

**Jean Bauer** (family social science) and **Martha Thurlow** (Institute on Community Integration) won the 2011 President's Award for Outstanding Service to the University community. Bauer, at the



Jean Bauer



Martha Thurlow

University since 1983, has had an extraordinary career as a professor and extension specialist, earning numerous awards and accolades, including commendations from the governor of Minnesota. Thurlow (M.A. '71, Ph.D. '93) has worked at the University for more than four decades and was part of the team that founded the National Center on Educational Outcomes in 1992. Her efforts have been focused on improving outcomes for students with disabilities in the context of a strong public education system.

**David Chapman** and **Joan DeJaeghere** (organizational leadership, policy, and development) were awarded a \$3.4 million contract by the MasterCard Foundation to undertake research and evaluation for a new international initiative working in Kenya, Tanzania, and Uganda to implement educational initiatives focused on entrepreneurial skills, life skills, and financial literacy for youth.

**Jeanne Higbee** (postsecondary teaching and learning) was selected for the Horace T. Morse-University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education. She was recognized especially for her commitment to equity and access in higher education.

Emeritus professor **David W. Johnson** (educational psychology) earned the 2011 Alfred M. Wellner Lifetime Achievement

Award from the National Register of Health Service Providers in Psychology. It is the National Register's highest honor bestowed on a psychologist to commemorate numerous and significant contributions to psychology during a distinguished career.

**Scott McConnell** (educational psychology) is one of 22 appointees who will serve on Governor Dayton's Early Learning Council. The council will be responsible for advising the governor, the Children's Cabinet, and the legislature on how to increase access to high-quality state and federal early childhood care and education programs for all Minnesota learners—including those who are part of underrepresented and special programs.

**Michael Wade** (kinesiology) was recognized with the prestigious President's Award from the North American Society for the Psychology of Sport and Physical Activity. The award is given to scholars who have made a significant impact on the field of kinesiology. Wade is an internationally recognized scholar in the area of motor development and ergonomics.

## Accomplished

**Aaron Doering** and **Charles Miller** (curriculum and instruction) led Earthducation Expedition 2, the second in a series of seven-continent explorations investigating the intersection between education and sustainability, in the sparsely populated regions of Norway above the Arctic Circle. They investigated oil exploration, renewable energy, sustainable fishing, toxic pollutants, school logistics, land and water rights, and culture and language in the indigenous Sami communities, posting their findings online in the EnviroNetwork for viewing and interaction with teachers and students around the world.



NA'IM MADYUN

## Bridging the achievement gap

Assistant professor Na'im Madyun explores the impact of social networks on educational disparities

**NA'IM MADYUN, ASSISTANT PROFESSOR** in the Department of Postsecondary Teaching and Learning, was raised by his mother in a low-income household in the South. In his mostly black hometown of Helena, Arkansas, it was “a big deal for children of color to graduate from high school,” says Madyun. Few if any black adults had a postsecondary education, so there was a scarcity of role models and no expectations of or precedents for striving beyond a diploma and a salaried job in town.

Despite his circumstances, Madyun had the drive and the courage to excel. Today, as a middle-class, married father of seven and an accomplished academic far removed from his small-town southern upbringing, Madyun is exploring how social networks and relationships with friends, neighbors, and parents impact educational disparities and the achievement gap for African American students like himself.

“I have discovered that the people you are connected to, and knowing how to use those connections, are great tools,” he says.

Madyun’s research suggests that disadvantaged students can sometimes close the achievement gap by leveraging their social and cultural capital. His current project is a study of the habits of successful male, African American college students.

“I want to know what circumstance

brought these young men to college,” he explains. “What interventions occurred, and when? What skills did they use to leverage their social and cultural capital, their connections? And most importantly, can these skills be taught at the middle school or high school level?”

Madyun’s research ties into his involvement with UROC, the Urban Research and Outreach-Engagement Center, and his membership in a new faculty-of-color cohort within CEHD. He says the latter group of six faculty members is working on answering two overarching questions: What is the role or responsibility of a university in engaging with an urban community? How can we, in the College of Education and Human Development, best accomplish this?

“For me, the opportunity to learn about what lay beyond my small-town southern reality, my mother’s hopes for me, and my reputation as a good student were my social capital,” he says. “Maybe if we can learn how and why some kids are able to leverage whatever advantages they have, and bring those narratives into the classroom, we can show the coming generations that their diverse, poor, single-parent household need not be the defining factor for their future.”

Read more about Na'im Madyun at [www.cehd.umn.edu/pstl/directory/madyun.asp](http://www.cehd.umn.edu/pstl/directory/madyun.asp).

—BRIGITT MARTIN



**FROM THE PRESIDENT**

HEATHER VINGE  
HANSON, B.S. '03

**FALL IS A SEASON OF TRANSITION**, especially here at the University. I conclude my term in December as CEHD Alumni Society president and will welcome our incoming president, Doobie Kurus (M.Ed. '03). The alumni society recently installed new board members and is planning some great events for 2012!

I'm proud of the accomplishments we have achieved as an alumni society, especially the recent Program Extraordinaire award from the University of Minnesota Alumni Association. The award recognized our annual Saturday Scholars event, which connects CEHD alumni and friends to timely and informative topics in the fields of education and human development.

Of course, the University has undergone a leadership transition, as well, welcoming Eric Kaler as its sixteenth president. In his inaugural address, President Kaler reached out to the more than half a million alumni worldwide and asked for our energy, input, and support to unleash "the transformative power to deliver on the promise of this great University." We can all play a role!



**Stay connected to CEHD and the University of Minnesota! [cehd.umn.edu/alumni](http://cehd.umn.edu/alumni)**

**1960s**

**Sunny Hansen** (Ph.D. '62), professor emerita, was recognized as a distinguished alumni honoree by the Education Foundation of Albert Lea and Albert Lea Area Schools. • **Diane Dettmann** (B.S. '69) published her memoir, *Twenty-Eight Snow Angels: A Widow's Story of Love, Loss, and Renewal*.

**1970s**

**Walter Hobot** (B.S. '72) retired in 2005 from the Anoka-Hennepin School District after 32 years and opened a tropical clothing boutique, Green Island Breeze, on St. John, U.S. Virgin Islands. • **Eric Blank** (M.Ed. '75) retired after 31 years as parks and recreation director for the City of Plymouth. • **Barb Janisch** (B.A.S. '76) was appointed to serve on Governor Mark Dayton's Residence Council. • **Don Maypole** (Ph.D. '79) is conducting research into student learning styles at the Kazakh-Russian

International University in Aktobe, Kazakhstan. • **Shelly Brandl** (Ph.D. '79) received the School Psychology Distinguished Alumni Award from the Department of Educational Psychology. She is director of the Fraser Child and Family Center, with more than 30 years of experience working with children with mental health disorders, autism, and other disabilities.



**1980s**

**Pat Cummings** (M.A. '80), director of research services at Leonard, Street and Deinard, received an Unsung Legal Hero award from *Minnesota Lawyer*. • **Joyce Simard** (M.S.W. '83) lectured at St. Christopher's Hospice in London and has published *The End-of-Life Namaste Care Program for People with Dementia*. • **Danuta Zamojska-Hutchins** (Ph.D. '87) has written and illustrated her



**Marcia Carthaus** (Ed.D. '73) received the University of Minnesota Alumni Association Alumni Service

Award for dedicated volunteer service. An educator and director of special education for 30 years in the Edina Public Schools, Carthaus has served as a founding member of the CEHD Women's Philanthropic Leadership Circle, member and president of the alumni association's Southwest Florida chapter, and national board representative. Congratulations!



ABOVE: **Mick** (M.A. '73) and **Susan Johnson** visited with student **Hafizah Jaafar-Tribbett** (center) at the Celebration of Scholars October 11. The event honored students and the alumni and friends who support student scholarships.

RIGHT: Students of **Josh McRae** (M.Ed. '09) displayed Gopher pride at Woodson Kindergarten Center in Austin, Minnesota.



**Imho Bae** (Ph.D. '91), dean of the College of Social Sciences at Soongsil University in Seoul and graduate of the School

of Social Work, was awarded the 2011 University of Minnesota Distinguished Leadership for Internationals Award. He is a leader in the fields of conflict resolution and social welfare, known for his devotion to working for peace throughout the Korean peninsula.

fourth book for young adults, *The Boy Whose Name I Will Not Tell You and the Bees*. • **Fouzia Saeed** (Ph.D. '87) spoke at the University in September about her research and activism on women's rights in Pakistan. She is the author of *Taboo! The Hidden Culture of a Red Light Area*.

## 1990s

• **Ron Anderson** (Ph.D. '94) was appointed president of Century College, the largest two-year college in Minnesota, serving more than 25,000 credit and non-credit students each year. • **Ramona Oswald** (Ph.D. '98) was promoted to full professor at the University of Illinois at Urbana-Champaign in the Department of Human and Community Development. • **Ann Marie (Wheeler) Miller** (B.S. '99), a recreation therapist for the State of Minnesota, passed away in October 2010. She started a summer camp for special education students and was respected and adored by her peers and clients.

## 2000s

• **Kathleen Topolka-Jorissen** (Ph.D. '00) was promoted to associate professor and appointed director of the Ed.D. program in educational leadership at Western Carolina University in North Carolina. • **Janet Hively** (Ph.D. '01) received Fielding Graduate University's Lifetime Achievement Award in Social Change and Positive Aging. • **Annelies Hagemeister** (Ph.D. '02) is serving as the chairperson for the Department of Social Work at Minnesota State University–Mankato. She was awarded tenure and promoted to associate professor in 2008. • **Chris Dixon** (M.Ed. '05), president and CEO of Insider Training, Inc., received the 2011 Business Excellence Award from the Dakota County Regional Chamber of Commerce for promoting small business job growth in the community. • **Valerie LeGrand Arendt** (M.S.W. '07) has been named director of membership,



marketing, and communication for the National Association of Social Workers, North Carolina Chapter. • **Durwin Long** (Ph.D. '07) is the dean of adult education and training at North Hennepin Community College in Brooklyn Park. • **Karen Cadigan** (Ph.D. '08) is director of the Minnesota Department of Education's newly-formed Office of

Early Learning, which aims to work across state agencies to improve the system, services, and outcomes for young children and their families. • **Nicole Daly** (M.Ed. '08) is in her sixth year teaching at Peter Hobart Elementary in St. Louis Park. She is proud to be working at the school she attended as a child and giving back to her community. • **Sam Mabini**

TOP LEFT: A strong contingent of CEHD doctoral alumni from the United States and Europe were among the leaders in special education at the summit on school-based problem solving hosted by the Department of Educational Psychology September 29-30. They were (front L-R) **Erica Lembke** ('03), **Ann Foegen** ('95), **Lynn Fuchs** ('81), **Christine Espin** ('90), **Mark Shinn** ('81); (back L-R) **Melissa Coolong-Chaffin** ('11), **Stan Deno** ('65), **Doug Fuchs** ('78), **Doug Marston** ('82), **Joe Jenkins** ('67). Read the summary on p. 5.

TOP RIGHT: Dean **Jean Quam** welcomed the Class of 2015 on September 1 at the CEHD Block Party, the concluding event of new-student orientation.

BOTTOM: The kindergarten students of **Tracy Leitl** (B.S. '09) at Harlem Success Academy in New York City are known as the University of Minnesota Class of 2028, a tribute to Leitl's alma mater and the academy's focus on college preparation.

(Ph.D. '08) was elected to the senate in the Guam legislature in November 2010, becoming the first female Filipino territory senator. • **Amanda Tarullo** (Ph.D. '08) is a tenure-track assistant professor in the Department of Psychology at Boston University. • **Brett Boettcher** (Ed.D. '09) was promoted to associate director, employment specialist, at Northwestern University. • **Heather (Dorniden) Kampf** (B.S. '09) has embarked on a professional running career with Team USA Minnesota and is preparing to compete for a spot on



ABOVE LEFT: CEHD's Saturday Scholars was recognized with the Program Extraordinaire award by the University of Minnesota Alumni Association on October 20. (L-R) UMAA chair Maureen Reed, University president Eric Kaler, CEHD Alumni Society president **Heather Vinge Hanson** (B.S. '03), past president **Carol Mulligan** (B.S. '01), dean **Jean Quam**, UMAA CEO **Phil Esten** (Ph.D. '03).

ABOVE RIGHT: CEHD math/science students in the initial licensure program were all Goldy Gopher smiles at the Education Minnesota conference October 20.

LEFT: The 2011 University of Minnesota Homecoming king **Daniel Swendsen** (right)—a CEHD undergraduate—and queen Laura Fitzpatrick met Minnesota Viking Jared Allen at the Homecoming football game October 22.



the 2012 Olympic team. • **Jaerim Lee** (Ph.D. '09) was appointed to a tenure-track faculty position in the Department of Family and Housing Studies at Yeungnam University, South Korea. • **Stafford Slick** (M.A. '09) is the director of student development and a physical education teacher at Fusion Academy in Hermosa Beach, California.

## 2010s

**Peter Marks** (Ph.D. '10) is an assistant professor of psychology at Austin College in Texas. • **Korina Barry** (M.S.W. '11)

became the first Shakopee Mdewakanton Sioux Community Scholar to earn a degree under its scholarship program. She is a senior social worker in the Indian Child Welfare long-term foster care unit for Hennepin County. • **JJ Cutuli** (Ph.D. '11) is the research director of Intelligence for Social Policy at the University of Pennsylvania. • **Kristin Garland** (M.A. '11), who studied sport management, was named the 2011-12 winner of a Fulbright Scholarship to participate in the University of Minnesota's exchange program with the Norwegian University of Science and Technology. • **Kyoung-Ah Nam** (Ph.D. '11) is an assistant professor for the School of International Service at American University. • **Mary Rothchild** (Ph.D. '11) was appointed interim associate vice chancellor for teaching and

learning for the Minnesota State Colleges and Universities system. • **Thomas Sanford** (Ph.D. '11) was appointed director of research for the Tennessee Higher Education Commission.

## 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/connect/notes](http://cehd.umn.edu/alumni/connect/notes). Need to update your contact information? [update.umn.edu](http://update.umn.edu)

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STAN DENO, PH.D. '65

## Helping kids learn

Alumnus Stan Deno retired, but educators still rely on his research to help special education students

**ASK STAN DENO** about his life's work and he'll tell you that he has Sputnik to thank—at least in part—for helping him find his way into a career that remains rewarding, even in retirement. Deno, a professor of educational psychology at the college until 2009, was studying biology at St. Olaf College when the first Soviet satellite was launched in 1957.

A few years later, with his bachelor's degree and teaching license, Deno was working as a high school biology teacher and taking post-graduate classes at the University. One of his professors urged him to apply for a new fellowship in educational psychology funded by the National Defense Educational Act, passed in the wake of the Soviet achievement.

"I applied, and that fellowship really changed my career path," recalls Deno. His initial plan to teach at the high school level evolved into studying the psychology of learning and classroom instruction.

In his first faculty position at the University of Delaware, Deno continued his research on classroom behavior and learning. But colleagues soon steered him toward focusing on special education after realizing he was the son of Evelyn Deno, a noted child psychologist who had earned her Ph.D. from the University's Institute of Child Development the same year Stan graduated from St. Olaf.

"They recruited me to work with them on newly developing programs for children with disabilities, which got me much more involved in special education," he says.

The move into special education put Deno in an ideal position to return to the University in 1969 as a professor of educational psychology. He and his wife had wanted to return to

Minnesota to be near family, but Deno also thought the Minneapolis public schools during the Civil Rights era offered enormous potential for studying the issues of educational inequality.

"Very few major research institutions are located in urban environments, and the University ranked very high for special education, so I was really motivated to come back," he says.

In the late 1970s, while at the University, Deno did extensive research on why students fail to develop basic skills in reading, writing, and math. His work led to the development of curriculum-based measurement (CBM), a set of federally recognized procedures teachers use nationwide to identify and help special education students with mild disabilities who are underperforming in the classroom.

Although Deno retired in 2009, he continues to respond to invitations to write and speak about CBM, keeping a busy schedule (see "Summit on special education," p. 5). As a tribute to his work in developing CBM, former students and colleagues are writing a new book, *A Measure of Success: The Influence of Curriculum-Based Measurement on Education*, to be published next year. Deno plans to dedicate the royalties to the Stanley Deno Fund to support graduate students in special education.

"I never imagined I would have the kind of fulfillment from my academic life that I have had," says Deno. "I've seen the work I've been involved in play out in public schools to a degree that is just beyond me."

Read more about Stan Deno's work at [www.cehd.umn.edu/EdPsych/people/Faculty/Deno.html](http://www.cehd.umn.edu/EdPsych/people/Faculty/Deno.html).  
—MELEAH MAYNARD



# Roster of Donors 2010–2011



## Making a difference

A major component of the CEHD first-year student experience is the reading of a common book with the underlying theme, “Can one person make a difference?”

Judging by this donor report, 2,680 alumni and friends made a big difference through their giving last year, with gifts totaling more than \$5 million to support the college’s talented students, outstanding faculty, and innovative research and programs.

How have contributions made a difference? Ask students Susan Gliszinski and Gloria Na, the first recipients of the new Campbell Scholarship Fund for Education, supporting undergraduate and teacher-preparation students. Or Aran Glancy, who received a 3M STEM Education Fellowship this past year. Or future students who will benefit from new estate gifts to support transfer students, and students in math education, social work, and second languages.

In addition, more than \$200,000 in unrestricted funds was received from donors for the Fund for Excellence, enabling the dean to provide support for special initiatives, scholarships, and community partnerships.

*To all of our donors—of gifts both great and small—thank you for making a difference!*

.....  
We have made every effort to accurately reflect contributions to the college. If you find an error, please contact the Office of External Relations at 612-625-1310.

The names listed in this roster are donors to the College of Education and Human Development and qualified for membership in the Presidents Club either before or during the fiscal year ended June 30, 2011. Also listed are donors to the Women's Philanthropic Leadership Circle and members of the Burton Society. A complete donor list is available at [cehd.umn.edu/giving](http://cehd.umn.edu/giving).

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## Recent gifts and commitments to the college

*received after July 1, 2011*

**Heather L. Burns** and **Kathleen Maloy** have committed a total of \$150,000 in support of the Tucker Center for Research on Girls and Women in Sport.

The **Robert R. McCormick Foundation** has made a grant of \$50,000 to support the work of Professor Arthur Reynolds in conducting and disseminating research on preK–3 models of education and the development of a national registry of evidence-based practices.

**John and Sharon Haugo** have given \$25,000 in support of the John Haugo STEM Fellowship Fund.

**Dona Wagner** has made a gift of \$25,000 to establish the Louis R. and Dona S. Wagner Scholarship Fund for an upper division or transfer student undergraduate in any program in the college.

**CMB Wireless Group** has given \$25,000 to support the Verizon Fund for the Institute on Domestic Violence in the African American Community.

The **Dorothy Wandery Hilligoss** Scholarship has been established with a gift of \$25,000 from **Donald Hilligoss** and children in honor of their wife and mother. The scholarship will be awarded to students from the Iron Range of northern Minnesota.

**Iris Freeman** and **Warren Woessner** have made a gift commitment of \$25,000 to establish the Iris C. Freeman and Warren D. Woessner Elder Justice Fund in the School of Social Work.

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### Recent gifts and commitments *continued*

**Hans Eriksson** has given an additional gift of \$20,000 to be added to the Marie-Anne Zahl Memorial Fellowship in the School of Social Work, a fund established in memory of his late wife.

The **Canadian Institute for Advanced Research** has made a gift of \$15,000 to support Professor Megan Gunner's research on experience-based brain and biological development.

**John and Nancy Peyton** have made an additional gift of \$15,150 to their named scholarship fund, supporting undergraduate students who have potential and financial need.

The **Irving Harris Foundation** made a gift of \$15,000 for the Irving B. Harris Institute for Infancy Training in the Center for Early Education and Development.

The **Oswald Family Foundation** has made a gift of \$12,000 in support of the Fund for Restorative Justice and Mediation in the School of Social Work.

**Gail N. Anderson** has made an additional gift of \$10,000 to be added to the Susan Rose Fellowship Fund for a graduate student in special education.

**Jeanne Lupton** has made an additional gift of \$10,000 to be added to the Donna Traphagen Scholarship Fund, named for her late sister.

# Giving matters

University alumni **Carmen** and **Jim Campbell** are both passionate about education, schools, and—above all—teachers. Carmen (B.S. '64, CEHD) was a kindergarten teacher for 11 years in the Minneapolis Public Schools, and Jim (B.S.B. '64, CSOM), retired president and CEO of Wells Fargo Minnesota, has served on the Itasca Project, a group of business and community leaders seeking to solve some of the region's most challenging problems. Last year, the Campbells created a generous scholarship to support new undergraduates and students in CEHD teacher preparation programs.

The Campbell Scholarship Fund for Education is supporting two students this year who are preparing for teaching careers.

**Susan Glisczinski** grew up in a suburb of Milwaukee and visited several campuses before deciding on the University of Minnesota, "an oasis in the city" with the right combination of a top teaching program and diverse urban setting. She earned her bachelor's and is working this year to complete her licensure, co-teaching in a second-grade classroom.

"For the longest time I felt teaching was this far-off, unattainable dream," she says. "Now my aspirations are coming true. I want to be more than an educator to my students—I want to become a teacher who pushes every student to do their very best, that engages all children, and uses best practices in a classroom community where all students feel comfortable to take risks. After receiving this scholarship, I felt much more confident in my craft and in myself."

**Gloria Na** prepared to teach elementary education while studying for her bachelor's degree in Virginia. During a study abroad experience in Angola, she discovered her desire to teach English as a second language. The reputation of CEHD and its location in a major metropolitan area drew her to Minnesota for graduate study.

"I am so thankful for the scholarship!" says Na. "By lifting the heavy burden of graduate school finances off my shoulders, it has allowed me to focus more on my education endeavors. It has inspired me to work harder to become the best English as a second language teacher I can be. I hope to guide students and people to success, to help them truly realize their worth and discover their gifts, and inspire them to become active agents of positive change in the world."

**"For the longest time I felt teaching was this far-off, unattainable dream. Now my aspirations are coming true. After receiving this scholarship, I felt much more confident in my craft and in myself."**

SUSAN GLISCZINSKI, MASTER'S STUDENT,  
ELEMENTARY EDUCATION INITIAL  
LICENSURE PROGRAM, ELEMENTARY  
EDUCATION ALUMNA (B.S. '11)

**"I am so thankful for the scholarship! It has inspired me to work harder to become the best English as a second language teacher I can be."**

GLORIA NA, MASTER'S STUDENT, ESL EDUCATION

# CE+HD

College of Education + Human Development

UNIVERSITY OF MINNESOTA



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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](https://cehd.umn.edu/alumni/events) or call **612-626-8782**.

### Minne-College in Florida

Inn on Fifth, Naples, Fla.  
Saturday, January 21, 12:30 p.m.

Snowbirds and alumni who live in Florida are invited to participate in a day of learning on timely topics featuring faculty from colleges across the U, including CEHD's Pauline Boss, who will talk about managing the stress of ambiguity and grief when a loved one has dementia. Visit [MinnesotaAlumni.org/FLMinnecollege](https://MinnesotaAlumni.org/FLMinnecollege) in mid-December for registration information.

### Dean's Luncheon in Florida

BellaSera Hotel, Naples, Fla.  
Saturday, January 21, 11 a.m.

Dean Jean Quam will host a luncheon for CEHD alumni and friends immediately preceding Minne-College. To attend the luncheon, please RSVP to [ruzek010@umn.edu](mailto:ruzek010@umn.edu) or **612-626-8782**.

### Legislative Briefing

McNamara Alumni Center, Minneapolis  
Wednesday, February 1, 6-7:30 p.m.

For more than twenty years, the annual Legislative Briefing has provided U of M advocates a preview of the U's legislative agenda while preparing them to advocate for the University with their legislators. Featured speaker: President Eric Kaler. Register at [supporttheU.umn.edu](https://supporttheU.umn.edu)

### Third Annual Alumni & Student Networking Event

Burton Hall Atrium  
Thursday, February 16, 5:30 p.m.

Join us for this annual event connecting current students to alumni in an informal setting. Your involvement helps sharpen students' networking skills and career goals. Complimentary food and refreshments. RSVP to [ruzek010@umn.edu](mailto:ruzek010@umn.edu) or **612-626-8782**.