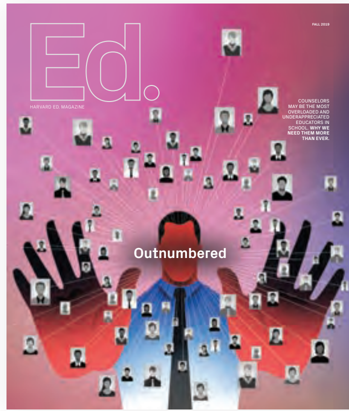
FALL 2019

Ed.

HARVARD ED. MAGAZINE

COUNSELORS MAY BE THE MOST OVERLOADED AND UNDERAPPRECIATED EDUCATORS IN SCHOOL. **WHY WE NEED THEM MORE THAN EVER.**



FALL 2019 ☐ ISSUE Nº 164

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POSTMASTER
Send address changes to:
Harvard Graduate School of Education
Office of Communications
13 Appian Way
Cambridge, MA 02138

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PRINTED IN THE U.S.A.

Cover illustration by
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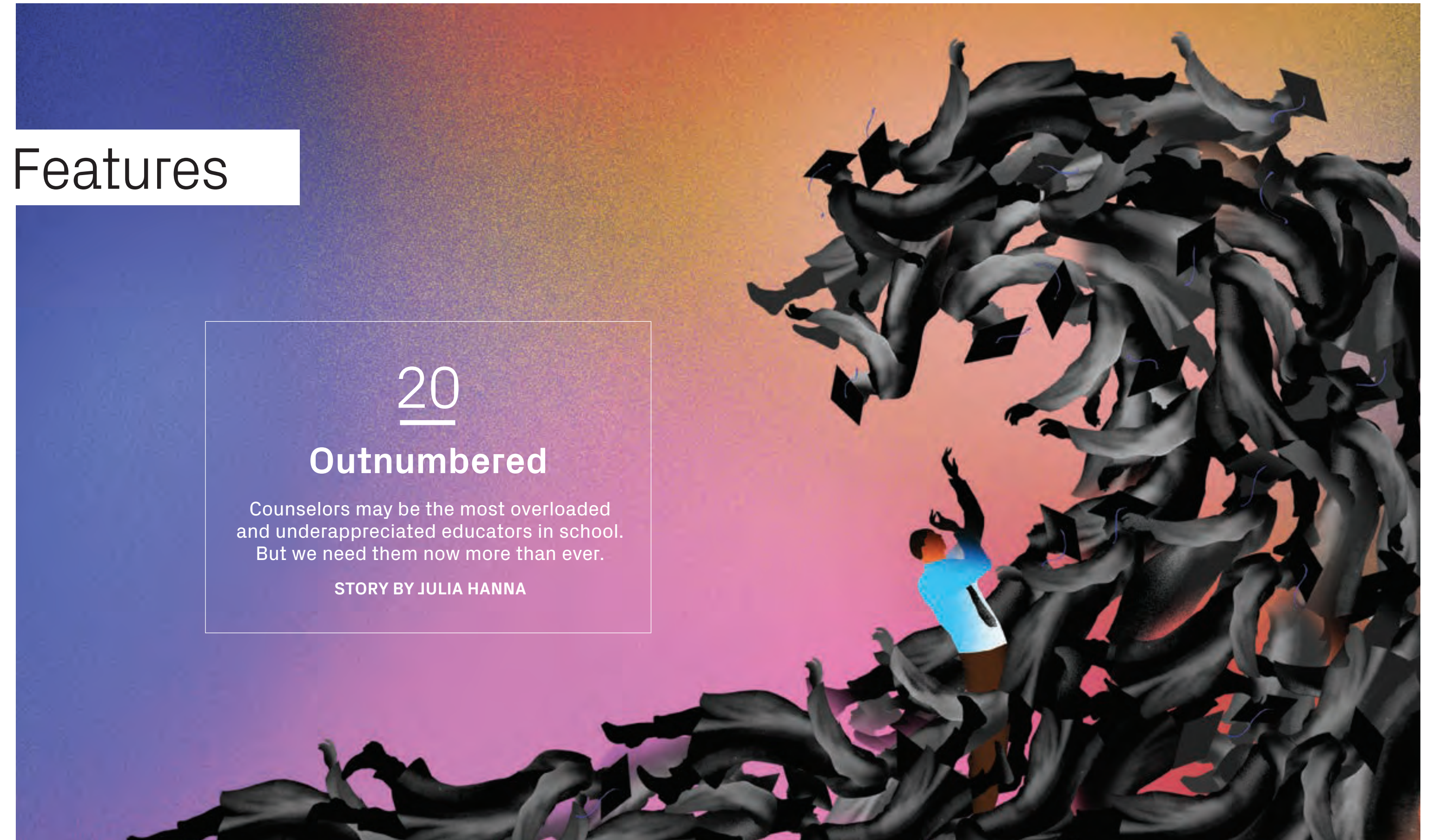

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Convo.

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

1 A big welcome to the incoming class of students. We'd love for you to be part of the "convo" here at *Ed.* magazine, so let us know what you think of the content and pitch us your story ideas once you've had a chance to settle in. For example, do you have an amazing classmate whom we should know about? Are you starting an interesting new student group? Is there an issue in education that you think should be covered in these pages? Reach out at *lory_hough@harvard.edu.*

2 It's nice when it feels like an entire issue of the magazine is well received, but truthfully, there are often certain articles that you want to make sure people don't miss more than others. From our summer 2019 issue, we were really happy to see that two articles were not only getting comments on Facebook and Twitter, but they were also getting shared between educators working in the trenches.

Our story "Be the Upstander" about the free app that **ALICE LIOU, ED.M.'17**, created to help teachers address microaggressions in the classroom was one of those articles. The story was shared and commented on by educators like a middle school art teacher in Moscow, Idaho, who talked about downloading the app and using it at her school. Another exchange between two educators in Arizona was similar, discussing ways they might incorporate the app in both their middle and high school classes.

Similarly, our piece by Katie Bacon, "It's Not Just a Job, It's a Profession," which looked at what it would take to transform our perception of pre-K education in the United States, also had a lot of shares and comments, mostly from teachers. One preschool teacher wrote, "I love this article!" followed by another writing, "Me too. We're important!" Another teacher pointed out that this line of thinking — elevating the profession — isn't new, but that until the pay structure changes for teachers, the quality of pre-K education won't change. A teacher in Boston wrote that she sometimes regrets choosing this as her profession, "but then I remember the college student who told me that I restored her love of mathematics and the parents who told me that their children love to come to school when it is the weekday that I teach their classes. I remember the positive changes that I am blessed to have affected in other peoples' live and am grateful that I am an educator." She wrote that she keeps going "despite the naysayers, poor pay, and sometimes difficult circumstances."

TONY LUONG

HARVARD EDCAST

DID YOU KNOW WE HAVE A WEEKLY PODCAST THAT RUNS THROUGH THE ACADEMIC YEAR? *WWW.GSE.HARVARD.EDU/EDCAST*

PAST TENSE

ALUMNI BULLETIN

NOVEMBER 1993

In the fall of 1993, the magazine, then called the *Alumni Bulletin,* devoted its November issue to work being done by faculty, students, and alumni for young people at risk. At the time, the Risk and Prevention Program (now Prevention Science and Practice), developed by Professor Robert Selman, was just starting its second official year but already partnering with programs in dozens of schools, health centers, and human service agencies in the greater Boston area. Included was a collaboration with the Judge Baker Children's Center at the Ohrenberger School in Boston. There, Ed School students, directed by **CAROLINE WATTS, ED.M.'87, ED.D.'93**, interned as "pair counselors," helping young people see through the eyes of others. The story included:

"Along a low, brown concrete building, sandwiched in between two middle-class housing developments, fronted by a scrubby playing field and a parking lot, the physical features of the W.H. Ohrenberger Elementary School in West Roxbury belie the energy and personality of the students and staff within its walls.

"On a purely superficial level, Ohrenberger seems much further from the Harvard Graduate School of Education than its 13 geographical miles. A look inside, however, reveals that Harvard Ed School students have become an important part of the Ohrenberger community. As a partner in the Judge Baker/Ohrenberger Partnership Program, HGSE has become an essential link in Ohrenberger's student support services network for the 600 students enrolled in grades K through 5.

"Randy Costanza will tell you that. Last year, Randy took part in pairs counseling, a Partnership Program service offered to fourth and fifth graders who need special support in developing positive, nonviolent peer relationships. A shy boy with an anxious but eager grin, Randy was especially fond of his pair counselor, **BILL MAUTZ, ED.M.'93**. On his second day at school this year, Randy stuck his head into the Partnership Office to ask, 'When does pairs start?'"

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Behind the Cover

Lory Hough, Editor in Chief

ISTOCK

IT WAS A HEADLINE in *Education Week* that stayed with me: "1.7 Million Students Attend Schools with Police but No Counselors, New Data Show." I knew that the caseload for school counselors around the country was high, with many responsible for hundreds of students every day, but I had no idea that some schools didn't have any counselors at all. This seemed unbelievable. This horrible news came at about the same time that Senior Lecturer Mandy Savitz-Romer was finishing her latest book about counselors, *Fulfilling the Promise.* In the book, Savitz-Romer, director of the Prevention Science and Practice Program, acknowledges that the ratios aren't nearly what they should be, but she also added that just solving the numbers problem wasn't enough — the whole field of school counseling needs to be reimagined. This issue's cover story on school counselors tries to look at all of the ways counselors are outnumbered: big caseloads, increased student needs, being tasked with non-counselor duties, and not knowing how to advocate for themselves or the profession.

Photograph by **Horst Gerlach/iStock**

Follow the Dark Horse

A LOOK AT THOSE WHO BLAZE THEIR OWN TRAILS AND HOW THIS NEEDS TO APPLY TO STUDENTS

STORY BY LORY HOUGH

When Lecturer **TODD ROSE, ED.M.'01, ED.D.'07**, cofounder of Populace and the Laboratory for the Science of Individuality, was struggling in school as a teen, his father gave him advice that had a big impact on him then: Find out what motivates you and stay close to that.

This advice came into play again, more recently, when Rose set out to write a book that looks at people who achieved success despite not following the "standard formula" for doing well. A fast-food worker who taught herself about galaxies and stars and became a noted astronomer. A bar owner who pivoted midcareer and became a successful tailor. What Rose found is that these dark horses, the winners no one saw coming, became successful by doing exactly what Rose's dad suggested — they found their motivation and then did something with it on their own terms. What he also discovered interviewing a range of people for *Dark Horse* is that there isn't one defining character trait all dark horses share, like a desire to be a rebel. Instead, he found one common thread: Dark horses are fulfilled.

How does this translate to students? Unfortunately, Rose says, "we spend a lot of time telling children what they should care about and very little time helping them discover that for themselves. That has to change if we are serious about helping our children live meaningful and fulfilling lives."

Rose says that too often, schools — even schools that have moved toward a personalized approach to learning — still make the mistake of framing the value of personalization as more of the same definition of "succeeding."

"We define success narrowly as good grades, good SAT scores, and getting into a good college," he says. "As a result, we end up forcing our children to try and be the same as everyone else, only better. This cookie-cutter view of success limits our ability to develop the diverse talent that we need to thrive as a society, and it hurts our children."

It's partly why Rose wasn't surprised when the recent college cheating scandal broke.

"This is the natural consequence of forcing everyone into the same definition of success; We are constantly competing to be the same as everyone else, only a little better," he says. "And as long as we are going to define success as your SAT score and what college you went to, there will be cheating, corruption, and unhappy children."

Unfortunately, the field of education has been slow to change that limited definition, he says.

"In fields that have made more progress in personalization, there has been an obvious incentive to do so. In business, there is usually a profit incentive to personalize products and services," he says. "In medicine, since we now know there is no such thing as an average patient, there is a clear moral imperative to move beyond one-size-fits-all approaches and embrace individuality and personalization."

When it comes to education, Rose says, "I think most people believe that personalization is probably better for their kids, but it takes plenty of kids having gone through personalized learning environments to really show why they are essential."

One simple thing that adults can do now to turn the tide and change our view of success is stop asking kids what they want to be when they grow up.

"We think that it is helping them grow up when in reality it is just as likely to teach them to focus on what other people think they should do and be," he says. "Obviously it is important that our children have a sense of direction, but that is different than prematurely deciding on a destination for our lives. Instead, I think it is far more important that our children understand who they are and understand what matters most and what truly motivates them. Eventually kids will arrive at a place where they know the kind of career and life they want, but they will have come to that based on their own internal compass rather than what society is telling them they should be, and this will make all the difference in terms of fulfillment."

LISTEN TO ROSE DISCUSS *DARK HORSE* ON THE HARVARD EDCAST: *GSE.HARVARD.EDU/EDCAST*

WISE WORDS

"They aren't wrong."

Professor **JAL MEHTA** and **SARAH FINE, ED.M.'13, ED.D.'17**, authors of *In Search of Deeper Learning*, commenting on the most common word American teenagers pick to describe how they feel in school: bored. (*The New York Times*)

No Need for Speed

STUDY SHOWS THAT FASTER ISN'T NECESSARILY BETTER WHEN IT COMES TO LEARNING

STORY BY LORY HOUGH

HOW OFTEN have we heard someone say, "She's a fast learner," implying with their statement that faster means smarter? After studying how the brain learns, **PARISA ROUHANI, ED.M.'10 ED.D.'19**, had a feeling that this assumption, which is built into the foundation of education, just wasn't right. So she tested it out on a group of ninth graders for her dissertation. Rouhani, vice president and cofounder (with **TODD ROSE**) of the think tank Populace, recently spoke to *Ed.* about her findings, the myth of the average, and what's more important than speed.

What did your study show?

What I found is that speed does not predict ability. Students who progressed through the course more quickly did not perform better, nor did the students who took longer. There was no meaningful relationship between time and performance. Some students who did well in the course took a long time while others did not. I also examined whether a student's speed is stable. Can we expect that faster students will be consistently faster throughout the semester or across different subject matters? The answer is no.

Why is this assumption problematic?

Describing someone as a "fast learner" or "quick to get it" is intended to suggest that the person is smart, because we have bought into this idea that speed tells us something about ability. What my study reveals is that the assumptions that we perpetuate in our language, and have built in to our standardized educational systems, are not actually true. By leaving these assumptions in place, we are artificially constraining students. We are creating barriers to learning, and perpetuating the belief that not all students are capable.

Is this thinking common?

This assumption is so commonplace that in order to get more time on exams you need to be identified as having some kind of "learning disability," which implicitly suggests you are deficient or less capable than other students. If we believed that all students are capable, why would we place hard time cutoffs when it comes to learning and require labels to give extended time?

If speed doesn't matter, what does?

My analysis showed that time wasn't the predictor — mastery was. When students are allowed to master material, they perform better in the course. That seems obvious, almost too obvious to need a study to tell us this, but if it's so obvious that mastery is key, then why aren't all of our schools adopting models of mastery learning and why haven't we done away with rigid fixed-pace instructional environments?

What's the connection to the myth of the average?

This research was actually born from thinking about the myth of average. The myth of average highlights that individuals are jagged, meaning they have multiple dimensions that cannot be reduced to a single score or number and that they change over space and time. This incredible human variation is natural and normal and is very important. And yet the way that we have standardized education assumes that slow students are inherently less capable, and giving an average amount of time for the average student to learn is sufficient — the smart students won't need all the time, most students will be fine with the amount of time they are given, and slow students are deficient learners so they need to be labeled as "learning disabled" in order to get more time. If we believe that speed and ability are not coupled — that slower students are just as capable as faster students — we wouldn't use time limits to determine ability in schools or on exams like the SAT or ACT. In fact, the way we use time in schools would look dramatically different. **LH**

Illustration by **Scotty Reifsnyder**

TIM LLEWELLYN; PPE; NICK DENTAMARO FOR BROWN UNIVERSITY; PETER WALTON; GABRIELI LAB

NEW FACES, NEW PLACES @ HGSE

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Professor
FORMERLY
Associate Professor. Joined the Ed School in 2006

WHO
Jen Cheatham, Ed.D.'10
POSITION
Senior lecturer; Director, PELP
FORMERLY
Superintendent, Madison (Wisc.) Metropolitan School District

WHO
Carrie Conaway
POSITION
Senior lecturer
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Chief of stratey and research, Massachusetts Department of Elementary and Secondary Education

WHO
Rhonda Bondie
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Lecturer; Director of Professional Learning
FORMERLY
Taught at HGSE for several years

WHO
Noah Heller
POSITION
Director, Harvard Teacher Fellows Program
FORMERLY
Co-director, Harvard Teacher Fellows; Replaces Eric Shed, who continues to teach

WHO
Christina Villarreal, Ed.M.'05
POSITION
Director, Teacher Education Program
FORMERLY
Lecturer; Replaces Vicki Jacobs, who retired but continues to teach

WHO
Francesca Purcell
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Program director, American Academy of Arts and Sciences

WHO
Ola Ozernov-Palchik
POSITION
Director, Mind, Brain, and Education Program
FORMERLY
Postdoctoral associate, McGovern Institute for Brain Research at MIT

Photograph by **Jason Grow**

METCO, Evaluated

GRAD CONDUCTS FIRST FORMAL STUDY OF 50-YEAR-OLD SCHOOL INTEGRATION PROGRAM

STORY BY **ANDREW BAULD, ED.M.'16**

In 1966, Boston-area parents and school administrators joined together to launch a busing program to help desegregate schools by bringing students of color from Boston's predominantly black and Latinx neighborhoods to schools in white suburban communities.

Since then, the Metropolitan Council for Educational Opportunity, or METCO as it is better known, has been one of the longest continuously running voluntary school integration programs in the country, growing from a few hundred students in its first decade to more than 3,000 annually today.

It has long been touted as a success story, but in more than 50 years, the program had never been formally evaluated.

When **ANN MANTIL, ED.M.'10, ED.D.'18**, arrived in Boston, she had never heard of METCO. But after teaching in predominantly African American and Latinx elementary and middle schools in Oakland, California, and Washington, D.C., she became interested in public school diversity and the relationship between school composition and student outcomes. Coming to the Ed School, she was looking to acquire the tools to evaluate interventions designed to close achievement gaps and then communicate those results back to practitioners. She was surprised to learn that METCO had served thousands of students without ever being formally evaluated. She knew this was her project.

With the help of Professor Richard Murnane, Mantil secured permission to access METCO records from 1998 through 2013, including 118,000 state standardized test scores from 36,780 students in METCO and Boston Public Schools (BPS).

"The short-term outcomes I analyzed were MCAS math and English language arts scores in grades 3–8," Mantil says. "I also looked at longer-term outcomes including on-time high school graduation and immediate enrollment in college."

She found that METCO students have much better on-time high school graduation and college enrollment rates than students of similar demographics in Boston's public schools, including charters. METCO students had a four-year graduation rate 30 percentage points higher than their BPS and charter school peers. The college enrollment rate of METCO students was also 30 percentage points higher than BPS students and 11 percentage points higher than charter school students.

The evidence of the program's impact on MCAS scores, however, was mixed. METCO students performed higher on average than their BPS peers in English language arts and writing, but not in math, and charter schools outperformed METCO students in all three subjects.

Overall, the report paints a picture of a program that is worth the sacrifice for students, who often endure long commutes to attend schools far from home and are sometimes the only students of color in their new schools.

Since completing the study, Mantil has conducted briefings for state leaders, the METCO board of directors, and METCO superintendents and district directors. *The Boston Globe* published a front-page article about the results. She also found that during the years analyzed, METCO lacked a clearly defined student selection process, relying mostly on first-come, first-served. Thanks in part to her research, the program is starting to shift to an online application and a random lottery.

Now a postdoctoral research associate at Brown University, Mantil continues to study integration and school diversity.

"Voluntary integration programs like METCO, although rare, are one way to do this. There is more work to do in estimating the causal impacts of these programs, but I view the results of my study as encouraging."

ANDREW BAULD IS A FREQUENT CONTRIBUTOR TO *ED.*

5 EASY STEPS TO:

Keep Up with Your Students' Music

STUDENTS ARE filing into your classroom and you hear them talking about a musician they all know. One is singing the chorus to the singer's newest hit, and you realize you not only don't know the song, but you have absolutely no idea who the singer is. JAY GABLER, ED.M.'98, digital producer for *The Current*, a music show on Minnesota Public Radio, shares five tips for educators interested in staying in tune with their students' musical tastes.

▸ **Read the news.** "Even with everything else going on these days, the best mainstream national news sources are still finding room for insightful music coverage. Music publications like *Pitchfork* and *Rolling Stone* also offer plenty of food for thought and can help you separate a forgettable fad from a meaningful trend. Many also offer podcasts if your ears have more time than your eyes."

▸ **You don't have to wear a flower crown to go to a music festival.** "Festivals are a great way to hear what people are getting excited about, and they're low risk: On a large lineup there's likely to be something you enjoy. Increasingly, the biggest festivals are making live video part of the package, so you can even attend vicariously."

▸ **Find a cool radio station.** "Radio is still an unbeatable source for carefully programmed music with commentary by knowledgeable hosts who can make the tracks more accessible than an algorithmic stream. Local stations are great, but remember you're not confined to your dial. Virtually every station has an online stream, and many have their own apps. Also, every major streaming service has curated playlists and 'radio' functions that let you dive deeper on genres and artists that pique your interest."

▸ **Ask them.** "When it's appropriate, let your students pick the playlists for classroom listening. Try incorporating music into coursework: Ask your students to write about their favorite songs as an essay topic, or examine the lyrics as poetry. Strike up a conversation by asking your students what they're listening to, and check it out later. Maybe they'll even turn the tables and ask what you're into."

▸ **Keep an open mind.** "Your students don't like everything, and you don't have to either! Just give their music a chance, and tell them what you think. It is important to keep in mind that you might have to relax any strict rules around language — not necessarily in the classroom but with respect to your own ears. Ideas about what kinds of words and expressions are appropriate evolve over time. Give your students' music a fair chance, and share your honest opinion. After all, open exchange is what learning is all about, and what music is all about, too."

Illustration by **Scotty Reifsnyder**

RECESS

Marty West, Coach

Coach Marty West, or just Coach as he's called, jokes that when he and his family moved in 2014 back to Massachusetts from Washington, D.C., where he was on leave from HGSE working for Senator Lamar Alexander, he was tricked into coaching his older son Quinn's Little League baseball team. ■ "Quinn had played in D.C. but, because he was new to this league, was assigned to a team well below his ability level," says West, a professor and self-professed Yankees fan. When he requested that Quinn be moved up, the commissioner said yes, but if — and only if — West agreed to coach. "I've since learned this is a common strategy to get more parents involved. I'm of course glad that it worked." ■ This year, West is also coaching his younger son Sam's team, the Giants. The hardest part of the job, he says, is staying organized. "There's a lot to keep track of: scheduling and reserving fields for practices, getting the gear to and from the field, making lineups, tracking the weather for cancellations, reporting scores." ■ Easily the best part of the job "is getting to know the players individually, working with them to identify specific goals for improvement, and seeing and celebrating their progress." ■ But what's his secret to running a practice that doesn't leave kids, especially the younger ones, feeling bored? ■ Easy, West says. "Make sure that they don't spend too much time standing around."

Photograph by **Todd Dionne**

Got Data?

HOW PARTNERSHIPS MAKE IT EASIER FOR DOC STUDENTS TO GET MUCH-NEEDED DATA FOR RESEARCH

STORY BY LORY HOUGH

ISTOCK/VECTORTATU

One of the hallmarks of student research, especially for doctoral students, is having good data to back up findings. But getting your hands on that data, especially when it involves asking — sometimes begging — an already overworked state agency or school district to help out, can be difficult.

Students like Ph.D. candidate KIRSTEN SLUNGAARD MUMMA, ED.M.'15, have seen this up close.

"Before I was a graduate student, I worked in the central offices of a charter school network and Chicago Public Schools," she says. "I understand firsthand the competing demands and political pressure that can come with working in an education agency. Working with researchers isn't always a priority under these conditions."

Unless, of course, that researcher has been embedded full time in your organization and you're now on a first-name basis. This is exactly what happens when students like Slungaard Mumma become fellows through the Partnering in Education Research (PIER) program, housed in the Center for Education Policy Research at Harvard University. Through an immersive summer internship, Ph.D. students in the social sciences at Harvard spend 10 weeks in the trenches in a school district or education organization conducting quantitative research as they help the partner find answers to problems they are unable to explore on their own.

"Without a pre-existing relationship, it's very difficult for students to get access to the kind of data needed to conduct rigorous quantitative research," says Slungaard Mumma, who interned with the Massachusetts Department of Elementary and Secondary Education (DESE). "A program like PIER helps build trust between agencies and emerging education researchers, paving the way to meaningful partnerships."

Ph.D. student MARK CHIN, ED.M.'16, also found it difficult before he was a PIER fellow to get the data he needed for his research, partly because he wasn't sure where to start.

"As a doctoral student, I have had limited experience working with educational agencies on research projects," he says. "As such, it can be difficult to present a compelling case to states and districts to begin a research partnership, as there are many other researchers and academics in the field with more experience and skills than I have."

While spending 10 weeks last summer as a PIER fellow working with key data people in the Wake County Public School system in North Carolina, Chin helped the district explore the impact of English learner services on students while building future connections.

"From having worked closely with the partner for nearly a year, I now have a direct connection to the research team at a school district," he says. "With this personal relationship, I feel as though if, in the future, I had a research project that would make sense to partner with Wake Country, it would be easier to present a compelling case to the district to participate in the project because they know who I am and the type of work I can do."

Slungaard Mumma is now working on a number of projects that came out of her summer work as a PIER fellow, including a partnership with DESE and Framingham (Massachusetts) Public Schools. The team is examining the civic, economic, and educational outcomes of immigrants in the area who take part in an adult English for speakers of other languages program.

"My summer placement has led to the development of a very meaningful body of work for both myself and my coauthor that is helping us fulfill our dissertation requirements and build our reputations as researchers," she says, but "more importantly, it's given me the opportunity to learn how to cultivate and fulfill the responsibilities of research partnerships. These experiences have given me more confidence pursuing new research partnerships, and I hope they will make me a much better research partner going forward in my career."

STUDY SKILLS

Jocelyn Rodriguez, Ed.L.D.

The spreadsheet that Ed.L.D. student Jocelyn Rodriguez opens on her laptop in Gutman Cafe is impressive, but not because it contains data that will help her as she starts her second year in the doctoral program. It's impressive because it includes information that's even more important: the birthdays, anniversaries, phone numbers, and email addresses for 156 aunts, uncles, cousins, nieces, nephews, siblings, and grandparents.

And that's just on her dad's side.

It's these family members, plus dozens more on her mom's side, that make up what she says is the core of her identity as the daughter of immigrants from the Dominican Republic who settled in New York. "My family," she says, "is my greatest driving force."

For most of her life growing up, family was also the core of her community, especially when seven families' worth of relatives went in on an entire apartment complex in Queens.

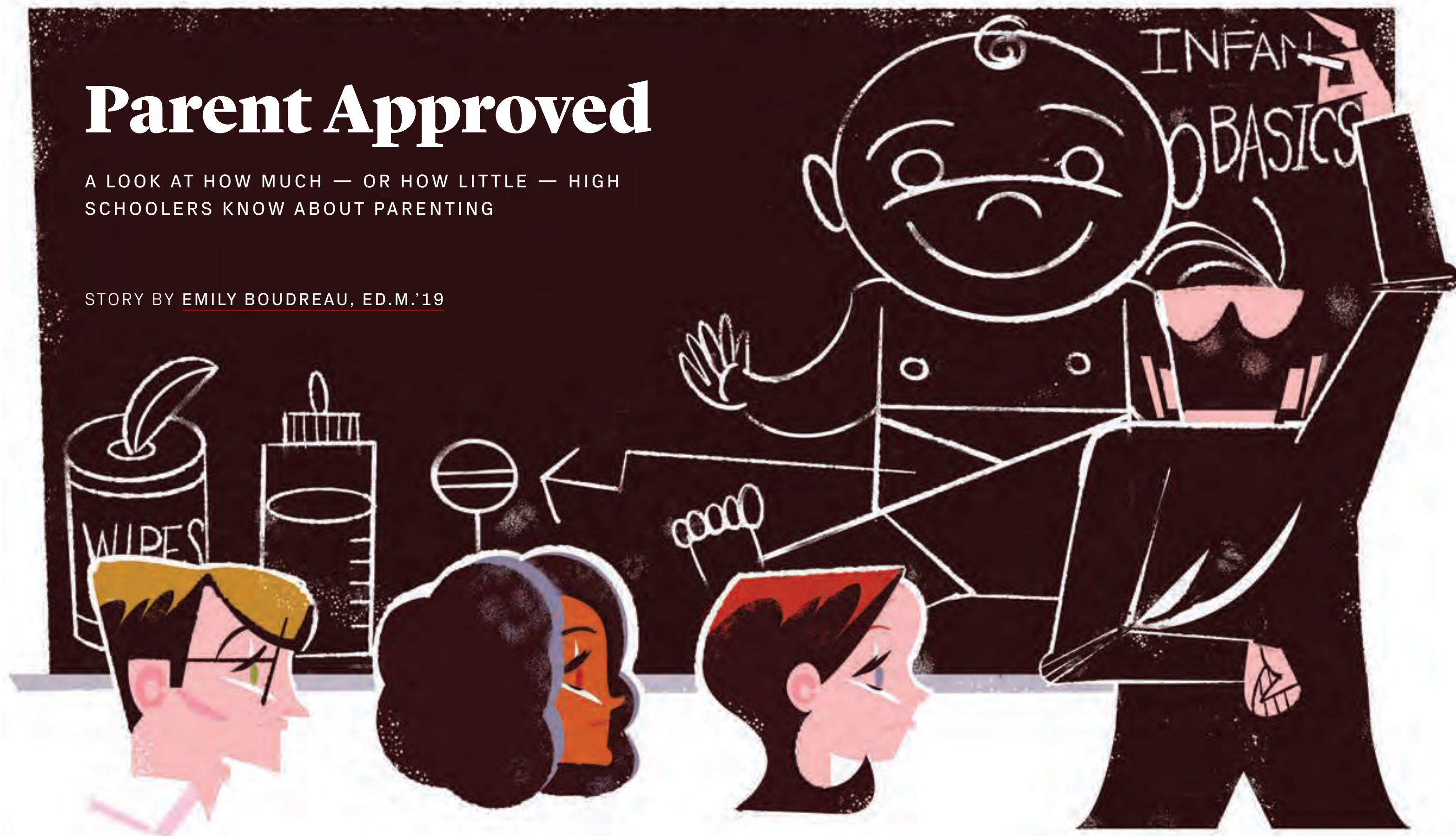
"We called it 'The Building,'" she says. "Those seven apartments became our family hub. Doors were always unlocked, and we had Sunday dinner and lunch together often, along with other relatives. If you needed help, there was someone there. If my parents, Jose and Ana, couldn't bring us somewhere, an aunt or uncle would. Cousins helped with homework. And whenever we had any kind of event — birthdays, anniversaries, first communions, a cousin finishing potty training — there was a celebration." Every other November they hold a family reunion with at least 150 people.

"Our grandparents were incredibly intentional about bringing us all together," she says. "There's a huge sense of responsibility for one another and for the collective good."

This way of thinking found its way into her work, most recently as director for the Early Care & Education Institute at the Committee for Hispanic Children & Families, Inc., in New York.

"I consider myself a convener of thoughts, of people," she says. "I fully recognize that one person and one entity will never have all of the answers, and the most effective way to transform education is to deeply engage all stakeholders. In my family, I have to understand the needs of my aunts, uncles, adult cousins, teen cousins, and baby cousins. We need to understand what we each need in order to help one another. We need to understand the implications of decisions on one another. The way I see the education sector is just that: We all need to actively understand what we each need in order to succeed." LH

Photograph by Walter Smith



Parent Approved

A LOOK AT HOW MUCH — OR HOW LITTLE — HIGH SCHOOLERS KNOW ABOUT PARENTING

STORY BY EMILY BOUDREAU, ED.M.'19

WHEN IT COMES to educating parents about parenting and child development, the preschool and daycare centers of their children are usually the first stops for passing on information. However, NELL O'DONNELL WEBER, ED.M.'10, ED.D.'19, believes that if we begin doing this *after* people are already parents, we may be missing an opportunity. What would happen, she wondered, if we instead taught high schoolers how children grow and learn?

"High school is a good setting because it's kind of the last time you have everyone together. Not everyone goes to college, not everyone accesses the same kind of social services, but pretty much everybody goes to high school," Weber says.

She found that 23 states already had at least one academic standard about parenting or child development though most classroom activity involves taking care of an egg or a sack of flour, focusing on the physical care of a child rather than developmental needs.

With this in mind, Weber wondered what high school students already knew about parenting. For her dissertation, she created and administered a questionnaire online to 1,044 high schoolers, all roughly representative of the American population of high schoolers. She hoped to gain insight into typically held beliefs about intelligence, the role of caregivers in development, and parenting skills, among other categories.

She found most high schoolers believe adults should and do play important roles in their children's early learning. However, the data also showed that students were answering questions about child development correctly approximately half the time. "That's the same as if they were answering them by chance. There's not a lot of evidence to show they actually know a lot about how a child grows and learns," she says.

Using her findings, Weber and her adviser, Professor Meredith Rowe, are currently creating a parenting curriculum for high schoolers focused on addressing these gaps in knowledge about learning, child development, and the role parents can play. "The motivation for this [curriculum] is the early achievement gap," Weber says. "One way to address that is to use a preventative approach where we equip people before they are even parents to support their child's early learning to reduce that gap. It's useful for certain populations, but it's really for everybody."

They are hoping to pilot their curriculum soon. "There are a lot of schools interested, and that's promising," Weber says.

However, there is some hesitation around teaching high schoolers about parenting. "So many of the policies in this area are centered on preventing teen pregnancy and preventative instruction. This work does not promote teen pregnancy. In fact, it likely has the opposite effect," Rowe says. "It's worth the investment because it will end up saving money" on other early intervention programs.

By targeting high schoolers, Weber and Rowe are working to ensure everybody is set up with a strong foundation for success in later life.

"When we think about how to improve educational outcomes at scale, we have to start early," Weber says. "In this case, we might have to start very early — before children are even born or even close to being born. And to equip people for this incredibly important event, even in a relatively small way, is valuable."

EMILY BOUDREAU IS A DIGITAL CONTENT CREATOR AT THE ED SCHOOL.

READ MORE ABOUT THE CURRICULUM: *GSE.HARVARD.EDU/ED*

Illustration by **Scotty Reifsnyder**

TALES TOLD TWICE THROUGH CLOSE CROSS-MEDIA COMPARISONS

HOW PRINT AND FILM BOTH OFFER EDUCATIONAL VALUE

STORY BY ROBERT SELMAN AND RANDY TESTA, ED.M.'78, ED.D.'90

Watching film versions of texts read in class has long been offered as a reward by teachers for learning how to comprehend texts, but many educators have been hesitant to use film adaptations of books for actual learning. Despite their reticence, there can be great benefits from reading and then watching a text. The key questions relate to how a film based upon text should be engaged and how the two versions should be put in conversation with each other.

As Shakespeare wrote in *The Life and Death of King John*, "Life is tedious as a twice-told tale." For Shakespeare, a twice-told tale did not have much value. Today, however, many printed texts are being told "cross-media" through filmed dramatizations. While there is obviously entertainment and commercial value, how much educational value is there?

The focus of our course, H370: Youth Interpretations of Humanistic Stories: Finding Themes, Promoting Multi-Media Literacy, and its sister research course, S063, is how to use such "twice-told tales" to promote student knowledge and skills. We emphasize how the world can be made meaningful by students and teachers and why educators concerned with accountability and equity should explore our approach.

Drawing an analogical connection to close reading for comprehension, we suggest ways to use cross-media comparisons of stories told in print and film to develop both student knowledge (such as vocabulary) and skills (such as communication). The work of deciding whether, or which, texts should be used in classrooms is represented by developing a valid pedagogical framework for cross-media comparisons.

When a story is told twice, phenomena emerge related to student understanding. Take the book (2012) and film (2017) versions of *Wonder*, which depict the challenges a 10-year-old boy named Auggie with cranio-facial abnormality faces in a new school. The film has been viewed by legions of school children who also read the book in class. In a scene that takes place on Halloween, a disguised Auggie overhears new friend Jack Will confiding to other boys that he isn't really friends with Auggie. "If I looked like that, I think I'd kill myself," Will says, unaware that the costumed person in the doorway is Auggie. The scene is short, yet the emotional impact is intense, immediate, and critically important to the story.

Close cross-media comparisons are best initiated by starting with an aesthetic way of knowing the story, understanding implications, and discussing meanings. In both tellings of *Wonder*, these are issues where aesthetic knowing heightens the reader/viewer's awareness of what is embedded within the story: "Why do you think Jack Will said that?" cuts across ethical and academic ways of knowing. "What is peer pressure?" is primarily an academic content-knowledge question. "Can you write a different ending to that scene?" targets academic skills about ethical issues.

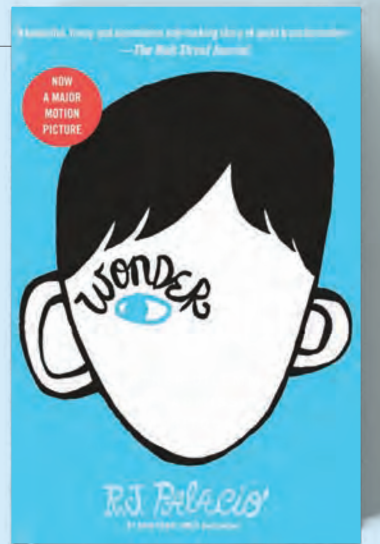
Each way of telling the story provides a distinct but related way for students to understand Auggie's experience. Perhaps most powerful for student comparison is the aesthetic differences between print and film. Both are powerful, but here, the film brings more to students' understanding than print. Because Auggie is motionless in the doorway, we conclude that Auggie is stunned, even though we do not see his face or hear his voice. How does the scene work? How do the shifts in point of view and music help communicate Auggie's emotional response in this moment? How does it compare to the text?

This three-way examination capitalizes on distinctions in the story and offers opportunities to teach along pedagogical dimensions that support deep comprehension, making inferences, and drawing conclusions. It also supports media literacy by bringing popular digital media into the classroom and focusing on the writer and filmmaker's explicit aesthetic choices.

Not all literature automatically warrants cross-media comparison. Unlike with *Wonder*, there is not a lot of ethical or academic variation to consider in the *Harry Potter* series. The print texts are subtler and more expository; they deal directly with ethical issues and constitute better literature. Even so, cross-media approaches may be warranted for a reluctant reader who might not want to tackle the lengthy books.

This allows us to raise the question of how educators can select stories and prepare cross-media studies, knowing they may differ in thier opinions of stories' meaning and what is valuable, based on their own educational constraints, beliefs, and experiences. Our three-ways-of knowing framework (aesthetic, academic, ethical) helps educators to locate why they are engaging in the telling of a story twice. Cross-media comparative anlysis embraces what happens when a story moves across platforms, fostering students as both critical readers and viewers, and guiding teachers who wish to embrace media as an ally in the best interest of the students.

ROBERT SELMAN IS A PROFESSOR AT THE ED SCHOOL. RANDY TESTA IS AN ASSOCIATE DIRECTOR WITH PROFESSIONAL EDUCATION.



"These comments take the wind from your sails."

Assistant Professor TONY JACK, writing about negative, biting comments he heard, as a first-generation black student at an elite college. (*The Washington Post*)

THE MAKING OF

Lecturer and Faculty Director Christina Villarreal

Born and raised in California, Christina Villarreal, Ed.M.'05, ended up exactly where she one day imagined she'd be: working in schools as a teacher (in middle school and high school), principal, and then professor. Villarreal spoke to *Ed.* about her warrior mother, the joy of teaching middle schoolers, and why she's known as V or Dr. V on both coasts.

What childhood memory has had a lasting impact on you as an adult?

I carry the painful and important memory of losing my mother to cancer at a very young age. She thought she had bronchitis because she had been coughing. When she and my dad returned from the doctor, they were holding hands with the most solemn expressions on their faces when they told my little brother and me that she had been diagnosed with lung and bone cancer. The doctors told her she had very little time to live and that she should just focus on trying to "enjoy" her life. I remember her refusing this advice and saying, "How can I enjoy my life knowing that I am leaving behind my husband and kids?" So she fought. Hard. She made a choice. Rather than spending her last few months on a beach, she underwent extreme chemotherapy in New York. She then agreed to an experimental treatment in Japan, which actually started to work for the first few treatments. ...The day after my [11th birthday], we flew to Japan to bring my mother home. A week later, my mother died in my father's arms. One of the most important lessons I learned from this experience was the inextricable relationship between courage and fear; my parents were both terrified, unsure of what was going to happen, and in that fear, I witnessed them both exercise strength and courage.

What did you want to be as a kid "when you grew up"?

I am definitely someone who can say that I am living and breathing my dream. For as long as I can remember, I have always wanted to be a teacher. While I knew since at least second grade that I wanted to be teacher, I did not develop the political clarity that drives my passion for teaching until 11th grade. Up until that point, I had experienced a solid mix of different types of teachers — some were great and caring; others were jaded, disengaged, and terrible. I also had not yet experienced a history class that reflected my culture and ancestry. That changed with my 11th grade history teacher, Mr. Dwyer. For the first time in my life, I was taught a history in which I could place myself and my ancestors. Additionally, it was the first time that I felt fully seen and loved by a teacher; Dwyer was genuinely interested in my life and experiences as young, mixed-race woman of color and he treated me with dignity and respect — and was also just hella funny.

Why teach middle school?

When I entered the Teacher Education Program as a student, I was stubbornly sure that I would become an 11th grade U.S. history teacher; you simply couldn't tell me otherwise. Then I couldn't get a job! That's when my friend Niloy asked if I was still looking for a position. He had an inside lead on a friend leaving a middle school history position in Oakland. I had no desire whatsoever to teach middle school, but I reached out and applied. It was, and remains, one of the best decisions of my entire life. To this day, seventh grade is hands-down my favorite grade to teach. I had the honor and privilege of working with some of the most brilliant, hilarious, honest, resilient, loving, and generous young human beings on the planet — many of whom I still keep in touch with and consider my family.

You give much of yourself to your students. Why?

I often share that I am the most alive when I am in the classroom. There is something so deeply sacred about the relationships and communities that I get to nurture and co-construct with my students and I don't take a moment of this work for granted. Building upon Professor Cornel West's notion that "justice is what love looks like in public," I believe that social justice teaching is what love looks like in classrooms. Beloved communities are not established overnight. On the first day of class, I tell my graduate students the same thing I told my former seventh graders: "I can't teach you until I know you." I explain that all of my courses are designed for my students to experience an individual and collective journey. The syllabus is merely a skeleton shaped by my lived experiences and expertise, and the muscles, tissues, tendons, and heart come from my students.

Who decided you'd be called V or Dr. V by your students?

I've been blessed with a number of beloved nicknames growing up. In middle school, my friends called me $hortcake (yes, spelled with the money sign because I grew up listening to Too $hort) and in high school my friends called me Tina-Chris. When I started teaching, my students called me Ms. V. It became a huge part of my identity as an educator and person. I was thus faced with an important decision when I moved to the East Coast. I vividly recall a conversation that I had with a group of my students before I left. One of them asked me, "So, now that you're gonna be on the East Coast, are they gonna call you Christina? Or are you still gonna be Ms. V?" I'll never forget realizing how much being Ms. V meant to me. I choose to go by "Dr. V" here as a way to honor them and all the ways that they taught and loved me.

CHRISTINA VILLARREAL

Art is for All

NEW BOOK HELPS ART TEACHERS INCORPORATE UDL IN THEIR CLASSROOMS

STORY BY LORY HOUGH

For Liz Byron, Ed.M.'08, writing her recent book, *Art for All*, was harder, in some ways, than running a grueling 155-mile marathon in the Sahara Desert — something she did over the course of six days in 2013 to raise money for laptops for her middle school students at Gardner Pilot Academy in Boston.

Liz Byron and some of her former students at Gardner Pilot Academy, where she taught math and art until this year, using laptops she helped Boston Public Schools buy.

JILL ANDERSON

"I find running to be mentally cathartic and physically cleansing, while I find writing to be an uncomfortable challenge," she says. "Sure, running an ultramarathon, or any race for that matter, takes preparation if you want to do your best, but for me, the path to writing a book was less clear" and, as someone with dyslexia, one of her least favorite things to tackle.

It's also why, since being diagnosed with the learning disorder in high school, years after struggling to read and write and stay on top of her homework, Byron has come to understand the importance of providing all students with multiple ways to learn and express what they know. It's why she started using the Universal Design for Learning (UDL) approach with her special education students after struggling, on her own, to create 15 unique lessons. And it's ultimately why, after transitioning from math to teaching art, now at Mildred Avenue K–8 in Boston, she wrote *Art for All* as a guidebook for visual arts teachers who also want to use UDL in their classrooms but don't know where to start.

"I'm a huge advocate for UDL and have taught many different courses and professional development sessions on UDL," she says, but, "there was not a single book that specifically discussed UDL and visual art. I wanted to help fill in this hole with a practical resource for art teachers."

In her book, Byron gives real-life, often humorous examples of how she has used UDL to work with students. For example, when a project is ending, students have 10 options for next steps. They can write fan mail to another student artist, provide feedback on a classmate's work, curate their hallway display space, or compose an artist statement — all things, Byron says, that adult artists might do.

"The ultimate goal of UDL is that students become expert learners," she says, "so I'm trying to provide options that will push them in the direction of becoming purposeful, motivated, and resourceful artists and learners."

Byron says that if teachers had been using the UDL framework in her schools when she was growing up, she might not have struggled so much.

"I definitely would have been able to express what I knew through multiple options, not just through reading and writing," she says, noting that assignments that involved reading or writing typically took her three times longer to plow through than the average student. "I also would have probably learned and retained more information if the content had been presented with multiple representations. In general, school would have been a richer, more rigorous learning experience filled with more joy and less confusion. I probably would have learned to read prior to the fifth grade and would not have spent so many years floundering with print and being perplexed with my own thinking: knowing I wasn't dumb, but not being able to keep up with my peers in reading and writing."

READ A RELATED STORY AND VIDEO ABOUT BYRON'S DESERT RACE AND FUNDRAISER: *GSE.HARVARD.EDU/ED*

ON MY BOOKSHELF

Kaia Stern, lecturer on education and co-founder and director of the Prison Studies Project

WHAT ARE YOU CURRENTLY READING? Dietrich Bonhoeffer's *Letters and Papers from Prison*.

WHAT DREW YOU TO IT? An interest in truth telling, faith, and religion taking on the properties of an empire.

FAVORITE BOOK FROM CHILDHOOD AND WHY YOU LOVED IT. *The Snowy Day* by Ezra Jack Keats. I loved the illustrations, how the mother helped with the wet socks, and how the boy thought and thought about his adventures in a pink bathtub.

MOST PEOPLE WOULD BE SURPRISED TO HEAR YOU'VE NEVER READ... The directions for various appliances in our home.

WHAT'S YOUR FAVORITE BOOK TO ASSIGN TO CURRENT STUDENTS AND WHY? adrienne maree brown's *Emergent Strategy: Shaping Change, Changing Words* because it inspires us to think about transformation in new ways.

WAS THERE A FAVORITE BOOK YOU ASSIGNED TO STUDENTS WHEN YOU WERE TEACHING IN PRISONS? *Are Prisons Obsolete?* by Angela Davis. I assigned this book because it invited students to rethink the ways we punish and to reimagine justice. I especially appreciated conversation about her final chapter, "Abolitionist Alternatives."

FAVORITE PLACE TO CURL UP WITH A GOOD BOOK? Near a fireplace or in a patch of sunlight.

NEXT UP: Danielle Sered's book, *Until We Reckon: Violence, Mass Incarceration, and a Road to Repair*.

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

READER, COME HOME
Maryanne Wolf

Written as a series of long letters to the reader, **MARYANNE WOLF, ED.D.'79**, uses historical, literary, and scientific sources, as well as her own experiences as director of the Center for Dyslexia, Diverse Learners, and Social Justice at UCLA, and (former) director of the Center for Reading and Language Research at Tufts University, to look at what is happening to reading and the reading brain as it adapts to a digital culture. "There is as much reason for excitement as caution as we turn our attention to the specific changes in the evolving reading brain that are happening now and may happen in different ways in a few short years," she writes.

IN SEARCH OF DEEPER LEARNING
Jal Mehta and Sarah Fine

In Search of Deeper Learning was not the book that Professor Jal Mehta and **SARAH FINE, ED.M.'13, ED.D'17**, set out to write. Initially, they set out to study high schools that were truly engaging students, the ones that were helping students flourish. In an effort to figure out what made these exceptional schools tick, they spent more than 750 hours in 30 high schools, observing and interviewing students, teachers, parents, and administrators. The problem was, even at schools considered the best of the best when it came to deeper learning, they found big gaps between aspiration and reality. The good news: They also found pockets of inspiration, in individual teachers, classrooms, electives, and extracurriculars.

Listen to Mehta and Fine on the Harvard EdCast: *gse.harvard.edu/edcast*

MAYBE TOMORROW?
Charlotte Agell

In her new picture book, author and educator **CHARLOTTE AGELL, ED.M.'86**, confronts a topic that is tough for anyone, but especially for children: the loss of someone they love. In *Maybe Tomorrow?*, which Agell says was inspired by her students, Elba, a tiny hippo, is dragging around a heavy block but isn't quite sure why. Norris, an alligator, is always happy as a trail of butterflies follow him around. Norris realizes that there's sadness in the block and through his friendship and empathy, helps Elba let go of the heaviness, at least a little, while still celebrating his lost friend, Little Bird.

THE ALLIANCE WAY
Tina Owen-Moore

She opened the first school with a mission of being completely bully-free. When **TINA OWEN-MOORE, ED.L.D.'19**, cofounded the Alliance School in Milwaukee in 2005, it was personal, having been bullied herself, but it was also more than that. "Almost everyone has a story about a time when they were bullied and didn't want to go to school," she writes in *The Alliance Way: The Making of a Bully-Free School*. The book is both a guide for educators and others who care about creating safe schools and a case study of how all schools can be accepting, inclusive, and academically challenging. "What we do at Alliance," she writes, "can be done anywhere."

Listen to Owen-Moore on the Harvard EdCast: *gse.harvard.edu/edcast*

THE LOST EDUCATION OF HORACE TATE
Vanessa Siddle Walker

In this nearly 500-page nonfiction book, historian and Emory University Professor **VANESSA SIDDLE WALKER, ED.M.'85, ED.D.'88**, tells the story of a network of heroic black educators in the South who helped lay the groundwork for *Brown v. Board of Education* and the civil rights movement, including providing the money, the data, and the plaintiffs for the NAACP to move forward with its legal cases. In writing her book, Siddle Walker says, "My hope is that this account assists a new generation to see what it might otherwise have missed."

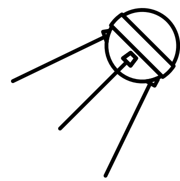
Listen to Siddle Walker on the Harvard EdCast: *gse.harvard.edu/edcast*

Photograph by **Ekaterina Smirnova**

OUTNUMBERED

They have unbearable caseloads. They're often asked to monitor hallways and fill in when a teacher calls in sick. They are usually the first to go during budget cuts. What is it going to take for us to reimagine the pivotal role of school counselors in the lives of students?

STORY BY JULIA HANNA ILLUSTRATION BY BRIAN STAUFFER



When Russia launched *Sputnik* in 1957, the unmanned satellite struck a cold chord of fear in the U.S. government and the country at large.

Public schools — the training grounds for those who would build an answer to Russia's first salvo in the space race — were suddenly a sound strategic investment to safeguard the nation's strength and security. The following year, President Dwight Eisenhower signed the National Defense Education Act into law, funneling millions of dollars of government funds into scholarships and programs to encourage the study of science, mathematics, and foreign languages.

Included in those provisions was expanded funding for counselors, a profession with roots dating back to the turn of the 20th century that initially focused on vocational guidance before evolving over the decades to encompass students' academic studies as well as their social and emotional health.

The National Defense Education Act, which President Dwight Eisenhower (left) signed into law on September 2, 1958, stated that "the Congress hereby finds and declares that the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women."

"The launch of *Sputnik* coincides with the launch of what was an emerging profession," says Senior Lecturer Mandy Savitz-Romer, director of the Ed School's Prevention Science and Practice Program and a former school counselor.

It's the nature of the counselor's job to listen, connect, and problem solve. So perhaps it comes as no surprise that counselors, ever helpful and devoted to their work, have adapted over the decades to address the needs of students in an increasingly complex world where everything from homelessness to confusion over gender identity to immigration status can negatively influence a student's ability to succeed at school.

"As outside forces put new demands on schools, counselors began to take on and absorb the responsibility of addressing barriers to learning, especially in the social-emotional realm," says Savitz-Romer, author of *Fulfilling the Promise: Reimagining School Counseling to Advance Student Success*.

At the same time, counselors' responsibilities in the domains of academic and postsecondary development also have become increasingly demanding. Stressed-out high school students are packing their schedules with more honors and AP classes than ever before, hoping to gain entry to a top-ranked college or university. (This year's college admissions scandal, with the FBI code name "Operation Varsity Blues," drew back the curtain on the pervasive, damaging nature of that fever.) Meanwhile, first-generation college students rely almost entirely on school counselors to navigate the thicket of financial aid forms and application requirements their parents have never seen or experienced.

Those increasing demands, however, have not been met with a *Sputnik*-like infusion of funding. All too often, in fact, counselors are the first to be cut when budgets get tight. This year, *Education Week* reported that 1.7 million students attend schools with police but no counselors. And counselor caseloads can be impossibly high, exceeding the recommended number by hundreds of students. Only three states — Vermont, New Hampshire, and Montana — currently meet the ratio of 250 students per counselor suggested by the American School Counselors Association (ASCA), with the national average standing at 455-to-1. (Arizona is currently the highest, at 905-to-1.) Finally, school leadership doesn't always understand the fundamental role counselors can play in the life of a school and its students, instead overloading them with test proctoring, hall monitoring, and a host of administrative duties, all of which eat away at precious time with students.

"THESE ARE PEOPLE WHO LOVE STUDENTS, THEY CARE ABOUT EDUCATION, THEY'RE WARRIORS FOR SOCIAL JUSTICE. THEIR AIM IS TO BE THE ACADEMIC CONSCIENCE OF THE SCHOOL, AND YET THE STRUCTURES AREN'T ALWAYS THERE FOR THEM TO FULFILL THAT GOAL."

MANDY SAVITZ-ROMER

ISTOCK

Counselors have pushed through and adapted to this reality — the way they do — making the most of available time and resources to meet students' needs. But the situation is far from ideal. "We've put counselors in an impossible position," Savitz-Romer says. "These are people who love students, they care about education, they're warriors for social justice. Their aim is to be the academic conscience of the school, and yet the structures aren't always there for them to fulfill that goal."

The drumbeat to reassess how to strategically deploy these trained professionals is growing louder, however, as leadership at the state and national levels tunes into the cost-saving, data-driven difference counselors can make in the lives of students across the country. It has the potential to be another *Sputnik* moment of evolution for the profession, but it may require counselors to take on yet another task, this one completely unfamiliar — that of advocating for themselves.

Tucked into a residential

street of Boston's Hyde Park neighborhood, New Mission High School is home to 460 students in grades 7–12. Some students are taking AP exams and state standardized tests this morning, so Valduvino Gonçalves has already made the rounds to ensure all is going smoothly. After a two-year internship at New Mission as a graduate student,

he's been at the school for five years, working with one other counselor who focuses exclusively on shepherding juniors and seniors through the college application process. Now, settled into his office with guidance director KELLI JONES KYLLER, ED.M.'07, C.A.S.'08, he reflects on how his role has grown to encompass an increasing number of administrative tasks. Because this is his first job out of graduate school, he's glad for the experience and increasing responsibility. Yet it's a little ironic that he's doing very little face-to-face counseling, he says: "I feel like much more of a coordinator. I could easily sit here all day and say, 'Take a ticket.'"

New Mission is fortunate to have partnerships with local nonprofits that provide supports to students — from financial aid advising to summer internship placement — but someone has to serve as the liaison, and Gonçalves is it. In fact, he has a student support team meeting scheduled with representatives from various organizations in another hour, right after he meets with a parent whose senior is not on track to graduate next month.

Somehow, Gonçalves, like so many other tapped-out counselors interviewed for this article, still finds ways to get facetime with students — that, he says, is what keeps him going. And given his open, warm demeanor, it's easy to imagine students seeking him out, too. Earlier in his tenure, when New Mission was smaller, he prided himself on knowing all 260 students and one thing about each of them. But as the school has grown, that's no longer true. "I love helping students figure out not just their school, but their world," he says. But Gonçalves wonders how sustainable his situation is, especially once he and his wife start a family; any work that requires concentration, like student evaluations, has to be brought home, and often he stays late to finish tasks put aside for an unexpected crisis.

Kyller nods; even in a school where counselors are respected, they are often the go-to adult by default when something pops up, simply because they aren't tied to a classroom schedule. With three young children, she's on a partial schedule at the moment, coming in for a few hours each week to check in with school leadership and support Gonçalves. Kyller considers New Mission her home, having arrived straight out of the Ed School to help build the counseling program from the ground up. Now in her 13th year, she has seen the hard realities of district-level financial decisions.

"When you don't have enough paper to finish out the school year, it can be hard to come up with money for additional staff," she says. And the benefits a counselor provides can be less readily apparent than those of an additional instructor: "When you hire a Spanish teacher, you know what you're getting: five classes and an advisory."

That automatic assumption feeds into an overarching emphasis on standards-based assessments, says GRETCHEN BRION-MEISELS, ED.M.'11, ED.D.'13, a lecturer at the Ed School. "What we have right now is a system with a narrow perspective on what it means to educate students," she says. "We're hammering the same nail harder, instead of considering how to open up our approach in a way that fully supports all people. The shortage of counselors is a symptom of that issue."

"In general, the work that counselors do is not well understood," says CLAUDIA MARTINEZ, ED.M.'13, C.A.S.'14, a counselor at Boston Latin Academy with a caseload of 280 seventh graders. That's especially true of the social-emotional domain. "If a student fails or passes, that's very tangible. But the magic of the conversations, of making someone feel seen, cared for, and valued, is harder to put into concrete terms." And it takes time, she adds: "I can meet with a student all year, and it won't be until the following school year that an observable change takes place." That can make it difficult for those outside the profession to see the value counselors bring to the table.

"WHAT WE HAVE RIGHT NOW IS A SYSTEM WITH A NARROW PERSPECTIVE ON WHAT IT MEANS TO EDUCATE STUDENTS. WE'RE HAMMERING THE SAME NAIL HARDER, INSTEAD OF CONSIDERING HOW TO OPEN OUR APPROACH IN A WAY THAT FULLY SUPPORTS ALL PEOPLE."

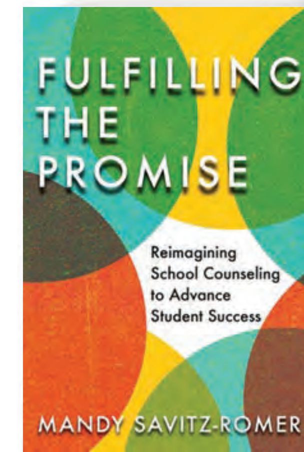
GRETCHEN BRION-MEISELS (BELOW)

JILL ANDERSON

Data helps. Last year, Martinez reduced the number of students on her "at risk" list (a composite of attendance, grades, and disciplinary action) by 75 percent through biweekly check-ins. "For most students, the intervention is simply about awareness — sometimes students don't know their GPA," she says. "For the next level it's about increasing contact, accountability, and ensuring they have access to resources, like a computer to do homework. Or if they don't feel comfortable talking to a teacher, I can meet with him or her and be an advocate for them." The dramatic results of those simple interventions make a clear financial case for counselors when the cost of remediation is considered.

Including information about the the role of counselors — what they actually do — in the training of school leaders and administrators is another fix. Last February, current Ed.L.D. student DANIELLE DUARTE, a former counselor in San Diego County, used the occasion of National School Counseling Week to raise awareness about that information gap by asking the 25 or so members of her Ed School cohort to raise their hands if they had an administration credential. Now, she said, leave them up if you received instruction in your programs about the job of school counselors.

"Not a single person kept their hand up," she recalls. "That has really stayed with me."



WHAT HAPPENED TO "GUIDANCE" COUNSELOR?

"Throughout the book, I use the term *school counselor* rather than the more well-known term *guidance counselor*. My usage is not solely based on the fact that being referred to as a guidance counselor grates on many counselors. While it is true that this irritation has prompted many counselors to correct their well-meaning colleagues and even sport T-shirts with *Guidance* crossed out in exchange for *SCHOOL COUNSELOR*, counselors' preference for correct terminology is not merely a trendy move. Counselors have consciously shifted away from the term *guidance*, which reflects the historical emphasis on vocational guidance, to better illustrate the professional scope of their role today. The term *guidance counselor* was initially coined in the early 1900s to refer to teachers who took on additional responsibilities providing vocational guidance to students. Yet that was over one hundred years ago, and the role has changed too much to rely on an outdated term. Today, counselors' work involves many aspects of a complex educational system and multiple dimensions of students' development. Thus, *guidance* belittles the profession in ways that do not serve students well. It narrows the scope of counselors' work and programming, thus misrepresenting their actual contributions to student success.

"This shift in terminology mimics other changes in educational staff titles, such as *home economics*. Indeed, schools today hire *family and consumer science* educators, who teach courses similar to what was once understood as *home ec*. Likewise, what was once known as *vocational education* is now known as *career and technical education*. Similar to school counseling, these shifts in terms were intentional and have been accompanied by changes in instructional content and professional training. A similar evolution has occurred for counselors. Whereas school counselors lead classroom lessons that support students' future goals, that is only one aspect of their role. They also use data to identify students at risk of dropping out, refer students for intensive mental health support and treatment, implement positive behavioral support programs, screen students for signs of suicide, and perform a host of other responsibilities that extend well beyond career development. That is, changes in the role have brought about comprehensive school counseling programs that are designed to support school culture and mission instead of focusing solely on delivering services to students."

▸ EXCERPTED FROM *FULFILLING THE PROMISE* BY MANDY SAVITZ-ROMER

Some of the confusion

around what counselors do, and the value they bring, can also be attributed to how differently the role is defined from school to school. A counselor at one high school might focus exclusively on guiding students through the college application process. Another might concentrate solely on social and emotional support. CLARA YOM, ED.M.'14, C.A.S.'15, began her career at an alternative charter school in the Los Angeles area.

"I was pigeonholed into only doing postsecondary work," she says. "I don't have a problem with the work itself, but I wasn't happy because it didn't feel like I was being properly utilized." Now working in Chicago at Lake View High School, Yom says her role is much more dynamic, allowing her to work across the academic, social-emotional, and postsecondary domains (as is recommended by ASCA) with three levels of involvement that range from school- and district-wide supports (a career fair, for example) to small group counseling to one-on-one interactions with students. "I'm more of a generalist," she says. "I identify the issue and con-

nect students to the right support." (That fits with the increasingly popular view, advocated by Savitz-Romer and others, of the counselor as a sort of primary care physician — one with a strong, trusting relationship with students who can then connect them with appropriate resources.)

At Denver North High School in Colorado, JOANNA WOOD, ED.M.'14, C.A.S.'15, is responsible for about 200 seniors she's looped with since their freshman year, a low caseload that puts her in a coveted minority. Numbers aside, Wood also mentions the support of Samantha Haviland, the district's director of counseling support services, as a significant factor in her job satisfaction and effectiveness. As cited in Savitz-Romer's *Fulfilling the Promise*, Haviland sees her job as "getting anything out of counselors' way that would prevent them from being successful with students" while providing support in the form of advocacy, collaboration, curriculum development, grant writing, and data-driven practices. Those supports come with expectations, but Wood says she is also given freedom to shape her work to the needs of her students, whether that means leading a weekly boys leadership group with one of the school's campus safety officers or collaborating with the school's social worker on a lunch-time grief group.

"My work is in alignment with the ASCA framework of academic, social-emotional, and postsecondary," Wood says, "yet each of those domains is so huge — how you support a student academically could be a full-time job in itself. One of the challenges is thinking strategically about counselor capacity and how to build programming that aligns with the needs of the school."

That's certainly true for SUJI CHUNG, ED.M.'12, C.A.S.'13, the only credentialed school counselor serving a student population of 3,000 students at Huntington Beach High School in Huntington Beach, California. (Chung does work alongside a team of three "guidance specialists" focused on course selection and scheduling, as well as another staff member who oversees the school's college and career center.) She has an annual touchpoint with each student, where she introduces herself and familiarizes students with requirements for graduation and college readiness, as well as postsecondary options and school resources; beyond that, Chung relies on data to determine which students to prioritize. "Now that I'm in my second year here, I've seen how it can work and where I have a more limited ability to check in regularly with students.

"I love the relational part of the work, which is ironic because I don't get to do much of it here," Chung says. "I love having conversations with young people about the impact they want to have in the world and how to map that out."

That love comes through again and again in talking to other counselors, like LAUREN ALEXANDER, ED.M.'14, C.A.S.'15, who says she is drawn to the "mooshy" quality of her 335 students in grades 6 to 8 at Bayside Academy in San Mateo, California, just outside of San Francisco.

"Students at this age have two halves," she reflects. "In some ways they're like little kids, but they're also at this interesting point of figuring out who they are and who they want to be." Sometimes, she continues, they just want to talk and ask random questions (for example: "Will I have acne forever?"). The openness of those moments might not happen as easily if she was seen as a disciplinarian, Alexander adds, which is why she appreciates her administrative team's effort to keep her out of that role as much as possible. And Alexander supports them in turn: "I try to be seen by staff, not stay holed up in my office," she says. "It's easy to be seen as 'just for students.' You want to be a collaborator and consultant for your teachers."

Those connections are an important piece of the puzzle when it comes to creating needed awareness

"THEIR AIM IS TO BE THE ACADEMIC CONSCIENCE OF THE SCHOOL, AND YET THE STRUCTURES AREN'T ALWAYS THERE FOR THEM TO FULFILL THAT GOAL."

MANDY SAVITZ-ROMER (BELOW)

ABIGAIL EGAN

and support for counselors, Savitz-Romer says. "If you're a teacher, and you don't know what counselors do, it appears that much of the work is done with students one-on-one behind closed doors," she says. "In that case, a teacher wouldn't know to call on a counselor to say, 'Would you mind observing this particular student in class? Because I'm really struggling with him or her.' My commitment is to training counselors to do their work effectively, but also to training the people who work with them." High caseload numbers are often cited as one of the biggest roadblocks to counselor reform, she notes, and they do play a clear role. But it's really the structures around counselors that can be the biggest lever for change.

Those structures include

administrative support at the school, district, and state levels that frees up counselors from test proctoring and other administrative tasks to do the work they've been trained to do, as well as relevant professional development opportunities and performance assessments tailored to counselors, not just teachers. One encouraging trend can be seen in the increasing number of states that have passed legislation mandating that counselors spend at least 80 percent of their time with students and no more than 20 percent on administrative tasks. But there's still much to be done. In more than half of U.S. states, counseling isn't even mandated or is mandated only at the high school level; licensing requirements differ from state to state; and only some have an office of school counseling, which can make it difficult to roll out statewide policies that a counselor might have a hand in implementing.

Creating systemic change will require counselors to play against type. "We're not horn tooters," Duarte says. Yet her experience in California as a grant project director shows how effective documentation and advocacy can be in obtaining increased funding. In a presentation to her district's superintendent, Duarte outlined the number of suicide assessments, bullying reports, and child services reports she'd completed in the last 21 days while working at her school as the sole counselor for 900 seventh and eighth graders. Much like Martinez, she could also call on data that showed significant reductions in students who were failing classes through a series of relatively simple interventions. Her advocacy increased the number of counselors working in her 11-school district from two to seven — although the additional positions were not re-funded after she left. "I was so frustrated and upset," Duarte says. "Then, after a year of increased absences and suspensions, they did rehire the counselors." Presenting data and building a case for the benefit even one counselor can provide ultimately made a difference.

Colorado's School Counselor Corps Grant Program offers a statewide case for the kind of counselor impact Duarte demonstrated on the district level. Signed into law in 2008, its purpose is simple: to increase the availability of effective counseling in diverse, economically challenged middle schools and high schools through four-year grant cycles, with the goal of increasing graduation rates as well as the percentage of students who continue to postsecondary education. Updated and renewed in 2016, the program has delivered on those goals; a $16 million grant to 59 schools in the 2010–2015 cohort kept nearly 1,000 at-risk students in school and helped many more students go on to college. As reported in 2016 by Colorado's Department of Education, that means every $1 invested resulted in a $20 savings to taxpayers when the potential costs in lost income taxes and increased spending on social services typically associated with a high school dropout were considered.

"That's the craziest return on investment, ever," Savitz-Romer says. "Why would anyone not do this?"

Colorado's program has received national coverage in the press, and there are other signs — maybe not *Sputnik*-like in their drama and size, but promising nonetheless — that the counselor role is slowly getting the attention and funding it so urgently needs. In the second term of Barack Obama's administration, former First Lady Michelle Obama's Reach Higher Initiative centered on encouraging more students to focus on postsecondary education and highlighted the part counselors play in helping students realize that goal. In her final public remarks as first lady, Obama tearfully addressed a roomful of school counselors. "You see the promise in each of your students," she said. "You believe in them, even when they can't believe in themselves, and you work tirelessly to help them be who they were truly meant to be."

That self-knowledge is fundamental to all other learning, too, with direct ties to success by any measurable standard.

"If students don't have someone they can talk to about existential, identity-focused issues during the time they're developing and changing the most, how can you expect them to learn geometry?" asks Alexander. "How can you expect them to learn to write a five-paragraph essay if all they can think of is, I'm gay and I can't tell my mom? It's hard to learn any of those skills if you don't feel you're put together as a person. Counselors are people whose specific job it is to help you learn how to be a person."

LISTEN TO AN EDCAST WITH MANDY SAVITZ-ROMER ABOUT COUNSELORS: *GSE.HARVARD.EDU/EDCAST*

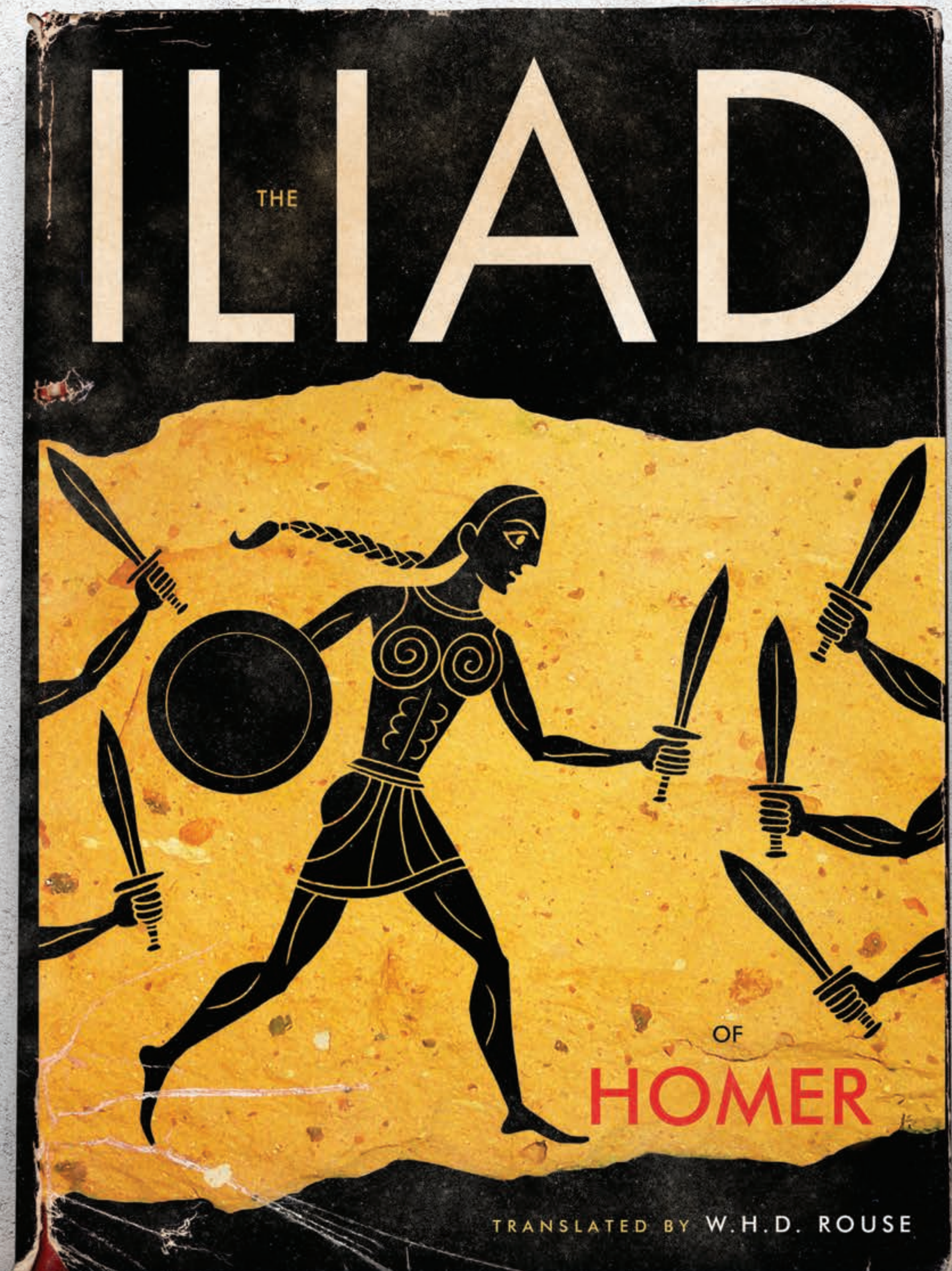
JULIA HANNA IS ASSOCIATE DIRECTOR AND SENIOR CONTENT PRODUCER AT THE *HBS ALUMNI BULLETIN*.

Hooked on Classics*

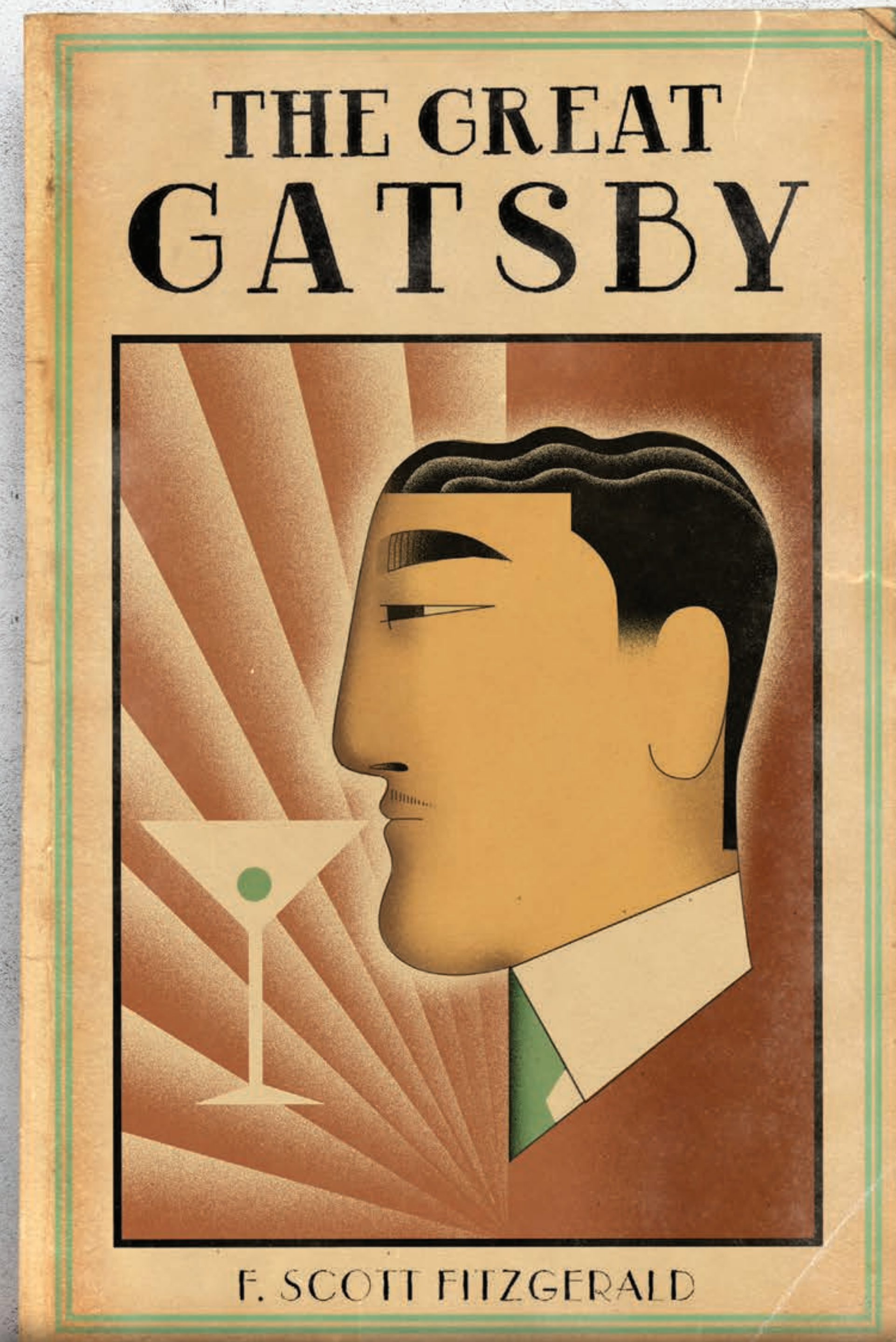
A CLASSIC PROBLEM: THE PUSH TO MODERNIZE READING LISTS IS CHALLENGING TRADITIONAL DEFINITIONS OF LITERATURE. SURPRISE: NOT EVERYONE IS HAPPY ABOUT IT.

STORY BY JILL ANDERSON

ILLUSTRATIONS BY DAVID COWLES & ALISON COTÉ



*Above, and on the following pages, we reimagine the classics — in a more inclusive way



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With every new book English teacher JABARI SELLARS, ED.M.'17, introduced to his eighth graders, Shawn had something to say:

"This is lame."

"This is wrong."

"Are you serious?"

At first Sellars dismissed the reaction as 13-year-old Shawn just not liking to read.

After all, the book selection for Sellars' Washington, D.C., class resembled the lists used in a lot of American schools. *The Iliad*. *Romeo & Juliet*. *The Book Thief*. *Lord of the Flies*. So when Shawn suggested alternative titles — demonstrating how well-read and interested he truly was — Sellars realized he had a different problem: All we're reading are books about white people.

In a quick attempt to offer something different, Sellars turned to another genre rarely used in schools — a comic book — only to fail again when students identified in the *Astonishing X-Men* another white male protagonist. Having grown up cherishing the classics, like many English teachers, Sellars hadn't strayed too far from the influential and often very "white" literary canon — the books and texts considered to be the most important.

It's been more than 50 years since literacy experts first stressed the need for more diverse books in the classroom, and yet reading lists look surprisingly the same as they did in 1970.

"People teach what they're comfortable with, so the choices become this narrow realm of what you liked and what you're familiar with," says Senior Lecturer PAMELA MASON, M.A.T.'70, ED.D.'75, who directs the Ed School's Language and Literacy Program. Moving away from the classics toward more diverse books can stretch "people's imaginations and pedagogy," she says, but it can also reveal how educators aren't equipped for that change.

The canon has long been revered in public education as representing the "depth and breadth of our national common experience," Mason says, the books that many believe all high school students should be studying. The problem is that what was once defined as "common" — middle class, white, cisgender people — is no longer the reality in our country. Unfortunately, Mason says, "making a case for new literature by different authors of color, authors who are not cisgendered, or even just female authors" is a challenge.

LIZ PHIPPS SOEIRO, ED.M.'19, an elementary school librarian in Cambridge, realized the canon's power after returning to the White House 10 Dr. Seuss books donated by First Lady Melania Trump in 2017. In a now viral blog post explaining her reasons, she wrote about disappearing school libraries, policies that work against underprivileged communities, and how although considered a classic, Dr. Seuss was "steeped in racism and harmful stereotypes." People responded harshly through personal attacks and threats on Soeiro and her family.

"It's more complex than 'I want to throw Dr. Seuss away,'" she says, disputing the charge that she hates Dr. Seuss. While attending a children's book conference 10 years ago, she saw no diverse books being highlighted and asked the book vendor why, only for the question to be dismissed. It forced Soeiro to think more deeply about inequities, realizing that books — even the most beloved — are part of systemic issues. "Knowing the history of this country and the history of our educational system really puts into sharp focus just how urgent it is to have representation in our books, stories, narratives, and media that we share with children," she says.

Literacy experts have long called for more representation in children's literature. In 1965, literacy champion Nancy Larrick's *Saturday Review* article, "The All-White World of Children's Books," noted how millions of children of color were learning from books that completely omitted them.

Then, nearly 25 years later, children's literary expert Rudine Sims Bishop reiterated children's need for mirrors, windows, and sliding glass doors in books to "understand each other better" and "change our attitudes toward difference." As she wrote in the 1990 publication *Perspectives: Choosing and Using Books for the Classroom*, "When there are enough books available that can act as both mirrors and windows for all our children, they will see that we can celebrate both our difference and our similarities, because together they are what makes us all human."

Yet, in the past 24 years, multicultural content, according to book publisher Lee & Low, represents only 13% of children's literature. Despite national movements like We Need Diverse Books and DisruptTexts, and despite a growing number of diverse books, only 7% are written by people of color.

Reloading the Canon

Looking for new books to offer your students that might offer other perspectives? Us too. So we asked PAMELA MASON, M.A.T.'70, ED.D.'75 ( ), senior lecturer and director of the Ed School's Language and Literacy Program (along with librarian Adrienne Almeida) and JABARI SELLARS, ED.M.'17 (●), middle school English teacher in Washington, D.C., for some new ideas. Here's what they recommended:

- ● *American Born Chinese* (Gene Luen Yang)
- ● *America: The Life and Times of America Chavez* (Gabby Rivera)
- ● *Aristotle and Dante Discover the Secrets of the Universe* (Benjamin Alire Sáenz)
- ● *Born Confused* (Tanuja Desai Hidier)
- ● *Brown Girl Dreaming* (Jacqueline Woodson)
- ● *Children of Blood and Bone* (Tomi Adeyemi)
- ● *Finding Langston* (Lesa Cline-Ransome)
- ● *Hey, Kiddo* (Jarrett Krosoczka)
- ● *It's Not Like It's Secret* (Misa Sugiura)
- ● *Kindred* and *Kindred, a graphic novel adaptation* (Octavia Butler)
- ● *Miles Morales: Spider-Man* (Jason Reynolds)
- ● *Prince of Cats* (Ron Wimberly)
- ● *Some People, Some Other Place* (J. California Cooper)
- ● *Song of Achilles* (Madeline Miller)
- ● *Swing* or *Rebound* (Kwame Alexander)
- ● *Tales of the Mighty Code Talkers* (various authors)
- ● *The 57 Bus* (Dashka Slater)
- ● *The Marrow Thieves* (Cherie Dimaline)
- ● *Their Eyes Were Watching God* (Zora Neale Hurston)
- ● *This Promise of Change: One Girl's Story in the Fight for School Equality* (Jo Ann Allen Boyce and Debbie Levy)
- ● *Toil & Trouble* (Mairghread Scott)
- ● *Your Black Friend* (Ben Passmore)

Considering that the American student population is now 50% nonwhite, the need for that mirror — for opportunities for children to see themselves and navigate a more diverse world — seems more pressing. Much like Sellars' students, children notice the lack of representation surrounding them. English teachers interviewed for this story, particularly at middle and high school levels, described how students complain about representation, cultural relevance, and boredom in text. Those complaints, especially boredom, signal to Mason a greater need for variety in the classroom.

The solution seems obvious: Add more books that represent LGBTQ issues, gender diversity, people of color, people with disabilities, and ethnic, cultural, and religious minorities. But even as teachers appear aware of a need to diversify the curriculum, there can be roadblocks to making it happen. For example, there's a diversity gap in the book publishing industry regarding who gets published (mostly white authors), who gets awarded (mostly white authors), and which books make it onto school vendor booklists (mostly white creators). Add in the fact that new books are typically more expensive than classics, says CHRISTINA DOBBS, ED.M.'06, ED.D.'13, an assistant professor of English at Boston University, and it can be hard to make a case for change.

Even when teachers have the support of school administrators, funding, and autonomy over book selection, they still might feel lost.

"Some teachers might think, 'I want to diversify the literature,' but don't know what to do with it," says Lecturer VICKI JACOBS, C.A.S.'80, ED.D.'86, a former English teacher who retired this summer as director of the Ed School's Teacher Education Program. "They need to understand the multiple contexts — including background knowledge and lived experiences — that both they and their students bring to their reading and interpretations of those texts."

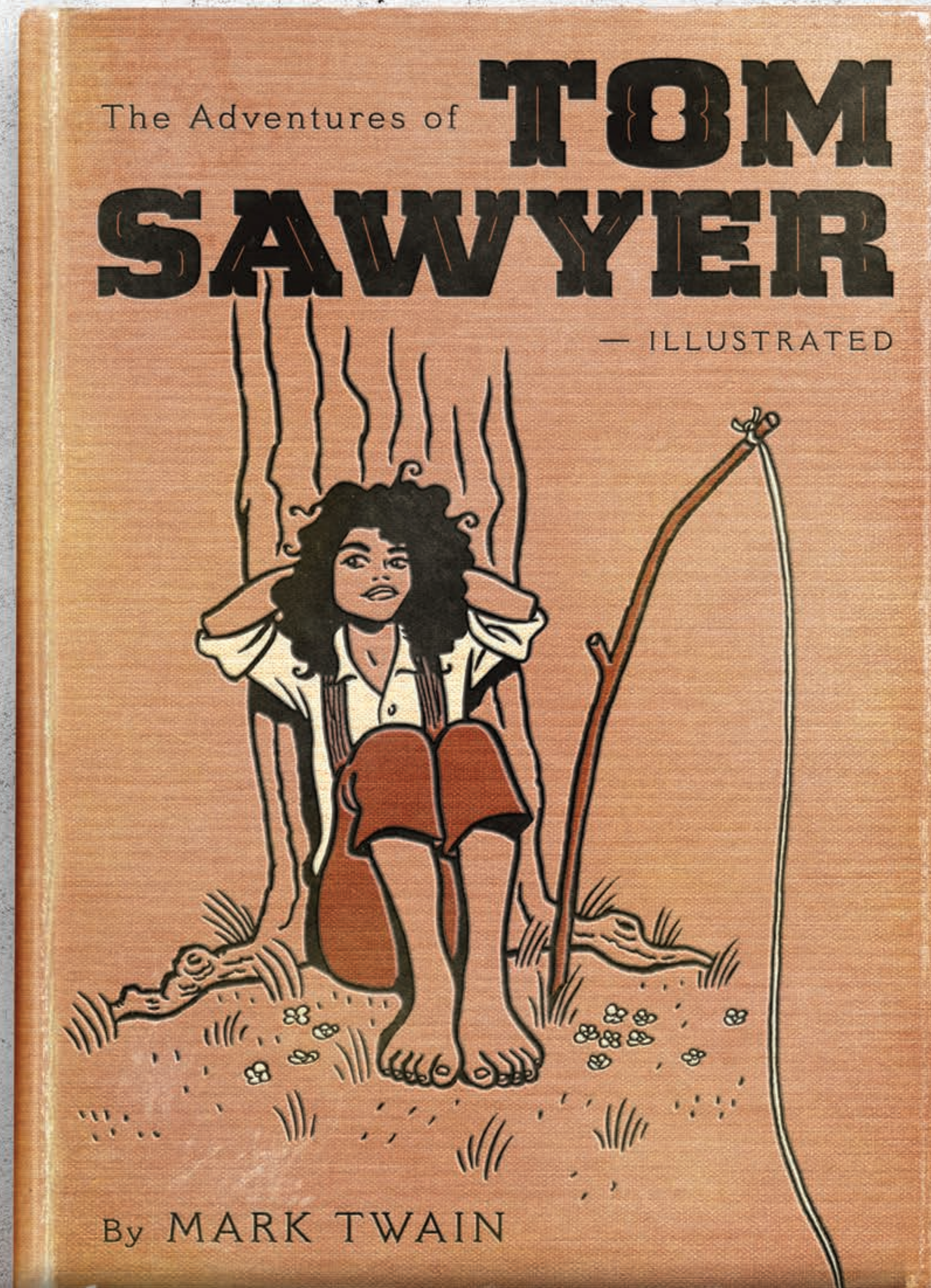
This lack of understanding could explain why an elementary teacher of color from Virginia who attended a literature institute last year at the Ed School reported that she had discovered that other teachers in the school, who were predominantly white, weren't using the more representative books she pushed for in the school library.

"It's a mistake to think having the books gives people the tools to teach the books," Dobbs says. In her role training teachers, she sees that many want to have conversations about diverse books but don't know how. "We don't have evidence that teachers can close that gap independently."

Mason noticed similar apprehensions among educators, prompting her to create two professional learning experiences — an online module called Culturally Responsive Literature Instruction and its companion workshop on campus, Advancing Culturally Responsive Literature. Both programs, offered through the Ed School's Professional Education program, focus on instructional literary practices that support and value the many identities present in the 21st-century classroom.

Last fall 51 educators, mostly teachers from the United States, gathered on the Ed School campus for a weekend spent learning how to bring new texts into their classrooms. There was plenty to discuss, like how to vet new books and develop a diverse curriculum to more predictable topics about meeting standards. (Common Core doesn't identify required reading or tell you how to teach.)

Rachel Schubert, an 11th and 12th grade English teacher at Martha's Vineyard High School in Massachusetts, attended the workshop to learn from other educators who are prioritizing this work. In her diverse classroom, she aims to strike a balance between the "classics" and multicultural texts like Ta-Nehisi Coates' *Between the World and Me* and Jhumpa Lahiri's *The Namesake*. Still, she knows



many teachers who stick to a classics-only approach, insisting there are ways to teach old books with a different lens too.

Schubert finds new books and methods helpful in creating space for students to grapple with tough issues and questions about identity. "The kids I teach are extremely hungry for these experiences. Diversifying the curriculum is one way to reach them," she says. "Once you start doing it, it's not that scary anymore."

Fear can be a powerful deterrent to making change in the classroom. When adding diverse books and readings, Schubert and Sellars already know the tricky scenarios — how to address stereotypes or not being able to answer a student's question — that might keep teachers away from the work.

In a lot of ways, learning how to understand and discuss difference with students connects back to the need for diverse books in the first place.

"In our nation, we haven't been good at learning how to talk across differences in a respectful way," Mason says. "And that is supposed to be the fabric of our democracy." When you add in the fact that teacher training hasn't always included work about race and identity, or even about addressing cultural assumptions, it becomes easy to see how adding diverse books to the curriculum can seem like treacherous territory.

New books come under scrutiny even though they often contain similar elements as classics. For instance, consider the racialized language in *Huckleberry Finn*, or the treatment of disabilities in *Of Mice and Men*, or even the sexual content in *Romeo & Juliet*. But those books still maintain a place in classrooms around the country, whereas new books like *The Hate U Give* get challenged as "anti-cop" and for profanity, drug use, and sexual references, according to the American Library Association's Office for Intellectual Freedom. The book also happens to deal with racial injustices and police brutality, and is written by a black female.

"It's kind of odd that we don't have a problem giving students of color books written by dead white men, but we get a little queasy when we give white students literature written by African American authors, Latinx authors, transgender authors, Asian American authors," Mason says. She suggests that, rather than banning books, we instead lead students through a balanced analysis of literature.

As educators try to diversify texts in their classrooms, they need thoughtful intent when choosing which books are appropriate or in determining the methods to teach material. Without that clear purpose, Jacobs fears teachers get lost, along with students, in the text. That purpose also helps safeguard against backlash when you know why you've selected certain work.

"A lot of people will see a brown child on the cover of a book and think that's enough," Soeiro says. But it's not. "We have to look critically at the agency of that child, who wrote the book, the dominant narrative in the book. It takes a lot of work."

It's work, say educators like Soeiro and Dobbs, that teachers need to do.

"If all you read is one book by an author of color and five books a year by dead white guys, how does that shape your ideas about how stories get told, who they're about?" Dobbs says.

In some ways, we already know. Today's educators and students still exist in a canonized world, where prized books both teach and constrain us.

"An inherent part of developing culturally responsive instruction is coming to terms with our narrow view of literature," Sellars says. "Making our classes culturally responsive may mean bringing in new texts and media, which means teachers will relinquish their position as experts. Many teachers are reluctant to introduce a new text, or even teach an old text from a different perspective, because doing so doesn't allow them to rely solely on previous lesson plans and teaching strategies."

After Sellars' student made him see his "blind spots," he could have kept everything the same. It would have been easier. But he spent the summer rethinking the reading list. The following year his eighth graders read newer, less canonized books: *Ultimate X-Men*, *Persepolis*, *Black Boy White School*, and excerpts from *The Song of Achilles*. The experience moved Sellars from what he describes as just talking about being culturally relevant to actually doing the work.

Mason believes a new culture of teaching literature will emerge, one classroom success at at a time, as long as we chip away at the lingering notion that diverse books aren't worthy of teachers' time and attention.

"When teachers learn about the cultural assumptions that made them leery about including new, multicultural literature, then learn how to teach the books, that sets them off in a stance of strength and knowledge. Then they have a couple of successes in the classroom," Mason says. Describing the potential for that success to then snowball among fellow teachers, she adds, "Another teacher tries with their support, and they get successful too, and the new book starts to become part of a larger repertoire of literature to share." When confronted with a book from the canon, it becomes, 'Do we have to teach *that* book again on this theme?' Well, here are some other options that might be worth a try.'"

JILL ANDERSON IS A SENIOR DIGITAL CONTENT CREATOR AT THE ED SCHOOL AND HOST OF THE HARVARD EDCAST.

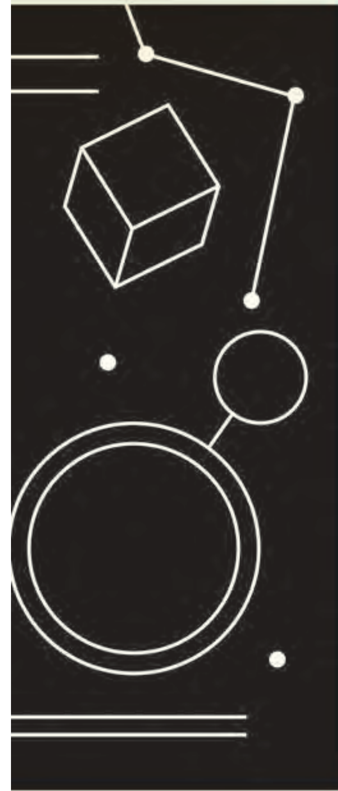
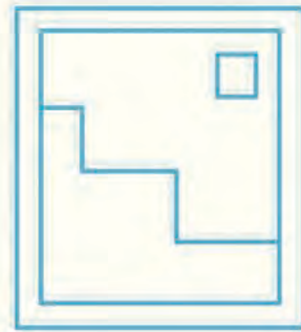
VISIT THE PROFESSIONAL EDUCATION SITE FOR DETAILS ON MASON'S TWO ED SCHOOL COURSES

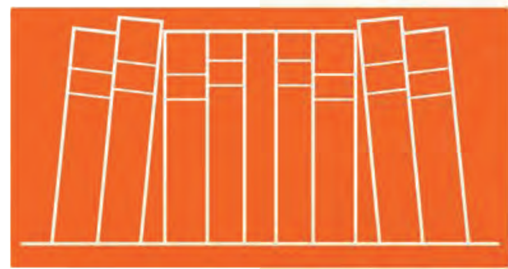
WHAT'S THE PLAN?

WHAT IF EVERY STUDENT HAD THEIR OWN EDUCATION PLAN? THE EDUCATION REDESIGN LAB'S NEW SUCCESS PLANS ARE LIKE IEPS, BUT FOR *ALL* STUDENTS.

STORY BY LORY HOUGH

ILLUSTRATION BY HARRY CAMPBELL



When **STEFAN LALLINGER** was teaching in a middle school in New Orleans, he saw firsthand the impact that the outside world was having on his students. It was just a few years after Hurricane Katrina had devastated the city, and the effects of that devastation were still being felt, particularly with families.

"A lot of the issues we were dealing with were related to all of the things happening to students outside of school," says Lallinger, now in the Ed School's Ed.L.D. Program. "Students who couldn't get to school, students who couldn't pay for uniforms anymore or get them washed, homelessness. There was also a huge rate of post-traumatic stress from Katrina."

And violence, unfortunately, was also endemic in New Orleans at the time.

"Many of our students' lives were touched by violence, whether it was close family members or acquaintances who were shot or shot and killed," he says. "The trauma of this level of violence on children is hard to describe, but for some of my students who experienced such tragedies, focusing on school and academic work felt trivial in comparison to what they were going through outside of school. I would also add that it is not just murder — all types of violence can be traumatic, and many neighborhoods simply weren't safe after Katrina." Even regular activities, such as walking to the store or catching the bus, required you to "have your guard up," he says.

Lallinger had worked hard to build strong relationships with his students, and so he sometimes knew what was affecting them before they even set foot in his classroom. But not always. And that made it hard to teach and hard to know why a student was zoning out or struggling with homework.

"There are likely dozens of cases of critical life events or circumstances that we did not know about, and for some students, being able to connect the dots with what few resources did exist in the city, or refer them to our school psychologist or counselor...could have made a huge difference in their lives," he says.

Unfortunately, most schools don't have a clear, planned way to connect those dots. Some teachers, like Lallinger, go deeper with their students, but this is piecemeal — a student here, a student there. Schools also know, at least to some extent, what's going on with students who are on IEPs or 504s or flagged as at risk or needing extra help.

STEFAN LALLINGER

"Often, schools say, 'We'll give help to the kids who are posing the biggest challenges.' But what about the rest of the students?" says Mary Walsh, a professor at Boston College and founder of City Connects, a Boston-based nonprofit that helps schools connect with local resources. "The quiet student who can't see the board? We could have made a big difference for that child if we had discovered this earlier."

For the majority of students, these discoveries never happen.

"We're not doing good school when we don't address these other things," says Ellen Wingard, director of student support in Salem [Massachusetts] Public Schools. "We need a clear system to organize the work."

This is exactly what the Education Redesign Lab's By All Means (BAM) initiative is exploring, along with a core group of eight cities and towns, through something called Success Plans. They're something like IEPs, but for all students, not just those receiving special education, and encompassing a lot more. These individual, personalized learning plans take into account the barriers students are facing, such as not getting enough sleep or parents going through a divorce, as well as positive-thinking information about a student such as goals, summer plans, and favorite activities. This information, gathered at the beginning of the school year from teachers, families, and directly from students (depending on the age), is combined with the typical academic data schools already collect — grades, reading level, and absenteeism records, for example. Together, the combined academic and nonacademic information helps create a full picture of every student, who is then matched — and this is key — with services and opportunities not only in

"Often, schools say, 'We'll give help to the kids who are posing the biggest challenges.' But what about the rest of the students?"

MARY WALSH

JILL ANDERSON

10 COMPONENTS FOR AN EFFECTIVE SUCCESS PLAN

01	PERSONALIZED	Support should be different and targeted to each student's unique needs.
02	COMPREHENSIVE	Plans should address holistic needs such as nutrition, mental health, and/or physical supports as well as academics, and should be frequently updated as kids grow and mature.
03	STUDENT-CENTERED	Students and their families should be at the center of all conversations. They can help drive these plans, including setting goals large and small, both academic and nonacademic.
04	EQUITABLE	Moving away from the one-size-fits-all factory model of schooling, plans should make sure disadvantaged students receive access to services their more privileged peers might already have.
05	ACTIONABLE	Plans should lay out what supports are needed and how families can help their children access them.
06	RELATIONSHIP-DRIVEN	Hire staff to help centralize planning and build relationships with students and families.
07	CROSS-SECTOR	This work involves partnering with a large swath of organizations, from schools to mental health centers to afterschool programs to summer meal services.
08	INFORMATION-DRIVEN	Use data to assess how the services are working and monitor what supports children could need.
09	SECURE	Security of student information should be a top priority on all digital platforms that are used to hold and share data.
10	SUSTAINABLE	This system needs ongoing financial and staffing support.

school, but in the wider community: social service groups, health organizations, sports and art organizations, tutoring services, and mental health groups, to name a few.

But first, says Lynne Saks, associate director of programs and research at the Education Redesign Lab, we must see every student as an individual.

"We need to meet each and every kid where they are," she said at a recent convening of city and town leaders involved with the Success Plans initiative. "In order to do this, we need to know more about kids," and it can't be just providing broad support.

WHAT DOES THIS ACTUALLY LOOK LIKE IN schools? For starters, during phase one, each By All Means city and town (see sidebar) is approaching its Success Plans initiative in a different way. Some are partnering with outside groups to collect student data and create plans; others are doing it all in-house. Some are starting small with students in one grade in one school while others are targeting larger groups across a district. Funding for some is coming from their district, for others from philanthropists and community organizations.

"There is huge variation among our eight sites," says DANIELA LEWY, ED.L.D.'16, who helps BAM coordinate all of the sites. "Louisville has nearly 100,000 students and is the largest district in Kentucky. Unity Point [in Illinois] is tiny, with about 710. We have scrappy to corporate in taking these Success Plans and making them successful."

In Salem, where Wingard works, phase one includes creating Success Plans for all pre-K–8 students in the district. The district got a jump start before the Success Plans initiative officially began when it partnered two years ago with City Connects, which has been doing similar individualized learning plan work and wraparound support in other districts since 2001, including Boston. The organization trains a leader in each school to collect and coordinate the data.

"In the fall, we meet with the teacher and talk about every child for about an hour and a half. Behavior, health, family, social-emotional, and tell me what you think are the strengths," says City Connect's Walsh. "A teacher usually has a plan for each child academically. We do the same for the nonacademics. You put those things together and you have a success plan." The coordinator then figures out what resources are needed for students and families — the latter something that already-strapped counselors, teachers, and principals have traditionally had to manage on their own.

In Carbondale, Illinois, in the Unity Point School District, Superintendent Lori James-Gross and her team of teachers and counselors are starting phase one with all eighth graders in an effort to help students as they transition to high school. As a small district in a rural part of the state, they are collecting data on their own. When they discover that a family is struggling to buy groceries or a student is looking for a part-time job, they rely heavily on the connections staff members have made in the community. Funding is in-kind, through the district.

Providence, Rhode Island, where Lallinger is the site coordinator, is starting with students in three pre-K classes in one school. Similar to Salem, the city is partnering with an outside organization to collect and oversee data. Because they wanted to make families a huge priority in the process — they actually refer to them as Family Success Plans — Providence leaders chose to partner with Lifespan Community Health Institute, a nonprofit that had already been screening families in hospitals and clinics throughout the state and had a robust data collection system in place.

Louisville needed to "do something totally different," Lewy says. They didn't want to just go into a school and pick one class or grade. Instead, they are going to focus during phase one on a few thousand second to fifth graders already involved in a summer enrichment program. Not only will certified teachers teach reading and math "in a more fun way," says Lewy, but at the same time, "they'll also see what wraparound services they can give to those same kids."

Phase one in the Chattanooga-Hamilton School District in Tennessee includes K–8 students in eight schools and a partnership with City Connects, and grew out of an existing initiative launched in 2016 called Chattanooga 2.0, which was meant to address education and workforce challenges in the region.

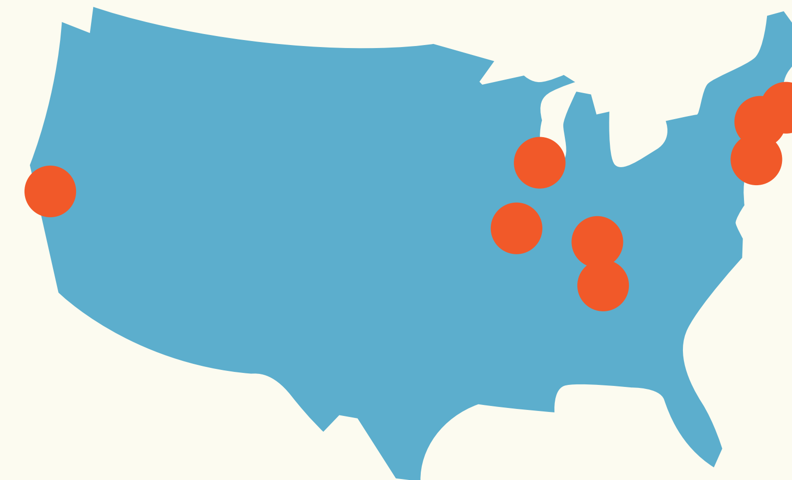
"We had been working on these issues for a couple of years when we joined the By All Means initiative," says KERI RANDOLPH, a current Ed.L.D. student who serves as the Chattanooga site coordinator. Prior, she was an assistant superintendent for innovation in the district. "It's a call that started with our business community. We had workforce needs we couldn't fill while also wanting to do what was needed for kids." At the same time, she says, poverty was an issue. In 2017, according to the U.S. Census, 21.4% of people 18 and under in the country lived in poverty, exceeding the U.S. average for that age range of 17.5%. This, at a time when "the social safety net in some communities has eroded," she says. As a result, the district was seeing kids with more needs and a growing recognition that schools alone couldn't help them. "Kids are in school 20% of their time. It's what happens in that other 80% that makes a huge difference. As good as we make schools, that can only go so far."

"Kids are in school 20% of their time. It's what happens in that other 80% that makes a huge difference. As good as we make schools, that can only go so far."

KERI RANDOLPH

SUCCESS PLAN SITES

Here's a look at the eight sites currently working on Success Plans through the By All Means initiative:



OAKLAND
CALIFORNIA
Students from three elementary and two high schools

SOUTHLAND*
ILLINOIS
Students from grades 2–4 from two elementary schools

UNITY POINT*
ILLINOIS
All eighth grade students

LOUISVILLE
KENTUCKY
2,000–3,500 grade 2–4 students enrolled in summer program

CHATTANOOGA
TENNESSEE
All K–8 students from 8 schools

SALEM
MASSACHUSETTS
All pre-K–8 students in the district

SOMERVILLE
MASSACHUSETTS
About 50 ELL learners and families enrolled in summer program

PROVIDENCE
RHODE ISLAND
Students and families from three pre-K classrooms in one school

*SITE IS PART OF THE PARTNERSHIP FOR RESILIENCE, A STATEWIDE ORGANIZATION

PROFESSOR PAUL REVILLE KNEW THIS WHEN he started the Education Redesign Lab in 2014. He had just left the policy world as secretary of education for the commonwealth of Massachusetts and understood that things needed to change in how we did school. The old way of teaching and learning wasn't working. For starters, we needed to personalize education and we needed to do it for all students, not just some. "All means all," he has said many times, and to do that, we must "meet every child where he or she is."

And just as importantly, he also recognized and stressed what districts like Chattanooga and the others involved in the BAM initiative realized: Schools alone can't "fix" schools. We shouldn't expect teachers and principals to shoulder the full burden of making change, Reville says. They are already overwhelmed, plus they may not have the expertise or the authority.

"If we're going to get all kids ready for success," he says (and writes about in his new book, *Broader, Bolder, Better*), "it's going to take a broader community effort." Mayors, business leaders, philanthropists, social service groups, parents, students, city rec departments, arts organizations, the police, and health care providers need to be invested and involved in the lives of young people in every community. And these groups — often seen as peripheral to schools — need to be at the table *with* the superintendent, principals, teachers, and counselors. We need to, as Lewy says, "break down silos."

This isn't, of course, a totally new way of thinking — it's just one that has been slow to take hold in a large-scale way and bumps up against the traditional way our municipalities organize and think of themselves. Activist Jane Addams tried in 1889 when she started Hull House in Chicago. The first settlement house in the country, Hull House provided health *and* educational services to poor families in immigrant neighborhoods. A few decades later, Leonard Covello, a principal in New York City, turned Benjamin Franklin High in East Harlem into a combined school and community center for the neighborhood, spawning a movement called "community-centered schooling." Over time, community schools and organizations like the Harlem Children's Zone (founded by GEOFFREY CANADA, ED.M.'75) would integrate students, families, community groups, and service providers together in schools in a coordinated way. (Oakland, California, one of the cities participating in the Success Plans initiative, began transitioning to community schools in 2011.) Terms like wraparound, integrated student supports, and full-service schools started finding their way into education work.

Individualized learning plans also started being used, led by organizations like Big Picture Learning (1995) and City Connects (2001), but not quite in the same way the BAM's Success Plans are organized. Plans from those organizations were holistic and bold and took into account outside factors in a student's life, but, as Walsh says, many of these early plans were and still are focused mostly on academics and skill building.

"Some schools have had similar plans, but it al-

most never included the whole child," she says. "It focused on the academics pretty narrowly. We're saying the rest of the child matters, too."

At Unity Point in Illinois, even school bus drivers and custodians are part of the Success Plan process, says James-Gross.

It starts with every eighth grader choosing an adviser — any adult in the school whom they feel comfortable with, including bus drivers and custodians. Each student meets with their adviser in the fall and talks about everything from grades and benchmarking assessments to how they like to learn to favorite subjects to what they want to achieve in life. As James-Gross points out, every kid, even the high-achiever, needs something.

"For example, many of our high-achieving students experience a lot of stress," she says, but don't know how to talk about it. The Success Plan meetings offer this option.

All of the sites involved in Success Plans emphasize, however, that the plans aren't only focused on the stressors in a student's life, like feeling overwhelmed or a parent losing a job. They also tap into the forward-looking parts of a student's life.

James-Gross says, "We also connect them to opportunities in the community," including sports, internships, and summer jobs.

For many kids, simply having an adult who isn't a parent or caregiver who will fully listen to them can go a long way.

"They have one foot in little kids' world, but they're talking about what they should major in once they get to college," James-Gross says of her middle schoolers. "The conversations are telling. When they get an opportunity to really talk, they break down. Ultimately, our goal is for all students to be able to voice their strengths and interests and what he or she needs to be successful."

In Providence, where they are starting to use Success Plans with younger students, data comes from families. At the beginning of the school year, families fill out the standard pre-entry information packet, which is then coupled with interviews by social workers stationed at the school who ask questions such as: In the last 12 months, have any of your utilities been shut off? Are you worried about housing? Have you had to go without health care because you had trouble getting to a provider? There is also existing data, previously collected on many families, already in the LifeSpan system — a huge plus for the district, says Carrie Bridges, director of LifeSpan's community health initiatives.

"The benefit is that we're starting with a system that is already in place, very human-driven, that can be adapted to the schools," she says. "We already have hundreds of resources in the database and years of trend data that our families have already expressed a need for." Resources are even GIS-enabled, so if a student's family is looking for a food bank, for example, but doesn't have a car, the system can identify food banks near public transportation. "We can also look across all clients in the system and see trends. For example, over the past six months, maybe we've seen an increase in requests for housing in a certain part of the city." This existing information, plus new information collected in school, is shared with school psychologists, nurses, counselors, and teachers, and turned into a tailored Success Plan.

SUCCESS PLANS ARE INTENDED TO HELP students. But in districts where a dedicated site coordinator is tasked with overseeing the plans, there's also another big benefit for teachers, counselors, and families: The coordinators often have deeper Rolodexes when it comes to resources, making it easier to find free eye glasses for a family or a tutor for a struggling student.

Walsh has seen the need for this in the communities she has worked in.

"Our communities are service-rich, but schools don't always have capacities to take advantage of them," she says. Neither do families. "There are many services and activities for kids that are beneficial that the parents or the students may not know about," she says. "My parents were immigrants. They didn't know about services. One day, we saw a Girl Scout troop. They were dressed in green. My mother had the good sense to ask one of the adults why she was wearing a green dress. My mother learned. For me, it was terrific. I joined the Girl Scouts. As a result, I got confidence in myself."

Looking ahead, the goal for each of the By All Means cities and towns involved in piloting Success Plans is to eventually extend the initiative to every student in their district. Walsh, who has been involved in this kind of work for decades, says she can definitely imagine a day when this happens across the country in every school.

"It's like early childhood. There was a time when quality early childhood was available for some kids but not all, and now it's become the norm," she says. "Schools are hungry for a systematic approach to helping the whole child. When we talk to them, they say, 'Oh yeah, that's exactly what we need.' The idea is ripe and right for children."

INTERESTED IN SUCCESS PLANS FOR YOUR SCHOOL? ACCESS THE FREE TOOLKIT: *GSE.HARVARD.EDU/ED*

Grad.

"We must fight for that which we believe to be fair and just. And that means we must fight for one another. You must challenge yourself to never feel too comfortable. You must sit on the edge of that seat. Ready to stand up for someone else. Ready to take a leap yourself. It might cause a little anxiety. But you are the people to do it. Together you represent an army. With the power of your convictions, the ability to stand back and assess and then to act decisively, you can change the world."

DEBORAH BIAL, ED.M.'96, ED.D.'04, GIVING ADVICE TO GRADUATES AT THE 2019 CONVOCATION ADDRESS IN MAY. BIAL IS THE FOUNDER AND PRESIDENT OF THE POSSE FOUNDATION.

Illustration by **Helena Pallarés**

IN MEMORY

1940–1959

GEORGE FITZELLE, M.A.T.'48
NORMAN GAUDET, M.A.T.'51
JOHN LOVEWELL, M.A.T.'52
ELAINE WOLMAN, G.S.E.'52
FRANCIS MCCARTHY, M.A.T.'53
THOMAS MCGRATH, M.A.T.'53
JUDITH TYE, ED.M.'54
LOWELL LEVIN, ED.D.'56
CARMEL TRISKA, ED.M.'56
ROBERT HURST, M.A.T.'58
ANNE KIBRICK, ED.D.'58
DARWIN KINGSLEY III, ED.M.'58
LAWRENCE KOCHER, M.A.T.'59

1960–1969

BETTY BOLLER, ED.D.'60
KATHARINE HAKALA, M.A.T.'60
ROLAND NELSON JR., ED.D.'60
BARRY BORTNICK, M.A.T.'62
RUSSELL CARRUTH, ED.D.'62
ELIZABETH MOORE, M.A.T.'62
WILLIAM NIERINTZ, M.A.T.'62
FRANK STEWART JR., C.A.S.'62
ANNE TRASK, ED.M.'56, ED.D.'62
DAVID BAHN, M.A.T.'63
IRA STEINBERG, ED.D.'63
PROFESSOR ROBERT BINSWANGER, ED.M.'59, ED.D.'64
MARJORIE BLOOM, ED.M.'64
STEPHANIE LOCKE, M.A.T.'64
PHYLLIS GOLD, ED.M.'65
LOUISE CORBETT, ED.M.'67
MELISSA MILLER, M.A.T.'67
CAROL WOLFF, ED.M.'67
ELSIE PARIS, ED.M.'68
ROGER BROWN, ED.M.'64, ED.D.'69
RICHARD WHEELER, M.A.T.'55, C.A.S.'69

1970–1979

JUDITH WYNNE, ED.D.'70
CAROL BEECH, M.A.T.'71
NORMA FINK, ED.M.'72
MARGUERITE GOODWIN, ED.M.'73
CLARA MOSS, ED.M.'73
MARVIN GROSSMAN, ED.M.'72, ED.D.'75
MURIEL HARRIS, ED.D.'75
JEAN KENT, C.A.S.'76
ROBERT BERGER, ED.M.'77
MARGARET DODSON-TURNER, ED.M.'77
SAVAS EROZER, ED.M.'72, ED.D.'78
JILL TARULE, ED.M.'69, ED.D.'78
PHYLLIS WESLEY, ED.M.'78

1980–1999

MARTIN DONAHUE, ED.M.'73, ED.D.'80
MYRTLE GLASCOE, ED.D.'80
LYNNE BRICKLEY, ED.M.'75, ED.D.'85
ALISON JONES BURNER, ED.M.'90
SHARON MYERS, ED.M.'88, ED.D.'95

2000–2019

LEON BRASWELL III, ED.M.'93, C.A.S.'02

1960

J. Philip Miller, Ed.M., published a picture book, *Milo Meander*. Miller is a former teacher and children's television producer. His first book, *We All Sing with the Same Voice*, was published in 2005.

1966

Sylvia Mader, M.A.T., recently published her first novel, *A Water Lily Blooms*.

Eve Sullivan, M.A.T., moderated a panel on parenting and parenting education at the United Nations Commission on Social Development in New York, in collaboration with the United Nations Department of Economic and Social Affairs and the Mission of Qatar to the UN. Sullivan is founder of the Parents Forum and author of *Where the Heart Listens: A Handbook for Parents and Their Allies in a Global Society*.

1971

Irving Pressley McPhail, M.A.T., recently published *Success Factors for Minorities in Engineering*.

1972

Sara Lawrence-Lightfoot, Ed.D., a professor at the Ed School since 1972, retired in May. She is the first African American woman in Harvard's history to have an endowed professorship named in her honor. Check out the tribute page: *gse.harvard.edu*.

Bob Weber, M.A.T., is a clinical psychologist with a practice in Cambridge. He is also a retired assistant professor of psychology at the Harvard Medical School and a retired associate in the Psychiatry Department at Massachusetts General Hospital. Recently, his professional focus has been the integration of mental health, aging, and spirituality. For his contributions to the field of gerontology, he was given the 2014 Religion, Spirituality, and Aging Award by the American Society on Aging. His book, *The Spirituality of Age: A Seeker's Guide to Growing* was awarded the 2015 Nautilus Gold Medal in the category of "aging consciously." *bob@drbobweber.com*.

1979

Maryanne Wolf, Ed.D., recenlty published *Reader, Come Home: The Reading Brain in a Digital World*. (See page 18.)

1981

George Perry Jr., Ed.M., joined the New York City Department of Education and Chancellor Richard Carranza as the director of school leadership and organizational alignment. Perry is the executive

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Professional Education

HARVARD GRADUATE SCHOOL OF EDUCATION

COMMENCEMENT 2019

It was a beautiful day on Appian Way and around the Harvard campus as 740 Ed School graduates received degrees at this year's Commencement ceremonies — the first for Bridget Terry Long as dean. Students proudly walked with their kids to get their diplomas; they took lots of selfies, as did Dean Long, including ones with luminaries like Cornel West and Posse founder Deborah Bial; they hugged each other and their adorable babies and laughed and showed their love for the Ed School with a Veritas fade; and they walked from Gutman to the gates of Harvard Yard in cap and gown for the last time as students.

JILL ANDERSON

director emeritus of Perry and Associates, Inc., a national consulting firm that works with districts and school leaders to improve student academic achievement.

David Sanders, Ed.M., celebrated the April publication of his novel, *Busara Road*, which was inspired by his childhood living in a Quaker mission in Kenya.

1982

Shahé Navasart Sanentz, Ed.M., earned his Ph.D. in information science from the Rutgers School of Communication and Information. His doctoral dissertation, *Information Seeking and Utilization Behaviors of Adult Bilinguals,* explores the largely uncharted territory of how individuals with more than one language or dialect at their disposal — half of all humanity — interact with information.

1984

Melissa Brodrick, Ed.M., is the ombudsperson at Harvard Medical School, the Harvard Chan School of Public Health, and the Harvard School of Dental Medicine.

Jean Lawler, Ed.M., recently published a series of books for children about ways to slow down and be more aware. (See Q&A, page 47.)

1985

Renee Hobbs, Ed.D., coauthored *The Library Screen Scene: Film and Media Literacy in Schools, College and Communities*. At the University of Rhode Island, Hobbs codirects the Summer Institute in Digital Literacy, a professional development program for educators, now in its seventh year. Learn more about the book: *libraryscreen.com*.

1986

Charlotte Agell, Ed.M., is a public school teacher in Maine and the author of several books, including her most recent picture book, *Maybe Tomorrow*? (See page 19.)

1988

Fernando Reimers, Ed.M.'84, Ed.D., a professor at the Ed School, was awarded a centennial medal from the Institute of International Education at their 100th anniversary summit held in February in New York. The centennial medal recognizes individuals and organizations who have contributed in a meaningful way to the field of international education.

Vanessa Siddle Walker, Ed.M.'85, Ed.D., recently published *The Lost Education of Horace Tate*. (See page 19.)

John Silvanus Wilson, Ed.M.'82, Ed.D., gave the commencement address in May at Cape Cod Community College. Wilson is currently a senior adviser and strategist to Harvard President Larry Bakow. Prior, he served as president of Morehouse College and as head of President Barack Obama's Initiative on Historically Black Colleges and Universities.

1989

Robert McBride, Ed.M., became superintendent of the Lockport Township High School District in Lockport, Illinois, in July 2019. Prior, he was principal of Neuqua Valley High School in Illinois and started his career as a high school English teacher.

1990

Ana Maria Garcia, Ed.M.'79. Ed.D., founded the first Montessori public school in Puerto Rico 20 years ago, and now trains and certifies Montessori teachers at the Instituto Nueva Escuela.

Tom Hehir, Ed.D., retired as a professor from the Ed School this past December. Hehir joined the Ed School in 2000 after serving as director of the U.S. Department of Education's Office of Special Education Programs. Check out the tribute page: *gse.harvard.edu*.

1991

Chris Guthrie, Ed.M., was reappointed to a five-year term as dean of Vanderbilt Law School. He began his third term on July 1, 2019, and joined the faculty in 2002 as associate dean for academic affairs.

Alexander Russo, Ed.M., writes a weekly column about education journalism for *The Grade*. Read it at *ow.ly/tSSO30nHP69.*

1992

Belle Brett, Ed.D., recently published *Girl in the Floating World*, a novel inspired by Brett's time working in Japan.

Charles Kenyon, Ed.M.'78, Ed.D., was named interim dean of students during the 2019–2020 academic year at Wells College in Aurora, New York. Previously, he served as associate vice president for student affairs and dean of students at the State University College at Buffalo.

1993

Deborah Levy, Ed.M., is starting her 15th year at the Chadwick School in Palos Verdes, California, as the assistant director of the Village School, which is the K–6 division of Chadwick.

1998

Lisa Kaminski, Ed.M., joined the Ed School this year as the new director of the Harvard Institutes for Higher Education.

1999

Elvira Prieto, Ed.M., is the associate dean of students and director of El Centro Chicano y Latino in the Office of Student Affairs at Stanford University.

2001

Alicia Haller, C.A.S., recently copublished *Reforming Principal Preparation at the State Level: Perspectives on Policy Reform from Illinois*, a book about statewide improvement efforts that Haller was involved with for the past decade.

2004

Aaron Dworkin, Ed.M., become CEO of the National Summer Learning Association after nearly 12 years with the After-School All-Stars nonprofit. The summer learning program's mission is to ensure that all kids in the country, regardless of income level or zip code, have access to participate in positive, high-quality, and affordable summer learning experiences. Learn more: *www.summerlearning.org*.

2005

Michael Lisman, Ed.M., completed his Ed.D. at Johns Hopkins University School of Education. He continues to work as the acting team leader for education in the Bureau for Latin America & the Caribbean at USAID.

2006

Natalia Canto, Ed.M., founded the Multisensory Reading Centers of Puerto Rico. Canto is a literacy specialist with certifications in the Orton Gillingham method. She works with students with dyslexia and reading difficulties.

2007

Stella Flores, Ed.M.'02, Ed.D., an associate professor of higher education at New York University, was the recipient of the 2019 Alumni Council Award for Outstanding Contribution to Education. Flores accepted the award at this year's Convocation ceremony in May.

2008

D. Brent Stephens, Ed.M.'00, Ed.M.'02, Ed.D., was appointed as the new superintendent of the Berkeley Unified School District. Prior, he was chief academic officer of the San Francisco Unified School District. He began his teaching career as a Spanish bilingual teacher in Oakland, California.

Josh Butts, Ed.M., joined the Ed School as senior associate dean for development and alumni relations.

Kerry Thompson, Ed.M., founded Silent Rhythms, a nonprofit that adapts dance for people of all abilities and promotes inclusion.

ONE ON ONE: JEAN LAWLER

For 15 years, **JEAN LAWLER, ED.M.'84** worked in the classroom, teaching kids ranging from preschool to high school. She also worked for several years in educational publishing, developing nonprint learning products on CD and video, and working as a consultant to Scholastic. She thought she knew what kids needed to succeed in life. But it was actually a move to the North Shore of Boston, where she started spending time at a local farm, doing yoga in her yard, and walking on the beach, that made her realize that what kids really needed was more exposure to things that soothed their souls. Lawler spoke to *Ed.* about her discovery and how that led to a four-part book series geared toward helping pre-K to third graders slow down and consider how different experiences make them feel.

Q HOW DID THE ACTIVITIES THAT YOU WERE DOING MAKE YOU REALIZE THEY'D ALSO BE GOOD FOR KIDS?

A I started feeling better. Less stress, happier. I thought, what if kids had more exposure to these things, too? Simple things like taking a walk or quieting your mind. What if kids could better learn to self-regulate and be comfortable in silence. I started building these activities into my schedule, but these are things that aren't always present in our lives or in school. There just isn't time.

THE BOOKS FOCUS ON FOUR DIFFERENT EXPERIENCES FOR KIDS TO THINK ABOUT. WHAT ARE THEY?

How time outside makes them feel, how the food they eat makes them feel, how quiet time makes them feel, and how media choices make them feel. Each one of these alone is powerful, but the combination of the four is really healthy for kids.

A LOT OF THIS FOCUSES ON HELPING KIDS BE MORE AWARE.

Yes, being aware of your thoughts and realizing they are valuable. That isn't easy for most people but it's important. It means slowing down for moments in your life. I've heard teachers talk about having kids close their eyes for a moment and think about something they enjoy, like the playground or their kitty. It's calms everyone down, and it's a really good tool for transitions in the classroom.

DID YOU EXPECT YOU'D ONE DAY BE AN AUTHOR?

I figured I'd always write a children's book. It was a goal I had, even back in college, to write the Great American Novel. When those four topics solidified for me as a real set of power tools, I thought, "Let me get these things out in print."

WHAT'S NEXT FOR THE SERIES?

I'm considering putting together a project that includes curriculum and a lecture series for PTOs and other parent and school groups. I'm also thinking about doing books for older kids and families, along the same topics. Learning to self-regulate our emotions and behaviors is a valuable skill that can benefit people of all ages at home, in school, and at work.

2009

Julie Baer, Ed.M., earned an Ed.D. in 2018 from Northeastern University in curriculum, teaching, learning, and leadership. Her doctoral study looked at academic language development among linguistically diverse college students in their disciplinary courses. She currently teaches first-year writing seminars at Boston University.

2010

Eric Oberstein, Ed.M., won a Grammy in February for an album he produced, *Back to the Sunset*, by the Dafnis Prieto Big Band. Oberstein is currently an adjunct faculty member at Duke University, where he also serves as interim director of Duke Performances, a professional performing arts organization. This is his third Grammy award.

J. Seeley Okie, Ed.M., was named interim principal of the Burbank Elementary School in Belmont, Massachusetts, for the 2019–2020 school year. For the past seven years, Okie was an assistant principal at the MacArthur Elementary School in Waltham, Massachusetts. He also taught elementary school for many years in Massachusetts, California, and Colorado.

2012

Julianne Viola, Ed.M., was awarded a doctorate from the University of Oxford.

David Willard, Ed.M.'99, Ed.D., was recently elected port commissioner at large to the Port of Beaumont in Beaumont, Texas. This was Willard's first political campaign. He will serve a six-year term.

2014

Adrienne Keene, Ed.M.'10, Ed.D., is cohost of the *All My Relations* podcast, which explores relationships to land, people, and place. Each week, Keene and cohost Matika Wilbur explore a different topic facing Native people. Keene is an assistant professor at Brown University. Listen to the podcast: *allmyrelationspodcast.com*.

Isaac Taylor, Ed.M., is the new principal of Belmont High School in Belmont, Massachusetts. Prior, Taylor was principal of North Middlesex Regional, a 9–12 high school in Townsend, Massachusetts. He started his career as an English teacher in Canterbury, England.

In September, for two days, 11 members of the Harvard Alumni in India group came together in Bangalore for a weekend retreat, "Education for Life: What Makes a Meaningful Education?" Included were eight Ed School graduates and three alums from the Harvard Business School, all working in the education field across India. Participants included (l to r): Soujanya Ganig, Ed.M.'16; Ankita Sukheja, Ed.M.'16; Vibha Kagzi; Bindi Dharia; Sapna Shah, Ed.M.'18; Maya Thiagarajan, Ed.M.'01; Vipul Shaha, Ed.M.'12; Tannishtha Sanyal, Ed.M.'17, (back row): Rahul Singh, Ed.M.'16, and Arhan Bezbora, Ed.M.'13.

2015

Landon Mascareñaz, Ed.L.D., joined the Denver-based Colorado Education Initiative in July 2019, as vice president of community partnership. Mascareñaz will expand the statewide nonprofit organization's work around high school redesign, competency-based and personalized learning, and rethinking school accountability.

2016

Alex Tecce, Ed.M., is launching DreamHouse 'Ewa Beach in Hawaii this August, the charter school that was built while he was at the Ed School. He also got married this past summer.

2017

Sarah Fine, Ed.M.'13, Ed.D., copublished *In Search of Deeper Learning: The Quest to Remake the American High School* with Professor Jal Mehta. (See page 18.)

2018

RoLesia Holman, Ed.M., recently started the website, *black-patents.com*, to highlight the accomplishments of black inventors.

Diana Saintil, Ed.M., is the founder of the Proximate podcast. Recently, she worked with Boston Mayor Marty Walsh to designate the week of May 19–25, 2019, as Second Chance and Reentry Week in the city of Boston. Listen to the podcast: *beproximate.org/podcast.*

2019

Tina Owen-Moore, Ed.L.D., published *The Alliance Way: The Making of a Bully-Free School*. (See page 19 and a podcast with Owen-Moore: *gse.harvard.edu/edcast*.)

Melanie Tavares, Ed.L.D., was named director of the nonprofit support program at the Hartford Foundation for Public Giving.

SHAHE SANENTZ; HARVARD ARCHIVES

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Next year, 2020, the Ed School will be celebrating its 100th anniversary. That's 10 decades of debating, studying, expanding, and reimagining education, not only in the United States, but around the world. From our first dean, Henry Wyman Holmes, to our current dean, Bridget Terry Long, we have come a long way. ▬ As a way to honor all that we're proud of and all that we plan on doing, the school will be celebrating with a year of centennial activities, events, and exhibits, both on campus and abroad. Starting next year, our social channels will help the community — our faculty, students, staff, and alumni — reconnect to the school and to one another. And the next issue of *Ed.* (January 2020) will be a commemorative theme issue, devoted entirely to the centennial. ▬ We hope you get involved in helping us celebrate. The school is still working out all of the details, but keep an eye on our webpage (*gse.harvard.edu*) over the coming months for information. We'll also need your help as we craft the next issue of the magazine. Look for information on the *Ed.* site (*gse.harvard.edu/ed*) on ways you can contribute, or you can send an email to the editor, *Lory_Hough@harvard.edu*.

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