

UNIVERSITY OF MINNESOTA

CE+HD connect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT | SPRING / SUMMER 2016



**START-UPS
FOR LEARNING**

MLB ALL-STAR GAME GREEN TEAMS + CREATING COMMON GROUND + BETTER DATA USE IN SCHOOLS

CE+HD connect

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Three-year-old Mason showed pretend snow to Stephanie Carlson, a professor in the Institute of Child Development. Carlson is also CEO of Reflection Sciences, one of three start-ups to emerge from CEHD in fiscal year 2015.

Read the story on page 10.

Photo by Jayme Halbritter

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**COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT**

**UNIVERSITY OF MINNESOTA
Driven to DiscoverSM**

SETH DAHLEID



Dean Quam, right, celebrated with graduate student finalists at the first Three-Minute Thesis (3MT) competition at CEHD Research Day in March.

from the dean: The best advice I can give to students and faculty is, "Don't be afraid to try new things...take risks." There is always more I can say, of course... "Don't be afraid to fail," "Learn from your mistakes," and so on. But the main message is "Innovate!"

This issue features three start-up ventures that came from CEHD. The creativity sweet spot is when a faculty member and a student can generate a new idea. I still remember the excitement when faculty member Charlie Miller and grad student Brad Hosack came bursting into my office to show me a new educational app they had created. Charlie and Brad appeared on the cover of *Connect* a few years ago, and their app has now emerged as a start-up company. You can read about Vidku as well as FastBridge Learning and Reflection Sciences in the pages ahead. And dozens of other examples are in various stages of development in CEHD.

While these innovations create new revenue sources for the college, the best outcome is that we are sharing all of our new information as quickly as possible in useable forms. Education Technology Innovations (ETI) is our new hub for this activity. Be on the lookout for many innovations that will come forward in the next few years.

Our creativity does not begin or end with start-ups. Every day our faculty design amazing learning experiences for our students. You will also read about Tiffany Richardson creating a dream-of-a-lifetime course where students participate in Major League Baseball's All-Star games, and about Na'im Madyun continuing to develop our Common Ground Consortium in support of black graduate students in the college.

Innovative thinking is also needed to address the critical issue of equity in education. Don't miss the opportunity to be part of the Educational Equity in Action convening on June 20 and 21 here in Minneapolis, described on page 7. Please join us and bring your ideas and voices.

Enjoy reading about the great things going on in our CEHD community! Thank you for being part of it.

An international Thanksgiving



An estimated 100 CEHD international students and their guests enjoyed a very distinctive Thanksgiving dinner at Coffman Union on the Monday before the holiday. Willie and Fay Scott from Fay's Homestyle Catering served a traditional Southern Thanksgiving meal, including roast turkey, collards and kale, macaroni and cheese, stuffing and gravy, sweet potatoes, and sweet potato pie—a treat to Minnesotans, as well. Doctoral student Takehito Kamata of Japan asked the Scotts to share stories about their recipes and family traditions.

International Thanksgiving has become a tradition at CEHD. Among the guests this year were the China Champions in the School of Kinesiology, a group of Olympians attending the U of M in a unique global collaboration.



Speaking out in Jordan on child resilience

Child development professor Ann Masten gave the keynote speech in Amman, Jordan, in March at a three-day meeting on "Investing in Young Children for Peaceful Societies: Individual and Structural Transformation." Policymakers, economists, child development experts, leaders, youth, and Queen Rania—under whose patronage the Forum on Investing in Young Children Globally is held—attended, according to the *Jordan Times*.

Masten appealed for investment in early child development to create "a very powerful" human capacity for change, the newspaper reported. She urged the audience to think beyond survival of children to help them be resilient and thrive.

The workshop chair cited the challenge of massive violence campaigns in the region that make people think of focusing on child development as a luxury, while there is tangible evidence that the greater the investment in children, the less they will engage in violence.



Ann Masten, left, and workshop co-chairs Pia Rebello Britto from UNICEF and Mohammed Abu-Nimer from the King Abdullah Bin Abdulaziz International Center for Interreligious and Intercultural Dialogue



Peter Mortell, right, was accompanied by cancer survivor Casey O'Brien on a shopping event in December.

A specialist for a special season

Gopher football punter Peter Mortell, a kinesiology major, did good on and off the field this year.

In the world of football, punters are known as specialists, which gave Mortell an idea. Before the 2015 holidays, he started a campaign he called “A Very Specialist Christmas” and aimed to raise \$25,000 for teenage patients at the U of M Masonic Children’s Hospital.

Teenage patients often get overlooked, says Mortell, so his goal was to raise money to purchase gifts that current as well as future patients at the hospital can use. His campaign raised more than \$28,000 for the hospital and put him in the news beyond the sports page.

It all started the previous year, when Mortell received a \$452 Best Buy gift card as a Citrus Bowl participant, spent it on gifts for the St. Joseph’s Home for Children, and wanted to do more. He considers his charitable endeavors an obligation to pay it forward and hopes other college athletes will follow his lead.

“We need to give back to the community that supports us,” Mortell said in an interview with the *Star Tribune*.





A meeting in Uganda

A team from the Department of Organizational Leadership, Policy, and Development (OLPD) hosted and led an all-partners meeting of the University of Minnesota MasterCard project in Entebbe, Uganda, in December.

The team, comprised of faculty and graduate students, got its start in 2011 on the six-year evaluation collaboration with the MasterCard Foundation Canada. The mission of the collaboration is to assess the overall impact of entrepreneurship education initiatives on marginalized youth.

At the meeting in December, participating NGOs were provided with information on the study's findings to date and assisted in incorporating them in their ongoing project activities.



School of Social Work named top-ranked program

The School of Social Work ranked seventh in the nation in the Fall 2015 Best Grad Social Work Programs. Rank was determined based on scores in 15 different categories, including academic competitiveness, career support, financial aid, and quality of network. The school also made the Dean's List, schools ranking in the top 25 in the categories of career support (11th), social life (12th), grad program value (6th), and financial aid (7th).

30 years of community integration

The Institute on Community Integration marked a big milestone in November in “Celebrating a Community’s Vision: 30 Years of Innovation, Collaboration, and Influence.” Founding director and former U president Robert Bruininks and more than 150 past and present ICI staff, community partners, and friends gathered to reflect on the institute’s legacy and look to the future.

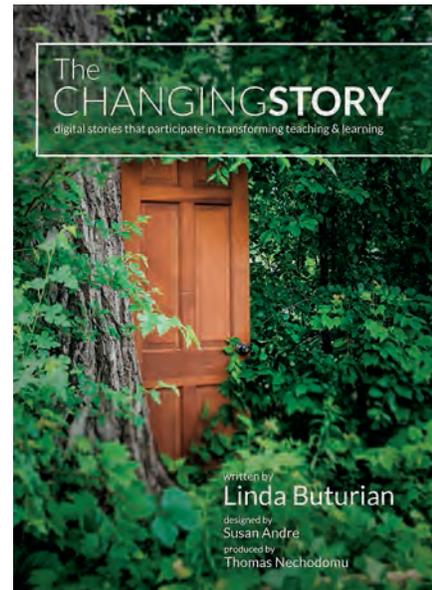
ICI is a national University Center for Excellence in Disabilities, meaning it works to improve policies and practices to ensure that all children and adults with disabilities are valued by and contribute to their local communities. Currently led by professor David R. Johnson (below right), ICI is the largest center in CEHD and accounts for almost half of all funded research in the college. Hundreds of students have received support as graduate assistants in ICI.

Staff member Cliff Poetz (below left) was honored at the event with ICI’s newly-established Clifford L. Poetz Advocacy & Service Award, which recognizes commitment, persistence, and outstanding advocacy on behalf of people with disabilities, as exemplified by its namesake.

Watch the ICI video at ici.umn.edu/welcome/icivideo.html.



NANCY WIGER; CHRIS COOPER; MICHAEL MOSCHOGLIANIS



E is for Everyone

A new open-source ebook delivers the power of digital stories to classrooms everywhere. *The Changing Story: Digital Stories that Participate in Transforming Teaching and Learning*, which launched January 4, was developed by associate professor Linda Buturian with the help of college web designers Susan Andre and Thomas Nechodomu.

The Changing Story is designed for current and aspiring teachers, providing assignments, resources, and examples to use in teaching and learning that allow students to develop and experience visual storytelling skills.

When taught well, the digital story assignment and other media-rich projects deepen students’ level of engagement with the subject matter, Buturian writes on the Cultivating Change website. Digital storytelling provides students with opportunities to participate in their individual and collective transformative learning.

Buturian registered the book with the Digital Commons, an open-source copyright, based on her own experience.

“My family lives in a rural school district where we can’t get a referendum passed,” she said at the public book launch in Burton Hall in February. “I want students and teachers to have access to these tools no matter where they are.”

Summer



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.

Questions? Contact Sara Najm, biel0032@umn.edu or 612-626-6341.

PRESS Implementation Overview & Planning for School Leaders

May 17

A workshop introducing the PRESS framework to literacy leaders and administrators considering implementing a systematic approach to multi-tiered systems of support for K-5 reading, focusing on implementation strategies and opportunities. Topics include the PRESS procedural support tool and key tips and suggestions for implementing PRESS. 8:30-11:30 a.m. Cost: \$175 per person. Registration includes a PRESS Intervention Manual, Minnesota administrator CEUs, and teacher clock hours.

Info: z.umn.edu/PathToReading

The Other Side of Poverty in Schools

May 23

An exciting and intensive one-day workshop for teachers, administrators, counselors, and teacher educators. Learn about the five principles for change to better meet the needs of working-class and poor students. Develop research-based teaching practices sensitive to working-class and poor children and families. Reflect on formative assessment of working-class and poor students across the curriculum. Take away

powerful classroom ideas for incorporating social class-related content. Get ideas for establishing positive relationships with working-class and poor families. Earn five continuing education credits.

Info: osopmay232016.eventbrite.com

MCCR Summer Literacy Workshop

August 8

The Minnesota Center for Reading Research presents its annual daylong workshop for reading practitioners and school literacy leaders. Professor Martha Bigelow will give the keynote, "Learning with and from multilingual students." Continuing Education and Conference Center, U of M, St. Paul campus.

Info: www.cehd.umn.edu/Reading/Development/Events.html

CEED Online Courses

CEED offers a variety of online, asynchronous courses for early-childhood professionals across disciplines. The courses, taught by field experts and faculty, are intended to build professionals' skills and knowledge in a supportive and interactive online environment. Sessions run from six to nine weeks and may be taken for clock hours or graduate credit.

Info: www.cehd.umn.edu/CEED/onlinecourses

at CEHD

School of Social Work continuing education

Various dates

The SSW continuing education program offers evening, weekend, online, and off-site options to help social service professionals meet changing career and life goals. Courses include content for professionals working with children and families, clinical mental health, community practice, trauma, ethics, supervision, health, disabilities, and aging.

Info: sswce.umn.edu/courses/

Center for Advanced Research on Language Acquisition

Various dates

CARLA summer institutes for foreign language/ESL teachers and immersion educators are open for registration.

Info: www.carla.umn.edu/institutes



CEUs on a Stick

August 23 and 24

Snack on some continuing education credits from the School of Social Work at the Minnesota State Fair!

Info: sswce.umn.edu

Minnesota Principals Academy

Begins summer 2017

The University's executive development program for school leaders, partially funded through a legislatively allocated grant from the MDOE, focuses on creating schools where all students graduate ready for college or careers. Cohorts of 25–30 school leaders meet every 6–8 weeks for two-day sessions over about 18 months, including summers. Current cohorts are meeting in Thief River Falls and the Twin Cities; input to determine the 2017–19 sites (one regional, one in the Twin Cities) is now being sought from school and district leaders.

Info: www.mnprincipals.umn.edu or contact Principal in Residence Katie Pekel, kpekell@umn.edu or 612-625-7002.

PATRICK O'LEARY; FLICKR COMMONS

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Getting a higher yield on data

Minnesota schools are data rich and information poor, a new study shows—and points to a path to change

MINNESOTA EDUCATORS who responded to a recent survey overwhelmingly supported the use of educational data to improve student achievement. Leaders and classroom teachers alike agree that there is a lack of resources, expertise, and training to use data effectively.

These were some of the findings of a recent study by the University's Center for Applied Research and Educational Improvement (CAREI) that demonstrate unmet needs for critical services in the state.

Minnesota has invested heavily to establish high educational standards and systems of accountability. That includes state and local programs to collect data, such as the Minnesota Comprehensive Test (MCT) and Minnesota Student Survey (MSS). But the study found that the intended users of the data lack the training, support, and expertise to use it.

Only a few Minnesota school districts employ staff with advanced training in research, evaluation, or assessment. Those experts are concentrated in the metro region and largest school districts. Schools and communities in greater Minnesota have very little internal capacity.

"The state needs a technical assistance center to support the use of data and evidence to improve educational outcomes," says professor and CAREI director Ted Christ. "CAREI could be that solution."

Building on success

With 25 years of service experience, CAREI provides services to a number of federal agencies and foundations, including projects like Generation Next in Minneapolis and St. Paul, and to 40 school districts and professional organizations that are members of its assembly. Members receive Research Watch publication, online and in-person training conferences, networking opportunities, and discounted consultation services.



L.C. Webster Elementary School principal Mona Perkins, an enthusiastic FAST user, received a customized mug from her instructional coach, which she showed to FAST inventor Ted Christ on a recent visit. Read more on page 12.

Last year CAREI got a new director and an expanded vision. That vision includes increased services to schools, districts, and educational agencies throughout Minnesota.

Director Christ brought to CAREI years of experience working with classroom teachers and educational leaders. In the past decade, he worked with them to develop the Formative Assessment System for Teachers (FAST), now used in more than 30 states (*see page 12*). FAST is designed to make it easier for teachers to collect and use meaningful educational data to

inform instruction. With FAST established, Christ shifted his focus to enhance educational outcomes in Minnesota.

Kim Gibbons then joined CAREI as associate director for innovation and outreach. Previously executive director of the St. Croix River Education District in east central Minnesota, she coordinated services and provided leadership for seven rural school districts whose use of data and evidence substantially increased student achievement and state test scores, gaining national recognition.

Christ and the CAREI team started by surveying more than 800 teachers and educational leaders in Minnesota's school districts. They engaged professional, education, and education-focused organizations in individual and group interviews and surveys. *Minnesota Needs Assessment: Research, Evaluation, Assessment, and Data Use in Schools* was published in February.

The results of the study provide substantial guidance regarding the state's needs and how CAREI can contribute to meet them. With the needs assessment complete, CAREI has a firm basis to shape its mission, priorities, and functions.

Meeting the needs of students and educators

CAREI's primary functions are to be of use to Minnesota educators and impact students, says Christ. He aims to impact 80 percent of Minnesota students over the next five years. It's an ambitious goal, but the need is urgent, and CAREI is positioned well to address critical needs. Educators are tremendously committed and are trying desperately hard, he believes, and their job satisfaction—and student outcomes—will improve if educators receive the support they need to use data and evidence to guide their practices.

CAREI can be a state resource for educators to access support for high quality research, evaluation, and assessment services. Compared to the current model in which educational agencies fend for themselves, CAREI may be a high-value and low-cost solution.

"Experts in research, evaluation, and assessment are difficult to recruit and expensive to retain for rural and high-need schools in Minnesota," Christ says. "Instead, those schools rely on staff with very limited time or expertise to analyze, interpret, or report data. As a state, we continue to make substantial financial investments to collect data, but most of the state has no capacity to use it. We can do better. We owe it to the teachers, parents, and children of Minnesota to do better."

Research, evaluation, assessment: What's the difference?

Research tests hypotheses or theories or establishes new facts. Basic or applied research helps to expand knowledge.

Evaluation determines the impact of practices, programs, or policies.

Assessment is used to guide or evaluate programs, services, and outcomes for learners.

New solutions to persistent problems

Christ envisions CAREI as a collaborator with practicing educators. Over the past year, membership in its assembly has increased 500 percent. Christ also envisions CAREI as a gateway to access the University's many resources and experts.

"It's not that CAREI itself with its ten Ph.D.s and nine graduate research assistants will necessarily have the solutions," he says.

Future services will include automated data analysis and reporting for a variety of educational data in Minnesota, training materials (online guides, videos, tutorials, and conferences), research summaries, program evaluations, and a growing library of published reports on what has worked and not worked as educational solutions in Minnesota schools.

CAREI's high-quality technical assistance for research, evaluation, and assessment must continue because the solutions to the most challenging and persistent educational problems have yet to be discovered.

"Not all programs work in all places and at all times," says Christ. "We must discover and refine what works in each situation."

Learn more about CAREI at www.cehd.umn.edu/carei.

REFERENCE

Minnesota Needs Assessment: Research, Evaluation, Assessment, and Data Use in Schools. T. Christ, K. Gibbons, J. Fields, and B. Dretzke, Center for Applied Research and Educational Improvement, University of Minnesota. February, 2016. Online at www.cehd.umn.edu/carei/2016_NeedsAssessmentReport.pdf

Start-ups for LEARNING

BY GAYLA MARTY

It's no coincidence that the birthplace of the University of Minnesota is just downriver from St. Anthony Falls on the Mississippi. As a land-grant research university, it has served the state's needs from the beginning. Public art outside the Education Sciences Building on East River Road commemorates the red-brick giant's former life as the Mines Experiment Station, where the taconite production process was invented.

Today the renovated building is the home of the Department of Educational Psychology, part of the College of Education and Human Development (CEHD). The focus within its walls is now on learning itself. And the inventing continues.

The Bayh-Dole Act of 1980 for the first time allowed universities to commercialize findings from research conducted with public funds. As cuts to universities' budgets accelerated in the early 2000s, the incentive to commercialize rose at the same time as technology was revolutionizing the possibilities for educational products and services.

In the past decade, the University's Office of Technology Commercialization has launched 84 start-up companies. The first to emerge from CEHD was based on the research and development of faculty in the Department of Educational Psychology a few years ago. That proved not to be just a flash in the pan.

In the fiscal year that ended June 30, 2015, the U launched a record 16 start-ups, and three of them came out of CEHD. Reflection Sciences, FastBridge Learning, and Vidku each has a distinct vision and path to success.

"Not just the funding but the values of our college need to be front and center in our land-grant mission," says CEHD chief of operations Ryan Warren. "If people out there are using things that aren't working while we've discovered things we know do work, it is our obligation to get the word out and change that dial."

This is the story of the faculty and research behind three CEHD start-up ventures.



Reflection Sciences

Without executive function, we might all be like Sesame Street's Cookie Monster—living a life of frenzied activity, surrounded by crumbs.

Stephanie Carlson and Phil Zelazo, professors in the Institute of Child Development, know that the ability to control our thoughts, actions, and emotions also allows us to pay attention, listen, and follow directions.

And because the development of self-control is most dramatic in the preschool years, Carlson helped create a segment for Cookie Monster called "Me Want It (But Me Wait)."

Carlson and Zelazo are now the minds behind a new company, Reflection Sciences. Together they are using technology to put a simple tool to assess executive function in the hands of caregivers and teachers.

It's a powerful way to identify kindergarten readiness as well as signs of such disorders as attention deficit or autism, where early diagnosis can make a world of difference.



Kinderberry Hill Child Development Centers in the Twin Cities adopted the tool in February.

“There is so much evidence now about the importance of executive function,” says Anne Roy, executive director at the Roseville location. “We want to make sure we do everything we can for our students, so if some students need a little extra help, we can provide that. Our goal is to ensure students are successful in learning and in life.”

Its basis in neuroscience makes Reflection Sciences stand out, as well as its potential for early intervention.

“This has been an eye-opening experience to all the ways to reach the public,” says Zelazo. “Instead of only publishing in a journal to distribute new knowledge, we are putting it into practice immediately, shortening the research-to-application timeline so dramatically.”

Zelazo was a young researcher in neuroscience and cognitive development when he realized a card-sort task developed for adult stroke patients could be adapted to identify development of executive function in young children. Carlson adapted Zelazo’s card-sort task to be useful for a broader age and ability range, including children as

young as two. It was named the Minnesota Executive Function Scale (MEFS), and its use began to spread.

Carlson and Zelazo were recruited to Minnesota in 2007. The top-ranked Institute of Child Development recognized executive function as a strategic priority for research and hired them both.

Today Carlson and Zelazo describe themselves as partners in business and in life, and their work to understand and measure executive function is nothing short of revolutionary.

Children experience MEFS like a game. They’re asked to match shapes or colors, switching from time to time. Games like Simon Says and Blink exercise some of the same skills. In the lab, recent technology as simple as a net cap allows brain activity to be tracked while taking the scale.

As Carlson and Zelazo designed research and studies to

continue to test and develop the accuracy and effectiveness of MEFS, they assembled kits to send out to research participants. Then they began getting requests from education organizations based on executive function’s importance for school readiness and its potential for helping underserved children. Demand for the kits soon outstripped their ability to keep up.

Carlson started working on a digital application. She used the last of some grant funds for a prototype of an iPad version and took that to the U’s Office of Technology Commercialization. She and Zelazo then put up their own savings to fund the real app.

“Deciding to start a business is a very soul-searching process,” says Carlson.

In June 2014 Carlson was on the phone with her father in Massachusetts, talking through some of her options, when he saw someone in the coffee shop that he realized would be a good contact. John Carlson (no relation) had business experience from semiconductors to software to systems change. He’d once headed a national rehabilitation company that served people with brain injuries.

“I had learned so much about brain injuries and so many kinds of learning—for example, I knew that if you are injured in the front of your head it’s the worst—that’s the prefrontal cortex,” he says. “So when Stephanie came along with an



Fun, easy, and accurate: Phil Zelazo and Stephanie Carlson observed as three-year-old Mason played the game-like Minnesota Executive Function Scale app on an iPad, administered by Kinderberry teacher Maegan Recksiedler.



objective measure for young children, I could leverage so much knowledge that I already had.”

A phone call was made, light bulbs went on, and John Carlson joined the team as interim chief executive officer. In August 2014, the business took a leap beyond the labs when Reflection Sciences was licensed as a new company.

“We were scrambling,” Stephanie Carlson recalls. “We had 10 elite private schools in Manhattan who needed it by September 1!”

The new app is a tablet game that takes less than five minutes, is easy to use with children two years and up, and is valid and reliable.

Today, Reflection Sciences has more than 40 clients in 12 states and the Netherlands. It offers versions in English, Spanish, Dutch, and Mandarin. More than 6,000 children, and counting, have been assessed using MEFS.

Public and private schools as well as early learning centers are using Reflection Sciences. Each time a child takes the assessment, the de-identified information is added to the data pool, resulting in continuous fine-tuning and improvement.

Carlson has stepped into the role of CEO during an entrepreneurial leave, while Zelazo is focusing on product development.

“We made the decision to be a for-profit company with a strong social mission,” says Carlson. “We have a mission to reduce gaps and ensure all children’s access to opportunities. Our focus now is on interventions for those kids most at risk.”

“You read these alarming statistics of diagnoses with attention-deficit disorders or learning disabilities when it’s likely some of these kids just haven’t had the opportunity yet to develop executive function skills,” says Zelazo.

Their mission is rooted in what Zelazo calls the democratic nature of science and the idea of “civic science.” That is why professional development is a growing area.

“By putting tools in the hands of teachers, we are educating them about the development of executive function, too,” says Zelazo. “Active reflection and flexible thinking are foundations for learning.

“It’s a great position for the college to be in—helping teachers understand brain development and neural plasticity,” he adds. “The college and the Institute of Child Development can be a leader in promoting and teaching the role of executive function in early learning.”

Learn more at www.reflectionsciences.com.

FastBridge Learning

At 11:45 every day, third-grade teacher Devan Benjamin calls two students to her desk, one at a time. Each reads part of a story for one minute. She listens and enters a little data in her computer. When she points to a graphic display on the screen that shows the student’s reading speed, accuracy, and progress since last time, she often sees a big smile. They talk about what’s going well, what to work on, and ideas for improving.

Benjamin’s school is part of the North St. Paul public school district, which has adopted the Formative Assessment System for Teachers, or FAST, to guide instruction in reading and mathematics.

FAST allows classroom teachers to assess students quickly, easily, and often. It generates data—including individual learning rates displayed graphically in “aim lines”—that identify the strengths, weaknesses, and needs of individual students. Because teachers routinely assess and can tailor their teaching to unique needs to ensure all succeed, the system is rewarding to teachers and students alike.

“I started getting calls from teachers asking, ‘Are we going to update the aim line for this student?’” says L. C. Webster Elementary School principal Mona Perkins. “And when you see a teacher cry because of the progress a student has made, you know you’re doing good work.”

What’s more, Perkins and instructional coach Susan Harmon can use the data and reporting systems in FAST to get the big picture, tracking achievement and school effectiveness.

FAST includes measures of reading, mathematics, and behavioral learning created and honed over years of research

Teacher Devan Benjamin, left, joined by professor Ted Christ, showed third-grader Rashad his reading progress after administering a one-minute FAST sample. Above right, fifth-grade teacher Sarah Norenberg and Christ discussed data generated by FAST.



JAYME HALBRITTER



by educational psychology professor Theodore “Ted” Christ. Long before Christ (pronounced krisst) arrived in Minnesota in 2005, he relied on the work of Minnesota pioneers Stan Deno in curriculum-based measurement (CBM) and David Weiss in computer adaptive testing (CAT) to develop FAST.

“FAST is made to empower teachers,” says Christ. “They can engage in action research. They don’t have to rely on experts from somewhere else—they can collect data and discover what works in *their* classrooms, with *their* students, in real time.”

Christ knows classrooms and schools. He began his career in Massachusetts as a special education teacher. Then he worked as a school psychologist and researcher in Iowa and Mississippi. He saw the inefficiencies, stress, and frustrations caused by high-stakes testing, which he observed did little to support teachers.

Christ visited many more schools and worked side by side with teachers and staff to develop FAST. By 2010, it was a cloud-based system, making it easier for teachers and their schools to collect and use the data more effectively.

At the time, Christ and his team were able to deliver and support FAST free to schools. But demand and adoption grew so quickly that his research team could not keep up. Christ realized that “free” meant no resources to support high-quality services and support. He decided to dedicate himself entirely to University research and the sustainability of FAST.

“I had to be more focused and give up other aspects of my professional life,” says Christ. “But I really believed in the purpose and vision of FAST. The sacrifices were worth building



the infrastructure to make FAST all it could be.”

That required a start-up venture.

Christ introduced FAST to the University’s Office of Technology Commercialization, and three years later it became FastBridge Learning, LLC, which received its University license for FAST on March 15.

Today FastBridge Learning is headed by CEO Terri Soutor, a veteran in educational technology who shares Christ’s passion about young learners and teachers.

“When I learned about FAST and had the opportunity to talk to Dr. Christ, I got very excited,” says Soutor. “Working in the K–12 ed tech space for many years, I’ve seen the good, the bad, and the ugly.

“Because of the genesis of this company at the University, plus the passion of Dr. Christ and the educators involved from the beginning—creating FAST with and for teachers—I knew it was a mission I wanted to be involved in,” she says. “And it’s been incredible.”

FAST is used by schools in 30 states, including a statewide adoption in Iowa. In 2014–15, FAST topped 5 million test administrations, a number expected to double this school year. Revenue doubled in 2015 and is expected to grow another 50 percent this year. The staff of 15 has outgrown its current office space and is building out in downtown Minneapolis.

Soutor calls FastBridge Learning’s “laser focus” an advantage for a small company in the \$2.5 billion dollar K–12 testing and assessment market.





CEHD's first tech start-up: Early Learning Labs

The first CEHD tech start-up through the University's Office of Technology Commercialization was built on 15 years of research in the Department of Educational Psychology. Established in 2012, Early Learning Labs is the home of a suite of assessments called Individual Growth and Development Indicators, "myIGDIs" for short.

The tools are a combination of test kit and assessment system plus a web-based management and reporting framework designed for schools, teachers, and early-childhood specialists. They help identify children at risk for developmental delays early and monitor development gains to help them become ready for school. IGDI assessments have now been used in more than 12,500 school settings, measuring more than 300,000 preschool children.

The research behind myIGDIs was funded by the U.S. Department of Education. The assessment was invented by faculty members Scott McConnell, Michael Rodriguez, and the late Mary McEvoy with research associates from the Center for Early Education and Development (CEED), Tracy Bradfield and Alisha Wackerle-Hollman. Early Learning Labs' newest tool is an iPad app licensed with Wackerle-Hollman.

IGDIs and FAST are among online assessment systems to earn the Minnesota Department of Education's highest rating. *Learn more about Early Learning Labs at www.myigdis.com.*

"It's really cool to be involved in something taking University research that, instead of being published and shelved, is put into practice so quickly," says Soutor. "Teachers can put this research and innovation to work in their classrooms within a year—that's unheard of! It's very exciting."

Christ's latest project, Teacher as Scientist, is research and development designed to help teachers think about their instructional decisions as hypotheses and encourage them to collect data to test how well their instruction is working.

"We rarely know for certain what will work for struggling students," he says, "so collecting data can help us verify their learning."

Last year Christ was named to head CEHD's Center for Applied Research and Educational Improvement (CAREI) to bring his experience and drive to schools across Minnesota.

Learn more about FAST and FastBridge Learning at www.fastbridge.org. Read about the Minnesota needs assessment conducted by CAREI on page 8.

Vidku

Charlie Miller got his first computer for Christmas when he was 7. It was a Packard Bell, and it came with a game called King's Quest. He sure loved the computer and the game, but he began to imagine a different world of gaming.

"That's when I first had the feeling that things could be designed better," he says with a grin.

Miller grew up to be a designer and brought his skills to instructional design in Minnesota, where he became part of the digital revolution in education. He joined the Department of Curriculum and Instruction first as a doctoral student, completing his Ph.D. in 2007, then as a faculty member. With colleagues Aaron Doering and Cassie Scharber, he became a cofounder of the Learning Technologies Media Lab (LTML), which moved from Peik Hall in Minneapolis into a modern, renovated space on the St. Paul campus in 2011.

"Design is creating place from space," Miller often says. He and the team at LTML created a host of technologies that created spaces and places to learn.

In the classroom Miller first conceived of Flipgrid. He and LT graduate student Brad Hosack created a platform that allowed Miller to pose a question to his students and each of them to record a short video response on their webcam, phone, or tablet. The student videos appeared in a grid on their screens, giving all the voices equal volume. It was a way to make every seat in the classroom visible and audible—no hiding in the back row or keeping quiet while a few students hogged class time with their questions and ideas. Flipgrid worked in face-to-face as well as online classes, extending the discussion from week to week.

From there, Flipgrid grew so fast that Miller and the staff could barely keep up. It was adopted in other university classrooms, then K-12 classrooms, then by groups, conferences, organizations, and businesses—from a college in Dubai to the World Health Organization. User #21 was a second-grade teacher in Athens, Georgia, whose Black History Month assignment asked his students to record their suggestions for the next individual in black history to appear on a postage stamp.

Miller built a small Flipgrid team by partnering with a St. Paul K-12 publishing company, EMC Publishing, to help



The Vidku team, including U students who followed Charlie Miller to take company roles, gathered for a photo in its new downtown Minneapolis home. Miller is in the back row, left.

distribute the product to districts across the country. But, as development grew, it was tough to attract talent for the venture when prospects could make twice as much in the private sector, three or four times as much in California.

In January 2014 CEHD dean Jean Quam connected Miller with educational entrepreneur and philanthropist Phil Soran. She thought he might be a good business adviser. Soran was invited to take a look.

“The night before the meeting it had snowed several inches,” Miller says, “but at 8 a.m., there he was in a suit and big winter boots. During our meeting I Googled him and read that he had sold his last company for just shy of \$1 billion. That got my attention—but I didn’t foresee the opportunity.”

Miller didn’t hear from Soran again until summer. This time, Soran invited him to lunch and brought entrepreneur Jim Leslie. Soran and Leslie were very impressed that companies and organizations were using Flipgrid without it ever being marketed to them. They proposed organizing a series of investor pitches to expand upon the product.

That fall, Miller and his team met with 10 of the largest venture capital firms in Silicon Valley, followed by a dozen meetings with Minnesota entrepreneurs. In 17 days, they raised more than \$17 million.

The new company’s name, Vidku, came from Miller’s focus on short video and his experiences sharing video content of his children with family and friends.



Vidku was officially formed in February 2015. It acquired Flipgrid from CEHD for \$6.75 million and a four-percent equity stake in the company, which the dean used to create a start-up incubator for the college. Leslie, who thought he’d retired after selling his own company in 2011 and staying with it under new ownership until 2013, became CEO.

“I had certain criteria for ever going back to a day job that were so high I never expected to meet them,” says Leslie. “One was working with a team of truly exceptional talent and energy. And here I am.”

Here is the fifth floor of the McKesson Building in the North Loop of downtown Minneapolis. His dream team includes grad students who followed Miller to take company roles, from engineer to VP.

As chief design officer, Miller is again creating a space that is becoming a place. Work desks and equipment fill half the floor, and social space fills the other, surrounded by timber beams and big windows that say the sky is the limit.

Life for Miller as a start-up cofounder has meant a leave from his faculty position. But he’s still commuting and balancing work and home life.

“The main thing is I’m doing a lot more design,” he says, “like 80 hours a week instead of 10. It’s exhilarating!”

Vidku launched its first product in October, a personal app for sharing short videos simply and safely with unlimited groups of family and friends. “Share more, worry less,” is how Miller describes it. A version for larger organizations is being piloted with more than 100 teams nationwide.

When Miller left the U, Flipgrid had 1.1 million videos shared across 40 countries. Today it has 5.9 million videos shared across 96 countries on 6 continents, a 436 percent increase in a year. In February, Miller and Hosack traveled to Georgia to celebrate the Flipgrid “Oscars” with that early adopter, second-grade teacher Andy Plemmons, and his students, who rolled out the red carpet in their Athens elementary school for viewers at Vidku and all over the world.

Learn more at flipgrid.com and vidku.com. 

Read more about CEHD innovation at connect.cehd.umn.edu/start-ups-for-learning.



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TARGET FIELD

NATIONAL LEAGUE

ALL-STAR GAME
JULY 17TH

Sustainability

ALL-STARS

BY ELLEN FEE

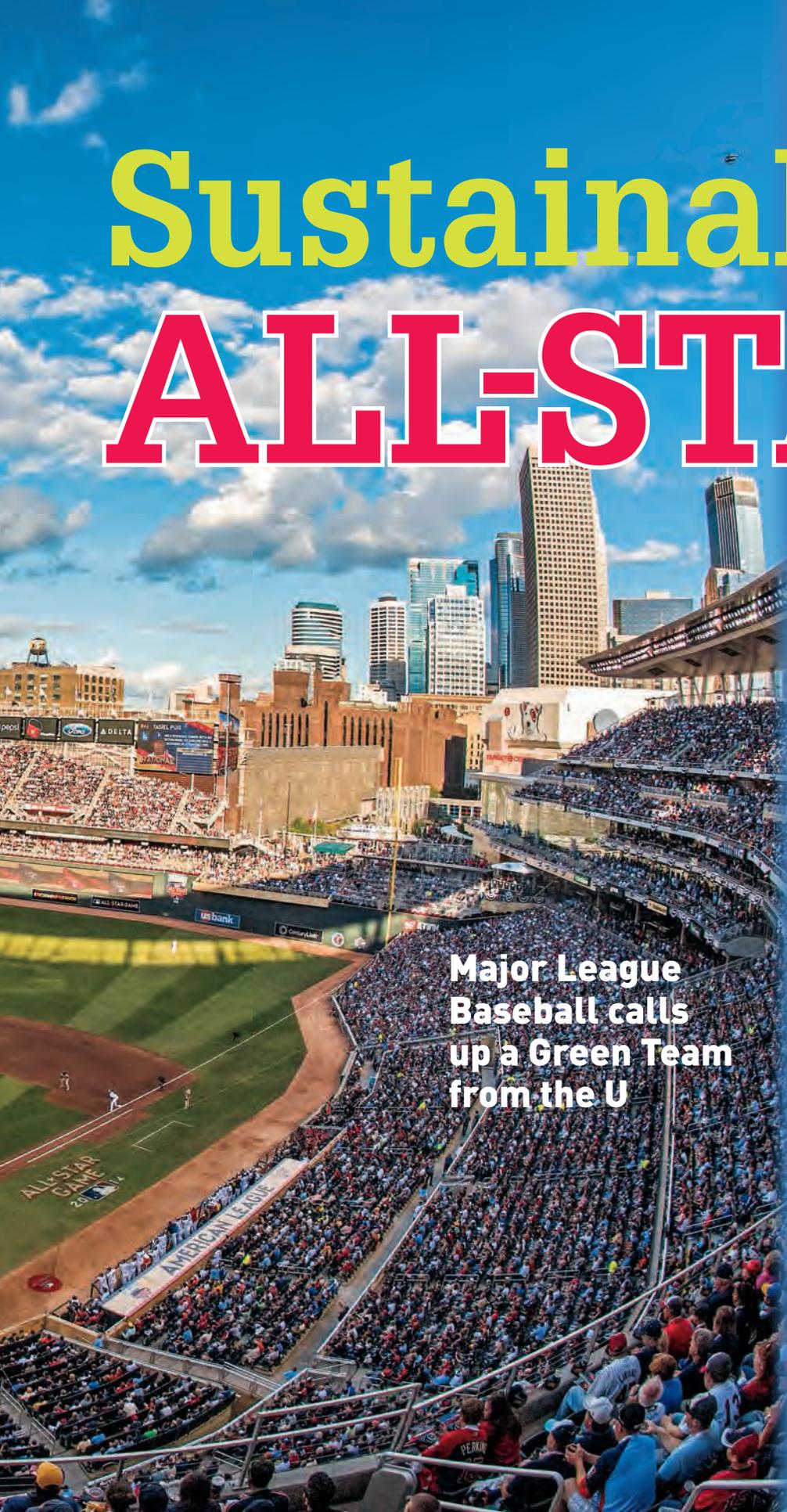
A VIBRANT PRESENCE has been moving through the stands at recent Major League Baseball All-Star games. Behind flashes of green hats and T-shirts are dedicated University of Minnesota students on the Green Team, armed with gloves and color-coded bags, helping fans accurately pitch their recyclable and compostable waste.

During All-Star Week in Cincinnati last summer, Green Teams helped to divert more than a ton of recyclables from landfills.

Now a third class is gearing up for a summer of All-Star Game experience. About 60 students will travel to San Diego in July.

"Every year the program grows," says Tiffany Richardson, sport management lecturer in the School of Kinesiology. Richardson helped develop the relationship that allowed U students to be part of the Green Team in 2014 when the All-Star Game came to Target Field in Minneapolis.

Sports sustainability isn't only about recycling and composting at games. The growing area also includes efforts in renewable energy, healthier food, water efficiency, safer chemical use, and species preservation. Minnesota's Target



Major League
Baseball calls
up a Green Team
from the U

PHOTO COURTESY OF MINNESOTA TWINS



The first U Green Team posed before the 2014 MLB All-Star Game at Target Field in Minneapolis.

Field has its own sustainability initiatives—such as water-efficient landscaping and recycling stations. But that can't prevent all fan-generated trash.

"Whenever you're bringing together mass amounts of people in a building, there's going to be a lot of waste," Richardson says.

Green initiatives aren't confined to the world of baseball. MLB and its 30 clubs are part of the Green Sports Alliance, an organization that harnesses the cultural and market influence of sports to promote sustainability efforts in communities. The organization has made use of green teams in different forms for about 10 years. MLB has been encouraging fans to recycle as part of its annual All-Star Week since 2008.

Dave Horsman, senior director of ballpark operations for the Minnesota Twins, helped bring the U to MLB's All-Star Green Team in 2014 after he saw Richardson and some of her students help out with Twinsfest in January that year. Horsman passed the word to Paul Hanlon, director of facility operations for MLB.

Six months before the big game, Richardson and Hanlon met for the first time over coffee to begin planning the student Green Team.

"We speak the same language," says Richardson, who worked as ballpark operations coordinator for the Anaheim Angels before coming to Minnesota. "He values education; I value education. We've both worked for a sport that we love, and it comes together in our students, who are so passionate about working in the industry."

Stepping up to the plate

In its inaugural year, U of M students interested in working on the Green Team signed up for a course in the School of

Kinesiology called Soup to Nuts: MLB All-Star Game, which Richardson designed and taught. During the first two weeks of the summer course, students read articles about sustainability in sports and took part in online discussions about the material with their classmates.

After that, it was time for the group to meet face-to-face and begin their hands-on experience. In line with their commitment to the environment, the class opted to meet at the Metro Transit green line station on campus and take the light rail to Target Field instead of driving.

Hanlon and members of the Twins staff led the students on a tour of the stadium and went over game-day expectations. Hanlon often works with green teams and says Richardson's students asked a lot of questions, which he appreciated.

"What's great about the students in Tiffany's class is that they really want to be there," Hanlon says. "They aren't afraid to ask questions and to learn."

All-Star Week brought five days of events for fans, so the All-Star Green Team presence was felt before the big game. The class split into smaller groups to provide waste management help at the Color Run MLB All-Star 5K race at the Minnesota State Fairgrounds and the Target All-Star Concert headlined by Imagine Dragons at TCF Bank Stadium.

Access to all the All-Star Week events may have been a perk, say the students, but most meaningful was the chance to represent the University and the MLB and help make the All-Star events greener and cleaner.

The pre-game preparation equipped students, like sport management senior Nicole Petschow, with valuable information about sports sustainability that helped them interact with fans.

"When I got into conversations with people during the

game,” Petschow says, “having background knowledge [gave me] really good talking points.”

“The fact that we were able to share what we learned and be that filter at the All-Star Game—that was a good cap for the class,” says strategic communications senior Tori Taubner. “I was learning as I was teaching.”

On the road

By the end of the 2014 All-Star Game, Richardson already knew she would like to take a new class of Green Team students to the 2015 All-Star Game in Cincinnati, Ohio. But traveling with an entire class of students to another city would be a new challenge.

Then Richardson got a new resource: a student from the 2014 program was spending summer 2015 at the Major League Baseball commissioner’s office. Sarah Denn’s work on the All-Star Game in Minneapolis helped her land an internship alongside Hanlon in MLB’s facility operations and security department in New York.

“I’m very much a homebody,” says Denn. “I’d never lived anywhere else, so even being in New York City for three months was a big change for me.”

Building on her background knowledge and working relationship with Hanlon from the previous summer, Denn helped him coordinate the All-Star Green Team and other environmental efforts in Cincinnati, assisting with things like organizing student meals as well as gear like hats and shirts.

Seeing All-Star Week from another side, combined with living in New York, meant a summer full of challenges for

Denn. That experience cemented her desire to work in sports operations after graduation.

“Learning the ins and outs of how a league works was a very cool opportunity,” says Denn. “Not too many people can say they’ve run a green team.”

For the students on location in Cincinnati, All-Star Week was a chance to partner with local university students while representing their own school on the road.

“People are always interested in how a group of kids from the University of Minnesota ended up in Cincinnati,” says Petschow.

Richardson says that representing the U of M and furthering sustainability efforts makes the All-Star Green Team experience meaningful and allows students to play a part in the bigger picture of sports sustainability.

“We just expect everybody to work hard and know why they’re there first,” she says, “and to have fun and advance the mission of the program.”

Home-field advantage

In 2014, Richardson thought her students’ participation in the All-Star Game might be a one-time deal, but each year has blossomed into a new opportunity.

Richardson and Hanlon now have two years of All-Star Green Team experience to bring to San Diego. This year’s class will again be training at Twins games before heading out to California for the All-Star Game on July 12. Having firm knowledge of what their local ballpark does to keep games green is important as students head to new places, says Richardson.

“People don’t realize how green the Twin Cities is,” she says.

The 2015 All-Star Green Team at Great American Ball Park in Cincinnati included University of Minnesota students in partnership with local students.





Instructor Tiffany Richardson, right, worked with School of Kinesiology alumna Amanda Rodriguez, '14, left, an intern for each of the All-Star Game host teams—the Twins in 2014 and the Reds in 2015. Rodriguez is now a media relations coordinator for MLB Network/NHL Network.

“We are rooted in it. We are deep and dirty in what we believe in here in Minneapolis.”

The Twins partnership with the University of Minnesota is a chance to shape the next generation of industry professionals and get the message out about sports sustainability, according to Horsman at Target Field.

“Our involvement with the University’s sport management program provides us an opportunity to help guide the coming workforce,” he says. “We think we can help them as much as they can help us.”

For example, student Bradley Vogel had heard only vaguely about the field of sports sustainability before joining the 2014 class and All-Star Green Team. But over that summer, he grew more interested as the class was exposed to the ins and outs of the sustainability movement.

As Vogel was nearing graduation, Richardson encouraged him to seek out local sports sustainability professionals and talk to them about their work. Those conversations motivated him to enroll in graduate school and pursue a master’s degree in sustainability management.

“It’s given me a good opportunity to pursue something I can be intrinsically happy about and still work in the sports realm,” says Vogel.

In Cincinnati, Hanlon helped to debut a student networking event with MLB professionals. He and Richardson plan to recreate that event in San Diego with this year’s even larger group of students.

“I’m really happy the All-Star Green Team has become a part of the fabric of what we do,” Hanlon says. “I look forward to witnessing that continual growth.”

“It’s a huge benefit to the sport management program and the University of Minnesota,” says Richardson. “I don’t think another program has a relationship with a professional sports league like we do.”

The part the All-Star Green Team plays in MLB’s overall operations may be small, but it feels enormous to Richardson and her students.

“We just feel blessed and lucky,” she says. 

Link to more at connect.cehd.umn.edu/sustainability-all-stars.



Creating common ground

Since 1989, the Common Ground Consortium has fostered black intellectual life in the college

BY NA'IM MADYUN

IMAGINE A GROUP OF BLACK STUDENTS born into a newly and reluctantly desegregated South. Their K–12 education is experienced during the implementation of the Elementary and Secondary Education Act of 1965, the passing of Title IX in 1972, and the publication of “A Nation at Risk” in 1983. Achievement, opportunity, and relationship gaps are decades away from being present in their everyday language but are very present in explaining their everyday observations of persistent inequality.

These students have a passion for addressing inequality in their local schools and surrounding neighborhoods. They attend Historically Black Colleges and Universities (HBCUs) to focus those passions and their careers. In college, they find not only validation for their personal and professional aspirations but also affirmation that their particular talents are needed to reduce persistent education gaps and contribute to effective educational strategies.

The chairs of their respective departments come to these students with an opportunity to channel their passions, address inequality, attain advanced degrees, and receive stipends while doing so. The only requirement for these black undergraduates from the South is that they go north to Minnesota and become teachers or other educational professionals.

Essie Johnson, above, at a meeting of the CGC in 1995, asked “What are you students looking for in order to stay in Minnesota after you graduate?” Johnson was diversity coordinator for the Apple Valley/Eagan/Rosemount school district.

Imagine a university with a land-grant mission, a history of access, field-shaping educators—and a predominately white teacher education program during a time of challenging racial demographic shifts and a widening achievement gap. Concerned educators, administrators, and community members in Minnesota commit to a plan to increase the number of black teachers as well as provide students access to the range of educational careers and degrees. Students are expected to become graduate assistants with faculty mentors, and they have opportunities to contribute to research and educational projects.

The passion is present, funding sources are available, and the need is enormous. The pieces are all in place with one exception: This University needs talented black undergraduates with a passion for being educators who are willing to entertain the possibility of making Minnesota home.

In the late 1980s, the University of Minnesota’s College of Education—now CEHD—secured funding from the Bush Foundation to partner with nine Historically Black Colleges and



HBCU graduates welcomed to the CGC at a reception in fall 1990 included, left to right, Marquita Mitchell, Samone Polk, and Johnna Brown.

Universities to recruit talented undergraduates for its teacher education programs. The aim was to diversify the teaching workforce in Minnesota.

The HBCUs were selected due to their track records of training and developing black teachers. At the time, HBCUs constituted only 3 percent of all higher education institutions but enrolled 14 percent of all black students in higher education. In 1989, HBCUs conferred 32 percent of all black bachelor's degrees—19,758 of 61,046.

With the pioneering efforts of Josie Johnson, a senior fellow at the University and a former regent, along with then-dean William Gardner and professor Jean King, the Common Ground Consortium era began.

Founded on sharing

"The idea was to share," Johnson remembers. "Our teachers from HBCUs brought to campus techniques and methodologies for supporting black students in college classrooms. The University provided those students with research experience to make them even better educators. Urban and suburban areas got excellent black teachers."

"University administrators and professors partnered and met with faculty members from HBCUs along with teachers and administrators from Minnesota K–12 schools," according to Vanessa McKendall Stephens, the first CGC coordinator. "Together they explored the potential relationships; addressed student, faculty, and institutional expectations; and discussed how students would both contribute to and benefit from CGC, the University, schools, and community. Yearly evaluations supported learning about program effectiveness and needed adjustments. This consortium of professors, administrators, school leaders, and students met yearly to discuss progress, plan, and celebrate."

Over the years, the consortium evolved to become a space for the development of black intellectuals in CEHD with a greater emphasis on doctoral recruitment, critical consciousness of thought, and social engagement.

From 1989 to 2015, more than 140 students participated in the consortium. They left CEHD to become teachers, guidance counselors, principals, professors, deans, educational consultants, superintendents, and in the most recent years, academic researchers and faculty members at distinguished

colleges and universities, in Minnesota and elsewhere.

Creating a space

Today the CGC provides support to 10 graduate students in seven programs across five departments of the college. As each student graduates, a new student joins. Support takes the form of a graduate assistantship, a faculty mentor, professional development, and a space for shared dialogue.

The students gather every other week during the academic year to talk through the intersection of current events and historical trends, reflecting on being a black graduate student on a predominately white campus. Part of the success of CGC has come from the space the students co-create.

“I need a community of black peers to process, reflect, and understand what I am going through as a black graduate student in Minnesota,” says Karyn Cave, a master’s student in the School of Social Work.

“CGC has become a space that has offered me relief from the daily social stressors that come from being a black graduate student on a predominately white college campus,” says Justin Grinage, a doctoral student in curriculum and instruction.

These experiences are echoed by Brian Lozenski, now an assistant professor of multicultural and urban education at Macalester College in St. Paul.

“CGC was an invaluable experience because it provided me with a space to work through ideas without having to worry about singularly representing a racial and cultural group of people,” says Lozenski. “In a predominantly white institution like the University of Minnesota, these spaces are almost nonexistent. CGC provided me with a community and colleagues who I could discuss issues with from a different perspective.”

“For me, CGC existed as a hotbed for black intellectual thought and scholarship,” remembers Chelda Smith, who was a CGC doctoral student in

curriculum and instruction. “Most of all, it was a place of validation at an institution that didn’t always extend that merit to black and brown students.”

A conversation between Smith and CEHD staff member Serena Wright has become a repeated CGC narrative. Wright coordinates consortium events and is a frequent presence in the CGC space, often engaging students in honest, direct, and nurturing conversations. One day Smith met Wright while walking across campus.

“What happened to your shine?” Wright asked in her typical affirming yet questioning manner.

“Huh,” Smith responded. “Nothing—I think I just had a long day.”

After returning home, Smith reflected on the exchange and realized that she wasn’t the same student who walked onto the U of M campus as a first-year graduate student. Somehow, she had lost her confidence and her “shine.” The next day she tracked down Wright and asked her for a little time to just talk in her office. That talk lasted for several hours.

“I didn’t realize I ‘lost my shine’ until you asked me that question,” Smith told Wright. “I didn’t even know I wasn’t being me. Thank you for asking me that question. Thank you for noticing. Thank you for even caring to say it out loud.”

Today Smith is an assistant professor of teaching and learning at Georgia Southern University. The beauty of what



The Common Ground Symposium in fall 1989 brought together 27 representatives from nine historically black institutions with college faculty and leaders and Twin Cities school district representatives. Left to right, John Hendricks, Alcorn State University; Burnett Joiner, Grambling State University; and dean William Gardner.



2016–17 CGC members and mentors gathered for a recent meeting. Left to right: Justin Grinage, Ezekiel Joubert, David Kimori, Serena Wright, program coordinator and faculty member Na'im Madyun, Karyn Cave, Millicent Adjei, Rhonda Hylton.

Wright offered to Smith and continues to offer in the CGC space is what the students also offer each other, during the program and for years afterward.

“The friendships I established during my four years in CGC are still friendships I cherish today,” says Smith.

Celebrating successes

I myself began my academic life as a Head Start student raised in a small Mississippi River town in Arkansas and came to Minnesota in 1997 because of the CGC. Some of my assumptions of Minnesota were proven false, and fortunately some of my assumptions about the scope of my capacity were also proven false. Today as a professor and associate dean in CEHD, I coordinate the CGC program.

Admittedly, an easy explanation for why I stayed in Minnesota was that I discovered clearer answers to the question “Who am I?” during my time in CGC. Accompanying that experience was a comforting combination of purpose, loyalty, service, and responsibility to CEHD. It would be inaccurate to say that I can’t imagine what I would be without CGC, because honestly I can—I would be an educator concerned about inequality. But I would be a concerned educator somewhere else.

I entered the program at the same time as my colleague Tabitha Grier-Reed, who is now an associate professor in CEHD. Part of her legacy is the creation and continuation of a gathering and social networking space for black undergraduates. In a 2013 article published in the *Journal of Black Psychology*, she described these spaces as important for providing safety, connectedness, validation, resilience, intellectual stimulation, empowerment, and a home base for black students (Grier-Reed, 2013).

Of course, our work is never done. It continues. But it is important to reflect on successes.

“I believe CGC was one of the most significant accomplishments in building academic partnerships to increase the diversity of our student body at the University of Minnesota,” says former CEHD dean and University president Robert Bruininks. “I believe this has been a highly successful graduate and leadership development program, one of the most successful in higher education.”

Dr. Josie Johnson says, “I feel proud to have been one of the designers.”

“The Common Ground Consortium program afforded me the invaluable opportunity to excel academically through a teaching [and] research assistantship and a paired faculty mentor, expand my professional development through bi-monthly cohort seminars and community volunteering, and discover my scholarly identity within CEHD and society,” says Azizah Jor’dan, now a postdoctoral researcher at Harvard Medical School.

The Common Ground Consortium was created two decades before we began to publicly debate the wisdom of declaring that Black Lives Matter. It has allowed for engaging in difficult and healing discussions on mattering as a black life at the University of Minnesota and beyond. For more than 25 years, CEHD has been home to a program that encourages black graduate students to share their research experiences, professional networks, navigational strategies, professional aspirations, career opportunities, societal fears, critical observations, and personal identity growth so they can focus their passions and push for educational experiences—from preschool to grad school—to reduce inequity and create more common ground. +

—Na'im Madyun, associate professor and associate dean, coordinates the Common Ground Consortium.

Learn more at www.cehd.umn.edu/graduate/cgc.html.

VISITING A PEDIATRICIAN'S OFFICE, parents often see growth charts that mark physical milestones to show how their baby is developing. But there is no such chart for brain development. Jed Elison, assistant professor of child development, hopes to change that.

Elison specializes in developmental social neuroscience, structural brain development, and autism. His research is making leaps in characterizing brain-growth trajectories in children between 3 and 24 months, an age when the foundation is laid for subsequent social and cognitive development.

"This is a time of dynamic change but also of vulnerability for maladaptive behavioral patterns," Elison explains. "Understanding this development period in greater detail may ultimately allow us to improve the health and well-being of children."

Elison joined the Institute of Child Development (ICD) in 2013 and was immediately impressed by its interdisciplinary approach to research. At ICD, he has been able to marry his interests in infant development and brain development.

"It's an ideal environment for a developmental psychologist working across traditional disciplines," he says.

Elison established a lab that features aspects of neuroscience, computer science, biostatistics, and clinical, cognitive, and social psychology, all integrated toward the understanding of how a child's mind works and brain develops.

In summer 2014, he won a grant of \$2.45 million over five years from the National Institutes of Health to study early brain and behavioral development. The grant is called BRAINS—Biobehavioral Research Award for Innovative New Scientists—and it is awarded to exceptional scientists in the early stages of their careers who plan to make a long-term commitment to research that is a priority of the National Institute of Mental Health. It is propelling Elison forward as he applies breakthroughs in neuroscience to understand the rapid and complex development of babies' brains.

"Scientists have long studied neurodegenerative disorders such as Alzheimer's, Huntington's, and Parkinson's diseases in attempts to identify early brain markers that predict whether an individual will eventually develop these disorders," says Elison. "We're applying a similar approach to early infancy to see if it's

Jed Elison

Charting the growing brain



possible to identify patterns of brain development that predict future risks for children." He hopes to create a chart that will diagram growth trajectories for specific brain regions, circuits, and networks and then link patterns of brain development to patterns of behavioral development.

With the BRAINS support, Elison has assembled an exceptional team combining expertise from ICD and other University units, including the Center for Magnetic Resonance Research. He is also a founding member of the U of M Autism Initiative, an interdisciplinary collective of researchers, educators, and providers focused on improving the lives of people with autism.

This year, Elison was named a U of M Land-Grant Professor, a two-year period of support for new professors at a crucial point in their careers.

"Funds from the professorship will be used to foster the autism initiative," says Elison, "creating infrastructure that will benefit the broader community."

Read more about Elison and his lab at www.cehd.umn.edu/icd/people/faculty/elison.html.

Honored

Alexandre Ardichvili and **Joshua Collins** (organizational leadership, policy, and development) were honored by the Academy of Human Resource Development at its annual conference. Ardichvili received the academy's Outstanding Scholar Award, and Collins received the Monica M. Lee Research Excellence Award.

Ph.D. student **Carla Carlson** (organizational leadership, policy, and development), special consultant in the provost's office, was recognized and honored by the American Association of the Advancement of Science as a Distinguished Fellow and advocate for sustainability in agriculture and natural resources. She was selected for seminal contributions in fostering engagement among academic researchers, policy makers, students, and the public on issues of sustainability, particularly in agricultural and biological sciences.

David Chapman (organizational leadership, policy, and development) received the Lifetime Contribution Award from the higher education group Comparative and International Education Society (CIES) at its annual meeting in Vancouver.

Sandra Christenson (educational psychology) received the 2016 Lifetime Achievement Award from the Minnesota School Psychologists Association. She was honored for her exceptional contributions in research and training through the school psychology program, Check & Connect, and research focused on student and family engagement.

Ernest Davenport (educational psychology) has been honored by his alma mater, the University of North

Carolina psychology department, with a graduate research award in his name in recognition of his accomplishments. His research primarily focuses on the study of measurement to better understand achievement gaps. In conjunction with the honor he gave a presentation at UNC in March.

Jed Elison (child development) was named a 2016–18 McKnight Land-Grant Professor. The award from the provost's office advances the careers of new assistant professors at a crucial point in their professional lives. The professorship includes a research grant of \$25,000 in each of the two years of the award to be used for expenditures related to the recipient's research and scholarly work. Elison was also honored as a Rising Star for 2015 by the Association for Psychological Science. *See also page 25.*

Colleen Fisher and **Elizabeth Lightfoot** (social work) were named Fellows of the Society for Social Work and Research (SSWR). Fellowships recognize SSWR members for their accomplishments, leadership, and contributions to the society; for advancing research that addresses issues of social work practice and policy; and for promoting a diverse, equitable, and just society.

Mary Jo Kane (kinesiology), director of the Tucker Center for Research on Girls & Women in Sport, was the recipient of the 2015 North American Society for the Sociology of Sport (NASSS) Distinguished Service Award. The award recognizes individuals who have made a distinguished or extraordinary contribution to the sociology of sport or service to NASSS and is one of the highest honors in the field.

Frances Lawrenz (educational psychology) is the 2016 recipient of

the Distinguished Scholar Award by the executive committee of the American Educational Research Association (AERA) special interest group Research on Evaluation. She will be the featured speaker at the 2017 business meeting in San Antonio.

Chelsey Thul (kinesiology) was presented a 2016 Breaking Barriers Award by the Minnesota Coalition for Women in Athletic Leadership for work on dismantling barriers to physical activity programming with East African adolescent girls through the co-design of activewear that is functional, culturally sensitive, and aesthetically appealing. The award honored her, alumna **Salma Hussein** (M.S.W., '13), Fatimah Hussein, and the apparel design program's Elizabeth Bye.

An article by **Susan Walker** (family social science), "Family Educators' Technology Use and Factors Influencing Technology Acceptance Attitudes," was selected as the best paper in family and consumer sciences education published by *Family & Consumer Sciences Research Journal* in 2015.

Appointed and elected

Andrew Furco (organizational leadership, policy, and development) was appointed to a three-year term on the board of directors for the Association of Public and Land-Grant Universities (APLU). The board provides oversight and direction for APLU's work and is charged with setting membership and governing policies for the association.

Amy Hewitt (Institute on Community Integration) began her term as an at-large member on the Association of University Centers on Disabilities (AUCD) board of directors. She is director of the Research

and Training Center on Community Living and training director of the Minnesota Leadership Education in Neurodevelopmental and Related Disabilities Program (MN LEND). AUCD is a national network of interdisciplinary centers advancing policy and practice for and with individuals with developmental

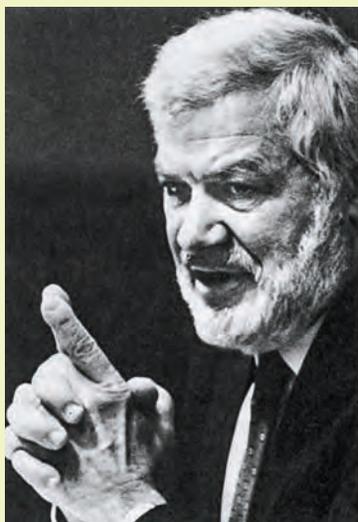
and other disabilities, their families, and communities.

The University Council for Educational Administration, a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of

schools and children, has selected CEHD as the Program Center for the Study of Leadership in Urban Schools. Co-directors of the center will be **Katie Pekel** and **Muhammad Khalifa** (organizational leadership, policy, and development).

In memoriam

Stan Kegler, professor emeritus in the Department of Curriculum and Instruction who served many years as vice president and legislative lobbyist, passed away on November 4 at the age of 87. Kegler was a prolific author, publishing more than 100 articles and books during his career. He also served as department head and associate dean in the College of Education.



“Stan was one of the few lobbyists who was popular with legislators as well as the faculty,” says former dean William Gardner. “He was a great guy and had wonderful stories.”

Born in Glencoe, Minnesota, in 1927, Kegler graduated from South St. Paul High School and enlisted in the Army at 17. He enrolled at the University in 1947, where he would earn all his degrees. While in graduate school, he taught on the faculty of the University High School, completing his doctorate in English education and linguistics in 1958. He also taught briefly in Florida before returning to the University faculty. Beginning in 1968 he served the University administration under three presidents—Moos, Magrath, and Keller—beginning in 1968 as assistant vice president for coordinate campuses and educational relationships, and from 1974 to 1989 as vice president for

institutional planning and relations. He returned to the faculty before retiring from the University in 1993.

Kegler is survived by his wife, Dianne, five children, and many grandchildren and great-grandchildren. A memorial service was held at St. Anne’s Episcopal Church in Sunfish Lake in November. Memorials can be made to the Institute of Child Development Program Development Fund, Fund #3653, through the U of M Foundation.

Jerome Moss, Jr., professor emeritus and longtime researcher in vocational education policy, passed away on January 7 in Naperville, Illinois. He was 91. Moss was the founding chair of the Department of Vocational and Technical Education in 1974, one of the departments that joined to form the Department of Organizational Leadership, Policy, and Development in 2009.

Born in New York City in 1924, Moss was a veteran of World War II, serving in the Army Air Corps before pursuing an academic career. He completed his doctorate at the University of Illinois and joined the University of Minnesota faculty as associate professor of trade and industrial education in 1962. His work and research examined leadership, gender, and representation in vocational education. He was a member of the American Vocational Education Research Association and served as the group’s president in 1970.

Moss is survived by his wife, Sidelle, and son, John. He was laid to rest in a private ceremony at Abraham Lincoln National Cemetery, a veterans’ cemetery in Illinois. Memorials in his memory may be made to the Fund for Human Resource Development/Adult Education, Fund #6508, through the U of M Foundation.

**FROM THE
PRESIDENT**

JAN ORMASA, M.A. '74



Our strategic plan continues to blossom. We are learning how to envision the future of our mission and work. The following celebrations exude the spirit and promise of our alumni.

This spring brings passion and enthusiasm as we select the students who will receive our scholarships. CEHD Alumni Society Board offers four scholarships: Promise of Tomorrow, Advanced Study, Study Abroad, and the Larry Wilson Endowment in Education. We will celebrate these inspiring scholarship recipients at a luncheon on April 15. We encourage you to donate to these scholarships to support our next generation of scholars.

In addition, we will be selecting 12 recipients for our Rising Alumni Award. This past fall, the CEHD Alumni Society Board received an award from the UMAA for our unique celebration of young professionals who are engaging and making their marks in their fields. We will celebrate our Fourth Annual Rising Alumni Reception on April 20. Please join us in the celebration.

To honor the graduates from CEHD, we invite you to join us on May 12 for commencement of graduate students and undergraduates. Both ceremonies will be held in Mariucci Arena (*see back cover for details*). Our students will join the 70,000+ graduates from CEHD. It will be so exciting to see all our graduates!

Sincerely,

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

1950s

Sydney Spiegel (B.S. '53), long-time high school history teacher in the state of Wyoming and champion of labor and free speech, died January 22.

1960s

Natalie Atkin (B.S. '61) of St. Louis Park, passed away March 12 at the age of 105. Born to Russian immigrants in St. Paul, she was the first in her family to attend college, earning a degree in medical technology from the U. She raised three sons with her first husband, Rabbi Joseph Gerstein, in Minneapolis, and later returned to the U for teacher preparation to become a fourth-grade teacher.

Rosalind Horowitz (B.A. '68, M.A. '73, Ph.D. '82), professor of discourse and literacy studies at the University of Texas at San Antonio, received the Amber Award for outstanding undergraduate and graduate teaching from the UTSA



Ambassadors. She has served on the university's research advisory board and spoken on global literacy and related topics at AERA and other distinguished venues.

1970s

Alan Farstrup (Ph.D. '77), a professor of literacy education at the University of Texas at San Antonio and the University of Rhode Island, passed away Oct. 31. For the International Reading Association, he served as director of research in 1984 and executive director 1992–2009, where he was instrumental in development of Reading and Writing for Critical Thinking, a professional development project in Central and Eastern Europe. He was admired by colleagues around

the globe. In his memory, his family has established a scholarship, the Farstrup Memorial Scholarship in Literacy Education, Fund #21200, through the U of M Foundation.

1980s

Philip Vito Cognetta (Ph.D. '80), counselor and educator with Minneapolis Public Schools for 35 years and adjunct faculty member in counseling and student personnel psychology, passed away Jan. 1 at the age of 71. He is survived by his wife, Judith, who has generously directed memorials to the CSPP program, Fund #3581, through the U of M Foundation.

Brian Nystrom (M.S.W. '82), president and CEO of Nystrom & Associates, Ltd., opened a twelfth clinic in Bloomington, Minnesota, in October. In 1991, he and Mary Ann Nystrom founded the company, which now has 800+ employees in clinics providing



The college honored recipients of the CEHD Distinguished Alumni Award, the Distinguished International Alumni Award, and the Alumni Society Award of Excellence in November. All are community builders and leaders who have made a positive difference in the lives of children, youth, families, schools, and organizations, and whose achievements bring honor to the college. Front row (seated, L-R): **Lindsay Whalen** (B.S. '06), **Eleida Gomez** (M.S.W. '66), **Yardena Harpaz** (M.A. '75, Ph.D. '77), **Donald Bibeau** (M.S.W. '97), **Raleigh Kaminsky** (B.S. '72), **Delores Henderson** (Ph.D. '82). Middle row (L-R): **Amy Tolbert**

(Ph.D. '90), **John Flomo** (M.A. '07, Ph.D. '13), **Joseph Novak** (B.S. '52, M.S. '54), **Nancy Latini** (B.S. '65, Ph.D. '85), **Chen Chen** (Ph.D. '04). Back row (L-R): **Ken Dragseth** (M.A. '72, Ph.D. '80), **Reggie Bicha** (M.S.W. '00), **Don Lifo** (Ph.D. '95), **Ron Strand** (B.S. '60), **Ron Anderson** (M.A. '90, Ph.D. '94), **Pi Nian Chang** (M.A. '68, Ph.D. '74), **Holly Zanville** (Ph.D. '76), **Natalie Rasmussen** (B.S. '90, Ph.D. '06), Dean **Jean Quam**. Not pictured: **Judith Becker Bryant** (Ph.D. '81), **John Kundla** (B.S. '39), **Marilyn Sauer** (B.S. '50), **Annie Wilson** (B.S. '91), **Amelia Frank Meyer** (M.S.W. '01).

counseling and mental health services and therapy in Minnesota and Washington.

Institute of Child Development alumna **Eufrossine “Frosso” Motti-Stefanidi** (Ph.D. '86) was invited by the Working Group on the Quality of Childhood to present at the European Parliament after an experts' meeting in Greece on immigrant youth adaptation and well-being that resulted in a mission statement using current scientific evidence to propose ways to promote immigrant and refugee youth's positive adaptation. Motti-Stefanidi was a 2005 recipient of the CEHD Distinguished International Alumni Award.

Stephen Thoma (Ph.D. '86), professor of educational psychology at the University of Alabama, has been named a University Distinguished Research Professor.

Mark Westlake (B.S. '89), a physics teacher at Saint Thomas Academy of Minnesota, was named the 2015 National (STEM) Teacher of the Year by the Air Force Association (AFA).

2000s

Jack Brewer (B.S. '01, M.A. '02), former Golden Gophers and Minnesota Vikings safety, received the Steinberg DeNicola Humanitarian Award at Leigh Steinberg's 29th Annual Super Bowl Party in

San Francisco. The award recognizes outstanding individuals in the NFL community who devote and dedicate their time to address community issues and the welfare of humanity.

Kinesiology alumnus **Neil Rampe** (M.A. '02) was named head trainer for the Los Angeles Dodgers. Rampe spent the past eight seasons with the Arizona Diamondbacks as the manual and performance therapist.

Sara Georgeson (M.A. '03), senior academic adviser in CEHD Student Services, is a recipient of a 2016 U of M John Tate Award for Excellence in Undergraduate Advising. The award recognizes high-quality advising at the



CEHD Distinguished International Alumni Award recipient **Zayed Al-Harethi** (Ph.D. '85), above right, visited Minnesota in February, accepting his award announced in 2014. He enjoyed reconnecting with his doctoral adviser, now department chair, professor **Geoffrey Maruyama**, left.

As a graduate student in educational psychology, Al-Harethi concentrated on attitude formation, development, and change in the domain of education and social life. He credits the skills and experiences he gained at the University of Minnesota as the backbone for his impressive career and Maruyama as the one who “introduced, opened, and facilitated the road for me to know and study with great scholars at the University by expanding my background and understanding of psychology.”

Returning to Saudi Arabia after his Ph.D., Al-Harethi joined the faculty of Umm Al-Qura University in Mecca and later served as department chair and dean, becoming a national leader in the fields of education and psychology. In 2011, he was elected by the Egyptian Association for Psychological Studies as one of the eight best psychologists in the Middle East. He is currently serving as cultural attaché in Malaysia and Indonesia, where his primary mission is to oversee and follow up with Saudi government-supported students. “It is a nice and rich experience to provide assistance and to help students,” he says.

University and honors contributions that academic advising and career services make in helping students formulate and achieve their intellectual, career, and personal goals.

Carynn Roehrick (B.S. '03) is community resources and volunteer program manager for Edina Public Schools.

Sport studies alumnae **Natalie Darwitz** (B.S. '07) and **Kelly Roysland** (M.Ed. '09) are coaching women’s college teams in St. Paul—Darwitz for hockey at Hamline and Roysland for basketball at Macalester. They were featured in a recent *MinnPost* article, which also quoted **Nicole LaVoi** (Ph.D. '02), lecturer and associate director of the Tucker Center in the School of Kinesiology.

Family social science alumna **Cindi Yang** (B.S. '05) is director of the Community Partnerships and Child Care Services Division in the Minnesota Department of Human Services’ Children and Family Services administration.

Kimberly Johnson (Ph.D. '06) was named director for faculty and instructional development for the seven state universities and 24 community and technical colleges of Minnesota State Colleges and Universities (MnSCU).

Lindsay Whalen (B.S. '06), Gopher basketball champion, five-time WNBA All-Star, Olympian, and Minnesota Lynx star-point guard, was inducted into the Hall of Fame of SHAPE America—the Society of Health and Physical Educators—on April 8 during the 131st National Convention & Expo in Minneapolis. She was recognized for her community service with organizations such as Habitat for Humanity, Minnesota Masonic Children’s Hospital, and Minnesota Lynx foundations as well as athletic achievement.

Jenny Bennett (M.Ed. '07), a first-grade teacher at Breck School, was named a WCCO Excellent Educator in January.



CEHD stars at Minne-College

U of M alumni attending Minne-College this year enjoyed learning from CEHD faculty members **Tai Mendenhall** in Florida, above left with **Eloise Kaplan** (M.S.W. '11), and **Abi Gewirtz** in Arizona, below right, enjoying plenty of time for follow-up questions and conversation.



Share your news

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

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

Tiny Curators at the Bell



The children of family social science alumna **Anna Williams** (B.S. '97)—Miller (9) and Maria (10)—were each named an honorary Bell Museum Tiny Curator after they developed their own Tiny Natural History Museum in their home in Minnetrista, with more than 100 objects on display. As part of a family of great U of M pride (dad Nick Williams is an alum of CSE, '98, and CSOM, '08), the siblings decided to donate half of the money earned by their own museum to the U's Bell Museum of Natural History.

She was nominated by one of her students, who said “she is kind, helpful, caring, and makes sure everyone is safe.”

Adrienne Gifford (M.Ed. '09) received the Outstanding Technology Leader of the Year Award for the Northwest Council for Computer Education in March in recognition of her leadership in creating a school culture at Open Window School in Bellevue, Washington, that gained a national reputation for supporting student-driven innovation. The school was one of 22 selected to design an experiment to be conducted on the International Space Station in 2016 as part of the Student Spaceflight Experiments Program.

2010s

Nicole Bolter (Ph.D. '10), **Lindsay Kipp** (Ph.D. '12), and professor of kinesiology Maureen Weiss are recipients of the Society of Health and Physical Education Research Council's Research Writing Award for their article, “Assessing Impact of Physical Activity-based Youth Development Programs: Validation of the Life Skills Transfer Survey,” published in the *Research Quarterly for Exercise and Sport*, Vol. 85.

Devon Gilchrist (M.S.W. '11) is a social services program consultant at the Minnesota Department of Human Services, where she works in the area of tribal, county, state, and federal law related to child welfare and other issues.

Grant Boulanger (M.Ed. '12) was selected 2016 Regional Teacher of the Year for the 16-state Central States Conference on the Teaching of Foreign Languages. He is a finalist for the national award to be announced at the ACTFL conference in Boston in November.

Alecander Johnson (B.S. '12) completed an occupational therapy doctorate (OTD) from Creighton University in December and has joined Bryan Health in Lincoln, Nebraska, as a staff occupational therapist.

Counseling and student personnel psychology alumna **Amanda Hane** (M.A. '13) conducts community-based research and evaluation in the human services field at Wilder Research in St. Paul.

Child development alumna **Camelia Hostinar** (Ph.D. '13) was honored as a Rising Star for 2015 by the Association for Psychological Science. She is now an assistant professor in psychology at the University of California–Davis.

Mary Lindell (Ph.D. '13) is associate professor of special education and Bethel Graduate Education Partnership Coordinator at Bethel University.

Sungjin Kim (M.Ed. '14) of Seoul, South Korea, along with sport management senior and Minnesota Twins intern **Giny Oh**, who was home with her family over the winter break, welcomed visitors from the Minnesota Twins and Major League Baseball International while they were in Seoul on official MLB business.

Zachary Pohlkamp (B.S. '15) is associate clinical research coordinator in the Department of Physical Medicine and Rehabilitation at the Mayo Clinic in Rochester.

Sarah Swenson (M.Ed. '15) co-authored an article about the physical activity level of home-schooled children in the *Journal of Teaching, Research, and Media in Kinesiology*. It was based on her capstone project under the direction of kinesiology faculty member Zan Gao and co-authored by Ph.D. student Zachary Pope.

Weiyang Xie (Ph.D. '15), a counseling professional at the University of Notre Dame, was recently accepted into the Division 17 Society of Counseling Psychology (SCP) Leadership Academy. The academy is designed to inspire, recruit, and train future leaders in counseling psychology.



improving lives

A CAMPAIGN FOR THE COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

Why I give to improve lives



The college's campaign theme—Improving Lives—perfectly describes why I give to CEHD. My degrees, both undergraduate and graduate, have given me a foundation on which to build a rich and satisfying career, first as a secondary teacher and now as an organizational development consultant. Every single day, I draw on what I've learned from dedicated world-class faculty and researchers. I am grateful that my life has been significantly improved and that I, in turn, can help others improve theirs.

I want to pave the way for others to have the life-changing education CEHD can offer. Many talented people simply don't have the resources to pursue their dream of becoming an educator, a social worker, or a school counselor—yet our world desperately needs them. Giving can radically change the course of someone's life, as it did for me. A CEHD graduate, in turn, embarks on work that makes a difference in others' lives every day.

It puts a smile on my face to know my gift can have that impact. I hope you will consider joining me by giving to the CEHD campaign to improve lives.

Louellen N. Essex

Louellen Essex, chair
Improving Lives Campaign cabinet

6,142 donors
\$53,300,000 raised
74% faculty & staff
campaign participation

www.cehd.umn.edu/giving/improving-lives



STEM schools for Minneapolis

The STEM Education Center in CEHD and Minneapolis Public Schools are the recipients of a two-year capital grant of \$300,000 from the Cargill Foundation to help develop STEM schools in Minneapolis.

STEM schools focus on science, technology, engineering, and mathematics education. The new grant will support a partnership between the STEM Education Center and administrators at four MPS secondary schools—Franklin, Olson, Ramsey, and Sanford middle schools—and a Grade 9 STEM concept school at North High. Together the partners will engage in new and innovative concepts to develop inclusive STEM school frameworks.

Faculty members Gillian Roehrig and Julie Brown are partners with the district's STEM integrationists Betsy Stretch and Charlene Ellingson to direct and implement the program. Four part-time graduate research assistants will receive Cargill STEM Fellowships to carry out the necessary research. A portion of the grant will provide professional development in the summers and academic years.

“We are pleased to partner with University of Minnesota Foundation and University of Minnesota’s STEM Education Center,” wrote director of Cargill Foundation and Corporate Giving Tolá Oyewole. “We look forward to seeing the progress of the Developing STEM Schools in Minneapolis Public Schools Program over the next year.”

New gifts and commitments to the college

JOHN and NANCY PEYTON have made a commitment of \$2,250,000 to the college to create the John and Nancy Peyton Endowed Chair for Child and Adolescent Wellbeing.

MARVIN BAUER has made a future gift of \$1,250,000 to support the Jean W. Bauer Faculty Fund for Family Economics and Policy, to fund a faculty position in CEHD and University of Minnesota Extension.

LEO and KRISTINE STERN, along with the **JUNE STERN FAMILY FOUNDATION**, have made a gift of \$1 million to create the Stern Family Professorship for Reading Success.

NANCY LATINI has made a combined future and current gift of \$175,000 to support scholarships in educational leadership and administration.

PATRICK and SHIRLEY CAMPBELL have made a gift of \$100,000 to be added to their named fund for innovation.

ROBERT E. KEANE has given \$50,000 to be added to the Robert E. Keane Fellowship in Ambiguous Loss.

RUTH and MIKE FINGERSON made a gift of \$49,980 to support the Institute of Child Development building campaign.

KIM COOKE gave \$30,000 for support of students in the Department of Educational Psychology.

G. EDWARD EVANS has made a gift of \$27,000 to fund the LaVonne E. Evans Memorial Scholarship in Early Childhood Education.

KEITH W. CARLSON has made a future commitment of \$25,000 in retirement fund assets to establish the Keith William Carlson Scholarship for students with financial need.

DAVID E. EVANS has made a gift of \$25,000 for the Katherine G. Ritcher Global Study Scholarship.

ROBERT JACKSON has made a \$25,000 gift to create the Signe E. and Arthur Jackson Scholarship for transfer students from Minnesota community colleges preparing to be teachers.

JANE S. MILLER has made a gift of \$25,000 to be added to the Glen and Esther Shingledecker Fellowship in Child Development.

T. PATRICK MULLEN has given \$25,000 to fund the T. Patrick Mullen Scholarship for CEHD students with financial need.

NANCY and KEN PEDERSEN have made a gift of \$25,000 to create the David Kenneth Pedersen Memorial Fellowship for Future School Leaders.

PHILIP and MARGIE SORAN have made a gift of \$25,000 to CEHD through their family foundation.

RUTHANNE STROHN has made a future commitment of \$25,000 to support the Ruthanne Strohn Fund for Leadership Development.

The **JOHN W. MOOTY FOUNDATION TRUST** has made a gift of \$13,000 to support Prepare2Nspire, a math tutoring program.

FOUNDATION AND CORPORATE GIFTS

The **CARGILL FOUNDATION** has made a gift of \$300,000 over two years to support expansion of STEM (science, technology, engineering, mathematics) education into four Minneapolis middle schools and a Grade 9 STEM concept school.

The **SAINT PAUL FOUNDATION** made a gift of \$76,000 in support of research at the Institute of Child Development.

The **MCKNIGHT FOUNDATION** made a gift of \$50,000 in support of research at the Institute of Child Development.

The **F. R. BIGELOW FOUNDATION** gave \$20,000 for a project to enhance early mathematics skills.

The ripple effect of supporting faculty

When people think about supporting their college or university, student scholarships are often first on the list. Scholarships are critically important, but without creative, challenging faculty who are excellent researchers and teachers, there would be no need for scholarships.

Think for a minute about your own experience in college, with a favorite professor who challenged the way you thought or inspired you to achieve more than you believed possible. Perhaps he or she exposed you to an aspect of your discipline or encouraged you to go to graduate school.

It's still true today: An excellent faculty makes a great University. Support for our faculty in the form of endowed chairs and professorships provide that additional measure of support for their work to make a real difference. Endowed chairs allow the college to attract and retain highly qualified faculty—early-career researchers who have the potential to accomplish great things and experienced faculty members who are recognized leaders in their field. A new endowed chair can support an innovative academic area, allowing the college to deepen its impact in that area through research and dissemination. Chairs support graduate students and help faculty to develop partnerships with other researchers and also with school and community partners—a ripple effect that goes far beyond one person or institution.



"I often think of the endowed chair I hold not only as an investment in my individual work, but as an investment in what will come after me—the doctoral students who will continue to innovate and develop, the teachers who will touch the lives of the future, and my new pre-tenured colleagues who might see something inspiring in the work that our research and development teams create."

—Misty Sato, Campbell Chair for Innovation in Teacher Development



Building success for struggling readers

June Monasch Oberndorf Stern loved books. She founded a book club and was an active member for more than 50 years. Few of her

friends were aware that June struggled with a reading disability. In fact, she estimated that it took her at least three hours to read and retain the same number of pages that an average reader could digest in one hour.

June could not read well aloud. She recalled that she suffered terribly as a second- and third-grader when she was asked to read in class. She could not understand why her teachers just told her to "try harder." For most of her lifetime, she said, she doubted her intelligence. It was not until nearing 70 that June was diagnosed with dyslexia. And only after others in the family were diagnosed with dyslexia did she share her story with them.

After her husband, Phil, died, June established a small nonprofit, the June Stern Family Foundation, dedicated to helping teachers learn the best ways to teach struggling readers, writers, and spellers.



Since June's death in 2005, her son and daughter-in-law, **Leo and Christine Stern**, have carried her mission forward with committed and inspired leadership. The June Stern Family Foundation has awarded approximately 200 professional development scholarships in reading instruction to K–3 classroom teachers and reading specialists in more than 70 schools; supported internationally known keynote speakers at educational workshops; and actively participated in conferences across the country, in pursuit of success for struggling readers.

Now they have established the June and Philip and Leo and Christine Stern Family Professorship. The Stern family wishes to carry forward June's legacy by supporting transformational instruction, research, and outreach in literacy with an emphasis on building success for struggling readers. The donors' intent in creating this professorship is to ensure that all University elementary teacher education students are equipped with the skills needed to work with students who face challenges in developing reading proficiency.



improving lives

For more information, contact
the Office of External Relations at 612-625-1310.



Removing obstacles to young people's success

John and Nancy Peyton know what it's like to watch young people forge their life paths, sometimes with large obstacles. Twenty years ago, their 17-year-old son, a junior on the hockey team at Edina High School, suffered a devastating spinal cord injury in a collision on the ice. At stake was Ben's future mobility, with near-total paralysis a looming possibility. His tremendous fortitude—the mental resilience and determination with which he battled the odds—stunned everyone. The next year, with difficult steps he walked at his high school graduation to a cheering crowd.

The accident that changed Ben's life also changed the Peyton family. It knit siblings and parents closely together in ways that perhaps only such affected families understand. It also shaped John and Nancy's perceptions of the power of community and of love and will, and it started them thinking about how they could use philanthropy to help kids everywhere get ahead in life.

The Peytons made their first gift to the College of Education and Human Development in 2010: an endowed scholarship to

help students who have overcome significant obstacles in their lives attend college. They created a second scholarship in 2014 enabling students with financial need to participate in a global learning or internship experience.

This January, the Peytons made a gift commitment of \$2.25 million that will impact young people in a very different way—through faculty research in CEHD. The John W. and Nancy E. Peyton Faculty Award in Child and Adolescent Wellbeing will support cutting-edge research that focuses on improving outcomes for disadvantaged children and adolescents.

"Nancy and I have been blessed with caring, supportive families that gave us a solid foundation in life," says John. "We see many young people who don't have these advantages . . . and these kids are our future. We want this gift to leverage CEHD's strength in identifying new ways to help young people thrive in the world through critical support and guidance."

Giving matters

“AS FAR BACK AS I CAN REMEMBER, teaching is what I wanted to do—but I didn’t think it would be math,” says Josh Oxborough. When he started community college a few years after high school, he tested into the lowest math level. “I just started working on it, and it turns out I like math after all!”

Oxborough changed his major, got a National Science Foundation scholarship, and transferred to the University’s College of Science and Engineering with his eye on education. But he was also a father, balancing school, jobs, and family. He applied for scholarships to keep his dream alive.

Kelsie Meyer came into the U as a pre-med major and discovered her passion for teaching English as a second language through a study and internship experience in rural Ecuador.

“Going into the trip I was excited to grow in my Spanish,” says Meyer. “When I saw the lack of resources and poverty, my focus shifted to ESL. Spanish becomes a building block that I can use in teaching English as a foreign language and ESL.”

Meyer comes from a single-parent household and has depended on financial aid to make college possible.

Now Oxborough’s and Meyer’s dreams to teach are coming true with scholarships from the Richard M. Schulze Family Foundation. The scholarship was created to meet the teacher shortage in key areas, including math, science, ESL, and special education.

“The importance of quality teaching and of teachers with a passion for their subject areas is clear,” says Mark Dienhart, foundation president and CEO. “But the Schulze family recognized that high achieving students are making career choices based more on financial necessity than their passions. They wanted to change that.”

The new scholarship will make a difference for at least 20 students a year.

“When I got the award letter I read it twice—I thought there was a mistake because it was so generous,” Oxborough says.

“The scholarship lessens the burden for my mom and for me,” says Meyer. “The impact is huge.”

“Because of where I am in life, the scholarship made becoming a teacher possible.”

—JOSH OXBOROUGH, M.Ed. student, initial licensure program

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“The scholarship helps me to focus more on what I am learning.”

—KELSIE MEYER, senior, English as a second language program

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There are many ways CEHD alumni and friends can stay connected to the college. We hope you'll join us at some of the events listed here or connect with us online. Visit cehd.umn.edu/alumni/events or call **612-625-1310**.

CEHD Commencement

May 12
Mariucci Arena

Graduate and professional students
12:30 p.m. procession, 1 p.m. ceremony

Undergraduate students
5 p.m. procession, 5:30 p.m. ceremony

Info: cehd.umn.edu/commencement

Educational Equity in Action

June 20 & 21
University of Minnesota
Minneapolis, West Bank campus

The first U of M convening of Minnesota's education leaders, researchers, policymakers, and nonprofit organizations committed to improving educational equity—see page 7 for details.

Register: www.z.umn.edu/edequityinaction

WPLC Annual Awards Celebration

June 23, 9–11 a.m.
Town and Country Club, St. Paul

Recipients of the Women's Philanthropic Leadership Circle 2016 awards will be honored. Complimentary breakfast. RSVP to wplc@umn.edu.

