

# Ed

HARVARD ED. MAGAZINE



## Why I Advocate

One mom's efforts  
to fight for her daughter's  
**rights in school.**



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Summer 2018



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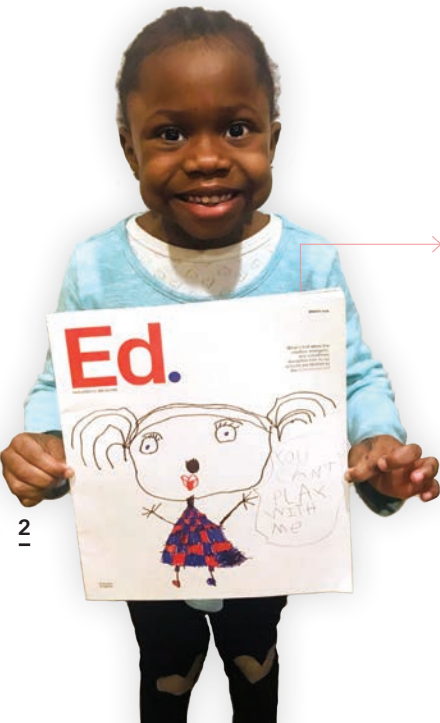
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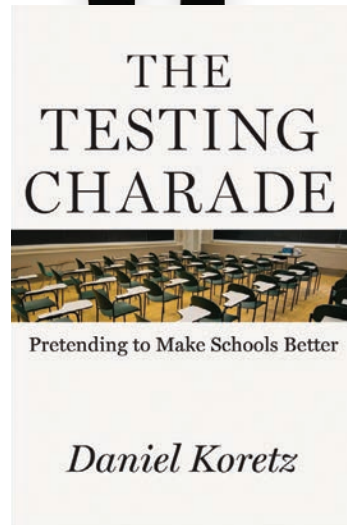
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# Convo.

JOIN THE CONVERSATION: SEND YOUR COMMENTS TO [LETTERS@GSE.HARVARD.EDU](mailto:LETTERS@GSE.HARVARD.EDU)



**1** Perhaps not surprising, the cover story on troublemakers received the most attention out of our winter 2018 issue, particularly from those on the front lines in schools. David Smith, a teacher in the Canandaigua City School District in New York, pointed out that supporting our most challenging students is not always easy in the real world. “Rigid school schedules are a HUGE problem. Rigid expectations for when curriculum is to be taught and assessed is another HUGE problem,” he writes. “One teacher, 23 students, no other adult, and one (or more?) troublemakers having a great time upending your lesson. It’s tough.” Jonathan Burack said the article did not address the issue that “the greatest number of ‘troublemakers’ in our schools are boys. This is in part,” he writes, “because our schools have become essentially hostile to typical boy male traits and tendencies.” Another reader, Lori Lyman DiGisi, an ELA department head at Fuller Middle School in Massachusetts, commended the author, **JESSICA LANDER, ED.M.’15**, for her willingness to look at each of her students and develop a solution. “Be strong, stay caring, and keep reflecting,” she wrote. “We all benefit when we publicly discuss our good work.” Vee Trevino posted on Facebook: “It is not rocket science. You build relationships. Got to reach them before you teach them.” Perhaps the best response we got for this story was when Samira (left), the artist who drew the illustration we used on the cover, brought the magazine to school for show and tell. Thanks, Samira!



**2** The excerpt we ran in the winter 2018 issue from Professor Daniel Koretz’s new book, *The Testing Charade*, reignited the discussion over standardized tests. On Facebook, Elizabeth Robenstein wrote, “Standardized tests only benefit the private corporations that publish them,” followed by Mary Newton, an elementary school teacher, adding, “and the students learn nothing! I am saddened by what I see happening. The students have been coddled so long, some of them get offended when they are expected to actually participate in their learning... The losers in this scenario are the students. I don’t have the solution, but something has to change.” A parent wrote about her concern for her child, particularly the pressure she’s under to do well on tests. Another reader wrote that a new way to evaluate needs to be considered. “The question is how else educational systems could be evaluated,” he wrote. “We need some measurements to know whether a system performs or not.” And another wrote that as an educator, “I am dismayed with how testing has driven teaching to become a reactionary, uninspiring task.”

## BRIDGET TERRY LONG

Watch for the fall issue of *Harvard Ed.* to learn more about our new dean!

## Past Tense

In the fall 1977 issue of the magazine, **ALAN BRIGHTMAN, ED.M.’71**, wrote a piece about *Feeling Free*, a video and television series he helped produce as director of the Workshop on Children’s Awareness. The workshop’s mandate was to develop material that would increase children’s familiarity with their special needs peers. The material was evaluated by **KIM SUSAN STOREY, ED.D.’79**, then in the doctoral program. For the show, five 12-year-olds with special needs were filmed at home, at school, and out in the world. They also sat down with other kids and talked about their lives, including what it’s like to be stared at or asked questions that hurt their feelings. And none of it was scripted. “All of us had been humbled too many times by underestimating how articulate kids really are. The shows are children speaking their own words easily, engagingly, and directly to other children,” Brightman wrote. “Who knows better about society’s readiness to accept and/or tolerate disabled children than children with disabilities? Our five young pragmatists have lived the life of a stereotype, and while for them combatting ‘handicapism’ may not be a full-fledged, or even chosen, cause, they nonetheless go about busting myths with strategic ease. They straighten

our misconceptions with eloquent simplicity. And they challenge ignorance with presence. That is why in *Feeling Free*, children relate to children.

“And, as it happens, the young audience listens and responds. There is tremendous curiosity and uncertainty among children who have so far viewed segments from the show. Their questions are good, hard, appropriate, and, I believe, critical if the social distance between disabled and nondisabled peers is to be reduced. When *Feeling Free* is broadcast in the spring, it will encourage the asking. It will model the openness. It will help create conditions in which children feel comfortable broaching previously awkward or taboo topics. When the show is over, however, it will be up to others to keep those conditions alive.”

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NADIA FENTON-RAHIM

Photograph by Winky Lewis

## Behind the Story

Lory Hough, Editor in Chief



I first met **MELANIE PERKINS MCLAUGHLIN, ED.M.’17**, in the spring before she started as a student at the Ed School. I was at a disabilities seminar, taking notes, and Melanie was also in the audience. At one point, she stood up and introduced herself to the panelists. She said she was a mom who had been advocating for her daughter, but there was a gap between what the laws said and what actually happens to people. She had lots of questions and fewer answers, and for those reasons, she decided to go back to school and get her master’s at the Ed School in the fall. I remember scribbling in the margins of my notebook, “Remember her for a future issue of *Ed.*” And I did. My initial idea was to include Melanie in a broader piece about parents as advocates, one that I would write, but once she and I sat down to talk over tea and I heard more of her story, which included misty eyes for both of us, I knew she had to write this issue’s cover story. I’m sure you’ll agree.

# Intro.

NEWS + NOTES FROM APPIAN WAY



**“What drives me is making sure the kids have access to excellent instruction and empowering teachers to make good choices for the school.”**

NICHOLAS LEONARDOS, EXECUTIVE DIRECTOR OF THE LOWELL COMMUNITY CHARTER PUBLIC SCHOOL

## The Student Mill

100 YEARS LATER, AN ALUM WORKS IN THE SAME BUILDING WHERE HIS GREAT-GRANDMOTHER MADE SHOES

STORY BY LORY HOUGH

After NICHOLAS LEONARDOS, ED.M.'99, was offered the job last summer as executive director of a charter school in Lowell, Massachusetts, one of the first things his family said to him was, “It was meant to be.”

Not only had Leonardos been teaching and leading schools since the early 1990s, but he had a close personal tie to the building where the school was housed: his great-grandmother, Constantina Niarchos, had worked there in a shoe factory 100 years earlier.

“I knew that both of my grandparents were born in Lowell and that my great-grandmother had worked in a mill, but I had no idea which building,” he says. Luckily, one of his relatives did. “My father’s cousin is 92 and grew up in Boston in the South End,” he says. “He now lives in Boulder, Colorado, but we visit in the summer and through the magic of Facebook, we stay connected. After I took this job, he sent me a Facebook message saying he remembered her working in Mill 5. The Lowell Community Charter Public School is in Mill 5 and 6. It’s pretty amazing.”

Although Constantina died before Leonardos was born, he remembers hearing about her, mostly from his grandmother Evangeline (Constantina’s daughter). He learned that she had been a mill worker, most likely at the Appleton Manufacturing Company, working on the part of the shoe that becomes the tongue. He also learned that by 1940, Constantina was living with Evangeline and her family, includ-

ing Leonardos' father, Gregory, in Cambridge, where Evangeline's husband (also Nicholas) owned a bar.

During a visit to his office at the charter school, in a renovated space with high ceilings that has kept the integrity of the mill, Leonardos pulls out Constantina's passport, which he discovered in his father's home after he passed away a little more than a year ago. Handwritten in tiny script, the passport is hard to make out, but some details are legible: Born in 1878, Constantina emigrated from Greece to Lowell to work. At the time, Lowell was one of the country's largest textile centers. Constantina likely moved to the city, about 30 miles north of Boston, during a second wave of immigrants that included workers from Poland, Portugal, and her country.

It's a story that many of his 815 students in the K-8 school can relate to: 97 percent are minority and 49 percent are English language learners. During class visits, about three-quarter of the hands routinely go up when he asks students how many have family members from other countries.

That's why during those visits he openly shares his own background, including the fact that his dad only spoke Greek until he started kindergarten, that his grandparents were born in Lowell, and that his great-grandmother worked in the same building.

"Every teacher on their door has an 'all about me' page listing things they like to do, pets, that sort of thing," he says. He has one, too, showing pictures of his family and Greece. It includes a photo of Constantina. "It's a great connection, the fact that this building was a mill employing mostly women. Now it's a school with girls, boys too. When I visit classrooms, I bring my great-grandmother's passport. I talk about Lowell being a gateway city" — a place immigrants flock to for work and to start a new life.

It certainly was a gateway for Constantina, who helped add to the growth of Lowell, just as Leonardos is adding to the growth of his charter school.

"What drives me is making sure the kids have access to excellent instruction," he says, "and empowering teachers to make good choices for the school." It seems to be working. After some bumpy years, the school is now level 1, the highest designation a school can get from the state. "The fact that it's on a pretty good track now is a source of pride about the school's history and where we're at," he says. "It's exciting."

WISE WORDS

**"Our supply is about 20 percent of those who even have access."**

Professor and Academic Dean **Nonie Lesaux** discussing the imbalance between families wanting high-quality preschools and what's available. (NECN)



## Voice Activated

WHAT HAPPENED AFTER ANGELA HENRY LEARNED PEOPLE LIKED TO HEAR HER TALK

STORY BY LORY HOUGH

**A**NGELA HENRY, ED.M.'83, was destined to do something big with her voice. Growing up, people told her they loved hearing her read out loud. Her parents even relied on it: As the family camped its way across the United States, Henry would read to her siblings to pass the time. She says that J.R.R. Tolkien novels may have prevented fratricide in the back seat. Now a voice and screen actor, Henry talked to *Ed.* about her career, Harvard, and off-key jingles.

### How did you get started with voice work?

My start was in third grade. You know how the teacher has each student read a sentence aloud from the book of the week? My teacher would let me read paragraphs. My seventh-grade English teacher told me that she could listen to me read the phone book.

### As a kid, you were fascinated by ads and commercials. Did any stand out?

The Oscar Mayer bologna commercial was one of my favorites. I loved the song, the kids, and the way they ended the jingle

just a little off-key. I was a child musician and knew how hard it was to do that deliberately.

### What was your first gig?

Reading law text into a tape recorder for two blind law students was my first paid gig. It helped pay my college tuition. They told me I was the only reader who didn't put them to sleep.

### What was the funniest thing you've ever narrated?

There's a character in *The Other Side of Everything* who is self-centered, self-promoting, unashamedly bombastic, and the author often has him speaking with nonstop alliteration. It was hilarious. I had to do multiple takes before I could record without bursting out laughing.

### Your first audiobook was Condoleezza Rice's *Democracy: The Long Road To Freedom*. How did that happen?

The producer at Hachette Audio asked a friend, who is a casting director, if she had any actors in her stable who could narrate well. What I do is voice acting, not just reading. A lot of great actors can-

not narrate well. The casting agent, who has cast me in movies, pulled up my website on her phone right then and there. The producer listened to my voice and said, "That's the one."

### You actually did research for this part?

They gave me complete artistic freedom. I chose the voices and interpreted the emotions, but there's nothing worse than listening to an audiobook and hearing something mispronounced because the narrator didn't do her homework. I spent hours researching pronunciations. There were names of people and places in her stories from around the world. Do you say, "MOSS-koh" or "MOSS-kow"? Hachette says, "MOSS-koh."

### How did you become the voice of novelist Toni Morrison in the 2012 short film *Shokran, Toni*?

I had known the writer/producer, Nahid Toubia, from the 1980s and lost touch. A mutual friend reconnected us. I am a big fan of Toni Morrison, so it was an honor to narrate her work in the film.

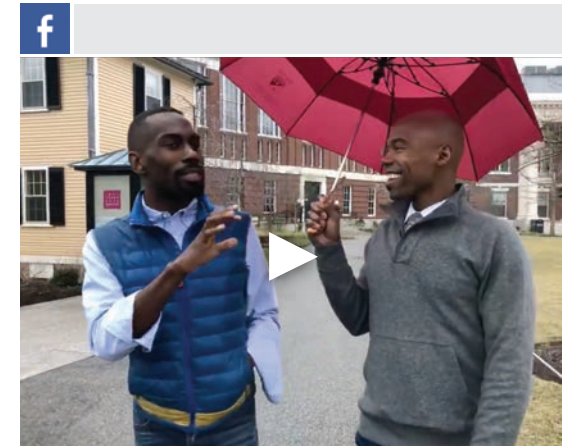
### You studied early childhood at Tufts and then the Ed School. What impact has this had your work now?

I have had the good fortune to have several wonderful careers, including in education, but even now I use what I learned in college and graduate school. Understanding how personalities are formed, how people learn, the influence of the family, and interpersonal dynamics in general are a constant. I am a quick study of the people I work with in voice acting — the casting director, the client, the radio DJ — and that can help me land the gig.

### Is there a difference between voice-over and narration?

There are lots of debates about that! Mostly we think of voice-over in commercials, where you don't see the person who is speaking and what is being said is a kind of pronouncement: You have this issue, we have this product, go out and buy it. Narration, on the other hand, is telling a story of some kind. I love them both.

READ A JINGLE FROM CHILDHOOD: [GSE.HARVARD.EDU/ED](http://GSE.HARVARD.EDU/ED)



## WALKING THE TALK

This past fall, Usable Knowledge launched a new Facebook Live series called Walking the Talk designed to explore challenging questions around diversity, inclusion, and identity. While walking around campus, host Domonic Rollins, the Ed School's senior diversity and inclusion officer, has an unscripted, live conversation with a guest. The conversation is meant to be informal and honest — a way for guests to share what really needs to be thought of and done to make education spaces more inclusive.

"The dialogue is two-way, building off of each other's comments and questions, and it's meant to offer educators at all levels a model of how to have these kinds of conversations in their own spaces," says Bari Walsh, who oversees Usable Knowledge and who conceived the new series.

In the first episode, Rollins spoke with Madeline Lessing, a social work student at Wheelock College, about how college students should talk about race and the importance of surrounding yourself with a diverse range of voices.

In February, civil rights activist DeRay Mckesson (above) talked about what's currently happening with the Black Lives Matter movement, what it means to be organized, and why learning about power at school is important for young people.

"I'm always mindful that the first place that kids learn what power is outside of the home is the classroom," Mckesson said.

Follow-up walking talks with Rollins have included Jonathan Crossley, a former Arkansas teacher of the year and current principal at Baseline Elementary in Little Rock, Arkansas; former Morehouse College president **JOHN SILVANUS WILSON, ED.M.'82, ED.D.'85**, who was named senior adviser and strategist to the Harvard president in April; and C.J. Anderson, a running back for the Denver Broncos and founder of Dreams Never Die, a nonprofit that helps under-resourced young people.



FOLLOW THE SERIES: [GSE.HARVARD.EDU/WALKING-THE-TALK](http://GSE.HARVARD.EDU/WALKING-THE-TALK)



“There was one line during my interview with him that stayed on my mind for days: ‘I was born in the war. I grew up in the war.’ It was this idea that inspired this series of nine letters.”

## Letters from John

JESSICA BERGMANN FOUND A CREATIVE WAY TO TELL ONE MAN'S STORY

STORY BY LORY HOUGH

The letters, nine in all, are displayed on a table in Gutman Library. It's the end of the fall semester and the 55 students enrolled in Education in Armed Conflict are presenting their final projects, each centered on an individual directly affected by conflict. A few of the projects are traditional papers, but most are more creative: photo essays, children's books, short videos, and a podcast presentation.

And then there are the letters, all handwritten except for the final letter, which is typed. Created by **JESSICA BERGMANN, ED.M.'18**, the letters tell the story of John, a Sudanese refugee who fled to Uganda during one of Sudan's civil wars. Spanning from when John was a young boy until the present day, where he is the executive director of his own NGO in Uganda, letters were written by Bergmann based on interviews with John, highlighting key moments in his life as a refugee.

“There was one letter that was written to a childhood friend once his family moved from their original village to the capital of Khartoum, where he discusses some of the differences in culture and educational experiences,” Bergmann says. Many letters are written to his father, a rebel fighter. After his father was killed, he wrote letters to his mother, who eventually fled to Kenya. The final letter is a call to

action addressed to the people of South Sudan, asking them to find ways to contribute to lasting peace in the country.

It's this type of insight into a refugee's life that Associate Professor **SARAH DRYDEN-PETERSON, ED.D.'09**, who teaches the class, hoped students would take away from the semester-long project.

“We designed the narrative project as a way to keep the experiences of young people and families at the center of our thinking about education in settings of armed conflict,” she says. “As our students sit in positions of power and make hard decisions about policies and allocating scarce resources, we want them to think about how these decisions influence the lives of people.”

Bergmann says that early on, she knew she was going to use letters to tell John's story.

“There was one line during my interview with him that stayed on my mind for days: ‘I was born in the war. I grew up in the war.’ It was this idea that inspired this series of letters,” she says. “Having lived in conflict his entire life, it was important to me to find a way to encompass his full educational experience from primary to university, rather than only focus on one level of his schooling. A letter format allowed me to capture the personal nature of one individual's experience while also being able

to consider the people and moments that shaped his journey.”

Having the letters look like they were written by John at each stage of his life was also important for Bergmann.

“There's something about me that has always admired the tactile experience that letters allow for,” she says. “I thought about what materials he may have had access to.” For the first letter, written from John's 10-year-old self, she used parchment paper and pencil. “Google was a great tool for reminding myself of what a young child's handwriting may look like.” As John grew up, she varied the handwriting and writing utensils. The final letter was typed.

By the time the project was over, Bergmann says she moved way beyond her initial reason for taking the class, which was to better understand how conflict affects education broadly.

“This project added a layer of complexity in helping me to understand not just how educational infrastructure is affected, but how one's individual educational experience is affected by conflict,” she says. “The gravity of the refugee crisis makes it seemingly simple to focus on the individuals who have been displaced, but what is not simple is understanding the unique challenges and experiences that each of these individuals have had.”

5 EASY STEPS TO:

## Making Winning Cupcakes



**T**hink you can bake? Trinidad and Tobago native **TIMOTHY MCINTOSH, ED.M.'18**, shares five tips on how he and his sister, Winnette, both graduates of MIT, went on to beat the competition and take the grand prize on Food Network's *Cupcake Wars*.

► **Being type A helps.** "Anyone who knows my sister and me knows that we're very different in that she is very type A, and I'm most certainly not. Except when it comes to baking. I turn into a mad scientist where things have to be perfect. I take very precise measurements, and when cakes are in the oven, I don't just take them out when a set time is up. I babysit them. I toothpick-test every few minutes. I turn pans around intermittently if I realize the rate of baking on one side is faster than the other. If something isn't absolutely stellar, I throw it out. It's pretty intense. I'm a totally different person in the kitchen. It's almost as if I flashback to the sub-basement laboratories of MIT, where I was working with million-dollar bioreactors and in charge of experiments that had to be completely redone if a particular reagent was messed up."

► **Thinking like a scientist certainly helps.** "Baking is 100 percent a science. That's why it was such a natural segue for me from engineering and also why I think it's such an amazing platform to illustrate the everyday applicability of STEM to kids. We cream butter and sugar to create micro-pockets of air in dough, which are then expanded by the carbon dioxide released by the reaction between baking soda and the acetic acid in vinegar, giving rise to the airy fluffiness of cakes. Baking would literally not be possible without the ignition of scientific processes."

► **High-quality ingredients are the only way to go.** "All chocolate is not created equal, so you wouldn't catch me putting grocery-brand cocoa powder in my chocolate cakes. I highly believe that using quality ingredients is half the baking battle."

► **Travel if you can.** "The Caribbean influence is strong. I do a coconut cream/white chocolate filling that tastes just like our mother's homemade coconut ice cream. My sister was also influential in illustrating how to combine tropical flavors like pineap-

ple, mango, and tamarind. You wouldn't believe how traveling to other locales and immersing yourself in the architecture of different cities is invaluable in giving you a-ha moments that trickle over into food design."

► **Improvise when needed.** "We were running way behind in round two of *Cupcake Wars*. Not all the decorations were done because we had been way too elaborate in our plans. It was a Chinese New Year theme and we had spent all this time on these amazing sesame seed chopsticks. Time ran out and we had no frosting. At 10 seconds left, we were ready to throw in the towel. But at the last second I snapped out of it and said, "These chopsticks are awesome! We're going to give put them on this cupcake with zero frosting and give them to the judges as is." We did, and they loved them. Those chopsticks were the only reason that we got through to the third and final round." LH



OVER J-TERM, MCINTOSH WORKED ON DEVELOPING A TV SHOW THAT UTILIZES THE SCIENCE OF COOKING TO PIQUE TEENS' INTEREST IN STEAM CAREERS.

Illustration by Jing Wei

STUDY SKILLS

## Tony DelaRosa, Ed.M.'18

Moving to a new school in a new state isn't easy for most kids, and it's even harder when it happens in middle school. It certainly wasn't easy for **TONY DELAROSA, ED.M.'18**, after his family relocated when he was in seventh grade from Camp Pendleton in California, where his mother was stationed, to Ohio. But there was a silver lining: The experience later helped him realize how much he wanted to work with young people, especially middle-schoolers.

"I identify with crisis at that age and understand that kids need mentors," he says. "They're craving people who share their passion, and also people who share their skin."

DelaRosa ended up teaching at a middle school in Indianapolis, where he started Indy Pulse, an afterschool spoken word poetry program that has reached about 500 students at six schools. It's become a much-needed safe space for kids to talk about who they are, as well as uncertainty and trauma in their lives. "Poetry," he says, "roots to identity."

Now living in Boston, DelaRosa runs an offshoot of the program called Boston Pulse. Since 2015, young people from Boston schools have performed spoken word at community mic events, for Boston's superintendent and city council, and a couple of times at the Ed School's Alumni of Color Conference, where DelaRosa served this year as tri-chair.

Armed with a \$10,000 4.0 Tiny Fellowship from the 4.0 Schools organization, DelaRosa now wants to bring Boston Pulse to scale.

"Indy Pulse has grown and is throughout the city, but Boston Pulse isn't. We want it to be in all middle schools across Boston," he says, noting that it's formally in two schools and the Pulse curriculum is used in five total.

He also wants to continue mentoring students to take ownership of their own learning, which is why at Pulse meetings, he completely flips the typical classroom.

"I don't do a lot of the speaking; my youth lead it," he says. "If I'm doing the speaking, I'm not helping them."

Instead, students start each session with roses and thorns — the positives and negatives of what's going on in their lives.

"Sometimes the whole session is just roses and thorns, and we do spoken word another time," he says. "Sometimes the students just need to unpack the day." LH

LEARN HOW DELAROSA TEACHES SPOKEN WORD TO STUDENTS AT: [GSE.HARVARD.EDU/UK](http://GSE.HARVARD.EDU/UK)

Photograph by Jonathan Kozowyk





## Safe at School

When former U.S. Secretary of Education John King stood at the podium in Askwith Hall last November and said, “Schools save lives every day,” it wasn’t meant to be hyperbole. King, who was attending the fourth convening of the Ed Redesign Lab’s By All Means initiative, was actually speaking from experience.

King lost his mother when he was 8 and lived with his father, who had undiagnosed Alzheimer’s and died four years later. As a result, he would sit in class in PS 276 and worry about everything. But he also felt lucky. “I’m sitting here today because I had amazing New York City educators who saved my life, who made school a place where I could be a kid when I couldn’t be a kid at home.”



WATCH THE SPEECH: [EDREDESIGN.ORG/BY-ALL-MEANS/CONVENINGS](http://EDREDESIGN.ORG/BY-ALL-MEANS/CONVENINGS) OR LISTEN TO AN EDCAST BETWEEN KING AND PROFESSOR PAUL REVILLE: [GSE.HARVARD.EDU/ED](http://GSE.HARVARD.EDU/ED)

WISE WORDS

**“Why in school do we think it has to be dry basics first, and the interesting stuff only later?”**

Associate Professor **Jal Mehta**, writing about the myth that students need basics before they can reach deeper learning. (*Education Week*)

MELANIE PERKINS McLAUGHLIN

TOOLS

## Quizlet

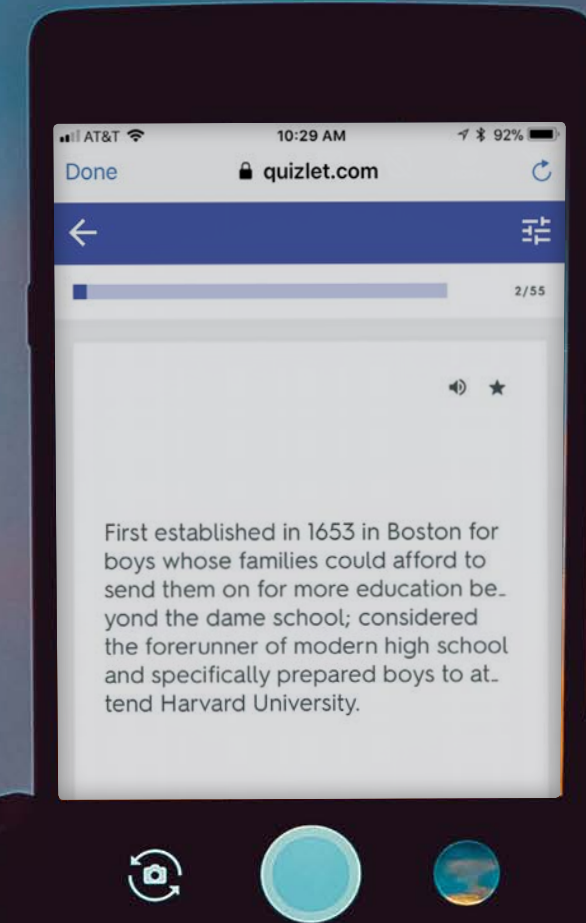
When 15-year-old Andrew Sutherland created a software program in 2005 to help him study 111 French terms for a test on animals, little did he imagine that the program would eventually become one of the fastest-growing free education tools, with 30 million monthly users from 130 countries.

“Quizlet has absolutely become a valuable tool,” Sutherland says. “In the United States, half of all high school students and a third of all college students use us every month. That’s not something I expected to happen when I made it in high school, and it speaks to how essential it has become.”

Part of the appeal is that Quizlet takes a simple idea — picture paper flash cards — but gives it a modern twist. Online users create study sets (terms and definitions) or use study sets created by others, including classmates. They then have multiple ways to study the information: virtual flashcards or typing in answers to written or audio prompts. There are also two games: match (drag the correct answer) and gravity (type the correct answer as asteroids fall).

The online format is key, he says. “The appeal of a digital learning tool is that it can ask much more dynamic questions than what you can do with paper. Quizlet can figure out what material you’re struggling with and just focus on that. It can also verify what you know and coach you to only stop studying when it thinks you’re ready.”

Recently, they launched Quizlet Live for students to work in teams during class. Teacher feedback was key, he says, but adds, “My favorite type of feedback is hearing from teachers about new-use cases. The other day I was at a chocolate store and wearing my Quizlet shirt. The woman there said she uses Quizlet to train all their new employees about their chocolate. I want that job!” LH





# 2017-18: School Year Rewind

AN A-TO-Z REMINDER OF THE MEMORABLE EVENTS AND ISSUES FROM THE PAST ACADEMIC YEAR



## A

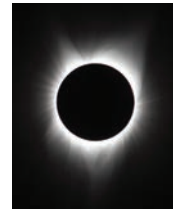
This year's **ALUMNI OF COLOR CONFERENCE** in March focused on the three Rs: radicalize, reimagine, and reconstruct.

## D

Secretary of Education Betsy **DEVOS** spoke at Harvard in September.

## E

There was an almost total **ECLIPSE** of the campus in the fall.



## B

The **BY ALL MEANS** initiative from the Education Redesign Lab brought mayors, education leaders, and former U.S. Education Secretary John King back to campus in November for its fourth convening.

## F



Free **COFFEE** and tea once again saved many a student during finals week at the end of both semesters.

## C



Harvard Divinity School Professor and philosopher **CORNEL WEST** gave a talk in October called "Spiritual Blackout, Imperial Meltdown, and Prophetic Fightback."

## G

**GUTMAN LIBRARY AND CAFE** continued to be the hub, social and academic, of the Ed School universe.

## H

Students started the **HGSE RURAL EDUCATORS ALLIANCE** to discuss rural education in America and held a week-long series of talks in April.

## I

**IMITATION** is the sincerest form of flattery. The school's Double Take stories series hit the road, in nearby Arlington, Massachusetts, courtesy of the city's human rights commissioner, **NAOMI GREENFIELD, ED.M.'03**.

## J

Dean **JIM RYAN** delivered his last HGSE commencement speech this year after taking a job as the new president of the University of Virginia.

## K

What's better than Associate Professor

**KAREN BRENNAN?** How about 12 Karen Brennans? For Halloween in T550 all dressed in black to honor their favorite professor.

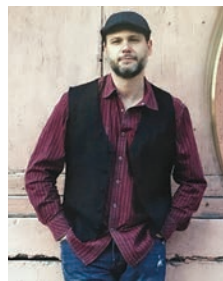
## L

Members of the **LITTLE ROCK NINE** attended a screening of the documentary *Teach Us All* in February. The Little Rock Nine was a group of black students enrolled in Little Rock Central High School in 1957 who were prevented from entering the formerly racially segregated school.

## M

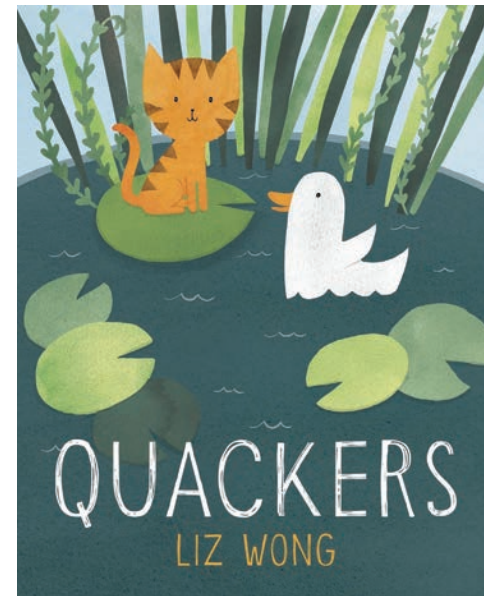
**MUSIC** was heard of-

ten on Appian Way this year. During the holidays, an Ed School a capella student group visited offices around campus. Earlier, in October, Grammy-nominated Alastair Mook gave a concert in Gutman to celebrate children's music.



COURTESY OF ALASTAIR MOOK; MIKE RODMAN; CASEY BAYER

ISTOCK: MATT WEBER; SAUL ZAENTZ INITIATIVE



## N

**NEUROSCIENCE**, education research, and learning technologies helped inform the school's new, five-year initiative called Reach Every Reader.

## O

**OLIVER**, a lovable and mellow golden retriever therapy dog, allowed students to take a fun break from finals in November, thanks to the Office of Student Affairs and Paws for People.

## P

The Askwith Forums series saw something new this year: a **POP-UP** forum on November 9 with **GEOFFREY CANADA, ED.M.'75**, and Harvard Professor Roland Fryer.

## Q

**QUACKERS** was Jump Start's Read for the Record book this year.

## R

A new student group **RESISTANCE@HGSE** organized around the collective power of students to disrupt oppressive structures.

## S

In the fall, students hosted a fundraiser for children in **SYRIA**.



## T



**TURKEYS** found their way to campus before Thanksgiving, hoping, perhaps, that their beauty would save them.

## U



**UNDOCUMENTED IMMIGRANTS**, the DREAM Act, and DACA were consistent topics of conversation on campus, including a series of events from February–April called the DACA Seminar at Harvard with Professor Roberto Gonzales.



## V

Harvard's motto, **VERITAS**, adopted in 1634, remained true for yet another year.

## W

Dr. Ruth **WESTHEIMER**, the sex therapist and media personality, shared her wisdom in October on the Harvard EdCast and with Professor Howard Gardner during a campus visit.

## X

**XEROXING** is still something students need to do. (Ok, fine, X is a hard letter to fill!)

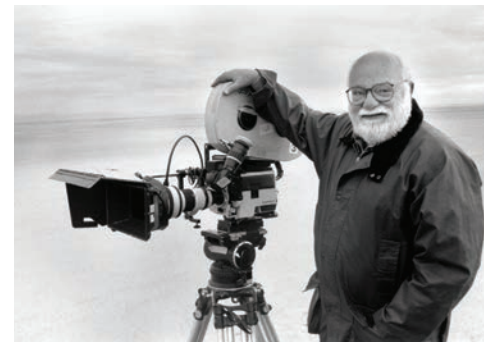


## Y

**YELLOW**, green, and red: Apples in these colors were picked at the student field trip in October to Honey Pot Hill Orchards in Stow, Massachusetts, thanks to the Office of Student Affairs.

## Z

The **ZAENTZ EARLY EDUCATION INNOVATION CHALLENGE** was announced, calling on students and others to come up with new ideas that would address challenges in early education.



## THE MAKING OF

Lecturer  
Victor  
Pereira

Although he once had dreams of playing in the NFL, Lecturer Victor Pereira isn't surprised he became a teacher. Even though he sometimes felt overwhelmed with the nonstop nature of school — new assignments! more homework! — he liked learning. He especially liked science and, eventually, working with young adults. Now, as a master teacher in residence in science with the Harvard Teacher Fellows Program (HTF), Pereira talked to *Ed.* about his profession, seeing with your brain, and lessons in humility.

Where did you grow up?

I was born and grew up in Seekonk, Massachusetts, a small town most people know for the Seekonk Speedway or as the small town that wants to be part of Providence, Rhode Island.

Memory from your childhood that has had a lasting impact?

When I was in second grade, I played on a town soccer team. After our last game, our coach was talking to the team and parents about the season. He was going through every player, highlighting the things that they did well. In an attempt to be funny, I blurted out something along the lines of “Ok, Coach, now tell me how awesome I was!” His response: “Well, Victor, you need to work on your left foot.” Boom, totally shut down. But the most significant part about that day was when my dad laid into me at home about being humble and the importance of showing people, not telling them. I remember the conversation and sitting on our old tan coach in the living room like it was yesterday. As bad as I felt for embarrassing myself and my father, that conversation was one of, if not the most important conversations I remember.

Any others?

Another memory is one of great appreciation. Growing up in a bilingual family, I struggled with literacy in my elementary years. In a school that tracked students according to reading groups, I was in the lowest. It was my fourth-grade teacher, Mrs. Leary, who pushed me to participate in the higher reading group. I remember the book being thicker, the questions much harder, and not understanding anything in the stories. She helped, encouraged, and pushed me. She even gave me the coolest responsibility of being in charge of removing the money from the Coke machine in the teachers' lounge!

By the end of year, I moved into the higher reading group, a move that shifted my entire academic career.

How did your passion for science first start?

I was the kid that grew up with the woods behind his house. My explorations quickly changed from hoping to find buried treasure to bugs under rocks. Science was a lens through which I could better understand the world around me. Science was an opportunity to see with your brain, not just your eyes. We, as humans, are conditioned to ignore so many things that directly impact our lives, and science is really the best way to appreciate the beauty of the world.

What led to your interest in becoming a teacher?

While working at the New England Aquarium my junior year at Boston College, I realized I wanted to be a teacher. I was completing an internship in the lobsters and jellies research lab when an opportunity to work as an instructor for their summer camp, Harbor Discoveries, piqued my interest. It was a time when I learned as much as I taught. Walking along the beach or through the woods, there was something new to discover and learn. At that point, I realized that being a science teacher combines the two things I enjoy most in life: working with young adults and science. Students who are armed with a little bit of interest and knowledge are insatiable vessels.

What was your first teaching gig?

Excel High School in South Boston. Starting in 2001, the larger high school was split into three smaller academies. I got the job about two weeks before school started — no certification or teacher preparation. In the spring of my senior year, I applied to Boston Public Schools (BPS) after my experience with the New England Aquarium

only to quickly be told that I didn't have any of the qualifications. I was working at Mellon Financial the summer after I graduated when I got a phone call to see if I was still interested in teaching because my name was still floating in a pool of BPS applicants. I went to the job interview, and there was nobody there. I went back for a second time and had a horrible interview. When I got the phone call, the vice principal started with, “Well, you know the interview went —” I interrupted him by acknowledging that it didn't go well and thanking him for his time. He then said, “We are still willing to take a chance on you. Can you start in three days for new teacher orientation?” What?! OK, sure!

As a teacher, what did you say to students who claimed they weren't “science types”?

Challenge accepted! We are all science types. By nature, we are all curious, inventive, and inquiring. I would always react to that claim with a pseudo anger and ask, “Who the heck told you that? Well, I plan on changing that, and you can let me know at the end of the year if I have succeeded.”

Best advice you give to new students in the HTF Program?

Appreciate teaching for what it is: challenging and exciting. It is less about hitting a target of perfection but rather more a commitment to growth and improvement, each lesson, day, year, for each student, class, school.

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

...it is something new every day! Teaching presents new challenges every time you are working with students and colleagues. ...I can see the impact I have on my students and see how they grow as students, as citizens, and as professionals.

TIM LLEWELLYN



FOR JUDITH BONIFACI, ED.M.'01, it was one of those coming-together moments that really changed her life. Her two golden retrievers had just died. She and her family were, she says, done with dogs. But then a close friend pointed out that Bonifaci just didn't seem happy. She suggested they get another golden. So Bonifaci did, this time from a breeder who told her she believes that owners need a greater purpose for their dogs beyond just family pet.

After teaching for decades and volunteering at a local hospital, Bonifaci decided what she wanted to do next: raise a therapy dog, one who would be trained to work with children in schools and at hospitals.

“I had worked as a volunteer with Seattle Children's Hospital and had seen one of their therapy dogs, Sugar Bear,” she says. “It was a great way to combine the things I loved with a way to make a difference.”

Her family ended up with Abe, a golden puppy specifically chosen from his litter because he was calm and smart. He turned

out to be a natural. After spending a little more than a year training, Abe received his therapy dog certification — less than half the time it normally takes.

“He was born into it,” Bonifaci says. “It just was who he was. He didn't have to learn it. He had an inborn instinct that told him where to go and when he was most needed.”

Abe started coming to the elementary school in Seattle where Bonifaci was teaching. Children loved reading to him.

“The research says that if children are going to truly become readers, they need a minimum of 30 minutes of just reading — stamina reading,” Bonifaci says. “Reluctant readers will often not read to people but will read to a dog. Dogs are nonjudgmental and give unconditional love and appreciation. To have a struggling reader read with a dog, they make significant growth.”

Abe also had an uncanny gift for picking children who seemed to most need him, she says.

“Abe had the ability to work in many different classes with many different needs,” she says.

“What better place to train a therapy dog for children than in a school where they deal with everything from bus loading to fire and earthquake drills? The dogs learn not to beg as they watch kids eat their lunches. Noises and bangs are part of the game.”

Eventually, Abe also started visiting Seattle Children's Hospital, where Bonifaci had been involved with fundraising. Again, he was a natural, often leading Bonifaci to patients' rooms that weren't on that day's visiting list, just sensing when someone needed his love.

When Abe started getting older, Bonifaci took on a new golden retriever, Jackie, now three, who visits classrooms, libraries, and bookstores through the Reading to Rover program. He also works with college students during finals week to minimize stress. In January, Jackie became part of a research project at Seattle Children's using therapy dogs with oncology patients.

Bonifaci jokes that although Abe and Jackie are both the same breed, they are very different dogs.

“Abe always was an old soul, fittingly named after Abe Lincoln. Jackie, named after Jackie Robinson, is more of a true golden in spirit with lots of energy and clowning,” she says. “Where Abe just knew and was always listening, Jackie you have to calm and remind. In his own way, though, he makes one terrific therapy dog. He loves to make people laugh. And remember, he's only three.”

Although Abe passed away last November, Bonifaci, now semi-retired (she was rehired by her school after retirement to help teachers with technology), says she considers herself lucky.

“I am very lucky to have had the opportunity to have both Abe and Jackie work alongside of me,” she says. “And how very lucky I was to have principals that believed that dogs were important to kids.”

CHECK OUT THE TRADING CARDS THE DOGS SHARE ON VISITS: [GSE.HARVARD.EDU/ED](http://GSE.HARVARD.EDU/ED)

## ON MY BOOKSHELF

## Gretchen Brion-Meisels, Ed.M.'11, Ed.D.'13, lecturer

**CURRENTLY READING:** Tonight, I read *Of Thee I Sing: A Letter to My Daughters to my son, Julian*.

**THE THING THAT DREW YOU TO IT:** These days, the majority of books that I read are children's books. When I looked at my son's bookshelf tonight, I realized that I'd never read this one, and I needed a little Obama in my evening.

**FAVORITE BOOK FROM CHILDHOOD AND WHY YOU LOVED IT:** In high school, my favorite book was *Beloved*. (Does that count as childhood?) I have always been drawn to books about the history of racism in the United States because of my own positionality. Also, the last three pages of *Beloved* are some of the most beautiful and poignant writing I've ever come across.

**IF YOU WERE TO GIVE A BOOK AS A GIFT TO SOMEONE, WHAT WOULD IT BE, WHO WOULD IT BE FOR, AND WHY?** I just bought the book *Love*, by Matt de la Peña, for my daughter, Izzy. My friend Carla, who always has the best book suggestions, suggested it. Carla's book, *Troublemakers: Lessons in Freedom from Young Children in School*, is also amazing; I would gift that to anyone working in schools.

**BOOK YOU RECOMMEND TO PARENTS TO HELP THEM BETTER UNDERSTAND THEIR KIDS:** If parents are trying to understand their kids, I recommend that they take them out for a meal or go on a long drive and just listen. When I'm trying to understand my own kids, I read the *Honest Toddler* blog.

**LAST BOOK YOU READ THAT SURPRISED YOU AND WHY:** *What Makes a Baby*. It is an amazing children's book that describes conception and childbirth without using any gender pronouns. Reading it with my own children was a gift.

**YOUR READING RITUALS:** I am easily distracted, so I read best while walking! Given the dangers of this approach, I try to listen to books on tape whenever possible.

**FAVORITE SPOT TO CURL UP WITH A GOOD BOOK:** The couch.

**NEXT UP:** *Just Research in Contentious Times: Widening the Methodological Imagination* by Michelle Fine. I know, surprising that it's not a children's book! LH

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

### TECHNOLOGY AND ENGAGEMENT

Mandy Savitz-Romer, Heather Rowan-Kenyan, and Ana Martinez Aleman

Based on a four-year study of how first-generation college students use social media, *Technology and Engagement*, co-written by Senior Lecturer Mandy Savitz-Romer, looks at the importance of social media sites in helping first-gen students keep up important ties with family and friends from home, and stay on top of academic programs and social offerings at their schools. The aim in writing the book, the authors note, is to help faculty and college administrators consider ways that technology can help these students, who often have a difficult time transitioning from high school to college.

### HOLISTIC EDUCATION AND EMBODIED LEARNING

John Miller and Kelli Nigh

This collection of essays, writes Kelli Nigh and JOHN MILLER, M.A.T.'67, a professor at the University of Toronto and the author of 18 books on holistic learning, "is about what it means to teach the entire body." If learning stays only in the head, "there is the danger that it will not be integrated." Chapters include essays on reclaiming teacher wellbeing, practices at Waldorf schools, teaching with compassion, what holistic education means, and a portrait of the Equinox Holistic Alternative School in Toronto.

### INSIDE PREK CLASSROOMS

Catherine Marchant and Judith Schickedanz

Using real-life stories based on their personal experiences in preK settings, CATHERINE MARCHANT, ED.D.'88, and Judith Schickedanz place readers inside classrooms with teachers and preschoolers and then analyze the situations described. For each chapter, they offer insights and make concrete suggestions. These mini case studies focus on ways that educators can think through their instruction, such as which skills are best taught in large versus small groups or when one-on-one interactions make the most sense. They also examine relevant research and historical shifts in thinking.

### SLOW LOOKING

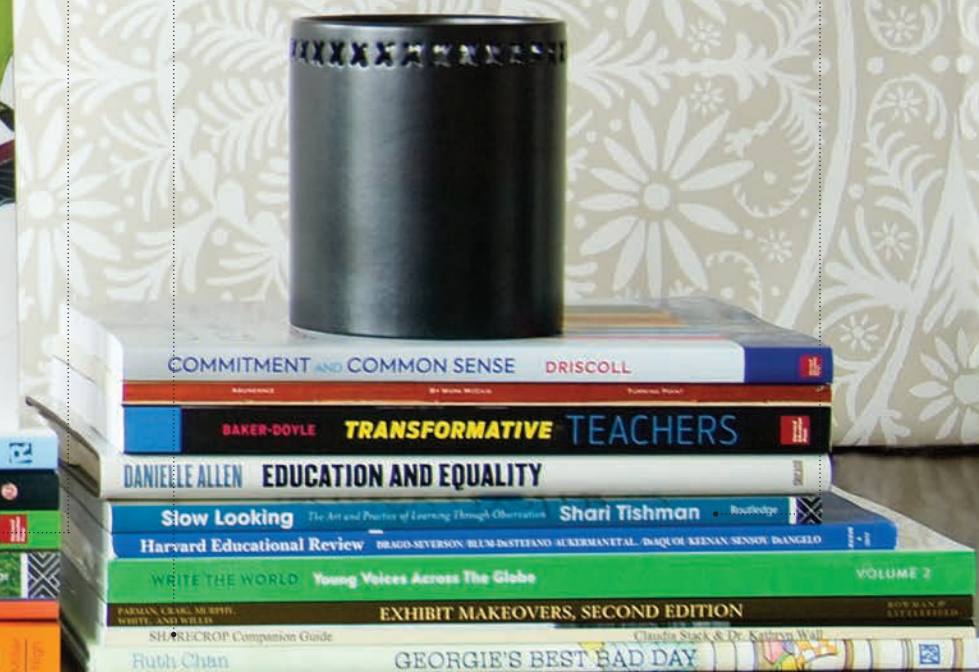
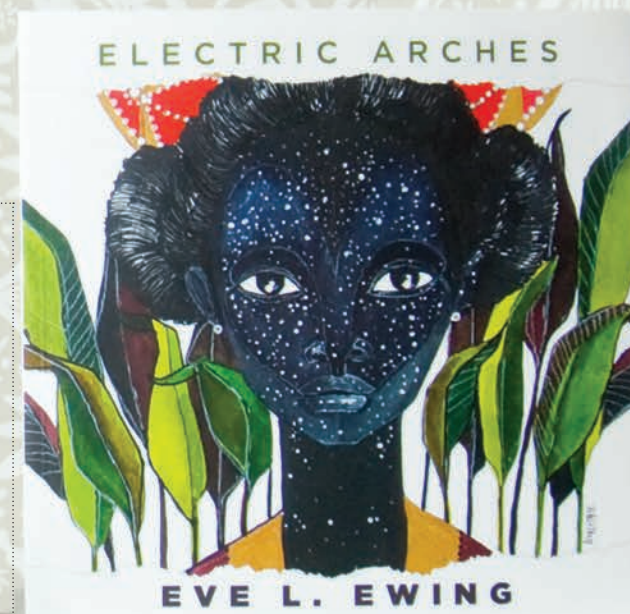
Shari Tishman

In her latest book, SHARI TISHMAN, ED.D.'91, senior research associate at Project Zero, explores slow looking — taking time to carefully observe more than meets the eye at first glance — as a mode of learning. Slow looking, she writes, is "a way of gaining knowledge about the world," and while almost anyone at any age can learn to slow down, slow looking involves a set of specific skills that need to be developed and encouraged, she writes. In addition, time needs to be carved out, in schools or out in the world, to let it happen.

### SHARECROP

Claudia Stack and Kathryn Wall

In this user-friendly companion guide to her new film with the same title, filmmaker CLAUDIA STACK, ED.M.'92, provides classroom lesson plans (for grades five through college) and historical background about "a significant but marginalized chapter in American history," as she writes. The companion guide also includes photos and personal stories from sharecroppers, referred to as "forgotten farmers." Each chapter offers teachers and other educators a list of discussion questions, potential homework and out-of-class assignments, and in-class activities grouped by age.



**Parent?**

**Advocate?**

**or Both?**

WHAT HAPPENS WHEN WE PUT THE BURDEN ON PARENTS TO PUSH AND FIGHT FOR THEIR CHILDREN WITH SPECIAL NEEDS?

STORY BY MELANIE PERKINS MCLAUGHLIN, ED.M.'17  
ILLUSTRATIONS BY MONIKA AICHELE PHOTOGRAPHS BY WINKY LEWIS



# I was in the grocery store when the call came —

22 between the butter and yogurt with a cart full of groceries. “Mrs. McLaughlin, I think you already know this. Your fetus has Down syndrome.”

I didn’t already know this. Despite earlier ultrasounds that put us at a 1:5 ratio of having a child with Down syndrome, my husband and I had convinced ourselves, 1 in 5 meant we had close to an 80 percent chance the fetus was fine. I couldn’t breathe. I raced to the front of the store abandoning my cart as I ran out the door and into the safety of my car, where I sobbed inconsolably at the loss of life as I knew it.

Before that fateful day, I planned my life in advance, and it pretty much went according to plan. I was a double-major undergrad, got a professional job working for a broadcast network right out of school, married my handsome husband, learned the art of documentary filmmaking from some of the best in the business, bought a house, had two children, a boy and a girl. We even had the golden retriever. Life was perfect. Or that’s what I told myself.

We were told the fetus also had a congenital heart defect, a hole in the center of the heart affecting all four chambers, but it could be fixed. The extra chromosome could not. We were faced with agonizing decisions — terminate the pregnancy based on the diagnosis or continue the pregnancy unsure of whether the fetus would survive. How would we care for a child with a disability, and what effect might the disabled child have on our other two children? How does one make such decisions? It’s hard

to say for sure although I do know we made the decision that was right for our family.

The day our third child was born I drove myself to the hospital. It was 7 a.m. the morning after Christmas, and it was snowing. I had to take my husband’s work truck because my car wouldn’t start. His defroster was broken. I pushed my nine-month pregnant body in and out of the truck’s cab twice to chip at the frozen window with an ice pick. I can picture myself even now, oblivious of the bigger picture, as I peered through that one small hole in the windshield guiding me alone down the interstate. The picture feels like a symbol of the person I was then — clueless about everything around me, never asking for help, just trying to get ahead.

Our daughter, Grace, was born at 8 that night. The room was full of doctors, residents, and nurses all whispering and waiting. They whisked her to the NICU quickly after she was born. I saw her for a minute, and she was gone. After I was brought to my room, the nurses periodically came in to let me know they could take me to see my new baby whenever I was ready. Throughout the night they returned with gentle reminders. I didn’t go to the NICU until 5 a.m. Nine hours had passed. I didn’t realize it then, but I was full of fear. I was afraid of what she looked like. I was afraid of whether I would love her. I was afraid of everything I had ever learned about people with intellectual disabilities.

Then, I saw her. She weighed 6 pounds, 15 ounce-





es, practically a toddler in the NICU! And she was beautiful. I touched her soft hand and started whispering to her, “You’re beautiful.” After a typical four-day stay, the doctor handed us our baby to take home. “Just watch out for heart failure,” he said.

On March 4, 2008, at 2 months and 8 pounds, Grace was put on a heart/lung bypass machine and her heart, the size of a strawberry, was stopped. The surgery lasted six hours, and her heart was fixed. Yet in many ways our hearts were still broken. We had been stripped of everything we had ever thought our future would hold. But as we held Gracie’s tiny body carefully wrapped in plastic tubes in the cardiac ICU, silent except for the cadence of the beeping machines, we were witnesses to the other families among us. We saw the majesty of fear and love intermingled with hope and despair. We were all desperately fighting for our children’s lives. We had befriended another family whose baby did not survive. When we crossed the threshold of Boston Children’s, out into the world of the living, we deeply understood how fortunate we were our baby was alive. And we vowed to be her staunchest advocates.

Our new world was one of visiting nurses and early intervention. Gracie began to thrive. Because we knew her speech would be delayed, we used American Sign Language (ASL) to communicate. She signed “milk” at just 6 months old! By the time she was 2, she had more than 200 ASL signs. She walked when she was 3. She began talking at 4. Her first sentence was “clouds like pillows” as she stared out the window on a car ride

to preschool. We enrolled her at the Tufts Educational Day Care Center, a developmental preschool that practiced the philosophy, “We are all experts at something, and we are all working on something.” When I hesitated at the suggestion of Gracie using a posterior walker to strengthen her legs because I was concerned the walker would separate her from the typically developing children in her class, the lead teacher assured me, “We get what we need in our school.” Gracie began walking a month later. The school was a wonderful fit for Gracie and a perfect introduction to us of what inclusive education should be.

### Entering Public Schools

We had no idea the battle that lay ahead. At age 3, Gracie transitioned from early intervention to the public schools, from an IFSP (individualized family service plan) to an IEP (individual education plan) — our first introduction to a new language of education acronyms. I was a researcher by nature and was reading everything I could find on the benefits of inclusive education. I mentioned to a school administrator that we wanted Grace to attend preschool with her nondisabled peers. I was surprised when she replied we had to see what Grace’s attention span was first. I wondered if typically developing preschoolers were placed depending on their attention span. I knew the benefits of early childhood education on life outcomes. Research by educators like Annette Holahan, Virginia Costenbader, and

**“When we crossed the threshold of Boston Children’s, out into the world of the living, we deeply understood how fortunate we were our baby was alive. And we vowed to be her staunchest advocates.”**

others shows that children who attend quality preschool are more likely to graduate high school, hold a job, and earn a higher income. High-quality preschool inclusion can help young children succeed not only in preschool, but also into adulthood. And children with disabilities who are included in high-quality classrooms with their typically developing peers show positive gains developmentally.

Preschool was the year we encountered our first battle with our school district. We felt Grace required a full-day inclusive preschool environment. Our district was recommending a two-hour partially segregated program. We enrolled Grace in a private, high-quality, full-day developmental preschool through our local university at a monthly cost equivalent to a mortgage. Then we hired an educational advocate and a lawyer. We filed for a hearing with the Bureau of Special Education Appeals, and we learned the two most important acronyms of Grace’s academic career: FAPE and LRE.

### History and Laws

I am ashamed to admit when Grace was born, I was worried what she would look like. When I was pregnant, I had met parents who had children with Down syndrome that told me their child “looks like his brother or sister.” I didn’t see it. To me “they” all looked the same. Once my eyes were open and my personal awakening began, I thought about why I had so many misconceptions about people with disabilities. How was my prejudice any different from the classism and racism I had witnessed growing up in a segregated poor white community in the ’70s? History would be my teacher.

In the late 1800s, “ugly laws” in many American cities and towns made it illegal for individuals with visible disabilities to appear in public. Violations could result in fines and even imprisonment. In 1907, Indiana became the first of 24 U.S. states to pass eugenic sterilization laws for “confirmed idiots, imbeciles, and rapists.” A 1927 Supreme Court ruling, *Buck v. Bell*, ruled compulsory sterilization for intellectual “defectives” was constitutional. The Supreme Court’s reasoning: “Three generations of imbeciles is enough.” The ruling has yet to be overturned. In 1939 the Nazis implemented “mercy killings” of the intellectually disabled as “life unworthy of life.”

In the 1940s and 1950s, children born with disabilities in the United States were taken en masse from their families and institutionalized in places like Willowbrook State School, a facility with horrible conditions that Senator Robert Kennedy likened to a zoo. In 1953, the clinical director at the Fernald State School in Waltham, Massachusetts, invited 100 students with mild intellectual disabilities to participate in a “science club” with promises of outings and snacks. The director got permission from

parents so that “blood samples are taken after a special breakfast meal containing a certain amount of calcium.” In reality, the children’s oatmeal was secretly laced with radioactive material.

This horrifying history of inhumanity to our most vulnerable population resulted in a family uprising. Families came together to form advocacy groups like The Arc, one of the oldest disability advocacy organizations in the country, to be the “catalyst for changing the public perception of children with disabilities.” Other families, like the Kennedys, brothers and sisters to Rosemary Kennedy, an intellectually disabled woman, worked to create legislation to improve the lives of the intellectually disabled. As a result, funding was provided for state developmental disabilities councils, protection and advocacy systems, and university centers.

A decade later, Massachusetts would set the stage for the rest of the country as parents advocated for the first law permitting children with disabilities to attend public schools, Chapter 766. A year later, in 1973, the federal law, Section 504 of the Rehabilitation Act, was the first civil rights law protecting Americans with disabilities from discrimination by any program receiving federal assistance. And in 1975, the Education for All Handicapped Children Act was signed into law, requiring public schools to provide equal access to education to children with disabilities by offering a “free and appropriate public education” (FAPE) in the “least restrictive environment” (LRE) — the environment that offers the maximum possible opportunity to interact with nonimpaired students, stating “separate schooling may only occur when the nature or severity of the disability is such that instructional goals cannot be achieved in the regular classroom.” This critical piece of legislation, later renamed the Individuals with Disabilities Education Act (IDEA), also included the right to due process and a formal complaint procedure for families. Finally, our children would be able to attend public schools, have civil rights, and be educated with their nondisabled peers. And if they weren’t, then a formal process was established for families to advocate.

These pioneer parents from the 1970s were the first to bring disability issues of segregation, lack of education and training, and lack of support services to legislators, educators, and the public. Taffy Nothnagle, parent of a son, Jay, with Down syndrome, remembers when Chapter 766 was passed in 1972.

“Chapter 766 legislation started the month he was born,” she says. “Within a week of coming home, I called our special ed director and said, ‘I know this law just passed, so you can expect to hear from me when he is 3 years old; be ready for it!’ We wanted him to go to regular preschool. We had to fight to get it, but we did. They showed us a separate classroom in the basement, and we said we are not doing that. The other kids who were in the separate

class had to advocate to use the bathroom in the kindergarten class. I heard another mother say, ‘I don’t want those kids near the kindergarten class. They are too loud and disruptive,’ and I thought, ‘It’s kindergarten!’ But I didn’t have to hire a lawyer. I think things have gotten much worse now because of testing. Jay was included all through school. He will be 44. He has been working competitively for 26 years. He’s very happy. He has been in the union. He’s self-supporting. He got his driver’s license when he was 22 and has lived independently for 18 years.”

Lecturer **LAURA SCHIFTER, ED.M.’07, ED.D.’14**, who teaches special education policy at the Ed School and is a National Center for Learning Disabilities adviser, says, “Family advocacy became the primary mechanism under IDEA to enforce the law. The atrocious nature of how schools treated kids with disabilities, excluding them entirely, not meeting their needs, placing them in an entirely separate system, pushed the movement forward. Parents were seen as this powerful voice.”

### Getting Educated

While legislation and litigation have been the levers for families advocating for change, the cost of hiring attorneys is often prohibitive. Even though the laws apply to all citizens, education access is still not equal.

“Who can afford the lawyers? I think that’s why some districts bring things to court because they know parents will give up. If you look at who gets services or out-of-district placements, it’s often disproportionately middle-class white people,” says Roxanne Hoke Chandler, the family and communication engagement director at the Federation for Children with Special Needs (FCSN), a Boston-based training and information center for parents. She is a single mother of two young women, Ebony and Faith. Faith has autism, Down syndrome, and a mood disorder. Hoke Chandler had to advocate for Faith beginning in early intervention. Through the federation, she took a basic rights training.

“I did not know where to find information,” Hoke Chandler says. She decided to change her career. As a black woman, she knew all too well the intersectionality between race and disability. “My story isn’t everybody’s story. I push, and my daughter sees the best doctors. I’m not the average, and I know that. I’ve been able to access, and that’s why I believe in a life of service. I look at people in power and wonder what is happening here. And I can’t stop.”

In 1997, President Clinton reauthorized the EAHC, which became IDEA with several key amendments that emphasized providing all students with access to the same curriculum. In 2004, Congress amended IDEA by calling for early intervention for students, greater accountability, and improved educational outcomes, and raised the standards for

instructors who teach special education classes.

As I worked at translating the foreign language of education — IDEA, FAPE, LRE, IEP, PBIS, FBA, MTSS, UDL — I matured in my own advocacy efforts. I became cochair of our special education parent advisory council and cochair of the State Department of Education Special Advisory Council, where I discovered a report, *Review of Special Education in MA* by Professor Tom Hehir. Hehir was director of the Office for Special Education Policy and was pivotal in advising the Clinton administration on the reauthorization of IDEA. I saw Hehir’s work being taken seriously. I was beginning to understand how one sows the seeds of systemic change.

Shifter is also a former student of Hehir. She describes how she entered the field because of her own experience with dyslexia. “My mom was a huge advocate for me. One of the biggest roles my mom had was to negate the stigma and really challenge that. She taught me to embrace this as part of who I am and made me more comfortable so that I could become an advocate.”

In 2016, I applied to the Ed School. I wanted to work directly with faculty like Hehir, to learn best practices in inclusive education, and Professor Paul Reville, to understand state education policy and systems redesign. I was feeling overwhelmed and alone, as I was also advocating for Grace to be placed

**“When I am feeling low I remind myself that instead of having to do something, I get to do something; loving people with disabilities will teach you that life lesson.”**



in a general education setting in first grade after having fought for inclusion in preschool and kindergarten. I realized I will be advocating for Grace and children with disabilities for the rest of my life. In order to create real systems-level change, I would need to learn from change agents like Hehir, Reville, and others who taught me the achievement gap and opportunity gap are wider for students with disabilities than any other subgroup, that poverty and race are equally important considerations, and that acceptance and inclusion of people with disabilities requires adaptive change — it is as much a hearts-and-minds issue as it is a legislative advocacy issue.

Oanh Thi Thu Bui, a health educator at FCSN, emigrated from Vietnam when her daughter, Tiny, was almost six. She came as a Brandeis fellow, but also because nothing existed in Vietnam to tell her what was going on with Tiny, who has Kabuki syndrome and autism and not allowed to go to school.

“When I first came, I had no idea about special education. In my culture we believed the school will do what’s best for the child without intervention,” she says. “I started networking with other parents. I learned to advocate. I had no idea about rights or having material translated. I would sign the IEP because I believed if I didn’t, we would not get services. I worked two jobs and stayed up at night teaching her. As a parent you don’t want to deal with it, but you don’t have much time — developmental milestones are clocked by years, and if you don’t do the work, your child will miss every opportunity.”

At the Ed School, among the most important things I learned is there is a word for everything. I learned that ableist societies discriminate against people with disabilities as inferior to people without disabilities. Oftentimes when we name something it is demystified and easier to fight against. I could see that the expectation that Grace be at grade level with her peers in order to be in a general education classroom is ableism, that assuming she is not intelligent because she has an intellectual disability is ableism — or as Hehir writes “the devaluation of disability” that “results in societal attitudes that uncritically assert that it is better for a child to walk than roll, speak than sign, read print than read Braille, spell independently than use a spell-check, and hang out with nondisabled kids as opposed to other disabled kids.”

Some would argue that expecting parents to advocate for their children with special needs places an undue burden on families. In *Who Should Fight: Parents and the Advocacy Expectation*, author Mark Mlawer asks, “Is it possible that, by attempting to help parents become skilled educational advocates for their children, we have created an advocacy expectation that makes life even more difficult for many parents, families, and children?”

This is certainly true for us. But let me be clear: Gracie is not the burden; the system is. I have had to attend PTO meetings, sitting on the wrong side

of the table describing to families without children with disabilities why the Americans with Disabilities Act and “reasonable accommodations” must be made for our children to access enrichment programs. I have gone before school committees when families are being told by recreation departments that “there are programs for children like ours.” I have had to file due process complaints and be confronted by parents who felt our daughter didn’t belong in the general education classroom because “inclusion doesn’t work. Those kids get more money than anyone else. They have entire teams working for them, and it still doesn’t work!” We agree. Bad inclusion doesn’t work, but then we were asked why we would “choose” bad inclusion.

I have changed my career from a filmmaker to a policymaker. And, yes, I am tired. Some days I feel defeated, but what other choice do I have but to advocate? When I am feeling low I remind myself that instead of *having* to do something, I *get* to do something; loving people with disabilities will teach you that life lesson. In so many ways I am fortunate I get to advocate for Gracie — hiring attorneys, independent evaluators, and consultants. Families who are economically disadvantaged or who don’t speak the language have a much more difficult time navigating the system. And while I would argue it shouldn’t be our burden to bear, I would argue more that it shouldn’t be our burden alone to bear. We all — teachers, administrators, legislators, policymakers, and families — have a moral obligation to every student, with and without disabilities, to provide equity and inclusion for all children.

Gracie is in a third-grade classroom where she is technically fully included although we continue to advocate for authentic membership while our school continues to recommend a more restrictive environment. The reality is most general educators are not taught nor expected to work with children with disabilities. There is no pre- or in-service instruction to teach children with disabilities. As long as we segregate our educators, how can we expect them not to do the same with our children?

We are fortunate our older children have an understanding and sensitivity toward diversity that any nurturing parent would hope for. We teach Grace that her disability is part of who she is and that disability is natural — we are all disabled, whether through birth, accident, illness, or condition. We tell her we love her and her Down syndrome, and she responds, “I rock that chromosome.” Our hearts are healing, and we have been given the gift of seeing beyond the world in which we lived.

**MELANIE PERKINS MCLAUGHLIN, ED.M.’17**, IS CURRENTLY A POLICY OFFICER WITH THE ARC OF MASSACHUSETTS, WHOSE MISSION IS TO ENHANCE THE LIVES OF PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES THROUGH ADVOCACY. @MELANIEPERKINS1



**( Saying Goodbye to Dean Ryan )**

**AN ORAL HISTORY**

**STORY BY LORY HOUGH**

**ILLUSTRATIONS BY JOSUE EVILLA**





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HE DATE WAS JUNE 10, 2013.

The campus was slow and quiet, the way it usually is a couple of weeks after graduation. But in the back corner of Gutman, something interesting was happening: Harvard President Drew Faust had just called an impromptu reception to introduce the school's new dean, Jim Ryan. As Ryan's family stood to his side and staff and faculty gathered holding champagne flutes, Faust talked about the new dean's academic virtues, including his scholarship around equality and school desegregation and his tenure as associate dean of the law school at the University of Virginia.

Ryan, who had been quietly taking it all in, laughed and shook his head when Faust also joked that a former colleague at the University of Virginia had likened Ryan to a superhero. When it was his turn to talk, he continued the joking, saying that while he had big shoes to fill with Kathleen McCartney's departure, he was "at least as Irish."

And with that, the Ed School learned what kind of dean they were getting. A sharp mind and a subtle wit. The kind of dean who would, during his five years at Harvard, push the community to fulfill the promise of diversity and give commencement speeches that referenced casino tour buses, Dr. J, and a failed science experiment as a kid that led to setting a field on fire.

Now, as the academic year ends, Ryan is saying goodbye to the Ed School to return to the University of Virginia as its ninth president. *Ed.* magazine talked with some of the many people that Ryan has influenced during his time at Harvard about first impressions, one-liners, and the Boss.



**DREW FAUST, PRESIDENT OF HARVARD UNIVERSITY:** During the initial search, I'd heard very wonderful things about him from people, and yet when the committee was looking at information about him, they were puzzled. They said this guy's a lawyer and went to law school. Well, let him come and speak to us. So he came for a visit, and people were just so won over by his powerful commitment to education

and by his winning personality. He became a clear favorite candidate.



**NONIE LESAUX, PROFESSOR AND ACADEMIC DEAN:** I was on the search committee. His commitment to addressing issues of inequality came through in spades as genuine.



**DAPHNE LAYTON, SENIOR ASSOCIATE DEAN FOR DEVELOPMENT AND ALUMNI RELATIONS:** I liked him instantly; I remember feeling a tremendous sense of relief when I met him because I could see that he'd be someone I could enjoy working with. At the gathering in which Drew introduced him to the community, I remember watching him while Drew went on about his many impressive qualities as a teacher, as a scholar, and as a person. He kept scratching his head, which is an endearing habit that he has, in a way that signaled that all these accolades made him slightly uncomfortable. But the most amazing part came when he addressed the room, with his characteristic humor and humility, and took on the questions everyone had, which were "who am I and what on earth am I doing here?" It was completely disarming. At the same time, his personal story is powerful, and he connected it to HGSE in a way that was both affirming and inspiring. I think after that moment the whole school was pretty much eating out of his hands.

**FAUST:** He arrived just as the campaign was starting. This was a somewhat awkward time to arrive as a new dean when you're supposed to be raising money in a very vigorous way, but you don't know any of your alums and you're just beginning to know the school. The Ed School had its campaign launch on a beautiful fall day. We were all in this tent in Radcliffe Yard, and Jim got up and gave a speech that was so hilarious and winning and powerful. I was sitting with Yo-Yo Ma, who had agreed to perform at the launch, and I don't think he'd ever met Jim before, but he was dazzled. He looked at me and said, "This guy is so special."

**LESAUX:** I also thought he was someone who was exceptionally thoughtful and a good listener in conversations.



**LIZ CITY, ED.M.'04, ED.D.'07, SENIOR LECTURER:** That first summer, he met with as many faculty as he could. What I remember from our lunch was that he really was such a good listener. This was my first real impression of him — what an amazing listener. I somehow told him my mom died when I was a kid. This wasn't coming out of left field, but it's not usually something I would share with a dean during our

first conversation. With Jim, it's okay to venture into odd places in the conversation that you might not with a person in a powerful position.

**FAUST:** Early on, I began having conversations with him. I remember one in particular over dinner at my house. We started talking about our families. He told me this extraordinary story about looking for his birth mother. He was in the middle of the process. He hadn't yet found his mother. He found the file, and Catholic services was going to start looking. For the rest of the spring, I was so involved in the saga. Every time I talked to him I'd say, "Now what happened?" Of course, he found his mother; he united with her and found he had this whole other family. It was such a wonderful tale. And he's so funny about it. He said when he met his mother, he looked at her and thought he was looking in the mirror at himself wearing a wig.



**MATT MILLER, ED.M.'01, ED.D.'06, ASSOCIATE DEAN FOR LEARNING AND TEACHING:** Every meeting or conversation with Jim involves a moment of bursting out laughing. Even in the most tense and high-stakes situations, Jim finds a way to make me smile. All of the best stories, though, are ones I'm not sharing.

**LAYTON:** One of my favorites was the first faculty meeting of 2017, which took place in early Febru-

**"HE REVELS IN HEARING THE MEANINGFUL DETAILS OF DAILY LIFE — MY NEPHEW JACOB'S SLEDDING ADVENTURES IN OUR BACKYARD — AND I CAME TO REALIZE THAT JIM UNDERSTANDS WHAT ACTUALLY MATTERS IN LIFE: OUR RELATIONSHIPS WITH PEOPLE."**

MATT MILLER



ary. It was the first meeting since the presidential inauguration, and Jim opened things up by commenting that he should address the elephant in the room. Many people were struggling with how to make sense of things, feeling like the world was upside down. After going on like this for a minute or two, he caused the room to explode in laughter when he paused and said, “I’m talking, of course, about last night’s Super Bowl game,” which the Patriots had won in a stunning come-from-behind victory. As a New York Giants fan, it was a tough one for Jim to swallow.

**CITY:** Part of the way Jim is funny is with one-liners. Our preferred way to have a meeting is to go running. We were out running in Lincoln, where we both live, and we ran by a bunch of cows, which isn’t necessarily unusual in Lincoln. But then we turned the corner and saw a robot on the trail. Without missing a beat, Jim said, “That’s Lincoln for you. You have your cows, and you have your robots.”



**KATIE RYAN, STAFF ATTORNEY AT HARVARD LAW SCHOOL AND JIM’S WIFE:** Most mornings it is Jim’s job to get our daughter Phebe on the bus for school. This often involves the two of them waiting at the end of our driveway for some minutes. The road is a busy one at 7:30 a.m., with commuters, parents driving their kids to school, a school bus or two, and neighbors all passing by. Jim is generally out there in either some odd-looking running outfit or some version of his PJs, waiting with Phebe. The best part of this little routine is that Jim dances and sings while waiting, oblivious to the people who are driving by watching. Phebe acts mortified but, most mornings, gets on the bus with a smile.

**LAYTON:** Shortly after his book *Wait, What?* was published, Jim did a book talk at the Harvard Coop. The dean’s office planned a “surprise” party for him after the talk. But then Monica Shack clued me in that Jim was in on the surprise, and that it was actually a surprise party to thank Matt Weber and Meredith Lamont for the roles they played that eventually led to the book. Meredith thought her job was to get Jim back to the office. After the talk was over, Jim texted Meredith and Matt to suggest they go out for a drink — knowing that she was worrying about how to get him back to the office, where a bunch of people were hiding in the dark. He felt pretty proud of himself, pulling off this little prank. He’s very competitive.



**MATT WEBER, ED.M.’11, DIRECTOR OF DIGITAL COMMUNICATIONS STRATEGY:** Right before we walked into what we thought would be Jim’s surprise book launch party, he pauses in front of the door, wryly smiles, and whispers, “You thought you were surprising me? I’m

actually surprising you.” To which he then bursts open the doors of the dean’s office to a full suite of revelers yelling surprise, including colleagues, faculty, friends, my parents, wife, and infant daughter. The depth of this man’s generosity extended to repurposing a party that rightly should’ve celebrated him into one of gratitude towards two of his employees. It was as selfless as it was sneaky.



**KIM BRIDGES, ED.L.D.’18:** He’s definitely generous. I initially met Jim in Virginia, when he was at UVA Law School and had written his first book, *Five Miles Away, A World Apart*. In the book, he uses a Richmond school for a case study. I was the school board member who represented that high school. I called him at his office, and I think he picked up the phone. He invited me to meet, to talk more, so I went to his office and we chatted for two or three hours. He didn’t know me from Adam or Eve but was so generous with his expertise and his time.



**DOMONIC ROLLINS, SENIOR DIVERSITY AND INCLUSION OFFICER:** Jim wins people over by demonstrating a genuine care about them. I remember early in my time at HGSE, Jim would make it a point to ask me how I was doing, and he really meant it. I watched this care and concern about me show up in each of our one-on-one meetings by his remembering specifically something that was going on in my life and asking me about it. Whether that was a pending vacation with family or some big talk I was about to give, he would remember to ask.

**MILLER:** Absolutely. As part of the dean’s office, there was no major occasion in my life that Jim and his incredible right-hand “dean-whisperer” Monica Shack didn’t recognize. Book publication — surprise toast! Wedding — quick get-together in the dean’s office! Jim always asked me — always — how each visit of family members to Boston or trip to see out-of-town family had gone. And he revels in hearing the meaningful details of daily life — my nephew Jacob’s sledding adventures in our backyard — and I came to realize that Jim understands what actually matters in life: our relationships with people.

**K. RYAN:** That’s why it’s no surprise to me that personal stories are often the basis for Jim’s graduation speeches. Jim is a storyteller and has been as long as I have known him. He comes from a family for whom stories live on and on. The same stories get told year after year at Thanksgiving, at New Year’s, at weddings, at funerals, and they honestly never get old. They make everyone laugh and are a way of bringing a multigenerational family together at times when the lives of individuals are often going in so many different directions.

So, for Jim, I think telling stories about himself and his family is second nature. It is certainly, very often, a way to make people laugh, but I think it is also a way to invite people into his world outside of deaning and find connections.

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*Over time, many found that Ryan had high expectations for himself and others.*



**BRIDGET TERRY LONG, PROFESSOR AND FORMER ACADEMIC DEAN:** Jim is a perfectionist. He expects it of himself, and so this also carries over to others. That makes for an invigorating environment where you are constantly getting better and sharpening each other. I loved it! Absolutely loved it, and I’ve worked long enough to realize that such a work environment, led from the top, is rare.

**LAYTON:** He is a genuinely warm, loving human being, and he’s fun to be around, but that’s not the same as being easy; in fact, he can be quite challenging. You really have to be on your A game with Jim. He is uncompromising about how he wants to do things, demands a very high level of quality and execution, and has strong opinions about details large and small. Also, if you disagree with him, he will wear you down with inexorable logic and cogent argument, and, though it pains me to admit this, he’s usually right. But on the other hand, if you screw up, he will point it out in a matter-of-fact way that isn’t personal. And he is very forgiving and generous with credit and praise.

**LONG:** It’s important to have an environment where it’s safe to take risks and missteps aren’t held over your head for long. Working with Jim is an excellent example of a learning environment. Also important has been the fact that the best idea carries, regardless of who it comes from. That puts the sole emphasis on figuring out what the best thing to do is and not being too concerned about who said what.

**CITY:** I’ve had major support from him, but also major disagreements. He’ll tell me when he disagrees with me, which it’s both respectful and helpful. He’s a straight shooter.

**MILLER:** I reached a new depth of trust and respect for Jim in those times when I disagreed with him, and sometimes strongly disagreed with the premises on which he was basing a reasoned decision. I was always able to disagree agreeably with Jim.

**CITY:** He’s also really great at asking the right questions, at putting his finger on the essence of the thing that needs to be asked. People forget that lead-

ership isn’t just about having answers — it’s about the right questions.

**BRIDGES:** We see this in class, with students, when he uses the Socratic method, always asking questions. When he teaches, he brings deep subject knowledge, but he also really wants to hear students’ perspectives on something that he is the expert on.



**MATTHEW SHAW, ED.M.’14, ED.D.’16, ASSOCIATE PROFESSOR AT VANDERBILT UNIVERSITY:** I never took a class with Jim, but he graciously served on my dissertation committee. Jim is one of the sharpest interrogators of method and impact around. I won’t share specific comments on my draft papers, but I will say he easily found points of logic I had hoped to obscure and asked complex questions of law that continue to motivate my work on law and minoritized groups. The incredible thing about Jim is that he is kind and generous in his questioning, no matter how direct it might be, and he invites dialogue.

**BRIDGES:** That makes sense. He has high expectations for himself and also his students. And they rise to the occasion. It was fun to watch students come up with increasingly thoughtful answers. He brings out the best in you.



**RICH FROST, ED.M.’17, FORMER TEACHING FELLOW:** Another reason that students respected him was that he didn’t give off the picture of a cautious leader trying to please a thousand constituencies. He really put students first and was unafraid to demonstrate moral leadership when it really counted. I still remember his email in the aftermath of the travel ban: “We are a strong community — stronger, I am sure, than what I see as an irresponsible and legally dubious Executive Order.” Especially given his legal background and expertise, students appreciated him taking an unambiguous position on an issue that really impacted a lot of their lives.

**LONG:** I recall the announcement about the United States barring entry to individuals from certain countries in fall 2017. We all jumped into action. I remember drafting emails and taking calls from a children’s birthday party that Sunday in the rush to

**“HE IS SUPER SMART. I’VE SEEN HIM MAKE INTELLECTUAL ARGUMENTS THAT ARE JUST SEARING IN THEIR INSIGHT, BUT HE’S ALSO A PERSON OF ENORMOUS HEART. SO THAT COMBINATION OF INTELLECT AND HEART IS A VERY SPECIAL ONE.”**

DREW FAUST

respond. Through it all, Jim was clear on the stakes, had some thoughts about the policy implications and options, and was quick to make sure our community, both at the individual level and in terms of the larger messaging, knew that we had his support and his action.

**LESAUX:** He's a dean, but he's also a scholar grappling with issues. He never comes off as if he has the answers. He's a very approachable human being. There's not a lot of psychological distance between him and others. It's not an agenda on his part. It's a commitment to progress.

**LONG:** It's obvious that Jim is whip-smart. He can do mental gymnastics over the most prepared opponent when it comes to questions of the law and most education policy. You know when he is listening closely that he is about to simplify the most complex issue or question into a clear sense of what's true, what's right, and what should be done next. It is both his intellect and moral compass together that have set him apart. And those qualities were incredibly valuable during the election season and early days of the new presidential administration. This was a time of shock with unexpected proclamations and policy changes from Washington, and it seemed as though the rules were all being rewritten under us. Jim's steady resolve about our core mission and clear thinking about what we could do

as a school were, and continue to be, comforting and reassuring during these turbulent times.

**CITY:** Jim supports the things he thinks are right, even if it gets challenging or hard. Even if he's hearing negative things from faculty or students, if he thinks it's the right thing, he has your back. That's really important.

**FAUST:** I should say something we probably all take for granted: He is super smart. I've seen him make intellectual arguments that are just searing in their insight, but he's also a person of enormous heart. So that combination of intellect and heart is a very special one.

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*Ryan wrote in his second book, Wait, What?, that he came to the Ed School without much of a vision. Many felt he undersold his plans.*

**LONG:** I believe Jim when he says he initially did not have a vision, but I know he had a belief. He came to the Ed School with purpose and faith that education can change the world. And he took us at our word that we wanted to use our talents to contribute to improving education.

**LAYTON:** I think in many ways Jim embraced the direction in which HGSE was already headed and then built on it. He inherited a school that was in a very strong position and had already worked through a lot of questions about its identity as a professional school with a primary mission of having an impact on education practice and policy. He embraced programs like the Ed.L.D. and resurrected Usable Knowledge. He agreed that building our online and professional education programs was going to be critical.

**LONG:** In the early days, I remember him meeting with various members of the community. From all accounts, he was getting to know us, and I think that was because his vision was based on elevating people. While he could have focused his plans on the institution or programs or buildings, he instead based it on people and community. He didn't say this explicitly, but a running theme has been to help people do their best work and thereby help the school to have a greater impact.

**ROLLINS:** He trusts and believes in the team. On the face, it would seem like every leader would trust and believe in their team, but often they don't. And as a result, second-guessing, micromanaging, and circumventing become the norm for that leader even though that's not their intention. Jim creates space for the team to see initiatives and projects

through, and trusts that the team will shepherd the interests.

**LAYTON:** He certainly moved us in new directions, too: recommitting HGSE to leadership in teacher preparation, most visibly through the Harvard Teacher Fellows Program; making serious commitments to promoting diversity, equity, and inclusion; investing in our capacity to innovate in learning and teaching through the creation of Associate Dean Matt Miller's new role and the establishment of the Teaching and Learning Lab; and, most ambitiously, setting us on the course of re-envisioning master's education — not just for HGSE, but potentially as a model for other education schools and other organizations that prepare educators.

**LESAUX:** He didn't necessarily have a vision, but he had a mission. In many ways, he's really taken seriously our dual challenge: to both generate new knowledge driven by today's pressing problems and questions, and also use that knowledge in ways that will truly change education, placing that research at the core. His vision has placed that dual challenge in the best way possible.

**ROLLINS:** Jim's clarity about the significance of diversity, equity, and inclusion has certainly made my job easier. One can imagine that even in the most liberal environment, people still scrutinize diversity, equity, and inclusion. Jim's candor and honesty regarding HGSE's role in preparing and educating professionals to advance diversity, equity, and inclusion in all facets of the education sector has made it easier for me to ask, push, critique, and advocate for some of the changes we need. At some point, Jim said that we at HGSE are about preparing anti-racist educators. For me, in my work, that's powerful.

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*Although Ryan hasn't quite left yet — he leaves this summer and starts at UVA in August — there are many things that will be missed.*

**LAYTON:** What I think I will miss the most is the palpable feeling he created that HGSE was about to take flight. He just created this sense of audacious potential and aspiration, which was both infectious and inspiring. I hope that HGSE will hold onto that in the years ahead.

**LONG:** What I will miss most are the kind and caring parts of Jim. From day one, Jim was clear that his family is his ultimate love and that at times, they would take precedence over school business. But his acknowledgement about the importance of family was not only for himself; he also respected that in others. I've had countless conversations with him

**“HE'LL TELL ME WHEN HE DISAGREES WITH ME, WHICH IT'S BOTH RESPECTFUL AND HELPFUL. HE'S A STRAIGHT SHOOTER.”**

LIZ CITY

about navigating parenthood. I figured he — as the father of four kids — has some expertise to share, and that has served to be true. While working together closely for four years, he has certainly witnessed the good, the bad, and the funny in my family life, and I don't think there is anyone my kids love more at Harvard than Jim Ryan. When visiting the dean's office, they would march directly into his office and start with a long list of questions and stories about recent activities. Jim was always game to play along, and he even proudly displayed in his office an art project my younger son made for him. My kids request playdates at his house because Jim's whole family has welcomed them from day one.

**CITY:** I remember that first winter he was here. We had many, many feet of snow. One day we got 17 inches of snow. I had a three-year-old, I was eight-months pregnant, and my husband was out of town. I was trapped at home. I pinged Jim. I was stuck and could I pay two of his sons to come over and shovel? He showed up with three sons and four shovels and the four of them shoveled me out. They wouldn't take the money. The fact that I was confident enough to ask him and the fact that he came over says a lot.

**FAUST:** We talk a lot about animals. He had three of his animals die this year. I told him the best solution was to get a new puppy. He went out and got a new puppy, and then Santa went out and got another puppy for Christmas. We began our meeting today with him showing me a video of his daughter reading a letter from Santa saying, “Some Christmas presents shouldn't stay too long in the sleigh, so I left this one in the garage.” Phebe goes and finds the puppy and starts weeping, and I was crying. A lot of heart.

**WEBER:** I was at an epic Bruce Springsteen stadium show at Gillette, and my phone buzzed. It was an hour into the show and a slow song was playing, so I thought it okay to check. It was an email from Jim with just an attachment, a photo of Bruce at the very same concert. I wrote back with an accompanying photo from my seats, a stated hope for some particular Bruce songs to be played, and a suggestion to maybe tweet about being there. A few songs later, my phone buzzed again. From Jim: “U got *Rosalita*. Don't work; enjoy. Bruce can't be tweeted anyway.” Jim Ryan is not just our boss but THE boss — the timeless rock star of Appian Way.





Summer 2018

HOW CREATING A SECOND IDENTITY COULD RESHAPE EDUCATION AND COMMUNITY

STORY BY EDYSON JULIO, ED.M.'18 PHOTOGRAPHS BY TONY LUONG

# The Other Self

## “How the f— did I go from Stuyvesant High School to Rikers Island?”

Davon asked. He had an easy gait, unmistakable charm, and a chipped tooth. The classroom was messy: notebook pages strewn over the floor, crumpled fast-food wrappers left to unfurl, and folders splashed open on desks. Davon looked in my direction, straight-faced, expecting an answer. His life story was so unlikely, a novelty almost, if not for the fact that I had seen it many times over. A smart black student earns admission into a specialized high school, only to land in state detention before he graduates. He sat next to me and handed over his last assignment. The silence was heavy between us. “I don’t have an answer,” I said to him. But the truth was I had no interest in the answer because the answer was merely a diagnosis of the problem: failing neighborhoods, rigged economies, racism. I needed a solution for him instead.

In all of my time as an educator working with justice-involved youth and teaching in prisons or public high schools, I’ve never met a single student who could shake off the limitations of urban culture. This culture demands of us a performance — a way of existing in the world that ensures our bodily safety first, but makes us prone to behaviors that undermine our learning. I see it in the exaggerated maleness, or the spurning of education. I see it in the anger directed at students who are smart, or the ways violence is celebrated in the classroom. None of these behaviors make for a strong student. But for the urban student, actions that seem unruly to educators are effective — indeed necessary — ways of surviving. Accordingly then, I have termed this condition PTS: Performing to Survive. It is one I suspect a mass of black and Latinx folks living in the urban space experience, myself included.

For example, my most disruptive students are often the most popular — my most violent students, the most respected. I was one of these students. Under the rules of this cultural system, the popular students, or those who command respect, face almost no physical threats from the student body. This is a high privilege in a school based in the ghetto — to not have to worry feverishly over your physical safety. In fact, it is the highest privilege: one that many seek out but only a few enjoy, whereupon hundreds of black and Latinx youth are left to worry about the daily threat of violence. This is precisely why almost every family I know picks public high schools for their children based on where they might be safe and not on academic rigor. It is precisely why my mother worked 20 hours of overtime each week to fund my private high school education — in public school, under the compulsions of PTS, I had already been suspended eight times and arrested once. I re-

member this distinctly. I was in the eighth grade, and my teacher noticed that I was carrying a switchblade on school grounds. Honestly, I had no reason to be in possession of it, but I was preoccupied with ideas of how I wanted to be perceived by the student body and the safety it would secure for me. This is precisely the irony of it all though: The same performance meant to serve as our bodily life insurance oftentimes compromises our very learning and therefore undermines our lives. Said a different way, this posturing both protects and cripples. In our students’ neighborhoods too — spaces that are often reproductions of their classrooms — this performance style of living has worked well. It has kept them alive. Tragically, these representations are rarely who they truly are, but always who they must pretend to be.

None of this is mere coincidence, though, not nearly. If we are to fully understand PTS — its implications for education and community — we must first agree that history is absolute. We must agree, unerr-

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**“IN ALL OF MY TIME AS AN EDUCATOR WORKING WITH JUSTICE-INVOLVED YOUTH AND TEACHING IN PRISONS OR PUBLIC HIGH SCHOOLS, I’VE NEVER MET A SINGLE STUDENT WHO COULD SHAKE OFF THE LIMITATIONS OF URBAN CULTURE.”**

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ingly, that history happened, and though it doesn’t determine where we will end up, it has, without question, influenced the trajectory of all people. In other words, there is no way to understand the third episode if you haven’t watched the first. How else do we make sense of narrative if not chronologically? For this reason, it must be true that our political lives are the culmination of histories, and so we must insist, again, if we are to understand this condition intelligibly, that history is the soil. It is where this starts. There is no way forward without national agreement on this point. *We are* history: It has shaped our words, our heart, and perhaps most importantly it has helped arrange the meaning of our lives.

And so the truth is, history says, that the failing ghettos are a product of racist American strategy, and in these ghettos is where the PTS experience proliferates. Anyone wishing to dispute this fact should know that there is no winning an intellectual fight against history’s honesty in this regard. All throughout American history, our country has taken very specific steps to ensure that African Americans were relegated to certain neighborhoods. These neighborhoods, unsurprisingly, were engineered to fail. Naturally the ruin followed, and since then, in the ghettos, we’ve been forced to adopt this performing-to-survive strategy.



**G**ROWING UP I WAS THE PERFORMER. I lived in a very dangerous part of the Bronx, and that threat always found itself into the schools. Though I was an apt student — versed in history, clear in my writing — I was really afraid to be so publicly. I had realized that there was no safety in intellect, only risks, and dangerous ones. I remember a hot day in grade school where we were presented with two options: either go outside and play ball, or continue discussing ideas of tyranny in Shakespeare’s *Macbeth*. I wanted badly to stay in, to chat about *Macbeth*’s violent temperament and all the ruin he brought to Scotland, but I was awfully afraid of what it would mean to my friends. Accordingly, I learned to keep a public self and a private self: In the classroom, as a student, I purposely seemed dispassionate about learning and education — snubbing teachers, skipping classes — but at home books set me aflame. I trained my body this way for years, and Davon, who had gone down in New York City’s largest gang indictment, could see the finished product in me as my student. I gestured like he did, ambled in the same streets, but I also played chess and wrote fiction. I knew folks he was indicted with intimately — they were longtime friends. But I also knew novelists and scientists. Davon was also really surprised about my tattoos: They were discernible and out for the professional world to see, or as he understood it best, unseemly. And yet I was still a teacher. I was still proud to be smart.

This maneuvering between identities is the largest credit to my success as an educator. My students aren’t only looking to me for academic instruction, but also for a way to exist in the world. This, however, was realized because I didn’t reflect only their physical likeness, but also, and maybe more importantly, the likeness of their characters. This became, for them, the meeting place of aspirations and practicality. Or in other words, because my students understood me to be just like them, both in character and in presentation, they were convinced that they too could have what I had — they could do what I did. This meant they could be teachers and love books, or they could be smart and love politics, all without having to trade in what they understood to be their “truest” selves. I never had this kind of role model, though, and it was really damaging early in my formative years. Whenever I found myself obsessing over the surrealisms of Morrison or the absurdities in Kafka, I took pause. This literary fanaticism never felt safe in school, and so the posturing took over. Very few teachers understood the need for this performance. Those that didn’t actually shamed me for it. But now I’m the teacher, and I understand the act. In this gap is where art finds its rightful place.

Reading has always been an exercise of radical empathy. It is a chance to vacate your sensibilities and take on entirely new ones, but only if you allow. My first lessons on empathy came right at home,

raised by three women. I found it nearly impossible to love my mother, grandmother, and godmother the right way if I refused to understand them first. My mother, for example, beat me viciously as a child, and empathy kept me from hating her because it helped me understand the tenets of tough love. We lived in a dangerous neighborhood, and she figured her motherly violence would preempt a more capricious state violence — her motherly violence, of course, being borne of love. In many ways she was right. But it took me a while to understand this reasoning, and it would’ve been impossible without trying to “share” in her perceived duties as a mother. This, in my estimation, is what empathy looks like.

Reading was much the same: An opportunity to hate the narrator would always present itself, but so too would the chance to understand the narrator. I came to appreciate this exercise for its novelty. The curiosity it provoked. I began to read in a greedy way early on, imagining myself in many spaces unlike my own, afoot on grounds I had never traveled, or defending moral positions I’d been unlikely to consider. It was hard but worth the difficulty. I quickly realized that writing was a flexing of this muscle too; It requires great empathy to think up a character fundamentally different than oneself. It is then twice the

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**“VERY FEW TEACHERS UNDERSTOOD THE NEED FOR THIS PERFORMANCE. THOSE THAT DIDN’T ACTUALLY SHAMED ME FOR IT. BUT NOW I’M THE TEACHER AND I UNDERSTAND THE ACT. IN THIS GAP IS WHERE ART FINDS ITS RIGHTFUL PLACE.”**

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work to write that character fairly because of course writing an archetype is no labor for the imagination. But as an educator, these realizations, this joy, meant little if it was only mine alone to experience. I wanted to live this with all of my students, and in some ways, too, I wanted to move beyond mere joy. What was any of this worth if some of us were dying, being shot, jailed indefinitely, and failing out of schools? This called me to action. I began to think of all the ways that reading and writing helped me better understand myself, especially during times when my identity felt splintered. I considered all the ways that reading and writing helped fund my social ingenuity, the ways it helped me move from world to world convincingly. This was how Writing the Other Self came to be.

In all four stages of this curriculum, students were asked to challenge their own inflexibility. They were asked to reimagine themselves outside of the rigidity of the PTS experience. For example, I had an 18-year-old student who was heavily gang-involved, never got his work done, and was aggressive in class. I first met him in a classroom on Rikers Island, but as stipulated by his plea deal when released, he was ordered to join the high school equivalency program I also taught at for justice-involved youth. After working carefully with this student, he wrote a new identity for himself



that was a musician. The musician was gentle and obsessed with learning piano. The course material was no less difficult, but as his newer self, he worked hard at it. This was a miracle for this particular student. I then challenged him to inhabit the new character over the weekend, and so he asked his mom to take him to a jazz museum in Harlem. It was something he would never have done otherwise, away from the dangers of his project housing in Brooklyn.

**I** ALSO ASK STUDENTS TO GIVE THEMSELVES A new name. This is the most important stage of this course, meant to denote the beginning of a new identity. During my time teaching on Rikers, tutoring and leading workshops at different prisons, it's always been true that prisoners adopt monikers. In fact this has always been true in the hood too. But the more interesting observation is the physiological relationship between the name and self-expectation. My students on Rikers react differently when peers use their legal names versus peers addressing them by their nicknames. It's fascinating. There's almost this summoning of a unique physical force — that otherwise isn't accessible to them — when their by-names are called. This is especially true when circumstances are dangerous. I'll never forget a student recounting his first year up north in Clinton Correctional Facility, where he was due to spend the next seven years of his life. He said to me, "Whenever they called me Trigga, I knew it was game time. It's like I wasn't afraid of anything. No one could beat me."

The inverse wasn't just as true, though. For example, if someone called him by his legal name, and not Trigga, there was no supernatural strength to draw from. Part of it was that calling on his legal name signaled a degree of situational safety in the same way it does when romantic partners call on our "pet names." In other words, there is no reason for alarm and, consequently, no reason for "transformation." But the other reason, and maybe the more important one, was simply that the force wasn't procurable without the nickname. An increased physical force literally became a constituent resource of his survivalist identity. Again, this fascinated me, especially because this had always been true in the hood too. He went on to talk about the horrific things he had done while incarcerated, and every time we had these conversations, he made sure to conclude with a reminder that "Trigga was dead." I've taken this learning and used it specifically to address PTS. One of my students, Chris, fighting his second gun charge, decided to take on the French name, Jean. He became deeply involved in this self-fashioning. I was shocked when he told me that he wanted to learn French! It was a crisp and immediate reminder of how far we could go to change ourselves.

In this course they also wrote scripts. The scripts are total reinventions of how they speak: If they once

said, for example, "I'm O.D. sad" — an expression in the black vernacular where O.D. literally means overdosed, a stand in for "over-the-top" — they might instead say, "I'm disheartened." Urban language, which takes its shape around our urban culture, is beautiful but sometimes problematic. It is a big part of the trouble in my classroom. Violence is normalized, and there is great self-disregard. These habits limit their function in the professional world. But this course could change that forever. For example, Tracy, a mentee of mine who had served a year in the Bedford Hills Correctional Facility for women, created a second identity that was a spoken word poet. Over the course of a few weeks, as she worked on a script for this new identity, she learned many new words. Her improved vocabulary helped her perform successfully in an interview, and she was hired.

They are also responsible for giving the identities hobbies. When I was a fiction student in an MFA program, the novelist Colum McCann would abruptly stop the workshop of my stories to ask, "Does the mother wear makeup?" or "does the son like to travel? Name two places he would go." Quizzing about these details had nothing to do with the actual narrative but was entirely a matter of intimately knowing my characters. I want the students to really know

**"THOUGH I WAS AN APT STUDENT — VERSED IN HISTORY, CLEAR IN MY WRITING — I WAS REALLY AFRAID TO BE SO PUBLICLY. I HAD REALIZED THAT THERE WAS NO SAFETY IN INTELLECT, ONLY RISKS, AND DANGEROUS ONES."**

these new identities. The more involved they are in the nuances of recreating themselves, the more they'll care about the "person" they're creating, and the more they care about the "person" they're creating, the more time they'll spend inhabiting these characters. This could reshape education entirely. One student even suggested that I bring an acting coach into the class. I asked why, and he told me that he wanted to practice new gestures, voice inflections, and walking styles. He literally wanted his second identity to be an entirely new person.

This is all extremely difficult to write about, especially for public reading. My fear has long been that the perpetrators will co-opt this message about PTS. They will weaponize it against us and argue that it's been our fault all along. They will champion personal responsibility and obscure, with mastery and intention, the country's criminal irresponsibility. But certainly one has caused the other, and it is delinquent to talk about this in any other way. There could not be our violence without America's first. There could not be PTS, this performing-to-survive strategy, without a long narrative of oppression. This, history says, is indisputably true.

READ JULIO'S SPEECH AS THIS YEAR'S STUDENT COMMENCEMENT SPEAKER: [GSE.HARVARD.EDU/ED](http://GSE.HARVARD.EDU/ED)



**EDYSON JULIO, ED.M.'18,** IS A STUDENT IN THE ARTS IN EDUCATION PROGRAM AND AN URBAN SCHOLAR. HE IS A CREATIVE WRITING INSTRUCTOR AT RIKERS ISLAND CORRECTIONAL FACILITY AND A LONGTIME TEACHER IN THE HIGH SCHOOL EQUIVALENCY PROGRAM AT THE CENTER FOR ALTERNATIVE SENTENCING AND EMPLOYMENT SERVICES (CASES). TEACHING INMATES AND FORMER INMATES OF RIKERS ISLAND PRISON

# Grad.

**"As a proud Peruvian immigrant and first-generation college student, my work seeks access to opportunities, justice, and dignity for Latinx families in North Carolina. During my time at the Ed School, peers and faculty encouraged me to reimagine systems that have historically worked against our communities of color. It's been two years since graduating from HGSE, and I've been selected as *Forbes* 30 under 30 in Education. Never underestimate the ripple effect of community support."**

**ELAINE TOWNSEND UTIN, ED.M.'16,** CO-EXECUTIVE DIRECTOR OF N.C. SLI, A PROJECT AT THE UNIVERSITY OF NORTH CAROLINA. AFTER BEING NAMED ONE OF *FORBES* MAGAZINE'S 2018 30 UNDER 30 LEADERS IN EDUCATION.



IN MEMORY

1940-1949

LUTHER DITTMER, GSE'47  
 CLARENCE SPITZER JR., M.A.T.'47  
 MAUREEN DELANEY, M.A.T.'49

1950-1959

LOWELL KINGSLEY, GSE'50  
 CLARA CURTIN DREISS, M.A.T.'53  
 JOAN TURNER, ED.M.'53  
 EDWARD WOOD, M.A.T.'53  
 NANCY VERNON, M.A.T.'54  
 M. BURRAGE WARNER JR., ED.M.'54  
 SALLY MENGES, M.A.T.'55  
 FREDERICK GOODMAN, M.A.T.'56  
 DOUGLAS SIMMONS, M.A.T.'56  
 NANCY LEVERICH, M.A.T.'57  
 RONALD PITKIN, ED.M.'59  
 DANIEL WIELAND JR., ED.M.'59

1960-1969

JAMES CANNIFFE JR., M.A.T.'60  
 ROBERT HARRINGTON, ED.M.'60  
 SANDRA LITTLE, ED.M.'60  
 JOSEPH MCDERMOTT, GSE'60  
 DONALD FORD, ED.M.'62  
 JULIA RHODES, M.A.T.'62  
 MARION FREEDMAN-GOLDIN, M.A.T.'63

1970-1979

ROY ASTLEY, ED.D.'78

1980-1989

ROSEANN STEPHENS, C.A.S.'83  
 LORI MATIA, ED.M.'84  
 EDWIN FARRELL, C.A.S.'82, ED.D.'85  
 HARRY WIGNALL, C.A.S.'87

2000-2018

MARY BILLINGTON, ED.M.'12

1965

Alice Parman, M.A.T., cowrote a guide called *Exhibit Makeovers: A Do-It-Yourself Workbook for Small Museums*. Since 1989, she has served small to large museums as an exhibit planner.

1967

John "Jack" Miller, M.A.T., edited *Holistic Education and Embodied Learning*. In the collection, Miller wrote a chapter, "Equinox: Portrait of a Holistic School," based on a school in Toronto. (See page 18.)

1968

Jonathan Daube, Ed.D., president emeritus of Manchester Community College in Connecticut, has a new book, *Educator Most Extraordinary: The Life and Achievements of Harry Rée, 1914-1991*. Daube was recently awarded the doctor of hu-

man letters (*honoris causa*) by the University of Aberdeen, Scotland.

1969

Rolla Donaghy, Ed.M.'65, Ed.D., a former school counselor, recently created two children's books about the adventures of field mouse twins who live on a farm: *Henry Hooper Leaves the Farm* and *Henrietta Hooper Chases a Starfish*. The books, she says, "combine basic concepts and freehand art to encourage both imagination and language skills for beginning and emerging readers, preK through grade two."

1982

Nona Lyons, Ed.D., published *Learning over Time: How Professionals Learn, Know, and Use Knowledge*. She is a research scholar at University of Cork College.

1985

Stephen Brand, Ed.M., executive director of global learning and development at Bay Path University in Longmeadow, Massachusetts, recently gave a TEDx Talk about how to inspire the next generation of innovators. Watch the talk: <https://youtube/fB1a7-Z7IAM>

1986

Charisse McGhee-Lazarou, Ed.M., is the new director of Boston University's Los Angeles Programs. Prior, she was director of media fellows and an assistant professor of communication at High Point University in North Carolina. She also served as vice president for scripted series at Lifetime Television and vice president for prime-time programs at NBC, including *The Cosby Show*, *ER*, and *Seinfeld*.

1990

Jane Margolis, Ed.M.'88, Ed.D., senior researcher at UCLA's Center X, founded a curriculum called Exploring Computer Science as part of the center's Computer Science Project. One of the project goals is to increase and enhance computer science learning opportunities for underrepresented students. The curriculum is now a national initiative in seven of the largest school districts in the country.

Mark McCaig, Ed.M., published a new collection of poems, *Abundance*. This is his third book. The first, *Like Water*, was about the school he cofounded with his wife two decades ago. McCaig teaches at the University of Maryland University College and Notre Dame University of Maryland.

1991

Shari Tishman, Ed.D., a senior research associate at Project Zero, a research and development center at the Ed School, published *Slow Looking: The Art and Practice of Looking Through Observation*. (See page 19.)

1992

Rachel Alter, Ed.M., was appointed library director of the West Stockbridge (Massachusetts) Public Library, as of January 2018. Prior, she worked in libraries at Bay Path University in Longmeadow, Massachusetts, and in public schools in Pittsfield, Massachusetts.

Claudia Stack, Ed.M., has a new documentary, *Sharecrop*, which features the experience of 10 individuals, sometimes referred to as "the forgotten farmers," who sharecropped during segregation. Stack also published a companion teaching guide. Stack's previous films focused on schools built by African American communities during segregation. (See page 19.) For more information: [stackstories.com](http://stackstories.com)

Q&A WITH ABIGAYIL JOSEPH, ED.M.'99

BY ANDREW BAULD, ED.M.'16

Dealing with high-pressure situations is nothing new for ABIGAYIL JOSEPH. While the pace never lets up in her role as chief of staff to the Chicago Board of Education, where she's worked alongside former superintendent Arne Duncan and current Mayor Rahm Emmanuel, it's behind the wheel as one of the only female pre-war Formula race car drivers where things really speed up for Joseph.



FIRST OFF, WHAT EXACTLY IS A PRE-WAR FORMULA RACE CAR?

Pre-war cars are the oldest and, personally, I think, the most interesting cars in vintage race. Formula One was the continuum of the European open wheel grand prix car. Modern day pre-war are typically made up of sports cars from the '30s, '40s, '50s. They have manufacturing dates prior to World War II. It includes sports cars and race cars. I'm in a sports car. My car is a 1952 MG TD, but it was designed in 1942.

HOW DID YOU FIRST BECOME INVOLVED WITH RACING?

My father-in-law started racing when my husband was six, and they had been racing for 20 years when we started dating. I said to my husband that I wanted a piece of the action. I can't just be watching. I said I wanted to join the race team. He had tears in his eyes. I got my license that year and started with an open 1969 Formula V. Such a challenge. The pedal work is really hard. I had to do ankle exercises to strengthen my feet. The shifting is hard, and there's no power steering.

WHAT DOES IT MEAN TO BE THE ONLY WOMAN ON THE TRACK RACING?

Outside of the Midwest there might be more women, but I have never raced another woman on the track. It feels like a feminist mission now. It's all men that I race with. When you're in a race car, you're in a fireproof hoodie and your race suit and helmet, and you can't tell if I'm a man or a woman. I had an experience where I was taking my race car to gas up and my helmet was off, and there was a dad walking with his daughters, and one said, "Oh my God, it's a girl racer!" Now my signature is I have my ponytail flying out from my helmet, and I hope there are girls and women who hope they can do this too.

ARE THERE ANY COMPARISONS BETWEEN YOUR RACING AND YOUR DAY IN EDUCATION?

To be in an education policy role in a fast-moving district, you have to be a bit of an adrenaline junkie. Whether it's city government in the third biggest school system or in a race car, you have to have a calmness to yourself in order to see clearly and be able to navigate. A lot is at stake. It feels like a race against time in Chicago, that every one of our just-under 400,000 students is in a highly functioning school, and it feels like a race to try and accomplish that.

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Professional Education





1993

**Manuel Arroyo, Ed.M.**, was selected by Super Lawyers, a rating service, as a rising star for 2017 for up-state New York lawyers. Arroyo is counsel in the corporate, banking, and finance practices at Hancock Estabrook LLP. He is also the firm's diversity officer.

**Merryl Goldberg, Ed.M.'88, Ed.D.**, was honored by California State University with the Wang Family Excellence Award. The award recognizes faculty who have distinguished themselves for their contributions and achievements. Goldberg is a music professor at Cal State San Marcos. She is also founder of Arts=Opportunity, an arts literacy and advocacy campaign.

1994

**Gail Mobley, Ed.M.**, received national board certification in Decem-

ber 2017. Mobley is a middle school teacher at Summit View, an elementary through secondary school in Valley Glen, California, for students with learning differences.

1995

**Jordan Meranus, Ed.M.**, is CEO of Ellevation, which makes software that helps schools teach English to non-native speakers. Meranus is also the cofounder of Jumpstart, a Boston-based national nonprofit organization that provides early intervention to preschool-age children in low-income communities.

1996

**Matthew Green, Ed.M.**, was named head of school at Falmouth Academy in Falmouth, Massachusetts, starting in the 2018–2019 academic year. Currently he is head of the upper school at Haverford School in Haverford, Pennsylvania. Prior, he was a

middle school teacher, administrator, and coach.

1997

**Cindy Petersen, Ed.M.**, was appointed to serve as executive director of the Taubman Museum of Art in Roanoke, Virginia.

1999

**Jeff Riley, Ed.M.**, the receiver of the Lawrence Public School district in Massachusetts, was named education commissioner for the Commonwealth of Massachusetts in January 2018, following the death of **Mitchell Chester, Ed.M.'88, Ed.D.'91**, who held the position for nearly a decade.

2000

**Jason Kamras, Ed.M.**, became superintendent of Richmond (Virginia) Public Schools, effective February

2018. Kamras was the transitional chief of the Office of Equity for Washington, D.C., public schools.

2001

**James Calleroz White, Ed.M.**, was named head of school at the Galloway School in Atlanta. Previously, he was assistant head of school at Phoenix Country Day School in Phoenix, Arizona, and director of college counseling at Belmont Hill School in Belmont, Massachusetts.

**David Edwards, Ed.M.**, was named general secretary of Education International, headquartered in Brussels, Belgium. This is the organization's 25th anniversary.

2002

**Seeta Pai, Ed.M.'94, Ed.D.**, was appointed executive director of education at WGBH, the PBS station in Boston. For several years, Pai was vice president of research at Common Sense Media.

2003

**Ruth Chan, Ed.M.**, a children's book author and illustrator, published her latest book, *Georgie's Best Bad Day*, named after her cat. Prior books have included sloths and pandas. @ohtruth

2006

**Julia de la Torre, Ed.M.**, was named head of school at Moorestown Friends School in Moorestown, New Jersey. Prior, she was head of the upper school at Greenhills School in Ann Arbor, Michigan.

**Kathryn Robinson, Ed.M.**, was recently named youth program director at Urban Restoration Enhancement Corp in Baton Rouge, Louisiana, directing initiatives that include the 21st Century Community Learning Centers at Southern University and Glen Oaks Park Elementary School and the College and Career Ready Program. Prior,

Robinson was national director of practitioner development for Boston-based City Year Inc.

2007

**Camille Aragon, Ed.M.**, is spearheading the implementation of Nioroga Institutes' evidence-based stress resilience program, Dynamic Mindfulness. The goal, she writes, "is to educate a million mindful children." Aragon recently launched the first Dynamic Mindfulness program in the Los Angeles Unified School District, at Canoga Park High School. For details, reach out to her at [camille@nioroga.org](mailto:camille@nioroga.org)

**Vince Bertram, Ed.D.**, released *Dream Differently: Candid Advice for America's Students*. This is Bertram's second book. He is president and CEO of Project Lead the Way.

**Andrew Elrick, Ed.M.**, was named executive director of the David Rockefeller Center for Latin American Studies at Harvard University. Prior, Elrick was director of administration of the Global Initiative at Harvard Business School.

**Liz Moulton, Ed.M.**, was elected to the board of trustees for the Essex County Community Foundation in Danvers, Massachusetts. She is currently a senior client partner in the global sports and nonprofit practices unit at Korn Ferry, an executive search firm.

2010

**David Dixon, Ed.M.**, was recently promoted to lieutenant colonel in the United States Marines. He is stationed near Washington, D.C.

**Gretchen Schell, Ed.M.**, married William Paul Froehlich III in New Haven, Connecticut, on November 11, 2017. She is manager of client services at Cheetah Digital in New York. Prior, she was an ELA teacher.

**Trevor Ivey, Ed.M.**, was named principal of Willow Drive Elementary

## Q&A WITH HELEN JANC MALONE, ED.M.'07, ED.D.'13

BY ANDREW BAULD, ED.M.'16

**HELEN JANC MALONE** has devoted her career to better understanding the future of education. She is director of education policy and institutional advancement at the Institute for Educational Leadership, and the author of *Leading Educational Change*, which looks at the latest research from around the globe. We talked with Malone about her new volume, *Future Directions of Educational Change*, which she edited along with fellow Ed School alum **SANTIAGO RINCÓN-GALLARDO, ED.M.'07, ED.D**

### THE LAST BOOK, FROM 2013, WAS A BIT OF A SURVEY FOR SCHOLARS FROM AROUND THE WORLD ABOUT RESEARCH. HOW IS THIS NEW VOLUME DIFFERENT?

*Future Directions* is designed to be both a deeper exploration of three themes from the first book — social justice, professional capital, and systems change — and a unique contribution that weaves the three areas together. This anthology features global perspectives that challenge the conventional approaches to educational change, such as how do we authentically blend issues of equity and justice in education, and how do we elevate the teaching profession.

### IN TALKING WITH SCHOLARS, WHAT ARE SOME OF THE MOST POWERFUL FORCES DRIVING EDUCATIONAL CHANGE TODAY?

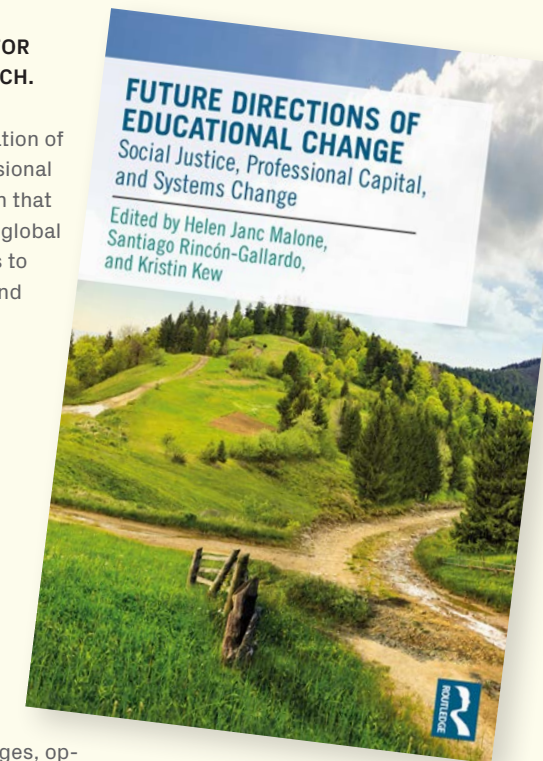
There are at least three that mirror the strands of this volume: addressing inequity, broadening discourse, and changing systems. We have a chapter in *Future Directions* book about New Zealand's program to train a new generation of principals as change agents that can address issues of injustice head on. South African scholar Brahm Fleisch offers a chapter that challenges the global education conversation to move beyond American and European focus and expand to be inclusive of the challenges, opportunities, and innovations emerging in places like India, Kenya, and South Africa. Given that issues of justice, quality, and system-wide solutions are areas of debate across the globe, it stands to reason that looking beyond our own boundaries to other nations can offer new ideas and exchange that can enrich our understanding.

### OBVIOUSLY THERE IS NO SILVER BULLET, BUT FROM YOUR DISCUSSIONS WITH SCHOLARS, HOW DO WE GO ABOUT MAKING MEANINGFUL CHANGES IN EDUCATION?

It is worth first considering that many countries across continents are engaged in extensive education reforms aimed, from the policy perspective, to improve access, quality, and outcomes of education. The question is, are all these policies leading to desired outcomes? Are they providing adequate resources, supports, proper accountability structures, time, and wide constituent engagement to make a real, positive difference for all learners? While there is no one right way to engage in educational change, our book offers several considerations, including the importance of addressing equity as the center of educational change and teacher ownership in the learning process.

### WHAT ARE YOU WORKING ON NEXT?

I recently published *The Growing Out-of-School Time Field: Past, Present, and Future*, a book that offers an analysis from 39 domestic scholars and practitioners on how afterschool and summer learning have evolved over the past two decades and in what directions out-of-school time learning might be headed. I have also edited the first special issue of the *Journal of Professional Capital and Community* on broadening professional community through collaborative partnerships.



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Learn to  
Change  
the World



School in Sumter, South Carolina, this past June.

2011

**Matthew Goetz, Ed.M.**, was awarded the University of Chicago Outstanding Educator Award for 2017. This is the second time in three academic years; he also received the award in 2015. The award is given to teachers, nominated by first-year university students, who have made a difference in their lives. Goetz was nominated by a student who graduated from Beijing National Day School in the Chinese capital. Goetz teaches English.

2012

**Helen Adeosun, Ed.M.**, cofounded CareAcademy to support professional development for caregivers. The Boston-based organization contracts with home care agencies to offer practical training through online micro courses. Prior to CareAcademy, Adeosun worked with Teach For America, Boston Public Schools, and Pearson Education.

**Amanda Cox, Ed.M.**, started a new charter school, Future Public, in Garden City, Idaho. The K-3 school will open in the fall of 2018. The mission is to develop engineers using a STEM-infused curriculum. [@futurepublicschool](#)

2013

**Santiago Rincon-Gallardo, Ed.M.'07, Ed.D.**, coedited *Future Directions of Educational Change*. (See page 47.) He is a visiting scholar at the Onatior Institute for Studies in Education.



**Gutman In Chicago** In January, a group of 10 Ed School alums living and working in Chicago met for a night out. The graduates, from the classes 2007 to 2017, are part of a larger Chicago Facebook alumni group of about 80 strong called HGSE Alumni in Chicago.

**Helen Janc Malone, Ed.M.'07, Ed.D.**, coedited *Future Directions of Educational Change*. (See page 47.) She is the director of education policy and institutional advancement and the national director of the Education Policy Fellowship Program at the Institute for Educational Leadership.

2014

**Anne Gaughen, Ed.M.**, published a young adult novel, *Reign the Earth*, in January. It is her fourth book.

2016

**Andrew Bauld, Ed.M.**, hosts a new podcast series called *Knowledge*

*Applied*, which takes listeners inside current research at the University of Chicago.

**Karen Cueva, Ed.M.**, a Julliard-trained violinist, is cofounder and executive director of the Du Bois Orchestra at Harvard. [@duboisorch](#)

**Eve Ewing, Ed.M.'13, Ed.D.**, a sociologist at the University of Chicago, recently published *Electric Arches*, described as “an imaginative exploration of black girlhood and womanhood” through poetry, visual art, and narrative prose.

**Katherine Hashimoto, Ed.M.**, is the lead content developer at Woobo, a Boston-based company that produces an interactive AI robot for child companionship and educational development. [@askwoobo](#)

**Elaine Townsend Utin, Ed.M.**, co-executive director and cofounder of North Carolina Scholars' Latin Initiative, an education initiative supporting first-generation college students and expanding opportuni-

ties for immigrant families in North Carolina, was recently named to *Forbes* annual 30 Under 30 list. (See page 43.)

**Susana Zhang, Ed.M.**, is a content and research specialist at Woobo, a Boston-based company that produces an interactive AI robot for child companionship and educational development. [@askwoobo](#)

2017

**Bobby Dorigo-Jones, Ed.M.**, is a policy and outreach associate at Michigan's Children, a statewide, independent organization that works to ensure that public policies are in the best interest of children.

**Sneha Snrestha, Ed.M.**, also known as IMAGINE, was named in January as an artist-in-residence for the city of Boston. She is the founder of the Children's Art Museum in Nepal.

**Tyler Tarnowicz, Ed.M.**, is a social studies teacher at Harlem Village Academies in New York.

ADAM MALATY-UHR

# How Investing in Faculty Pays Off

The Dean's Venture Fund (DVF) was designed to attract unrestricted campaign gifts that Dean Jim Ryan could allocate to jump-start new initiatives, provide seed funding for collaborative research, and launch new projects while the school builds the case for additional investment. This idea has paid off. The fund has been hugely successful in leveraging additional support for key initiatives at the school. About \$3 million invested to support faculty projects and new initiatives has generated \$78 million in funding from outside the Ed School, representing a 26-fold return. Here are some examples of this success:

## Children's Executive Function and Self-Regulation

(Professor Stephanie Jones)

Projects include designing and testing low-cost, scalable strategies that educators can use to personalize approaches to social-emotional learning. Another is developing and testing a new set of tools to provide practitioners with evidence-based interventions to improve executive function and regulation-related skills in early childhood.

**\$40,000** DVF INVESTMENT HAS LED TO MORE THAN **\$1.3 MILLION** IN GRANTS

**= 33x RETURN**

## Education Redesign Lab

(Professor Paul Reville)

This initiative focuses on building a new education “engine” for 21st-century success in education by working with key decision-makers, including mayors.

**\$200,000** EARLY SUPPORT **\$5.3 MILLION** IN EXTERNAL FUNDING TO DATE

**= 27x RETURN**

## Making Caring Common

(Senior Lecturer Rick Weissbourd and team)

A research-based project based on insights and expertise of practitioners and parents to develop strategies for promoting caring for others and a commitment to justice in children.

**\$85,000** DVF INVESTMENT HAS SEEN A RETURN OF **\$800,000** IN GIFTS AND GRANTS

**= 9x RETURN**

## Reimagining Integration: Diverse and Equitable Schools (RIDES)

(Lecturer Lee Teitel)

A research-based project that offers practical tools to educators to support reimagining integration, and creating more and better diverse and equitable schools.

**\$96,000** DVF INVESTMENT LED TO A **\$1.6 million** GRANT FROM THE WALTON FAMILY FOUNDATION

**= 17x RETURN**

## The Leading Edge of Early Childhood Education

(Professors Stephanie Jones and Nonie Lesaux)

A conference held in December 2014 brought together leading scholars, practitioners, and policymakers.

**\$25,000** DVF INVESTMENT YIELDED A **\$35.5 million** GIFT FROM THE SAUL ZAENTZ CHARITABLE FOUNDATION

**= 1420x RETURN**

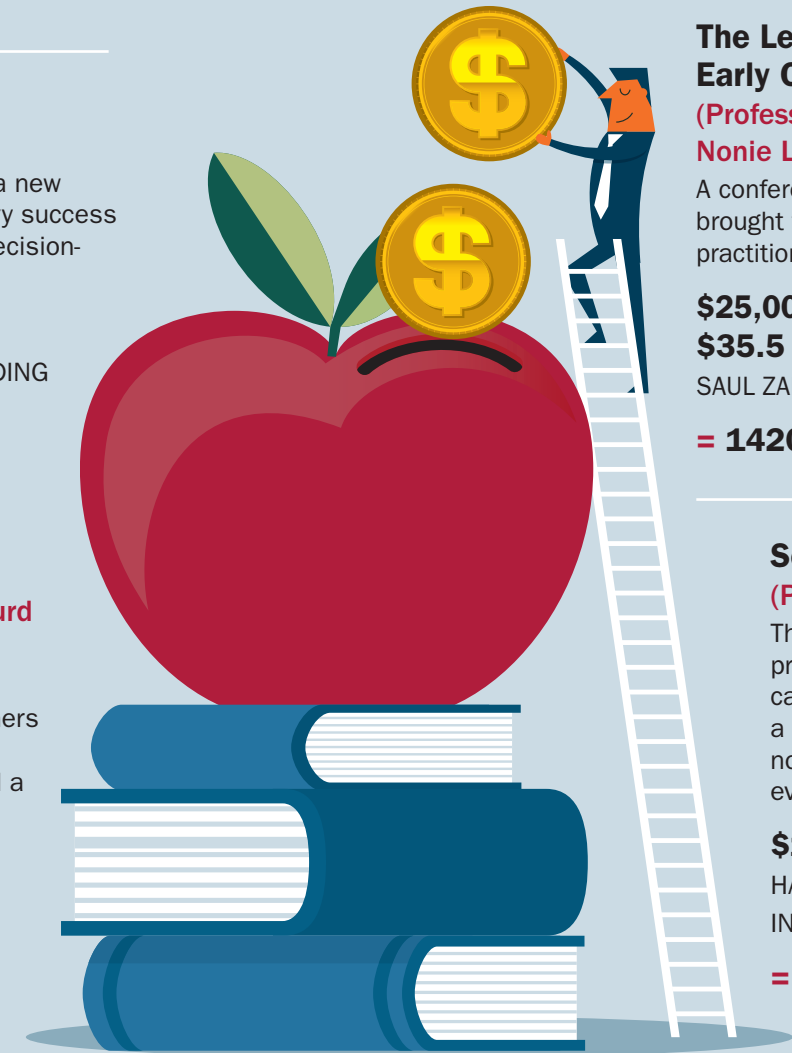
## Scaling for Impact

(Professor Monica Higgins)

This initiative combines a professional education program, case study development, and a research agenda to enable nonprofits to scale their work for even greater impact.

**\$10,000** DVF INVESTMENT HAS YIELDED **\$900,000** IN GIFTS AND GRANTS

**= 90x RETURN**



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DEAN JIM RYAN, 2017 COMMENCEMENT SPEECH