WARP SPEED AHEAD

When kids fall years behind in reading, SED’s Donald D. Durrell Clinic is the place they go for a boost.
Dear Alumni and Friends,

I hope you’ve been having a wonderful fall. Our schools started very well with an incredibly talented group of students who have chosen to attend the School of Education to prepare for their careers. It’s such an exciting time to be in the field of education, at Boston University, and at this particular School.

Education is in the midst of a revolution driven by rising expectations for what a university should provide (coupled with rising cost-consciousness), by the impact of technology on what, where, and how we teach; and by an increasingly globalized society. BU is exploring innovative ways to turn these challenges and changes into opportunities. Over the past 20 years, by boosting support for faculty research and by recruiting increasingly talented students, BU has transformed itself into an internationally renowned research university grounded in a liberal arts tradition.

SED is advancing: its research productivity is exploding; its engagement with Boston Public Schools and Gateway Cities (e.g., Chelsea and Malden) is growing; and its international partnerships with countries from England to India to China are expanding—all building on our deep tradition of providing excellence in teaching and professional development support for our partners in practice.

Even as we respond to new opportunities and challenges, we remain focused on our mission to prepare the next generation of educators to become change leaders committed to improving social and educational outcomes for youth worldwide. Your ongoing support—in mentoring and hiring our faculty and through LinkedIn, like us on Facebook, and follow us on Twitter. We also love to get mail!

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Malcolm Astley Spent His Childhood Trying to Understand What Makes People Tick

Astley (’82) continued to pursue these questions at the School of Education, where he earned a doctorate in counseling and human development. “My solution was to support awareness and prevention by including teaching about healthy relationships and encouraging students to report incidents to school officials,” he says.

In response to Lauren’s death, Astley and Mary Dunne—Lauren’s mother—established the Lauren Dunne Astley Memorial Fund in 2011. The nonprofit works to promote educational programs and legislation that raise awareness about healthy teen relationships and that prevent dating violence. “It’s tempting to rush in and say, ‘Hey, don’t you see what that guy was doing?’” Astley says. “But that solution doesn’t get you very far in relationships; there are so-and-so, and I don’t think that’s cool. In my experience, treating people that way doesn’t get you very far in relationships; there are other ways to handle problems.”

Friends who have established a positive relationship with the student could gently say, “Everyone deserves to feel safe in their relationship, and if someone really loves you, you’ll feel safe, happy, respected.”

To perpetrators: “I noticed the way that you were talking to [so-and-so], and I don’t think that’s cool. In my experience, hearing people that way doesn’t get you very far in relationships; there are other ways to handle problems.”

“Your teacher could gently say, ‘That was so powerful,’ and ‘That was the best assembly ever,’ says Lori Hudin, a psychology teacher and Safe School Initiatives coordinator. The fund also sponsored a performance of “You the Man” at Wayland High School in March; Assistant Principal Alysson Mizoguchi says the show hit the mark where previous performances and assemblies on the topic hadn’t. “One male student told her, ‘I liked how the performer told the story because on the evening of July 3, 2011, in this position.’” Heartbreakingly ironic because on the evening of July 3, 2011, Astley’s 18-year-old daughter Lauren paid a visit to her ex-boyfriend and never came home. Nathaniel Fujita, who Lauren’s friends said was struggling after the couple’s breakup, is serving a life sentence for murder, and Astley is left grappling with how his only child could be dead, why Fujita killed her, and how to prevent this kind of tragedy from happening to someone else.

In response to Lauren’s death, Astley and Mary Dunne—Lauren’s mother—established the Lauren Dunne Astley Memorial Fund in 2011. The nonprofit works to promote educational programs and legislation that raise awareness about healthy teen relationships and that prevent dating violence. “It was an effort to put something in the place of something so dear that had been lost,” says Astley, his voice catching. “And that’s what humans rightly do—they try to keep creating in the midst of destruction.”

The fund’s top priority is developing and passing state legislation that requires K-12 education on healthy selves and healthy relationships in Massachusetts public schools. Such education can have a significant impact: research from the National Institute of Justice shows that classroom-level and school-level interventions, including teaching about healthy relationships and encouraging students to report incidents to school officials, led to a 32-to-47 percent reduction in sexual violence, victimization and perpetration in 30 New York City public schools. In Massachusetts, funding for healthy relationship education was cut following the recession in the early 2000s, Boston magazine reported. In cooperation with state legislators, Astley’s fund proposes incorporating safe relationships education into existing anti-bullying legislation. “The schools’ plates are so full,” Astley acknowledges. “But this ought to be number one, in my view.”

The fund’s second and related priority is to support awareness and prevention by training guidance counselors, helping boys and men find positive solutions to dating violence, and sponsoring related arts presentations in Massachusetts schools and venues. Two of these presentations are “You the Man,” a one-man show depicting various male characters’ responses to a partner violence situation, and “The Yellow Dress,” a one-woman show about a high school girl murdered by her boyfriend. “A number of young women have been reported to see school counselors soon after the show,” says Astley of the latter. At Lincoln-Sudbury Regional High School, the play was coupled with a slideshow warning signs of partner violence, presented by student-athletes on the school’s Mentors in Violence Prevention team. Students commented, “That was so powerful,” and “That was the best assembly ever.”

Committee. “It’s ironic that I’ve ended up in this position.” Astley and Dunne also speak directly about their family’s experience—at the State House, in media interviews, and in schools. This not only raises awareness; it encourages young people aspiring to work in prevention and healing—like students at Boston University’s School of Public Health (SPH). Astley spoke about Lauren’s death and about partner violence at Associate Professor Emily Rothman’s Preventing Intimate Partner Violence class in April 2013. Rachel, an SPH master’s student who requested that her last name not be used, was affected by Astley’s compassionate response to Fujita’s family: Astley maintained communication with Fujita’s mother until lawyers advised him to cease, and he shared a tearful embrace with Fujita’s family after Nathaniel’s conviction, the Boston Globe reported. As a victim of intimate partner violence, Rachel says she struggles to relate to that kind of empathy but feels that “reacting that way might be more effective for prevention than feeling sympathy about what happened.”

What to Look For: A controlling partner might dictate a significant other’s clothing choices, friends, or social activities; use put-downs; and threaten or enact physical violence. Withdrawing from friends, dropping out of school activities, or starting to do poorly in class could be signs a student is experiencing abuse—though not all victims respond in this manner. How to Reach Out: A person who suspects dating violence should talk to a trusted adult or an expert, such as a school counselor, to report the situation if you become aware of dating violence. If you suspect a problem, “be a consistently friendly and openhearted go-to person for either of the kids,” Astley says. "It’s ironi..."
It’s early on a Saturday morning and blustery cold: two very good reasons why third grader Vikrant Sabharwhal might prefer to be anywhere but in a classroom. Yet here he is at the School of Education with teacher Catherine Cunningham in this rectangle of a room partitioned into snug study cubicles, surrounded by easels, desks and chairs, and supply shelves. Summer is months away, but under Vikrant’s winter coat, the young sports fan wears athletic shorts and sneakers. “Pick a story that you want to read to me,” Cunningham (*13) says. Vikrant chooses a book of fairy tales and turns to the chapter on Chicken Little (a book on hockey great Wayne Gretzky lies temptingly on the table, a dab of literary ice cream for him to savor later). Keeping his coat on, he reads, while rocking in his seat with hands between his legs. “The sky is falling. The sky is falling. We must tell the president!” His voice flatlines, so Cunningham mixes congratulations for his mastering the words—“That was awesome”—with some gentle coaxing to use a little more expression. “Chicken Little is kind of freaking out here, so your voice needs to sound like you’re freaking out too.” She demonstrates, and he puts more oomph in his second rendition.

Vikrant, who lives in Brookline, Massachusetts, has been coming to this class since first grade—class in this case being the Donald D. Durrell Reading & Writing Clinic at SED. Founded in the 1950s by Durrell (Hon.’69), then SED’s dean, the clinic has helped generations of Boston-area schoolchildren with reading difficulties. Each week, a dozen to two dozen students trek to BU for between two and twelve hours of reading, reading discussion, and deconstruction of the written word. Clinic tutors assess students’ literacy skills and then craft individualized tutoring plans. “Our data tell us that our students are making a three-quarters of a year gain after about 40 hours of instruction at the clinic,” says Jeannie Paratore (*’83), an SED professor and Durrell clinic director. Getting students up to speed is crucial: a child tangled in inscrutable thickets of written words, sentences, and punctuation faces not only potential embarrassment in front of school friends and teachers, but the hurdle of Massachusetts’s mandatory, periodic standardized tests.

STRUGGLES AND SOLUTIONS “Kids struggle in reading for a range of reasons: some of them because of inequitable opportunities, some of them because of different kinds of motivation or interests, some of them because of different types of learning disabilities,” says Paratore. “The majority of the students who come...
to us are substantially behind, two years or more,” in reading comprehension. Associate Director Evelyn Ford-Conners (’02, ’12), an SED lecturer in language and literacy education, recalls of seventh graders who came to the clinic with third-grade reading skills.

About 200 children have benefited from the Durrell clinic since 2005, when it established on-site tutoring. Students attend for two hours each weekend during the academic year or twelve hours per week in the summer. The clinic’s tutors are working teachers (mostly SED alums), who are joined in the summer by SED graduate students. The former are paid, which means that during the academic year, families pay $1,690 per semester. Hiring paid, working teachers enables the clinic to serve more students—there’s often a waiting list—and align its work with school curricula. About 50 percent of students receive partial scholarships, but Ford-Conners would like to offer more. “I’m regularly turning children away,” she says. “We want to make that high-quality service that children from all economic backgrounds can access.”

MEETING AN ONGOING NEED

The benchmark National Assessment of Educational Progress suggests literacy achievement among the nation’s students has been stable or slightly better since 1971. Paratore says. But given the reality that some kids will always struggle with reading, schools need to address that, and many schools “don’t have the money to extend their school day, and many schools ‘don’t have the background to provide the help,’” she says, “they need tutoring.” Many schools “don’t have the money to extend their school day, and many parents don’t have the background themselves to provide the help,” she says, “they need tutoring.”

CAUTION TO THE WIND

That chance to choose what to read, plus the focused attention from one-on-one tutoring, accounts for the widespread literacy improvements many students experience—and that’s the payoff for the teachers who surrender their Saturdays to work. “During the week, there’s so much you want to be able to accomplish with kids, and you can’t do it,” Rice says. “Class sizes are so huge nowadays that it’s hard to get really to everybody.” With two or more hours devoted to a single student each week at Durrell, “you just feel, oh my gosh, I did it. It’s amazing, the growth I’ve seen in students.”

If the clinic makes better readers, it also makes better teachers—whether they’re Durrell tutors or in-service teachers visiting the clinic to watch and learn. “It’s translated back into my classroom,” says Cuningham, who teaches at an elementary school in Roxbury, Massachusetts. “It has really improved my instruction at my five-day-a-week job. Working one-on-one with a student to help you make a great connection with a kid.”

MAKE IT INTERACTIVE

When reading aloud with children, give them a specific character’s dialogue to say or specific parts of the text to read. This can sharpen children’s focus: they’ll be looking and listening for their cue.

“I’m regularly turning children away,” says Ford-Conners. “I’m regularly turning children away,” she says. “We want to make that high-quality service that children from all economic backgrounds can access.”

“Helping kids think about words and word meaning goes a long way toward supporting their vocabulary development, and when that vocabulary is up to 70 percent of a student’s reading comprehension.”

MAXIMIZE CONTINUITY

Transition times—such as when kids are putting on their coats or bringing up for recess—doesn’t have to be wasted time. Engage children in a brief discussion about something they read: “What’s your favorite character in this book and why?”

PIQUING KIDS’ CURIOSITY

Ford-Conners recalls how one summer, encouraging a student to read about dreams and sleep—topics that fascinated him—helped spur his literacy skills and confidence. “You don’t want to separate literacy from knowledge,” she says. “Children need perseverance in reading and writing as tools for finding interesting or useful information.”

GIVING STUDENTS A PREVIEW

Giving students the vocabulary they’ll need to read a particular text can boost those who are reading below grade level. Having those students read the text, and engaging them in related discussion, can also help.

HOW TO HELP A STRUGGLING READER

Evelyn Ford-Conners (’02, ’12), associate director of the Donald D. Durrell Reading & Writing Clinic, offers these tips for teachers and parents helping children who struggle with literacy:

ENGAGE IN WORDPLAY

Have children read headlines, riddles, or jokes, or play “wordplay” games. Call attention to idioms and turns of phrase (e.g., “You need a ‘catch’ to catch a cold!). This kind of discussion can be especially useful for English-language learners. “Helping kids think about words and word meaning goes a long way toward supporting their vocabulary development, and when that vocabulary is up to 70 percent of a student’s reading comprehension.”

MEET THEM WHERE THEY ARE

Children’s focus: they’ll be looking and listening for their cue. For children’s focus: they’ll be looking and listening for their cue. For example, if students are reading a book about Adidas, she says, but knows that the modified word “bag” in the book. “If you’re reading, ‘I want to buy an Adidas bag. Meant for more than NASA

T

HE BEST ESSAY I WROTE IN HIGH SCHOOL was about my mother. She wanted to teach English, I explained, but it was the ’70s and feminism was really coming to the foreground. Her own teachers thought she shouldn’t waste her potential when she could do so much more with her life. She never ended up in a classroom but she was a natural educator, and growing up in her house, it was always my student. It was her influence that inspired me to go into teaching. My essay was heartfelt, honest, and emotional to write, and even more so to read aloud to the class. But a few weeks later, as I was chatting with the teacher who assigned that essay, she asked me if I really wanted to teach when there was so much that I could do. She told me that she didn’t want to spend her entire life in a classroom, and she wondered why I was selling myself short. I was rather thrown by this comment, and I didn’t quite know how to respond, so I didn’t. It was the first time I heard such a remark.

Since then, I’ve grown accustomed to explaining why I only want to be a teacher. Sometimes the “only” is said explicitly; sometimes it’s implied through tone of voice. Either way, it’s always there, and always italicized, because we learn from an early age that those who can, do, and those who can’t, teach. What people are really asking is not, “Why did you go into teaching?” but, “What makes you unable to do anything else?” So as a future physics teacher, I’m used to feeling as if I have to prove myself worthy to be in the same room as aspiring NASA engineers and particle physicists. But I am worthy, and I know it. I’m confident that, if I wanted to, I could help send a man to Mars or discover some of the universe’s secrets. But that’s not what I want to do.

I’m not always the noble educator: in certain circles, sometimes it’s easier to tell people that I’m a physics major and stop there. Feeling the need to validate your existence hollows you out eventually: trying to maintain your principles becomes less important than trying to maintain your emotions. But choosing to pursue education was my choice, and I would make the same choice 100 times out of 100. I don’t think that I could do more with myself than teach; anything else would be a waste of my potential. Educating is part of who I am, and no one should be looked down on for that.

I can’t wait for the time when there are no more educators who wish they were doing something else. I can’t wait for the day when we raise children to learn that those who can, teach. I hope I can see this happen. In the meantime, my peers and I will work to make sure that kids have the chance to choose what to read, plus the focused attention from one-on-one tutoring, accounts for the widespread literacy improvements many students experience—and that’s the payoff for the teachers who surrender their Saturdays to work. “During the week, there’s so much you want to be able to accomplish with kids, and you can’t do it,” Rice says. “Class sizes are so huge nowadays that it’s hard to get really to everybody.” With two or more hours devoted to a single student each week at Durrell, “you just feel, oh my gosh, I did it. It’s amazing, the growth I’ve seen in students.”

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Additional reporting by Julie Rabin. A version of this article originally appeared at BU Today. To see a video about the Durrell clinic, go to www.bu.edu/today/2015/atending-bu-while-still-in-grade-school/.
Laura Jiménez is an “expert reader” of graphic novels, though until graduate school she had never read one—much less with expertise. A book-length story narrated through text and illustration, a graphic novel “looks like a book and smells like a book, and you can flip the pages,” says Jiménez, a lecturer in the School of Education. “I thought reading a graphic novel couldn’t be that different from reading a book. That idea was quickly knocked out of my head.”

Jiménez stumbled into the genre in 2009 when, knee-deep in PhD research about adolescent reading motivation and comprehension, she learned that school librarians were having trouble keeping graphic novels on the shelves. Children were clearly motivated to read these books, and after Art Spiegelman’s Maus became the first graphic novel to receive a Pulitzer Prize in 1992, teachers had started using them in the classroom (many used Maus to teach about the Holocaust and memoir, for example). In their eagerness, teachers were “going directly from the fact that kids want to read graphic novels to putting them into their hands, without doing much work on the benefit to readers.”

Jiménez is doing that work now. To learn whether or not graphic novels benefit students, she is developing a study involving two groups: one in which students will use the traditional curriculum, and one in which they will also read graphic novels about the subject they’re studying. She will measure the students’ engagement with the material and their evaluation for learning, and assess if the use of graphic novels facilitates more or less learning.

In the meantime, Jiménez uses her existing research on graphic novels to help teachers who are already using the texts. “Because most teachers are not avid readers of graphic novels, it’s difficult for them to know what’s good,” she says. “People really needed a resource about how to read rather than what to read.” That’s why Jiménez started the blog Booktoss (http://booktoss.wordpress.com), where she discusses and reviews graphic novels to give teachers a foundation for working with the texts. “If we can teach educators how to read like experts, they may be more likely to use books that are complex, interesting, and rich.”

So how do you read graphic novels like an expert? Jiménez addressed this question in her PhD research, which she draws upon in her blog to illuminate the nuanced process of reading graphic novels. “If you want to understand the most effective way of reading in a specific genre, you go to the people who do it best—expert readers—and you study them to see what they are doing,” she says. To understand how to read a historical document, for instance, you would study a historian’s method for interpreting the text. “Usually an expert is defined as a PhD in chemistry or someone who’s written 15 books on Japanese internment camps, or whatever. Graphic novel readers don’t have that kind of legitimacy yet.” So she established her own group of experts: librarians, bookstore owners, authors, and “the guys who hang out in gaming shops and can talk about every issue of Aquaman.”

Jiménez found that graphic novel expert readers begin by skimming the book; surveying the artwork, genre, and style before even focusing on the first page. On page one, they study the background, setting, and time period. Once they are grounded in the world of the novel, they study the characters and determine the mood of the book from the color palette—all before reading even one word. “It’s very active,” Jiménez says. “The ways expert readers attend to illustrations, including color palette and style—and even the paper the novel is printed on—are key to their evaluation process.”

Jiménez trains the students in her SED children’s literature course to implement these skills when reading unfamiliar texts. While the majority of her students are at first uninterested in graphic novels and find reading them difficult, many gain an appreciation for the genre once they achieve reading proficiency. A few have even gone on to use graphic novels in their own classrooms. “SED’s research agenda is directly tied to helping students,” Jiménez says. “My work in graphic novels is important because of the possibility that a different medium might provide an entry point for struggling readers, challenged gifted readers, and help more students learn. We need to know in order to best serve students in the classroom.”
A TRAVEL FELLOWSHIP HELPS TURN PERILOUS SENEGALESE CAB ESCAPADES AND MOROCCAN TEA RITUALS INTO FOREIGN LANGUAGE LESSONS.

BY ANDREW THURSTON

“Berber whiskey” is the customary tipple of North African hospitality. The initial glass or premier verre, so the Moroccan proverb goes, is as bitter as life, amer que la vie. The second, strong as love, fort que l’amour. The third, gentle as death, doux que la mort. A sharp mint tea—despite the name, que la mort—tends to be quite bitter. “My students think I’m the man of all kinds of endless, crazy adventures,” he says. Massicotte also traveled to The Gambia and Senegal, where he often uses the situation as an imaginative exercise to test his students’ language skills. “I tell them, ‘It’s dark, it’s late, you’re in an African village at night, you have to convince your driver to get you to where you need to go,’” he says. “I talk to my kids about it all the time,” says Massicotte, who teaches French at Duxbury High School on Massachusetts’s South Shore and often uses the situation as an imaginative exercise to test his students’ language skills. “I tell them, ‘It’s dark, it’s late, you’re in an African village at night, you have to convince your driver to get you to where you need to go.’” As a lesson in practical, applied French, it’s a long way from asking a textbook’s oû est la bibliothèque? Gérard or Camille, “I’m interested in life and language in former French colonies, visited Morocco and French Polynesia. ‘I’ve spent a lot of time in France, and I love France, but I think it’s very limited if you just stay in that context,’” she says. “Kids are interested in broadening their horizons.”

French teacher Julia Keith has a Moroccan tea set in her classroom at Lincoln-Sudbury Regional High School, Massachusetts (and a burgeoning mint plant on the kitchen shelf at home). They’re souvenirs from a summer 2013 trip spent exploring the culture of the Francophone world. Before starting at Lincoln-Sudbury this fall in her first teaching post, Keith (‘13) was given an unusual gift: a $7,000 fellowship to travel the world. She could choose the countries and pick the itinerary, with just one string attached: come back with the knowledge and artifacts to make your teaching of languages come alive.

Keith, interested in life and language in former French colonies, visited Morocco and French Polynesia. “I’ve spent a lot of time in France, and I love France, but I think it’s very limited if you just stay in that context,” she says. “Kids are interested in broadening their horizons.”

Newcomer teachers, too. Each year, the highly selective Lisa P. Loeb Travel Fellowship provides funding to up to two newly graduated SED modern foreign language students. The fellowship was founded in 2000 to honor Loeb, a high school Spanish teacher and committed world traveler. Before she died of cancer in 1997, Loeb instructed that the proceeds from her estate be used to support a charity or educational fund. Though she had no connection to SED, her family decided the School would provide the perfect home for a memorial travel fellowship.

LOST IN SENEGAL

It was the middle of a summer night in a Senegalese village and Paul Massicotte was stuck. He was in the wrong village. A 2010 Loeb Fellow, he’d taken a beat-up Peugeot 705—Dakar’s cab of choice—to explore the countryside beyond Senegal’s capital. At some point, the driver took a wrong turn. Eventually, Massicotte (‘10) found his way back—albeit for a hefty price and after a hairy drive through the pitch-black bush.

French teacher Julia Keith has a Moroccan tea set in her classroom at Lincoln-Sudbury Regional High School, Massachusetts (and a burgeoning mint plant on the kitchen shelf at home). They’re souvenirs from a summer 2013 trip spent exploring the culture of the Francophone world. Before starting at Lincoln-Sudbury this fall in her first teaching post, Keith (‘13) was given an unusual gift: a $7,000 fellowship to travel the world. She could choose the countries and pick the itinerary, with just one string attached: come back with the knowledge and artifacts to make your teaching of languages come alive.

Keith, interested in life and language in former French colonies, visited Morocco and French Polynesia. “I’ve spent a lot of time in France, and I love France, but I think it’s very limited if you just stay in that context,” she says. “Kids are interested in broadening their horizons.”

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“Berber whiskey” is the customary tipple of North African hospitality. The initial glass or premier verre, so the Moroccan proverb goes, is as bitter as life, amer que la vie. The second, strong as love, fort que l’amour. The third, gentle as death, doux que la mort. A sharp mint tea—despite the name, que la mort—tends to be quite bitter. “My students think I’m the man of all kinds of endless, crazy adventures,” he says. Massicotte also traveled to The Gambia and France during his Loeb fellowship. At Duxbury, he draws on his experiences—and a set of Senegalese sculpted wooden masks representing the days of the week—to teach not just French, but units on African culture, literature, and music.

“It’s really just another way to show my students that the Francophone world isn’t limited to France, and there’s a lot more to discover and explore using French. I try to keep that in their minds and hope that someday they will feel inspired to go and use their French in a country other than France.”

THE NEXT GENERATION OF EXPLORERS

Leslie Macintosh (‘04), a Loeb Fellow who traveled to Chile and Argentina, knows that sharing travel stories with students can help encourage their own adventures. “The students are so curious; they want to know the places I’ve traveled to. Students respond really well to personal stories—they humanize teachers and get students excited about places they want to go,” she says. “I run into former students now and they’re the ones traveling—they’re bringing back stories to tell me.”

That would have thrilled Loeb, according to her cousin and estate trustee, Stephen Richmond. “Lisa felt that understanding another culture makes a student a much better person,” he says. “Nothing would make her happier today than to see what has happened to the small estate that she was able to build up over the years.”

Loeb’s philosophy of teaching languages—her commitment to weaving the stories of other cultures into lessons—continues to reverberate. Keith, still new to the classroom, is deciding how she’ll fit stories about Berber whiskey into her lessons—perhaps during a unit on shopping at a marketplace. However she uses the ornate silver pot and six small glasses, the set is sure to serve as an evocative introduction to the thrill of exploration and the love of language.

“STUDENTS RESPOND REALLY WELL TO PERSONAL STORIES—they humanize teachers and get students excited about places they want to go.”

—LESLIE MACINTOSH
NEW FACULTY

Katherine Frankel
Assistant Professor, Literacy
In her research, Katherine Frankel uses sociocultural theories to examine teaching and learning in secondary schools with a focus on adolescents’ literacies in and out of school. Her most recent work explores the reading and writing opportunities that are available to students in literacy intervention classes and other content-area classes and how these opportunities shape students’ identities as readers and writers. Prior to completing her doctorate at the University of California, Berkeley, where she studied language, literacy, and culture, Frankel was a grammar and composition teacher and reading tutor at Landmark High School in Beverly, Massachusetts.

Roger F. Harris
Clinical Assistant Professor, Educational Leadership and Policy Studies
Roger F. Harris (’74) has devoted 38 years to working with youth in Boston’s public schools, earning national and international recognition as an outstanding urban educator. The focus of his career is on equity and access in education for the economically disadvantaged. He serves as president and chief executive officer and superintendent of the Boston Renaissance Charter Public School Foundation, second vice president of the board of directors for the Massachusetts Charter Public School Association, and vice president of the Boston Charter School Alliance. He is the founder and president of Urban School Specialists, LLC, a cofounder of Roxbury Preparatory Charter School, and the former principal of Timilty Middle School. At SED he teaches on topics including diversity and justice, the social and civic context of education, and family and community engagement.

Christopher Martell
Clinical Assistant Professor, Elementary Education/Social Studies
Christopher Martell’s work primarily focuses on social studies and teacher education. He teaches elementary social studies methods and courses on multicultural and urban schooling. Martell (’11) spent 11 years as a high school social studies teacher and has also been a BU field supervisor at Chelsea High School and an adjunct professor at BU and UMass Boston. Martell’s research and professional interests center on teacher development across the career span, including preservice teacher preparation, in-service teacher education, and practitioner inquiry. His recent research projects have examined social studies teacher education through longitudinal studies and the role of race and ethnicity in the history classroom. Martell is the program chair of the Teacher as Researcher Special Interest Group of the American Educational Research Association.

Hardin Coleman Appointed to Boston School Committee

In June 2013, Mayor Thomas Menino (Hon.’01) appointed Dean Hardin Coleman to an interim term on the seven-member Boston School Committee (BSC), noting his “leadership at one of our city’s finest higher education institutions, his extensive work with educators, counselors, and other partners, and a distinct perspective of Boston’s schools and families through his recent work to improve our system’s school choice process.” (Coleman cochaired Boston’s External Advisory Committee for school assignment, which developed a new school assignment plan for fall 2014.) The BSC’s primary goal, Coleman said in an interview with BU Today, should be supporting student performance. “The current committee has done an excellent job of focusing on the needs of students,” he said, “and I look forward to continuing that tradition.” Coleman’s term finishes in January 2014; he plans to seek reappointment.

CELEBRATING CAROL JENKINS

“It doesn’t get any more important, exhilarating work than teaching.” —Julie Ratty

“You’re one of the best professors I’ve ever had.” “I don’t know where I’d be without you.” “I feel so prepared to be a teacher, thanks to you.” When students and alums learned that Carol Brennan Jenkins would retire in June 2014 after a year’s sabbatical, they shared this praise and their best wishes in a video tribute. Associate Professor Jenkins, director of SED’s Elementary Education program, has inspired and earned the affection of generations of students with her dedication, encouragement, and memorable lessons (she’s been known to don costumes to make a point). The University recognized her with a 2013 Metcalf Award for Excellence in Teaching, one of BU’s highest teaching awards. Among the most compelling contributions in Jenkins’s 23 years at SED is the partnership with Trotter Elementary School in Dorchester, Massachusetts. Jenkins launched the collaboration, which has been championed by Dean Hardin Coleman, to better prepare aspiring teachers to work in struggling urban schools by giving them the chance to work directly with students. Jenkins believes this will be her legacy, along with “this incredible group of young men and women who will go into these classrooms and carry forth the charge of joyful learning.”

Though Jenkins is retiring from SED, she’s hardly abandoning education. She will continue to support the Trotter partnership on an informal basis and plans to write a couple of educational children’s books. As she said at this year’s Senior Robing: “I can’t imagine any more important, exhilarating work than teaching.”

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Save the Date!

Frozen Fenway (BU vs. Maine) is just one of the events we have planned for Winterfest 2014. Saturday, January 11. See you at the game!

bu.edu/winterfest

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Elizabeth Betancourt
Her scholarship was funded by a bequest from our donors.

“I have been given the opportunity to be the first in my family to attend a four-year university—an opportunity that once seemed unreachable.”