



W&M SCHOOL OF EDUCATION

# INSIDER

MAGAZINE + ANNUAL REPORT 2017

FACULTY-DRIVEN  
PROGRAMS

A LEARNING LABORATORY  
FOR COUNSELORS

LIFELONG LEARNING



William & Mary  
School of Education

# W&M SCHOOL OF EDUCATION INSIDER

MAGAZINE + ANNUAL REPORT 2017

- 8** **Greetings from Miami**  
Through an innovative new partnership, William & Mary is helping Miami-Dade Public Schools prepare their next generation of school leaders.
- 14** **Inspired faculty inspiring new programs**  
Passionate faculty are driving new programs, including a master's emphasis in ESL/bilingual education, a certificate in autism spectrum disorder and an undergraduate minor in educational studies.
- 18** **A learning laboratory for counselors**  
The counselor education program was recently recognized with a national award for excellence; we explore the people and programs who make this department great.
- 2** **By the numbers**
- 4** **Happenings**
- 6** **Lifelong learning**
- 22** **Research briefs**
- 24** **Faculty news**
- 26** **Community engagement briefs**
- 28** **Alumni in the spotlight**
- 30** **Giving and campaign update**

#### DEAN

Spencer G. Niles

#### EDITOR

Julie Sizemore Tucker '01

#### CONTRIBUTING WRITERS

Amanda Cirillo M.Ed. '18, Davis Clement Ph.D. '18, Marisa Spyker, Jennifer Williams, Erin Zagursky

#### PHOTOGRAPHY

Stephen Allen, Jamison Miller Ph.D. '18, Lee Poe, Skip Rowland '83

#### OFFICE OF THE DEAN

Tom Farmer, *Associate Dean*  
Leslie Grant Ph.D. '06, *Associate Dean*  
Denise Johnson, *Associate Dean*  
Patty O'Neill Ph.D. '05, *Director of Development*  
Dot Osborne, *Assistant Dean for Academic Programs and Student Services*  
Wendy Pearson, *Registrar*  
Peggy Phelps, *Director of Finance and Administration*  
Deborah Walker, *Director of Clinical Placements and Licensure*

#### 2016-2017 DEVELOPMENT BOARD

A. Bruce Chamberlin M.Ed. '91 (Chair); Elizabeth Auguste Ph.D. '19; Rebecca Deans Crews '73; Jo Lynne DeMary '68, Ed.D. '82; Donna Metzger Evans '71; Peter Garland '77, M.Ed. '79; Susan Zanetti Harrison '86, M.A.Ed. '94; Kathleen Eayre Jennings '08; Marsha Tregaskis Little '96; Bruce Oliver '68; James E. Person '74; Melinda Stancill Poe '75; Wilma Sharp M.Ed. '04, PA '05; Yvonne Smith-Jones M.A.Ed. '87, Ed.S. '93, Ed.D. '97; Eric S. Williams '88

We invite you to join the conversation by submitting ideas for future issues, letters to the editor, and alumni updates. Email us at [wmsoe@wm.edu](mailto:wmsoe@wm.edu).

W&M School of Education  
301 Monticello Ave  
Williamsburg, VA 23187-8795



**NEW YEAR, NEW CONNECTIONS.** Students in our teacher education programs participate in a problem-solving activity with cooperating teachers during a reception at the beginning of the semester.

## FROM THE DEAN



At the William & Mary School of Education, we are deeply committed to excellence, community and transformation. We strive for excellence in the programs we deliver, in the research we conduct and in the service we provide to the field. We stay mindful of the fact that excellence flourishes best in an environment that exemplifies caring and community. And together, we work to transform students, schools and communities.

As a school, our responsibility is to ensure that the time each student spends with us provides the best possible starting point for their careers as teachers, counselors, school leaders, psychologists, leaders and advocates. We're dedicated to offering an environment where each student can be both challenged and supported, and where excellence, justice and equity are all pursued with zeal.

In this issue, we're proud to highlight the extraordinary work of our faculty, students and alumni. You will read about innovative new programs, impactful outreach initiatives, exciting new research projects and so much more.

It is an exciting time for the School of Education. The challenges are great but so are the opportunities for impact and transformation. Thank you for your ongoing engagement with the school.

Spencer G. Niles, Dean

# BY THE NUMBERS



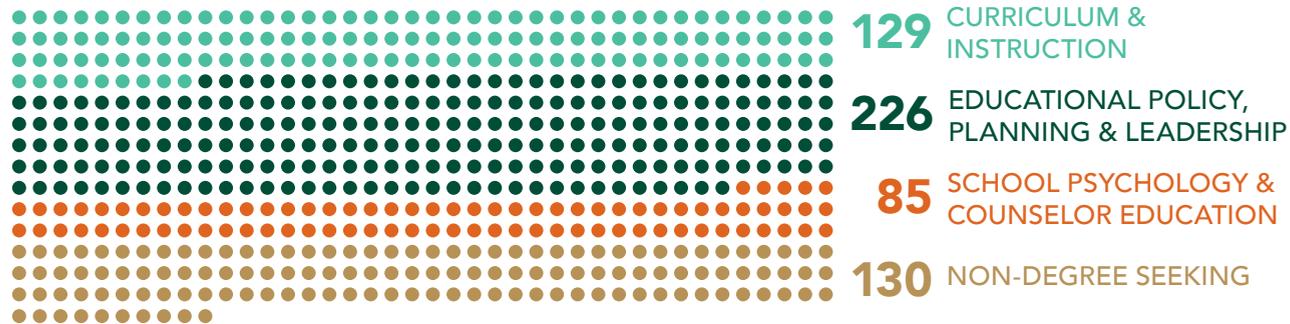
William & Mary  
School of Education

46<sup>th</sup>

Among the nation's schools of education  
in *U.S. News & World Report* (2018)

## ENROLLMENT

570 STUDENTS



### — AMONG DEGREE-SEEKING STUDENTS —



44%

attend part-time



47%

receive financial aid  
in the form of assistantships  
or scholarships



26%

are students  
of color

## FACULTY



41 of total 46  
are tenured or tenure-eligible



100%  
of tenured or tenure-eligible  
faculty have doctoral degrees

## RESEARCH

\$16,370,000

in active research funds awarded



**FUNDING AGENCIES** include:

- + Institute of Education Sciences
- + National Science Foundation
- + Spencer Foundation
- + U.S. Department of Defense
- + U.S. Department of Education
- + Virginia Department of Education

67% of faculty members are engaged in  
externally-funded research

## COMMUNITY ENGAGEMENT

**THE NEW HORIZONS FAMILY COUNSELING CENTER** has provided the community approximately **\$1.65M** worth of counseling services on a budget of just \$390,000 since 2011.

**THE PROFESSIONAL DEVELOPMENT CENTER** hosted more than **700** events, including professional development conferences and workshops, internal university meetings, and community events such as weddings and lectures.

**THE SCHOOL-UNIVERSITY RESEARCH NETWORK (SURN)** served **30** school divisions, hosting more than **800** teachers for workshops on topics such as dyslexia, ESL and leadership. Grant-funded projects included Principal Academy and Impact Team Teachers.

**THE CENTER FOR GIFTED EDUCATION** published three new sets of curriculum materials and provided direct service to more than **1,000** high-ability students through programs like Camp Launch and Focus on the Future and more than **500** educators through conferences including the AP Institute and Summer Institute.

**W&M TRAINING AND TECHNICAL ASSISTANCE CENTER (T/TAC)** served **141** schools through workshops, consultations and trainings. The center's website was visited more than **100,000** times by educators and families, and more than **7,000** subscribers receive their newsletter.

# HAPPENINGS



◀ The inaugural cohort of Social Justice & Diversity Graduate Research Fellows was named for the 2017-2018 academic year. The fellowship offers eight students from various fields, both within education and beyond, the opportunity to form a community to support and promote research in the areas of social justice and diversity.



▲ Associate Professor of Higher Education Jim Barber and Associate Director of the W&M Center for Liberal Arts Ben Boone '07, M.Ed. '09 led the 2017 Santiago Summer Program. Over the course of four weeks, the group hiked a 200-mile section of the Camino de Santiago pilgrimage.



▼ Alumni of W&M's Noyce Scholars program, which provides scholarships to students who commit to STEM teaching in a high-need school district, spoke about their first year of teaching during a panel discussion at the Virginia Association of Science Teachers Professional Development Institute.



◀ Students from the school counseling and school psychology programs traveled to Washington, D.C. to meet with legislators and discuss issues relevant to the profession and students' needs.



▲ Students in the Holmes Scholars Program, which supports individuals from traditionally underrepresented groups as they pursue graduate degrees in education, traveled to Tampa, Florida to present research at the annual AACTE conference.

▶ Nearly 500 donors made gifts to the School of Education on One Tribe One Day, the university's annual day of giving on March 28, 2017. Almost \$30,000 were raised in 24 hours, benefiting more than 30 different funds. Alumni, faculty, staff, students and friends came together for a record-breaking day.



# LIFELONG LEARNING

## Professional development and enrichment opportunities from the School of Education

### Revisiting the Promise of Multiculturalism

NOVEMBER 16, 2017

In the second talk of the 2017-2018 Diversity Lecture Series, Cirecie West-Olatunji will discuss culturally informed approaches to transform outcomes for marginalized individuals throughout the educational pipelines.

### Higher Ed on Tap

FEBRUARY 2018

Join faculty, students and alumni from the Higher Education Administration program for a casual evening of food and conversation around the topic of supporting diversity in higher education.

### 6th Annual School of Education Graduate Research Symposium

LATE MARCH 2018

Graduate students from programs and disciplines throughout the School of Education will present their current research. Join our students to network and share new learning.

### K-12 Education Interview Day

SPRING 2018

Current students and alumni are invited to this annual event. School districts from across the region attend to meet and interview candidates.

### EDUC 500: Global Studies in Ireland



MAY 20 – JUNE 3, 2018

Professor of Higher Education Pamela Eddy will lead a two-week trip to Ireland, offering students a chance to explore the Irish education system relative to the U.S. With one- and three-credit options, the course is open to both current students and alumni. Learn more: [education.wm.edu/ireland-2018](http://education.wm.edu/ireland-2018)

### Professional Summer Institute

JUNE 25–26, 2018

The Center for Gifted Education presents a two-day conference to provide teachers and administrators the knowledge and skills to design high-quality programs for advanced learners.

### Advanced Placement Summer Institute

SESSION I: JULY 16-19, 2018  
SESSION II: JULY 23-26, 2018  
SESSION III: JULY 30 - AUG 2, 2018

The Center for Gifted Education's AP Summer Institute is designed to help new, beginning and future AP teachers plan and implement more effective programs.

### TAKE A CLASS

If you're not currently enrolled in an academic program at W&M, you can still take classes as a non-degree seeking student. Expand your horizons—take classes for professional development or just for fun and lifelong learning.

► [education.wm.edu/admissions/nondegree](http://education.wm.edu/admissions/nondegree)



### Summer Literacy Institute

AUGUST 6-9, 2018

Elementary and middle school teachers, coaches, librarians, reading specialists and related professionals gather to learn with literacy experts.

### Summer Math Institute

AUGUST 13-16, 2018

A four-day conference for math teachers and specialists to learn and network together.

### Joy of Children's Literacy and Literature

OCTOBER 5, 2018

A full day of presentations and workshops by school leaders and experts in children's literacy.

Stay up to date throughout the year at [events.wm.edu/education](http://events.wm.edu/education).

### HORNSBY DISTINGUISHED LECTURE

February 5, 2018

### Alberto Carvalho

Alberto Carvalho is the superintendent of Miami-Dade County Public Schools, the nation's fourth largest school system. He is a nationally recognized expert on education transformation, finance and leadership development.

[education.wm.edu/diversity-series-2017](http://education.wm.edu/diversity-series-2017)



AFRICAN AMERICANS  
at William & Mary | 2017

**BUILDING**  
on the **LEGACY**



WILLIAM  
& MARY  
CHARTERED 1693

Over the course of the 2017-2018 school year, William & Mary is commemorating the fiftieth anniversary of the first African American students in residence, Lynn Briley, Janet Brown and Karen Ely (class of 1971), with a series of special events, guest speakers and performances.

Our theme is Sankofa, which, in the Akan Language of West Africa, reflects the idea that "it is not taboo to go back and fetch what you forgot," a philosophy represented by various Adinkra symbols, among them a bird with its head turned backwards taking an egg from its back.

In the School of Education, a committee is developing plans to celebrate the contributions of African Americans throughout the history of the school. Please share your ideas to add to our research and plans. Email the committee at [wmsoe@wm.edu](mailto:wmsoe@wm.edu).

[www.wm.edu/sites/50](http://www.wm.edu/sites/50)



*Greetings From*

MIAMI

Through an innovative new partnership, William & Mary is helping Miami-Dade Public Schools prepare their next generation of school leaders.

DAVIS CLEMENT PH.D. '18

In the spring of 2017, the School of Education launched a new embedded Executive Ed.D. program with Miami-Dade Public Schools (MDPS), the fourth largest school district in the United States. Part of a partnership between the School of Education and MDPS to prepare the next generation of Miami-Dade district leaders, the three-year program is fully online and comprised of a cohort of 27 current Miami-Dade principals and central office administrators.

Executive programs are intended to meet the needs of working administrators who want to pursue advanced coursework while continuing to work full-time. "Increasingly, leaders are not able to step out of professional careers to attend doctoral programs full-time," says Pamela Eddy, professor and chair of the Department of Educational Policy, Planning, and Leadership. Peggie Constantino, director of executive programs

at the School of Education, says, "One of the things that drew us all to the opportunity to work with Miami-Dade was to create a program with specific outcomes in a specific context. This program is designed to meet the mission and vision of where MDPS wants their leaders to be. All of the coursework is aligned with their needs as a district."

While W&M's existing Executive Ed.D. program is a hybrid model, combining online learning with weekend and summer sessions on the W&M campus, the Miami-Dade program is conducted completely online. Classes meet through web conferencing, and professors' office hours are held by video chat each week.

April Lawrence, associate director of eLearning at the School of Education, says the embedded nature of the program benefits students' academic experience, as well as their practice. "We want to make sure that we

provide the same rigorous and high quality academic program that our face-to-face students experience in their doctoral program," says Lawrence, "while at the same time providing learning and research experiences that education professionals can immediately begin applying in their own practice and in their own contexts."

The intra-district cohort model, practitioner-focused research program, and embedded learning-in-context, are the hallmarks of William & Mary's approach to the Executive Ed.D.



The 27 principals and central office administrators of the Miami-Dade Executive Ed.D. cohort pose for a group photo during orientation.

## LEARNING DESIGN

Brainstorming and building well-organized and meaningful instruction and learning activities has been a collaborative effort among faculty content experts, instructional designers, librarians, and fellow educators. "Moving to an online teaching platform is more than 'copying' over what occurs in your face-to-face class," says Eddy. "Instead, you must create materials that provide a way for the students to build a community for engaged learning."

Courses are designed to encourage and facilitate these learning communities. "Our district is so large that many principals rarely interact with each other," says cohort member Melanie Megias, a 30-year veteran educator and middle school principal in MDPS. "Working with others from my district has helped me form relationships and broaden the network of col-

leagues I can turn to with ideas and to get advice."

Students move through courses as a cohort and engage with one another through class discussion boards, group case study critiques, group projects, and supplemental web-conferencing. "Our courses encourage dialogue, conversation, and shared problem-solving," says Lawrence. "There is very little sit-and-get."

"With the cohort model," says Chris Gareis, professor of curriculum leadership, "students are able to work more efficiently and effectively together, because their collaborative interrelationships and habits are already in place." Students have built a professional community in their district as a result of their work together in the program.

Tom Fisher, administrative director of performance management and personnel accountability at Miami-Dade, said, "From shared mindset and new perspectives to sharing the overload, I can't imagine doing this any other way."

The signature high-touch mentorship and teaching that distinguishes the School of Education from larger universities has remained a top priority for faculty in the Miami-Dade program.

"The W&M faculty have been wonderful," says Fisher. "They are very knowledgeable and classes are extremely

interesting. I very much appreciate how approachable the professors are."

## A FOCUS ON THE PRACTITIONER

Like the on-campus Executive Ed.D. program, the research sequence is designed specifically for practitioners based on the kinds of inquiry that educational administrators undertake in their work. "As a practice-driven degree option, it is critical to highlight how learning about underlying theories contributes to understanding what is going on in practice," says Eddy.

The sequence is three courses: Data-based Decision Making, Program Evaluation, and Action Research. "This emphasis on applied inquiry methodologies of action research, program evaluation, and data-driven decision-making constitute a coherent and practical set

of applied leadership skills," says Gareis, who teaches Program Evaluation.

Consistent with the ethos of action research, faculty are vigilant for ways in which they can better address the problems of practice that working administrators bring to their courses. "We are learning, too," says Constantino. "It is an opportunity for us to test our program and adjust it to meet the needs of leaders from a school setting unlike any we've worked with before." This curricular responsiveness is one of the factors that makes the Miami-Dade program such an innovative approach to urban leadership preparation.

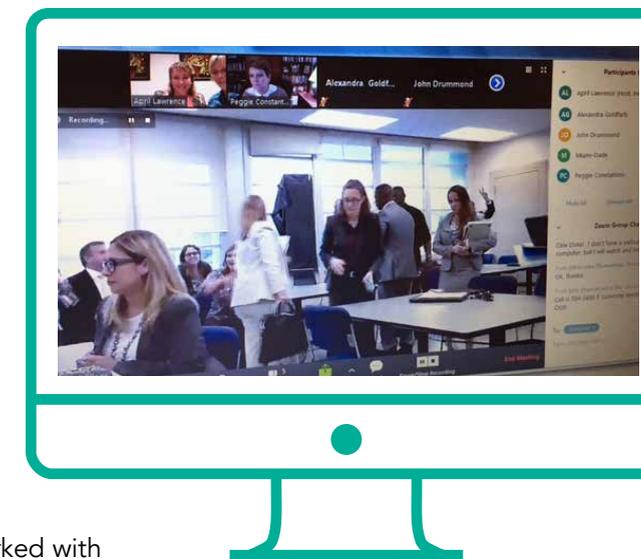
"I have developed a finer understanding of policy implications particularly as they relate to program evaluation and the employment of data in support of policy and program development and refinement," says Fisher. In addition to broad research perspectives, students gain specific techniques they can instantly apply in their everyday work. "The idea of asking 'Why?' five times to get to the root cause of a problem has helped me reflect more deeply on issues I face," says Megias.

"I think we will continue to refine our model, strengthening our curricular alignment, making our instructional design more engaging, and becoming more intentional in our assessment practices," says Gareis. "Of course, we will maintain William & Mary's expectations of rigor and relevance."

## CONTEXT SPECIFICITY

In order to specifically address the needs of a large urban district, faculty and instructional designers have tailored their courses and created assignments to not only be educative, but useful for students in their everyday work. "This program is an interactive process; we are learning about their school systems and infusing specific activities to align our curriculum with their needs more directly," says Constantino.

The course design process happened in two phases. Pre-launch, faculty authored instructional content and created assessments and projects that met the learning objectives for the courses. Once a course launches, they monitor the degree to which learning activities are applicable and meaningful in students' professional context.



A fully online program, the Executive Ed.D. combines video conferencing, virtual chats and Blackboard to provide an engaging and collaborative experience for students.

Top, the Miami-Dade cohort participate in an icebreaker activity during orientation, which is remotely facilitated by faculty on the W&M campus.

Above, Peggie Constantino welcomes students to her class through a video filmed with the Thomas Jefferson statue in downtown Williamsburg.

"There is a bit of tweaking and customization of content during the teaching of the course in order to meet the needs and context of the students at that time," says Lawrence. "For example, when Miami was facing Hurricane Irma and schools became shelters, our faculty adjusted both their assignments and course schedules."

Faculty anticipate that working in a single district will compound the effects of what students in the cohort learn about leadership. "Many of the students in the cohort are also leadership coaches, so they work with other principals in the district," says Constantino. "We are really expanding our reach as a program. There is a lot of value in investing in groups of leaders in such large school districts, because it allows for the scaling up of leadership capacity in a concentrated setting."

Students report that the program's contextualization has not only affected their perspective of their own district, but of education on a grand scale. "Our experiences have given me new perspective, a broader perspective, on many aspects of education that we often take for granted," says Fisher. "I feel that I am getting a fuller, more complete picture of our schools on a local and national level."

### FUTURE DIRECTIONS

"Leadership development in higher education is at a critical point. The increase in retirements of long-serving leaders has put pressure on those in the field to become better prepared," says Eddy. "The doctorate is a requirement for most top-level positions, but we are also seeing the demand for mid-level leaders to have further leadership development." The Executive Ed.D. at William & Mary is responding to this demand, with plans for additional executive programs in school psychology and gifted education administration. Faculty are also conducting a market analysis for an executive program in higher education administration.

The driving force behind this development and expansion has been the vision and determination of the program's director. "Dr. Constantino is the voice and face of the program for our Ed.D. students. She is also the shepherd, the sentinel, and the engine of it," says Gareis. "There is no doubt that the success of our program has been in large part due to her vision and leadership."

"Peggie has provide great leadership on the development of other concentrations in the Executive Ed.D. program," says Eddy. "Her previous experience as an online learner provides a good foundation of the lived experience of students. The details required to create a robust hybrid/online program are immense, and Peggie's leadership has really helped move the program forward."

"I believe and hope that we will continue this team-based approach to course development as we consider expanding other innovative programming opportunities in the School of Education," says Lawrence.

Moving forward, the hallmarks of the Executive Ed.D. at William & Mary remain a priority. "Embedded learning and practitioner-focused inquiry methods are necessities for competitive online programs," says Constantino, "and they also happen to be our strengths in the School of Education."

"This program is an interactive process; we are learning about their school systems and infusing specific activities to align our curriculum with their needs more directly."

— Peggie Constantino, director of Executive Programs at the W&M School of Education

## PREPARING BOLD EDUCATIONAL LEADERS FOR THE FUTURE



Now in its seventh year, William & Mary's Executive Ed.D. allows students to complete their doctorate in education while continuing to work. Through a hybrid program combining online study with four weekends per semester and two week-long summer sessions in Williamsburg, most students are able to complete the degree in just three years.

The Executive Ed.D.'s scholarly-practitioner model centers around the intersection of theory, inquiry and practice. Coursework and research complement students' daily work in their schools — and is enriched by deep collaboration with the expert community of educator-scholars formed within each cohort.

A focus on excellence, equity and school reform prepares educators to learn to ask the tough questions, lead transformative innovation, and be an agent of change in schools and communities.

[www.education.wm.edu/executive-edd](http://www.education.wm.edu/executive-edd)

### W&M Ed.D.

**Executive Doctorate of Educational Policy, Planning and Leadership**

*with cognates in:*

- + GIFTED EDUCATION**
- + K-12 ADMINISTRATION**
- + SCHOOL PSYCHOLOGY**

# Inspired Faculty Inspiring New Programs

This year, three new academic programs launch at the School of Education, thanks to faculty members who used their expertise to develop and champion new ways for our students to explore education.

PHOTOS BY SKIP ROWLAND '83  
REPORTING BY MARISA SPYKER AND JENNIFER WILLIAMS

## NEW MASTER'S DEGREE

M.A.Ed. in Curriculum & Instruction  
with an emphasis in ESL and  
Bilingual Education



A passion  
born from  
personal  
experience

For Katherine Barko-Alva, assistant professor of ESL/Bilingual Education, helping English language learners succeed is a matter close to her heart. She knows the challenges these students face, because she experienced them herself after arriving in the United States from Peru with her family at the age of 15. Though well-prepared by her schools in Peru and ready for college study, she spoke only a smattering of English.

She recounts one memorable experience in a pre-calculus class when she was given a math problem about baseball. "I knew how to do the math, but the language of baseball — strikes, walks, batting averages — was totally unknown to me." Language, she adds, depends entirely on context, and every subject area has its own specific register. The challenge for the ESL teacher is to navigate the disconnects between context, content and language.

Just a year and a half after arriving in the U.S., Barko-Alva enrolled as a freshman at the University of Florida. She's now a leading voice in ESL education, advocating for students like her who arrive in this country with little or no English but with rich cultural, linguistic and cognitive backgrounds, and who deserve a full and engaging education.

Now in her second year at W&M, Barko-Alva has led the development of a new master's program in ESL and Bilingual Education. The program expands upon W&M's current offerings in ESL, which consists of a dual endorsement that can be earned in addition to a primary education degree. The master's degree is more specialized, designed for those who want to work as ESL directors or supervisors, ESL/dual language

instructional coaches, ESL consultants, and publishing professionals working with ESL/bilingual textbooks. The degree will also help prepare students for doctoral programs in ESL and Bilingual Education.

"What we want and what we're seeking with this degree is to develop experts in language acquisition," Barko-Alva says. "Future educators who understand that students' cultural and linguistic diversity is a resource and not a problem."

Teaching with compassion and hope is the framework and the guiding principle of the ESL program. "It's work that needs to be done," says Barko-Alva. "Every child must have access to equitable education and as teachers, we should be prepared to support all students and their families."

## NEW MINOR

Undergraduate Minor in Educational Studies

Virginia McLaughlin, chancellor professor and former dean of the school, and Jeremy Stoddard, professor and chair of the Curriculum & Instruction Department, strongly believe that you don't need to be an educator to benefit from learning about educational theory, research and policy.

This belief is the driver behind the development of a new interdisciplinary educational studies minor which caters to undergraduate students with majors outside of education. Stoddard and McLaughlin spearheaded the creation of the program, which officially launched this past fall.

"For years, our faculty have taught freshman seminars and elective courses that attracted undergraduates with varied career goals who wanted to know more about educational issues," says McLaughlin. "And since a wide range of relevant courses are also offered regularly across Arts and Sciences departments, it just made sense to develop a minor that provides students a more formal and coherent path to pursue their interests."

While the minor is open to anyone, Stoddard says he especially sees it being suited for students in international relations, government, public policy, public health, global studies, psychology and sociology.

The minor is divided into two concentrations — global education or policy and equity — each tailored to interests shared by many students at W&M.

"Students who work abroad teaching English or for education non-profits can pursue the global education concentration," says Stoddard. "We also have a lot of students who are interested in U.S.-based education policies around issues of equity, whether that's school desegregation or educational reform, so the other strand is focused more on research and specifically on issues of equity."

The curriculum builds off of existing courses in education and other departments. It also includes a handful of new courses, such as globalization and education,



Expanding the reach of educational studies

critical race theory and "truthiness in education" — a deep dive into the data, such as rankings and test scores, that define U.S. public education and how they are often misused in the media. Stoddard, who teaches

about globalization and education, says the new courses are designed to have broad appeal across campus.

"As faculty, we're often focused on professional preparation for teachers and principals," says Stoddard.

"This gives us a chance to teach topics that are more in our research areas, to bring a different crowd into the school and to have a stronger connection with all undergraduate students at William & Mary."

## NEW CERTIFICATE

Certificate in Autism Spectrum Disorder

In 2016, the Centers for Disease Control and Prevention estimated that one in 68 school-age children are living with autism — a meteoric spike from 15 years ago, when the prevalence was about one in 150.

"Most teachers at some point are going to have a student with autism," says Heartley Huber, assistant professor of special education. "And yet, most teachers report that they don't feel sufficiently confident in their ability to provide support and instruction to students with autism."

A new, nine-credit certificate in autism is trying to change that. The post-baccalaureate program is designed to better prepare educators to support students with autism in an effective way.



A big heart for students with disabilities

The program, which is open to current teachers as well as any professional who engages with students with autism in a school setting (such as physical therapists or school counselors), builds off the school's current offerings surrounding students with generalized developmental disabilities. Two existing classes on collaboration and characteristics of students with disabilities will join a new course, which teaches advanced classroom management and social-emotional supports, to round out the program.

"The certificate program will include instructional and behavior management strategies," says Huber, who led the charge to implement the program. "But it's really about looking at the supports available academically, behaviorally and socially and thinking about how all of those pieces can come together to create a more meaningful classroom experience."

"We're very aware, especially in the special education program, that the needs of students with autism are different, but they're in many ways the same, too," adds Huber. "Kids are kids, and

they all have similar desires for connections, social interaction in the classroom, and friendships, even though they might not express it in the same way."

An important part of the program is for students to witness these differences and similarities firsthand. In addition to coursework, 15 hours of fieldwork — which can range from observing a classroom to tutoring a student with autism — will be required for completion.

"It's really about exposure — getting to know individuals on the spectrum and learning about them as people," said Huber. "Because it's easy to talk about a disability in the abstract, but when you have a face to put with that it changes your perspective."

Huber hopes the certificate will provide school professionals not only with a new perspective, but with the resources needed to comfortably help students on the spectrum learn and grow in the classroom and in their communities.



# A LEARNING LABORATORY FOR COUNSELORS

**With just 67 students and seven faculty members, W&M's counselor education program is small but has made a big name for itself in recent years.**

"We often say the W&M School of Education is the small school that thinks big," says Dean Spencer Niles. "Our counselor education program is a perfect example — it's a powerhouse in terms of leadership and scholarship within the field and it offers students an unparalleled and highly personalized experience."

It's also one of the most rapidly-growing areas of study at the School of Education, with applications to two programs — school counseling and clinical mental health counseling — nearly doubling in 2017 over the previous year.

The department offers four master's programs in all: school counseling; couples, marriage, and family counseling; clinical mental health counseling; and clinical mental health and addictions counseling. Doctoral degrees are offered in counselor education and supervision.

In addition to a low faculty-to-student ratio, which allows students to make close connections with faculty members, a special focus on clinical experiences allows students to begin working with clients early in their degree.

Service to the community is another hallmark of the counselor education program. Over the years, faculty members have created several programs that provide clinical services to the community while offering School of Education students an invaluable venue for training and research.

The New Horizons Family Counseling Center, the oldest of these clinics, is a counseling and teaching center established in 1979 to meet the needs of students and families in area school districts. Counseling services are offered free of charge to local families and are supported through funding both from participating school districts and private sources. Since 2011, the center has provided the community approximately \$1.65 million worth of services on a budget of just \$390,000. Through the center, master's and doctoral students provide direct counseling services, with doctoral student and faculty supervisors managing the clinic's operations, maintaining partnerships and conducting research.

Counseling students also serve the community through the New Leaf Clinic, a substance-abuse

counseling center offering services both to W&M students struggling with substance abuse and the wider community, and Project Empower, which places graduate students in local high schools as counselors.

"Thanks to the presence of these training clinics, doctoral students have opportunities to serve as clinical directors, supervisors, and counselors throughout their doctoral training," says Amy Williams M.Ed. '13, Ph.D. '16, associate professor at Youngstown State University. "Just as important, these training clinics provide important services to individuals and families who may not otherwise seek or have financial access to counseling."

The doctoral program, which prepares faculty, researchers and leaders for the counseling profession, recently received one of the highest honors available for a program of its kind: the Robert Frank Outstanding Counselor Education Program Award, given by the Association for Counselor Education and Supervision (ACES). The award is given annually to a program that places a premium on excellence through faculty members' commitment

to the field, continuous program improvement and development, a strong relationship with students and the surrounding community, and innovation in practice.

Despite its small size, the counseling program has made a significant impact in the counselor education world, with alumni working in highly-ranked counselor education programs around the country and serving as leaders within counseling professional organizations. Faculty are contributing to scholarship in the field at a high rate; over the past five years, the seven core faculty members have published an average of 14 journal articles per year and have served on numerous counseling editorial boards.

Students and faculty frequently collaborate on scholarship and teaching projects, which allows for in-depth mentoring and relationship-building. Students also cite the support and flexibility offered by faculty, allowing them to follow their own interests and customize their studies.

"Looking back on my three years at William & Mary, I recognize that my faculty members allowed me to thrive in my own, personalized way," says Clare Merlin Ph.D. '15, assistant professor of counseling at UNC-Charlotte. "They were present with resources and encouragement as needed, but they allowed me to explore my own interests in counselor education."

"We're thrilled to receive the ACES award, as it recognizes the tremendous work our students, faculty and alumni are doing in the field," says Victoria Foster, professor and director of the counselor education program. "Their commitment to excellence and to the counseling profession is unmatched, and inspires us all to make even bigger strides in the future."



Victor Tuazon, a doctoral student in counselor education and supervision, is a student co-director at the New Leaf Clinic.

## NEW HORIZONS FAMILY COUNSELING CENTER

New Horizons offers free family counseling provided by advanced master's and doctoral-level students under the supervision of licensed William & Mary faculty. More than three decades since its founding, the center now serves 250-300 families per year, offering area families access to counseling services that they would not be able to access or afford otherwise.

The clinic offers counseling students invaluable opportunities for leadership, clinical and research experiences — all while providing an extraordinary service to the community.



Mariah Sinden, a master's student in clinical mental health & addictions counseling, serves as an intern at the New Leaf Clinic.

## PROJECT EMPOWER

W&M students provide preventative and responsive counseling services that address the emotional and academic needs of high school students at three local schools through Project Empower.

Master's level and doctoral counseling students, under the supervision of a faculty director, offer individual and group counseling along with classroom instruction to promote healthy mindsets and behaviors among teens.

Counselors help students with issues such as anxiety, social problems and stress. They also screen for severe mental health concerns and refer students for specialized services when appropriate.

## NEW LEAF CLINIC

Started in 2009, New Leaf Clinic offers substance abuse counseling to both W&M students and the wider community. The clinic uses motivational interviewing techniques to encourage clients to take ownership of their own decisions and make positive changes in their lives.

The clinic offers three programs of varying levels of support. While many of the clients are W&M students mandated to attend counseling after alcohol or other drug sanctions, there are also sessions open to any student wishing to examine their alcohol or drug usage.

# RESEARCH BRIEFS



## Virtual reality as a tool to combat prejudice in the geosciences

Thanks to a grant from the National Science Foundation (NSF), Jason Chen, assistant professor of educational psychology, is exploring how mixed-reality immersive simulations can be used to train university-level educators in the geosciences how to recognize and eliminate prejudice in the field.

GEOscience Diversity Experiential Simulations, or GEODES, will give participants firsthand practice at confronting issues of prejudice in the workplace and starting conversations with key gatekeepers within their institutions around diversity.

"This is a leadership development program, so we also want to help these participants become advocates at their institutions for diversity and dismantling prejudice," said Chen. "The project is based on the premise that we cannot expect to see workplaces change if we do not focus intensely on training our participants for effective actions."

The mixed-reality simulations, created in partnership with Mursion, Inc., will allow participants to practice calling out prejudice in ways that illuminate understanding rather than cast blame—and to break down institutional barriers that impede efforts to diversify the field and make it more equitable and inclusive.

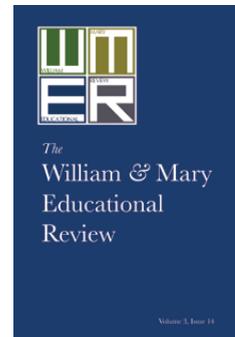
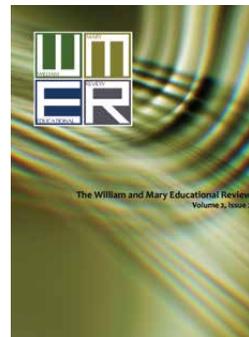
While the simulations are tailored to the geosciences, Chen sees the potential to expand the project to a wide variety of fields and organizations.



Above, avatars Max and Maia interact in a mixed-reality immersive simulation. Right, Assistant Professor of Educational Psychology Jason Chen.

## The William & Mary Educational Review turns 5

The *William & Mary Educational Review* is a student-run, peer-reviewed scholarly journal of research and opinion in education and counseling. Since its founding in 2012, the Review has become an internationally read journal, with circulation to over 15 countries worldwide. It also offers current students an invaluable opportunity to strengthen research critique skills. Read the latest issue online at [wmer.org](http://wmer.org).



# UNTANGLING THE CONNECTIONS BETWEEN GIFTEDNESS AND SUICIDE

Tracy Cross, the Jody and Layton Smith Professor of Psychology and Gifted Education and the executive director of the W&M Center for Gifted Education, has been researching the connections between giftedness and suicide for nearly 25 years. Together with the center's director of research, Jennifer Riedl Cross, he recently started the William & Mary Institute for Research on the Suicide of Gifted Students to ensure more work is done to determine what factors related to giftedness might lead gifted children and young adults to suicidal thoughts and behavior—and what can be done to intervene before it's too late.

Based on their research, Tracy and Jennifer Cross believe that a lack of positive social support ultimately contributes greatly to the demise of a suicidal student. Making schools inclusive, safe spaces where students care about the well-being of their peers is imperative, they said.

"Most people who are getting to a place where suicide makes sense to them will reveal things about themselves and their situation," said Tracy Cross. "There are usually warning signs."

Recognizing these signs—and knowing how to react—is vital training for educational communities. This year, Tracy and Jennifer Cross are working with Jennifer Floor at the W&M Counseling Center to offer a new program to train students, faculty and staff to spot the warning signs of suicide and encourage struggling students to seek the help they need.

Campus Connect, originally developed at Syracuse University, will train up to 25 W&M faculty and staff with some background in psychology or mental health to offer training

to other faculty, staff and students at W&M who are in a position to come in contact with students in distress. The three-hour class will be open to anyone at W&M who would like to participate.

"The training isn't intended to help you diagnose or do counseling," said Cross. "But it will prepare you to talk with someone who is in distress and ultimately get them to help, because that can be a really difficult conversation to have."

Through Campus Connect and their research at the Institute, Tracy and Jennifer Cross are hoping the conversation around suicide in schools and universities becomes more open, because that ultimately could be the key to reducing its prevalence.

— MARISA SPYKER



The inaugural group of trainers for Campus Connect are (left to right) Tracy Cross; Tyler Montgomery, Episcopal chaplain to W&M; Elizabeth Raposa, assistant professor of psychology; Jennifer Floor, staff psychologist at the W&M Counseling Center; Sean Newhart, a doctoral student in counselor education; and Jennifer Cross.

# FACULTY *in the* SPOTLIGHT



**Ryan McGill**, assistant professor of school psychology, has long been interested in exploring why people make the decisions they do—particularly in situations where those decisions do not benefit the individual’s own best interests.

Originally drawn to the field of law and criminal justice, an early course in special education ignited a passion for school psychology and a career helping students identify and overcome learning and behavioral issues.

“School psychology is largely a decision-making profession,” says McGill. “The assessments we use and the decisions we make about students’ needs and abilities have an enormous impact on their success in school and the future trajectory of their lives.”

McGill spent five years as a practicing school psychologist in southern California before pursuing his doctoral degree and a career in academia. That experience helps him reconcile theory with practice on the ground—and ensures his students are ready to take on the challenges of practice in a school setting.

McGill’s research centers around his interest in the analysis of decision-making. Whether determining if

a specific intervention was successful or exploring the usefulness of a cognitive assessment, McGill’s work aims to improve the tools and techniques school psychologists use to make decisions on behalf of students.

Earlier this year, McGill won a prestigious early-career research award from Mensa, the high-IQ society, for a study examining the validity of a widely-accepted but largely untested practice in the interpretation of intelligence test scores.

Through a series of psychometric analyses, McGill explored the use and decision-making value of full-scale, composite IQ scores versus the sub-scores based on more discrete abilities, such as spatial reasoning or long-term memory retrieval. The study has significant implications for how school psychologists use these scores in their work.

Now in his second year at William & Mary, McGill is grateful to have found an intellectual home where colleagues and students share his commitment to excellence and service. “Every day, this community forces me to try to be better at what I do.”

– JULIE TUCKER '01

## PROMOTIONS & APPOINTMENTS

**Kyung Hee Kim** and **Jeremy Stoddard** were promoted to professor.

**Jamel Donnor** was named William & Martha Clairborne Stephens Term Distinguished Professor.

**Leslie Grant Ph.D. '06**, associate dean for academic programs, was elected vice-president of ASCD.

**Rick Gressard**, Chancellor Professor of Counselor Education, was appointed interim CEO of CACREP (Council for Accreditation of Counseling & Related Educational Programs).

**Natoya Haskins Ph.D. '11**, assistant professor of counselor education, was named co-director of WMSURE (William & Mary Scholars Undergraduate Research Experience).

## AWARDS & ACCOLADES

**Bruce Bracken**, professor of school psychology, gave the 2017 Legends in School Psychology Address at the annual conference of the National Association of School Psychologists.

**Eddie Cole**, assistant professor of higher education, was named a 2017 Nancy Weiss Malkiel Scholar by Woodrow Wilson National Fellowship Foundation.

**Rick Gressard**, Chancellor Professor of Counselor Education, was named a Fellow of the American Counseling Association and awarded the Locke-Paisley Outstanding Mentor Award from the Southern Association for Counselor Education and Supervision.

**Lindy Johnson**, assistant professor of English education, received the 2017 Steve Cahir Early Career Award for Research on Writing from the American Educational Research Association (AERA).

**Rip McAdams**, professor of counselor education, and **Victoria Foster**, professor of counselor education, received the Training and Mentorship Award from the International Association of Marriage and Family Counselors.

**Ryan McGill**, assistant professor of school psychology, received a 2017 Award for Excellence in Research from the Mensa Foundation and an Early Career Scholar Award from the Society for the Study of School Psychology.

**Spencer Niles**, dean of the School of Education, received the Thomas J. Sweeney Legacy Award from the Rho Chapter of Chi Sigma Iota at the University of Alabama.

**Jeremy Stoddard**, professor of social studies education, received a Plumeri Award for Faculty Excellence from William & Mary.

## NEW FACULTY



**Janise Parker** is an assistant professor of school psychology. She most recently served as a post-doctoral fellow at the University of South Florida. Her research interests include student engagement, self-determination and culturally responsive practice in school psychology.



**Daniel Gutierrez** is an assistant professor of counselor education. He joins us from UNC-Charlotte, where he was an assistant professor. His research interests include evidence-based practices in mental health and couples counseling, the relationship between stress and health, and the effect of spirituality on health and wellness.

## IN MEMORIAM

### FRED L. ADAIR (1923 – 2017)

In his 21 years of devoted service to William & Mary, Professor Fred L. Adair distinguished himself as an exemplary and popular teacher, a wonderful role model for aspiring counselors, and an unswerving and highly respected advocate for the counseling profession.

The New Horizons Family Counseling Center, in which 250-300 families per year receive counseling assistance, is the result of Adair’s pioneering work to create an active counseling service as part of a vibrant counseling program.

He was a powerful and dynamic force in the counseling profession for decades, and will be greatly missed by the School of Education community.

# ENGAGEMENT BRIEFS

## 20 YEARS MEETING THE NEEDS OF STUDENTS WITH DISABILITIES

Tucked away on the third floor of the School of Education building is a small but mighty team of experts in special education. This cadre of master teachers works to help schools and families of students with mild and moderate disabilities throughout eastern Virginia. On any given day, these passionate educators might be collaborating with a school team to evaluate their current practices, coaching a teacher as she develops a struggling learner's reading skills, helping co-teachers plan lessons that reach all of the kids in their classes, or facilitating a team meeting about classroom behavior management.

They also develop and compile online resources, newsletters, modules and workshops to give teachers and families a one-stop shop for information and strategies to help their students succeed.

These are the specialists of W&M's Training and Technical Assistance Center (T/TAC), which celebrates its 20th year of service to Virginia this year. Part of a statewide system of centers, T/TAC W&M serves superintendents' regions 2 and 3, specifically pro-

viding support to schools in those regions which are struggling to meet achievement standards in relation to students with disabilities.

As one teacher shared, "Thanks to T/TAC, I believe I am well on my way to providing what I consider to be a radically different approach to helping students see themselves as successful readers and writers."

For Lori Korinek, professor of special education and principal investigator, and Debbie Grosser, director of the center, the success of T/TAC is directly tied to the success of the students and educators they aim to help. "There's no one-size-fits-all solution, so we work with each school to tailor our services to meet their needs," says Korinek. "We're looking to empower them to make the changes needed to improve outcomes and offer a better education to their exceptional students."

Learn more about T/TAC at [education.wm.edu/ttac](http://education.wm.edu/ttac).



T/TAC Specialist Donni Davis-Perry shares her expertise with teachers during a training session.

"When 'outsiders' come into the classroom, there can be resistance. But T/TAC made us feel like we weren't just a school to check off the list. They owned it just like we did. Our work with T/TAC has been the first out-of-district support that has helped us improve instruction and move scores."

— School principal

## A Launch into STEM Futures

Created seven years ago by Tracy Cross, Mihyeon Kim, and Jennifer Riedl Cross from the W&M Center for Gifted Education, Camp Launch is a two-week residential camp for academically gifted middle-school students from low-income backgrounds.

The camp aims to make an impact at a crucial point in students' lives and spark academic and career interests in STEM fields, with interactive and highly engaging courses such as Lego Robotics that get students tinkering and discovering.

To complement their STEM studies, students take a Personal Development course that helps them explore their values, goals and interests. Through discussions about resiliency, motivation and decision-making, students gain an important foundation for navigating high school, applying to college and planning for a career.

Originally funded through a grant from the Jack Kent Cooke Foundation, alumni Nancy Briggs Petters '81 and Mike Petters M.B.A. '93 made

a generous \$1 million gift in 2016 that ensured Camp Launch could continue to help students.

The center is now focused on refining the program's offerings and expanding the partnerships that will enable them to serve more students. They're also conducting research to examine student outcomes, which will in turn provide data and guidance to gifted educators across the globe.



## Training the next generation of school leaders

Since its creation in 2011, more than 200 principals from elementary, middle and high schools across Virginia have participated in Principal Academy, a two-year, high-impact training for school leaders.

Developed by William & Mary's School-University Research Network (SURN), the program grew out of grassroots needs demonstrated by school divisions. The cohort model allows principals to come together in a community of learning and practice — honing their skills as instructional leaders and change agents in their schools.

This year, 76 principals from four regions in VA are participating, impacting more than 1,500 teachers and 30,000 students across the state.

Learn more at [education.wm.edu/sli](http://education.wm.edu/sli).



Wayne Carter, assistant principal, Franklin High School, and Corey McConville, principal, King William High School, enjoy a laugh during a Principal Academy session.

# ALUMNI *in the* SPOTLIGHT

**YVONNE SMITH-JONES M.A.Ed '87, Ed.S. '93, Ed.D. '97** always knew she wanted to be a teacher.

With several older brothers and sisters, she remembers marveling over the magic she saw in their teachers as a young child. "I just couldn't wait to go to school and start learning," she says.



After graduating with a bachelor's degree from Norfolk State University in 1979, Smith-Jones began teaching middle school math and science in New Kent County. During that time, she took a class in gifted education at William & Mary. "I loved the focus on research and the deep reservoir of knowledge I found there," she explains. "I was hooked."

She completed her master's in education at W&M in 1987, then went on to pursue her educational specialist and doctoral degrees. Meanwhile, she served as principal in several schools in the Hopewell school division, including as the first principal of Harry E. James Elementary School.

"I've always seen teaching as a way to change a person's landscape," she says. "In my roles as a teacher and school leader, I've aspired to expand the scope of peoples' lives and pave the way for the teachers who come behind me."

In 1997, she assumed a role in the central administration of Hopewell schools, jumpstarting STEM initiatives for the division. She brought in math specialists, created partnerships with local businesses and industries, and pursued grants to bring more technology into the division's classrooms.

"We wanted to change the fabric of technology in schools—to use it purposefully, not just as a passive tool but as an active way to access and create knowledge," she adds.

Smith-Jones retired from the school system in 2010, but has not slowed down since then. She served as the director of Project All at the School of Education at Virginia Commonwealth University, and has taught as adjunct faculty at VCU, Mary Baldwin University, Regent University and UVA.

She also started her own business, Highly Effective Services, which offers leadership and teacher coaching to local educators.

Service to alma mater is also high on her list of priorities. She served on the School of Education Development Board from 2011-2017 and is an active presence in the school's life. "We should all see ourselves as William & Mary's cheerleaders, because we know firsthand the value of being a part of the Tribe family."

For Smith-Jones, service and giving go hand in hand. "When you decide to devote your life to service, it's truly a gift."

— JULIE TUCKER '01

## A PIONEER AND A LEGACY THAT KEEPS ON GIVING

Hulon LaVaughan Willis, Sr. was the first African American to enroll at William & Mary, earning his master's of education in 1956. To reduce him simply to a degree earned, though, is to overlook the interesting and valuable life of a man who devoted his life to educating and serving others.

Born in Pittsburgh in 1922, he was the captain of his high school football team — a team with only two black players in a school with just three black students out of a graduating class of 200. Willis started at Virginia State University in 1941 on a football scholarship, but delayed his education to serve in the U.S. Army during World War II, returning to earn his undergraduate degree in physical education in 1949.

Virginia State didn't offer the master's degree in physical education he desired, and two Supreme Court cases decided in 1951 outlawed public schools from denying admission into graduate studies on the basis of race. He was admitted to William & Mary that same year and earned his master's degree in 1956 after taking classes over four summers.

Willis was a trailblazer in every organization he got involved in. His wife Alyce said, "When he was invited to become a member of Kappa Delta Pi, one of the members told the director that he refused to be a member of an organization with a Negro...he was told that they regretted to lose him and Hulon was initiated in 1956." During football games, she added, she and Hulon sat in the student section rather than in the end zone where other black spectators were segregated. He returned to Virginia State after graduation and served as a professor of health and physical education as well as director of campus police.

In addition to coaching football and wrestling, he pioneered the practice of martial arts in the Hampton Roads and Petersburg areas, becoming a well-known sensei. He served as the first — and at the time, the only — black man on the board of directors for the United States Karate Association. He taught karate to law enforcement, which caused some friction in the

black community. "They thought I was giving the police a weapon to use against us," recalled Willis in a contemporary article in *Ebony* magazine, and he

was branded a traitor by local civil rights workers. But Willis argued that his work proved a benefit to both races. "By learning how to tap sensitive nerves and to perform other harmless, but effective, moves, the officers discovered they didn't need billies, guns or chemical sprays to enforce the law in many situations," he explained. "Instead of the massacres people expected, brutality complaints dropped sharply, and police-community relations rose accordingly."

Willis stayed actively involved in the William & Mary community after graduation, becoming a member of the local Alumni Association chapter, the Parents' Association Steering Committee, and the university's STEP program, a precursor to current minority student recruitment initiatives. Despite passing away in 1989, Willis' legacy lives on in the Hulon Willis Association, the university's black and African-American affinity group which celebrated its 25th anniversary this year.

His W&M legacy also persists through his family: he, his son Hulon L. Willis Jr. '77 and granddaughter Mica Willis '13 comprise the first three-generation family of black alumni. A collection of books and electronic resources on multiculturalism and diversity was named for him in the School of Education library in 2010, an honor his wife, children, and grandchildren were able to accept on his behalf. Hulon Willis' legacy lives on in the many ways he impacted the lives of others, whether it was as a soldier, teacher, coach, sensei, or husband and father.

— AMANDA CIRILLO, M.ED. '18



Hulon Willis, Sr. with wife Alyce, daughter Kimberly and son Hulon, Jr.

# For the Bold

THE CAMPAIGN FOR WILLIAM & MARY



## 2017 School of Education Development Board

Back row: Bruce Chamberlin M.Ed. '91 (Chair); Bruce Oliver '68; Dean Spencer Niles

Second row: Mimi Stout Ed.S. '91, Ed.D. '95 (Emerita member); Melinda Stancill Poe '75; Susan Zanetti Harrison '86, M.A.Ed. '94; Jo Lynne DeMary '68, Ed.D. '82; Elizabeth Auguste Ph.D. '19; Eric S. Williams '88; Peter Garland '77, M.Ed. '79

Seated: Kathleen Eayre Jennings '08; Rebecca Deans Crews '73; Wilma Sharp M.Ed. '04, PA '05;

Not pictured: Donna Metzger Evans '71; Marsha Tregaskis Little '96; James E. Person '74; Yvonne Smith-Jones M.A.Ed. '87, Ed.S. '93, Ed.D. '97;

Since publicly launching in 2015, *For the Bold: The Campaign for William & Mary* has propelled the university to new records in giving. Fiscal year 2017 was the second largest fundraising year ever for the university, and the fifth consecutive year in which William & Mary has raised more than \$100 million.

In the School of Education, the support of alumni and friends energizes us to dream bigger in our mission to transform students, schools and communities.

Your support is vital as the school continues its work tackling complex educational challenges, preparing the next generation of educators and school leaders and improving lives in schools and communities around the world.

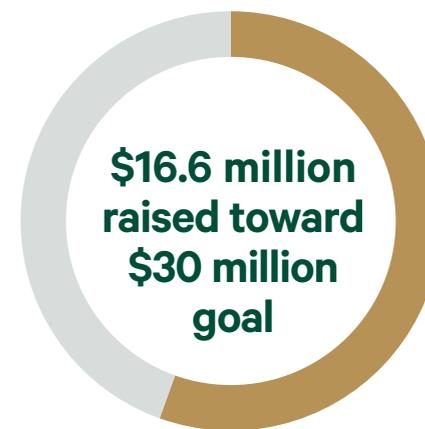
Join us.

Bruce A. Chamberlin M.Ed. '91

*Chair*

*School of Education*

*Development Board*



## SCHOOL OF EDUCATION GOALS & PROGRESS

AS OF JUNE 30, 2017

### 1 Where Great Minds Meet

\$5.3M raised / \$10.5M goal

#### SCHOLARSHIPS & TEACHING EXCELLENCE

- Fund graduate fellowships to yield the most promising students
- Create new professorships to recruit and retain top scholars

### 2 Making the Remarkable

\$4.1M raised / \$13M goal

#### ENGAGED LEARNING, INNOVATION AND COLLABORATION

- Support projects that keep William & Mary at the forefront of knowledge creation in the field of education
- Support the Center for Innovation in Learning Design, the Fund for Excellence and programs such as the Holmes Scholars and the Clinical Faculty Program

### 3 A Passion for Impact

\$1.6M raised / \$6.5M goal

#### CIVIC ENGAGEMENT AND GLOBAL IMPACT

- Invest in projects that influence schools and communities through leadership initiatives that prepare students to be educational leaders
- Expand access to international study and research through global studies opportunities

+ \$5.6M gifts to be designated

# GIVING

## “DO SOMETHING FUNDAMENTAL TO HELP PEOPLE”

Those are the words Professor Emeritus Stuart Flanagan uses to describe both his philanthropic giving to William & Mary and his guiding purpose from childhood onward. His family modeled giving and charitable acts in all aspects of life: “There was no question of whether we would help others or not when we could; it was just something that was expected of us,” he said.

Flanagan had planned to be a doctor, but time spent with his older brother in the field convinced him that late-night house calls in the snow was not the future for him. He worked first in Henrico County schools and then at St. Christopher’s School in Richmond for ten years. Tom Reynolds, the chair of W&M’s math department at the time, encouraged Stuart to come to Williamsburg in 1968 and teach. He retired after nearly 30 years as a mathematics education faculty member, but his connection to the university didn’t end there.

Flanagan’s first gift, which created the S. Stuart Flanagan Family Mathematics Scholarship, was given with two ideals in mind for its recipients: they had to demonstrate financial need and they had to have a record of community service and helping others. “My family demonstrated the role of giving — it was something that was expected of us,” he said. “My mother and father were very giving people who had to sacrifice to educate their children.”

His scholarships — four in all are awarded to talented School of Education students — are named after his parents and three older siblings. He wanted to instill the notion of giving in his own children, he said, by honoring the family who raised him and to whom he credits everything.

In addition to the scholarship for a math education student, he has endowed three other scholarships, which support a student in Curriculum & Instruction, a doctoral student in counselor education, and a



Stuart Flanagan poses with two of his scholarship recipients, Victoria Carroll M.A.Ed. '17, left, and Emily Lovekamp '17, M.A.Ed.'18, center, at the 2017 Scholarships Awards Ceremony.

counseling student working at the New Horizons Family Counseling Center.

Flanagan’s interest in New Horizons grew out of the same desire to help others that led him to teach for so many years. Through his gifts, he is able to support the important work of the clinic — providing local families and children the opportunity for professional counseling at no cost while expanding the clinical experiences of deserving counseling students. He sees the impact of W&M students in the community as a magnification of what he could do by himself. “We need leaders, now more than ever, who can think well and solve problems,” he said. “W&M is the place to find these future leaders.”

“If you have a little more than others, a little more is expected of you to give, whether that be with your financial means or your time,” he added. Flanagan’s gifts to the School of Education not only improve the experiences of students enrolled here but also the lives of the families they touch out in the world — fundamentally amplifying a life of service.

– AMANDA CIRILLO, M.ED. '18

## SCHOLARSHIP PROFILE



Jay Sandridge '17, M.A.Ed. '18

### S. Stuart Flanagan Family Mathematics Scholarship

Jay Sandridge is pursuing his M.A.Ed. in Secondary Mathematics Education through William & Mary’s 5th year program for undergraduates who want a career in teaching. Here, he tells us more about his future plans and how a scholarship impacted his W&M experience.

#### What made you want to pursue your master’s in teaching at William & Mary?

I studied here at the undergraduate level, and I loved it so much that I had to stay an extra year. The School of Education stood out to me as a program that is focused on promoting real, positive change in our education system, one teacher at a time.

#### What do you plan to do after graduation?

I will be looking for employment at a high-needs high school somewhere in Virginia. I think that teaching in a high-needs area is especially important right now because those schools are particularly vulnerable when funding for public education is diminished.

#### How has the scholarship you received impacted your time here at W&M?

This scholarship has allowed me to focus on being a student, and given me peace of mind financially. It has also motivated me to always put my best effort forward. Thank you to the Flanagan family for allowing me to pursue my passion at such an incredible institution!

## New Horizons Family Counseling Center receives \$125,000 grant

For more than 30 years, the New Horizons Family Counseling Center has been providing free counseling services to area families with school-age children who are struggling with academic, behavioral and other issues.

Since 2008, the Williamsburg Health Foundation (WHF) has been supporting the center’s work with families exhibiting the most problematic behaviors through a series of grants to fund the specialized Youth and Family Counseling program. Thanks to renewed support in the form of a \$125,000 grant, the center is able to continue this free, specialized program for high-need families in the greater Williamsburg area.

The intensive 10-week intervention program is designed to help families of children exhibiting the most severe problems — behaviors such as aggression, self-harm and suicidal ideation. It combines family therapy, children’s group counseling and parent group training on a weekly basis for maximum impact. “It’s an intense experience,” says Rip McAdams, who is co-faculty director of the center with Victoria Foster. “The time commitment and effort required from families is considerable, but it has led to some remarkable results.”



Since the start of the grant, the Williamsburg Health Foundation has provided more than half a million dollars in support for the intervention program for high-need families. “When served by the center, families function better and children do better in school,” says Jeanne Zeidler, president and CEO of the foundation. “When we see those two outcomes, WHF knows that a program improves both the current and the future health of those who live in our community.”



# William & Mary School of Education

P.O. BOX 8795, WILLIAMSBURG, VA 23187

[education.wm.edu](http://education.wm.edu)

NON-PROFIT  
U.S. Postage  
PAID  
Williamsburg, VA  
Permit No. 26



## Helping veterans become teachers

Thanks to a \$400,000 grant awarded through the Virginia Department of Education and the Department of Defense, the Troops to Teachers Virginia Center was established this year at the W&M School of Education to assist veterans in preparing for teaching professions.

Through a statewide outreach program, the center offers veterans, and those who are within one year of exiting the military, guidance in meeting educational and licensure requirements to enter a wide variety of teaching fields. The center's comprehensive approach supports veterans throughout their transition to educational careers, from exploration opportunities like job shadowing and career coaching to ongoing mentoring and resources once they're established in schools.



The center aims to not only help address critical teacher shortages in Virginia, especially in underserved schools and high-need areas like math and science, but to also help alleviate veteran unemployment.

Since launching in Summer 2017, the center has met with more than 700 veterans, provided programs for 10 military bases, and collaborated with 17 teacher colleges and EducateVA.

Learn more at [education.wm.edu/ttt](http://education.wm.edu/ttt).

Left, Charlie Foster M.Ed. '17 serves as the Veteran Liaison for the Troops to Teachers Virginia Center.