



W&M SCHOOL OF EDUCATION INSIDER

MAGAZINE + ANNUAL REPORT 2018

THE TEACHER SHORTAGE

W&M COUNSELING PROGRAMS GO ONLINE

CELEBRATING OUR ALUMNAE



William & Mary
School of Education

W&M SCHOOL OF EDUCATION INSIDER

MAGAZINE + ANNUAL REPORT 2018

8 Tackling the teacher shortage: diverse solutions for a complex problem

As the teacher shortage intensifies and a national conversation brews, we take a look at the ways William & Mary faculty and students are working to address the problem.

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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.

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CROSS-CAMPUS COLLABORATION. Students in the elementary education program participate in a workshop at William & Mary's Virginia Institute of Marine Science to learn how to incorporate meaningful watershed educational experiences into their classrooms.

FROM THE DEAN

One hundred years ago, the first 24 female students at William & Mary began their courses of study. Their presence on campus was hotly debated and criticized. Yet here we are, a century later, standing on the shoulders of the more than 55,000 alumnae who have left an indelible mark on the university. Perhaps more importantly, their determination to pursue educational excellence serves as an inspiration to us all.

As we celebrate 100 Years of Women, we also welcome our first woman president. Katherine Rowe is poised to lead us forward into a fast-paced and unpredictable future.

Here in the School of Education, we are profoundly aware of the impact of women in the fields of teaching, counseling and educational leadership. Alumnae have not only impacted the lives of countless students, they have uniquely challenged and enhanced pedagogy and educational leadership.

In this issue, we highlight alumnae accomplishments as well as the ways in which our faculty and the School of Education community are tackling some of the most intractable challenges of our day. With a teacher shortage upon us, we highlight a number of initiatives our faculty are spearheading to support teachers and attract talented students to the profession. You'll read about our new online counseling degree and the work our faculty and partners have done to translate our commitment to excellence, community and transformation in counselor education into an online space.

The challenges are great, but our community is forward thinking in its approach to scholarship and professional growth which gives me every reason to be optimistic about the future of education. I'm so glad you are on this journey with us.

A handwritten signature in black ink, appearing to read "Spencer Niles".

Spencer G. Niles, Dean

BY THE NUMBERS

OUR COMMUNITY

554
STUDENTS

48
FACULTY
MEMBERS

10,200
ALUMNI



9:1
student to
faculty ratio



26%
of faculty are
people of color

— AMONG DEGREE-SEEKING STUDENTS —



55%
attend part-time



\$1.9M
financial aid awarded
in the form of assistantships
or scholarships



28%
are students
of color



43%
are doctoral
students

ACADEMIC PROGRAMS

20
degree programs

368
degrees conferred
in 2017-2018

NEW PROGRAMS IN 2018



- ▶ M.A.Ed. in Curriculum & Instruction with a concentration in **ESL/BILINGUAL EDUCATION**
- ▶ Executive Ed.D. in Policy, Planning and Leadership with concentrations in **GIFTED EDUCATION ADMINISTRATION, HIGHER EDUCATION ADMINISTRATION** and **SCHOOL PSYCHOLOGY**
- ▶ Online M.Ed. in Counseling with concentrations in **CLINICAL MENTAL HEALTH** and **SCHOOL COUNSELING**

RESEARCH



\$15.8M

awarded through 27 active research grants

GRANT HIGHLIGHTS

\$329,600

average grants awarded
per faculty member

70%

of faculty members are
engaged in externally-
funded research

- ▶ \$1.9M from the Virginia Department of Education and the U.S. Department of Defense for Troops to Teachers to **RECRUIT MILITARY VETERANS FOR SECOND CAREERS AS TEACHERS.**
- ▶ \$1.5M from the Virginia Department of Education for T/TAC to **ADMINISTER SPECIAL EDUCATION SERVICES** in Virginia.
- ▶ \$1.4M from the Virginia Department of Education for Project Hope-VA to **SUPPORT HOMELESS STUDENTS** in Virginia.
- ▶ \$1.2M from the National Science Foundation for the Noyce Scholars Program to **RECRUIT, TRAIN AND PLACE 33 STEM TEACHERS IN HIGH-NEED SCHOOL DISTRICTS.**
- ▶ \$287,850 in the 2018 Virginia state budget to **DEVELOP A MILITARY COUNSELING PROGRAM** to train counselors with specialized knowledge to serve military and veteran clients.

FACULTY SCHOLARSHIP

IN 2017,
our 48 full-time
faculty members produced:



16
books



167
journal articles/
book chapters



190
research
presentations

COMMUNITY ENGAGEMENT



10
centers and clinics with
direct impact on local, state,
and national communities

- ▶ The Center for Gifted Education received the 20th national award for their curriculum, used around the world to support the learning of gifted students.
- ▶ The School-University Research Network (SURN) provided professional learning for almost 1,000 teachers and school leaders.
- ▶ Through our three on-campus counselor training clinics, our students provided more than \$500,000 worth of services to the local community through practicum, internship and clinical programs.

HAPPENINGS



◀ Noyce Scholars snapped a selfie with Bill Nye the Science Guy at the National Science Teaching Association annual conference in Nashville, TN.



▲ The editorial board of the *William & Mary Educational Review* celebrated the release of its 5th volume.



▲ Holmes Scholars presented research and networked at the AACTE Conference in Baltimore in early March.

◀ Yi Hao and Donna Milligan, both doctoral students in higher education administration, presented "Women in Academia: The Lived Experiences of Mid-Career Faculty Women in STEM" at the annual meeting of the American Educational Research Association (AERA) in New York City.



GLOBAL LEARNING. Graduate students in Pamela Eddy's spring study abroad course traveled to Ireland to examine the Irish educational system in comparison to the U.S. And in collaboration with AidData, Jackie Rodriguez and Virginia McLaughlin led a trip to Cuba to get an up-close look at the education system in that nation, as well as its history and culture.



LIFELONG LEARNING

Professional development and enrichment opportunities from the School of Education

Joy of Children's Literacy and Literature

OCTOBER 5, 2018

Join us for a full day of presentations and workshops by school leaders and experts in children's literature. This year's speakers include Harvey "Smokey" Daniels and Georgia Heard.

Lecture by President Katherine Rowe

OCTOBER 9, 2018

In the first talk of the 2018-2019 Diversity Lecture Series and in conjunction with William & Mary's celebration of 100 Years of Women, we'll welcome Dr. Katherine A. Rowe, the 28th president of W&M.

Higher Ed Salon: Institutional Change

OCTOBER 22, 2018

Lacrecia Cade J.D. '02, a strategist and former general counsel at Morehouse College, will discuss the role of shared governance in advancing institutional change.

Day for Prospective Students

OCTOBER 26, 2018

The annual Day for Prospective Students offers the chance to meet with faculty, tour the school, learn about student life, and talk to current students in teacher education, K-12 and higher education administration, and counseling programs.

Cultural Competence in Counseling & Education

FEBRUARY 5, 2019

Dr. Cheryl Holcomb-McCoy, dean of the American University School of Education, will present "The Five Simple Truths about Cultural Competence." She'll share practical advice for the journey to become culturally responsive in our work with students, families and clients.

Higher Ed on Tap

FEBRUARY 2019

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.

7th Annual School of Education Graduate Research Symposium

LATE MARCH 2019

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 2019

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



SCHOOL LEADERS. In April, more than 50 principals from elementary, middle and high schools across the state completed SURN'S Principal Academy, a two-year, high-impact training for school leaders.

Professional Summer Institute

JUNE 25-26, 2019

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

Advanced Placement Summer Institute

SESSION I: JULY 16-19, 2019
SESSION II: JULY 22-25, 2019
SESSION III: JULY 29 - AUG 2, 2019

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.

Eastern Virginia Writing Project

AUGUST 5-9, 2019

The Writing Project is a year-long

experience that begins with a four-day summer institute offering workshops that blend social justice and classroom techniques with writing exercises and storytelling. Learn more at education.wm.edu/centers/evwp.

Summer Literacy Institute

AUGUST 5-9, 2019

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

Summer Math Institute

AUGUST 12-15, 2019

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

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

W&M Math Day Conference

OCTOBER 10-11, 2019

A one-day conference for math teachers focused on embracing success for all students.

Stay up to date throughout the year at events.wm.edu/education.



HAUBEN DISTINGUISHED LECTURE

November 1, 2018

(How) Can Teaching Disrupt Racism and Oppression?

Dr. Deborah Loewenberg Ball, professor and former dean of the University of Michigan School of Education, will present the 2018 Hauben Distinguished Lecture. Her talk will focus on how teaching can break down barriers and affect students' sense of identity.

education.wm.edu/diversity-series-2018



Tackling the Teacher Shortage

FOUR DIVERSE SOLUTIONS FOR A COMPLEX ISSUE

REPORTING BY ERICA CARTER, JULIE TUCKER '01, MADELINE VANN M.ED. '19 AND JENNIFER WILLIAMS

In the past year, six states have seen walkouts and marches by public-school teachers demanding higher pay, better benefits and more autonomy over their classrooms. A national debate is brewing about the value of the teaching profession and the future of public education.

Where do we go from here?

As the school year gets underway, many states across the U.S. are reporting teacher shortages, especially within specializations such as special education, mathematics, science, foreign language, and ESL/bilingual education. Rural areas are particularly hard-hit, and male, African-American and Latinx teachers are in short supply in many communities. Virginia is no exception. The Virginia Education Association reported approximately 800 unfilled teaching positions in the state last year, and that number is expected to increase to more than 1,300 next year.

State legislatures are scrambling to find policy solutions to mitigate the crisis. The Virginia General Assembly approved legislation last year to streamline teacher licensure and expand provisional licensing for students as they complete their teacher training.

The pipeline of new teachers has slowed as teacher preparation programs around the country are seeing lower enrollments. Retention is also a problem, with studies showing that as many as one in five new teachers leave the profession within the first five years.

Low pay is certainly a factor. Virginia pays \$9,218 less than the national average salary for teachers—and significantly less than similarly-educated people in other professions. Teachers also say a focus on standardized tests has meant less autonomy and higher stress in the classroom.

Faculty at the William & Mary School of Education are taking a multi-faceted approach to address this complex issue. Here, we highlight four diverse initiatives that aim to recruit, retain and support talented teachers.

1 Tribe Teachers

“To solve the teacher shortage, we need to get more new people into the profession, but we also have to focus on new teacher retention and support or we’ll never end the revolving door phenomenon,” says Denise Johnson, professor and associate dean of teacher education and community engagement.

Johnson is on a mission to support new teachers in the vulnerable early years of their careers, when far too many leave the profession. “The first year or two of teaching is hard,” she says. “We have to do a better job of supporting new teachers and helping them build a network of resources and mentors.”

Tribe Teachers is a new initiative that aims to do just that. Designed specifically for teachers who are in their first three years of teaching, Tribe Teachers offers web-based professional development modules developed and facilitated by W&M faculty, as well as free webinars and virtual chats. The program offers newly minted teachers a way to connect to the School of Education’s experts as well as fellow teachers who are encountering similar challenges in their work.

Johnson has big plans to scale the project and expand its offerings. A recent grant from the duPont Foundation will launch a pilot program to provide university-based coaches and training for both new teachers and the mentor teachers paired with them through district-led teacher induction programs.

“We want to do everything we can to make sure teachers begin their careers on the very best footing,” says Johnson. “And we hope that will mean a long and fulfilling career in education for each and every one of them.”



Alynn Parham M.A.Ed. '18 chats with the cooperating teacher who served as a mentor during her student teaching experience. Effective mentoring is vital in retaining talented teachers.

W&M TRIBE TEACHERS



Find a calendar of upcoming Tribe Teachers events, including professional development opportunities, webinars and virtual chats at education.wm.edu/tribe-teachers

2 Troops to Teachers



Troops to Teachers recruits military veterans for second careers as teachers and supports them through the transition from military service to the classroom.

Veterans bring diverse talents and valuable experiences to the classroom — and William & Mary is helping to get them there. Retired veterans seeking to become K-12 teachers can find extensive support for the transition through the Virginia Troops to Teachers Center, housed in the School of Education. This year, the center received a \$1.9 million, five-year grant from the Virginia Department of Education and the U.S. Department of Defense to continue recruiting military veterans for second careers as teachers.



“Many of Virginia’s military retirees possess educational backgrounds and life experiences that are well aligned with the needs of our students and schools,” says Virginia Governor Ralph Northam, who announced the grant in July. “This

additional funding will allow the Commonwealth to build on our effort to tap this pool of talent as a means of easing the teacher shortage, especially in critical areas like mathematics and career and technical education.”

The Virginia Department of Veteran Services estimates

that 20,000 service members separate from the military in the commonwealth every year.

“Many of these veterans want to continue to serve, and education is the way they choose to do that,” says Gail Hardinge, principal investigator and director of the center. “With the right support and resources, veterans are ideally poised to become teachers.”

Hardinge’s team learned from interviews with more than 6,000 veterans that they want a comprehensive, personalized approach that would support them through necessary training and the transition to the classroom. The multi-tier program that Hardinge and her team developed offers career exploration opportunities such as virtual chats and job shadowing, guidance on educational and licensure options, and mentoring experiences once a veteran has successfully transitioned to the classroom.

In its first year, the Troops to Teachers Center has interacted with more than 1,600 veterans, collaborated with 29 veteran and active military education programs and worked with more than 25 universities. A statewide service, the center focuses on connecting veterans to teacher education and technical programs all across the state.

3 Noyce Scholars

Math and science teachers are among those most in demand, especially in high-need districts such as rural and low-income regions of the country. The Robert Noyce Teacher Scholarship Program at William & Mary, now in its 11th year, is an initiative of the National Science Foundation (NSF) to meet the need for STEM teachers by encouraging science and math majors to consider a career teaching grades 6-12.

This year, the NSF awarded over \$1 million to an interdisciplinary team of William & Mary faculty to extend the program and place 33 new STEM teachers in high-need school districts. So far, William & Mary's program has placed 72 STEM teachers, of whom 93% are still teaching and 76% are still serving in a high-need school district.

"Not only are we filling the teacher pipeline, but we're also diversifying it," says Meredith Kier, assistant professor of science education and co-principal investigator



The 2017-2018 Noyce Scholars cohort poses in the School of Education courtyard.

tor on the grant. Increasing minority participation in the program is an explicit goal of the new phase of funding, she adds. "Students need teachers who look like them and enter the classroom with a high level of cultural competency. We focus on giving our graduates a mindset of care and compassion, so that they aren't going into the classroom with a deficit mindset."

In return for substantial scholarships, Noyce Scholars agree to teach math or science in a high-need school district for at least two years.

"Our research shows that the most important factor in sustaining students' interest in teaching is diverse field experience with a strong mentor in a high-needs school," says Kier. So, they've designed specialized courses, take students on field trips to a wide range of underserved schools and require that scholars complete their student teaching in a high-need school.

The program has forged ongoing collaborations in the Gloucester, New Kent, York County, Newport News, Hampton and Williamsburg-James City County school districts. The NSF grant will allow the W&M team to investigate the long-term success of the Noyce placements, and give researchers a window into the factors that motivate people to become STEM educators.



Meredith Kier, assistant professor of science education and co-principal investigator on the Noyce Scholars grant

4 Principal Support

Aside from salary and benefits, one of the factors most cited in teachers' decisions to leave the profession is a perceived lack of support from school administration. Michael DiPaola '69, Chancellor Professor of Education, set out to measure these perceptions and identify the kinds of support that teachers find most valuable—the things principals and other administrators could do to be successful in supporting and retaining teachers.

Using a theory of social support developed for the general workforce by sociologist James S. House in the 1980s, DiPaola examined teacher support on four dimensions: emotional support, instrumental support (tools and resources), informational support, and appraisal support (evaluation and feedback). He developed the Principal Support Scale, which could be used to evaluate teachers' perceptions of the support they receive from administrators.

"We found that emotional support is almost always the most important," says DiPaola. "Teachers want to be supported socially and emotionally. They want to be respected, encouraged, asked about things, and given a voice in decisions that are made." He adds that emotional support generally trumps technical training and development, which is often the first solution administrators offer when discussing school reform or teacher improvement.

In 2017, DiPaola conducted an urban study of principal support with help from doctoral student Davis Clement Ph.D. '18 and visiting scholar Ufuk Erdogan. Now a research associate at the University of Virginia's Curry School of Education, Clement is exploring ways to identify teacher profiles that match up with the different kinds of support DiPaola identified.

"We suspect that different kinds of teachers require different kinds of support," he says. "So, how do we iden-

tify what people need and how do we deliver it? We don't want to tell principals to scrap professional development and spend all their time in classrooms, because not every teacher is going to appreciate that. There's no one size fits all approach."

Long-term, DiPaola and Clement hope to define and deliver specific strategies that principals and assistant principals can use to improve their relationships with



Mike DiPaola, Chancellor Professor of Educational Policy, Planning and Leadership

teachers. They say it will require a shift in thinking from the prevailing definition of a principal's work centered on instructional supervision to one where leadership focuses on supporting both the emotional and professional well-being of teachers.

W&M WIRED



WILLIAM & MARY'S COUNSELING PROGRAMS GO ONLINE

As fall classes get underway, almost 30 of the new graduate students joining the William & Mary School of Education aren't in Williamsburg. Instead, they are scattered across the country from Florida to California. These are the first students in the school's inaugural online counseling degree program.

MADELINE VANN M.ED. '19

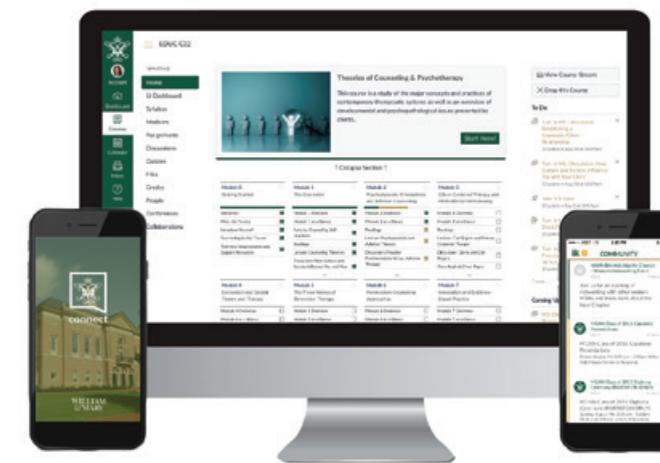
The online Master of Education in Counseling, launching this fall, offers concentrations in Clinical Mental Health Counseling and School Counseling and can be completed in as few as three years. The program is designed to meet the needs of working professionals by giving students the flexibility to work around their own schedules, complete their coursework online and engage with faculty through discussion forums and email.

The new program isn't the School of Education's first foray into the world of online education. The Executive Ed.D. in K-12 administration offers a hybrid model that combines online coursework with weekend and summer sessions on the Williamsburg campus. Through that program, more than 30 school leaders and administrators from across the country have earned their doctorates while continuing to work full-time. The online counseling program will provide an almost entirely online experience, requiring students to travel to Williamsburg for just two four-day residencies.

"Education in the U.S. today is faced with complex challenges and we need passionate, talented and highly-trained educators to rise to meet them," says Spencer G. Niles, dean of the School of Education. "As a school, we must evolve to meet the needs of students today in order to prepare the profession's leaders of tomorrow. We're committed to offering accessible online programs that match the high quality that has always characterized a William & Mary education."

Translating an intensive and well-established counselor education curriculum into a high-quality online degree program hasn't been without its share of challenges, and counseling faculty have been deeply involved in developing the program for nearly three years.

Counselors and counselor educators are by nature and profession unafraid to closely examine long held beliefs and practices, so faculty have relished the opportunity to rethink and redesign the programs for online delivery. Higher education online services provider Ever-



spring has been integral in helping faculty design the online curriculum and plan for the future.

"Teaching online requires a reimagining and repackaging of course content so that it can be delivered effectively in the digital space," says Niles. "Everspring has assisted us in doing not only this, but also in exploring our own vision for the future of the two new online programs as well as the existing on-campus programs."

A COMMITMENT TO HIGH QUALITY EDUCATION, ONLINE OR OFF

"If it's done well, you really can provide the same quality of counselor education through an online format," says Charles "Rip" McAdams, professor and chair of the School Psychology and Counselor Education department. "A lot of the discussion among our faculty has been around maintaining the quality of our program."

In developing the online program, the faculty sought to balance specific accreditation requirements for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). For example, CACREP requires that 51 percent of courses in a counseling program be taught by full-time, core counseling faculty. To satisfy this, once all 27 courses in the fully accredited online program are complete, most faculty will be required to teach an online course, explains McAdams.

"What I really like about the online counseling program is that it opens the door to more diverse populations of students," explains Daniel Gutierrez, assistant professor of counselor education, who volunteered to develop two of the first online classes, *Theories of Counseling and Psychotherapy* and *Group Theory and Techniques*. He notes that the online program makes a high-quality

education available to people around the country who are not able to move to Williamsburg for two years of full-time study. "Our goal is to know that the online students are trained just as well as the students we train face-to-face."

Students will complete their coursework online, engage remotely through discussion forums and email, and participate in practicum and internship experiences in their own communities. Searches will begin soon for two new faculty members whose primary focus will be the online program, one of whom will be dedicated to managing the practicum and internship experiences in collaboration with students and supervisors, says McAdams.

FOCUSING ON SOCIAL JUSTICE

The William & Mary commitment to mirroring intensive face-to-face education is not the only thing that sets the online counseling program apart from its competitors. Early in the development of the program, faculty identified social justice as a central focus of the online program. Social justice training, which is a competency prioritized by the American Counseling Association and other professional counseling organizations, enhances counselors' understandings of the impacts of multicultural factors as well as historical and structural inequalities in which people and communities live. Everspring has implemented a social justice dashboard that will

provide students with a visual record of their progress in completing the social justice requirements, which include three immersion experiences.

"Social justice is a framework through which I view everything I'm developing," says Patrick Mullen, assistant professor of counselor education, who volunteered to develop and teach the required *Techniques of Counseling* course online. "Social justice is present in everything we do as counselor educators, and developing these programs will help us identify new and interesting ways to prepare students to be confident and mindful advocates. This focus helps us to think creatively and in more novel ways as we design and implement course work."

"Our program has always had a strong ethical and moral development position," explains Victoria Foster, professor of counselor education. "Developing the online program has given us a formal vocabulary for our increasing social justice commitment."

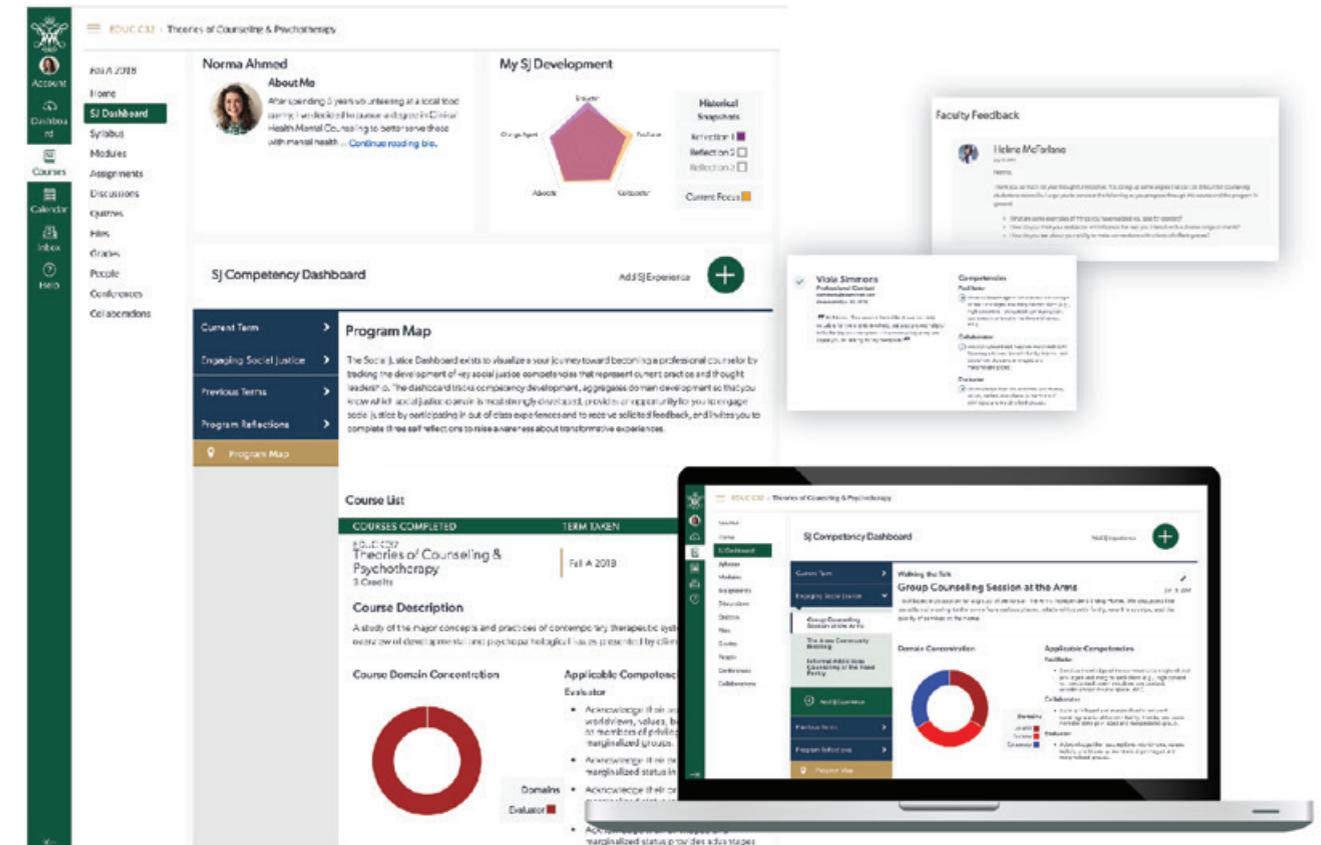
WORKING COLLABORATIVELY

The counseling faculty have been drawing on the expertise of colleagues in the School of Education who are already working in the online space, as well as the experience of faculty in the Raymond A. Mason School of Business, which launched its Online MBA in partnership with Everspring in 2015.

Everspring provides end-to-end integrated support for the administration of the program, including outreach, enrollment, student services and faculty support, using their proprietary services and technology platform.

"We are excited to be partnering with the W&M School of Education," says Karen Baldeschwieler, Everspring's chief learning officer. "Working with the faculty to create a high quality online counseling education program with a focus on social justice has been an eye-opening creative challenge for all of us."

Developing online courses requires repackaging and adapting content so that it is effective in the digital space. "My course, normally taught over a semester, will be delivered in seven week-long modules. It's a substantial conversion but with the help of Everspring, I am confident in the quality and effectiveness of this learning mo-



Through a custom online portal, online students access course materials, participate in online discussions and receive feedback from faculty members. They can also track their progress through a social justice dashboard.

dality. I have been impressed by how these courses can be taught using creative online learning technologies," says Mullen.

Tucked away in the second floor of the school is further evidence of interdisciplinary collaboration. April Lawrence Ed.D. '17, associate director of eLearning, and Brandon Corbett, technical support engineer, have been working closely with university IT staff to provide comprehensive multimedia support for faculty. As part of their work, they created a room with a green screen, lights, and all the tools necessary to support faculty who want to produce professional video components for their classes.

PREPARING FOR ONGOING GROWTH

In keeping with the philosophy of counselor education, the School of Education faculty are eager to receive feedback and make adjustments that will further enhance the online education experience.

"I believe there will be some challenges in teaching clinical skills," explains Gutierrez, who said he volunteered to develop one of the first courses because he

is committed to providing the highest quality learning experience to distance counseling students.

Mullen adds that he is interested to explore the new online relationships with students.

"Online education offers a high level of individual attention," he says. "In the classroom I talk to the whole class, but with online students, questions will likely be addressed one on one."

Foster and McAdams agree that faculty and students will be learning together about how to best translate the personalized nature of the on-campus program into an online experience. But they also say the dynamic process of evaluating the online program for its success in distance training and education could lead to positive changes in the on-campus program as well.

It's all a part of William & Mary's commitment to providing the highest caliber experience to its students, whether on campus or online.

To learn more about Online M.Ed. in Counseling program, visit counseling.education.wm.edu.



William & Mary's counseling faculty. Standing from left: Daniel Gutierrez, John Brendel, Rip McAdams, and Victoria Foster. Seated: Natoya Haskins and Patrick Mullen.

MAKING VIBRANT SCHOOLS

How would you describe the ideal school—the kind you would want to send your own children to?

That was the question three doctoral students in K-12 administration posed to themselves as they embarked on a multi-year research project to develop a new scale to measure school climate.

The product of that work, the Vibrant School Scale, is designed to capture some of the characteristics that may be getting left behind in the race toward higher test scores and greater accountability.



Davis Clement Ph.D. '18



Megan Tschannen-Moran

Davis Clement Ph.D. '18, Lisa Feldstein Ph.D. '17, and Marquita Hockaday Ph.D. '17, under the guidance of Megan Tschannen-Moran, professor of educational policy, planning and leadership, set out to find a way to measure the kind of learning environments that inspire curiosity, a love of learning, and resourcefulness. The kind of place where children can learn to cultivate skills and aptitudes for innovation, adaptability and self-direction—skills that will be vital in the emerging economy.

“What does a learning environment that fosters wonder, playfulness, laughter, movement, creativity and adventurous learning really look like?” says Clement. “And how can we measure it?”

The team began by brainstorming all of the different traits and characteristics they could think of to de-

scribe an ideal school. They considered what each of these traits might look like from the perspective of a school leader, teacher, student or parent.

They developed a survey of 40 questions and conducted a pilot study. From that sample, they arrived at three subconstructs to describe *vibrance*:

ENLIVENED MINDS: In a vibrant school, students are curious and critical. They are encouraged to think, explore and follow their own questions.

EMBOLDENED VOICE: Students feel safe to follow their questions and share their opinions. An open, trusting and responsive environment ensures everyone has a say in how the school functions.

PLAYFUL LEARNING: Academics are pursued with a playful spirit, encouraging creativity, physical movement and fun.

The survey is now freely available to schools who would like to assess their own climate and host conversations about how they can build upon existing areas of vibrancy in their own schools.

Clement hopes it will help spark meaningful change in how schools measure success. “You measure what you treasure,” he says. “If schools recognize the value of something like vibrance and have a tool to measure it, then you can imagine them working to cultivate it.”

Want to host a conversation in your school? Access the survey at www.tinyurl.com/vibrant-schools.

— JULIE TUCKER '01

TOBACCO INTERVENTION FOR LATINX YOUTH

“In general, Latinx youth start younger with tobacco products, and they use tobacco longer,” says Daniel Gutierrez, assistant professor of counselor education. This is of increasing concern as alternative tobacco products such as e-cigarettes enter the market. There is also, he adds, some data to suggest that Latinx youth who use tobacco are more likely to use other substances later on.

But beyond simply translating tobacco prevention materials into Spanish, what else can be done to reach Latinx youth? Lots, says Gutierrez.

“Interventions are three to four times more effective if they are culturally appropriate,” says Gutierrez.

He and his colleagues have received a multi-year grant from the Virginia Foundation for Healthy Youth to develop a culturally appropriate tobacco prevention program for Latinx youth in the Richmond area. The project, “Culturally Enhancing a Motivational Interviewing Intervention for Latinx Adolescents,” aims to provide the Latinx community in Richmond with access to culturally enhanced, Spanish-language, evidence-based tobacco prevention interventions, and to evaluate the impact of the intervention.

The program will be built around motivational interviewing, the same model used in the New Leaf Clinic, the addictions and recovery clinic staffed by graduate counseling students at William & Mary.

Gutierrez worked on Latinx mental health during his tenure at UNC-Charlotte, and he was eager to continue doing participatory research after he arrived on the faculty at William & Mary. He quickly became aware of work that faculty at Virginia Commonwealth University had been doing to develop culturally appropriate materials for the Latinx community in Richmond. The multi-university collaboration was born.



Daniel Gutierrez, assistant professor of counselor education, is working with a team to develop a culturally-appropriate tobacco prevention program for Latinx youth.

The goal of the research is to develop materials and strategies that are appropriate and effective for the Latinx community in Richmond, with a family focus.

Gutierrez explains, “One of the concepts we know is important in the Latinx community is the idea of *familismo*, that family is first. In Charlotte, we found that you couldn’t bring people in for individual care, but you could bring them in for family care. Family becomes a motivational component.”

Familismo is one of many cultural factors which may alter the way interventions are implemented in Latinx communities.

The William & Mary and VCU research team is also partnering with Virginia Tech and Richmond’s Sacred Heart Center to implement the work of the grant. The team hopes that this research will yield a model that can be used in other Latinx communities around the country.

— MADELINE VANN M.ED. '19



IN A TECH-RICH WORLD, TEACHERS MATTER MORE THAN EVER

Parents and teachers who worry that on-line offerings such as Khan Academy and “smart” tech tools are going to make teachers obsolete the same way that Lyft and Uber want to make owning and driving a car obsolete can relax — teachers remain crucial. In a recent study, Jason A. Chen, associate professor of educational psychology, and colleagues at Harvard University and the University of Rhode Island report that the degree to which teachers provide students with meaningful choices in the classroom in general can have an effect on the quality of students’ motivation and engagement for specific learning activities even if those activities are highly engaging technology-rich ones.

“This is powerful information for teachers because it suggests that tech-rich activities alone cannot cut it—teachers have to

have the competence and confidence to provide meaningful choices for their students to think their way through learning activities,” says Chen.

“Teachers matter. We looked at how students viewed the climate in the classroom, and found that when students felt like their teachers gave them meaningful choices, students were more likely to have a positive and adaptive approach to math.”

The research team wanted to find out how different types of technology impacted students’ math learning and motivation. They compared data from a large set of students in grades 5 to 8 whose classes were randomly assigned to one of three different technological approaches to learning. One group played a high-quality immersive educational video game. The second watched a movie with high production value about the practical application of mathematical patterns called fractals. The third group used the growth-mindset program “Brainology,” developed by Carol Dweck and colleagues. Chen recalls that earlier studies had failed to show a significant advantage of one type of technological tool over another.

“I thought to myself, maybe it’s not the technology the students are using, but their experience of that technology. It’s not a question of whether the movie, or the computer game, or the growth mindset tool worked best. Rather, it’s a question of how motivating and engaging the experience is, regardless of the technology students are using.” The team asked the students a range of questions about their knowledge and beliefs related to math as well as their perceptions of their teacher and classroom climate.

Chen says he hopes this research will help to inform parents and school leadership as they decide how to use school resources on learning technology.

“When there are problems in schools, a lot of people ask the question, what kind of technology do we need to solve this problem? Our findings suggest that is the wrong question to ask. You can use a movie just as well as you can use the latest computer games with great success. The question really should be, given the technology that we have and the problems we are seeing, how do we leverage technology in ways that most optimally connect with students’ experiences so they can get better at what we want them to get better at?”

Chen is a fellow in the Center for Innovation in Learning Design at William & Mary, and also has been funded by the National Science Foundation as part of the Geoscience Opportunities for Leadership in Diversity (GOLD) program.



Jason Chen, associate professor of educational psychology

TAKE-AWAYS FOR PARENTS AND TEACHERS

- ▶ Teachers need to develop the competence and confidence to manage learning objectives and technology well enough that they are able to provide students with meaningful choices in their learning.
- ▶ Regardless of the tech tool, teachers need to be thoughtful about how they use these tools to achieve their instructional goals. It’s not about getting the latest and greatest technology. Rather, it’s about supporting teachers in being thoughtful about what their instructional goals are, and how those goals can be achieved with the right technology.
- ▶ Parents and teachers can encourage success in science by engaging students in appropriately challenging science inquiry tasks that are interesting to students, and that are close approximations of what real scientists do. When students find this authentic problem-solving to be interesting, they’re more likely to find the field of science interesting.

— MADELINE VANN M.ED. '19

FACULTY *in the* SPOTLIGHT



Natoya Hill Haskins Ph.D. '11, associate professor of counselor education, is determined to make the path into academia and the counseling profession smoother for students from underrepresented populations. "Knowing what my experience was as a student of color, I returned to William & Mary wanting not only to give back to the program, but also to expand our capacity to serve and support students of color."

Her research has focused on the experiences of students of color, especially African American women, in the counseling field. Recent work has explored the influence of affinity groups in providing support for African American women counseling students.

That study led to a grant from Counselors for Social Justice which Haskins will use to develop a national web-based affinity group. Haskins says the group will provide a virtual network of support for students, allowing them to develop mentoring relationships and connect with others like them in the field. "It will be a place where students can take off the mask and not be judged by their underrepresented identities," she explains. "They'll see and connect with people who look like them—people who are thriving and excelling in the field."

Haskins is also a tireless champion for underrepresented students at William & Mary. In 2017, she founded the Social Justice and Diversity Research Fellowship, which brings together graduate students from across the university to support and promote research in the areas of social justice and diversity. She also co-directs WMSURE, a program that supports underrepresented undergraduate students as they explore research.

For Haskins, the most rewarding part of her work is watching her students persevere and attain success by pursuing advanced degrees and faculty positions.

She is an advocate at the national level, serving this year as president of the Southern Association for Counselor Education and Supervision (SACES). The role means a seat on the governing council of ACES, the national organization.

"The voices of women of color are not often present in these spaces," she says. "I have a seat at the table and an opportunity to push the profession to have often difficult conversations about how we support students of color in their work. I'm not afraid to trouble the waters a bit and challenge perspectives because that's the only way we'll change the status quo."

— JULIE TUCKER '01

PROMOTIONS & APPOINTMENTS

Jason Chen, Natoya Haskins Ph.D. '11 and **Kristin Conradi Smith '99** were promoted to associate professor with tenure. **Jennifer Cross** and **Mihyeon Kim** were promoted to associate professor without tenure.

Jim Barber was named Clark F. and Elizabeth H. Diamond Associate Professor. He was also named editor of *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*.



Leslie Grant Ph.D. '06, associate dean for academic programs, was named president of ASCD. She is pictured above with Jill Biden, who spoke at the annual ASCD conference.

Daniel Gutierrez, assistant professor of counselor education, was appointed associate editor for quantitative research for the *Journal of Counseling & Development*.

Natoya Haskins Ph.D. '11, associate professor of counselor education, was named president of the Southern Association for Counselor Education and Supervision.

AWARDS & ACCOLADES

Jason Chen, associate professor of educational psychology, received a Plumeri Award for Faculty Excellence from William & Mary.

Kyung Hee Kim, professor of education, is the 2018 recipient of the E. Paul Torrance Award for Creativity.

Pamela Eddy, professor of higher education, received the Barbara Townsend Award by the Council for the Advancement of Higher Education Programs.

Chris Gareis M.A.Ed. '92, Ed.S. '93, Ed.D. '96, professor of educational policy, planning and leadership, received the 2017 Leadership Award by Virginia ASCD.

NEW FACULTY



Gladys Krause is an assistant professor of mathematics education who comes to us from the University of Texas at Austin where she was a clinical assistant professor. Her research interests include responsive mathematics teaching and students' understanding of fractions, particularly in multilingual settings.

RETIREMENTS

Lori Korinek M.Ed. '80, professor of special education and principal director on the Virginia Department of Education Training and Technical Assistance Center (T/TAC) grant at William & Mary, will retire in 2019.

Gail McEachron, professor of social studies education, whose research interests include ESL, international education and the social-psychological aspects of identity, will retire in 2019.

IN MEMORIAM

ARMAND J. GALFO (1924 – 2018)



Professor Galfo distinguished himself both in the United States military and in academia, becoming

a Colonel in the United States Air Force and Heritage Professor of Education at William & Mary with 31 years of exemplary service.

His work and expertise in the areas of educational research and statistics deeply benefited both the U.S. military and the students and faculty at W&M.

Professor Galfo was named the first Heritage Professor in recognition of his unquestionably pervasive and extraordinary impact on students and on the graduate curriculum of the School of Education. He will be greatly missed.

PROVIDING HOPE WHEN NEEDED THE MOST

Some day, it could be your family or someone you know. Thousands of families experience homelessness in Virginia each year. During the 2016-17 school year, 20,593 students were identified as experiencing homelessness, an increase of more than 100% in the past decade. While the rest of the world may look past them, Project HOPE-Virginia brings aid and hope to children as they struggle to stay in school. Mandated by the federal Every Student Succeeds Act, the office is part of the Virginia Department of Education and is administered by the School of Education.



Dr. Patricia Popp is the state coordinator for Project HOPE-Virginia.

Through public awareness initiatives, training and interagency collaboration, Project HOPE-VA provides much needed support to children experiencing homelessness. In addition, school divisions can apply for government grants administered by the office; all 132 school divisions are eligible to apply for subgrants and develop customized programs to meet the needs of their communities.

Homelessness causes many uncertainties but Project HOPE-VA's mission is to ensure that a safe and stable place to learn is not one of them. School division liaisons work with HOPE to not only identify students experiencing homelessness, but also, through funds from the McKinney-Vento Homeless Assistance Act and other education funds, provide transportation, school supplies and other assistance, as well as referrals for emergency services, health care and other community-based resources. With this support, based on an adjusted cohort graduation rate, approximately 75% of these students graduate from high school on time.

Patricia Popp Ph.D. '01, state coordinator for Project HOPE-VA, understands its impact on children—she has been a part of the organization since the first year William & Mary took over the program and has

helped it grow to become the national standard it is today. The former special education teacher came to William & Mary for a Ph.D. and through a graduate assistantship with James Stronge, Heritage Professor of Education, found a new career. As part of a small team working with Stronge as he transitioned the organization from the state department to W&M, Popp became an integral part of the process, staying on long after the initial set-up was complete.

Now she gives other graduate assistants, whom she calls HOPEfuls, the chance to learn. The unique experience has given recent graduates, many now school psychologists, teachers and counselors, tools to identify and provide support to families experiencing homelessness.

For Popp, this work is her calling. As tireless advocate, her message is simple. "Homelessness should not define the child; it is something they are experiencing. We are here to make sure they have a successful future, where education is a part of breaking the cycle of poverty and homelessness."

Learn more about Project HOPE-VA at education.wm.edu/centers/hope.

— ERICA CARTER

New Leaf Clinic expands counseling services to the community

Residents of the greater Williamsburg area who are facing legal consequences from substance abuse can now seek confidential substance abuse treatment through the New Leaf Clinic. Staffed by graduate students in the counselor training program, the clinic provides counseling to William & Mary students encountering issues with substance abuse.

New partnerships with local agencies will expand the footprint of the clinic's services, and will also provide counseling interns a more diverse clientele and a wider set of clinical experiences.

Although referrals for substance abuse treatment can be made by any agency, one of the strongest

ongoing partnerships has been with Colonial Community Corrections (CCC). The clinic directors have been working to reinvigorate this partnership, leading to an increase in referrals of people on probation or parole for drug offenses.

"As part of the adjudication process, both for the courts and their remediation, they are referred to New Leaf," explains Clay Martin Ph.D. '18, the outgoing co-director of the clinic.

New Leaf students currently provide three options for substance abuse counseling — the New Leaf six-session program, the BASICS program for university students, and an Alcohol Skills Training Program (ASTP). Community members can

be referred for either the six-session program or ASTP, which is a seminar-style education program that serves groups of 5 to 12 at a time. The counselor interns who see clients at New Leaf are trained in motivational interviewing and supervised by faculty.

Alex Hilert Ph.D. '20 and Katharine Sperandio M.Ed. '14, Ph.D. '19 are this year's co-directors of the clinic, which is overseen by faculty director Daniel Gutierrez, assistant professor of counseling.

"No matter how difficult or embarrassing it may seem to reach out for help with substance abuse issues, we can help you get better. There is a way out," says Martin.



Clay Martin Ph.D. '18 served as the 2017-2018 director of the New Leaf Clinic while completing his doctorate in counselor education.

— MADELINE VANN M.ED. '19

New partnership brings Center for Gifted Education expertise to Detroit

The William & Mary Center for Gifted Education has formed a three-year partnership with the Roeper School (RS) and the Detroit Public Schools Community District (DPSCD) in Detroit, Michigan, to provide teacher training that will enhance gifted education opportunities for high-ability, low-income students.

The project is an example of the center's commitment to facilitating education for high-ability students of all backgrounds, with a particular focus on low-income communities.

Learn more at education.wm.edu/news.



ALUMNI *in the* SPOTLIGHT



Find the potential. Whether in a child, a situation, or yourself. Finding potential will lead you to make a difference.

The mantra is one **Jo Lynne Stancil DeMary '68, Ed.D. '82** has lived by all her life. It began with her third-grade teacher, Ms. Pugh, who saw the potential in each and every one of her students. For Jo Lynne, the spark of encouragement she saw her teacher instill in her classmates made her want to become just like her.

From humble beginnings on a tobacco farm in North Carolina and a childhood spent in the small community of Highland Spring, Virginia, Jo Lynne overcame the odds to become the first in her family to graduate from college.

Her high school's valedictorian, she went on to graduate from William & Mary and achieve her dream of becoming a third-grade teacher.

Early in her career, she began taking on leadership roles in public instruction as assistant principal, principal, director of special education and assistant state superintendent. Her passion for helping children to grow and learn never wavered. Instead, she discovered that these roles were an opportunity to help more students by tackling bigger challenges in education.

Ambition, happenstance and a lot of hard work put Jo Lynne in the top leadership position in Virginia education in 2000 when she became the first woman state superintendent of education.

Every day, seeing her portrait hanging next to her male predecessors, she reminded herself of her modest beginnings and the work she'd done

making a difference in the lives of Virginia's 1.2 million children.

Her accomplishments included developing a system of accountability through the Standards of Learning for Virginia public schools, ensuring that students were receiving a good education and providing a turnaround plan for those that were not succeeding. She also co-wrote a book on the topic, *The Turnaround Mindset: Aligning Leadership for Student Success*, to help low-performing public schools become successful.

After leaving the state department of education, Jo Lynne continued to make achievements in her career becoming a professor at Virginia Commonwealth University, helping to create and direct their Center for School Improvement. Jo Lynne retired in 2012 after 43 years in education, but continues to be involved in the field, both mentoring future educational leaders and serving on multiple boards including the William & Mary School of Education's Development Board.

Jo Lynne will always have a deep connection to alma mater. After all, it is where she met the love of her life, her husband Tony DeMary '68. Having received both her undergraduate degree and doctorate at William & Mary, she can attest to its significance in the lives of its graduates. "It is a place that's invested in more than just your academic success, it's a place that is invested in you as a person."



At her 50th class reunion this past fall, Jo Lynne broke another barrier, becoming the first woman selected to give the keynote address during her class's induction into the Old Guard. "William and Mary taught us to pay it forward. Knowing that the world was changing, William & Mary never taught us what to think, she taught us how to think and that set us up for a life of success."

— ERICA CARTER



WILLIAM & MARY WOMEN

In the fall of 1918, 24 women were admitted as undergraduate students at William & Mary, making W&M the first public coeducational university in Virginia.

The men of the Class of 1918 lamented that they would be "the last class to graduate from the old college before it is defiled by coeducation." *The Virginia Gazette* editorialized that the admission of women had come "at the price of the womanhood Virginia had cherished as a sacred thing."

The women of 1918 began at once to change the university. Excluded at first from participating in most existing activities, the women initiated intramural athletic competitions and organized a Women's Student Government. They were not afraid to be "the first" or to advocate for themselves.

Today, women represent 58% of our students. William & Mary women include professors, deans, coaches, award-winning scientists, playwrights, poets, entrepreneurs, community leaders and more.

During 2018-19, we celebrate the accomplishments of the 55,000+ alumnae, and the many women students, faculty and staff of William & Mary.

Visit the 100 Years of Women website to find upcoming speakers, performances and special events related to the celebration.



www.wm.edu/sites/100yearsofwomen

For the Bold

THE CAMPAIGN FOR WILLIAM & MARY



Peter Garland '77 M.Ed. '79 is executive vice chancellor and chief academic officer of Pennsylvania's State System of Higher Education. He will serve as chair of the Development Board from 2018-2020.

It is an exciting time to be part of the School of Education's future!

Serving as chair of the school's development board is a great honor to me. When I was asked to join the board several years ago, it gave me the opportunity to engage more deeply with the school's programs, faculty and students — and to better appreciate the role of philanthropy in driving their outstanding work.

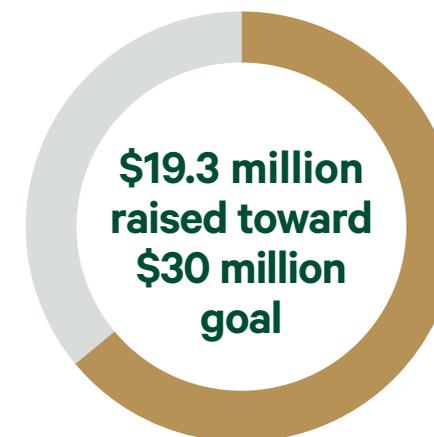
The *For the Bold* campaign has been a great success so far but there is much we need to do to reach our goals. Giving to the school has already made a difference in what we are able to offer students — to support and engage them — and the many communities in which our alumni serve and lead. The energy and momentum generated by the current campaign will continue to reap benefits long after its successful conclusion.

While only two short years remain in the campaign, there are opportunities for remarkable progress from remarkable people whether they be alumni, friends, corporations or foundations. Let's all commit to engaging them even as we redouble our own commitment to the School of Education.

Peter Garland
Chair
School of Education Development Board

SCHOOL OF EDUCATION CAMPAIGN UPDATE

AS OF JUNE 30, 2018



SINCE THE START OF THE CAMPAIGN:



23

New scholarships have been established



\$2.6M

Has been raised from corporations and foundations



2

New professorships have been established

A CAMP LAUNCH FIRST

On his high school graduation day, NyJey Pope's mother repeated what she said to him almost daily leading up to the proud moment. She told him to never forget to use his wings.

"Take your wings and fly as high as you can take them," she said. "Go as far as you can go."

Those are the same words his mother, Nortasha Pope, told him this semester when NyJey Pope '22 began his freshman year at William & Mary. This isn't NyJey's first time living on a college campus. He experienced a snapshot of William & Mary years ago through Camp Launch, a two-week residential camp for gifted middle school students that focuses on STEM (science, technology, engineering and math) with a writing, academic self-efficacy and personal development curriculum.

NyJey is the first Camp Launch participant to attend William & Mary since the program began in 2012. He is now not only a freshman, but also a W&M Scholar.



Mike and Nancy Petters have committed \$1.75 million to support and expand Camp Launch.

"I'm excited about attending college here," NyJey said. "Everywhere you walk on campus, everyone is so welcoming, and it makes all the nervous anxiety go away. The William & Mary community really makes

you feel like you belong here."

NyJey was born and raised in Franklin, Virginia, where he was salutatorian of his graduating class and a gifted basketball player. Franklin is located in western Tidewater about 20 miles west of Suffolk, Virginia.

Entering Franklin on Route 258, the steam from a paper mill hovers above. A few miles later you reach the city's downtown, an area with several storefronts adorned with cloth awnings. Franklin, which has a population of just over 8,000 people, has served as the foundation for NyJey's successful path. Wise words and encouragement came from various corners of the small city; sometimes from the church pulpit, the locker room or the classroom.

"He has a great support system," Nortasha said. "I'm a single mother, but I didn't raise him alone, I had help. My mother, brother and the good man upstairs all helped me."

That support system extended to another Franklin native NyJey had never met: Nancy Briggs Petters '81. Petters, a career educator and current chairman of the Board of Directors for the Downtown Hampton Child Development Center, and her husband Mike Petters M.B.A. '93, president and CEO of Huntington Ingalls, are benefactors of the Camp Launch program. The generosity of the Petters has been a driving force behind the program's success. Following a multi-year commitment of \$1 million in 2016, Mike and Nancy committed an additional \$750,000 earlier this year to expand the number of students the camp is able to serve.

Nancy was elated when she learned that NyJey would be the first Camp Launch student to attend William & Mary and that they shared the same hometown.

"What a great coincidence that we are both from Franklin," said Nancy, who was recently visiting family



NyJey Pope '22 began his freshman year at William & Mary this fall. He was in the first cohort of Camp Launch, the Center for Gifted Education's summer program for high-ability middle school students from low-income backgrounds.

there when she saw a local news article highlighting NyJey's accomplishments. "Camp Launch has really come full circle with NyJey. He is such a shining example for all the kids to follow. This program and the experiences encountered there really strengthen any college application."

A middle school teacher told NyJey about the Camp Launch program, which is operated by the Center for Gifted Education at the William & Mary School of Education. The self-described introvert came out of his shell while exploring learning in STEM and personal development classes on a college campus.

"I'm grateful to donors like the Petters because a lot of kids don't have the opportunity that I did to attend a program like Camp Launch that pushed me to want more," NyJey said. "Franklin is a very small place and you can get accustomed to what you see every day. Donors make it possible to see the diversity of the world and experience everything it has to offer."

Mike Petters says Camp Launch gives students the opportunity to have a college-like experience very early in their lives.

"It actually creates for them a possibility that maybe they didn't think was there before," he said. "That college-like environment is now part of their experience as they think about what their future might be. I think that's the most powerful part of Camp Launch."

NyJey, who wants to be a U.S. Supreme Court Justice, plans to major in sociology on a pre-law track at William & Mary. His mother is confident he will do just that.

"I know he can do anything because he is a phenomenal kid," she said.

— ASHLEY K. SPEED
UNIVERSITY ADVANCEMENT

SUPPORTING DEEPER LEARNING PRACTICES IN LANCASTER COUNTY

Lancaster County stretches along the Rappahannock River at the southern end of Virginia's Northern Neck. It hosts the charming coastal towns of Irvington and Kilmarnock, but is largely rural and economically disadvantaged. With high levels of poverty and teacher turnover, the school system has struggled with accreditation in recent years. But with provisional accreditation anticipated in the coming year, Superintendent Steve Parker is ready to shift the focus from literacy and math performance to deeper learning practices that will help prepare students for the new economy.

"The industrial age model of education is well past its prime, and we need to prepare our students for the world they will face," says Parker. "Our students need to be able to solve complex problems, navigate

A new partnership between Lancaster County Schools and William & Mary's Center for Innovation in Learning Design will help teachers and administrators reimagine their curriculum, incorporate project-based learning and inspire deeper learning. The project is possible thanks to support from the Jessie Ball duPont Fund, which is providing \$75,000 in the first year.

"Teachers are hungry for this kind of work," says Lindy Johnson, assistant professor of English education. "Deeper learning means more engagement and more fun for everyone—both teachers and students."

Johnson co-directs the Center for Innovation in Learning Design with fellow faculty member Mark Hofer, professor of educational technology.

The project is bringing a blended model of professional development to a cohort of 30 teachers during the 2018-2019 school year. Participating teachers began this summer with an intensive three-day academy on the William & Mary campus. There, they were introduced to deeper learning practices through the collaborative design of mini-projects which they will implement in their classrooms.

"The response from the teachers has been overwhelmingly positive," says Parker. "They're already making plans for interdisciplinary, project-based units with their colleagues—even those who are not in the first cohort. They are excited to introduce their students to discovery and relevant problem solving, and they are sharing it with their peers."

Throughout the school year, teachers will continue to learn and collaborate through nine online modules developed by Hofer and Johnson. In addition, on-site



Lindy Johnson, co-director of the Center for Innovation in Learning Design, works with Lancaster teachers during the 2018 Summer Academy.

coaching will further support teachers as they implement their projects in the classroom.

At the end of the school year, teachers and students will present a division-wide public exhibition and celebration of the year's work.

"One of the biggest challenges in helping teachers implement deeper learning practices is getting them to start exploring new ideas and be more creative and flexible," says Johnson. "They've been in such a high-stakes environment as they worked toward accreditation, and it can be difficult to shift to a new way of thinking."

During the summer academy, one third-grade team designed a "Nailed It Baking Challenge," based on the popular tv show. Students will compete to make the best cake, learning fractions and other mathematical concepts along the way.

"This kind of project creates a 'need-to-know' environment where students are motivated to learn. It's more engaging and the learning is deeper," says Johnson.

The center plans to continue the project beyond a first year to reach more teachers in Lancaster County, and eventually to scale the model to other underserved school divisions with vulnerable populations.

"Our approach to professional development focuses on supporting teachers in sustainable ways to truly shift classroom practices," says Hofer. "Not only does it make for a more vibrant learning environment for kids, but it re-energizes teachers and reconnects them with their passion for teaching and learning."

— JULIE TUCKER '01

SCHOLARSHIP PROFILE



Sean Hamer

Ed.D. in Educational Policy, Planning and Leadership

*Dawn Benson
Memorial Scholarship*

The former Head of Middle School at Germantown Friends School in Philadelphia, PA, Sean Hamer is now completing the dissertation phase of his doctoral degree at William & Mary. He shares his future plans and how a scholarship has impacted his W&M experience:

What has been most impactful about your experience at William & Mary?

The expertise of the professors as practitioners as well as theorists has been invaluable. The combination of support and rigor is a perfect balance of creative tension that enables us to stretch intellectually as students.

What do you plan to do after completing your Ed.D.?

I'd like to continue pursuing leadership in practice as a school leader and instruct future teachers and leaders at university-level schools of education.

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

As a student who currently fully funds the academic program through loans, the Dawn Benson Memorial Scholarship is assisting my ability to complete the dissertation phase of the program.



The first cohort of Lancaster County teachers pose during the three-day Summer Academy on the William & Mary campus.

ambiguity and failure, collaborate and communicate. In short, we are bringing our students into the 21st century in a way that is purposeful and meaningful."



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