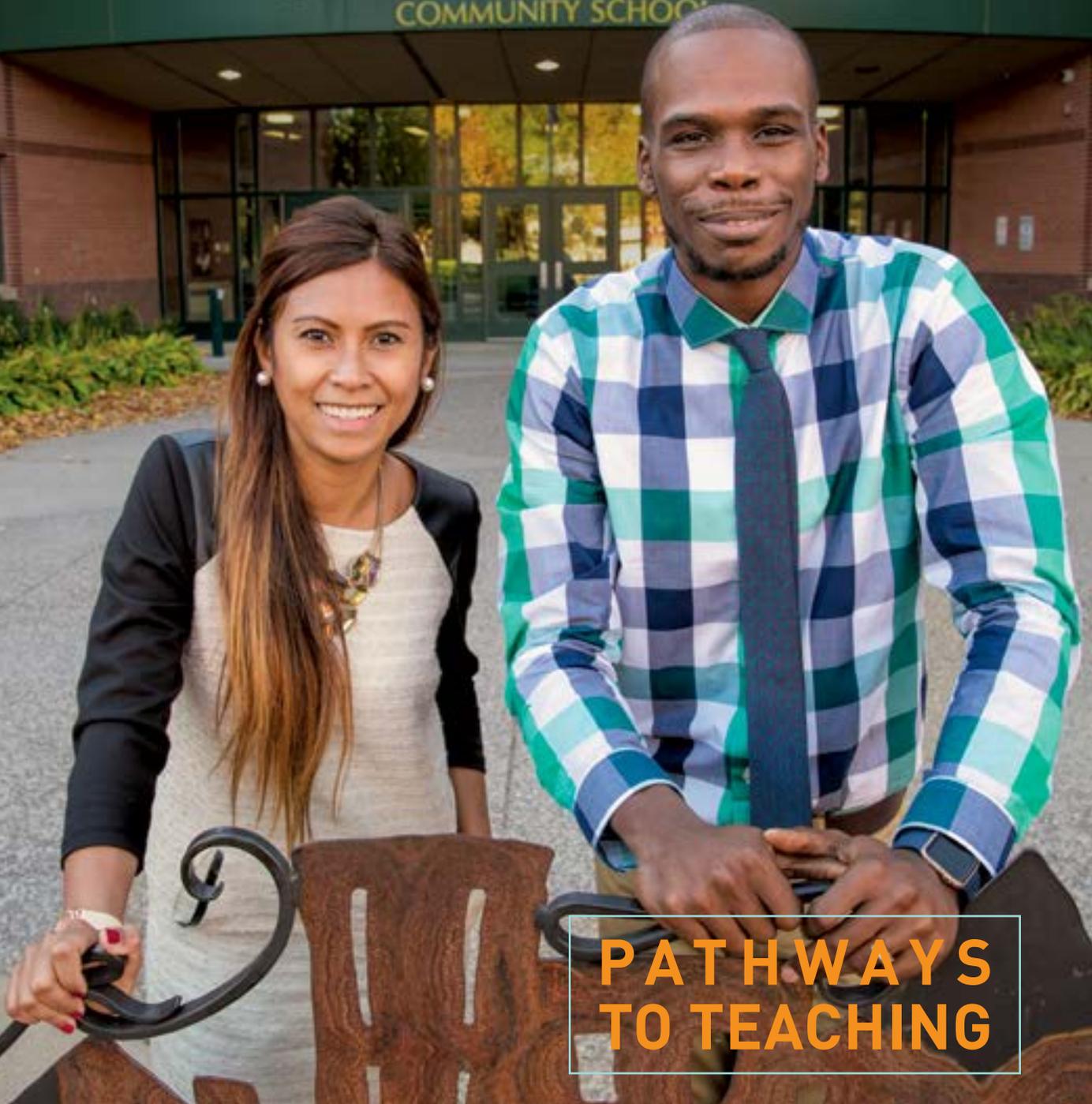


UNIVERSITY OF MINNESOTA

# CE+HD connect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT | WINTER 2016

LUCY CRAFT LANEY AT CLEVELAND PARK  
COMMUNITY SCHOOL



PATHWAYS  
TO TEACHING

VOLUNTEERING FOR LITERACY + COOPERATIVE LEARNING + 25 YEARS OF CHECK & CONNECT

# CE+HD connect

VOL. 10, NO. 1 | WINTER 2016

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Photo by Greg Helgeson

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Dean Quam spoke about student athletes in an interview at TCF Bank Stadium.

**from the dean:** As CEHD dean, I have had some very fun experiences. One of my favorites was at halftime during a recent Gopher football game, when I was interviewed on KFAN. I had an opportunity to talk about CEHD and several of our student athletes.

Did you know that quarterback **Mitch Leidner** is a kinesiology major, and **Briean Boddy-Calhoun** has already earned a degree here in elementary education and is now working on a certificate in human resource development? The Gopher punter, **Peter Mortell**, is earning a master’s degree in applied kinesiology, while the kicker, **Ryan Santoso**, works on a degree in sport management. **Jonah Pirsig**, who is a big defensive lineman, is finishing up his degree in elementary education. These young men have demanding schedules for their key roles in football, but they are also working hard in the classroom. We have the largest number of the University’s student athletes in our college. We have thoughtfully designed academic programs that work to meet the needs of all of our students.

You will see in this issue of *Connect* that we have created unique programs to meet the needs of many different students who want to become teachers. These pathways provide diverse options. The Minneapolis Residency Program is one of them—an amazing partnership with the Minneapolis Public Schools, the Minneapolis Federation of Teachers, Education Support Professional Local 59, and our teacher education faculty. With support from the Bentson Foundation, 25 individuals—many of whom are residents of color or bilingual or both—are working hard in this new program. They are deeply committed to working with children and will be teaching in Minneapolis schools within 18 months after beginning the program.

As a college of education and human development, we work hard to understand the diverse needs of all of our students and are willing to be creative, to take risks, and to study what works best so all of our students can be successful.

LYNN SLIFER

# Three weeks on the Mekong



**THIS SUMMER 20 STUDENTS**, including several Hmong heritage students, in a variety of majors learned first hand about northern

Thailand. The three-week, three-credit course—Global Change in Thailand—allowed them to explore, research, reflect, and write about topics related to families and social justice, from the environment to human trafficking.

The students hiked, boated on the Mekong River, and interacted with community leaders, elders, peers, and children every day. They produced digital stories posted at [cehdthailand2015.blogspot.com](http://cehdthailand2015.blogspot.com).

“Each day spent in Thailand has been a roller coaster of emotions, observations, impressions, and outcomes,” wrote one student. “I have felt excitement and fun as

well as discomfort and confusion....

My thoughts throughout our stay changed drastically as we explored more and got to know some of the locals.”

The course was one of the first CEHD Global Education Opportunity programs, created especially for CEHD students by teaming up with the University’s Learning Abroad Center. It was led by faculty members **Catherine Solheim** in family social science and **Linda Buturian** in postsecondary teaching and learning, whose collaboration was featured in *Connect* in fall 2014.

“This springs out of our mutual interest in the power of stories to reveal culture and family and the intricate relationship

between people and the land,” says Buturian, “the Mississippi, the Mekong, and all the other natural places.”

The course will be offered again next spring and is already filling.

“It’s important for our students to pay attention to how global changes are impacting families and communities,” says Solheim. “They could see the resilience, resourcefulness, and vitality of the Thai and Hill Tribe people as they navigate those changes.”





## Welcome, students!

**CEHD WELCOMED 458** new first-year students to the Class of 2019 this fall—42 percent first-generation college students, 40 percent students of color, 15 percent student athletes, and 4 percent international—and 300 transfer students from other colleges, campuses, and institutions. An additional 986 graduate and professional students—21 percent students of color and 7 percent international students—joined the college beginning in summer terms and fall semester.

First-year students received their new iPad minis on September 3 and then joined the CEHD community for a block party outside Burton Hall, with food, face painting, music, and a photo booth.

## Opening up to open textbooks

**USING OPEN TEXTBOOKS** can save students hundreds of dollars per semester. But making faculty aware that they are an option remains a challenge. That's why the U hosted the first meeting of its Open Textbook Network in August, and leaders representing more than 75 colleges and universities came.

Together they developed strategies for advancing open textbook programs on their campuses. They also gained expertise in helping faculty understand the negative impact that high textbook costs can have on students' academic performance.

"Institutions are empowering and engaging their faculty in the potential of open textbooks," said **David Ernst**, director

of the Center for Open Education in CEHD, which hosted the conference.

Published under a Creative Commons license, open textbooks are available to students for free and come in digital and print options. Faculty can custom edit the textbooks to meet their needs.

The network, created and run by leaders at CEHD, is an alliance of schools committed to improving access, affordability, and academic success through use of open textbooks. Members include Minnesota State Colleges and Universities, North Dakota University system, University

## Brain science ON THE PRAIRIE

**STUDENTS IN GRADES 7–12** even got to touch human brain specimens as they learned about brain anatomy, development, and plasticity this summer from five Institute of Child Development doctoral students. Responses ranged from "This was my favorite section—please come back next year!!!" to "This was my second least favorite, it was gross."

The ICD students answered a call for volunteers to share their science knowledge at the University on the Prairie program in Lambertton. Participants were immersed in three days of hands-on activities to explore science education and careers. The ICD students led one day of sessions.

"We're hoping this might become an ICD tradition," said Angela Fenoglio.



Left to right, ICD doctoral students Amanda Hodel, Angela Fenoglio, Madeline Harms, Colleen Doyle, and Kelly Jedd posed with some of their class materials.



of Arizona, Macalester College, and more. It has grown from seven to more than 25 members representing 84 institutions in the past year.

Nine of the early network members reported student savings of an estimated \$1.5 million to date through use of open textbooks. A bill in the U.S. Senate would offer grants to help schools create pilot programs to adopt them.

# Lifelong Learning

## Professional development and enrichment from CEHD

### Path to Reading Excellence in School Sites (PRESS)

#### Three winter dates

Learn to use the PRESS framework of data-driven decision making and tiered interventions for elementary grades. Developed at the Minnesota Center for Reading Research, the goal of PRESS is to work with educators to establish school-based systems and practices for all K-5 students to become capable readers.

“What’s Next? Interpreting Data for Targeted Classwide Interventions” (Jan. 22, 8:30–11:30 a.m.), “Success in Small Group Reading Intervention: Tier 2 Interventions and Progress Monitoring” (Feb. 10, 8:30 a.m.—3:30 p.m.), and “PRESS Forward! A Research-based Framework for Literacy Achievement,” a two-day workshop with optional third half-day (March 2–4).

Info: [z.umn.edu/PathToReading](http://z.umn.edu/PathToReading)

### 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/](http://sswce.umn.edu/courses/)

### Early education and development online courses

The Center for Early Education and Development (CEED) offers online courses for early childhood professionals across disciplines. Field experts and faculty teach

courses intended to build participants’ skills and knowledge in a supportive and interactive online environment. The sessions run from six to nine weeks and may be taken for clock hours or graduate credit.

Info: [www.cehd.umn.edu/CEED/onlinecourses](http://www.cehd.umn.edu/CEED/onlinecourses)

### The Other Side of Poverty in Schools

#### February 5

Participants in this intensive workshop will 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, and take away powerful classroom ideas for incorporating social class-related content while earning five continuing education credits.

Info: <https://osopfeb52016.eventbrite.com>

### Urban Leadership Academy

#### Three winter/spring dates, 8 a.m.—2:30 p.m.

“School, Culture, and Community: Fostering Critical Connections” is the theme for this year’s special ULA 20th anniversary speaker series. School leaders are invited to join us to reflect on your understanding of equity and culturally responsive pedagogy with the goal of becoming better equipped to partner with community to define and co-create an ideal culture of learning. ULA is a professional development program that hosts workshops designed for preK–12 superintendents, principals, assistant principals, teacher leaders, and other district and school leadership personnel.

### 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](http://onestop.umn.edu/special_for_former_students.html)

If you’ve never been a U student, go to [onestop.umn.edu/non-degree](http://onestop.umn.edu/non-degree)

### Office of Professional Development (OPD)

Looking for customized professional development for your group?

OPD connects partner organizations with the knowledge and expertise of CEHD through customized, enduring professional development partnerships.

- + Outreach customized to partner context
- + On-site delivery
- + Cohort models for systemwide change
- + Research-based content and delivery

**Contact** Sara Najm at the CEHD Office of Professional Development at 612-626-6341 or [cehd.umn.edu/professional-development](http://cehd.umn.edu/professional-development).

Five pre-approved administrative and teacher CEUs are available. “Culturally Responsive Leadership: Promoting Equity in Schools,” with Dr. Muhammad Khalifa (Feb. 24), “Note to Educators: Hope Required When Growing Roses in Concrete,” with Dr. Jeffrey Duncan-Andrade (March 9), and “Evidence-Based Culture-Specific Models of Education and Service,” with Dr. Joy DeGruy (April 20).

Info: [z.umn.edu/ula20152016](http://z.umn.edu/ula20152016)

# 2012 Educational EQUITY in ACTION

A statewide convening at the University of Minnesota

UNIVERSITY OF MINNESOTA

**Registration is now open** for the first-ever University of Minnesota convening of Minnesota's education leaders, researchers, policy makers, and nonprofit organizations committed to improving educational equity.

**REGISTER NOW**

[www.z.umn.edu/edequityinaction](http://www.z.umn.edu/edequityinaction)

**June 20 & 21, 2016**

**University of Minnesota  
Minneapolis, West Bank campus**

Individual (before May 1): \$100  
(after May 1): \$125

Group (3 people before May 1): \$75/ea.  
Student: \$75

**BEFORE YOU GO: Join the conversation.** Upon registration, you'll become a member of an online community that will help shape the event by discussing current issues and sharing what's working in your organizations and communities.

**DAY 1: Be inspired.** Hear from national leaders on actions they're taking to bring about educational equity in their communities.

**DAY 2: Develop an action plan.** Work in groups to identify perspectives on what's working and what's not to close gaps and break down barriers across age groups (children, adolescents, and young adults) and contexts (schools, communities, and larger society).

**FOLLOWING THE EVENT: Make it happen.** You'll leave with actions you can take and a support system of others dedicated to educational equity in Minnesota.

**CONTACT:** For more information, visit [www.gap.umn.edu](http://www.gap.umn.edu) or send an email to [edequity@umn.edu](mailto:edequity@umn.edu).



**Jeff Duncan-Andrade, Ph.D.**, is Associate Professor of Raza Studies and Education Administration and Interdisciplinary Studies at San Francisco State University. He also works as a high school English

teacher in East Oakland where, for the past 18 years, he has practiced and studied the use of critical pedagogy in urban schools. Duncan-Andrade works closely with teachers, school site leaders, and school district officials nationally and internationally to help develop classroom practices and school cultures that foster self-confidence, esteem, and academic success among all students. His research interests and publications focus on urban schooling and curriculum change, urban teacher development and retention, critical pedagogy, and cultural and ethnic studies. He has authored many journal articles and book chapters on the conditions of urban education, urban teacher support and development, and effective pedagogy in urban settings published in leading journals such as *Harvard Educational Review* and *Qualitative Studies in Education*.



**Pedro Noguera, Ph.D.**, is the Peter L. Agnew Professor of Education at New York University. He is a sociologist whose scholarship and research focus on the ways in which schools are influenced by

social and economic conditions, as well as by demographic trends in local, regional, and global contexts. He is the executive director of the Metropolitan Center for Research on Equity and the Transformation of Schools. From 2008 to 2011, Noguera was an appointee of the governor to the State University of New York (SUNY) board of trustees, and in 2014 he was elected to the National Academy of Education. He appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets.

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# Understanding how genes and environment interact

## A new institute dedicated to children's mental health hosted a symposium on epigenetics

**EPIGENETICS—THE STUDY OF** the mechanisms by which genes and environment interact—is a fast-growing field. Many disciplines are grappling with the implications of path-breaking studies in the ongoing discovery of how “nature” and “nurture” interact and new opportunities for research.

Perhaps no discipline has more at stake than child development. Understanding factors such as trauma and adversity that influence the expression of genes has the potential to bring relief and healing to children and families desperately in need—and to prevent damaging outcomes in the first place.

That's why, when the Institute for Translational Research on Children's Mental Health planned its inaugural symposium last spring, the topic was epigenetics. With some of the world's leading minds at the helm, the new institute was able to draw stars in the field along with a new generation of scholars.

For three days in May, more than 170 researchers from more than 25 universities, physicians, psychologists, social workers, and representatives from hospitals, clinics, schools, agencies, and foundations gathered at the Cowles Auditorium on the Twin Cities campus to see a dozen presentations and panels on the topic.

Sir Michael Rutter, a professor of developmental psychopathology from King's College, London, who holds an honorary degree from the University, opened the symposium. He laid out the contours of the field and the basics of what is known about gene-environment interactions.

### “The movie of life”

Epigenetics mechanisms change genetic effects through influences on gene expression without altering the gene sequence. These mechanisms include alterations to the DNA itself—for example, through a process known as “methylation” or through modification of the large histone proteins around which the DNA is spooled. Epigenetic changes can occur both in specific tissue (certain brain regions, for example) and at specific periods of development.

The presenters discussed their work in a variety of contexts, such as documenting the impact of low socioeconomic status (SES) across the lifespan (“How does SES ‘get under the skin’ to contribute to disease? How does it ‘incubate’ for decades?”), maternal care and stress, child maltreatment and risk of mental illness, and DNA methylation “signatures” in 15-year-olds who were in utero during Quebec's ice storm of 1998.

“It's like an interactive movie in which the options are still limited by the author,” said Moshe Szyf, a doctor from McGill University Medical School who was the first to demonstrate that methylation is reversible.

Methylation and demethylation can be transmitted to the next generation. Dante Cicchetti, professor and director of research for the new institute, thinks that measuring DNA methylation changes in response to intervention could lead to prevention and intervention strategies that promote healthy physical and mental outcomes. A major focus of Cicchetti's research is child maltreatment.

According to Cicchetti, “It will be important to determine if decreasing the negative effects of maltreatment through an intervention alters the epigenome, which in turn results in a ‘less risky’ epigenome being transmitted to the next generation.”

On a lively panel, presenters debated issues of translating research into interventions and impacting policy. It took 50 years for research on the effects of smoking to lead to action, Rutter remarked; confidence in the body of research is required, yet the need to intervene is urgent.

“This elucidates one piece of a very big puzzle,” said Columbia University’s Frances Champagne. “Care [i.e. a child’s environment] has a very real impact.”

Between sessions and in the evenings, participants had plenty of time to talk informally, share ideas, and explore the potential for collaborations. Many participants expressed their excitement about the “buffet of ideas” presented at the symposium.

“As a prevention researcher who has just dipped her toes into the genetic quagmire, the symposium contributed to my own learning and adaptation,” said professor Abi Gewirtz. “I was impressed by the speakers, of course, but also by the ingenuity of nature and our biology—so many different pathways that interact and allow for redundancies as they contribute to long-term adaptation.”

## Bridging the gap from research to practice

The symposium served as an occasion to welcome colleagues

and the community to the new Institute for Translational Research in Children’s Mental Health.

The institute formed in 2013 to bridge the gap between research and community practice in children’s mental health. Located downtown near the University’s West Bank campus, its new mental health counseling and training clinic and lab will soon provide service to high-risk families and provide University clinical graduate students a training ground in evidence-based treatment interventions.

“We know that children’s mental health is a predictor of educational and mental health outcomes well into adulthood,” says institute administrative director Chris Bray. “Treatment and prevention programs that can prevent the onset of mental health problems among children and youth reduce the cost of potential long-lasting consequences while improving productivity and resilience.”

The institute’s leadership is a powerhouse trio. Director Abi Gewirtz is an internationally known prevention researcher who specializes in work with families dealing with traumatic events, with appointments in the top-ranked Institute of Child Development and in the Department of Family Social Science.

The director of research is Dante Cicchetti, McKnight Presidential Chair of Psychology and Psychiatry and William Harris Chair in the Institute of Child Development and Department of Psychiatry. One of the top grantees of the National Institute of Health, in 2012 he won the Klaus J. Jacobs Research Prize for his 30 years of multilevel research on the consequences of child maltreatment and conditions that lead to resilience.

The director of training and education is Gerry August, who joined the Department of Family Social Science last year after a distinguished career in the Department of Psychiatry. He is a prevention researcher renowned for his work with children suffering from Attention Deficit Hyperactivity Disorder (ADHD) and at risk for behavior disorders. August is also the executive director of the Center for Personalized Prevention Research.

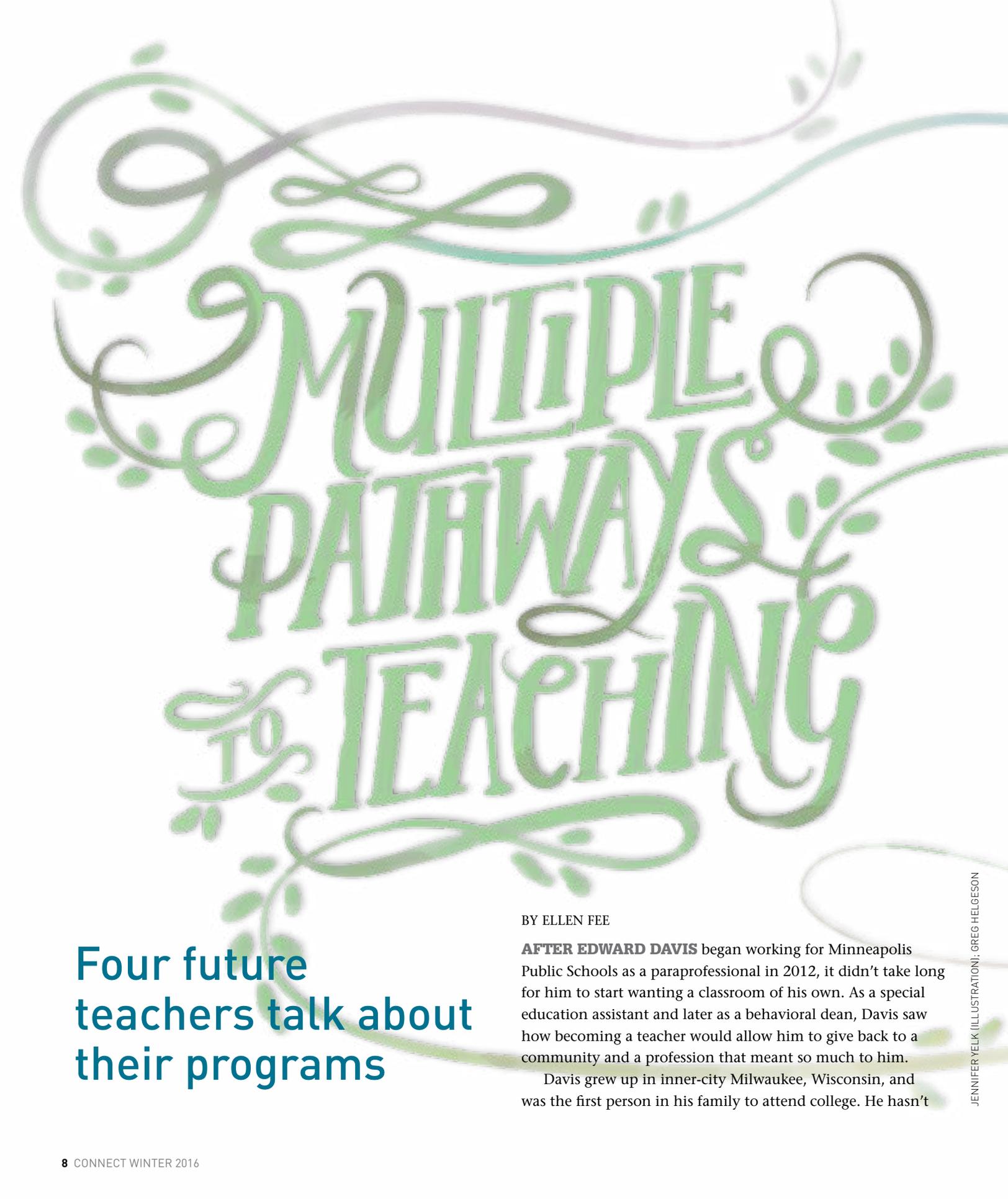
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Learn more: Institute for Translational Research on Children’s Mental Health, [itr.umn.edu](http://itr.umn.edu)

The symposium “Epigenetics: Development, Psychopathology, Resilience, and Preventive Intervention” will be covered in a special section of the journal *Development and Psychopathology*, edited by professor Dante Cicchetti, in mid-2016. Each presenter will contribute a paper about the work presented, with updates since the symposium. [journals.cambridge.org/action/displayJournal?jid=DPP](http://journals.cambridge.org/action/displayJournal?jid=DPP)



Core faculty of the Institute for Translational Research on Children’s Mental Health are, left to right: director of research Dante Cicchetti, director Abi Gewirtz, and director of training and education Gerry August.



# MULTIPLE PATHWAYS TO TEACHING

Four future  
teachers talk about  
their programs

BY ELLEN FEE

**AFTER EDWARD DAVIS** began working for Minneapolis Public Schools as a paraprofessional in 2012, it didn't take long for him to start wanting a classroom of his own. As a special education assistant and later as a behavioral dean, Davis saw how becoming a teacher would allow him to give back to a community and a profession that meant so much to him.

Davis grew up in inner-city Milwaukee, Wisconsin, and was the first person in his family to attend college. He hasn't

forgotten how his own teachers stayed with him for hours after school, helping him fill out college applications and financial aid forms.

“What better way to pay it forward than to give back to children?” he says of his desire to teach. “It would be my way of really saying thank you for the people that helped me out so much on the way.”

One day last year, his school principal passed along some information about the Minneapolis Residency Program (MRP), a University of Minnesota–Minneapolis Public Schools partnership, and Davis knew he had found his path.

“It was like a light switch went on,” he says. “I knew I had to apply for this program.”

Applications for the MRP’s first cohort were open only to staff with bachelor’s degrees already working in the district. Davis was accepted. This year, he is co-teaching in a classroom of second graders at Lucy Craft Laney Community School in the Cleveland Park neighborhood.

The program is centered around a co-teaching model, pairing residents with experienced “master teachers” for an entire school year, beginning to end. The residents are co-teachers, not temporary student teachers or teachers of record, a factor that made a huge difference to Davis.

“Co-teaching you get the full weight of what it is—the responsibility of being a teacher,” he says. “You come into the class on the first day of school, and you’ve got 20 kids, wide-eyed, looking at you. That sense of responsibility for teaching these children is right there.”

Davis says his relationship with his co-teacher, Hafizah Jaafar, ’13, has been an eye-opening experience.

“The things that I feel like I’m strong at, she makes me better,” says Davis. “The things that I’m weak in, she pushes me every day to become a stronger person in them.”



MRP resident Edward Davis and co-teacher Hafizah Jaafar

For her part, Jaafar says, “Working with a resident teacher gave me the opportunity to reflect deeply on my practice.”

Besides lesson plans and methods, Davis says that what he’s learned most from his co-teacher comes from her attitude and dedication to the classroom and the students.

“The way she cares for her students is genuine, authentic,” he says. “She would literally do anything for any one of these kids.”

## Districts develop talent at home

The new Minneapolis Residency Program is an elementary education program with a focus on diversifying the teacher candidate pool. It was created by the College of Education and Human Development in partnership with Minneapolis Public Schools (MPS), the Minneapolis Federation of Teachers, and the Education Support Professionals Local 59.

The program's inaugural cohort is made up of 25 individuals selected from an initial pool of more than 100 applicants. The group is 76 percent residents of color, compared with 14 percent of teachers currently in Minneapolis Public Schools overall.

"We want these residents to stay with our students and stay with our schools," says Molly Sullivan, Grow Your Own coordinator for the district, who helped design and launch the residency program. "We knew that if we could create a program that breaks down some of the barriers, that would be a way to diversify the teaching workforce."

The program was designed to make a teaching career accessible to a more diverse group. Accepted applicants enter a graduate program and work toward an elementary license. Each MRP "resident" earns payment from the district, is eligible for benefits during the residency, and pays a reduced fee for their program at the University.

"We know that there are a lot of people who want to be teachers, but they can't because they can't afford to quit working," says Kathy Byrn, CEHD coordinator for the

**"This nonconventional program ... provides a path to becoming a teacher for many individuals who have dreamed of such a goal for years."**

—ASSOCIATE DEAN DEBORAH DILLON



The first cohort of the U of M-Minneapolis Residency Program on the steps of Burton Hall

Minneapolis Residency Program. “A lot of those people are also people of color.”

Byrn, CEHD faculty and staff, and Minneapolis Public Schools colleagues worked together to customize the delivery of the content of CEHD’s conventional teacher preparation program in a nonconventional way. It includes an intensive summer program followed by a year of co-teaching with outstanding classroom teachers, observation by CEHD instructors, intensive cohort instruction on Fridays, and a second summer of final coursework and assessments.

The retention rate for residency programs like MRP is much higher than for many other teacher education programs, says Byrn. National rates for residency-prepared teachers after five years are more than 85 percent. Higher retention rates are also associated with co-teaching, in particular, which prepares residents for their first year in the profession, a notoriously tough time for many new teachers.

“Ultimately it’s the kiddos in the classroom who benefit,” Byrn adds, “because their future teachers are better prepared.”

The MRP is only the third “nonconventional” pathway to teaching developed by CEHD and approved by the Minnesota Board of Teaching. Another is a master’s in education to teach children with emotional and behavioral disorders (EBD), a multidistrict effort now in its second year, with leadership provided by professor Jennifer McComas (the EBD program was described in “Special delivery” in the fall 2015 issue of *Connect*). A third is the licensure program for second languages education, which adopted a much more extensive clinical structure than the conventional program.

The cost barrier was also addressed by a major gift this summer from the Bentson Foundation to support students in the MRP and EBD residency programs. News of the grant had many students literally jumping for joy. (See also p. 41.)

It’s too early to speculate about long-term plans, but MRP’s first year is encouraging. Possibilities include expansion to other licensure areas or running multiple cohorts.

“There is certainly an enormous level of interest now that the program is up and running,” says Sullivan.

Byrn hopes that MRP and programs like it will change the way people see the teaching profession and help combat a looming teacher shortage in high-need areas.

## Anything but conventional

While residency-based programs show promise, most future teachers at the U are enrolled in what the Minnesota Board of Teachers calls a “conventional” program. CEHD is host to

## Minnesota teacher preparation program designators

The Minnesota Board of Teaching defines types of teacher preparation programs and is required by law to approve and monitor them. CEHD offers board-approved programs in three categories.

**CONVENTIONAL:** These include CEHD’s comprehensive programs to prepare teachers for early childhood, elementary, secondary, and adult education. Recently redesigned with support from the Bush Foundation, they are grounded in research-based methods, and outcomes for students, schools, and accountability measures are employed to determine effectiveness.

**NONCONVENTIONAL:** These deliver conventional program content in nonconventional ways. Currently CEHD has three—the Minneapolis Residency Program in elementary education, the emotional and behavioral disorders (EBD) program for a coalition of metro-area districts, and the second languages education licensure program. All aim to diversify the teacher candidate pool and provide opportunities to dedicated individuals who couldn’t otherwise afford to quit their jobs or enroll in graduate school full time.

**ALTERNATIVE:** Only one alternative pathway has been approved by the board—the U of M Alternative Pathway to Teaching Program: A Partnership Between CEHD and Teach for America—which pairs intense summer coursework with continued coursework for two years while the individual teaches full time and works toward licensure. This pathway offers licensure in elementary education, K-12 English as a second language, secondary math, and secondary science.

78 initial licensure programs (ILPs) in more than 20 content areas, ranging from early education through high school, in core subjects as well as specialty areas like art, music, and agriculture education. In 2014, more than 350 students were enrolled in one of these programs.

“Our conventional program is anything but conventional,” says Deborah Dillon, professor and associate dean for graduate and professional programs in CEHD. A national expert on literacy education, Dillon has witnessed the evolution of the University’s teacher education programs over the past decade.

An ambitious teacher education redesign initiative,

supported with major funding from the Bush Foundation and leadership by Carmen Starkson Campbell Chair in Education Misty Sato, overhauled and updated the curriculum. A co-teaching model was adopted, putting licensure students into classroom experiences in their first semester for a year of co-teaching instead of traditional student teaching. The coursework is infused with an equity-based teaching-and-learning curriculum, strong partnerships and clinical work (sometimes called “rounds”) in school districts, and a commitment to ensuring that U of M future teachers are effective in meeting the needs of diverse students.

## A clear, early vision

For undergraduates who know they want to become teachers, the DirecTrack to Teaching program was created in 2008. It’s a specialized track for those who aim to be middle or high school teachers and those seeking K-12 licensure in art and second language education (English as a second language or a specific world language).

It has grown from 17 students in 2008 to 104 students this academic year. Over that time, the number of male students has increased and so has its racial diversity—the program currently hovers around 20 percent students of color.

Qualified applicants are accepted into DirecTrack during their sophomore or junior year and complete coursework as well as education-related service-learning while earning a bachelor’s degree from other colleges in the University system in the subject they hope to teach. Upon graduation, DirecTrack students jump straight into graduate coursework during the summer and engage in their co-teaching experience in schools in the fall and spring.

Ben Spokely was one of them. He has a passion for science matched by his excitement about education. The complexity of science—especially biology—always fascinated him and naturally inspired him to seek out ways to share it with others.

Spokely applied for the DirecTrack program in his freshman year and is now in the initial licensure program, preparing to become a secondary science teacher.

For Spokely, the DirecTrack program provided a community he couldn’t find in his home college as an undergraduate. When dealing with long school days and heavy workloads, his peer relationships have been an essential source of support.

“It’s nice to talk to people who understand how those days are and who can relate to you,” he says.

DirecTrack’s mission has two parts, says Karla Stone, coordinator of the program and an instructor for its

undergraduate courses. It aims to create a common space for undergraduates interested in education, like Spokely, and it prepares them to become culturally responsive teachers.

“DirecTrack seeks to help students affirm their choice for teaching and also to help them explore the sociocultural and sociopolitical contexts of

teaching,” says Stone. “We’re really digging into everything that schooling involves and looking at those complex contexts using the service-learning experiences in the courses.”

One of the biggest benefits for students, Stone says, is that they finish their undergraduate education having completed every prerequisite for the University’s graduate teaching program. They also receive additional advising within CEHD and accomplish 100 hours of service-learning experience in local schools. That was a big plus for Spokely.

“You gain experience very early, and you’re able to make connections,” he says. A school where he completed service-learning hours offered him a paid position as a tutor when the semester ended.

Now an ILP student, Spokely is happy he doesn’t have to keep his love of science to himself.

“I can transmit and communicate that passion to others,” says Spokely. “I want students to learn the material in the best way possible and make it enjoyable.”

## Coming back for a master’s

A professor in Hannah Starke’s undergraduate graphic design program told her she should be a teacher, but she shrugged it off. Then, after graduating, Starke worked in a school in West Africa teaching elementary students. That changed her mind. After three years away from higher education, Starke found her path to CEHD as an art education student in the initial licensure program.



Ben Spokely, science education ILP candidate and former DirecTrack student



Hannah Starke, art education ILP candidate

“I liked the timing of the University’s ILP program,” Starke says. The structure of the conventional-track art education program fit her needs, and the mission statement resonated with her.

“I believe in the power of art,” she says, “and I believe that integrating art education in public school is another way for kids to see the world.”

Starke has been working on a part of the program called “rounds,” where ILP students spend a semester completing short practica with art teachers in four different Minneapolis public schools.

“You get a full gamut of styles and environments and types of teachers,” Starke says. “It’s all confirmation. It’s really exciting.”

Next semester, Starke will start a longer co-teaching experience with two of the teachers with whom she completed rounds.

“I hope to show students that they’re valuable and have a unique story to tell,” she says, “and that they are artists in their own ways.”

### **Classroom intensive**

Claire Sagstuen was on a Fulbright grant teaching English as a second language to eighth-graders in Bulgaria when she had a realization: she didn’t want to stop teaching.

But with bachelor’s and master’s degrees, Sagstuen wasn’t eager to return to graduate school. She applied to Teach

for America, expecting to be placed somewhere far from her home state of Minnesota. Then she learned about the new CEHD Alternative Pathway to Teaching program for TFA candidates, meaning Sagstuen could actually become a teacher in her home community without losing any time in between. As a member of the first U of M–TFA cohort, Sagstuen is in her second year as an ESL teacher at Higher Ground Academy in St. Paul.

“It’s a faster way for me to just continue to be in the classroom,” says Sagstuen. “I get teaching experience right away, and I’m taking coursework at the same time, so I’m able to automatically implement what I’m learning.”

The University embarked upon a unique partnership with TFA in 2013, creating a program aimed at providing an alternative licensure path for college graduates seeking a career in education. It is the sole “alternative” pathway approved by the Minnesota Board of Teaching in May 2014.

“Some have taken the road to a career in the business world, industry, or sciences after college graduation and then have the spark rise within them to teach young people,” says Dillon. “This is a pathway we have prepared in partnership with TFA.”

The program, now in its second year, offers licensure in four areas—several in shortage in Minnesota: secondary science, secondary math, K–12 English as a second language, and elementary education. The program was formed on a model of teaching and learning. Candidates take intensive coursework and engage in student teaching in a nine-week summer residency program, followed by two years of additional coursework while they serve as the teacher of record in their classroom. As they work toward earning their license, all TFA candidates teach full time, attend classes during the week, and participate in regular mentoring sessions.

In the basement of Peik Hall, a dedicated group of faculty, some who are TFA alumni, work to ensure that this alternative program, now in its second year, is running smoothly.

“We took what we know really works in teacher education from the comprehensive program,” says coordinator Kara Coffino, “and adapted and modified it to include those



Claire Sagstuen, K-12 ESL alternative-program candidate

essential key elements and to fit the contextually specific needs of teachers entering through an alternative pathway.”

While TFA operates nationwide, Coffino says the U of M-TFA partnership is something special. One of the critical elements is the relationship between the teacher candidates and their assigned “UMentors” (formerly called supervisors), who may be professionals from the University or from the school district the candidates serve.

“The mentoring is very hands-on,” says Coffino. “Our mentors often co-teach and co-plan lessons so they can be modeling for a teacher candidate what normally would happen during an extended student teaching experience.”

Amy Pucel is a UMentor in the program and also a member of the CEHD Dean’s Advisory Board. She was eager to connect with the TFA students after learning about the mentor

positions at a board meeting. Pucel says she sees herself as a resource for reflection and support to the elementary teachers she mentors.

“We’re all sharing ideas,” she says. “I want to let the teachers know that I’m there to help them and assist them.”

Sagstuen says the feedback she receives from her UMentors is essential to her practice. She’s especially grateful for the stability her mentors provided at the beginning of her path.

“If I don’t know something, I have this entire support system that’s one email or phone call away,” she says. “As a first-year teacher, it was so nice to have somebody that would meet me every weekend, go over my lesson plans, and examine my materials, making sure that all of my objectives match.”

### Many paths, one vision

Managing multiple pathways requires commitment to the students and a large investment of time to create high-quality programs. But educating the next generation of teachers is at the core of CEHD’s mission.

“We have developed a model program for our multiple pathways to becoming a teacher,” says Dillon. “It is focused on recruiting and preparing excellent educators, supporting them throughout their preparation process, and working with school partners to place our students in excellent jobs where they can be successful.”

Multiple pathways are helping to overcome alarming teacher shortages in many areas and to diversify the teacher workforce, all part of addressing gaps in student opportunities and achievement.

Instructor Christine Peper has taught courses for and worked with students across the college’s teacher preparation programs. Different programs attract students from different walks of life, she observes. Many students in the conventional program follow a traditional path to licensure, while many in the nonconventional and alternative programs come with a wide diversity in age and life experiences. All are needed.

No matter their path, she says, teacher candidates in CEHD programs all share the same goals, beliefs, and aspirations.

“They’re dedicated, they’re passionate, they work hard,” says Peper. “They are all excellent, critical thinkers.”

When a student finds a path that truly works for them, the world opens up. +

Link to more information about teacher preparation programs at the U at [connect.cehd.umn.edu/pathways-to-teaching](https://connect.cehd.umn.edu/pathways-to-teaching).

# Read to me!



## Volunteers make a difference

BY ELLEN FEE

**LOUISE BOTKO, '65**, owns a miniature schnauzer ranked top in the country for obedience by the American Kennel Club. Every Tuesday afternoon, Fury sits patiently with second-graders at Zachary Lane Elementary School in Plymouth, Minnesota, as they read book after book to her. They choose books they think Fury will like and point to the pictures.

"When you read to the dog, there's no judgment," says Botko. "What it does is give the students practice and confidence in their oral reading fluency. Fury listens while they read."

>>>

Botko sits in the background, close enough to listen. She checks the students' comprehension by asking followup questions, such as a word unfamiliar to Fury.

"I admit I never thought in the beginning that they could read aloud for a full 20 minutes, but they can," she says. "Reading with Fury is fun!"

Minnesota has long stood among the top states in the nation for volunteerism. In 2013, the Twin Cities metro area ranked first among major U.S. metropolitan areas in percent of active volunteers. And a quarter of those volunteers, like Botko, give their time to educational organizations.

"The thing I missed the most when I retired was the interaction with the kids," says Botko, a retired educator. "Volunteering gives you an opportunity to go in and connect again with the kids, and that's the fun part of teaching."

For Botko and Fury, the jump from obedience school to elementary school was pretty simple.

"Fury is the one that I felt really connected with people and kids, and I thought this would be a great thing for her to do," says Botko. "It just seemed like a perfect job for her."

Botko found a good match in a district with the R.E.A.D. Dogs program. She has worked closely with classroom teacher Christy Larsen for the past three years.

"Louise is very faithful, and we are flexible," says Larsen. "She always lets us know her schedule well in advance."

Larsen has witnessed the impact of Botko and Fury's presence on her students. Beyond reading experience, those who are afraid of dogs are able to have a positive interaction.

"And they all enjoy that one-to-one attention that kids crave," says Larsen.



**"We won't sugar coat this: We have a deep challenge with literacy in our community. The results are simply not good enough, not even close. But the country's top volunteer community has the capacity to close the country's largest achievement gap."**

—R. T. RYBAK, EXECUTIVE DIRECTOR,  
GENERATION NEXT

As the year progresses, Botko can see the effect of their work on the students, too. Kids tend not to be absent on Fury's Tuesdays, she notes.

"This is a way to support students' learning—helping to individualize their instruction so they can get more out of their school," says Botko.

## Getting involved

"Classrooms are often crowded, and we know that there are often not enough adults to give individualized attention," says Megan Pieters, a coordinator for America Reads, a program in the Minnesota Center for Reading Research (MCRR). "Think about a kid from a crowded family with busy parents, in a crowded school, in a busy classroom—a volunteer can make a world of difference to them."

America Reads trains and employs University students as literacy mentors for elementary and middle schoolers in Minneapolis and St. Paul. Pieters worked for America Reads before graduating from CEHD with a degree in family social science in 2011. Her experience and the program's mission drew her back.

Being a mentor to a young student isn't just about schoolwork. The tutor-student relationship revolves around connections, says Pieters.

"It's about life experiences, social interaction, and how to be connected to someone in your community," she says. "We want students to have consistent adult role models, and whether the role model is a college student or an older adult, the importance is the same."

Several research studies have shown the difference that volunteer tutoring can make. America Reads provides training and resources for undergraduates before they begin and as they develop their experience, including

tips and guidelines (see box, right).

“It is so important to get all hands on deck,” says professor and MCRR director Lori Helman. “Volunteers can help to ensure that developing readers have opportunities to practice with support and engage in high-level conversation around texts. We know that tutors can positively impact children’s academic success, particularly when they receive training and oversight by knowledgeable personnel.”



### Volunteers in the gap

Generation Next is a Minneapolis–St. Paul nonprofit that aims to bring people together with the goal of closing the achievement and opportunity gaps through volunteer work and community partnership.

“Nobody has 100 percent of the answer when it comes to literacy,” says Victor Cedeño, director of networks for the organization. “We want the community to know that they can be a part of the solution.”

The Gen Next Reads initiative involves community members as tutors in Minneapolis and St. Paul and provides access to training to help them prepare. Prospective volunteers can get involved in the effort through the Saint Paul Public Schools Foundation at [sppsfoundation.org/volunteer](http://sppsfoundation.org/volunteer).

“People can have a say and have a role,” says Cedeño. “We may not all be able to be teachers . . . but we can all volunteer.”

For Botko, who worked as a reading specialist and later as a district language arts consultant during her career, volunteering has helped her maintain a relationship with educational work since retiring from the profession. But, she emphasizes, experience as a teacher isn’t a prerequisite to be an effective volunteer.

“If there’s something you really loved doing and can offer it in the schools, teachers would love that,” says Botko. “Just try it.”

Link to more information at [connect.cehd.umn.edu/read-to-me](http://connect.cehd.umn.edu/read-to-me).

## Tips for reading volunteers

- + Be positive and organized.
- + Set goals and have a plan.
- + Limit distractions—choose organized tutoring spaces.
- + Connect tutoring material to your student’s interests.
- + Track progress and recognize accomplishments.
- + Capitalize on your student’s strengths.
- + Build background knowledge by asking students questions before reading.
- + After reading, ask students to reflect and make connections.
- + Be generous and explicit with feedback and praise.

— CEHD America Reads

**KEEPING KIDS IN SCHOOL:**

# 25 years of **Check & Connect**



# A dropout prevention model originated from the partnership of researchers, practitioners, parents, and students led by the Institute on Community Integration

BY TONY BAISLEY



**FOR SOME OF US**, thoughts of high school produce fond memories: school activities, forming friendships, even learning a thing or two. For others, it may have been a more challenging time punctuated by learning disabilities, absenteeism, or feeling alienated from classmates or school in general.

Truth be told, since the 1970s dismal graduation rates have been a concern for many in the education field, including America's Promise Alliance, the nation's largest partnership dedicated to improving the lives of children and youth. Over this time, millions of students dropped out of school, often leaving their dreams in the dust behind them.

Recently those rates have been on the rise. Encouraging increases have been realized in on-time graduations among African American and Hispanic youth. And for the third year in a row, America is inching closer to a 90 percent graduation goal by the class of 2020. So what happened to turn the tide?

In its 2015 annual update, "Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic," the Alliance acknowledges several contributing factors, including national attention to the problem and a staggering realization of its implications. High school dropouts

don't go on to college and have less of a chance to land decent jobs or to become engaged or contributing members of their communities.

One intervention that has proven to keep kids in school came out of the Institute on Community Integration in the College of Education and Human Development.

## The right start

"The development of Check & Connect was unique," says Sandra Christenson, Birkmaier Professor of Educational Leadership in the Department of Educational Psychology. "We started out right."

In 1989, then-professor Robert Bruininks, Martha Thurlow, and Christenson submitted a five-year proposal to the U.S. Department of Education, Office of Special Education. The aim was to develop, evaluate, and refine a dropout prevention intervention for 200 middle school students with learning and behavioral disabilities.

## Four key components

- + A mentor works with students and families for a minimum of two years, functioning as a liaison between home and school.
- + Regular "checks" rely on existing data schools collect related to student adjustment, behavior, and educational progress.
- + Personalized, timely "connects" emphasize problem solving and skill building to reestablish and maintain a student's connection to school.
- + Engagement with families enhances communication and strengthens the family-school relationship.

Check & Connect mentor Erin Whitehead, left, had a weekly check-in with a student in Carver County. Whitehead is an AmeriCorps Promise Fellow, a community volunteer serving as a mentor.

DAWN VILLELLA

DAWN

“Dropout rates were increasing in our schools—disproportionately so with special education students,” remembers Christenson. The core component of this intervention consisted of mentors checking student performance each week—attendance, behavior, academics—and then providing personalized interventions that helped students solve problems and build skills to be successful at school, connecting them with school staff, families, and community service providers to trigger more engagement.

Check & Connect was a success. Compared to the control group, significantly more students who received the intervention stayed in school and earned more credits toward graduation. By grade nine, they were on track to graduate within five years. The results were replicated in a five-year longitudinal study with high school students with emotional and behavioral disabilities, a group at high risk for educational failure.

“The first thing we did right was to write the grant with educators from the Minneapolis Public Schools,” Christenson says. “We hired Dr. Mary Sinclair as the University project-based coordinator and David Evelo, an exceptional Minneapolis educator, as the school-based coordinator.

“And, perhaps most importantly, we had one year in which to study the high school dropout issue,” she recalls. “We focused on both science and practice to understand the predictors of dropout and for intervention design.

“In our review of existing literature, we emphasized the effect of alterable variables, such as absences, inappropriate behavior, or missing academic skills on early withdrawal from school.

“We listened to the experience of students, educators, community professionals, and parents.

“Overall, we were interested in the functional behavior of the student and how the environment could facilitate a better outcome.”

## Worldwide response

Twenty-five years later, Check & Connect continues to be studied and implemented with K–12 students—with and without disabilities—in 35 states across the United States and in New Zealand and Canada. Four efficacy trials—in Chicago, Montreal, San Diego, and San Jose—have been

“Check & Connect can turn exhaustion into action.”

completed, exploring the impact of Check & Connect on elementary and secondary students who show signs of disengagement and are at risk of school dropout.

“We now know that our intervention works effectively in different school contexts and with diverse populations to keep students in school making progress towards graduation,” says Christenson.

Progress has been made in single schools and, in the case of Florida, an entire state. Check & Connect in Florida has been supported by a State Personnel Development Grant (SPDG) from the Office of Special Education Program.

“We started in 2013 with nine middle and high schools using school personnel as mentors,” says Peg Sullivan, SPDG Director. “There are now 56 schools using the program with this model and an additional 16 [that] started training this fall with the goal of implementing in January 2016.”

In just two short years, Florida has many individual success stories. For example, one student recovered enough credits to move from freshman to junior status in one year, getting him back on track for graduation.

Of the dropout interventions reviewed by the U.S. Department of Education’s What Works Clearinghouse, a respected resource for informed education decision making, in 2006 and again this year, Check & Connect was the only dropout intervention found to have positive effects on staying in school.

“One of the reasons Check & Connect has been so successful is because it started as a research-based intervention,” Christenson says, “and as it was adapted in more school and community environments, it grew to encompass training and technical expertise.”

A number of options are now regularly provided, including on-site implementation and mentor trainings with follow-up technical assistance to ensure fidelity, a professional community of practice for site coordinators to share tips and lessons learned, tools to measure student engagement, and online resources for administrators seeking grant-writing assistance.

## Designed to adapt

With school districts often operating on lean budgets, financial support to implement Check & Connect can be tricky. But



Professor Sandra Christenson, center, with former president Robert Bruininks, left, who helped to write the first grant that resulted in Check & Connect, and Institute on Community Integration professor and director David Johnson at the 25th anniversary conference in October.

Jones, school improvement consultant for Missouri State University. “Check & Connect can help bring schools and communities together in an effort to turn that exhaustion into action and data to validate their efforts and successes.”

Mentor training is provided, but who fulfills these roles can vary. Teachers, social workers, and counselors have served as mentors at various sites. Some mentors are hired staff with a caseload of students, while other schools leverage existing staff to become mentors. One fact is clear.

“The mentor is critically important,” maintains Christenson. “Their role is vital to offer persistent support and to build confidence in these students.”

In October, Check & Connect hosted its first-ever national conference, “Celebrating 25 Years of Student Engagement,” at McNamara Alumni Center on the Twin Cities campus. The conference brought together 170 leading practitioners and experts from around the world to address student engagement among at-risk youth. Attendees shared lessons learned and gained knowledge to implement and sustain Check & Connect to support youth in reaching their goals and graduating from high school.

Darnell Logan, '02, attended the conference from DeKalb County School District in greater Atlanta, Georgia. Logan first encountered Check & Connect when he worked as a student at the Institute on Community Integration and found his path to school psychology. Today he is implementing Check & Connect in 36 middle and high schools in a district of more than 103,000 students.

The conference was a refresher and a place to learn. Logan heard from colleagues about using the model in different contexts, including the juvenile justice system and the first year of college, and was able to share his own experiences as well.

“I remember when the total number of people working on Check & Connect was maybe ten, and now it has grown enough to hold a national conference,” says Logan. “It was very exciting.”

For more information about Check & Connect, including training and consultation services, visit [checkandconnect.umn.edu](http://checkandconnect.umn.edu).

partnerships have been realized with the Boys & Girls Club of Metro Phoenix, United Way of the Plains in Wichita, Kansas, and in communities that have created their own nonprofits, such as the Friends of the Allen County Juvenile Center, Inc., formed in Fort Wayne, Indiana. Now the Friends can seek out grants from foundations or other funds to keep Check & Connect working in their community.

“The training our mentors received from the University of Minnesota’s Check & Connect team was outstanding and prepared them for the difficult task of keeping kids on track,” says Allen County Superior Court judge Daniel Heath. “Since then, we have successfully lowered truancies and tardiness, raised attendance, and lowered suspensions and expulsions for students monitored by the program.”

While Check & Connect is a structured intervention, it does not—by design—promote an overly prescriptive approach for building student engagement. In other words, there is no one-size-fits-all solution for staying in school. Interventions are based on student need and take into consideration available support resources.

“Many schools I work with acknowledge the need for a mentoring program, but they feel exhausted at the suggestion of asking their teachers to do ‘one more thing,’” says Lois



# PEACEMAKING

## one playground at a time

Cooperative learning pioneers David and Roger Johnson

BY DEANE MORRISON

**THE CHILDREN ON THE PLAYGROUND** were having fun—except for two girls, one a new fifth-grader. Highlands Elementary principal Peter Hodne witnessed the scene.

“They were arguing, and the new girl pushed the other girl,” recalls Hodne. “Then some other kids told her, ‘We don’t do that at Highlands.’ They talked to her, and I didn’t need to say a thing.”

The incident turned out well because children at Highlands Elementary School in Edina, Minnesota, learn to resolve conflicts peacefully, just as they learn from and help each other academically by working in small groups. This success story and thousands like it owe their existence to nearly 50 years of work on cooperative learning by a pair of professors at the University—brothers David and Roger Johnson. The Johnsons have now retired, but cooperative learning continues to change classrooms around the world.

Wherever students learn by working together in peer groups, it’s likely due to the Johnson brothers’ research on the practice of cooperative learning and how best to make it work. They have taught it to generations of future teachers in the College of Education and Human Development and at conferences nation- and worldwide. Guiding children to become peacemakers like those at Highlands plays a vital

role—in fact, the brothers personally worked with teachers at Highlands, and they count Hodne among their former students.

### Out of the '60s, working for change

Raised in a family of seven children on an Indiana farm, the Johnson brothers arrived at the University of Minnesota from opposite coasts. In the great social ferment of the 1960s, David completed his graduate work at Columbia University under Morton Deutsch, a giant in the fields of social psychology and conflict resolution.

“I came out of the civil rights movement, looking at how to end racism,” he says. “I had friends killed.”

David joined the University’s educational psychology faculty in 1966. Two years later, he called his elder brother, who was finishing a doctorate at the University of California in Berkeley, about an opening across the street.

“I said I was looking for a warmer spot,” Roger remembers, “but a strong assistant dean, Marcia Edwards, said I belonged here.”

Roger joined the faculty in curriculum and instruction, part of the same college as his brother’s department.

The Johnsons founded the Cooperative Learning

Institute in 1987. Among their many contributions, they performed meta-analyses of more than 1,200 studies comparing competitive learning, where students compete for grades; individualistic learning, where students work on their own; and cooperative learning.

“About 50 years ago we asked, ‘How should students interact with each other?’” Roger recalls. “Our research overwhelmingly indicated that learning cooperatively was more effective than other ways.

“We went to work to change things.”

### **Tomb vs. tumult**

David, the theorist of the pair, and Roger, who shines when working with teachers and students, researched their methods with help from teachers doing their graduate work with Roger.

“They opened up their classrooms,” says Roger.

For example, the Johnsons were able to randomly assign fourth-graders so that one-third were studying individually, one-third in competition with each other, and one-third cooperatively.

“It was dramatic walking into those classrooms,” he says. “The individual learning spaces were like a tomb, with the teacher moving around quietly. In the competitive space, students were asking each other, ‘What did you get [on a test]?’ But the cooperative learning spaces were cheerful and noisy,



with students leaning over the table with each other.”

“They were explaining to each other how to solve problems,” David adds.

In one study, the brothers worked with a colleague in special education, an expert on Down syndrome. Their goal was to learn what relationships could be built with children schooled with the different learning styles. They went bowling and randomly assigned at least one Down syndrome child to teams. Again, the differences leapt out.

“Adults would enter and gravitate to the cooperative learning group,” says Roger. “I asked why, and the adults said, ‘They’re helping each other, giving each other advice, having fun.’ Whenever a Down syndrome student had trouble, the team would go crazy [helping him or her]. That spirit shows in the classroom.”

Not surprisingly, another study showed that the more cooperative the class, the less bullying occurred.

“Bullying is competitive,” David explains. “But if you pick on one member of a group, the other members will defend them.”

“[Roger] taught us how to interact in ways that promoted each other,” recalls Wright State University’s Michelle Fleming, an assistant professor of teacher education and a former graduate student of Roger’s. “[The Johnsons’] text *Teaching Children to be Peacemakers* makes you think about your own actions.”

Mutual respect is key. Fleming has watched Roger get down on his hands and knees and talk to first-graders on their level.

“He spoke to them as if they were experts, asking how engaged they were,” says Fleming. “The kids—who included many Somali and African American students—opened up, and by the end, many wanted to give him a hug.”

### **Five conditions for success**

The Johnson brothers have left an indelible mark on the field of social interdependence theory, particularly positive interdependence, an

Roger and David Johnson



all-for-one-and-one-for-all setting in which each group member realizes that he or she can't succeed unless all the others do. The brothers have added to the theory and translated it into practices that teachers and administrators can follow in order to give their students the benefits of cooperative learning.

Five conditions must be met for cooperative learning to work, they've shown. In addition to positive interdependence, they are:

- + individual accountability, where each person realizes he or she is responsible for his or her share of the group effort
- + promotive interaction, in which group members encourage and help each other
- + interpersonal and small-group skills like communication, leadership, trust building, decision making, and conflict resolution
- + group processing, where the group reflects on its performance and how it can improve

After students have worked together and presented their results, it's important that teachers test individuals, not groups as a whole, on their learning to ensure that each group member has learned the material.

"From our work we've seen that any subject or any level of curriculum can use cooperative learning," says David. "We wanted to create generalized teachers' roles so they could apply cooperative learning anywhere, including Little League, scouting, or Outward Bound."

It also applies at the University. CEHD is one of several colleges, including health sciences units, that use cooperative learning in some form. A strong proponent is Karl Smith, award-winning professor emeritus of civil engineering who now splits his time between co-directing the U's STEM Education Center and leading as cooperative learning professor of engineering education at Purdue.

"When I started, I used the only model I had—I lectured, assigned homework, gave exams—and it didn't work very well," says Smith. "Students asked questions that indicated they had no idea what I was talking about."

But after a course from one of David's graduate students, Smith changed direction. He earned a Ph.D. with David and went on, in cooperation with David and Roger, to introduce cooperative learning to engineering and STEM education around the world, starting in the 1970s. Smith says engineering students listen when he tells them employers are looking for the teamwork skills they will learn by working cooperatively.

## From conflict to consensus

Some educators don't want to encourage argument, says Roger. But, continues David, teachers can create learning when two kids disagree. The concept is called constructive controversy, and it begins with assigning students different sides in a controversy and teaching them how to argue about ideas while encouraging students on the other side—that is, they learn to argue over ideas, not people.

The students find information on the topic that supports their assigned position and advocate for it. Then, says Roger, "the roles are switched, and the students argue the other point of view. On the last step, the assigned positions are dropped, and the students work toward a consensus based on what they really believe."

The students rearrange into new working groups on a regular basis. This helps them get to know all their peers, which also plays an important role in cooperative learning.

"Usually, even if kids are very different, say, from different socioeconomic groups, they get along well," says David. "From my civil rights standpoint, I want black and white kids to become friends."

## Brother energy

The Johnson brothers' personal warmth and sense of humor suffuses everything they do. Fleming recalls their presentation at a new graduate student orientation talk.

"Those two got up and were like a TED talk or a standup comedy act, so humorous," she says. "They engage you. They really are rare people [and] unique faculty. I've never met faculty so compassionate and giving."

It takes effort to learn how to instill the values and skills of cooperative learning in students. But teachers studying under the Johnson brothers have benefited from their synergy of expertise.

"They're a nice complement to each other," says Geoffrey Maruyama, professor and chair of the Department of Educational Psychology. "They've done workshops all around the country, and teachers have been spreading the word to their peers for more than 40 years."

The brothers have won many accolades for their work, and this year came another on the world stage. On October 1, Roger and David Johnson received a lifetime achievement award from the International Association for the Study of Cooperation in Education in Odense, Denmark. Honored with them was their Columbia University colleague and David's graduate adviser, Morton Deutsch. 

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Learn more about cooperative learning and the Johnson brothers at [www.co-operation.org](http://www.co-operation.org).

**IN HIGH SCHOOL,** Nicole M. LaVoi was a three-sport athlete in St. Cloud, Minnesota, playing year round—tennis, basketball, and softball. It was the 1970s, and sports were opening up to girls in a big way.

“Anything that was outdoors, I loved to play,” says LaVoi, who also played hockey. “I was on the front edge of those women who benefitted from Title IX.”

LaVoi played NCAA Division III tennis at Gustavus Adolphus College in St. Peter, where her team won the national championship in 1990 and she was twice named an NCAA Academic All-American.

She also spent many summers working with kids, teaching at camps. She learned that she loved to coach, teach, and work with young people. LaVoi was hired as an assistant women’s tennis coach at nearby Carleton College. Then, with a master’s in sport psychology from the U, she landed a tenure-track job as faculty and head women’s tennis coach at Wellesley College in Massachusetts.

“There I was, a Midwest kid at an elite East Coast school,” says LaVoi. “Wellesley is one of the Seven Sister colleges, and in that all-women’s environment, I could see the evolution and growth of young women by the time they graduated. Until then I was not a ‘gender’ person—I was a ‘sport’ person. It was a transformative experience for me, too.”

The transformation for LaVoi was happening at the same time as the Tucker Center for Research on Girls & Women in Sport was forming at the University of Minnesota. She followed her passion and went back for a doctorate.

In a research position at the University of Notre Dame, LaVoi also taught in the psychology department and helped to launch the Play Like a Champion series on character education through sport. But when the associate directorship of the Tucker Center was created in 2005, LaVoi was recruited and jumped at the chance to return to Minnesota.

Now she occupies an office in Cooke Hall with a window facing the Recreation Center and a little kidney-shaped conference table for Tucker Center meetings. Her favorite things are working with creative scholars like professor and Tucker Center director Mary Jo Kane, striving to make a difference as a public scholar, and interacting with the great students recruited by the center.

Teaching and training are a big part of LaVoi’s job. On

campus she teaches undergrad courses and the grad course Psychology of Coaching, which fits closely with her outreach and research—“Coach education is a passion,” she says. Off-campus she leads many coach workshops, such as one at the U.S. Professional Tennis Association’s World Conference in New Orleans last fall.

LaVoi is interested in the coach-athlete relationship as well as the barriers, supports, and resiliency experienced by female coaches. A paradox in athletics today is that, while the participation of girls and women has increased, the number of women coaches has actually declined to a nearly all-time low. That led to the Tucker Center publishing the Women and College Coaching Report Card. The fourth annual report card



## Nicole LaVoi

Champion for coaches

will come out in February.

“Many girls grow up never having one female coach in their whole career,” says LaVoi. “All boys grow up with same-sex role models and that’s good....Girls need same-sex role models, too. Women and men need women as role models. We need gender diversity in our coaching staffs!”

One of the highlights of the past year was finishing her first book, *Women and Sports Coaching*, which will come out in 2016. As editor, LaVoi chose authors around the world to write the chapters. She already has another work in progress—an evidence-based book on the theme of the moral coach.

Read more at [connect.cehd.umn.edu/a-champion-for-coaches](http://connect.cehd.umn.edu/a-champion-for-coaches).

## Honored

**Theodore Christ** and **Robin Coddling** (educational psychology) were inducted into the Society for the Study of School Psychology. Award nominees are evaluated on sustained contributions to the field of school psychology, awards and honors, originality of contributions, impact on training, impact on practice, impact on science, and depth and breadth of contributions.

**Vichet Chhuon** (curriculum and instruction) is a recipient of the National Association for Multicultural Education's 2015 Carl A. Grant Presidential Research Award. This honor is awarded to an exemplary multicultural educator who has demonstrated a long-term scholarly commitment to multicultural education; whose research addresses multiple facets of human diversity, and the ways by which complex multicultural issues manifest themselves in U.S. schools and society; and whose scholarship breaks new ground in thinking about multiculturalism.

Emeritus professor **John Cogan** (organizational leadership, policy, and development) was awarded an honorary doctorate from Chulalongkorn University in Bangkok, Thailand, in October, recognizing his many years of engagement in Thailand.

**Aaron Doering** (curriculum and instruction) has been nominated as a 2016 candidate for the Brock International Prize in Education. This honor recognizes educators who

have made a specific innovation or contribution to the science and art of education resulting in a significant impact on the practice or understanding of the field of education.

**Gary Peter** (postsecondary teaching and learning) was shortlisted for the prestigious Flannery O'Connor Award for Short Fiction. His collection, *Oranges*, was selected as a finalist among nearly 400 submissions in the 2015 competition.

Emeritus professors **Roger Johnson** (curriculum and instruction) and **David Johnson** (educational psychology) received the International Association for the Study of Cooperation in Education (IASCE) Lifetime Achievement Award in Denmark. They were recognized for outstanding contributions to social psychology, cooperative learning, and social justice. The IASCE is the only international nonprofit organization for educators who research and practice cooperative learning to promote student academic improvement and democratic social processes. *Read more on p. 22.*

**Derek Nord** and **Kelly Nye-Lengerman** (Institute on Community Integration) were part of the Minnesota Employment First Coalition team that received the APSE Grassroots Public Policy Advocate of the Year Award. APSE, the Association of People Supporting Employment First, focuses on integrated employment and career advancement opportunities for individuals with disabilities.



Erin Baldinger



Robin Coddling

## Appointed and Elected

**Daheia Barr-Anderson** (kinesiology) was appointed to the American College of Sports Medicine (ACSM) Board of Trustees. Her appointment will be for one year, working closely with the vice president of membership, communication, and education and policy to oversee ACSM's 21 committees.

**Stephanie Carlson** (child development) has joined the advisory board of Playworks Minnesota. Playworks is a national nonprofit that harnesses the power of play to promote healthy development for students in elementary schools.

Associate dean **Deborah Dillon** (curriculum and instruction) has been appointed to the American Association of Colleges for Teacher Education Committee on Government Relations and Advocacy.

**Andrew Furco** (organizational leadership, policy, and development) has become a member of the Academy of Community Engagement Scholarship. Modeled after the national academies, this academy was formed to bring together leading academic scholars and community leaders to help advance critical issues in



Joshua Collins



Clayton Cook



Chris Johnstone



Muhammad Khalifa



Catherine Tsao

the study and application of community engagement.

**Zan Gao** (kinesiology) was named to the editorial board for *Games for Health Journal: Research, Development, and Clinical Applications*.

**Timothy Lensmire** (curriculum and instruction) will serve on the inaugural editorial board for a new international journal, *Whiteness and Education*, which is a sister journal to *Race, Ethnicity & Education*. He also will serve on the editorial review board for the journal *Language Arts of the National Council of Teachers of English*.

**Rebecca Ropers-Huilman** (organizational leadership, policy, and development) has been appointed as the University's vice provost for faculty and academic affairs beginning in spring semester.

## New Faculty

**Erin Baldinger** (assistant professor, curriculum and instruction) focuses on math education and is researching the role of college-level math content courses in preparing secondary math teachers. She has a Ph.D. from Stanford University.

**Robin Coddling** (assistant professor, educational psychology) is focused on school psychology, including school-based academic interventions, data-based decision-making, instructional intervention planning, and implementation science. She has a Ph.D. from Syracuse University.

**Joshua Collins** (assistant professor, organizational leadership, policy, and development) focuses on human resource development, especially racial, ethnic, gender, and sexual minorities and learning, identity, and organizational culture. He has an Ed.D. from Florida International University.

**Clayton Cook** (associate professor, educational psychology) researches school-based mental health with a focus on investigating practices that facilitate the implementation of a multi-tiered system of support and improving delivery of school-based services. He has a Ph.D. from the University of California–Riverside.

**Debbie Golos** (associate professor, educational psychology, arriving spring semester) focuses on deaf education, with research interests in emergent literacy and the portrayal of deaf

characters in media and literature from a cultural perspective. She has a Ph.D. from the University of Colorado-Boulder.

**Christopher Johnstone** (assistant professor, organizational leadership, policy, and development) researches inclusiveness relating to international development, education, and campus internationalization. He has a Ph.D. from the University of Minnesota and formerly served as director of CEHD international initiatives and relations.

**Muhammad Khalifa** (associate professor, organizational leadership, policy, and development) studies culturally responsive school leadership, urban education, international and global education, and equity and diversity. He has a Ph.D. from Michigan State University.

**Catherine Tsao** (assistant professor, child development) is the new director of the Shirley G. Moore Laboratory School and director of early childhood programs. She focuses on social-emotional development, caregiver-child relationships, and early childhood educator training. She has a Ph.D. from the University of California–Los Angeles.

**JANE SHERBURNE, M.S.W. '78**, has put her social work values and background to work from Washington to Wall Street. But she didn't come to the U with social work in mind.

Sherburne grew up in the north metro and volunteered at a youth center during high school. In college, she majored in English and volunteered at an after-school program for girls in northeast Minneapolis. Sometimes she drove them home.

"The kids came from really tough backgrounds," she remembers. "I remember times there would be no lights on, no food, no greeting."

Sherburne got close to some of the girls she worked with. She realized the importance of an after-school program but also how much broader the challenges were. Then she met Esther

"She looked at problems more broadly and systematically. Esther was a great role model and the perfect person to help me translate what I had started observing one girl at a time into a public policy framework."

Wattenberg introduced Sherburne to U.S. Representative Don Fraser and his wife, Arvonne Fraser. Sherburne got a summer internship on Fraser's staff in Washington.

"Don was promoting the kinds of things that Esther was advocating, and Arvonne was focused on income security for older women," says Sherburne. "Between Esther and Arvonne, they covered the lifespan of vulnerability, addressing gaps that so many people take for granted. For me, it was a natural progression from doing graduate work to work in public policy."

### From social work to public policy

After graduating, Sherburne went to work full time on Fraser's staff, focusing on gender inequality in the Social Security system and income insecurity more broadly. When Fraser left Congress in 1979, Sherburne stayed in Washington, joining the Carter Administration to help implement the congressional mandate of Fraser's earlier work.

Sherburne could see that a law degree would be useful in the policy work she aspired to do in Washington, so she went to law school while starting a family.

Today Sherburne's list of accomplishments includes serving as legal counsel for a watershed higher education case before the Supreme Court, for the White House and several major corporations, as well as pro bono work on many public interest cases. She now

divides her time between Washington and New York, focusing on public company boards she has joined and on nonprofit work.

Sherburne has won many awards for her leadership and impact and last spring received the University's Outstanding Alumni Award, its highest alumni honor. Wattenberg and the Frasers were there and spoke at the program.

And once again, Sherburne was inspired by her mentor.

"Esther's still doing it! We began talking about an issue she is working on—she is still thinking about solving intractable problems," says Sherburne. "She illustrated to me one more time the kind of an impact one person can have."

Learn more about the School of Social Work at [www.cehd.umn.edu/SSW](http://www.cehd.umn.edu/SSW).



Outstanding Alumni Award winner Jane Sherburne, second from right, with Arvonne and Don Fraser, left, and Esther Wattenberg

Wattenberg, a professor in social work, headquartered at the time in Ford Hall.

"Esther was working on policy, early childhood development, childcare issues—a lot of ideas directed at interventions in much earlier stages of life," says Sherburne. "That made so much sense to me."

As a master's student in social work, Sherburne became a research assistant for Wattenberg at the Center for Urban and Regional Affairs (CURA), and Wattenberg became her adviser and mentor. Sherburne watched Wattenberg generating ideas, connecting people, and writing eloquent papers and opinions for editorial pages.

"She is the quintessential problem solver," says Sherburne.

**FROM THE  
PRESIDENT**

JAN ORMASA, M.A. '74



As a mission-driven person and leader, I strongly believe in the CEHD Alumni Society's purpose to create lifelong connections with alumni, to support students, and to advocate for the University. The CEHD Alumni Society Board is drafting a strategic plan for the next three years focused on this mission.

In the upcoming spring semester, our focus will be on supporting students and honoring the next generation of alumni leaders. One of my favorite projects is selecting students for our CEHD Alumni Society scholarships. It is so exciting to hear the stories of our students and their dreams to contribute to our fields. I encourage you to consider donating to our scholarships to support this generation of learners.

We will also be hosting our annual Alumni and Undergraduate Networking Event on the evening of March 23. Please save the date! We need your voices to share the exciting opportunities and careers in our fields with the next generation of leaders.

In April we will honor the fourth class of Rising Alumni. Every spring, we shine light on a new group of young professionals who are making major contributions to their disciplines and communities. Please join us in celebrating their success!

We thank you for your ongoing support and contributions to our college and the University.

Sincerely,

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

**1960s**

**John Nee** (A.A. '61) recently retired from Lenmoore High School in Lenmoore, CA.

• **Barb Wiley** (B.S. '66) was the featured guest at the first annual Global Girls in Aviation Day on September 26. Wiley was the first female pilot hired at North Central Airlines, which later became



Northwest Airlines. • **Diane Dettmann** (B.S. '69) made her publishing debut with *Courageous Footsteps: A WWII Novel*. The work is historical fiction about two

Japanese-American teenagers in an internment camp.

**1970s**

**John Taborn** (Ph.D. '70), an associate professor of African American and

African studies at the University, passed away on August 28. • **Mitchell Trockman** (M.A. '75) retired after 53 years of service to Minneapolis Public Schools. During his tenure with the district, Trockman held many roles including teacher, principal, and interim superintendent.

• **Carmen Castaneda** (M.S.W. '78), a program manager for Hennepin County Adult Protective Services and a tireless advocate for elder justice, received the 2015 Jane Ochrymowycz Award for Advocacy at Minnesota World Elder Abuse Awareness Day in June.

• **R. Kevin Mackin** (M.A. '79) has joined St. Catherine University as chair of the education department.

**1980s**

**Nancy Ahn** (M.A. '81), long-time art teacher in Hastings, MN, retired this past school year. • **Alletta Jervey, formerly Hudgens** (Ph.D. '82), passed away on August 2. She was a psychologist,

primarily in solo practice, in Roseville and Falcon Heights, MN. • **Nancy Register Wangen** (Ph.D. '82) passed away on July 5. Wangen played a pivotal role in establishing the Minnesota Transfer Curriculum that benefits students by facilitating the transfer of general college credits between two- and four-year public institutions. • **Douglas Behrend** (Ph.D. '86) professor of psychological science at the University of Arkansas, has been elected chair of the Department of Psychological Science. • **Christopher D. Lennox** (B.S. '89) has been named assistant superintendent of curriculum and instruction for Mounds View, MN, public schools.

**1990s**

**Nancy Leffert** (Ph.D. '91), president of Antioch University Santa Barbara, announced her upcoming retirement in June. • **Lisa Ashley** (M.S.W. '95), school social worker, recently retired after 24

years with Hopkins Public Schools. During her tenure, Ashley received the Community Leadership Award from the Hennepin County Attorney's Office for her work with truancy in schools and the community at large. • **Jeff Pesta** (M.Ed. '95) is the new superintendent of the Kenyon–Wanamingo Public Schools district in Kenyon, MN. • **Willie Johnson** (Ph.D. '96) has been awarded the Brother Julius Winkler Award for excellence in teaching in the graduate school of Saint Mary's University of Minnesota. • **Jonathan Anderson** (M.A. '97) is a licensed professional counselor in Texas in private practice since 2001. • **Lee-Ann Stephens** (M.Ed. '97) is an equity coach in St. Louis Park, MN, public schools. • **Christine Hurley** (Ph.D. '98) is a school psychologist for St. Mary's County Public Schools in Leonardtown, MD.

## 2000s

**Maura Rosenthal** (Ph.D. '01) was promoted to full professor at Bridgewater State University. Rosenthal's research and teaching focuses on girls' access to recreation in southeastern Massachusetts. • **Mera Kachgal** (Ph.D. '04) is a psychological consultant for the State of Minnesota Disability Determination Services. • **Eric Wenninger** (M.Ed. '06) was selected by the U.S. Department of State for the English Language Teaching Fellow Program, a 10-month fellowship project in Hanoi, Vietnam. • **Beth Janetski** (Ph.D. '07) is the policy and planning analyst for the School of Education at the University of Wisconsin, Madison. • **Alex Fietzer** (M.A. '08) is an assistant professor at the Hunter College School of Education. • **Lisa Quinn-Lee** (Ph.D. '09) was promoted to associate professor of social work at the University of Wisconsin, Eau Claire.

## 2010s

**Sharon F. Kelly** (Ph.D. '10) is the interim director of outreach and faith formation

at St. Peder's Evangelical Lutheran Church and adviser to the bishop on the well-being of children and youth for the St. Paul Area Synod, ELCA. • **María Pabon** (Ph.D. '10) is an assistant professor of psychology at St. Catherine University. • **Donovan Begay** (B.S. '11) is the coordinator for student success and retention at Arizona State University. • **Erin Nachreiner-MacKese** (B.S. '11) received her Doctor of Physical Therapy degree and is a physical therapist at Wheaton Franciscan Hospital in Franklin, WI. • **Angela Ruggiero** (M.Ed. '11), four-time Olympic medalist, was among seven former athletes recently inducted into the Hockey Hall of Fame. • **Grant Boulanger** (M.Ed. '12) was recently selected as the recipient of the 2015 Minnesota World Language Teacher of the Year Award



from the Minnesota Council on the Teaching of Languages and Cultures. Boulanger teaches Spanish at Skyview Middle School in Oakdale, MN. • **Frank Blalark** (Ph.D. '12) was named university registrar and assistant vice provost at Duke University. • **Sarah Clark** (M.Ed. '12) teaches social studies at Anamosa High School in Iowa. • **June Nobbe** (Ph.D. '12) is assistant vice provost for student life at the University. • **Hakeem Onafowokan** (B.S. '12) is a legal and business affairs fellow at the National Football League Players Association for the 2015–16 NFL season. • **Delgermend Tserendamba** (B.S. '12) is a senior researcher at the National Psychology Center in Mongolia and a contributor on *Unuu Ugluu*, a nationally syndicated morning news program. • **Benjamin Bernard** (Ph.D. '13) has been selected to receive the 2014–15 Minnesota Association of Secretaries to the Principals (MASP) Administrator of the Year Award. • **Lara Christley** (M.A. '13)

## Still thinking about Italy?

It's not too late to sign up!

Join us for CEHD Travels' inaugural trip, when Dean Quam and teaching award winning professor Laura Coffin Koch will lead a 12-day tour of Renaissance Italy designed especially for our alumni and friends. Explore artistic treasures as well as moments of connection with families and schools in Rome, Florence, and Pisa.

**April 26–May 7, 2016**

For more information, visit [z.umn.edu/cehditaly2016](http://z.umn.edu/cehditaly2016) or contact Laura Coffin Koch at [koch@umn.edu](mailto:koch@umn.edu).

is an academic adviser at Minneapolis Community and Technical College. • **Tiara Christenson** (M.Ed. '13) teaches third- and fourth-year students at Knightsbridge Schools International in Montenegro. • **Linda V. Kim** (M.A. '13) is an academic adviser in the University's College of Design. • **Pamela Prokop** (Ed.D. '13) has published a book based on her dissertation work titled *Academic Persistence: Strategies Used by African Refugee and Immigrant Students to Succeed in Post-Secondary Career and Technical Education*. • **Jonathan Stuart** (Ph.D. '13) was recently named a Fulbright Scholar and is teaching at Universidad de San Carlos de Guatemala for the 2015–16 academic year. • **Aryn Baxter** (Ph.D. '14) is an assistant research professor in the Mary Lou Fulton Teachers College at Arizona State University. • **Laura Binder** (B.S. '14) is a special education assistant at Lionsgate Academy in Crystal, MN. • **Laura Knudson** (Ph.D. '14) is the assistant vice provost for student advocacy and support in the University's Office for Student Affairs. • **Profit Idowu** (B.S. '14) is an account manager at Fallon

in Minneapolis. • **Angela Narayan** (Ph.D. '14) received the American Psychological Association's Division 56 Award for Outstanding Dissertation in the Field of Trauma Psychology. • **Rebecca Schwecke** (B.S. '14) teaches in the infant classroom at New Horizon Academy in Minneapolis. • **Yuxin Sun** (M.A. '14) is a career coach at the Auburn University Raymond J. Harbert College of Business. • **John M. Ward** (Ph.D. '14) has been named assistant superintendent of human resources and operations for Mounds View, MN, public schools. • **Sheila Yang** (B.S. '14) is a disaster preparedness educator with the American Red Cross in Provo, Utah. • **Molly N. Benrud** (M.Ed. '15) joined the staff of Cannon Falls Elementary School this fall teaching physical education and coaching seventh-grade volleyball. • **Shari Dade** (Ph.D. '15) is a postdoctoral psychology resident at William Jennings Bryan Dorn Veterans Affairs Hospital in Columbia, SC. • **Siobhan Smith** (B.S. '15) is an employment instructor with CHOICE, Inc., a day program for adults with disabilities in Eden Prairie, MN. • **Marin Thuen** (M.A. '15) is a school counselor at Olson Middle School and Hmong International Academy in Minneapolis.

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

CEHD Alumni and Friends on  CEHD Alumni & Student Networking Group on  UMN\_CEHD\_Alumni on Twitter 



CEHD had plenty to be proud of at the annual University of Minnesota Alumni Association (UMAA) awards event on September 24. **Barbara Shin** (Ph.D. '89), above, second from left, was honored with the Alumni Service Award, the University's highest honor for alumni volunteerism. Shin is a past president of the CEHD Alumni Society and a member of several collegiate and University groups including the CEHD Women's Philanthropic Leadership Circle and the University's Pi Lambda Theta chapter. Pictured (L-R): **Dean Quam, Barbara Shin, President Kaler, UMAA CEO Lisa Lewis, and Regent Thomas Devine.**

The CEHD Alumni Society also received the Program Extraordinaire award for its Rising Alumni initiative. The Rising Alumni award recognizes alumni across CEHD who have achieved early distinction in their professional careers or civic life. Pictured (below, L-R): **Mark Groves, Jan Ormasa, Branda Hartman, Barbara Shin, Jon Ruzek, Amy Barton, Mala Ugargol, Zer Vang, and Chris Buckley.**



# HOME COMING 2015!

We had a great turnout for the Homecoming party and parade on the last Friday in September. More than 150 CEHD alumni and friends marched with our drummers down University Avenue, followed by TRIO students and staff. Everybody who marched received a free “Gopher State of Mind” T-shirt. On Saturday, we served lunch and hosted dozens of our alumni at the football game, which the Gophers won against Ohio University. Associate dean Na'im Madyun was an honorary coach for the game, enjoyed dinner with the team, and was on the field during warm-ups. It is rumored that he designed the play that won the game!



## A day of service—bridging a gap



CEHD hosted a volunteer site at the Roseville location of Bridging, Inc., for the second annual U of M Day of Service on September 19. Sixteen alumni and family members from CEHD and other U of M colleges volunteered to move furniture, fold textiles, and build dressers in support of Bridging’s mission to serve the housing needs of families in transition.





## A record year of Improving Lives

A record year for the College of Education and Human Development means that nearly 3,000 individuals, foundations, corporations, and organizations gave more than \$15 million to support the vital work of CEHD faculty, staff, and students.

Those gifts ranged from an estate gift of nearly \$3 million to many gifts of \$25, \$50, and \$100. Every gift counts towards the Improving Lives Campaign. They add up to scholarships and fellowships for students, research support, and funding for important new initiatives.

Our faculty and staff have participated in record numbers, with an astonishing 74 percent participation rate overall—a record for all units of the U!

In the following pages, you will read about several giving opportunities and new gifts. You will also find the donor roster for this past fiscal year. Please accept our thanks! All us who work at CEHD are grateful for your support as a partner with the college to improve lives.

Lynn Slifer, *director of external relations*

5,921 donors  
\$47,000,000 raised  
74% faculty & staff  
campaign participation

[www.cehd.umn.edu/giving/improving-lives](http://www.cehd.umn.edu/giving/improving-lives)

### New gifts and commitments to the college

**BARBARA NYLEN** has made a gift through her estate designated for K-12 STEM education.

**ROSS FLOM** has made a future gift of \$100,000 through his estate for support of the Institute of Child Development.

The **3M FOUNDATION** has made a gift of \$90,000 to support the 3M STEM Fellowship program.

The **SAINT PAUL FOUNDATION** has made a gift of \$25,000 to support special projects in the Institute of Child Development.

**JOHN and SHARON HAUGO** have made a gift of \$25,000 to support the John Haugo STEM Fellowships.

**JACK NEWCOMB** has made a gift of \$25,000 to establish the Jack W. Newcomb Fund for Teacher Preparation.

**MARILYN SIME** has made a gift of \$24,948 to be added to the Mary Corcoran Endowed Fellowship Fund in Evaluation Studies.









Comer Science and Education Foundation  
 Committee on Diagnostic Reading Tests  
 Compass Institute  
 Bernice E. Cullinan  
 E. D. Dahlberg and Megan Gunnar Dahlberg  
 Deluxe Corporation Foundation  
 Mona C. and Thomas A. Dougherty  
 Susan M. Duncan  
 Denneth and Joan Dvergsten  
 Education Impact Fund of the Saint Paul Foundation  
 Egyptian Cultural and Educational Bureau  
 David and Joan Elton  
 Ane Gerda Zahl Eriksson and Aled Rhys Jones  
 Hans G. Eriksson in memory of Mari-Anne Zahl  
 Jeffrey M. and LeeAnn M. Ettinger  
 FHL Foundation, Inc.  
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 W. K. Kellogg Foundation  
 Kessler Foundation  
 Clark M. and Bonita J. Kirkpatrick  
 Robert A. and Pauline L. Koenig

Kraft General Foods, Inc., and Kraft Foods Foundation  
 James J. L'Allier  
 Dale L. Lange  
 Nancy L. Lersch  
 Macy's Foundation  
 Herman S. and Natalie N. Markowitz  
 Markowitz Family Philanthropic Fund, Minneapolis Jewish Federation Community Foundation  
 Jennifer M. Marrone and David H. Short  
 May Department Stores Co. Foundation  
 Mary K. McConnon  
 Medica and Medica Foundation  
 Medtronic and Medtronic Foundation  
 Wesley and Marie\* Mellgren  
 Jack C. Merwin  
 Dirk A. Miller  
 Jane S. Miller  
 Minnesota Council on Economic Education  
 Minnesota Valley Action Council, Inc.  
 Van\* and Mildred Mueller  
 Peter Mulier and Mary North Mulier  
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*Recognizes individuals who make a future gift of any size to the college.*

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# Giving matters

**WHEN KEVIN KUMLIN RETURNED** from deployment to Afghanistan in 2012, he heard about a job opening in special education. He knew what he was getting into.

“It was subbing at my old high school where it all clicked,” he says. “So I tried it again full time at Capitol View, and I fell into it. The more I learn about special education, the more interesting it is.”

Capitol View Center is the home of an alternative learning program where Kumlin works as an education assistant. In 2014, he took the opportunity to apply for a master of education in emotional and behavioral disorders (EBD) through a new two-year residency program initiated by his school district in collaboration with CEHD. Since he also had a second job, the residency model—with coursework offered at Capitol View—made it possible.

Last summer he thought he might not be able to finish the program. He and his wife learned they were expecting a baby in 2016. Then a new scholarship was announced that would cover tuition and other costs for Kumlin and his cohort.

“My wife happened to be with me when we got the news in July,” he says. “She actually cried. I know a lot of us in the program are in the same boat and others were just as relieved as I was.”

The Bentson Foundation made a gift to support graduate students gaining licensure in EBD, an area of severe shortage.

“The foundation had been seeking a way to make an impact on the teacher shortage in Minnesota,” says Judi Dutcher, executive director of the Bentson Foundation. “Supporting the M.Ed. residency program in special education aligned with our goals—gaining greater diversity among teachers in our public schools and supporting nontraditional students who really know what it means to be a special education teacher.”

The Bentson Foundation went further and created a second fund to support participants in the Minneapolis Residency Program (see p. 8). The gift for the two programs is \$812,000.

“When we learned about this new program to increase teacher diversity and the number of bilingual teachers, we wanted to support it,” says Dutcher. “These are individuals who have made a decision about the direction of their career and their lives.”

**“The Bentson Foundation support gave me the freedom to focus on school.”**

—KEVIN KUMLIN, master of education student in emotional and behavioral disorders

DAWN VILLELLA

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## CEHD | CALENDAR

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](http://cehd.umn.edu/alumni/events) or call **612-625-1310**.

### Minne-College 2016

CEHD faculty will be featured in both Minne-College events this year. Please join us!

Saturday, February 6  
Hilton Naples, Naples, Florida

"Responding to trauma: advancing psychological first aid to patients and families in crisis," Tai Mendenhall, associate professor, family social science

Visit [MinnesotaAlumni.org/FLMinneCollege](http://MinnesotaAlumni.org/FLMinneCollege) to register.

Saturday, March 5  
Hilton Scottsdale Resort & Villas, Scottsdale, Arizona

"Enhancing the resilience of children in military families," Abi Gewirtz, professor, child development and family social science

Visit [MinnesotaAlumni.org/AZMinneCollege](http://MinnesotaAlumni.org/AZMinneCollege) to register.

### CEHD Research Day

Tuesday, March 22, 11 a.m.–1 p.m.  
McNamara Alumni Center

The public is welcome to attend CEHD's annual showcase of faculty and student research.

Info: [cehd.umn.edu/research/news/rd.html](http://cehd.umn.edu/research/news/rd.html)

### Alumni and Undergraduate Student Networking Social

Wednesday, March 23, 5:30–7:30 p.m.  
McNamara Alumni Center

Looking to give back? Now in its sixth year, this event has connected hundreds of CEHD undergraduate students with alumni in an informal setting. Alumni participation helps sharpen students' networking skills and career goals. Complimentary food and refreshments. RSVP to [cehdas@umn.edu](mailto:cehdas@umn.edu).

### Call for nominations: CEHD Rising Alumni

Do you know alumni who have achieved early distinction in their careers, shown emerging leadership, or demonstrated exceptional volunteer service in their community? The CEHD Alumni Society is accepting nominations of such alumni to be honored and featured in web profiles this April. Send nominations to [cehdas@umn.edu](mailto:cehdas@umn.edu) by January 1. Visit [z.umn.edu/cehd23](http://z.umn.edu/cehd23)