Why I Advocate

One mom’s efforts to fight for her daughter’s rights in school.
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Parrot is a narrative that will make you laugh, and you will have the best time. If you are a professional, you will find a lot of funny and insightful stories in this book. The author, Parrot, is a very talented writer and is able to create a world that is both realistic and humorous. The characters in this book are well-developed and the plot is engaging. Overall, it is a great book that I would definitely recommend to anyone who enjoys a good laugh.

Behind the Story

I first met MELANIE PERKINS MCLaughlin, ED.M.'17, in the spring before she started as a student at the Ed School. I was at a disabilities seminar, taking notes, and Melanie was also in the audience. She introduced herself to the panelists. She said she was a mom who had been advocating for her daughter, but there was a gap between what the laws said and what actually happens to people. She had lots of questions and fewer answers, and for those reasons, she decided to go back to school and get her master’s at the Ed School in the fall. I remember scribbling in the margins of my notebook, “Remember her for a future issue of Ed.” And I did.

My initial idea was to include Melanie in a broader piece about parents as advocates, one that I would write, but once she and I sat down to talk over tea and I heard more of her story, which included misty eyes for both of us, I knew she had to write this issue’s cover story. I’m sure you’ll agree.
Summer 2018

The Student Mill

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

STORY BY LORY HOUGH

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

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

“I knew that both of my grandparents were born in Lowell and that my great-grandmother had worked in a mill, but I had no idea which building,” he says. Luckily, one of his relatives did.

“My father’s cousin is 92 and grew up in Boston in the South End,” he says. “He now lives in Boulder, Colorado, but we visit in the summer and through the magic of Facebook, we stay connected. After I took this job, he sent me a Facebook message saying he remembered her working in Mill 5. The Lowell Community Charter Public School is in Mill 5 and 6. It’s pretty amazing.”

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

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

**STORY BY LORI HOUGH**

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

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

My start was in third grade. You know how the Mayors Bologna commercial was? I’ve asked every student in the back of the book why? My teacher would let me read paragraphs. My seventh-grade English teacher told me that she could listen to me read the phone book. As a kid, you were fascinated by ads and commercials. Did any stand out? The Oscar Mayer Bologna commercial was one of my favorites. I loved the song, the kids, and the way they ended the jingle just a little off-key. I was a child musician and knew how it was to do that deliberately.

**What was your first gig?**

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

**What was the funniest thing you’ve ever recorded?**

There’s a character in The Other Side of Everything who is self-centered, self-promoting, unashamedly bombastic, and the author often has him speaking in nonstop alliteration. It was hilarious. I had to do multiple takes before I could record with out bursting out laughing.

**Your first audio book was Condeleeza Rice’s Democracy: The Long Road To Freedom. How did that happen?**

The producer at Hachette Audio asked a friend, who is a casting director, if she had any actors on her stable who could narrate well. What I do is voice acting, not just reading. A lot of great actors can’t narrate well. The casting agent, who has cast me in movies, pulled up my website on her phone right then and there. The producer listened to my voice and said, “That’s the one.”

**You actually did research for this part?**

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

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

I had known the writer/producer, Na’Liah Touba, from the 1980s and lost touch. A mutual friend reconnected us. I am big fan of Toni Morrison, so it was an honor to narrate her work in the film. You studied early childhood education at Tufs and then the Ed School. What impact has this had on your work now? I have had the good fortune to have several wonderful careers, including in education, but even now I use what I learned in college and graduate school. Understanding how personalities are formed, how people learn, the influence of the family, and interpersonal dynamics in general are a constant. I am a quick study of the people I work with in voice acting — the casting director, the client, the radio DJ — and that can help me land the gig.

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

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

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

Professor and Academic Dean Nommie Lersaux discussing the imbalance between families wanting high-quality preschools and what’s available. (NECN)

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**“I’m always mindful that the first place that kids learn what power is outside of the home is the classroom.”**

Jonathan McKesson said.

**“The dialogue is two-way, building off of each other’s comments and questions, and it’s meant to offer educators at all levels a model of how to have these kinds of conversations in their own spaces.”**

Stas Walsh, who oversees Usable Knowledge and who conceived the new series.

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**“I have several wonderful careers, and I have had the good fortune to learn what power is outside of the home is the classroom.”**

McKesson said.

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

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The Denver Broncos and founder of Dreams Never Die, a nonprofit that helps under-resourced young people.
“There was one line during my interview with him that stayed on my mind for days: ‘I was born in the war. I grew up in the war.’ It was this idea that inspired this series of nine letters.”

Letters from John

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

The letters, nine in all, are displayed on a table in Gutman Library: it’s the end of the fall semester and the 13 students enrolled in Education in Armed Conflict are presenting their final projects, each centered on an individual directly affected by conflict. A few of the projects are traditional papers, but most are more creative: photo essays, children’s books, short videos, and a podcast presentation.

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

“There was one letter that inspired this series of nine letters,” Bergmann says. “Having the letters look like they were written by John at each stage of his life was also important for Bergmann. “There’s something about me that has always admired the tactile experience that letters allow for,” she says. “I thought about what materials he may have had access to.” For the first letter, written from John’s 10-year-old self, she used parchment paper and pencil. “Google was a great tool for reminding myself of what a young child’s handwriting may look like.” As John grew up, she varied the handwriting and writing utensils. The final letter was typed.

By the time the project was over, Bergmann says she moved beyond her initial reason for taking the class, which was to better understand how conflict affects education broadly. “This project added a layer of complexity in helping me to understand not just how educational infrastructure is affected, but how one’s individual educational experience is affected by conflict,” she says. “The gravity of the refugee crisis makes it seemingly simple to focus on the individuals who have been displaced, but what is not simple is understanding the unique challenges and experiences that each of these individuals have had.”
Making Winning Cupcakes

The key to making the perfect cupcake lies in the balance of ingredients. If the batter is too thick, the cupcakes will be dense and lacking in texture. If it's too thin, they will be flat and lack height.

1. Preheat your oven to 350°F. Grease or line your muffin pans with paper liners.
2. In a large mixing bowl, combine flour, sugar, baking powder, and salt.
3. In a separate bowl, cream butter and eggs until light and fluffy.
4. Gradually add in the dry ingredients, alternating with the milk.
5. Fill each muffin liner 2/3 full, and bake for 18-20 minutes or until a toothpick inserted in the center comes out clean.

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

High-quality ingredients are the only way to go. "All chocolate is not created equal, so you wouldn't catch me putting grocery-brand cocoa powder in my chocolate cakes. I highly believe that using quality ingredients is the key to having a-ha moments that trickle over into food design."

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

Over J-term, McIntosh worked on developing a TV show that utilizes the science of cooking to pique teens’ interest in STEM careers.
Safe at School

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

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

WATCH THE SPEECH: EDREDESIGN.ORG/BY-ALL-MEANS/CONVENINGS

OR LISTEN TO AN EDCAST BETWEEN KING AND PROFESSOR PAUL REVILLE:
GSE.HARVARD.EDU/ED

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

Associate Professor Jal Mehta, writing about the myth that students need basics before they can reach deeper learning. (Education Week)
2017-18: School Year Rewind

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

A
This year’s ALUMNI OF COLOR CONFERENCE in March focused on the Three Rs: radicalize, reimagine, and reconstruct.

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

C
Harvard Divinity School Professor and philosopher CORINEL WESSEX gave a talk in October called “Spiritual Blackout, Imperial Meltdown, and Prophetic Fightback.”

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

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

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

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

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

I
IMITATION is the sincerest form of flattery. The school’s Double Take student series hit the road, in nearby Arlington, Massachusetts, courtesy of the city’s human rights commissioner, NAOMI GREENFIELD, ED.M. ’93.

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

K
What’s better than Associate Professor KAREN BRENNAN? How about 12 Karen Brennans? For Halloween this year, students in T550 all dressed in black to honor their favorite professor.

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

M
Music was heard often on Appian Way this year. During the holidays, an Ed School a cappella student group visited offices around campus. Earlier, in October, Grammy-nominated Aislinn Morck gave a concert in Gutman to celebrate children’s music.

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

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

P
The Askwith Forums series saw something new this year: a POP-UP forum on November 9 with GEOFFREY CANADA, ED.M. ’75, and Harvard Professor ROBERT WESTHEIMER.

Q
QUACKERS was Jump Start’s Read for the Record book this year.

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

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

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

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

V
Harvard’s motto, VERITAS, adopted in 1634, remained true for yet another year.

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

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

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

Z
UNDOCUMENTED IMMIGRANTS, the DREAM Act, and DACA were consistent topics of conversation on campus, including a series of events from February–April called the DACA Seminar at Harvard with Professor Roberto Gonzales.
Although he once had dreams of playing in the NFL, Lecturer Victor Pereira isn’t surprised he became a teacher. Even though he sometimes felt overwhelmed with the nonstop nature of school — new assignments more homework — he liked learning. He especially liked science and, eventually, working with young adults. Now, as a master teacher in residence in science with the Harvard Teacher Fellows Program (HTF), Pereira talked to Ed about his profession, seeing with your brain, and lessons in humility.

F or Judith Bonifaci, Ed. M. S. ’15, it was none of those coming-together moments that really changed her life. The two golden retrievers had just died. She and her family were, she says, done with dogs. But then a friend pointed out that Bonifaci just didn’t seem happy. She suggested they get another golden retriever. So Bonifaci did, this time from a breeder who told her she believes that owners need a greater purpose for their dogs beyond just family pet. As a teacher, what did you say to students who claimed they weren’t “science types”? Challenge accepted! We are all science types. By nature, we are all curious, inventive, and inquiring. I would always react to that claim with a pseudo anger and ask, “Who the heck told you that? Well, I plan on teaching you to have to learn to know me at the end of the year if I have succeeded.”

Any others? Another memory is one of great appreciation. Growing up in a bilingual family, I struggled with literacy in my elementary years. In conversation and sitting on our sofa, the conversation and sitting on our old tan couch in the living room like it was yesterday. As bad as I felt for embarrassing myself and my father, that conversation was one of the most important conversations I remember. Any others? Another memory is one of great appreciation. Growing up in a bilingual family, I struggled with literacy in my elementary years. In conversation and sitting on our sofa, the conversation and sitting on our old tan couch in the living room like it was yesterday. As bad as I felt for embarrassing myself and my father, that conversation was one of the most important conversations I remember. Any others? Another memory is one of great appreciation. Growing up in a bilingual family, I struggled with literacy in my elementary years. 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ON MY BOOKSHELF


TONIGHT

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

FAVORITE BOOK FROM CHILDHOOD AND WHY YOU LOVED IT:

Beloved by Toni Morrison. This is the only book I’ve read that I would consider a modern classic. I have always been drawn to issues of race and gender. Reading it with my own children was a gift.

FAVORITE SPOT TO CURL UP WITH A GOOD BOOK:

The couch.

NEXT UP:

This is not a book for the faint of heart: Troublemakers: Lessons in Freedom from Young Children in School, by Matt de la Peña, for my daughter, Izzy. My friend Carla, who always has the best book suggestions, suggested it. Carla’s house, Troublemakers: Lessons in Freedom From Young Children in School, is also amazing; I would gift that to anyone working in schools.

THE THING THAT DREW YOU TO IT:

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

FAVORITE SPOT TO CURL UP WITH A GOOD BOOK

The couch.

SHARECROP

Claudia Stack and Kathryn Wall

In her new book, SHARECROP: The Forgotten Farmers, provides classroom lesson plans (for grades five through college) and historical background about “a significant but marginalized chapter in American history,” as she writes. The companion guide also includes activities and personal stories from sharecroppers, referred to as “forgotten farmers.” Each chapter offers teachers and other educators a list of discussion questions, potential homework and out-of-class assignments, and in-class activities grouped by age.

SLOW LOOKING

Shari Tishman

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

FOR A FULL LIST OF BOOKS FEATURED IN THIS ISSUE:

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Summer 2018

SCHOOL COMMUNITY AND YOU’VE RECENTLY PUBLISHED

Eve L. Ewing

At 19, I needed a little Obama in my evening.

Eve L. Ewing

At 19, I needed a little Obama in my evening.

SCHOOL COMMUNITY AND YOU’VE RECENTLY PUBLISHED

Eve L. Ewing

At 19, I needed a little Obama in my evening.
WHAT HAPPENS WHEN WE PUT THE BURDEN ON PARENTS TO PUSH AND FIGHT FOR THEIR CHILDREN WITH SPECIAL NEEDS?

STORY BY MELANIE PERKINS MCLAUGHLIN, ED.M.’17
ILLUSTRATIONS BY MONIKA AICHELE · PHOTOGRAPHS BY WINKY LEWIS
between the butter and yogurt with a cart full of groceries. “Mrs. McLaughlin, I think you already know this. Your fetus has Down syndrome.”

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

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

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

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

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

Then, I saw her. She weighed 6 pounds, 15 ounces.
like pillows” as she stared out the window on a car ride at just 6 months old! By the time she was 2, her speech would be delayed, we used American Sign Intervention. Gracie began to thrive. Because we knew the impact of isolating children in many ways our hearts were still broken. We had to make a decision of everything we had ever thought surgery lasted six hours, and her heart was fixed. Yet her heart, the size of a strawberry, was stopped. The Grace was put on a heart/lung bypass machine and home. “Just watch out for heart failure,” he said. On March 4, 2008, at 2 months and 8 pounds, the pediatrician, Annette Holahan, Virginia Costenbader, and I knew the benefits of early childhood preschool through our local university at a month-long stay, the doctor handed us our baby to take care of. The school was a wonderful fit for Grace and a perfect introduction to us of what inclusive education should be.

Entering Public Schools

We had no idea the battle that lay ahead. At age 3, Grace transitioned from early intervention to the public schools, from an Ifsp (individualized family service plan) to an IEP (individual education plan) — our first introduction to a new language of education. The IEP is written by a team of educators, parents, and other professionals to determine what services the child requires. At the meeting, we were overwhelmed. It felt like we were fighting for our children’s lives. We had befriended another family whose baby did not survive. When we crossed the threshold of Boston Children’s, out into the world of the living, we were witnesses to the other families, out into the world of the living, we deeply understood how fortunate we were our baby was alive. And we vowed to be her staunchest advocates.

“History and Laws

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

In the late 1800s, “ugly” laws in many Ameri- can cities and towns made it illegal for individuals with visible disabilities to appear in public. Violations could result in fines and even imprisonment. In 1907, Indiana became the first of 14 U.S. states to pass eugenic sterilization laws for “confirmed idiots, imbeciles, and rapists.” A 1927 Supreme Court ruling, Buck v. Bell, ruled compulsory sterilization for intellectual “defectives” was constitutional. The Supreme Court’s reasoning: “Three generations of imbeciles is enough.” The ruling has yet to be overturned. In 1990, the Naacp implemented “menace killing” of the mentally disabled, and the Taft-North- outh of life.” In the 1940s and 1950s, children born with disabilities in the United States were taken en masse from their families and institutionalized in places like Willowbrook State School in New York. I was surprised when she replied we had to see what Grace’s attention span was first. I wondered if typically developing preschoolers were placed depending on their at- tention span. I knew the benefits of early childhood education on life outcomes. Research by educators like Annette Holahan, Virginia Costenbader, and others shows that children who attend quality preschool are more likely to graduate high school, hold a job, and earn a higher income. High-quality preschool inclusion can help young children succeed not only in preschool, but also into adulthood. And children with disabilities who are included in high-quality classrooms with their typically developing peers show positive gains developmentally.

Preschool was the year we encountered our first battle with our school district. We felt Grace required a full-day inclusive preschool environ- ment. Our district was recommending a two-hour partially segregated program. We enrolled Grace in a private, high-quality, full-day developmental preschool through our local university at a month-ly cost equivalent to a mortgage. Then we hired an educational advocate and a lawyer. We filed for a hearing with the Bureau of Special Education Ap- peals, and we learned the two most important ac- ceptance of Grace’s academic career: TAFE and l.s.r.

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She is a single mother of two young women, Ebony teaches special education policy at the Ed School and is a National Center for Learning Disabilities adviser, says, “Family advocacy became the prima- rу mechanism under IDEA to enforce the law. The 360° moment when schools treated kids with disabilities, excluding them entirely, not meeting their needs, placing them in an entirely separate system, I was feeling overwhelmed and forward. Parents were seen as this powerful voice.”

Getting Educated

While legislation and litigation have been the le- vers for families advocates for change, the cost of hiring attorneys is often prohibitive. Often, even when the laws apply to all citizens, education access is still not equal.

Who can afford the lawyers? I think that’s why some districts bring things to court because they know parents will give up. If you look at who gets services or out-of-district placements, it’s often disproportionately middle-class white people,” says Roxanne Hoke Chandler, the family and com- munication engagement director at the Federation for Children with Special Needs (fcSN), a Boston- based training and information center for parents. She is a single mother of two young women, Jay and Faith. Faith has autism, Down syndrome, and is a National Center for Learning Disabilities Lecturer. “I remind myself that life lesson. In so many ways I am fortunate I don’t have much time — developmental mile- stones are clocked by years, and if you don’t do the work, your child will miss every opportunity.”

At the Ed School, among the most important things I learned is there is a world for everything, I learned that the best societies discriminate against people with disabilities as inferior to people without disabilities. Oftentimes when we name something it is defined as easier and more difficult and that expectation that the law be at grade level with other kids is as a general education class- room is acceptable, because she is not intelligent because she has an intellectual disability is ableism — or as Hehir writes “the devaluation of disability” that “results in societal attitudes that uncriti- cally assert that it is better for a child to walk than to wheel, speak than to read, read Braille than read Braille, spell inde- pendently than use a spell-check, and hang out with nondisabled kids as opposed to other disabled kids.”

We all — teachers, administrators, legislators, poli- cymakers, and families — have a moral obligation to every student, with and without disabilities, to provide equity and inclusion for all children.

I grew up in this third-grade classroom where she is technically fully included although we continue to advocate for authentic membership while our children continue to navigate the system. And while I would argue that life lesson. In so many ways I am fortunate I don’t have much time — developmental mile- stones are clocked by years, and if you don’t do the work, your child will miss every opportunity.”

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(Saying Goodbye to Dean Ryan)

AN ORAL HISTORY

STORY BY LORY HOUGH
ILLUSTRATIONS BY JOSUE EVILLA
The date was June 10, 2013. The campus was slow and quiet, the way it usually is a couple of weeks after graduation. But in the back corner of Gutman, something interesting was happening: Harvard President Drew Faust had just called an impromptu reception to introduce the school’s new dean, Jim Ryan. As Ryan’s family stood to his side and staff and faculty gathered holding champagne flutes, Faust talked about the new dean’s academic virtues, including his scholarship around equality and school desegregation and his tenure as associate dean of the law school at the University of Virginia. Ryan, who had been quietly taking it all in, laughed and shook his head when Faust also joked that a former colleague at the University of Virginia had likened Ryan to a superhero. When it was his turn to talk, he continued the joking, saying that while he’d be the shoes to fill with Kathleen McCartnery’s departure, he was “at least as Irish.”

And with that, the Ed School learned what kind of dean they were getting. A sharp mind and a subtle wit. The kind of dean who would, during his five years at Harvard, push the community to fulfill the promise of diversity and give commencement speeches that referenced casino tour buses, Dr. J, and a failed science experiment as a kid that led to a love of equities. His speech that referenced casino tour buses, Dr. J, and a failed science experiment as a kid that led to a love of equities. His was both affirming and inspiring. I think after that meeting of 2017, which took place in early February, but he was dazzled. He looked at me and said, “This guy is so special.”

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

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

LAYTON: One of my favorites was the first faculty meeting of 2017, which took place in early February.

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

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

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

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

Summer 2018
It was the first meeting since the presidential inauguration, and Jim opened things up by commenting that he should address the elephant in the room. Many people were struggling with how to make sense of things, feeling like the world was a lie. After going on like this for a minute or two, he caused the room to explode in laughter when he paused and said, “I’m talking, of course, about last year’s Super Bowl game.”

“Wait, What?”

LAYTON: Shortly after his book was published, Jim did a book talk at the Harvard Coop. This of­ten involves the two of them waiting at the end of our driveway for some minutes. The road is a busy one at 7:30 a.m., with commuters driving their kids to school, a school bus on two or three, and neighbors all passing by. Jim is generally out there in every odd-looking running outfit or some version of his PJs, waiting with Phebe. The best part of this routine is when Jim dances and sings while waiting, oblivious to the people who are driving by.

DOROTHY LAYTON: As part of the dean’s office, there was no major occasion in my life that Jim and his incredible right-hand “dean whisperer” Monica shaded didn’t point out to me what was coming up — and worry about how to get Jim back to the office. After the talk was over, Jim rested against the wall and watched a construction worker — knowing that she was worrying about how to get him back to the office, a bunch of people were hiding in the dark. He felt pretty proud of himself, and we ran by a bunch of cows, which isn’t something we do much these days. It was as selfless as it was sneaky.

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

DOROTHY LAYTON: Shortly after his book was published, Jim did a book talk at the Harvard Coop. The dean’s office planned a “surprise” party for him af­ter the talk. But by the time the talk members to the door! Jim was on the surprise, and that it was actually a surprise party to thank Matt Weber and Meredith Larrue for the roles they played that eventually led to the book. Meredith thought her job was to get Jim back to the office. After the talk was over, Jim rested against the wall and watched a construction worker — knowing that she was worrying about how to get him back to the office, a bunch of people were hiding in the dark. He felt pretty proud of himself, and we ran by a bunch of cows, which isn’t something we do much these days. It was as selfless as it was sneaky.

BRIAN FROST: He’s also really great at asking the right questions. He’s really good at that. Sometimes he gets people to say things that they never would have said otherwise. Jim is a straight shooter.

SO THAT COMBINATION OF INTELLECT AND HEART —• • • • •

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

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

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

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

**LONG:** It’s obvious that Jim is whip-smart. He can do mental gymnastics over the most prepared opponent when it comes to questions of the law and most education policy. You know when he is listening closely that he is about to simplify the most complex issue or question into a clear sense of what’s true, that’s right, and what should be done next. It is both his intellect and moral compass together that have set him apart. And those qualities were true, what’s right, and what should be done next.

**RYAN:** It’s super smart. I’ve seen him make intellectual arguments that are just searing in their insight, but he’s also a person of enormous heart. So that combination of intellect and heart is a very special one.

**Ryan wrote in his second book, Wait, What?, that Jim was the dualchallenger of a vision. Many felt he understood his plans.**

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

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

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

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

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

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

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

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

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

**LONG:** What I will miss most are the kind and caring parts of Jim. From day one, Jim was clear that his family is his ultimate love and that at times, they would take precedence over school business. Both his acknowledgement about the importance of family was not only for himself; he also respected that in others. I’ve had countless conversations with him about navigating parenthood. I figured he’d as the father of four kids — has some expertise to share. And that has served to be true. While working together closely for four years, he has certainly witnessed the good, the bad, and the funny in my family life, and I don’t think there is anyone my kids love more at Harvard than Jim Ryan. When visiting the dean’s office, they would march directly into his office and start with a long list of questions and stories about recent activities. Jim was just so comfortable along, and he even proudly displayed in his office an art project my younger son made for him. My kids would never have thought of this, but because Jim’s whole family has welcomed them from day one.

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

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

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

**JIM AND HIS FAMILY**
HOW CREATING A SECOND IDENTITY COULD RESHAPE EDUCATION AND COMMUNITY

STORY BY EDYSON JULIO, ED.M.'18  PHOTOGRAPHS BY TONY LUONG
“How the f— did I go from Stuyvesant High School to Rikers Island?”

Davon asked. He had an easy gait, unmistakable charm, and a chipped tooth. The classroom was messy: notebook pages strewn over the floor, crumpled fast-food wrappers left to unfurl, and folders splashed open on desks. Davon looked in my direction, straight-faced, expecting an answer. His life story was so unlikely, a novelty almost, if not for the fact that I had seen it many times over: A smart black student earns admission into a specialized high school, only to land in state detention before he graduates. He sat next to me and handed over his last assignment. The silence was heavy between us.

“I don’t have an answer,” I said to him. But the truth was I had no interest in the answer because the answer was merely a diagnosis of the problem: failing neighborhoods, rigged economies, racism. I needed a solution for him instead.

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

For example, my most disruptive students are often the most popular—my most violent students, the most respected. I was one of these students. Under the rules of this cultural system, the popular students, or those who command respect, face almost no physical threats from the student body. This is a high privilege in a school based in the ghetto—to not have to worry fearfully over your physical safety. In fact, it is the highest privilege: one that many seek out but only a few enjoy, whereas hundreds of black and Latinx youth are left to worry about the daily threat of violence. This is precisely why our schooling is disfigured. Davon looked in my direction, straight-faced, expecting an answer. His life story was so unlikely, a novelty almost, if not for the question, influenced the trajectory of all people. In other words, there is no way to understand the third episode if you haven’t watched the first. How else do we make sense of narrative if not chronologically? For this reason, it must be true that our political lives are the culmination of histories, and so we must insist, again, if we are to understand this condition intellectually, that history is the soil. It is where this starts. There is no way forward without national agreement on this point. We are history: It has shaped our words, our heart, and perhaps most importantly it has helped arrange the meaning of our lives.

And so the truth is, history says, that the failing ghettoes are a product of racist American strategy, and in these ghettoes is where the pts experience proliferates. Anyone wishing to dispute this fact should know that there is no winning an intellectual fight against history’s honesty in this regard. All throughout American history, our country has taken very specific steps to ensure that African Americans were relegated to certain neighborhoods. These neighborhoods, unsurprisingly, were engineered to fail. Naturally the ruin followed, and since then, in the ghettoes, we’ve been forced to adopt this performing-to-survive strategy.
G
rowing up I was the performer. I lived in a very dangerous part of the Bronx, and that threat always found itself into the schools. Though I was an apt student — versed in history, clear in my writing — I was really afraid to be so publicly. I had realized that there was no safety in intellect, only risks, and dangerous ones. I remembered a hot day in grade school where we were presented with two options: either go outside and play ball, or continue discussing ideas of tyranny in Shakespeare’s Macbeth. I wanted badly to stay in, to chat about Macbeth’s violent temperament and all the ruin he brought to Scotland, but I was awfully afraid of what it would mean to my friends. Accordingly, I learned to keep a public self and a private self. In the classroom, as a student, I purposely seemed dispassionate about learning and education — enabling teachers, skipping classes — but at home books set me aflame. I trained my body this way for years, and Davon, who had gone down in New York City’s largest gang indictment, could see the finished product in me as my student. I gestured like he did, ambled in the same streets, but I also played chess and wrote fiction. I knew folks he was indelibly with — they were longtime friends. But I also knew novelists and scientists. Davon was also really surprised about my tattoos: They were discernible and out for the professional world to see, or as he understood it best, unseemly. And yet I was still a teacher. I was still proud to be smart.

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

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

In all four stages of this curriculum, students were asked to challenge their own inflexibility. They were asked to reimagine themselves outside of the rigidity of the PT experience. For example, I had an 18-year-old student who was heavily gang-involved, never got his work done, and was aggressive in class. I first met him in a classroom on Rikers Island, but as stipulated by his plea deal when released, he was ordered to join the high school equivalency program I also taught at for justice-involved youth. After working carefully with this student, he wrote a new identity for himself...
that was a musician. The musician was gentle and obsessed with learning piano. The course material was no less difficult, but as his new self, he worked hard at it. This was a miracle for this particular student. I then challenged him to inhabit the new character over the weekend, and so he asked his mom to take him to a jazz museum in Harlem. It was something he would never have done otherwise, away from the dangers of his project housing in Brooklyn.

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

The inverse wasn’t just as true, though. For example, if someone called him by his legal name, and not Trigga, there was no supernatural strength to draw from. Part of that was calling on his legal name signaled a degree of situational safety in the same way it does when romantic partners call on our pet names. In other words, there is no reason for alarm and, consequently, no reason for “transformation.” But the other reason, and maybe the more important one, is simply that the force wasn’t procurable without the nickname. An increased physical force literally became a constituent resource of his survivalist identity. Again, this fascinated me, especially because this has always been true in the hood too. He went on to talk about the horrific things and the more they care about the “person” they’re creating, the more the name they’ll specifically label these characters. This could reshape education entirely. One student even suggested it bring in an acting coach into the class. I asked why, and he told me that he wanted to practice new gestures, voice inflections, and walking styles. He literally wanted his second identity to be an entirely new person.

This is all extremely difficult to write about, especially for public reading. My fear has long been that the perpetrators will co-opt this message about pts. They will weaponize it against us and argue that it’s been our fault all along. They will champion personal responsibility and obscure, with mastery and intention, the country’s criminal irresponsibility. But certainly one has caused the other, and it is delinquent to talk about this in any other way. There could be no our violence without America’s first. There could be no, this performing-to-survive strategy, without a long narrative of oppression. This, history says, is indisputable true.

Edison Arai.
EDSON ARAI ’18 is a student in the arts in education program at the center for creative writing instructor at Bedrock Island Correctional Facility. A former inmate of Rikers Island prison, he attended the Center for Alternative Sentencing and Employment Services (CASES) teaching inmates and former inmates of Bedrock Island prison.

Grad.

As a proud Peruvian immigrant, and first-generation college student, my work has always been to support identities, justice, and dignity for Latinx families in North Carolina, where I was born. I enrolled at Harvard and earned a degree in Latin American history, where I focused on the relationship between the U.S. and Latin American countries. I then went on to teach at the Center for Alternative Sentencing and Employment Services (CASES) and the High School Equivalency Program at the Center for Alternative Sentencing and Employment Services (CASES) teaching inmates and former inmates of Bedrock Island prison.

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THE LAST BOOK, FROM 2013, WAS A BIT OF A SURVEY FOR SCHOLARS FROM AROUND THE WORLD ABOUT RESEARCH. ... supports, proper accountability structures, time, and wide constituent engagement to make a real, positive question is, are all these policies leading to desired outcomes? Are they providing adequate resources, opportunities, and innovations emerging in places like India, Kenya, and South Africa. Given that issues of justice, quality, and system-wide solutions are areas of debate across the globe, it stands to reason that looking beyond our own boundaries to other nations can offer new ideas and exchange that can enrich our understanding. OBVIOUSLY THERE IS NO SILVER BULLET, BUT FROM YOUR DISCUSSIONS WITH SCHOLARS, HOW DO WE GO ABOUT MAKING MEANINGFUL CHANGES IN EDUCATION? It is worth first considering that many countries across continents are engaged in extensive education reforms aimed, from the policy perspective, to improve access, quality, and outcomes of education. The question is, are all these policies leading to desired outcomes? Are they providing adequate resources, supports, proper accountability structures, time, and wide constituent engagement to make a real, positive difference for all learners? While there is no one right way to engage in educational change, our book offers several considerations, including the importance of addressing equity as the center of educational change and teacher ownership in the learning process. WHAT ARE YOU WORKING ON NEXT? I recently published The Growing Out-of-School Time Field: Past, Present, and Future, a book that offers an analysis from 30 domestic scholars and practitioners on how afterschool and summer learning have evolved over the past two decades and in what directions out-of-school time learning might be headed. I have also edited the first special issue of the Journal of Professional Capital and Community on broadening professional community through collaborative partnerships.

Education needs more people like you. Help us find others who share your passion for education.

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Q&A WITH HELEN JANC MALONE, ED.M.’07, ED.D.’13
BY ANDREW BAUDO, ED.M.’16
HELEN JANC MALONE has devoted her career to better understanding the future of education. She is director of education policy and institutional advancement at the Institute for Educational Leadership, and the author of Leading Educational Change, which looks at the latest research from around the globe. We talked with Malone about her new book, Future Directions of Educational Change, which she edited along with fellow Ed School alum Santiago Rincón-Gallardo, Ed.M.’97, Ed.D.

THE LAST BOOK, FROM 2013, WAS A BIT OF A SURVEY FOR SCHOLARS FROM AROUND THE WORLD ABOUT RESEARCH. HOW IS THIS VOLUME DIFFERENT? Future Directions is designed to be both a deeper exploration of three themes from the first book — social justice, professional capital, and system change — and a compilation that weaves the three areas together. This anthology features global perspectives that challenge the conventional approaches to educational change and that do authentically blend issues of equity and justice in education, and how do we elevate the teaching profession. IN TALKING WITH SCHOLARS, WHAT ARE SOME OF THE MOST POWERFUL FORCES DRIVING EDUCATIONAL CHANGE TODAY? There are at least three that mirror the strands of this volume: addressing inequity, broadening discourse, and changing systems. We have a chapter in Future Directions about New Zealand’s program to train a new generation of principals as change agents that can address issues of injustice head on. South African scholar Brain Fleisch offers a chapter that challenges the global education conversation to move beyond American and European focus and expand to be inclusive of the challenges, opportunities, and innovations emerging in places like India, Kenya, and South Africa. Given that issues of justice, quality, and system-wide solutions are areas of debate across the globe, it stands to reason that looking beyond our own boundaries to other nations can offer new ideas and exchange that can enrich our understanding.

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How Investing in Faculty Pays Off

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

### Children’s Executive Function and Self-Regulation

**(Professor Stephanie Jones)**

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

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

= 33x RETURN

### Education Redesign Lab

**(Professor Paul Reville)**

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

**$200,000** EARLY SUPPORT

**$5.3 MILLION IN EXTERNAL FUNDING TO DATE**

= 27x RETURN

### Making Caring Common

**(Senior Lecturer Rick Weissbourd and team)**

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

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

= 9x RETURN

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

** (Lecturer Lee Teitel)**

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

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

= 17x RETURN

### Scaling for Impact

**(Professor Monica Higgins)**

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

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

= 90x RETURN

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**School in Sumbur, South Carolina, this past June.**

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**2011**

Matthew Goetz, Ed.M., was awarded the University of Chicago Outstanding Educator Award for 2011. This is the second time in three academic years he has received the award. Goetz is given to teachers, nominated by first-year undergraduate students, who have made a difference in their lives. Goetz was nominated by a student who graduated from Beijing National Day School in the Chinese capital. Goetz teaches English.

**2012**

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

Amanda Cox, Ed.M., started a new charter school, Future Public, in Garden City, Idaho. The K-5 school will open in the fall of 2018. The mission is to develop engineers using a STEM-infused curriculum. [futurpublicschool.com](http://futurpublicschool.com)

**2013**

Santiago Rincon-Gallardo, Ed.M.’97, Ed.D., codirected Future Directions of Educational Change. (See page 47.) He is a visiting scholar at the Onati Institute for Education Redesign Lab.

**2014**


**2016**

Andrew Baudel, Ed.M., hosts a new podcast series called Knowledge Applied, which takes listeners inside current research at the University of Chicago.

Karen Cuern, Ed.M., a full-time student, is cofounder and executive director of the Education Policy Fellowship Program at the Institute for Educational Leadership.

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

Katharine Hashimoto, Ed.M., is the lead content developer at Woobo, a Boston-based company that produces an interactive AI robot for child companionship and educational development. [askwoobo](https://www.askwoobo.com)

**2017**

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

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

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

[See page 43.]

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**The Dean’s Venture Fund (DVF)** was designed to attract unrestricted campaign gifts that Dean Jim Ryan could allocate to jump-start new initiatives, provide seed funding for collaborative research, and launch new projects while the school builds the case for additional investment. This idea has paid off. The fund has been hugely successful in leveraging additional support for key initiatives at the school. About $3 million invested to support faculty projects and new initiatives has generated $78 million in funding from outside the Ed School, representing a 26-fold return. Here are some examples of this success:
“I believe that you are the luckiest graduates in the entire university because you are going to work in education, and there is no higher calling, no more rewarding or meaningful field in which to work.”

DEAN JIM RYAN, 2017 COMMENCEMENT SPEECH