



Boston University School of Education

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Boston University School of Education

FALL 2010

TEXAS Textbook SHOWDOWN

The Lone Star State's new history curriculum: rootin' tootin' revisionism or just restoring some balance? How the changes might affect your classroom (p. 6)



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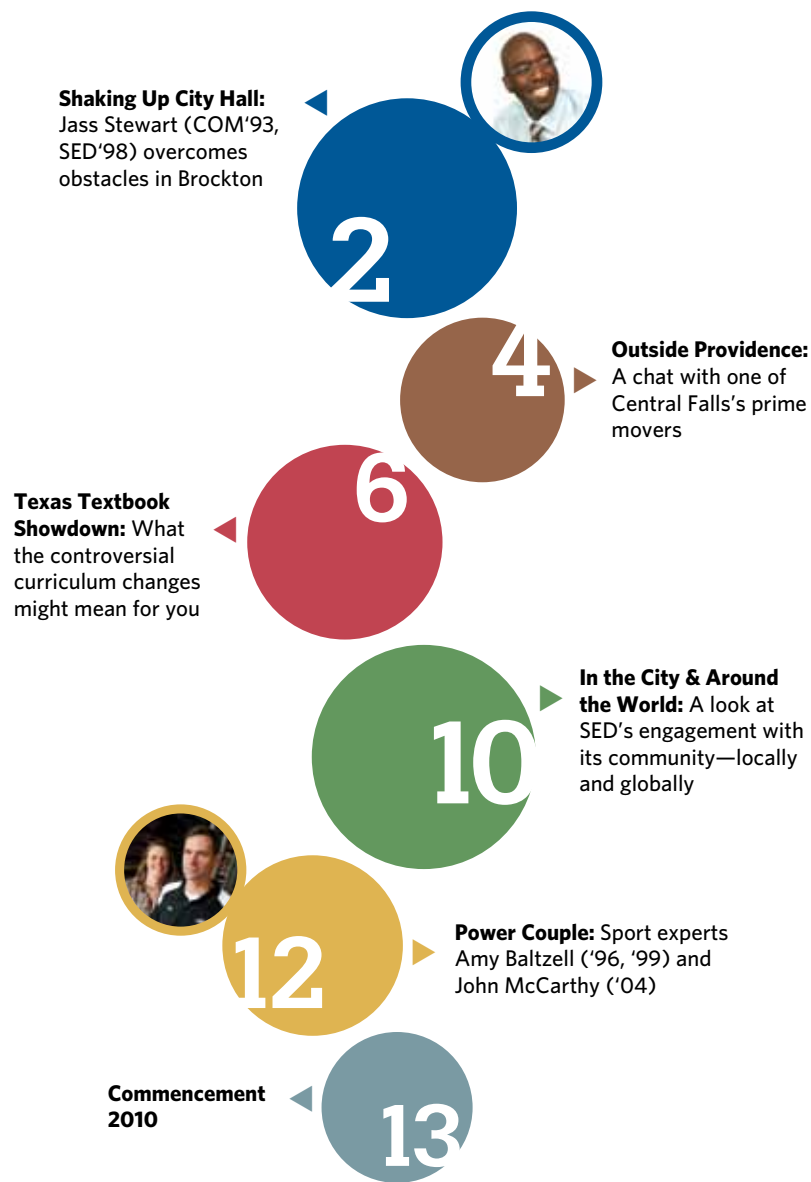


Last semester, Trotter Elementary students visiting BU learned to use science to solve a mystery, as part of the Step UP program's Science Across the City day.

Also Inside:

- Making history in Brockton (p. 2)
- Q&A with a Central Falls reformer (p. 4)





Dear Alumni and Friends,

Energized by our School's new strategic plan, we enter this academic year with great excitement. We welcome three new faculty members (see opposite page). New staff members fill critical roles, and others have been promoted. By the end of this academic year, SED will be reorganized into two departments: Curriculum & Teaching, under the leadership of Professor Stephan Ellenwood; and Educational Leadership, Foundations & Counseling, under the leadership of Professor Cathy O'Connor. Professor Jeanne Paratore will serve as chair of the Faculty Assembly. We are grateful for the leadership of Professor Alan Gaynor in this role for the past 14 years.

We also bid some goodbyes: may professors Leonard Zaichowsky, Shanley Allen, and Lauren Katzman enjoy the best of luck in their new adventures. Professor Zaichowsky will be creating a sports science program for the Vancouver Canucks of the National Hockey League. Professor Allen has joined her family in Germany, where she will be a professor at the University of Kaiserslautern, and Professor Katzman will be the executive director of special education within the Division of English Language Learners and Students with Disabilities for the New York City Department of Education. They all have served SED well, and they all will be missed.

This year, we welcome more than 80 freshmen and 300 graduate students. We are also searching for seven new faculty members across a range of programs. This represents our commitment to increase the number of full-time faculty who will be able to help us maintain our historic commitment to excellent teaching, as we work to create a similar reputation in the area of scholarship.

Over the next year, we will be reaching out to you, our alumni, to seek your cooperation in accomplishing these goals. We need to hear from you about how we can better serve our students and alumni and in-service professionals. And we seek your support in making SED affordable to all students.

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Welcome, new SED faculty for 2010/2011!

Jennifer Greif Green is a new assistant professor of curriculum & teaching. Green's research and clinical work focus



on prevention, assessment, and interventions for children with emotional and behavioral disorders. A clinical psychologist, she completed her doctorate at the University of California, Santa Barbara, and trained at Yale School of Medicine and in the health care policy department at Harvard Medical School.

Alejandra Salinas has come on board as an assistant professor of mathematics education. Her research interest is



the improvement of teacher quality in mathematics. Prior to joining SED, Salinas was a researcher and professional development provider on the P-SELL (Promoting Science Among English-Language Learners within a High-Stakes Testing Environment) initiative in Miami-Dade County. She holds a doctorate from the University of Miami.

Julie Dwyer is an assistant professor in the curriculum & teaching department, where she will be working in early



childhood education. She holds an MEd in language and literacy from Harvard University and a PhD in language, literacy, and culture from the University of Michigan. Her research focuses on early language and literacy learning and teaching, with a focus on vocabulary development and the interplay between conceptual knowledge and vocabulary development. She has published in the *The Reading Teacher*, *Early Childhood Research Quarterly*, and *Early Childhood Education Journal*.

Congratulations!

Boston University Provost David Campbell and President Robert Brown have recommended to the BU Board of Trustees that **Associate Professor of Curriculum & Teaching Suzanne Chapin** and **Associate Professor of Literacy & Language Jeanne Paratore** be promoted to full professor. "This is a wonderful recognition," says SED Dean Hardin Coleman, "for what they have contributed to their fields, to the School, and to their students, and it is an acknowledgement that we can expect more great things from them in the future."

The Association for Moral Education awarded **Assistant Professor of Curriculum & Teaching Scott Seider** the 2010 Kuhmerker Dissertation Award for his dissertation "Literature, Justice & Resistance: Engaging Adolescents from Privileged Groups in Social Action." In addition, Seider just published a book, *Shelter: Where Harvard Meets the Homeless* (Continuum).

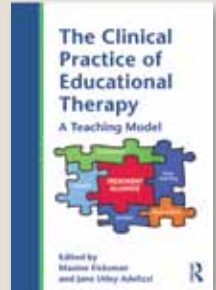


Photo by David Watts

This year, **Christine Baron ('10)** won both the National Council on Public History's Excellence in Consulting Award and the American Association for State and Local History's Leadership in History Award of Merit for her work directing the development of educational and interpretation programs at Boston's Old North Church (above).

A new look at educational therapy

In *The Clinical Practice of Educational Therapy*, **Maxine Ficksman ('67)** has published the first book to provide a comprehensive review of the interdisciplinary profession and practice of educational therapy today. Co-edited with **Jane Adelizzi**, the book draws upon case studies and the authors' expertise as educational therapists.



"Ficksman and Adelizzi have captured the essence of educational therapy," writes educational therapist Deborah Fencer. "Readers will appreciate that educational therapy goes far beyond what many people think of as tutoring . . . For professionals who strive to become educational therapists, this book equips them with the skills to address the learning needs of adults in college or the workplace, as well as school-age children."

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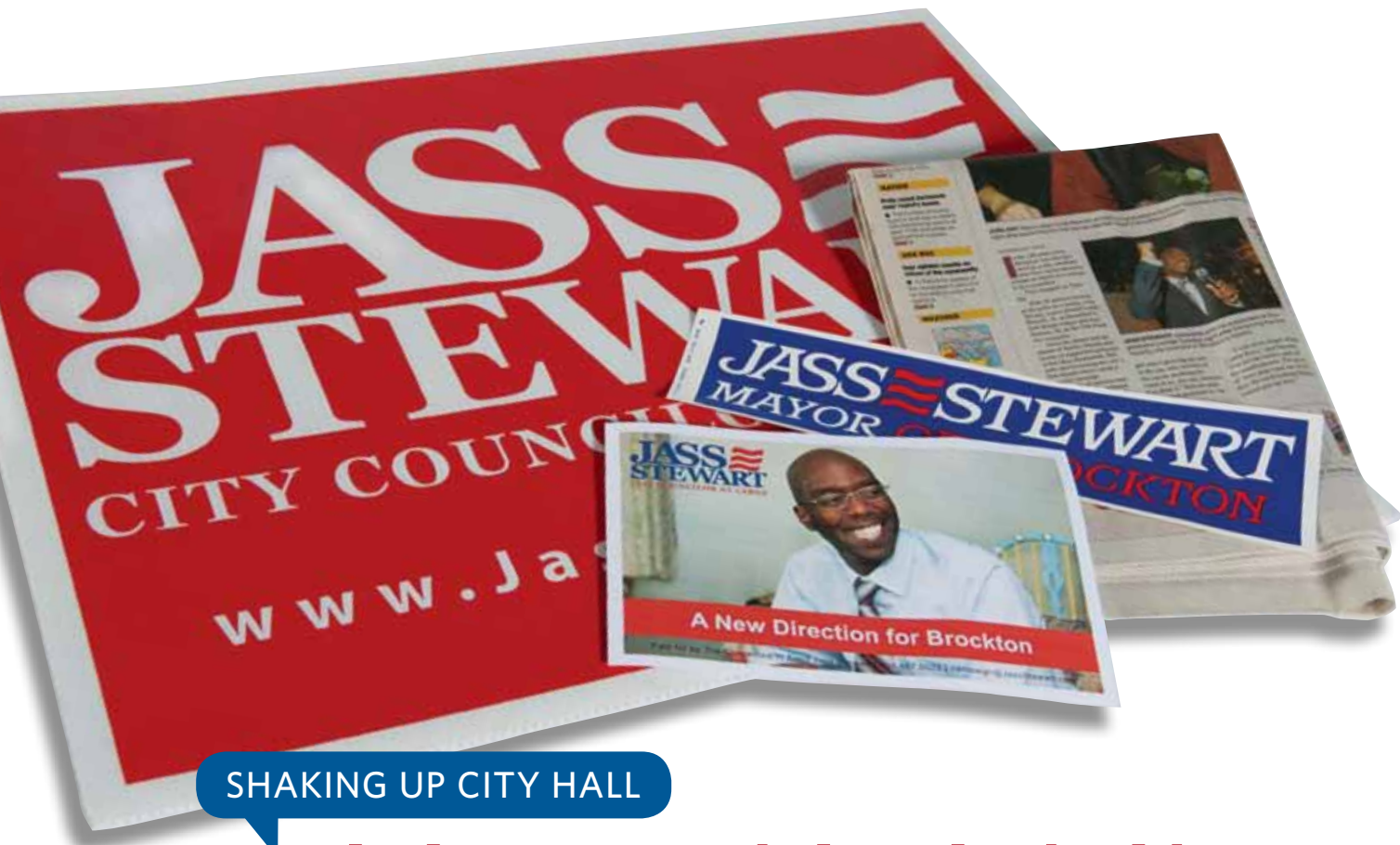
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SHAKING UP CITY HALL

Black, gay, married, and raised in Texas. Just how did Jass Stewart win over blue-collar Brockton, Massachusetts?



Most politicians carry a little baggage. It's the stuff that keeps headline writers busy and gives voters reason to pause in the booth. Jass Stewart (COM'93, SED'98) walked into working-class Brockton with three suitcases packed to bursting and got elected anyway.

Stewart is councilor at large for the sixth-largest city in Massachusetts and a two-time contender for mayor.

"People told me directly to my face that I had no chance on God's green earth," says Stewart of his first attempt to win elected

office in 2005. In a city with a significant Irish Catholic voting population and a record of electing officials with ties to Brockton stretching back generations, many felt demographics were not in Stewart's favor: "You have this guy who's black, gay, married with a kid, and new to the city saying he's going to run for mayor, but I felt that it was possible."

It wasn't to be, but Stewart pushed his opponent to the wire; by the time he ran again in 2007, he was edged out by just 700 votes. That final tryout for mayor was a rough ride—the incumbent's top

aide was suspended after being tied to smears about the native Texan's private life—but Stewart felt he'd scored a major victory: "Against all the things, all the political baggage I brought to the table," he says, "and to come that close, how can you not be proud of that? And how can the city not be proud of itself?"

Becoming a New Englander

The moment he arrived at BU, Stewart "felt like an East Coaster born in Texas." His parents had pushed him to explore the world, and to the young man who grew up too poor to travel, Comm. Ave. seemed like a gateway to something bigger: "It just totally globalized my understanding of the world and its opportunities," he says, adding that the international vibrancy he found at BU attracted him to diverse Brockton, too.

BU also became a place where Stewart pursued three tracks that have informed a stellar career since: media, education, and a visionary approach to advocacy. Stewart says if he's told he can't do something, "I just assume I'm talking to the wrong person" and looks for "somebody who will say, 'yes.'" It's a resilience that has pushed him to start his own media business, serve as a director for

education advocacy group Big Picture Learning, and win a seat at City Hall, despite enduring two turbulent mayoral elections.

City Councilor at Large Stewart was inaugurated into office in January 2010, becoming the first African-American and openly gay person to hold the office in Brockton. Having sought power in response to his frustration at the "disconnect between the optimism of the people in the street and my experiences of the political structure," Stewart had thrown his efforts into connecting with individuals, sharing his hopeful message online and door-to-door. But he isn't dwelling on the firsts of his election: "Once the hoopla quickly subsides, then people want to see results and you will be judged ultimately by what you accomplish.

"You're motivated to demonstrate to people that you appreciate their taking a chance on you."

He has a crowded first-term agenda: jobs, public safety, urban development, and political accountability are all hot topics in a city with unemployment levels teetering above the national average. Stewart is upbeat about the prospects

("America's success depends, frankly, on Brockton's success.")

for his adopted home and adamant that success will depend on one thing: education.

"As a country, we have to get our heads around these gateway cities...America's success depends, frankly, on Brockton's success," says Stewart, who recently hosted a raft of global experts in the city to find a way out of the economic mire. "Making sure kids graduate from high school in these communities...and graduate from college and move toward a career is so incredibly important for a city's success."

It's not going to be easy, and Stewart's quest to bring optimism to Brockton is balanced with a family and a time-consuming day job—he's also a vice president at Jobs for the Future, a workforce development and education reform group. But in Jass Stewart, Brockton has found a councilor at large who has unpacked his bags and is ready to restore a little civic pride. ●



Scenes from Jass Stewart's inauguration as councilor at large



Outside Providence

As interim superintendent in Central Falls, Rhode Island, William Holland ('70) set the stage for the restructuring of the district's troubled high school.



In February, a tiny school district just north of Providence, Rhode Island, made national headlines when it fired all 74 teachers in the city's sole high school. One of the poorest schools in the state, Central Falls High has a graduation rate of 48 percent. To meet a federal and state reform mandate, Superintendent Frances Gallo proposed lengthening the school day and requiring teachers to provide after-school tutoring. The teachers refused to work the extra time without extra pay. Gallo recommended the school board fire the teachers, which it did. After negotiations in May, the teachers agreed to the original demands, and the district hired them back.

Gallo's predecessor was William Holland ('70). The former Rhode Island commissioner of higher education served as interim superintendent of Central Falls in 2006/2007. He helped close a \$2.8 million budget gap and proposed partnering the high school with the University of Rhode Island, which will give the school access to new technologies and ideas.

A former superintendent in four other districts in Rhode Island and Massachusetts (including Chelsea), Holland has written a book, *A School in Trouble: A Personal Story of Central Falls High School*, released in August by Rowman & Littlefield. He spoke with @SED this past summer.

@ SED: Tell me about *A School in Trouble*.

William Holland: The book follows four 2009 graduates who were actually achievers, survivors. I follow them through freshman year of college—at Providence, Roger Williams, URI, and Brown. And all of them had adversity in their lives. I ask the question, why did they survive when 50 percent of their classmates didn't graduate? I look at poverty issues, cultural differences, and the effectiveness of teaching in the urban high school.

So why did those four succeed?

One obvious thing is the influence parents have in making education first. [It's key that] parents not just give lip service to education, but make a personal commitment to it, by their involvement in the life of their child. That's what happened with these four students.

But I also look at something we cannot measure: The inner fist, I call it. It's the self-motivation, the drive to look beyond low-skill jobs and set higher goals, and reach them.

Can you describe the high school? What are some of the challenges the students faced?

Challenges? Graduating! One of the major problems was the attendance rate, something like 55 percent. And the residential stability problems that surround the school—the families move so often. When you have one of three students absent every day, you can't really effect achievement in any direct form.

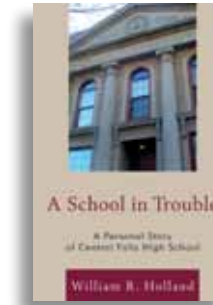
So the first thing I did was form a community task force made up of parents and teachers, to fight to get that attendance rate up, and tardiness down.

Also, it's generally the more poorly educated Latinos who've settled in Central Falls. A lot of the students only had two or three [prior] years of education—the parents, too. And for 70 percent of the homes, the primary language was something other than English.

What kind of problems did you face as a superintendent?

The fiscal problems were, and are, amazing. They need financial and human capital in that building. The state of its technology is sad.

The goal was to find out what sort of avenues you have when there's very restrictive contract language. I always say this about



Central Falls: It's a small city school district with a large city contract. So, I had interesting interactions with the union leadership. [laughs]

And I mean, I took some [American Federation of Teachers] people and some URI people with me to look at Chelsea and that model [the district's recently ended partnership with Boston University]. There were so many options [to overhaul] the school. We couldn't turn it into a charter school—that didn't make sense. Or close it—I don't even think Obama or Duncan realized there's only one high school in Central Falls. We weren't interested in turning it over to a management company. So we went through each one of the alternatives, and the one I thought would be the most acceptable, particularly if we went about it transparently, was the URI partnership. And I wanted more than a token partnership. I wanted a formal contract with commitment on both sides. And as I review everything, that's one area where I see good things happening; it's really started to take root.

Did you expect talks would break down and the teachers would actually be fired?

It was not a surprise to me, knowing the personalities of the individuals involved. And it's old, hard labor unionism—not enlightened, forward-looking progressivism for the twenty-first century—that's going on there. I think that's happening more in terms of the leadership, the Providence AFT. The new authority [wielded by the new superintendent and the state education commissioner, Deborah Gist] has changed the equation.

And I was the one mainly responsible for the hiring of Fran Gallo, so I'm in conversation with her quite frequently.

Obviously you had enough confidence in Gallo to bring her in. Has she performed up to your expectations?

Oh, yeah, no question about it. She should be Woman of the Year, not Deborah Gist. [Time magazine named Gist one of the 25 most influential thinkers in America. —ed.] I mean it. Talk about being on the firing line! How many superintendents can deal with the hostility in this kind of conflict while still making sure the schools are functioning day-to-day?

Will we see the school beginning to make progress now?

People are looking for a quantum change in achievement. It's not gonna happen overnight. But what should happen is a shift in the momentum from downwards to upwards . . .

And some of the teachers are exceptional. I feature some of them in my book. They've got to remain, to provide that continuity.

Where do you see the school in five years?

It'll be much improved. Will it be a model national school? I don't know. But more kids will be graduating; fewer will be failing; there'll be more career clarity and direction for the kids in terms of what they do well; and the college acceptance rate will be improved. Those are realistic goals. And they'll have a lot of visitors coming in and taking a look at how they got there!

Anything to add?

In 47 years in education, I've never had a more personally fulfilling work experience than I did in Central Falls. I thought I'd seen it all, but this is a unique place. Culturally rich, diverse, wonderful people, wonderful kids. It's not the stereotypical image of inner-city schools. ●





TEXAS Textbook SHOWDOWN

The media has had its fun with the controversial new social studies standards in Texas, but what will they mean for teachers across America, and should they force us to rethink who gets to write our textbooks?

Texas, the No Bull Mom wants to thank you. The blogger and former teacher sees some much-needed common sense in your new social studies curriculum. If what you've started picks up momentum, she might even put her kids back into public school. The No Bull Mom is Suzanne Venker ('90), a conservative blogger and author, and she hopes that what she sees as the liberal indoctrination of American children could soon be a thing of the past.

In a series of May 2010 votes along party lines, the Republican-led Texas State Board of Education ratified a revised K-12 social studies curriculum that could serve the state for the next ten years. The controversial guidelines have backers cheering the restoration of facts to American textbooks; opponents fear the board has simply rewritten history with a religious right-wing spin.

Just the facts

How well do you know your history? Let's start with a little lesson from the newly approved Texas curriculum: The United States isn't *democratic*—it's a "constitutional republic." And it isn't *capitalist*—it's a "free enterprise system." The Constitution doesn't separate church and state (sorry, Jefferson); the Civil War was about sectionalism, states' rights, and slavery (in that order); and Joseph McCarthy deserves a second look (those Reds really were up to no good).

(“It’s kind of like Fox News trying to correct history.”)

For the conservatives on the board, the changes were all about bringing balance to Texas’s curriculum and textbooks. Under the leadership of Republican Don McLeroy, the board proposed more than 200 amendments to draft standards prepared by education experts; their aim was to correct a perceived liberalization of American history. For McLeroy and his supporters, even the teaching of the nation’s foundations had been undermined by decades of liberal distortion.

“There are two basic facts about man,” McLeroy, a creationist, told the *New York Times* after the board made its first amendment proposals. “He was created in the image of God, and he is fallen. You can’t appreciate the founding of our country without realizing that the founders understood that. For our kids to not know our history, that could kill a society. That’s why to me this is a huge thing.”

Fair and balanced?

“It’s kind of like Fox News trying to correct history,” says SED Assistant Professor of Curriculum & Teaching Phil Tate. A Southern Baptist, Tate wasn’t too concerned when he first saw the new curriculum—the changes didn’t seem so radical and the board did at least include positive suggestions, he notes, not just gripes about what should come out, which “is what usually happens.”

But in the inclusion of fringe historical figures from the right (Phyllis Schlafly, anyone?) he saw an unwelcome politicization of the guidelines. Tate understands why the board’s conservative members—and parents like Venker who’ve pulled their kids from public school—worry about a liberal bias in classrooms, but

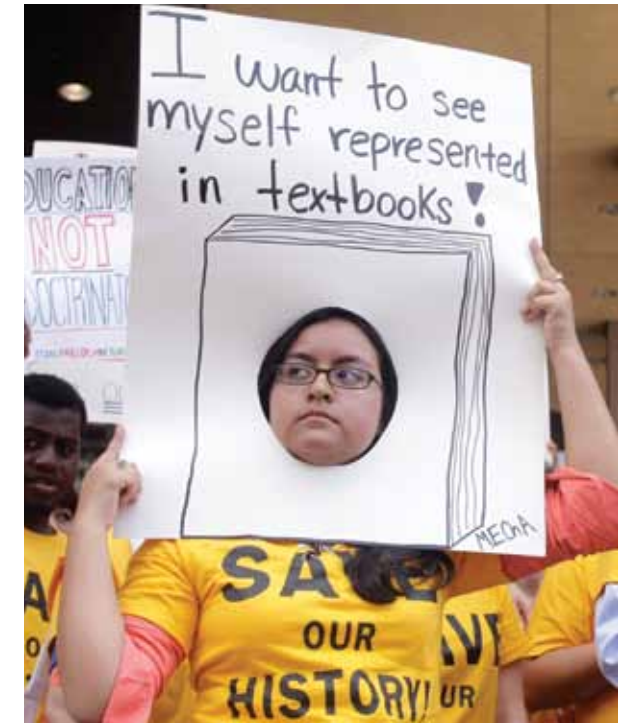
thinks they’ve misread the situation. Textbooks haven’t become more liberal in the past 50 years, according to Tate; they’ve just become “watered down as they’ve tried to make everyone happy.” The reason textbooks skim over the role of religion in the founding of the U.S.—a big bugbear for the Texas reformers—isn’t to promote secularism, it’s to avoid a divisive subject.

“Textbooks have become homogenized and bland, and anything controversial has been taken out,” says Tate. By adding in “pretty unknown political theorists,” such as Schlafly, the board has missed the point. In its attempts to redress a political imbalance that didn’t exist in the first place, says Tate, they’ve skewed the curriculum to the right.

Teaching to the test

For former Texas teacher Megan Caudle ('04), the new guidelines offer a depressing take on the past. “I was already disturbed by the amount of right-wing spin that was present in our textbooks,” says Caudle, who quit teaching three years ago. But there’s another problem, she adds: the new curriculum is boring. According to Caudle, it’s so stuffed with names, dates, and simplistic (many have also argued, misleading) interpretations of events that it gives teachers little time for engaging students in social studies, forcing them instead to teach to the test. Even some of those who backed the new standards are worried the number of amendments has led to a bloated curriculum that could put an unfair burden on teachers.

“Students are intrigued by topics that are controversial, but these changes make



Students rally against politically motivated changes to Texas’s social studies curriculum. (AP Photo/Jack Plunkett)



“Students are intrigued by topics that are controversial, but these changes make no room for debate. Instead, students will be provided an even longer list of pointless facts to memorize.”

no room for debate,” says Caudle, now an academic advisor at the University of Texas of the Permian Basin. “Instead, students will be provided an even longer list of pointless facts to memorize.”

One of those behind the original tests—the Texas Assessment of Knowledge and Skills (TAKS)—agrees. A director of the Commission on Standards for the Teaching Profession at the Texas Education Agency in the 1990s, Delia Quintanilla (’93) appreciates the board’s “plausible reasons for everything,” but thinks the spirit of TAKS has been lost amidst political point scoring.

“We created all those tests as diagnostic tools, which would help a school district make adjustments to their curriculum,” says Quintanilla, a conservative Democrat. “Well, politicians decided, ‘Oh, wow, that’s a great way to make sure that schools are accountable.’”

For many teachers, all the talk of politics and diagnostic tools stops at their classroom door: Beyond it, they’re in control. Surely, teachers who don’t want to laud Confederate General Stonewall Jackson as an exemplar of effective leadership can just take the lesson in another direction? Quintanilla, who now runs the Texas-based teacher training program TEACH, thinks it’ll depend on the school and the district: If you teach kids who are on a sure track to the Ivy League, they’ll likely breeze any test; stand in front of a class struggling just to secure a diploma, and your freedom to talk around a subject will be severely limited.

“A teacher’s classroom is very autonomous,” Quintanilla says, “However, it’s only as autonomous as their students’ performance on an exam.”

Border crossing

Adding to the controversy is the potential national impact of the new Texas guidelines. With 4.8 million kids in public schools, Texas buys a lot of textbooks. Traditionally, that’s meant publishers are inclined to give one of their biggest customers what it wants: If Texas teaches it, they’ll probably end up teaching it in Missouri, Utah, and Oregon.

California isn’t taking any chances. Despite being an even bigger buyer of textbooks than the Lone Star State—and operating a curriculum that demands separate classroom guides from the rest of the U.S.—the California legislature backed a bill that would block any moves to include the Texas guidelines in its lessons.

“While some Texas politicians may want to set their educational standards back 50 years, California should not be subject to their backward curriculum changes,” said the bill’s sponsor, Senator Leland Yee of San Francisco, in a press release. He accused the Texas board of shaping a curriculum that diminished “our nation’s diverse history.”

Tate suspects California and other states probably have little to worry about. With advances in technology, textbook producers no longer have to toe the Texas line:

“Textbook companies are touting their work as modifiable for each state. It’s a very different scene out there with textbooks,” he says.

Although acknowledging that many districts pressure teachers to restrict lessons to what’s on tests, Tate also argues that modern-day educators are less reliant on textbooks.

“We teach in the School of Education that textbooks are a resource; they’re not the curriculum itself,” he says. And, because SED students graduate with a solid background in liberal arts, the School is producing teachers who “are extremely well prepared to make decisions about what’s important about the Civil War or whatever else.”

Better prepared than the Texas State Board of Education? That might depend on your politics. Venker, the blogger/author, argues that with an expert drafting panel, elected board, public debate, and final vote, the process for making changes is a fair one: “It’s not as though there was a bunch of conservatives getting together and the door was closed on liberals,” she says. Those who stormed out of the debate or raged at the board were just not “able to separate whatever their personal biases and prejudices are from the facts.”

Who decides the deciders?

Tate isn’t buying that. He remembers serving in a district where the “most vociferous member of the school board was a guy who dropped out of high school.” (The Texas board is at least headed up by a dentist, albeit one with strident opinions, but no background in education: “I’m a dentist, not a historian,” McLeroy told the *New York Times* in February. “But I’m fascinated by history,

so I’ve read a lot.”) Tate hopes the storm provoked by the new guidelines encourages “a reexamination of who decides” what’s taught in American classrooms.

“In other countries, there’s a ministry of education staffed by people who are educators and experts in their field,” he says. “What’s different about our system is that expertise doesn’t count for very much.”

Worse, he says, the current system leaves education tossed around like a political pigskin: “It’s important to remember that Sarah Palin started out as a member of her PTA,” adds Tate. “There are always people who will use education as a forum for talking about what’s wrong with the world.”

He recommends the U.S. implement standards drawn up by the National Council for Social Studies.

“They’ve been put together very carefully and with an eye to being apolitical,” says Tate.

Problem solved? Perhaps not. Texas is likely to see more politicking soon. The passing of the new social studies curriculum could prove to be the current board’s last hurrah. In January 2011, a new-look, and less conservative, board will be sworn in. If it acts fast, the board could amend the curriculum again. And as if that weren’t enough, Quintanilla expects another “volatile discussion” will soon be added to the educational excitement in Texas: Whether the state should teach kids in their native languages or push ahead in English. Fortunately, one of the joys of living in a dem-, sorry, a constitutional republic, is that everyone will get a chance to have their say. ●

What's OUT



HIP-HOP

The urban music that has influenced youths for 30 years is gone from a list of significant cultural movements that Texas high school students should understand. Why did the board of education delete it? Crude lyrics, members said.



FDR

While not deleted entirely from the curriculum, President Franklin Roosevelt's name was stricken not only from a passage about the New Deal, but from a list of "significant political and social leaders in the United States" that now includes Billy Graham and Barry Goldwater.



COMPLEX INTERPRETATIONS

Students will need to “explain how Arab rejection of the State of Israel has led to ongoing conflict.”

What's IN



COUNTRY MUSIC

To the same list, the board added country and western music, without addressing that genre's lyrics.



NEWT GINGRICH

Students will be expected to “describe the causes, key organizations, and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association.”



SCRUTINY OF THE UN

Students will be asked to “evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties.”



In the City & Around the World

Under focused tutoring, struggling young readers make rapid progress at SED's Donald Durrell Reading & Writing Clinic.

Community service has long been a top priority at SED. Carried out in myriad ways, future engagement with the city, region, and world will be coordinated within a devoted unit at the School—the Research, Outreach & Partnerships Office—as part of SED's new strategic plan. Here are snapshots of two of the School's many outreach efforts—one local and one global—in keeping with its service mission.

Minting new readers in Boston

One of the several SED programs that help meet the needs of children in the community is the Donald Durrell Reading & Writing Clinic (RWC).

Each semester and summer, the clinic hosts about 20 elementary and middle school kids from Boston and its suburbs. Of that number, SED grants scholarships to five or six Boston Public Schools students. "We don't want this to be a service just for families who can afford it," says Evelyn Ford-Connors, the clinic's

associate director. "We want to bring in kids from a variety of racial, cultural, and linguistic backgrounds."

The students all have one thing in common: they struggle with reading. Many arrive reading two grade levels behind. That means the clinic's grad students and literacy-expert teachers have to work quite hard as tutors, says Jeanne Paratore, who runs the clinic and also leads literacy professional development workshops for BPS teachers. (Income from the workshops funds the RWC scholarships.)

"If the children we teach simply make the same rate of gain as their higher performing peers—so for each month of instruction they achieve one month of reading growth—they'll still end up behind," says Paratore, because they started too far back to catch up at that rate. "So our challenge is to take kids with a history of struggle, of learning difficulty, and create a context in which they make gains greater than their typically performing peers. We have to *accelerate* their performance.



"We do that through intensity, through focus," and by making every minute of every session count, Paratore says. The tutors also do it by creating a sense of community. "Reading and writing are social activities; they're not a punishment! You read and write to learn; you read and write to share; you read and write to enjoy a topic or an idea or a context." That's why tutors, with the children's input, will select books that students in each small group will enjoy—for example, *Click Clack Moo: Cows That Type* and *I Wanna Iguana* for the younger kids; and mysteries or books about baseball for the older ones.

"They're more likely to hang in there if the book is entertaining," says Ford-Connors.

After working with tutors one-on-one for the first two hours of a session, students gather together for group reading activities—"readers' theater" part reading for primary grade students and "book club" discussions for fifth- and sixth-graders. Through those confidence-building social interactions, Paratore observes, students quickly realize, "This isn't going to be drudgery; this is going to help, and it's going to be fun."

own for enjoyment [and write] about what they have read."

"What did it for me," says Ford-Connors, "was the day a formerly struggling student walked in here reading a book!"

Tackling poverty the world over

Battling child prostitution. Working to stop the spread of HIV in rural Tanzania. Improving the World Bank from the inside.

Graduates of SED's International Educational Development Program (IEDP) are engaged in all of these efforts and more, says Karen Boatman, who runs the master's degree program.

"We've had a few hundred graduates, and they each have a little piece of the action someplace," says Boatman, "whether it's fighting with the church in the Philippines about birth control for teenagers," or fighting the drug trade in Yemen, "not the safest thing to do." One graduate even saved a man's life by cutting open the python who had swallowed him.

Students come to the IEDP from all over the world—half the enrollees are from

overseas—and they leave with the tools needed to develop and implement educational programs aimed at solving many of the problems associated with poverty. Graduates obtain key posts in government agencies or nongovernmental organizations—or they start their own organizations, such as Li Mo's ('08) CAN-DO, which helps children with autism in China.

In all their roles, Boatman's protégés are concerned fundamentally with educa-

tion—not just schooling, but skills training and spreading awareness. Public health, for example, is an educational endeavor. "One of our recent grads," Boatman says, "is working in the Nairobi slums, which are

the biggest in the world, trying to teach people why they need to have a waste system. Because if you don't understand germ theory, then you don't understand why flinging the waste to some other part of the slum is not going to keep you healthy."

(Battling child prostitution, HIV, drug dealers—even pythons.)

Students often come to the IEDP from the very developing nations they hope to improve. And just as often, they begin work even before graduating, in the field placements that are part of the program. They finish with a thesis that lays out in detail how to attack their chosen dilemma. Recent titles include "A Program Against Violence for Adolescents in the Urban Slums of Venezuela" and "Mobile Educational Model for Children of Migrant Agricultural Workers in Turkey."

Their theses are thoroughly thought through, Boatman says, because by the time students complete IEDP coursework and practica they've learned "how to analyze a problem—I mean, really analyze a problem; how to critique current strategies and approaches; and how to create more effective strategies and approaches." And they've learned the nitty-gritty tactics that will make those strategies succeed. "You have to know how to speak with economists, how to talk about budgetary details; you have to know where funding sources are allocated; you have to know rules and regulations of governments and donors and how they affect what you can and cannot do in a given country," says Boatman. "So there's a bit of diplomacy, international relations, international law, economics, finances—just under 'funding!'"

In a larger sense, the students learn—like the Girl Scouts, Boatman quips—"to leave the place better than you found it." ●



Anna Romero ('12) took this photo in Tanzania last summer, during her IEDP internship for health-education nonprofit Support for International Change.

The system works, according to parents' testimonials. "Our children are [now] much more comfortable and fluent when reading," one parent wrote to Paratore. They "will pick up a book and read on their



POWER COUPLE

A husband-and-wife faculty team strives to make sport a positive force in the lives of athletes.

John McCarthy and Amy Baltzell met in a counseling class in 1995 as graduate students at SED. He was the offensive coordinator for Terrier football. She was newly retired from professional sports, having just sailed in the 1995 America's Cup.

Fifteen years later, McCarthy ('04) and Baltzell ('96, '99) are married, raising three kids, and still passing each other in the halls of SED, where they're both assistant professors dedicated to improving the lives of athletes.

McCarthy teaches coach-education courses, with a focus, he says, on the "philosophy, values, and the psychosocial development side of sport." He urges his students to seize opportunities they'll have as coaches to teach kids good habits and positive social values.

McCarthy also directs SED's Institute for Athletic Coach Education, which aims to improve training for the part-time and volunteer coaches who head up the majority of youth sport teams. The institute sponsors coaching workshops and provides speakers for coaching programs: McCarthy teaches "coaching theory sessions" to the hundreds of youth foot-

ball coaches who attend USA Football Coaching School at Gillette Stadium in Foxborough, Massachusetts, each spring.

The institute takes an active role in Boston youth sports. McCarthy and colleagues recently completed projects with six Boston-area sports organizations—including baseball leagues and nonprofits that bring lacrosse, rowing, and soccer to urban kids. They helped the groups clarify their educational goals and teach their coaches methods for meeting them. The Institute also joined Step UP, a partnership between area universities and Boston Public Schools: McCarthy and SED grad students spend time each week at English High, working directly with students and helping to train coaches and administrators.

Baltzell coordinates the sport psychology specialization in SED's counseling program. Most of her work centers on elite athletes and how they deal with the intense pressure of competition. She teaches courses in sport psychology and positive psychology; she's running a study on the impact of meditation on collegiate athletes; and she recently published a book, *Living in the Sweet Spot: Preparing for Performance in Sport and Life*.

A member of the 1992 Olympic Rowing Team, Baltzell says she "poured her heart and soul" into the book. "I gave the very best of what I've learned as an Olympic athlete, professional athlete, professor, researcher, practitioner," she says. "It's a book I wish I had when I was 20, because I was physically gifted, but I didn't know how to deal with the pressure. I had great success, but I could have had more." And she could have been happier along the way, she says.

In her book and her broader work, Baltzell aims to help athletes not only perform well, but also find joy and fulfillment whether they win or lose, she says. Although McCarthy and Baltzell focus on different aspects of sport, this is where their work coincides. While he's training Little League coaches and she's counseling professional athletes, what they both ultimately care about, in McCarthy's words, "is that people are thriving, are flourishing in their experience with sport." ●



Are You Value-Added?

From Dean Hardin Coleman's May Convocation Speech to the Class of 2010

The title of my remarks—"Are you value-added?"—is intentionally provocative. Of course, you are going to tell me that the answer is obvious. During your time at BU, we have won the intramural softball tournament and an NCAA hockey national championship; the Red Sox were OK; Celtics have played some decent basketball; you have institutionalized Dancing with the Professors; created the Character Education Club, SED ROX t-shirts, and the WIPP Forums to explore student research; legitimized my collection of sweater vests; seen deans come, go, and come again; started *Stomata*; dance marathoned; contributed thousands of community service hours; raised money for many organizations; and hosted SED's Got Talent competition. You are a major reason that SED ROX.

As you know, however, the field of education is becoming increasingly focused on

the language, if not the reality, of accountability. As you enter this profession, you will be asked to identify the ways in which you effectively serve the needs of the children and communities for whom you are responsible. As an SED Roxer, we expect that you will delight in this responsibility. As an SED Roxer, we expect that you feel that you have all the skills you need to start on this incredibly exciting journey, and the openness to know that there is so much more that you need to learn to be really, really, really good at this work, and that you have the commitment to become that good.

Your faculty have recently committed to a vision for the School that you already know is true. Your faculty believe that:

- ▶ *The School of Education at Boston University strives to be a diverse, scholarly community*

dedicated to serving education through teaching, scholarship, and outreach.

- ▶ *We prepare professionals to lead in education, to practice civic engagement, and to exemplify intellectual curiosity.*
- ▶ *We conduct scholarship that advances knowledge and refines practice.*
- ▶ *We collaborate with local and global partners to forge more caring, just, and sustainable societies.*

Your faculty know that you share this vision and that you have the character and knowledge to bring this vision to fruition in practice. We want you to know that we, as members of your Terrier Nation, are committed to helping you in every way to be value-added in the lives of the children and communities in which you will have the opportunity to serve.

BU Honors the Elder Coleman

School segregation is outlawed, American motorists drive safer cars, and many workplaces are less dangerous, all partly thanks to the efforts of Dean Hardin Coleman's father, lawyer and civil rights activist William T. Coleman, Jr., who received an honorary Doctor of Laws at BU's Commencement in May.

William Coleman was a key legal strategist for the plaintiffs in *Brown v. Board of Education*, the 1954 Supreme Court case that declared racial separation in schools unconstitutional. Earlier, the *magna cum laude* graduate of Harvard Law School was the high court's first African-American law clerk.

As secretary of transportation in the mid-1970s, Coleman oversaw the opening of the National Highway Traffic Safety Administration's car testing center in Ohio and the enactment of regulations covering the safety of pipelines and hazardous materials shipment.

Coleman received the Presidential Medal of Freedom in 1995. The 90-year-old WWII veteran recently retired after a six-year stint as a judge on the U.S. Court of Military Commission Review, charged with hearing appeals of Guantánamo military commissions' decisions. He continues to advise corporate boards and the NAACP.

"He's very pleased to finally be able to get a degree as good as his wife's," quips Dean Coleman, referring to his mother, SED alumna Lovida Coleman ('44).

—Rich Barlow



Civil rights trailblazer William T. Coleman, Jr., at right, with Attorney General Eric H. Holder, Jr. The two men received honorary degrees from Boston University in May.