WHY EVERY STUDENT NEEDS COMPUTER SCIENCE—AND HOW TO USE IT IN YOUR CLASSROOM
DEAR ALUMNI AND FRIENDS,

I want to take this opportunity to thank you for all the support you give the School of Education, through gifts and the time you spend mentoring our students and recent alumni. Your donations are critical to our ability to support research and send faculty to conferences. They allow us to renovate classrooms, bring speakers to campus, and provide scholarships to deserving students. Your mentorship helps guide students and young alumni as they enter the profession. You are an important part of what allows us to provide a high-quality learning community for our students and faculty.

In this issue, you will learn about the range of work we accomplish as a community. In our cover story, you will learn why computer science skills are critical to education, and how our alumni are using the latest coding tools to shape the way children learn. You will read about SED research that deepens our understanding of Islamic students in America, and about an initiative by one of our doctoral students that is enriching the lives of young people in Nicaragua and Uganda. You'll also hear from an educator and fellow alum on how to support parent involvement in closing the achievement gap.

The School of Education is a vibrant learning community both in Kenmore Square and around the globe. If you have not had a chance, come back to visit or stop in at an alumni event in your region. Visit bu.edu/sed/alumni to stay current on SED news and events, and to share your updates. We look forward to hearing from and about you.

Sincerely,

[Signature]

Hardin L. K. Coleman, Dean and Professor
Boston University School of Education
Two Silber Way
Boston, MA 02215
617-353-3213
hardinl@bu.edu

CONTENTS

SPRING 2016

COVER STORY
CODING FOR KIDS
Why every student needs computer science—and how to use it in your classroom

------+-------

ALUM SPOTLIGHT
SED award winners are masters of adversity

RESEARCH
Inside US Islamic schools

IN THE WORLD
A new kind of camp for kids

SNAPSHOT
Closing the achievement gap: step one

NEWS & NOTES

IS SPECIAL ED GETTING SHORT SHRIFT?

Do school districts use unfair methods to evaluate special education teachers? Nathan Jones is conducting a four-year study to find out. Jones, an assistant professor of special education who formerly taught special ed students in Arkansas, received $1.6 million from the US Department of Education to determine if the most widely used tool for evaluating teachers is applicable to those in special education.

The Framework for Teaching (FFT), which is used in about 20 states, couples classroom observations by principals and other administrators with documentary evidence and colleagues’ input. But special educators, whom Jones points out are trained “very differently than general educators,” think it discriminates against best practices in their field. For example, “kids with disabilities benefit [when] a teacher provides lots of modeling, talking through what they’re doing, showing a student with clear, simple language what the steps are to complete a problem,” he says. “Yet the instruments used to evaluate teachers focus on classroom practices where the teacher takes a less central role.” He also points out that general ed teachers plan instruction for a classroom of students, whereas special ed instruction is often focused on an individual. “The instruments used to evaluate teachers focus on classroom practices where the teacher takes a less central role,” he says. “Yet the instruments used to evaluate teachers focus on classroom practices where the teacher takes a less central role.”

Jones hopes his research will shed light on the ongoing assessment debate. But discovering that methods like FFT are unfair to special ed teachers would raise another question: would districts stop using the new system to evaluate them?

CONVERSATION STARTER

“Where do I learn American Sign Language?” is a question Deaf people often receive from loved ones. Megan Malzkuhn (’16), her brother Matt, sister Melissa, and friend Tim—all of whom are Deaf—came up with an answer. The four, who comprise the media company Ink & Salt, developed The ASL App (theaslapp.com) to help the hearing “include their Deaf family members, coworkers, children, and friends in their conversations,” says Malzkuhn. The app, which is free and offers add-ons for a small price, uses videos equipped with slow-motion replay to teach more than 800 words and phrases. It was named People’s Choice Award at the 2013 Pitch Night for the Media Rise Festival, which supports “meaningful media,” and was released in May 2015.

The app has features similar to others on the market, says Malzkuhn, the project’s designer, editor, and graphics specialist. It takes users beyond the dictionary to everyday exchanges, from ordering at a restaurant to making conversation with a potential date. It explains the differences between fingerspelling, gesturing, and transliteration, and is grammatically correct in both ASL and English. Creating the app also provided a “platform for Deaf talents—developers, signers, and designers,” says Malzkuhn. If Apple store reviews are any indication, the app is meeting an important need. One user wrote, “My daughter is Deaf and I had been discouraged that most apps just teach one word at a time. This app teaches…how to converse with others.” Another expressed relief: “Finally an ASL app [whose signs I can trust] to be accurate among the Deaf community.”
Each year, SED honors alumni who demonstrate distinguished services to the School, the field of education, or the community. On September 26, 2015, during Alumni Weekend, SED presented BENJAMIN J. BAHAN (’87, GRS’96) with the Ida M. Johnston Award, named for a former SED professor and alum (’42, ’43). Baham is a professor of American Sign Language (ASL) and Deaf Studies at Gallaudet University and an ASL advocate. Ali Jabareen (’07), dean of the faculty of the humanities at Al-Qasemi Academic College of Education in Israel, received the International Alumni Award.

Witnessing the violence of the Palestinian uprising known as the Second Intifada in 2000 moved Ali Jabareen to build interfaith understanding in Israel’s classrooms. A Palestinian Arab, Jabareen (’07) was visiting Israel, his birth country, to research his SED dissertation on educational disparities between Arab and Jewish youths. Shocked by the violence, he decided to join the staff of Al-Qasemi Academic College of Education, an Arab institution in Israel where he is now dean of the faculty of the humanities. He and his colleagues re-envisioned the institution to help create a more peaceful society. Diversifying the all-Muslim faculty was key to this plan. Today, rabbis, priests, and imams offer the Arab students—whom Jabareen says are more than 90 percent female and mostly aspiring teachers—they’re religions’ perspectives on topics such as Israeli and Palestinian holy places, the role of women, and respect for people of other faiths.

“You feel that you have no choice (but) to do all that it takes to arrive with results.”

ALI JABAREEN

It’s not unusual for students to resist this approach at first, but in time they become more tolerant, says Jabareen. When the students become teachers themselves, they bring that tolerance into their own classrooms, he adds. Jabareen saw a similar transformation when Al-Qasemi students and those from local Jewish schools conducted their student-teaching exchange at each other’s institutions. Jewish students were initially wary of their Arab visitors, “but when they finished the course, tears were in (their) eyes because they didn’t want these teachers to leave.” Meanwhile, Al-Qasemi students still talk with their Jewish teachers on social media after their student-teaching exchange.

Ongoing tensions in Israel make the job’s biggest reward. “Transformations don’t happen overnight,” Jabareen says. “You feel that you have no choice (but) to do all that it takes to arrive with results.”

To nominate someone for an SED alumni award, visit bu.edu/sed/alumni/awards nominations.
It’s not quite ready for Sesame Street, but this animated cartoon, created by a fifth grader for an English class, illustrates a lesson worthy of the show: to explain the idiom “Hold your horses!”

“Hi, Bobby,” says a tousle-haired teen in slouchy jeans. “Today I’m going to the moon, and then I’m going to the park, and then I’m going to the zoo, and then…”

“Whoa, man!” says Bobby’s friend with a smirk. “Hold your horses! That is too much to do in one day.”

Magically, a little yellow horse appears in Bobby’s palm with a “neigh!”

This cartoon was created at the Wilson School in St. Louis, Missouri. The school’s English teacher collaborated with Wilson’s technology coordinator, Melika Panneri (’00), to integrate MIT’s free coding program Scratch into the lesson plan. Using Scratch gave students the ability to create cartoons with settings, characters, and dialogue—all using code.

With readily available programs like Scratch, and the pervasiveness of computer technology in our lives, you might think all schools are helping students learn the coding and programming skills that are a critical component of computer science. But a survey conducted by Google and Gallup in 2015 revealed that’s not the case. Only 4 in 10 students in grades K–12 use computers every day at school, and just a quarter of US schools offer computer science courses—half of which do not include programming and coding, a key component of the field. This inadequate preparation by our education system has implications for the job market. There are currently 604,689 unfilled computing jobs in the nation, and in 2014, only 38,175 computer science graduates entered the workforce. And if current conditions hold, by 2022 there will be 1.3 million open computing positions but only 400,000 total computer science graduates, according to the US Bureau of Labor Statistics.

Computer science “makes up so much of everything we do that we need to know how to speak that language,” no matter our profession, says Stephanie Golas (’09), an instructional technology specialist at the Newton Public Schools in Massachusetts. “As educators, we’re doing our students a disservice if we are not integrating technology into the classroom.”

The Gallup survey found that the most significant reason for the deficit of computer science learning is not lack of interest among educators and families, but the nation’s education system, which is not designed to accommodate computer science. The subject is not included in standardized testing like the MCAS or PARCC, and does not count toward graduation requirements in 23 states. Insufficient staffing and tight budgets, plus the perceived price tag of the necessary equipment, are hurdles many schools find restrictive, especially in low-income areas.
"When kids first start coding, it is really hard for them, and they want to give up. But [eventually]... they don’t care that they messed up 100 times before they got it right. They know that’s how people make improvements and find solutions.”

MELIKA PANNERI (’00)

code.org run professional development workshops for other teachers in Massachusetts. “We’re saying, ‘Just give us an hour, and make it a technology project,’” says Panneri. Teachers can start small by working computer technology into existing projects. First graders at Wilson perform an annual unit on famous Americans that entails research, note-taking, and drawing. Panneri introduced the app ChatterPix, which augments images with motion, enabling students to bring their famous Americans to life. “You don’t have to make it a technology project,” says Panneri. “It’s just a project, and you happen to be using technology.”

PRODUCE DILIGENT DIGITAL CITIZENS

As educators introduce students to the world of technology, it’s equally critical to teach them how to responsibly inhabit that world. Panneri leads sessions in which students examine case studies, articles, and court cases, meet guest speakers like FBI agents, and perform role-playing scenarios to understand their responsibility as digital citizens. The lessons extend to their core classes; when they are preparing for a research project, for example, they learn about reliable sources and copyright law.

Panneri leads sessions on digital citizenship for parents as well. “Quite often they don’t know something as simple as that you need to be 13 to have a Facebook account,” she says. “So we try to share all the information we have—which apps are dangerous, how to turn off location services on cell phones so pictures of their children don’t have GPS coordinates,” when they’re posted online. Parents also share their own strategies, like making bedrooms technology-free zones and setting devices to request parental permission before downloading apps.

The use of computer technology “is evolving in the classroom and in education as quickly as it is evolving in everyday life,” says Golas. Professionals in fields as diverse as medicine and engineering need to use and create websites, apps, and software—all of which require coding. Incorporating computer science in the classroom helps educators prepare students for these careers. Between 2012 and 2014, there was a 50 percent increase in students who took the AP computer science exam, which requires coding knowledge. In 2015, the STEM Education Act, which expands the official definition of STEM education to include computer science (with positive implications for federal funding, national awareness, and teacher training), was signed into law. Since 2013, more than 201 million students have participated in the Hour of Code.

“An exciting time to be working with technology and students because of how quickly you can make something meaningful and authentic and connect it to the curriculum,” Golas says. “As educators, we are always looking for those kinds of opportunities.”
Some Americans are wary of these institutions, but a new study finds they cultivate engaged citizens.

**Inside US Islamic Schools**

BY ANDREW THURSTON

R
epublican presidential candidate Ben Carson might, just might, vote a Muslim candidate into Congress, but never into the White House. "I would not advocate that we put a Muslim in charge of this nation. I absolutely would not agree with that," the retired neurosurgeon told NBC’s Meet the Press in September 2015. Carson’s apparent fear that a Muslim couldn’t cut it at the top doesn’t make him an outlier. Only 34 percent of Americans are confident that a Muslim who attained a position of influence in the US government would be able to do the job, according to a 2014 Arab-American Institute study. An earlier Public Religion Research Institute survey found 47 percent thought Islam incompatible with American values.

Despite such views swirling around their religion, Muslim youth at Islamic schools in the United States have found ways to embrace their faith and their nation. After examining Islamic schools’ effectiveness in fostering positive character and civic engagement, Charles Glenn, a professor of educational leadership, found “how extraordinarily American” the students were. They were just “very normal, good American kids who also see themselves as faithful Muslims.”

With five other BU researchers, Glenn conducted hundreds of interviews with students, parents, and teachers at Islamic schools across the country. The work was part of Moral Foundations of Education, a national project that includes a study of values education across 10 different types of schools, from urban to rural and from evangelical to Jewish. The ongoing project is based at the Institute for Advanced Studies in Culture at the University of Virginia.

Glenn started the study of Islamic schools expecting to hear about tension: “kids trying to straddle two worlds” and struggling to balance their religious identity with their national one. “It was astonishing how seldom that was expressed,” he says. “I quote one kid as saying that being Muslim is his way of being American.” (“America is kind of like a melting pot, right?” said the student, who—like all other study participants—had identifying information removed for the report. “And to be able to blend in, you have to stand out in a way. I think faith gives you that edge.”)

In America and elsewhere, Glenn says, research suggests “kids who attend faith-based schools are less alienated from their society than kids who attend public schools.” They were just “very normal, good American kids who also see themselves as faithful Muslims.”

But Glenn notes that loyalty to God doesn’t necessarily have to compete with loyalty to nation. He compares allegations like Baran’s to those leveled at Catholic parochial schools in the 19th century, when a rush of immigrants founded their own schools, much to the chagrin of established Protestant Americans. He also says a study in Loaden’s [Loaden’s](https://www.sciencedirect.com/science/article/pii/S0014485117302793) *Jewish Journal of Sociology* (2017) found that graduates of faith-based schools keep that elevated commitment to community engagement long into adulthood.

**“Kids who attend faith-based schools are less alienated from their society than kids who attend public schools.”**

**CHARLES GLENN**

could talk about their place in society, openly covering topics as diverse as pop music, painted nails, dating, and sexuality. One educator told the researchers that the purpose of such classes was teaching “how to be a good person.”

Glenn’s team also noted that the Islamic schools placed a premium on fostering community connections, from organizing sports activities with neighboring institutions to running volunteer efforts at homeless shelters. “All of them emphasize that they do welcome public visits,” says Munirah Alaboudi (‘16), one of the researchers on the project and a former director of urban education and equity efforts for the Massachusetts Department of Education and founder of Boston Trinity Academy, an evangelical school. “Those kids who feel securely supported in their identity, while being prepared to function effectively in American society, are not as alienated as they might be if they were the 14-year-old in Irving, Texas, who was treated like a young terrorist. In other words, the kids we’re interviewing aren’t being treated like young Mohamed was. They’re not being suspected.”

Still, many are suspicious of Islamic schools’ goals. Although there are only around 235 Islamic schools in the United States—compared to more than 6,500 Catholic schools—the web is littered with advocacy groups and blogs questioning their intentions. In 2013, two state lawmakers in Tennessee raised concerns about a school voucher system when they realized funds could go to Islamic institutions. Islamic schools, contends Turkish American scholar Zeyne Baran in *Citizen Islam* (Bloomsbury Academic, 2011), “are run by Islamists who teach children that their primary loyalty is to Islam rather than to their countries of citizenship.”

“**Kids who attend faith-based schools are less alienated from their society than kids who attend public schools.”**

**CHARLES GLENN**
He marveled at the treasures around him: the island’s twin volcanoes rising above the waves of the more-than-3,000-square-mile Lake Nicaragua, the freshwater bull sharks that swim in its depths, and the nearly 2,000 ancient and intricate petroglyphs that can be found across Ometepe.

Volunteers and local university students equipped with cameras had joined him. Together they were bringing to life his vision: a worldwide network of young people to promote intercultural understanding, multilingualism, and global stewardship. Konstantinakos ('17), a doctoral student at SED, initiated the Our Global Communities project in 2010, with support from SED and the Hubert H. Humphrey Fellowship Program, an international exchange initiative run by the US Department of State and hosted by universities including BU.

Four years later, he was on Ometepe Island in Nicaragua with Humphrey alum Ricardo Mendiesta in Our Global Communities’ first major initiative: a camp in which Nicaraguan university students created photo essays that may one day be used in schools in an effort to foster worldwide interest in their culture. A second camp took place in December 2015 in Uganda, and more are in the works.

“We’re not reinventing the wheel by creating photo essays,” says Konstantinakos, who is the assistant director of the Humphrey program at BU and runs Our Global Communities with a team of exchange program coordinators and participants, K-12 educators, and BU students. But he suggests that the program’s broader goals—using the essays to create curricula that meet global educational objectives—make it distinctive and compelling. The Peace Corps, the US embassies in Nicaragua and Uganda, National Geographic Learning, and other organizations have all assisted in running the camps. BU schools and colleges, including SED, which helped with camp design, have also lent support.

The project builds on Konstantinakos’ decades of experience in language education and multicultural publishing. In the late 90s, he worked on a national task force to set 21st-century guidelines for foreign language, international student, and study abroad programs across the US, he says. He’s also collaborated with residents in Japan, Guam, and other countries to produce media for young audiences worldwide. Individuals blossom when they “speak from the heart” about why their cultures are special, he says.

Our Global Communities’ Nicaragua camp involved about 15 students from the University of Nicaragua at Managua (UNAN-Managua). After a few days of workshops and essay research in Managua, participants split into production teams that also included BU students (primarily Humphrey program interns), Peace Corps volunteers, and camp staff. They then set off on expeditions in five major locations around the country where they reported on cultural topics of their choosing, taking photographs and interviewing locals. They also documented local effects of climate change and the residents’ resilience in dealing with those effects. Students wrapped up the 12-day camp by developing the essays, which Konstantinakos and others are compiling into a bilingual book.

In Ometepe, students interviewed the chief administrator of a local museum about the island’s famous petroglyphs, which date from as early as 1000 BCE and depict abstract designs, animals, and other figures. A spontaneous roadside visit to a small family farm turned into an essay exploring local home life, industry, and community response to climate change. “I’ve discovered that we really have an amazing country,” said UNAN-Managua student Gerald Trafa in a video made during the camp. “We need to take care of it, not only in terms of culture, but [also in terms of] climate change—how we can conserve the natural beauty and the richness that our country has.”

Nicaragua is the poorest country in the Western Hemisphere after Haiti; the program gave students a rare opportunity to travel and to learn about their own roots.

“I found out more about my culture, about my identity as a Nicaraguan [from] the information we gathered,” said Trafa. Participants also practice writing, photography, and computer skills that could help them get jobs. Agenesis Loaye—a Humphrey alum, a leader in the fight against human trafficking, and Uganda camp coordinator—wrote in a prospectus that the Uganda camp would provide “a great opportunity” for disadvantaged youth who had been trafficked or otherwise affected by armed conflict involving the Lord’s Resistance Army. “Expressing themselves freely as virtual, cultural ambassadors, and learning exciting new things that enhance their future employment prospects will boost their self-confidence and help them to heal and pursue happier lives,” Konstantinakos aims to create a "borderless classroom," working with to be determined education partners to incorporate the essays into curricula around the globe. Students could use the essays as a starting point for sharing information and opinions with their peers, and “develop collective action plans for addressing global issues such as climate change and gender equality as part of their education. You could literally have kids working on the same page in different countries,” he says.

An SED student’s dream of promoting intercultural understanding has become a global adventure

BY JULIE BUTTERS

It was December 2014, and Cyrus Segawa Konstantinakos had recently arrived on the island of Ometepe, Nicaragua.

He marveled at the treasures around him: the island’s twin volcanoes rising above the waves of the more-than-3,000-square-mile Lake Nicaragua, the freshwater bull sharks that swim in its depths, and the nearly 2,000 ancient and intricate petroglyphs that can be found across Ometepe.

Volunteers and local university students equipped with cameras had joined him. Together they were bringing to life his vision: a worldwide network of young people to promote intercultural understanding, multilingualism, and global stewardship. Konstantinakos ('17), a doctoral student at SED, initiated the Our Global Communities project in 2010, with support from SED and the Hubert H. Humphrey Fellow-

ship Program, an international exchange initiative run by the US Department of State and hosted by universities including BU.

Four years later, he was on Ometepe Island in Nicaragua with Humphrey alum Ricardo Mendiesta in Our Global Communities’ first major initiative: a camp in which Nicaraguan university students created photo essays that may one day be used in schools in an effort to foster worldwide interest in their culture. A second camp took place in December 2015 in Uganda, and more are in the works.

“We’re not reinventing the wheel by creating photo essays,” says Konstantinakos, who is the assistant director of the Humphrey program at BU and runs Our Global Communities with a team of exchange program coordinators and participants, K-12 educators, and BU students. But he suggests that the program’s broader goals—using the essays to create curricula that meet global educational objectives—make it distinctive and compelling. The Peace Corps, the US embassies in Nicaragua and Uganda, National Geographic Learning, and other organizations have all assisted in running the camps. BU schools and colleges, including SED, which helped with camp design, have also lent support.

The project builds on Konstantinakos’ decades of experience in language education and multicultural publishing. In the late 90s, he worked on a national task force to set 21st-century guidelines for foreign language, international student, and study abroad programs across the US, he says. He’s also collaborated with residents in Japan, Guam, and other countries to produce media for young audiences worldwide. Individuals blossom when they “speak from the heart” about why their cultures are special, he says.

Our Global Communities’ Nicaragua camp involved about 15 students from the University of Nicaragua at Managua (UNAN-Managua). After a few days of workshops and essay research in Managua, participants split into production teams that also included BU students (primarily Humphrey program interns), Peace Corps volunteers, and camp staff. They then set off on expeditions in five major locations around the country where they reported on cultural topics of their choosing, taking photographs and interviewing locals. They also documented local effects of climate change and the residents’ resilience in dealing with those effects. Students wrapped up the 12-day camp by developing the essays, which Konstantinakos and others are compiling into a bilingual book.

In Ometepe, students interviewed the chief administrator of a local museum about the island’s famous petroglyphs, which date from as early as 1000 BCE and depict abstract designs, animals, and other figures. A spontaneous roadside visit to a small family farm turned into an essay exploring local home life, industry, and community response to climate change. “I’ve discovered that we really have an amazing country,” said UNAN-Managua student Gerald Trafa in a video made during the camp. “We need to take care of it, not only in terms of culture, but [also in terms of] climate change—how we can conserve the natural beauty and the richness that our country has.”

Nicaragua is the poorest country in the Western Hemisphere after Haiti; the program gave students a rare opportunity to travel and to learn about their own roots.

“I found out more about my culture, about my identity as a Nicaraguan [from] the information we gathered,” said Trafa. Participants also practice writing, photography, and computer skills that could help them get jobs. Agenesis Loaye—a Humphrey alum, a leader in the fight against human trafficking, and Uganda camp coordinator—wrote in a prospectus that the Uganda camp would provide “a great opportunity” for disadvantaged youth who had been trafficked or otherwise affected by armed conflict involving the Lord’s Resistance Army. “Expressing themselves freely as virtual, cultural ambassadors, and learning exciting new things that enhance their future employment prospects will boost their self-confidence and help them to heal and pursue happier lives,” Konstantinakos aims to create a "borderless classroom," working with to be determined education partners to incorporate the essays into curricula around the globe. Students could use the essays as a starting point for sharing information and opinions with their peers, and “develop collective action plans for addressing global issues such as climate change and gender equality as part of their education. You could literally have kids working on the same page in different countries,” he says.

An SED student’s dream of promoting intercultural understanding has become a global adventure

BY JULIE BUTTERS
Many say that teachers need access to students earlier, but I think we can all agree that parents need information and support earlier—for they are truly their children’s first teachers.

This framework for collective action aspires to teach at least 60 percent of Boston parents with children ages zero to three by 2020. It will build new forms of social connections around early childhood caregiving, connecting with people in multilingual, multicultural forms as they go about their normal routines. The campaign will infuse a research-based set of parenting principles into ongoing action to achieve educational excellence and equity. In partnership with the Mayor’s Office of Education, the Achievement Gap Initiative at Harvard University, WGBH Educational Foundation, the Pediatrics Department of Boston Medical Center, and numerous Boston agencies serving families, we at the BPF have launched the Boston Basics Campaign to broaden and deepen the practice of effective parenting.

Many say that teachers need access to students earlier, but I think we can all agree that parents need information and support earlier—for they are truly their children’s first teachers.

I have joined like-minded individuals who believe that solutions must go beyond specific programs. The Black Philanthropy Fund (BPF) is a learning and leadership community that works together, and engages others, in ongoing action to achieve educational excellence and equity. In partnership with the Mayor’s Office of Education, the Achievement Gap Initiative at Harvard University, WGBH Educational Foundation, the Pediatrics Department of Boston Medical Center, and numerous Boston agencies serving families, we at the BPF have launched the Boston Basics Campaign to broaden and deepen the practice of effective parenting.

Many say that teachers need access to students earlier, but I think we can all agree that parents need information and support earlier—for they are truly their children’s first teachers.

I have joined like-minded individuals who believe that solutions must go beyond specific programs. The Black Philanthropy Fund (BPF) is a learning and leadership community that works together, and engages others, in ongoing action to achieve educational excellence and equity. In partnership with the Mayor’s Office of Education, the Achievement Gap Initiative at Harvard University, WGBH Educational Foundation, the Pediatrics Department of Boston Medical Center, and numerous Boston agencies serving families, we at the BPF have launched the Boston Basics Campaign to broaden and deepen the practice of effective parenting.
**Summer Literacy Institute**

Donald D. Durrell Reading & Writing Clinic

Increasing Educational Opportunities for All Literacy Learners

June 27–30, 2016 | Wakefield, MA

[bu.edu/sedreadingclinic](http://bu.edu/sedreadingclinic)

---

**BU HAS A NEW APP**

The BU EverTrue app combines shared profiles from LinkedIn and the BU Alumni Directory. Networking with fellow Terriers has never been easier! [bu.edu/alumni/app](http://bu.edu/alumni/app)

---

**STAY CONNECTED TO THE SCHOOL OF EDUCATION**

NEW! SHARE YOUR NEWS VIA CLASS NOTES

Keep up with fellow alums at [bu.edu/sed/alumni/class-notes](http://bu.edu/sed/alumni/class-notes).

JOIN SED’S ONLINE COMMUNITY

Post, tweet, network, exchange class activity ideas, and watch videos.