

Ed.

HARVARD ED. MAGAZINE

Yes we can.



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Editor in Chief

Lory Hough
LORY_HOUGH@HARVARD.EDU

Creative Director, Ed.

Patrick Mitchell
MODUS OPERANDI DESIGN
MODUSOP.NET

Assistant Dean of Communications

Michael Rodman
MICHAEL_RODMAN@HARVARD.EDU

Contributing Writers

Paul Barnwell
Zachary Jason

Illustrators

Hannah Barczyk
Jason Schneider

Photographers

Jonathan Kozowyk
Tim Llewellyn
Tony Luong
Angelo Merendino
Beth Perkins
Ekaterina Smirnova

Copy Editors

Marin Jorgensen
Abigail Mieko Vargus

POSTMASTER

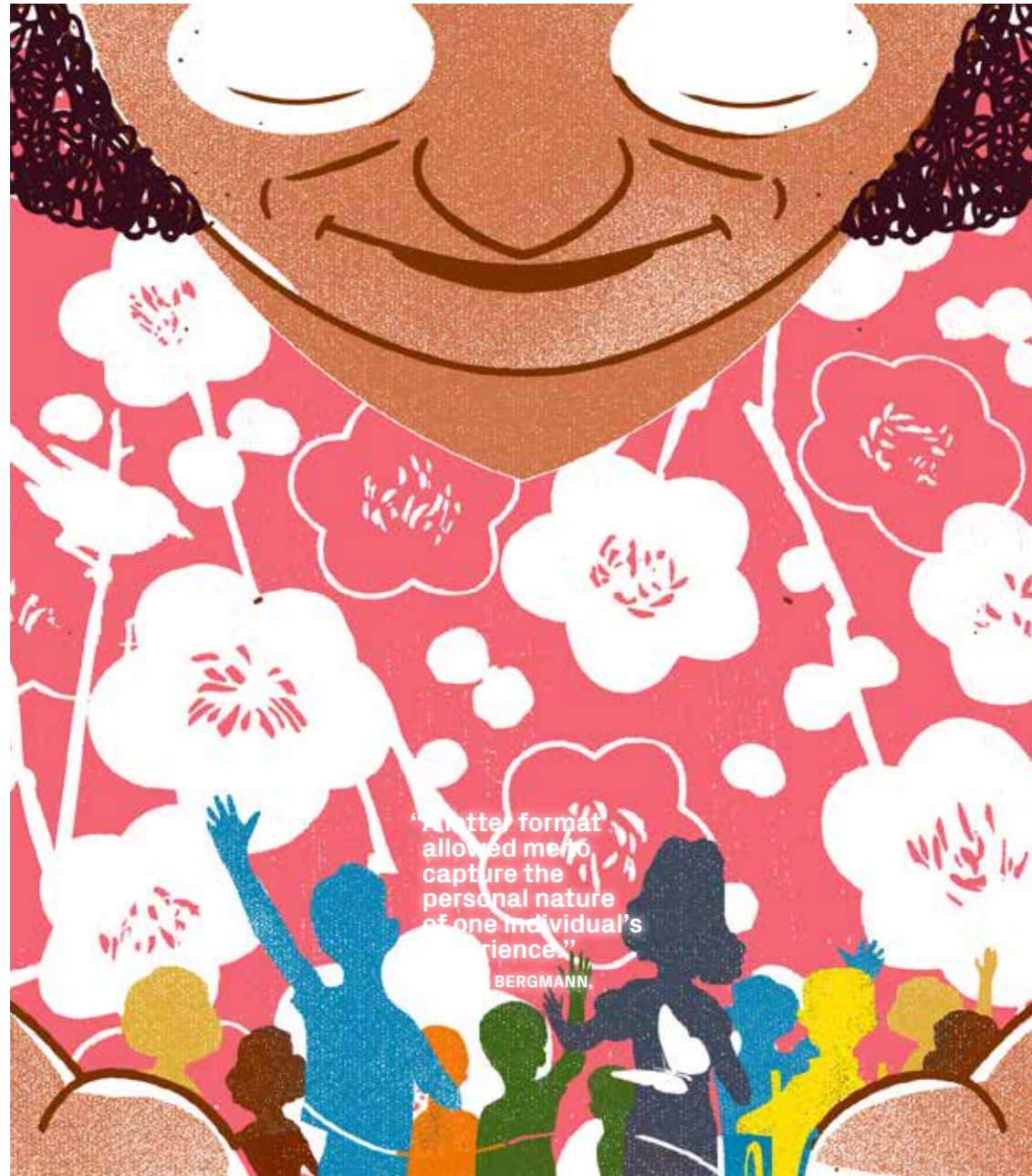
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Cover illustration by Jason Schneider



"The letter format allowed me to capture the personal nature of one individual's experience."
— BERGMANN.

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Convo.

JOIN THE CONVERSATION: SEND YOUR COMMENTS TO LETTERS@GSE.HARVARD.EDU



WELCOME NEW STUDENTS!

Want to become involved in the conversation? Have a great idea for a story idea? Get in touch: Lory_hough@harvard.edu.

1 Our cover story in the last issue, summer 2018, received a lot of praise for the first-person piece written by [MELANIE PERKINS MCLAUGHLIN, ED.M.'17](#), a mom who has to advocate for her daughter Grace, who was born with Down Syndrome. “A powerful and beautiful story.” “Good stuff, Melanie, on your description of abelism.” “We are so proud of the hard work you do to make the world better for others!” We also received a longer comment from another reader, Jennifer Saffran: “Thank you for writing this. I am also a Harvard alum, also an advocate, with a son with autism, LD, and epilepsy. I have seen awareness and resources change for the better since we settled two days before a hearing with Brookline Public some two decades ago. Still, the system is easier if you have bandwidth, time, money, insurance, speak English, and live in MA.” We also learned that the director of special education for the Massachusetts Department of Education planned on sharing the story with his full staff.

2 In June, *Harvard Ed.* was awarded the 2018 CASE Circle of Excellence Award for best magazine in its category. In terms of design, the judges noted that the magazine “is sophisticated yet feels friendly and engaging. The overall design is clean yet compelling with a great mix of photographs and illustrations.” When it came to the content, the judges commented on our willingness to take on controversial topics and said the magazine had a “great personality.” We want to know what you think, too. What do you like seeing or reading in the magazine? Are there stories that you most want to read or ones we’ve already published that really resonated with you? What are the ones you skip by? Is there some topic in education that we’re not covering that we should, or not covering as well as we could? Shoot us an email at Lory_hough@harvard.edu

3 We love it when a story becomes a useful tool for a teacher or a school. In July, 109 early childhood and K-12 educators attended a five-day Professional Education program run by Ron Ferguson, an adjunct lecturer on public policy at the Harvard Kennedy School. Called Closing the Achievement Gap: Strategies for Excellence with Equity, the program assigned one of our feature stories from the summer issue written by [EDY JULIO, ED.M.'18](#), called “The Other Self” to half of its participants (the ones interseted in secondary school) for a session on youth culture.

Past Tense

The spring 1970 issue of *Ed.* magazine ran a three-page special report about the Ed School’s involvement in the Harvard-wide strike protesting the United States move into Cambodia and the killing of four, unarmed college students at Kent State University on May 4, 1970. At meetings just days after the shooting, students, faculty, staff, and Dean Ted Sizer debated what the strike would accomplish, whether or not students could forgo exams but still receive full credit, and what role an education school should play in pressuring politicians in Washington. Given this issue’s cover story on student activism, we thought it made sense to look back at the story that ran in the magazine and share a few excerpts from the piece:

► “The ‘strike’ at HGSE is not binding on everyone,” the author wrote. “The school has remained open although students, faculty, and staff who wish to work in antiwar activities are free to do so.”

► “One issue emerges from the week’s discussions that promises to be at the forefront in the new few months: What should the university do when confronted with a national crisis? Should it — indeed, can it afford to — remain neutral? Does ‘neutrality’ mean do-

ing nothing? Does a faculty of education have the expertise to speak out on political matters? Should any action be taken as a corporate body or as individuals?”

► “Dean Sizer urged faculty and students to act individually and use their ties with professional groups in education, persuading them to take a stand on the matter of broad social policy. ‘As educators,’ he said, ‘this group has a special duty. Prior experience has shown that if all educators can be persuaded to pull on the same oar, there are enough of them to be listened to. We should ruthlessly seek out politically effective maneuvers, avoiding symbolic acts that make us feel better, but lead to sound and fury without substance.’”

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LETTERS@GSE.HARVARD.EDU

TONY LUONG

CREDIT HERE

Behind the Story

Lory Hough, Editor in Chief



Emma Gonzalez was calling BS. On February 17, 2018, the senior at Marjory Stoneman Douglas High School was speaking at a rally just days after a gunman opened fire at her school, killing 17 and seriously wounding many more. In what was described as a “blistering speech” that went viral, Gonzales helped draw national attention to gun violence. With her classmates, the 18-year-old became a symbol of what *The Washington Post* called “the new strain of furious advocacy.” ¶ I thought about other recent movements being propelled by young people, like Black Lives Matter, #Dreamers, the Occupy movement, and Standing Rock, and wondered if this surge — this furious advocacy — matched what went on during the 1960s and 1970s, the heyday (I assumed) of student activism. Our cover story by Zak Jason looks at these movements and how today’s compare. What did he find? “Everyone I talked to, from teenagers to veteran activists of the 1960 seems convinced we are not just in a social media-bolstered moment,” he says, “but a genuine, generational groundswell of activism.”

Intro.

NEWS + NOTES FROM APPIAN WAY



The Power of Family

DEAN BRIDGET TERRY LONG TALKS ANCESTORS, OPPORTUNITY, AND CONCRETE PAYCHECKS

STORY BY LORY HOUGH

“I was definitely a ‘why’ child,” says Dean Bridget Terry Long. “I asked a lot of questions, especially about my family and our history.”

It’s how she learned about family land in rural Virginia where she spent summers as a kid and connections to the tobacco fields. It’s how she discovered that her great grandmother on her mother’s side was born into slavery, emancipated at 6, and able to amass property after becoming a midwife. Asking questions was how Long learned that her grandparents on her father’s side had the same last name, Terry, because they both worked as sharecroppers on the same plantation, the Terry Plantation. It’s how she learned that her father, the eldest son, got pulled into the fields to work, but yearned to leave.

“He should have been valedictorian of his high school class,” she says of her father, “but he missed so much school because of farming. He basically escaped to the Air Force. He didn’t want to be a farmer.”

What her father wanted was opportunity — for himself and eventually for his two daughters. He got married and moved from the segregated south to Baltimore and later to the Midwest. He got a job at Xerox and worked his way up to a management position while also going to college, two kids in tow. It was looking back at pictures of his graduation when he was 30 and seeing herself in the photos, plus knowing that her mom worked her way through college to become a high school teacher, that made Long realize that there wasn’t just one way to be a student. “I grew

up knowing that institutions were more than just good times for 18-year-olds,” she says.

It also became crystal clear just how powerful education could be. “Education was the only answer to changing not only the cycle of poverty, but also the ability to take hold of one’s own destiny,” Long said to the Ed School community in May, in a speech given after being announced the new dean. This meant that for Long and her sister, solid jobs were absolutes.

“The big goal was for me to become a vice president at IBM,” Terry says. “My father understood corporate pathways as being opportunities for people of color. I grew up with many African American families where dad was in the corporate world and mom was a teacher or a nurse. That was stability; that was getting into the middle class. We had no understanding that there were these jobs where you studied the world and did research. That would have been frightening. That would have been what rich people did. You needed a concrete skill to get a concrete job to get a concrete paycheck.”

Joking that she could never have become an art history or music major, Long eventually ended up in economics after a summer program introduced her to what a university economics department was like. This led to Harvard, where she got her Ph.D. in economics.

“My parents had absolutely no idea what it meant to get a Ph.D., but it was Harvard so they had faith that it would all work out,” she says.

And it did. (Her parents obviously agreed, arriving at the gates of Harvard Yard at 4:45 a.m. on Commencement day so they could get the best seat possible to watch their daughter graduate.) Now 18 years later, Long acknowledges the long road her family has traveled from the days of slavery and sharecropping to her being the first black woman to lead a school at Harvard, and the impact it’s had on her research on access, opportunity, and what it means to be a student.

“It’s definitely the case that my family has affected my work,” she says. “Every researcher studies themselves, of course.”



Q&A DURING LONG’S FIRST WEEK: [GSE.HARVARD.EDU](#)

WISE WORDS

“It’s going to take a while before it fully penetrates into high schools.”

Senior Research Fellow [BOB SCHWARTZ, C.A.S.’68](#), on rethinking the gold standard four-year degree in favor of two years of college plus work credentials. (*Education Week*)



Very little has been written about how love impacts teaching and learning, which is why [JOHN MILLER, M.A.T.’67](#), recently published *Love and Compassion: Exploring Their Role in Education*. Love, he writes in his new book, is a powerful, motivating force for many teachers and students. And by love Miller doesn’t mean only romantic love, but self-love, love of beauty, compassion, and a love for learning. Miller, a professor at the University of Toronto, recently talked to *Ed.* about compassion, seeing students as individuals, and why, at the age of 74, he still loves teaching.

Why don’t educators talk more about love or beauty?

We live in a materialistic society that prizes consumerism and individual achievement. Education reflects this with its focus on accountability and measurement. Love and beauty cannot be evaluated in the traditional manner, so educators shy away from them. The work of Gandhi and King has had a strong influence on my writing as they saw love as the basis for living and

social change. When you look at their lives, they had tremendous impact on the world, which for me is evidence of the power of love. They also wrote about how love and compassion require real strength and courage.

Do teachers need to love teaching to be effective?

To be effective in the deepest sense, yes. One can teach basic skills without love, but to truly make a difference in a student’s life, there needs to be love. Love sees teaching as an art where we explore different ways of connecting to subject matter and to students. Love brings patience and understanding, which are so important in teaching.

Do they need to love kids?

Here I would use the word compassion. Compassion allows us to see our students as individuals who are struggling and sometimes suffering. Compassion allows us to see ourselves in the student, even the student who we find is hard to relate to. Nel Noddings [Stanford emeritus professor] has written about the importance of care, and if

our students feel that we care for them, this can be a strong motivation for learning.

When a teacher’s love for their profession is gone, should they move on or try to find a way back?

This is very much a decision that depends on the individual and the environment that he or she is working in. One alternative is to seek another school where their love of teaching can be restored rather than leaving the profession entirely. However, this question brings up the larger issue of what changes can be made at a national level to create schools and learning environments that are nourishing for both teachers and students. We need a broader vision of education that goes beyond mastering skills to teaching the whole child and helping children flourish.

Why do some kids seem not to love school or learning?

Love of learning means keeping the child’s natural curiosity alive. This means allowing space for students to pursue their own interests. Teachers often feel the

need to cover the curriculum so sometimes there is little opportunity for students to question and explore.

After all your years in the profession, did you ever lose your love for teaching?

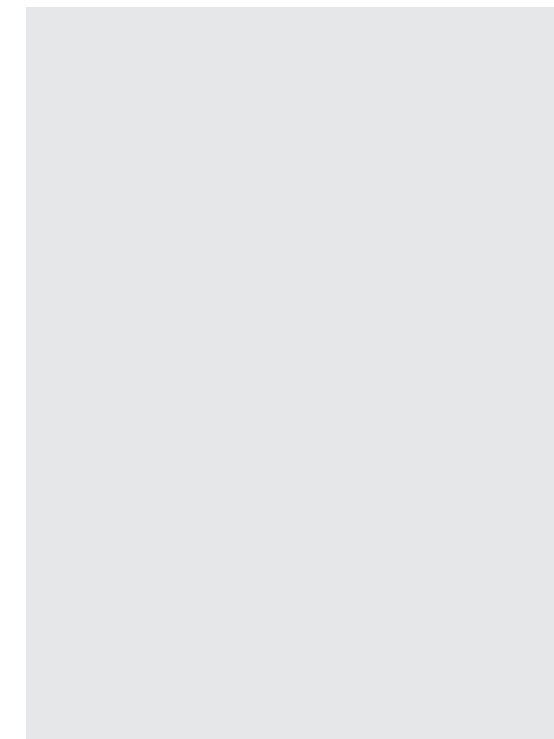
I have been fortunate that my university and department have supported my work in holistic education and contemplative education, so I do not believe there was a time when I lost my love of teaching. I am now 74, and I still look forward to teaching and being with young people.

Why?

I love the sense of community that can arise in a class. I write about this in my book, how in one class the students were circulating a sheet of paper for students to comment on what was happening, and one student wrote, “There is a lot of love in this room.” With community, people speak authentically or from what the ancients called the “thinking heart.” When this happens, there is often growth and transformation. I love witnessing this.

ON THE CASE

By All Means releases city-focused case studies



Professor Paul Reville founded the EdRedesign Lab in 2014 at the Ed School, following his five years as secretary of education for the Commonwealth of Massachusetts. The goal was to study and create ways that cities and towns could address all the needs of children, especially those living in poverty, by breaking silos. Instead of thinking schools alone could “fix” problems in education, the lab would bring together people from child welfare departments, local law enforcement, and city health. And the mayors would be key.

This is exactly why the lab’s By All Means initiative was created, and why, over the course of two years, mayors and other city officials from six cities created plans in this first cohort to tackle a childhood challenge specific to their communities. The cities — Oakland, California; Louisville, Kentucky; Providence, Rhode Island; and Salem, Somerville, and Newton, Massachusetts — served as labs as they tested different methods of making deep change in schools. During that time, the groups met regularly at the Ed School to learn from one another and strategize.

In May, the groups met for the final convening. They also released case studies for five of the six cities involved that include exactly what their plan was, how they handled funding, elements that affected success, and roadblocks that got in the way. LH



VIEW THE CASE STUDIES: [BIT.LY/2VLNH1R](#)
TAKEAWAYS FROM OAKLAND: [UKNOW.GSE.HARVARD.EDU/EDU](#)



“Parenting can’t go on forever each night. There has to be a finish line.”

Photograph by Beth Perkins

Prime Time Parenting

HOW BEING FOCUSED FOR TWO HOURS A NIGHT COULD MAKE PARENTING LESS HAPHAZARD

STORY BY LORY HOUGH

As director of an instructional design education company, HEATHER MILLER, ED.M.'00, spends a lot of time in classrooms and sees a lot of tired students. She wasn't surprised with older kids, but when she started seeing more and more sleepy elementary students, she knew something was going on.

After talking to these kids, it became clear that technology was partly at fault.

“These young children were playing video games or interacting with screens until quite late in the evening,” she says. Even kids who went to bed earlier had difficulty falling asleep, possibly due to blue light from devices reducing melatonin, the hormone that makes you feel sleepy.

“It was clear that a major problem was forming that had to do with parenting and screens,” she says. She started to offer workshops on how parents could avoid the pitfalls of the digital age. “I realized that parents don't really need abstract ideas; they benefit from concrete advice on how they can structure their lives as parents and avoid some of the pitfalls of technology,” for their kids and themselves. This fall, Miller also has a related book coming out called *Prime Time Parenting*.

One of the main points that Miller stresses is that in the age of smart phones and tablets,

adults need to rethink how they parent and not let technology dictate the rules.

“Everything we do from working, socializing, parenting, and learning has been transformed by the digital age over the last two decades,” she says. “It is important not to just go with the flow, but instead to take a step back and look at what aspects of this revolution are working for us and which are not.”

One way to do this, Miller says, is for parents to focus exclusively on parenting for a two-hour block, rather than parenting haphazardly by doing other things, like constantly checking your phone.

“By better utilizing time, parents can have quality time with their kids and also time for themselves,” she says. Parenting nonstop isn't the answer.

“It gets a lot harder to parent effectively when you are parenting every minute of the day and most of the evening,” she says. “We need to liberate parents from this idea that they need to be constantly parenting and move to intentional parenting for meaningful, but limited amounts of time each day. ... Parenting can't go on forever each night. There has to be a finish line.”

During this two-hour block, parents can focus on dinner, check that homework is done or

help as needed, talk about the day, work with kids to get organized for the next day, play a board game, and ease into the bedtime routine, she says.

She acknowledges that it's easy to get sidetracked and not utilize time well.

“With the advent of the digital age, we have a lot of blurring: for example, blurring of where and when we work. Many of us work from home or modify our work schedules to meet our children's needs — and that is wonderful — but the same flexibility can turn us into people who never quite stop working or parenting,” she says. “The idea with *Prime Time Parenting* is that you create a structure for school nights and then let that structure protect you. Otherwise, we risk being ‘on call’ at any hour.”

Although Miller focuses on the 6 to 8 p.m. hours, she says this isn't a rigid block, especially for parents who get home from work later or have kids older than her target group, 5 to 13, who need more time for homework.

She is pretty firm, however, about everyone in the family going screen-free during that time, aside from needing screens for homework, and turning them off 30 minutes before bedtime.

“If parents want to turn them back on after the kids are in bed, they're adults,” she says. “That's their choice.”



Women Who March

AN INSPIRING JANUARY DAY LEADS TO A CHILDREN'S BOOK

STORY BY LORY HOUGH

When plans started shaping up last year for the 2017 Women's March, **ADENA RAUB DERSHOWITZ, ED.M.'08**, decided to take the train down from her home in Queens, New York, to Washington, D.C. She knew it was going to be an important day. But as the march got closer, she started having doubts. Her twins were only about 9 months old; juggling everyday life with infants was hard enough.

"I was totally motivated, but at the same time, I was torn," she says. "I wasn't in the same position I was a year ago, where I could canvas and knock on doors and go to marches. My time wasn't mine anymore."

Raub Dershowitz ended up going and was so inspired that the next day, back home, she talked nonstop about the event while feeding the twins.

"I was explaining to them in my baby-talky way where mom was the day before," she says. Of course, they didn't under-

stand what she was saying, but she talked anyway. She wanted them to learn about standing up for what you believe in. Then she realized that translating an adult experience in a way that kids could understand might be her way to contribute to the activism fueled by the march. What better way than a children's book?

"Over the next couple of days, on my commute to work, I started drafting my ideas," she says. When she told her parents what she was doing, they weren't surprised. "They joke that when I was about 5, I'd constantly say that I was going to write a book, and then I'd go in my room and write a book."

This time, the book got published. In February 2018, *Women Who March*, a 28-page children's book illustrated by Heather Workman, debuted.

The process was interesting, she says, and she discovered more than she expected about self-publishing.

"I learned about all of the steps involved, about ISBN numbers, how to get a book on Amazon," she says. "A lot of it was learned through online communities. For every interest there's a group to connect with."

Online is where she found an illustrator. A writer friend recommended Upwork, a site for freelancers. She posted the job and a couple of illustrators showed interest, including Workman.

"She was passionate about the cause, and we hit it off," says Raub Dershowitz, an administrator at a school in New York. "It was important to me to have an illustrator from the United States; in this particular story, it was so U.S.-focused. And I wanted a woman." She also needed someone willing to take a pay cut. "It was a charity project, so I couldn't spend a ton of money."

Royalties from the book are donated to nonprofits, a new one each month. In March, it was National Organization for Women;

in April, Postcards to Voters; in May, the Sister District Project; in July, RAICES. Raub Dershowitz says she only chooses partners who focus on equal rights activism. The partners also help with promotion on their sites and through their channels.

Although Raub Dershowitz says she has no idea if there's another book in her future, she does hope that when the twins, now two, are old enough to truly understand why she wrote the book, they'll be baffled.

"I hope they'll think it's the most ridiculous thing we had to do, that we had to fight and mobilize and push against the idea that men are superior to women," she says. "I hope they find that absolutely insane. I also hope they know it's important to stand up for what they believe in and that they are out there expressing what's right, and not just for issues that affect their own lives. We're only all free when we're all free."

STUDY SKILLS

Shanna Peeples, Ed.L.D.

It's a phrase you don't expect to hear from the 2015 National Teacher of the Year: "I tried everything I could to not be a teacher." But for **SHANNA PEEPLES**, now a student in the Ed.L.D. Program, this is exactly how she felt when she started down her career path. "I didn't think teaching was glamorous."

What was glamorous, at least at first, was a string of other jobs: pet sitter in Beverly Hills, disc jockey for a country radio station in Texas, reporter for a newspaper. Eventually, though, the classroom found her as she spent more time reporting on schools. There she realized how much she loved being with students, especially seeing their joys, big and small: A project proudly turned in. A struggling student crossing the stage to get a diploma. Laughter.

It was seeing the pain that was tough. "If you do it right, teaching will break your heart," she says. Working at a low-income Title I school in Amarillo, Texas, Peeples saw students dealing daily with heavy issues — the same issues she had to deal with as a kid.

"I grew up in painful circumstances, with both parents addicted and periods of pretty severe poverty," she says. "Working with those students made me connect with that pain. That's partly why I didn't want to teach."

Now at the Ed School, Peeples is hoping to tackle what she sees as a looming crisis: the lack of other people wanting to teach.

"We're facing serious enrollment drops in teacher ed programs. The teachers we do have are leaving, particularly in schools with large numbers of low-income students. It's a very real problem, especially for our neediest kids," she says. "It creates a sense of abandonment. They think, there are no adults for me." Peeples remembers one day when her students' behavior was over-the-top awful, for just this reason.

"I had it with them and asked, 'Why are you acting like this?' One young man said, 'You're gonna leave like everyone else, so we just wanna have fun.' I saw that the problem of teachers leaving is a very personal one for students who have so many other issues in their lives. What I was seeing in that behavior is them testing me to see if I would stay and, in staying, care about them."

And she did. She stayed and she cared — cared enough to leave for a bit to get her doctorate and become an even better teacher.

"It was really hard to leave them," she says. "But it wasn't enough to be the best teacher in room 2000. I needed to do the best for all of the classrooms that I could." LH

ADENA RAUB DERSHOWITZ/HEATHER WORKMAN

Waaait For It

You're sitting in class and after the professor asks a question, there's dead silence. No one raises a hand; no one offers even a partial answer. The silence feels awkward and hugely uncomfortable.

But does it have to feel that way? According to Professor Bob Kegan, silence can actually be an important tool intentionally used by instructors. By waiting a little bit before calling on a student to answer a question, even if several hands shoot up, teachers are giving all students more time to reflect on what is being asked, and students can better articulate how they want to answer. Wait time, as Kegan calls it, also makes it less stressful for quieter students.

"Waiting a few more seconds actually can be quite productive," Kegan says in a video about wait time on the website for Instructional Moves, an Ed School project designed to give useful teaching tools to educators. Kegan says that even if the silence feels awkward and the teacher thinks no one will step up and talk, eventually someone will, and "as soon as someone starts, it's like opening the floodgate. You'll have more people wanting to volunteer than you have space for."

Here are a few additional tips from Kegan and other professors at the Ed School on how to start using this wait time practice in class:

- **Be patient.** Before calling on a student, count several seconds in your head.

- **Make wait time the norm in your classes, and tell students why you do it.** Consistency and transparency will help avoid confusion ("Why isn't anyone talking?"). It will also underscore the value of "think time."

- **Simply say less.** Resist the temptation to fill dead air with a rephrased version of your question or to answer an unanswered question yourself. LH



FOR MORE: [INSTRUCTIONALMOVES.GSE.HARVARD.EDU](https://www.harvard.edu/instructional-moves)



Beware Assessments

For years, educational systems around the world were smitten with Finland. Year after year, big international test score rankings showed tiny Finland leading the pack in content areas like math and science, and everyone wanted to know how to recreate "the Finnish miracle."

But as Professor Judith Singer points out in her new paper, "Testing International Education Assessments," published in the April issue of *Science*, this obsession with rankings "not only misleads, it diverts attention from more constructive uses" of the data.

Instead, countries should use information from assessment like this to learn more about themselves, Singer writes along with Henry Braun, a professor at Boston College. Data pulled from tests like PISA and TIMSS can also be used to help spark political will as governments pay attention to the findings and the public, in turn, demands action.

With this in mind, here are several factors not often considered when reading only the headlines of these international test score stories, Singer points out:

- Not all 15-year-olds (target age) are counted in a given country or region. In 2012, for example, Shanghai excluded 27 percent of its 15-year-olds. In Mexico and Turkey, as many as 40 percent of students that age dropped out.

- Only about 50 or 75 countries or regions routinely administer these international large-scale assessments — a statistically small number that can make it difficult to truly identify patterns.

- Private tutoring is popular in many countries in Asia, Africa, and in Latin America. In South Korea, for example, half of the participants who took the 2012 PISA test reported receiving private tutoring, often focused on — guess what? — doing well on tests.

- Test scores only give us an average for an entire country. Variations within a country — how teachers are trained or socioeconomic factors — are not taken into account. Countries with decentralized education systems, like the United States, Canada, and Germany, are ranked alongside countries with centralized, national school systems, such as France. LH



READ THE FULL PAPER: [GSE.HARVARD.EDU/ED](https://www.harvard.edu/gse)



SARA TRAIL, ED.M.'17, learned to sew from her mother and grandmother when she was just four. She was so good at it that by the time she was 11, she was teaching classes of 20 to 30 other kids on Sundays at her church through the Grace Temple Sewing Studio, which she started. It was fun and a way to make simple things like pillows and tote bags. Two years later, she wrote a book called *Sew with Sara*, produced a related video, and even had her own collection of designs for Simplicity patterns. Eventually, parents asked her to lead sewing activities at birthday parties.

But then when she was 17, in 2012, sewing took on a new meaning. Trayvon Martin, an unarmed 17-year-old boy, was murdered in Florida. Trail wanted to go to a local protest but wasn't allowed so instead she turned to what she knew: needles, thread, and fabric. The result was the Rest in Peace Trayvon quilt, the

first time she mixed her passion for sewing with social justice art. Trail gave the quilt to Martin's mother at a Black Lives Matter event.

Art and activism would further come together when, in 2016, while an undergraduate at Berkeley, she founded the Social Justice Sewing Academy (SJSJA). That first summer, 15 students learned not only how to sew quilts focused on a social justice theme that interested them, but also about writers like James Baldwin and Maya Angelou, and about issues like immigration and LGBTQ rights.

"It is all about youth empowerment and agency," Trail says. "At first glance, SJSJA is an organization that seeks to empower youth to create social justice art, but beyond the art it is really about empowering youth to think about how they can create change that is bigger than themselves. Youth create the art that communicates powerful mes-

sages, and SJSJA strives to spread their art to amplify their voices."

In shorter workshops, offered at libraries, jails, and other locations (like the Ed School, where she held two sessions last year), participants design a quilt square using fabric and glue. The blocks are mailed to embroidery volunteers across the country who sew each one. The blocks are mailed out again, this time to a quilter, who sews the blocks together to create a quilt. Finished quilts are displayed at schools, quilt shows, and community spaces.

"SJSJA quilts are pretty popular right now because they are so not the normal standard of quilting," Trail says. "Politics, equity, and social justice themes are not typically found in traditional or even modern quilt techniques. I really think a key component of yes, it is sewing; yes, it's community; but it's also much bigger because the art travels so much."

In 2020, an Obama portrait quilt, currently being worked on

by students at two high schools, will be displayed at the Barack Obama Presidential Center when it opens in Chicago. More recently, the project added an ambassador's program for motivated students, says **CLAUDIA CASSANDRA TAPIA, ED.M.'18**, SJSJA's organizational development director.

"The program started out of youth expressing their interest in being involved beyond just participating in a workshop," she says. Ambassadors oversee workshops in their communities. Trail is humbled by it all.

"I feel honored to be able to help young people find their voices collectively on issues that they are passionate about," she says. "So many mentors and teachers helped me find my voice. Now I'm able to mentor others to discover their passion through art activism."



CONNECT: [SJSJACADEMY.COM](https://www.sjsjacademy.com)

Meet the New Faces on Campus

Junlei Li (below right) joins the Ed School as a senior lecturer. Li comes to Harvard from the Fred Rogers Center at Saint Vincent College where he was a professor and ran a research lab, Incubator 143, focused on creating positive change for children's development. The lab was named after Fred' Rogers' favorite number, which symbolized the number of letters in "I love you." At the Ed School, Li will be working primarily with the Saul Zaentz Early Education Initiative.

Peter Blair (below left) will be a new assistant professor. Prior, Blair was an assistant professor of economics at Clemson University, where he was the principal investigator at the Blair Economics Lab. While at Clemson, he also served as a faculty affiliate of the Human Capital and Economic Opportunity Global Working Group at the University of Chicago. He studies the link between inequality and occupational licensing, as well as economics and education.



A Minor Miracle

For the past few years, undergraduates at Harvard have been hungry for ways to be involved with the field of education, either as a future career or as part of their belief in public service. Unfortunately, except for a couple of individual courses offered at the college, which are difficult to get into because they are so popular, and the formal Harvard Teacher Fellows Program, it hasn't been easy to dive into the issues around teaching and learning.

That changed in the spring when it was announced that starting this academic year, undergraduates would be able to choose education studies as a secondary field, the Harvard equivalent of minoring in a subject. This first-of-its-kind collaboration between the Ed School and the Faculty of Arts and Sciences (FAS) involves five approved courses that students can take at FAS or the Ed School plus a capstone project.

Senior Lecturer **KAY MERSETH, M.A.T.'69, ED.D.'82**, helped lay the groundwork when, four years ago, an undergraduate approached her with the idea to push for the education minor.

"We worked up a proposal for education studies and then began a very long process of getting it approved," says Merseeth, who started teaching United States in the World 35: Dilemmas of Equity and Excellence in American K-12 Education, in the fall of 2011 — at the time, the only education class for undergraduates. (That first year, 90 students vied for 47 seats. Now, 400 students routinely sign up for the lottery, and Merseeth has expanded the course to two sections of 75.) This new education minor, she says, offers many more options for undergraduates.

"What this does for Harvard College students is provide a loose structure whereby students can study different strands of education studies: economics and education; learning and psychology and education; social policy; inequality in education, and so on," she says. "We found, when looking for relevant courses, that there were actually quite a few, but it took some searching to find them. Now they will all be listed in one place and students can choose different areas of focus."

Merseeth, who retired last year from administrative activities but still teaches, says there will also be monthly events for those interested in education studies to get together, hear speakers, have debates, and learn about internship opportunities.

"This will provide undergraduates with a 'home room,' in a sense," she says. "They will also have an easier time finding sympathetic faculty working on research that might interest them. I frankly think this is huge for the Ed School and for the college as well as for the field. Now college students will be able to see multiple ways to get involved in education beyond becoming a teacher. Some might decide to teach through the Harvard Teacher Fellows Program, but this broadens the potential for the engagement. I am beyond thrilled about this!" LH

5 EASY STEPS TO:

Being Funny



Want to make your students or kids laugh? Considering standup comedy to supplement your education salary? **JANE CONDON, ED.M.'74**, author of the new cartoon book, *Char-donnay Moms*, shares five secrets about her own success touring the country and appearing on shows like *The View* and the *Today Show* as a professional stand-up comedian.

► **Nuns can be helpful.** "This is where I learned in high school to pass notes and whisper funny jokes. Thank you, Sister Mary Conleth, Sister Magdocia, Sister Vincentia, Sister Rose Immaculata, Sister Marylena. But biggest thanks to Sister Edwardette who scared me daily. No notes in her class! It was all trigonometry and Latin III."

► **Remember your great teachers.** My fourth-grade teacher in

the TAG program made all of us stand up and give speeches. I talked (at length, probably too long) about my trip to Washington, D.C. In her class, I also made Mount Vernon out of a shoe box, a foot-high Washington Monument with a flour-water-and-salt reflecting pool, and a cardboard Lincoln Memorial. My eighth-grade English teacher, Mrs. Shilonski, had us read Shakespeare's comedy *As You Like It* before anyone told us Shakespeare can be hard. And we loved it and this material all helps.

► **Embrace family problems.** Most comedians have a great pain somewhere in the background. We had drinking and mental illness. But we also had love. When my dad died when I was 15, my job as the youngest of four was to jump up and down and entertain people. "I know that's bad but... look over here."

► **Find an audience.** Before you perform in front of a paying audience or classroom, you need friends and comedy buddies who laugh at your jokes. And you need the honest ones who don't — until the joke is good. Also once I get a show, my first question is always, "Who's the audience?" Be conversational, as if talking to a friend.

► **Lastly, do it.** Get on stage. As much as you can. Do it, do it, do it, then do it some more. (Classroom teachers are lucky. They have stage time every day.) Use surprise, exaggeration, specifics, emotion (remembering that "I hate" is funnier than "I love"), and honesty. Authentic is the highest praise. And here's the best advice of all, the simplest but the hardest: Be you. Show us your world. As Oscar Wilde once said, "Be yourself. Everyone else is taken." LH



READ A PROFILE OF CONDON THAT APPEARED IN THE WINTER 2012 ISSUE OF ED.



"I think there is a delicate balance between adults and youth partners to try to create change."

GRETCHEN BRION-MEISELS, ED.M.'11, ED.D.'13, lecturer on education, discussing the March for Our Lives. (*Education Week*)

THE MAKING OF

Associate Professor Jal Mehta

Growing up in Baltimore with two parents in education (his mom as associate head of his school, his dad a professor at the local university), conversations about education were, Jal Mehta says, “part of the everyday chatter.” It also let him see firsthand the respect teachers got at his school. Now as an associate professor at the Ed School, Mehta spoke to *Ed* about his passion for transforming teaching, extracurriculars, and how his kids have influenced his thinking.

One thing about your childhood that had a lasting impact.

I went to a school, The Park School, which was an independent school whose motto was “learn how to think.” I had a number of great teachers when I was there, but beyond that, what was particularly notable was the way in which they treated students as capable participants in their own education.

Such as?

I can remember, for example, being part of a student committee whose job it was to help pick the next head of school. We didn’t have final say, but we had an equal turn with the faculty, parents, and alumni. We got to interview the candidates, provide recommendations, and explain our thinking. Living in a world where we respected teachers and they respected students has deeply shaped my views of what is desirable and what is possible in education.

What was it like to have educator parents?

I was the editor of the high school newspaper, and I would write editorials railing against the administration, and one day my mom said, “Jal, I am the administration; why don’t we just talk about it over dinner?” My parents also are very loving people, but they also have high standards. I remember once I was reading a vocabulary book while studying for the GREs, and my mom came down and said, “You don’t know what lugubrious means? Who educated you?” (Well, I thought, between home and school, you did, Mom.)

What did you want to be when you “grew up”?

I idolized Jon Miller, who was the announcer for the Orioles. Once I realized I wasn’t going to make it as a player, I did think that broadcasting would be fun. More seri-

ously, I applied to law school and was going to be a civil rights lawyer before I decided that policy, as opposed to litigation, was the more powerful lever for change. But I did work in college for a public interest law firm. We sued banks for redlining and, not having the resources to sue every bank, we published lists of banks that treated African Americans more and less fairly in Baltimore. I think that what I do now is another route to achieving many of the same ends.

You’re passionate about transforming teaching. Why?

Coming from Park, where our teachers were highly respected, to seeing how teachers are treated in many public school systems, was quite a shock. I remember once talking to Dan Lortie, who was the leading scholar on teaching as a profession from a generation ago, and I said, “What motivated you to write about that?” And he said, “My mother and my sister were teachers, and they were intellectually capable people, and then I studied the public system and realized they were being treated as the bottom of an implementation chain.” I had a similar set of experiences which led to a similar set of conclusions. I also have spent a lot of time in schools and think that unless we “transform teaching,” many students will not get the kind of education I received. We don’t really have any coherent systems for building expertise in teaching, and thus what we get is basically the sum of what individual teachers know what to do. This is a huge lost opportunity, both for the teachers and for the students with whom they work.

You write about the power of extracurriculars. Did they motivate you as a student?

I did love extracurriculars in both high school and college, for many of the reasons I write about: namely that they allowed you to be

a producer rather than a receiver of knowledge, that you were part of a team, and that you were trusted with significant responsibilities in a way that you weren’t as a student. I can remember a day in high school where I was sick and had to miss school, but still came in after school to help put out an issue of the school newspaper that was going to press that night. I got in trouble. If you are here in the newspaper office, the principal said, then why couldn’t you come to class? He might have had a point. But it just seemed different. Missing class was only costing myself, but missing newspaper I had committed to. I had a real responsibility to fulfill.

How has having kids shaped your views of education?

Alex and Nico are by far the best things that ever happened to us. I think when you have kids and you put them in school, you want to be confident that those adults care for your child in the way that you would. So yes, “teach them to think,” but also care for their spirits, honor their interests, and be the kind of mature, wise, responsible adults who will model the kind of people we are hoping our children will become.

What’s the one best piece advice you give to HGSE students who are going to teach?

Most of my students have already taught, and I’m learning as much from them as they are from me. Deeper learning is a journey and not a destination, and I hope my students will continue to invite me to learn with them as they go back into schools after graduation.

Finish this sentence: I love what I do because...

Of the students. Teaching students is the best part of my job, and there is no close second.



Them That’s Got

SCHOOLS PARTNERSHIPS CAN WORSEN INEQUITIES

STORY BY LORY HOUGH

It’s not often that jazz singer Billie Holiday gets cited in an Ed School research paper. But when Associate Professor Ebony Bridwell-Mitchell wanted to find a way to explain what she found when she looked at the equity of school partnerships, this line from Holiday’s “God Bless the Child” seemed perfect: “Them that’s got shall have; them that’s not shall lose.”

In other words, as this applies to schools and outside partners that fill gaps (reading buddies or a dance company teaching after school), schools that are already well resourced with experienced teachers and solid networks are more likely to have partnerships, and get new ones, compared to schools with less experienced teachers, more students receiving free or reduced lunch, and no partnerships in place. As a result, these partnerships, meant to help, can actually worsen inequities between schools.

That’s why, Bridwell-Mitchell says, it’s not only important to look at the outcome of school partnerships, such as how these organizations help

boost test scores, but also to ask how schools gain access to those partnerships in the first place. After examining 211 New York City high schools and 1,098 outside organizations, Bridwell-Mitchell found that a few factors made a big difference.

For starters, schools that were physically closer to potential partners like YMCAs or art organizations were significantly more likely to have partnerships than schools that weren’t. A partner might want to stay in the neighborhood, for example.

In addition, schools with more stability among staff (and therefore more experience) were more likely to form partnerships.

“Teachers who are at the school for a long time, they’ve become more familiar with their options for who could partner,” Bridwell-Mitchell says, including connected parents.

Surprisingly, personality does not play as big a role in forming partnerships as you might imagine, she says. A charismatic principal may not draw in partners any better than a quieter one. “Yes, strategy matters, but

you know what outweighs strategy? The characteristics that are beyond your control, like what neighborhood you’re in.”

What also matters, she found, is whether a school has partnered with an organization in the past. Schools that have partnered with an organization for at least three years are almost guaranteed to continue partnering with that group in the future.

“Schools that have a lot of partners, they’ve learned what it takes. If you’re at a school that doesn’t have partners, you haven’t learned that,” she says.

Unfortunately, just encouraging schools to go out and find dance companies and tutoring nonprofits isn’t enough.

“Giving every principal a list of potential options is a step in the right direction, but it also means all 20 schools are now going to compete for the same partners,” she says. Instead, a district should also work one-on-one with schools and help them find good matches. Partners also need to think beyond the tried and true. “If we’re going to create wider access, partners have

to go beyond what they’d typically do,” Bridwell-Mitchell says. “Maybe that means looking outside their neighborhood.”

What other advice does Bridwell-Mitchell have for educators? If she were a principal, she says, “I’d try to hustle to find partners, even if I knew I would have limited success. This initial hustle is important because if you don’t show that you’re trying to hustle, it would be hard to go to the district or a principal at another school and say, ‘I’ve really exhausted my options, can we brainstorm new ideas?’”

At the district level, she might throw a partner fair but approach it not just as a task to check off.

“It’s not just opening the door and saying good luck, pick one,” she says. “You need to know the leaders and schools well enough to say JFK Elementary doesn’t have a lot of partnerships, let me introduce them to these three. It’s you intervening.”



READ THE REPORT: GSE.HARVARD.EDU/ED



ON MY BOOKSHELF

Irvin Scott, Ed.M.'07, Ed.D.'11, senior lecturer

CURRENTLY READING: *Education for Judgment: The Artistry of Discussion Leadership.*

THE THING THAT DREW YOU TO IT: I have spent a considerable part of my nearly 30-year career trying to enable great teaching and learning experiences for children, and now adults. More than half of those years have been actually teaching myself, the other parts have been as a system leader. Well, I am back in a position of doing it — teaching myself. This book was given to me by my colleague, Josh Bookin, who leads HGSE's Teaching and Learning Lab. The book is a reminder that great teaching and learning should be a constant pursuit for those who are blessed to hold that title: teacher.

FAVORITE BOOK YOU READ TO YOUR BOYS WHEN THEY WERE LITTLE: My wife, Kisha, and I have read so many books to our three boys as they were growing. *Chicka Chicka Boom Boom*, *Are You My Mother?* and *More, More, Said the Baby*. All bring a smile to my face just thinking about them. However, it was when they were around 12, 10, and 8 when we decided that we would have joint reading time as my father once did with me and my siblings. The novel of his choosing: *Sunder* by William Armstrong. For our sons, we read C.S. Lewis, starting with *The Chronicles of Narnia: The Lion, Witch, and the Wardrobe*.

IF YOU WERE TO GIVE A BOOK AS A GIFT TO SOMEONE, WHAT WOULD IT BE? *Trust in Schools* by Anthony Bryk and Barbara Schneider. I would give it to every American principal and teacher leader. I think the most important resource for schools to operate well is trust. It's that simple. When I was a principal, my superintendent gave all principals this book. It made me think about leadership completely differently.

YOU DISCOVERED POETRY IN YOUR NINTH-GRADE ENGLISH CLASS. ANY RECOMMENDATIONS? Anything by Shel Silverstein, for all ages! I also keep a collection of Shakespeare's sonnets in my office. If you drop in, you will see it on my bookshelf. I have been trying to commit to memory several of the sonnets I love, starting with Sonnet 116, "Let me know to the marriage of true mind / Admit impediments...."

EDUCATION BOOK THAT YOU THINK ALL EDUCATORS SHOULD BE READING? As it relates to the critical work of teaching and learning, I am a huge fan of John Hattie's *Visible Learning for Teachers: Maximizing the Impact on Learning*. As it relates to addressing inequities in America, I am huge fan of anything Ta-Nehisi Coates writes, such as *Between the World and Me*, as well as J.D. Vance's *Hillbilly Elegy*.

FAVORITE SPOT TO CURL UP WITH A GOOD BOOK: I don't curl up well. Need to be sitting when reading. I enjoy reading in Widener Library or the second floor of The Coop balcony, where the Harvard schools' crests are lined up. LH

SELF-REGULATION IN LEARNING

Alison Bailey and Margaret Heritage

Using practical examples, ALISON BAILEY, ED.M.'91, ED.D.'95, and Margaret Heritage describe how teachers can help all students become better at taking charge of their own learning, a skill that will help not only in class, but also later in life. As they describe, self-regulated learning allows students to set goals for their learning and figure out what steps are needed to reach goals. It also helps them better use their time and recognize what needs to be done when they get off track.



DIFFERENTIATED INSTRUCTION MADE PRACTICAL

Rhonda Bondie and Akane Zusho

Providing different instruction for different students in a classroom is often a huge challenge for teachers. In this book, Lecturer Rhonda Bondie, a former teacher, and Akane Zusho, use a system called All Learners Learning Every Day (ALL-ED) that tailors instruction for teachers. The book offers useful class examples, self-reflection activities, and a question at the beginning of each chapter that will help teachers better think through their objectives in helping all learners. Each chapter also offers current research in a given area.

HOMING INSTINCTS

Dionisia Morales

DIONISIA MORALES, ED.M.'93, has mostly lived on the East Coast, dotted with a summer here and there in other places. Then a job with the Oregon Department of Education took her 3,000 miles away to the other side of country. "What strange, new place is this?" she asked herself. "And how will I survive here?" In this collection of short essays, Morales writes about her relocations and asks questions relevant to migration, what it means to claim a place as your own, different mindsets, and what we mean when we say "home."

CUZ

Danielle Allen

Cuz, meaning both "cousin" and "because," is a memoir by Professor Danielle Allen that, as *The New York Times* writes in its review of the book, mourns a loss and denounces a system. It's the tragic story of Allen's cousin, Michael, who spent time in and out of prison, the first when he was a teenager. Described as someone who "beams and all the lights come on," Michael was murdered when he was only 29. Allen explores Michael's life, her own relationship to him as "cousin on duty," and the devastating impact that poverty, gangs, drugs, and love can have on a life.

IF YOU COULD ASK EVERYONE YOU MET JUST ONE QUESTION?

Ty Sassaman

For six months, traveling across the country is his red 1993 Honda Civic. TY SASSAMAN, ED.M.'06, posed one question to the people he met: If you could ask everyone you met just one question, what would you ask? Starting with the park ranger in Pennsylvania who told him his question was circular and she wasn't that deep, to "What's something you never told anyone in your life?" (childhood friend in Michigan), to "Do you know where the emergency station is?" (Burning Man volunteer), to "What are you doing to change the world?" (guy giving him a tattoo in Austin, Texas), Sassaman gives us a taste of America, as he experienced it.



FOR A FULL LIST OF BOOKS FEATURED IN THIS ISSUE: [GSE.HARVARD.EDU/ED](mailto:BOOKNOTES@GSE.HARVARD.EDU). IF YOU'RE PART OF THE ED SCHOOL COMMUNITY AND YOU'VE RECENTLY PUBLISHED A BOOK, LET US KNOW: BOOKNOTES@GSE.HARVARD.EDU



STUDENT ACTIVISM 2.0

ARE STUDENT PROTESTS MAKING A COMEBACK — AND A DIFFERENCE? STORY BY ZACHARY JASON



On February 16, 2018, two days after a 19-year-old took an Uber to Marjory Stoneman Douglas High School in Parkland, Florida, and killed 17 students and staff with a semi-automatic rifle, 19-year-old Julian Lopez-Leyva held a demonstration alone.

The Phoenix native and sophomore at Bunker Hill Community College in Boston knew gun violence intimately. His cousin had been paralyzed from gunshot wounds; an administrator at his elementary school was killed in a parking lot; a masked man had held a pistol to his head before taking his phone and wallet. But he had scant experience organizing protests. For 17 hours, one for each Parkland victim, Lopez-Leyva stood on a bench in a small park across from the Isabella Student Gardner Museum, waving handmade signs and asking passersby for solutions to “our gun epidemic.” He returned home exhausted and exasperated.

Two days later, Lopez-Leyva watched five survivors of the Parkland massacre announce on CNN that they were organizing a national March for Our Lives to demand stricter background checks for gun buyers and to “Never Again” witness a school shooting. They were teenagers, in the midst of attending their friends’ funerals, but they spoke with conviction, clarity, solemnity, and vision, a maturity unprecedented — from children and adults alike — in the wake of the 193 American school shootings since Columbine in 1999. Their “sudden resilience,

the way they stared beyond the camera,” Lopez-Leyva says, “awakened me, gave me a new hope.” A few minutes later he created a Facebook event for a March for Our Lives in Boston. Through social media and visiting nearby campuses, he soon helped connect 94 bipartisan student groups (including multiple chapters of College Democrats and College Republicans), civic organizations, and teachers unions. When he stepped onto Boston Common on March 24, this time he was joined by nearly 100,000 demonstrators, along with some 2 million at 800 simultaneous rallies in every U.S. state and on six continents. In five weeks, students organized one of the largest youth protests since the Vietnam War.

“I was blown away,” says Lopez-Leyva. Still, he was soon asking the same questions he asked after his solo demonstration: “How do we keep this going? How do we get results?”

Millions of students are asking the same questions amid the most forceful surge of youth activism since the 1960s. From the hunger strike, encampment, and football-team boycott demanding the ouster of the University of Missouri’s president; to a New York University student dragging a mattress to

class for an entire year in protest of sexual violence; to marches against visiting supporters of Donald Trump; to die-ins for racial justice, including one at the Ed School, unrest spreads among American students. In 2016, an annual UCLA survey of undergraduates nationwide found that 1 in 10 expected to partake in protests while in college, the highest rate since 1967.

“We’re in a groundswell moment of youth activism,” says Professor Meira Levinson, who studies civic and multicultural education. In the weeks after the Parkland shooting, to help educate first-time protesters, Levinson co-created the online learning resource Youth in Front (with [JUSTIN REICH ED.D.’12](#), executive director of MIT’s Teaching Systems Lab, and [DOUG PIETRZAK, ED.M.’11](#), founder of the instructional design firm Fresh Cognate). After surveying more than 3,000 high school and college students in Massachusetts, Connecticut, and Mississippi, Levinson and her team built how-to guides and fielded video interviews with 30 scholars and activists (Lopez-Leyva included) to answer the students’ most common questions: Why protest? Will I be alone? Will I get in trouble? How can teachers be allies?

By far the most elusive question, Levinson admits, is How can a march become a movement? “This is depressing but true,” she says. The mode — the most common outcome — “is that activism doesn’t work.” Countless forces keep youth uprisings “permanently fragile”— from distrust and dismissal from adults; to co-optation; to attrition by graduation, infighting, or simply other obligations as students. Especially for low-income students and youth of color, “it’s much harder to get recognized as fighting for positive change as opposed to posing a threat.” Still, “there’s a deep affinity between generational change and social change,” says Mar-

shall Ganz, a senior lecturer at the Kennedy School. “Young people come of age with three tools essential for renewal: a critical eye of the world, a clear view of the its needs and pain, and hopeful hearts that give a sense of the world’s promise and possibilities.” Students have been activists since they’ve been students. From 1229 to 1231, the entire student body at the Sorbonne went on strike, until Pope Gregory IX (a Sorbonne alumnus) declared students were exempt from the city’s jurisdiction. Nearly 1,000 years of protests later, says Levinson, we have found “no magic formula” to affecting change. But we have learned a few causes and tactics that tend to boom, and doom, uprisings.

IN THE BEGINNING, students fought for their rights with knives, stones, and fists. As the first universities opened in Medieval Europe — Bologna, Cambridge, Paris — students often brawled with citizens over their license to roam the town free, which most often resulted in bolstered protections for students. When the University of Vienna was founded in 1365, for example, the Duke of Austria declared that if a nonstudent dismembered a student, authorities were to sever the same body part off the nonstudent.

Until the 20th century, American activism was slipshod and provincial. In 1639, Harvard students testified in court against the school’s vile cuisine and the violent punishments given by inaugural schoolmaster Nathaniel Eaton. The magistrates fired Eaton and his wife, who admitted to serving students “mackerel ... with their guts in them, and goat’s dung in their hasty pudding.” American college students wouldn’t stage a real protest until 1766, with Harvard’s Great Butter Rebellion. After Asa Dunbar (class of 1767) allegedly mounted his chair and bellowed, “Behold, our butter stinketh! — Give us, therefore, butter that stinketh not,” students boycotted the dining hall for a month, until President Edward Holyoke suspended more than half of the student body. Culinary outcries regularly erupted at Harvard until the Civil War.

National student movements began in the 1920s and climaxed during the Great Depression, as socialist-oriented organizations such as the National Student Federation and National Student League opened hundreds of chapters and held rallies and conferences on liberal education, democracy, and labor rights. World War II and the antisocialist wave of the Cold War fractured many of these groups and drowned out a generation of student progressivism while conservative organizations such as the prowar Student League of America and the evangelical Campus Crusade for Christ (CCC) grew. Founded at UCLA in 1951, CCC had 40 chapters in the U.S. by 1959, and hundreds more in 25 countries a decade later.

Headline for photo at left to come -- hoping to change photo. Below: In the wake of the Kent State shootings, Harvard and other local students gathered at Harvard Stadium on May 8, 1970.





Top: Thousands of people participated in The Silent Parade on July 28, 1917, including young students and W.E.B. DuBois. The anti-lynching parade was organized by the National Association for the Advancement of Colored People.

Right: Caption to come. May switch out photo.

Then, in February 1960, four African American freshmen at North Carolina Agricultural and Technical State University sat at a “whites only” lunch counter in Greensboro. Their nonviolent protest of segregation sparked widespread student involvement in the Civil Rights movement; the Student Nonviolent Coordinating Committee (SNCC) formed later that year, and soon had active members at colleges across the country. Among them was Ganz, who dropped out of Harvard before his senior year in 1964 to joined the SNCC-led Mississippi Summer Project (a campaign to register black voters), and later spent 16 years as the United Farm Workers’ director of organizing.

Radicalism, over civil rights, the Vietnam War, the free speech movement, and feminism, increased each year until 1968, “The Year of the Student” according to Mark Edelman Boren, author of *Student Resistance: A History of the Unruly Subject*. Students rioted and took over universities, factories, and government buildings in France, Ireland, Germany, Italy, Senegal, the Congo, and Pakistan. Across the United States, once sleepy, conservative

campuses regularly held demonstrations. At Harvard in 1967–68, some 300 students charged into Mallinckrodt Laboratory and held captive a job recruiter for napalm manufacturer Dow Chemical for seven hours; others boycotted their commencement speaker, the Shah of Iran; and Law School Professor Alan Dershowitz taught a class on how students could legally dodge the draft.

But 1968 was also the year student movements began to unravel. The assassinations of Martin Luther King Jr. and Robert Kennedy set back the civil rights and antiwar movements, respectively. A lack of leaders brought a dearth of tactics and goals. “Leadership is fundamental to growing a sustaining a movement,” says Ganz. “They shift the power balance by empowering a community to come into being. Without strong leaders and leadership development, movements end up embracing structurelessness, and that just produces chaos.” Simultaneously, college administrations and local and state authorities alike grew more aggressive in squashing demonstrations. In 1968 police shot to death three student protestors in Orangeburg, South Carolina,

and one in Berkeley, California. Boren summarizes the subsequent demise: “The increasingly militancy of groups such as the Black Panthers, the drug culture ... and even the murders of the Charles Manson gang — all served to exacerbate public disaffection with any ‘revolutionaries.’ ... As students were faced with either resorting to violence or retooling their resistance machines for slower, less confrontational tactics, many students chose simply to drop out of the political scene.” Growing conservatism further dampened resistance throughout the 1970s. It reawakened in the mid-1980s, when protest against South Africa’s extreme and often violent racial suppression began in African American church groups and soon spread to college campuses. And today, a renaissance has emerged amid #BlackLivesMatter, #MeToo, and #NeverAgain.

Over these historical tides, a few tactics have kept resistance afloat and on course. For one, “the most successful formula students have followed is convincingly making an off-campus issue also a campus issue,” says Julie Reuben, professor of the history of American education at the Ed School. Antiwar protests were most effective not when students marched against U.S. involvement in Vietnam, but when they boycotted their campus ROTC chapters. Harvard, for example, downgraded its ROTC program to an extracurricular activity in 1969 after hundreds of students occupied University Hall and 10,000 declared a strike. Antiapartheid campaigns were most effective not when students

“Whereas college students are often considered adults, teenagers are often dismissed as acting out when they challenge adult authority within their administration.”



UNDERWOOD & UNDERWOOD/SPECIAL COLLECTIONS, UNIVERSITY OF MASSACHUSETTS AMHERST

marched against the U.S. government’s support of racist policies in South Africa, but when students demanded their universities divest. After Columbia students occupied the main academic building for three weeks, the board of trustees agreed to sell its \$39 million in stock of U.S. companies with ties to South Africa, 4 percent of its portfolio. By 1988, 155 schools had divested more than \$1 billion, more than half of them after protests inspired by the Columbia campaign. “Localizing an argument is a compelling strategy to engage students and awaken administrations,” says Reuben, who taught the course Campus Activism in the 1960s at the Ed School for TK years. More recently, dozens of universities have been quick to dismiss and discipline Black Lives Matter (BLM) protesters who’ve staged “die-ins” to raise awareness of police brutality. But students have had more success when directing the racial dialogue that BLM has opened at their own campuses; for example, in 2015, protesters at the University of Missouri and Claremont McKenna College in California forced their president and dean, respectively, to resign over mishandling racial incidents.

Younger students, however, have a better chance to build a movement with the opposite tack. “High school activism takes place best when it’s focused on the outside community, not the school itself,” Reuben says. “Whereas college students are often considered adults, teenagers are often dismissed as acting out when they challenge adult authority within their administration.” (There are rare exceptions. Sixteen-year-old Barbara Johns’ walkout in protest of disgraceful conditions at her all-black high school became a foundational case in *Brown v. Board of Education*.)

The sight of children addressing national issues, however, has captured the national imagination. In 1917, a white mob killed 38 and injured hundreds more African Americans in St. Louis. In response, hundreds of black children dressed in white and marched hand-in-hand, leading 10,000 African Americans through Manhattan in the Silent Parade, which aimed, as *The New York Times* reported, to make President Woodrow Wilson aware of the “lawless treatment” of black Americans nationwide. It became a blueprint for the civil rights movement. In 1963, when more than 1,000 children skipped school to march in Birmingham, Alabama, images of police spraying fire hoses and unleashing attack dogs on them ignited a furor that forced the city to desegregate and paved the way for the civil rights Act of 1964. The Children’s Crusade, as it became known, “turned around the entire Civil Rights movement,” Levinson says. And today, the vigor and anger of children who had just watched their classmates bleed to death in their hallways has propelled the most serious national debate over gun control in years.

No youth movement has succeeded without adult allies. “Faculty provide internal pressure that students can’t,” says Reuben. The Berkeley Free Speech Movement, the first major act of campus civil disobedience of the 1960s, quickly galvanized thousands of students to advocate for their rights to assemble and to academic freedom. But students gained leverage only when a group of faculty agreed to create the Board of Educational Development (BED) in 1964, and allowed students to help create experimental curriculum. And it was the 1968 elimination of the BED — which then-Governor Ronald Reagan demanded — that quashed the free speech movement. Fifty years later, faculty are generally much more diverse, liberal, and willing to aid student resistance. “The downside is it’s often too easy to gain faculty allies,” Reuben says. “Today it doesn’t necessarily provide the insider-outsider dynamic useful for making change.”

The quintessence of this trend: In 2015 a University of Missouri communications professor protesting with students was fired after she was approached by a video journalist and yelled, “Who wants to help me get this reporter out of here? I need some muscle.”

THE NEVER AGAIN MOVEMENT begun by Parkland survivors contains many ingredients to draw wide support. There were the years of tragedies and political inaction that fomented frustration. According to *The Washington Post*, since the Columbine massacre on April 20, 1999, more than 187,000 students have experienced a shooting at their school. (Dozens of other mass shootings in the same period — at a movie theater, nightclub, concert, church, etc. — enflamed the anger). There are charismatic student leaders, all born after Columbine, with impassioned, morally grounded messages, such as Parkland survivor Emma González citing a litany of excuses NRA-supported politicians have made for inaction, and shouting “We call B.S.” after each. “Framing the issue as a moral question can grant students a certain moral authority over the authorities,” Reuben says. Ganz adds, “It takes a lot of moral resources to respond to loss in the way that they have. Narrative storytelling is essential to building a movement, and the story the Parkland kids are telling is a redemptive pathway to hope.”

It also helps that the student leaders lived in a town that was 84 percent white and with a median household income more than double the national median. As Reuben notes, even though “non-whites are much more affected by gun violence, the issue is deeply racialized.” Black student activists had campaigned against gun violence even years before the Black Lives Matter movement began in 2013, but they’ve often been overlooked, demonized, and

criminalized. “They’ve had to push against the fear white Americans feel when they see large gatherings of youth of color,” Levinson says. Parkland students, however, have been “able to speak to audiences who in the past have dismissed this issue.” As the Never Again movement received millions in donations and celebrity support, and when Florida Governor Rick Scott agreed to meet with survivors to discuss policy changes within a week of the shooting, many contrasted the response with the reception of the Dream Defenders. After the shooting of unarmed black teenager Trayvon Martin in 2012, the student-led Dream Defenders formed to campaign against police brutality and to end Florida’s “stand your ground” defense law, which states that a person who is present at a place where he has a right to be also has the right to use deadly force on another if he “reasonably believes” it is necessary to protect himself or others. For a year and a half they held demonstrations, even occupying the capitol for 31 days, but Governor Scott refused to meet with them.

“Even the most transcendent movements never fully transcended prejudice,” Levinson adds. She points to the “profound misunderstanding” today that Martin Luther King Jr. was “always widely respected, even cuddly.” In a 1968 Harris poll, after the bus boycotts, the March on Washington, and the Selma to Montgomery Marches, three-quarters

“It takes a lot of moral resources to respond to loss in the way that they have. Narrative storytelling is essential to building a movement, and the story the Parkland kids are telling is a redemptive pathway to hope.”



of Americans disapproved of King. Whereas the Parkland survivors drew immediate, widespread support, when students of color have built movements, “it has always been in spite of prejudice, in spite of fear, in spite of skepticism,” says Levinson. Youth of color also face greater risks from police when protesting — clubbed in Greensboro, hosed in Birmingham, pepper sprayed in Ferguson.

The Parkland students also benefit and suffer from social media, which wields the power to burgeon and bludgeon global movements within minutes. Just as student activists of the 1960s used the latest technologies — the mimeograph and laser printing — to spread the word from campus to campus, today’s students build coalitions with Google Docs and camera phones. During a national school walkout one month after the Parkland shooting, for example, 15-year-old Justin Blackman was the only student to participate at his high school in North Carolina. But a self-made video of his lone protest garnered more than 6 million views, 14,000 Twitter followers, and an interview on CNN.

Social media also bears “the risk that activism will start and end online, and achieve little,” Levinson says. Though organizing March for Our Lives in Boston would have been “impossible” without social media, Julian Lopez-Leyva saw much higher turnout from the student groups he met with than the ones he tweeted to. “When you’re seeing the faces of tragedies among cat videos, the seriousness of these issues can get nullified,” he says. And the more visible student leaders become, the more they subject themselves to trolling. Fake stories “exposing” Parkland survivor and Never Again leader David Hogg as a hired “crisis actor” were widely spread through Google, YouTube, and Facebook. On the other side, after posting a photograph of herself holding a graduation cap and an AR-10 rifle, a gun rights activist at Kent State University received hundreds of death threats. “Social media is as essential to student activism today as it is impossible to control,” says Reuben.

In *Twitter and Tear Gas: The Power and Fragility of Networked Protest*, Zeynep Tufekci, a faculty associate at Harvard’s Berkman Klein Center for Internet and Society, compares the relationship between protesters and the internet to that of climbers of Mount Everest and Nepalese Sherpas, who “give a boost to people who might not otherwise be fully equipped to face the challenges.” What once took semester’s worth of meetings and debates can now be achieved in a few keystrokes. But without the slog of on-the-ground grassroots organizing, Tufekci writes, activists who begin online often lack the “collective capacities that could prepare them for inevitable challenges they face and give them the ability to respond to what comes next.”

In the age of social media, youth activists have struggled to enact change. Considering four of the

most prominent youth-led movements this decade — Occupy Wall Street (#occupy), (#NODAPL), Black Lives Matter (#BLM) deferred action for deportation (#Dreamers), and protests against the Dakota Access Pipeline (#NODAPL) — Levinson says, “Each has had a tangible effect on the world: slowing down DAPL, raising awareness of the 1 percent, Justice Department investigations and consent decrees in a number of cities including Ferguson and Baltimore, DACA — but none yet has a solid, permanent win.”

Most recently, the student survivors of Parkland named their movement Never Again, aiming to end all school shootings. There were 10 in the two months after Parkland. On May 19, after 10 students were killed at a high school in Santa Fe, Texas, a local newscaster asked 17-year-old survivor Paige Curry whether she was surprised by the shooting. “No,” she said. “It’s been happening everywhere. I’ve always kind of felt like eventually it was going to happen here, too.”

Hearing these words, Julian Lopez-Leyva felt “heartbroken, and recognized that our movement remains incomplete.” While organizing March for Our Lives in Boston, he missed many classes, his grades slipped, and much more strenuous work remains to secure the movement’s larger goal of voting out of office opponents of stricter gun control. “Making change requires a long-term commitment on multiple fronts. The work is often boring and almost always slow.” “What we have on our side,” says Lopez-Leyva, “is patience, perseverance, personal liberties, and the ballot.”

Ganz says that “because the status quo is always going to have more money and political power, failure is an inevitable, and in some ways essential, part of youth movements. The challenge is to turn them into learning opportunities and have the moral resources for the resilience that it takes to do that.”

As Martin Luther King Jr., said, quoting an 1853 speech from the abolitionist minister Theodore Parker, “The arc of the moral universe is long, but it bends toward justice.” Throughout his 13 years as a civil rights leader, King often invoked these words to maintain activists’ hopes and fervor. Fifty years after his death, even amid a new Year of the Student, they are words in constant need of repeating.

ZACHARY JASON IS A FREELANCE WRITER. HIS LAST PIECE IN ED. LOOKED AT THE BATTLE OVER CHARTER SCHOOLS.



LINK TO MEIRA LEVINSON’S YOUTH IN FRONT SITE, WHICH INCLUDES VIDEOS FROM JULIAN LOPEZ-LEYVA AND MARSHALL GANZ: YOUTHINFRONT.ORG

Q&A IN USABLE KNOWLEDGE ABOUT STUDENT PROTESTS: GSE.HARVARD.EDU/ED

On December 9, 2014, dozens of students and others from the Ed School staged a die-in on the first floor of Gutman Conference Center following the non-indictments of the police officers who killed Eric Garner and Michael Brown.

We Should Talk

RAISED IN AN IMMIGRANT FAMILY BUT AS AN OUTSIDER IN HER COMMUNITY, NATASHA WARIKOO ALWAYS KNEW THAT RACE MATTERED. IT BECAME EVEN MORE APPARENT AFTER SHE GOT TO COLLEGE. THEN WHEN SHE BECAME AN ASSOCIATE PROFESSOR, WARIKOO WANTED TO BETTER UNDERSTAND HOW UNDERGRADUATES MAKE SENSE OF RACE, PARTICULARLY AS IT RELATES TO THE ADMISSIONS PROCESS THAT REWARDED THEM IN THE FIRST PLACE. WHAT SHE DISCOVERED MADE HER REALIZE THAT PARENTS AND K-12 INSTITUTIONS NEED TO DO BETTER AT PREPARING STUDENTS FOR MEANINGFUL DIALOGUE AROUND INEQUALITY, DIVERSITY, AND BLIND SPOTS.

STORY BY PAUL BARNWELL
ILLUSTRATION BY HANNAH BARCZYK



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When Associate Professor **NATASHA WARIKOO, ED.M.'97**, was growing up in Johnstown, Pennsylvania, she and her parents — first-generation Northern Indian immigrants — were among the few non-white residents in the racially homogenous, small steel-producing town.

“We had different rituals, we didn’t go to church, we went to the temple, and we had different holidays. Everyone was going through their confirmation when we were 11 or 12 and I didn’t even know what that was,” Warikoo says.

She knew she was different. And when it was eventually time for her prom, she also knew it was unlikely that anybody would ask a brown-skinned girl to the dance. Nobody did. It was one of many instances in which she had been excluded, teased, or bullied because of her background.

She also knew she was smart. “Kids would make comments to me at school like, ‘Man, I wish I could get A’s like you.’ And in my mind, I’d think, ‘Yeah, you’ve just got to study for the test. What’s the big deal?’” she says. Excelling at school, she gained admission to and attended Brown University.

Warikoo’s upbringing and experiences of exclusion fostered a simmering resentment toward her community, but she also believed in the power of meritocracy — it was largely due to her individual effort, she thought, that she had earned a spot at an Ivy League school. After all, she had worked hard inside and outside of the classroom and had succeeded academically. But, she says, “I didn’t have a way of talking or thinking about race and ethnicity” before arriving at Brown.

These early experiences — plus many more to come — relate to the complex intersections of race, meritocracy, and college admissions, which eventually led Warikoo to publish *The Diversity Bargain* in 2016. In the book she analyzes Brown, Harvard, and Oxford undergraduate students’ attitudes about these interwoven topics. In a nutshell: students, especially white students, arrive at elite institutions expecting to be enriched by the multicultural environment in which they now find themselves. Unless, of course, the existing diversity affects their own chance at landing an internship, job, or other coveted opportunity.

This, she says, is the diversity bargain, and it has profound implications in not only college students’ campus experiences, but how they will — or will not — eventually act as future leaders to address long standing racial and socioeconomic inequality in our society. As she wrote in a 2017 column for *The Hechinger Report*, “Many students come to campus eager to learn from a diverse group of peers but are blithely unprepared for the discomfort that can come with having frank and productive conversations about race with a diverse group of peers.”

“If we are to learn anything,” Warikoo writes in *The Diversity Bargain*, “we must acknowledge all we do not yet know; we must admit our mistakes, recognize our blind spots, and be willing to expose our shortcomings and our privileges in the pursuit of a better world.”

Photograph by Tony Luong



“There are a thousand people who come, and you get to see the South African dance team ... and the Irish step dancers. All of the groups perform together on one stage. So, for me, that’s really a beautiful and a powerful picture of the tremendous artistic creativity that every one of these minority groups brings to America,” Genevieve, a white sociology major, says in *The Diversity Bargain*.

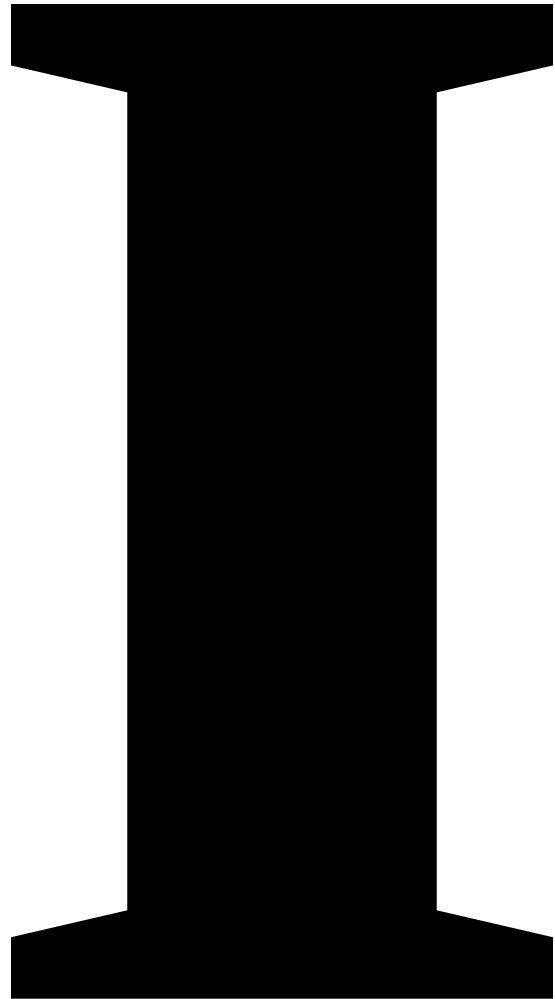
Students bring these frames with them to college, and for many students, the diversity frame gets even more pronounced, Warikoo says. “There is a very strong culture in a lot of these places [college campuses] where diversity is important.” And that’s good. Still, she adds, actual discussions of inequality are often lacking unless students are plunked into particular spaces on campus like Brown’s Third World Center and Transition Program, which offers workshops for students to more fully grasp racial oppression through the lens of power and privilege, among other topics.

As a result, the diversity frame, Warikoo contends, blinds many students from thoroughly understanding that affirmative action doesn’t exist just to make their college experience better, or how structural inequality or racism has affected the lives of fellow classmates, like when Imami, an African American student at Brown, received her report card from a middle school teacher. This is yours? I had no idea you were smart. You don’t look smart, he told her. Or when Dexter, a Harvard student, describes being rejected by the parents of a romantic interest in high school. “Her parents flat out said I couldn’t date her It was solely because of my race. Her parents knew who I was It was known that I wasn’t a person who is out to cause any trouble or anything like that. It was a very hurtful situation.”

Warikoo also explains how students could also see the world through more than one frame, like Orin, a white student who felt that affirmative action made sense (diversity frame), but also felt that some “cultures” didn’t emphasize education as much as others and therefore students in those cultures would be less motivated to go to school — an example of the culture of poverty frame.

And frames can change. Even though Warikoo had experienced discrimination growing up, it wasn’t until her time as an undergraduate that she began to understand the history of systemic racism in the United States; she had arrived on campus seeing the world mostly through the colorblindness frame, she says.

At Brown she learned more about the complexities of racial history in the United States, especially in regards to African American history and exclusion. An expanded understanding also helped her to realize that her own upbringing in Johnstown was a complicated mix of exclusion and privilege. There were reasons why she ended up at an elite college when many, if not most, of her classmates did not



Instead, Warikoo says, when students arrive at college they are likely to see the worlds of race, meritocracy, and admissions through a combination of four race “frames”: colorblindness, diversity, power analysis, and culture of poverty. These frames shape how we understand the world and have a deep impact on how we interpret individual success.

If you view the world through a colorblindness frame, Warikoo writes, then race has little social meaning, and meritocracy — like gaining access to an elite university — is due to individual effort. Equal rights legislation, the end of legal segregation, the recent presidency of Barack Obama, and the overall decline of blatantly racist attitudes — the recent uptick notwithstanding — all contribute to a worldview in which it’s easier to ignore the role race plays in society.

On the other hand, students who view these issues through the diversity frame appreciate the possibility of learning from those different from themselves. For example, several of the Harvard students Warikoo interviewed for her book viewed Cultural Rhythms, an annual, student-run event, through this lens. Cultural Rhythms includes a showcase for various student groups to perform dance, music, martial arts, and other aspects of cultural heritage.



“I was still so surprised about what felt like ... people’s willingness to say things that I found kind of offensive. Right in front of me, you know, whereas in the United States, I think it’s the opposite.”

Natasha Warikoo (above), tkktktktktkt

even attend college, she says. Her parents were college graduates with professional jobs, and they had the resources to send Warikoo and her siblings to academic summer camps and pay for private music lessons, for example.

“I think what I didn’t understand at the time were the ways that my parents’ own background helped me be very successful in school,” she says. Late night conversations in dorms and other casual encounters also contributed to Warikoo’s burgeoning understanding about race, spurring her to begin seeing the world through a different frame than the one she arrived with — the power analysis frame, which views the significance of race in terms of unequal relations between groups.

It wasn’t until Warikoo lived and taught in the United Kingdom, a few years after graduating from Brown and earning her master’s at the Ed School, that the seeds for *The Diversity Bargain* were fully planted. When she was a visiting professor in Lon-

don, she was shocked by candid talk about cultural and racial differences espoused by her British colleagues. While her American colleagues tended to tiptoe — or completely avoid — conversations relating to race, her new acquaintances had no qualms about making pointed and potentially offensive observations. At parties, she'd hear liberal colleagues denounce or challenge British multiculturalism or practices like arranged marriage. (Warikoo's parents met through a formal arrangement.)

"I was so surprised about what felt like ... people's willingness to say things that I found kind of offensive. Right in front of me, you know, whereas in the United States, I think it's the opposite," she says.

While she may have been offended, it led her to consider more deeply how and why this type of dialogue is often more uncomfortable, if not completely avoided, on many American campuses.

In *The Diversity Bargain*, she explores these moments of misunderstanding and discomfort and disconnect that come to a head, she believes, due to a lack of meaningful interaction and dialogue between races both at home and at K-12 schools. By the time students arrive on college campuses, they often find themselves navigating these scenarios for the first time. Warikoo recalls the story of a black student and her black friend heading to a black sorority party at Brown with two white friends. They arrived at the party, suddenly realizing that the two white friends had disappeared right before they were to climb the steps into the house.

"The two of us pay ... and we go in and we turn around and everyone is gone! They just dipped," Susan says. "As soon as they came and saw the space and who was holding it, it was, like, 'All right we can't be here. This isn't for us,' and they ran. That illustrates what happens at Brown for so many different things. It's just really weird."

In another instance, a white Harvard student expressed her discomfort with the self-selection and segregation that occurs on campus. "It really bothers me, because it makes it really difficult to get to know people I'm not going to join the Black Students Association. And most of the groups I am in are not (race-defined) because if they had a White Students Association they would probably get in a lot of trouble.... I think it's just sort of sad...because the interaction that I have had with people from different backgrounds has been so great for me, and especially coming from a school where there wasn't a lot of that."

These types of experiences and attitudes are commonplace, Warikoo says. "I heard white students say things like, 'Well, I don't know that I would join in these spaces or join the Black Students Association because I don't know if I will be welcome there.' So you have these moments of, why did you leave just because it was a black-dominant space? And then you have the white student saying, 'Well, I

don't know if they're going to want me there.' These moments of misunderstanding, I think, happen all the time."

It's clear from Warikoo's research that there is a long way to go to foster more meaningful interracial dialogue and interaction at Harvard and other colleges, which is where parents and K-12 institutions come into the picture.

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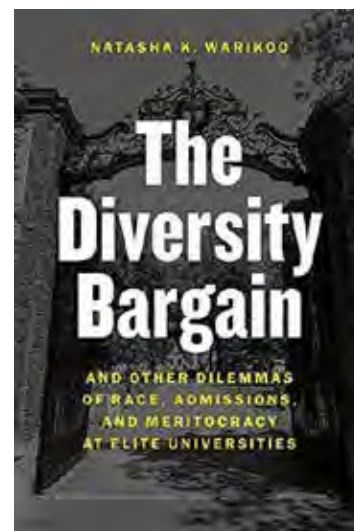
Warikoo wrote in *The Hechinger Report*, "Race is just something that's very difficult for American adults to talk about in general and that happens in schools as well. White students in particular often have no way of making sense of racial inequality, racism, and claims of injustice, often because these issues have never been addressed openly with them at home. And at school, we adults have not prepared children of all backgrounds to make sense of racial inequality in American society."

Mica Pollock, a former Ed School professor and current professor and director of the Center for Research on Educational Equity at the University of California, San Diego, has long studied educators' key roles in daily efforts to promote antiracism and equality. Pollock's new book *Schooltalk* focuses on "flipping the script," meaning, in part, countering fundamental misinformation with more fact-based talk.

"I want educators and students critically rethinking common, underinformed, and harmful comments made in schools about people's 'groups,' opportunities, intelligence, communities, 'cultures,' skills, and everyday lives," she says, "like claims about which communities 'care' about education and which kids are 'smarter' than others."

Pollock advocates for getting to know actual people through structured dialogue and introducing texts that allow students to access complete information, diverse voices, and diverse experiences. Educators also need to talk with young people about the world we live in, our nation's highly racialized current events, and our experiences of those events, she says. Many organizations, including Teaching Tolerance, Rethinking Schools, and the National Education Association, among others, provide use-

Natasha Warikoo says that her goal with *The Diversity Bargain* has been to understand how the winners in this "postracial" generation make sense of the admissions process that has rewarded them, and that that tells us about race in the twenty-first century.



ful materials for educators looking to bolster curriculum in these areas.

In addition to improving opportunities for student dialogue and curriculum in K-12 institutions, Pollock contends that educators also need to talk to one another about their own behavior regarding race. "We need to consider critically how we are providing opportunity to students, or not, how we are disciplining students, how we falsely imagine students' abilities, whether we are providing specific supports needed by specific young people, and how we ourselves treat young people," she says.

Warikoo has noticed this lack of meaningful conversation and curriculum surrounding race in her own children's schooling.

"Martin Luther King is iconic and every year [at school] my kids have some lesson around Martin Luther King Day, mostly about him and his message of equity. But I think it often doesn't go beyond that. There's no talk of inequality, about current inequality, about justice leaders beyond Rosa Parks and Martin Luther King, who are incredibly important, but there are others as well. We don't talk about how African Americans, even after the civil rights movement, have experienced racial exclusion, for example. Or how undocumented immigrants who have grown up in this country are excluded from basic rights. These things don't get discussed," Warikoo says.

"The story that we often learn in school is there was slavery. That was terrible. And then slavery ended, great, and then there was segregation, that was terrible, and then that ended, great. And now ... That's the narrative that we learn and that's wrong. I mean, even outside of segregation there have been social policies that have systematically excluded African Americans," she continues.

But it's not just schools that have a duty to address these issues. Parents can contribute as well. One way parents can alleviate this avoidance is, unsurprisingly, to talk with their kids about race and other issues.

"Parents can help prepare all children by openly talking about race, inequality, privilege, and difference, starting at a young age. These are topics that children inevitably notice, whether we acknowledge them or not," Warikoo wrote in a 2017 interview with Senior Lecturer [RICHARD WEISSBOURD, ED.D.'87](#), in the *Huffington Post*. For example, parents can ensure that their children are aware of more nuanced 20th-century American history, like residential redlining, beyond just learning about Martin Luther King Jr. and the civil rights movement. There are plenty of resources that illuminate racial disparities in our housing, criminal justice, welfare and education systems, she says, adding that families of color tend to find this much easier, because the impacts of race and racism are much more obvious in their lives.

"And I think understanding that history is very powerful. It's hard not to support affirmative action when you understand that these campuses were built on the backs of slave labor. And African Americans were systematically excluded through the ways that people were admitted and are still underrepresented at elite universities. When you understand these things, it's hard not to understand the importance of racial justice," Warikoo says. In turn, white students, for instance, might better understand why Black Students Associations exist in the first place.

But for students like those who "dipped" at the black sorority party, the effects of residential and school segregation often serve as a major impediment towards comfort when it comes to having meaningful, cross-cultural exchange before students leave home.

"You can learn the history, but you're still in a predominantly white school, so what can you do about that?" Warikoo asks. "I think this is something that parents should take seriously. It's not good for your kids to grow up in a homogenous environment, and it harms their ability to understand each other across racial and ethnic lines."

It might seem challenging to address these topics in today's political climate, but Warikoo is optimistic that despite the partisan rancor, there's hope to make real progress to advance meaningful dialogue and action.

"There's a real kind of activism that's been ignited, I think, with the two biggest events being the anti-gun rally and the Women's March. And I think everything in between. Even before that, the Black Lives Matter movement has galvanized even white Americans and shifted understandings of the racial history of the United States. I see movements as you start with people who are open to hearing this message and doing something, and then it expands."

There is still a lot of work to be done once students step foot on campus, she says, but that's just one piece of the puzzle. "Higher education is a really important place where this can happen, but it's got to go beyond that," she says, and begin with productive — albeit difficult — conversation and lessons for younger students.

PAUL BARNWELL, A FORMER TEACHER IN KENTUCKY, IS A FREELANCE WRITER WHOSE PIECES HAVE APPEARED IN THE *ATLANTIC* AND *EDUCATION WEEK*.



WANT MORE? LISTEN TO AN EDCAST ABOUT THE DIVERSITY BARGAIN AND A TALK FROM WARIKOO ON MOVING THE DISCUSSION FORWARD: [GSE.HARVARD.EDU/ED](#)



THE UN LIKELY ENTREPRENEUR

HOW ONE TEACHER TURNED AN OBSTACLE INTO A GREAT IDEA

STORY BY LORY HOUGH PHOTOGRAPHS BY ANGELO MERENDINO

put Tavares in a category few teachers imagine, but one that is becoming more and more important in the education field: entrepreneur.

THE IDEA FOR THE Read Read came to Tavares the way most education-related ideas come to those actually working in schools — from being with students. When he was in fifth grade, he would read to kids after school at his former preschool and help them with letter names and sounding out the first letters of words printed around the room. “A child will tend to recognize the first letter of her name if it occurs in her environment,” he says. “So for Lilly, we might find the light switch, and for Carlos we might investigate a book about a caterpillar.”

Tavares continued tutoring kids in reading throughout high school using some of the techniques his mother used in her work as a language pathologist in public schools and Head Start classrooms. As a teen, Tavares also learned braille and American Sign Language in Skills Club, which he started at his school. In college at Oberlin, where he majored in neuroscience, he volunteered with America Reads, a literacy program that goes into local schools. There he worked with kids who were no longer receiving literacy instruction — after third grade, students move from learning to read to reading to learn — but were not yet proficient. “I saw the impact [tutoring] can have with kids not only on their ability to read,” he says, “but also their overall confidence and academic success.”

Eventually he started tutoring illiterate adults and saw what happens when reading problems go unchecked long-term.

“One man, in his 30s, had behavior issues because he had undiagnosed reading issues,” he says. “He worked hard and worked his way up in a landscaping outfit, eventually becoming a manager, but he could only do speech-to-text or speech-to-email because he couldn’t read or write. And he wasn’t a unique student in that way. The system failed him. He fell off in the early stages and his behavior reflects his desire to hide that anyway he could.”

Tavares was proud of the tutoring work he was doing, especially when he started getting referrals from happy parents. There was a problem, though — the problem that would lead him to the Read Read and the garage. In between lessons, students would forget what they had learned and sometimes even get worse.

“I said they need to practice between lessons, on their own. I searched for a device that aligned with the way that teachers teach,” he says. He looked at toys. He looked at digital apps. Nothing was quite right. “It killed me that my students had no way to practice the foundational skills I was teaching them when I wasn’t by their side.”

Lesson plans. Books. Lists of site words. These are some of the things teachers commonly use when they help others learn how to read. As a literacy instructor, [ALEX TAVARES, ED.M.’17](#), had used them, too.

But then one day Tavares found himself in an unlikely place — his parent’s garage in Rhode Island — with a completely different set of tools he wasn’t entirely used to, but planned on using: a handsaw, a screwdriver, and a how-to guide on basic electronics.

“I had taken a shop class in seventh grade,” he says. “I got some kind of award but I think it was for being a polite student. I wasn’t necessarily good at it.”

He would become better, a lot better, the more time he spent in the garage, as he continued building a prototype started earlier at his own place in Ohio, made of wood and metal, for an innovative idea he had to help struggling readers, especially those who were blind or vision impaired. It would eventually be called the Read Read, and it would



After coming up empty-handed, Tavares decided to do what a rising number of frustrated educators are doing: He created his own practical solution to a problem rather than make do with what already exists. David Rose, creator of the Universal Design for Learning framework and one of Tavares’s professors, says this is what makes educators as entrepreneurs unique.

“There are millions of apps done primarily by tech people, but Alex came from the education side,” says Rose. “He understood a problem, wanted to solve it, and looked for a technology to address it, not the other way around. He had a deeper, richer sense of what learning looks like. This shows off the kid, not necessarily the technology.”

The Read Read is basically a big board with white tiles that look like oversized dominos. Each tile has a large letter (“L”) or phonetic sound (“ing”) printed in black, plus corresponding braille — the tactile reading and writing code of raised dots in-

vented by Louis Braille in the 1820s. On a magnetic bar at the bottom of the board, students arrange the tiles to spell out words, or they can just use one letter at a time. The device senses when you’re touching the braille dots and says the letter’s name (“r”) or its sound (“ra”), depending on the mode that’s set. If a student puts a few tiles together and swipes across the dots, the full word is sounded out (“ra ah t” for rat). Eventually, the black letters will also be embossed for students, especially those who lost their sight later in life, who want to teach themselves braille.

Tavares says the key to the Read Read is that it allows for independent learning, mimicking what a student would hear working one-on-one with a teacher or literacy specialist. This independence is important for any learning reader, but especially, he realized, for those with vision impairments.

“As a tutor, I had some students who were braille readers. Although I’m trying to help the

The latest version of the Read Read invention.

whole world to read, I realized the biggest crisis in literacy is blind students.” Since Congress passed the Rehabilitation Act of 1973, thousands of visually impaired children were moved from specialized schools for the blind into mainstream public schools; today, it hovers at about 80 to 90 percent. Tavares says that while assimilation can be amazing, it has also posed huge problems for blind students when it comes to getting the reading help they need.

“Specialist teachers travel from school to school, district to district, to help students. This small number of teachers means students can receive services as little as once a week or even once every two weeks,” he says. “It’s a complex issue, some having to do with fewer young people going through these programs to teach. There just aren’t enough teachers to meet the need.” The national Association for Education and Rehabilitation of the Blind and Visually Impaired, for example, reports about 1,000 fewer members nationwide than 10 years ago. Plus, Tavares says, “even if a teacher is trained to teach braille, they’re not trained in phonics,” that critical relationship between letters and sounds in a language.

The result is that most blind students today can’t read or write. Of the 62,000 legally blind school-age children in the United States, only about 8 percent are able to read braille, according to the National Federation of the Blind — a huge drop from

just 50 years ago, when at least half of legally blind students were literate in braille.

“If a child is blind and they don’t learn braille, that child is illiterate,” Tavares says. “That’s an incredible point to make. If you were told your child couldn’t read, you’d do everything you could to help your child. For adults who don’t know braille, 97 percent are unemployed. This issue is even more difficult in rural areas.”



Knowing this, Tavares pushed himself to complete his prototype. The question became, what next? having an idea wasn’t enough. He was a teacher. He had figured out basic carpentry and electronics, but he didn’t have a business or marketing degree or an “in” with an investor. He didn’t know the first thing about turning an idea this big into reality. So he decided to go back to school. He applied to the Ed School, where he hoped to study under Rose and his UDL team and, in turn, learn how to move the prototype out of the garage and into the world.

“In my mind, I thought that I would form a nonprofit, go to philanthropists with my idea, and they would shower me with money — an approach that may work for some more-charming alums!” he jokes. But once Tavares got to Harvard, that plan changed almost instantly. During his first week on campus, at a career fair, Tavares met Matt Guidarelli, then associate director of social impact at the Harvard i-Lab.

“To my disdain, Matt suggested that starting a company, not a nonprofit, would likely be the best way for me to effect the change I sought,” Tavares says. He was skeptical. He hadn’t invented the Read Read to become rich. “Far more than entrepreneurship, helping people has always been central to who I am. My resume reflects more volunteer hours than work hours throughout my life.”

Still, he listened — and learned. “Using business as the best means to solve certain social issues in the long-term didn’t click with me until I spoke at length with Matt,” he says. “I quickly understood that he had vast knowledge in a field where I had none at all. Many big businesses do social good by donating a percentage of profits to charities, typically for tax breaks and public relations, but it hadn’t occurred to me that the business itself could do the social good. I thought that this was the exclusive work of nonprofits.”

Guidarelli says this is often a critical discovery for entrepreneurs who are mission-driven. “Too often, individuals who start ventures aimed at solving social problems make the false assumption they can build a great business anchored mostly on the inherent ‘goodness’ of their idea,” he wrote on his LinkedIn blog. “They, incorrectly, believe that being values- and mission-driven is sufficient to produce widespread interest in their product or service and attract attention — and money.”

Throughout the fall semester, Tavares dropped by the i-lab and updated Guidarelli on his progress. In the spring, he was accepted into the i-lab’s Venture Incubation Program, where he recreated his wood and metal model as a 3-D print prototype. During both semesters, he tailored every class he took (except statistics) toward the Read Read. In an entrepreneurship class with Professor [FERNANDO REIMERS, ED.M.’84, ED.D.’88](#), for example, he worked on a marketing plan. In Professor Chris Dede’s class, he wrote a research paper on tactile literacy. With Senior Lecturer [JOE BLATT, ED.M.’77](#), director of the Technology, Innovation, and Education Program, he studied informal learning. With Professor Rose, he made sure the device was in line with UDL principles. And for a practicum with Rose, he conducted a 12-week pilot at The Perkins School for the Blind in nearby Watertown, Massachusetts.

It was at Perkins where he got to see how actual users responded to the device.

Kate Crohan, a braille and technology teacher at the school, says the students, ages 13 to 22, loved the Read Read, even those who are normally reluctant readers and writers.

“I think that some of the enthusiasm was due to Alex being so personable,” she says. “Having someone in the room who was so clearly invested in developing a teaching tool for braille was pretty exciting. For a new braille reader, having the immediate audio output with the dot combinations for each

“There are millions of apps done primarily by tech people, but Alex came from the education side. He understood a problem and wanted to solve it and was looking for a technology to address it, not the other way around. This shows off the kid, not necessarily the technology.”

letter announced was an additional reinforcement to help to remember the letter. For a person with literacy issues, hearing the mode that provided the phonetic pronunciation was an additional boost.” Although Crohan hasn’t tried the Read Read with preschool children, she suspects having a physical object will also make learning braille and reading fun for that age. “Plus, hearing the audio feedback, as mentioned, provides that additional reinforcement — either for the dot configuration of the letter or the phonetic sound of the letter. That is valuable for a small child who is learning the sound of the letters. It would also be extremely valuable for an English language learner.”

Based on student and teacher feedback, which he is still getting today as the Read Read continues to be used at Perkins, Tavares refined his prototype.

“Have you ever dropped a little knickknack somewhere that makes it hard to retrieve by hand? When this happens, you search for a tool to retrieve it: a coat hanger, tweezers, a magnet,” he says. “While rummaging through a drawer, the moment you spot the right tool, you have a sense of relief. You haven’t yet retrieved your knickknack, but you’re almost certain that you soon will. That sense of relief is what I felt when I conceived of the Read Read. In an instant I envisioned it and felt elation. I had the background knowledge and experience to know that it would most likely work, but to ensure that my solution was a good one, I had to test it. In order to do that, I had to build a prototype, no matter how crude. Of course, tweaks would be necessary, but they would be just that.” Initial tweaks included changing the braille size and placement, as well as the degree of magnetism in the tiles after a child with impaired motor control was having difficulty orienting them on the board. “This fixed the problem for him and made the device better for everyone” — a concept Tavares has been intentional about, wanting the Read Read to be useful for anyone learning how to read.

The 3D printing options at the i-lab also made tweaks easier and faster.

“I would pilot at Perkins on Tuesday, record design changes, redesign, and begin printing Tuesday night, post-process, and reassemble the parts on Wednesday, make changes to electronics and software Wednesday night, then pilot again Thursday morning,” he says. “I would then prepare a modified design for the next Tuesday. This intense five-month iteration cycle would have been logistically

WORDS OF WISDOM

FROM ALEX TAVARES, AN EDUCATION ENTREPRENEUR STILL LEARNING

“As an educator, thinking of something useful is an order of magnitude easier than it is for an engineer who has to run design decisions by educators. Teachers create effective interventions all the time, on the fly. Design iteration cycles can be tested mentally and verified with the students you work with. We have personas of students in our head, and we can imagine how a student would react to a new intervention.”

“Try to do something transformative. Think of the hardest part of your job, the part you don’t like to think about, and imagine how to make it easier or nonexistent. Think about the greatest struggles of your students — what would ease those struggles? On the answers to these questions is where innovation lies.”

“Don’t be afraid to fail — this is probably the hardest thing for the type-A personalities to deal with. A mantra of the startup world is “fail fast and fail often.” This is the best way to ensure that you’re making as few untested assumptions as possible. By testing your assumptions, you find the flaws and vulnerabilities, and then you’re in a position to improve and repeat.”

“In the field of tech for people who are blind and visually impaired, price is a huge issue. Technologies that are necessary for people who are blind or visually impaired are priced in the \$2,000-\$8,000 range.”

impossible, or cost-prohibitive, until very recently.” Tavares estimates that his first prototype took about 110–200 hours of hands-on time to build.

“Everything from soldering a bunch of wires that resembled a bird’s nest to routing analog circuits, to hand-punching the braille into metal with a tool that was designed to emboss braille into paper; I have permanent nerve damage in the palm of my right hand from doing this for hundreds of hours,” he says. “The ‘hands-off’ time for each changing design took far longer. Writing code, figuring out circuitry, recording and editing audio, designing the case and manipulatives, procuring materials, and researching unknowns. There were about 10 complete design revisions and about 50 design iterations to get to a product that passed the scrutiny of professional manufacturers and met all of the needs of the most diverse group of users.”

THERE ARE STILL challenges, of course — inevitable for any entrepreneur. As **RICK HESS, ED.’90**, writes in his book, *Educational Entrepreneurship Today*, “entrepreneurship recognizes that progress is messy.” In fact, he writes, “entrepreneurship is a headache. It demands that we take risks.”

For Tavares, start-up costs were high and funding remains the biggest obstacle to getting the Read Read into more hands.

“In the field of tech for people who are blind and visually impaired, price is a huge issue,” he says. “Technologies that are necessary for people who are blind or visually impaired are priced in the \$2,000-\$8,000 range.” Other student entrepreneurs that Tavares met who were working on adaptive technology usually struggled with cost and would often would sell their intellectual property to larger companies. “Having experienced the difficulty of bootstrapping a company, and especially because I am still experiencing it, I can’t fault them for exiting prematurely.”

But it’s not what he has in mind for the Read Read. First he tried a Kickstarter campaign last May, hoping to raise the estimated \$270,000 he thought he needed to begin production. The Kickstarter didn’t get funded, and he’s reconsidering another one at a lower target amount now that he doesn’t have to factor in the high cost of engineering design. He’s also in conversation with LC Industries, a contract manufacturer that does injection molding and whose goal is to employ visually

impaired and blind adults. He’s exploring grants and funding through programs like Small Business Innovation Research and the National Science Foundation. He’s also offering exclusive distributorship options for organizations outside of the United States in exchange for startup funding — a model he says worked successfully for another recently launched technology for the blind.

For now, he is back living in Ohio, no longer sleeping in his childhood home in Rhode Island, and getting more than just a few hours of sleep.

“When I was at the Ed School, I took the 12:30 a.m. train home every night and got into bed around 3 a.m. I crashed,” he says. “My alarm would ring around 5 a.m. I did that seven days a week for the nine months of the program. I took a few days off when we had bad weather. Even with knee surgery, I showed up the next day to my UDL class.”

It’s this total dedication that Rose says is unique among students who have great ideas. “Most people lack the drive that Alex has,” Rose says. “He’s very much a self starter.”

And tenacious, says Guidarelli. “It takes courage to start any venture, but it also takes great humility to be open to being wrong, bounce back and adapt from setbacks, and continue to push yourself forward. Alex subsumes these traits.”

Traits that were handed down, perhaps, from his family. His grandfather came from Cape Verde with only a fifth grade education and earned enough as a cook on a tugboat for Exxon Mobile to support his family. Tavares’s father was a police captain; his mother and both siblings went into education.

These days, Tavares is confident in the Read Read and believes — as any good education entrepreneur must — that others will continue to be, too. He has started to take preorders: Once he reaches 500, he can start full-scale manufacturing with LC.

“From a practical standpoint that applies to the general investor mindset, I have significantly de-risked my business,” he says. “I have created a product that meets the needs of a population, tested the product with members of that population and demonstrated its efficacy, ensured that potential buyers are interested and able to purchase the product at a price that allows me to scale to help more children over time, and I have relied on mentors and case studies along the way to avoid major pitfalls.” Now he just needs to stay hopeful.

“I hope someone will come along now and be my knight in shining armor,” he says. “I just haven’t connected with the right people yet on that.”



WATCH A VIDEO INTERVIEW ABOUT THE READ READ: [GSE.HARVARD.EDU/ED](https://gse.harvard.edu/ed)

Grad.

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FORMER PRESIDENT OF MOREHOUSE COLLEGE **JOHN SILVANUS WILSON, ED.M.’82, ED.D.’85**, GIVING THE ED SCHOOL CONVOCATION SPEECH THIS PAST MAY. WILSON IS CURRENTLY A SENIOR ADVISOR TO PRESIDENT DREW FAUST.

Illustration by Oliver Munday

IN MEMORY

1960–1969

GORDON AMBACH, M.A.T.'57, C.A.S.'65

DIANE DIVOKY, M.A.T.'65

HAROLD HAZLIP, M.A.T.'59, C.A.S.'62, ED.D.'65

JEAN MARZOLLO, M.A.T.'65

PHYLLIS NANNIS, ED.M.'65

KATHLEEN GARNER, C.A.S.'66

CAROL OLTCHICK, ED.M.'66

ABBY TANENBAUM, M.A.T.'67

MEREDITH REYNOLDS, M.A.T.'68

BRUCE TEMTE, M.A.T.'68

GORDON WOOD, C.A.S.'68

JOHN BARTOSZ, M.A.T.'69

PAULINE PITTENGER, ED.M.'69

1970–1979

PATRICIA COOK, ED.M.'67, ED.D.'70

JEFFREY STEELE, M.A.T.'71

LUCIA BEQUAERT, ED.M.'72

FLORA HOLLINGER, ED.M.'72

WILLIAM LEARY, ED.D.'73

ENRICO TESTA, ED.M.'73

PACHAREE HASPER, ED.D.'74

JEFFREY SHULTZ, ED.M.'71, ED.D.'75

HESTER CRAMER, C.A.S.'78

SARA O'MALLEY, ED.M.'78

JEAN HOULE, ED.M.'79

1980–1989

PAUL RANSLOW, ED.D.'84

ROBERT UBBELOHDE, C.A.S.'84

1990–1999

LESLIE HILL, ED.M.'90

ALTHEA DUGLISS, ED.M.'92

JUDITH GRUNBAUM, M.A.T.'71, ED.M.'85, ED.D.'92

LOCKWOOD BARR, M.A.T.'70, C.A.S.'94

KADIMAH MICHELSON, ED.M.'87, ED.D.'94

RITA WARFIELD, ED.M.'94

TOREY WILSON, ED.M.'94

TANYA CLEMENT, ED.M.'98

JUDITH REAGAN, ED.M.'98

RAE JEAN WIGGINS, ED.M.'98

NORMA CARIGLIA, ED.M.'95, ED.D.'99

2000–2018

KATERINA KARPOUZIS, ED.M.'00

EDWARD DINAN, ED.M.'06

ROBERT CROSTON, ED.M.'13

FOR ADDITIONAL NAMES, GO TO GSE.HARVARD.EDU/ED.

1965

Jean Marzollo, M.A.T., the award-winning author of *I Spy* book series for children, passed away in April. (See page 46.)

1974

Jane Condon, Ed.M., gave the commencement address in May at Wilson College in Chambersburg, Pennsylvania. She also recently published *Chardonnay Moms*, a cartoon book she describes as “a funny look at life in the suburbs with families, spouses, children, friends, and of course wine!”

1982

Barbara Cataldo, Ed.M., the former superintendent of Cohasset Public Schools, was recently named director of the Campus School at Boston College. The Campus School enrolls more than 40 special education

students, ages 3–21, from 32 Massachusetts communities.

Julie Lineberger, Ed.M., launched her second business, Wheel Pad L3C. Wheel Pad is an eco-friendly, accessible bedroom and bathroom that can be attached to an existing house for people with mobility issues. Lineberger also recently received Women's Day magazine's inaugural SocialPreneur Award. She is the owner of LineSync Architecture in southern Vermont.

1986

Anne-Marie McCartan, Ed.D., recently published *Organizing Academic Colleges: A Guide for Deans*. McCartan has been working in higher education for 40 years, including 10 as executive director of the Council of Colleges of Arts & Sciences. Her book, *Unexpected Influence: Women Who Helped Share the Early Community College*

Movement, was featured in the fall 2017 issue of *Ed*.

Larry Torres, Ed.M.'85, C.A.S., was elected president of the Pasadena Unified School District Board of Education. Torres was elected to the board in 2015. He began teaching in 1986 in the Los Angeles Unified School District; since 1993, he has been a teacher and coordinator at the City of Angels, an alternative K–12 program that works with students who need a nontraditional educational experience.

1991

Casey Lartigue, Ed.M., cofounder of the Teach North Korean Refugees Global Education Center in Seoul, Korea, won two awards last year: the 2017 Social Contribution Award by the Hansarang Rural Cultural Foundation and the 2017 Global Award by the Challenge Korea organization. Additionally, his center

was named a finalist for the Asia Liberty Award by the Atlas Network in Washington, D.C.

1993

Dionisia Morales, Ed.M., published *Homing Instincts*, a collection of essays on her idea of how home plays out in daily life. Morales earned her MFA from Oregon State University, where she now works at a publishing manager for the university's extension service. (See page 19.)

1994

Denise Juneau, Ed.M., former state superintendent of public instruction in the state of Montana, is now head of the Seattle School Board, becoming the first Native American superintendent in that city's history. Juneau is an enrolled member of the federally recognized Mandan, Hidatsa, and Arikara Nation heritage.

Bina Shah, Ed.M., a journalist and writer based in Pakistan, released her latest novel this past summer, *Before She Sleeps*, about a dystopian society in which there are too few women and too many men. Shah was profiled in the summer 2016 issue of *Ed*., just as she was beginning work on the novel.

Michael Walker, Ed.M., was the recipient of the New York Military Affairs Symposium's 2017 Arthur Goodzeit Book Award for his treatise, *The 1929 Sino-Soviet War: The War Nobody Knew*.

1995

Alison Bailey, Ed.M.'91, Ed.D., cowrote *Self-Regulation in Learning: The Role of Language and Formative Assessment*. Bailey is a professor of human development and psychology at the University of California, Los Angeles, and and psychology and faculty research partner at CRESST (See page 18.)

1998

Jan Singer, Ed.M., was named executive director of the Watertown Community Foundation in Massachusetts. Prior, she was president and managing partner of Big Blue Dot, a Watertown-based boutique brand strategy and marketing agency for kids and families.

2001

John Jackson, Ed.M.'98, Ed.D., president and CEO of the Cambridge-based Schott Foundation for Public Education, was named to the board of directors of the Nellie Mae Education Foundation. He will serve on the foundation's equity and governance committees. Prior, Jackson served as the chief policy officer and national director of education at the NAACP.

Miriam Raider-Roth, Ed.D., published *Professional Development in Relational Communities*. Raider-Roth is a professor of educational studies and founding director of the Center for Studies in Jewish Education and Culture at the University of Cincinnati, Ohio.

Lesley Ryan Miller, Ed.M., became the principal at the Pierce School in Brookline, Massachusetts. She was serving as the interim principal since August 2017. Prior, Ryan Miller taught kindergarten, first, and second grades in Boston Public Schools.

2002

Meria Carstarphen, Ed.M.'99, Ed.D., was named Georgia's Superintendent of the Year. Carstarphen has been superintendent of Atlanta Public Schools since 2014. Carstarphen began her education career as a middle school teacher in Selma, Alabama.

2004

Deborah Bial, Ed.M.'96, Ed.D., president and founder of the New

York-based Posse Foundation, was the 2018 commencement speaker at Kalamazoo College.

2005

Ninad Vengurlekar, Ed.M., is the cofounder and CEO of Utter (formerly called Sling App), a learning platform using chatbots and live tutors to teach English grammar, conversation, and business skills.

2006

Marcia Brownlee, Ed.M., recently took a position as program manager of the sportswoman's initiative for the National Wildlife Federation. Prior, for six years, she was executive director of a nature-based school in Missoula, Montana.

Ty Sassaman, Ed.M., recently published *If You Could Ask Everyone You Met Just One Question*, a road trip memoir that found him driving across the United States, from Boston to Burning Man, for six months, interviewing people and asking one question — the question used for the title of his book. (See page 19.)

2007

Allison Franke, Ed.M., became principal of the Wellington Elementary School in Belmont, Massachusetts this past July. She is a former assistant principal at the Capuano Early Education Center in Somerville and a literacy specialist in West Newton, Massachusetts. She also taught for four years in Los Angeles, California.

Christine Renaud, Ed.M., is the CEO of e180, a company that focuses on using the power of human connection to expand learning. In 2018, she was named one of the “inspiring 50” in Canada by the Inspiring Fifty organization, the Embassy of the Kingdom of the Netherlands in Canada, and the Senate of Canada. In 2016, she was named by Startup Canada as the Female Entrepreneur of the Year (Quebec).

2008

Adena Raub Dershowitz, Ed.M., recently published *Women Who March*, a children's book about the 2017 Women's March. (See story, page 10.)

2010

Andrea Wells, Ed.M., contributed a chapter, “Taking Core Practices to Field,” to *Teaching Core Practices in Teacher Education*. She is currently a doctoral student at Boston University focused on curriculum and teaching.

2011

Sarah Pfohl, Ed.M., recently accepted a position as an assistant professor of photography at the University of Indianapolis. Half-moon Projects published a book of her photographs in January 2018.

2012

Mary Billington, Ed.M., passed away on March 9, 2018. Since 2017, she served as director of public policy at City Year in Washington, D.C.

David Willard, Ed.M.'99, Ed.D., was recently honored with the inaugural Connie Wooten Excellence in Teaching Award at Southwestern Association for Episcopal Schools (SAES) annual conference in Houston, Texas. SAES is the governing and accreditation body for 114 Episcopal Schools in six states: Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

2014

Anjali Adukia, Ed.M.'03, Ed.M.'12, Ed.D., assistant professor at the University of Chicago, was named a 2018 William T. Grant Scholar. Launched in 1982, the scholars program supports the professional development of promising researchers in the social, behavioral, and health sciences. Adukia and her research on sanitation in

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Professional Education



schools was featured in the winter 2018 issue of *Ed*.

Michelle Brown, Ed.M., founder of CommonLit, was recently featured in *The Chronicle of Philanthropy* about the rapid growth of CommonLit, an education technology organization, which she developed while a student at the Ed School. Brown was also named a finalist for Ernst & Young Entrepreneur of the Year, and was named one of 14 winners at a ceremony in June.

2015

Rachel Roberts, Ed.M., has been appointed to the faculty of the Eastman School of Music at the University of Rochester as the inaugural director of its new Master of Arts in Music Leadership Program and as an associate professor. Roberts, who has been the founding director of the Entrepreneurial Musicianship Department

at the New England Conservatory of Music since 2009, holds a bachelor's degree from Eastman. The college was started in 1921 by George Eastman, founder of the Eastman Kodak Company.

2016

Tracy Elizabeth, Ed.M.'10, Ed.D., took on a new position at Netflix: content policy manager for global ratings. Prior, Elizabeth served in several other positions at Netflix: lead kids content tagger; analyst for kids' content; and product metadata manager of kids, teens, and family content. Elizabeth's work was featured in the winter 2017 issue of *Ed* magazine.

Tremain Holloway, Ed.M., was named co-principal of Highline High School in Burien, Washington. Holloway was serving as assistant principal at Raisbeck Aviation High School, also in Washington. He has

also taught math and interned in Boston Public Schools.

Julissa Muñiz, Ed.M., became a 2018 Soros fellow. The merit-based fellowship program was started in 1997 for immigrants and children of immigrants who are pursuing graduate studies. Muñiz, the daughter of immigrants from Mexico, is working on her Ph.D. at Northwestern University in Chicago.

2018

Shadee Thomas Harris, Ed.M.'06, Ed.L.D., was named chief engagement officer for Richmond, Virginia, public schools. She was an elementary school teacher and principal. Thomas Harris also worked with the Virginia Department of Juvenile Justice and the Virginia governor's Children's Cabinet to help eliminate the school-to-prison pipeline.

In April, author **Jean Marzollo, M.A.T.'65**, died. Marzollo was the author of 150 books, including her most famous, the *I SPY* series, where readers try to find objects within photographs taken by Walter Wick. In honor of Marzollo, we decided to rerun a Q&A with her that ran in our summer 2010 issue.

ONE ON ONE WITH JEAN MARZOLLO

BY MARIN JORGENSEN

JEAN MARZOLLO, M.A.T.'65, considers herself lucky that she graduated from the Ed School at the time that she did. "It was the late '60s, a boom time for early childhood education," she says, citing the creation of both Head Start (1965) and *Sesame Street* (1969) as examples. During this time of national interest and investment in education, Marzollo — after stints teaching English at Arlington [Massachusetts] High School and working with Harvard's Upward Bound Program (for disadvantaged teens who were in danger of dropping out) — was inspired to change gears. When former Ed School dean Francis Keppel started a company to develop educational materials, Marzollo packed her bags for New York City and began work at Keppel's General Learning Corporation (GLC), concentrating on new research in early childhood education. "It didn't seem to matter to GLC, or to me for that matter, that I wasn't trained for the field. There was important work to do!" she remembers.

It was work she took to quickly. In fact, in time, Marzollo realized that, rather than shepherd through materials of outside developers, she wanted to create them herself. And so she did. First as writer and editor of several parents' guides and children's periodicals, and then as a writer and illustrator of children's books, including the successful *I SPY* series.

YOUR EARLY BOOKS WERE PARENTS' GUIDES. HOW DID YOU GET INTO PICTURE BOOKS FOR CHILDREN?

My first book, *Learning Through Play* in 1972, was for parents and teachers. My second book, *Close Your Eyes*, came six years later and was for children. In between, Scholastic had hired me to be the editor of *Let's Find Out*, a kindergarten magazine. I worked with a super art director, Carol Devine Carson, and with fantastic illustrators, one of which was Susan Jeffers. One day I showed Susan a poem that I had written when my first child was born. She liked it, and her publisher bought it. That was *Close Your Eyes*.

DID IT SURPRISE YOU HOW MANY STORIES YOU HAD IN YOU... 130 AND COUNTING?

No. My work is like the work I happily gave myself in third grade when I was obsessed with making doll clothes. I never ran out of ideas then, and I don't now. I love to make things! I love to visit schools and talk with kids in grades preK-3. Kids are interesting, creative, smart, funny, and eager to learn. I worry that, because of all testing today in schools, kids will value facts over ideas and creative thinking. I'm glad that when I was young, no one ever made me fear my ideas. My father always said, "It's fine to be different."

WHAT ARE YOUR SCHOOL VISITS LIKE?

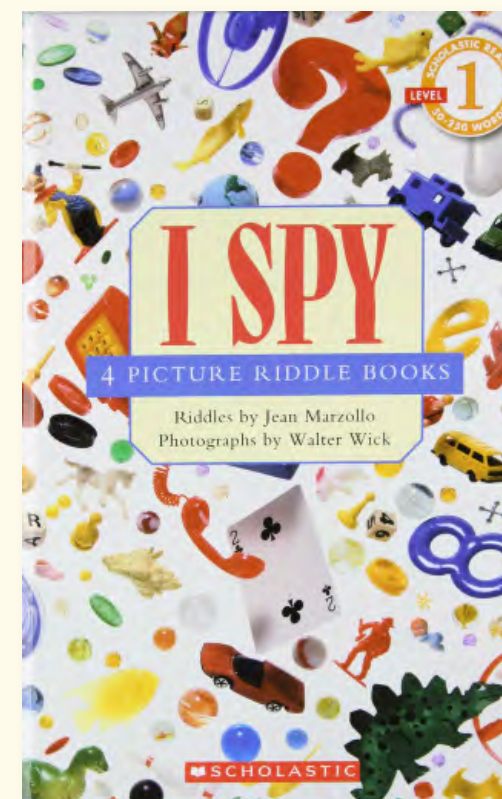
I was very nervous the first time I spoke in front of an auditorium packed with kids. I was more or less a natural teacher, but I'm not a natural speaker. In time I learned to speak in front of a big audience. I have a slide show to keep me on track. In classrooms I like to watch kids use my interactive online books. They can be projected onto a SMART Board, and kids can come up to "turn pages" and play the educational games at the end.

HOW DID I SPY — YOUR SERIES OF BOOKS OF PICTURE RIDDLES — COME ABOUT?

When I was editor of *Let's Find Out*, I went into the office one day and found in my mailbox a promotional picture by a photographer named Walter Wick. I did not know him, but I loved his photograph of small hardware store-type objects. It was perfect for kindergarten because it was beautiful, clear, and interesting. Carol and I asked Walter to make a big poster called "Fasteners" of zippers, buttons, shoelaces, nails, and so on. Walter did a fabulous job, and we hired him again to make a "Welcome to School" poster of kindergarten blocks and toys. Even though he had never done work for young children before, his photography was perfect for them. Eventually, Cartwheel Books at Scholastic asked if Carol, Walter, and I would like to create a book. We all said yes.

ARE YOU SURPRISED BY ITS CONTINUED POPULARITY?

Even before it was a printed book, the first proofs caused a buzz at Scholastic. In the office, people were looking at it and playing the game. So Scholastic knew it was going to be a hit with kids and their parents, too. The



official publication date was [set for] April 1992, but Scholastic rushed *I SPY* into the stores for the 1991 Christmas season. In 2011, it will be 20 years old! I am grateful for its success and all the people at Scholastic who continue to make it happen.

WHY WRITE IN WHAT YOU CALL "RHYTHM AND RHYME?"

My mother, father, and grandmother recited poems by heart. All the poems I heard and loved had rhythm and rhyme. To me, it's like music without a tune, and it comes naturally to me, just the way rap does to many children today. Do you know that you can rap every *I SPY* book? Fifth-graders in Miami told me that. It works!

WHO IS I SPY'S TARGET READER?

The child of any age who likes to go on a hunt! As *I SPY* continues, we need to be mindful of its kindergarten roots. *I SPY* books do not depend on kids understanding abstractions, such as the word "Canada." If I call for "CANADA," I call for a word spelled in uppercase letters that match. Nor does *I SPY* depend on kids having a knowledge base. Instead of calling for "the 16th president of the United States," I call for a penny or a coin or a face. To play, all kids of any age

need are a reasonable vocabulary of familiar objects and visual discrimination skills. For this reason, the *I SPY* target reader includes the child learning English as a second language and the child with special needs.

YOU'VE RECENTLY STARTED ILLUSTRATING SOME OF YOUR BOOKS. WHY?

I started painting in 2000 during a stressful time. I found that painting took my brain to a peaceful place where it couldn't be bothered with worrying. I was too busy thinking about the next color and shape. Watercolor inspires me to be free and open to whatever happens on the paper. Also, I can listen to music while painting! Can't do that when writing. At first, I was just going to paint for fun, but then I tried illustrating. And guess what? It was as much fun as making doll clothes.

THE BOOKS THAT YOU ILLUSTRATE HAVE A SOFT, CLASSIC FEEL TO THEM, IN CONTRAST TO THE MODERN SLEEKNESS OF THE I SPY BOOKS. WAS THIS CONSCIOUS?

Thank you. The paint on good watercolor paper comes out soft for me. It just seems to happen that way, and I like it. I learned Photoshop and was able to put my painted pieces together like —you guessed it— sewing. I did sew most of my clothes when I was in high school and college. Now when I am illustrating my books and listening to music, I feel like a teenager again.

AND NOW A QUESTION FROM A FAN, MY THREE-YEAR-OLD DAUGHTER. SHE ASKS: WILL YOU COME TO OUR HOUSE?

Sure! I have a sister who lives in Somerville, and next time I visit her, I'll come to your house. Better yet, I'll come to her school.

Education
needs
more people
like you.

Help us find
others who share
your passion
for education.

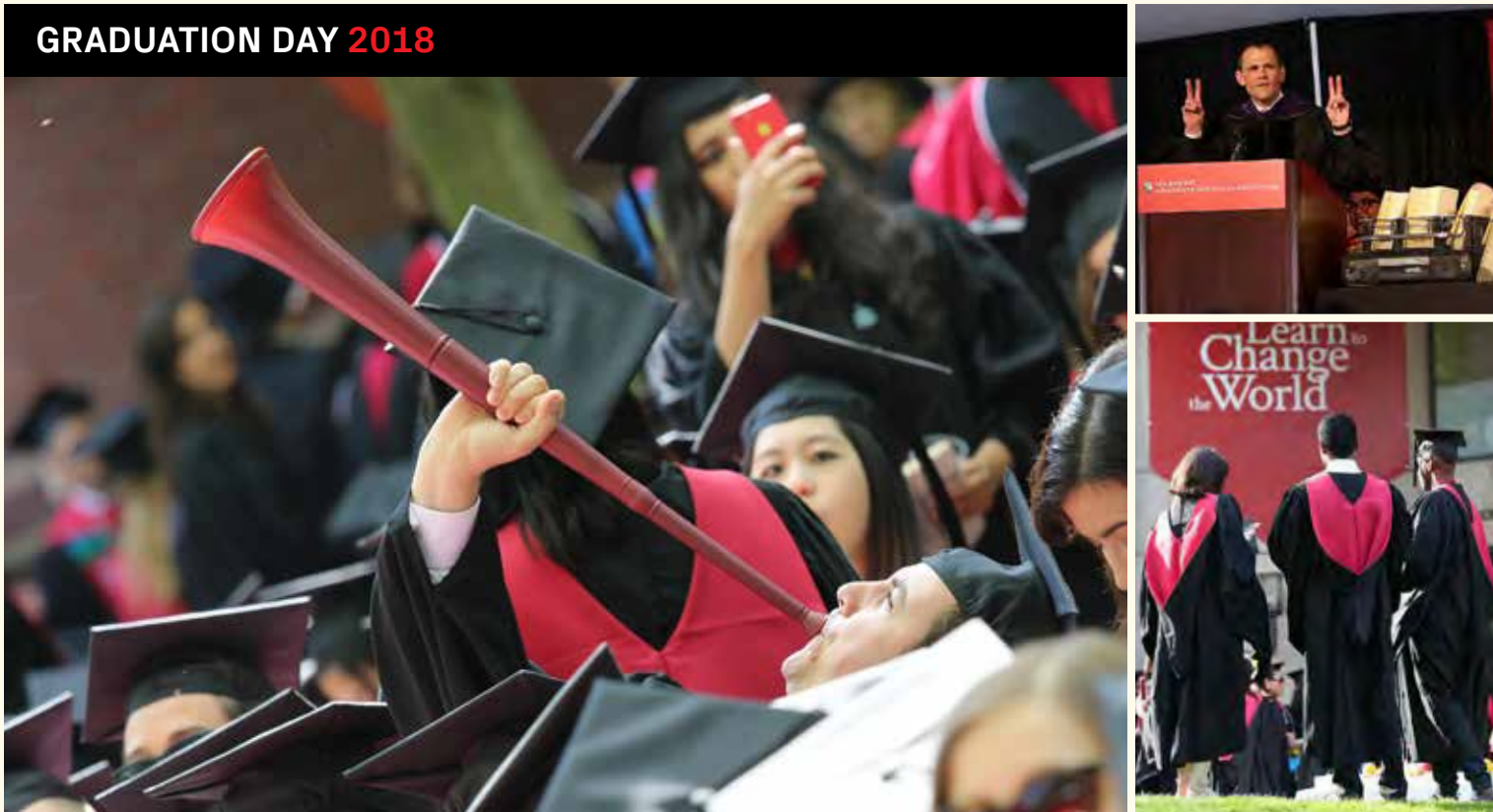
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Learn
Change
the World



HARVARD
GRADUATE SCHOOL
OF EDUCATION

GRADUATION DAY 2018



For the 721 students in this year's graduating class, it was a Commencement week of inspiring speeches: Student speaker **EDY JULIO, ED.M.'18**, (left) challenged classmates with the question, "What are you desperate for?" Congressman John Lewis urged students to stand up and speak out when faced with wrongs; and Dean Jim Ryan, using a boombox and mixed tape playlist, called on the class of 2018 to stay grounded.



REACH EVERY READER

You have to be able to read and understand what you read. No one — researchers, teachers, parents — would dispute how important this is. Yet, as Senior Lecturer Elizabeth City, Ed.M.'04, Ed.D.'07, points out, "More than half of all children in this country, by the end of third grade, are not reading that well." This is a puzzle because "we know a lot from research about early literacy. We know a lot from practice about how to support early literacy," she says. Still, a huge number of students are struggling. For some,

help came too late. For others, interventions didn't quite get at the root of their individual struggle.

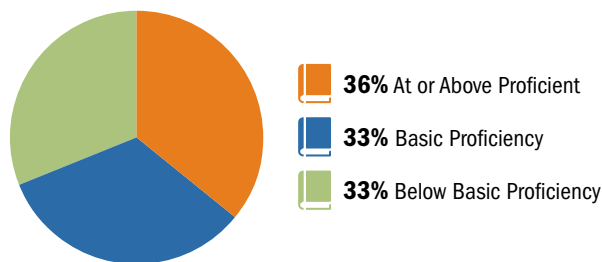
It's this crisis that led City and other faculty at the Ed School to collaborate with the MIT Integrated Learning Initiative (MITili) and the Florida Center for Reading Research and College of Communication and Information at Florida State University to start Reach Every Reader, a five-year project that combines the expertise of these academic institutions with a \$30 million financial grant from the Chan Zuckerberg Initiative (CZI). Using a web-based diagnostic screener that they are building, Reach Every Reader will screen young children in kindergarten for reading difficulties so "we do not wait for kids to fail," says City, who serves as Reach Every Reader's executive director. The screener will look at which aspects of reading children are good at, what confuses them, and what keeps them motivated as learners, allowing researchers to identify underlying causes of an individual reader's struggle. Educators will then be able to predict which kindergarteners are at risk and who will continue struggling with reading and comprehension a couple of years later. Reach Every Reader is also developing individualized supports and interventions so that teachers and families will be able to help children learn to read both in school and at home.

"Literacy is freedom," says City. "We're excited to help unlock possibilities for children and families through this ambitious, collaborative endeavor."

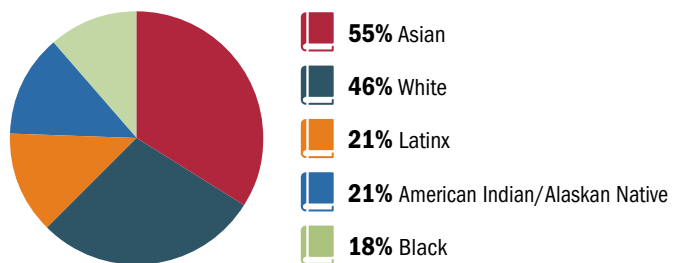
To learn more:
gse.harvard.edu/reach-every-reader

READING ASSESSMENT: FOURTH GRADE

Overall Performance



Performance by Race (at or above proficient)



(source: 2015 NAEP National Assessment of Educational Progress)



A student who fails to read adequately in first grade has a **90%** probability of reading poorly in fourth grade and a **75%** probability of reading poorly in high school.

52% of fourth graders who are not on free and reduced price lunch (proxy for poverty) performed at or above proficient on reading assessment vs. **21%** who received free or reduced lunch.

12% of fourth-grade students with disabilities and **8%** of ELL performed at or above proficient on reading assessment.



Harvard Graduate School of Education
Office of Communications
13 Appian Way
Cambridge, MA 02138

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