



iHala Madrid!

One of European soccer's giants has joined with the School of Education's sports psychologists to give its players—and our students—an edge over their rivals.

For more and more top athletes, sports psychology is emerging as a way to nudge ahead of the chasing pack. Even the world's most-storied soccer franchise, Real Madrid, is trying to see what the discipline can do for those already considered to be at the peak of their game. The Spanish heavyweights have teamed up with sports psychologists from SED to test the field's latest advances and help drive future research.

Under the partnership, which also includes MIT's AgeLab research center, students will travel to Madrid to share the hottest theories on motivation and sporting success. They also hope to bring back new ideas for improving performance and extending the limited careers of top-level players—conclusions that could help the rest of us enjoy a longer and higher quality of life.

It's an exciting time to be working with Real Madrid, which is spending big bucks on new players and has pumped millions into its training complex. Included in the updated facilities is the neuro- and biofeedback equipment sports psychologists use to measure athletes' mental and physical reactions to game situations, from net-busting kicks to calamitous misses. During bio-

feedback sessions, SED students will track the soccer stars' brainwaves, heart rate, respiration rate, muscle tension, and skin conductance (subtle skin and muscle reactions give clues to emotional response) as they watch videos of successful and unsuccessful performances. They'll then teach the players how to control their minds and bodies to more consistently hit that elusive sporting sweet spot, "the zone."

"Athletes learn very quickly that their bodies react in a unique way to whatever they're thinking about and their feelings," says Leonard Zaichkowsky, professor of counseling psychology at SED. "What they have to do is learn what it really feels like when they're playing super, when they're in the zone: 'This is what my heart rate has to be like, this is how much I'm breathing.'"

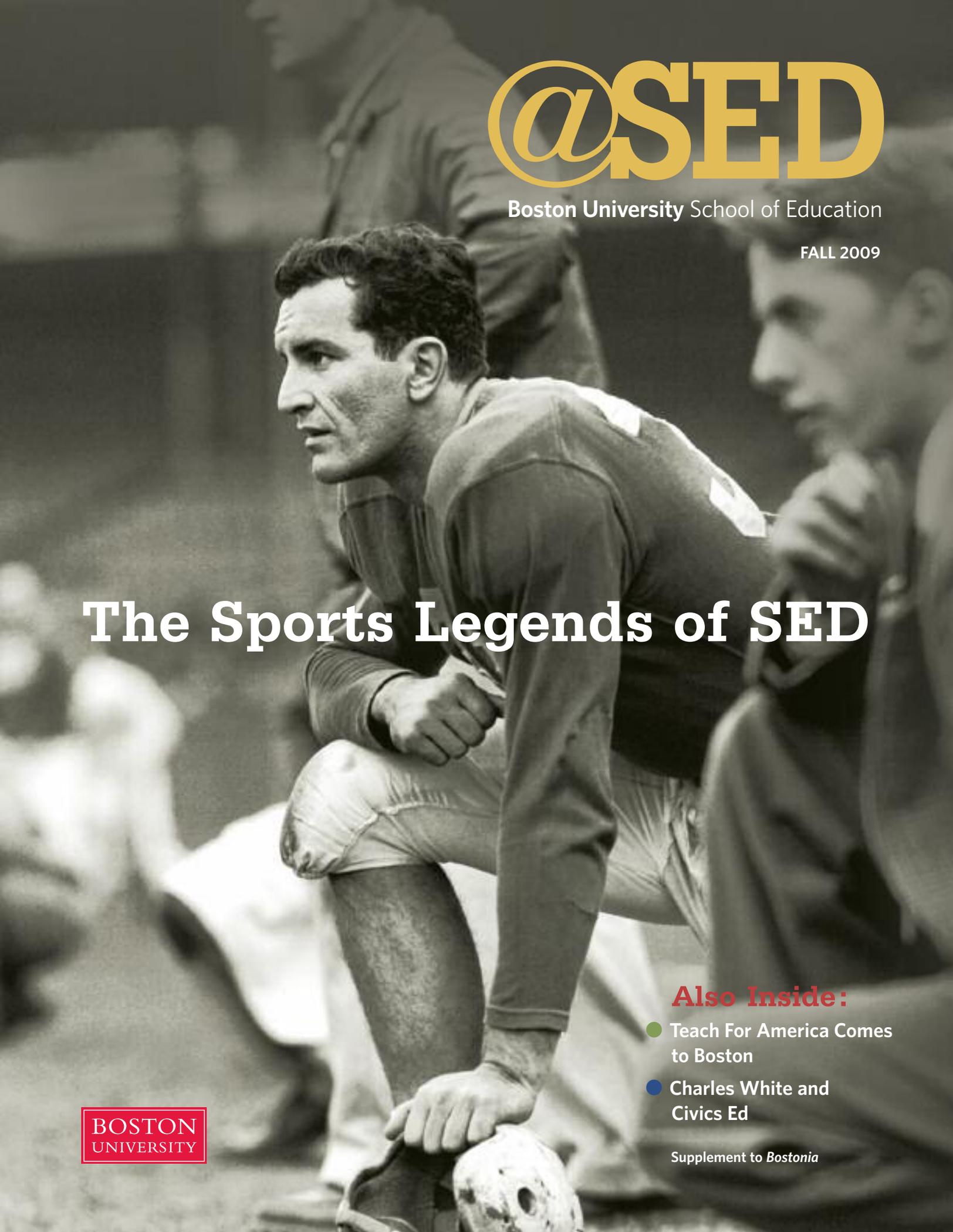
The students will also use the data they collect to further research "which interventions seem to work and which don't," says Zaichkowsky.

If successful, the project's findings could change the way franchises the world over nurture their players. The biggest sporting names in the U.S. have nothing on Real Madrid—500 million fans cheer every kick of Spain's most successful club. According to Zaichkowsky, that reach makes this partnership unprecedented: "It just never happens," he says. "Olympic-level and professional sporting clubs don't want to do research. In some places, a sporting club will have an affiliation with a university, but it's nothing as systematic as this."

That's not lost on one of the first students likely to benefit. A former pro soccer player in Turkey's top-rated Süper Lig, Paulo Oppermann ('11) can't wait to mix with Madrid's big names. "It's the holy grail of clubs; there's no better place to go," says the doctoral student. "Also, if you do a good job there, you don't need to advertise yourself; your job speaks for itself." ●

From left: Joseph Coughlin, MIT AgeLab director; Valter di Salvo, Real Madrid High Performance Centre head; and Leonard Zaichkowsky, BU's director of sports psychology training





@SED

Boston University School of Education

FALL 2009

The Sports Legends of SED

Also Inside:

- Teach For America Comes to Boston
- Charles White and Civics Ed

BOSTON
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Supplement to *Bostonia*

● ● ● | MESSAGE FROM THE DEAN |

Dear Friends,

As I begin my second year as dean at your alma mater, I am pleased to say that I am even more excited about the School now than I was when I started. I am very impressed with the faculty's dedication to teaching and service, and with the students' commitment to pedagogical preparation and outreach. The SED community remains as you knew it, close-knit and friendly. On campus, we provide students with a great base from which to explore the University and the city. Abroad, in cities such as Sydney, London, Kyoto, and Lima, we expose students to cultures and curricula that will serve to advance their growth, both personally and professionally. We now enjoy a growing collaboration with Boston Public Schools through the Step Up initiative, an unprecedented partnership with five universities, ten local schools, and the City of Boston. Currently, we are working with Boston English High School and the William E. Trotter Elementary School. The first cohort of Teach for America recruits have arrived in Boston, and we are happy to report that 80 percent of them will seek their EdM here at SED. Two national championship teams will defend their titles this year: the BU hockey team became national champs for the fifth time and the BU figure skating club won its first national title. As the New England summer transitions into winter, the class of 2013 energizes these autumn months and captivates the campus as only first-semester freshmen can. This really is a great place to be.

I have asked the faculty to participate in a very extensive and demanding strategic planning process to develop a five-year plan aimed at keeping SED a meaningful school of education within a progressive international university. This process will help us create a clear vision for what we aspire to become. We look forward to announcing the results in the next newsletter and on the website. In this issue of @SED, we will share with you a faculty-led global outreach program that promotes enlightened and responsible citizenry, a local outreach program that addresses educational inequities, a highlight reel of sports heroes from SED, and a new column called "Dean's Commentary." The initial commentary will consist of my remarks to the graduating class at Commencement 2009.

Before you turn the page, I want to thank you for your continued generosity. More than 3,000 of you sent financial support, and many more have made us proud through the contributions you are making to society. Our alumni are serving on the boards of major universities, providing leadership in countless schools and classrooms, and running charter schools. Your contributions allow us to provide aid to undergraduate and graduate students; to support the work we are doing in local public schools; to support our international programs; to further alumni engagement programs, such as the alumni speaker series, alumni weekend, and our spring mini-conference; and to help maintain the standard of excellence we offer our students here at SED. We thank you for what you do for us and what you do for the world.

Come visit, e-mail, call, or write. Please let us know how you are doing, what we can do to be helpful to you, and what you think we can do to continue being a meaningful and useful school of education.



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**Boston University
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FALL 2009

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**Ruth Shane
garners
Perkins Award**

Among many nomination letters for the 2009 John S. Perkins Distinguished Service Awards, three names kept popping up.

“When you read the letters you get a good sense of how very important these nominees are to the people writing them,” says Bill McMullen, a clinical assistant professor at the School of Education and head of the selection committee. “That’s true across the board. But three names just came up again and again.”

One of them was Ruth Shane, director of the Boston Public Schools Collaborative at the School of Education. Along with Ruthie Jean (CAS’95, SED’98), associate director of undergraduate programs at the College of Engineering, and Robert Bouchie (SMG’92), anatomical gift coordinator and laboratory manager at the School of Medicine, she was honored at a ceremony last spring at The Castle. The three each received a plaque and \$500.

“The recipients are spread out across both campuses and include people not only doing work within the University, but involved in the relationship of the University to the outside community,” McMullen says.

Shane arrived on campus in 1975 and has directed the Boston Public Schools Collaborative at SED since 1984, working closely with the city’s public schools. She also oversees the Boston Scholars Program, the largest and oldest scholarship program for urban high school graduates in the country.

“Ruth has helped countless students from disadvantaged socioeconomic backgrounds acquire the reading skills so critical to success,” McMullen quotes from a nomination letter. “She is tireless about taking on challenges posed by urban district schools.”

“I’ve looked for ways to create opportunities for Boston public school students to think about college as an option,” Shane says, “and to help them to focus academically, not necessarily so that they’d come to BU, but that college would be in their future.”

Shane says her ultimate gratification is when a Boston Scholar becomes a public school teacher, turning out more Boston Scholars. “I’ve been doing this long enough to be able to step back and say, ‘We’ve really created a cycle,’” she says. “It just takes my breath away sometimes.”

The Perkins Awards are presented by the Faculty Council and funded by an endowment from the late John S. Perkins, a former University faculty member, administrator, trustee, and treasurer.

—Caleb Daniloff

**Alum addresses conference
on positive culture**

Alison Adler (’81) was the keynote speaker at the 2009 Governor’s Institute for Educators, held in July at Bloomsburg University in Pennsylvania. The topic of this year’s conference was “Improving Academic Success through Positive School Culture.” Hosted by Pennsylvania Governor Edward Rendell, the weeklong event challenged teachers and administrators to improve their school climate by reducing bullying, boosting attendance, and enforcing rules consistently.

Adler, who holds a doctorate from SED in program design and evaluation, is the chief

of safety and learning for the Palm Beach County (Florida) School District. She has pioneered the “single school culture” concept, a holistic approach to raising academic performance by building a stronger sense of school community. She has published numerous articles and has been featured in *Education Week* and *Harvard Graduate School of Education News*. A former teacher, assistant principal, and dropout prevention manager, Adler co-authored the Florida Department of Education’s *School Staff Guide to Risk and Resiliency*. She gives presentations across the country, speaking on risk and resiliency, single school culture, and violence prevention.

Among Adler’s past honors are 1996 National Peace Educator of the Year and 2001 Palm Beach County Mental Health Advocate of the Year.

—Ray Billings

**Students band together for
character education**

“Ever since I read *Nicomachean Ethics* freshman year in a Cultural Foundations elementary education class, I began to value the importance of developing a virtuous character,” says Samantha Rabinowicz, founder of the newly established Boston University Character Education Club. “I started this club to teach future educators how to incorporate character education into the classroom.”

Club members emphasize that any educator, regardless of subject, can create a connection to moral education. Furthermore, they’ve identified a pressing need for ethics education among today’s youth. “The elementary and middle school years tremendously influence adolescents,” says Rabinowicz, “and it is in our best interest to shape students for a positive future during this time.”



The 20-member club takes as its guiding principle the *Character Education Manifesto*, written by three SED faculty members in 1996 and endorsed by the governors of eight states, including Massachusetts. The manifesto states: “Distressed by the increasing rates of violence, adolescent suicide, premature sexual activity, and a host of other pathological and social ills assaulting American youth, we propose that schools and teachers reassert their responsibility as educators of character.” And Rabinowicz’s group aims to address the same problems.

Barely a year old, the club is already doing good work in the community—for example, hosting workshops for Girl Scouts earning badges in citizenship and healthy relationships.

The Character Education Club’s executive board is composed of President Vanessa Voas (‘10), Vice President Rabinowicz (‘10),

Secretary Susan Gillmor (‘11), and Treasurer Kristen Torchia (‘11). While their disciplines vary, they all believe their responsibility as teachers would go unfulfilled if they neglected the moral development of their students.

—Hillary Klemmt

Cambridge University honors SED grad

In August, after months and months of review, the editor and board of the Cambridge University journal *Language Teaching* named Andrea Borbely Hellman (‘08) the winner of the 2008 Christopher Brumfit Thesis Award. The prestigious recognition is awarded for the doctoral thesis research that made the most significant and original contribution to the field of second language acquisition (SLA) and/or foreign language teaching and learning last year.

Hellman’s EdD thesis, titled *The limits of eventual lexical attainment in adult-onset second language acquisition*, investigates whether adult-onset second language learners achieve native-level vocabulary after decades of immersion. A battery of vocabulary tests were administered to three groups: highly educated and successful adult-onset learners of English, monolingual English speakers, and bilingual native speakers of English. The native speakers outperformed the nonnative speakers overall, but the rate of native-like achievement was remarkably high among the successful adult-onset learners, indicating that a native-level vocabulary was attainable even in adulthood.

Hellman completed her dissertation at SED under the supervision of professors Shanley Allen, Mary Catherine O’Connor, John Read, and Marnie Reed.

—RB

The next stage

The School of Education bids farewell to a few veteran faculty members who are retiring.

Associate Professor of Curriculum & Teaching **J. Franklin Fitzgerald** has taught at SED for half a century. For 31 years, he was program coordinator for mathematics education. More recently, he has also been a mathematics consultant to the Boston Public Schools.



Upon Fitzgerald’s 2006 induction into the Massachusetts Educators Hall of Fame, the Association of Teachers of Mathematics in Massachusetts stated, “His demand

for rigor in mathematics and statistical design, his love of mathematics, his dedication to mathematics education, and his editorial talents influenced many mathematics educators.”



Judy Schickedanz, professor of literacy & language, has taught at SED for 33 years. She was among the first scholars to recognize how significant the years from birth to pre-

school are to the development of literacy. Her 1990 book *Adam’s Righting Revolutions: One Child’s Literacy Development from Infancy through Grade One* is a seminal text in the field. Thanks to her work, teachers and researchers have now “acknowledged that children are born into the world of literacy,

and their experiences with this fundamental ability begin in infancy,” says Schickedanz’s counseling & development colleague Lee Indrisano. “From her noteworthy beginning to this day, she has continued to generate and to use these insights in the service of children who live in poverty and who may not have experienced their ‘righting revolution.’”

Also leaving SED are **Eileen C. Sullivan**, clinical assistant professor, curriculum & teaching; **Deborah Youngman**, assistant professor, literacy & language; **Lindsay Bigda**, administrative coordinator, curriculum & teaching; and Early Childhood Learning Lab teachers **Maura Lally** and **Marya Outtersson**.

The School also welcomes several new faculty and staff, whom you will learn about in our next issue.

Historical Highlights:

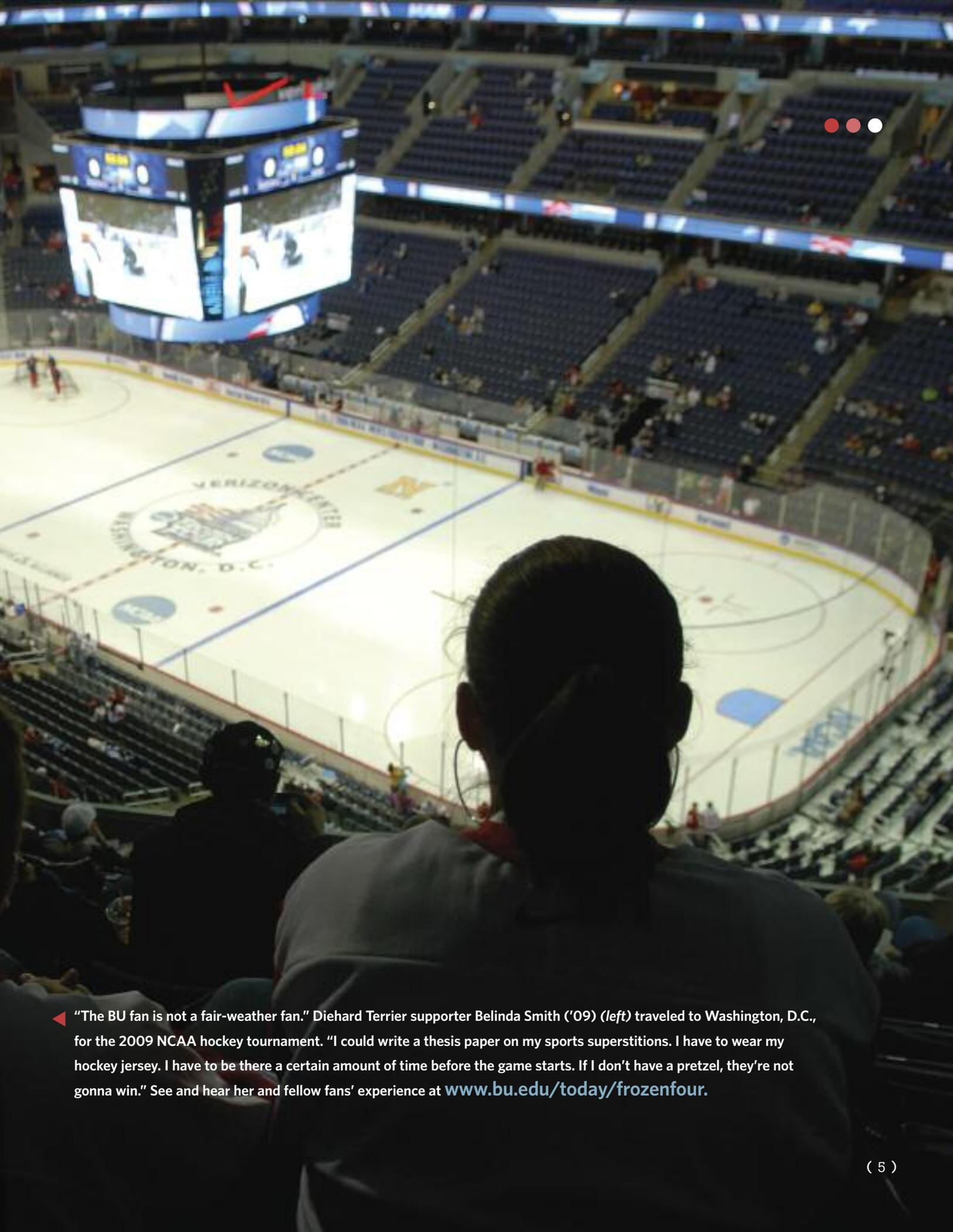
SED SPORTS

It's been a glorious year for Boston University athletics.

Most memorably, the men's ice hockey team beat Miami University of Ohio, 4-3, in overtime (after trailing 3-1 with less than a minute left in regulation), to win the NCAA national championship. And plenty of other competitors have done BU proud, this year and in years past.

The School of Education has long played a proud part in BU's athletic tradition. Hockey Terriers-turned-Olympians, two-sport stars, long-distance legends—some of Boston's best-known sports figures have rocketed right out of SED.





◀ “The BU fan is not a fair-weather fan.” Diehard Terrier supporter Belinda Smith ('09) (left) traveled to Washington, D.C., for the 2009 NCAA hockey tournament. “I could write a thesis paper on my sports superstitions. I have to wear my hockey jersey. I have to be there a certain amount of time before the game starts. If I don't have a pretzel, they're not gonna win.” See and hear her and fellow fans' experience at www.bu.edu/today/frozenfour.



The Miracle

***Sports Illustrated* called it the Greatest Sports Moment of the Century.**

At the 1980 Olympics in Lake Placid, New York, a scrappy, young USA hockey team beat the Soviet Union, a seasoned squad of professionals undefeated in Olympic competition since 1968. Captain Mike Eruzione ('77), former BU Terrier, scored the winning goal. The Americans went on to beat Finland for the gold.

Since then, Eruzione has been a television broadcaster and an assistant BU hockey coach. He is now BU's director of special outreach for athletics, a motivational speaker, and part owner of the Omaha Lancers of the USHL. Eruzione spoke with @SED about his playing days—and the hard work behind the "Miracle on Ice." —PK



What do you remember about SED?

All the hockey players were SED guys. Or predominantly. Because a lot of us wanted to be phys ed teachers. I think we had nine or even ten guys who were SED majors when I was at BU. [Note: records confirm ten SED students—nearly half the team—Eruzione's senior year. -Ed.] Which was great, because we'd all go to class together. Or miss class together—either way. (laughs)

Do you coach hockey in [hometown] Winthrop?

I volunteer as an assistant high school coach there. It's fun. My kids played, so I coached them when they were there. The kids I coach now, I went to school with their parents—everybody knows everybody in Winthrop. The head coach is a kid named Dale Dunbar [(CGS'82, MET'99)], who's a BU grad as well. So it's funny: When we had a new kid who transferred to the school, his

first day of practice he walked in with a BC hat on. I looked down and said, "Looks like you don't want to make this team, do ya?"

Were you a BU fan growing up?

To some degree, as I got into high school. I mean, how could you not love BU? They were national champions two years in a row when I was in high school. If you wanted to play college hockey, this was the place to play.

Which you then did. Any highlights from your time as a Terrier?

Well, we won four ECAC [Eastern College Athletic Conference] championships. Going to four Final Fours was pretty special. Probably the *lowlight* was never winning one. I had a chance to talk to last year's team before they played New Hampshire [in the NCAA tournament], and that's what I told them: I've won an Olympic gold medal and Beanpots and college hockey tourna-

ments—and still, the void in my life is having played here and gone to four Frozen Fours and not winning a national championship.

Well, you kind of made up for it with the Olympics, right?

Yeah, but it still gnaws at me a little. But the fans were great. Walter Brown Arena was just an unbelievable place to play. It was deafening in there.

What was it like playing for Coach Parker?

It was great playing for Jack. He had such a passion to coach and teach. And I mean, he bleeds BU. When you have a coach that has that kind of feeling toward the school and the program, it makes you want to play harder, because you realize how much it means to him. And to this day, it's the same thing. I think the kids realize what being a BU hockey player is all about because of Jack.

Was it exciting being in the Olympics?

Oh, that was unbelievable. Marching in the opening ceremonies—of all the great thrills for me, that was the most special one. And it was a small ceremony, unlike the hoopla now. But it was still special marching in, representing your country—in your own country, which makes it that much greater.

Tell me about the game against the Soviets, specifically The Goal.

Well, it was my shift. I jumped over the boards, and I could see the play developing in front of me. The puck went around the boards to Mark Pavelich, and he deflected it to me coming in over the blue line. I picked it up and there was a defenseman in front of me. It's amazing how many things go through your head in a short period of time. I thought: "If the defenseman stays in front of me, I'm gonna use him as a screen. If he comes at me, I'll just pass the puck by him," because there were three [USA] guys breaking to the net.

He stayed, and I used him as a screen. When the puck left my stick, I thought it was in, because I had the whole far side of the net. I pulled it just a little, enough where it found its way through.

Then, you know, there's still ten minutes left in the game! That's an eternity against the Soviets.

And in those ten minutes, Jim Craig ['79] stayed strong.

Yeah, Jim was in goal. Jim made a ton of great saves. When you win a game like that, everything has to fall into place. Goaltending, defense, scoring opportunities. It really was the ultimate team victory.

How about the morale boost for the nation? My Dad once said, "That was the first good news anyone had heard in a long time."

That's the amazing thing. I run into people around the country who talk about that. And most of those events where everyone remembers where they were when it happened? They're negative—when Kennedy was assassinated, the *Challenger*, September 11, even D-day. And then there's us. It's nice to know we were a part of something positive, something that touched so many people's lives in a good way.

A couple years ago, a USA Today reporter said to you, "If your wrist shot had been an inch off the mark, your life would be very different," and you answered, "But guess what? The shot wasn't off."

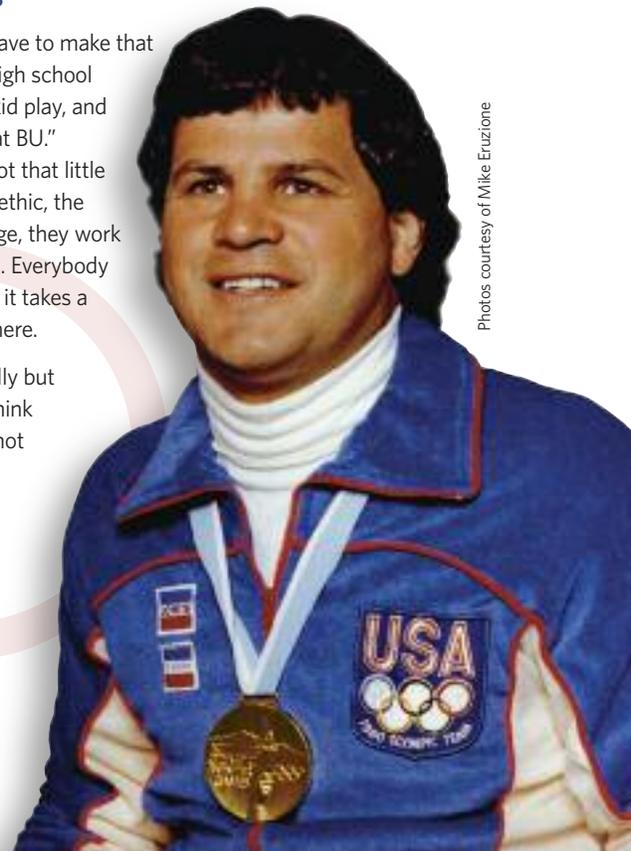
Yeah, I didn't shoot to miss! A friend of mine once said—because I was a bridge painter in college; that's how I made money in the summertime—"If you shot the puck three inches to the left, you'd be painting bridges now." And I said, "But it didn't go three inches to the left. It went exactly where I wanted it to go." I'd taken that shot thousands of times, whether in high school games, college practices.

Which you could also say about Matt Gilroy's [(MET'09)] play at the end of the [2009 NCAA Championship] game. That's what they practiced for, that's what they worked hard for. Those plays don't just happen by accident.

Do any of the current Terriers remind you of yourself or your old teammates?

Probably Jack would have to make that analogy . . . But [at a high school game,] I can watch a kid play, and go: "That kid belongs at BU." Because they've just got that little something—the work ethic, the defensive zone coverage, they work both ends of the ice . . . Everybody wants to go to BU, but it takes a certain kind of player here.

And not only athletically but academically. I don't think some kids realize: It's not easy to get in here. It's more than just playing hockey. ●



Photos courtesy of Mike Eruzione



The Club Champ

This has been a good year for the University's athletes on ice.

The BU figure skating club won the national intercollegiate championship for the first time in the club's 34-year history. Placing first in every freestyle event, BU topped the field at the U.S. Figure Skating college tournament in Colorado Springs last April. Club member Diana Cheng ('11) did her part, nailing her move, the camel sit spin. "It's a combination of artistry and athleticism," she says of her favorite sport.

Cheng is a doctoral student in mathematics education at SED. She earned a bachelor's degree in mathematics from MIT, where she began competitive figure skating. One MIT physics professor still uses

clips of her skating to teach "conservation of angular momentum." Cheng says she leaves the calculations off the ice, however. "I just feel it," she says. "I like spinning and jumping. I like gliding around the ice. It's kind of a frictionless surface."

Plenty of practice and planning went into the victory, Cheng says. "Last year, we placed sixth. But this year, we did a lot of strategizing," matching each skater's strengths to the right events. "I see it as an optimization problem." The problem-solving paid off, as BU toppled reigning five-time champions Dartmouth.

That was just one of the hurdles Cheng cleared that month. On April 1, she became program manager for *Inquiring Minds* (see *Spring 2009 issue*). "Then [CAS math professor] Glenn Stevens said, 'Oh, we need a report that needs to be turned in on April 15.' I thought, 'You're kidding me.'" Cheng pulled together the report for the Massachusetts Department of Education within days.

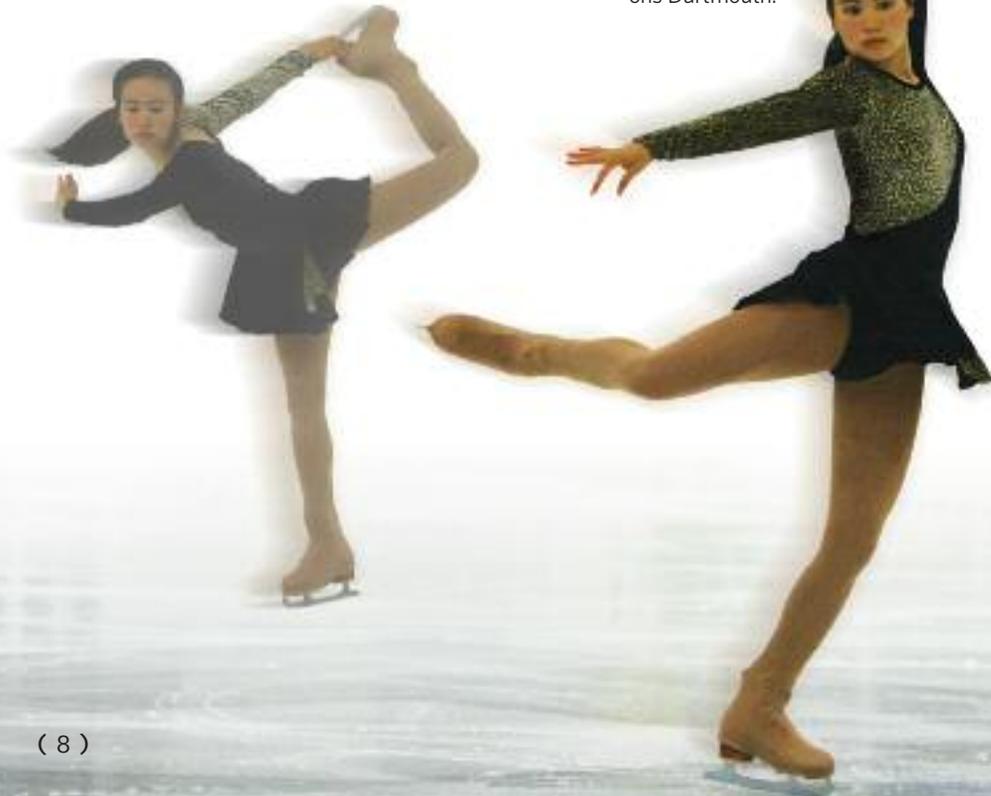
She then flew to San Diego, where she and a classmate presented a poster at the American Educational Research Association conference, which ran April 12 to 17. From there, she flew straight to Colorado Springs for the figure skating nationals, April 17 to 19. The next day, she flew to Washington, D.C., where she gave yet another presentation, to the National Council of Teachers of Mathematics, finally returning to Boston on the 22nd.

"Then at the end of April, I took my first comprehensive exam," she says. "And I passed!"

"Yeah, I have an intense life," Cheng says, laughing. "I'm used to traveling, because my family's from Taiwan," she adds. Nevertheless, by Colorado, "I was miserably sick. And the worst day was the day I had to skate."

Cheng also competes in another U.S. Figure Skating field, Theatre On Ice (TOI). Her team, Pizazz, was a runner-up in choreographic exercise in the TOI nationals in June, qualifying them to compete in the world competition in France next year. ●

—PK





The Golden Greek

Aristotle "Harry" Agganis ('54) was Boston University's first All-American, a quarterback who also kicked and played defense.

He put BU on the map in the days when college football was far more popular than the pro game. (The Boston Patriots were playing on Braves Field, television was new, and the Superbowl hadn't been conceived yet.) And the sought-after athlete excelled in not just one sport, but two.

The son of Greek immigrants, Agganis grew up in Lynn, where he attracted baseball scouts' notice as a semipro standout. Though the Cleveland Browns picked him first in the NFL draft, Agganis signed with the Red Sox as a slugging first baseman. On his BU graduation day, he hit a game-winning home run against the Tigers at Fenway Park, hopped into his light blue Lincoln, and drove up Commonwealth Ave. just in time to receive his diploma at Braves Field.

Agganis was batting .313 for the Sox in 1955 when he was struck down with a pulmonary embolism. He died at age 25. Agganis's life is portrayed in the documentary *The Golden Greek*, narrated by Olympia Dukakis, and on Comm Ave. he is memorialized in bronze and in the name of BU's arena, which opened in 2004. ●

—PK

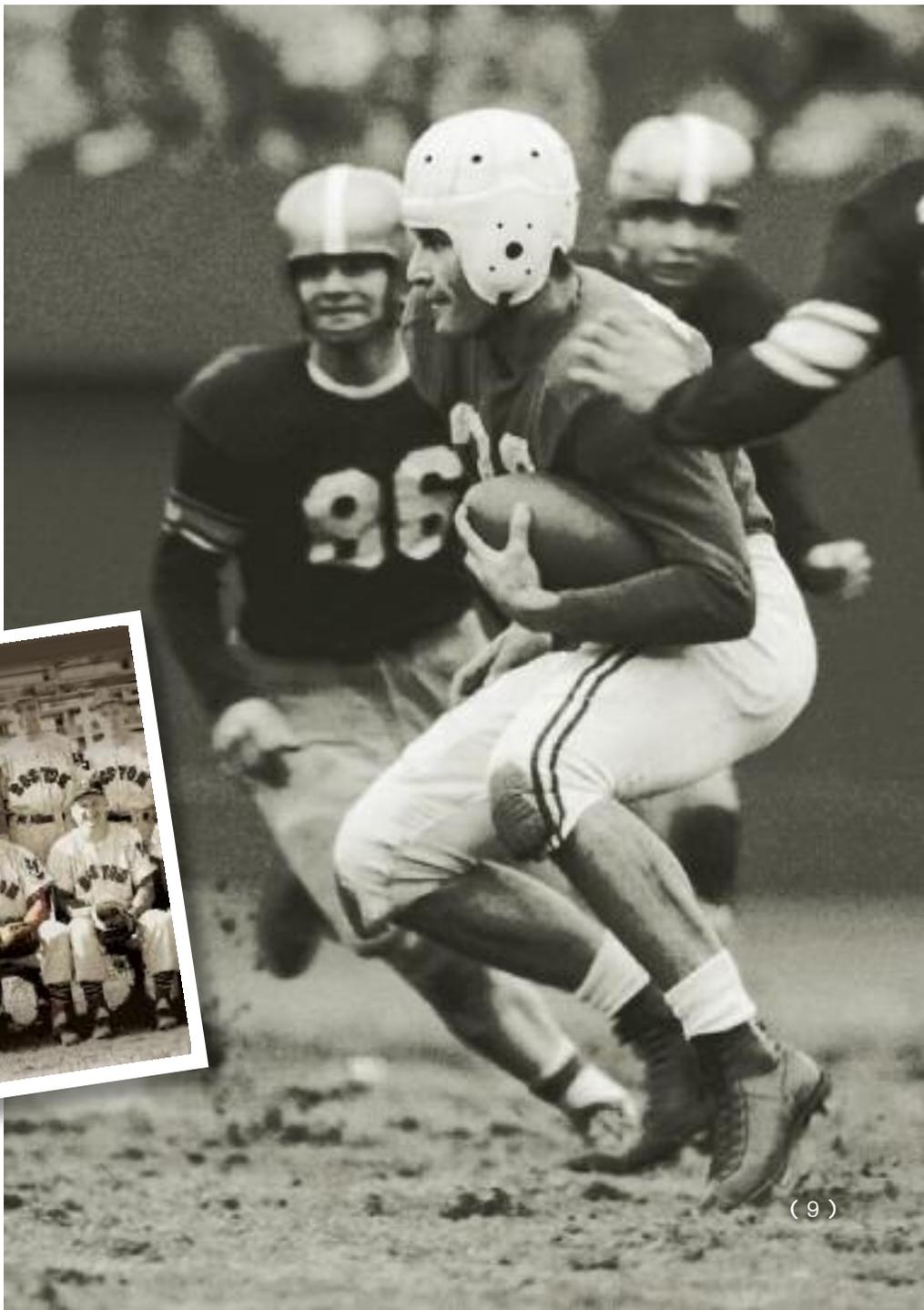




Photo from the *Herald-Traveler* Photo Morgue, courtesy of the Boston Public Library Print Department



The Marathoners

One of the world's most prestigious road races, the Boston Marathon, passes BU's campus at Kenmore Square, just steps from the School of Education—which counts two of its most famous participants as alums. —PK

America's Only Hope

He's no kid, but they call him John Kelley the Younger, to distinguish him from the late John A. Kelley, another veteran of the Boston race. While the two were not related, the elder Kelley did acquaint and mentor his coincidental namesake after they ran against each other in a 10-mile race in 1947, when the latter was 16 years old.

By the time he came to BU on a track scholarship, John J. Kelley ('56) had already run his first Boston Marathon, and in 1953, while he was still a student here, he finished fifth. His 2:28:19 was the fastest time of any American in more than a decade. The local papers started calling him "America's Only Hope," the man who might best the Finns then dominating the field.

In 1957, Kelley, by now a schoolteacher in Connecticut, fulfilled those hopes, passing former champion Veikko Karvonen and winning the race handily. Well in the lead at Kenmore Square, he felt "a qualified 'Whew!' The race was almost done, and yet that crucial mile remained," Kelley recalls. "Those thousands of fans, [including] BU students—many of them my friends from Myles Standish dorm or classes—I couldn't let them down at this penultimate moment!"

All told, Kelley ran 34 Boston Marathons—finishing first of the Americans eight straight times—and competed in the Olympics twice.



A Team Effort

Cerebral palsy hasn't kept Rick Hoyt ('93) out of the race. As Team Hoyt, he and his father, Dick Hoyt, have completed 27 Boston Marathons, with the elder Hoyt pushing his son in a customized wheelchair. The pair has also raced in 229 triathlons. (For the swimming portion, Dick hauls Rick in a small boat.) They also once trekked 3,735 miles across the country. The 2009 Boston Marathon was Team Hoyt's 1,000th race.

Rick's condition didn't prevent him from earning his bachelor's degree at SED, either. "When I took my first education class, which required all the students to student-teach in a community," he says, "someone had to lift me on and off a bus. To make a long story short, I had to hire a fellow student as a Personal Care Assistant (PCA) to lift me on and off the bus. The way it ended was my partner in class was my PCA."

By his final year at BU, Team Hoyt was a familiar—and inspiring—sight every Patriots Day, especially for those who knew Rick from classes or around campus. "I don't remember any particular [classmate sightings], but I can recall the crowd got very loud as we entered Kenmore Square," he says.



Photos courtesy of Rick Hoyt

Rick communicates using a computer; he types by moving his head. His first words came at age 10, in 1972: "Go Bruins." Boston won a Stanley Cup that year, and Hoyt remains a big B's fan. "I hope they go all the way in '09/'10," he writes. He follows the ice Terriers, too. "I lived in [Warren] Towers on the hockey floor," he recalls. "So I still keep track of BU." ●

To read more about Hoyt, Kelley, and fellow frequent marathoner Mary McQueeney ('83), visit www.bu.edu/today/marathon.

Why SED is partnering with Teach for America

They were academic aces and student-body leaders at elite colleges last year. Now, the 53 Teach for America recruits are leading elementary and high school classrooms in Boston, Cambridge, Chelsea, and Revere. The inaugural members of TFA's new Greater Boston chapter are teaching by day—then taking BU School of Education courses at night. And while few saw themselves as teachers before joining, at the end of two years most will stay on at SED to complete their master's, and many will likely choose the field for their profession.

Short term, long effect

Teach for America's mission is to close the academic achievement gap between low-income students and their wealthier counterparts. Stressing the transferable leadership skills to be learned in front of a classroom, the rigorously selective program recruits accomplished seniors at topflight colleges—Type-A achievers seemingly bound for finance, medicine, or law—and invites them to commit to teach in low-income urban and rural schools for two years.

Critics see a flaw in that approach: Disruptive turnover is built in. Not that many regular teachers don't leave the field within two or three years. But most TFA recruits go in thinking of education as an "experience," a stopover, rather than a career.

"They're not coming into it for the long haul," says SED Assistant Professor of Curriculum & Teaching Phil Tate. The profession does have trouble attracting "high-status people who paid a lot for their education," Tate agrees. "But teaching is not about status or leadership, which is what TFA offers. It's about commitment and sacrifice and long-term service, which is not what they understand it to be."

Then again, many get hooked. Based on a 2007 survey, TFA says that two-thirds of its alumni are employed in education—half as teachers and half as administrators. The organization acknowledges that only about 4,100 of roughly 14,000 alumni responded to that survey, but those relative few are making a big impact: 380 are school principals (23 in greater Boston) or superintendents, and more than 20 serve as elected officials, mostly on local school councils.

Even if they don't stay in the field, they leave with a vivid awareness of the plight of impoverished students. That means

◀ "My life objective is closing the achievement gap," says Teach for America-Greater Boston corps member Emily Berman (SMG'09, CAS'09). "That's where I want to make an impact. Whether I realize it as a principal or as a superintendent... I want to stay in education."





thousands of lawyers, doctors, executives, and policy makers now know what teachers know.

“Just imagine if every politician were a classroom teacher for even one year,” says Cole Farnum (CAS’06), who taught for TFA in Texas. “Just imagine how that could change the face of what decisions are made on behalf of children.”

Many of the new Boston corps members are on track to stay. After two years, they earn their Initial License. (They already hold preliminary licenses, having passed required state tests over the summer.) A third year in the classroom may then seem natural—especially for the 80 percent who will continue coursework at SED and complete a master’s degree.

Emily Berman (SMG’09, CAS’09) is one of these. Her plan is to “learn from the bottom how it is in the schools, and then apply that knowledge as an administrator.” She typifies the energetic doer TFA targets. As an undergrad, she was a *magna cum laude* double degree student, a teaching assistant, and a student club co-founder. She’s also 100 percent committed to closing the achievement gap. “If there were a higher percentage than 100, I would say that.”

The readiness question

But are TFA corps members adequately prepared? “Recruits are expected to go into the classroom after a piddling five-week training,” a Boston schoolteacher and SED alum posted on the *Boston Globe’s* website. “Teaching is a difficult job that requires a lot of training and experience, and while enthusiasm certainly helps, in the end, it doesn’t get the job done.”

The intensive five-week summer institute, says TFA spokeswoman Kerri Marcello Stroud, is “something we’ve been doing for 19 years. We refine it and reevaluate it every single summer, and it keeps getting stronger.” Furthermore, corps members get “two years of ongoing professional development and support” from full-time TFA program directors.

Different studies draw different conclusions about this system. A 2002 study at Arizona State found that TFA and other alternative certification programs were “harmful” to children. But the authors acknowledged that such research is “intertwined with the ideology of the researchers.” And TFA officials often cite a 2008 Urban Institute study that found their corps members in North Carolina were more effective than traditional teachers at raising student achievement. But that study’s corresponding author—as is footnoted on the title page—is the mother of a TFA employee.

Clearly, though, a crucial ingredient in corps members’ ongoing support is the coursework at the universities the organization partners with regionally. “TFA realizes they can’t do everything in five weeks,” says SED Director of Educational Initiatives Amy Slate. “That’s why they’ve come to us: In the Boston metro area, we are the best at what we do, which is train teachers.”

Some perspective

Still, the debate won’t be resolved soon, and the current budget crisis doesn’t help. Boston Public Schools (BPS) laid off 25 permanent teachers and at least that many provisional teachers last spring. But there were 150 to 200 openings due to retirements, and it rankled the Boston Teachers Union that even 20 of those slots would be filled by TFAers rather than existing provisionals. (The latter weren’t certified in the affected areas, but the union argued they could have been retrained.)

Such conflicts stem from philosophical as well as practical concerns. Tate fears TFA alumni “tend to come out of it as what passes in education circles as right-wing, free-market thinkers. Tear the system down and build a capitalist system with charter schools, no training, that kind of thing.” (Stroud disputes that notion: “We’re actually agnostic about public versus charter.”)

The *Wall Street Journal* has indeed praised TFA for circumventing “the vast education bureaucracy.” But SED Dean Hardin Coleman says that’s projection. “As TFA has been used in the media and by some parts of the educational reform movement,” Coleman says, “they can be painted with that brush.”

“But when you actually talk with them, and as we’ve engaged with them in this collaboration at BU, a very different picture emerges.”

Certainly, Berman doesn’t sound like a Jay Severin fan. She talks about how, “With my upbringing, I knew I could be anything I wanted to be. Business, law, science—I had options. But there are 13 million children out there who, because of their zip code, don’t have those options. It’s so fundamentally unfair.”

In other words, she’s not motivated by a desire to chip away at union labor and the social contract many of us cherish. She’s motivated by the desire to see poor kids do better in school.

And, says Coleman, “They’re addressing key issues that no one’s been able to solve. There is a shortage. If I could have filled all those slots, BPS would be delighted and would not think twice about hiring our students who are traditionally trained. But I don’t have the capacity. I cannot shift my students from major to major based on the year-to-year needs of the BPS.”

“I see Teach for America as another way to support our core mission,” Coleman says, “which is to prepare people to practice. If a math major from Williams College or Brown University had moved into Boston and gotten a job in the BPS, who told them, ‘You need to take these courses for certification,’ and they came to BU, and then decided to get their master’s, we’d be delighted. From our perspective, TFA is merely recruiting that group for us.”

“Now, they have a preachy tone sometimes,” the dean adds with a laugh. “But we’re glad they’re a part of our community.” ●



Civics Matters

Charles White promotes democracy at home and abroad

It happened more than a decade ago, but the memory still stirs emotion in Charles White. It was 1998 and White, an associate professor of curriculum & teaching at SED, was in Sarajevo to attend the World Congress on Civic Education. While there, he met a woman he calls his “teacher hero.”

She was a Bosnian teacher who told him about her life during the Serbian siege several years earlier. “Serb sharpshooters up in the surrounding hills fired down into the main street of Sarajevo, which had become a killing zone,” says White. “And yet teachers wanted to continue teaching during this time. It was too dangerous to have children travel to schools, so classes met in the basements of the apartment buildings along the main street, and the teachers ran the gauntlet to reach them. She was one of those teachers. When I asked her why she became a civics teacher after the war, she said, ‘I did not want to tell my children someday that, at a time when my country was on the brink, I did nothing.’”

Eleven years later, White is still traveling the globe to spread that fearless woman’s spirit of civic engagement. He recently returned from the thirteenth World Congress, held this year in South Africa. The annual event brings together civic educators from

around the world to exchange ideas on teaching the values of democracy. It’s part of a program called Civitas, a network linking teachers and policy makers in more than 70 countries, sponsored by the California-based nonprofit Center for Civic Education with support from the U.S. Education and State departments.

White was joined at the conference by SED Dean Hardin Coleman, who says he was deeply moved as he watched the presenters tell of the various ways they are teaching civic education around the world. “This for me was a room filled with peacemakers,” says Coleman, “people who are deeply engaged in teaching young children how to make positive changes in their societies and cultures that are nonviolent and represent democratic ideas that we cherish—self-determination, self-reliance, working with others to improve your local situation. And, to me, that is how you create peace,” he says.

The levers of power

White tells SED students about his teacher hero in a class he co-teaches with University Dean of Students Kenneth Elmore called Project Citizen. Based on a program administered by the



Associate Professor Charles White (left) with Chuck Quigley, founder and executive director of the Center for Civic Education, and his wife, Nanette Quigley.

Charles White and Dean Coleman traveled to South Africa for the 13th World Congress on Civic Education this past spring. At SED, White runs Project Citizen, We the People, and other programs aimed at boosting democratic participation.

Center for Civic Education, the course teaches students the value of participating in government and public policy. "Young people have been civically engaged in nontraditional ways," says White. "A good example is volunteerism and service—that's not a problem for young people. They do that. They're interested and concerned about public issues." But, White says, students often become frustrated with political issues and don't know how to take action—they don't know how to access what he calls "the levers of power." The Project Citizen class teaches them how. By the course's end, students are required to identify a problem, map out a solution and action plan, and propose a public policy.

Beginning in 2007 with six students, the course now has expanded into a required class for all elementary education majors. In the spring semester, it's open to all BU students.

Project Citizen has also been very successful internationally. "Because it's oriented toward process as opposed to factual information about constitutional principles that don't necessarily translate very well in other countries, it's a very popular program and has become very adaptable overseas," says White. "Wherever we go for these world congresses, there are always local students groups who come in and show their projects."

Learning to teach democracy

Citizen empowerment has long been White's greatest motivation. He remembers graduating from high school as an "altruistic, wide-eyed, want-to-change-the-world kid." After studying government as an undergraduate at Harvard, he went on to teach high school social studies in New Hampshire and Vermont. He later completed his doctoral work at Indiana University.

As director of SED's Projects in Civic Engagement, he oversees Project Citizen, We the People: The Citizen and the Constitution, and several other instructional programs that seek to encourage participation in public policy and civics-based activities in the U.S. as well as in emerging democracies. White is the state coordinator of the Civitas@Russia partnership, and since his first trip for the

program in 1995, he has worked to train Russian teachers how to educate for democracy. He says that much of the work has been service-oriented and less focused on public policy. "It's understandable since it's an emerging democracy, and the levers of power are not as accessible. But the service approach sets the groundwork."

"There is no Russian word for public policy," he continues. "In English there is 'authority'—legitimized power—and 'power.' In Russia, there are not two separate words. The only reality has been power. The idea that it should be legitimate is not part of the language." Part of his work with Civitas has been to consider how to translate the democratic principles to a Russian perspective.

"That's what makes the work exciting—to see the possibilities and the extent to which democratic principles are universal," White says. "I never cease to be inspired."

Lessons from civic ed abroad

Next up? Massachusetts Governor Deval Patrick has appointed White to a new commission that will investigate the state of civic education in schools and colleges in the Commonwealth and make recommendations to revitalize the curriculum.

"There is an irony that many of my colleagues overseas are doing amazing work with programs that are expanding exponentially year after year," notes White. "Frankly, they are doing better work than we are here in Massachusetts."

During his 1998 trip to Sarajevo, for example, he was astounded to see Bosnian, Croat, and Serbian children together at a Project Citizen showcase so soon after the end of the Balkan War. The program just took off, he remembers. "Yet we don't see the same explosive growth in [civics] programs in the U.S. Is it because we take it for granted?"

"I really think it's a case of use it or lose it. We've got this flawed but pretty useful system for expressing our will and having it carried out. People ought to know how to use it." ●

On Being Modern, Meaningful, and Useful

May 2009 SED Convocation speech



My sons and wife tell me that I am not funny. I will, therefore, not attempt to be entertaining. I will, however, attempt to be brief. You have spent one too many years listening to us, so I will let you get to your freedom as soon as I can.

In addition to not having to sit in class, you have much for which to be thankful. You have had time with a great

faculty. You have had time with great fellow students. You have had time at BU and in Boston. Even the Red Sox, Celtics, and Patriots performed in a way that can make some of you thankful for your time here. (For those of you who care, sorry about last night—even I was pulling for the Bruins.) Most of all, you can be thankful for the family members and teachers who prepared you to take advantage of this experience. We are certainly thankful for their good work and for having the opportunity to participate in your personal and professional development.

As a group you have contributed wonderfully to the life of the School in many small and large ways. Alex Beach and Lizzie Kimmel started the Elementary Educator's Club. Ashley Reuter, Nikki Jondahl, Becky Quinn, and Heather Kohn led groups of students camping in the bush in Australia. Danielle Beneville is teaching in the New Orleans (NOLA) program. Reesa Miles spent a semester interning in Washington, D.C. Catherine Crider is at Hike for Hunger, as a coordinator for homelessness housing. Adrienne Golden is a Red Sox Green Team Member. Susan Dougherty started the Dads Read program at the Trotter School. Cara Stillings Candal edited a book on the 20-year Chelsea Public School partnership with BU. And who will forget the dancing exploits of Professors Jenkins and DeRosa and Associate Deans Dee and Dewey?

Personally, I am most excited about and thankful for the opportunities that are in your future. You can never predict when a paradigm shift occurs or real change will happen. Many of us spend time working to improve the world around us, and see only a little

movement. I believe there are many indicators to suggest that you will enter the profession of education at a time when there will be great change. I want, therefore, to take a few moments to say why I encourage you to remain modern, meaningful, and useful.

With great changes in the economy, with great changes in how we communicate (Should I learn to tweet?), with great changes in the way we can gain access to information—to name but a few of the changes we are facing—I am encouraging you to take a stance in this process that will help you to direct this change in positive directions.

Being Modern. As you leave school, staying current will become increasingly difficult. In school, you are constantly being asked to learn something new. You are constantly being introduced to new ways of solving problems. Being at BU has allowed you to be in a deeply enriched and challenging environment. As you move on, you will need to find ways to keep yourself constantly challenged to learn new things, to stay current with events and opportunities. To be modern is to be a learner. We know you have the skills. It is incredibly important to retain the attitude. I encourage you to be constantly searching for better ways to solve problems, better ways to teach an idea, and better ways to work with others. Your search will energize those around you.



Being Meaningful. Change for change's sake can be the recipe for chaos and dissolution. Effort for effort's sake can be just a distraction. It is not a stretch of imagination to suggest that the current financial crisis and international conflicts in which we are engaged are somewhat driven by a belief that because we can do something, let's just do it. One can also look at many failures of school reform coming from making change just to make change. As the day trader mentality that has dominated the financial sector has come into the world of education, we have started to ignore the real challenge of good change—it takes time. One also can see many failures of education coming from resistance to change. I encourage you to seek for the meaningfulness in change and the meaningfulness in the status quo. Having a caring and competent teacher in a classroom who knows content and has pedagogical skills has always been a good and meaningful thing. Making sure that most of the teachers in every school know content and have pedagogical skills will demand significant changes at all levels of our world. We believe that you have learned what good looks and feels like. I encourage you to find meaningful ways to be good in the world and, by being relentlessly good in the world, create meaningful change.

Being Useful. I am sure there are those in the room who think advice on being useful from an academic is the classic oxymoron. For those of us who believe that the field of education should be dominated by a scientist-practitioner perspective, being useful can be considered the ultimate outcome. Does your work answer the "So what?" question? When you wake up in the morning, will you be able to look forward to a day where your efforts will have a meaningful and positive impact on others? Will the work of your week leave the people you serve, the people with whom you serve, and the institutions in which you serve better, more caring, more meaningful? The emerging ethic of sustainability, which is modeled so well by our own sedGreen committee, asks us to not only reduce our footprint, but to seek to improve the ongoing quality of life. I encourage you to, each day, ask yourself how you can, in a modern, meaningful, and useful manner, work to create a quality educational system that is caring, equitable, and sustainable.

It starts with you.

Robert Stevens ('53, '56) is enjoying retirement from his position as a professor at Point Loma Nazarene College in San Diego, California.

Sally Billig ('66) has retired from her career as a school psychologist. She lives in San Diego, California.

Charles Paul Pierret ('80) is a history writer for the Army Reserve in Washington, D.C.

Mary McQueeney ('83) is director of the Michael Carter Lisnow Respite Center in Hopkinton, Massachusetts.

Marco Fernando Odiaga ('90) teaches history at Concord Academy in Concord, Massachusetts.

Bruce Smith ('93) is the interim director of the School of Journalism and Mass Communication at Texas State University in San Marcos, Texas.

Lauren Manganiello ('01) teaches English at the River Valley Charter School, a middle school in Lakeside, California.

Joan Simpson ('01) teaches at the Warren-Walker Elementary School in San Diego, California.

Greg Chertok ('07), a sports psychology counselor, has co-authored a book, *The Baseball Starter: A Handbook for Coaching Children and Teens*. He lives in Madison, Wisconsin.

Lindsay Hayden ('07) is a first-grade teacher at the Harlem Success Academy 3 Charter School in New York City.

Alison Lavey ('08) teaches at Plato Learning Academy, an elementary school in Chicago, Illinois.

Send your class notes to billings@bu.edu

