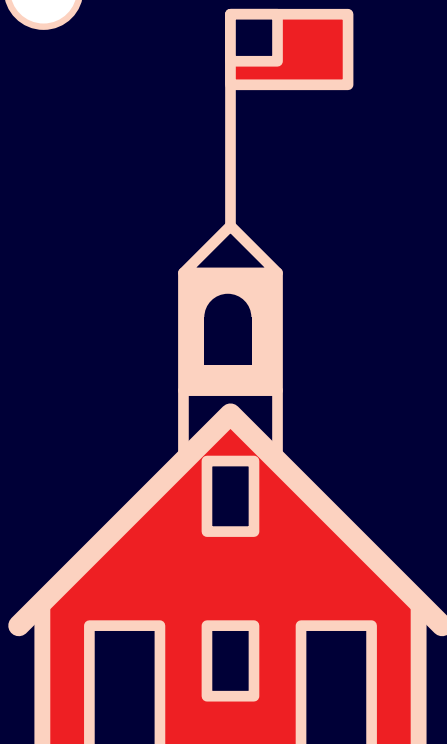


SUMMER 2019

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HARVARD ED. MAGAZINE



The Teacher Issue

A Special Report



SUMMER 2019 ■ ISSUE No 163

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“I told a few people I needed to create a succulent club to help educate the East Coast.”

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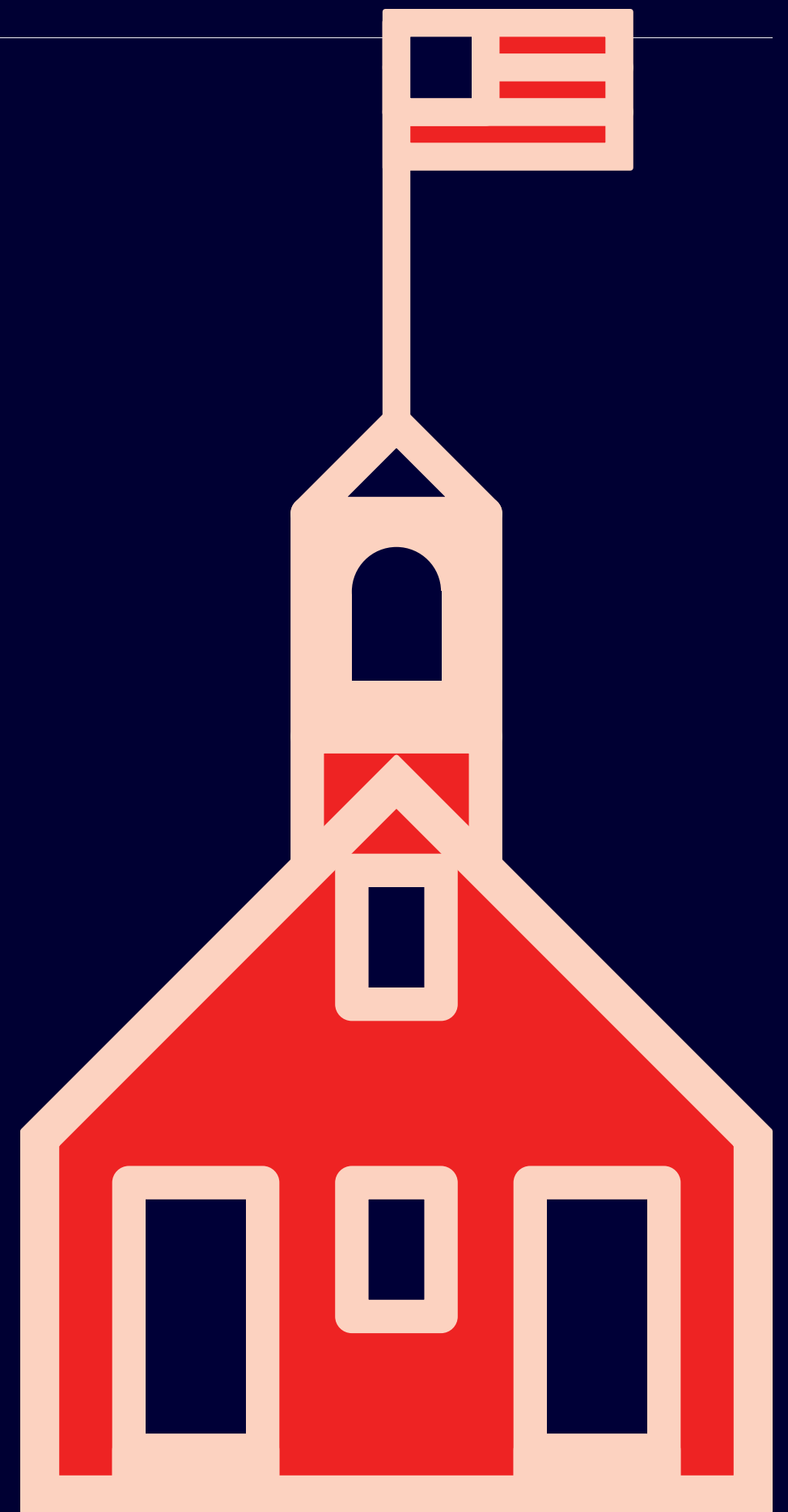
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When it comes to what we pay our public school teachers, in many parts of the country, the pay is not what it should be. **STORY BY LORY HOUGH**

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GREG MABLY



Convo.

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



1 The “Girlhood” story in our winter 2019 issue about middle school girls generated a lot of interest. One question raised by a few readers stood out: “What about boys,” they wanted to know. It’s a great and important question. Middle school is difficult for all kids, absolutely, and we hope to tackle a story about boys at some point in the future. However, this story, given some of the very specific issues girls and women still face, felt very targeted to adolescent girls, and so we decided to keep a tight focus. But we hear you, readers: Middle school is no picnic for our boys and many stories could be written about their experiences! Also related to the story, another reader pointed out that we failed to mention two groundbreaking and influential works done by Professor Carol Gilligan (now at New York University) when she was teaching at the Ed School, including an essay she published in the *Harvard Education Review* 1977 called “In a Different Voice: Women’s Conceptions of Self and of Morality,” as well as her 1982 book, *In a Different Voice*. Our apologies to Professor Gilligan on our oversight!

2 The issues we cover in the magazine are covered elsewhere at the Ed School, including on our website, in Usable Knowledge, and through the EdCast podcast series. Here are a few recent related pieces you can find at gse.harvard.edu:

▶ A story in Usable Knowledge called “Preventing Gender Bias” gives parents and caregivers tips on countering stereotyping when their kids are still young.

▶ Related to our feature story on Assistant Professor Tony Jack, the EdCast talked to Jack about ways that colleges conflate access and inclusion.

▶ Just in time for this issue’s story on rural teachers, a story on the school’s website announced the launch of the National Center for Rural Education Research Networks by the Center for Education Policy Research and hosted a related rural ed Askwith Forum.

3 Wondering how you can become part of the conversation? You can comment on what you’re reading in the magazine, or tell us what you would like to read, in a couple of different ways: 1. Send an email to our letters account: letters@gse.harvard.edu 2. Add comments on the school’s main Facebook page when a story is posted (@HarvardEducation) or on the school’s Twitter page (@hgse). We’d love to hear from you, so reach out and let us know what’s on your mind.

USABLE KNOWLEDGE

Are you interested in keeping up with free, easy-to-digest, usable education research? Check out: www.gse.harvard.edu/uk

Past Tense

By the late 1960s, according to “Education and the New Breed,” a story in the magazine’s spring 1969 issue, the students coming to the Ed School to become teachers were changing in response to the times. The War on Poverty, summer riots, the Vietnam War — these were just a few of the factors influencing incoming students, wrote [CHESTER FINN, M.A.T.’67, ED.D.’70](#), a doctoral student who was on leave and working at the White House under Daniel Patrick Moynihan, and David Blumenthal, a Harvard College senior and *Harvard Crimson* reporter. As they wrote:

“The bright naïve graduate of a ‘Seven Sisters’ college is no longer a typical student in the M.A.T. Program at Harvard. Neither is the naïve graduate of a small-but-respectable midwestern men’s school. What is gone is the naïvete. In the past few years, the ranks of entering students at HGSE has been swollen by growing numbers of young people hardened by experience, the veterans of long months in undergraduate volunteer programs, VISTA summer community organization projects, or the Peace Corps. A second visible contingent is fresh from student protest movements, SDS, draft counseling agencies, and the whole medley of ‘radical’ activities. Even more visible is another cluster, the newest

on Appian Way, comprising minority group students — virtually all of them black — most with firsthand experience in the conditions that the others have battled.

“What is interesting about all three groups of students is not their experience — for many college students now have similar experiences — but rather their continued vigor, nor to say idealism. Enthusiasm for saving the world through education was always a familiar symptom of the inexperienced young college alumnus whose only brush with public schools was his own suburban education. The startling thing is that the same enthusiasm, now tempered and more realistic, still exists in the student who has already grappled with the frustrations of social change.”

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LETTERS@GSE.HARVARD.EDU

JONATHAN KOZOWYK

Behind the Cover

Lory Hough, Editor in Chief



We don’t do a lot of theme issues here at *Ed*. There are just too many interesting, individual stories that we want to cover and trying to group them into themes can feel limiting. So why did we do a theme on teachers for this issue? It felt like the right time, given the ongoing teacher strikes that have become national news, the importance of teachers and teaching emphasized at the Ed School, and the huge stack of teacher-related stories sitting in a folder on my desk. (Yes, that would be paper printouts.) Honestly, the problem wasn’t deciding to do or not to do a theme on teachers. The problem was deciding which stories to include in the feature well. When it comes to writing about teachers, there are literally hundreds of stories that could — and should — be written. In the end, we went with a mix of feature stories, plus shorter pieces represented by a small schoolhouse icon, that we thought were timely, timeless, and about time. We hope they serve teachers well. ●

Intro.

NEWS + NOTES FROM APPIAN WAY



Teacher Becomes the Student

HOW GRAD SCHOOL TURNED THE TABLES FOR TWO

STORY BY LORY HOUGH



Assistant Professor Jarvis Givens is flipping through a spiral notebook he still has from his 11th grade honors U.S. history class. He reads aloud notes from a lecture his teacher gave on slave culture, pointing out key phrases he had written down, like “slaves developed subcultures” and “done in secret.”

“I didn’t remember those things until I started looking through my notebook,” he says, “but when I’m writing about fugitive pedagogy” — the focus of his current research and his forthcoming book — “these are the same questions I see my 15-year-old self engaging in.”

The reason the notebook has been unearthed is not only that it resonates with his research, but also because that same U.S. history teacher, the one who started him on the path (unknown to him then) toward a Ph.D. and academia, is now *his* student. This past fall, Tauheedah Baker-Jones joined the Ed.L.D. Program at the Ed School as a doctoral student. She found out she got into the program shortly after Givens accepted his professorship.

“We got to celebrate that moment together,” Baker-Jones says.

This Harvard reunion wasn’t the first time they had seen each other since they were both at King Drew Magnet High School in Los Angeles. The two had remained close over the years, after Baker-Jones made a promise to Givens and the other students in her history class: Although she was leaving California to teach in her home state of New Jersey, she would help them with college applications and come back for graduation. And she did.

When a handful were accepted to UCLA and a dozen to the University of California-Berkeley, including Givens, she also promised to come to those graduations.

"We never had that many students get into those schools in one year," she says. Over the years, she continued to check in with them. "They were my babies."

Givens and Baker-Jones, now both at Harvard, share stories that show how important teacher-student bonds can be. Givens remembers when students pitched in to buy Baker-Jones a goodbye present, a belt with a buckle that lit up, and how students felt she was both their teacher and their friend.

"There were clear levels of respect and deference, but there was also room to talk about real-life things," he says.

Baker-Jones remembers having students dress in costumes related to the class material. Givens always chose a character that was contrary to what most other students chose.

"He liked to revel in being the naysayer, the contrarian," she says. "I used to tell him he would be a great lawyer. I would have bet money that's where he would have ended up." (Givens did initially plan on becoming a lawyer, he says.)

He remembers dressing up once for the school's annual Black History Month event. Baker-Jones had given him the words for Gil Scott-Heron's poem *The Revolution Will Not Be Televised* and asked him to memorize and perform it at the event.

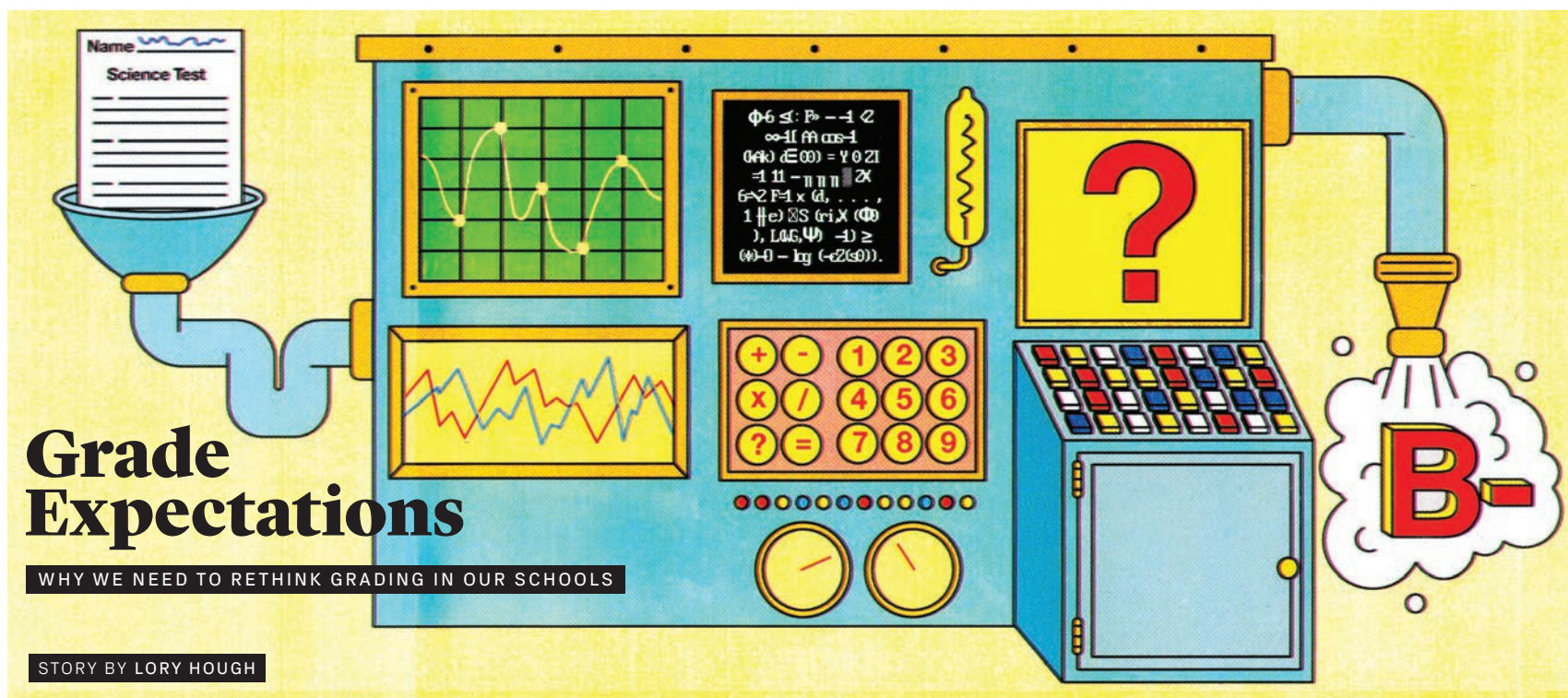
"I really took it to task and took a lot of pride in performing it. I wanted to deliver on something she felt I needed to do," he says. "The following year, I ended up coordinating the event, and now I'm writing about the person who founded Black History Month, Carter G. Woodson." (His book on Woodson, fugitive pedagogy, and demands of black education is forthcoming.)


These stories, they say, show how full circle their connection has become. Not only is the student now the teacher, but the student is also researching teachers similar to Baker-Jones, teachers who challenged power with their curriculum and in their classrooms.

"I'm working through this idea of fugitive pedagogy during the late 19th and early 20th centuries," Givens says, "and the way these educators offered a different worldview to their students."

Looking back at his notebook, Givens says that's exactly what Baker-Jones was doing.

"I'm seeing so many traces of things that I'm thinking about now that might have been planted then," he says. "She wasn't teaching during Jim Crow, but she was a black woman teaching black students and she was engaging us in writing our own textbook as a critique of the dominant textbooks. She's one of the teachers in the back of my mind as I'm writing. I've seen and experienced the sense of urgency that some teachers bring to teach black students. It's no coincidence now that I'm studying these things."



 **Think about the sixth grade** at the school where you teach or where your kid attends. There are three English teachers. Each has a different grading policy: One counts homework as 40 percent of the grade, the other two as 30. One accepts late work; the others don't accept it at all. One deducts points for sloppy binders. Two include participation in the grade, one offers extra credit. **JOE FELDMAN, ED.M.'93**, a former teacher, principal, and district administrator, talked to *Ed.* about his new book, *Grading for Equity*, and why inconsistent grading isn't fair for students yet is so hard for educators to change.

Grading: What are we actually talking about? We mean the way teachers calculate, describe, and report student performance. Although we might assume that grading is only a software-driven, end-of-term calculation, a teacher's grading system is implicated throughout her work every day. For any task that we ask of students, we have to decide: Should

the student's performance on the task be included in her grade and, if so, for how much value? Teachers' answers to these question are based on deep-seated values and ideas about what we each believe students are supposed to learn, how students are best motivated, and what our role and relationship to students should be. Because grading is rarely addressed in graduate training or certification programs, each teacher must create grading policies on her own.

What's wrong with deducting points for work turned in late?

This approach combines both academic and nonacademic information in the grade and creates what author Susan Brookhart calls "grade fog" — we're not sure what the grade means because we're asking it to communicate too much disparate information. A student who writes an A-quality essay but hands it in late gets her writing downgraded to a B, and the student who writes a B-quality essay turned

in by the deadline receives a B. There's nothing to distinguish those two B grades, although those students have very different levels of content mastery. The second problem is that in traditional grading, many commonly used grading categories invite biases. For example, when we include a student's behavior in a grade, we're imposing on all of our students a narrow idea of what a "successful" student is.

Why don't more educators question grading practices?

Teachers work under incredibly difficult conditions. They are asked to serve in so many roles besides teacher, and yet they must adhere to layers of mandates and requirements. The grade is one of teachers' last remaining islands of autonomy, perhaps the most concrete and respected symbol of their expertise and judgment. When we suggest that their grading practices could be improved, it's no surprise that teachers often react with suspicion and defensiveness. Many administrators have cautionary tales of when

they tried to broach the subject with teachers and were met with emotional reactions and perhaps even threats of formal complaints and union grievances.

What does work?

Equitable grading has three pillars: accuracy, bias-resistance, and intrinsic motivation. Grades must accurately reflect only a student's academic level of performance, exclude nonacademic criteria (such as behavior), and use mathematically sound calculations and scales, such as the 0-4 instead of the 0-100 scale. Grading practices must counteract institutional biases that have historically rewarded students with privilege and punished those without, and also must protect student grades from our own implicit biases. Our grading must stop using points to reward or punish, but instead should teach students the connection between means of learning and the ends — how doing homework is valuable not because of how many points the teacher doles out, but because those actions improve a student's learning.

Farewell, But Not So Long

As this year's graduates happily line up to accept their diplomas, it will also be a bittersweet moment on campus as the Ed School says goodbye to four iconic faculty members who are retiring. Here's a quick look at some of their career highlights:



SINCE 1986

HOWARD GARDNER is senior director of Project Zero. Gardner is best known for his theory of multiple intelligences. A MacArthur Prize recipient, Gardner is also a two-time Guggenheim fellow and was twice selected by *Foreign Policy* and *Prospect* magazines as one of the 100 most influential public intellectuals in the world. He has received 31 honorary degrees and has written 30 books. Gardner directs the Good Project and more recently has undertaken a study of the goals of college and the value of a liberal arts education.



SINCE 1972

SARA LAWRENCE-LIGHTFOOT, ED.D.'72, a sociologist, pioneered an innovative social science method called "portraiture" and has written 11 books, earned 30 honorary degrees, and received the prestigious MacArthur Prize. Upon her retirement, the faculty title she held, the Emily Hargroves Fisher Endowed Chair, will become the Sara Lawrence-Lightfoot Chair, making her the first African American woman in Harvard's history to have an endowed professorship named in her honor.



SINCE 2000

TOM HEHIR, ED.D.'90, has spent most of his career focused on policies and programs for the education of children with disabilities. Most notably, during the 1990s, Hehir served as director of the U.S. Department of Education's Office of Special Education Programs, where he was responsible for implementing the Individuals with Disabilities Education Act. Previously, he oversaw disability programs in Chicago and Boston. He has written several books, including *New Directions in Special Education*.



SINCE 2001

DAN KORETZ, a developmental psychologist, is a national expert on testing policy and educational assessment. Sponsored research projects have included evaluating the limits of assessment systems and developing more effective approaches. He has been a fellow at and member of dozens of professional organizations, including the American Educational Research Association and the National Academy of Education. A prolific contributor to journals and popular press, Koretz also wrote several books, including *The Testing Charade* and *Measuring Up*. **LH**

“Along the way I realized hallelujah moments are needed throughout people’s lives.”

REP. ASHTON WHEELER CLEMMONS (NC)



Looking for Lights

WHY ONE TEACHER DECIDED IT WAS TIME TO RUN FOR PUBLIC OFFICE

STORY BY ASHTON WHEELER CLEMMONS, ED.M.'09



Last fall, I sat in a fifth-grade classroom to model a guided reading lesson as 20 teachers watched. The students were required to miss PE. You can imagine how thrilled they were to be reading with me instead. One student in particular, Jesse, was furious. Jesse represents the hundreds of students in my career and in each of our classrooms whose lives give them every reason to be angry, even without a lady he does not know taking his PE time to read. The Jesses of our public schools are why I became a teacher.

I began by sharing my understanding of their frustration, promising to move as quickly as possible. This worked for 3 of the 5 students. The fourth came along fairly quickly. But not Jesse. He sat, arms folded, eyes down. I introduced the skill of inference, where a reader applies what they know to the text to make a new idea; students began reading, and I planned to do individual conferences. The teachers looked wide-eyed to see how I would handle this student, some secretly hoping to see their inability to meet the Jesses of their classrooms validated. But it is this moment I had learned to live for as an educator.

I read with one student and then walked around to where Jesse sat, kneeled down, and

whispered in his ear, “I know you want to be at PE. I am trying to get you there quickly. I also know you are smart, and I cannot let you miss out on this learning. To go to PE you will have to tell me an inference you make from the reading. I know you can do it. Do you want to go now or later?”

Jesse did not respond. I came back a few minutes later. “This page is really cool because there is a tiger with some interesting characteristics. Can you read it to me, so you can learn and get to PE?” He slid the book to his chest and began reading quietly—the first glimpse of our coming “hallelujah” moment, a moment where we see what each person is capable of if given a chance.

He finished the page, and I said, “Is there anything in the text you find interesting?” He pointed to where the text read, “The tiger growls with clenched teeth.” I asked what inference he could make and held my breath.

“The tiger is aggressive.”

Hallelujah.

“Jesse, that is a brilliant word. Can you share your inference with the group?”

“Sure,” he said with a sly smile and a straighter back.

I pulled the group together and said, “Jesse has a really smart inference to share.” The teachers looked at each other, the students side-eyed their grumpy colleague, and in a moment of

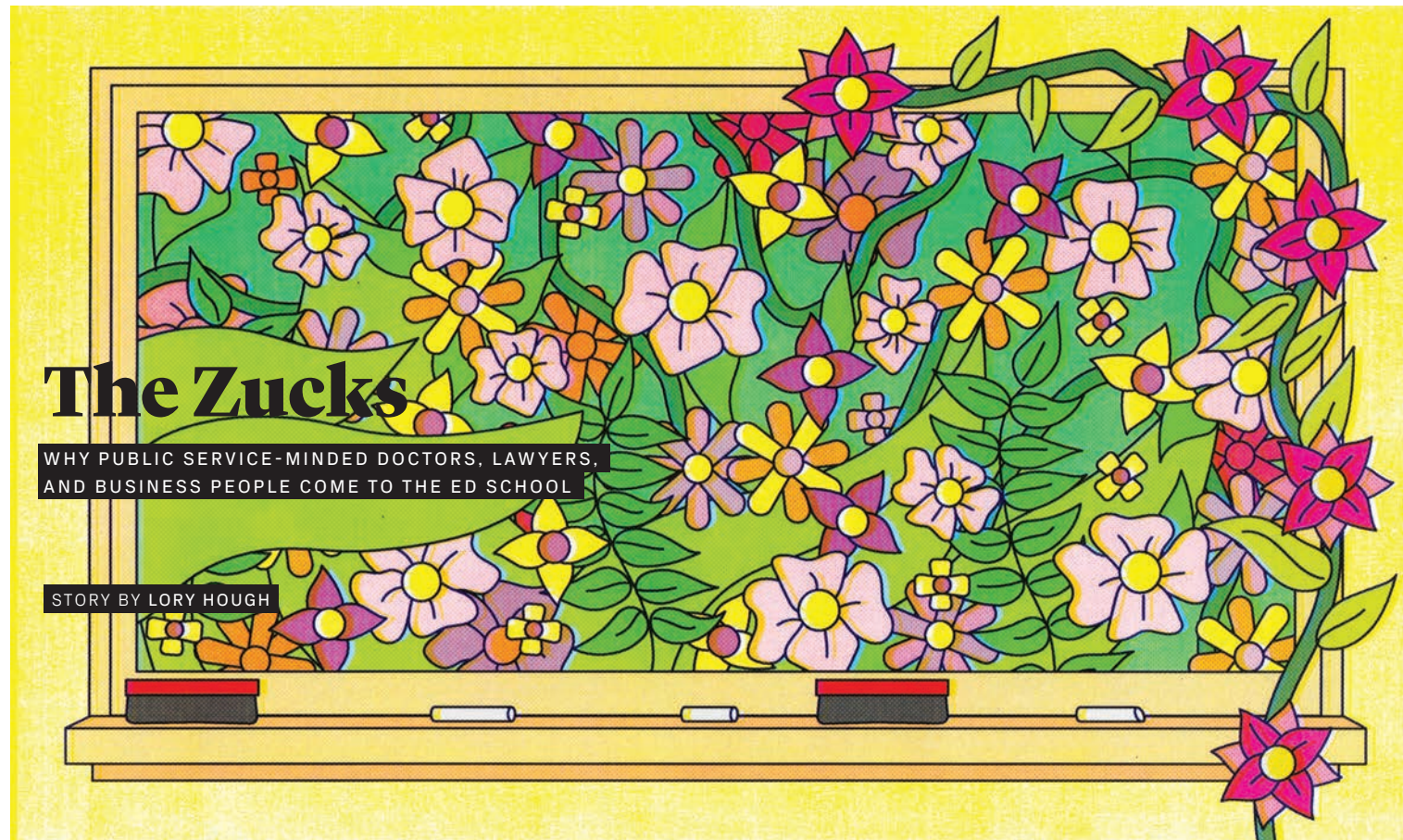
pure light, Jesse said, “On this page, it says the tiger growls with clenched teeth, and I made the inference that the tiger is aggressive.” There was an audible gasp; Jesse smiled; the students raised their eyebrows. We finished the lesson and still had 20 minutes left in PE.

This moment shows the power of a teacher, where we do what it takes to bring out a student’s best version. It is this responsibility that led me to the classroom, where I did that every day with children, one hallelujah moment at a time. But along the way I realized hallelujah moments are needed throughout people’s lives.

What about the man who has been laid off after 20 years on an assembly line? Do we say, “Too bad,” or do we give him a chance to be the best version of himself? Or the woman who made a mistake at age 17 and finds herself released from prison at 25. Do our policies make it so that one mistake ruins her life, or do we help her find her brilliance? It is my belief in the light of each person and our collective responsibility to help their lights shine that led me to the classroom and now leads me to our state capitol here in North Carolina.

Shine on, Jesse, shine on.

ASHTON WHEELER CLEMMONS WAS ELECTED TO THE NORTH CAROLINA GENERAL ASSEMBLY IN NOVEMBER.



The Zucks

WHY PUBLIC SERVICE-MINDED DOCTORS, LAWYERS, AND BUSINESS PEOPLE COME TO THE ED SCHOOL

STORY BY LORY HOUGH

MICHAEL KOCHIS, ED.M.'19, was just barely out of middle school when he knew he was going to become a doctor. So why, then, did he decide to take leave from his studies at Harvard Medical School, after finishing his third year, to spend 10 months in the Specialized Studies Program at the Ed School?

"I was excited to have the chance to step out of the medical bubble and look at things from a different perspective," he says. "I also wanted to develop skills very different from what we do at the medical school."

That chance was possible because of the Zuckerman Fellows Program, a 15-year-old full scholarship program that allows people from business, law, and medical fields to get public service degrees at one of three Harvard graduate schools: the Ed School, the Harvard Kennedy School, and the Harvard T.H. Chan School of Public Health.

Kochis is one of two fellows attending the Ed School this year; IVANLEY NOISETTE, ED.M.'19, a lawyer, is the second. The goal of the program is for students to leave the comfort zone of what they already know and "become leaders for the common good."

That's why Kochis is here. Although he knows he'll become a practicing physician, most likely a general surgeon, it's not enough to be trained just for the medical side of his job.

"Nontechnical skills are being recognized as more important for doctors," he says. That includes research skills, understanding what it means to lead, and being a better communicator. He'd also like to teach other physicians someday, and so learning about learning was key to choosing the Ed School.

"I also wanted to learn about educational theory," he says, "and I've gained a much better awareness of how teaching and

pedagogy can be optimized and leveraged within the clinical environment. I'm inspired to think, 'How can we do this differently or better, not just the way we've always done it?'"

"Zuck" fellows, as they are known, gain these skills formally by taking classes across Harvard and attending weekly leadership workshops. There's also a field experience: In January, students went to Montgomery, Alabama, and Atlanta to meet with policymakers and local leaders. They also met with staff at the Equal Justice Initiative and the Southern Poverty Law Center.

These kinds of experiences, and being based at an education school, says Noisette, a recent law school graduate, have helped him focus on his interest: equity and inclusion.

"Being at the Ed School has let me dig deeper into the how and the why around these issues and has pushed my thinking,"

he says. "I was already looking at education from the equity and adequacy lens, but I wasn't looking at it from the perspective of economics or of the family. This is where being a Zuckerman Fellow helps. We learn from one another, and we all bring different backgrounds to solve serious and critical problems."

Noisette plans on working in the law world once he graduates, most likely centered on education law.


"So much of my heart is in education," he says. "No matter what is being talked about, it always takes me back to education. If young people aren't given the tools to be active, engaged citizens, everything policymakers and reformers come up with is that much harder to make happen. When we think about challenges of equity, we have to look at housing, jobs, and legislation, of course, but we also have to look at schools."

Illustration by George Wylesol

Be the Upstander

AN ALUM-CREATED APP HELPS EDUCATORS ADDRESS MICROAGGRESSION

STORY BY ANDREW BAULD, ED.M.'16

 They can be small and almost unnoticeable. A casual comment, joke, or even a compliment. Perhaps it's the mispronouncing of a name or the assigning of a task that reinforces stereotypical gender or race roles.

Microaggressions are everyday behaviors that add up to daily indignities for people of color, LGBTQ community members, and women. They are problematic to deal with in the real world but present an extra challenge when they happen in schools.

When ALICE LIOU, ED.M.'17, was just starting out as a sixth-grade science teacher, she often encountered the kind of language between students and when talking with students that, while not outright racist or sexist, nevertheless left her with a bad feeling, and in the moment, she didn't always know the right way to respond.

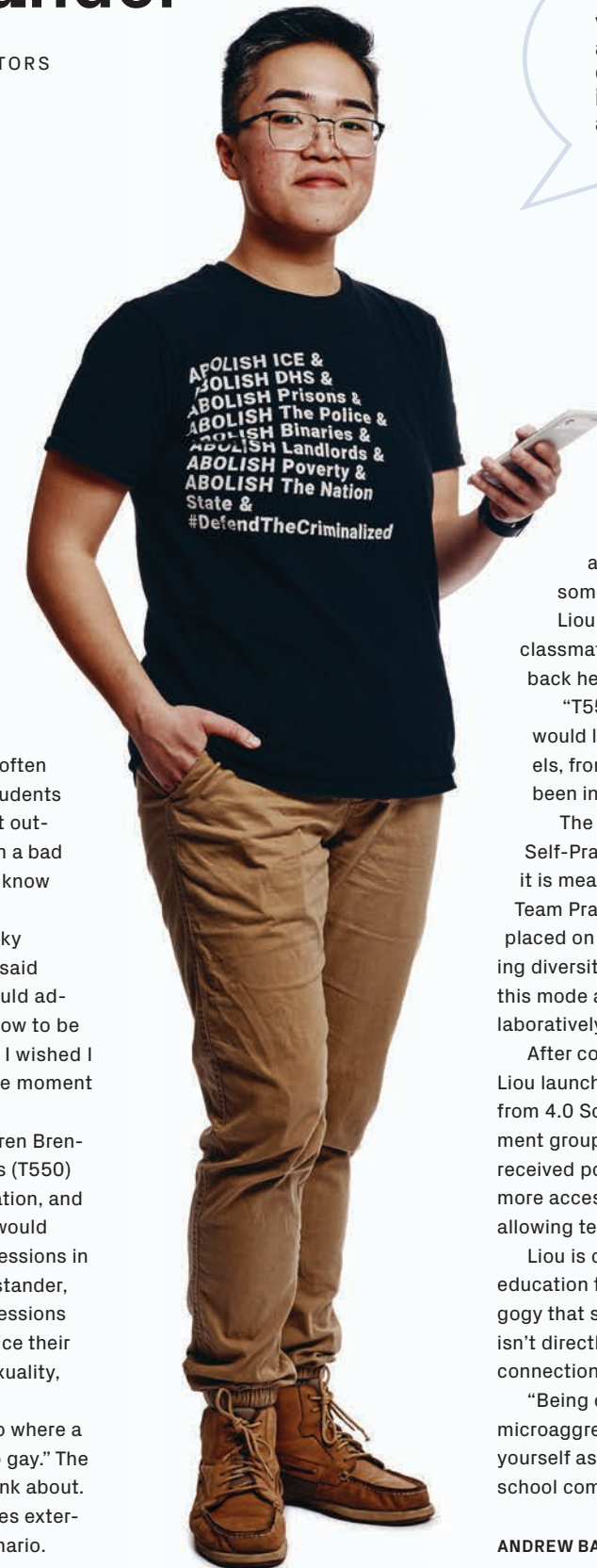
"I was constantly encountering these sticky situations," Liou says. "I knew a student had said something or I had said something that I should address because the implicit message could grow to be harmful, but I didn't have the right language. I wished I had more time to think, but then it felt like the moment had passed."

It was while taking Associate Professor Karen Brennan's Designing for Learning by Creating class (T550) that Liou, a member of the Technology, Innovation, and Education cohort, began creating a tool that would prepare educators for dealing with microaggressions in their classrooms. What she designed was Upstander, a free app comprising examples of microaggressions that teachers can use like flashcards to practice their responses. Categories include gender and sexuality, race, class, and more.

A card on Upstander might offer a scenario where a teacher overhears students saying, "That's so gay." The deck guides the user through questions to think about. For users who are unsure, the app also provides external resources for further reading for each scenario.

Photograph by Tony Luong

"These everyday verbal and nonverbal acts communicate discriminatory intent, even if they aren't intentional."



"I think of microaggressions as these everyday verbal and non-verbal acts that communicate discriminatory intent, even if they aren't intentional but come from a place of ignorance," Liou explains. "It happens so frequently to students of color, but also among other identities, in interactions with someone that you don't realize you're harming."

Liou had the chance to test Upstander with classmates and faculty in T550 and said the feedback helped her refine the user experience.

"T550 really helped me piece together what it would look like and scaffold it for teachers at all levels, from the first-year teacher to someone who has been in the classroom for a long time," she says.

The app offers two modes. Liou modeled the Self-Practice mode after GRE flashcard apps, and it is meant for individual practice. The other mode is Team Practice. Reflecting on the burden that is often placed on teachers of color and women when facilitating diversity and inclusion professional development, this mode allows administrators to use Upstander collaboratively during staff meetings.

After completing the prototype at the Ed School, Liou launched the app with the help of a \$10,000 grant from 4.0 Schools, an education innovation investment group in New Orleans. Since going live, she has received positive feedback and hopes to make the app more accessible by expanding to other platforms and allowing teachers to add their own scenarios.

Liou is currently earning her Ph.D. in social studies education from Columbia University, studying pedagogy that supports youth activism. Although that work isn't directly related to microaggressions, she sees a connection between her research and Upstander.

"Being comfortable and empowered to address a microaggression," she says, "is a pathway to seeing yourself as someone who can make change in your school community or your community."

ANDREW BAULD IS A FREQUENT CONTRIBUTOR TO ED.

2018-19: School Year Rewind

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

A

The student-run **ALUMNI OF COLOR CONFERENCE** was held again in March. This year's theme was "Homecoming: Past, Present, Future."

B



▲ **BAN KI-MOON**, former secretary-general of the United Nations, stopped by Professor Fernando Reimers' class in October and offered advice about the importance of education for refugees.

C

#CONSCIOUS HARVARD, a project launched in the fall by President Bacow's Innovation Fund and hosted by the Ed School in the fall, invited members of the Harvard community to comment about their experiences of belonging at Harvard.



D

Eight storytellers shared their personal stories at this year's **DOUBLE TAKE** events.

E

ENCOURAGING WORDS left on a white board in Gutman on the Wall of Encouragement included "you are awesome," "it gets better," and "keep pushing, it will pay off!"

F

▼ **FORMER FIRST LADY MICHELLE OBAMA** made Ed School counseling students happy in October when she donated much-sought-after tickets to her #IAmBecoming tour.



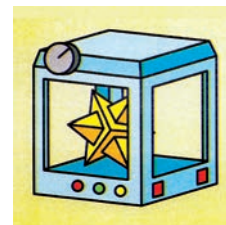
G

GUTMAN'S RENOVATIONS dominated the campus scenery this academic year.

H

HARVARD PAN-ASIAN GRADUATE STUDENT ALLIANCE hosted actors from *Kim's Convenience* and *Fresh off the Boat* for a discussion on Asian identities and stereotypes.

I



▲ The school's new **INNOVATION STUDIO** opened on the third floor of Gutman. The makerspace includes a 3D printer and tools for laser cutting, soldering, sewing, and all kinds of creativity.

J

J-TERM brought lots of amazing sessions, including Improv for Educators, Ethnic Studies and Education, Slow Looking, and Thanks for the Feedback: The Science and Art of Receiving Feedback Well.



K

◀ **KAREN K AND THE JITTERBUGS** held a free concert for Ed School families in October complete with bubbles and bass player bunny slippers.

L

LENTILS, courtesy of Professor Fernando Reimers, were on the menu in October at the first official HGSE Team Cuisine Potluck Dinner for students.

M

▼ **MARTIN LUTHER KING BOULEVARDS** across the country, and the role they play in helping to shape their neighborhoods, were the focus of a course called Beloved Streets: Race and Justice in America.



N

The new school year included a **NEW DEAN**: professor and former academic dean Bridget Terry Long.

O

▼ In September, students quickly realized at the **OSA SCOOP-FEST** that grad school includes not just lectures and papers but something much sweeter: ice cream.



JILL ANDERSON: IMAN RASTEGARI

P

▲ The Ed School community celebrated new Harvard **PRESIDENT LARRY BACOW** in the fall with welcome signs and jump shots.

Q

QUICK: The adjective many master's students (about to be graduates) would use to describe the pace of their academic year at the Ed School!

R

RESEARCH took center stage in March at the annual Student Research Conference.

S



▲ Faculty **SNAPPED SELFIES** for Instagram to mark the first day of the school year.

T

TRANSGENDER DAY OF REMEMBRANCE was held on November 20. Members of *hgse_queered* and the Office of Student Affairs displayed a banner with the names of people killed by transphobic violence over the past year.

U

UNDERGRADS need not apply. In October, the inaugural Harvard Grad Fest held at the newly opened Smith Campus Center was a chance for grad students and their families to meet people outside their schools.

V

VOTING and the mid-term elections were a big topic in the fall and included the Harvard Votes Challenge, a university-wide effort challenging students to do their part to increase voter registration and participation among eligible students.

W



▲ **WON'T YOU BE MY NEIGHBOR?**, a film honoring Mister Rogers, was screened in Askwith Hall in October and included the producer, Nicholas Ma, and the sweater and sneakers that Fred himself wore.

X

▼ Halloween was **X-TRA SCARY** this year when students took a field trip to Salem, Massachusetts for a haunted happenings scavenger hunt.



Y


The **YULE BALL**, the school's student fall formal, brought dancing and dress-up to the Hyatt Regency in November.

Z



▲ **ZIAUDDIN YOUSAFZAI**, the father of Malala Yousafzai, spoke in December to students on campus about being a change maker in education.



 A group of four friends sit at an oval table on the third floor of Gutman Library. Instead of gathering over a cup of coffee, as most friends might, they are gathered around a large microphone and a tangle of wires. Ed.L.D. students SHANNA PEEPLES, ADRIANA CHAVARIN-LOPEZ, JIM MERCER, and ADAM PARROTT-SHEFFER are talking about the importance of storytelling as a political act. But this isn't the usual Ed School conversation about education as a force of change. This conversation will be recorded, edited, and downloaded in the form of a podcast for listeners across the country.

The group started *Pedagogy of the Obsessed* as their final project for one of Associate Professor Jal Mehta's classes. The idea came to them at Petsi Pies after reading the work of educator Paolo Freire. How could they come up with a way to start examining the system constructively? Each member put together an episode

that focused on their area of expertise. Peeples took on what makes an effective teacher. Chavarin-Lopez looked at leadership sustainability. Mercer focused on leadership development, Parrott-Sheffer on early childhood education.

Without much prior knowledge of podcasting, they drew on their backgrounds to bootstrap the project together. Mercer was a DJ and has a nephew who is into recording, so he's in charge of sound and created a jingle. Chavarin-Lopez's daughter helps with *Garage Band*. Peeples was 2015 National Educator of the Year and brings in guests like former Secretary of Education John King. Parrott-Sheffer coordinates scheduling.

While all four creators have worked as teachers and in leadership positions, bringing in other voices is a goal. In one episode, they talked with students about the importance of having an out

teacher. They've brought in parents to discuss special education. And the nature of a podcast does draw in an audience.

"What I love about a podcast is that it's literally a voice in your head. There's an intimacy that comes with podcasting and radio," Peeples says. "A lot of our stories talk about risk and loss and vulnerability, and podcasting brings that alive in people's voices in a way that couldn't happen if we wrote it."

With 5,000 downloads, listeners in 38 states, and downloads in every continent except Antarctica, *Pedagogy of the Obsessed* has a wide reach and is being used to spark discussions in many schools and districts. Chavarin-Lopez, for example, posted an episode to a social media group for educators and got questions from principals asking about the topic of leader sustainability. "Just sparking that kind of conversation," she says, "has been rewarding."

Though the podcast is gaining an audience, all four students will be starting their residencies in 2019, and finding time to sit and talk will be challenging, Parrott-Sheffer says, but worth it.

"Even if it wasn't being recorded, the conversations have been so valuable. On some level, it's almost just selfish — we get together and chat. Those sorts of things make the stuff like getting it uploaded worthwhile."

The group is confident that future Ed.L.D. students will continue these conversations.

"The biggest compliment will be if, years from now, we're given the opportunity to participate in a podcast, having gone out and changed the ed sector," Mercer says. "To be the subject of a podcast that's still going on here would be great."

EMILY BOUDREAU WILL BE GRADUATING THIS SPRING FROM THE EDUCATION POLICY AND MANAGEMENT PROGRAM

Illustration by George Wylesol



Rachel Eisner, Succulentist

The Succulent Society, as posh as it sounds, actually started as a bit of a joke. ■ "Being from California, I love my succulents — so much so that I was talking to another student about how I was thinking about using them as centerpieces for my West Coast wedding next year," says RACHEL EISNER, ED.M.'19, an Education Policy and Management student. "My roommate Danielle interjected and asked us what succulents were. Though she was serious, it became a running joke between us, and I told a few people that I needed to create a succulent club to help educate the East Coast on their woeful lack of greenery knowledge. To my surprise, many people responded with excitement and enthusiasm to the idea, and thus the Succulent Society was born." ■ In time, the club would meet, usually at someone's apartment, as a way for students to relax and have fun around a no-stress activity related to succulent plants. At the first meeting, they painted flowerpots and learned how to replant. Students later shared clippings from their plants with one another. ■ Asked why specifically succulents and not another type of plant, Eisner says the main reason is that they are low maintenance. ■ "A group of us immediately bought plants in our first few weeks here, and just as immediately they all began to die because who has time to take care of a high-maintenance plant with our high-maintenance schedules," she says. "We went with succulents because they have the ability to self-propagate and require very little care." LH

Photograph by Matt Kalinowski

ON MY BOOKSHELF

Aaliyah El-Amin, Ed.M.'13, Ed.D.'15, Lecturer

WHAT ARE YOU CURRENTLY READING? Octavia Butler's *Wild Seed*.

WHAT DREW YOU TO IT? Octavia Butler is everything. I have read many of her books, but somehow missed the *Patternist* set. Butler was a genius at storytelling, centering blackness, and offering both a deep critique of society and systems of oppression and painting a vision for the possibility of a new world. She was my first introduction to good science fiction and to Afro-futurism. I also have always admired not only her skill and wisdom as a writer, but also her profound strength as a black woman. I read an article about her once where they published a list she made for herself of everything she wanted to achieve. Everything on that list, written in her handwriting on a lined piece of paper, she made happen. If I were a novelist, I would want to write with her spirit. If I were living my best life, I would live with her strength.

FAVORITE BOOK FROM CHILDHOOD? Gosh. That is an almost impossible question. I was a voracious reader. A treat in my house was a trip to the bookstore. Some favorites are anything Nancy Drew (I was into mysteries), most things Judy Blume, *The Baby-Sitters Club* (I was into coming of age stories, too), *A Wrinkle in Time*, *Anne of Green Gables*, *I Know Why the Caged Bird Sings*, and Archie and Veronica comics. (Do they still make those?)

FAVORITE BOOK YOU READ TO YOUR STUDENTS WHEN YOU TAUGHT: I loved reading to my kids as an elementary school teacher. We read aloud every day. I truly believe in it as a way to engage young people in the power of books and storytelling. I think the best way to answer the question, though, is not what I liked to read to them, but what they liked to hear. Some of my kids' favorites were *Bud, Not Buddy*; *The Skin I'm In*; *The BFG*; and *The Lion, the Witch, and the Wardrobe*.

WHAT BOOK HAVE YOU ASSIGNED TO YOUR HGSE STUDENTS THAT ALL EDUCATORS SHOULD READ? Carla Shalaby's *Troublemakers*. Shalaby, Ed.M.'09, Ed.D.'14, does an amazing job reminding us that this work — education — is human work. It is fundamentally about humans (teachers and adults) trying to connect with and learn alongside other humans (young people). If we think really hard on that, then we might have some other important conversations in education, like the ones she raises about love, relationships, care, and walking alongside people in the struggle.

FAVORITE SPOT TO CURL UP WITH A BOOK? By myself: in my bed, wrapped in my blanket. With my niece: anywhere when she says it is a good time to read.

NEXT UP: *Wild Seed* is the first book in a series, so I am in that one for the long, amazing ride! After that, Bettina Love's *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*.

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

ICANI! A YOUNG WOMAN'S GUIDE TO TAKING THE LEAD

Joanne Grady Huskey and Holly Rodgers Wescott

For many years, **JOANNE GRADY HUSKEY, ED.M.'78**, and Holly Rodgers Wescott have been working with young women through the leadership training organization they started, iLive2Lead. This book is based on the training curriculum they developed and share with young women at their summits. However, as they write, the book is meant to help not just the young women they have already worked with, but also young women around the world who want to learn the skills necessary to articulate and execute the ideas they have as they try to make change in their communities.

"WE DARE SAY LOVE"

Jarvis Givens, Na'ilah Suad Nasir, and Christopher Chatmon

In this collection of essays, the editors, including Assistant Professor Jarvis Givens, look at what it means to educate black male students in a large urban district. Specifically, they look at the African American Male Achievement Initiative in the Oakland Unified School District in California, a program that is rooted in love and success for black males. "We are not all the same!" one author writes in his chapter. "This book offers an anti-deficit, anti-essentialist perspective of black males' performance in schools and gives nuance to the stark realities that young men face — some thriving, some struggling, some making progress, others seeking a place to be recognized for their full human potential."

DARK HORSE

Todd Rose and Ogi Ogas

In his latest book, Lecturer **TODD ROSE, ED.M.'01, ED.D.'07**, faculty director of the Mind, Brain, and Education Program, and Ed School visiting scholar Ogi Ogas, look at women and men who have achieved great success despite being, as the title points out, dark horses — the winners nobody saw coming. Some of these dark horses did poorly in school or dropped out at various stages. Some did well but switched careers and followed an unorthodox path to success. What they found was that there wasn't one defining character trait they all shared, such as a desire to prove themselves to the world. Instead, the one common thread they did discover: Dark horses are fulfilled.

WHO STOLE MY CHILD?

Carl Pickhardt

With more than 15 books on parenting, author and psychologist **CARL PICKHARDT, ED.M.'66**, has tackled everything from screaming to boomerang kids to why good kids act cruelly. In his latest, *Who Stole My Child?*, Pickhardt wrestles another thorny topic: adolescence. With easy-to-follow language, Pickhardt navigates parents, caretakers, and teachers through the often confusing stages of that age. Being prepared and knowing what developmental changes to anticipate during this period in a kid's life (roughly ages 8 to 18) can help significantly during what Pickhardt calls "the harder half of parenting."

GHOSTS IN THE SCHOOLYARD

Eve Ewing

EVE EWING, ED.M.'13, ED.D.'16, knows Chicago. She grew up there. She taught there. Now she's back as an assistant professor at the University of Chicago. So in 2013, when Mayor Rahm Emanuel announced that the city was going to close 49 schools in an effort to combat massive debt, sagging enrollments, and schools with low test scores, and the move was met with fierce opposition, Ewing wondered, "if the schools were so terrible, why did people fight for them so adamantly?" In her new book, *Ghosts in the Schoolyard*, Ewing explores that question and encourages any district considering closures to ask additional questions such as: What does this institution mean to the community? Who gets to make the decisions? And how do race, power, and identity inform what happens?



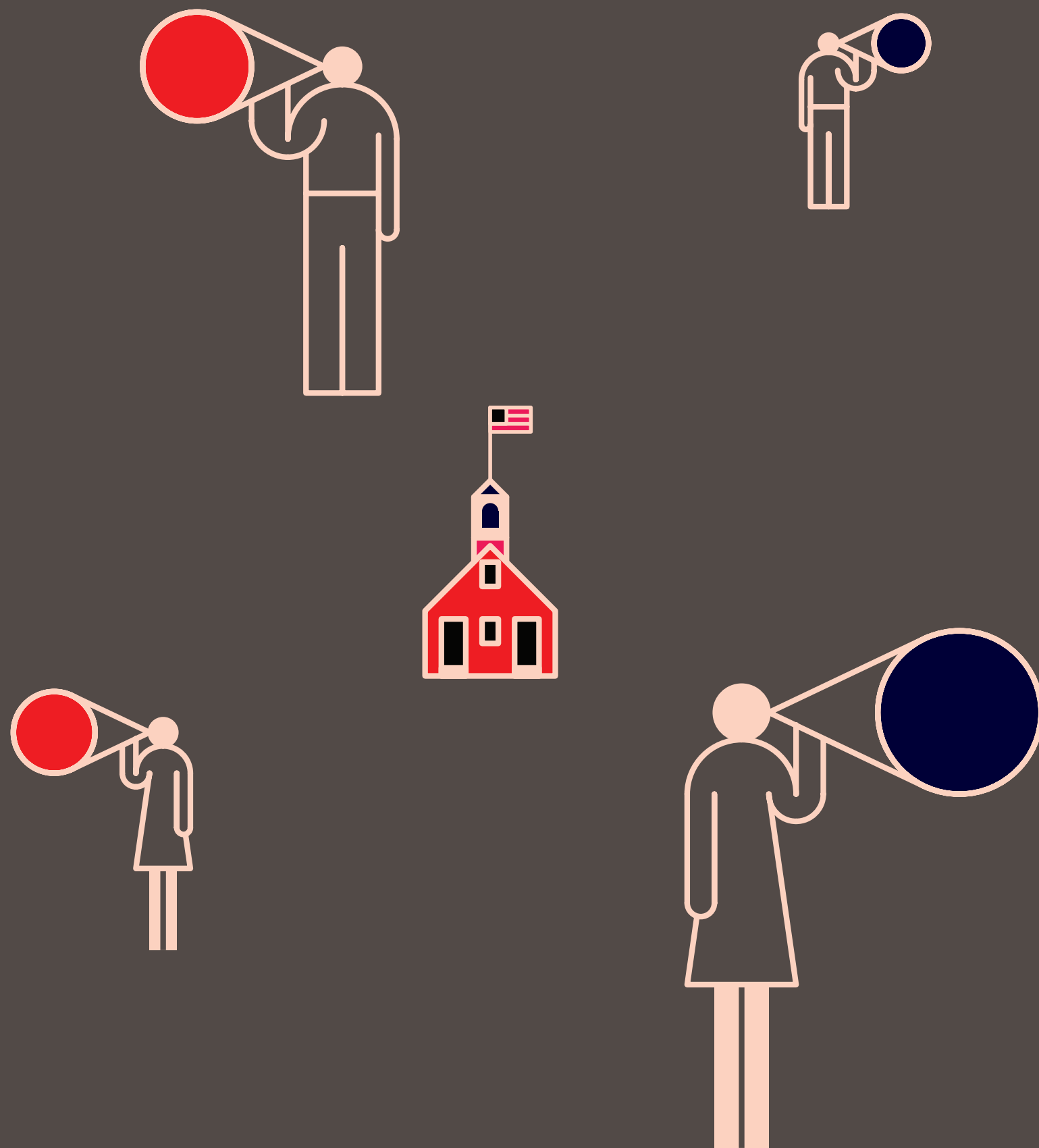
THE HEADLINES FOR THE past year have been dominated by stories about a group that often doesn't dominate the news cycle: teachers. We read (and continue to read) pieces about teachers striking all over the country. There were stories about teachers-turned-activists and teachers running for — and winning — political office. Many stories focused on teachers struggling to make ends meet, and polls about American parents who don't want their children to become teachers for just that reason. Teacher shortages, teacher unions, teacher diversity, teachers armed — the list was nearly endless. This issue of *Ed.* continues some of those headlines as we focus our feature stories and many of our shorter pieces on the group that we know is the most important factor in students doing well: **our teachers.**

The Teacher Issue

A Special Report

ILLUSTRATIONS BY
GREG MABLY

PHOTOGRAPHS BY
JONATHAN KOZOWYK



It's Not Just a Job, It's a Profession

We know that early childhood education is critical. We have the data, we know the science. Yet pre-K teachers are often thought of not as professionals, but as babysitters. The pay is low; teachers often don't need college degrees. The quality of programs and centers is varied. What would it take to connect what we know with what we do and actually transform the profession?

STORY BY KATIE BACON

grams like the one at the Baldwin is becoming stronger and stronger over time. Over the past several decades, research has shown that good preschool programs for three- and four-year-olds can have significant positive effects on children's literacy, language, and mathematical skills; and on their ability to regulate themselves and interact successfully with peers. Two important decades-long longitudinal studies, the Carolina Abecedarian and Perry Preschool Projects, have shown effects not just on academic skills but on life outcomes. The students enrolled in these intensive programs, over time, have been more likely to complete school, have earned higher wages, and have been less likely to commit crimes or use drugs.

Policymakers and researchers, including those at the Ed School's Saul Zaentz Early Education Initiative, are also coming to understand that the early childhood years, before children go to kindergarten, represent a "sensitive" period when children's brains are both more receptive to positive learning environments and more vulnerable to negative experiences than at any other time. However, in a 2007 paper put out by the Center on the Developing Child at Harvard University and the National Scientific Council on the Developing Child, the authors highlighted "a persistent tolerance in our society for poor-quality care and education in the early childhood period" even though "research shows that staff knowledge and skills are among the most important determinants of the impact of early childhood programs."

As those words suggest, there's a wide gap between the importance of a high-quality education during the preschool years, the knowledge that teachers are the main drivers of quality, and the willingness of our society to invest in those teachers. As the Zaentz Initiative points out, only two in 10 children have access to a high-quality early education experience.

When it comes to salary, the median wage for all childcare workers is \$10.72 per hour, according to the National Association for the Education of Young Children (NAEYC), and includes home care providers and preschool teachers in all settings. "These suppressed wages come at a significant cost to taxpayers," the organization reports. More than half—53 percent—of workers in the industry receive public assistance of some kind to support their own families.

Meanwhile, in most states the only requirements for teaching young children are a high school degree and a background check. While there is debate over whether having a bachelor's degree should be required for early education teachers, experts agree that teachers do need a base of knowledge about brain development, along with many other skills, including the ability to teach using play, to



O

IN A FRIGID WINTER MORNING in Boston, a group of prekindergarteners gathered on a cozy rug in their bright classroom at the Baldwin Early Learning Pilot Academy, five of them pretending to be snowmen melting in the sun. All of them sang together: "Five little snowmen standing in a row, each with a hat and a big red bow. Out came the sun, and it stayed all day. One little snowman melted away." One child collapsed to the floor, mimicking a melting snowman, then crawled over to the rest of his classmates. The lead teacher asked them how many snowmen were left. "One! Two! Three! Four!" they shouted, punctuating each number by jumping in the air. "How many snowmen have melted?" "One!" The song continued.

Without fully realizing it, the children were practicing math skills and language skills through rhyming, all while having fun singing, jumping, and dancing. Even less obviously, the teachers were working with the children on social dynamics too — things like negotiating who got to be the last snowman standing. It was a small moment, but for the teachers, there was a lot backing up a scene like this one. All of the Boston Public Schools early education teachers have a set curriculum they can draw from. They receive coaching on that curriculum, professional development, and time to reflect on their practice with others — to figure out what's not working and how to adjust it.

The argument for high-quality preschool pro-

support children at different stages of development, and to spur the complex thinking and problem solving young children are capable of with the right scaffolding. As Rhian Evans Allvin, the CEO of NAEYC, puts it: “You can’t pluck someone off the street; they have to know how to capitalize on this phase of life. There’s a pedagogy for early learning that requires professional preparation.”

According to a 2016 report by the Center for the Study of Child Care Employment, “our system of preparing, supporting, and rewarding early educators in the United States remains largely ineffective, inefficient, and inequitable, posing multiple obstacles to teachers’ efforts to nurture children’s optimal development and learning, as well as risks to their own well-being.”

Or, as Lei-Anne Ellis, who is the early childhood director for the city of Cambridge, says, “You’re asking teachers to be educated on child development, on math and science, and to have enough background knowledge to feel comfortable teaching them to children. And you’re expecting them to clean up, do menu planning, and curriculum planning for peanuts. To me it verges on the insane. And yet, we know that the first three to five years are key to children’s development. If you believe that, why aren’t you giving the early educators better pay?”

Amy O’Leary, who directs Early Education for All, a campaign of Strategies for Children, and is president of the NAEYC governing board, agrees that there’s a gap between what the research tells us and what we’re willing to invest. “We as a society don’t believe the research because if we did, we would change the way we spend money. The brain development research is very strong,” she says.

But as she sees it, the public’s willingness to invest is slowly changing, in cities and states across the country. O’Leary pointed to a recent announcement by the governor of Rhode Island, Gina Raimondo, that pre-K was her issue and every four-year-old in the state could have a spot. “We didn’t hear governors saying those things before, so we certainly are climbing up a hill of public understanding, but I think we still have a long way to go.”

Katy Donovan, the director of Harvard University’s network of childcare centers, sees this gap with parents, too. “I want so hard to believe that there’s an increasing understanding of the value of quality early childhood, but for so many families, this is such a short-term problem,” she says. “It’s a three- to five-year problem: Who’s going to take care of the kids, who gets to go to work today.”

THE PRESCHOOL SYSTEM in the United States is diffuse, running the gamut from private programs with very low teacher–student ratios that cost upwards of \$2,000 a month, to free preschool educa-

tion built into local public school systems, to community-based preschools in the local YMCA, to a family program in a grandmother’s living room. Within that system, the quality of the programs varies widely.

Suzanne Bouffard, the author of *The Most Important Year: Pre-Kindergarten and the Future of Our Children*, and a former researcher at the Ed School, says that given the range and number of preschool programs state to state, “to some extent it’s impossible to answer how many kids are in the types of programs we’d like them to be in,” but points to two longitudinal studies that sampled programs over time in a range of different states. The basic takeaway, as she described it, was that there was “a small number of great programs, a small number of terrible programs, and most of the programs are somewhere in between, in the mediocre range.”

There are also radical differences in pay and benefits. Boston’s preschool teachers, for instance, are on the same pay and benefit scale as teachers in the K–12 system (\$59,100 for a first-year teacher with a master’s degree). By comparison, the median hourly wage for all preschool teachers in the state in 2017 was \$15.71 (71 cents more than the state’s new minimum wage).

Winifred Hagan, an expert in early childhood education who is an associate commissioner in Massachusetts’ Department of Higher Education, calls this bifurcated system “really problematic. In the public schools you can make a living wage and have benefits, but in the other systems you can’t; there’s no equity or parity. People are at poverty wages, which doesn’t exactly incentivize them to increase their qualifications.”

The current bifurcation of preschool grew out of a historical split between nursery schools and lab schools on the one hand, focused on educating young children for a few hours a day, and the childcare industry on the other, focused on providing parents with a place where their children could be while they worked. Hagan describes how this second category was tied into three social-welfare efforts when the government wanted to encourage women to enter the workforce: during World War II, when the men were off fighting; the War on Poverty, when Head Start was created; and the welfare to work movement of the 1990s. In all three cases, Hagan explains, the qualifications and wages of workers entering the childcare system were depressed, in order to create a larger pool of workers to choose from while keeping the cost of childcare down. Hagan sees a direct line from these policies to the bifurcated situation of today.

Over time, society’s expectations for what preschool can and should be have evolved more quickly than the early education system itself, explains Anita Moeller, the deputy commissioner for pro-

“OUR SYSTEM OF PREPARING, SUPPORTING, AND REWARDING EARLY EDUCATORS IN THE UNITED STATES REMAINS LARGELY INEFFECTIVE, INEFFICIENT, AND INEQUITABLE, POSING MULTIPLE OBSTACLES TO TEACHERS’ EFFORTS TO NURTURE CHILDREN’S OPTIMAL DEVELOPMENT AND LEARNING, AS WELL AS RISKS TO THEIR OWN WELL-BEING.”

gram administration in the Massachusetts Department of Early Education and Care. “When the state was supporting childcare through programs like welfare or WIC, it was so parents could go to work, not so children could learn. As we’ve learned more about the development of the brain and about the support families need, people’s understanding has grown, but the infrastructure hasn’t grown with it.”

Building a strong infrastructure is the goal of many in the field, as a way to buoy the lives and experiences of both children and teachers. One of the groups thinking strategically about how to transform the profession are the people at the Zaentz Initiative, led by Professors Stephanie Jones and Nonie Lesaux. They argue that while there’s significant data showing that high-quality early education can shape people’s lives in a positive way, there’s little science to guide us on the specific ingredients that lead to such care.

As a way to identify those ingredients, the Zaentz Initiative is conducting a population-based study of nearly 5,000 three- and four-year-olds and their childcare settings, a representative sample of all those in Massachusetts. Lesaux points out that while smaller studies have been done of formal settings such as the preschool classrooms within the Boston Public Schools, this study is the first of its kind in that its goal is to study the whole range of childcare settings.

“There’s been a series of small-scale studies of the very formal center, like the Boston Public Schools’ approach to doing it in classrooms. But if you think about it, it’s a little boutiquey,” she says. “The issue is that many kids are not even in those settings to begin with. So if we’re going to try to both improve and scale the system, at least the research needs to reflect the kinds of places where kids actually are.”

At a time when many states and cities are working to radically expand their systems for early childhood education, including Massachusetts; Illinois; Washington, D.C.; New York City; and Denver, Lesaux argues that “you need to link the science to the policy in order to get this right.” But right now, she continues, “the expansion plans are really missing the improvement piece, which is, how do we do this really well, and when we expand, how do we simultaneously improve on this?”

In a December 27, 2018, piece for *The Washington Post*, Jones and Lesaux described the kind of features they’re trying to identify with the study. “What types of caregiver–child interactions and routines promote young children’s early social-emotional growth across all of the different setting types?” they write. “And how do caregiver competencies such as their use of language and their ability to manage their own emotions impact children’s growth and development? In turn, how might what we learn about these features—the critical ingredi-

ents—inform scalable solutions that best complement our nation’s rich cultural, linguistic, economic, and programmatic diversity?”

Many experts believe that the key to raising the level of early education lies in thinking carefully about how you elevate it to a true profession.

“I don’t think that the world has yet fully understood or embraced the idea that to get to a system that actually works, that lives up to the science and works for families, that we have to take an approach that is about professional support and professionalizing the workforce,” Jones says. “There’s still a kind of ‘let’s get the right curriculum for the kids’ as opposed to ‘let’s build the right system for adults who have the competencies to do the work.’”

She explains that the Zaentz Initiative’s approach to building teachers’ competencies is to train and develop leaders in the field (directors of centers or groups of centers, policymakers, and others who influence the working conditions of educators) in the science of early learning and how to apply it to early learning settings. “If you are trying to build capacity, individual teacher by individual teacher, you would be making an important but tremendous investment in a very piecemeal approach. But if you target leadership and strategic decision-making, you are influencing the system through a funnel that potentially reaches many, many more and has a little bit more durability or sustainability in the system.”

Allvin, CEO of NAEYC, agrees that a major tool for raising the quality of the system is to address the status of the adults who teach in it. “The floor of quality should be such that parents can choose from either high quality or high quality. Right now, the cost, wages, and quality all don’t match up. There’s great evidence that quality really matters, that it really differentiates outcomes. And having a professionalized workforce is key to that quality.”

WHAT WOULD BUILDING the right system for adults mean in practice? What would raising up the profession mean? One widespread idea is that in order to be really recognized as a profession, the field needs to have an overarching structure, with accessible and clear “on-ramps” to different levels. In the field of medicine, for instance, doctors, physicians assistants, nurses, medical assistants, and more all work in the same place, but they get to their positions by following different pathways, which are well-defined and carefully regulated. The exact training they need for each level is clearly delineated and transferrable from place to place within the United States.

For early childhood education on a national level, for example, NAEYC is working on a program called Power to the Profession, in which teachers

could be certified at three different levels, drawing from the same core competencies but at different depths. In Massachusetts, Hagan pointed to the state's Career Pathways Grant encouraging community colleges to expand offerings in professional development and certification — in other words, to “figure out on-ramps” for those in the field. One such on-ramp would be a coordinated pathway to an associate's degree in early education, which would involve a handful of online courses in foundational topics that would be accessible and affordable for people in the field.

Two cities in Massachusetts have been testing out programs that expand access to high-quality programs while providing more professional supports for teachers than they otherwise would have, as well as drawing some outside funding into the system. Cambridge is in the third year of a pilot program through which families are offered need-based scholarships to private preschools in the city. As part of the program, the centers may sign on for their teachers to receive a significant amount of professional development, including free classes, helping them to work their way up in the field. In its first year, Cambridge gave 23 scholarships to children at eight different centers. Next year, the program will expand to 60 students at 16 sites.

Ellis, who is running the program for the city, points out that “what we do around the professionalization of the field is quite unique in the sense of we give people the coaching, the mentoring, the communities of practice, and free professional development.” It's one small way of addressing a large systemic problem and offers a model for how people can advance in the field in a way that's both affordable and accessible.

Donovan, with Harvard University's network of childcare centers, which are part of the scholarship pilot program, argues that offering a path for professional advancement benefits not just the teachers but the students as well.

“I know so many people who have said, ‘I would stay forever if I could.’ Finding a way to sustain our workforce would allow us to increase quality all over the place. If I could find a teacher and train him or her and have him stay, that option is so much stronger than having people come in and come out,” she says.

Christina Denis, who is a quality coach in the Cambridge program and formerly directed a center, talked about the important role of ongoing professional development in the classroom.

“I think one of the biggest things we emphasize to our teachers is that the only way we're going to get there in terms of feeling like this is a profession is to treat it that way ourselves,” she says. “If teachers don't get that opportunity for professional development, all they have at the end of the day is

their own ability to self-reflect and say, ‘okay what happened in my day today? How can I improve on that tomorrow?’ And you need skills to be able to do that. Because it can be challenging.”

The city of Boston has gone a different route, creating a link between their well-established public preschool program and local community centers that provide childcare. Funded by a federal Preschool Expansion Grant, the program provides year-round tuition-free schooling for four-year-olds whose families live below the federal poverty line. The program has provided coaching, professional development, and, importantly, higher salaries for teachers while at the same time letting them draw on the curriculum, infrastructure, and expertise of Boston's well-regarded system.

According to Jason Sachs, executive director for early childhood in Boston Public Schools, the city is hoping to significantly expand the partnership. As he describes it, “We have two tracks: Some community centers are ready to work with us. Others, we'll make an investment in raising the quality through professional development and leadership training, working with the University of Massachusetts and other schools to help provide that education.”

Sachs recognizes that public preschool programs may not be right for all children — for instance, parents may need more childcare hours or want a smaller setting for their children. But the goal is that the quality of the experience is consistent. “If the child is not going to go to the Baldwin [School] and their family chooses Head Start, we should make sure that Head Start offers the same quality experience. That's the commitment.”

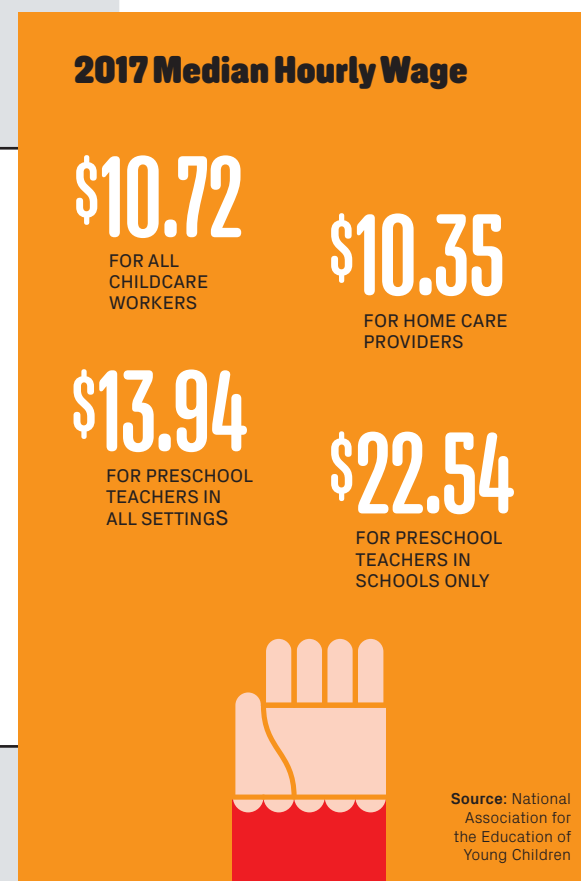
There are several arguments, from both the family perspective and the worker perspective, for a mixed-delivery system, drawing on many types of settings. While public schools provide a strong infrastructure and can support higher levels of pay, most public school principals don't have experience in early education, and the pressure that public schools feel to teach to the test can filter down even to the preschool level, to the detriment of young children's learning experiences.

“Principals are under a lot of pressure to prove that children are producing outcomes,” Sachs says. “So they look for the easy things for children to produce. If you ask kids important questions, give them the room, time, and space to really provoke their thinking in meaningful ways, they produce great stuff, but teachers need time to document it, and it's not in the form of quick, constrained skills.”

In addition, while it's obviously good that public preschools are able to pay teachers at a higher level, that pay level pulls teachers from other parts of the system as teachers with bachelor's degrees migrate toward the higher-salaried jobs.

Ellis says of her experience working with centers

“ONE OF THE BIGGEST THINGS WE EMPHASIZE TO OUR TEACHERS IS THAT THE ONLY WAY WE'RE GOING TO GET THERE IN TERMS OF FEELING LIKE THIS IS A PROFESSION IS TO TREAT IT THAT WAY OURSELVES.”



in Cambridge, “In our 15 sites, there are three programs looking for teachers of three- to five-year-olds; they can't find them with a BA willing to work for this salary. You raise the quality of our teachers and you lose them, so there's high turnover.”

Lastly, early education workers, particularly those who work in community-based centers, are more diverse than any other group of educators in the United States. Maintaining and creating a vibrant ecology of high-quality community-based care is one way to support this vulnerable part of the workforce.

As Bouffard explains, “There's a really valuable and vital workforce of people, mostly women, staffing those community centers who are reflective of the communities they serve, so a lot of them are not necessarily college-educated; many come from low-income backgrounds; many are immigrants; many have a primary language other than English. And we don't want to unintentionally decimate that workforce.”

Hagan agrees and argues that part of finding a workable solution to the problems in our childcare system will be building an educational system that takes these workers, their needs, and their skills into account.

“We don't want to change the tremendous asset of the diversity of this workforce. They are a good match for our youngest citizens,” she says. “We don't want to put up standards that serve as barriers. Instead, we should focus on competency-based education and being able to assign a value to what people already know and do.”

Policymakers in this space talk about the “childcare trilemma” — trying to find that very difficult balance of quality, compensation, and affordability. “It's a three-legged

stool,” Denis explains. “You want teachers to get paid well, parents can only provide so much, so the third leg is the quality piece.”

Many argue that the only way to provide high-quality care in a consistent way is to subsidize the system, whether through local funds, state funds, or federal funds — or probably some combination of all three. As Allvin of NAEYC puts it, “What we know is that parents can't pay more and educators can't be paid less. We have to make a fundamental decision about the marketplace of early learning. If indeed our society wants kids to have a fair shot at

quality education, then we believe the public sector plays a role in that marketplace.”

Some, like Anita Moeller of Massachusetts's Department of Early Education and Care, talk of how different the landscape would be if early childhood education were considered a right, as is K-12 education in this country.

“If early education was an entitlement, and if the funding was there to support it as such, we would be in a different place,” she says. “I sympathize with parents who try to support their kids as best they can; I sympathize with programs trying to support parents as best they can with what they have. We have to combine all our answers.”

Lesaux points out that there is already a good deal of public money and investment going into the system of early childhood education.

“Every year, across every state, millions of dollars are spent on childcare in one way or another, through the federal dollars and the state dollars,” she says. “They are pushing out licenses, pushing out grants to improve quality, pushing out workforce development to improve strategies, investing in more slots, more contracts, and more vouchers for low-income families.” It's a matter of really understanding the marketplace and using the funds in a smart, strategic way.

But it also may be about drawing on new sources of funds. Hagan points out that businesses benefit when their employees have high-quality childcare to rely on, yet they are not asked to pay into the system. “This workforce really matters to the economic future of Massachusetts and the country,” Hagan says. “This industry makes a great deal of other work possible. There's got to be a mechanism for the businesses and corporations that benefit to pay into the system.”

Wherever the funds come from, Amy O'Leary of Strategies for Children and NAEYC argues that there's been an increasing awareness in her field that the way to strengthen the system is to focus resources on early educators themselves.

“The question is, if we spend more money to support educators, will we see better outcomes for children, more stability for families? And will this partnership between community-based programs and the public schools materialize?” she says. “And I would say yes, yes, and yes.”

KATIE BACON IS A WRITER WHO HAS WRITTEN FOR THE ATLANTIC, THE NEW YORK TIMES, AND THE BOSTON GLOBE.



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The Middle of Somewhere

The unique strengths of rural communities and why more teachers should consider working in them

STORY BY ELAINE MCARDLE

IN THE WAKE OF DONALD Trump's 2016 presidential win, many political pundits and the media made pronouncements about rural America — where voters chose Trump by a 27-point margin — including that rural America is white America, and voters supported Trump because he appealed to their racist and nativist tendencies.

But rural educators say there's a fundamental misunderstanding about rural America that continues to be perpetuated by people who know little about it, and to really understand rural America, the best place to start may be its schools.

"Rural communities often get overlooked by teachers for the glamour and glitz of larger metropolitan areas," says [NATHAN WHITFIELD, ED.M.'19](#), who has taught in both New York City and more recently, Helena, Arkansas. "The reality is that teachers are needed more in these rural schools than any other place. It doesn't mean that students do not deserve quality teachers everywhere, but cities like Chicago and New York will never have problems drawing individuals to teach and live there."

More so than in urban areas, where other institutions hold a dominant role, rural schools often are the nerve center of rural communities. When rural schools thrive, so do the towns and regions around them, says [MARA TIEKEN, ED.M.'06, ED.D.'11](#), author of *Why Rural Schools Matter* and associate professor of education at Bates College in Maine. Rural schools are very different from urban schools in key ways, yet policymakers often assume that policies that work in urban and suburban schools will also work in rural education. It's a grave error, educators say. "One thing that worries me about the recent attention to rural schools is that a lot of it is accompanied with this paternalistic attitude of 'I'm going to tell you what you need to be doing' or a real lack of understanding and the idea that what worked in an urban area will work here," Tieken says.

[KATHLEEN JARMAN, ED.M.'19](#), who spent three years as a college adviser in the former coalmining

town of Nanticoke, in northeastern Pennsylvania, agrees. To support rural schools, rural teachers, and rural communities, what is needed are "more minds and a more nuanced conversation and to get resources and innovative work happening in these areas," Jarman says, "instead of constantly diagnosing the problems from afar."

Rural schools and communities have a number of strengths that outsiders typically overlook, including a very strong sense of community and lots of opportunity for teachers and other educators looking to make a difference.

"One thing I tell people all the time is, 'If you're not into Trump and you have ideas about certain people, the most radical form of social justice is to embrace the people you don't have the kindest feelings about,'" says [SKY MARIETTA, ED.M.'08, ED.D.'12](#), who in 2015 moved with her family from Cambridge to Harlan County, Kentucky, the area where she grew up, in large part to care for her dying mother.

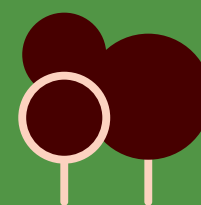
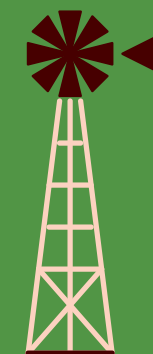
Marietta says she and her family, including sons Harlan and Perry, and husband [GEOFF MARIETTA, ED.M.'13, ED.M.'15](#), have opportunities in Appalachia they could never have in Cambridge. They were able to buy a historic building downtown, used in part for community events, and work with their neighbors on a variety of education programs. She also likes the socioeconomic diversity to which her children are exposed and sees this as a plus for teachers considering moving to a rural community.

"The biggest reason I would urge someone to work in a rural area is that you have so much to learn. It would expand your understanding of the country," Marietta says, "because I can guarantee you that very few people [outside of rural areas] work with kids whose parents are coal miners who voted for Trump." Media understanding of this important part of America "is limited," she says. Even a recent story in *The New York Times* about Harlan County, while "good," missed something very important, she says. "They left out the hopefulness."

Wide Variety

From Appalachia to the Mississippi Delta to Midwest farmlands to native lands, rural schools serve 9 million students across the country, according to the Ed School's Rural Educators Alliance, a student group that provides awareness of and support for rural education. Just as rural communities vary greatly depending on their geographic and cultural contexts, so do rural schools.

"There's a saying: When you've seen one rural school, you've seen one rural school," Tieken says. Yet policymakers often apply a one-size-fits-all approach that is devastatingly ineffective, even harmful, especially when they assume that urban and suburban education policies will succeed in areas



where, for example, there is no internet service or no easy way to travel across vast distances.

Outsiders usually misunderstand the essential role that local schools play in the wellbeing of rural areas, where they are central to community cohesion and pride, as Tieken detailed in *Why Rural Schools Matter*. That's why the trend of closing small rural schools in favor of sending students to regional schools is so baffling, says Tieken, who is currently studying the effects of school closures on three predominantly African American communities in the Mississippi Delta. While there is scant evidence that transporting students to regional schools automatically enhances academic performance or saves money, there is one clear result: closing local schools can harm the community.

"It's amazing that politicians talk about supporting rural communities but they still have policies that close rural schools when we know rural schools are crucial to rural communities," she says.

And while it's true that rural areas face serious problems — job loss and economic devastation, lack of good healthcare and other vital services, the opioid epidemic — outside critics typically overlook the many assets, especially the strong sense of kinship and caring for one another that holds these places together and can make teaching in a rural area appealing.

"There is some really, really good work happening in rural places," Tieken says, including around rural sustainability and rural equity. As educators, "we should be getting behind those good efforts and listening to people who live in rural areas and seeing their needs and strengths and what's going well and how can we support that."

Changing Demographics

Policymakers often assume rural areas and rural schools are white, and in many areas that is true. But about 20 percent of the nation's 50 million rural residents are people of color, Tieken says, and in some areas, including the Deep South and on tribal lands, people of color and Native people predominate. The same is true of schools. Even in traditionally white areas, there is also a growing number of immigrant students, says **STACI CUMMINS, ED.M.:19**, co-leader of the Rural Educators Alliance, who worked for three years at the St. Francis Indian School on the Rosebud Indian Reservation in South Dakota.

For example, in Nanticoke, Pennsylvania, which for generations has been homogeneously white, there is a recent influx of black and Latinx families who left nearby cities to find affordable housing.

"A relatively rapid change in demographics in a historically isolated and tight-knit community, combined with the area's economic woes, has led to social tensions in the community, which the

school is not necessarily equipped to handle," Jarman says. Yet during her time at the high school, there was not a single teacher or administrator of color on staff, she adds.

The growing racial diversity is one of the biggest challenges facing rural schools, and yet "no one is talking about it," Tieken says. This oversight is an enormous missed opportunity, she adds, because her research shows that "schools can be really important forces for either promoting equity or furthering inequality. I think rural schools are uniquely situated to promote racial equity," not only in the educational opportunities they offer but as community centers where people interact across racial lines. "We need to capitalize on that opportunity."

The Draw

Marietta is not afraid to make a bold statement that may shock her Ed School colleagues: Despite Harlan County's many problems, including few jobs and the opioid crisis, "people are much happier here than in Cambridge," she insists, primarily because of the strong bond among residents and the strong sense of belonging and care for each other.

Twenty days after Marietta and her husband moved to Harlan County, a "radical" decision that perplexed their friends, she says, Marietta's mother died of cancer. "People here embraced and loved us and supported us in a way that defied anything I could have expected," she says.

Moreover, Marietta adds, "one of the things about an economy in transition is it opens up all these opportunities to do something, to have an impact in a way" unavailable in more developed parts of the country. Marietta has created an early childhood program as well as an arts program for the region. Her husband, former head of the century-old Pine Mountain Settlement School, is also president of the Harlan County Chamber of Commerce and deeply involved in economic development. "You can build things and make it happen."

Other rural educators also emphasize the sense of community they find not only irresistible, and so different from city life, but an important leverage for school success.

"I think a lot of urban communities struggle with similar things, drugs and access to food and healthcare," Cummins says, "but when everyone is struggling together, isolated from other people and places, it builds that community."

COURTNEY VAN CLEVE, an Ed.L.D. candidate, spent seven years in Clarksdale, in the Mississippi Delta, as a principal and middle school teacher. In less than three years as principal of the Booker T. Washington Elementary School, Van Cleve oversaw a breathtaking turnaround in performance, from the school nearly being taken over by the state to

"I THINK A LOT OF URBAN COMMUNITIES STRUGGLE WITH SIMILAR THINGS, DRUGS AND ACCESS TO FOOD AND HEALTHCARE. BUT WHEN EVERYONE IS STRUGGLING TOGETHER, ISOLATED FROM OTHER PEOPLE AND PLACES, IT BUILDS THAT COMMUNITY."

receiving the highest rating for performance. How? Among other things, by leveraging community pride in the school.

"It was 100 percent without a doubt a testament to the efforts of our teachers, to parents really digging in to support their children, and a ton of community support," says Van Cleve, who, along with others, made sure the school remained the center of community identity, including by hosting community events. "More than anything, whether in rural or urban schools, it's important to have an environment where parents, guardians, and other student influencers feel not only welcomed but wanted at the school by the teachers, by the kids, by the principals themselves." In a small community, "there is a true sense of fellowship, and it is breathtaking."

Cummins says, "When I talk about rural communities, I think about knowing entire families, them walking in the door and me being able to talk to Grandma about the fry bread she makes that's my favorite and talk about the kid's kindergarten teacher whom I know. It's a whole lifestyle, a way of being that feels so different from what I know my friends in cities experience." Cummins worked as the gifted and talented program director in the St. Francis Indian School in South Dakota after teaching there. Her experience changed her life trajectory: After graduating from the Ed School, she says she will definitely return to a rural area.

"My job means families and love and care," says Cummins, who grew up in urban St. Paul, Minnesota. "For some of my kids, me showing up every day means stability and survival because they can call me if they're in trouble, and I'm a home they can visit if they need to get away."

The Hardship

Yet despite the many benefits of teaching in rural area, there is also hardship. Access to services such as good healthcare, not to mention a gym or full-service grocery stores, often requires traveling long distances. It can be hard for a young teacher to have a vibrant social life, and for partnered teachers, it can be a challenge for their spouse or partner to land a job. And rural teachers earn, on average, \$11,000 less per year than urban teachers and \$13,000 less than suburban teachers, according to a Rural School and Community Trust 2017 report.

The past several years have witnessed a serious nationwide teacher shortage due to increased student populations, high rates of teacher attrition, and fewer people entering teaching, according to numerous studies. Between 2009 and 2014, there was a 35 percent decrease in enrollment in teacher prep programs, which translates to 240,000 fewer teachers in the pipeline, according to the Learning Policy Institute. The shortages are worst in special

education, math, science, and bilingual education, the institute found, and in high-poverty schools.

For rural areas — so many of which are high-poverty — the struggle to fill teaching vacancies is particularly daunting, according to *American Public Media Reports*. In West Virginia, where the majority of counties are rural, unfilled positions for teachers more than doubled between 2013 and 2017, it found. With these gaping shortfalls, rural schools often resort to employing substitutes who aren't certified to teach the subject they're hired for — if they're certified at all. In one county in West Virginia, the report found, students were forced to learn foreign languages online after the district gave up trying to find language teachers.

After her stint as principal, Van Cleve became a managing director of teacher leadership development with Teach For America in Mississippi because she wanted to determine whether the difficulty her elementary school faced in recruiting and retaining teachers was the same in other communities. "The answer was a resounding 'yes.' We found well over 700 teaching vacancies across 16 rural districts in the Mississippi Delta region," Van Cleve says.

Numerous studies show that most teachers return to work in the areas where they grew up, so one answer may be increasing the homegrown pipeline. "Most teachers are likely to teach within 15 miles of where they graduated high school," she says. Last year she worked with **MARIEL NOVAS**, a second-year Ed.L.D. candidate and education leader in Boston, on a plan for expanding homegrown educator pipelines through residency-based and performance-based licensure models. Based on their work, the Mississippi Department of Education was awarded a grant from the Kellogg Foundation to pursue those initiatives through the Mississippi Teacher Residency Program. Part of the grant will recruit 35 teachers, pay their undergraduate tuition, and place them in the classroom of a highly skilled or board-certified mentor. The grant also helps with licensing and these teachers make a three-year commitment to remain teaching in their districts.

Increasing salaries for rural teachers and providing housing — since rentals are often hard to find in isolated areas — are other ways to attract teachers, suggests the Learning Policy Institute. The University of Northern Colorado recently launched a rural education initiative that, among other things, offers stipends for students while they student-teach in rural areas, if they pledge to become rural educators. Alaska, where most schools are in geographically isolated areas, was plagued with high rates of teacher turnover. The Alaska Statewide Mentor Project connects new teachers with high-quality mentors via technology and has raised retention rates among early-career teachers from 68 to 79 percent. ► CONTINUED ON PAGE 48

Who Are You Here for?

At the end of last summer, on stage at orientation, Dean Bridget Terry Long told the 739 new students what an impressive bunch they were. Addressing the “imposter syndrome” many graduate students bring with them when they arrive on Appian Way, Long reassured them that they each belonged at Harvard. But she also asked the students to consider an important question: What about the people who *aren't* here?

“You didn’t come to HGSE just to get an education for yourself,” she said, “but to improve the lives of those who can’t be here.” She went on to say, “Whatever your greatest wishes and aspirations are, I hope they are greater than you. You are here to make a real and lasting difference, and there is a whole world that is eagerly waiting for you.”

With this sentiment in mind, we asked 10 current master’s students who are teachers to think about Long’s question and to answer another: Who are you here for?



Harmonie Coleman

► PROGRAM
Teacher Education

► TAUGHT
Students with disabilities in Atlanta, Georgia, for three years. Currently teaches seventh grade ELA in Boston and after graduation, will continue teaching in Brooklyn, New York.

I am here for my students — unequivocally. They are the best part of my day, every day. I look at them and see an abundance of tomorrows. I’d be remiss, though, if I didn’t mention my family. I’m here for my parents, my little brother, my aunts, uncles, and cousins. I’m especially here for my grandmothers. My grandmothers were born in the ‘40s. They graduated from high school and immediately became members of the workforce, housewives, and mothers. My grandmothers dreamed of my life, my talents, and my good health long before my parents resolved to bring me into the world. I am a primary benefactor of their love. My victories are theirs, too. I’m here — at this powerful place of privilege and prestige — because of them, and now I teach for them. This year, one grandmother will welcome her 82nd trip around the sun; the other will celebrate her second heavenly birthday. Minnie Coleman Gevedon and Sharon Louise Johnigan Pinkston, this is for you.



Mark Dennis

► PROGRAM
Higher Education

► TAUGHT
Psychology at Mission College, a public community college in Santa Clara, in Southern California. Will continue teaching at Mission or another community college in the area after graduation.

My work ultimately comes back to me. I teach to promote the growth, healing, and self-actualization of my students, but that is also a part of my own growth healing and self-actualization. The work that I challenge my students to do on themselves is also the work that I push myself to do. During my year at the Ed School, I have spent a lot of time thinking about the ways in which community colleges can serve not only as spaces for personal and professional growth, but also as individual and communal healing spaces. The highest compliment I have received as an educator was from a student who said, “Your class felt like a semester-long support group.” As I think about returning to my campus community, I’m reflecting on ways that I can cocreate not only classroom space that feels this way, but ultimately departments, divisions, and institutions that promote the healing and betterment of the whole person, their families, and communities.



Woojin Kim

► PROGRAM
Learning and Teaching

► TAUGHT
Middle and high school Latin in Houston, Texas, for three years. After graduation, will serve as the grades 6–12 classics department chair at Flint Hill School in Oakton, Virginia.

Who am I here for? My parents. Who could have known that these two immigrants from Korea would stumble upon each other in the States, work in construction and food services, and have a child end up at Harvard? As Min Jin Lee, author of *Free Food for Millionaires* and *Pachinko*, points out, in researching her third novel, many Koreans place a high value on education and will go to great lengths to attain it for their children. A degree from Harvard, for my parents, reassures them that their sacrifices were not for naught. A degree from Harvard indicates job security for their own children when theirs was not always as certain. A degree from Harvard brings my parents honor, and I hope that my life continues to do so as I teach students and colleagues, as I learn for my own personal and professional growth, and as I, *deo volente*, seek every individual's fullest flourishing on this side of eternity.



Valencia Tilden

► PROGRAM
Learning and Teaching

► TAUGHT
Fourth and fifth grade and as a literacy coach in the Reads to Lead Program, Gallup McKinley County Public Schools, New Mexico, and fourth grade in Oahu. Will teach in the Boston area and eventually move back to New Mexico.

I was home, in Gallup, New Mexico, for the summer of 2017. I sat with my mom at a restaurant. A young Navajo boy came to our table with beautiful earrings to sell. In one hand he had his earrings, in his other his “spinners.” I asked about his spinners, and he lit up with excitement, telling me how he saved money for them, but wasn’t able to get the one he hoped for because he had to help his family with gas money. I asked him about school. The excitement drained from his eyes. In that moment, I knew that I wanted to do whatever I could to be a part of the change in our local schools to see our Native youth excited about learning, proud of their culture and identity, and filled with a hope for the future. I wanted for that young boy to have every opportunity to help his family and his community *and* achieve his dreams.



Nathan Whitfield

► PROGRAM
Teacher Education

► TAUGHT
Advanced mathematics for one year in Brooklyn, New York, seven at KIPP Delta Collegiate High School in Helena, Arkansas. Goal is to teach high school for the rest of his life, more than likely in the Mississippi Delta.

I often reflect on why I chose a program that focuses on urban education. I was born and raised in rural Arkansas, and sitting in courses, trying to explain what it means to teach in rural America, has been more frustrating than I can articulate. When I think of families in towns where schools have been closed and they commute on buses for more than an hour to school each way, every day, it is beyond heartbreaking. I am here for the resilient people and students of the Mississippi Delta who are often forgotten in our talk of equity and education. I owe much to my community and especially the educators from whom I have had the privilege to learn, many of whom were never fortunate enough to sit in ivory tower classrooms. They remind me that my place here as an African American male math teacher is a direct product of those forgotten people and communities of the Delta. I owe them so much.



Mandy Lauren Stein

► PROGRAM
Specialized Studies

► TAUGHT
In Tanzania, where she founded Neema International, a nonprofit, which includes two schools. Taught mostly English, the arts, and life skills courses. Will move back to Tanzania after graduation.

Our work is based in Uru, a remote village at the foothills of Mt. Kilimanjaro, where I lived and worked alongside 7,000 people who were living on less than a dollar a day, with no access to running water or electricity. The vast majority of children do not begin schooling until the age of six or seven, which is well past the most critical years for child development. Between the total absence of an academic foundation and the trauma and violence to which many of them are exposed, these children are at risk of falling further into the cycle of poverty that they were born into. I am here for these children. I am here because I believe that education is the answer. I believe that a strong foundation in life will allow these children to not only become architects of their own futures, but it will also empower those around them to lead their country to a better and brighter tomorrow.



Nate Deysher

► PROGRAM
Learning and Teaching

► TAUGHT
Eleventh-grade literature for five years in New Haven, Connecticut. After graduation, plans to teach or work in a school as an instructional coach or, ideally, a blend of both.

Whenever I'm in need of motivation, I reread messages my former students scrawled in Sharpie all over a t-shirt on the last day of school. Many students seized the opportunity to critique my sense of humor. Ashley reminded me, "Your jokes are super corny but you're lit like a lamp," while Asinya advised, "Get some new material." Others, like Amadi, urged me on to "do amazing at Harvard and achieve bigger and better things." Her message is inspiring and, in a way, impossible: Since my first year of teaching, I've known there's no bigger and better thing than working and learning alongside my students every day. I'm here because a lit(erature) class isn't just about the books my students read, but about the stories they tell as change agents in their lives beyond the classroom.



Miriam Hammond

► PROGRAM
Teacher Education

► TAUGHT
In summer fellowships throughout college in Monrovia, Liberia; Denver, Colorado; and Tuskegee, Alabama. Most recently taught ELA to second-year college students at the Akilah Institute in Rwanda. Plans to teach and research education-related issues in Washington, D.C.

I am here for students across the United States who are incarcerated in youth detention facilities under the supervision of officials who do not believe all students are worthy of receiving a comparable education regardless of their legal history. I am here for these students because many of them are dehumanized and stripped of their legal right to receive an education because our society likens our incarcerated youth to subordinate, disposable beings — subhuman. Before my time at HGSE, I knew nothing about the (lack of) education services offered in youth correctional facilities, but thanks to both the amazing guidance of Adjunct Lecturer **LYNETTE TANNIS, ED.D.'13**, and the opportunity to tutor in a local facility, I am leaving with a completely altered worldview, one that acknowledges that inequities in education occur not only in classrooms in traditional schools, but also in classrooms inside detention facilities.



Luis De La Vina Simon

► PROGRAM
Learning and Teaching

► TAUGHT
At Anáhuac University, in Querétaro, Mexico, as a lecturer in psychology for almost five years, and where he plans to return after he graduates this year.

I was in high school when I decided to be a teacher. I didn't have a clue about what I was going to teach, where, or to whom, but I was certain there was no better way to make my life meaningful. Throughout my education, many of my teachers inspired me to be the best version of myself, and I wanted to do the same for others in the future. That dream became a reality five years ago when I began my teaching career as a lecturer in psychology. I'm here thanks to all the students I have had in the past, but I'm also here for all the students I will have in the future. Every semester I have the chance to make a difference in the lives of my students, just like my teachers have made a difference in my life. That is a huge responsibility, and I want to be up to the challenge.



Johanny Canada-Hlatshwayo

► PROGRAM
Learning and Teaching

► TAUGHT
Math and science in Salem and Malden public schools in Massachusetts, then Cambridge Public Schools since 2004, where she will be returning as a bilingual math coach at the Amigos School.

I am here first and foremost for me. I was a leader who was leading without having a clear understanding of what I stood for. I am here because I put off coming to Harvard for too long, and I wanted to know it was still a possibility. I came to focus on being a learner, find out what makes me who I am, and how I can help others see their true potential. As a mother, I am here to let my children know they can truly do whatever they set their minds to. I am learning how influential past experiences have been in shaping my life. In my courses, I am finding opportunities to deeply explore how these experiences continue to shape the leader I choose to become. I am becoming increasingly aware of challenges my own children could be facing as young American-Afro-Latinx students and of some of the indicators we, as teachers, might be missing in order to best support how our students learn. I hope to continue to develop the "me" that's waiting to emerge and to find opportunities to help others do the same.

Show Me the Money

Media coverage, ongoing teacher strikes, and presidential candidates on the campaign trail point out the harsh reality when it comes to teacher pay: In many parts of the country, it's not what it should be.

STORY BY LORY HOUGH

LAST SEPTEMBER, *TIME* MAGAZINE ran a story called “I’m a Teacher in America.” Focused on teacher pay, the issue offered three different covers, each featuring a photo of a current teacher and a few lines of text explaining what that teacher was doing to stretch paychecks and make ends meet. There were second jobs, renting small apartments — even donating blood plasma to cover an electric bill. Inside, the story further documented the financial reality for many public school teachers across the country: skipping doctor visits, ignoring broken teeth, stretching out \$20 for spending money after bills are paid, driving with a broken windshield or calling in sick when the car is out of gas, praying that the aging car battery holds up a bit longer, missing out on a friend’s wedding, not registering a kid for Girl Scouts because there’s a fee. Not having kids at all because they are so expensive.

Some of these scenarios might seem extreme — and they certainly aren’t the reality for all 3.2 million teachers working in public schools across America, especially in areas where school-based jobs are the most steady jobs in town — but these scenarios point to a problem that casts a dark shadow over this country: Given what’s at stake, teacher salaries are not what they should be. Not by a long shot. In fact, accounting for inflation, teachers are actually making *less* than they used to, despite a growing and more diverse student population and higher-than-ever expectations for what students should be achieving.

Perhaps it’s no wonder then that there have been nearly a dozen teacher strikes in cities and states across the country since the beginning of 2018, starting with West Virginia’s Red for Ed walkout. In places like Arizona, Oklahoma, North Carolina,

Washington, California, and, more recently, Denver and West Virginia (again), teachers and supporters took to the streets, pushing for a range of demands: smaller class sizes; more nurses, counselors, and support staff; less severe disciplinary measures for students; overall school budget increases. There was also one common ask that was part of nearly every protest: higher pay for teachers.

The public, for the most part, has been supportive. A 2018 PDK poll found that 73 percent of Americans surveyed said they would back up teachers in their community if they went on strike for more money, and 78 percent of public school parents — those most affected by walkouts — agreed. The poll also found that 66 percent believe that teacher salaries in their communities are too low; just 6 percent say they are too high.

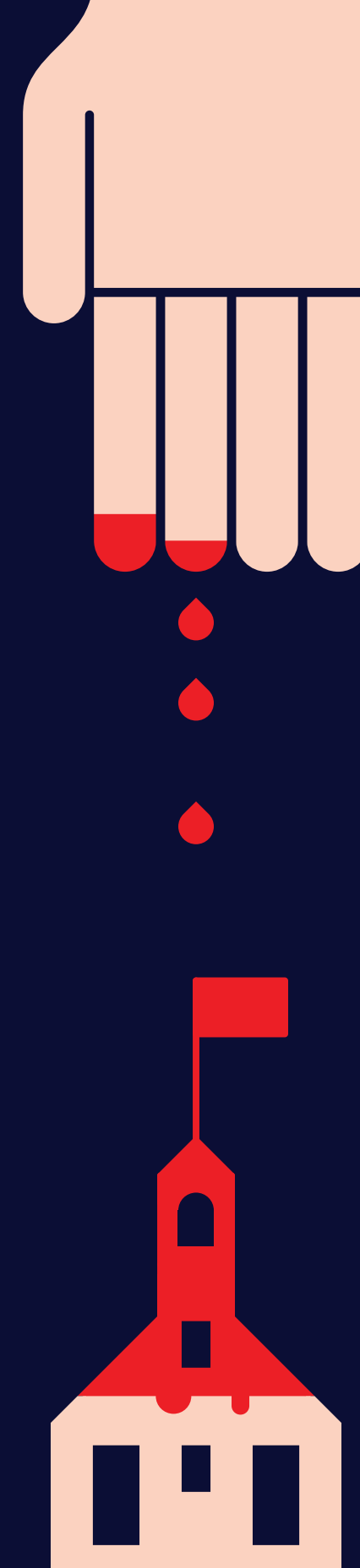
So if a huge majority of people surveyed say they support higher salaries for teachers and would get behind them if they walked out over the issue, then why are teachers forgoing doctor’s visits and donating blood plasma just to stay afloat? If lifting teacher pay has become a major talking point on the presidential campaign trail by Democratic hopefuls like Kamala Harris, Beto O’Rourke, and Elizabeth Warren, then why are teachers in 17 states, like South Dakota, Mississippi, Oklahoma, West Virginia, and Colorado, paid less than \$50,000 a year on average and teachers in another 19 states paid in the \$50s, according to the most recent figures released by the National Center for Education Statistics?

It’s a complicated issue, starting with the bottom line — school funding. Even though many states have increased K–12 funding since the end of the 2009 recession, including a 4 percent increase last year, according to the Center on the Budget and Policy Priorities, average teacher pay in 39 states declined between 2010 and 2016. The increased funding in some states has been used to pay down pension obligations, hire new staff, and rehire staff previously laid off, with teacher paychecks seeing little change.

But beyond bottom lines, there are also other reasons why pay has stayed low. **ARIELLE ROCHELIN, ED.M.’13**, a fifth-year social studies teacher at Campbell High School in Smyrna, Georgia, says society’s perception in this country about what it means to be a teacher is one of them. Yes, as surveys show, the public generally supports teachers, she says, but often only *in theory*.

“Teachers don’t feel seen or appreciated. The words come out empty when there’s no action,” she says. “If people really valued and understood what it took to be a teacher, the pay would follow.”

Part of that understanding is that we think we know what it means to be a teacher because we’ve all been students, and what we think is that teaching can’t be that hard. It’s why it wasn’t uncom-



mon, **JONATHAN YUAN, ED.M.'13**, says, to see highway billboards when he was teaching in Texas urging drivers interested in teaching to simply call a 1-800 number. As a result, as **NINIVE CALEGARI, ED.M.'95**, a former teacher and founder of the Teacher Salary Project, points out in her book, *Teachers Have It Easy*, teachers “are often treated as a strange hybrid of babysitter and civil servant, and the salary scale reinforces this perception.”

But teaching is so much more, as **TYLER TARNOVICZ, ED.M.'17**, a seventh- and eighth-grade social studies teacher at Harlem Village Academy in New York City, explains.

“Teaching is one of the few professions where the employee can always technically do more. So teachers are telling the truth when we note that ‘our work is never done,’” he says. “In addition to the planning, the grading, and the delivery of our lessons, teachers also play so many more roles than just a teacher.” They’re therapists, social workers, secretaries, hall monitors, lunch coordinators, safety officers, planners, role models — even surrogate parents. “Many of these things are not seen by others. The emotional toll of the work that we do is hard to quantify in terms of dollars and cents.”

On average, public school teachers work about 53 hours a week — a far cry from the misconception that they breeze in at 8 a.m. and leave at 3 p.m. After the final bell rings and their contracted time has officially ended, most teachers stay to give extra help, run afterschool clubs, work in the afterschool program, email or call parents, and strategize with other teachers and the principal. And with little to no time during the day to even take a bathroom break, never mind find time to grade papers or plan for the next day, it’s also common for teachers to take work home at night and on weekends. And when one has a baby? Teachers in only a few states and a handful of individual school districts get paid parental leave. Most have to cobble together sick days and unpaid time in order to stay home.

And leisurely summers off? For some, especially those who have a partner or spouse who also works, summer may mean a couple of laidback months, but for many, there’s not as much free time as the public imagines. According to *Teachers Have It Easy*, 42 percent of teachers teach summer school or work a nonteaching job — or both. Most spend at least some portion of the summer writing and revising curriculum for the following school year and getting classrooms ready. Teachers also only get paid for their contracted hours, so they don’t receive a paycheck over the summer unless they opt to have their regular paycheck spread out over 12 months instead of 10. Some teachers, in order to maintain teaching credentials, attend professional development classes during the summer, usually on their own dime.

This last point, says Doris Santoro, an associate professor of education at Bowdoin College, contributes to the sense of demoralization she found when she talked to experienced teachers for her book, *Principled Resistance*.

“In many states, teachers are required to hold a master’s and a bachelor’s degree. Even where it’s only a bachelor’s, they also have to pass a battery of tests that are themselves expensive,” she says. “There’s definitely a sense of demoralization around the investment I’ve made, and I’m not able to pay my loans back or do the things we’d expect a middle class professional to be able to do.”

Especially when you see other people, in fields that require the same educational investment or even less, able to do more. Lecturer Eric Shed, director of the Harvard Teacher Fellows Program, experienced this as a young teacher in New York.

“I had a couple of buddies working on Wall Street when I was teaching. One guy, on the cell phone with his boss, was getting yelled at. I thought, ‘Wow, that’s a job I wouldn’t want,’” he says. “But on the other hand, another friend helped his mother buy a house. He was paying her mortgage. I couldn’t do anything to help my parents who, at that point, had fallen on hard times. Teaching doesn’t offer that. That’s unfortunate.”

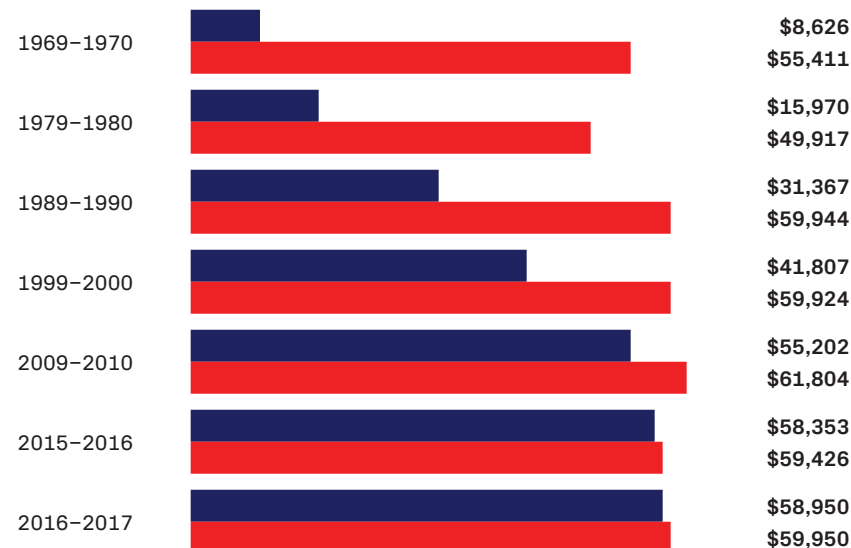
Another factor contributing to low pay is that teaching has long been considered “women’s work” — and therefore a second, less important income in some households.

“When you look at the teaching profession in the United States, most teachers were, and still are, women,” Tarnowicz says. “Historically, women in this country have been denied the full social, economic, and political privileges that other groups have enjoyed. The field of education, labeled as a ‘female career,’ was sentenced to lower salaries to maintain the status quo. I guarantee if education had been labeled a ‘male career’ a century or two ago, we would not be having this conversation.”

That’s exactly what author Dana Goldstein found when she was researching her book, *The Teacher Wars*. Over time, as she told NPR’s *Fresh Air* in 2014, teaching — what she calls “the most controversial profession in America” — moved from being a male “profession” to one more suited for women.

“A lot of people are surprised to learn that back in 1800, 90 percent of American teachers were actually male. And today we know that 76 percent of teachers are female. So how did this huge flip happen?” she said. “The answer is that as school reformers began to realize in the 1820s that schooling should be compulsory, that parents should be forced to send their kids to school, and public education should be universal, they had to come up with a way to do this basically in an affordable manner because raising taxes was just about as unpopu-

Average Annual Salary of Teachers in Public Elementary and Secondary Schools



■ Current dollars
■ Constant* 2016-17 dollars

Source: National Center for Education Statistics, *Digest of Education Statistics*, U.S. Department of Education

*A constant dollar, or real dollar value, is an adjusted value of currency used to compare dollar values from one period to another.

lar back then as it is now. So what we see is a sort of alliance between politicians and education reformers in the early 19th century to redefine teaching as a female profession.”

They did this in a couple of ways that ultimately didn’t benefit women, she said. “First, they argue that women are more moral in a Christian sense than men. And they depict men as sort of alcoholic, intemperate, sort of lash-wielding, horrible teachers who are abusive to children. They make this argument that women can do a better job because they’re more naturally suited to spend time with kids — almost on a biological level. Then they’re quite explicit about the fact that, hey, we can pay women about 50 percent as much and this is going to be a great thing for the taxpayer.”

An education reformer at the time, Catherine Beecher, further cemented the low-pay-is-fine argument when she said that men working in schools would be better off employed in the mills, where they could earn a higher wage to support a family, while a “woman needs support only for herself” — a false assumption even then, Goldstein writes, with many working-class wives also laboring on farms, in factories, or taking on piecemeal jobs.

Even Horace Mann, another hugely influential education reformer of the time and the nation’s first secretary of education, glorified the female teacher.

“As a teacher of schools ... how divinely does she come, her head encircled with a halo of heavenly light, her feet sweetening the earth on which she treads,” he wrote in 1853 in *A Few Thoughts on the Powers and Duties of Woman*, a series of lectures intended to “elevate the condition of woman.”

This take on teaching as a pious act best done by nurturing, halo-wearing females could explain why, even today, teaching is often seen less as a career for a well-prepared professional and more as a moral calling — a distinction often used as rationale for low pay, at least in the United States. It also dismisses the fact that teachers earn college degrees, many have advanced degrees, and all take ongoing professional development. The resulting teacher gap — the percentage teachers are paid less than comparable workers — even hit a record 18.7 percent in 2017. According to the Economic Policy Institute, “teachers in every state are paid less on average than other similarly educated workers.” States with the biggest gaps are three that saw walkouts this past year: Arizona (36.4 percent), North Carolina (35.5 percent), and Oklahoma (35.4 percent).

“I feel deep frustration when we classify this job as a calling,” Rochelin says. “You can understand that this is a special profession, a calling, but you can also acknowledge that it should be paid well. We should value it all the more for that reason.” Teachers, she says, shouldn’t be shamed for wanting a higher salary. “The expectation is that you’re

lesser a person when you’re making requests about pay when the stakes are so high. ‘Aren’t you doing this for the children?’”

Calegari felt that disconnect when she was teaching. “I thought, I have the greatest job in the world, seeing other people grow. It’s so fulfilling. The problem is, teachers are considered second-class citizens,” she says. “I would often go to a cocktail party and tell people that I’m a teacher, and they would say, ‘Oh good for you.’ No, it’s not good for me — it’s good for our society. I’m not doing this as a ‘good for you’ but because it’s incredibly vital.”

Tarnowicz says teachers often internalize this. “Many times I feel I am expected to make sacrifices because it has become the norm in education. It’s almost as if people say, ‘Well you chose to be a teacher,’” he says. “There’s a martyr complex in education. Who can take on the most afterschool activities? Who can craft the most engaging activities with all the bells and whistles? Who is reaching out to the highest percentage of families? These all require sacrifice, especially of time.” He says he sees a parallel between these expectations and those imposed on mothers. “This idea of sacrifice is directly dependent on the gender norms we set in our society. These beliefs have been deeply embedded in our country’s culture and systems — including our education system. As a social studies teacher, I no longer believe in coincidences. You don’t see issues like this in the more traditionally male-dominated fields.”

Yuan says he teaches because he loves it, but that doesn’t mean any teacher should take a vow of poverty. (Beyond low pay, 94 percent of teachers spend \$500, on average, each year for their own classroom supplies, according to a 2018 Department of Education Survey.) After graduating from the Ed School and after teaching in Texas, where he was making just under \$60,000 a year, Yuan considered private schools or teaching abroad, where the pay can be much better, especially in countries like Luxembourg, Germany, Switzerland, Denmark, and Spain. He decided to take a job teaching ELA and debate in New York City at The Equity Pay Charter School, a publicly funded, one-of-a-kind school that recruits highly qualified teachers and pays them \$125,000 a year to start — yes, this is not a typo — plus bonuses after the second year. The school started in 2009 with the belief that teachers matter to student achievement and to attract the best teachers, you have to value and invest in them, starting with a professional wage.

“I thought, how can I make more money doing what I love?” he says. “We’re supposed to be an honorable profession. When I was at the Ed School, we held something called EdTalks. One thing I said was teachers shouldn’t have to make the choice between making a difference and making a living.”

Which is why many teachers take on those second jobs or find other ways to live. According to *Education Week*, nearly one in five public school teachers have second jobs *during* the school year, half outside the field of education.

Rochelin says she's lucky she hasn't had to find a second job (although she did become chair of her department, taking on additional work for \$100 extra — a month). Her salary, just under \$50,000 a year, is livable for the state of Georgia, she says, but barely. "It's something I can make work, but I budget and I have a safety net with my family. But I'd like to get to a point in my life where I'm not living paycheck to paycheck. It's easy to think sometimes that I could go into another career and make more money and not have to count every penny, and I'd be able to do things I'd like to do, like travel." She says many of her colleagues have to supplement their incomes, taking on coaching jobs, tutoring, even orchestrating the school's complex bus schedule.

HANNAH PANG, ED.M.'00, has been teaching math for 12 years at Sepulveda Middle School in the Los Angeles Unified School District and participated in the city's six-school-day teacher strike in January. She says she's not great at budgeting but, like Rochelin, has learned to be thrifty.

"I get by, by having the mindset that I need to be careful how I spend," she says. "For seven years I had a roommate who paid rent that helped to supplement my income. She has since moved out, and I have noticed things being tighter financially after not being able to collect rent from her. I have dreamed of being able to change the cabinets in my kitchen and the floors in the condo that I own, so a few years ago I started putting aside money for this, but there is not enough to do this right away."

Thinking about the future when you're a teacher and living check-to-check is something Shed learned the hard way when he began teaching high school social studies in his 20s.

"When I first started teaching, I wasn't tremendously materialistic, so I didn't have a need for a lot of money," he says. At the time, his family was also able to help financially if need be. "These two things made the pay issue not a tremendous one. When I was 22, when I made \$30,000 a year, when my rent was cheap, when I had a roommate, when I wasn't thinking about a family, I was thinking, 'You don't take money to your grave. You look at the impact you had.' In hindsight, being in my 40s now," — and still teaching — "I'm starting to try to save for a house, and I'm still paying back my loans. It's a tough trade off to ask teachers to make."

It's no wonder that in last summer's PDK poll of 1,042 adults, including 515 parents of school-aged children, 54 percent said they would not want their children to become a teacher — an 11 percent point increase since the last poll in 2014. Inadequate pay

and benefits topped the reasons why (29 percent), followed by student behavior (12 percent), and teaching as a thankless job (6 percent). JOSHUA STARR, ED.M.'98, ED.D.'01, president of PDK, told *Education Week* that these results are troubling.

"I feel like there's a narrative that has been created about public schools in our country that is not helpful," he said. "We can't have it both ways. You can't say, 'Yeah, education is great, but I don't want my kid to become a teacher.'... It's problematic for our country."

Yuan's family felt exactly this way when he decided to go to Harvard — and continue working as a teacher. In his EdTalk, he recalled the day he got his acceptance email from the Ed School.

"I was ecstatic, and naturally the first person I wanted to call was my dad, and I did," he said. "But I didn't get 'that's my boy.' No, not even a 'good job, son.' Instead, my dad had only one thing to say: 'Why would you go to Harvard to be a teacher?'"

To anyone working as a teacher, the answer would be, that's exactly why you go to Harvard, or any other college. As the research consistently demonstrates, going back to the 700-page 1966 *Coleman Report*, commissioned by the U.S. Office of Education, the most important factor in student performance — beyond curriculum, beyond the school building, beyond family experience — is high-quality teachers. A more recent Stanford University study found that teachers have higher cognitive skills, and their students perform better in math and reading, in countries that pay teachers more.

As Rochelin says, "My educational philosophy is we hire good teachers and leave them alone." And follow-up with a paycheck worthy of their hard work.

And it's possible to do both. As Ellen Behrstock Sherratt, vice president of the National Board for Professional Teaching Standards and on the board of the Teacher Salary Project, notes, continuing to pay teachers so low "is a public perception issue and a political will issue." (Despite recent candidates talking about teacher pay on the campaign trail, the issue has been championed by politicians going back to the 1960s, when Richard Nixon and John Kennedy backed increases during their debates.)

But real action on this teacher pay can happen, Behrstock Sherratt says. For example, in Singapore, a country touted for high student academic marks, teacher pay was once low and the profession wasn't highly respected, she says, until the government, realizing in the early 2000s that they needed a more educated population, got the public and politicians onboard, raised teacher salaries, and in turn made the field more competitive.

"They took all the things we talk about here in the United States and requested the money, got the money, and put a plan in place," Behrstock Sherratt says. "It can be done if you have the political will."

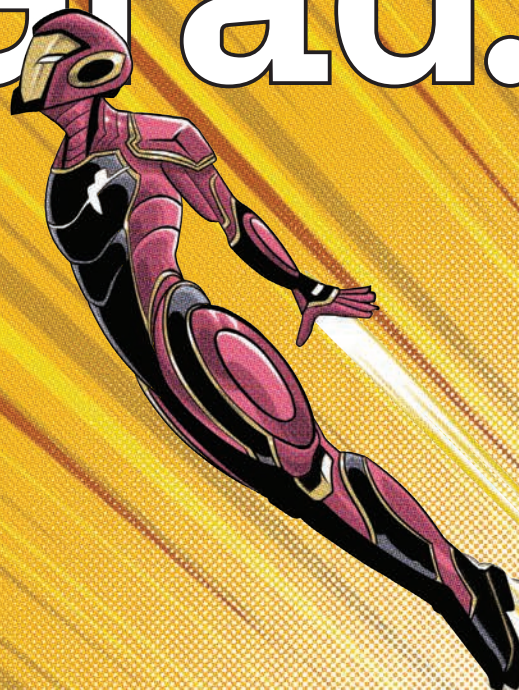


LISTEN TO AN EDCAST WITH DENISE SANTORO ABOUT DEMORALIZED TEACHERS: [GSE.HARVARD.EDU/EDCAST](https://gse.harvard.edu/edcast)

Summer 2019

OUR ALUMNI COMMUNITY

Grad.



"THERE ARE HEROES ALL AROUND US, AND ANYBODY CAN BE ONE. I LOVE SHURI (FROM BLACK PANTHER), BUT I THINK IT'S ALSO EXCITING TO HAVE AN 'AROUND THE WAY GIRL SUPERHERO.' SHURI'S A PRINCESS; RIRI TAKES THE NUMBER FOUR COTTAGE GROVE BUS TO GET PLACES. I WANT PEOPLE TO FEEL THERE ARE SUPERHEROES ALL AROUND US."

EVE EWING, ED.M.'13, ED.D.'16, SPEAKING TO THE *CHICAGO TRIBUNE* LAST SUMMER AFTER SHE WAS ASKED TO BECOME THE WRITER FOR A NEW MARVEL COMIC SERIES, *IRONHEART*, THAT DEBUTED IN NOVEMBER 2018. *IRONHEART* IS THE ALTER EGO OF RIRI WILLIAMS, A BLACK TEENAGE GENIUS FROM CHICAGO, THE CITY WHERE EWING GREW UP AND CURRENTLY WORKS AS AN ASSISTANT PROFESSOR AT THE UNIVERSITY OF CHICAGO.

Illustration by Chris Koehler

IN MEMORY

1950–1959

CHARLES PHILLIPS, M.A.T.'51
 THOMAS GRAVES JR., GSE'52
 COAN (BELL) HANSON, M.A.T.'52
 EDMUND GLEAZER JR., ED.D.'53
 JOAN HERRIGAN, M.A.T.'53
 ALICE FRAENKEL, M.A.T.'54
 VIVIENNE KALMAN, ED.M.'54
 JILL COGAN, ED.M.'55
 VIRGINIA JOHNSON, M.A.T.'55
 LORRAINE GREENSPAN, ED.M.'56
 SYLVIA MENDENHALL, M.A.T.'56
 DOROTHY (DUTTON) SCOTT, M.A.T.'56
 FREDERICK DANKER, M.A.T.'57
 MARY (ALFORD) WILLIAMS, M.A.T.'57
 MARY ANNE LADD, ED.M.'58
 SAMUEL POWERS, ED.M.'58
 RUTH (GRIFFITH) SHOLES, ED.M.'59
 ANN WHITTIER, ED.M.'59

1960–1969

ELGIN BOYCE JR., M.A.T.'60
 RUDOLPH CARCHIDI, ED.M.'61
 BARD (ROGERS) HAMLIN, M.A.T.'61
 STUART DECOVSKY, M.A.T.'62
 ROBERT SHIVELY, ED.M.'62
 HELEN POPP, ED.M.'60, ED.D.'64
 MICHAEL CURLEY, M.A.T.'65
 DENNIS WALSH, M.A.T.'66

1970–1979

SALLY LUNT, ED.D.'74
 JAMES SLATTERY, ED.D.'74
 EDWARD TAYLOR, ED.M.'75
 MARTIN HUNT, ED.D.'76
 JUNE BARNHART, ED.M.'78
 DONALD BURGESS, ED.M.'78
 JANET BAKER-CARR, ED.M.'79
 MARGARET CESARIO, ED.M.'79
 DOROTHY FRAUENHOFER, ED.D.'79

1980–1989

JAMES CURLEY, ED.M.'82
 JOSEPH JACKSON, C.A.S.'83
 FREDERICK GREENE, ED.M.'84
 SHER LAKHANI, ED.M.'89
 DAVID LUSTICK, ED.M.'89

1990–1999

RUTH TROMETER, ED.M.'92
 ULLA MALKUS, ED.D.'95

1964

Walter McDonald, M.A.T., coauthored a book, *Rewarding Work: A History of Boston's North Bennet School*. It was published in December 2018 by the North Bennet Street School, a Boston-based school founded in 1881 that provides hands-on training for people for careers in traditional trades.

1966

Carl Pickhardt, Ed.M., recently published *Who Stole My Child? Parenting Through the Fours Stages of Adolescence*. (See page 17.)

1967

John Miller, M.A.T., recently coedited the *International Handbook of Holistic Education*. Miller is a professor in the Department of Curriculum, Teaching, and Learning at the Ontario Institute for Studies in Education at the University of Toronto, Canada.

1972

Brian Ibsen, M.A.T., was appointed in September 2018 as director of philanthropy in the Office of University Advancement at the University of Alaska Anchorage.

1973

Joanne Grady Huskey, Ed.M., recently published *iCan! A Young Woman's Guide to Taking the Lead*. (See page 16.)

Katherine Jelly, M.A.T., coedited *Principles, Practices, and Creative Tensions in Progressive Education: One Institution's Struggle to Sustain a Vision*. The book is a self-study of Empire State College, located in Saratoga Springs, New York.

Steven Lorch, Ed.M., is head of school at the Kadima Day School in West Hill, California.

1976

Rashid Silvera, Ed.M., received the Harlem School of the Arts Inaugural Distinguished Teacher Award in October 2018. Silvera began his teaching career at Buckingham Browne & Nichols School in Cambridge, and went on to teach at schools in New Jersey, San Francisco, and New York. He taught at Scarsdale High School until his retirement in 2017. In the fall, Silvera also voiced one of the characters in the audiobook *Black Hearts White Minds* by Mitch Margo.

1980

Karen Kugel, Ed.M., was asked to serve last fall as a delegate for Rutgers University at the inauguration of Larry Bacow, Harvard's 29th president. Kugel is an active alum, involved in the Student-Alumni Mentoring Initiative (SAMI), the Alumni of Color Conference, the Harvard Club of Concord, and the Harvard Public Interested Conference.

1981

David Sortino, Ed.M., recently published *A Guide to How Your Child Learns: Understanding the Brain from Infancy to Young Adulthood*. He is the director of the Neurofeedback Institute in Grafton, California.

1988

Fernando Reimers, Ed.M.'84, Ed.D., recently published *Preparing Teachers to Educate Whole Students* with **Connie Chung,**

Ed.M.'99, Ed.M.'07, Ed.D.'13.

Reimers is a professor at the Ed School and director of the International Education Policy Program.

1992

Belle Brett, Ed.D., a former director of career services at the Ed School, retired from her consulting business as an educational program evaluator and is now a writer and artist. Her novel, *Gina in the Floating World*, set in 1981 Japan, was published in September 2018 by She Writes Press.

Veronica Guerrero-Macia, Ed.M., started the Wilson-Kindelan School, a private elementary school focused on educating low-income minority students. The school, free for students who meet federal income guidelines, is located in Milton, Massachusetts. Much of its curriculum and approach are based on Professor Howard Gardner's theory of multiple intelligences.

1993

Joe Feldman, Ed.M., published *Grading for Equity*. (See page 6.)

Tamara Michel Josserand, Ed.M., became vice president for advancement at the University of Redlands in California, in October 2018. Since graduating from the Ed School, Josserand has held key positions in development at the University of Nevada, the University of Chicago, Northwestern University, Yale University, and Concord Academy.

1995

Fred Birkett, Ed.M., is on the board of directors of the Alakai O Kauai Charter School at Kahili Mountain Park in Koloa, Hawaii. He has worked in charter schools for many years and was principal at the University of Hawaii Laboratory School.

Tasha Johnson, Ed.M., was appointed to the board of directors of the National Afterschool Association. Johnson is the senior director of the Character Development Learning Institute of the national office of the YMCA, where she supports social emotional learning and character development for adult youth development practitioners in local YMCA associations.

1997

Dennis Holtschneider, Ed.D., became president of the Association of Catholic Colleges and Universities in 2019.

1998

Kimberly Dow, Ed.D., recently took on the role of head of the middle and upper school at Khan Lab School, an independent school associated with Khan Academy in Mountain View, California. Reach out to her if interested in learning more about Khan Lab or in teaching or interning at the school. kim@khanlabschool.org

Mignonne Pollard, Ed.D., was appointed in November 2018 as the education sector outreach manager for the California Complete Count/Census 2020 by the Office of Governor Jerry Brown.

1999

Lisa Childress, Ed.M., recently published the second edition of *The Twenty-First Century University: Developing Faculty Engagement in Internationalization*. This book identifies what successful universities have done to overcome chal-

lenges and engage faculty in the internationalization process.

2000

Noelle Hendrixson, Ed.M., joined Foxborough (Massachusetts) Public Schools in April 2018 as K–8 director of math and science. Prior, she was an instructional math coach in Franklin and at the Renaissance Charter Public School in Boston.

Colleen Keirn, Ed.M., recently earned her Doctorate of Education from Northeastern University in Boston. She currently works at Saint Mary's College of California in Moraga, and is actively involved in statewide university accreditation and educator credentialing.

2001

Tyler Lewis, Ed.M., was named head of school at Kimball Union Academy, a boarding school in Meriden, New Hampshire, starting in July 2019. Currently, he is head of Bishop's College School in Sherbrooke, Quebec.

2004

Rebecca Blouwolf, Ed.D., writes that she "finally followed the advice of HGSE professor Kitty Boles" and achieved national board certification at the end of 2017. In October, she was selected as the Massachusetts Foreign Language Association's Teacher of the Year. She has taught French at Wellesley Middle School in Wellesley, Massachusetts, since 1998.

Julie Vultaggio, Ed.M., transitioned from her role as associate dean for doctoral programs at the Ed School to a newly created position in Dean Bridget Terry Long's office: associate dean for strategic academic initiatives.

2007

Emile Amundson, Ed.M., was appointed in January 2019 to se-



Nathan Glazer, 1923–2019

Nathan Glazer, considered to be one of the foremost urban sociologists in the country, and a professor emeritus at the Ed School, died on January 19, 2019 at the age of 95. To read a longer piece about Glazer's life and career at the Ed School, go to gse.harvard.edu/news-headlines.

tary of the Department of Children and Families under Wisconsin Governor Tony Evers. Amundson was chief of staff at the Wisconsin Department of Public Instruction.

Sophia Gorgodze, Ed.M., recently became the director of the National Assessment and Examination Center with the Ministry of Education, Science, Culture, and Sport in Georgia, her home country.


Todd Rose, Ed.M.'01, Ed.D., recently published *Dark Horse: Achieving Success Through the*


Pursuit of Fulfillment. Rose is director of the Mind, Brain, and Education Program at the Ed School, where he leads the Laboratory for the Science of Individuality. (See page 17.)


2011

Erica Mosca, Ed.M., is the founding director of Leaders in Training, a Las Vegas-based nonprofit that empowers first-generation students to get into college, graduate, and then become leaders in their communities.

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Vanessa Monterosa, Ed.M., is co-chair for digital citizenship with the International Society for Technology in Education. Monterosa is also a program and policy specialist with the Los Angeles Unified School District. @EdTech_FTW

2013

Midhat Aqeel, Ed.M., and her husband, Asad Husain, welcomed their daughter, Syeda Sumaiyyah Husain, on November 15, 2018, in Toronto.

Connie Chung, Ed.M.'99, Ed.M.'07, Ed.D., recently published *Preparing Teachers to Educate Whole Students* with **Professor Fernando Reimers, Ed.M.'84, Ed.D.'88**. Chung is a group leader for the Education 2030 Project with OECD. Prior, she was an associate director of the Harvard Global Education Innovation Initiative.

Nancy Gutierrez, Ed.L.D., was the keynote speaker at this year's Alumni of Color Conference. She is the president and CEO of NYC Leadership Academy.

Philip Lee, Ed.D., was recently granted tenure and promoted to full professor at the University of the District of Columbia David A. Clarke School of Law.

Alexandra Thomas, Ed.M., recently accepted a position as managing director for NiHaoZhongWen, a new EdTech venture providing Mandarin Chinese language programs for K-12 schools. In September 2018, she joined their executive team to help develop a network of U.S. schools interested in developing Chinese-language programs. She can be reached at ali@nihaozhongwen.com/.

WANT TO SUBMIT A CLASSNOTE?

Have you recently graduated (again)? Did you get married (again)? Land a great new job (of course, again)? We want to know, so that everyone at the Ed School can share in the good news! Send your updates to classnotes@gse.harvard.edu/.

2014

Christine DeLeon, Ed.L.D., received a grant through the Boulder Fund from Education Leaders of Color. DeLeon is CEO of Moonshot edVentures, a Denver, Colorado-based organization that is building a pipeline of diverse leaders to design and launch schools in metro Denver.

2015

Marc Johnson, Ed.M.'99, Ed.D., became the associate dean for degree programs at the Ed School, overseeing the master's, C.A.S., and doctoral degree programs. Prior, Johnson served as the school's associate dean for master's studies.

Babe Liberman, Ed.M., manages the Research@Work project at Digital Promise. The project helps education leaders and researchers collaborate by building a shared understanding of priority education challenges and addressing them in partnership.

Doannie Tran, Ed.L.D., became the assistant superintendent of innovative programs in Fulton County, Georgia, in October 2018. Prior, Tran was the assistant superintendent for academics and professional learning for Boston Public Schools. In his new role, he will manage the process for Fulton's new science, technology, engineering, and math high schools.

2016

Sammi Cannold, Ed.M., was named to the *Forbes* 30 Under 30 last fall. She is a theater director whose recent credits include *Ragtime* on Ellis Island and *Violet* and *Endlings*, both at the American Repertory Theater.

Eve Ewing, Ed.M.'13, Ed.D., recently published *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. (See page 17.) @eveewing

Alana Matos, Ed.M., is getting a master of science degree in entrepreneurship at Aston University in Birmingham, England.

2018

Tolani Britton, Ed.M.'15, Ed.D., joined UC Berkeley Graduate School of Education in July 2018 as an as-

sistant professor. Prior, she spent a year at Berkeley as a visiting scholar.

Stephany Cuevas, Ed.M.'15, Ed.D., joined the Academic Pathways Postdoctoral Fellows Program at Vanderbilt University in Nashville, Tennessee, as a fellow at the Peabody College of Education and Human Development.

Elizabeth Micci, Ed.L.D., is the high school principal at the garden campus of the Harbour School, a preK-G12 international school in Hong Kong.

The Middle of Somewhere

CONTINUED FROM PAGE 29

And the positives — the stunningly beautiful vistas in many rural areas, the low cost of living, which helps when paying off student loans, and most important, the tremendous sense of community — are worth considering.

"I wish that young people thinking about becoming educators knew about the level of support they will have as humans in rural communities," Van Cleve says. "It is incredibly tough and challenging work to be a first-year teacher, but the work can be a lot easier when you have neighbors who will see that your lights are on way too late at night and say, 'I made you some food.' And when things go sideways, as they do in life sometimes, with a death in the family or you're sick, there is a belief, at least within my rural communities and schools, that you have to take care of your family, yourself, and your community."

Marietta says that if she were speaking to an Ed School student, "I would say rural education is very important, but not for the reasons you imagine. Being a teacher is one of the best, highest-paying, most stable positions locally, so there are some phenomenal local teachers. I think my kids are getting a better education than in Boston."

And for educators interested in truly understanding a major aspect of American life, working in a rural area is an invaluable experience.

"Honestly, there is a beauty to rural America that is difficult to explain," Whitfield says. "Knowing that you work in the same town, shop at the same grocery store, and frequent many of the same functions as your students is more beneficial than one can imagine."

Living and teaching in rural America "is uplifting," Marietta adds. "That might be the thing that surprises people the most. I'm glad to live here and that my children are enrolled in local public school. One of the reasons it is so uplifting is because I have such a range of friends, and I see how we aren't that much different. People really fundamentally want the same things, and when you step away from divisiveness of politics and spend time around people, you get to see the beauty of humanity — and how much we share common goals and hopes for our country and communities and families." And our schools.

ELAINE MCARDLE, A WRITER BASED IN PORTLAND, OREGON, IS COAUTHOR OF *THE NEUROSCIENTIST WHO LOST HER MIND*

WHAT IS THE ALUMNI COUNCIL AWARD?

The Ed School first established the Alumni Council Award for Outstanding Contribution to Education in 1985 in order to recognize graduates who have made a significant mark on the field of education. Based on nominations submitted by the larger alumni body, the school's Alumni Council selects one recipient each year, and honors that individual with the award at the school's Convocation ceremony in May. In thinking through who they will honor, the council considers:

- how the nominees have conducted their work in the field of education above and beyond the basic requirements of their professions,
- how far-reaching their impact has been, and
- whether they have had a consistent track record of continued dedication to education-focused issues.

The most recent recipient is **STELLA FLORES, Ed.M.'02, Ed.D.'07**, an associate professor of higher education at New York University (NYU) who was named "One of the Top 25 Women in Higher Education and Beyond" by *Diverse Issues* magazine in 2017.

Flores, a scholar of diversity and equity, was chosen for the award because of her career devotion to improving college access and success for underrepresented and low-income students. As an associate professor at the Steinhardt School of Culture, Education, and Human Development at NYU, Flores also serves as associate dean for faculty development and diversity and director of access and equity at the Steinhardt Institute for Higher Education Policy. In her work, using quantitative methods to examine large-scale databases in grades K-20, Flores investigates the impact of state and federal policies on college access and completion for underserved student populations.

The HGSE Alumni Council is a group of volunteer representatives of the school who provide a valuable connection between the school and its growing body of alumni. Members work to strengthen the relationship between the school and its alumni through engagement and outreach, including event development and support, admissions recruitment, strengthening volunteer opportunities, and broadening alumni networks. Members serve as both representatives of the larger alumni body and as sources of information for the Office of Development and Alumni Relations.



Stella Flores speaks with NYU students last year.



Curious which alumni have won the award in the past?

Read the full list online at gse.harvard.edu/alumni/council/recipients

Want to nominate a graduate for next year's award?

You can start by filling out the nomination form at gse.harvard.edu/alumni/council/nomination

Questions? Contact HGSE Alumni Services at gse_alumni_services@harvard.edu, or call 617-496-3605



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