Laura worried about being perfect. The mother thought that Jari, with her East Indian roots, would understand.

“IT stayed with me that if the mothers couldn’t be strong role models for their daughters, maybe other women could,” Jari says. “But I think the message that I’ve realized how I had to make a lot of mistakes and U-turns and definitely have set me up for success much earlier in life,” she says. “Unfortunately, I think my experiences, my career interests, and my strengths would be more likely to occur.”

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rah-tam-ti-lo-ed-m-91 didn’t intend to write a book about charter schools. Her education consulting practice was going well, and she was already publishing books related to her field: literacy instruction. But after becoming involved in the charter school movement, she knew there were many fascinating stories to tell about the movement. “I didn’t want those stories to be lost,” she says, so she wrote what would become Hit the Drum: An Insider’s Account of How the Charter School Idea Became a National Movement. Now managing director of Harvard’s Mind, Brain, and Education Program (MBE) at the Harvard Graduate School of Education, she has continued to explore and discuss the charter school movement’s impact on public education.

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“The problem was that educators have wanted to see what’s going to be cut because of logistics and funding, and that’s not quite right. Companies set up research and development labs to help their own companies, not to help competitors. Because some portion of the pre-pupil funding follows students into charters, districts have viewed charters as competitors, so they haven’t been as concerned about accountability as charters are.”

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“When Kurt Fischer, professor emeritus, passed away in March of this year, Professor Howard Gardner famously quoted perfect words to describe his longtime friend and collaborator: visionary. During Fischer’s long career in education, including nearly three decades at the Ed School before his retirement in 2015, he had become an internationally known expert in neuroscience and learning, and consulted extensively with schools around the world, as well as with the Children’s Television Workshop, UNICEF, the Social Science Research Council, and with various media outlets, such as Time and NPR’s All Things Considered. But perhaps Fischer’s greatest victory in education came in 2002, when he pioneered the creation of a new master’s degree program focused on the brain and learning that was badly needed in the education world. "The problem was that educators have wanted to connect an understanding of the brain with learning, but they didn’t know how to — and scientists have tried to tell educators what to do without understanding what goes on in the classroom," Fischer said in a 2004-05 Ed story about why he helped create the Mind, Brain, and Education Program (MBE) at the Ed School, along with others such as Gardner and Professors David Rose, David Perkins, and Ann Brown. "We realized that we already had graduate work in psychology, but that it was not just science. We also needed the ability to bridge the lab and the classroom, he said. “If you take physics and look at the experiment, you can’t build bridges,” he said. “In the same way, you can’t go from biology to education without the education researcher.”

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At times it feels like the sky is falling. We’re gonna be okay.”

Dean BRIDGET LONG addressing the community virtually on March 11, about the coronavirus situation.