IT’S NEVER BEEN EASY
LOOKING BACK AT TURNING POINTS IN THE HISTORY OF BOSTON’S SCHOOL SYSTEM

HOW TO STOP BULLYING (P. 8)  LESSONS FROM KONY 2012 (P. 10)  MUSIC IN THE CLASSROOM (P. 12)
Dear Alumni and Friends,

THIS SCHOOL HAS THREE CORE MISSIONS: to prepare master teachers to become leaders in their schools; to produce scholarship that improves the practice of education; and to provide service to our partners in the practice to help them serve the children in their care. We have been doing all three since 1918 and will continue to do so well past 2118. Whether in Dorchester, Marblehead, Soweto, or Beijing, educators share the same fundamental responsibility: to teach children how to be numerate, literate, critical thinkers, and engaged citizens. Our job is to prepare educators and scholars to fulfill this responsibility. We do that by attracting and supporting faculty who are experts in their disciplines, who have the research skills to identify best practices in education, and the communication skills to share that knowledge with our students, the world’s future educators. We do it by recruiting the best and the brightest undergraduates—those in the top 10 to 15 percent of their high school classes. We do it by recruiting grad students with demonstrated promise to be leaders in all educational settings. We do it by working with our colleagues in the field to improve their practice and learn about their challenges.

Some may not consider this work innovative or groundbreaking, although it often is. But whether groundbreaking or breaking, although it often is. But whether groundbreaking or breaking, whether in the world: Lessons from KONY 2012 How to stop bullying Whether in the world: Lessons from KONY 2012 How to stop bullying whether in the world: Lessons from KONY 2012 How to stop bullying some students group, and the ultimate number theory conceptual field. He is also a research associate for the Elementary Pre-Service Teachers Mathematics Project, a National Science Foundation–funded project aimed at developing and implementing problem-based mathematical tasks in pre-service elementary mathematics content courses. Prior to his doctoral studies at Boston University, Feldman taught middle school and high school math for five years.

Laura M. Jiménez
Assistant Clinical Professor, Literacy Education
Laura M. Jiménez’s research focuses on adolescent reading comprehension and reading motivation. She is intrigued by the ways various elements of a reading event interact to influence reading comprehension. This focus has resulted in a research agenda that includes readers, texts, and teacher education. Jiménez’s dissertation, Experts Making Sense of Graphic Novels, focused on attention shifts, metacognitive reading strategies, and the time readers took to understand the texts of graphic novels. With a focus on the number theory conceptual field. He is also a research associate for the Elementary Pre-Service Teachers Mathematics Project, a National Science Foundation–funded project aimed at developing and implementing problem-based mathematical tasks in pre-service elementary mathematics content courses. Prior to his doctoral studies at Boston University, Feldman taught middle school and high school math for five years.

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NEW FACULTY JOINING SED IN 2013

Amie Grills-Taquechel
Assistant Professor, Counselling & Human Development

Amie Grills-Taquechel specializes in anxiety, trauma, and depression, particularly in children, as well as the development and evaluation of cognitive behavioral assessments and interventions, including those conducted using web-based designs. Her work has examined the roles of peer (e.g., bullying and friendship quality), familial (e.g., parental anxiety and stress), and academic (e.g., achievement and attention) variables on the development of youth anxiety and depression. She also conducts research with survivors of natural disasters, sexual assault, and mass shootings. Grills-Taquechel has a project funded by the National Institutes of Health (NIH) on the impact of socio-emotional difficulties on young children’s academic achievement and the influence of these difficulties on children involved in intervention programs for reading disabilities. In addition, she co-investigator on another NIH-funded, multisite project that is examining a therapist-facilitated online intervention program for female college rape victims.

Nathan Jones
Assistant Professor, Special Education

Nathan Jones is a research scientist at Educational Testing Service, where he focuses on teaching quality, teacher development, and school improvement. He has examined whether teacher evaluation measures developed in general education (e.g., observation protocols, artifacts, value-added models) are fair and valid for use in special education settings. He is currently a co-principal investigator on a William T. Grant Foundation study examining Los Angeles Unified School District’s three-year rollout of a consequential teacher evaluation system. His work has appeared in such publications as Exceptional Children, Teachers College Record, Educational Policy, and the AERA Handbook of Educational Policy Research, and he serves on the editorial board at the Elementary School Journal. Prior to receiving a PhD in special education and education policy at Michigan State University, he taught special education for three years in the Mississippi Delta.

Joel H. Scott
Clinical Assistant Professor, Policy, Planning & Administration

Joel H. Scott is teaching and developing courses in SED’s master’s program in higher education administration and the doctoral program in educational leadership. Scott received his doctorate in student affairs administration from the University of Georgia and has worked in a variety of student and academic affairs positions in Texas, Georgia, and Japan; he has also taught at both private and public research universities over the past decade. He approaches teaching from a shared leader perspective and believes excellent pedagogy is grounded in an environment in which all students contribute to learning and understanding. His research interests and current scholarship involve student learning and development, service learning and community engagement, and institutional culture.

HOW DO YOU HANDLE a class of 33 of the toughest girls at the toughest high school in Boston? Slip into a British accent, of course.

When Kerri Furbush (’11) began her first full year of teaching mathematics at Boston’s English High School—then experimenting with same-sex classrooms—she faced that daunting prospect. “They just gave me hell,” she says. So she looked to an SED professor for guidance. “One of my favorite teachers was [Clinical Associate Professor] Carol Findell (’88). She’s just hilarious and she sings and dances and she just makes class fun. So, I thought, all right, I’ve got to make this fun like Carol Findell did. And so I started talking with a British accent,” she says, shifting into the accent. “And the girls just looked at me and said, ‘Miss, what are you doing?’ And I said, ‘Oh, I’m sorry, do you mind if I teach like this?’ And they loved it, and all I could think was, oh my God, this is amazing. It’s great and they loved it, and all I could think was, oh my God, this is the quietest they’ve ever been. And the first student who got up to solve a word problem on the board said, ‘Can I try it with a British accent?’ And I said, ‘Absolutely, absolutely with a British accent!’”

For Furbush, teaching consists of tackling a series of unforeseen problems, one by one, whether it’s walking into a classroom on the first day and discovering she has to teach the class entirely in Spanish or encouraging parents to talk to her—when at least 60 percent of the students speak a language other than English at home. She’s also learned that teaching goes far beyond the classroom. For her students, Furbush is on call 24 hours a day. She helps them choose interview clothes for college visits; she returns their 6 a.m. texts when they need directions; she accompanies them to funerals. “Teaching is one little aspect of what I do,” she says. “They come to me with everything.” And while she admits sometimes she worries that the all-day, everyday demand of English High—where 71.7 percent of students qualified for free or reduced-price lunches in 2011—will cause her to burn out too soon, she clearly loves her students. “It’s tough,” she says. “But they say if you can survive at English, you can survive anywhere, so I’m going to keep trying.” English High partners with SED through the BU/Boston Public Schools Collaborative, and Furbush says that support helps her tremendously; even now, professors will sit in on her classes or help her with lesson plans. It’s also what set her on this career path. Although she is beginning her second year of official full-time teaching, Furbush has been at English High, as a tutor, substitute teacher, assistant teacher, and full teacher since her freshman year at SED. She says having so much classroom experience during her undergraduate years is what made the difference. “I was getting a relationship with these students that no staring at a whiteboard will ever teach me. Teaching is unpredictable, so go into the schools; it’s the only way to learn.”
ONE OF SED’S MOST HIGH-PROFILE LECTURERS RECOUNTS THE TROUBLES AND TRIUMPHS OF AN URBAN SCHOOL DISTRICT

BY PATRICK L. KENNEDY

When was the last time you had to pay a bribe to get a teaching job? Or teach in an ancient wooden schoolhouse soaked in flammable cleaning oil?

Hopefully, you answered “never” to both these questions, but if you taught in the Boston public schools more than forty years ago, there is a distinct possibility you’re familiar with the scenarios.

Some things change undeniable for the better. Boston and other urban school districts today confront a host of problems that seem intractable, but it’s worth remembering that they have overcome intractable problems before. As Dean Hardin Coleman and an advisory committee reviews Boston’s controversial school assignment system (see p. 7), perhaps signaling an historic new chapter for the district, @SED checks in with Joseph Cronin, a longtime local education observer (and participant), for some historical perspective.

A lecturer in SED’s Department of Administration, Training & Policy, Cronin is the author of Reforming Boston Schools, 1930–2006: Overcoming Corruption and Racial Segregation. He was the Massachusetts secretary of educational affairs from 1971 to 1975 and has also served as president of Bentley College and associate dean at Harvard University.

The BC High grad began studying the Boston public schools (BPS) as a Stanford doctoral student in 1964. That was a time of rapid change, but between researching the city’s education history and observing the schools firsthand off and on for the next half-century, Cronin would learn that change could be hard to come by—but not impossible—in the “Athens of America.”

Reforming Boston Schools is the sum of his career’s worth of study, and it is essential reading for administrators and educators—and not only in Boston.

As suggested in the book’s title, Cronin identifies corruption and racial segregation as the major roadblocks to progress for many decades. And both stemmed to a large degree from the Boston School Committee, then a publicly elected five-member body that determined hiring, promotions, transfers, and salaries.

With that kind of patronage potential, members saw the committee as a stepping-stone to higher elected office and often a chance to fatten their wallets. Education was hardly on the agenda. “It was completely inbred,” Cronin tells @SED. “They were arrogant.”

The professor marshals newspaper accounts, court records, and interviews with contemporaries to illuminate known examples of corruption (and they were usually men) soliciting bribes for jobs and

Some 7,000 took to the streets of South Boston in October 1975 to protest court-ordered busing.

1965 Boston Globe reports that School Committee members are soliciting bribes from teachers candidates in return for jobs. Suffolk DA launches investigation, but nobody is convicted, and the practice continues. 1965 U.S. Supreme Court’s Brown v. Board of Education decision outlines “separate but equal" schooling. 1965 Massachusetts passes two watershed laws: one outlawing “separate but equal” education and another requiring school committees to engage in collective bargaining with teachers. Boston’s fragmented teachers’ union endorsed into the Boston Teachers Union (BTU) in 1965. 1967 BTU votes to no longer attend School Committee “testimonials” dinners, long an instrument of loyalty enforcement and personal enrichment for committeemen. 1969 Massachusetts legislature takes over the Boston Teachers Union (BTU) as the major roadblocks to progress. 1970 Mayor Ray Flynn wins state approval for “pilot schools.” Committee members agree to turn some schools into “pilot schools,” freeing them of central office rules and most state union requirements. State passes the Massachusetts Education Reform Act. 1992 85 percent of Boston’s high school seniors pass the state’s high-stakes test and earn diplomas. 2006 Boston wins the Broad Foundation’s Broad Prize, which recognizes the most improved urban school system in America.
At that, the city’s various, fractious teachers gained a major victory in 1965, the state finally authorized a single salary continue teaching after marriage until 1953. Massachusetts didn’t even allow women to California in 1870, and in New york in 1911, While women teachers won equal pay in the largely female elementary teachers. largely male high school teachers against sexism to divide and rule by pitting the more or less approach the committee as low-level workers despite their central the school system from its inception), rungs in the BpS. From 1900 to 1965, stayed open for years beyond their expiration scores of small, old, and unsafe schools that high up on a tree, where nobody could tear it The black people in Boston felt they were being discriminated against,” Cronin says. “They were given the youngest teachers and the oldest buildings, and the oldest textbooks. And it was discriminatory. It was unfair.” Not that Cronin views Garrity’s plan as much of a success. Despite the court order “contained several logistical flaws” and that Garrity should have listened to voices calling for slightly less ambitious plans. Cronin details the costs to the city: millions of dollars in police overtime, thousands of students fleeing the public schools, and residents fleeing the city. (However, Cronin also points to BU and other research showing that “white flight” had been occurring for at least a decade already.) The school system cannot be

“The Boston Schools in the 1930s Well into the 1970s Became Vulnerable to the Worst Types of Corruption and Job Selling, Religious and Ethnic Discrimination.”

High, and busing white students from Southie over to Roxbury High. Predictably, chaos followed. School Committee members, ever the politicians, severely and irresponsibly ratcheted up the tone of opposition to garner votes in the Irish and Italian neighborhoods. Protests turned violent. “That was a very traumatic experience that Boston is still recovering from,” says Cronin. Cronin attacks the lingering impression that busing was a liberal experiment designed by suburban whites and foisted on “the BoSton SchoolS in the DAn and ethnic DiScrimination.”

Cronin’s attacks are often sympathetic, even at the cost of work rule changes. He recounting with sympathy the teachers’ struggles to gain raises and respect, he discusses at length the restrictions that Cronin deals with evenhandedly, and

nothing Is SoMething

These are just some of the complex matters that Cronin deals with evenhandedly, and in detail, in Reforming Boston Schools. While recounting with sympathy the teachers’ struggles to gain raises and respect, he discusses at length the restrictions that seroiusly plagued the school system from its inception, as well as the political climate during this period. Cronin even hints in public appearances that if a period of

During the 2011–2012 school year, when buses routinely arrived at schools up an hour late, Boston Mayor Thomas Menino (Hon. D) and Superintendent Carol Johnson asked Boston University law professor and committee member Gerald O’Leary in 1980 for accepting $600,000 in illegal payments. “No one is completely happy with the public learned that they had milked busing for patronage and payoffs, hiring friends to fill the new school security aide positions, and even soliciting bribes from bus companies bidding on the transportation contracts. Confidence in the body evaporated as committee member Paul Ellison was convicted in 1975 on an unrelated charge of falsifying pay slips for a phantom staff assistant (the money going to his own pocket), and the FBI arrested phantom staff assistant (the money going to his own pocket), and the FBI arrested Committee members who had used it to raise their profiles. These politicians lost Cronin attacks the lingering impression that busing was a liberal experiment designed by suburban whites and foisted on “the BoSton SchoolS in the DAn and ethnic DiScrimination.”

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Given the city’s history of conflict over school choice, “It would be amazing if this goes without turmoil and controversy,” Cronin says. “But it requires students from Roxbury to South Boston

Quiz

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THERE’S SOMETHING LIKE a one-in-four chance that one of these applies to you. As a child, you were bullied. Or you bullied. Some may have called it “just kids being kids,” part of growing up. But if it was repeated, intentional, and involved an imbalance of power, it was bullying.

If only you’d known SED’s bullying prevention experts, Jennifer Greif Green and Melissa Holt. Assistant professors and trained psychologists, they visit local schools to assess harassment levels and existing prevention programs—and recommend new strategies.

COMMON MISTAKES
Sometimes bullying is visible; sometimes it’s not. A slur might even be so commonplace—“That’s so gay”—it stops being noticed. And, with children often too scared or embarrassed to ask for help, it’s hard to put a number on just how many are verbally, socially, or physically bullied. Some estimates suggest 20 percent, others up to one-third.

Many of those hastily implemented programs are based on outdated approaches or, while successful in one institution, are a bad fit for another. Holt says that schools under pressure to boost standardized test scores will sometimes tell her that “they don’t have the time in the school day to address bullying.”

In the latter instance, she will point to research she conducted in a Massachusetts district that showed lower school test scores were associated with higher bullying rates. They also reassure administrators that their approach to bullying prevention may be simpler—and cheaper—than some might think.

SIMPLE SOLUTIONS
“One of the biggest mistakes schools make is to assume that all aggressors and targets in situations where there’s bullying are the same,” says Green. “Schools that do a good job really try to individualize their interventions for specific students.”

ADJUSTING TO COLLEGE LIFE
The two researchers are also investigating incidences of bullying closer to home: at BU and other college campuses. Although bullying has reduced to a trickle by the time students reach 18, Green says the impact of earlier bullying involvement on the adjustment to college life is little studied. With the help of SED undergraduate researchers, they’ve already completed a survey at BU and will soon begin rolling it out at other local universities.

“We’re concerned about how students who were previously bullied manage when they arrive on college campuses,” Green says. “We know that rates of other kinds of peer victimization, such as dating violence, sexual harassment, and rape, do ramp up in college. Some might consider those problems, and bullying in general, intractable. Green and Holt disagree.

“Bullying has been around for as long as schoolchildren have been around,” acknowledges Green, “but there are things schools can do to prevent bullying and respond thoughtfully to it. We are learning more about bullying and how to respond to it in ways that are likely to be effective.”

CONDUCT AN EVALUATION
School personnel need information about the extent of the problem. Which students are involved, what forms bullying takes, where and when bullying is occurring, what students perceive is causing it, how school staff respond, and whom students are likely to turn to for support.

CRAFT A STRATEGY
Based on the intelligence gathered from the evaluation, schools can select strategies that are tailored to the needs of their community. Some schools may opt for an evidence-based bullying prevention program (visit www.pacer.org/bullying to learn more). Some may adopt a program focused more broadly on social-emotional learning. If schools aren’t sure about which efforts to implement, we recommend they consult with professionals familiar with available programs.

CHECK YOUR RESULTS
By conducting ongoing evaluations, schools can determine the effectiveness of their programs and adjust their efforts to address the changing needs of the student body.

LEARN THE STUDENTS’ STORIES
The broader social-emotional histories of the students involved can inform the nature of their bullying involvement and the ways in which it affects them, as well as suggest the most effective interventions. Some questions schools should consider include: Is the student involved in other forms of violence or victimization at school or outside of school? Is he/she involved in bullying in multiple settings, or is it specific to the students that he/she is interacting with? Using information unique to each student and his or her history will allow schools to tailor effective interventions.
Margie Dillenburg is no longer chief operating officer of Invisible Children, which produced Kony 2012—not that you’d immediately guess that from chatting with her. She spent seven years guiding the nonprofit’s education efforts in schools and colleges by showing films and building supporting curricula. When she talks about her work with Invisible Children, and especially about Kony 2012, it’s still in the present tense. The Kony 2012 backlash—the accusations of oversimplification, misrepresentation, and of encouraging kids to be “slacktivists,” rather than activists—hits a very raw nerve.

So, Dillenburg is doing something about it, sharing lessons learned and pursuing a doctorate at SED with the goal of pioneering a new human rights-focused school curriculum.

Kony 2012 was a documentary with a simple goal: bring Ugandan guerrilla leader Joseph Kony to justice. It became a viral web phenomenon acclaimed by some, reviled by others, and watched by more than 100 million people worldwide.

At the center of the storm was a former middle school teacher.

By Andrew Thurston

Lessons from Kony 2012

Do teachers avoid teaching issues of social activism because they worry about losing their objectivity?

That’s definitely a fear, but I think it’s more that they’re just overwhelmed by the curriculum. Their job is at stake; if they don’t teach American history, they’re going to be fired.

The other problem is helicopter parents— if they’re going to say, “What is this propaganda?” or “I don’t want it to be a gateway into more learning,” Invisible Children’s films are meant to be teachable moments, so we start a conversation and when a kid gets excited, there’s a next level of involvement that we’ve very strategically designed: we have a student mentor, we’ve trained the teachers on how to supplement this, and we have a curriculum that meets state standards.

Do you worry that kids who were engaged by the film will be turned off to similar campaigns by the backlash?

Yes, that’s the thing I’m most afraid of. I think we had the ability to ignite something in a lot of kids, and then the skepticism made them put their idealism in check. We wanted them to channel that youthful idealism; we actually had substantive things for them to do.

How do you plan to counter that?

I want to research those ideas of slacktivism and clicktivism. Activism has been on the decrease since 1970 and I think social networking in the democratization of youth.

Do teachers avoid teaching issues of social activism because they worry about losing their objectivity?

That’s definitely a fear, but I think it’s more an energy issue, how much energy you have and how beaten down you’ve been by the system. The school system is a really difficult place to exist with any sort of idealism; that’s why I had to leave after four years. The teachers who are tired and have tried, they all joined for good reasons, their objectivity?

I want to research those ideas of slacktivism and clicktivism. Activism has been on the decrease since 1970 and I think social networking in the democratization of youth.

Margie Dillenburg

What would you do differently if you could do it all again?

We just didn’t have the organizational capacity to handle the fastest-growing internet video on the planet. We hired people to answer emails, but we just couldn’t do it fast enough. I don’t know if we would’ve done a whole lot differently; you can’t anticipate the fallout and I don’t think I would ever say having that many people see the video was a problem or a mistake.

Did you ever talk to any of the teachers you worked with about slacktivism?

It depends on what teachers you talk to. There are the young, excited teachers who see that spark in their kids’ eyes and they want to fan that flame, and they say, “It’s not slacktivism, they want to do something and it’s our job to help them. They don’t have the tools and that’s why we’re here.”

But then you talk to other teachers, maybe...
BENEFITS OF MUSIC ACROSS THE CURRICULUM

BY JENNIFER N. BAYLOR (’04)

ACCORDING TO THE AMERICAN Music Therapy Association, music therapy addresses individualized goals through music and facilitates development of physical, cognitive, communication, and social skills. It promotes emotional well-being and positively influences behavior, attention, motivation, and quality of life. I am not a music therapist. Rather, I’m a teacher who recognizes the power of music in motivating students to engage in educational activities. My students have multiple/severe disabilities, including cognitive and communication impairments, physical disabilities, vision and hearing loss, and special health care needs. Every day, I observe my students’ positive responses to music. I use music to work on individual skills, encourage active participation, and maximize fun and enjoyment in our classroom. I have seen the benefits of music across the curriculum, and I want to share with you some ideas for using music in your classroom.

MUSICAL TRANSITIONS

A CD of carefully selected songs can prepare students for transitions. Musical cues for important events (e.g., arrival, lesson time, dismissal) contribute to student understanding of routines. Transition music paired with schedule symbols and other student-appropriate language helps develop awareness of what will happen next.

SONGS AND CHANTS

Familiar songs help students participate in group activities. Routine “get ready” and “finished” songs help students recognize the beginning and end of lessons. Many teachers incorporate a “hello” song and “days of the week” song into their morning circle. A “good-bye” song at the end of the day indicates that it’s time to go home. Chants or raps may be a more age-appropriate alternative for older students and great opportunities for working on communication skills, such as signing and using voice-output devices. With facial expression, vocalization, and body movement, students may show improved anticipation, comprehension, and concept development within familiar activities.

MUSIC WITHIN MULTISENSORY LESSONS

During morning circle, a “music of the day” can be used alongside a “smell of the day” and tactile “object of the day” to develop awareness of the days of the week. Try to create a connection between the music, smell, and object. For example, on Cherry Blossom Tuesdays, students may listen to Japanese music while smelling cherry blossom lotion and exploring silk flowers. Music can improve students’ engagement in literacy lessons. While engaging with a book such as Gulliver’s Travels, students might enjoy vocalizing along with a sea chanty as they don sailor hats and explore a toy ship. They may benefit from listening to sounds of the sea as they are sprayed with water and explore blue cellophane “sea.” Associating music and sounds with events in a text will help make literature come to life.

With thoughtful creativity, music can enhance any academic lesson!

MUSIC AND MOVEMENT

Students benefit from opportunities to move to music. Fast songs encourage active movement. Slow songs promote both emotional and muscular relaxation. Within a structured lesson, students might engage in particular actions during some songs and enjoy freestyle movement during others. Students can make choices and communicate about how they want to move. Placing a CD player on a resonance board allows students to feel rhythmic vibration through their hands, feet, and bodies. Instruments, scarves, and other dance props encourage exploration and tool use. Position students in close proximity on the resonance board to encourage peer awareness and interaction. It might be helpful to work with a physical, occupational, and/or music therapist in creating a music and movement session appropriate for your students.

INDIVIDUAL SKILLS

Music may motivate students to use their voices, develop hand skills, and take steps. Through activities involving music, students might learn cognitive skills such as object permanence, cause-effect, and imitation. Students can demonstrate musical preferences and make choices. They can use switches to activate favorite songs and music videos. Simply providing opportunities for students to enjoy music is worthwhile and beneficial. Music is fun. The therapeutic benefits have been well researched. I strongly believe that educational outcomes for students with multiple/severe disabilities can be greatly improved when instruction is accompanied by the sound of music.

Submit your op-ed to www.bu.edu/sed/oped.

DEDICATION

Every February, before embarking on their student teaching placements, SED juniors gather to affirm their dedication to their chosen profession: education. Inspired by nursing schools’ capping ceremonies, the Pinning and Affirmation Ceremony (commonly known as Junior Pinning) has become an SED tradition. Before an audience of friends, family members, alumni, faculty, and staff, juniors recite a pledge written by Professor Steven Tigner for the first pinning, in 1989.

THE BOSTON UNIVERSITY EDUCATOR’S AFFIRMATION

I DEDICATE MYSELF TO THE LIFE OF AN EDUCATOR, TO LAYING THE LIVING FOUNDATIONS UPON WHICH SUCCESSOR GENERATIONS MUST CONTINUE TO BUILD THEIR LIVES.

I DEDICATE MYSELF TO THE ADVANCEMENT OF LEARNING, FOR I KNOW THAT WITHOUT IT OUR SUCCESSORS WILL LACK BOTH THE VISION AND THE POWER TO BUILD WELL.

I DEDICATE MYSELF TO THE CULTIVATION OF CHARACTER, FOR I KNOW THAT HUMANITY CANNOT FLOURISH WITHOUT COURAGE, COMPASSION, HONESTY, AND TRUST.

I COMMIT MYSELF TO THE ADVANCEMENT OF MY OWN LEARNING AND TO THE CULTIVATION OF MY OWN CHARACTER, FOR I KNOW THAT I MUST BEAR WITNESS IN MY OWN LIFE TO THE IDEALS THAT I HAVE DEDICATED MYSELF TO PROMOTE IN OTHERS.

IN THE PRESENCE OF THIS GATHERING, I DO DEDICATE AND COMMIT MYSELF.
H ave you heard the news?

BU’s making HISTORY.

See what the launch of our first University-wide campaign means for BU—and how you can be part of it.

BU.EDU/CAMPAIGN

The Campaign for Boston University

CHOOSE TO BE GREAT