“THIS IS NOT THE WAY ANY OF US EXPECTED THIS SEMESTER TO UNFOLD.”
THIS CHANGES EVERYTHING.

Come On and Zoom
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Summer 2020

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we were well into this issue of Harvard Ed. magazine when Harvard President Larry Bacow made the announce-
ment on March 10 that the university would be transitioning
to virtual instruction for all classes because of COVID-19.
Students moved home, staff started working remotely,
faculty geared up for teaching in a new way using Zoom,
and on March 18, all buildings on campus were officially
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stay connected while physically distancing ourselves from
one another. ¶ Here on the magazine, we wondered: Should
we keep this issue’s content mostly as is, or scrap the whole
thing and focus on coronavirus coverage? It’s not easy for a
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in a timely way so we decided to do both. We replaced
the original cover story but kept most of the existing content,
with tweaks. Our goal is to look back in a more thoughtful
way in the fall. Stay tuned and please, everyone, stay well.

Behind the Cover
Lory Hough, Editor in Chief

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"Sometimes the difference between a successful entrepreneur and one that gives up is the people who believe in them."

HETAL JANI, SPEAK MENTORSHIP

Last December, HETAL JANI, ED.M.’12, was standing on a stage in New York City, ready to receive a “Women of Worth” award from L’Oreal. It was a surreal moment for her. Not only was she being honored, but the person about to hand her the award was a famous Oscar-winning actress: Helen Mirren.

It was also a telling moment. Just as Jani was discussing the work she was doing to support immigrant girls through SPEAK Mentorship, the nonprofit she started in 2015, she herself was feeling supported by Mirren and L’Oreal’s president, who spoke at length with her at the event.

“Helen made me feel seen, and she really listened to what I do at SPEAK,” Jani says. The three of them “had a long conversation about what needs to be done to make sure the potential of girls doesn’t get stopped short.” That kind of support, she says, is important.

“Sometimes the difference between a successful entrepreneur and one that gives up is the people who believe in them and have the power to just share their journey and spread awareness of their mission.”

Jani’s mission started when she was in high school tutoring other students, including Laura (name changed), a high academic achiever at the top of her class. When Laura was 12, she got her first 80 on a test and her father wasn’t at all happy.

“Because of his disappointment, he threatened to send Laura to Guyana to get married,” Jani says. The next day, Laura and her mother visited Jani. The mother, upset, felt she had not been a strong role model for her daughter;
“At times it feels like the sky is falling. We’re gonna be okay.”

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

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 others could,” Jari says, “and maybe it was true that I could understand and guide Laura and her family simply because our cultures were similar and I had overcome similar societal barriers.”

The idea for SPEAK Mentorship was formed. Working with schools with large immigrant populations in three cities, the nonprofit now pairs high school girls (and more recently, boys) with three adult mentors each, including one who is culturally similar. Mentors offer support around college and career goals, as well as culture.

“Girls like Laura and others have so much incredible potential that never gets met because they’re constantly facing these conflicts as a result of straddling two cultures and questioning their own worth,” Jari says. “What we are losing as a society when the little girl who wants to be a CEO, a doctor, or an artist doesn’t get encouraged to pursue a career because the cultures that their families come from still have extremely gendered expectations for their daughters? I want to make the dreams and goals they have and have the people in their lives help them figure out how to get there while still acknowledging their own unique perspective being from diverse cultural backgrounds.”

Most of SPEAK’s mentoring is done virtually at school, and now at home while school’s are closed (27 sessions in total), allowing for more flexibility and face-in from parents.

“Parents put a lot of trust in the schools, especially parents from certain communities,” Jari says. “If the school is providing the program and the girls have to incur any additional cost or time, we found the sessions are more likely to occur. Jari says she didn’t have these kinds of opportunities growing up but wished she had.

“Having one woman who could understand my bicultural experiences, my career interests, and my strengths would definitely have set me up for success much earlier in life,” she says. “It helped me to make a lot of mistakes and learn from them and prove myself, even to myself, because I didn’t really know what I wanted, let alone how to pursue it. I’ve realized how important social capital is to get ahead in life, and a lot of what I’ve accomplished has been because of who I know and how they’ve helped me along the way.”

At times it feels like the sky is falling. We’re gonna be okay.
The Patron Saint of Writing What You Know

YA AUTHOR, NOMINATED FOR A NATIONAL BOOK AWARD, TEACHES BY DAY, WRITES BY MORNING

STORY BY LORY HOUGH

The news came as a total surprise. RANDY RIBAY, ED.M.'10, a high school English teacher living in San Francisco, was browsing Twitter on his phone at the orthodontist’s office last September when he saw he was tagged as a semifinalist for the 2019 National Book Award.

“I didn’t know when the list was dropping since it wasn’t even on my radar,” he says.

Turns out Ribay’s latest book, Patron Saints of Nothing, which had only been out for a few months and was initially rejected by several editors, was one of 50 on the longlist in the Young People’s Literature category for the prestigious award, often referred to as the Oscars of American literature. (In October, the list was narrowed to five finalists and again included Ribay and Patron Saints.)

It was an honor Ribay never would have seen coming as a kid. He had moved to the United States from the Philippines when he was a baby, a couple of years before the People Power Revolution ousted President Ferdinand Marcos, and although he loved books and comics (and movies, TV, and video games) to an “obsessive extent,” he says these things were just entertainment. It wasn’t until he took an English course his first year in college (he was an aerospace engineering major) that he really came to understand the important role stories play in shaping our world and ourselves.

“On an intellectual level, I found it fascinating to think critically about stories. On a personal level, I came to understand myself better through literature,” he says. “It wasn’t long after that I changed majors and developed both the desire to help kids appreciate stories in this way and to tell my own stories.”

These days, he gets up early, writing nearly every weekday from 5–6:30 a.m. before heading (now online) to the high school in California where he teaches English. When he’s on deadline, he adds in writing time after work and on weekends, and sometimes in the summer. He says he writes “fairly slowly,” getting down about 500-1,000 words each morning on a good day.

“And I type everything because I’m just too used to writing on the computer now. I’m constantly editing and revising as I go, and I type much faster than I handwrite,” he says. “Working at this pace, I produce a first draft in about three to four months. But that’s just the beginning. After that usually comes one to two years of revision.”

That “fairly slow” pace has produced three books in the past four and a half years, including Patron Saints, which is about a Filipino American high school boy who travels to the Philippines to find out the real story behind a cousin’s death.

Although Ribay didn’t work on any of the books while at the Ed School, his time at Harvard had an impact on his writing. “I did take an undergrad creative writing poetry class while I was at HGSE, and I started writing book reviews for the Horn Book Guide after taking a class on YA lit with Lolly Robinson and Christina Dodd,” he says. “Those were both valuable experiences, and it was a year later when I started working on my first novel, An Infinite Number of Parallel Universes, followed by After the Shot Drops.”

Does he agree with the wisdom that you should “write what you know”? With 14 years of teaching to draw from, including literacy tutoring at an alternative high school and middle school English language arts before moving to his current high school, he says absolutely.

“It helps me understand how context might change some aspects of being a teenager but other aspects stay the same,” he says. “But more than anything, it helps me appreciate their depth and their intelligence.”
Turning the Tide II

NEW REPORT ADDRESSES ETHICAL CHARACTER.
NOT JUST ACADEMIC ACHIEVEMENT

STORY BY ANDREW BAULD, ED.M.'16

here we go to college is one of the most important decisions in a teen’s life, and parents will do almost anything to get their child into their dream school. In fact, last year, the college admissions scandal revealed the astonishing lengths some affluent parents would actually go to. Dozens of parents were charged by the U.S. Department of Justice for their role in cheating their children’s way into college.

But while the admissions scandal shone a light on the inconsistencies of the 1%, many parents fail to be ethical role models for their children by allowing a range of smaller transgressions. A new report from Making College Common (MCC) hopes to make the admissions process a more ethical endeavor.

Turning the Tide II, authored by MCC faculty director RICHARD WEISSBOURD, ED.D., ’87, is aimed at making the college admissions process healthier for young people by elevating the importance of cultivating ethical character. The report makes the case that the college admissions process is a puzzle within the education ecosystem, Lo teamed up two other Ed.L.D. students, CHARLIE TAYLOR and YASMEEN MURPHY, to start ColorFULL Media. The goal of ColorFULL is to give diverse students validation in the classroom by introducing numerous cultural identities into the curriculum. According to Lo, Taylor, and Mummy, the project is based on their personal experiences of not being able to see themselves in their school curriculum’s multimedia. Mummy, for example, recalls that whenever her teachers gave lessons on black history, the focus was almost entirely on the topic of slavery, but never on African Americans who were leaders or changemakers in other eras of U.S. history. Using photos, videos, and audio, ColorFULL is trying to shift the representation of youth of color in media and curricula to show more positive, and expanded, imagery and narratives.

Growing up in Los Angeles, BONNIE LO, ED.L.D.’20, wished that her Chinese culture could be included in her classroom curriculum. As early as the first grade, Lo recalled her teacher telling her parents, “Don’t speak Chinese with Bonnie, use English,” as though the family’s native language had no place in school or at home. Needless to say, this did not sit well with Lo. And she’s not the only person who has experienced these educational indignities and wants to do something about it. That’s why, after taking Senior Lecturer Irvin Scott’s Sector Change class, in which they were challenged to think about one thing they wanted to change within the education ecosystem, Lo teamed up two other Ed.L.D. students, CHARLIE TAYLOR and YASMEEN MURPHY, to start ColorFULL Media.

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SET YOURSELF IN THE CURRICULUM

COLORFULL ADDRESSES LACK OF DIVERSITY IN SCHOOLS’ MULTIMEDIA OFFERINGS

STORY BY TIMOTHY BUTTERFIELD, ED.M.’20

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Lo, Taylor, and Mummy bring to the project not only their personal experiences in schools, but also their professional perspectives. As San Francisco’s public school system’s director of principal leadership, Lo coached nearly 100 site administrators who worked with families that collectively spoke more than 20 languages. Taylor led the design and implementation of several large-scale citywide education initiatives in New York City. And Mummy consulted the Baltimore Education Coalition that organized 3,000 parent, student, and teacher leaders around the renovation of school facilities throughout the city. Bringing their leadership skills together for the project is important, Taylor says.

“The prevailing narrative about women of color continues to be that we cannot or should not lead,” she says. “We are, and will continue to be, proof that that narrative is false.”

After achieving early successes as they were creating the project, including a win at the 2019 HIVE Pitch Competition and the affiliations with the Harvard Innovation Lab, the ColorFULL team held a convening in January with educators to dig deeper into developing culturally affirming content. They are now seeking out educators and teaching artists who would like to contribute curricular content to the project and share their knowledge.

Too many teachers are doing this work in isolation,” Lo, Taylor, and Mummy say in a group email, “and ColorFULL is a way to bring these educators together.”

READ THE REPORTS:
MCC.GSE.HARVARD.EDU

SEE YOURSELF IN THE CURRICULUM

TO LEARN MORE ABOUT CONTRIBUTING YOUR CURRICULAR CONTENT: INFO@COLORFULLMEDIA.COM

Illustration by Wicked Design Medabad
Photograph by AS Anderson
Since about the fourth grade, DREW MADSON, ED.M.’20, has been taking his first name seriously. He carries fancy pencils in his bag all the time. In class, he often takes notes using hand-drawn thought bubbles. And he doodles, constantly. “I have a ritual of doodling massive, free-associative cartoon scenes when I’m talking on the phone,” he says. “I also keep a notebook on top of my dresser so that anytime I put away clothes or pass by it, I draw something. I’ve drawn a lot that way. I draw anytime I’m on the subway. It’s a perfect practice for life-drawing.” It also helps with the political cartoons this teacher (and current founder of Read to Me, a platform that listens to students read and then offers coaching, as well as feedback to teachers) has created over the years, including for his college newspaper at Saint John’s University in Minnesota and, more recently, for the Harvard Kennedy School Senate Simulation. Earlier this year, Madson also tackled the illustration on the next page: a look back at the academic year from a student’s perspective. It was a fun way, he says, to relive the memories of an extraordinary year that went by way too quickly. “Drawing this in January, and undating it in March, made me weirdly feel like I had lived a whole year,” he says. “It was a reminder of the power of gratitude and perspective. Perhaps, just like New Year’s is a holiday, we should have a holiday in June to celebrate the half of the year. You forget things, and this was a great way to remember and honor them.”

CHECK OUT MORE DOODLINGS: HTTPS://DREWMADSON3.WIXSITE.COM/MYSITE
You’re Gonna Learn to Laugh


STORY BY SARAH GARFINKEL, ED.M.’20

Harvard Ed.

Summer 2020

Emily Meland, Ed.M.’16, Current Ph.D.

At the first school where EMILY MELAND worked as an assistant teacher, there were 17 different languages spoken in a class of 33 students. At her next school, almost 100% spoke Spanish. While teaching Native American and emotional learning (SEL) skills, she wondered how to adapt her students’ varied cultural backgrounds and identities.

There’s lots of great research to show that SEL skills are linked to academic success, better decision-making, and so on,” she says. “But often when SEL is taught in schools, it’s seen as a way to control student behavior and to teach very specific ways of being in the world. I think that’s restrictive and too often reflects a white, middle class way of being.

For example, SEL can be misinterpreted as teaching students to be calm and happy at all times, she says. “That’s not a natural way of being all the time. I come from a big Italian family. We can get heated, but then everyone comes back to the table, and that’s okay. And it shows the only culture he has is if we’re teaching students that there’s only one way to express yourself, that there’s a ‘wrong’ way and a ‘right’ way, that creates conflict.

And often those judgments are driven by our unconscious biases.”

When she looked for research and resources that were safe, with culturally responsive practices, she found very little, so she decided to develop them. For her families and educators are living in this area.

“I’m interested in finding what’s working and shining a light on that,” she says. “We are at a place in education where we now know SEL is important, but we don’t necessarily know how to make it’s reflective of all students.”

One tool that is emerging is the Ecological Approach to Social and Emotional Learning (EASEL) Lab with Professor Stephanie Jones. “You can take these kernels and adapt them to be more reflective of your context,” she says. “It’s a solution to start though, she says, we have to ask what our purpose is in teaching SEL. Is it so that students can learn to conform and then succeed in the world as it is, or is it to provide skills students can use to think critically about problems, to push back against injustices, and to succeed in a new world of their making?”

“S

o, Miss Sarah, what do you do for fun when you’re not with us?” a middle school student asked during lunchtime improv club.

“The other night someone asked, ‘You have fun without us?’” I responded, employing the #1 improv rule, “Like to write humor and satire.”

This sparked questions about satire. One student expertly described it as “comedy that is kind of mad about something.” I added that satire uses a unique point of view to critique a specific target. This led to a discussion about using comedy to educate in a creative way.

When I signed up for my first comedy writing class, I was in New York City teaching K–8 students about human rights and global citizenship. Teaching these topics was simultaneously exciting and challenging. In an effort to resist future burnout, I decided to try something new and register for a satire writing class.

While I was initially drawn to satire writing to nurture my creative side, I soon realized satire is also an effective mode of informal education.

As readers, it’s easy to feel overwhelmed by the complicated issues in the world and numbly skim through the news. Satire can help counter this tendency. The indirect nature of the satirist’s messages allows readers to infer the subtlest without feeling like they are receiving a lecture. Satirist is the Phillips head screwdriver of the writer’s toolbox: It’s manageable, effective, and—unlike other tools—doesn’t need to hammer the message home.

Humor has its own magic—it’s entertaining and can make topics more digestible. In educational contexts, humor also engages students. My programs worked best when incorporated humor to meet educational objectives. For example, in the improv club, students learned the fundamentals of youth organizing through entertaining games. Despite seeing how humor and satire can enrich learning, I didn’t anticipate humor and satire fitting into my academic coursework.

When I came to the Ed School to study language and literacy, I had resolved to take the year off from humor and satire.

My resolution, however, lasted all of one week.

I quickly learned that there were even more ways to study the overlap between humor and education than I had previously considered. My experiences at the Ed School showed me that the two can complement each other, not just practically but also academically. The first assigned reading for my course, “From Language to Literacy,” described children’s spoken language competence. We read about the development of children’s understanding of communicative devices, including irony, metaphor, sarcasm, and humor. My professor introduced me to a visiting scholar who invited me to work on a research project exploring Polish-speaking children’s comprehension of verbal irony.

In the fall of 2019, I also participated in a semester-long political media workshop at Harvard Kennedy School. After evaluating various forms of existing political media, we created a prototype for what we envisioned to be a better political news site. Situating satire within the political media landscape reminded me of its potential. Just as humor can engage and educate children, social and political satire can engage adults and challenge their thinking.

What started as a resolution to take a comedy break turned into the best year exploring the intersections of satire, humor, and education within class, research, and practical settings. I remembered my student’s question, “What do you do for fun when you’re not with us?” and decided to start the GSPE Writers Room as a space to write creatively and build a community of writer-educators. Although nothing could ever be quite as fun as the lunchtime improv club, the writers room was a close second.
A few years ago, TYLER HESTER, ED.L.D.'20, knew how difficult the job was, especially in the very beginning. New teachers were often afraid they weren’t doing a good job (especially during times like these) and often felt that they lacked the skills to help other students. They feel overwhelmed.

An entry on his blog about his personal development training program for new teachers that he started called New Teachers Thriving. Then Hester went even further, creating a program for new teachers that he piloted last academic year in Boston Public Schools, with the help of fellow Ed.L.D. student CRISTEL HARRIS and then-Harvard senior Alaksh Wasil.

Offered to teachers in their first, second, or third year, the six-session program proved to be more popular than he expected. “We thought we’d get 10, 15 applications,” he says, noting that the room initially booked for the first meeting was meant to hold about a dozen people. “We got 75 applications.”

During the sessions, early-career teachers learned social-emotional skills they could use to feel so alone in their struggles and to help them manage stress. They also learned how to prioritize tasks and decisions, how to change their own fixed mindsets, and how to practice meditation and mindfulness. “It’s so important to provide educators with personal development to help them sustain themselves in this work,” Hester says. “This country, we try to do a lot around professional development for teachers, but not a lot around personal development, even though we know teachers are experiencing personal challenges. That seems short-sighted.”

When it was time for Hester to start thinking about where he was going to do his third-year Ed.L.D. residency, he reached out to superintendents around the country, sharing his background and the topics he wanted to bring to the table. “We thought we’d get 10, 15 applications,” he says, noting that the room initially booked for the first meeting was meant to hold about a dozen people. “We got 75 applications.”

“Just before the coronavirus hit, other districts started reaching out, interested in learning more. His next challenge is how to scale the project, which he re- named to Educators Thriving after he also started working with principals in Stockton. “There’s a huge demand, now more than ever,” he says. “We need to figure out how to grow.”
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AMID CRISIS AND UNCERTAINTY, THE ED SCHOOL COMES TOGETHER (VIRTUALLY) TO CARRY ON THE WORK AND TO RESPOND TO THE CURRENT MOMENT

STORY BY BARI WALSH  ILLUSTRATIONS BY BRIAN REA
In retrospect, it was clear that the novel coronavirus that had begun circulating and sickening people in China, starting in late 2019, would spread.

And yet the dizzying series of events that led to where we are now—and have given the Ed School’s centennial year a far different flavor than we’d anticipated just weeks before—somehow still seemed to unfold suddenly, without time to adjust.

Harvard issued its first community-wide advisory about the new disease on January 24, as the transition fully to virtual instruction and would ask cow informed the community that Harvard would still feels shocking. On that day, President Larry Bac-

In mid-March, stu-

In mid-March, students started moving their belongings home and Harvard Square started to empty out. Face masks became a common sight.

In mid-March, students started moving their belongings home and Harvard Square started to empty out. Face masks became a common sight.

Advisory issued to Harvard’s students, faculty, and staff to avoid nonessential travel to China, to greatly restrict meetings of more than 100—this would later become the Ed School’s own policy. This advisory came roughly two weeks after the first case of coronavirus was confirmed in the United States. Harvard quickly ramped up its efforts to track, assess, and monitor the health of its community. The school also issued a series of escalating travel advisories: discouraging and then forbidding university-related travel to China, to a wider range of affected areas, and finally, to anywhere at all—and strongly discouraging travel for personal business as well. Also unfolding at a fast clip: ambitious efforts to track, assess, and monitor the health of Harvard affiliates or visitors who were arriving from abroad, and efforts to institute social distancing measures on campus.

Things accelerated on March 6, when Provost Alan Garber and Executive Vice President Katie Lapp sent a community email that imposed restrictions on the size of campus gatherings (forbidden university-related travel to China, to a wider range of affected areas, and finally, to anywhere at all—and strongly discouraging travel for personal business as well. Also unfolding at a fast clip: ambitious efforts to track, assess, and monitor the health of Harvard affiliates or visitors who were arriving from abroad, and efforts to institute social distancing measures on campus.

But even with the perspective of hindsight, the university’s communication on Tuesday, March 10, still feels shocking. On that day, President Larry Bacow informed the community that Harvard would transition fully to virtual instruction and would ask...
via Zoom, the web video conferencing technology that has become the centerpiece of online learning at Harvard this spring. The TLL visited with 75 faculty members during the week before the online transition, providing substantive consultation to at least half. Informal drop-ins were offered all day on each of the five days of spring break, along with formal training sessions on getting started with Zoom, best practices in online pedagogy, and how to transition final products, among other topics. The TLL even hosted practice teaching sessions using student volunteers, allowing faculty members to get a glimpse of what an actual online class would feel like. Harvard was already part of the university’s standard suite of work-based software applications—an easy-to-use solution for faculty seeking to bring virtual experience back down to normal levels, and things were operating smoothly. Help desk requests had already gone up, sent by the Dean’s Office, with almost 95% reporting something positive or very positive teaching experiences (and almost twice as many “very” as “something”). On March 25, the Thursday of that first week back from break, Harvard hosted 7,800 classes on Zoom, with 87,000 participants across the university. Help desk requests had already gone back to normal levels, and things were operating relatively smoothly.

Ed School faculty had the benefit of a one-stop online teaching shop, as the TLL quickly launched a comprehensive support site with an astonishing array of remote teaching resources. In fact, Ed School faculty services have become a model for the university, according to Lesaux, with many elements—workshops, one-on-one coaching, and even the pulse survey—being adopted across Harvard’s campus. The TLL offered virtual teaching hunches so faculty could share successes and challenges; it has also maintained a faculty discussion board and a faculty-sponsored collection of tips.

“I have found the transition to online learning and to Zoom very positive on balance,” says Profesor FERNANDO BERMÍN, ED.M.’86, ED.L.D.’97. “My classes have gone much better than I expected. What I most like is the ability to seamlessly integrate instructor and whole class discussion, breakout room discussions, and the use of the chat facility. I also think it is empowering to students to be on a level playing field with faculty in adjusting to the new technology; they’ve seen me at the beginning of the class asking them for help in finding the breakout button, and I’ve been ending classes asking them for advice on how to make the classes better.

Other faculty have shared similar stories of trial and error. “To lighten the ‘tech-load’ for my three-hour course (and in response to student feedback),” one instructor reported, “I am trying to pre-record about 45 minutes of content so they can watch it anytime, in advance of our class meeting. Our synchronous time is focused on group activities, discussion, Q&A, etc., and we can shorten class time accordingly. We also open the Zoom session early for hangout time.”

Another instructor focused more on the intangible, gleaning that students “instead of expecting a ‘perfect’ course, they should see themselves as part of a generation that is experimenting with new technology and has the responsibility to understand its limitations and possibilities.” Another found that “it helps to change up the rhythm. Take stretch breaks occasionally. Have everyone unmute, ask instructor what their current context is, and then they seemed to enjoy it; it lightened the mood.”

Many worried about how to preserve classroom community in what contexts are small. “Se- nior Lecturer Carrie Conaway says, “and students,” and students said they were worried about losing the sense of community we had built. One idea I had for maintaining it was to set the Zoom for my synchronous classes to stay on mute for the hour and run 30 minutes past the end, with students entering automatically and unmuted. That way they can catch up informally before and after class, in as close a approximation as I could create online.”

Other faculty use playlets to welcome students into the classroom, or they experiment with Zoom backgrounds or ask students what’s happening in their particular settings — connecting in ways that feel intimate and connected. With no “front row/ back row” dynamic in Zoom, faculty are finding that class participation has been rich, and that students are creating their own spaces for collaboration.

Faculty have been more intentional than usual about slowing things down to check in with their students — not only with master’s students, with scant weeks left in their Ed School experience, but with doctoral students, who may be likely to experience interruptions that could delay their academic progress. Ed.L.D. students (some of whom were in residence in a program designed to save institutions in the wake of the outbreak that rippled across the field), and their own teaching fellows, who were being extended in new ways as they assisted with course logistics. “The determination and spirit of caring I’ve seen from our teaching teams — faculty, teaching fel-

With schools shuttered across the country and in many parts of the world, the unprecedented and fast-changing needs of educators and families are motivating Ed School faculty and students to share resources for bringing learning home. Including:

- Education Now (hgsx.medej/EdNow), a new initiative that includes resources for educators, leaders, and families; a webinar series to share insight and guidance on navigating today’s complex landscape; and thought leadership from Harvard faculty about the crisis and opportunity in education.

- The school and Associate Professor SARAH DRYDEN-PETRISON, ED.L.D., has launched a daily children’s book series called Books of Belonging, where Dryden-Peterson reads aloud books that give educators and families a way to help children process feelings and worries that may be relevant today — feelings of helplessness, disruption, trauma, illness, and concern about the future.

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Lecturer HADAS EIDELMAN, ED.D.’14, wrote this essay after the last...realities.

A SEND-OFF, THEN ON TO A NEW REALITY

Harvard Ed.

They expressed disappoint-ment at how their year here was not going to end the way they had thought it would. They acknowledged that there was room to grieve this loss, despite the concern that doing so might seem almost selfish or be in tension with the knowledge that we are all making a sacrifice in order to protect those more vulnerable than us.

They talked about the need to be kind and forgiving to one another and ourselves and to respect each other’s fears and worries. They were hopeful that maybe some good would come of this, and that as a society we might revalua-ble experiences. They talked about how this may seem unprecedented for many of us, but that there are groups of people who have been experienc-ing this sort of upheaval, fear for safety, geographic displacement, and other related circumstances as a way of living for a long time. They expressed both anger that it takes something like this for many people to take notice, and also hope that society will learn to respect the wisdom of those who have been ignored.

We did not do one bit of stats (although we did walk through a visual of flattening the epidemic curve and related the exponential spread of COVID-19 to the loga-rithms we’d — ironically — been studying in that unit). But it was a powerful reminder of the centrality of relationships that we so valued and other related circumstances as a way of living for a long time.

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A sight not often seen during the academic year: An empty Harvard Yard

in changing the grading basis of their classes.

“Those past few weeks have only further under-scored the centrality of emotions and relationships in learning,” Associate Professor Karen Brennan says. “You’re not going to be ready to learn if you’re not in a good emotional place, which so many of us have absolutely not been in. And if you don’t have relationships with and among members of a learning community, you have an extremely limited window into understandings of (and ability to be responsive to) the emotional landscape.”

As the physical campus became quiet, the school’s digital campus roared to life with virtual yoga classes, dance parties, mindfulness meet-ups, equity chats, and cocktail parties. Team Con-nect, a group of deans, faculty, students, and staff, launched a weekly crowd-sourced video series, a series of Ask Me Anything events with faculty, and the school’s signature community storytell-ing series, Double Take, to be held virtually in the spring. Using its convening power, the school quickly launched the most Leadership Series, a vir-tual speaker series giving students access to leaders from across education and beyond. The first guest, who appeared in conversation with Dean Long, was Pat LeBlanc, a remote learning pioneer and presi-dent of Southern New Hampshire University. Other scheduled guests included John King Jr., secretary Canada, ed.m.’75, and Gabor Szilagyi, ed.d.’14.

With Harvard’s in-person Commencement postponed, and a digital ceremony planned in its place, community and connection feel even more essential, Long says.

“In undeniable ways, this has been a time of sadness and disappointment. It is so unfortunate that we will not gather together in person for Commencement and all of the other events that make spring at hgse such a special time of year. Still, I have taken solace in being able to see many of the faces of my students, our alumni, and our colleagues — along with their children and pets — on Zoom,” says Long, who has hosted everything from casual coffee hours to informative community meetings to hours of planning meetings on that ubiquitous web platform. “We may be physically distant from one another, but this remains a vibrant, supportive, and resilient community.”

BAR WALSH IS THE DIRECTOR OF EDITORIAL STRATEGY AT THE ED SCHOOL. SHE WROTE THIS STORY IN LATE MARCH.
IT’S SOMETIMES CALLED A GUT FEELING. PETER PARKER CALLED IT HIS SPIDEY SENSE. IT’S THE ABILITY TO READ A SITUATION AND KNOW SOMETHING WITHOUT PROOF OR CONSCIOUS REASONING.

WE ALL USE IT.

TEACHERS RELY ON IT, OFTEN DOZENS OF TIMES EVERY DAY IN THEIR CLASSROOMS. SOMETIMES IT WORKS; SOMETIMES IT DOESN’T. IT USUALLY GETS EASIER TO TRUST WITH EXPERIENCE.
The class she taught

in Larsen G08 had just ended, and Kitty Boles, Ed.D.’91, then a senior lecturer, was packing up her materials when a young man in his early 20s walked up to her and said he was preparing to be a physics teacher. The young man also told Boles that she had been his third-grade teacher in Brookline 15 years earlier and that he remembered, more than anything, something that had made a huge difference: her hugs.

Boles remembered the boy and how his family had just moved to the area from Iran. She remembered that he didn’t speak English and was scared to death. She also remembered hugging him. “It was intuitive to me to hug him,” she says, “to make him feel safe and loved.”

Although Boles was herself a scared new teacher back then, she “sensed” what her student needed in that moment, not based on test scores or scientific data given to her from an administrator, but based on something teachers use every day, often hundreds of times a day: intuition.

“With my current classes, it helps me to help him— to make him feel safe and loved.” Kitty Boles, Former Senior Lecturer, Ed School

“As I Amali Nirmalan, Ed.M.’17, points out, ‘intuition is incredibly important for a teacher in a room full of other humans— in my case, over 30— with a spectrum of their own needs.’”

In many professions, especially those that require lightning-fast decision making, like firefighting or medicine, the ability to tap into our intuitive sense is critical. In 2018, the U.S. Navy even started a program to look into how members of the military could improve their intuitive abilities during combat, following discussions with soldiers returning from deployment who said their gut feelings often alerted them to impending danger, even when reliable intel wasn’t available.

The teaching profession is no different. Although teachers don’t usually deal with dangerous or life-threatening situations, classrooms are complex and situations move quickly. As Amali Nirmalan, Ed.M.’17, points out, “intuition is incredibly important for a teacher in a room full of other humans— in my case, over 30— with a spectrum of their own needs.”

In fact, “a vital teacher skill is being able to ‘read the room’ and assess whether the mood of a class is sleepy, bored, fractious, or frustrated,” says Nirmalan, a high school English teacher at the American School Foundation of Monterey in Nuevo Lano, Mexico, and then respond in a way that feels right: turn on or off the lights, for example, or ask stu-
“Every interaction we have with a student is a piece of data that eventually builds up to our expertise, which ultimately becomes our intuition. Both are essential to rely on to be an effective teacher.”

CASEY NELSON, TEACHER, CHARLESTOWN HIGH SCHOOL, BOSTON

“With our technology, teachers can see for themselves that certain methods are literally more engaging from a neuroscientific point of view. It validates their strategies and builds confidence that they are in fact more effective for increasing engagement.”

MAX NEWLON, PRESIDENT, BRAINCO, USA

“It’s his first year in the classroom. As the year progresses, I sense that my teacher instincts are sharper. I feel more confident clarifying misconceptions in the lesson, defusing conflict between students, and recognizing what each student needs to be successful,” he says. “But there is a significant degree of doubt that comes with being a first-year teacher in a new school, so I find that it is important for me to check my instincts with veteran teachers. As often as my colleagues confirm my gut instincts, they also offer suggestions about how I could have better responded to a tough situation in class and how I can improve my practice going forward.”

Brewster says he also started trusting his intuition more once he had a sample of ideas under his belt and proof that those ideas might work.

“My second year teaching, I posed a question to the class: I know that we’re not going to have a difficult time being positive in room 230, right?” he says. “Most sixth-graders responded, ‘No’ with joy. However, Daniel, with a straight face, said, ‘Yes.’”

Based on experiences during his first year, Brewster says he knew what Daniel needed: special attention. “I took an interest in Daniel. I made it my point to learn more about him, to connect with his family, and highlight any positive achievement he responded to a tough situation in class and how I can improve my practice going forward.”

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"Not everything teachers can see for themselves that certain methods are literally more engaging from a neuroscience point of view," Newson says. "It validates strategies they're using and gives confidence that they are in fact more effective for increasing engagement."

But rather than relying on intuition or some mysterious sense of what's working, teachers can now see that in real time. It’s drama with the students, they have context, posture, work on the paper or laptop, doodling, and tone of voice to read the student's engagement and comprehension. At the same time, people are complex and just because our hunches are sometimes proven right does not mean we can always assume, for example, that the student who is doodling is disengaged, or that the student making a noise is necessarily seeking attention or has a thorough understanding of the directions.

But what if we could end the guessing when it comes to engagement, Newson asks? "What would it be like if we could quantify this important state of mind?"

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"The key is to know when to wrap up an academic year during a pandemic," Lindemann says his intuition is being tested. "There’s no ‘perfect’ way to finish up this school year," he says. "While I’m preparing physical packets for my students without Internet access, they simply sit in comparison to what my students online. My intuition is not quite as sharp and my effectiveness as a teacher is now diminished. I miss the student–teacher interaction. I miss my students!"

But is trial and error really the way to go, he says? "You wouldn’t want to be a patient in a hospital whose medical staff relied so heavily on intuition or trial and error. I don’t know. I’m just assuming that it’s like it’s time to take out her gallbladder.”

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WHEN IT COMES TO EDUCATING REFUGEE STUDENTS, IT'S NOT ENOUGH TO JUST TEACH THEM. SCHOOLS ALSO NEED TO HELP THEM FEEL WELCOME — AND SUPPORTED.

STORY BY JESSICA LANDER, ED.M.'15  PHOTOGRAPH BY TYLER HICKS
Throughout her life, no country has ever claimed her as theirs. NOWhere does she legally belong. And, sitting in the computer lab on that crisp fall afternoon, she realized that even the Common Application will not acknowledge Diane’s existence.

WHAT DOES IT MEAN TO BELONG?
For nearly 26 million refugees across the globe, plus an additional 41 million internally displaced by conflict and millions more displaced by disasters, exclusion is a daily, lived experience. As Associate Professor Sarah Dryden-Peterson, Ed.M. ’09, says, for refugees, “the foundation on which their lives exist is built on a lack of belonging.”

Dryden-Peterson has devoted her career to working with refugees and those who support displaced people. She is particularly concerned about the future of young people caught up in an eddy of conflicts, epidemics, and natural disasters.

How do the world’s 13 million refugee children imagine a future when there is a very real worry that tomorrow they will no longer be welcome? And, at Dryden-Peterson puts it, “your sense of belonging is always tattered at the edges because you don’t know when someone else is going to make a decision that means you can’t stay.”

The vast majority of the globe’s displaced children will grow up with this uncertainty. According to the UNHCR, each year, less than 1% of the world’s refugees are permanently resettled, providing them the chance at fully belonging once more. But as Dryden-Peterson emphasizes, belonging requires more than just legal status. This winter, she launched a new Ed School initiative, REACH (Research, Education, and Action for Change and Hope) in collaboration with Lecturer Elizabeth A. Adelman, Ed.M. ’08, Ed.D. ’10, and Colombia University postdoctoral research fellow Viviana D. Pera, Ed.M. ’10, Ed.D. ’14. Their hope: Convene research- ers, policymakers, and educators with the goal of sharing and amplifying best practices that create opportunities and futures for displaced young people globally. It is important to note that many of these considerations and best practices apply to all students with ambiguous legal status or other uncertainties connected to migration.

The three believe that schools have an essential role to play in welcoming and grounding refugee students — whether that classroom is in a blissful tent in the middle of Kenya’s Kakuma Refugee Camp or in a cavernous New England public school. It is not enough that schools transmit academic content. For a refugee child, Dryden-Peterson explains, “If they don’t have the sense of ‘I am comfortable here. I can imagine myself here. I feel safe here,’ then very little learning can happen.”

Countries, communities, and classrooms across the globe are grappling with how to educate and in-

Diane is one of a handful of my students who is stateless, one of more than 4 million such people globally, according to the United Nations High Commission for Refugees (UNHCR). Before her birth, Diane’s parents fled the brutal civil war in the Congo. Diane never set foot in the country of her ancestors. She was born and raised in a refugee camp in Zambia. After 17 years of waiting, she and her family were granted refugee status here in the United States.

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Countries, communities, and classrooms across the globe are grappling with how to educate and in-
feel they belong. How can schools welcome displaced students into their classrooms and truly instill in them a sense of belonging? Here are six steps schools and communities should take, based on my conversations with Dryden-Peterson, Adelman, Chopra, and other educators in the field, as well as my own work as a teacher working with refugee students.

1. Link language learning to community building.

Safiya’s best and first teachers in Turkey were two teenage girls who lived in the apartment above them. Quickly the girls became inseparable. They played volleyball in the street, they cooked endless bowls of macaroni in each other’s apartments, they played tricks on their brothers. And, through her neighbor’s careful tutelage, Safiya mastered the basics of the Turkish language. So much so that a year later, she was able to pass a Turkish test that allowed her access again to formal education.

Young people are most motivated to master a new language when they feel a sense of belonging. As refugee children grapple with the trauma of displacement and flight, often simultaneously they must master new languages to regain access to education—a daily reminder that, in many places, they cannot call home. In refugee camps, it seems so easy to make such connections. Research suggests that newcomers learn fastest when they have host-country friends they can practice their new language with, but they often have too few opportunities to make such connections.

2. Train teachers to know their students and give them tools to support their growth.

When Safiya finally allowed to attend the Turkish school, she quickly realized that, despite her rapidly expanding vocabulary, Turkish would always be an un Ire language. Teacher. School was not nearly as strict as her all-girls school in Iraq. But more starkly, teachers just didn’t seem to care about her. If she showed up late or missed days of school, no one followed up. If other students fell behind, she was not building bridges. If she showed up late or if she missed days of school, no one followed up. If other students fell behind, she was not building bridges.

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For two weeks they gathered, translated, and revised recipes, then drafted and edited stories of their migration story, told through a favorite family recipe, which we published in a cookbook. For Chopra, belonging comes partly when refugee students “feel they have a voice and a stake in their community.” To accomplish this, schools and communities must foster native-born young people to share with their new peers—few interests, fewer experiences. In the refugee camp, it seemed so easy to make such connections.

3. Fostering responsibility in native-born young people.

When Safiya was there, organizing a letter-writing campaign to state representatives, reviewing proposal drafts, and organizing petition signatures. Again and again that spring she was surprised when others—both peers and adults—listened and took her seriously. That spring Safiya and her classmates presented at the Massachusetts State House. That morning, Safiya felt with pride about their work in her adopted community, realizing that America now felt like home.

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When he arrived in the United States, Robert was born, his native country in the Democratic Republic of the Congo in central Africa erupted in war. When he was 12, his family was murdered, and Robert fled to Uganda, where he lived on the border and then in a refugee camp, where he was naturally outgoing, and with the encouragement of the class structure, she started striking up conversations with her new peers. What she learned surprised her. Although they might not be from Iraq, so many students shared her story of migration. Even for most of her U.S.-born peers had immigration stories of parents, or grandparents, or great-grandparents. Though her class was filled with students of many nationalities, ethnicities, and religions, Safiya felt that she and her peers shared much in common.

As a junior in my class, I watched as Safiya quietly grew into a leader, as she and her peers tackled a semester-long civics project. Everywhere I looked, students were there, organizing a letter-writing campaign to state representatives, reviewing proposal drafts, and organizing petition signatures. Again and again that spring she was surprised when others—both peers and adults—listened and took her seriously. That spring Safiya and her classmates presented at the Massachusetts State House. That morning, Safiya felt with pride about their work in her adopted community, realizing that America now felt like home.

4. Honor and include students’ cultures and histories.

Without kids being able to imagine that broader sense of collective, there is no way to shift migration, politics, and policies away from exclusion.

For Chopra, belonging comes partly when refugee students “feel they have a voice and a stake in their community.” To accomplish this, schools and communities must foster native-born young people to share with their new peers—few interests, fewer experiences. In the refugee camp, it seemed so easy to forge friendships, even despite the dozens of languages and the hedgehogge of nationalities and ethnicities. Here, everyone seemed divided into settled groups.

There was no group that I could fit into,” he says. For a young man who could converse in 10 languages, in his first months in America, Robert was practically silent at school. For two weeks they gathered, translated, and recorded recipes, then drafted and edited stories detailing food traditions and memories. We end-
ed with a global feast. Tanzanian chapati breads, Mexican tamales, Nepalese momo dumplings.

When I ask Robert this fall what class assignment he most remembered, he was quick to mention the cookbook.

“As at school, I didn’t see any kind of representation of my culture,” he says. No one dressed like his mother had in the past, no one cooked stews like his aunt. “You feel like there’s no space for your culture.” As Robert explains, the cookbook provided an opportunity to share and be seen. “Somebody is learning about your culture. They want to know more. It makes you feel like your culture contributes something to a larger community.”

Refugee children work hard to mold themselves to new cultures, contour their mouths around new languages, adopt new mannerisms. But too often that comes at a high price—the feeling that belonging can only be gained by letting go of who they once were. Schools signal to refugee students they belong when they create ways to acknowledge and honor the histories and traditions of newcomers in classrooms and curriculum.

5. Give students the language to understand their past and imagine a future. In Robert’s senior year, he took a course on the literature of the Holocaust. He pored over the graphic novel Maus and was captivated by Christian Picciolini’s TED Talk describing his descent into the Neo-Nazi movement. For Robert, the stories and recollections were painfully palpable. Robert’s family had been murdered by a neighboring tribe, as part of an ethnic conflict that mirrors, in many ways, the horrific violence of the 1994 Rwandan genocide.

Seven thousand miles from home, Robert was gaining the language to begin to understand his own life’s story. “I had faced terrible experiences of losing people, of oppression, of terror,” he says. “But in studying other people who had been through such terrible things, I realized that these things didn’t only happen to me.”

As Dryden-Peterson describes, often refugee students are not given the skills to make sense of the conflict or oppression that drove them from home. They study the history of their host or new country, but those curriculums rarely provide the experience of their own life’s story. Their futures.

Peterson describes, “can help them grapple with understanding the inequalities they have experienced.” And who can support them in fashioning their futures.

LAST SPRING, ROBERT graduated from high school. His unfathomable discipline and resilience earned him a place at an elite New England university. When he came to visit campus, he shows me around confidently. I hear his excitement when he talks about his classes, the soccer team he’s joined, the fraternity he is considering rushing. But perhaps what makes me smile most is that when we walk across campus, every two minutes it seems, someone stops Robert to say hi.

Laughing, I point out how popular he has become. He smiles. “I thought it would always be hard for me to make connections with American people,” he says, “but here in college, they want to know you, they care about you, they think you are great, and that empowers me.”

“Even though I felt sad, I still needed to live my life and accept whatever was happening... There’s so much that can put a hold on life. And if you let it, then you won’t get anywhere... If I felt like I didn’t fit in, then I wouldn’t want to come to school, or maybe I would hate my classes, I wouldn’t do the work. But somehow, I got along. There were some teachers and we talked sometimes. Those conversations gave me a little more confidence. Even though I felt different, I still felt like some people knew me.”

I was honored to be one of those teachers who get to learn with and from Robert. I grew to know him over conversations in class, but also in the in-between times. Robert often came early or stayed late, our conversations ranging over the political, the historical, and sometimes just the everyday.

Dryden-Peterson says that schools can help refugees regain belonging by serving as spaces where teachers can listen and build connections. Impact lies, she says, “in the ways in which teachers are able to interact with kids that show that they actively want to understand what the child’s experience has been, who they are, what their hopes are, and what they’re bringing to the classroom.” For this, teachers and students need time and space to build these authentic relationships.

To make sense of learning, and also to make sense of their journey, refugee children (indeed, all children) need guides. They need teachers who they can ask hard questions of, who, as Dryden-Peterson describes, “can help them grapple with understanding the inequalities they have experienced.” And who can support them in fashioning their futures.

ROBERT CAME FROM LIBERIA TO NEW YORK. HOW ARMS TOLD HIS STORY

“Even though I felt sad, I still needed to live my life and accept whatever was happening... There’s so much that can put a hold on life. And if you let it, then you won’t get anywhere... If I felt like I didn’t fit in, then I wouldn’t want to come to school, or maybe I would hate my classes, I wouldn’t do the work. But somehow, I got along. There were some teachers and we talked sometimes. Those conversations gave me a little more confidence. Even though I felt different, I still felt like some people knew me.”
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RONALD DUTTON, M.A.T.’49
ED.S,’49
OLIVER PARK, M.A.T.’49
ALFRED LAZER, M.A.T.’49
CHARLES SMITH JR., C.A.S.’49
RUSSELL LEBENSTEIN, M.A.T.’49
SHEILA DEITCHMAN, ED.M.’49

1973
Rozella LaFayette Kennedy, Ed.M., received her Ph.D. in 2016 from the University of South Florida in Tampa, in curriculum and instruction. Her dissertation focused on her brother, Bernard LaFayette Jr., Ed.M.’72, Ed.D.’74, an adult educator. She is currently the project director of HA! Healthy and Agile, a free training center for educators, based in San Antonio, Florida.

Samuel Meisels, Ed.M.’69, received the Simmons/Mann Institute Whole Child Award for Visionary Leadership last October at the Simmons/Mann Institute Think Tank and Whole Child Award ceremony in Los Angeles. He is the founding director of the Buffett Early Childhood Institute at the University of Nebraska.


Alan Woodruff, Ed.D., recently published the sixth novel in his Lucius White legal thriller series. Published by Simon & Schuster, the book is available in digital and paperback.

1975
P. Sinikka Sahi, Ed.M., earned her M.A.T. in 1977 from the University of South Florida. Sahi’s dissertation focuses on virtual mentoring of student teachers using virtual simulation.

1979
Ronald Krennith, Ed.D., blogs for The Times of Israel, which can be accessed on his website, along with information about his books, lectures, and programs about inter-religious dialogue, education, and action in the context of peacebuilding.


1980
Joan Guillermo Feliciano-Valera, Ed.M.’75, Ed.D., became a board of trustee member of Benedictine College Preparatory University, serving as chair of the academic and students affairs committee. A retired minister, he is also vice chair of the religious life committee.

1986
Vicki Jacobson, C.A.S.’80, Ed.D., retired last August from her administrative work at the Ed School (most recently, as faculty director of the Specialized Studies Program, the Teacher Education Program, and the Field Experience Program), but continues to teach as she works toward full retirement.

1987
William Haddad, Ed.M., left the Defense Intelligence Agency where he was working in the applicant screening and security clearance branch. He is now at the Providence VA Medical Center.

1988
Fernando Reimers, Ed.M.’84, Ed.D., was named to the UNESCO Commission on the Futures of Education. The commission will prepare a report on global education

What is the Alumni Council Award?
HSGSE’s Alumni Council Award for Outstanding Contribution to Education began in 1985 to recognize alumni who have made a significant impact in the field of education. Potential awardees are nominated by other alumni of the school, and the Ed School’s Alumni Council selects one recipient each year. Typically, the awardees are presented with the award at the school’s annual Convocation ceremony. This year, the award was due virtually.

How do I nominate someone for the award?
Submit a nomination at gse.harvard.edu/alumni/council/nomination.

What is the Alumni Council?
The HSGSE Alumni Council is a dedicated group of volunteers who work to strengthen the school’s alumni community and engage alumni with each other and back to the Ed School. They attend two meetings on campus annually, and they host events, are active on social media, and work on projects to advance alumni engagement at the school.

How can I get involved?
The Ed School’s alumni open applications for alumni to join the Alumni Council. Want to get involved before then? Engage on social media, keep updated with your news and stories ideas, and consider becoming an Alumni Advocate. Go to gse.harvard.edu/alumni/advocate for details.
imperatives and on the purposes education systems should pursue in a rapidly changing world. Re- 
imers is currently faculty director of the International Education Policy Program at the Ed School.

Mark Geen, Ed.M., recently coau-
1993
thored Your Life is Your Message: 
Discovering the Core of Transfor-
mational Leadership. Geen is 
executive director of the Hub for 
Innovation and Community En- 
gaged Learning at Cardinal Stritch 
University in Milwaukee.

Kristen Warner, Ed.M., was named 
1995
one of two teachers of the year in 
the Rye City School District in Rye, 
New York. Warner teaches AP U.S. 
government and politics and AP 
psychology at Rye High School.

Jeff DeCagna, Ed.M., is executive 
1997
director of the Southwest Native-
american Foundation, which 
offers scholarships to outstanding 
enrolled university and high school 
students of Native American tribes in the southwest. He also recently 
started working with second-

2020: BEFORE ZOOM

Before the coronavirus closed campus and turned learning virtual, Appian Way was a busy place for the community. First and foremost, on January 20, the school hosted a kickoff event on campus to celebrate the school’s Centennial. The event included a series of panel discussions on the future of education, as well as a party for the community. A month later, on February 20, a Centennial event for alumni in the Washington, D.C. area was held. The D.C. event (an extension of Appian Way) included Dean Bridget Long; Professor Marty West; LINDSAY FRYER, ED.M.’06; and SCOTT SARGRAD, ED.M.’06. And at the end of February, thankfully, before all our lives changed, the annual student- 
organized Alumni of Color Conference was held, celebrating 18 years of bringing the Ed School community and other educators together to discuss and honor the work and leadership of people of color in education. This year’s conference had the highest number registered: 700!
Navigating, and Challenging Racial Injustice with Harvard Education Press. The book draws from the authors’ four-year study involving more than 300 youth.


2008

2009
Anne Jones, Ed.M.’98, Ed.D., co-founded District C, a North Carolina-based nonprofit that offers training to high school students in solving real-life problems. Prior, Jones was a middle school science teacher, a consultant for the Dala Wize project, and chief program officer at the non-profit, Project Lead the Way.

2010
Magda (Wierzbiacka) Joshi, Ed.M., recently joined United World College of the Atlantic, her alma mater, in London, as events and alumni engagement manager.

Chris San Antonio, Ed.M., is a research project manager for STEM curriculum development through the Boston Science Museum. He and his team created online curriculum and STEM activities for families to use during the coronavirus crisis.

2013
Almi Aveya, Ed.M.’09, Ed.D., became the superintendent of Chelsea Public Schools in Massachusetts in August 2013.

Cecilia Zhang, Ed.D., married Benjamin Bathgate Talbot on October 26, 2019. The reception was held at the Atlanta High Museum of Art.

2014
Ryan Stewart, Ed.D., was named secretary of education for the State of New Mexico this past August. Prior, he was a regional executive director for Partners in School Innovation, a national nonprofit that helps low-income students of color, and taught algebra and science in California and Philadelphia.

2017
Antoin Espynon--Kawaru Fisher, Ed.L.D., received the Iowa State University Outstanding Young Alumni Award last fall. The award recognizes Iowa State alumni age 40 and under who have excelled in their professions and provided service to their communities. She is a founding member of BEE FREE Women, a coaching service for women to overturn fixed mindsets.

2019
Tracy Edwards, Ed.M., was chosen by the Knowles Teacher Initiative as a member of its 2019 cohort of teaching fellows. Fellows are promoting high school math and science teachers just beginning their careers. Edwards teaches at Hillsboro High School in Nashville.

2020
Todd Stewart, Ed.D., became superintendent of the Ashburnham-Westminster Regional School District in Massachusetts in December 2019. Prior, he was a superintendent fellow in Worcester, a social studies teacher, and a principal.
ON MARCH 25, WITH THE CAMPUS SHUT DOWN AND STUDENTS JUST BACK FROM SPRING BREAK, HARVARD HOSTED 7,800 CLASSES ON ZOOM, WITH NEARLY 87,000 PARTICIPANTS ACROSS THE UNIVERSITY.