What’s lost when the creative, energetic, and sometimes disruptive kids in our schools are labeled as the troublemakers?
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In his new, self-described nonacademic book, Professor Dan Koretz takes on a subject he had been careful about for nearly three decades.

“...traditional school did not work for them.”
ARPI KARAPETYAN, Ed.M. ’13
1

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

2

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

3

Wondering why you’re not seeing a story in here about Dean Jim Ryan’s departure? Seeing a story in here about our summer issue, the last TO ED.M.'10

JEAN “NINI” MCMANAMY, ED.M.'77, wrote with suggestions after reading ‘Great Scott!’ In our fall issue about SCOTT FLANARY, ED.M. ’15, winning the 29th season of The Amazing Race reality show. “Warm and entertaining. But how about an article on teacher competitors in these events, like high school physics teacher Bob Crowley, who beat Survivor competitors 30 years his junior by using the very skills he used in the classroom,” she wrote. “He talks about using his skills at managing teams, motivating self-serving participants, and using his scientific problem-solving strategies, not to mention skills learned lobbying and camping on his tiny island off the coast of Maine. In fact, the Ed School could build a symposium, or better, a course on how to apply life strategies to real-world class activities. So many teachers, myself included, had zero life experience when we were dropped into a classroom to teach students how to succeed—at life.”

Past Tense

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

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

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

STORY BY LORY HOUGH

When JODI ROSENBAUM, ED.M.'02, first began More Than Words with four young men living in a foster home in Boston, the future for the online used bookstore and training center run by troubled teens didn’t look promising. “These young men didn’t like books or technology or me telling them to pull up their pants,” she says, describing the first few weeks. But what they did come to like — what has helped the nonprofit generate more than $1 million in revenue annually — was power. Putting books into the system and seeing them sell made the teens feel something they hadn’t before: that they could make something positive happen.

At the time, Rosenbaum wasn’t exactly looking to start a bookstore, or any kind of business. But after teaching and working for years in the child welfare and juvenile court systems, she knew something was missing. “I wanted to find a more measurable way to help young people move to better outcomes, not punishment,” says Rosenbaum. She saw that too many kids who are in foster care or are court-involved fall through the cracks despite good intentions by others.

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

The young men (and eventually young women) also learned critical life skills,
they want people to know it.”

“Really powerful,” she says. “They’re working hard, and they want people to see them working, which is palpable. When you walk into our space, that’s palpable. Confidence and success also spill over to the young people who have loved ones with terminal illnesses. So often we try to protect kids and we don’t include them in processes that are vital to their understanding of death.

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

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

HOW DID THIS BOOK CHALLENGE YOU? It gave me the opportunity to run, throw off that academic cliff, spread my wings, and soar. One particular memory that I have is [former professor and Ed School alum] Thomas Pay-zant’s story of how he had never been a principal before becoming the superintendent of Boston Public Schools, a position he held for years. I think about that during every time I get ready to shirk a personal or professional opportunity, each time that voice in the back of my head says, “You don’t have enough experience to be successful at XYZ.” I honestly think of him. And then I go for it.

GARDNER BLOG, 2.0

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

“As an author of many books, I never thought I’d become a blogger. But, in fact, I appreciate both the medium (communicating in 1,000-word chunks) and the message (the privilege of writing about whatever ideas and practices in education I find most engag- ing). For the final months, the blog feature contributed by me and colleagues on education will be large, but the blog will evolve into a site where we will distill impressions and initial findings from a very large study of higher education that we have been carrying out.”

FOLLOW GARDNER ON TWITTER: @HOWARDGARD- NER AND HIS BLOG: HOWARDGARDNER.COM

STORY BY LORY HOUGH

CYNTHIA BROWN, B.A.M., ’05, wrote her first young adult book, Pine- apple Sugar, in part to encourage others to listen to that nag- ging voice in their head telling them to do something—start a business, take a class, or, like her, write the book. Brown, an instructor in the Urban Educa- tion Program at the University of Houston, talked to Ed. about motivation, grief, and how she reclaimed her creativity.

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

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

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

THE BOOK I OPENED THIS MORNING…” I immediately became abnormal. As an avid reader back then, every story that was written had a mom, so every time I opened a book, I was reminded of how abnormal I was. I added to that
“What inspires me are those folks who see a social problem — homelessness, domestic violence, disaster relief — take action, develop a solution, and sustain this work over time.”

THE SOUND OF GOODNESS

Jake Murray is giving some audio love to those who care

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

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

That includes the first person he interviewed for the series: Steve Gross, chief playmaker at Life Is Good Kids Foundation. “I met Steve 14 years ago. He was training youth workers for the city of Cambridge, and I was working as the child youth services planner for the city,” Murray says. “His energy and message of bringing your best joyful self to your work and relationships with children resonated with me as a former teacher, counselor to behaviorally challenged children, and now father.”

After interviewing Gross for the podcast, Murray says, “Learning about his work made me feel optimistic and positive.” It’s this feeling that he continues to look for as he adds more interviews to the series, which he records primarily from a studio at the Brookline Teen Center, near his office. (Teens at the center do the sound engineering.) It’s also a feeling he hopes his listeners take away, especially those struggling to make an impact on similar social problems.

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

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

Asked why he chose the podcast format, Murray explains that over the years he had communicated in other ways, like writing briefs that few people read. But while working as executive director of the Aspire Institute, an idea innovation lab at Wheelock College, he realized they needed to do more popular writing. “We created our own blog. On our team, everyone had to write something,” he says. “Then I thought, podcast. That seems to be the next evolution, something people are gravitating toward. It’s the next evolution to getting the work out there.” Murray says he gravitates toward podcasts like Humankind and On Being. Looking ahead, Murray says he’d love to play around with different formats and even group interviews by location — Power of Good Boston or Power of Good Houston, for example — but as a one-person show, that’s a resource and time problem.

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

Photograph by Josh Andrus

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

1.  **Writing what you know.** “I actually have only written books about places I have been before. That way I can ensure their authenticity, and I feel like I write better when I am closer to the subject. It helps to eat the food, breathe the air. I don’t think I could write about places I haven’t been. While I was in Kenya, I took the opportunity to go on an African safari, and that is what gave me the inspiration to introduce kids to the five national animals of Kenya. On the safari, I was about two meters away from a lion eating a wildebeest, which I thought was incredible, and afterward I noticed that what friends and family back home were reporting was being grossly exaggerated in the media.

   “They were saying, ‘We’re getting attacked! But there wasn’t anything in the news,’” she says. She decided that she would do what she could, from Cambridge, to raise awareness. “Awareness is the number one reason I joined Twitter the day the war started,” she says. Al-Adeimi understands firsthand the difficulties that Charles and Warren are finding for an end to U.S. support for Saudi Arabia’s war in Yemen. She posted the letter and Warren’s reply on Twitter and eventually turned it into an online petition.

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

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

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

5.  **You may want to rethink the mascot.** Or at least the mascot costume. “For my first ever school visit I wore a blown-up, poorly ventilated alligator outfit, and 12 minutes into the presentation I was sweating profusely! But it was really wonderful to see kids’ faces light up as I walked into the room and swept them away on an adventure. I have visited schools that in most cases would not have the budget for an author visit, so it is incredibly rewarding for me to give back to the community in little ways that I can.”

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**Shireen Al-Adeimi, Ed.D. candidate**

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

“People were saying, ‘We’re getting attacked! But there wasn’t anything in the news,’” she says. She decided that she would do what she could, from Cambridge, to raise awareness. “Awareness is the number one reason I joined Twitter the day the war started,” she says. Al-Adeimi understands firsthand the difficulties that Charles and Warren are finding for an end to U.S. support for Saudi Arabia’s war in Yemen.

She posted the letter and Warren’s reply on Twitter and eventually turned it into an online petition. Along with her husband, she held a fundraiser at MIT last year featuring Public Radio International’s producer, Stephen Snyder, to raise money for Doctors Without Borders. She continues to raise funds to help children in the field.

“Since then, she says an estimated 10,000 children have died in the war, including one of her family members, and millions more are struggling with limited food and clean water.

The situation got worse this past summer when a massive cholera outbreak infected more than 600,000 in just a few months, double what the World Health Organization projected when the crisis first started.

“It’s the worst humanitarian crisis in the world, we can’t help but talk about it,” Al-Adeimi says. “They were saying, ‘We’re getting attacked!’ But it was really wonderful to see kids’ faces light up as I walked into the room and swept them away on an adventure. I have visited schools that in most cases would not have the budget for an author visit, so it is incredibly rewarding for me to give back to the community in little ways that I can.”

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**STUDY SKILLS**

**LONGY HAN, ED.M.’17**

**Children’s Museum.”**

**Watch a Video with Han: GUSTO & GEOBO: GROBO ON THE OCEAN**

**FOLLOW AL-ADEIMI ON TWITTER:** @SHIREEN818

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

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One thing about your childhood that had a lasting impact.

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

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

Even as a young child, it didn’t feel equitable that I was evaluated on my parents’ ability to connect with their ability to connect with their children. The sense of injustice I felt was my lack of access to education, things I was never given the chance to have and thus lose the continuity of the text. Round-robin reading does not exist.

Why not?

Yes and no. Because immigrant life is dynamic, and it can strip one of dignity and opportunity. No, because I was privileged to have multiple protective factors in my life that buffered life’s challenges. A lesson in life that true blessings don’t come wrapped in money.

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

My parents are proud, sentimental, apologetic. When I’m on TV or featured in the media, there is great pride but also a sense of regret for not being able to provide for me more. I’ve tried to see students for who they are, where they came from, and what they can do.

Ask a Researcher

What do your parents think of this nickname?

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family therapist Anne Fisheh half-jokes that people in her profession could be out of business if more families just had regular family dinners together. Fisheh is basing this on more than just two decades of research searching for the positive effect of eating together as a family. She has also written a book on family dinners. "Families want to make dinner happen, it’s the enemy of the good. It’s really hard to get families started, and there are a lot of obstacles to eating together such as too many activities, not feeling comfortable in the kitchen, or a single parent working two jobs. Still, Barendsen says, “but technology is one of many distractions, and families need to figure out what works for them.” And when they do, and the family dinners happen, it’s beyond gratifying, London says. “Families share stories about what works and every family needs to figure out what works for them.”

Families share stories about what works and every family needs to figure out what works for them.

**Mangia, Mangia — Just Not Alone**

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

**STORY BY LORY HOUGH**

There’s also a four-week program to get families started, which includes helping them overcome obstacles to eating together such as too many activities, not feeling comfortable in the kitchen, or a single parent working two jobs. Still, Barendsen says that across economic sectors, families have found ways to eat together in a meaningful way. For example, she tells the story of a 16-year-old girl living on a farm whose family often had to eat while working. “Sometimes dinner would be in the fields. They’d pause and eat together on the tractor,” Barendsen says. “This family didn’t think about not making it happen.” Barendsen stresses that parents need to forget the image of the perfect (unrealistic) family dinner they see in the media. “I say don’t let the perfect be the enemy of the good. It’s really about bringing family together and taking a moment to pause over food,” she says. “It could be spreading out a blanket at the kids’ baseball game or sharing dessert. It doesn’t have to be a four-course meal. That’s a non-starter right there.”

Recently, the project began working with the Blue Star Families nonprofit to organize community dinners and meal swaps for military families. They’ve also partnered with Common Sense Media on a dinner project that addresses the challenges of technology at the table. “We’re not the tech police,” Barendsen says, “but technology is one of many distractions, and every family needs to figure out what works for them.”

And when they do, and the family dinners happen, it’s beyond gratifying, London says. “Families share stories about what works and every family needs to figure out what works for them.”

To find a dinner project near you or want to start one of your own, go to THEFAMILYDINNERPROJECT.ORG.

**CHECK OUT THE WEBSITE:** THEFAMILYDINNERPROJECT.ORG

**Fidget Spinners**

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

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

We found that some schools and individual teachers had banned them, not only because they thought them distracting but also for safety reasons. Spinners were breaking and kids were losing them. To BETH LAMBERT, ED.M.’09, fidget spinners were just silly. “To my son, who has ADHD, everything becomes a fidget spinner,” she says. “Marketing and selling these as tools to aid kids with attention deficit is ludicrous.”

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

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

**TEACHERS GIVE THEIR TAKE**

**ALIZA GREENBERGER, ED.M.’07:** Since teaching at a school for students with autism, I have used fidget spinners to help kids who need to fidget. If the spinner is being used to help someone focus, it’s a fidget. If not, it’s a toy. I never thought so many people would be talking about fidgets!”

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**DIANA SAINTS:** I have used spinners with my students to teach about science. The question was: Is the spinner being used to help someone focus? If so, it’s a fidget. If not, it’s a toy. I never thought so many people would be talking about fidgets!”

**To my son, who has ADHD, everything becomes a fidget spinner," she says. "Marketing and selling these as tools to aid kids with attention deficit is ludicrous."**
In her role for the past five years, Karapetyan helped customize the school’s database, which will soon be available to others nationwide. Co-created with a former colleague, the database allows administrators to capture data that is particularly relevant when serving challenged populations of students, many of whom enroll at BDEA after unsuccessful starts in traditional district high schools or local charter schools. If a student is homeless or suffering from the effects of depression, anxiety, or trauma, these factors are captured in Karapetyan’s database, so the administration, in conjunction with a student support team, can formulate an individualized education plan — a supportive roadmap toward stability, academic competency, and, if all goes well, graduation.

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

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

As an in-district charter school, BDEA has the autonomy to operate differently from traditional district schools. They offer two start times (9 a.m. and 10 a.m.) to accommodate students raising children, caring for sick family members, working late shifts, or traveling far from temporary housing. The age range of the student body runs from 16 to 21, with nearly 50 percent identified as students with disabilities. Nearly 10 percent are English language learners. In addition, more than 70 percent are identified as high needs, nearly 60 percent are homeless at any given time.

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

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

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

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

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

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

A Longtime Contributor to Education Policy. She is a lifelong resident of Cambridge, Massachusetts, where she spends her days as a data and accountability manager at Boston Day and Evening Academy.

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

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

Senior Lecturer Karen Mapp, Ed.M.’03, Ed.D.’08, on how schools shouldn’t give up on re-engaging parents who don’t think they are welcome. (The Seattle Times)
ON MY BOOKSHELF

Alex Hodges, librarian and director, Gutman Library

I look like someone who knows good food. LOL. for me. And then I fall back into my bread-eating routines. I don't look like someone who diets. for Life by Mark Hyman. You know what? I've followed the diet several times. Each time it works

10-Day Detox Diet Cookbook: More than 150 Recipes to Help You Lose Weight and Stay Healthy

folded paper, in them. When I revisit these old friends on my shelves, the extra tidbits trophies, or possibly old friends. I leave my handy bookmarks, usually receipts or randomly

brought me to this memoir, which is really about managing personal loss. It's quite a unique story, and that brings its own value to the literary marketplace. I highly recommend it.

THE THING THAT DREW YOU TO IT:

YOU'RE CURRENTLY READING:

NEXT BOOK YOU PLAN ON READING:

ONE BOOK ON YOUR BOOKSHELF READERS MIGHT BE SURPRISED TO FIND:

FAVORITE CHILDREN'S BOOK YOU ASSIGN IN YOUR CHILDREN'S LIT COURSE:

BOOK THAT YOU REMEMBER LOVING THE MOST DURING CHILDHOOD:

THE BOOK YOU HOPE NEVER GETS MADE INTO A MOVIE:

BOOK YOU THINK YOU SHOULD READ BUT NEVER SEEM TO GET TO:

FAVORITE CHILDREN'S BOOK YOU ASSIGN IN YOUR CHILDREN'S LIT COURSE:

by Naomi Klein. The Rise of Disaster Capitalism

rich visually, and I wish Mr. Lee all the deserved profits that he could earn. However, I think its premise is better confronted through imagination. Call me weak.


Elijah of Buxton by Christopher Paul Curtis.

H is for Hawk by Helen Macdonald.

For books that I own (not library books!), I love to dog-ear pages, my book for helping new teachers. The title was

The First Years Matter

31820-0000148-8

To every student in our nation's classrooms, learning requires courage, examples, research, and her own experiences, report, the associate director of the Stanford Center for Opportunity Policy in Education, weaves in practical case studies and stories for conditions for improving instruction, she writes, not one you can master in

It was recommended by a friend, and I had read the affirming

The Blood Sugar Solution 20-Day Detox Diet Cookbook: More than 250 Recipes to Help You Lose Weight and Stay Healthy for Life by Mark Hyman. You know what? I've followed the diet several times. Each time it works for me. And then I fall back into my broad-eating routines. I don't look like someone who diets. I look like someone who knows good food... Oh.

LEARNING FOR CAREERS:

Robert Schwartz and Nancy Hoffman

Recently, while reading pieces by public scholars as

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New York Times

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WHEN STUDENTS ACT OUT, WHY DO WE SEEK OUT FLAWS IN THEIR CHARACTER? SHOULDN'T WE INSTEAD SEARCH FOR THE FLAWS IN OUR SCHOOLS AND OUR TEACHING, HOLDING US, THE ADULTS, PRIMARILY RESPONSIBLE?

SHOULDN'T WE FIND BETTER WAYS TO UNDERSTAND THE SO-CALLED PROBLEM CHILDREN, THE ONES WE LABEL: THE TROUBLEMAKERS.

BY JESSICA LANDER, ED.M.'15
It was big and early — 29 bleary-eyed 11th- and 12th-graders yawning and slurping extra-large iced coffees. My students, recent immigrants and refugees from more than 20 different countries, spoke English with varying degrees of fluency, making my task of connecting with each particularly challenging.

And then there was Joe. He was funny, opinionated, and increasing in his running commentary on our U.S. history class. Sometimes it was a clarification: “It’s due when?” More often it was an opinion: “Those Nazis, I mean…” His interjections that’s messed up!”

He had one volume: loud. And he shared ideas with those near and far — by both school staff and peers. Shalaby set us up at school with this four children leap off the page. They are daring, rebellious, hard to control, and back home with their families. These four have already been labeled as problem students, we are telling them: You don’t belong here.

Ahmed Shalaby, Ed.M.’09, Ed.D.’14, a former elementary school teacher, urges us to see and teach our most challenging students differently in her new book, Troublemakers: Lessons in Freedom from Young Children at School.

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

But at school, they are outcasts. Shalaby paints a stark, but painfully recognizable portrait of a typical American classroom. School has “good students” and “bad students.” To be good is to follow teacher directions and rules, sit quietly, listen attentively, do what you’re told, conform. Those who deviate, question, or rebel are often excluded. And their exclusion sends a sharp message to their peers “that belonging or not belong is not a choice to be made, but an unalterable fact of life for them and we value them. Frustratingly, too often rigid school schedules leave little space to meaningfully connect.

Joe and I finally sat down to talk, and to listen, on that late April afternoon. He shared with me his hopes for what he could achieve in my class; he shared his hopes, but also his fears. It is a question all educators should be asking. Joe and I came to a head in late April. A guest speaker was finishing a presentation, just as we were wrapping up, Joe shouted out, “Hey, you’re hot!” I retorted to snap back. “Joe!” my voice loud and stern. “Come up here right now.” The bell rang, the class streamed out, and Joe shuffled up to my desk. Troublemakers is not a book of strategies. Shalaby is clear that we cannot support our most disruptive students withcookie-cutter “behavior management” techniques. Rather than prescribe what to do, she offers up ideas for how to be, urging teachers to act first and foremost from a place of empathy, love, and understanding for all students.

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

* * *

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

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

Let children be heard, and really listen when they speak. To be heard is to be respected and valued.

Joe and I finally sat down to talk, and to listen, on that late April afternoon. He shared with me his frustrations. I shared with him mine. We examined how we feel when he interrupted the class and we examined the same interruption from his perspective. I shared my hopes for what he could achieve in my class; he shared his hopes, but also what he needed from me to achieve it. It was not a wholly comfortable conversation for either of us, but it was a starting point.
In the following weeks and months, Joe still called out, still offered spontaneous commentary at full volume, but he did so less frequently. More often than before I intentionally asked him to lead a discussion or to share an opinion — creating space for him to be included, and to be heard.

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

Mostly, Jenny was unpredictable. Some days she walked in with a bounce and a smile, eagerly pulling out her binder, taking notes in a flurry, and sometimes simply sharing her mood seemed sufficient to be helpful to write thoughts in her notebook. Sometimes she would think for a moment and then provide an idea. Other days she would stubbornly talk over her peers. When she didn’t comply, she refused to do any work at all.

I was at a loss about what to do.

In groups, she was the same. She could be full of ideas, ready to work and ready to encourage others to tackle assignments — be it a PowerPoint presentation on labor unions or an op-ed for our local paper. But other days she would stubbornly talk over her peers. For such days it can be easy for their assets to be overshadowed in school. But when it comes to our troublemakers, perhaps we must think in these dimensions.

We often only see one or two dimensions of our charges. What is more, we only see our students in a collective — as one of maybe 30 personalities vying for attention. As Shalaby shows us when we follow Zora, Lucas, Sean, and Marcus outside classroom walls and school halls, we see strikingly different behaviors? What if I saw Jenny’s obstinacy as confidence? Sean is forever asking why. His teacher labels him impulsive. But what if Shalaby counters, we saw Zora’s expression as fearlessness? Sean’s forever asking why. His teacher describes his behavior as badgering, but Sean’s mother sees him as questioning and curious.

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

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

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

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

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

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

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

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

The morning, Henry strode confidently to
his new seat, and as the class progressed, it was as if
he had found a group of friends who could be goofy
and yet also grapple with charting the effects of the
Spanish American War. I watched excitedly as he
explored new horizons and was quick to throw his
hand to the sky with an idea about the impact of
the growth in business monopolies. The new Henry
that appeared in his other classes. He con-
fided this to me one afternoon when he came seek-
ing advice. In other classes, he described, he was
almost the troublemaker, always being sent out, al-
ways blamed for something. He didn’t know what
to do. Many of his teachers seemed to have such
a negative opinion of him. Most importantly, he was
upset because he wanted so deeply to make his fa-
ter proud.

I saw an opportunity.

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

A few weeks later, I learned that this was not the
Henry that appeared in his other classes. He con-
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“Create opportunities for students to realize
their potential and be publicly recognized for
their academic achievements. All students are
able of achieving remarkable things, they just
might need our help to do so. In raising the stakes,
but also the support, we can create opportunities
for students to explore at the edge of their capa-

cilities. And when they do succeed, celebrate these
achievements. Our troublemakers are too often only
publicly acknowledged for their disruptions. We can
change this pattern by intentionally creating oppor-
tunities to publicly recognize their strengths.

I am a journalist as well as a teacher, and I be-
"I'll make my father so proud.

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

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

These six ways of being are not enough. Shalaby ar-
gues, and rightly so, that our troublemakers are “ca-
naries in the coal mine.” These children, in their de-
fiance, are warning us of something fundamentally
destructive—in Shalaby’s words, toxic—about our
schools and our expectations for all young people.

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

Think of my own classes packed with close to 30

teenagers. I see them for barely 40 minutes a day.
In that time I try to connect with and support this
diverse collection of individuals. But I have never
felt that I have succeeded—or can succeed 100 per-
cent. This failure weighs heavily.

Shalaby urges us to reimagine the classroom. We
must also reimagine schools. Top to bottom we des-
perately need to question the structure, the curricu-

lum, the role of teachers, the role of students. We
need a system of education that supports all types of
learners, not just some learners. We need a system
that will support teachers in reaching every student.
And we need schools that nurture our students’ cu-

tiosity and individual strengths.

A week after Henry and I talked, he came into my
classroom all fired-up. His father, he told me, was
very excited about Henry’s determination to write
an op-ed. He was hoping to support him at home
and might even put a down payment on a computer
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Why Toilets Matter

ALUM ANJALI AOUKIA LOOKS AT THE IMPACT OF ADDING RESTROOMS IN SCHOOLS IN INDIA  BY LORY HOUGH
August of last year, a Bollywood movie called Toilet: Ek Prem Katha, which translates to Toilet: A Love Story, debuted about a woman in India who left her marriage because her husband wouldn’t build a toilet in their house.

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

Where does this leave schools?

As Anjali Adukia, Ed.M. ’03, Ed.M. ’12, Ed.D. ’14, learned when she started doing research for her dissertation on this topic, the answer was pretty grim: not in a good place.

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

These reasons didn’t explain the everyday effect of not having a bathroom. In 2000, as she was doing research for her dissertation facilities, such as toilets, have on education and learning — research she has continued as an assistant professor at the University of Chicago.

“Sanitation matters,” she says. “Sanitation is an understated, underappreciated issue.”

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

“Sanitation,” he once said, “is more important than political independence.”

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

“Between my first and second years, I was working in India on a microfinance project,” she says. “I was visiting homes and schools, trying to understand decision-making. I eventually started asking girls where they went to the restroom when they were in school. In one case, they pointed to school grounds or behind signs, and that’s when the story came out: A girl they knew got assaulted by some boys when she went to urinate behind some bushes and the girl’s parents took her out of school.”

The girls talked to were really enthusiastic about learning but worried that the fate of their friend could easily become their fate. To prevent this, they confided to Adukia that they wouldn’t drink or eat anything all day. They sometimes felt dizzy. They were often unable to concentrate. But for these girls, this was better than relieving themselves outside during the school day, in the open, where they felt self-conscious and they worried that boys and men would watch them or, worse, hurt them. They worried they’d also have to leave school.

Curious, Adukia started looking into the existing research on dropping out and possible connections to not having a bathroom. In 2000, as she writes in a recent paper, Sanitation and Education, “India was home to almost 20 percent of the out-of-school children in the world, with approximately 20 million children not enrolled in school.” Girls accounted for about 70 percent, with the percentage going up as they got older. According to The Guardian, girls in India make up two-thirds of illiterate 15-to-24-year-olds.

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

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

But Adukia knew that the reasons mentioned in the research for dropping out — marriage, work, and menstruation — didn’t fully tell the story. These reasons didn’t explain the everyday effect of...
not having a bathroom at school — the reasons she was hearing in her conversations with girls in India.

“This overly narrow focus on those few days of a girl’s period, for example, ‘overshadows larger issues like privacy and safety that girls face every day in not having secure bathrooms at school,’ she says. (When she spoke with boys about dropping out, they mentioned work or obligations at home, not privacy and the lack of a bathroom, except in un- veiled ways about a male ‘cousin’ or ‘friend.’)

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

“I realized they deeply cared about their chil- dren, so much that they didn’t send daughters because they cared about their safety and their hon- or,” Adukia says.

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

Luckily for her, the Indian government was also starting to understand the link between bathrooms and education. In 1999, the government began a push to end open defecation in the country as a way to improve security for girls and reduce disease for everyone, but especially children. According to UNICEF, almost 1 in 5 children in India under age 5 dies every year from diarrhea, which is linked to poor hygiene and sanitation. About 46 percent of the country’s children are stunted — chronically malnourished — a condition which is also linked to open defecation.

One way to combat this, the government hoped, was to build more bathrooms in more schools. At the time, anywhere from 400,000 to 500,000 schools in India didn’t have latrines.

“This is across the board,” Adukia says. “Private schools in villages don’t necessarily have re- strooms, either.”

Adukia helped the School Sanitation and Hygiene and Education (SSHE) program, the government col- laborated with UNICEF, which launched similar initiatives in six other countries. Construction of bathrooms began in 2001 and increased seven-fold in 2005. Most schools received simple pit latrines, which did not require piped water. Some were un- sexed, some for girls only, and others built separate fa- cilities for both boys and girls. The program was run by the Ministry of Drinking Water and Sanitation, not the education ministry, which Adukia says was actually an initial positive for schools.

“There was no financial trade-off for schools,” she says. “They didn’t have to choose between a bath- room or chalkboards. This was a sanitation initia- tive.” Between 2000-2006, 310,000 bathrooms were added to schools that previously had none.

This program was just what Adukia needed. Us- ing data from 140,000 schools spread through- out 269 low- and middle-income districts, plus a smaller sample provided by an ngo, Adukia com- pared schools that had received a latrine through the government sshe program with schools that didn’t, then looked more deeply at what type of la- trine was added (unisex or gender specific) and the age of the students using them.

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

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

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

“The ngo world was like, of course toilets mat- tered because what is a toilet?” she says. “But in the academic world, they were skeptical that toilets mattered because it was seen as too simple. It costs too much. There is no one to build them. There is no one to keep them clean.

What Adukia found after analyzing data (which took a year to get and involved a funny interaction with the Chicago-based Radio Harris. “They would go before they come to school or after they get home, and if they really need to go during the day, they just had to do it on the run.”) was promising. Generally, adding latrines increased total student enrollment in pri- mary schools by 12.1 percent and in middle school by 7.9 percent. And girls benefited more than boys: The new bathrooms increased enrollment for girls in primary schools by 11.6 percent, compared to 7.9 percent for boys, and in the upper grades by 7.1 per- cent, compared to 4.7 percent for boys.

She also found that the type of bathroom mat- tered. From the sample she studied, she found that “among the middle schools that built a latrine, 58 percent built unisex latrines, and 59 percent built separate sex-specific latrines. Among the primary schools that built a latrine, 48 percent built unisex latrines, and 46 percent built separate sex-specific latrines.” Bigger gains were made for both girls and boys (although more for girls) when latrines were same-sex only.

Adding latrines also decreased dropout rates, reducing the fraction of students who dropped out by 5.3 percentage points in the middle schools and by 1.2 percentage points in primary schools.

“Why would a latrine matter? It could be that kids are able to better concentrate, it could be that kids are healthier,” she says. “For younger children, you see substantial impact regardless of whether a private or a shared sanitation facility is built. This suggests that their decisions are driven by increases in health and the healthiness of the environment. However, pubescent-aged girls seem to mostly only respond if there is a separate restroom designated for girls, which suggests that privacy and safety concerns are central to their decisions. Regardless, getting more kids staying in school is important to ensuring that staying in school has important implications be- yond just learning or increased earning potential.”

By staying in school another year, you’re delaying marriage by a year, delaying potential childbearing for another year. Studies also show that an addi- tional year of schooling can help increase life expec-
Although much of her work focuses on the attendance of girls, Adukia is quick to point out that bathrooms matter for boys, too, even if they don’t say it matters. In the child psychology literature, she says, boys, especially young boys, are most often the silent victims of bullying. During field interviews with boys, they talked about a sensitive issue like bathrooms, the boys would immediately switch to talking about “a friend” or “a cousin.”

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

Of course, since the government started building bathrooms at schools, there have been setbacks. Even when a toilet is added, in some schools it hasn’t helped students. Sometimes they are locked and used only by teaching staff. They are used as storage rooms or cow sheds. Other times, despite urgings from the government or Bollywood movies, cultural norms are so pervasive that students just don’t think to use them. Too often, bathrooms are shut down because they aren’t cleaned regularly. “A big issue is that even if funding construction did not provide for maintenance,” Adukia says. This is also the case for another recent government campaign called Swachh Bharat Swachh Vatika ya, or Clean India: Clean Schools. “UNICEF’s recommendation was that the students should be in charge of maintaining the restrooms. Anecdotally, this led to many unintended consequences such as it being more difficult for lower-caste students or female students to ask to clean them. Sometimes teachers had to add the responsibility to their already full plates, and then they would not get cleaned.”

Still, the issue is staying on the radar and gained steam a few years ago when Prime Minister Narendra Modi was running for office and spoke publicly about public defecation, calling for every school to have separate bathroom for boys and girls. “‘Toilets before temples’ was part of Prime Minister Narendra Modi’s campaign slogan, Adukia says. As he said during a campaign stop, “Villages have hundreds of thousands of temples but no washrooms. You can imagine the number of problems they have to face because of this?” Adukia says Modi’s attention to the issue has been powerful.

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

Another campaign, called No Toilet, No Bride, went directly to the people. With billboards and radio jingles, the campaign popularized the saying, “No loo? No 1 do.” One soap opera even won the message into a story plot: future brides don’t marry into a house without a toilet.

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

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

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

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

Looking ahead, Adukia says that no matter where her new work takes her or how big the next dataset gets, she is always cognizant that she is working with real people who are living their lives. “It’s always important to remember that real people and real situations matter — people’s human rights and foremothers, they matter,” she says. “It can be easy for researchers to get caught up in their research questions or agenda. No matter the kind of question one is asking — and if apple looks good to you — you really should think about up in their research questions or agenda. No matter the kind of question one is asking — and if apple looks good to you — you really should think about the individual.”
The Testing Charade

In his new book, Professor Dan Koretz looks at test-based accountability, which he says has become an end in itself in American education, unmoored from clear thinking on what should be measured in schools, harming students and corrupting the very ideals of teaching.
Professor Dan Koretz opens his new book with a note of gratitude — to his editor — and it wasn’t just for the months of word choice and punctuation guidance she provided while he was writing. Koretz wanted to thank her for helping him see that although he had been writing about the problems with high-stakes testing for 25 years, he had been pulling his punches, as she told him. He had kept his writing measured, his criticism less than strong, “as is the norm in academia.” But with The Testing Charade: Pretending to Make Schools Better, excerpted here, Koretz firmly documents what he considers to be the failures of test-based accountability.

Almost Thirty Years Before I started writing this book, I lysed left — then in its early stages, and still far milder than the system burdening schools today — wouldn’t succeed. I said then that many educators choose only three options: cheat, find other ways to cut corners, or fail. As successive waves of “reform” ratcheted up the pressure to raise scores, the risks only became worse, and others and I repeated the warning.

Educators have done all three. I take no comfort in having been right. But neither anyone else in the field nor I correctly predicted just how extreme the failures of test-based reform would be. I anticipated cheating, but not on the scale of the scandals that have begun to come to light. I expected that many teachers would resort to bad test prep, but I didn’t anticipate that test-based accountability would fundamentally corrupt the notion of good teaching. To the point where many people can’t see the difference between test prep and good instruction. I predicted score inflation, but I didn’t foresee just how much time testing and test prep would swallow or that filling students’ time with interim tests and test prep would become the new normal. I predicted that test-based accountability would be as messy as the failures of past attempts at accountability, but found ways to discount it — like the superintendents who chose not to fail. As successive waves of “reform” ratcheted up the pressure to raise scores, the risks only became worse, and others and I repeated the warning.

TESTING, TESTING, TESTING

We should ask: Why has this gone on so long? Apart from details, much of what I wrote in the first nine chapters of this book — and largely or entirely (depending on the choices states’ departments of education make) continues to exclude the quality of educators’ practice from the mandated accountability system. Yet essa provides a reason to be guardedly optimistic: Its enactment stemmed in some measure from a growing dissatisfaction with simple test-based accountability. Nclb was enacted with a remarkable degree of bipartisan support, but over time it lost most of its fans, and it’s an exaggeration to say that by the end it was detested by many people in the education world. Some of the criticism of nclb in its latter days focused on the core failings of test-based accountability — in particular, the extent to which the pressure to raise scores had come to dominate schooling. It’s remarkable that even [former U.S. Secretary of Education] Arne Dun can, who arguably did as much as any one person during the past decade to increase the pressure on educators to raise test scores, conceded that “testing issues today are sucking the oxygen out of the room in a lot of schools.” Even though essa won’t in itself do enough to reduce the distortions created by nclb’s emphasis on test scores, some of the criticism offered about the past offers some hope that essa represents the beginning of a shift to a more sensible and productive approach.

And essa is not the only sign of growing dissatisfaction with test-based accountability and its effects. Many parents have become fed up with having their children in schools that are so dominated by testing. Perhaps the clearest sign is the “opt-out” movement...
You’ve been writing about this issue for decades, but you’ve been holding back. Why the change?

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

But I finally lost patience. Dispassionate explanations turned out to be easy to ignore. Many of the people with control over education have simply disregarded the accumulating evidence or asserted that it couldn’t apply to their system. “Many of the people with control over education have simply disregarded the accumulating evidence or asserted that it couldn’t apply to their system.”

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

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

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

This is not an anti-testing book. Testing done right can be tremendously useful. I argue that a well-designed system of standardized tests, used sensibly, can help guide teachers’ efforts to improve their instruction.

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

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

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

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

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

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

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

“A Q&A WITH PROFESSOR DAN KORETZ

Jonathan Kozowyk

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

For the past three decades, under the best of circumstances, education has been an extraordinarily complicated system, and the scale and decentralization of the American system make it all the more so. There is a great deal we don’t yet know about how this cumber-some and complex system will respond to new policy initiatives or new forms of practice. And like any other complex system, it will impose trade-offs, often very painful ones. Some we can anticipate; others will surprise us. And there are many different ways the national inscope, and it has clearly touched

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

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

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

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

Will it be difficult to implement these suggestions? Yes, very, and expensive as well. Is there room for the wide range of specific suggestions, but I’ll end with a few themes that pervade both. parents who refuse to let their children take some standardized tests. This movement is still spotty. In many locations there is no real sign of it. However, in others it has profoundly disrupted high-stakes testing. In New York, for example, where the movement was the focus of a substantial media campaign, about one-fifth of the state’s students didn’t take the state’s tests in grades 3 through 8 in 2015 and 2016. While still limited in its reach, the opt-out movement is national in scope, and it has clearly touched a nerve. This may give more impetus to policymakers to consider alternatives to the current system.

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

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

William Little, C.A.S.'03

Eleanor Pick, Ed.D.'83

John Clark, Ed.M.'94

Seymour Greenblatt, M.A.'94

Arnold Bossi, M.A.T.'85

George Garwood, Ed.D.'95

Richard Silman, M.A.T.'80

Robert Smith, GSE'87

ALLISON KNOX, M.A.T.'78

Thomas Bernas, M.A.T.'88

Stanley Muia, Ed.M.'98

1970-1979

Wilton Anderson, Ed.D.'71

Gebara Grant, Ed.D.'72

Powell Groves, M.A.T.'73

Eira Bryant, Ed.D.'70, A.T.C.'71

Maureen O'Connell, Ed.M.'75

Joseph Scherber, M.Ed.'75

John Crocker, Ed.M.'76

Major Morris, Ed.M.'76

1980-1989

Elizabeth Greenhise, Ed.M.'80

Lisa Holdman, Ed.M.'80

Laurie Lamay, Ed.M.'80

Anthony Buzzatto, Ed.M.'82

Nan Haran, C.A.S.'85

Vivian Allen, Ed.M.'87

Jerry Goodall, C.A.S.'87

1990-1999

Samuel Francis, Ed.M.'90

D'Ann Caron, Ed.M.'91

Mitchell Chester, Ed.M.'92, Ed.D.'98

Angela Shiffrand, Ed.M.'02

Andrea Solomon, Ed.M.'92

Carolyn Curtis, C.A.S.'93

Kathleen Enders, Ed.M.'94

Jerry Bourdeau, Ed.M.'95

2000-2017

Russ Bures, Ed.M.'03

Robert Katenkamp, Ed.M.'04

Brenda Rangel, Ed.M.'07

Melissa Chobi, Ed.M.'08

Ph.D., Indiana University

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1956 Esther Roberts Sokol, M.A.T., a pianist–teacher in Atlanta, performed Mozart, Beethoven, and Brahms at her ninth Raphaël Trio chamber music workshop in New Hampshire in August 1977.

1965 Alice Parman, M.A.T., published Exhibit Makers: A Do-It-Yourself Workbook for Small Museums. This expanded second edition covers current technologies, project management, mounting, and fabrication. Her coauthors are the exhibit team at the Museum of Natural & Cultural History, University of Oregon.


1982 Nona Lyons, Ed.D., launched her seventh book in the fall, Learning Over Time: How Professionals Learn, Know, and Use Knowledge. Lyons has been a visiting research scholar at University Cork College in Ireland since 2001.

Shahin Sanentz, Ed.D., shared the stage in April 2017 in Times Square with Senator Chuck Schumer (NY), Congressman Frank Pallone (N.J.), and Congresswoman Carolyn Maloney (NY) when he delivered a speech during the 122nd Armenian Genocide Commemoration. The speech can be found on YouTube.

Genevieve Geller Wyner, Ed.M., recently published a sequel to his first November Third, published in Good Health in My 70s, 80s, 90s, 100th! in a new book on aging, Aging Wiser: Wisdom of Our Elders. The book is a compendium of essays by a group of 75 seniors and the professionals who care for them, on a wide range of topics about how we age and how we can do so better.

1983 G. Angela Henry, Ed.M., is an actor who recently narrated the audiobook version of Condoleezza Rice’s new book, Democracy. She expected to have two additional audio books out by the end of the year. Henry continues to work part time as an executive search consultant to the nonprofit sector.

1984 Norman Smith, Ed.M., a former assistant dean at both the Ed School and Harvard Kennedy School, was named as a president emissary at Elmira College in New York. Prior to 2002, Smith was named president emissary of Wagner College in Staten Island, New York.

1988 Richard Evans, Ed.M., published a chapter called, “Fitting in and Standing Out,” in a new book on aging, Aging Wise: Wisdom of Our Elders. The book is a compendium of essays written by a group of 75 seniors and the professionals who care for them, on a wide range of topics about how we age and how we can do so better.


1998 Charles Atulomian, Ed.M.'93, Ed.D., was appointed director of the University of Chicago Laboratory Schools. Since 2010, Atulomian was head of school at Berne School in Silver Spring, Maryland.

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**What is Global Playground?**

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

**What is Virtual Playground?**

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

**How did Global Playground start?**

Global Playground was founded in 2003 with my daughter, Rose Sloane Harnik, on May 30, 2017.

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**Q&A with Doug Bunch, Ed.M.’03**

**BY SAGRA ALVARADO, ED.M.’18**

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

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

**Discuss your work with the College of William & Mary?**

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

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**What is Global Playground?**

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

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

First-Gen Student, First-Time Scholarship

Andrew Nalani, Ed.M.’17, knew from the time he applied to graduate school, and even after he received his admissions letter from the Ed School, that without financial assistance, his plans to enroll would have to, as he says, stand still. “If I had a part-time job,” he says, his dream to go back to school would not have happened. “Receiving financial aid not only made it possible to enroll, but also, as a first-generation student, it was a reaffirmation that I could do this.” It was also a statement to his family in Bugolobi, a suburb of Uganda’s capital city, Kampala, that he wasn’t just “wasting time” by not taking a job. “Financial aid, and the access to an education that the Ed School made possible, was an affirmation of the potential contributions of my gifts to the world through intellectual pursuit,” he says. That aid was made possible by the Walt Disney Company Anne M. Sweeney Fellowship. It’s an honor to have been the inaugural recipient.”

The Importance of Financial Aid

“The lack of financial resources for college is indeed a weight that leaves dreams of flight nightmarishly grounded. The work of donors and financial aid departments tears at the tether keeping students’ aspirations from becoming reality. Make no mistake, you have been invaluable to my academic journey and the journeys of others.”

— Jabari Sellers, Ed.M., Language and Literacy Program

“I have the honor of being part of the HGSE community with access to a top-notch education. I am taking mind-blowing classes from amazing faculty, and every day I am challenged and inspired by my peers. It goes without saying that I would not be here if financial aid hadn’t paved the way for me to do so.”

— Camilo Garcia Enseñez, Ed.M., Arts in Education Program

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

— Matt Presser, Ed.L.D. Program

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

— Monica Chan, Ph.D. Program

Interested in donating?
Go to gse.harvard.edu/alumni/giving to learn how.
This Winter on Campus

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

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

ASKWITH DEBATE: COMMUNITY COLLEGES

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

JANUARY 30
5:30 – 7 P.M.

YIDAN PRIZE LAUREATES IN CONVERSATION

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

FEBRUARY 5
5 – 6:30 P.M.

JOY REID & JOSE ANTONIO VARGAS

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

FEBRUARY 6
5:30 – 7 P.M.

THE LITTLE ROCK NINE

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

FEBRUARY 22
4:30 – 7 P.M.