WINTER 2018

HARVARD ED. MAGAZINE

What's lost when the creative, energetic, and sometimes disruptive kids in our schools are labeled as the troublemakers?

YOU CAN'T PLAY WITH ME

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by **Samira**

Ed.

WINTER 2018 ▢ ISSUE № 159

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13 Appian Way
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PRINTED IN THE U.S.A.

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CLOCKWISE FROM LEFT: JONATHAN KOZOWYK; HAZMA; EARL & NAZIMA KOWALL/GETTY; ISTOCK

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In his new, self-described nonacademic book, Professor Dan Koretz takes to task a subject he had been careful about for nearly three decades.

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Convo.

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

1 Sometimes the conversations about stories in *Ed.* happen outside the walls of the Ed School and off the pages of our various social media platforms. That was certainly the case with our cover story from the fall 2017 issue, "Goodwill Not Enough," which looked at the kind of training that teachers and other school educators are getting (or not getting) to best support transgender students across the country. The story was widely shared on the Ed School's Facebook and Twitter pages, receiving some likes and a number of comments. But where the story really took off was on the social media pages of those intimately connected to this issue: The parents of transgender kids. Local support groups for families. National organizations like PFLAG. They commented, they commiserated, and they shared. And that's how it should be.

2 In a connected story, HGSE staff member Jill Anderson interviewed JEFF PERROTTI, C.A.S.'85, for the Harvard EdCast. Perrotti, director of the Massachusetts Safe Schools Program, was heavily featured in the "Goodwill Not Enough" story. What we loved was that the podcast had a lot of listeners and also received positive comments — a nice honor for Perrotti, who has spent decades working on behalf of LGBTQ kids. Some of our favorite comments included: "Jeff is an example of how important one person can be to so many. He has surely saved many lives and helped families and communities grow and learn how to be the allies for our kids" and "Forever grateful to have this incredible person in my life."

3 JEAN "NINI" MCMANAMY, ED.M.'77, wrote with suggestions after reading "Great Scott!" in our fall issue about SCOTT FLANARY, ED.M.'10, winning the 29th season of *The Amazing Race* reality adventure show. "Warm and entertaining. But how about an article on teacher competitors in these events, like high school physics teacher Bob Crowley, who beat *Survivor* competitors 30 years his junior by using the very skills he used in the classroom," she wrote. "He talks about using his skills at managing teams, motivating self-serving participants, and using his scientific problem-solving strategies, not to mention skills learned lobstering and camping on his tiny island off the coast of Maine. In fact, the Ed School could build a symposium, or better, a course on how to apply life strategies to rework class activities. So many teachers, myself included, had zero life experience when we were dropped into a classroom to teach students how to succeed — at life."

CBS.COM (CROWLEY)

YOU DIDN'T MISS IT

Wondering why you're not seeing a story in here about Dean Jim Ryan's departure? We decided to wait until our summer issue, the last under Dean Ryan's tenure, to write about his time here at Harvard. Stay tuned!

Past Tense

Last year, Denver teacher Kyle Schwartz was interviewed on the Harvard EdCast about her book, *I Wish My Teacher Knew: How One Question Can Change Everything For Our Kids*. When Schwartz was first teaching, she would pass out notecards to her third-graders and ask them to finish the sentence, "I wish my teacher knew…" Her book is a collection of those answers. During the EdCast, Schwartz talked about revealing her own troubled days as a student to her students and how her past gave her insight into better understanding the ones who were stuggling. This reminded us of this issue's cover story, which is focused on troublemakers and misunderstood kids.

"If you're going to ask students to share their life with you, you should really be willing to do the same," Schwartz said during the EdCast. "One thing my students are always surprised to hear is that their cuddly third-grade, elementary school teacher once had major problems in school. I really struggled with behavior and connecting with my peers and forming relationships and making friends. I really had a prickly outer shell when I was a kid. So I'm really honest with the kids about that. I had some things in my life that were really difficult to deal with. I dealt with them in really difficult ways that made it hard for me to make friends and made it hard for me to succeed in school. I think kids are always surprised to hear that because I think they idealize their teachers. But I think it's a real model for growth for kids. And also it gives me a lens for understanding students. Knowing every time I got sent down to the office, the thing I needed wasn't to be disciplined. The thing I needed was understanding and supports and resources. And so I look for that in my students. Not just, 'How can I punish you for this behavior, but how can I get to the root of it? What do you need from me? What are you looking for?' That for me has been really powerful in my teaching, and also I think it's also been powerful for my students to hear me being so honest about."

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Behind the Story

Lory Hough, Editor in Chief

This past summer, Dean Jim Ryan assigned a set of common readings to incoming and returning students to study before coming to campus in the fall. The readings included a book called *Troublemakers*. Written by CARLA SHALABY, ED.M.'09, ED.D.'14, the book had already been sitting on my desk for weeks. As a writer and as a parent, I found the topic — how schools respond to the so-called "troublemaker" students — both fascinating and upsetting. I knew kids in my son's school who had been treated a certain way because they were the loud ones, the kids who can't or won't follow instructions. I also knew that it was hard on teachers — they didn't always know what to do. We decided the best way to feature this story in *Ed.* was to first ask kids (grades K–4) to draw (without adult guidance) what they thought a troublemaker looked like. I also knew the story really needed to be written by a teacher, someone who could share his or her own experience, not as a how-to, but, as Shalaby writes, as a "how to be."

Illustration by **Cailin**

Photograph by **Tony Luong**

Best Sellers, New Chapters

HOW ONE ALUM IS HELPING YOUNG PEOPLE GET AND STAY ON TRACK WITH BOOKSELLING

STORY BY LORY HOUGH

When **JODI ROSENBAUM, ED.M.'02**, first began More Than Words with four young men living in a foster home in Boston, the future for the online used bookstore and training center run by troubled teens didn't look promising.

"These young men didn't like books or technology or me telling them to pull up their pants," she says, describing the first few weeks. But what they did come to like — what has helped the nonprofit generate more than $1 million in revenue annually — was power. Putting books into the system and seeing them sell made the teens feel something they hadn't before: that they could make something positive happen.

At the time, Rosenbaum wasn't exactly looking to start a bookstore, or any kind of business. But after teaching and working for years in the child welfare and juvenile court systems, she knew something was missing.

"I wanted to find a more measurable way to help young people move to better outcomes, not punishment," says Rosenbaum. She saw that too many kids who are in foster care or are court-involved fall through the cracks despite good intentions by others.

Then one day, a friend found a pile of books on the sidewalk and sold them for extra cash. Rosenbaum realized this was something young people could do. She reached out to a group home for teen boys and recruited her first employees — the four young men who liked baggy pants but not reading. They started collecting used books and in a tiny office learned how to read ISBN codes and enter books into a database. They learned about successful bookselling sites like Amazon and Alibris and how to track orders. They learned the importance of showing up on time and being accountable. The young men (and eventually young women) also learned critical life skills,

what More Than Words calls the "you job." How to open a savings account and set personal goals. How to advocate for yourself if, say, you're unhappy in your current foster care situation. How to work toward either a GED, a college degree, or a trade. Only 20 percent of the young people start working there with a high school diploma; within two years post participation, the number jumps to 80 percent.

Rosenbaum stresses that the "you job" is the most important piece of the work they do.

"We want to help them persist and keep this job while also working on goals to eventually transition out of here," she says. On average, workers stay for four months to a year. "It's a balance of enough time to practice getting up every day and be accountable for 20 hours of work and going to school. Building that muscle takes time. But we say the real work starts when they leave here." More Than Words continues to support each young person for two years after they leave through its graduate program, including ongoing training and mentoring.

Now 12 years later, with spaces in Waltham and Boston, More Than Words has become a serious enterprise. In its Boston loft space in the trendy Ink Block neighborhood, charts and white boards show daily and monthly goals and projections for the business and for each worker, using business terms that would rival those used at top MBA programs — something Rosenbaum says is intentional.

"It's serious, and the young people know that," she says. "When you walk into our space, that's palpable. You feel it, and the young people certainly feel it. It helps them see that this is legit. They're not in a makeshift, cute business. We have goals, and there are consequences for the business."

For 17-year-old Jahni Bell-Warren, it has meant a boost in confidence. During a tour of the space, his first as the tour leader, he talks about wanting to get promoted and being challenged.

"Me leading the tour today is new," he says. "It makes you want to try harder. I also don't wait anymore to be told what needs to be done. I know what I need to do, and I do it." Eventually, he says he wants to start his own business.

Confidence and success also spill over to the business. More Than Words is growing, with pop-up book tables at farmers markets, festivals, and in corporate lobbies, allowing more interaction with the community. At any given time, there are 70 to 75 young people working. Last fall, the nonprofit broke ground on the construction of 10,000-square-feet of new space on the street level of its Boston location on East Berkeley Street, allowing it to add a cafe, a flexible performance room, and a retail space for books and local crafts.

Before More Than Words started planning for the new space, Rosenbaum asked her young people what they wanted to see. One of the answers was perhaps at first surprising: big windows.

But then Rosenbaum realized it made sense.

"They want people to see them working, which is really powerful," she says. "They're working hard, and they want people to know it."

LEARN MORE ABOUT BUYING OR DONATING BOOKS: *WWW.MTWYOUTH.ORG*

Write the Book

WHAT HAPPENED WHEN ONE ALUM LISTENED TO THE NAGGING VOICE

STORY BY LORY HOUGH

CYNAE PUNCH BROWN, ED.M.'08, wrote her first young adult book, *Pineapple Sugar*, in part to encourage others to listen to that nagging voice in their head telling them to do something — start a business, take a class, or, like her, write the book. Brown, an instructor in the Urban Education Program at the University of Houston, talked to *Ed.* about motivation, grief, and how she reclaimed her creativity.

LIKE THE MAIN CHARACTER, YOUR MOTHER ALSO PASSED AWAY.

After my mother died, I remember returning to school, and one of the hardest parts of the day for me was dismissal and pick-up time. Usually, it was everyone's mom who picked them up from school. I remember feeling so alone because the norm for me was having a mom. When mine died, I immediately became abnormal. As an avid reader back then, every story that was written had a mom, so every time I opened a book, I was reminded of how abnormal I was. Add to that the fact that the private school I attended had little to no diversity. I was one of two students of color in my entire grade. Trying to find someone to relate to an African American girl whose mom died wasn't a reality for me. That's what stuck with me. That's what made me want to write a book about loss with a main character who is a person of color.

IS THIS STORY YOUR STORY?

Pineapple Sugar is not my diary at all. *Pineapple Sugar*, I would say, probably would be my ideal approach to grief. The main character knew what was happening. She was allowed the opportunity to prepare and ready herself. Pending grief and the idea of absolute death was not hidden from her, even at a young age. That's what makes this book special to me. Although the book is written with the middle-grade student in mind, teachers, counselors, and parents are reading it and learning a healthy way to discuss death with young people who have loved ones with terminal illnesses. So often we try to protect kids and we don't include them in processes that are vital to their understanding of death.

WERE YOU SHIELDED?

When my mom died, I was given very little information. Looking back, the signs of her being really ill were all there. But I was in elementary school, so I didn't see it coming. All I knew is that she went in the hospital on Thanksgiving Day and never came back. It wasn't until years later in talking to my grandmother that I started getting bits and pieces about her battle with Lupus.

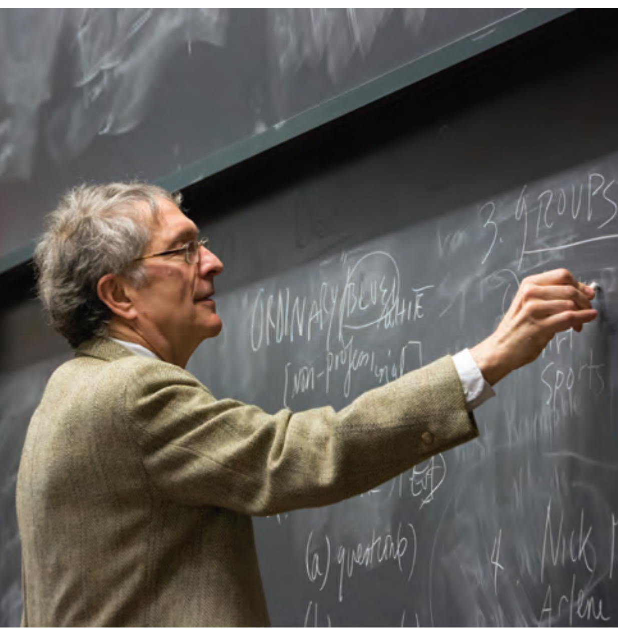
YOU WROTE A LETTER TO AN AUTHOR WHEN YOU WERE A KID AND SHE CALLED YOU?

I have always been analytical, even as a child. If something didn't make sense to me, I wanted answers. That's pretty much what our conversation was when she called me while in grade school. Now fast forward about 30 years, and Eleanora E. Tate is still impacting my writing. I sent her my first draft, which she lovingly marked up and sent me back to the drawing board. Along the way, she has pointed me to resources and has given me lots of helpful information to help make me better. I'm far from being on her level. Still, I'm so thankful for her commitment to her readers. You just don't find that in today's literary world.

HOW DID HGSE MOTIVATE YOU?

HGSE gave me the opportunity to run, jump off that academic cliff, spread my wings, and soar. One particular memory that I have is [former professor and Ed School alum] Thomas Payzant's story of how he had never been a principal before becoming the superintendent of Boston Public Schools, a position he held for 11 years. Every time I get ready to shirk a personal or professional opportunity, each time that voice in the back of my head says, "You don't have enough experience to be successful at XYZ," I honestly think of him. And then I go for it.

Illustration by **Rob Wilson**



MARTHA STEWART

GARDNER BLOG, 2.0

Although he has spent his whole life in education, it wasn't until 1983, with the publication of his seminal book on multiple intelligences, that Professor Howard Gardner began to actually *study* education. His latest venture, a new blog, focuses specifically on lifelong learning, including his own. Gardner devoted the first two posts to books he read that have had "a large effect on [his] thinking." Other posts include a look at the end of final clubs at Harvard and what the term *transformational* means in higher education. Gardner says he's really come to embrace the blog format.

"As an author of many books, I never thought I'd become a blogger. But, in fact, I appreciate both the medium (communicating in 1,000-word chunks) and the message (the privilege of writing about whatever ideas and practices in education I find most engaging). For the first months, the blog features contributions by me and colleagues on education writ large, but the blog will evolve into a site where we will describe impressions and initial findings from a very large study of higher education that we have been carrying out."

FOLLOW GARDNER ON TWITTER: *@DRHOWARDGARDNER* AND HIS BLOG: *HOWARDGARDNER.COM*

"Colleges afraid of asking that question do so at their own peril."

Senior Lecturer **James Soto Antony** discussing the question: What does digitalization mean and how can higher education leverage it? (*Quartz*)

“What inspires me are those folks who see a social problem — homelessness, domestic violence, disaster relief — take action, develop a solution, and sustain this work over time.”

The Sound of Goodness

JAKE MURRAY IS GIVING SOME AUDIO LOVE TO THOSE WHO CARE

STORY BY LORY HOUGH

After working for more than 25 years in education and human services, it would be easy for JAKE MURRAY, ED.M.’94, to focus on the problems. He’s certainly seen his share of them. But that’s not what he’s drawn to. He’s drawn to the optimists. The altruists. The people doing caring things. Life-saving even. And it’s these people who are now the focus of his latest work, a podcast called *Power of Good*.

“What inspires me are those folks who see a social problem — homelessness, domestic violence, disaster relief — take action, develop a solution, and sustain this work over time,” says Murray, whose day job is faculty director for professional education at the Boston University School of Education. “Many folks dabble in this work, receive a grant or two, and then move on. But others stay committed, build an organization, support and mentor staff, and have impact over many years.”

That includes the first person he interviewed for the series: Steve Gross, chief playmaker at Life is Good Kids Foundation.

“I met Steve 14 years ago. He was training youth workers for the city of Cambridge, and I was working as the child youth services planner for the city,” Murray says. “His energy and message of bringing your best joyful self to your work and relationships with children resonated with me as a former teacher, counselor to behaviorally challenged children, and new father.” After interviewing Gross for the podcast, Murray says, “Learning about his work made me feel optimistic and positive.” It’s this feeling that he continues to look for as he adds more interviews to the series, which he records primarily from a studio at the Brookline Teen Center, near his office. (Teens at the center do the sound engineering.) It’s also a feeling he hopes his listeners take away, especially those struggling to make an impact on similar social problems.

“There’s this hope that in telling the story, it becomes a bit of a road map for people who are thinking, ‘Oh, this is how someone approached that problem,’” he says. “And for people who are already doing similar work, my hope is that the story inspires them to keep on doing what they’re doing.”

In the beginning, podcast guests were culled from his own Rolodex, mostly activists and educators he had met over the years. Then the list expanded.

“It started out with me just knowing a lot of people, but now it’s happening with referrals,” he says. People have also cold-called him, saying they heard the podcast and had a great suggestion for a guest. “This speaks to this concept that there are so many people who think outside themselves. It’s uplifting,” he says. Recently he also began collaborating with the Boston Celtics. The organization is sharing their list of people honored during halftime as part of their Heroes Among Us initiative.

Asked why he chose the podcast format, Murray explains that over the years he had communicated in other ways, like writing briefs that few people read. But while working as executive director of the Aspire Institute, an idea innovation lab at Wheelock College, he realized they needed to do more popular writing.

“We created our own blog. On our team, everyone had to write something,” he says. “Then I thought, podcast. That seems to be the next evolution, something people are gravitating toward. It’s the next evolution to getting the work out there.” Murray says he gravitates toward podcasts like *Humankind* and *On Being*.

Looking ahead, Murray says he’d love to play around with different formats and even group interviews by location — *Power of Good Boston* or *Power of Good Houston*, for example — but as a one-person show, that’s a resource and time problem.

“For now, this is a first step,” he says. “Hopefully the power of good continues to resonate with other people.”

Photograph by Josh Andrus

5 EASY STEPS TO:

Writing a Travel Picture Book Series for Kids

What advice is helpful for starting your own children's picture book series, with each book set in a different location around the world? LONGY HAN, ED.M.'17, shares five tips based on her experience writing *Gusto & Gecko*, set first in Kenya, followed by New Orleans, China, and Australia.

1 Writing what you know helps. "I actually have only written books about places I have been before. That way I can ensure their authenticity, and I feel like I write better when I am closer to the subject. It helps to eat the food, breathe the air. I don't think I could write about places I haven't been. While I was in Kenya, I took the opportunity to go on an African safari, and that is what gave me the inspiration to introduce kids to the five national animals of Kenya. On the safari, I was about two meters (6.5 feet) away from a lion eating a wildebeest, which I thought was incredible, and afterward I researched animal behaviors in their natural habitats and included these in the books, so that kids could learn more about them."

2 Getting started may be the hardest part. "It's like a swing at a playground. Getting the swing going is the most difficult part, but once you have a rhythm, it is much easier. Everyone has the capability to write a great story. The difficult part is being committed enough to continuously polish and seek feedback, so that you end up with something you can proudly publish."

3 Having four Ed School grads on your team helps. "They all have incredibly diverse backgrounds and bring with them a variety of experiences, networks, and skills that add a lot to the team. Over the summer, we created fabulous resources for parents and teachers to use in conjunction with the first book. We have also been working on outreach and recently got invited to do read-alouds at the Boston Children's Museum."

4 The books may be short, but the process is long. "It takes about a year to get from idea to printing. Funny story: A large shipment of my second book was actually stranded on the ocean for months because the shipping company went bankrupt while my books were in transit! I didn't know if they would ever get off the boats, and we joked about writing a *Gusto & Gecko* adventure on the sea about it."

5 You may want to rethink the mascot. Or at least the mascot costume. "For my first-ever school visit I wore a blown-up, poorly ventilated alligator outfit, and 15 minutes into the presentation I was sweating profusely! But it was really wonderful to see kids' faces light up as I walked into the room and swept them away on an adventure. I have visited schools that in most cases would not have the budget for an author visit, so it is incredibly rewarding for me to give back to the community in little ways that I can." **LH**

WATCH A VIDEO WITH HAN: *GSE.HARVARD.EDU/ED/EXTRAS*

Illustration by **Rob Wilson**

STUDY SKILLS

Shireen Al-Adeimi, Ed.D. candidate

It was no coincidence that the day civil war broke out in Yemen in March 2015, Shireen Al-Adeimi started using Twitter. The Yemeni-born doctoral student, living in the United States at the time, noticed that what friends and family back home were reporting was being virtually ignored in the media.

"They were saying, 'We're getting attacked!' but there wasn't anything in the news," she says. She decided that she would do what she could, from Cambridge, to raise awareness. "Awareness is the number one reason I joined Twitter the day the war started," she says. Al-Adeimi also wrote a letter to Senator Elizabeth Warren calling for an end to U.S. support for Saudi-led airstrikes in her country. She posted the letter and Warren's reply on Twitter and eventually turned it into an online petition. Along with her husband, she held a fundraiser at MIT last year featuring Public Radio International producer Stephen Snyder to raise money for Doctors Without Borders. She continues to raise funds to help charities in the field.

Since then, she says an estimated 10,000 Yemenis have died in the war, including one of her family members, and millions more are struggling with limited food and clean water. The situation got worse this past summer when a massive cholera outbreak infected more than 600,000 in just a few months, double what the World Health Organization predicted. Thousands more have died.

"It's the worst humanitarian crisis in the world, and no one is talking about it," says Al-Adeimi. Asked why, given the compassion people have had for other crises, she suspects there are several reasons, starting with the sense that Americans know little about Yemen.

"We know about the country because of drone wars and terrorists, yes, but it's really not on anyone's radar," she says. And as a country, "acknowledging the crisis would mean we have to look deeper into our role and that would be uncomfortable. No one is talking about how the U.S. military is involved in training and refueling Saudi jets. Acknowledging that is really difficult."

Although she says she's sometimes at a loss for what more she can do, she knows that she can't give up trying to raise awareness.

"A lot of people say, 'You're the first Yemeni I've ever met,'" she says. "I was never involved in politics, but now it feels like a huge responsibility." **LH**

FOLLOW AL-ADEIMI ON TWITTER: *@SHIREEN818*

Photograph by **Jonathan Kozowyk**

THE MAKING OF

Lecturer Josephine Kim

When Lecturer Josephine Kim moved to the United States from Korea, first to Chicago and then to Virginia, she didn't speak English. After getting all Fs on her first American report card, she questioned the fairness, knowing she never had the chance to learn the material. She was 8 years old. Now a licensed mental health counselor, Kim spoke to *Ed.* about growing up, a teacher who made a difference, and why she's known as Dr. Self-Esteem back in Korea.

Hometown?

The area of Seoul I was born and raised in until the age of 8 was characterized by dirt roads and lacking anything scenic like grass and trees. I distinctly remember a concrete roof tile factory that put gray dust in the air. The country was still in its recovery stages after being ravaged to shreds by war. Now, there are remnants of the occasional hole-in-the-wall corner grub, but contemporary architecture and green cafes sit between lined trees and flowers. The war-ridden, poverty-stricken nation has birthed the likes of Samsung, LG, Kia, and Hyundai. I'm very proud of my Korean heritage.

One thing about your childhood that had a lasting impact.

My multiple immigration experiences, coming to the United States at the age of 8, being uprooted in my early teens to return to Korea, and then returning in my later teens back to the United States. Cultural brokering became a part of life, and I was constantly forced to reflect on my identity as a third-culture kid. Racial identity, cultural adjustment, and inclusion are what I live and breathe as a result.

Why did that first report card with all Fs affect you so much?

Even as a young child, it didn't feel equitable that I was evaluated on things I was never given the chance to learn. What they evaluated was my lack of access to education, and yet I knew their conclusions would be used to define their story of me as a student. Furthermore, I knew they would use my "failure" to define their story of all immigrant children. The sense of injustice I felt fuels the prevention work I do now.

Things turned around after a teacher tutored you during recess.

Mrs. Janet Capps was the first person to grant me equal opportunity to learn in the United States, and, by doing so, she changed the trajectory of an immigrant child's life.

You said she saw you as a person, not just as a kid from Korea.

She made me feel seen for the first time, and I've tried to see students for who they are, where they are, ever since. Many people can transfer knowledge from one brain to another, but not everyone can change a child's life in the process. Even to this day, I strive to emulate my fourth-grade teacher.

What did you want to be when you "grew up"?

I wanted to be the next Connie Chung, a news anchor who was the sole Asian American face I saw on primetime television. I even majored in broadcast journalism.

How did you end up becoming a counselor?

It was fueled by realizing how much I could have benefited from having the guidance of a counselor during my adolescence when I was struggling to navigate between two nationalities and juggle multiple identities. I wanted to become that person for future generations.

You also started teaching.

I grew up in a financially poor family, and the one thing I could do to earn money for tuition was teach English from a young age. I developed curriculum and thought about pedagogy long before I knew they were called that. While teaching was a means to survival at one point, I choose to teach now because I saw firsthand from Mrs. Capps what positive impact a teacher can have in a child's life.

You also have an affiliation with the dental school?

I direct the Office of Diversity and Inclusion at the Harvard School of Dental Medicine and am an instructor in the Oral Health Policy and Epidemiology Program. Oral physicians are service providers, too, and their ability to connect with their patients determines whether that patient returns for more services. Unconscious bias and power differentials pervade all service fields, and policy and practice has much to do with granting or denying access to dental care. While it may not be so obvious, there are many parallels to the work I do at the Ed School.

In Korea, you have earned an interesting nickname.

Ha! Yes, I'm known in Korea as Dr. Self-Esteem.

What do your parents think of this nickname?

My parents are proud, sentimental, and apologetic. When I'm on TV or featured in the media, there is great pride but also a sense of deep regret for not being able to provide for more when I was younger. A lesson in life is that true blessings don't come wrapped in money.

Are you surprised you positively developed your own self-esteem?

Yes and no. Yes, because immigrant life can be turbulent, and it can strip one of dignity and opportunity. No, because I was privileged to have myriad protective factors in my life that buffered life's challenges: parents who provided steady and consistent unconditional acceptance, a strong spiritual identity that allowed me to look beyond current circumstances, and teachers who practiced cultural sensitivity before such a thing knew to exist.

Finish this sentence: I love what I do because…

…each person matters, and you never know who is sitting in your classroom. It could be a future Dr. Self-Esteem.

TOM KATES

Have a Question?
Ask a Researcher

Ever wonder what widely held practice you should stop if you're a literacy teacher? Or what techniques you can use to help students gain confidence in math?

The Ed School's Usable Knowledge, in partnership with Digital Promise, a nonprofit authorized by Congress to spark innovation in education, launched a new series called Ask a Researcher that offers guidance to classroom dilemmas in the areas of literacy, math, and English language learning. The series collects questions from current teachers and has researchers at the Ed School answer them. Because the guidance is coming from researchers who also have real-world experience, there are plenty of takeaways within each answer. For example, an educator in the West Ada School District in Idaho asked how to fill gaps while also teaching current math to struggling students, all in the same year. Professor JON STAR, ED.M.'92, a former middle and high school math teacher, acknowledged that this is a familiar challenge for many math teachers and offered one way to start: Keep the two goals (fill gaps, teach current material) separate.

"Devote instructional time daily to filling gaps. Expose students to mathematics problems that include tasks from prior years and units," Star writes on the site. "You can do this through 'do now' or warm-up exercises, additions to homework assignments, or even test problems. The point is to give students opportunities to revisit past content and to refine their understandings of this old material. When it comes to the current material, recognize that it may be necessary, in the short term, at least, to modify the complexity of new content so that it's approachable for all students, especially those with a weaker knowledge of old material."

When an instruction supervisor in Pascack Valley, New Jersey, asked what widely held practice literacy teachers should stop doing, PAMELA MASON, M.A.T.'70, ED.D.'75, director of the Jeanne Chall Reading Lab and a senior lecturer, recommended that teachers stop round-robin reading, the practice where students take turns reading passages out loud. While oral reading is important, she writes, round-robin style is stressful to struggling readers who often "determine what they will have to read aloud ahead of time and rehearse it while others are reading and thus lose the continuity of the text. Round-robin reading does not support comprehension or enjoyment, which should be the purposes of reading." LH

LEARN MORE ABOUT ASK A RESEARCHER: *RESEARCHMAP.DIGITALPROMISE.ORG/ASKARESEARCHER/*. CHECK OUT THE USABLE KNOWLEDGE SITE: *GSE.HARVARD.EDU/UK*

TALK TO THE CRAYON

There's always that risk, when a university offers a one-year master's program like the Ed School does, that newly formed student groups and projects won't make it beyond their first anniversary. The founders move on and new students may not have the same interests.

That's not the case with *The Palette*, a podcast series that focuses on the intersection of art and education. The podcast was started in 2015 by two students in the Arts in Education Program (AIE), ANDREW BAULD, ED.M.'16, and MIKE LIPSET, ED.M.'16. It continued last year, producing seven episodes under co-hosts SAMI NAGY-CHOW and AVERILL CORKIN, both ED.M.'17, while they were also students in the AIE program.

Now in its third season, *The Palette*, hosted by two new AIE students, JOCELYN BONADIO-DE FREITAS and NIMAH GOBIR, has expanded to include a fun element for listeners: printable coloring pages.

"This was Nimah's brilliant idea!" says Bonadio-de Freitas, a pianist and music series producer. "Nimah's primary medium is oil and acrylic painting, but she has been making coloring books for a little over a year now. Nimah loves creating coloring books as a way to involve others in art and her artistic practice without putting too much pressure on them to be 'artists' themselves."

The duo says that having listeners actively coloring while tuning in to podcasts can actually make them more engaged listeners.

"Ironically, even though it's asking people to do two things at once, listen and color, it actually enhances your listening experience to be simultaneously creating a piece of art," Bonadio-de Freitas says. "Including a unique coloring page with each episode of the podcast, available for download on the *Palette* website, is an invitation to create while you learn, literally putting some art in education." LH

LISTEN AND COLOR: *PALETTEPODCAST.COM*

"It's like drinking from a hose."

Eric Shed, director of the Harvard Teacher Fellows Program, addressing how unprepared new teachers often feel once they leave college and start to teach in an actual classroom. (*chalkbeat*)

Mangia, Mangia — Just Not Alone

THE FAMILY DINNER PROJECT WANTS FAMILY MEALS TO BE SHARED, NOT EATEN SOLO

STORY BY LORY HOUGH

Family therapist Anne Fishel half-jokes that people in her profession could be out of business if more families just had regular family dinners together.

Fishel is basing this on more than just two decades of research showing the positive effect of eating together as a family. She has also seen it in person as cofounder of Project Zero's Family Dinner Project, along with Shelly London, a retired corporate executive who came up with the idea in 2009 when she was a fellow in Harvard's Advanced Leadership Initiative.

Studies show that regular family dinners can be linked to lower rates of substance abuse and depression, as well as improved physical health. But making this happen can be hard for families, says Lynn Barendsen, the project's executive director.

"Families want to make dinners happen but don't always know how to do it," she says. "We're there to support them." Online, the project offers free resources such as recipes and dinner games.

There's also a four-week program to get families started, which includes helping them overcome obstacles to eating together such as too many activities, not feeling comfortable in the kitchen, or a single parent working two jobs. Still, Barendsen says that across economic sectors, families have found ways to eat together in a meaningful way. For example, she tells the story of a 16-year-old girl living on a farm whose family often had to eat while working.

"Sometimes dinner would be in the fields. They'd pause and eat together on the tractor," Barendsen says. "This family didn't think about not making it happen."

Barendsen stresses that parents need to forget the image of the perfect (unrealistic) family dinner they see in the media.

"I say don't let the perfect be the enemy of the good. It's really about bringing family together and taking a moment to pause over food," she says. "It could be spreading out a blanket at the kids' baseball game or sharing dessert. It doesn't have to be a four-course meal. That's a nonstarter right there."

Recently, the project began working with the Blue Star Families nonprofit to organize community dinners and meal swaps for military families. They've also partnered with Common Sense Media on a dinner project that addresses the challenges of technology at the table.

"We're not the tech police," Barendsen says, "but technology is one of many distractions, and every family needs to figure out what works for them."

And when they do, and the family dinners happen, it's beyond gratifying, London says.

"Families share stories about cooking together instead of eating separately, about laughing instead of fighting at the table — over and over, people tell us the difference that the Family Dinner Project makes in their lives," she says. "It's pretty cool to know that we had an idea and then got to see the impact happen. While I loved my career as a senior corporate executive, social impact is incredibly rewarding."

CHECK OUT THE WEBSITE: *THEFAMILYDINNERPROJECT.ORG*

Illustration by **Rob Wilson**

IAN DOOLEY/UNSPLASH

TOOLS

Fidget Spinners

They may be a passing trend, but fidget spinners were everywhere in schools recently. Initially marketed as a tool meant to help distracted students focus, the three-pronged gadgets that spin (picture a palm-sized ceiling fan) took on a life of their own once more kids discovered them. Online videos showing fidget spinner tricks pulled in millions of viewers. Stores couldn't keep them in stock. Gas stations even started selling them.

We wondered: Did educators find fidget spinners helpful or distracting? Tool or toy?

We found that some schools and individual teachers had banned them, not only because they thought them distracting, but also for safety reasons: spinners were breaking and kids were throwing them. To **BETH LAMBERT, ED.M.'09**, fidget spinners were just silly.

"To my son, who has ADHD, everything becomes a fidget spinner," she says. "Marketing and selling these as tools to aid kids with attention deficit is ludicrous."

CELA DORR, ED.M.'13, a principal in Vermont, uses less distracting ways to help students. "I have students who need to fidget with their hands keep two marbles in their pocket which then allow their hands movement in a discreet way," she says. "Or they might have a piece of felt or leather they can manipulate."

Some have found the spinners helpful. Master's candidate **DIANA SAINTIL** says she has used spinners with her students to teach about science. And **ALIZA GREENBERG, ED.M.'07**, uses them for a teachable moment. "As a teacher in a school for students with autism, we spend a lot of time talking about what a fidget is and what it is not. If the spinner is being used to help someone focus, it is a fidget." If not, she says, it's a toy. "I never thought so many people would be talking about fidgets!" LH

When Data Really Matters

TRACKING STUDENT INFORMATION INVOLVES FAR MORE THAN TEST SCORES FOR CHALLENGED URBAN TEENS

STORY BY **MARY TAMER, ED.M.'13**

Arpi Karapetyan, data and accountability manager at Boston Day and Evening Academy

ARPI KARAPETYAN, ED.M.'13, knows that numbers tell a story. She also knows that the distance between students and graduation may be explained by a variety of data points often unrelated to their academic ability.

Homelessness, food insecurity, trauma, past school suspensions, and anxiety are just part of a student's profile that Karapetyan captures as the data and accountability manager at Boston Day and Evening Academy (BDEA), a competency-based alternative high school program in the Boston Public Schools, often described as a second-chance school. This information is critical toward understanding why students may have failed their first two years of high school.

"We have kids from different ages and different skill levels, and they're here for the same reason: Traditional school did not work for them," Karapetyan says. "All these factors matter and we need to create supports in response to them."

In her role for the past five years, Karapetyan helped customize the school's database, which will soon be available to others nationwide. Cocreated with a former colleague, the database allows administrators to capture data that is particularly relevant when serving challenged populations of students, many of whom enroll at BDEA after unsuccessful starts in traditional district high schools or local charter schools. If a student is homeless or suffering from the effects of depression, anxiety, or trauma, these factors are captured in Karapetyan's database, so the administration, in conjunction with a student support team, can formulate an individualized education plan — a supportive road map toward stability, academic competency, and, if all goes well, graduation.

"When I talk about risk factors, we do incidence reporting through our system, but we also are tracking positive behaviors and relationships outside the building," says Karapetyan, making note of the 10 percent of students who have children of their own or the 23 percent who have had an incarcerated parent.

"The other big piece of this data work is intervention," she says. "It's not just what are your risk factors; it's also, 'Is what we're doing working for you?', so we can flag if they are not progressing under their current individualized education plan. Then we try something else."

As an in-district charter school, BDEA has the autonomy to operate differently from traditional district schools. They offer two start times (9 a.m. and 10 a.m.) to accommodate students raising children, caring for sick family members, working late shifts, or traveling far from temporary housing. The age range of the student body runs from 16 to 23, with nearly 30 percent identified as students with disabilities. Nearly 10 percent are English language learners. In addition, more than 70 percent are identified as high needs, nearly 60 percent are economically disadvantaged, and 15 percent are homeless at any given time.

Karapetyan and her colleagues are all too aware of the uphill path most of their students face, particularly young men of color. A recent review of the school's data by UCLA showed that being a female student at BDEA increases one's chances of graduating by 14 times.

"Male students, particularly those who have been unsuccessful at other high school models, have a hard time graduating," Karapetyan says. In response, the school created a well-attended afterschool men's group, along with other support groups for young women and students dealing with grief, and a gay-straight alliance.

The capture of the risk factor data is part of a comprehensive intake process that also involves determining how far a student is from graduation based on the number of course credits they arrive with, and every student is placed into classes based on their competency level as determined by pre-enrollment testing. Even within classes, though, there are variations on the competency levels, making the practice of delivering differentiated instruction to each learner an essential part of daily instruction.

"You need this kind of [data] system to do this work," Karapetyan says, "and it means a student doesn't have to start over if they didn't finish a class here and they have to take it again the next trimester. We will assess them and then place them in class based on competency."

And not starting over, Karapetyan says, is essential to providing at-risk students with a level of security in knowing past efforts count toward graduation.

"What we are doing is not that complex, but it seems logical," Karapetyan says. "I feel fortunate to have been able to do this work."

Photograph by **Jonathan Kozowyk**

MARY TAMER SPENDS HER DAYS CONTEMPLATING THE QUANDARIES OF COMMUNICATIONS AND EDUCATION POLICY. SHE IS A LONGTIME CONTRIBUTOR TO *ED.*

JILL ANDERSON

PUPPET MASTER

Harvard is known for a lot of firsts. This summer, the university claimed another: the first time an official Muppet was created in a professor's likeness. Students of Senior Lecturer **JOE BLATT, ED.M.'77**, reached out to Sesame Workshop to see if they would make a Muppet of Blatt that they could present to him as an end-of-school-year gift. Blatt, who is director of the Technology, Innovation, and Education Program at the Ed School, has had a long-running working relationship with Sesame, including bringing workshop executives to his classes and helping place students in virtual internships.

WATCH THE UNVEILING VIDEO: *GSE.HARVARD.EDU/ED/EXTRAS*

"It takes persistence. And it takes patience. What parents want to see is that you love their children."

Senior Lecturer **KAREN MAPP, ED.M.'93, ED.D.'99**, on how schools shouldn't give up on re-engaging parents who don't think they are welcome. (*The Seattle Times*)

ON MY BOOKSHELF

Alex Hodges, librarian and director, Gutman Library

YOU'RE CURRENTLY READING: *H is for Hawk* by Helen Macdonald.

THE THING THAT DREW YOU TO IT: It was recommended by a friend, and I had read the affirming *New York Times* review. Although I don't profess to be an augur, I've always wanted to believe that hawks or other birds of prey are messengers from another dimension. That divine interest brought me to this memoir, which is really about managing personal loss. It's quite a unique story, and that brings its own value to the literary marketplace. I highly recommend it.

BOOK THAT YOU REMEMBER LOVING THE MOST DURING CHILDHOOD: For obvious reasons: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst.

FAVORITE CHILDREN'S BOOK YOU ASSIGN IN YOUR CHILDREN'S LIT COURSE: *Elijah of Buxton* by Christopher Paul Curtis.

BOOK YOU THINK YOU SHOULD READ BUT NEVER SEEM TO GET TO: *The Shock Doctrine: The Rise of Disaster Capitalism* by Naomi Klein.

THE BOOK YOU HOPE NEVER GETS MADE INTO A MOVIE: Chang-Rae Lee's *On Such a Full Sea*. It is another book that presents a too-possible dystopian future. A film rendering would be rich visually, and I wish Mr. Lee all the deserved profits that he could earn. However, I think its premise is better confronted through imagination. Call me weak.

YOUR READING RITUALS: For books that I own (not library books!), I love to dog-ear pages, highlight passages, and write in the margins. I think of the books in my personal library as trophies, or possibly old friends. I leave my handy bookmarks, usually receipts or randomly folded paper, in them. When I revisit these old friends on my shelves, the extra tidbits connect me to my past and what I was doing while reading.

ONE BOOK ON YOUR BOOKSHELF READERS MIGHT BE SURPRISED TO FIND: *The Blood Sugar Solution 10-Day Detox Diet Cookbook: More than 150 Recipes to Help You Lose Weight and Stay Healthy for Life* by Mark Hyman. You know what? I've followed the diet several times. Each time it works for me. And then I fall back into my bread-eating routines. I don't look like someone who diets. I look like someone who knows good food. LOL.

NEXT BOOK YOU PLAN ON READING: *MaddAddam* by Margaret Atwood. LH

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

LEARNING FOR CAREERS
Robert Schwartz and Nancy Hoffman

Learning for Careers by Senior Research Fellow **ROBERT SCHWARTZ, C.A.S.'68** and Nancy Hoffman is an account of the Pathways to Prosperity Network, a national initiative focused on helping more young people either complete high school, go to college, or get started in a career. It includes not only a historical look at the origins of the network and how it expanded over time, but also a look at the movement it helped spark that is helping young people obtain important skills early on, as well as transition from school to the labor market fully prepared to be successful.

THE FIRST YEARS MATTER
Carol Pelletier Radford

Nearly a decade ago, **CAROL PELLETIER RADFORD, ED.D.'96**, program director of Project SUCCESS at the University of Massachusetts, wrote the first edition of her book for helping new teachers. The title was *The First Year Matters*. Over time, she realized something important: "By adding an s to years, we are noting that the first years matter to novice teachers." Teaching is an ongoing process, she writes, not one you can master in a single year. This new edition includes a 12-month curriculum and sections for setting goals. Radford also has a companion book, *Mentoring in Action*.

HOW TO CREATE THE CONDITIONS FOR LEARNING
Ann Jaquith

Author **ANN JAQUITH, ED.M.'97**, starts her book with the question, "What does it take to create the conditions required to provide high-quality instruction every day to every student in our nation's classrooms?" Drawing on real-life examples, research, and her own experience, Jaquith, the associate director of the Stanford Center for Opportunity Policy in Education, weaves in practical case studies and shows how conditions for improving instruction can be created at every level: classroom (teachers), school (principals), and the central office (teams of district administrators responsible for groups of schools).

POWERFUL PARTNERSHIPS
Karen Mapp, Ilene Carver, and Jessica Lander

Written with teachers and principals in mind, *Powerful Partnerships* by Senior Lecturer **KAREN MAPP, ED.M.'93, ED.D.'99**, and two current teachers, **JESSICA LANDER, ED.M.'15**, and Ilene Carver, is a user-friendly guide to creating better (and more equal) partnerships with families, filled with tips and first-person stories from both educators and parents. In collaboration with Scholastic, the book also offers links to short online clips on topics such as examining your core beliefs as a teacher about communities and families and the impact of family engagement on student success.

NOVEMBER THIRD
William Lewers

In this sequel to the novel *Gatekeepers of Democracy* about elections and poll keepers, **WILLIAM LEWERS, M.A.T.'66**, looks at the struggle that his main Gatekeeper protagonists face when they realize something is amiss with the voting machines in their district and they need to do something about it. Although a work of fiction, *November Third* is an education in elections and what it's like to be a "rover" — a special election officer who tests voting machines and helps at various precincts on election day (a job Lewers has held over the years).

Photograph by **Ekaterina Smirnova**

Ed.
Winter
2018

WHEN STUDENTS ACT OUT, WHY DO WE SEEK OUT FLAWS IN THEIR CHARACTER? SHOULDN'T WE INSTEAD SEARCH FOR THE FLAWS IN OUR SCHOOLS AND OUR TEACHING, HOLDING US, THE ADULTS, PRIMARILY RESPONSIBLE? SHOULDN'T WE FIND BETTER WAYS TO UNDERSTAND THE SO-CALLED PROBLEM CHILDREN, THE ONES WE LABEL:

BY JESSICA LANDER, ED.M.'15

THE TROUBLE-MAKERS

Illustration by **Abdullah**

I dreaded my first-period class.

It was big and early — 29 bleary-eyed 11th- and 12th-graders yawning and slurping extra-large iced coffees. My students, recent immigrants and refugees from more than 25 different countries, spoke English with varying degrees of fluency, making my task of connecting with each particularly challenging.

And then there was Joe.

He was funny, opinionated, and unceasing in his running commentary on our U.S. history class.

Sometimes it was a clarification: "It's due when?" More often it was an opinion: "Those Nazis, I mean that's messed up!"

He had one volume: loud. And he shared ideas as soon as they popped into his mind, unable to contain them a moment longer. His interjections could come at any time — during silent reading, group work, or while I was explaining an assignment. I was forever reminding him, "Please, Joe, try not to call out." "Remember to raise your hand." Sometimes I simply looked sternly in his direction.

He was always polite: "I got ya, Ms." "Sorry, Ms." "My bad, Ms." He really would try. But three minutes later…

We teachers all have our Joes. Our students who consistently call out, talk back, refuse to participate or sit down or stay on task. They throw our lessons into disarray, make our heads pound. They keep us up at night strategizing, worrying. How can I connect? What strategies might work tomorrow? When, occasionally, these students miss school, class is unusually calm. Guiltily, we sigh with relief.

How do we reach and teach our troublemakers? Most teachers have binders brimming with ideas: shuffled seat assignments, tracking systems, rewards for on-point behavior. But when these fail, what can you do when it's you alone in your class balancing 29 personalities, the clock ticking and your 40-minute-long class is almost up?

Too often schools' response to misbehavior is exclusion: timeouts, visits to the principal's office, suspensions, expulsions. It is the easy way out — often a form of triage when too many classes are overcrowded, understaffed, or undersupported. But, whatever the reason, exclusion damages our students' futures.

CARLA SHALABY, ED.M.'09, ED.D.'14, a former elementary school teacher, urges us to see and teach our most challenging students differently in her new book, *Troublemakers: Lessons in Freedom from Young Children at School*.

Shalaby introduces us to four rambunctious first- and second-graders: Zora, Lucas, Sean, and Marcus. These four have already been labeled as problems — by both school staff and peers. Shalaby set out to see school through their eyes. She followed them into classrooms and on school field trips. She accompanied them to the park with siblings, to karate class, and back home with their families. These four children leap off the page. They are daring, charismatic, silly, curious, creative.

But at school, they are outcasts. Shalaby paints a stark, but painfully recognizable portrait of a typical American classroom. School has "good students" and "bad students." To be good is to follow teacher directions and rules, sit quietly, listen attentively, do what you're told, conform. Those who deviate, question, or rebel are often excluded. And their exclusion sends a sharp message to their peers "that belonging to the classroom community is conditional, not absolute, contingent upon their willingness and ability to be a certain kind of person."

Why is it, Shalaby asks, that when kids act out, we seek out flaws in their character? Shouldn't we instead search for flaws in our schools and teaching — holding us, the adults, primarily responsible?

Illustration by **Aisha**

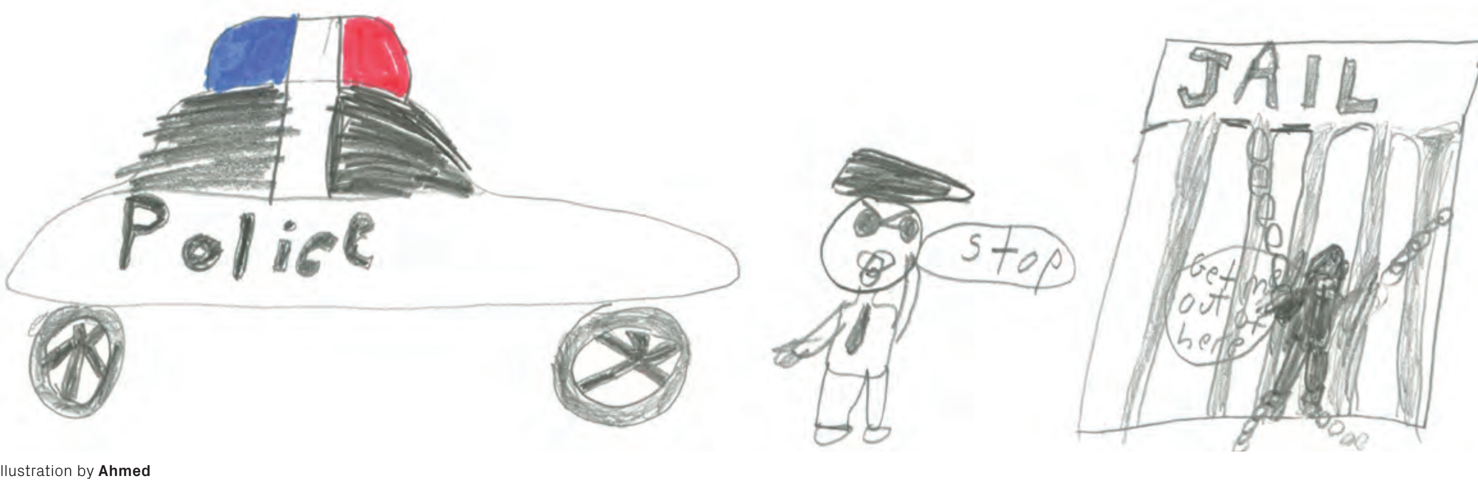


Illustration by **Ahmed**

It is a question all educators should be asking.

Joe and I came to a head in late April. A guest speaker was finishing a presentation. Just as we were wrapping up, Joe shouted out, "Hey, you're hot!" I regret to say I snapped. "Joe!" my voice loud and stern. "Come up here right now." The bell rang, the class streamed out, and Joe shuffled up to my desk.

Troublemakers is not a book of strategies. Shalaby is clear that we cannot support our most disruptive students with cookie-cutter "behavior management" techniques. Rather than prescribe what to do, she offers up ideas for how to be, urging teachers to act first and foremost from a place of empathy, love, and understanding for all students.

But how do we as teachers go about putting this into action? In rereading the stories of these four young people, **I was struck by six important truths these students teach us.**

1

Keep children in class. When we exclude our students, we are telling them: You don't belong here. Exclusion shuts down opportunities for dialogue and understanding between us and our students. And exclusion triggers a vicious cycle. When we send students out, they miss essential academic content and skills. They return to class behind, confused, and even more likely to act out. These missed lessons add up and have long-lasting consequences. According to the Annie E. Casey Foundation, students who struggle to read proficiently by third grade are four times more likely to drop out or to fail high school. Across the country, approximately 3.5 million children are suspended from school annually. And African American and Latino students are three times more likely to be suspended than their white peers, according to 2014 data from the U.S. Department of Education's Office of Civil Rights.

2

Let children be heard, and really listen when they speak. To be heard is to be respected and valued. I see the importance of this simple truth whenever I speak at length with a student. They come during lunch, or linger after school, seeking advice on how to talk with friends, parents. When I see a student upset, unusually surly, or argumentative, I try my best to carve out time to check in and see if they want to talk. Being open to listen, and being aware to ask, reinforces to our students that we see them and we value them. Frustratingly, too often rigid school schedules leave little space to meaningfully connect.

* * *

Joe and I finally sat down to talk, and to listen, on that late April afternoon. He shared with me his frustrations. I shared with him mine. We examined how I might feel when he interrupted the class and we examined the same interruption from his perspective. I shared my hopes for what he could achieve in my class; he shared his hopes, but also what he needed from me to achieve them. It was not a wholly comfortable conversation for either of us, but it was a starting point.

In the following weeks and months, Joe still called out, still offered spontaneous commentary at full volume, but he did so less frequently. More often than before I intentionally asked him to lead a discussion or to share an opinion—creating space for him to be included, and to be heard.

* * *

No one wanted to work with Jenny. In groups, she argued, she was dogmatic, and she sulked when she didn't get her way.

Mostly, Jenny was unpredictable. Some days she walked in with a bounce and a smile, eagerly pulling out her binder, taking notes in a flurry, and jabbing her hand into the air to confidently answer questions. Other days she slunk into class, slouching in her back corner seat, glowering.

In groups, she was the same. She could be full of ideas, ready to work and ready to encourage others to tackle assignments—be it a PowerPoint presentation on labor unions or an op-ed for our local paper. But other days she would stubbornly talk over her peers. When they didn't comply, she refused to do any work at all.

I was at a loss about what to do.

3

Partner with families. Teachers' most powerful partners are our students' families. They are the experts, our students' first and most important teachers, and their fiercest advocates. Our families know their children's strengths, their passions, and their struggles. Resounding research tells us that strong family partnership in schools is essential for student success, school success, and for our own success as teachers. These partnerships are perhaps most important for our troublemakers. We often only see one or two dimensions of our charges. What is more, we only see our students in a collective—as one of maybe 30 personalities vying for attention. As Shalaby shows us when we follow Zora, Lucas, Sean, and Marcus outside classroom walls and school halls, we see strikingly different sides, personalities, and strengths of these young people. As teachers, we must try to know more of these dimensions.

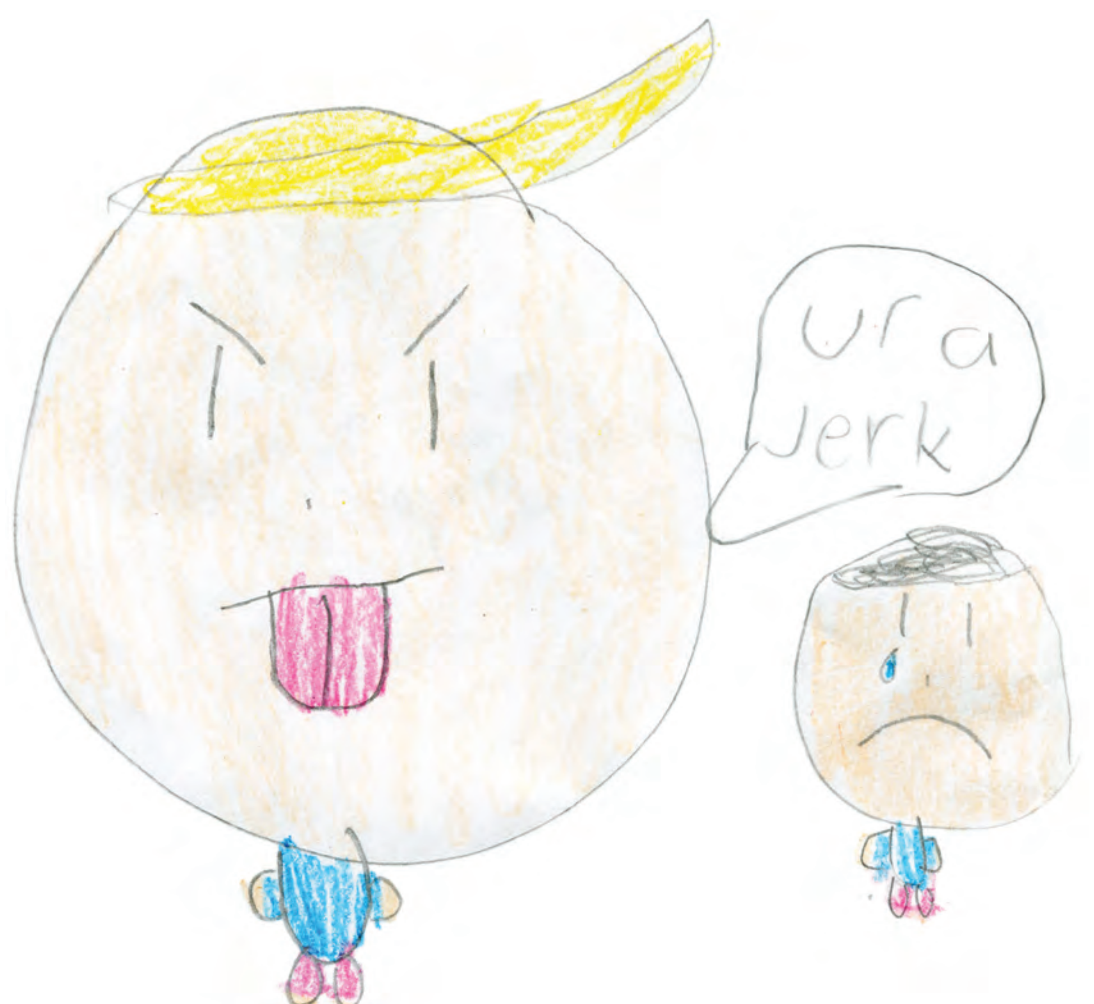


Illustration by **Sebastian**

* * *

Early in the fall I met with Jenny's mother. Sitting together one evening I heard about Jenny's journey to America, the family she left behind, her struggle to fit in. Her mother shared her hopes for Jenny's future and some of the challenges she faced. We exchanged phone numbers and emails, and for the rest of the long year we checked in regularly.

And in the classroom, I shaped an approach from what I had learned. Every day I made a point of checking in—often in those few moments as students filtered in. "Today's a bad day, Ms. Lander," she would share with me. "I'm so sorry to hear that. Would you like to tell me why?" Often she would. Sometimes it was another class or friend that was proving frustrating; other times it was an argument with her mom. For such days we developed a pact. "What support can I give you?" I would ask. Jenny would think for a moment and then provide an idea. Maybe she needed to work solo, or maybe it would be helpful to write thoughts in her notebook. Sometimes simply sharing her mood seemed sufficient to help Jenny turn things around.

Seek out our students' strengths. All students have strengths. Perhaps they are avid photographers, basketball players, coders, or poets when not in school. But when it comes to our troublemakers, it can be easy for their assets to be overshadowed by behaviors that disrupt the carefully cultivated cultures of our classrooms. We cannot lose sight of these strengths. Yet it is not enough to know that our troublemakers are budding artists, scientists, and entrepreneurs. We must also seek to reframe and better understand the qualities we find most frustrating. Zora shouts out a reaction during read-aloud; her teacher labels her impulsive. But what if, Shalaby counters, we saw Zora's expression as fearlessness? Sean is forever asking why. His teacher describes his behavior as badgering, but Sean's mother sees him as questioning and curious.

* * *

In class, Jenny was often stubborn, demanding that other students follow her ideas, growing upset when they didn't. What if I reframed her behavior? What if I saw Jenny's obstinacy as confidence, a young woman unafraid to share ideas?

Illustration by **Zaynab**

Jenny had a powerful skill her peers could learn. What Jenny needed were strategies to help her leverage her confidence and tools to help her become a generous leader.

At lunch one day, I shared with her some of my observations. To my surprise, her eyes grew wide. Quietly she asked, "You think so, Ms. Lander?" "Yes I do, and I think you have real potential to be a class leader." She was grinning.

And so we began, taking time in quiet moments to break down leadership skills, discussing elements she could practice. Jenny attacked each with a determined nod. She still struggled at times, still had bad days. But what I saw more and more was Jenny volunteering to lead and, slowly, succeeding.

* * *

I was worried about Henry. It was only week two, but already I could see him slipping into a pattern. He barely took notes and chattered continuously with the boys next to him. He had yet to turn in a piece of homework. But I noticed too that in discussions he was engaged, offering thoughtful comments about the growth of cities during the Industrial Revolution. I held Henry back one afternoon. I shared my observations. How could I support his learning? He looked around the empty classroom.

"I should probably move seats," he mused.

"That sounds like a strong idea. Where would be

Illustration by **Aisha**

best for you to sit?" I asked. We talked through different possibilities and he settled on a spot across the room, among another, more studious, but also silly group of boys.

The next morning, Henry strode confidently to his new seat, and as the class progressed, it was as if another child had walked in that morning. He took notes, led discussions, and was quick to throw his hand to the sky with an idea about the impact of the growth in business monopolies. The new Henry showed up again the next day, and the day after.

5

Strategize with students. We can only guess as to why a student might call out or fail to do homework. Rather than assume we know the answer, ask. From our students we can better learn what hurdles they face and in what ways we can support their success. And in doing this we demonstrate our commitment to our students.

As fall chilled to winter, Henry flourished in my class. He still forgot his homework sometimes, still had to be occasionally reminded to stay on task. But he had found a group of friends who could be goofy and yet also grapple with charting the effects of the Spanish American War. I watched excitedly as he grew in confidence, one of the first to raise his hand to answer a question or share an opinion.

A few weeks later, I learned that this was not the Henry that appeared in his other classes. He confided this to me one afternoon when he came seeking advice. In other classes, he described, he was always the troublemaker, always being sent out, always blamed for something. He didn't know what to do. Many of his teachers seemed to have such a negative opinion of him. Most importantly, he was upset because he wanted so deeply to make his father proud.

I saw an opportunity.

"I see you in my class," I told him, my voice slow, deliberate. "I see how hard you work and how well you can do." He nodded a little shyly. Together we could talk through strategies that might help in other classes. But I also had another idea, a challenge.

6

Create opportunities for students to realize their potential and be publically recognized for their academic achievements. All students are capable of achieving remarkable things, they just might need our help to do so. In raising the stakes, but also the support, we can create opportunities for students to explore at the edge of their capabilities. And when they do succeed, celebrate these achievements. Our troublemakers are too often only publicly acknowledged for their disruptions. We can change this pattern by intentionally creating opportunities to publicly recognize their strengths.

I am a journalist as well as a teacher, and I believe it is critical that my students learn to write clear and powerful prose. Halfway through the year I had my class embark on an op-ed project, writing on issues they cared about, the very best selected for publication in the local newspaper. Sitting with Henry on that fall afternoon I proposed an idea. What if he worked toward being one of those 10 students whose op-eds were published?

* * *

These six ways of being are not enough. Shalaby argues, and rightly so, that our troublemakers are "canaries in the coal mine." These children, in their defiance, are warning us of something fundamentally destructive — in Shalaby's words, toxic — about our schools and our expectations for all young people.

School is a place that prioritizes the group at the cost of the individual. Too many schools require students to conform, to sit silently, to do without questioning. Too few schools allow time for creative student-driven exploration or provide space to form meaningful relationships with peers and adults. Such school structures hurt all our students' futures, but it is only our troublemakers who rebel forcibly enough to make us take notice.

I think of my own classes packed with close to 30 teenagers. I see them for barely 40 minutes a day. In that time I try to connect with and support this diverse collection of individuals. But I have never felt that I have succeeded — or can succeed 100 percent. This failure weighs heavy.

Shalaby urges us to reimagine the classroom. We must also reimagine schools. Top to bottom we desperately need to question the structure, the curriculum, the role of teachers, the role of students. We need a system of education that supports all types of learners, not just some learners. We need a system that will support teachers in reaching every student. And we need schools that nurture our students' curiosity and individual strengths.

* * *

A week after Henry and I talked, he came into my classroom all fired-up. His father, he told me, was very excited about Henry's determination to write an op-ed. He was hoping to support him at home and might even put a down payment on a computer to help his son write. "If I get my op-ed published," Henry confided, "I'll make my father so proud."

Throughout December and January Henry doggedly worked to research, write, and edit. It was not always easy — he needed many reminders and cajoling — but we kept at it. As we approached the deadline, Henry began showing up early and staying late to edit.

In February, nine student op-eds were published in the paper. Henry's was one of them. It was one of the strongest. I couldn't have been more proud.

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LISTEN TO AN EDCAST WITH CARLA SHALABY: *GSE.HARVARD.EDU/ED/EXTRAS*

Illustration by **Ruba**

Why Toilets Matter

ALUM ANJALI ADUKIA LOOKS AT THE IMPACT OF ADDING RESTROOMS IN SCHOOLS IN INDIA BY LORY HOUGH

KAUSHIK GHOSH/GETTY

In August of last year, a Bollywood movie called *Toilet: Ek Prem Katha*, which translates to *Toilet: A Love Story*, debuted about a woman in India who left her marriage because her husband wouldn't build a toilet in their house.

It sounds far-fetched, at least here in the United States, but it's actually based on a true story. And it highlights a very real, very serious issue in much of the developing world: Many people defecate, by choice or necessity, out in the open. In India alone, it is estimated that 70 percent of households don't have working toilets.

Where does this leave schools?

As ANJALI ADUKIA, ED.M.'03, ED.M.'12, ED.D.'14, learned when she started doing research for her dissertation on this topic, the answer was pretty grim: not in a good place.

Even as recently as two years ago, nearly 40 percent of the 1.5 milion schools in India lacked a bathroom; the percentage was even higher when looking at usable bathrooms specifically for girls. Adukia, who has worked in India and whose parents grew up there, learned that not having a bathroom was not only inconvenient, but highly detrimental for students and teachers, especially girls and women. Urinary tract infections and kidney problems from holding it in. Anxiety over being seen going outside. Fear of being taunted or raped. Missed school days. Dropping out.

It was these consequences that led her to devote much of her time while a student at the Ed School to looking further into what impact access to sanitation facilities, such as toilets, have on education and learning — research she has continued as an assistant professor at the University of Chicago.

"Sanitation matters," she says. "Sanitation is an understated, underappreciated issue."

450,000–500,000

Number of schools in India that don't have restrooms

Adukia first became aware of toilets — or the lack of them in India — before she began studying at Harvard, when she spent a little more than a year living in Ahmedabad, in western India, about 300 miles from Mumbai, her parents' hometown. While working there with two NGOs, Manav Sadhna and Safi Vidyalaya, she often visited the nearby Gandhi Ashram, where she learned that Indian leader Mahatma Gandhi cared deeply about sanitation and believed that it had the power to transform a nation, not only in terms of hygiene, but also self-respect. "Sanitation," he once said, "is more important than political independence."

A couple of years later, while a student at the Ed School, Adukia went back to India and the issue of sanitation came up again.

"Between my first and second years, I was working in India on a microfinance project," she says. "I was visiting homes and schools, trying to understand decision-making. I eventually started asking girls where they went to the restroom when they were in school. In one case, they pointed to school grounds or behind signs, and that's when the story came out: A girl they knew got assaulted by some boys when she went to urinate behind some bushes and the girl's parents took her out of school." The girls she talked to were really enthusiastic about learning but worried that the fate of their friend could easily become their fate. To prevent this, they confessed to Adukia that they wouldn't drink or eat anything all day. They sometimes felt dizzy. They often were unable to concentrate. But for these girls, this was better than relieving themselves outside during the school day, in the open, where they felt self-conscious and they worried that boys and men would watch them or, worse, hurt them. They worried they'd also have to leave school.

Curious, Adukia started looking into the existing research on dropping out and possible connections to not having a bathroom. In 2000, as she writes in a recent paper, *Sanitation and Education*, "India was home to almost 20 percent of the out-of-school children in the world, with approximately 20 million children not enrolled in school." Girls accounted for about 59 percent, with the percentage going up as they got older. According to *The Guardian*, girls in India make up two-thirds of illiterate 15- to 24-year-olds.

What Adukia found doing her research included some of what she expected: Both boys and girls sometimes dropped out of school to get married or work. For girls, there was also the added issue of their monthly periods.

"Some research on the high level of dropout rates for girls tends to focus on menstruation," Adukia says. Cultural beliefs in the country sometimes label menstruating girls and women as impure and dirty. She learned that, as a result, girls often stay home from school when they have their periods, especially if they attend a school that doesn't have a restroom devoted for girls' usage only, or even any restroom at all. If they miss too many days, they may eventually drop out.

But Adukia knew that the reasons mentioned in the research for dropping out — marriage, work, and menstruation — didn't fully tell the story. These reasons didn't explain the everyday effect of

"This overly narrow focus on those few days of a girl's period overshadows larger issues like privacy and safety that girls face every day in not having secure bathrooms at school."
ANJALI ADUKIA

Previous pages: Students in class at a traditional Indian school in Purulia, West Bengal, India.

Photograph by Paul Elledge

not having a bathroom at school — the reasons she was hearing in her conversations with girls in India.

"This overly narrow focus on those few days of a girl's period," for example, "overshadows larger issues like privacy and safety that girls face every day in not having secure bathrooms at school," she says. (When she spoke with boys about dropping out, they mentioned work or obligations at home, never privacy and the lack of a bathroom, except in veiled ways about a male "cousin" or "friend.")

Boys may not have been sharing their concerns, but many families were: They were so concerned about the lack of bathrooms that some stopped sending their daughters to school, especially once they became preteens.

"I realized they deeply cared about their children, so much that they didn't send daughters because they cared about their safety and their honor," Adukia says.

According to UNICEF, 50 percent of rape cases in India occur when women go to relieve themselves in the open. In 2014, in a case that received wide media attention, two teenage girls were raped, brutally attacked, and found hanging from a tree after going outside because they had no indoor toilet at home. Adukia knew she needed to take the research further.

Luckily for her, the Indian government was also starting to understand the link between bathrooms and education. In 1999, the government began a push to end open defecation in the country as a way to improve security for girls and reduce disease for everyone, but especially children. According to UNICEF, almost 1 in 10 children in India under age 5 dies every year from diarrhea, which is linked to poor water, hygiene, and sanitation. About 40 percent of the country's children are stunted — chronically malnourished — a condition which is also linked to open defecation.

One way to combat this, the government hoped, was to build more bathrooms in more schools. At the time, anywhere from 450,000 to 500,000 schools in India didn't have latrines.

"This is across the board," Adukia says. "Private schools in villages don't necessarily have restrooms, either."

Called the School Sanitation and Hygiene and Education (SSHE) program, the government collaborated with UNICEF, which launched similar initiatives in six other countries. Construction of bathrooms began in 2001 and increased seven-fold in 2003. Most schools received simple pit latrines, which did not require piped water. Some were unisex, some for girls only, and others built separate facilities for both boys and girls. The program was run by the Ministry of Drinking Water and Sanitation, not the education ministry, which Adukia says was actually an initial positive for schools.

"There was no financial trade-off for schools," she says. "They didn't have to choose: either a bathroom or chalkboards. This was a sanitation initiative." Between 2001-2006, 230,000 bathrooms were added to schools that previously had none.

This program was just what Adukia needed. Using data from 140,000 schools spread throughout 269 low- and middle-income districts, plus a smaller sample provided by an NGO, Adukia compared schools that had received a latrine through the government SSHE program with schools that didn't, then looked more deeply at what type of latrine was added (unisex or gender specific) and the age of the students using them.

She was trying to figure out if having access to something as simple as a safe bathroom during school hours really would make a difference in getting more kids, especially girls, to attend and then stay in school, and if the type of bathroom mattered. While the education world debated and strategized about ways to improve outcomes for students around the world, Adukia suspected the answer to her question was yes.

"Let's talk about Maslow's hierarchy of needs," she says. "If you don't have your fundamental needs fulfilled — needs such as safety and hunger — then it's much harder to focus on higher-order concerns or issues and other interventions may not be as effective as they could have been otherwise."

Still, when she first mentioned her bathroom research idea to other academics, she was met with raised eyebrows.

"The NGO world was like, of course toilets matter, but in the academic world, they were skeptical that toilets mattered because what is a toilet?" she says. "To some it's just another widget. The key is to think about what a sanitation facility could provide: health and privacy, and potentially safety."

Academics weren't the only skeptics, though. When she first talked with headmasters and other school leaders in India about this link between bathrooms and learning and staying in school, they too wondered why she cared so much.

"'Kids are on regimented schedules,'" they would say to her, as she explained during an interview with the Chicago-based Radio Harris. "'They either go before they come to school or after they get home, and if they really need to go during the day, they just go out into the beautiful open like we've been doing for centuries. There's nothing wrong with that.' There was this idea that it was better to go out in the open. It's clean. It's nature."

It's a belief that is common in the country, especially in rural areas. According to the World Health Organization, India accounts for 59 percent of the 1.1 billion people in the world who practice open defecation. Many resist the idea of indoor sanitation.

12.1%

Percentage increase in total student enrollment in primary schools after adding a latrine

A woman washes her hands at a shared community toilet in Kolkata, the capital of India's West Bengal state. Shared community toilets are meant to prevent the habit of open defecation in and around poor urban communities.

KAUSHIK GHOSH/GETTY

Going outside is the way it's always been done, some argue. Having a toilet under the same roof as the kitchen is impure. There are also practical reasons: It costs too much. There is no one to build them. There is no one to keep them clean.

What Adukia found after analyzing her data (which took a year to get and involved a funny interaction with a monkey) was promising. Generally, adding latrines increased total student enrollment in primary schools by 12.1 percent and in middle school by 7.9 percent. And girls benefited more than boys: The new bathrooms increased enrollment for girls in primary schools by 11.1 percent, compared to 9.7 percent for boys, and in the upper grades by 7.1 percent, compared to 4.7 percent for boys.

She also found that the type of bathroom mattered. From the sample she studied, she found that "among the middle schools that built a latrine, 38 percent built unisex latrines, and 50 percent built separate sex-specific latrines. Among the primary schools that built a latrine, 48 percent built unisex latrines, and 46 percent built separate sex-specific latrines." Bigger gains were made for both girls and boys (although more for girls) when latrines were same-sex only.

Adding latrines also decreased dropout rates, reducing the fraction of students who dropped out by 5.3 percentage points in the middle schools and by 12.2 percentage points in primary schools.

"Why would a latrine matter? It could be that kids are able to better concentrate, it could be that kids are healthier," she says. "For younger children, you see substantial impact regardless of whether a private or a shared sanitation facility is built. This suggests that their decisions are driven by increases in health and the healthiness of the environment. However, pubescent-aged girls seem to mostly only respond if there is a separate restroom designated for girls, which suggests that privacy and safety concerns are central to their decisions. Regardless, you're getting more kids staying in school." And staying in school has important implications beyond just learning or increased earning potential. "By staying in school another year, you're delaying marriage by a year, delaying potential childbearing for another year. Studies also show that an additional year of schooling can help increase life expec-

At the Saint Joseph's School in Darjeeling, India, an example of what many schools in India do not have: a corridor lined with sinks that serves as a washroom.

EARL & NAZIMA KOWALL/GETTY

tancy, decrease the mortality of the next generation (child mortality), and reduce inequality generally."

There are also benefits for teachers when a school has a bathroom, especially for female teachers who work in a male-dominated profession. "For every woman in the teaching profession in India, there are two men," Adukia says.

"If you imagine that privacy begins to matter when puberty hits, well, it doesn't end when puberty ends," she says. "It matters for adult women, too. If you're a female teacher and a school doesn't have sanitation facilities, you may be less inclined to work there or show up for work every day. Female teachers do care about this." She says that up to 25 percent of teachers don't show up daily in India.

When she asked female teachers why bathrooms matter, they spoke about wanting privacy. "They did not generally speak of potential physical harm from the students, though there were concerns about physical harm from men in the village. Some teachers at a high school did talk about safety concerns, but this was possibly because the students were older." Regardless, "teachers would want to relieve themselves, and in the absence of a private restroom, they would put themselves at risk of exposing themselves to their students. Privacy matters for adults too."

It certainly affected where female teachers chose to work. Although she doesn't have data on attendance, she found that the number of female teacher increased at schools that constructed latrines. Adding a bathroom increased the percent of female teachers by 1.8 percent overall and 4.4 percent when a school added a restroom specifically designed for female students and staff.

Anecdotally, she says having more female teachers can also increase the number of girls who attend or stay in school. These girls see them as role models or may just feel safer in their company. She writes in *Sanitation and Education*, "Some parents in conservative communities do not allow their daughters to be taught by a male teacher, due to safety concerns. Some girls also fear sexual harassment by male teachers and feel safer with female teachers."

And all students benefit from having a teacher who is present regularly.

"Many of these schools have only one teacher," Adukia says, "so if a teacher is absent, the school is effectively closed, thus removing access to education for those students on that day."

Although much of her work focuses on the attendance of girls, Adukia is quick to point out that bathrooms matter for boys, too, even if they don't say it matters. In the child psychology literature, she says, boys, especially young boys, are most often the silent victims of bullying. During field interviews with boys, when they talked about a sensitive issue like bathrooms, the boys would immediately switch to talking about "a friend" or "a cousin."

"There was a stigma for boys, especially when they reached puberty, to talk about their desire for more privacy or security," she says. Even though they used stories about friends and cousins, she knew that having access to bathrooms mattered. "This action benefits both girls and boys. There are multiple stakeholders in every issue. We want everyone to improve."

Of course, since the government started building bathrooms at schools, there have been setbacks. Even when a toilet was added, in some schools it hasn't helped students. Sometimes they are locked and used only by teaching staff. They are used as storage rooms or cow sheds. Other times, despite urgings from the government or Bollywood movies, cultural norms are so pervasive that students just don't think to use them. Too often, bathrooms are shut down because they aren't cleaned regularly.

"A big issue is that SSHE funded construction but did not provide for maintenance," Adukia says. This is also the case for another recent government campaign called Swachh Bharat: Swachh Vidyalaya, or Clean India: Clean Schools. "UNICEF's recommendation was that the students should be in charge of cleaning the restrooms. Anecdotally, this led to many unintended consequences such as it being used as a punishment, or only the lower-caste students or female students were asked to clean them. Sometimes teachers had to add the responsibility to their already full plates, and then they would not get cleaned."

Still, the issue is staying on the radar and gained steam a few years ago when Prime Minister Narendra Modi was running for office and spoke publicly about public defecation, calling for every school to have a separate bathroom for boys and girls.

"'Toilets before temples' was part of Prime Minister Modi's campaign slogan," Adukia says. As he said during a campaign stop, "Villages have hundreds of thousands of temples but no washrooms. That is bad."

In 2014, after he was elected, during a speech at an Independence Day celebration, Modi specifically appealed to what girls and women face. "We are in the 21st century, and yet there is still no dignity for women as they have to go out in the open to defecate and they have to wait for darkness to fall. Can you imagine the number of problems they have to face because of this?" Adukia says Modi's attention to the issue has been powerful.

"It was extremely meaningful to have a prominent public figure use the spotlight for such a real and not glamorous issue," she says. "People are now much more aware. You see corporations shift their funding priorities, NGOs start to focus more on the issue, more policy coherence across education and sanitation sectors. It's definitely shifted the previously prevailing paradigms. However, more needs to be done in terms of sustainable mechanisms and funding for maintenance in addition to ensuring that these restrooms get used."

Another campaign, called No Toilet, No Bride, went directly to the people. With billboards and radio jingles, the campaign popularized the saying, "No loo? No I do." One soap opera even wove the message into a story plot: future brides don't marry into a house without a toilet.

According to a 2017 *Journal of Development Economics* study, efforts like these may be working. Since the No Toilet, No Bride campaign started, for example, private bathrooms in the northern state Haryana increased by 21 percent in households "with boys active on the marriage market."

As one young man, Harpal Sirshwa, told *The Washington Post* at the time, "I will have to work hard to afford a toilet. We won't get any bride if we don't have one now," he said. "I won't be offended when the woman I like asks for a toilet."

Adukia is also feeling confident that her findings about kids enrolling and staying in school will hold up over time. As she points out, this wasn't just a study of a handful of families — this was 140,000 schools in 269 geographically diverse areas, with different cultural norms.

Since becoming an assistant professor at the University of Chicago, Adukia continues to make sure her findings aren't relegated to academic journals and conferences. She started working with UNICEF to further disseminate what she's found and to expand the research. She has presented her findings to international groups like the World Bank and to local NGOs interested in improving conditions for children, especially the most disenfranchised.

Looking ahead, Adukia says that no matter where her new work takes her or how big the next dataset gets, she is always cognizant that she is working with real people who are living their lives.

"It's always important to remember that 'human subjects' are humans first and foremost," she says. "It can be easy for researchers to get caught up in their research questions or agenda. No matter the kind of question one is asking — and if you're taking up someone's valuable time for your research, you want to make sure that what you're asking about is important — you must always respect the individual."

4.4%

Percentage increase in the number of female teachers after adding women's bathroom at schools

WATCH A VIDEO ABOUT ADUKIA DEFENDING HER DISSERTATION FROM THAT FUNNY MONKEY: *GSE.HARVARD.EDU/ED/EXTRAS*

The Testing Charade

IN HIS NEW BOOK, PROFESSOR **DAN KORETZ** LOOKS AT TEST-BASED ACCOUNTABILITY, WHICH HE SAYS HAS BECOME AN END IN ITSELF IN AMERICAN EDUCATION, UNMOORED FROM CLEAR THINKING ON WHAT SHOULD BE MEASURED IN SCHOOLS, HARMING STUDENTS AND CORRUPTING THE VERY IDEALS OF TEACHING.

ILLUSTRATION BY JAMIE JONES

Professor Dan Koretz opens his new book with a note of gratitude — to his editor — and it wasn't just for the months of word choice and punctuation guidance she provided while he was writing. Koretz wanted to thank her for helping him see that although he had been writing about the problems with high-stakes testing for 25 years, he had been pulling his punches, as she told him. He had kept his writing measured, his criticism less than strong, "as is the norm in academia." But with *The Testing Charade: Pretending to Make Schools Better*, excerpted here, Koretz firmly documents what he considers to be the failures of test-based accountability.

ALMOST THIRTY YEARS BEFORE I started writing this book, I predicted that test-based accountability — then in its early stages, and still far milder than the system burdening schools today — wouldn't succeed. I said that many educators would face only three options: cheat, find other ways to cut corners, or fail. As successive waves of "reform" ratcheted up the pressure to raise scores, the risks only became worse, and others and I repeated the warning.

Educators have done all three. I take no comfort in having been right.

But neither anyone else in the field nor I correctly predicted just how extreme the failures of test-based reform would be. I anticipated cheating, but not on the scale of the scandals that have begun to come to light. I expected that many teachers would resort to bad test prep, but I didn't anticipate that states and districts would openly peddle it to their teachers. I expected that test prep would displace some amount of instruction, but I didn't foresee just how much time testing and test prep would swallow or that filling students' time with interim tests and test prep would become the new normal. And I didn't foresee that test-based accountability would fundamentally corrupt the notion of good teaching, to the point where many people can't see the difference between test prep and good instruction. I predicted score inflation, but I found its magnitude in some settings jaw-dropping. It never occurred to me that teachers would be "evaluated" based on the scores achieved by other teachers' students or that districts would have to scramble to find any tests they could just so that they could claim to be evaluating teachers, even those teaching physical education or the arts, based on scores on standardized tests.

I'm far more interested in charting a better way forward than in pointing fingers, and as I have made clear, I have no interest in impugning the motives of the people responsible for the current system. On the contrary, many of them had the best of intentions. However, we need to look back at the causes of the failures in order to avoid repeating them in the future.

Looking back on the past three decades of test-based accountability, I have to qualify my early prediction that many teachers would fail. In an important sense educators didn't fail. Teachers and principals didn't manage to make the improvements in education that the policymakers claimed, but they did precisely what was demanded of them: They raised scores.

Reformers may take umbrage and say that they certainly didn't demand that teachers cheat. They didn't although in fact many policymakers actively encouraged bad test prep that produced fraudulent gains. What they did demand was unrelenting and often very large gains that many teachers couldn't produce through better instruction, and they left them with inadequate supports as they struggled to meet these often unrealistic targets. They gave many educators the choice I wrote about thirty years ago — fail, cut corners, or cheat — and many chose not to fail.

This is not to say that educators are blameless, but if one wanted to ascribe blame, one would have to start far higher up the chain of command. The roots of the failures I've described go right to the top. Placing all the blame on educators would be more than mistaken; it would obscure much of what we need to do differently. We need changes in behavior — and incentives that will induce them — from top to bottom.

We should ask: *Why has this gone on so long?* Apart from details, much of what I wrote in the first nine chapters of this book is old news. We have known for decades that teachers were being pushed into using bad test prep, that states and districts were complicit in this, that scores were often badly inflated, and even that score inflation was creating an illusion of narrowing achievement gaps. The first solid study documenting score inflation was presented twenty-five years before I started writing this book. The first study showing illusory improvement in achievement gaps — the largely bogus "Texas miracle" — was published only ten years after that. In good measure, the failures of the current system have festered as long as they have because many of the advocates of test-based accountability simply didn't want to face the evidence. Certainly, some of those making decisions weren't aware of the evidence, and a few who were aware struggled within the constraints of current policy requirements to respond to it. However, many of the advocates were aware of the evidence but found ways to discount it — like the superintendent who said to me that he knew that there wasn't score inflation in his district because the gains were so large. Others persuaded themselves that however badly previous attempts at test-based accountability had worked, this time they had it right.

And I suspect many of them knew that test-based accountability isn't optimal but considered it good enough — and far less expensive and burdensome than better alternatives. That turned out to be a naive hope and a costly mistake.

Why now? Given how resilient test-based accountability has proved in the face of the bad news that has been accumulating for fully a quarter of a century, it's easy to be pessimistic that this ship can be turned around. Why push now for a change of course?

ESSA, the replacement for NCLB, doesn't represent anywhere nearly a big enough change of course. It maintains many of the core elements of the test-based reforms that preceded it, including NCLB. The specific changes included in ESSA — including the important ones, such as requiring states to use at least one indicator other than scores — are just very small steps, as a comparison with the recommendations in the previous two chapters makes clear. For example, ESSA only slightly broadens the focus from test scores, does nothing to confront Campbell's Law,* doesn't allow for reasonable variations among students, doesn't take context into account, doesn't make use of professional judgment, and largely or entirely (depending on the choices states' departments of education make) continues to exclude the quality of educators' practice from the mandated accountability system.

Yet ESSA provides a reason to be guardedly optimistic: Its enactment stemmed in some measure from a growing dissatisfaction with simple test-based accountability. NCLB was enacted with a remarkable degree of bipartisan support, but over time it lost most of its fans, and it's not an exaggeration to say that by the end it was detested by many people in the education world. Some of the criticism of NCLB in its latter days focused on the core failings of test-based accountability — in particular, the extent to which the pressure to raise scores had come to dominate schooling. It's remarkable that even [former U.S. Secretary of Education] Arne Duncan, who arguably did as much as any one person during the past decade to increase the pressure on educators to raise test scores, conceded that "testing issues today are sucking the oxygen out of the room in a lot of schools." Even though ESSA won't in itself do enough to reduce the distortions created by test-based accountability, this dissatisfaction with the past offers some hope that ESSA represents the beginning of a shift to a more sensible and productive approach.

And ESSA is not the only sign of growing dissatisfaction with test-based accountability and its effects. Many parents have become fed up with having their children in schools that are so dominated by testing. Perhaps the clearest sign is the "opt-out" movement

*Campbell's Law states, "The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor."

Testing. Testing. 1-2-3.

A Q&A WITH PROFESSOR DAN KORETZ

You've been writing about this issue for decades, but you've been holding back. Why the change?

As an academic, I try to evaluate the evidence dispassionately, and for many years, I wrote measured descriptions of the accumulating evidence. I presented the first evidence of score inflation — increases in scores much larger than actual improvements in learning — more than 25 years ago, and I and others have presented additional studies of score inflation, bad test preparation, cheating, and other negative effects ever since.

But I finally lost patience. Dispassionate explanations turned out to be easy to ignore. Many of the people with control over education have simply disregarded the accumulating evidence or asserted that it couldn't apply to *their* system. Score inflation helped them ignore it; as long as the press and public didn't become skeptical, it *looked* like student performance was improving substantially, even when it wasn't.

Unfortunately, all too many social scientists have also downplayed the negative evidence. And while they continued to ignore it, the misuse of tests became ever more extreme, in some cases reaching truly absurd levels — for example, "evaluating" teachers based on the scores obtained by teachers in other schools or teaching other subjects to different students. This does real harm to schooling, to educators, and ultimately to kids.

I finally decided that it was time to try to make it harder to ignore the evidence. In this book, as you noted, I'm blunter: I used "honest adjectives." However, I did more than that. I pulled together evidence about both the positive and negative effects to show by how much the negative outweighs the positive. And I offered both principles and concrete suggestions for doing better.

> "Many of the people with control over education have simply disregarded the accumulating evidence or asserted that it couldn't apply to their system."

This is not an anti-testing book. Testing done right can be tremendously useful. I argue that a replacement for the current, failed system should include sensible testing. The problem isn't testing; it's the misuse and sometimes abuse of testing.

You've said regardless of test scores, parents should be asking, "What do you want to see when you walk through the door of your school?"

This should be the starting point in designing a system to replace our current, failed system. To design a productive accountability system, we first must decide what we want to see improved. The logic of test-based accountability was that if we held people accountable for just a few of the things we value in education, primarily test scores in a few subjects, the other important things would get better, or at least not get worse. That is nonsense. We have decades of research showing that if you measure only a few of the outcomes that matter, most of the others will not get better, and some will get worse. Teachers have limited time and resources.

In *Charade*, I suggest that we start by monitoring what I call the Big Three: student achievement (and not just the portion we can measure well with standardized tests), quality of instruction, and school climate. For example, if you want to see students engaged, motivated, and curious — these were among my most important criteria when I evaluated classes for my own children — holding people accountable for test scores won't get you this. You have to give teachers the support they need to teach that way. In *Charade*, I explain this by giving real examples of both excellent and awful teaching, neither of which would necessarily have been picked up by test scores.

Can you picture a day when your next book will be titled, *The Testing Turnaround: How Testing Actually Did Help Make Schools Better*?

Nothing would please me more, but I'm afraid that day is far off.

There are several ways that testing can make schools better. First, testing is an invaluable tool for monitoring overall performance, provided accountability hasn't inflated scores. For example, how do we know that the performance gap between minority and white students has been slowly narrowing while that between poor and well-off students has been widening? Standardized tests. How do we know that the mathematics performance of American students is mediocre by international standards? Again, standardized tests. Standardized tests allow more trustworthy comparisons among schools than measures like grades, precisely because they are standardized. And well-designed tests, used sensibly, can help guide teachers' efforts to improve their instruction.

To capture those benefits, however, we have to end the damaging policies in place now and clear away the damage already done. To take just one example, one of the most disturbing negative effects of test-based accountability is that many young teachers have been trained specifically to use bad test prep — test prep that generates bogus gains in scores rather than true improvements in learning. Some have been told explicitly that doing so is "good instruction," and some districts and states have been purveyors of this bad test prep. Some teachers have never seen anything else. It won't be enough to stop giving these teachers incentives to cut corners. We will also need to retrain many of them. Undoing the damage and building a better approach will take a great deal of work and time.

When it comes to standardized testing, Professor Dan Koretz wonders why this has gone on for so long.

Photograph by **Jonathan Kozowyk**

"While still limited in its reach, the opt-out movement is national in scope, and it has clearly touched a nerve. This may give more impetus to policymakers to consider alternatives to the current system."

—parents who refuse to let their children take some standardized tests. This movement is still spotty. In many locations there is no real sign of it. However, in others it has profoundly disrupted high-stakes testing. In New York, for example, where the movement was the focus of a substantial media campaign, about one-fifth of the state's students didn't take the state's tests in grades 3 through 8 in 2015 and 2016. While still limited in its reach, the opt-out movement is national in scope, and it has clearly touched a nerve. This may give more impetus to policymakers to consider alternatives to the current system.

Let's be optimistic and assume that ESSA and the opt-out movement are early signs of a growing dissatisfaction with test-based accountability and that we will finally have a chance to work on better alternatives. In the previous two chapters I've outlined both principles for doing better and a number of specific suggestions, but I'll end with a few themes that pervade both.

We need to approach the task of improving education with a great deal more humility than we have for the past three decades. Under the best of circumstances, education is an extraordinarily complicated system, and the scale and decentralization of the American system make it all the more so. There is a great deal we don't yet know about how this cumbersome and complex system will respond to new policy initiatives or new forms of practice. And like any other complex system, it will impose trade-offs, often very painful ones. Some we can anticipate; others will surprise us. And there are many different ways to implement the suggestions I've made. Some will work better than others. None will work perfectly, and few if any will work as well as we would hope.

How can we best respond to these uncertainties? To start, we shouldn't—once again—overpromise. It's tempting and politically useful to claim that we have a new approach that will produce huge gains in performance, but doing so is both naive and destructive. We should set reasonable goals and try out a variety of specific approaches for meeting them, rather than pretending that we know in advance which will function best and how much improvement they will generate.

I do mean "try out," not "try." We're in the same position that Rick Mills was in when he introduced portfolio assessments in Vermont [as commissioner of education]: To some extent we'll be plowing new ground, and we owe it to kids and their teachers to evaluate the specific options that states and districts design, discard the bad ones, and tinker with the better ones before implementing them wholesale.

And the need to monitor, reject, and revise won't end even then. One reason is that some of our plans, however well thought out, won't work. Campbell's Law is another reason: People will be inventive in finding the weaknesses in any system, and new bulges will keep appearing in the hose. And on the positive side, educators and others will continually generate ideas for doing better, and these new innovations will in turn need to be evaluated and revised. It's no accident that the governments of both the Netherlands and Singapore, which already had educational systems that produce very high achievement, have both made substantial changes to their management of schools in recent years.

Will it be difficult to implement these suggestions? Yes, very, and expensive as well. Is there room to argue about how best to put them into practice? A great deal, and we will undoubtedly make some mistakes regardless of who wins those debates. And progress won't be fast; it will take quite some time simply to repair the damage that test-based accountability has produced, let alone to make the sizable improvements we want. But years of experience have shown that the alternative — dodging these difficulties and tinkering with what we have — is unacceptable.

WATCH A FACEBOOK LIVE EDCAST WITH KORETZ: *GSE.HARVARD.EDU/ED/EXTRAS*

Grad

"This might be my last book, so I thought, 'Let me go through and thank different folks.' It's at the end of the book. The number of names from the Harvard Graduate School of Education — that's the biggest list, except for my old colleagues at NPR and PBS. So many people at the Ed School changed my life. And, as you know, I met my wife at Harvard, so I'm in debt forever."

JOHN MERROW, ED.D.'73, LONGTIME EDUCATION JOURNALIST, TALKING TO THE *HARVARD EDCAST* ABOUT HIS TIME AT THE ED SCHOOL AND HIS NEW BOOK, *ADDICTED TO REFORM*.

Illustration by **David Cowles**

IN MEMORY

1960–1969

WILLIAM LITTLE, C.A.S.'63
ELEANOR PICK, ED.D.'63
JOHN CLARK, ED.M.'64
SHEAMUS GEBHARDT, M.A.T.'64
ARNOLD BOSSI, M.A.T.'65
GEORGE GARWOOD, ED.D.'65
RICHARD GILMAN, M.A.T.'66
ROBERT SMITH, GSE'67
LISA VAN VLECK, M.A.T.'67
THOMAS BERNAS, M.A.T.'68
STANLEY MUKA, ED.M.'68

1970–1979

WILTON ANDERSON, ED.D.'71
GERALD GRANT, ED.D.'72
POWELL GRONER III, M.A.T.'73
ERNA BRYANT, ED.M.'70, C.A.S.'71, ED.D.'74
MAUREEN O'CONNELL, ED.M.'75
JOSEPH SCHUBERT, ED.M.'75
JOHN CROCKER, ED.M.'76
MAJOR MORRIS, ED.M.'76
ROSEMARIE MYERSON, ED.D.'76
FRANCES JOHNSON, ED.M.'77

1980–1989

ELIZABETH GREENHOE, ED.M.'80
LISA KLOMAN, ED.M.'80
LAUREN LAMAY, ED.M.'80
ANTHONY RIZZITANO, ED.M.'82
NAN HAAR, C.A.S.'86
VIVIAN ALLEN, ED.M.'87
HARRY WIGNALL, C.A.S.'87

1990–1999

SAMUEL FRANCIS, ED.M.'90
D'ANN CARON, ED.M.'91
MITCHELL CHESTER, ED.M.'88, ED.D.'91
ANGELA SHARTRAND, ED.M.'92
ANDREA SOLOMON, ED.M.'92
CAROLYN CURTIS, C.A.S.'93
KATRINA RENISKA, ED.M.'94
JERRY BOURDEAUX, ED.M.'96

2000–2017

RUTH BURKS, ED.M.'03
ROBERT KATENKAMP, ED.M.'04
BRENDAN RANDALL, ED.M.'07
OBI OKOBI, ED.M.'12

TO SEE FULL LIST, GO TO *GSE.HARVARD.EDU/ED*.

1956

Esther Roberts Sokol, M.A.T., a pianist–teacher in Atlanta, performed Mozart, Beethoven, and Brahms at her ninth Raphael Trio chamber music workshop in New Hampshire in August 2017.

1965

Alice Parman, M.A.T., published *Exhibit Makeovers: A Do-It-Yourself Workbook for Small Museums*. This expanded second edition covers current technologies, project management, mount-making, and fabrication. Her coauthors are the exhibit team at the Museum of Natural & Cultural History, University of Oregon.

1966

William Lewers, M.A.T., published *November Third*, a sequel to his first novel, *The Gatekeepers of Democracy* (see page 19).

1968

Robert Schwartz, C.A.S., senior research fellow at the Ed School, published *Learning for Careers: The Pathways to Prosperity Network* (see page 19).

1973

Daniel DeNicola, Ed.M.'68, Ed.D., has a new book, *Understanding Ignorance: The Surprising Impact of What We Don't Know*. His previous book was *Learning to Flourish: A Philosophical Exploration of Liberal Education*.

Samuel Meisels, Ed.M.'69, Ed.D., the founding executive director of the Buffett Early Childhood Institute at the University of Nebraska, was recently named the Richard D. Holland Presidential Chair in Early Childhood Development.

1979

Ronald Kronish, Ed.D., recently wrote *The Other Peace Process: Interreligious Dialogue, a View from Jerusalem*. Kronish is also a blogger for *The Times of Israel*.

1981

Helaine Daniels, Ed.D., published *Wilhelmina's Alabaster Box: A Daughter's Tribute*.

1982

Nona Lyons, Ed.D., launched her seventh book in the fall, *Learning Over Time: How Professionals Learn, Know, and Use Knowledge*. Lyons has been a visiting research scholar at University Cork College in Ireland since 2001.

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Professional Education
HARVARD GRADUATE SCHOOL OF EDUCATION

Shahé Sanentz, Ed.M., shared the stage in April 2017 in Times Square with Senator Chuck Schumer (NY), Congressman Frank Pallone (NJ), and Congresswoman Carolyn Maloney (NY) when he delivered a speech during the 102nd Armenian Genocide Commemoration. The speech can be found on YouTube.

Genevieve Geller Wyner, Ed.M., published a chapter, "Will I Be in Good Health in My 70s, 80s, 90s, 100s?" in a new book on aging, *Aging Wisely: Wisdom of Our Elders*. The book is a compendium of essays by a group of 75 seniors and the professionals who care for them, on a wide range of topics about how we age and how we can do so better.

1983

G. Angela Henry, Ed.M., is an actor who recently narrated the audiobook version of Condoleezza Rice's new book, *Democracy*. She expected to have two additional audiobooks out by the end of the year. Henry continues to work part time as an executive search consultant to the nonprofit sector.

1984

Norman Smith, Ed.D., a former assistant dean at both the Ed School and Harvard Kennedy School, was named as a president emeritus at Elmira College in New York. Prior, in 2002, Smith was named president emeritus of Wagner College in Staten Island, New York.

1988

Richard Evans, Ed.M., published a chapter called, "Fitting In and Standing Out," in a new book on aging, *Aging Wise: Wisdom of Our Elders*. The book is a compendium of essays written by a group of 75 seniors and the professionals who care for them, on a wide range of topics about how we age and how we can do so better.

Fernando Reimers, Ed.M.'84, Ed.D., recently published *One Student at a Time*. Reimers is a professor at the Ed School and faculty director of the school's International Education Policy Program.

1991

Christopher Morphew, Ed.M., was named dean of the Johns Hopkins University School of Education. Prior, Morphew was executive associate dean for research innovation at the University of Iowa College of Education since 2014 and chair of the Department of Educational Policy and Leadership Studies.

1993

Jacqui Deegan, Ed.M., is the executive director of *This Week in Startups*, a weekly podcast series focused on entrepreneurship. *thisweekinstartups.com*

1995

Tracy Heather Strain, Ed.M., reports that her documentary *Sighted Eyes/Feeling Heart* about Lorraine Hansberry, the artist/activist best known for writing the play *A Raisin in the Sun*, premiered after 14 years of work in September 2017, at the Toronto International Film Festival. She writes, "This is the first feature-length film about Hansberry, and my story explores her life, art, and times." A trailer of the documentary can be found on YouTube.

1996

Charles Abelmann, Ed.M.'93, Ed.D., was appointed director of the University of Chicago Laboratory Schools. Since 2010, Abelmann was head of school at Barrie School in Silver Spring, Maryland.

Carol Pettetier Radford, Ed.D., recently published *Mentoring in Action* and *The First Years Matter*, companion books for teachers and teacher leaders (see page 18).

AMC PHOTO

SPOTLIGHT 1997

Jennifer Norris, Ed.M., (above) was named the chief development officer for the Appalachian Mountain Club, founded in 1876 to promote the protection, enjoyment, and understanding of the mountains, forests, waters, and trails of America's northeast and mid-Atlantic regions. Prior to joining the organization, Norris was chief development officer for St. Boniface Haiti Foundation.

1997

Ann Jaquith, Ed.M., published *How to Create the Conditions for Learning* (see page 19).

1998

Dan Parish, Ed.M., was named vice president for advancement at Colby-Sawyer College. He was the director of the Dartmouth for Life Program in Dartmouth College's Office of Alumni Relations.

1999

Erin Doan, Ed.M., is head of school at Oak Hill Montessori School in the Minneapolis/St. Paul area. She recently completed a four-year appointment as the executive director of the Minnesota Board of Teaching, rounding out seven years of service to the state standards board for teacher licensure.

Nicholas Leonardos, Ed.M., became executive director of the Lowell Community Charter Public School, a K–8 school in a mill complex in Massachusetts where his great-grandmother made shoes more than 100 years ago. Prior, Leonardos worked as principal of the Maria L. Baldwin School in Cambridge.

Karen Mapp, Ed.M.'93, Ed.D., published *Powerful Partnerships* with **Jessica Lander, Ed.M.'15**, and

Ilene Carver (see page 19). Mapp is currently a senior lecturer at the Ed School and faculty director of the school's Education Policy and Management Program.

2000

Jessica Kagle, Ed.M., runs the Kestrel Educational Adventures nonprofit in Gloucester, Massachusetts. Kestrel is a natural science education organization connecting people with outdoor learning. Prior, Kagle taught K–8 science in both public and private schools.

2001

Matthew Knoester, Ed.M., recently published *Beyond Testing* with Deborah Meier. He is an associate professor of educational studies at Ripon College.

Evangeline Mitchell, Ed.M., founded the National HBCY Pre-Law Summit, designed to help students who are interested in careers in law network with one another, get better access to resources when applying to law schools, and connect with people already practicing law.

V. Manny Perez, Ed.M., was appointed district supervisor for the Riverside County 4th District by California Governor Jerry Brown.

2002

Keyondria Bunch, Ed.M., was appointed by California Governor Jerry Brown to the California Mental Health Services Oversight and Accountability Commission. Bunch has been a clinical psychologist for the Emergency Outreach Bureau at the Los Angeles County Department of Mental Health since 2016, where she has worked since 2008.

Lisa Lineweaver, Ed.M., is an assistant principal at the Kelly School in Chelsea, Massachusetts. She served in the same role at the Blackstone Elementary School in Boston for seven years and served on the Chelsea School Committee.

Ashish Rajpal, Ed.M., founded XSEED in 2008. Based in Singapore, XSEED provides a teaching toolkit to schools that want to move away from the rote method of teaching. *@AshishRajpal*

2003

Ruth Chan, Ed.M., recently published *Georgie's Best Bad Day*. Chan spent a decade working with children in schools, and in after-school and summer programs, in underserved communities in Boston, Washington, D.C., and New York City.

2004

Justin Christensen, Ed.M., is the assistant principal for instruction at Bellarmine College Preparatory, an all-male Jesuit high school in San Jose, California.

Jessica Mayorga, Ed.M., recently took on the position of vice president of communications at Stand for Children. Stand helps children at the bottom of the economic ladder to rise up by improving early literacy, increasing high school success, expanding career technical education, and improving college preparation, among other things.

2005

A.J. Nagaraj, Ed.M., was named assistant vice president for Stony Brook University's Campaign Operations and Fundraising Strategy, supporting a $600 million campaign, the largest in the college's history. Prior, Nagaraj spent four years with EAB, a global best-practice firm.

Jessica Pierce, Ed.M., is the dean of students at Merlo Station High School in the Beaverton (Oregon) School District. The high school is an innovative alternative high school that partners with students and families to meet the academic, emotional, and social needs of each individual. Prior, Pierce ran the alternative education high school program in Forest Grove, Oregon.

2009

Jacy Ippolito, Ed.M.'01, Ed.D., recently cowrote *Investigating Disciplinary Literacy: A Framework for Collaborative Professional Learning*, with **Christina Dobbs, Ed.M.'06, Ed.D.'13**, and **Megin Charner-Laird, Ed.M.'02, Ed.D.'10**. He is currently an associate professor in the School of Education at Salem State University in Salem, Masschusetts.

2010

Megin Charner-Laird, Ed.M.'02, Ed.D., recently cowrote *Investigating Disciplinary Literacy: A Framework for Collaborative Professional Learning*, with **Christina Dobbs, Ed.M.'06, Ed.D.'13**, and **Jacy Ippolito, Ed.M.'01, Ed.D.'09**. She is an assistant professor in the School of Education at Salem State University in Salem, Massachusetts.

Maxie Glass Harnik, Ed.M., welcomed her daughter, Rose Sloane Harnik, on May 30, 2017.

2011

Jessica Pesce, Ed.M., joined the Ed School in September as the associate dean for faculty affairs. She earned her Ph.D. in higher education from Boston College (BC) and most recently served as the associate director for faculty and academic affairs within BC's Office of the Provost and Dean of Faculties, where she worked closely with faculty on promotions, tenure reviews, and other administrative issues.

2013

Christina Dobbs, Ed.M.'06, Ed.D., recently cowrote *Investigating Disciplinary Literacy: A Framework for Collaborative Professional Learning*, with **Jacy Ippolito, Ed.M.'01, Ed.D.'09** and **Megin Charner-Laird, Ed.M.'02, Ed.D.'10**. Dobbs is an assistant professor in the English-Education Program in the School of Education at Boston University.

Rhoda Mhiripiri-Reed, Ed.L.D., was named superintendent of the Hopkins (Minnesota) School District. She

MAXIE GLASS HARNIK; GLOBAL PLAYGROUND

Q&A WITH DOUG BUNCH, ED.M.'03

BY SAGRA ALVARADO, ED.M.'18

Running a global nonprofit that helps educate children throughout the developing world and leading the College of William & Mary's board of visitors, Doug Bunch is putting his master's degree in administration, planning, and social policy to good use. Recently, Bunch spoke to *Ed.* about starting his own nonprofit, virtual playgrounds, and how his time at the Ed School has helped him get where he is.

WHAT IS GLOBAL PLAYGROUND?

Global Playground is a nonprofit organization based on Washington, D.C., that provides education and schools for children in developing countries and connects them together. Currently, we have seven schools, including ones in Uganda, Cambodia, Thailand, Honduras, Philippines, Myanmar, and Kenya.

WHAT IS VIRTUAL PLAYGROUND?

Through "virtual playground," an online collection of activities, students from around the world are connected with the help of a global curriculum. Normally, it is only students from developed communities who engage in global dialogue and learn about other cultures, but it's important that student from underdeveloped communities have the same opportunities to partake in cross-cultural connections.

HOW DID GLOBAL PLAYGROUND START?

Global Playground was founded in 2003 with my college friend, Edward Branagan. We were both in New York City after college graduation, and both of us wanted an opportunity to give back to the community. Edward and I both had experience teaching; Edward taught English in Costa Rica and Bosnia, and I used to teach Latin and Greek in middle schools. Through our similar interests and backgrounds in education and teaching, the idea for Global Playground started to develop.

HOW DID YOUR TIME AT HARVARD HELP YOU SHAPE GLOBAL PLAYGROUND?

The Ed School gave me a framed appreciation for education at a broader level. It helped me use education as a tool to give students a global perspective.

DISCUSS YOUR WORK WITH THE COLLEGE OF WILLIAM & MARY?

The Ed School definitely helped prepare me for my role as a visitor at the College of William & Mary. At Harvard, I studied higher education and learned about the law of education, board governance, the goals of liberal arts education, and the importance of access for students in need. Currently, I am a member of the Committee of Academic Affairs that oversees issues regarding tenure, admissions, and the overall academic life at William & Mary. I am also part of the Committee of Financial Affairs. One of the major highlights in my work is the creation of the William & Mary Promise, which pledges to freeze the cost of in-state tuition for four years so that students will not see an increase in the price of tuition during their time at the college. Also, as Taylor Reveley III, the current president of William & Mary, is about to retire, I am part of the search committee that is responsible for taking names of candidates who could be become the next president. While at the Ed School, I remember reading case studies about mental health issues, sexual assaults, and selecting new presidents, all of which has helped me become a thoughtful and well-informed visitor.

hgse.me/refer_ed

is the first woman in the district to hold the job. Prior, she was the first female principal at Champlin Park High School in Minnesota and director of leadership development for the District of Columbia Public Schools. Most recently, she served as associate superintendent in the Northern California district of Monterey.

Stars of the Alumni Council This year's alumni council took a group shot after coming together this fall for a series of meetings on campus and to listen to student Double Take talks in Askwith Hall.

2014

Barbara Hou, Ed.M., a current doctoral student at the Ed School, published *Startups Demystified*.

Khanh-Anh Le, Ed.M., is the assistant director of the Office of BGLTQ Student Life at Harvard College.

Jason Yamashiro, Ed.L.D., was named superintendent of San Rafael's Dixie School District. Yamashiro has worked as an elementary teacher in Oakland, California; elementary and middle school principal in Berkeley, California; district office leader in Oakland and superintendent in Old Adobe Union School District in California.

2015

Maggie Borman, Ed.M., a third-grade math teacher at Hiawatha Leadership Academy–Northrop, a Minneapolis-based charter school, is entering her sixth year of teaching. She recently joined the Professional Educator Licensing and Standards Board in Minnesota.

Jessica Lander, Ed.M., published *Powerful Partnerships* with **Karen Mapp, Ed.M.'93, Ed.D.'99**, and Ilene Carver. She is also the author of this issue's cover story.

Charles Lang, Ed.M.'08, Ed.D., is a visiting assistant professor at Columbia University's Teachers College. He is also a data adviser for journalists at ProPublica.

2016

Israel Catz, Ed.M., was named executive director of the Lee Pesky Learning Center in Boise, Idaho.

Eve Ewing, Ed.M.'13, Ed.D., is a sociologist at the University of Chicago and recently published *Electric Arches*. *@eveewing*

Ying Wang, Ed.M., is director of the Institute of Creativity for Educators in Shanghai City, China.

2017

Monique Hall, Ed.M., was awarded a creative development deal with Sesame Workshop after completing their six-week Sesame Street Writers' Room fellowship program.

Jordan Johnson, Ed.M., taught an education course at the School of Humanities at San Juan College.

Jose Munoz, Ed.M., is the principal of the Nathaniel Bowditch School in Salem, Massachusetts.

Alice Shaughnessy, Ed.M., joined Tufts University as a student affairs special projects administrator.

Samantha Sencer-Mura, Ed.M., is executive director of the Mid-Continent Oceanographic Institute tutoring center in Saint Paul, Minnesota. The center supports underresourced students in the Twin Cities with writing and homework. Prior, she was a teacher and program administrator in New York, Boston, and the San Francisco Bay Area.

LET'S BE SOCIAL!

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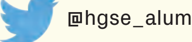
@hgse_alumni  @hgse_alumni

DID YOU KNOW THAT YOU CAN KEEP A PERMANENT HARVARD EMAIL?

Administered by the Harvard Alumni Association, an email forwarding service allows alumni to maintain a permanent Harvard email in the *@alumni.harvard.edu* format, which is set to forward to a designate email address that you provide. Alumni can create forwarding address by logging into their HarvardKey, then activating email forwarding.

Important to note: The *@alumni.harvard.edu* is not an email account but a forwarding service, so alumni must have an email account elsewhere to which emails sent to *@alumni.harvard.edu* will be forwarded. Go to *alumni.harvard.edu/help/email-forwarding* for details, or call 617-496-0559.

THE IMPORTANCE OF FINANCIAL AID

Did you know that the Ed School is the only education school among our six-school peer group that offers a need-based financial aid program? Needless to say, financial aid is critical to attracting the most talented students in the world and helping them graduate without a crushing amount of debt. Here is one example of how generosity on behalf of an alum is helping to support master's students, as well as comments from four current students receiving aid.

First-Gen Student, First-Time Scholarship

Andrew Nalani, Ed.M.'17, knew from the time he applied to graduate school, and even after he received his admissions letter from the Ed School, that without financial assistance, his plans to enroll would have to, as he says, stand still.

"Even if I had a part-time job," he says, his dream to go back to school would not have happened. "Receiving financial aid not only made it possible to enroll, but also, as a first-generation student, it was a reaffirmation that I could do this."

It was also a statement to his family in Bugolobi, a suburb of Uganda's capital city, Kampala, that he wasn't just "wasting time" by not taking a job.

"Financial aid, and the access to an education that the Ed School made possible, was an affirmation of the potential contributions of my gifts to the world through intellectual pursuit," he says.

That aid was made possible by the Walt Disney Company Anne M. Sweeney Scholarship, named in honor of Anne Sweeney, Ed.M.'80, a former top executive at Disney-ABC Television Group. Nalani, now working toward his Ph.D. in the Applied Psychology Department at New York University, was the first student to receive the funding. He says it was an honor, especially because he was able to meet Sweeney last spring at a donor scholarship dinner and realized they had much in common.

"I could sense her time at HGSE had catalyzed a depth of purpose for her, which frankly was a feeling I shared," he says. "I am grateful to Anne and for her legacy that has allowed for the creation of the Anne Sweeney Fellowship. It's an honor to have been the inaugural recipient."

Interested in donating?

Go to ***gse.harvard.edu/alumni/giving*** **to learn how.**

"The lack of financial resources for college is indeed a weight that leaves dreams of flight nightmarishly grounded. The work of donors and financial aid departments tears at the tether keeping students' aspirations from becoming reality. Make no mistake, you have been invaluable to my academic journey and the journeys of others."
– Jabari Sellers, Ed.M., Language and Literacy Program

"I have the honor of being part of the HGSE community with access to a top-notch education. I am taking mind-blowing classes from amazing faculty, and every day I am challenged and inspired by my peers. It goes without saying that I would not be here if financial aid hadn't paved the way for me to do so."
– Camila Garcia Enriquez, Ed.M., Arts in Education Program

"Talking with people with similar values doing powerful work all around the country has given me hope that I didn't have in the schools I was working at before. It has also given me a network. Today, our small network continues to grow all across the country. Ten years from now, I can imagine hundreds of us out in the field working in close collaboration. I can imagine finding what I was looking for years ago."
– Matt Presser, Ed.L.D. Program

"My path, from an idealistic AmeriCorps member to someone with statistics and econometric skills, wouldn't have been possible without financial support that has helped build a robust community of scholars and future policymakers and has brought me closer to answering tough questions about education policy."
– Monnica Chan, Ph.D. Program

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This Winter on Campus

DON'T MISS OUR LINEUP OF GREAT UPCOMING ASKWITH FORUMS! IF YOU'RE ON CAMPUS, STOP BY APPIAN WAY TO WATCH THESE FREE PUBLIC EVENTS IN PERSON. IF YOU CAN'T MAKE IT TO CAMBRIDGE, YOU CAN WATCH THEM ONLINE AT: *YOUTUBE.COM/USER/HARVARDEDUCATION*.

FOR AN UP-TO-DATE LIST OF EVENTS: *GSE.HARVARD.EDU/ASKWITH.*

ASKWITH DEBATE: COMMUNITY COLLEGES

Professor Bridget Terry Long will moderate a debate about the future of community colleges featuring Professor David Deming and other leading experts.

JANUARY 30
5:30 – 7 P.M.

YIDAN PRIZE LAUREATES IN CONVERSATION

Professor Catherine Snow will lead a conversation with the inaugural Yidan Prize laureates: Vicky Colbert, founder and director, Fundación Escuela Nueva in Colombia, and Stanford Professor Carol Dweck.

FEBRUARY 5
5 – 6:30 P.M.

JOY REID & JOSE ANTONIO VARGAS

Professor Roberto Gonzales kicks off a multi-week series on DACA and immigration with *MSNBC* host Joy Reid and Jose Antonio Vargas, journalist, filmmaker, and founder of Define American.

FEBRUARY 6
5:30 – 7 P.M.

THE LITTLE ROCK NINE

Join members of the Little Rock Nine, who 60 years ago faced violent resistance when desegregating Central High in Arkansas; the Little Rock Baseline Academy principal; and the director of the documentary *Teach Us All*, which will be screened.

FEBRUARY 22
4:30 – 7 P.M.