

UNIVERSITY OF WASHINGTON

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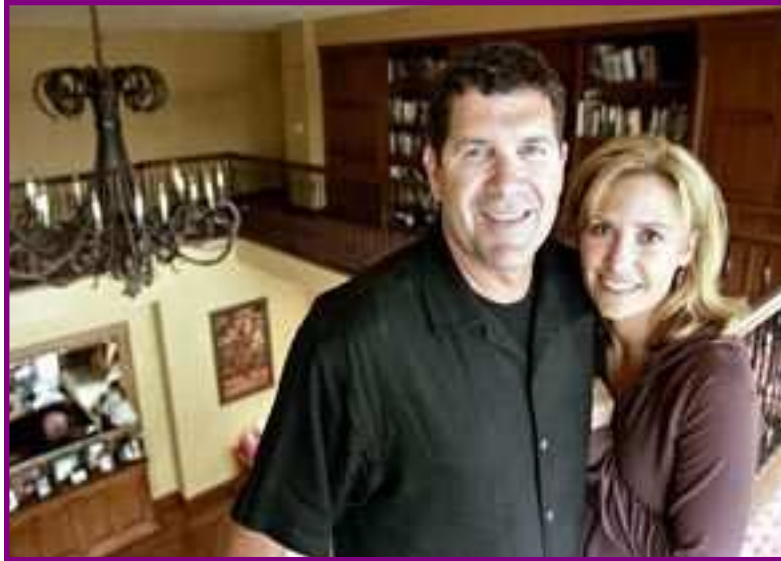
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Martinez Foundation Hits One for Education



Former Major League All-Star Edgar Martinez and Holli Martinez recently launched The Martinez Foundation to encourage diversity in teaching. Striving to address the growing need for higher-educational opportunities for students of color and to encourage diversity in teaching, the Foundation's mission is to strengthen

communities by providing underserved populations with educational opportunities.

"Holli and I are deeply committed to providing higher-educational opportunities for students of color in Washington," said Edgar Martinez. "After retiring from baseball, both Holli and I wanted to make sure our children

were exposed to the other important areas of our lives, and though baseball remains an important chapter of our lives we firmly believe education is the key to unlocking the doors to better opportunities."

The Martinez Foundation will grant scholarships and support teaching programs for graduate students of color pursuing a Masters in teaching degree from the University of Washington or equivalent from Washington State University. In addition, the Foundation will provide ten undergraduate scholarships annually worth \$20,000 each for Latino students to attend any public university in Washington State.

Edgar and Holli both recognize the importance of education, following his retirement from baseball they both returned to the University of Washington to complete their education. Holli recently graduated magna cum laude with

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Fellowships to Fund Future Educators

The Noyce Teaching Scholarship Program and the Leonore Annenberg Teaching Fellowships of the Woodrow Wilson Foundation are accepting applications from individuals entering the secondary teacher preparation program as math or science teachers at the University of Washington and intending to teach in local high-needs schools upon graduation.

Participants will engage in a field-based teacher education program, which integrates academic and clinical instruction. University training and support

will extend into the early years of teaching in urban schools, incorporating induction and mentoring programs that feature ongoing school-University cooperation. Following certification in the Teacher Education Program, Noyce Scholars and Leonore Annenberg Teaching Fellows will be expected to teach for at least two years in local high-needs schools.

The Noyce Teaching Scholars Program is accepting applications immediately for Spring 2009. Funded by the National Science

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This year's edition of **Research That Matters** focuses on the importance of **early learning**. [Research that Matters - A Fair Start: Equity and Excellence in Early Childhood Education](#)

Faculty and Staff Continue To Gain Recognition, Kudos, and Accolades

The American Educational Research Association (AERA) recently named College of Education faculty **Bob Abbott, Jim Banks, and John Bransford** as AERA Inaugural Fellows. This honor is conferred on distinguished scholars, honoring educational researchers for substantial research accomplishments.

The award conveys the Association's commitment to excellence in research, and to enable the next generation of emerging scholars to appreciate the value of sustained achievement in research and the breadth of scholarship worthy of recognition. The membership status of Fellow is intended to recognize AERA members who have made such sustained, outstanding research contributions. It may also be awarded for exceptional contributions to the field through the development of research opportunities and settings.

The initial group of fellows was invited

to inaugurate the AERA program based on their fellow status in related research associations.

James Banks (EDCI) announces the forthcoming publication of *The Routledge Companion to Multicultural Education* that comes out in spring, 2010. This volume is the first authoritative reference work to provide a truly comprehensive international description and analysis of multicultural education around the world

Deborah Kerdeman (EDLPS) is the Program Chair for the 2009 annual meeting of the Philosophy of Education Society. She is also the editor of the volume, *Philosophy of Education 2009*.

Nancy Beadie (EDLPS) has been awarded the 2008 History of Education Society Prize for Best Refereed Article "Socio-Economic Incentives to Teach in New York and North Carolina: Toward a



Professor Deborah Kerdeman

More Complex Model of Teacher Labor Markets, 1800-1850," co-authored with Kim Tolley and published in *History of Education Quarterly*.

It has been an exceptionally productive fall for **Camille Farrington**. She successfully defended and filed her dissertation in Chicago in October. The dissertation is titled, **"Making Sense of F's: How High Schools Shape Students' Interpretations of and Responses to Failure."**

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Research says Supportive Parents Key to Success

Across the nation, it's becoming clear that low income and first generation college-bound students have the most difficult time accessing a college education.

Research demonstrates that students are 81% more likely to graduate from high school if their parents express high hopes for their future and solid expectations for their performance in school. Thus, the College Access Project offers education, outreach, and community building for students in elementary school.

The College Access Project, an intensive program for fourth, fifth, and sixth grade students and the parents, aims to provide elementary school students and parents with the information to access a college track support for a college career trajectory starting in ele-



Dr. Tom Halverson

mentary school.

When Maribel Sanchez, a fifth grader, realized how much it cost to go to college, she decided to deliver newspapers as a way to raise money to afford college. Maribel, a student in the College Access Project, is different from many of her peers – she believes that hard work will help her achieve her educational goals.

As UW College of Education faculty member **Tom Halverson**, (EDLPS) states, "Fourth, fifth, and sixth graders in at-risk families are often struggling to build a foundation towards higher education. If they have a parent who will partner with them, encourage them in the pursuit of academic success, they are much more likely to be ready for college, both academically and finan-

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Education and Immigration

At a time when immigration is such a hot-button issue, how can University of Washington students get a hands-on understanding of how educational systems in other nations handle immigration issues?

University of Washington students have long benefited from study-abroad experiences, in which they spend several weeks to a year learning in another country. This year, College of Education faculty member, **Manka Varghese**, took 16 students to Rome, Italy for a four-week, intensive study of 'Immigration, Education and Identity' in Italy.

"I really feel that the study abroad experience is a win-win situation for the students and the College," Varghese enthuses. "All of our students, who come from diverse backgrounds, will learn from this hands-on work and, in turn, the University will benefit."

Varghese, an assistant professor in Curriculum and Instruction at the UW College of Education, will lead her students in an exploration of how immigrant students navigate the educational system, how they develop within the framework of institu-

tional schooling. "We will mainly explore how immigrant youth and their families are making sense of schooling and how this influences who they are," Varghese summarizes. We will look at how immigrant youth and their families change the identity of the country while they navigate its diverse institutional contexts, especially the context of schooling."

In addition to witnessing the goings-on of several Italian classrooms, UW students will visit community organizations, research centers, and government staffers to gain a structural understanding. However, Varghese anticipates that some of the most potent nodes for learning will come from the students' conversations outside the formal educational spaces, in the homes of immigrant children and their families.

"What will be most interesting is going to the homes, learning about Italy's educational structure in informal environments," Varghese states.

With a specialization in issues of immigration and schooling, Varghese is well equipped to stand at the helm of this study-

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Phi Delta Kappa Honors David Stroupe

David Stroupe is just plain excited. A new Ph.D. student in the Curriculum and Instruction area of the UW College of Education, Stroupe is excited about the faculty and excited about the students. And, as a transplant from Atlanta via Houston, Stroupe is excited to explore the Pacific Northwest with his wife, Erin, and his two daughters, Emma and Zoe.

An advisee of College of Education faculty member **Mark Windschitl**, Stroupe is perfectly positioned to study and improve current science teaching practices. "Dr. Windschitl and the other faculty are world-class researchers and teachers. I am excited to learn from their expertise," Stroupe expressed. "I am also impressed by the Teacher Education Program and the sincere desire of the College of Education to train and mentor new teachers. Finally, the other

students in the College of Education are amazing. I am thrilled to learn from their experiences."

And Stroupe isn't the only one who is excited. In fact, he has quite a trail of enthusiastic admirers, including Phi Delta Kappa (PDK) International, a leading association of education professionals.

Stroupe, who was the principal investigator and graduate assistant for the Supporting Urban Science and Math Educators grant at the University of Houston, was recently recognized as an Emerging Leader by PDK International, a leading association of education professionals.

"They represent the best of the profession," said William Bushaw, PDK's executive director.

Noyce Awards Continued

Foundation, this program provides applicants with up to \$15,000 of financial support to secondary math or science teaching applicants.

The Leonore Annenberg Teaching Fellowships of the Woodrow Wilson Foundation, funded by the Woodrow Wilson National Fellowship Foundation, provides up to \$30,000 of financial support to secondary math or science teaching applicants. We are currently accepting applications for a Spring 2010 program start.

Prospective applicants should apply simultaneously to the Teacher Education Program and to the Noyce Teaching Scholars Program and/or the Leonore Annenberg Teaching Fellowships of the Woodrow Wilson Foundation. (Those who have already been accepted into the Teacher Education Program need only to complete the supplemental application/s.) ■



As Stroupe told PDK, his goal is to improve science education in urban schools. "Science education must embrace all students, not just the fortunate

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Varghese Leads Course in Rome

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abroad journey. However, this Roman experience lies close to her own heart as well.

"For me, this trip is a personal journey since I grew up as an immigrant in Rome. My PhD and school teaching in the U.S. focused on immigration issues and this trip allows me to go back to my own roots," Varghese states. "Europe and Italy are in interesting times for immigrant issues and we will be visiting different types of schools. In fact, we will be visiting the school that I attended as a child. I'll be looking at it from a different perspective."

Varghese and her students will be hosted by the UW Rome Center, which offers a scholarly workspace for a range of academic projects of inquiry. While in Rome, Varghese will deliver a lecture at the Rome Center, which will end with a gallery walk that showcases her students' work on immigration and education in Rome.

Learn more: <http://tulcyn.wordpress.com/> ■

NNER Announces 2009 Conference

The National Network for Educational renewal (NNER) 09 annual conference "In Praise of Education: The New Three R's Reflection, Responsibility, Renewal 10th Anniversary" is scheduled for **OCTOBER 15, 16, and 17, 2009** in Bellevue, Washington. The keynote on Thursday evening October 15 which will feature the "Those Who Dared Group" of Carl Glickman, George Wood, James Comer, Deborah Meier, Hank Levin, and John Goodlad. We are hoping to have a good turnout from the College and the partnership schools. The call for papers can be found at: <http://depts.washington.edu/nner2009/>

We will be looking for student volunteers to help with the conference in return for free admission. Interested students should contact Marisa Bier mlbier@u.washington.edu ■

National Academy of Education Meets on UW Campus

By Peter Kelley

University Week

The National Academy of Education discussed second language-learners and the role of foundations in funding education research, among many other topics, in its annual meeting, October 17-18.



Professor James Banks was instrumental in bringing the National Academy of Education to UW.

But perhaps as important locally is the fact that the prestigious national organization for the first time held its annual meeting—and a fellows retreat—at the UW.

Founded in 1965, the National Academy of Education is dedicated to "the advancement of the highest-quality education research and its use in policy formulation and practice," according to its [Web site](#).

The organization has about 200 members in the United States and about 25 foreign associates, elected on the basis of outstanding scholarship or contributions to education. Membership in the academy is an honor for educators similar to that for scientists and researchers admitted into the National Academy of Science or the Institute of Medicine –

indeed the organizations' headquarters share a building in Washington, D.C.

The UW currently has three National Academy of Education members in its ranks:

- **James Banks**, the Kerry and Linda Killinger Professor of Diversity Studies and director of the UW's Center for Multicultural Education in the College of Education.
- **John Bransford**, the Shauna C. Larsen Professor of Learning Science and principal investigator and director of the Learning in Informal and Formal Environments (LIFE) Center.
- **John Goodlad**, professor emeritus of education, president of the Institute for Educational Inquiry and co-founding director of the Center for Educational Renewal.

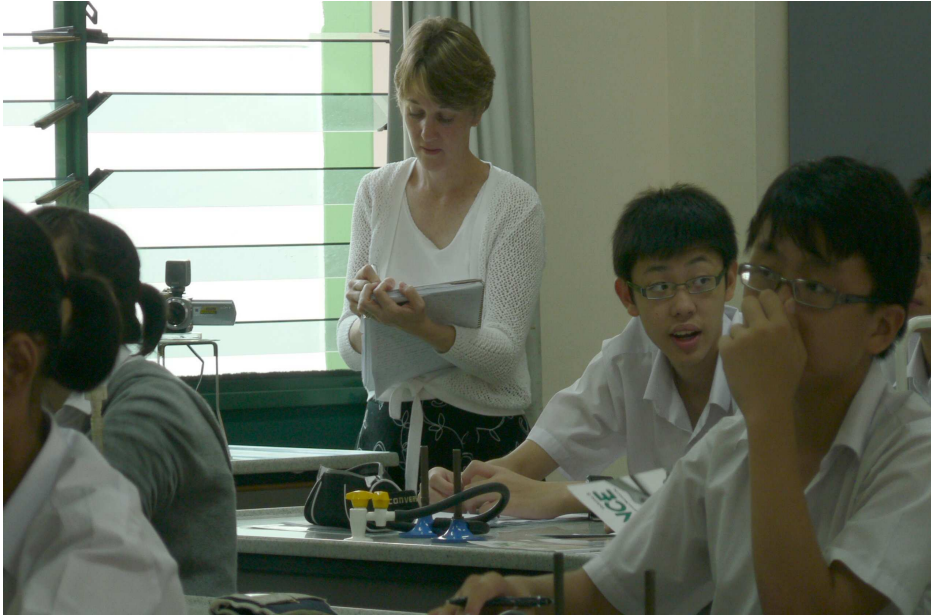
Wasley said the selection of Seattle as a meeting site "is undoubtedly a salute to James Banks' stature as a scholar and his leadership within the National Academy of Education." Banks, she noted, has been an "incredibly active and involved" member of the organization since 2000.

For his part, Banks said the academy is much more than just academics gathering to discuss lofty topics. "It's about education and about training a new generation of scholars," he said. "We are really committed to disseminating the best research in education – and identifying what that research is – to make a difference for kids in schools. That's what it's all about."

The academy also oversees a fellowship program with support from the Spencer Foundation. The three-year National Academy of Education/Spencer Postdoctoral Fellowship program provides chosen fellows with \$55,000 for one full academic year of research and

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Quynn Conducts Research in Singapore as EAPSI Fellow



Jenny Quynn, a graduate student in EdPSY (advisor, Li), was selected by the National Science Foundation as an EAPSI fellow and spent the summer in Singapore, conducting research in secondary classrooms on the feedback practices of mathematics and science teachers.

Singapore is a country enjoying recent

press over its success on TIMSS measures and mathematics curricula and with schools and teachers open to professional development opportunities. Jenny was able to spend the summer in two government secondary schools, one centrally located and the other on the eastern part of the island. Eleven teachers participated in the project, where les-

sons were digitally captured, examples of written feedback collected and interviews conducted that revealed the rationale behind decisions made by teachers in their feedback practice. When not observing and recording lessons, she met with teachers at the canteen over a cup of hot tea or a dish of spicy noodles, honing her listening skills to better understand what it is like to live and teach in Singapore.

In her preliminary analysis, Jenny found that teachers can spend as much time marking student work and providing written feedback as they do teaching lessons in classrooms. Her experience also affirms that there are wonderful teachers everywhere, open to sharing their classroom experiences, willing to compare notes and interested in improving their teaching. She was inspired by the number of teachers and administrators who asked her to provide THEM with written feedback based on her observations and experiences in their schools. They seem motivated by a strong desire to develop professionally, just as those teachers who have volunteered to participate in the assessment study in Seattle that she and her colleagues are currently conducting. An invitation has been ex-

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few," Stroupe said. "All students must have access to current educational practices, science knowledge, and technological training."

And now that Stroupe is here, at the College of Education? Time to focus on the "big picture."

"The 'big picture' in my mind is that every student, no matter where they live or what school they go to, have engaging and quality science experiences, and might consider science or math as a career. The lens of my research focuses on pre-service and in-service teachers, and how those teachers can both engage in authentic science themselves, and how they can take science into their classrooms."

Exciting indeed. ■

National Academy of Education

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\$27,500 for each of two other years for half-time work.

There are currently two Spencer Fellows based at the UW, both assistant professors in the College of Education. Ilana Horn is studying how high school math teachers incorporate equitable teaching practices into their classrooms, and Morva McDonald is studying how evidence-based policy reforms are implemented by teacher education programs.

A third Spencer Fellow recently at the UW, Raegen Miller, has since moved to the Washington D.C.-based Center for American Progress.

McDonald and Horn, both junior faculty, said the attention and guidance from academy members has been critical to their work.

"It provides me with the financial and mentoring support that improves my current research and which, over time, will provide me with a network of colleagues across the country," wrote McDonald. Horn called her fellowship "an acknowledgement of the importance and quality of my research program," adding that "for a pre-tenure person, that kind of ratification is invaluable." ■

Scholarships to Support Diversity in Teacher Education Program

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a bachelor's degree in social science. She is currently taking graduate courses in the College of Education and plans to obtain a graduate degree.

The Martinez Foundation's *Masters in Teaching* scholarship encourages students of color to pursue a teaching profession. As part of the qualification for the grant, recipients will be required to commit to teaching in school districts in underserved communities. In addition to the scholarships, The Martinez Foundation will also provide educational grants for scholarship recipients after they begin teaching to ensure their long-term success. The grants will help fund board certification, English Language Learners (ELL) certification as well as classroom materials.

Studies show that Washington State's classrooms lack teachers of color who reflect the diverse backgrounds of the students. While 50 percent of Seattle students are of color, only 10 percent of the teachers in Seattle are racial minorities. The Foundation

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International Research

tended from the COE Ackerley Partnership to teachers in Singapore to visit Seattle and see what it is like to live and teach here.

When asked what she would miss most in Singapore, Jenny responded, "... the teachers and administrators in schools that provided the support and enthusiasm to ensure the success of this research project, the unique feeling of being in Southeast Asia during the summer with all of its rainforest-like qualities, and the spicy Halal fish and noodles that I made a habit of munching whenever I could in the mall at Choa Chu Kang." ■

believes that teachers are the heart of a society and play a critical role in addressing the widening "achievement gap" in Washington and across the nation.

"We are thrilled to work with the Martinez Foundation to encourage greater diversity in teaching. The Foundation's mission to support students of color will plant the seeds of hope that will eventually help grow the success rate of students in the underserved areas of our community," said Pat Walsey, Dean of the College of Education, University of Washington

In addition to the *Masters in Teaching* program, the Foundation is also providing undergraduate scholarships for low-income Latino students with a GPA of 2.7 or above. Statistics show that Latinos have the highest high school dropout rate in Washington, and through this scholarship program The Martinez Foundation hopes to provide an incentive for at least ten Washington Latino students a year to continue their higher education.

Learn more :
www.themartinezfoundation.org ■

Faculty Activities

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American Youth Policy Forum published Farrington's paper entitled "A new model of student assessment for the 21st century" in September (co-authored by Margaret Small) Available online at <http://www.aypf.org/documents/ANewModelofStudentAssessment-forthe21stCentury.pdf>.

As a recipient of a Theodore Sizer Dissertation Grant, on November 7 Farrington presented her dissertation research

at the Coalition of Essential Schools Fall Forum in Charlotte, NC. October she made a presentation in St. Louis on "Recognizing and Writing about Academic Rigor: Why it Matters," at a National Seminar on Reforming American High Schools put on by the Hechinger Institute on Education and the Media.

In September **Ginger Berninger** (EDPSY) gave an invited talk, "Writing First", at a COST conference organized by Europeans, attended by writing researchers from over 7 countries, and hosted by the University of Lyon, France. She also gave lectures to the developmental and cognitive psychology departments at the University of Padua, Italy and an invited address on the Writing Brain to the Italian Psychological Association. In October she participated in two symposia on "Three Tier models for Math and for Reading and Writing" at Washington State School Psychology Association and gave two invited addresses at the International Dyslexia Association on the "Working Memory Deficit in Dyslexia" and "Creating the Writing Revolution."



Assistant Professor Joe Lott II

Joe Lott, II, assistant professor in EDLPS won an AERA Research Grant sponsored jointly by the National Science Foundation and the National Center for Education Statistics to conduct a study titled "Investigating the Longitudinal Impact of College on Civic Indicators of College Students."

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Faculty Activities and Accomplishments

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This research seeks to understand whether elements of the college environment (major, institution type, size of institutions) or life course variables (marital status, number of dependents, home ownership, etc.) are stronger predictors of civic attitudes 10 years after graduating from college. This study is part of a larger work which examines how college impacts students' civic and political attitudes over time.

Stephen Kerr (EDCI) had his analysis of the two presidential candidates' education platforms published online on the Russian education Eureka.net (site, <http://www.eurekanet.ru/ewww/promo/8202.html>). Another indication of our global engagement.

In July 2008, **Shirley Hune** (EDLPS) was awarded \$290,000 by the Governor's Commission on Asian and Pacific American Affairs (CAPAA) to serve as project director of a "Closing the Achievement Gap" study of Asian American and Pacific Islander American students in Washington State's public schools. The study, which is supported by general fund-state appropriations, will culminate in two reports, one on each population group, to be submitted to the State Legislature at the end of December, 2008. She serves as the lead author on the Asian American study. Dr. David Takeuchi, Professor of Sociology and School of Social Work at UW, will serve as the lead author of the Pacific Islander study. They collaborate on both studies. Among research team members affiliated with the COE are: recent graduate, **Dr. Julie Kang**, and current **Ph.D. students, Jeom Ja Yeo and Third Andersen**.

Shirley Hune's other recent activities include: Presenter, "Creating Urban Partnerships-Seattle," Summit on College Outreach and Academic Success, University of Michigan, Ann Arbor, August 11-



EDLPS Alum Receives Life Balance Award

Dr. Kate Quinn, Project Director, Balance at UW, has been awarded the

2008 Society of Women Engineers Work Life Balance Award. This award, which is sponsored by Honeywell International Inc., "celebrates an individual who has worked to create programs that help women engineers and other employees balance the commitments of career, life and family."

Quinn was recognized for her many efforts on the UW campus, such as spearheading the UW's successful participation in the competition for a \$250,000 ACE-Sloan Flexible Faculty Career Award. With the Faculty Council on Women in Academia and the Work-Life in Pediatrics group, she has worked to improve the work-life environment for UW faculty. She has also been active with the UW's ADVANCE program to improve the advancement of women faculty in science, engineering, and mathematics. She will receive this award at the annual SWE conference in Baltimore in November.

Dr. Quinn is a Ph.D. alumna of the College of Education's Educational Leadership and Policy Studies program. ■

Did you know?

- Enrollment: The College of Education matriculated 165 new students this Fall.
- Degree: Of these students, 123 are pursuing a Masters degree and 43 are working for a Ph.D.
- Area: The largest area represented is Educational Leadership and Policy Studies, with 60 new students.
- Citizenship: The incoming students represent 10 countries and 17 states.
- Prior Institution: 76 institutions are represented.
- Month of Birth: October is the most common birth month.
- Date of Birth: The incoming students' age range spans 32 years.
- Most Common Name: Jennifer is the most common name amongst our incoming students.
- Perfect GRE scores: Four students scored a perfect 800 on the Quantitative section, five a perfect six on the Writing section.

12, 2008; Invited Participant, Dialogue Day: Examining the Decline of Minority

Male Participation and Achievement in

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Secondary and Postsecondary Education, sponsored by the College Board, San Francisco,



Professor Shirley Hune

September, 18-19, 2008; two events at the Institute on Teaching and Mentoring sponsored by The Compact for Faculty Diversity, Tampa, Florida,- Keynote Address at the Opening Plenary Session and Presenter with Daryl Smith of the Claremont Graduate School, Faculty Session on Recruiting and Retaining Faculty of Color - October 24-26, 2008; and at the ASHE meeting, November 7, 2008, Jacksonville, FL, Oiyen Poon, UCLA education doctoral student, will present findings from their joint study on the negative impact of racialized stereotypes-- the "model minority" and "perpetual foreigner"--on the academic climate, choices, and progress of Asian American doctoral students.

After 8 years on the Lake Forest Park City Council, **Roger Olstad** (EDCI, Professor Emeritus) chose not to run for another term. Dr. Olstad remains engaged, agreeing to a Governor's appointment to the Board of Trustees of Shoreline Community College for a 5 year term.

Brinda Jegatheesan (EDPSY) published a volume

titled "Access, A Zone of Comprehension and Intrusion" of the series in "Advances in Program Evaluation" in August 2008. The volume examines the nature and seriousness of fieldworkers' problems of failure to gain access, achieve comprehension, and avoid intrusion. Attention is given to past and current practices of personalistic studies, particularly in education, and the need for improved protection of participants.

Brinda also has an article in press, titled: The Give and Take in the Human-Animal Bond: Three Tales of Spirit Healing. *Reflections: Narratives of Professional Healing*.

As Principal Investigator, Brinda was awarded a grant in September 2008, by the Institute of Ethnic Studies in the United States, UW, to study *Autism and Bilingualism in Immigrant Families in the Pacific NW*.

Brinda Jegatheesan was invited in spring 2008, to be an affiliate faculty at the Canadian Studies in the Henry M. Jackson School of International Studies, UW. She will be conducting research and scholarly activity on autism & other developmental disabilities in immigrant and indigenous families in Canadian / U.S comparative context. She has received a mini grant from the Canadian government, Foreign Affairs Program toward this research.

Brinda conducted a lecture in July 2008 titled, "Peopling of Canada: Immigrant & Refugee Families" in July 2008 for the Summer College, Shoreline Lecture series

Susan Sandall (EDSPE) presented a preconference work-

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Center for Educational Leadership

CEL WELCOMES NEW TEAM MEMBERS!

Grace Chiu joined the Center for Educational Leadership as a Project Director this September. Having worked most recently in Baltimore City Public Schools as a literacy professional developer, Grace coordinates CEL's coaching, writing, and online learning programs. Grace earned her Ph.D. in urban education from the University of California, Los Angeles under the advisement of Jeannie Oakes. In addition to working in urban public schools, Grace has helped develop community technology centers for underserved children and youth. She is a contributing writer to the forthcoming publication, *The Computer Clubhouse: Constructionism and Creativity in Youth Communities* (2009, Teachers College Press).

Spencer Welch has joined the College this fall as a Teaching Associate with the Danforth Educational Leadership Program and as a Project Director with the Center for Educational Leadership. Spencer spent the last eight years as an administrator in the Bellevue School District, serving as the Principal at Sammamish High School from 2002 until 2006 and as the Executive Director of Human Resources for the district from 2006 until 2008. Spencer's responsibilities with the Danforth program will include teaching, supervising administrative internships, and conducting a comprehensive program renewal study. At CEL, Spencer will be coordinating the District Leaders Seminar Series and will be assisting in work with the School Leadership Program and the Five Dimensions of Teaching and Learning (5D) assessment and professional development.

Rita Lowy joined the Center for Educational Leadership in October. Through her capacity working part-time, Rita will support CEL's Five Dimensions of Teaching and Learning (5D) assessment and professional development as well as provide leadership coaching with a focus on mathematics. Most recently, Rita was an administrator in the Bellevue School District beginning in 1992 when she was the Assistant Principal at Sammamish High School. She then became the Principal at Puesta del Sol (Spanish Immersion School) until her retirement in 2006. Rita worked briefly at the Teachers Development Group before joining CEL.

PROGRAM UPDATE:

District Leaders Seminar Series (DSS)

What important system structures need to be in place in order to support mathematical learning for all students? On October 14, DSS participants learned from Uri Treisman, Professor of Mathematics and Director of the Charles A. Dana

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CEL Plans Full Year of Events

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Center for Mathematics and Science Education at the University of Texas, Austin.

Dr. Treisman shared national and international assessment data to guide the discussion for district leaders. In looking at NAEP, PISA and TIMSS data, it was evident that top performing districts all shared certain characteristics. District and school team stability was critical, a common curriculum was established, high-quality professional development was offered, and data-driven decisions were made with a focus on student learning.

Dr. Treisman also addressed the alarming data regarding the lack of mathematical achievement among the Hispanic population in Washington State. Treisman urged leaders to focus on the academic language development needed to support learning. More specifically, how is the current mathematical language of educators hindering learning and how might teaching be transformed to intentionally address this concern?

These types of provocative questions and the current data Dr. Treisman shared initiated a dialogue and deep examination of the issues facing educators. More importantly, the forum provided an opportunity for district leaders to consider how these concerns inform their own leadership action and systemic reform goals.

UPCOMING CEL PROGRAMS AND SERVICES:

DSS

District leaders can continue to expand their learning from nationally prominent education leaders and practitioners as well as connect with colleagues through CEL's **District Leaders Seminar Series**.

***NOTE:** A change in this year's DSS schedule is due to the unexpected and

tragic death of Dr. Michael Riley. CEL joins colleagues around the nation in grieving the loss of such a prominent education leader and advocate.

Dec. 4 - Paul T. Hill, John and Marguerite Corbally Professor, Daniel J. Evens School of Public Affairs, Director, Center on Reinventing Public Education, University of Washington

Jan. 15 - Pascal Forgionne, Superintendent, Austin Public Schools, TX

Feb. 12 - Linda Skrla, Professor and Associate Dean, College of Education and Human Development, Texas A&M University

March 12- Ginger Shattuck, Superintendent, Norwalk-La Mirada Unified School District (A Norwalk principal leadership team will also be in attendance to share systems-level expertise and assistance)

April 9- Linda Darling-Hammond, Charles E. Ducommun Professor of Education, Stanford University

School Board Program

School Board members have the opportunity to learn how to lead with an agenda for equity by attending this new program offered in collaboration with WSSDA. **Leading for Equity: The role of school directors in improving student learning**, will be held on **January 30 and 31**. Presenters include: Doris McEwen - COE Distinguished P-12 Educator and former Superintendent of Clover Park School District, Dr. Stephen Fink - Executive Director of CEL, Dr. Thelma Jackson - President of the WA Alliance of Black School Educators, and John Morefield - Danforth Leadership Preparation Program Presenter.

School Leadership Program

This year CEL has designed a new **School Leadership Program** for principals, central office administrators, and superintendents to increase their instructional knowledge and inform their leadership decisions. In support of CEL's theory of action, leaders are sup-

ported in learning how to analyze classroom practice in order to build the capacity of teachers to increase student learning. This year 47 participants from 10 districts attended the overview session on October 23rd to learn about CEL's 5 Dimensions of Teaching and Learning (5D). Throughout the school year, teams arranged by elementary and secondary cohort have the opportunity to practice using these dimensions as a lens to analyze classroom instruction during three guided school walk-throughs. A closure session in March will allow participants to reflect upon their experience and learning to assist with their school and district goals.

Coaching Program

Nationally-acclaimed author and coach, Katherine Casey, will lead the **Promise of Coaching Institute** focusing on the role of content coaching in improving classroom practice. This two-day interactive session is designed to deepen educators' understanding about what coaches need to know and be able to do and how to set up coaching work for success. One workshop will be held on **January 8 and 9** at the UW Botanical Gardens and due to CEL's increased work in the state of Oregon, another workshop will be held on **January 29 and 30** in Portland.

To learn more about any of CEL's programs and services, visit CEL's website www.k-12leadership.org

ARTICLES AND PRESENTATIONS:

Dr. **Stephen Fink**, and Carla Santorno, Seattle Public School's Chief Academic Officer, co-presented at the Council of Great City School's annual conference on October 25. The presentation, titled **Developing and Measuring Leaders' Ability to Analyze Instruction and Lead for Instructional Improvement**, highlighted CEL's 5D assessment data in partnership with the Seattle Public Schools. Seattle's administrators, central office administrators and coaches participated in this pilot assessment by watching a short, online video clip of classroom practice and responding to three questions related to the teaching

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Key to success

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cially, and to understand how college can help them attain their personal goals.”

Halverson, a Senior Researcher with the Center of the Study of Teaching and Policy, co-founded the College Access Project with Nicole Ainslie Galipeau, a Developmental Education Division faculty member at Edmonds Community College, who brings years of experience

working with at-risk, low income, and homeless youth to the project.

Together they created a program where the relationship between the parent and the student could be strengthened by learning together. The program is based upon the belief that if a parent can identify and articulate how a child's future might include college in elementary school, this can be a critical step towards enjoyment of the educational process, understanding of what it takes to be “college ready,” and partner-

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Kent Jewell (EDPSY staff) finished 6th overall out of over 300 riders in the competitive recreational field at the 5th annual Mt. Baker Hill Climb (bicycle race) on September 7th. He finished 90 seconds in back of the winner at the top with a time of 1 hr. 41 min.; the race route went from just W. of the town of Glacier to the end of the road at Artist Point (24.5 mi. and 4300+ ft. elevation gain).



Center for Innovation and Research of Graduate Education



world and explore some of the tensions and potential for cooperation between nations in the realm of doctoral education.

Grant money recently awarded by the National Science Foundation to **Maresi Nerad** provides substantial funding for CIRGE's third international conference, *Forces & Forms of Change in Doctoral Education Worldwide III*, which will take place March 22-29, 2009, in Kassel, Germany. The conference will bring together experts on doctoral education from 6 continents and more than 20 countries as diverse as Australia, China, Norway, and South Africa. The conference will be co-hosted by the International Centre for Higher Education Research at the University of Kassel.

CIRGE's first book on doctoral education internationally, *Toward a Global PhD?*, received a very positive review in *Nature*. John Kirkland, Deputy Secretary-General (Development) at the Association of Commonwealth Universities, summed up his review: “Criticisms aside, *Toward a Global PhD* provides a useful framework for planners and providers alike” (p. 408, 24 July, 2008). In the book, edited by **Maresi Nerad and Mimi Heggelund** and published in 2008 by the UW Press, leading scholars assess graduate education in different systems around the

CIRGE recently had visitors from Australia and Japan who are interested in learning about CIRGE's work on graduate education. Australian visitors included Grant Harman, Editor-in-Chief of *The International Journal of*

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Center for Educational Leadership

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and learning they observed. These responses were assessed using a rubric designed by Dr. **Michael Copland** and CEL Project Director, **Dina Blum**, in collaboration with CEL staff. The district then received a report detailing the strengths and targets CEL identified for improving in-

structional leadership for individuals, by group, and for the district as a whole. Santorno shared with CGCS participants this data as well as her leadership plans for professional development of her principals.

**In early 2009, CEL will launch an official website hosting the 5D assessment service. Stay tuned! ■*

College Access Project

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ing so that the entire family works toward the goal of a college graduation.

Students and parents in the College Access Project become a team, working together to develop expectations, build potential, and create a plan for the child's future that includes college.

Program staff point out that "college readiness" means understanding the difference between high school graduation requirements and college admission requirements. In order to be ready for college when they graduate from high school, students should begin researching requirements in 8th, 9th, and 10th grade. Ultimately, this pays off big – through educational success, confidence, and a stronger understanding of the cultural and economic structures of this society.

Ultimately, the College Access Project is about kids and parents learning together, preparing for the future in a fun environment. "Kids can get sucked into the notion that college is the end," asserts Halverson. "We want them to look past acceptance and consider what education and college graduation can mean for that student, for their families. Ultimately, we want the students to get passionate about learning so they can learn more. And we want the parents to understand this passion, to encourage it."

As Maribel's mother, Cruz Ortega, states, "There are lots of opportunities to get education but you have to be open, you have to want to be somebody. The College Access Project changed my vision and how I presented that vision to my children. It doesn't have to be about the money, it has to be that you want to be somebody."

For additional information please see: www.collegeaccessproject.org ■

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shop at the Division for Early Childhood (DEC) International Conference in Minneapolis in October. The title was "What Do We Really Know About Early Intervention?"

Susan Sandall (EDSPE) and **Britta Saltonstall** (EDSPE, advisor Schwartz) presented a paper "Preparing For Collaboration" at the Division for Early Childhood (DEC) International Conference in Minneapolis in October. The paper describes learning activities used in and shares findings from the early childhood special education preparation program at the UW.

Jennifer Fung (EDSPE, advisor Sandall) and Susan Sandall presented a paper "Measuring Progress Using the Early Communication Indicator (ECI)" at the Division for Early Childhood (DEC) International Conference in Minneapolis in

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CIRGE: Update of Productivity

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Higher Education and Educational Planning; Kay Harman, Dean of Graduate Studies, University of New England, New South Wales, Australia; Margaret Kiley, Senior Lecturer, Australian National University; and Catherine Manathunga, Senior Lecturer, University of Queensland. Because of their familiarity with Maresi Nerad's work, a delegation of high-ranking administrators from the University of Tsukuba in Japan added the University of Washington to their planned tour of west coast universities. CIRGE also arranged for the Japanese visitors to speak with Lana Rae Lenz and Jennie Dorman (Center for Instructional Development and Research (CIDR)), Briana Keller (Center for Career Services), and Jeanne R. Small (Center Materials and Devices for Information Technology Research (CMDITR)). Professors **William Zumeta** (Education and Public Policy) and Angela Ginorio (Women's Studies)

discussed aspects of U.S. graduate education with the delegation, including the topic of women in science.

New analyses of data from the *Social Science PhDs—Five+ Years Out* study posted on the CIRGE website include *CIRGE Spotlight on Doctoral Education #2*, "Professional Development for PhD Students: Do They Really Need It?" The newly completed *Sociology Report: PhD Program Quality, Early Careers, and Gender Stratification* finds gender inequality in sociology careers but not in the other studied fields (anthropology, communication, geography, history, and political science), despite the fact that among the studied fields sociology has the highest proportion of women.

In October, CIRGE Director **Maresi Nerad** presented her work at an international workshop on Graduate Education at Hiroshima University in Japan and also was an invited guest speaker at the Shanghai Jiao Tong University in China,

where she met the man responsible for that university's ranking of universities worldwide. (In the 2008 edition, the University of Washington ranks #16 in the world and #14 in the Americas; see <http://www.arwu.org/rank2008/en2008.htm>.) Also in October, Dr. Nerad joined the advisory panel created by the Academy of Science of South Africa to study and advise the government on the role of doctoral education in the global knowledge economy, attending its first substantive meeting in Pretoria. In November, she spoke in Dortmund, Germany at the conference "Wagnis Wissenschaft" ("Risk-Taking Science"), which was devoted to understanding the future of the doctorate and of research on the doctorate and she attended the European Union/United States workshop on internationalization of research and graduate studies, held in Atlanta, GA. In December, at the request of the Dean of the Institute of Graduate Studies at Universiti Sains Malaysia, she will give a keynote address at the 3rd International Conference for Postgraduate Education and act as facilitator for the subsequent Strategic Planning workshop. ■

Faculty Remain Active & Productive

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October.

Bill McDiarmid (C&I) traveled to Anchorage in October to participate in a panel discussion that was broadcast statewide on "Alaska: The Next 50 Years." The panel was part of the Alaska Historical Society's 50th Anniversary of Statehood celebration. Although Sarah Palin was elsewhere, McDiarmid claims he could see her front porch when he reared his head. ■

An Update on Education, Learning and Society Minor

Since its inception, the undergraduate Education, Learning and Society Minor has grown very rapidly. To date, 100-plus juniors and seniors have declared the minor and another 130-plus are actively taking classes toward the minor and plan to declare when they reach 90 credits.

Of those declared, over 34 majors/undergraduate departments are represented, including Math, Art, Sociology, Chemistry, English, Dance and History.

Currently 27 are enrolled in the ELS Minor colloquium—a course that brings together students in the minor from across all of their majors to discuss educational issues and to prepare students to pursue careers and graduate degrees related to education. ■

Wherever You Go, There You Are

Video and podcasts are available at [iTunes U](#) from the College of Education. Simply click on the link below and search for "education" or "College of Education."

Both Mac and PC users can upload content to their computers and iPod or iPhone users can sync digital content straight to their mobile device.

Learn more: <http://depts.washington.edu/itunes/>



Feagin Presentation Kicks off Diversity Task Force Series

The Diversity Task Force welcomed its first speaker of 2008-09 to the College on the morning of Wednesday, October 29th. **Dr. Joe Feagin** (McFadden Professor, Texas A&M University) presented recent research that he helped collect from the journals of hundreds of college students that helped explicate what he entitled, "**Backstage and Frontstage Racism: How and Where White Students Still Do Blatant Racism.**" The lively talk

was well-attended with an overflow crowd of 60-plus. The presentation and question and answer session drew many attendees from the College as well as the larger campus and local communities.

Please watch for upcoming announcements regarding future timely and topical Diversity Task Force events! ■



Professor Walter Parker (C&I) is seen here surrounded by eager 6th grade students on a recent trip to Singapore. It seems that the old, two fingers behind the head in a photo trick knows no international boundary.

Connecting to the Environment:

The Joys of an Early Childhood Outdoor Classroom

She is the most popular kid at Denise Louise Education Center, a school nestled into Beacon Hill. At three feet tall with long, black pigtails and shiny eyes, she has an innate sense of wonder and an incredible flexibility. Yet unlike normal girls, Molly is made from yarn and cloth.

Molly the puppet has transfixed head teacher Darren Chamberlain's class of 20 three to five year olds. Every morning, when she comes out of her cardboard "clubhouse" dressed for adventure, Molly is greeted with shouts of enthusiasm and energetic retellings of the kids' discoveries.

"We saw a ladybug yesterday!" says one child.

"I found a fish at the dock!" shouts another.

Molly is part of Early Childhood Outdoor Classroom or ECO classroom project, the result of a collaboration started by Dean Pat Wasley at the UW College of Education. This summer, the 20 students represent four different primary languages—Chinese, Vietnamese, Spanish, and English.

The Early Childhood Outdoor Classroom (*ECO Classroom*) is a scalable project, designed for culturally and economically diverse pre-school children. The curriculum introduces and connects the students and their families to nature, the environment, and arts, and to foster a sense of wonder and instill compassion for the environment.

"The project had a few broad overarching goals; including: building new vocabularies of terms related to science, nature and art; to foster and steward strong imaginations fueled by curiosity about the natural world; and to increase comfort and compassion for "wild spaces."

On their diverse fieldtrips to environmental locations in the Seattle area, the kids spend most of the day exploring the

outdoors and also engage in typical indoor activities in the open air. Whether they read in an outdoor library, set up at the base of a tree, or break out the art supplies in an open meadow, they are learning and creating in diverse outdoor environments. And Molly takes them there.



COE Faculty member Gail Joseph (EDPSY) joins with Molly the puppet to engage young learner.

"Molly has achieved rock star status," says **Gail Joseph**, faculty member at the UW College of Education. "The first thing they ask in the mornings is, "Where is Molly? Is she out exploring?" When we started, they listened to her pretty quietly. Now, when she comes out of her playhouse, they erupt into questions and recollections of their own adventures and backyard discoveries."

One day Molly may wear a swimsuit for the beach, the next blue jeans for a walk in the forest. Molly has a magic magnifying glass which has a different picture every morning, a picture of where the class will be going that day. The magnifying glass serves as a "provocation" for discussion about the children's prior experience with a particular critter or habitat. Moreover it serves to foreshadow the day's adventure.

As they learn about where they are going, students ask Molly questions about their destination and Molly teaches them about that environment.

Most days, Molly has a puppet friend, like an owl for the forest, and she models how to relate to the wildlife in that specific habitat," Joseph states. "We intentionally used a girl puppet to model science. She also models a sense of wonder, of curiosity."

During the first phase, children went to a new environment each day. During the second phase, the children returned to the same environments with new provocations and questions. During each field trip, children explore the outdoors, complete with science kits (e.g., magnifying glasses, photo paper, note books to record observations, tweezers, nets, etc). Children were also provided with materials and guidance to creatively express what they were learning and experiencing outdoors.

Research shows that today's children spend most of their time indoors, and not just children in the city. While children used to enjoy playtime outdoors during school at recess and have environmental education and art classes as part of standard curriculum, this has disappeared in many school districts as the focus of learning is on high stakes test performance. And, when they are not in school, children are mostly indoors. A Center for Disease Control (CDC) study found that children ages 6 - 11 spend on average, 30 hours a week watching television or a computer screen. And even when they are outdoors, as author Richard Louv discovered in researching his book, *Last Child in the Wood* children are no longer fully engaged with nature. For example, he notes that it is common to see children wearing headphones as they ski down a mountain.

The ECO classroom project managed to get the students outside, interacting with nature's bounty.

"We've been out most days, at first

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Collaboration Focuses on Environment

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exploring things in their own environment like Jefferson Park and then branching out to the wetlands or the Olympic Sculpture Garden. We've walked and we've boated everywhere from Seward Park to the tide pools." Joseph describes. "Whatever the situation we always allow children to be activity involved in exploring phenomena that interest them. We also create a lot of unstructured outdoor time for the kids to play, cooperate and explore."

One of the most significant concepts is the idea of "science eyes," "science ears," and "science nose."

When asked to describe what his "science eyes" saw at the wetlands, Martin, a precocious five year old, enthuses, "I see rocks and the seashells and the fish and the crab. The crabs were baby. We found little crabs. I'm going on the boat at wetlands with lily pads and fish at the dock. At first I felt kinda scared but I calmed down and I'm not scared."

Sarah, a wide-eyed four year old, summarizes that she saw, "A boat and a big dock. I see a goldfish and then I see the water and the ducks."

Benjamin, also four years old, adds, "Seeing a boat and I had a jacket and I fall down and I go on a boat and my mom helped."

Children today are suffering from what Louv describes as "nature-deficit disorder" as a result of spending so little time outdoors. Louv links this lack of time in nature to some of the most disturbing childhood trends, such as the rises in obesity, attention disorders, and depression.

In addition to connecting the class with the outdoors environment, the ECO Classroom Project provides children with lessons to learn about inquiry – to be encouraged to think creatively and strengthen their base for continued learning.

On the last day of the project, Seattle Art Museum staffers joined the groups for an art module, in which the kids did fish prints. Rebecca Aubin, museum educator, and Janet Fagan-Smith, led an activity in which the kids painted fish replicas and created colorful t-shirts embossed with SAM for the Seattle Art Museum.

Art and education merge quite frequently in the ECO Classroom curriculum. Photos from yesterday's adventures are selected by the kids for wall hangings every morning, accompanied by children's annotated reflections about the experience. And the ECO partners all emphasize the creative impulse in their educational sessions.

A collaboration of the UW College of Education, Seattle Art Museum, Evergreen School, Woodland Park Zoo, Pacific Science Center and IslandWood, the ECO Classroom brought together many partners, who are working on a collaborative partnership model and program curricula, delivery, and impact. Their ultimate goal is to create a program that can be replicated in other communities across the state and perhaps, the nation. It has been a reciprocal exchange of learning for the teachers.

Darren Chamberlain, the head teacher, works with representatives from the partners to create this unique experience for his children. Chamberlain, who has taught at Denise Louie for ten years, states, "We like to be out in the world... and one of the really fun, exciting parts is to have this other group of teachers to co-create, talk shop, and share the wonder."

"I love this age group," Chamberlain continues. "It's the cooler version of us before wonder and awe got domesticated away. They've been great teachers for me. They force me to look at things anew." ■

Two COE Students Honored by MAP

College of Education students **Third Andresen** and **Eligio Martinez, Jr.** are the recipients of prestigious Multicultural Alumni Partnership (MAP) scholarships. Third Andresen has been awarded a Multicultural Alumni Partnership Award and Eligio Martinez Junior is the recipient of an Owen G. Lee Scholarship.

"We undeniably live in a very diverse region and our diversity provides us with a depth and breadth of possibilities that will ultimately serve all of us," Wasley continued. "This year the College of Education has two outstanding students who have been honored with support from MAP scholarships—Third Andresen and Eligio Martinez. I congratulate them wholeheartedly for the hard work and dedication that has gotten them to this point. I thank MAP for its mission and vision to support scholars across the disciplines—for their investment in the leaders of tomorrow in our schools, our community, our state, and our world."

Eligio Martinez, Jr., a Masters of Education student in the Educational Leadership and Policy Studies department, is currently researching militarization of youth of color. He is specifically examining the impact of this on higher education with his advisor, Frances Contreras.

Third H. Andresen, a full-time Ph.D. student in the area of Curriculum and Instruction, has a stated research focus on multicultural education. Andresen, whose mentor is College of Education faculty member, Geneva Gay, is interested in transformative/multicultural curriculum development and implementation.

"This scholarship award will help alleviate our financial strain in order for me to focus more on completing my academic program and serving my community," Andresen stated. " ■