

UNIVERSITY OF MINNESOTA

connect

- + Dreaming at the library
- + Online high school
- + Exergaming research
- + Summer enrichment

CEHD | College of Education + Human Development

SPRING / SUMMER 2013

Working **IN** the achievement gap



connect

VOL. 7, NO. 2 | SPRING / SUMMER 2013

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ON THE COVER:

Campbell Chair holders Misty Sato, curriculum and instruction, and Michael Rodriguez, educational psychology, are working alongside partners in schools like Minneapolis Roosevelt High School to close the achievement gap. Read more on page 10.

Photo by Greg Helgeson

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**COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT**

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

GREG HELGESON



Dean Quam greeted CEHD students during a visit to Roosevelt High School. Gemma Puntì and Allison Matthies are teaching assistants in the Great Lessons course for teacher licensure candidates.

from the dean: What is the achievement gap and how can we reduce it? That is the question that foundations, legislators, business leaders, and many of us in CEHD and the University of Minnesota are trying to answer. Students of color are falling behind their peers in test scores, graduation rates, and college enrollment. President Eric Kaler is taking this problem very seriously and has joined co-chair Kim Nelson from General Mills in leading a new effort called Generation Next, modeled after the Strive program, that focuses on cradle-to-career solutions. CEHD will be a leader in defining the depth and scope of the achievement gap and building a culture of evidence for successful interventions. We are sponsoring a series of policy breakfasts to examine key elements of the achievement gap and how we address them.

I am proud that I have appointed two of our faculty members, Misty Sato and Michael Rodriguez, to endowed chair positions generously funded by Carmen and Jim Campbell. You can learn more about them and read about the amazing work that can be accomplished when we all work together. I got to experience it recently when I visited Roosevelt High School in Minneapolis. The energy at RHS is inspiring. This is a “turn-around” school led by one of our alumni, Principal Michael Bradley, that we have designated as a professional development school.

Our work to address the achievement gap is not confined to schools. We will continue to communicate about the ways in which we actively engage with partners to reduce the achievement gap—from early childhood intervention and brain research on executive function to readiness for kindergarten to reading proficiency by third grade to college readiness. I hope you enjoy reading about some of our work that is making a difference in the lives of children and their families—and to all of us.

INAUGURAL VIEW



DOCTORAL STUDENT TAKEHITO KAMATA

of Japan, right, did not want to miss the opportunity to witness a U.S. presidential inauguration. For five days in January, he traveled to Washington, D.C., to be part of it all.

Kamata is preparing for a career in international higher education in the Department of Organizational Leadership, Policy, and Development. In Washington, he attended the 2013 Presidential Inaugural Conference, sponsored by his honor society, and was inspired by his fellow student participants from different academic, cultural, and ethnic backgrounds, including those shown above.

"I think the cultural foundation of the United States is 'Never stop fighting for democracy, diversity, and freedom,' and I really respect these cultural foundations," he told a *Minnesota Daily* reporter. "The public was very enthusiastic in selecting leaders in the United States, and I am so amazed by the American passion ... in politics." Link to the full article from the CEHD news blog.

A prize in

IT'S BEEN CALLED the Nobel Prize of development science, and this year it went to professor **Dante Cicchetti** in the Institute of Child Development.

Cicchetti accepted the Klaus J. Jacobs Research Prize for exceptional achievements in research and practice in the field of child and youth development in a ceremony at the University of Zurich, Switzerland, in December. It includes an award of more than \$1 million. The Jacobs Foundation rewards scientific work of high social relevance to the personality development of children and young people.

Cicchetti is a pioneer in developing effective treatments for children who have been affected by trauma, using new research methods that employ advances in neuroscience. Watch the foundation's short feature video about Cicchetti's research at jacobsfoundation.org/awards/research-prize-2012.



Winter break on the Mekong

L-R Solheim, Andre, and Buturian.

Zurich



Seeking something bigger



FACULTY MEMBERS Catherine Solheim, family social science, and Linda Buturian, postsecondary teaching and learning, and college web design lead Susan Andre seized the winter break to complete videography and interviews in Thailand. The three have teamed up for a digital storytelling project about the impact of globalization on families, communities, culture, and environment along the Mekong River. The project builds upon Solheim's many years of experience in Thailand, Buturian's expertise in writing and connecting the humanities to water-resource issues, and Andre's design and photography expertise. They will use the content in existing undergraduate courses and develop a learning-abroad seminar for students in May 2014. In addition, Buturian is developing a new course that will connect students learning about the Mississippi River to global water issues, while Solheim is creating an engaged-research project to study minority families in the Mekong region of northern Thailand. Watch "Mekong Mosaic" at www.cehd.umn.edu/research/international/asia.html.

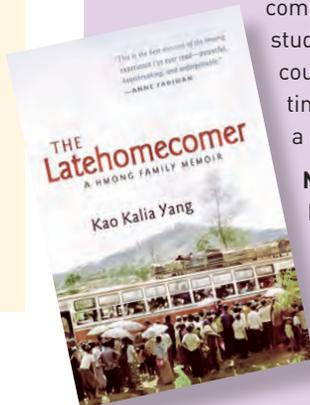
"EVERYBODY HAS A SHOT at something bigger than where they started from," author Wes Moore told CEHD first-year students. It is our duty, he said, to take responsibility for others as well as ourselves if we want to build a stronger community.

Students were excited to welcome Moore, whose book *The Other Wes Moore* was chosen for CEHD Reads last fall. He came to campus on November 16 after a delay due to Hurricane Sandy. The students were not disappointed.

Moore is a Rhodes Scholar and veteran of combat in Afghanistan, and served as a special assistant to Secretary of State Condoleezza Rice. But his book focused on his childhood growing up in Baltimore and the Bronx and the barriers and challenges adolescents face in impoverished and violent neighborhoods.

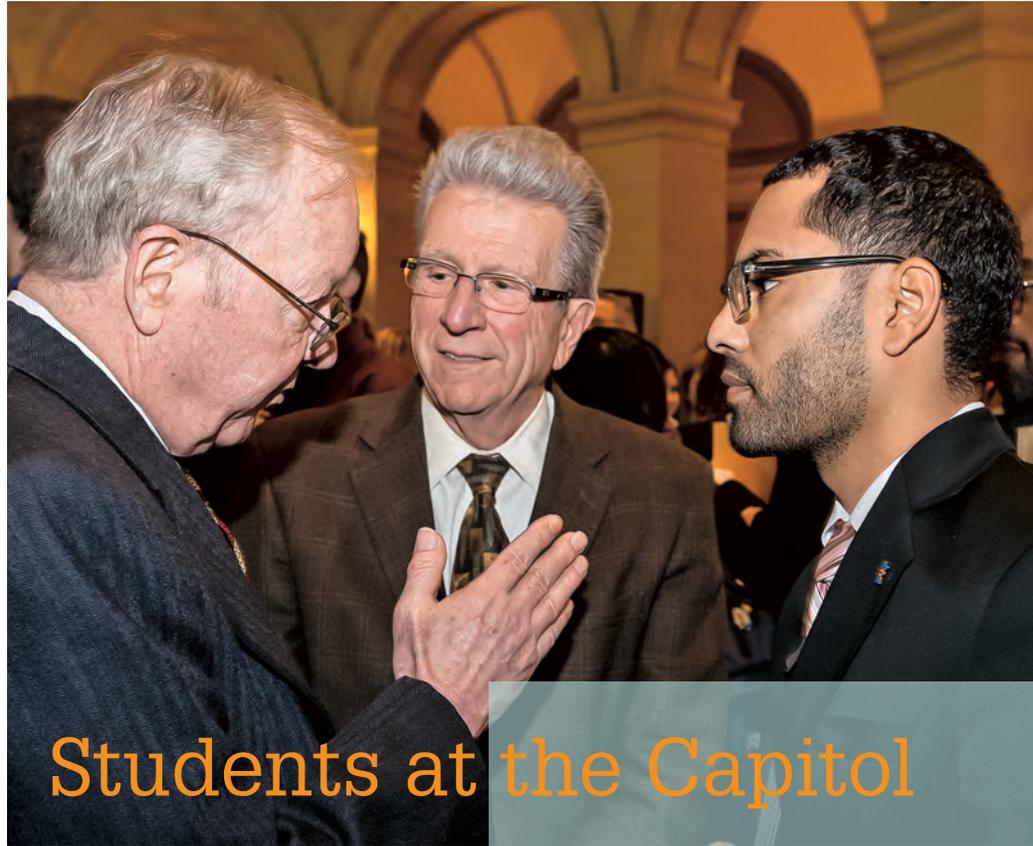
Highlighting the importance of context and the role of mentors, community, and service, Moore spoke to many of the issues students explored in his book during their First Year Inquiry course. A charismatic and engaging speaker, he used his time with the college community to inspire students to make a difference.

Next up: *The Latecomer: A Hmong Family Memoir*, by Minnesota author Kao Kalia Yang, will be the book for CEHD Reads this fall. Put it on your summer reading list! Yang will speak on campus October 29. Get the details at www.cehd.umn.edu/Reads.





Above top, **Alfonso Sintjago** (left) spoke to the Senate Committee on Higher Education and Workforce Development with others from the Graduate and Professional Student Assembly. Above, M.Ed. student and U employee **Nora Jones** (center) picked up briefing literature in the rotunda. Right, doctoral student **Abdul Omari** (right) conferred with Regents Larson and Frobenius. Omari was appointed as the student at-large representative to the Board of Regents in March.



Students at the Capitol

A DOZEN CEHD STUDENTS were among the statewide U of M delegation that descended on the Minnesota State Capitol for Support the U Day in February. They rallied in the rotunda and met with legislators.

The students lobbied on several issues, including increasing the availability of open-access textbooks—an effort supported by a CEHD initiative.

“Overall it was a great experience,” according to graduate student **Alfonso Sintjago**. They have since followed up with various legislators and followed key legislation.

Learn more at supporttheu.umn.edu and the CEHD news blog.

Arctic spring



FOUR MINNESOTA EXPLORERS set off on an expedition of more than a hundred miles in April across the ice, rock, and sheer granite mountains of Nunavut, Canada. North of Sixty is a new collaborative program of the LT Media Lab working with schools in regions north of 60 degrees latitude to tell their Arctic climate stories. Partner schools and communities in the Arctic regions—in Finland, Norway, Russia, Canada, and the United States—are creating videos and other content online to share. Learn more at www.n60.co.



KOREA IN THE CLASSROOM



THIS WINTER, CEHD hosted 60 pre-service elementary school teachers from Seoul, South Korea, for a short-term program now in its third year. The students in the Global Teacher Education Program took part in lectures and home visits with CEHD community members and spent two weeks as student teachers in local schools. During their stay, Seoul National University of Education president Hang Gyun Sihm made a site visit, meeting with them and CEHD leaders. Find the program on Facebook.

Left, SNUE student EunJin Park worked on a science lesson observing snowflake crystals with third-graders at Breck School.



SUMMER BASEBALL makes a critical difference in many kids' lives. Major League Baseball (MLB) has long sponsored Reviving Baseball in Inner Cities (RBI), an outreach program that serves communities and fosters future talent.

Kinesiology associate professor **Lisa Kihl** was in Orlando, Florida, over spring break in March as a consultant to MLB at their RBI 2013 Institute. The institute provides RBI league administrators and volunteers with professional development in the marketing, promotion, and operations of local RBI programs. Kihl helped to develop workshop content and administer the institute.

Making a map, finding a way back

IN CORRECTIONAL FACILITIES

across the nation, youth with disabilities are overrepresented—especially those with emotional and behavioral disabilities (EBD) and learning disabilities (LD). A new program aims to support them in getting and staying out of the corrections system.

“Making a Map: Finding My Way Back” is a four-year comprehensive, evidence-based project supporting young offenders with disabilities who are in transition from Ramsey County juvenile justice facilities into secondary and postsecondary education, work, and community programs.

“We have wonderful collaborators from Ramsey County who are enthusiastic as we are,” says **Jean**



Ness in the Institute on Community Integration. “This is a wonderful opportunity to expand the use of Check & Connect.”

The partnership also includes the nonprofit organization Amicus, St. Paul Public Schools, Twin Cities postsecondary programs, and the Minnesota Department of Employment and Economic Development.

The project is funded by the U.S. Department of Education and began January 1. Read more at ici.umn.edu/news/fyi/jan13.html.



Students at Sullivan Elementary School work out in their new exergaming lab.

Exergaming for health—and better grades

THIS YEAR, STUDENTS at Anne Sullivan Elementary School in Minneapolis have some new exercise equipment. Their fitness room got an exergaming lab.

Exergaming—exercise-based video games—in the new lab include eight Wii exercise stations and one Xbox Kinect

exercise station. Teachers have also incorporated exergaming activities such as Dance Dance Revolution in physical education activities in the gym.

The new lab is the result of a collaboration led by **Zan Gao**, an assistant professor in the School of Kinesiology. Gao has been researching the effects of exergaming on childhood obesity. Support for the exergaming lab came from Sullivan Elementary, Minneapolis Public Schools, and the University of Minnesota.

Gao led a study published last year that showed interactive dance games increased urban children’s physical activity and behavior. In another study working specifically with Latino children, Gao and his colleagues found that exercise based on Dance Dance Revolution improved cardiorespiratory endurance as well as math scores over time.

His research is drawing attention. Gao was invited to be the keynote speaker at a research symposium of the American College of Preventive Medicine this winter, to an audience of primary-care physicians, pediatricians, and medical school professors.

“Impact of interactive dance games on urban children’s physical activity correlates and behavior,” in *Journal of Exercise Science and Fitness*, 2012 (10:2), and “Video game-based exercise, Latino children’s physical health, and academic achievement,” in *American Journal of Preventive Medicine*, 2013 (44:3). See www.cehd.umn.edu/Connect/2013Spring/exergaming.html.

RECENT BOOKS

Seven Letters That Will Bring You Closer to Your College Student

Steven M. Harris and Roy A. Bean (Y Mountain Press, 2012)

By writing seven specifically-themed heartfelt letters, parents can strengthen relationships with their college-bound children and support the transition for the whole family. Family social science professor Steve Harris is researching the results. Free copies are available by contacting him at smharris@umn.edu.

The Cost-Effectiveness of 22 Approaches for Raising Student Achievement

Stuart S. Yeh (Information Age Publishing, 2011)

A wealth of cost-effectiveness data suggest efficient ways to increase student achievement without relying on large investments in time and resources. The author is an associate professor and director of the evaluation studies program in the Department of Organizational Leadership, Policy, and Development.

RESEARCH SHORTS

A window on the brain doing math

IN A NEW STUDY, the brain activity of high school seniors doing single-digit calculations correlated with their scores on a PSAT math subtest. It provides the first data to show that brain mechanisms associated with elementary arithmetic skills are related to performance on an important measure of math competence at the end of high school.

One of the study’s authors is professor **Michèle Mozzocco**, who joined the Institute of Child Development last year and directs research at the Center for Early Education and Development (CEED).

As children learn arithmetic, they rely on counting out loud or on their fingers, or breaking down numbers to solve problems. Gradually they replace these procedures by memorizing routine solutions. Arithmetic fluency is the speed and efficiency with which students calculate answers. Becoming fluent in arithmetic early appears to advance the developing brain’s architecture in a way that promotes the ability to learn higher-level math skills later, an important factor in student success.

Understanding the causes of individual differences in math skills can lead to developing educational approaches that improve math achievement. The study also shows how neuroimaging data can aid in understanding important educational issues.

“Why mental arithmetic counts: Brain activation during single digit arithmetic predicts high school math scores,” in *The Journal of Neuroscience*, 2013 (33:1) www.jneurosci.org/content/33/1/156.full

COURTESY ZAN GAO; PETE MCCAULEY

CEHD Research Day

Higher education funding, state by state

OVER THE PAST TWO DECADES, declines in state appropriations for higher education have resulted in increased costs, high student debts, and more barriers to securing a stable American middle class. A new study has analyzed patterns in state appropriations for higher education across all 50 states from 1988 to 2009, examining economic, political, and cultural factors that influence budgetary decisions.

The study was conducted by **David Weerts**, associate professor and director of the Jandris Center for Innovative Higher Education, Thomas Sanford, Ph.D. '11, and doctoral student Leah Reinert, all with the Department of Organizational Leadership, Policy, and Development.

Their research provides a focus for stakeholders and advocates distinguishing the goals, priorities, and obstacles that result in inadequate funding for higher education, with a range of factors that can be leveraged for greater support.

"College funding in context: Understanding the difference in higher education appropriations across the states," in *Demos*, December 20, 2012, www.demos.org

WORLD-CLASS RESEARCH that is improving lives was on display March 26 at the McNamara Alumni Center. Nearly 50 teams talked about projects ranging from sensorimotor work with Parkinson's Disease patients to research on youth entrepreneurship programs in East Africa (see photo below). Visitors voted for their favorites in three categories.

Department of Postsecondary Teaching and Learning "CEHD iPad Initiative: Student Perspectives on Use and Engagement"

When iPads were distributed to CEHD freshmen for the first time in fall 2010, the college launched a three-year research project to see the difference they made in teaching and learning. Funded by a private donation, 27 instructors chose to participate and incorporate iPads into their curriculum. This is the last year of the pilot, though the initiative will continue.

School of Social Work "Youth Who Cross Over from the Child Welfare to the Juvenile Justice System: Perspectives from the Field and New Directions"

Youth in the child welfare system are at a 45- to 72-percent higher risk compared to the general population for "crossing over" into the juvenile justice system.

And even when controlling for other factors, race matters. In this study, 33 experienced professionals in the Illinois child welfare, law, and court professions were interviewed for their perspectives. Results are being used to find ways to reduce rates and racial disparities.

Institute of Child Development "From Efficacy Towards Scale-Up: The Midwest Child-Parent Center Expansion Project"

Now in its second year, the CPC model is being tested at more sites in Chicago plus St. Paul and Virginia, Minnesota, and Normal and Skokie-Evanston, Illinois. The CPC generated one of the top longitudinal studies to demonstrate the profound long-term impact of preschool programs in which parents play a strong role.

Learn more about all this year's showcased projects at www.cehd.umn.edu/research/highlights/researchday.html.

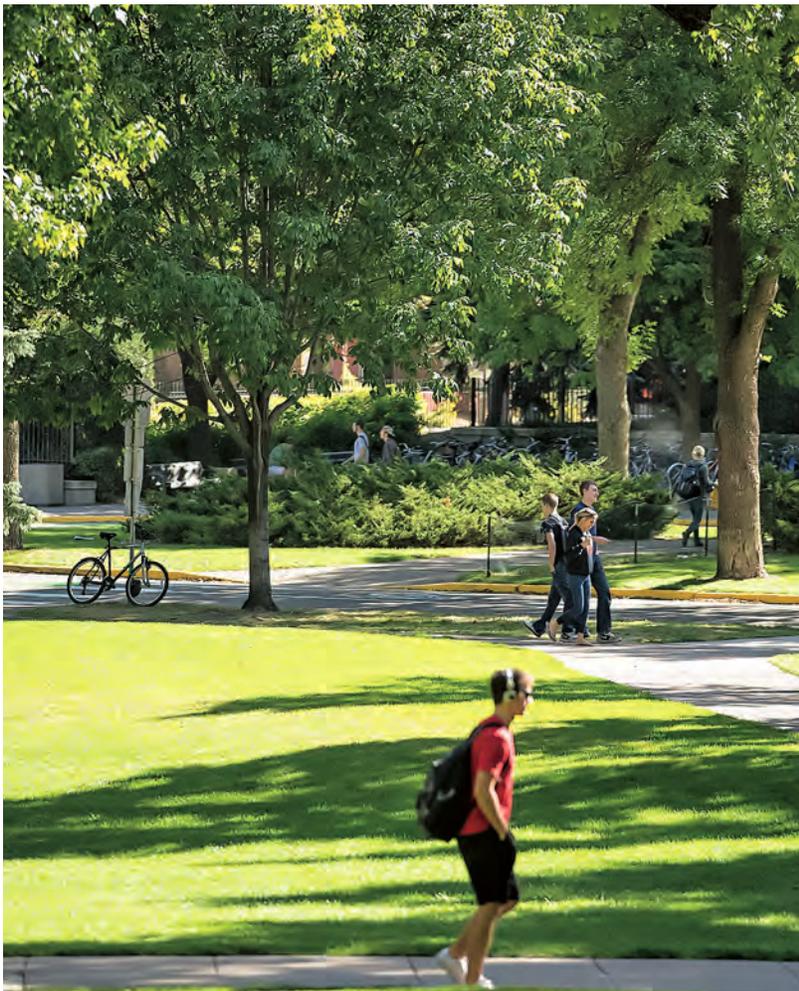
Last call for Project ADAPT

Space is still available for participants to enroll in Project ADAPT—After Deployment: Adaptive Parenting Tools—a U of M study intended to support National Guard and Reserve families. The goal is to evaluate new parenting tools to support and strengthen military families' resilience during deployment and reintegration. The program welcomes parents of at least one 5- to 12-year-old, who have served or are currently serving in the military. It is available in the Twin Cities and Mankato and will soon launch in St. Cloud and Duluth. Participants receive up to \$595 and valuable parenting resources. To learn if you or someone you know may qualify, go to z.umn.edu/militaryparent. Email adapt@umn.edu or call the parent phone line **612-624-4830** by August 2013.



Summer at

Discover the hundreds of summer opportunities offered by CEHD. Make progress toward a degree or certificate, expand your skills, or pursue lifelong learning! Here is a sample.



Introduction to Instructional Leadership in K-12 Reading (CI 5431)

First in a series of five courses and related experiences designed to prepare licensed Minnesota teachers for endorsement as K-12 reading teachers.

Introduction to Parent Education (FSOS 5932)

An online course that examines the philosophy, history, and models of parent education and promoting ethical, critically reflective professional practice.

Lifetime Health and Wellness (KIN 3001)

Explores current health and wellness issues at the individual, local, and global levels, as well as developing strategies that improve quality of life throughout the lifespan.

Introduction to Project Management (OLPD 3318)

The focus of this course is project management for business and industry. Students will learn the fundamentals of project management, project lifecycles, deliverables, and processes as they are commonly used in the workplace.

Working with Immigrant Populations (SW 5913)

Study the trends in immigration and public policy responses. Topics include acculturation, social service needs of immigrants and refugees, and developing skills for engagement and interventions.

CEHD



Increasing Access and Success in Undergraduate Classrooms (PsTL 5105)

An online course that focuses on traditionally underrepresented and underserved populations, exploring fundamentals and best practices for promoting student access, persistence, and retention.

Psychology of Student Learning (EPsy 5114)

An introduction to the theories, data, and methods that compose educational psychology. Topics include developmental psychology, cognitive psychology, and neuroscience.

Storytelling Beyond the Book: Early Childhood Literacy Practices (EDHD 5300)

Examine how interactive storytelling and creative drama can be used as tools to promote early childhood literacy.

Summer Literacy Workshop: “Reading the World: Engaging 21st Century Learners”

Aug. 7, 2013

The Minnesota Center for Reading Research (MCRR) hosts this annual workshop for reading practitioners and school literacy leaders, connecting them to the latest reading research findings and applications through workshops given by U of M faculty and staff who are directly engaged in reading research projects.

Colloquium on P-12 STEM Education: Research to Practice

Aug. 5-6, 2013

The 2013 colloquium brings together educators, researchers, science/technology/engineering/mathematics professionals, and other STEM stakeholders to learn about the newest research in STEM education, bridge the gap between research and practice to implement effective practices, see and experience what is working in P-12 STEM education classrooms, and discuss next steps and potential solutions for the issues encountered in STEM education.

Watch for more opportunities at z.umn.edu/cehdsummer.

For more information, contact Sara Najm at biel0032@umn.edu or 612-626-6341.

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/programs/professional-development.html

Working IN THE achievement gap

The new Campbell Leadership Chair in Education and Human Development based in CEHD will lead the University's efforts

BY GAYLA MARTY

MINNESOTA, LONG KNOWN FOR its high quality educational system from kindergarten through college, now has one of the nation's widest achievement gaps—the term used to describe the difference in academic performance between groups by ethnicity. It's a problem that spells trouble for the state's future, from the employment, health, and wellbeing of individuals to projected workforce retention, tax base, quality of life, reputation, and the resilience of almost every facet of society.

The question is not whether anything is being done about the achievement gap. A lot is being done—so much, and in so many places, by so many organizations, that the first question is how to identify efforts and how to tell what is working.

At President Eric Kaler's inauguration in 2011, he pledged that the University would tackle the state's distressing achievement gap. After a series of listening sessions on campus and consultations in the community, the president designated the College of Education and Human Development to lead the University's efforts to close the gap.

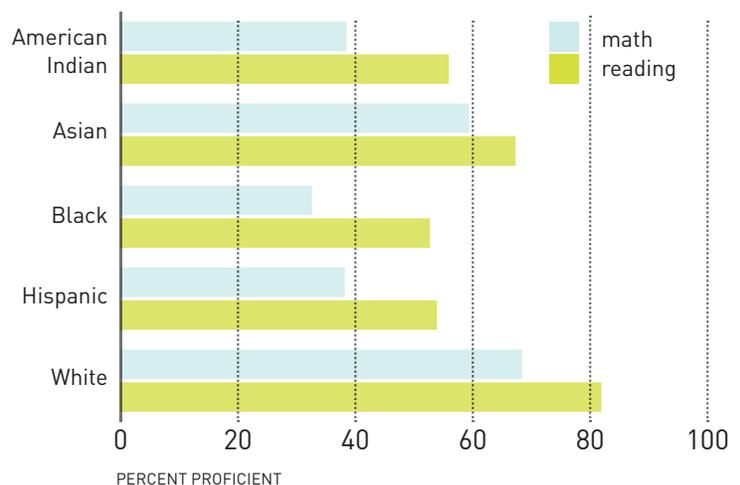
Enter Michael Rodriguez, an associate professor of educational psychology who specializes in measurement. His area of expertise, psychometrics, is a small field, while the demand for it—especially in education—is huge.

In January, Rodriguez was appointed to a new position devoted to addressing the achievement gap—the Campbell Leadership Chair in Education and Human Development. In his new role, Rodriguez will support ongoing work to reduce

the gap, expand U-wide collaboration, and advise President Kaler on the best ways to improve educational access and success.

"People use 'achievement gap' as an umbrella term," says Rodriguez, "recognizing that there are many gaps—resources, access, professional development, teaching, ethnic, gender, language." There is even a gap in the belief that things can change.

Reading and math proficiency test results, Minnesota students



Averaged across grades tested with state accountability tests given in grades 3–8, 11 (reading), and 12 (math)
Source: Minnesota Department of Education

Rodriguez is not deterred by vast quantities of complex data. All those numbers give him energy.

“We lack good information about what kids can and can’t do,” says Rodriguez. “Unless you have good information to make useful decisions, more money isn’t going to necessarily help.”

Rodriguez has worked in classrooms with teachers to improve assessment practices, with states to make tests more accessible, and with nations like Guatemala to develop their educational measurement systems. He has become a familiar face in Minnesota’s largest school district offices as well as rural districts with large immigrant populations, such as Long Prairie. In the process, he has come face to face with some shocking statistics (see graph, below left).

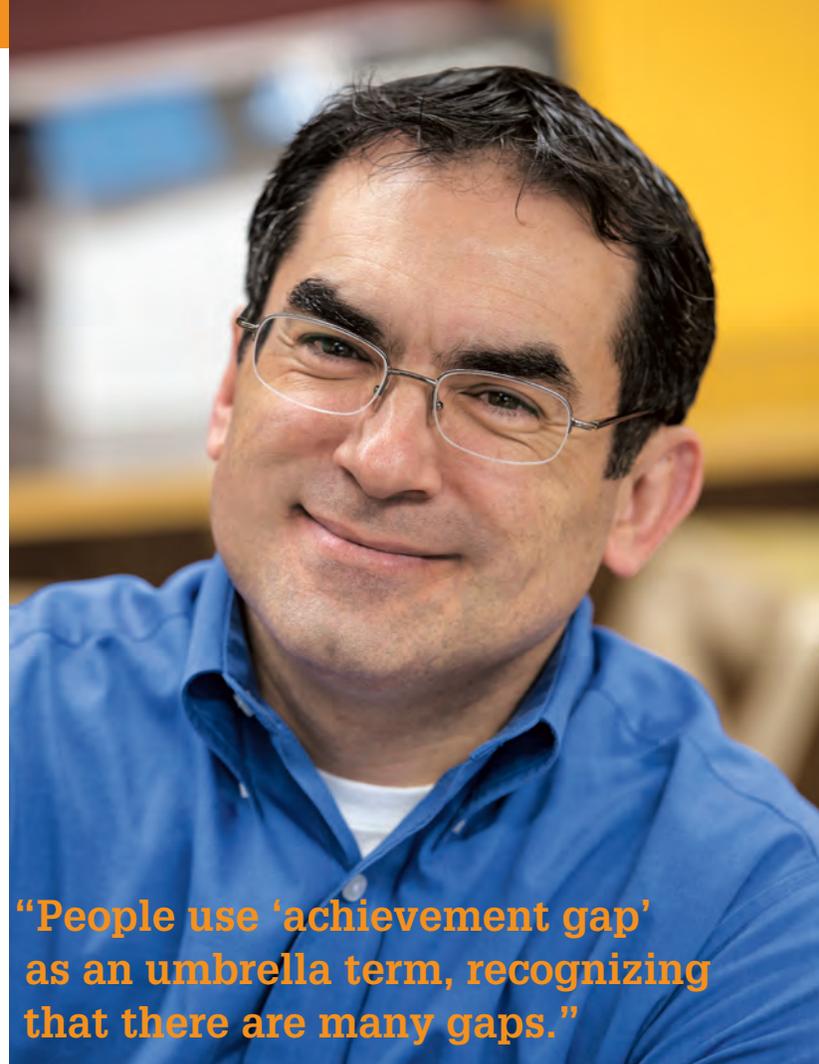
The Minneapolis-St. Paul metropolitan area presents a unique environment in which to make significant progress. Many of the school districts where the gap is largest are located within a 20-mile radius of the Twin Cities campus. CEHD now has working partnerships in place in many of them through such initiatives as the Teacher Education Redesign Initiative (TERI) and the Center for Applied Research and Educational Improvement (CAREI).

While Rodriguez’s ongoing work has already placed him in the midst of gap-related efforts, so does the work of many others on the college faculty. When prompted to consider the chair, Rodriguez thought long and hard. In the end, he became convinced his background was a good match for tackling the problem at this point in time.

“We need to understand the scope, breadth, and depth of what we do,” he says. “I want to do this in a way that makes it manageable.”

To succeed, Rodriguez will have to apply all the knowledge, skills, and resources he can muster. His first role is networking. Beginning with CEHD and then branching out across the campus and beyond, he will lead an audit of activities aimed at closing the achievement gap (see sidebar, p. 12). Providing coordination will become more important as the work develops.

Rodriguez is known for his energy, enthusiasm, creative ideas, and his proven ability to network and form partnerships. In his new role, he will draw upon all of that and a lifetime of Minnesota experience. He’s a fifth-generation Minnesotan raised in St. Paul, with family ties in Osakis. After graduating from high school in Woodbury, he majored in psychology at the University of Minnesota-Morris, then prepared to teach elementary school. Instead, he finished a



“People use ‘achievement gap’ as an umbrella term, recognizing that there are many gaps.”

master’s in public policy with the late John Brandl, legislator and civic leader, as his adviser, and went to work for the Wilder Foundation.

By the time Rodriguez decided to pursue a doctorate, he knew that the University’s top-ranked Department of Educational Psychology was where he wanted to work one day. He left the state to draw from the perspectives and strengths of another leading program at Michigan State University before returning to win his dream job in Minnesota. Today he is one of only two educational measurement faculty in Minnesota, teaching in the only doctoral program in the world that includes statistics education.

“John Brandl said, ‘What we know doesn’t always inform what we do, and we have to fix that,’” Rodriguez says. “Every course I teach has that component—improved measurement for improved decision making. What I hope to do in the Campbell Chair is to keep building a culture of evidence.”

Read more about Michael Rodriguez at www.cehd.umn.edu/people/profiles/rodriguez.

Work in progress

Beginning with CEHD and then branching out across the campus and beyond, new Campbell Chair Michael Rodriguez (story on previous page) is leading an audit of activities already in progress aimed at closing the achievement gap. Work on five key topics, for example, will be highlighted in a series of **policy breakfasts** that began this spring:

- + School leadership
- + Reading and literacy
- + Math and science education
- + Preparing the next generation of teachers
- + Early childhood education

The **Institute of Child Development** hosted a symposium in February on research related specifically to closing the achievement gap.

- + Language acquisition of infants and young children
- + Timing of early adversity effects
- + Toxic stress and development
- + Homelessness and the achievement gap

See video archives from the symposium at www.cehd.umn.edu/icd/outreach/ICDSymposium.

In addition, CEHD is the home of the **Institute on Community Integration**, a collegewide center and established national resource for bringing disabilities-related research into practice. One of the most well-known tools is **Check & Connect**, a dropout-reduction practice developed for students with disabilities that is now being adopted to serve all students.

This year, CEHD became the new home of the University's **Ramp-up to Readiness** program that works with schools to prepare students for college.

Parents and families have a primary place in closing the achievement gap. Faculty and staff in family social science, social work, the Center for Early Education and Development (CEED), and other departments and centers are engaged in a range of efforts with community partners, such as the Family Academy with the Northside Achievement Zone in Minneapolis and Project ADAPT in communities around Minnesota.

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Link to information about these and more projects at www.cehd.umn.edu/connect/2013Spring/gap.html.



Heeding the signs

CARMEN AND JIM CAMPBELL have had the achievement gap on their radar for a long time.

Carmen Campbell, B.S. '64, taught kindergarten in Minneapolis for 11 years. Despite her training, she says, "I was unprepared to work in our urban setting. I learned as I went, and I took every opportunity I could for professional development." As her family grew, she left teaching but continued in the schools as a volunteer. She watched as many of her colleagues left the profession.

Her husband, Jim, B.S.B. '64, was a business executive when he first became aware of a lack of qualified job applicants.

"Young people were not staying in school," he recalls. "They were not getting the preparation they needed for the available jobs."

Jim Campbell became a founding member of the Itasca Project, an employer-led civic alliance that documented the economic gap that underlies the achievement gap in Minnesota. Focusing on higher education, he was struck by state statistics that showed the large and growing number of high school graduates not ready for college.

"The achievement gap is producing people who do not have the background to be successful in their lives," says Jim.

"Over time our concern increased," Carmen adds.

In response, the couple created the Carmen Starkson Campbell Endowed Chair for Innovation in Teacher Development to support improvement in teacher preparation and keep talented young people in the profession. Associate professor Misty Sato, director of CEHD's Teacher Education Redesign Initiative and a national leader on the issue, was named to the chair in 2010. (See story on p. 13.)

"We have to be preparing our teachers for the real world," says Carmen. "Our urban settings are critical."

But the Campbells know a problem like the achievement gap is not just a school problem or a problem that schools can solve. Finding solutions will be an interdisciplinary challenge demanding University-wide leadership. What's more, Jim Campbell learned during his time as an interim dean of the Carlson School of Management just how difficult cross-college initiatives can be. Because of this, they also created the Campbell Leadership Chair in Education and Human Development to promote collaboration across the University. (See story on previous page.)

Designating the first holder of the leadership chair to focus on the achievement gap was a unanimous choice for dean Jean Quam, the Campbells, and President Kaler. The appointment of educational psychology associate professor Michael Rodriguez in January was welcome news.

"We are excited to see the U harness power across the enterprise," says Jim Campbell.

Closing the TEACHER PREPARATION gap

An urban high school takes on the challenge

ROOSEVELT HIGH SCHOOL IN MINNEAPOLIS is a classic, three-story red-brick school that opened in 1923. Then it served a mostly Scandinavian-heritage neighborhood on the south side of the city. Today, it is the district's most diverse high school.

Many factors have come to bear on Roosevelt. A district reorganization in the 1980s closed three other high schools and relocated programs. Federal and state policies—from busing in the 1970s to school choice in the 1990s—uncoupled neighborhoods and schools. Demographics of the city overall were transformed as suburbs grew and as Minnesota became a major resettlement site for international refugees.

Roosevelt, alma mater of a Nobel Prize winner, a state governor, and a long list of star athletes and public figures, acquired a rough reputation when violence ripped through the city in the 1990s. Its test scores and graduation rates plummeted. Yet the school held on, retaining a loyal community.

In the summer of 1998, a newly licensed English-as-a-second-language teacher walked in the door. He had a job offer outside the city, but he wanted to check out the school in his own neighborhood first. Michael Bradley, '98, was hired and taught English language learners for five years.

"It was the height of the East African influx, and Roosevelt had been designated as a Somali language site," he remembers. "I was hungry to teach and engage in that culture. What an experience—to not leave Minneapolis but be transported to the rest of the world."

Joining the RHS staff in 2001 was Jehanne Beaton, '91, a social studies teacher with ten years of experience teaching

grades 7-12, from the Arizona-Mexico border to the suburban Twin Cities to an inner-city fine-arts magnet. Beaton had become known for her ability to form and teach in interdisciplinary teams and to develop culturally relevant curriculum.

Bradley and Beaton were among the teachers who worked at Roosevelt through some of its toughest years. They became allies in their dedication to students and exploring methods to improve teaching and learning. Their career paths led to other schools in the district and back to the U.

Beaton had seen teacher education from many vantage



RHS principal Michael Bradley, right, welcomed Dean Quam, associate professor Peter Demerath, and TERI school-partnership coordinator Stacy Ernst as the school hosted a class for teacher licensure candidates in February.



“We are there with school faculty, in that gap.”

points by the time she was recruited into CEHD’s doctoral program in 2009.

“There’s a real disconnect for new teachers, who walk out of their programs and hit this wall of reality,” says Beaton. “There are lots of reasons for that, but we need to bridge the two worlds. We’re responding to the call for a ‘third space’ between teacher education and our schools.”

When the Teacher Education Redesign Initiative—TERI for short—was announced at the University of Minnesota, Beaton talked to Bradley. He had returned to Roosevelt High as a principal—a self-described proponent of tight structure and personalized learning—and was ready to lead the school through a bold and daunting challenge. Roosevelt signed on as a TERI partner school, and Beaton was hired as a staff liaison to coordinate all aspects of the partnership.

Now in its second year, the collaboration has blossomed.

“When I worked here before, all the classroom doors were closed,” Beaton observes. “By becoming a partnership school, we’re asking teachers to open their doors to observation, to questions. And we’ve gone from four to almost 20 cooperating teachers in the second year—almost half the staff! The beauty is that we’re working to prepare teachers to teach *all students*.”

Through the new co-teaching model, the school has welcomed a dozen aspiring teacher candidates, pairing them with skilled veteran teachers in the classroom. University

undergraduates volunteer through the DirecTrack to Teaching program in the RHS writing center, woodshop, automotive, social studies, and language arts classes, and in the band, working with high school students one to one. The high school has hosted two methods courses for U students. And RHS teachers are working with U second-languages-and-cultures doctoral students to strengthen their work with long-term English-language learners in a new professional development program.

“Here’s a school with a gap, and we’ve located ourselves there,” says TERI director Misty Sato. “Michael Bradley and his faculty are doing phenomenal work to turn things around at Roosevelt High School. We are there with school faculty, *in* that gap, supporting where we can and learning as leaders and mentors of new teachers, using co-teaching and action research. We are working together to improve learning for all.”

The teacher factor



Misty Sato

Sato is a national expert on teacher preparation and assessment. She is an associate professor of curriculum and instruction and holder of the Carmen Starkson Campbell Endowed Chair for Innovation in Teacher Development.

“The achievement gap in our work means the gap between where students are currently performing, and where we would like them to perform as set out by state standards,” she explains. “We know that gap is not just a school problem—it’s a societal problem.”

Sato pulls out a diagram she uses for presentations in the community. It shows the student in the center, surrounded by parents, school, teachers, school leaders, district leaders, and state policy.

“But we need to focus on the part we can do something about. And the part we own is teacher quality.”

Research shows that the school-based factor that has the greatest effect on student success is quality of the teacher. Recognizing the importance of qualified teachers for today’s schools, the Bush Foundation pledged support for innovation in teacher preparation at 14 universities in the region. At the U, the multi-year initiative called TERI began in 2009.

“When we started TERI, we had closing the achievement



Jehanne Beaton, front row right, coordinates the U of M–Roosevelt partnership, which includes many CEHD and other U alumni. Pictured here, L-R, front step: Josh Andersland, Sally Reynolds, Stephanie Feakes-Young, Maureen Dowling, Jehanne Beaton. Second step: Bronwyn Collins, Kristin Barbieri, Katy Zetah, Claire Bergstrom, Kim Pickens, Marcia Howard. Third step: Ben Chiri, Rebecca Oberg, Ahmed Amin, Iman Mefleh, Barb Pederson, David Groos. Top step: Eddie Turner, Laura Myers, Bunkean Chhun, Jill Jacobson, Jaci Smolund.

gap as number one on our list of long-term goals,” says Sato. “We knew we needed to diversify our teaching profession, and we needed our teachers to be better prepared and more culturally responsive.”

TERI is designed to meet those needs, with evaluation and adjustment every year. One of the indicators the partners are watching is student test scores in the classrooms where TERI is implemented. At Roosevelt, early indicators show gains in closing the achievement gap.

“It doesn’t always feel like it’s going to happen...we’re working against 30 years of history,” says Bradley. “Getting support from aligned allies is absolutely vital to our success. We’ve made big strides in a really short span.”

Allies for change

Without allies, many of the changes underway at Roosevelt and the other TERI partner schools would still be on the drawing board.

At Roosevelt, the professional development program to strengthen teaching for English-language learners is sponsored by Kristin Anderson, ’68, a retired school superintendent with a commitment to support school change, and her husband, Russell. Beaton’s liaison role is supported by funds from the school district and the endowed Campbell Research Fellowship

associated with the Campbell Chair held by Sato.

The Campbell Chair has proven to be a catalyst. It gives Sato the freedom to work faster: she is able to speed up the implementation of pilot tests and teacher-action research at all the TERI partner schools. She also leads a group of doctoral researchers who further expand the work’s reach.

Sato’s own story is one of overcoming the achievement gap. Peers say she is one of those people “born to teach,” and she was: Growing up in a family of eight children in a trailer house in rural West Virginia, she was always teaching one of her younger siblings something. She loved school and got a scholarship to Princeton, where she majored in geology. She then taught science in a New Jersey middle school for several years. Her gift for interdisciplinary collaboration and mentoring soon led her across the country, to the doctoral program in curriculum and teacher education at Stanford University.

Now Sato is not just teaching the teachers but preparing the next generation of teacher educators like Beaton, on the path to closing the achievement gap. ➦

Read more about TERI, the U partnership at Roosevelt High School, and Carmen Starkson Campbell Chair Misty Sato at www.cehd.umn.edu/Connect/2013Spring/TERI.html.



Collaborative to the core

An innovative, public online
high school puts technology to
work for students and teachers

BY GAYLA MARTY

IT'S A STORMY WEEK IN MARCH, but it doesn't matter much to the students and staff of Minnesota Online High School. From towns near the Canadian border to farms near Iowa, most of them log in to their online classrooms from home.

Bonnie Rosenfield, B.S. '72—"Mrs. R" online—teaches physical education and health. An energetic professional with a bubbly laugh, she is accustomed to hearing one of the school's most frequently asked questions, "How does online PE work?"

"There's a lot more reading and writing, detailed journaling of physical activity, and recording things like your heart rate," she explains. "That's how I can see what they've learned and whether they are applying it to their fitness goals. People are surprised!"

This semester Rosenfield has 16 students—10 in physical education and 6 in health—from Marshall to Oakdale. Her classroom is her house in Burnsville, not far from the Minnesota River. Some MNOHS teachers post videos of

Minnesota Online High School at a glance

Opened: fall 2005

Enrollment: 175

Comprehensive (MNOHS-only): 132

Receive special education services: 21

Supplemental: 43

Staff: 20 teachers, 7 support

MNOHS is a state-certified online learning provider, a public charter school authorized through Pillsbury United Communities, accountable to the Minnesota Department of Education. It was national accredited by NCA/AdvancED in 2012.



Bonnie Rosenfield, left, works with each physical education student to write a fitness plan and shows them how to do things like use a smart phone as a heart-rate monitor. From their home locations, such as the one above, they complete an online activity journal through the Blackboard interface.

themselves for students, but Rosenfield teaches without it. The athletic equipment is in her students' lives, whether yoga mat or hockey uniform or a local Y.

First thing in the morning, Rosenfield logs in to the school site and checks for questions from students. Under the "Needs grading" tab she checks for homework submitted. She views her physical education students' activity logs, where each one records data like the number of repetitions and sets completed while lifting weights, and their heart rate during the cardio-respiratory activities they've chosen.

"They get to choose what they like to do, from Wii Fit to competitive athletics," Rosenfield says. "My emphasis is on lifetime fitness. If you enjoy doing an activity, you should be able to carry on with it your whole life."

That has been true for Rosenfield. Growing up before Title IX opened school athletics to girls, she loved to ski and dance and was supported by an athletic family. After high school she started at Itasca Community College, transferred to the

U to major in health and physical education, and then taught for most of her career in Minneapolis, where she pioneered the public schools' online health program. To this day she's an avid walker, works out at home, and loves to dance socially.

She also loves to teach. Her load now is highest in the summers, with a range of interests and abilities. Some are students in competitive sports in their home districts who need flexibility and register at MNOHS for a class or two. Some are full-time MNOHS students who arrive thinking that they are not good at anything athletic.

"I'm kind of old school—classes for boys and girls were separate in phy ed and health in my time!" Rosenfield says with a laugh. "But a lot of young people are still intimidated by co-ed. Here they excel. They're enjoying what they do."

Her students have included a hockey player, a horseback rider, club gymnasts, and teens schooled at home. One had a weight-loss goal, who reported how much the class helped him learn healthy ways to reach it. Another started a yoga club at her school based on what she learned in her MNOHS course. Rosenfield hears from many who have encouraged their parents to start working out with them.

She begins by working with each student on an individual fitness plan.

"Even though you're not face to face," she says, "what students get is a lot more one-to-one interaction."

Rosenfield is continually doing research to stay current and design the best options for individual needs. She likes it that way.

"I just love what I am learning from my students," she says.

Exceptional commitment

Rosenfield is one of 20 teachers and 7 staff members working with 175 students enrolled in Minnesota Online High School across the state. She is among those who spent many years in a bricks-and-mortar school before entering an online classroom.

MNOHS, known affectionately to students and staff as "Minnows," is one of two nationally accredited online public high schools in Minnesota. Now in its eighth year, the charter school achieved its accreditation in 2012 with several commendations, most notably for "exceptional commitment to help each student succeed as an individual." Such commendations are rarely given to schools that are small, young, or online, and MNOHS is all three.

How did the school do it?

Executive director Elissa Raffa, B.S. '84, licensed as a secondary physical science teacher and also as a district

superintendent, has focused on hiring excellent staff. She has kept the student-to-teacher ratio low at 13 to 1, including three special education teachers. The staff currently includes two counselors, an office manager, and a tech manager.

Preparation is a priority. All MNOHS teachers hold Minnesota licenses for the content areas in which they teach, and every person hired receives training to work in an online environment. MNOHS teachers design their own courses and continually adapt them to individual students' needs and goals. Students commonly meet with them one-to-one online as well as assembling in small-group digital classrooms.

"It's not about content delivery but about what we ask our students to do," Raffa explains. "We try to focus on authentic assessment—on what students create and how they share it with others."

The way the school works is also distinctive. Presence means attention and responsiveness, not location. In addition to creating new learning opportunities for students, the school was organized to provide new professional opportunities for teachers. Faculty members live in locations around the state and have taught from abroad without interruption.

"MNOHS is collaborative to its core," says Raffa. "We have almost zero percent faculty turnover. Teachers and staff come and they stay. We solve complex problems effectively together, we give students our best, and we have fun. It's phenomenal."

A vision of what online education can be

Elissa Raffa's résumé ranges from chemistry to creative writing. After teaching science at the secondary level in a Minneapolis alternative school for 12 years, she was writing a book in 1997 when she answered an ad for a part-time job. An online adult diploma-completion program, Mindquest Learning Network, was looking for teachers.

Raffa's part-time job grew from 11 hours to 20, 30, and then 40 hours per week. But after cuts to state funding for adult education, Mindquest closed its doors in 2004.

At that point, Raffa and three colleagues applied to start an online charter school. They had witnessed the potential of online learning and were motivated by students whose needs were not being met in other school settings.

The first thing Raffa did was seek out resources to develop her and her colleagues' ability to teach well in an online environment. She found them through the School Technology Leadership Initiative then in CEHD.

Bob Blomeyer, now CEO of Online Teaching Associates of Illinois, was the project manager for her professional



Britt Pennington is the counselor for 75 students and communicates with them as many as three times a week—mostly by phone and email.

development course at the North Central Regional Educational Laboratory.

"Elissa stood out," he says. "She was completely engaged. Interaction online with students can be every bit as engaging and effective as an eyeball-to-eyeball class environment, and she knew it. She devoted more overall time into staff development. She had a vision of what online education can be that was outside the mainstream. It was real teaching with real teachers."

U talent at work

Six alumni and a doctoral student from CEHD currently serve on the MNOHS faculty and staff.

Scott Fodness, B.S., English education, '73; LD/ED certification, '79

Julie Lindholm, M.A., social and philosophical foundations of education, '94

Britt Pennington, M.A., counseling and student personnel psychology, '10

Elissa Raffa, B.S., science education, '84; district superintendent licensure, '11

Lynn Randazzo, B.S., elementary education, '88

Bonnie Rosenfield, B.S., physical education/health education, '72

Stephanie Hammerschmidt-Snidarich, doctoral student, educational psychology

Meanwhile, the group chose what was then the U Tech Center in Dinkytown (and Marshall U High School before that) as their first home. The enterprise incubator proved useful when tech-savvy colleagues on site helped to solve more than one digital puzzle. MNOHS bought liquidated office furniture and reconditioned computers for staff, saving the big bucks for servers to house their systems. The staff worked so hard together that Raffa says it felt like a barn raising.

Julie Williams, once the Mindquest coordinator, became the first MNOHS director of operations. That meant responsibility for all the technology, systems (from registration to learning plans), contracts (from hiring to health care), and state and federal reporting—everything except curriculum and counseling.

"You're on the bleeding edge," Williams remembers. "You're thinking, 'We've got the chance to develop something really good.' At the time, there were almost no models for what we were trying to do—a statewide, public, online high school."

The state approved the charter application in March 2005. MNOHS hired teachers who joined in building the school from the ground up; several were CEHD alumni. Minnesota Online High School opened its doors—digitally and physically—that fall with 79 students.

"It has one of the most dedicated teams I've ever seen," says Gary Langer, executive director of the Minnesota Learning

Commons, who serves with Raffa on the Minnesota Online Learning Council. "I really laud them on not growing too fast. Developing curriculum took time."

The 98-percent rate of completion for supplemental students, he says, shows the difference made by such solid footing.

Today MNOHS provides a broad range of courses, a talented and gifted program, honors options, special education services, a comprehensive counseling program, services for students whose first language is not English, and a student leadership program. Most courses are NCAA approved.

Langer sees MNOHS filling an important role in the growing community of online learning providers. For one thing, it gives teachers an opportunity to try out teaching online—they can offer to teach one class, and training is provided.

For another, it fills a gap for students.

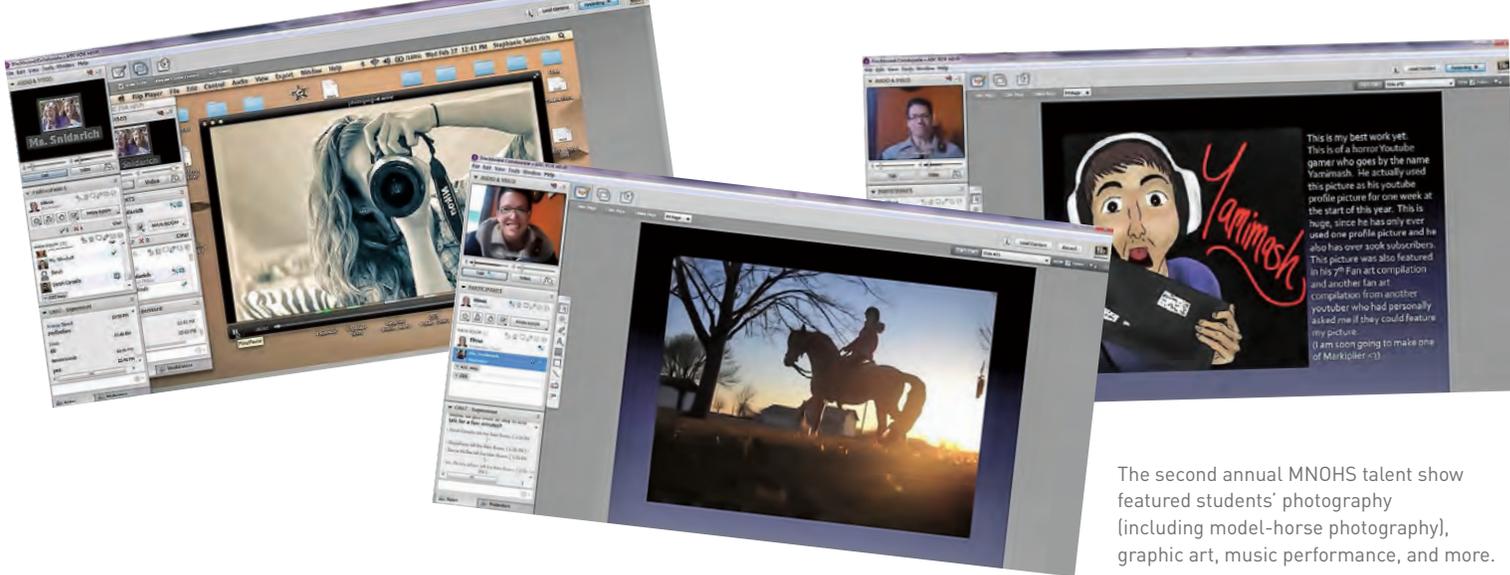
"There are other choices out there," he says, "but none have the personal care that this one does."

Meeting students' needs

Competitive athletes are not the only students who need personal care in the form of a flexible schedule and a supportive school community. Some MNOHS students are young parents or work to support themselves. Others have special education needs addressed more effectively in an online environment. Some experienced bullying or felt that they just didn't fit in at their local school. Serious health issues occasionally bring students to MNOHS. And many students are simply looking for

Executive director Elissa Raffa congratulated Kushinda Zeleke at commencement, held during an in-person series of weekend events each year.





The second annual MNOHS talent show featured students' photography (including model-horse photography), graphic art, music performance, and more.

an academic challenge and fewer classroom distractions so they can focus on learning.

Britt Pennington, M.A. '10, is one of the two school counselors at MNOHS. After her bachelor's degree from Augsburg in 2006, she worked in the nonprofit sector for two years, then came to the U for a general counseling degree. She joined the counseling and student personnel psychology program with the goal of ultimately working with lesbian, gay, bisexual, and transgender youth. At MNOHS, she is the designated counselor for 75 students and communicates with them often, sometimes up to three times a week.

"Building a relationship with a student over the phone is the biggest difference," she says about working at an online high school. "You also have to be a good writer. Humor is important, and I spend a lot of time on email."

Staff members who live in the metro area take turns staffing the MNOHS office, now in St. Paul, and Pennington is one of them. Whatever her location, over the course of a typical day she meets with students for online appointments, emails or calls students listed on her schedule or referred by a colleague, and responds to questions as they come in. Occasionally a student stops in person, but Pennington rarely sees her students or knows what they look like until graduation weekend.

Pennington and her colleague, Monica Potter, are an integral part of the team that helps each student progress to graduation. About 35 are aiming for that goal in June, and she looks forward to seeing many of them in their caps and gowns. One of the most moving things, she says, is seeing those who have overcome great odds walk across the stage. But Pennington and Potter don't stop there.

"Monica and I are working hard to create a college-going culture here," she says.

Part of Pennington's job includes representing MNOHS on

the Safe Schools for All Coalition and the Minnesota School OUTreach Coalition. It's one of the ways that the experience of students with difficulties in their local schools can indirectly but profoundly influence change.

Stephanie Hammerschmidt-Snidarich was living in St. Cloud when she saw an ad for a job teaching art at MNOHS.

"I thought it must be a hoax, or something really new and cool," she says with a laugh. Eight years later, she has served for two years as the school's board president and also teaches special education. Recently she enjoyed acting as emcee for the online talent show, raising and lowering a virtual red curtain on each act, from rap music to model-horse photography.

In the meantime, her middle son is now a MNOHS graduate.

As a U doctoral student in educational psychology since 2011, Hammerschmidt-Snidarich is particularly interested in behavioral principles tied to learning reading and other academic skills. She is also interested in how parents perceive their children's educational needs and respond to support them.

"Most parents want to help but have limited access to what their children are learning," she observes. She knew her son learned differently than the rest of her children, and MNOHS was a good fit. "It allows students to work asynchronously, and I could also see what my son saw and monitor his learning."

Hammerschmidt-Snidarich wants to see more and better research on online learning, especially to inform policy. She sees MNOHS leading the way. If it was a pioneer in 2005, today the school is a model of what creative, connected online learning can be. +

Read more about Minnesota Online High School at www.mnohs.org.

Dreaming at the library

Learning Dreams keeps taking new shapes and changing lives. Now a new partnership with libraries is taking off.



Andre's dream to learn how to make an American longbow came true at a "maker space" not far from the library.

BY GAYLA MARTY

ANDRE CAME INTO THE LIBRARY after school. What he wanted to know, he said, was how to make his own archery bow.

The reply went beyond the call number for a book. As it happens, a craftsman in the neighborhood makes bows. A few weeks later, Andre* was working beside Riley Harrison at the Hack Factory, making his dream come true.

Such connections are the magic of Learning Dreams. At the library, Andre talked to a librarian who sent him to a Learning Dreams staff member. Learning Dreams located the craftsman and engaged Andre's mother, who checked out the craftsman and gave her okay. Along the way, Andre's mom got the chance to talk about her own learning dreams.

Learning Dreams is a concept or approach more than a program. It focuses on connecting families with the whole local learning ecosystem beyond schools—community centers, libraries, museums, businesses, employment centers and more. Now nearing its twentieth year, Learning Dreams continues to evolve, shape-shifting to meet current needs and opportunities.

Its latest collaboration is with Hennepin County Library. As libraries everywhere are changing, they are becoming curators of learning as well as books. In Hennepin County,

** not his real name*

they are putting “learning-dreams thinking” to work to create a vision of things to come.

“We’re meeting more parents,” says East Lake librarian Katherine Debertin. “Andre has been coming to the library for a long time, but now he brought his mom to meet me—he said, ‘I want everybody to know each other!’”

The initial focus at the East Lake library was to engage Learning Dreams to strengthen the Homework Hub program. Parents have turned out to be a big part of the equation.

“Parents are children’s best and first teachers, and they are at least as critical to school success and graduation as getting homework done,” says division manager Ali Turner of Hennepin County Library. “Learning Dreams is a new way for us to engage families in the learning process and support them in support of their children’s school success.”

Debertin says Learning Dreams also helps her staff respond to the neighborhood more spontaneously. A book club formed for Somali-born parents who want to learn English. One girl’s interest in cooking led to a connection with a chef; suddenly the library had 12 young people showing up for a cooking class that lasted several weeks.

Knowledge in neighborhoods

Jerry Stein developed learning-dreams thinking in the 1990s when he was asked to help design a tutoring program for kids

in a public housing community.

“I had this realization,” he remembers. “I told the group that if the kids’ families and communities love learning, it will work...otherwise it’s a waste of time. So, then the question becomes, What do people love learning about, or what *would* they love learning about if they had the chance?”

Stein had written his dissertation on the U.S. philosopher and educator John Dewey (1859-1952). Dewey is best known for creative school innovation, but he changed course late in life to focus on the “educative community.” Stein began to focus on the educative community of the families he was working with. He ended up developing a program called Neighborhoods Educating Themselves, or NET.

“It was not the best name,” Stein chuckles, shaking his



“It’s serious work, but we don’t want to be too serious! We want to lighten people’s lives.”



The Dreamcycle brings Learning Dreams into communities. In 2012, it appeared at such sites as the Hennepin County Government Center and the Southeast Neighborhood Learning Festival in Van Cleve Park.



A month-long exhibit at the Hennepin County Government Center, “Learning Dreams: Art + Community + Curiosity,” featured portraits of 12 people and their stories of how Learning Dreams worked for them. East Lake Library in Minneapolis hosted parts of the exhibit this spring.

cloud-shaped space. Anybody who fills out a card gets a follow-up call or email, often the same day, with information about places to learn their dream, from yoga to playing the flute to learning to drive, near their home or neighborhood.

Learning Dreams continues to make its way around the state. It spent two years in Worthington and more recently two years in St. Paul, collecting people’s learning dreams and helping them find local, accessible resources to make those dreams come true. It has partners as far as Belfast, Ireland. It can be applied or adapted anywhere. Now Stein is excited about the potential of the library partnership, especially as results from the first year roll in.

“Libraries are one of our nation’s most revered systems of learning,” he says. “The library system can be as instrumental in transforming learning now as it did in its earliest charter. Learning Dreams and the libraries share similar missions and fundamental purposes. Everybody who cares about learning cares about libraries.”

The slogan of the new partnership is “Bring your dreams to the library!” At the same time, libraries are learning how to bring library thinking out into the community. Learning Dreams staff can show families how they have immediate and direct online access to library staff through Ask Us—the app and text access are available to anyone.

“You can really ask just about any question of the library and we at least know where to get started or who to call,” says Turner.

Libraries dream, too

Now the partnership has got the librarians exploring their own learning dreams. When East Lake began putting Learning Dreams to work on its Homework Hub program, everybody in the library got involved.

“Learning Dreams work included all of us, not one or two people on the staff,” says Debertin. “We’re all part of this together.”

That includes volunteers, Turner adds.

“Our work with Learning Dreams has provided a unique way for volunteers, tutors, and staff to tap into their own learning dreams,” she says. “It gives us all fresh empathy for that tingly feeling of curiosity and wanting to learn something new. It has transformed our collective approach to welcoming and supporting students!”

Learn more about Learning Dreams at www.learningdreams.org or contact Jerry Stein in the School of Social Work at stein035@umn.edu. Find Hennepin County Library at www.hclib.org.

head. “The question we asked when we went out to visit people was, ‘What’s your learning dream?’ That did it. That got people interested and thinking. It just took me awhile to realize that Learning Dreams was the real name and then change it.”

The results of the first project were hopeful. While working with a small group of parents to identify and pursue their own learning dreams, all got involved in their neighborhood school. Meanwhile, the truancy rate of their children fell to zero and their academic performance improved.

Dreams on the move

The learning-dreams approach “takes sole,” Stein has punned for years. By that he means the soles of his and many other feet hitting the pavement, going out to meet and talk to people in their neighborhoods and homes.

The history of social work cannot be told without including settlement houses, bricks-and-mortar centers built in the late 1800s and early 1900s in poverty-stricken urban neighborhoods, where people could access the assistance they needed. A dream of Stein’s was to create an “unsettlement house” that would make those resources mobile.

When Stein met Jack Becker from Forecast Public Art, the Unsettlement House became a reality. It was a trailer that could be pulled by a vehicle, equipped with Learning Dreams supplies for staff and volunteers wherever the trailer parked.

Next came the Dreamcycle, a nimbler trike-powered kiosk that can meet people almost anywhere—on street corners, in parks, at fairs, outside libraries. In 2012 it spent time at the Minnesota State Fair, then appeared in the Hennepin County Government Center in conjunction with a month-long exhibit. Passersby stop to talk to a Learning Dreams volunteer and fill out colorful cards that say, “I want to learn...” followed by a



>>>FACULTY PROFILE <<<

Helping families survive tragedy

Medical family therapist Tai Mendenhall prepares students to bridge the gap between acute and long-term care

TAI MENDENHALL HAS WORKED as a mental health provider in some of the most difficult situations anyone can imagine—at the heart of the 9/11 attacks, on the ground where hurricanes Katrina and Rita struck, the 2004 East Asian tsunami, the I-35W Bridge collapse, and the 2011 Midwest tornadoes.

He has also worked in places that do not make the news, attending to mental health care needs of victims' families as well as health care providers in the wake of murders, suicides, and emergency room deaths.

Mendenhall is a medical family therapist and assistant professor in the Department of Family Social Science. In the field now called couple and family therapy (formerly marriage and family therapy), his research, teaching, and public engagement are thoroughly intertwined.

Mendenhall directs the mental health teams in the University's Medical Reserve Corps, helping to train, supervise, and work collaboratively with a variety of providers, professors, staff, and students in psychological first-aid.

"Fieldwork—whether it's a large-scale disaster or something comparatively smaller and close to home—brings some of the the hardest clinical work I have ever done," says Mendenhall. "You're hearing the worst things you have ever heard and your heart is absolutely breaking, and at the same time you are so inspired with the strength and courage of the human spirit as these families survive and work together."

By design, both advanced undergrads and graduate students pursuing careers in the mental health professions are involved in these response teams, gaining critical experience.

Mendenhall sees the University of Minnesota as an evolving leader in the country by bridging the worlds of acute and

long-term health care in trauma work.

"A lot of folks out there orient their efforts to the immediate needs of patients, families, and communities in the aftermath of a disaster," he explains, "while many others work in long-term recovery processes and community building. But the two camps often do not talk or coordinate their efforts with each other."

Here, Mendenhall says colleagues across the department and in public health, social work, family medicine, and psychology, are working in partnership to connect the dots.

"A lot of students are already coming to the Department of Family Social Science and the University of Minnesota because they see us building the bridge between the short-term and long-term."

Mendenhall also teaches FSoS 1101, Intimate Relationships. It is the largest and the most popular class that the department offers, each semester enrolling up to 240 students from about 70 different majors.

"Everybody is either in or wants to be in an intimate relationship," says Mendenhall. "We've all experienced the joy of love and the pain of breakups, and we want to learn to have better relationships, to experience all the hopes and dreams we have in our personal lives alongside what we're going to school for professionally. It's a joy to teach. If I have it my way, I will teach it until I retire."

He is now writing a textbook for the course in collaboration with previous teaching assistants, discussion group leaders, graduate students, and alumni.

Mendenhall never would have guessed such a career was ahead when he dropped out of college at age 20. But his father, *continued on page 26*



Honored

Dale Blyth (social work) was named the 2013 recipient of the Minnesota School-Age Care Alliance Award of Excellence. Blyth aims to improve youth development research by focusing on learning outside of the classroom. Among other accomplishments, he helped create the Youth Work Institute at the University, which reaches more than 4,000 youth workers annually, and oversaw the Minnesota 4-H program, which serves 130,000 youth per year.

Elizabeth Carlson (child development), director of the Harris Training Program and Infant and Early Childhood Mental Health Certificate Program, has been awarded the 2013 Outstanding Service Award by the Minnesota Association for Children's Mental Health. The annual award recognizes individuals who have shown extraordinary achievement or leadership in the field of children's mental health.

David Chapman and **Rebecca Ropers-Huilman** (organizational leadership, policy, and development) were selected as Fulbright Scholars for spring 2014. Chapman will interview university faculty members across Malaysia, looking at the changing nature of faculty work and the implication of those changes for career trajectory, institutional commitment, and job satisfaction. In Vienna, Austria, Ropers-Huilman will be appointed to the Institute for Science Communication and Higher Education Research with the University of Klagenfurt, where she will focus on understanding gender in the transformation of Austrian university education.

Sharon Danes (family social science) has been inducted into the International Family Enterprise Research Academy as a fellow. This special honor is in

recognition of Danes's contributions over the years to the family business field in the area of family systems and rigorous modeling of family constructs in studies of business families.

Zan Gao (kinesiology) received the National Association for Sport and Physical Education Helen M. Heitmann Curriculum and Instruction Young Scholar Award. The award recognizes an outstanding professional for exceptional contributions to research in the field of curriculum and instruction.

Melissa Koenig, **Glenn Roisman**, and **Kathleen Thomas** (child development) have been awarded fellow status by the Association of Psychological Science. Fellows are recognized for their sustained, outstanding contributions to the science of psychology and for exceptional contributions to the field through the development of research opportunities and settings.

Tom Skovholt (educational psychology) was selected for the 2012 University of Missouri College of Education Award for Outstanding Professional Achievement. The award is in recognition of his contributions to counseling research and practice and his teaching of the art and science of counseling as well as his work in international counseling.

Sue Staats (postsecondary teaching and learning) has been honored as one of the 2012–13 recipients of the Horace T. Morse-University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education. As a result, she will join the University's Academy of Distinguished Teachers.

Jim Ysseldyke (educational psychology) received a presidential citation and award from the Trainers of School Psychologists for career contributions to the training

of school psychologists. The award was presented at the organization's annual meeting in Seattle in February.

Appointed

Michael Goh (organizational leadership, policy, and development) has been invited by the U.S. State Department and the Institute for International Education to serve on the selection panel for the 2013-14 Distinguished Fulbright Awards in Teaching Program, which recognizes and encourages excellence in teaching in the U.S. and abroad.

Jeanne Higbee (postsecondary teaching and learning) has been invited to be the primary editor for the *Journal of College Teaching and Learning*. She has edited various journals throughout her career.

Rashné Jehangir (postsecondary teaching and learning) has been selected to serve on the editorial review board of the *Journal of the First-Year Experience and Students in Transition*. This semiannual refereed journal provides current research on the first college year and other significant student transitions.

Ann Masten (child development) has been named to the Irving B. Harris Professorship in Child Development. Masten, an expert on resilience, fills the professorship previously held by Nicki Crick, who died in October 2012. One of the goals of the Harris Professorship is to encourage scholarly activity in those aspects of child development related to children growing up in high-risk conditions.

Michael Rodriguez (educational psychology) was selected for the new position of Campbell Leadership Chair in Education and Human Development. As the first faculty member in the chair, Rodriguez will contribute significantly to the shared CEHD and University mission



of high quality education for all K-12 students in Minnesota. Rodriguez, an internationally known researcher and leader in education, will support ongoing initiatives to reduce the achievement gap, expand collaboration across the University, and advise President Kaler on ways the University can best help to improve educational access and success. Read more on p. 10.

Thomas Stoffregen (kinesiology) has accepted an invitation to join the editorial board of *Frontiers in Movement Science and Sport Psychology*, an online open-access journal that seeks to research various facets within the psychological movement sciences.

In Memoriam

Ruth Thomas, Ph.D. '77, a professor on the University faculty for 36 years, passed away January 27 after an extended illness. During her tenure, Thomas headed the Division of Home Economics Education for 11 years and chaired the Department of Curriculum and Instruction for 6 years, earning admiration for her leadership, advocacy, and strength of character. She motivated her students to dig deeply into critical issues in education with children and families. Through her research on the reflective-dialogue approach to parent education, she advanced understanding of parenting as a developmental growth process that requires deeper experiences than simple exposure to information and skill training in order to strengthen parent-child relationships. An award-winning teacher and researcher, Thomas published widely, including articles, books, and monographs, and developed and tested new approaches to technology-assisted learning. She was known for modeling innovative ways of teaching, providing generous feedback, and mentoring with care. Her devotion to her family, love of life, and infectious laugh inspired her many students and colleagues.

Memorial gifts may be made to the Paula C. Thomas Memorial Scholarship Fund, named for her late daughter, at the Saint Paul Foundation.

Helping families survive tragedy, *continued*

an orthopedic surgeon originally trained in veterinary medicine, helped connect him to an important environment where he could grow. While working fulltime as a surgical technician, Mendenhall began to explore his options. Eventually he discovered the field of family social science. Later, working on a master's degree in marriage and family therapy (MFT) at Kansas State, he gravitated toward the toughest cases. He began connecting the worlds of mental health and medicine.

"I'm a complete adrenaline junkie so the clinical cases that nobody else wanted were the ones that I really wanted," he says. Then he came back to Minnesota for his Ph.D. in MFT, where he used his supportive program to branch out. "I took every single class I could take in medicine, like psychopharmacology and nursing,

principles of HMO management, risk analysis, biostatistics, because I wanted to build the bridge."

After an intensive internship in a psychiatry residency in North Carolina, Mendenhall came back to Minnesota again for a position in the U's Department of Family Medicine and Community Health. His work and his passion for teaching evolved until the Department of Family Social Science became an even better fit.

"So I left a great gig for an even better one," he says. "All of it—the teaching, the research, the clinical work—comes together for our students. This is what a university is supposed to do. We've got more than 50,000 students here—50,000 lives—50,000 dreams. To have any kind of influence that is that meaningful, to be a part of their learning and growth as they work to follow their hearts and

their dreams, is truly an honor and a privilege."

Away from the U, Mendenhall's favorite hobby is motorcycles. He says he grew up on them, riding with his dad, and they still go on father/son tours together almost every summer.

"I call them my thera-rides," says Mendenhall. "You reconnect with the world. In a car you can't feel the hot and cold pockets of air—you can't smell the smells or experience the environment in the same way when you're not out in the open like that. Sometimes I just drop everything and go myself. We are all so busy, and things that rejuvenate us are essential."

—MICHAEL MOORE

Read more about Tai Mendenhall and the Department of Family Social Science at www.cehd.umn.edu/fsos/people.



FROM THE PRESIDENT

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

As I conclude my term as president of the CEHD Alumni Society, it's remarkable to reflect on the activities that have taken place over the last few months. In November, we had a stimulating morning of faculty presentations and alumni conversations at Saturday Scholars. The Alumni Society is proud to support this growing gathering of alumni and friends who are eager to learn about the important work happening at CEHD. In February our society co-sponsored the annual Alumni and Student Networking Event with the CEHD Undergraduate Student Board. If you've never attended this event, it's an outstanding way to share your career advice with up-and-coming undergraduates! We wrapped up this spring with a career resources workshop for alumni and an all-alumni social gathering, CEHD Alum-Fest, at TCF Bank Stadium.

This summer, I'm excited to pass on the CEHD Alumni Society presidency to **Brenda Hartman**. In her short time on the board, she's already demonstrated outstanding leadership and advocacy on behalf of CEHD alumni. We will also bid farewell and best wishes to board members **Andrea Canter** and **Bill Schrankler**, whose terms

end this year, along with **Kelsey Savoie** and **Tommy Watson**, who are moving out of state.

I will continue to be involved with alumni activities because I believe in the lasting benefits of the CEHD and University of Minnesota experience. Each of us in the alumni community can contribute in different ways...through volunteerism, charity, and our expertise. No matter the path we take in life, remember we are all one big GOLDEN FAMILY! GO GOPHERS!

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

1960s

Lucius Butler (Ph.D. '68) passed away on January 31. He was a professor at the University of Hawaii, educational specialist with the Navy, and a missionary and hotel resident chaplain in Japan. • **Patrick O'Dougherty** (B.S. '68) won a major history award from Artability for nonfiction in recognition of his submission, "Framing Charlotte," in People Incorporated's 2012 Artability Art Show. • **Jean Kalmes** (M.A. '69) retired from teaching after 28 years at the high school and college level. She recently published a biography about Ernest Hemingway.

1970s

Melanie Nelson (B.S. '77), founder and CEO of Learning ZoneXpress, was a

silver honoree in the Stevie Awards for Women in Business. • **Daryl Orris** (Ph.D. '77) joined Hawaii Pacific University as professor of advertising and public relations. • **Charlene Follett** (Ph.D. '79) retired after 14 years of employment at the University of Minnesota and more than 33 years in private practice as a licensed psychologist.

1980s

Mary Jean Jecklin (M.A. '83) and her husband were selected Travelers of the Year by *National Geographic Traveler* magazine for "exploring the world with purpose and making a difference." They founded PACforKids to advise travelers how to help needy children in developing countries. • **Steve Klemz** (M.S.W. '86) has worked for the U.S.

Department of Veteran Affairs for 30 years and lives in Tampa, FL. • **John Keprios** (M.A. '87), parks and recreation director for the City of Edina, retired after a 40-year distinguished career.

CEHD alumni serve their communities and the state as representatives in the Minnesota House and Senate. Thank you for your legislative service!
House: **Jim Davnie** (M.Ed. '96)
Senate: **James Metzen** (A.A. '64), **Carla Nelson** (M.Ed. '97), and **Matt Schmit** (M.Ed. '04).
Let your representative know why you support the U of M: z.umn/7rg.



On February 12, 65 guests gathered at McNamara Alumni Center for the fourth annual CEHD Alumni and Student Networking Event, where alumni shared career advice with undergraduate students in a fun, informal setting. Be sure to join us next year!



Jared Hoffman, Chris Dixon (M.Ed. '05), and Lewis Smith



Christen Pentek and Betty Smith-Lewis (B.S. '77)



Ron Strand (B.S. '60), Rachel Mott, and Dilshani Rajaratnam



Donald Draayer (B.S. '57)

• **Yong-Lin Moon** (Ph.D. '87), professor of education at Seoul National University, was elected superintendent of education for Seoul, Korea. • **Kay Hawley** (M.A. '88), Hopkins Public Schools band director, was named Minnesota Music Educator of the Year by the Minnesota Music Educators Association. • **Mary McGrath** (Ph.D. '88) coauthored the second

edition of *Surviving Internal School Politics: Practical Strategies for Dealing with the Dynamics*. • **Ann Robbins** (M.S.W. '88) was named School Social Worker of the Year by the Washington Association of School Social Workers.

1990s

Chris Cohen (B.S. '92), coach of the Minnetonka High School boys track 2012 true team state champions, was named a finalist for the Gill Athletics National High School Track Coach of the Year. • **Mark Toogood** (M.S.W. '94), director of the Minnesota Transition to



Driftwood Community Arts, a St. Paul community art studio, gallery, and educational space, opened its doors in October. The local artists who run Driftwood met as students while in CEHD's art education program and are committed to providing relevant arts education and diverse perspectives in an accessible community-oriented space. (L-R): **Jamie Tam** (M.Ed. '12), **Linda Radius Larson** (M.Ed. '12), **Ken Rivera**, **Carina Eugenio** (M.Ed. '12), **Kari Hintze** (M.Ed. '12), **Peter Ludt** (M.Ed. '12), and Josh Sohn (M.L.A. '12-Design).



114 alumni and friends attended the eleventh annual CEHD Saturday Scholars in November and heard from distinguished faculty on the timeliest education and human development topics. Thanks to our alumni and faculty for an enriching morning of conversations.

Economic Stability Division of Children and Family Services, was elected to the executive committee of the National Association of State Temporary Aid to Needy Families Administrators. • **Debra Harless** (Ph.D. '95) was appointed as the executive vice president and provost of Bethel University. • **Shandra Williams** (Ph.D. '98) was named chair of the department of human sciences at the University of Arkansas at Pine Bluff.

2000s

Jean Lubke (Ph.D. '01), executive director of curriculum and instruction



Twenty-two alumni were recognized in November with the CEHD Distinguished Alumni Award. They are community builders and leaders who make a positive difference in the lives of children, youth, families, schools, and organizations, and whose achievements bring honor to the college.

Back row (L-R): **Will Antell** (Ed.D. '73), **Harland Samson** (Ph.D. '64), **Donald Helmstetter** (Ph.D. '99), **James Decker** (Ph.D. '76), **R. Michael Conley** (B.S. '67), **Mary Hertogs** (M.A. '75), **Edward Franklin Starke** (M.A. '75), Dean **Jean Quam**, **Dale Johnson** (Ph.D. '68), **Mary Melbo** (Ph.D. '81), **Brett Laursen** (Ph.D. '89), **G. James Rockwell** (Ph.D. '70), **Sarah Mangelsdorf** (Ph.D. '88), and **Jennifer Marrone** (B.G.S. '82). Seated (L-R): **Mary Ballard** (B.G.S. '84), **Kristin Ostby Anderson** (M.A. '68), **Lori Smith Peterson** (Ph.D. '02), **Joan Velasquez** (Ph.D. '79), **Norma Jane Baker** (M.E. '90), and **Mary Beth Barry** (B.S. '83). Not pictured: **Jane McNamara** (B.S. '71), **R. Wayne Olmsted** (B.S. '61), and **Lucille Paradela-Fernandez** (M.E. '54). Degrees listed are highest earned in the College of Education and Human Development at the University of Minnesota.

for Rochester Public Schools, has received the Kay E. Jacobs Memorial Award for leadership excellence from the Minnesota Association of School Administrators. • **Katie Clark** (B.S. '03) is commissioner of the Minnesota Department of Employment and Economic Development.

- **Beth Yokom** (M.A. '05), supervisor for the Anoka-Hennepin School District ECFE and School Readiness Preschool programs, received the Distinguished Service to Families Award from the Minnesota Council on Family Relations.
- **John Preissing** (Ph.D. '06) is the Food and Agriculture Organization representative of the United Nations in Peru.
- **Chris Lundstrom** (M.Ed. '07) won the Twin Cities 10K with a time of 32:14.
- **Jessi Tebben** (M.Ed. '07) had the Out4Good Scholarship named after her for work in making Minneapolis Public Schools a national model for LGBTQA inclusiveness.
- **Bonnie Houg** (Ph.D. '08), community program specialist for the Program in Health Disparities Research, passed away on January 16.

2010s

Janette Herbers (Ph.D. '11) accepted a position as assistant professor in the

Linda Cohen (Ph.D. '86), **Bernadeia Johnson** (Ed.D. '12), and **Rafael Ortega** (M.S.W. '81) were featured in *Minnesota Monthly's* "75 Most Influential People in the Twin Cities" list.

department of psychology at Villanova University. • **Gina Johnson** (Ph.D. '11) is the new director of institutional effectiveness for the Morgridge College of Education at the University of Denver. • **Kathleen Roufs** (Ed.D. '11) had an article published in the *Chronicle of Higher Education* entitled "Let's Break the Silence on Hearing Loss." • **Amber Manke** (M.Ed. '12) participated in a charity flag-football game for the Pat Tillman Foundation, which was aired during the halftime show of the Tostitos Fiesta Bowl. • **Amber Schultz** (Ed.D. '12) is the associate vice president for enrollment management and student success at Edinboro University of Pennsylvania.



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CEHD Alumni and Friends on  CEHD Alumni & Student Networking Group on  @UMN_CEHD_Alumni on Twitter 

From Chaucer to the newsroom

High school journalism teacher of the year Ellen Austin empowers students to put English to work

IF YOU SAW PICTURES of Ellen Austin's classrooms, you might think she teaches at two different high schools.

In some of them, she is up front, interacting with students about English literature. It's a subject she teaches with such mastery and enthusiasm that she won a grant from the National Endowment for the Humanities to study in Chaucer's footsteps last year.

In the rest, she's in a back corner, overseeing the kind of fine chaos that exists in a newsroom. The students are leading. With Austin as their adviser, they produce the school's award-winning sports magazine *The Viking*—online and in print—plus INfocus, a daily live news show.

Journalism is a subject that Austin, M.Ed. '08, teaches so effectively that she was named 2012 National High School Journalism Teacher of the Year by the Dow Jones News Fund.

All of Austin's classrooms are in the English department of one school—Palo Alto Senior High School in Silicon Valley, California.

"Journalism is where English education goes to work," says Austin. "It's the only place where all those things I teach down the hall are applied."

Chaucer, she notes, had a reporter's eye for details and listened closely to the voices of the people whose characters he captured.

In Austin's journalism classes, student leaders of each publication set goals, time schemes, and what to do in the next 90 minutes. Their tools are iPads, laptops, desktops, cell phones and smart phones, and an HD video camera.

"I talk to students a lot about being a 'one-man band' in the digital world, where they attend, report, and distribute," Austin says. "They write, post, take and move photos, upload, tweet...and that includes time outside the school day—for example, go to a game from 8 to 10 on Friday, then write up

and post a story the same night."

"Paly" is a school of about 2,000 students and—with companies like Google, Facebook, and Yahoo! for neighbors—a diverse student body from all over the world. With eight publications, Paly received a First Amendment Press Freedom Award in 2011 for its climate of free expression from the Journalism Education Association. *The Viking* alone has covered such issues as hazing, racial discrimination, and athletes who are HIV-positive.

An Illinois native, Austin worked on her own high school newspaper but did not start her career as a teacher. Her lens on the world was a camera. After completing an undergraduate degree in business and marketing at the University of Illinois, she was "living the arts life" and maintaining a photography studio in St. Paul, Minnesota, when she decided to pursue teacher training and secondary-school licensure.

"I did my research and found out the U had the best program in the area," she says. "It was a happy karmic path that led me there."

Austin had to complete literature courses in English along with her teacher preparation. She remembers in particular her course content on reader-response theory, teaching writing, why research matters in the classroom, and new ways of content delivery. "That was powerful kindling," she says.

In 1999 Austin got a call that led to a job in Cannon Falls, Minnesota. During the first year, she noticed there was no school paper on campus, so she and a few students started one. She quickly learned the perils of the role.

"Advisers lose jobs over stories students write," she notes. But with support from the Journalism Education Association and the National Scholastic Press Association, she navigated the waters successfully. Five years later, she was recruited to a

position closer to home at St. Paul Academy. But when a call came in 2007 encouraging her to apply for an opening in Palo Alto, she could not resist.

The English and journalism program at Paly is known as one of the top in the nation. And the chance to teach journalism in California was exciting. The state is one of only eight with legislation that pushes against the restrictive controls on student publications in the wake of the U.S. Supreme Court's 1988 decision in *Hazelwood vs. Kuhlmeier*.

Austin grew up under *Tinker vs. Des Moines* (1969), the first big Supreme Court decision on student free expression. The *Tinker* decision affirmed students' rights to free expression with only a few restrictions. Two decades later, *Hazelwood* took back much of that freedom, casting a chill on student expression in school-sponsored publications.

"Censorship doesn't teach young American students to be responsible for their own words," says Austin. "It teaches you to go underground, to be anonymous."

At Paly, Austin joined what she calls a fleet of top-notch English and journalism teachers, including nationally recognized journalism teachers Paul Kandell and Esther Wojcicki. Her work as well as interviews with her students have been featured in *Literacy Tools in the Classroom* (2010), co-authored by her master's adviser Richard Beach; it includes not only journalism but Austin's use of ethnography writing instruction.

Among the most important things Austin wants her students to learn are to be adaptable and, when they don't know what they're doing, to try anyway.

"The coolest thing about journalism is that I truly see the spectrum of what these young adults are capable of accomplishing," she says.

In addition to her teacher preparation in Minnesota, Austin lauds her mom (still teaching at 78) and the master teachers who mentored her in Austria, where she taught English on a Fulbright award after her bachelor's degree.

"I see life not looking like a road but like a rope—that's my metaphor," says Austin. "The idea that there is a predictable straight line creates blinders to opportunities. I am learning every day and I talk to my students about life-long learning. It's a good thing for them to know that they can reinvent their path at any moment."

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Read more about CEHD's Department of Curriculum and Instruction at www.cehd.umn.edu/CI and about Austin at ellenjaustin.com.

Recent gifts and commitments to the college

John and Sharon Haugo have made a future gift commitment of \$500,000 to CEHD.

Jane S. Miller made a recent commitment of \$65,000 to support the Glen and Esther Shingledecker Fellowship in Child Development.

Frank Braun has made a commitment of \$50,000 to support the Frank Braun Fellowship in International Development Education.

Emerita professor **Mary Corcoran** established a charitable gift annuity at the level of \$50,000 to be added to the Educational Evaluation and Policy Studies Fellowship Fund.

Jennifer Marrone and **David Short** have made a commitment of \$50,000 to establish the Jennifer Marrone and David Short Undergraduate Study Abroad Scholarship.

Virginia Puzak made a gift of \$50,000 to be added to the Puzak Family Scholarship Fund in early childhood education.

The **Glen and Harold Bend Foundation** has made a gift of \$25,000 to support the Project for Babies.

Emerita professor **Shirley Zimmerman** has made a gift of \$25,000 to be added to the Shirley L. and Peter D. Zimmerman Fund in Family Social Science.

Marvin Bauer made an additional gift of \$20,000 to be added to the Jean W. Bauer Family Economics and Policy Fellowship Fund.

Marilyn Hobbs has made a gift of \$10,000 to be added to the School of Social Work Fellowship Fund.

Thomas Jandris has made a \$10,000 commitment to support the Jandris Center for Innovative Higher Education Strategic Fund.

Giving matters

FRANK BRAUN, '48, '51, '60, grew up in Maple Grove, Minnesota, when it was mostly farms. He attended a one-room school, graduated from Osseo High School, and came to the U. Then the U.S. Navy called.

"That meant a lot of firsts for me," says Braun, "first train ride, first trip out of Minnesota, first time I saw the ocean."

But it was only the beginning. After serving on the *U.S.S. Iowa* as far away as Japan, Braun returned to the University to complete three degrees. He taught for two years in public schools, then embarked on an international path. First he biked and led bike tours in Europe and Canada. As a doctoral student, he studied for a year at the Free University of Berlin on one of the University's first reciprocal student exchanges. "That was a mind-changing experience," he remembers.

In what became a faculty position in the College of Education, Braun supported students in career preparation, planning, and placement. He began teaching with an affiliation in the Department of Curriculum and Instruction. Everywhere he brought a global perspective. He chaired an international education committee for the college, with particular care and concern for international students. He was one of three founders of the comparative and international development education (CIDE) program in 1980. His last assignment for the U before retirement was serving as a faculty mentor for a student group in Kenya in 1991.

"We talk about internationalizing the curriculum and the university," he says. "I spent a lot of time internationalizing myself."

Braun wants others to have such opportunities, too. In 2007, he began a series of gifts that created a study abroad scholarship for CEHD students. Then last year, he decided to take advantage of FastStart4Impact. Braun's gift established a fellowship for graduate students in international development education.

Today the farm where Braun grew up is the site of a Hindu temple, among the largest of its kind west of the Mississippi. And he still loves to travel.

"I'm fascinated by the transition of cultures and people," he says.

With FastStart4Impact, when a gift or pledge of \$50,000 or more is made to establish a new endowment fund for student support, four years of funding is provided while the endowment grows. The FastStart amount is roughly equivalent to the payout of a fully established fund. Learn more at giving.umn.edu/faststart.

"The year in Berlin was a mind-changing experience. I want to see others have the same kinds of opportunities I had."

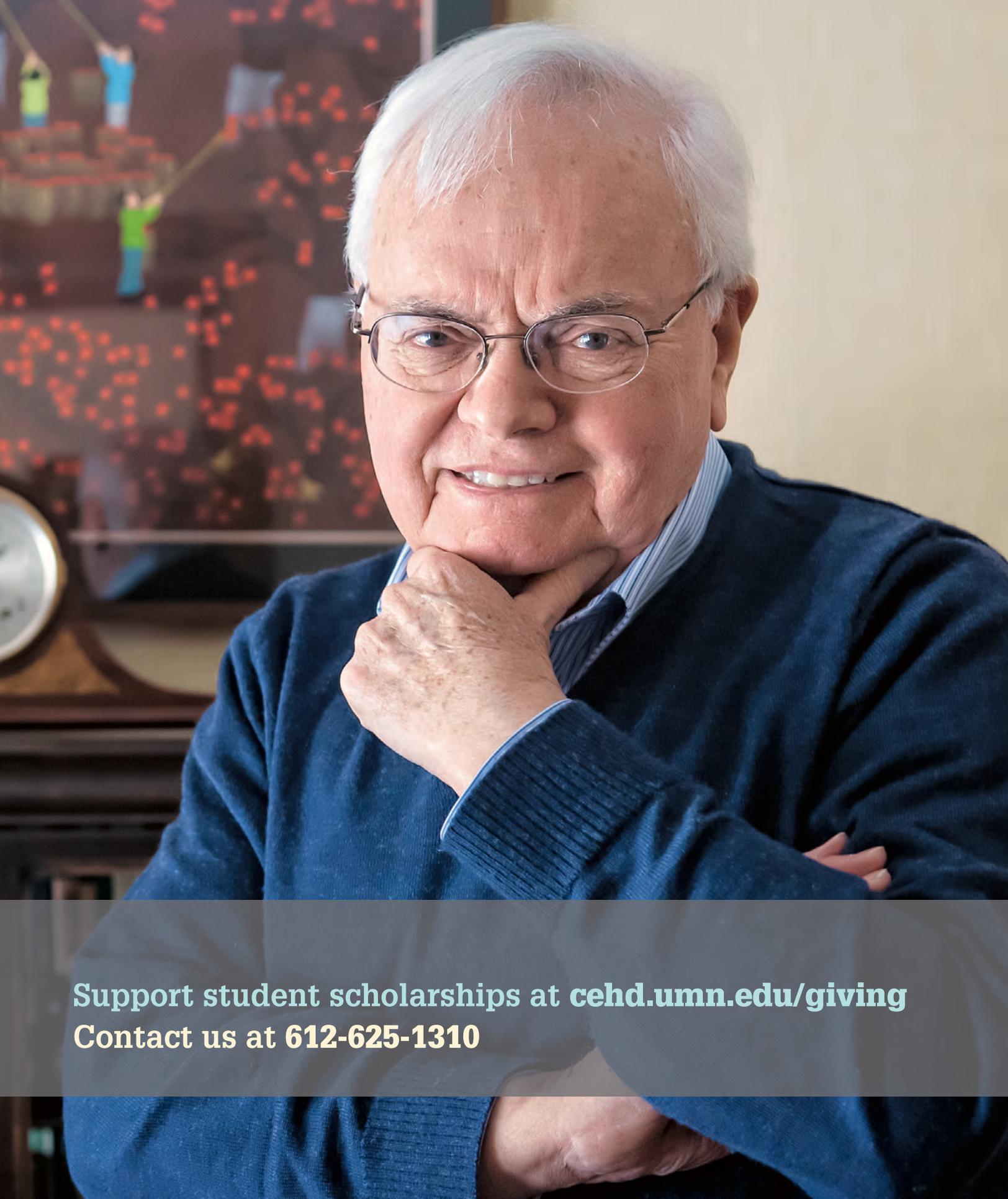
—FRANK BRAUN, PH.D.
CEHD faculty member, retired

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

CEHD Commencement

Thursday, May 16
Mariucci Arena

Graduate Ceremony: 1–3 p.m.
Undergraduate Ceremony: 5:30–7:30 p.m.
cehd.umn.edu/commencement

Women's Philanthropic Leadership Circle Awards Celebration

Tuesday, June 18, 9–11:30 a.m.
Town and Country Club, St. Paul

Join members of the WPLC and friends of CEHD as we celebrate recipients of the circle's graduate student scholarships and the Rising Star Faculty Award. This breakfast is free and open to all. Please RSVP by June 11 to wplc@umn.edu or **612-625-1310**.

SAVE THE DATE: Gopher Adventure Race

Friday, October 4, 1–6 p.m.

All U of M alumni are welcome to join students, faculty, and staff to compete in physical and mental tasks while racing across the Twin Cities campus. Information at: z.umn.edu/gar. Limited number of complimentary team sponsorships for CEHD alumni. Contact ruzek010@umn.edu with interest.

CEHD Saturday Scholars

Saturday, November 2, 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. Registration opens in early September. cehd.umn.edu/alumni/events/saturday-scholars