



W&M SCHOOL OF EDUCATION INSIDER

MAGAZINE + ANNUAL REPORT 2019

MILITARY INITIATIVES

TOMORROW'S LEADERS

RESEARCH AND SERVICE



William & Mary
School of Education

W&M SCHOOL OF EDUCATION INSIDER

MAGAZINE + ANNUAL REPORT 2019

6 Military Initiatives

A new concentration in the school's M.Ed. in Counseling program will prepare counselors to serve veterans and their families. Troops to Teachers evolves to meet the needs of veterans transitioning to second careers in K-12 schools.

12 Tomorrow's Leaders

The Holmes Scholar Program at William & Mary is preparing the next generation of leaders for a more diverse educational landscape.

2 By the numbers

4 Happenings

14 New programs

16 Global initiatives

18 Research briefs

20 Faculty news

22 Community engagement briefs

28 Alumni in the spotlight

30 Giving and campaign update

DEAN

Spencer G. Niles

EDITOR

Julie Sizemore Tucker '01

CONTRIBUTING WRITERS

Erica Carter, Natasha Townsend M.Ed. '21,
Madeline Vann M.Ed. '19

PHOTOGRAPHY

Stephen Allen, Lee Poe, Josh Power, Skip
Rowland '83, Stephen Salpukas, Julie Tucker
'01

OFFICE OF THE DEAN

Leslie Grant Ph.D. '06, *Senior Associate Dean*
Tammy Gainer, *Registrar*
Jake Joseph Ph.D. '15, *Assistant Dean for
Assessment, Accreditation and Accountability*
Patty O'Neill Ph.D. '05, *Director of
Development*
Dot Osborne, *Senior Assistant Dean for
Academic Programs and Student Services*
Sarah Taylor, *Director of Finance and
Administration*

2019-2020 DEVELOPMENT BOARD

Peter Garland '77, M.Ed. '79 (Chair);
Elizabeth Auguste Ph.D. '18; Rebecca Deans
Crews '73; Jo Lynne Stancil DeMary '68, Ed.D.
'82; Anita S. Friedmann Ph.D. '03; David W.
Gaston '88, M.A.Ed. '90, Ed.D. '05; Kathleen
Eayre Jennings '08; Heath E. Morrison '88;
Bruce Oliver '68; James E. Person, Jr. '74;
Susan Pettyjohn M.Ed. '95; Wilma Sharp M.Ed.
'04, PA '05

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.

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



A NEW SCHOOL YEAR. New students in Curriculum & Instruction pose for a selfie with the school bell while taking part in a scavenger hunt during New Student Orientation this summer.

FROM THE DEAN



This summer, I had the opportunity to travel with 12 William & Mary students to Rwanda for a course on community well-being and peace education. As the country commemorates 25 years since the genocide that took the lives of a million people, we were able to meet both survivors and perpetrators, and witness their efforts to foster forgiveness and move forward together. Listening to their stories was deeply impactful for us all, causing us to think in new ways about our own relationships with others.

The trip exemplified the type of transformational effect we aim to have on our students, as well as on schools and communities. We are a small school, but one with big ideas and ambitious goals to improve lives and strengthen human connections.

In this issue, we highlight some of the ways in which our faculty, students and alumni are solving complex educational problems and transforming lives. We feature two initiatives that are already impacting the lives of military veterans and their families. You'll read about new academic programs designed to attract talented students to the teaching profession and to support professionals seeking new roles in educational leadership.

The 2019-2020 academic year will be my final year as dean of the School of Education, and it has been my greatest honor to serve in this role. As we enter a year of transition, we have important work to do. With a new president at the helm of the university and a new provost directing academic endeavors, we've already engaged in a strategic planning process designed to position the university for even greater success in the decades to come.

I encourage every member of this community add their voice, perspectives and ideas to this work. Together, we will build a stronger school and university to serve future generations of students.

Spencer G. Niles, Dean

BY THE NUMBERS

OUR COMMUNITY

603
STUDENTS

48
FACULTY
MEMBERS

12,200
ALUMNI



13:1
student to
faculty ratio



23%
of faculty are
people of color

— AMONG DEGREE-SEEKING STUDENTS —



69%
attend
part-time



33%
in online
or hybrid
programs



\$1.4M
financial aid
awarded



24%
are students
of color



30%
are doctoral
students

ACADEMIC PROGRAMS

20
degree programs

184
degrees conferred
in 2018-2019

NEW PROGRAMS IN 2019



- ▶ **B.A.ED. IN ELEMENTARY EDUCATION** with optional specializations in ESL/bilingual and special education
- ▶ Concentration in **MILITARY & VETERANS COUNSELING** for the Online M.Ed. in Counseling
- ▶ Customized, cohort-based master's programs in **PK-12 EDUCATIONAL LEADERSHIP**

RESEARCH



70%
of faculty members are
engaged in externally-
funded research

GRANT HIGHLIGHTS

- ▶ \$1.5M from the Virginia Department of Education for T/TAC to **ADMINISTER SPECIAL EDUCATION SERVICES** in Virginia.
- ▶ \$1.6M 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**.
- ▶ \$150,000 from the Virginia Board for People with Disabilities to **DEVELOP A GUIDED INTERNSHIP PROGRAM** for young adults with disabilities on the William & Mary campus.
- ▶ \$300,000 from the National Science Foundation to **ENGAGE MIDDLE-SCHOOL STUDENTS IN STEM** through a collaborative partnership between college-level engineering students from underrepresented backgrounds and teachers.
- ▶ \$75,000 from the Jesse Ball DuPont Fund to **SUPPORT RURAL TEACHERS IN IMPLEMENTING DEEPER LEARNING PRACTICES** in Lancaster County Public Schools.

FACULTY SCHOLARSHIP

IN 2018,
our 48 full-time
faculty members produced:



13
books



163
journal articles/
book chapters



130
research
presentations

COMMUNITY ENGAGEMENT



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

- ▶ The Center for Gifted Education doubled enrollment in Camp Launch, a summer residential camp for high-ability, low-income middle-school students.
- ▶ T/TAC served 4,284 special educators throughout Virginia with individualized workshops, consultations and other professional development.
- ▶ Project Empower, staffed by counseling interns, expanded its mentoring services to local high school students working to reach their personal goals.

HAPPENINGS



◀ 2019 graduates pause for a photo during the traditional commencement walk to the School of Education in May.



▲ Jim Barber, associate professor of higher education, chats with students during the school's Opening Day Picnic.



▲ Students and alumni pose with faculty members Katherine Barko-Alva and Bobby Oliver during the annual conference of Virginia Teachers of English to Speakers of Other Languages.



◀ Educational Policy, Planning and Leadership students pose during the department's annual policy trip to Washington, D.C.



Holmes Scholars traveled to Atlanta for the 71st annual meeting of the American Association of Colleges for Teacher Education (AACTE).



During a highly successful One Tribe One Day, the entire school community celebrated alma mater and the power of giving back.



SERVICE

— TO THOSE WHO —

SERVE



Recent initiatives at the School of Education are expanding our service to military veterans and their families.

SUPPORTING MENTAL HEALTH AMONG VETERANS

This fall, the School of Education enrolled its first students in a new online master's degree program focusing on military and veterans counseling.

The school's new Online M.Ed. in Clinical Mental Health with a concentration in Military and Veterans Counseling, the only program of its kind in Virginia, trains counselors to work with veterans and their families on issues such as post-traumatic stress disorder, traumatic brain injury, the emotional impacts of physical injury, long-term family separation and the transition from military to civilian life.

"We're excited to have an opportunity to train competent and compassionate counselors with a special focus on military and veteran issues," says Rip McAdams, professor and chair of the School Psychology and Counselor Education department. "Veterans and their families have unique needs, and it's gratifying to see those needs recognized and supported here at the School of Education and across the Commonwealth."

In early 2017, the Virginia Department of Veterans Affairs asked William & Mary to create a proposal for a military counseling program designed specifically to meet the needs of veterans and their families in Virginia. The proposal was accepted, and the General Assembly included \$287,500 in start-up funding for the program in the biennial budget adopted in 2018.

The new program is an optional specialization of the school's existing CACREP-accredited Online M.Ed. in Counseling, which allows students to gain a master's degree and work toward licensure as a professional counselor. Through this online pro-

gram, students can continue working full-time and complete the degree in as few as three years.

The military and veteran specialization required the development of three new courses: Military Life, Culture and Challenges; Assessment and Treatment of Trauma-related Disorders; and Military to Veteran Transition. In addition, three existing courses have been modified to include units on military issues.

"All counselors can benefit from knowledge and training in military issues, so that they feel confident and prepared to help military-affiliated clients," says McAdams. "This has been a great chance to integrate content related to military issues into the coursework for all of our online programs."

For McAdams, the project is a satisfying one, both personally and professionally. He served in the U.S. Naval Special Operations from 1969-1975 before pursuing a professional and academic career in counseling. "When I came out of the military, there were very few resources to help us deal with the personal challenges we encountered and make the transition back to civilian life," he says. "As a country, we've made a lot of progress since then, but there's still more we can be doing to be responsive to the needs of veterans."

The school is performing a national search for a new faculty member to fill the position of military and veterans program coordinator. A full-time faculty member has been hired to teach in the

program and oversee clinical placement and internships for students in the program. These field experiences include a supervised practicum followed by two 300-hour internships working directly with military and veteran clients.

Admissions to the program launched this fall with the first cohort beginning in Spring 2020. Students are admitted to the Online M.Ed. three times per year and once fully enrolled, the program will serve 135 students and graduate 45 military and veteran counselors each year.

"With the online program, our enrollment in the counseling department will increase by more than 200%," says Leslie Grant Ph.D. '06, senior associate dean for academic programs. "But we're being extremely careful to maintain both the quality of our counseling program, which is nationally recognized as one of the best, as well as the personal attention and guidance that our students receive from faculty. We're confident that we're expanding our service and reach through online programs while maintaining the highest quality of experience for our students."

In Fall 2020, the school anticipates starting an on-campus program focusing on military and veterans counseling as well. Once that program is available, on-campus counseling students will be able to choose from three specializations within the clinical mental health counseling degree — addictions counseling; couples, marriage and family counseling; and military and veterans counseling — as well as a concentration in school counseling. Currently, W&M is the only university in the state to offer concentrations in addictions and military counseling.

"We're constantly evolving our programs and partnerships to ensure that we're rising to meet our mission of transforming the lives of students, schools and communities," says Dean Spencer Niles. "Military veterans and their families give so much and sacrifice so much — we're honored to play this role in supporting their needs by preparing counselors who can help them live peaceful and productive lives."



Students in the Online M.Ed. in Counseling take a break for a photo op during their four-day residency on the William & Mary campus this summer.

THE ONLINE M.ED. IN COUNSELING

- CACREP-accredited
- Concentrations in School Counseling and Clinical Mental Health Counseling, with an optional specialization in Military & Veterans Counseling
- A special focus on social justice
- Can be completed in as few as three years while you continue to work
- Online coursework you can complete anywhere
- Field experiences include a practicum, internship and brief on-site residencies

counseling.education.wm.edu

A NEW WAY TO SERVE

Now in its third year at William & Mary, Troops to Teachers Virginia is helping military veterans transition to second careers as K-12 teachers.

After 22 years in the Army, Jimmy Kimbrough decided he wanted to be a teacher. "I wanted to help young adults better prepare themselves for the challenges they will face upon graduation," he says. "Over my life, I have benefited from the investment of time and effort by many teachers and mentors. I wanted to pay that forward."

Kimbrough, now a social studies teacher at Kecoughtan High School in Hampton, VA, was the very first veteran placed in a teaching position through Troops to Teachers Virginia, now in its third year at the W&M School of Education. Kimbrough serves on the Advisory Committee for

Troops to Teachers, and is passionate about the value of veterans in the classroom.

"First and foremost, the military teaches leadership," he says. "The leading of military members is no different than leading

students. Veterans have the skills to teach, coach and mentor students through the challenges they face in the classroom and in their personal lives. We cannot predict their future, but we can help them develop the skills to cope with and tackle those challenges."

Thanks to a \$1.9 million grant in 2018 from the Virginia Department of Education and the U.S. Department of Defense, Troops to Teachers is recruiting military veterans for second careers as teachers, and offering the wraparound support that veterans need to navigate the complicated pathways of teacher certification, find open teaching positions that fit their skills and interests, and successfully transition to the classroom.

"The staff understands that each veteran is as unique as their military experiences," says Kimbrough. "They tailor their services to those needs and do not try to force the veteran into any 'cookie cutter' model."

Last year, Troops to Teachers staff communicated with 1,588 service members and provided 516 individualized counseling sessions. A tracking system allows them to monitor each participant's progress and identify what support is needed, from discussing potential licensure paths to connecting them with school divisions' open positions.

Although some participants choose traditional teacher preparation programs, most decide that alternative routes, such as Virginia's Career Switcher program or provisional licensure, are a better fit given the considerable instructional experience and education they've already had during their military service.

Since launching Troops to Teachers, Principal Investigator and Executive Director Gail Hardinge M.Ed. '85, Ed.D. '96 has focused on outreach to



school divisions and other educational partners, sharing the unique benefits of hiring veterans and establishing relationships that help participants connect with open positions. While many school divisions are wary of hiring teachers with provisional licenses, Hardinge stresses that veteran candidates bring something extra.

“Veterans are not your typical provisional teachers,” she says. “Not only do they have crazy leadership skills, but they have a deep sense of service and often bring years of instructional experience to the K-12 classroom.”

To help participants bridge the gap between military culture and the educational context, Troops to Teachers has ramped up career placement services for participants, including mock interviewing and resume review.

“I felt very fortunate to have Troops to Teachers services available to help me with a challenging job hunt, resume assistance and interview preparation,” says Herb Eggert, another alumnus of the program. “Each of those services was a huge help in getting my foot in the door to secure an interview and helping me to make the most of each opportunity and ultimately land a teaching position.” After 23 years in the Coast Guard including serving

as Commanding Officer of three ships, Eggert transitioned to teaching 10th grade U.S. and Virginia government in Fairfax County. “As a new teacher, the balance between classroom management, instructional design and intense administration can seem overwhelming at times. My experiences in the military have helped me to manage my time effectively and pushed me to make sure I am prepared for each class.”

In addition to resume and interview assistance, Hardinge and her team are developing ways for participants to gain in-classroom experience, which can make them more attractive to school divisions that don’t normally hire provisional teachers.

They’re working with the CareerBridge Office at Fort Lee in Prince George County to initiate an internship program that will allow Troops to Teachers participants to do a six-month temporary assignment in a local K-12 school while remaining active duty in the Army.

Other options to apprentice in classrooms include paid tutoring, working as a substitute teacher with mentoring support, and working in summer school placements. These experiences help veterans better understand the educational context and decide if teaching is the right fit for them.

“It is humbling to work with veterans who are so accomplished, so hard-working, and so dedicated to the next stage of their career,” says Karen Hogue, project specialist for Troops to Teachers. “They’re very appreciative of our efforts, and it’s gratifying to see how much success they have when they take full advantage of our services.”

Troops to Teachers is also dedicated to supporting participants once they’ve transitioned to their K-12 classrooms. With research showing that mentorship during the first three years of teaching is critical in keep-



Over his 22 years in the Army, Jimmy Kimbrough (left) served in various leadership positions from platoon to regimental level. His last job was the head of the Army Reserve Officer Training Course (ROTC) at William & Mary and Christopher Newport University.



Herb Eggert retired in May 2019 as a Commander after serving in the Coast Guard for 23 years. With help from Troops to Teachers and Executive Director Gail Hardinge (pictured right with Eggert), he now teaches U.S. and Virginia Government at Annandale High School in Fairfax County.

ing new teachers in the profession, Hardinge is developing ways for Troops to Teachers to provide mentoring support where needed to their alumni.

“One challenge is that there are such disparities in the mentoring experiences provided by different school divisions,” she explains. “Urban and suburban schools typically have the resources to offer multi-level, comprehensive mentoring support for new teachers, while rural and under-resourced schools offer far less.”

To specifically support teachers in rural school districts, Troops to Teachers is partnering with the W&M School-University Resource Network (SURN) to research best strategies for mentoring new teachers in that context and to pilot a program based on their findings.

“We think-tank a lot,” says Hardinge. “The program is constantly evolving based on participant needs and division needs. Ultimately, we want to do everything we can to develop expertise and resources that will help both military families and K-12 schools in Virginia.”

Hardinge’s expertise has benefited the larger William & Mary campus as well. She and Charlie Foster M.Ed. ’17, former veteran liaison for Troops to Teachers, co-chaired the Military Veterans Affairs

Working Group, which was charged with expanding the university’s support for veteran students. They successfully established the new Office of Student Veteran Engagement this fall, which Foster now leads.

“Our goal is to serve veteran students who have finished their military careers and want the best education available in the world, if you ask me, here at William & Mary,” says Foster. “We know that they have different experiences from their peers, and we just want to help fill in the gap.”

Providing such specialized support makes all the difference for Troops to Teachers participants. With support, coaching and mentorship, veterans are able to bridge the divide from military life to the classroom, bringing their considerable skills and dedication into classrooms and into the lives of young people.

“The teachers that I have encountered remind me very much of my shipmates in the Coast Guard in that they are hard-working, professional and dedicated to the success of the whole team,” says Eggert. “This has been a great transition for me, and I look forward to what I hope is a long second career in education.”

– JULIE TUCKER ’01

Tomorrow's Leaders

THE HOLMES SCHOLARS PROGRAM
ENHANCES DIVERSITY IN AND OUT
OF THE CLASSROOM



At William & Mary, Holmes Scholars are training to be the next generation of leaders in counseling, teaching and educational leadership.

The program is designed to support high-achieving students from underrepresented backgrounds as they pursue doctoral degrees in education. Founded by the American Association of Colleges for Teacher Education (AACTE) in 1991, the program promotes diversity in the PK-20 education workforce through mentoring, professional development and peer support.

"The most significant benefits of the Holmes Scholars Program for participants, as well as the school and university, is that it supports the values of diversity, inclusion and equality," says Jamel Donnor, the program's faculty advisor. "It signals to others outside of the William & Mary community that there is a commitment to diversity, inclusion, equality and excellence, which are not mutually exclusive, but in fact mutually reinforcing."

Holmes Scholar Nancy Chae knows that the Holmes Scholars Program will prepare her for the challenges and rewards that she will experience in her future career as a counselor educator and supervisor.

"We will be uniquely positioned to bring attention to inequities and to advocate for and empower our students as well as those students and clients that they will serve," she says.

Scholars benefit from professional development opportunities, including presenting their research at the annual AACTE conference, attending a summer policy institute in Washington, D.C., and accessing career fairs, networking events and other career placement services.

The connections that many Holmes Scholars describe are critical as peers become colleagues and mentors become supervisors. The program provides an opportunity for students to bond beyond the scope of their regular learning experiences, Scholar Denise Lewis says. These relationships allow for students' experiences to become more meaningful as they figure out their purpose and how to develop their professional voices, she adds.

Not only does the program provide students with a support network as they develop their careers, but it also empowers scholars to contribute to the field with outreach to younger generations to spark interest in education careers.

A local middle school in Newport News provided such an opportunity when scholars spoke with students who were interested in pursuing careers in education. It was meaningful to connect with children who were enthusiastic about learning to become future education leaders, Chae says.

While the program increases racial diversity in the profession, it also encourages diversity in thinking about the approaches, practices, policies and structures of education systems, Holmes Scholar Jamon Flowers says.

"As an experienced educational leader, the Holmes Scholar program encourages me to think beyond PK-12. There are several educational systems and phenomena related to education that are underdeveloped and undervalued. More importantly, it is a reminder that 'my voice' is needed and is critical to the development of teachers, administrators and students," Flowers says.

However, earning a doctorate is just the beginning for him.

"I am charged to use my experience and education to enhance and change the narrative of education for students, teachers and educational leaders."

– NATASHA TOWNSEND M.ED. '21

NEW PROGRAMS

A new option for undergraduates: THE BACHELOR OF ARTS IN EDUCATION

Starting this fall, William & Mary undergraduates have the opportunity to pursue a standalone degree in elementary education, with optional concentrations in ESL/bilingual and special education. The new degree option was created after the 2018 Virginia General Assembly approved legislation aimed at streamlining licensure requirements and combating a statewide teacher shortage.

"There are few professions that offer as much opportunity to change lives as teaching," says Dean Spencer Niles. "We're thrilled to offer this new degree option, which will allow more William & Mary students to pursue this important work."

Previously, students have been required to either double-major in education and a liberal arts discipline or bridge to a fifth-year master's program in education. The new Bachelor of Arts in Education (B.A.Ed.) allows students to focus their studies in elementary education, while taking full advantage of the COLL curriculum and supplementing their schedule with courses that interest them.

"Double-majoring is difficult because in addition to fulfilling the course requirements for two majors,

students must also fit in the field experiences that are crucial to their preparation as teachers," says Leslie Grant Ph.D. '06, senior associate dean of academic programs. "This new option will make it much easier for students to graduate in four years and still be prepared to step into the classroom and begin teaching."

After completing the B.A.Ed., students will be eligible for licensure in the state of Virginia with an endorsement in Elementary Education PK-6. Students who pursue the concentration in special education will be eligible for an add-on endorsement in special education, and students completing the ESL/bilingual concentration will be prepared to take the Praxis test required for an add-on endorsement in ESL.

The new program was one of only seven elementary education programs across the state to be approved by both the State Council of Higher Education for Virginia (SCHEV) and the Virginia Board of Education this summer.

Once the program is fully implemented, the school plans to confer 12 B.A.Ed. degrees per year with 40 students enrolled in the undergraduate program at any given time. The school will continue to offer options for students to pursue elementary education as a second major, as a 5th year option, and as a separate master's program. Additionally, undergraduates who are interested in educational issues but don't wish to pursue licensure as a teacher can choose a Minor in Educational Studies.

"Our graduates are in high demand by school divisions in Virginia and across the nation," says Niles. "I'm deeply grateful to the many faculty and staff members who worked so hard to fast-track the creation of this program. As a result, more talented William & Mary students will choose a career in education and go on to change countless lives through teaching."



Kimberly Drummond '18, M.A.Ed. '19 leads a class at a local elementary school during her student teaching experience.

Rethinking the preparation of K-12 school leaders: CUSTOMIZED, COHORT-BASED M.ED. PROGRAMS

For almost two decades, the W&M School of Education has partnered with local school divisions to offer a cohort-based master's program in K-12 administration, allowing those districts to develop talent among existing staff. Thanks to a new hybrid model that combines online learning with brief in-person sessions, William & Mary is now partnering with divisions all across the state to train the next generation of school leaders.

"Recent changes in Virginia's schools through the adoption of the Profile of a Virginia Graduate, changes in methods of accountability and new standards for accreditation call for a different kind of leader," says Steven Constantino, executive professor and co-director of the cohort programs. "It requires a total rethinking of the skills and competencies of a successful leader, so we've redesigned our entire program to align with current and emerging needs of Virginia's students, school divisions and future leaders."

Constantino and fellow co-director Steven Staples '76, M.Ed. '83 are well-positioned to see the big picture, having both served at the very top levels of educational leadership in Virginia. Staples served as state superintendent of public instruction from 2014-2018 after spending 16 years as superintendent of York County Public Schools. Constantino has served as both chief academic officer and acting state superintendent, as well as superintendent of Williamsburg-James City County Public Schools.

"As a division superintendent, I was a partner in W&M's local cohort program and saw first hand how it strengthened our pool of high-quality candidates for leadership posts," says Staples. "And from my time as state superintendent, it was clear that the changes implemented at the state level required leaders with bold aspirations and the knowledge and skills to transform classrooms into more productive



The adoption of the Profile of a Virginia Graduate, as well as other recent changes, requires new leadership skills for school leaders.

learning spaces for all of today's students." Partnerships are already in place with Stafford County and Loudoun County Public Schools, with those cohorts underway this semester. With each new collaboration, the program is customized to reflect the partner division's context, needs and initiatives.

"This is not an 'off the shelf' program. Instead, there are opportunities to introduce division-specific tasks, content and processes into the coursework to assist emerging leaders in the transition from teacher to administrator," says Staples.

The cohort model also offers significant advantages for both educators and school divisions, as it begins the process of establishing professional learning communities that nurture emerging leaders.

"There is a sense of team that grows from the shared experience, with lots of opportunities for triumphs and challenges along the way," says Staples. "It prepares students to share ideas and work through dilemmas together—experience that is invaluable when they begin formal positions of leadership."

PEACE AND FORGIVENESS 25 YEARS AFTER GENOCIDE

Morgan Tompkins thought she knew the meaning of forgiveness until she studied abroad in Rwanda.

She was one of the 12 students led by Spencer Niles, dean of the School of Education, and Daniel Gutierrez, assistant professor of counseling, on a soul-searching trip through Rwanda this past summer to explore the country's efforts at peace education and forgiveness since the 1994 Genocide Against the Tutsi that killed more than 1 million people.

For Tompkins, a senior studying public policy and data science, a trip to Guatemala years ago fostered an interest in international development. Going to Rwanda was a different experience as she grappled with difficult truths about reconciliation and humanity's darkest moments, she says. She learned how to reflect on her role in her own community.

As Rwanda commemorates the 25th anniversary of the genocide, non-profit organization Aegis Trust has been working to memorialize the events of 1994 and foster conversations about how to prevent genocide around the world. Through a partnership with the organization, the W&M trip allowed students to interact with and learn from survivors who experienced genocide firsthand. Not only did students study the causes and progression of genocide, but they also heard how survivors attained peace in their lives after coming to terms with the events that took place.

"Hearing the stories and experiences of both perpetrators and victims of genocide, you can't help but be transformed," Dean Niles says. "It makes you examine your own experiences, the resentments and transgressions that you harbor, and to think differently about how you handle forgiveness."

A forgiveness project was the cornerstone of the students' learning experience, in which students re-



Students got out of their comfort zones learning a new dance.

flected on their own lives, where they needed to heal and what that process would look like.

"We wanted them to leave Rwanda with greater self-clarity, an appreciation of the resilience of the Rwandan people, and with an awareness of how the experience of the Rwandan people 25 years ago relates to the current rhetoric in the United States," Gutierrez says.

At the reconciliation villages, students asked what the survivors would like the students to take back to the United States with them. "Share our story. Don't let the world forget about us," the survivors said.

Stephanie Dorais, a doctoral student in counselor education, has not forgotten their story. The authenticity of the survivors and being able to form relationships with people her age who overcame the genocide changed her view of herself and others, she says.

"The trip taught me experientially about wholeness and the resilience of the human spirit," she says. "It's still working on me now."

— NATASHA TOWNSEND M.ED. '21

First partnership with a Colombian university established

This summer, the School of Education established its first official partnership with a university in Colombia with the signing of a memorandum of understanding with the Department of Social Sciences, Humanities and Arts of the Universidad Autónoma de Bucaramanga (UNAB). The partnership is intended to facilitate wider exchange and collaboration between the two universities.

"Colombia exhibits one of the most vibrant economies in South America, lies at the cultural heart of the revolution that cast off Spanish colonialism from the continent, and provides a home to numerous indigenous populations of the Amazonian and other regions of South America," says Gladys Krause,

assistant professor of math education. "This partnership will lay the foundation for an infrastructure through which we can open the door to the vast diversity of South America."

Krause, a native of Colombia, has been working and networking with faculty from institutions of higher education in Colombia, Chile and Mexico for more than 10 years. When a new provost was named at UNAB that is connected to this network of collaborators, she saw an opportunity to forge a partnership between the two universities.

The partnership is intended to promote joint research and publications; scholar and researcher

exchanges for lectures, talks and sharing of experience; and collaborative participation in conferences, colloquia and symposia. In time, Krause envisions the establishment of exchanges allowing students from W&M to take courses in and experience the cultural setting of UNAB.

"This breaking down of borders will deepen W&M students' understanding of other cultures and, at the same time, the diversity of perspectives already represented within the W&M community will have its own impact on these visiting students," says Krause.



Gladys Krause (left), assistant professor of math education, watches as Juan Camilo Montoya Bozzi, provost of UNAB, signs the memorandum of agreement.

Examining the needs of military children attending international schools

Children in military families bring unique strengths and experiences into the school setting, and also face a particular set of challenges as they move between domestic and international schools. With funding from a Reves Center Fellowship, Patrick Mullen, assistant professor of school counseling, and counselor education doctoral students Adrienne Backer and Nancy Chae have been examining the experience of school counselors in Department of Defense Dependents (DoDD) Schools.

This past spring, they traveled to Verona, Italy to learn about DoDD schools with the goal of preparing future school counselors to more effectively assist children of military families.



RESEARCH BRIEFS

Ryan McGill wins Article of the Year from the Journal of School Psychology

Ryan McGill, assistant professor of school psychology, co-authored "Cognitive Profile Analysis: History, Issues, and Continued Concerns," which received the Article of the Year Award from the *Journal of School Psychology* and the Society for the Study of School Psychology.



Ryan McGill, assistant professor of school psychology

McGill reported that he and his co-authors wanted to write the article, which is a review of the history of cognitive test interpretation methods as well as relevant psychometric studies in the field, in order to determine whether substantive advances have been made since these matters were last debated in the 1990s. After reviewing the status of contemporary research, they concluded that the evidence base for many popular interpretive methods remains less than compelling.

McGill noted that, "we present 30 years of consistently negative evidence suggesting these things may not be as useful as they are often perceived," adding that while intelligence tests are able to estimate general intelligence relatively well, empirical evidence for the utility of many profile analytic methods is presently lacking. Of particular concern are the profiles commonly used to identify learning disabilities.

Despite the attention the article has received, McGill acknowledged that more work needs to be done to help practitioners make informed decisions about how to best use cognitive assessments. Although debates on these matters have been contentious, McGill noted that momentum for these critical conversations has reached an apex as practitioners seek better and more efficient ways to meet the needs of students in schools.

— MADELINE VANN M.ED. '19

Introducing Wren's Nest

Wren's Nest is a new digital publication of the *William & Mary Educational Review*, the school's student-run, peer-reviewed scholarly journal. *Wren's Nest* is a web-based platform focused on applying scholarship beyond the classroom. It features practitioner-oriented pieces, book reviews, interviews, policy briefs, alumni perspectives, opinion pieces, personal reflections and other short articles on education-related issues.

Wren's Nest welcomes contributions from alumni, students and friends of the School of Education.



wnest.org

A NOVEL APPROACH TO ENGAGE DIVERSE STUDENTS IN ENGINEERING

Meredith Kier, associate professor of science education, has secured a grant worth \$300,000 from the National Science Foundation (NSF) for an exploratory research study that will examine how a partnership between undergraduate engineering students from underrepresented backgrounds and middle-school STEM teachers can engage and inspire students in engineering.

"I wanted to explore the potential of a new collaborative framework that would not only help teachers gain skills in developing interdisciplinary, project-based approaches to STEM teaching, but also incorporate underrepresented undergraduate students — mentors close in age and experience to middle-school students."

For the project, Kier will match engineering students from local universities with STEM teacher leaders at all eight middle schools within Newport News Public Schools (NNPS). The undergraduate students and teachers will collaborate on a semester-long engineering design project. Kier and a team of W&M students will analyze how the college students, teachers and middle-school students work together, particularly looking at how they communicate, how they overcome stumbling blocks, and how each group is impacted by the experience.

The grant is in a special NSF category for "potentially transformative" research ideas — projects in their early stages that are both high-risk and high-payoff.

Kier is well aware of the risks that made the project eligible for this category. "University-level engineering students are typically highly analytical, and they may never have taught before," she says. "There will inevitably be challenges as they co-design projects that are age-appropriate and engaging."

However, the potential benefit to participants is huge. Research has shown that interactions with authentic role models in engineering can greatly increase students' knowledge and identities in STEM.

"Engineering requires diverse perspectives at the table. Underrepresented populations are being left out of discussions on innovation, and their voices



Meredith Kier, associate professor of science education

and perspectives aren't being considered or capitalized on," says Kier.

Approximately 70% of students in Newport News Public Schools are of a minority racial/ethnic background, and over 60% are economically disadvantaged. In collaboration with the school division, Kier chose to conduct the project at the middle-school level, a critical point when students are beginning to consider subject preferences and career choices.

At the end of the project, Kier aims to publish findings that outline an innovative and practical model for incorporating career role models into the classroom. Particularly important for Kier is to develop a framework that can be applied in culturally and linguistically diverse schools.

Kier is prepared for the challenges of managing a mentoring relationship between two very different sets of spaces and types of knowledge — in fact, she says this is where she expects the magic to happen.

"I can't wait to see this in action," she says. "I'm excited to see students and engineers together in the classroom, discovering new ways to think creatively and collaboratively and seeing new possibilities for their futures."

— JULIE TUCKER '01

FACULTY *in the* SPOTLIGHT



“Teaching with compassion and hope” is the guiding mantra of **Katherine Barko-Alva**, assistant professor of ESL and bilingual education. Building on her own experiences as a bilingual student, she has worked as a teacher, facilitator, advocate and now as a researcher and professor to understand the complex relationship between language and learning and to develop new methods of teaching emergent bilinguals (EBs).

Now in her third year at William & Mary, Barko-Alva has successfully developed and launched the school’s master’s degree concentration in ESL and bilingual education, which had its first graduates this past spring.

Her ability to inspire young people to pursue a career in ESL and bilingual education, along with her research and service related to bilingual education, was recognized with the 2019 Latinx Leadership Award from the Virginia Latino Advisory Board, which advises Virginia Governor Ralph Northam on issues of concern for the Latinx community in Virginia.

In addition to her work with pre-service teachers, Barko-Alva is collaborating with Gladys Krause, assistant professor of math education, on a research project in a

local dual language program to better understand how students process learning in different languages within the context of core academic subjects. She is also working with Jennifer Bickham-Mendez, a professor in William & Mary’s sociology department, to examine how EBs in a local high school develop a sense of belonging—and how they can be better supported as they transition to a new context.

In Spring 2020, Barko-Alva will publish her first book, co-authored with Lisa Porter, assistant professor of sociology at JMU, and Socorro Herrera, professor at Kansas State University. The book, published by Teachers College Press, aims to disrupt fossilized practices in parental engagement, specifically in culturally and linguistically diverse settings.

“We’re exploring the idea of radical kinship and deep connections within school communities,” says Barko-Alva. “How do we create school environments that foster authentic love, how do we incorporate each family’s story and background into the curriculum, and how do we transform pedagogical practices so that everyone is involved and everyone’s voice is heard?”

PROMOTIONS & APPOINTMENTS

Stephanie Blackmon, Eddie Cole and Meredith Kier were promoted to associate professor with tenure.

Jason Chen was named Gerdelman Family Term Distinguished Associate Professor.

Leslie Grant Ph.D. '06 was named Dorman Family Distinguished Associate Professor and promoted to senior associate dean for academic programs.

Mark Hofer was named director of the William & Mary Studio for Teaching & Learning Innovation.

John Brendel Ed.S. '94, Ed.D. '96, clinical associate professor of counselor education, was elected chair of the Virginia Board of Counseling.

Eddie Cole, associate professor of higher education, was appointed associate editor of *The Review of Higher Education*.

Pamela Eddy, professor of higher education, was appointed editor of *New Directions for Community Colleges*.

AWARDS & ACCOLADES

Katherine Barko-Alva received the Latinx Leadership Award from the Virginia Latino Advisory Board and the Janet Brown Strafer Award from William & Mary.

Daniel Gutierrez, assistant professor of counselor education, received the Biggs-Pine Award for Outstanding Scholarly Contribution from *Counseling & Values*.

Ryan McGill, assistant professor of school psychology, received Article of the Year Award from the *Journal of School Psychology*.

Patrick Mullen, assistant professor of school counseling, received the Patricia B. Elmore Award for Outstanding Research in Measurement and Evaluation from AACRC.

Lindy Johnson, assistant professor of English education, received the Divergent Award for Excellence in 21st Century Literacies.

Spencer Niles, dean of the School of Education, received the Thomas Hohenshil National Publication Award from the American Counseling Association.

Gene Roche, executive professor of higher education, received the Shirley Aceto Award from William & Mary.

A team of researchers, including **Chris Gareis M.A.Ed. '92, Ed.S. '93, Ed.D. '96**, professor of curriculum development; **Sarah Hylton '89, M.Ed. '97**, second year doctoral student; **Jake Joseph Ph.D. '15**, assistant dean for assessment, accreditation and accountability; and **Tom Ward**, professor of research methods, received the 2019 Distinguished Paper Award from the American Educational Research Association.

NEW FACULTY



Paige Hendricks Ph.D. '16 is a visiting assistant professor of social studies education. Her research interests include diversity, heterogeneity and cultures of teachers and students in school settings and curriculum and instructional writing, design, development and best practices.



Leandra Parris is an assistant professor of school psychology who joins us from Illinois State University. Her specializations include crisis prevention and intervention implementation, as well as social justice in education.



Noelle St. Germain-Sehr is a clinical assistant professor and clinical experience director of online counseling programs. Her research interests include transpersonal approaches to counseling and LGBTQ+ issues.



Elizabeth Talbott is a professor of special education and chair of Curriculum & Instruction. Her research focuses on improving assessment procedures and educational outcomes for urban youth with emotional, behavioral and mental health disabilities.

RETIREMENTS

Bruce Bracken, professor of educational psychology, will retire in 2020.

Michael DiPaola '69, Chancellor Professor of Educational Policy, Planning and Leadership, will retire in 2020.

HELPING YOUNG ADULTS WITH DISABILITIES FIND THEIR NEXT MOVE

A new partnership is bringing guided internship opportunities for young adults with disabilities to the William & Mary campus. Funded by a grant from the Virginia Board for People with Disabilities, the project is not only helping the local diverse-ability community build skills for sustained employment, but also fostering broad conversations about the role and value of neurodiversity in the community.

Over two years, Next Move@W&M will provide campus-based internships, in addition to special instruction and job coaching, for 36 young adults with developmental disabilities. Heartley Huber, assistant professor of special education, is supervising the program.

"We know these internships will make a huge difference for the participants, but it's also an extraordinary opportunity to promote a cultural shift in our community and build toward greater acceptance of people with diverse abilities," says Huber.

The program is an extension of Next Move Program, a Richmond non-profit founded by Elizabeth Redford M.A.Ed. '10 and Mary Townley. Both former special education

teachers, Redford and Townley founded the organization to help address the high unemployment rate of adults with disabilities, which in Virginia hovers around 70%.

"Our interns make tremendous gains, as they are learning concepts in the most authentic setting by training and learning in an actual business among working professionals," says Redford. "And the relationships that employees form with our students are

transformative, opening minds and hearts to what individuals with disabilities are capable of in our community."

A college campus is the ideal location for an internship program, and Redford was excited to hear of interest to bring Next Move to William & Mary.

Interns are carefully matched to jobs on campus that fit their skills, interests and work aspirations. "People with disabilities often don't get many opportunities to explore the working world — the internships, part-time jobs and volunteer experiences that help us figure out what we want to do," explains Huber. "So, a big goal for interns is to explore their interests, build off what they know, and gain new skills."

The team's ultimate goal is to create a model that can be replicated on other university campuses and exponentially increase its impact. "We hope that one day the program will be successfully implemented all across the country, setting a standard for vocational training and research in the field of special education," says Redford.



A Next Move intern sorts materials at Swem Library.

CONFERENCE BOUND



Students, faculty and alumni represented William & Mary at conferences across the country, including the annual meetings of the National Council of Teachers of Mathematics, NASPA: Student Affairs Administrators in Higher Education, the Association for Assessment and Research in Counseling, and Teachers of Promise Institute.



MEASURE WHAT MATTERS

“Assessment” can be a scary word. It strikes fear in the hearts of most students — and plenty of seasoned teachers as well. In an era of high-stakes accountability and an educational system characterized by both broad curricular goals and a new focus on 21st century skills and future-ready students, assessments seem even scarier. Christopher Gareis M.A.Ed. '92, Ed.S. '93, Ed.D '96, professor of educational policy, planning and leadership, is on a mission to change that.

A former English teacher, middle school principal and division leader, Gareis has become an evangelist of sorts, publishing and speaking around the world on the topic of authentic assessments that tap complex, higher-order thinking and offer an opportunity to develop deeper learning outcomes for students.

“Teachers need to think of assessment as just another extension of the two things they love—curriculum and instruction,” he says. Through one-day workshops, keynote presentations, and in-depth professional development in partnership with school divisions, Gareis works directly with teachers and schools to expand their thinking about assessments and develop the

performance-based assessments and other alternatives to standardized testing that are the right fit for their students.

Gareis was a principal in the early 2000s when high-stakes testing came along. “I lived through that transition, and I was a witness to the unintended consequences — a narrowing of the taught curriculum, a flattened approach to teaching, and simply too much time spent on standardized testing,” he says. “There’s a whole generation of teachers who have only known this high-stakes environment, and our youngest teachers have experienced it as both students and teachers.”

Within the last five years, Virginia policies have tacked back in the opposite direction, reducing the number of standardized tests required for K-12 but mandating that schools replace these assessments with their own locally-developed alternatives. While this change empowers schools and divisions to make their own decisions and promotes the use of authentic assessments, it also requires expertise that may not exist at the local level.

In Gareis’s work with divisions, he stresses the importance of a balanced approach to assessments. Standardized tests have their place, and are an efficient method of assessing students’ mastery of content. But to measure whether or not students are operating at a higher level of thinking, and gaining the skills to transfer their learning to new and unknown contexts, students have to generate their own responses—ideally in multiple formats such as presentations, portfolios, essays and projects.

“If performance-based assessments are well-designed, they are more authentic to the real world and replicate the kind of thinking that students will be asked to perform when they enter the workforce,” says Gareis. “And most importantly, these assessments don’t just measure learning — they become meaningful learning experiences themselves.”

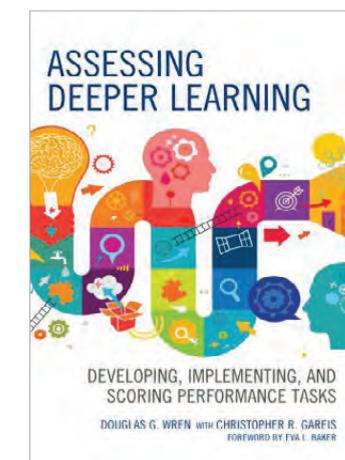
While the concepts of performance-based assessments and deeper learning are universally and intuitively appealing, they are difficult to operationalize. Gareis strives to demystify these practices, coaching teachers through the creation of assessments that enrich the classroom and spark deeper learning.

In 2017, Gareis received Virginia ASCD’s Leadership Award for his collaborative work with the state’s Department of Education and school divisions to modernize and diversify Virginia’s system of assessment.

“Assessment has been described as the Trojan Horse of school reform,” he says. “If we want to change schools, we have to change not only what we’re aiming for students to learn but *how we’re measuring it.*”



Christopher Gareis, professor of educational policy, planning and leadership



Published in 2019, Gareis’s most recent book details a journey that a large school district undertook to create a system of performance tasks designed to assess students’ proficiency in critical thinking, problem solving, and effective communication. It was written for teachers, administrators, superintendents, and policy makers to better understand the challenges and opportunities afforded by using performance assessment to promote deeper learning.

– JULIE TUCKER '01

EVEN TEACHERS NEED TO PRACTICE WRITING



Writing is a difficult skill to master, and an even more difficult skill to teach. But by practicing their own writing skills, educators can become better writers and, in turn, better writing teachers. Connecting the dots between the essential need for students to develop writing skills and the work of developing writing curriculum has been the focus of the Eastern Virginia Writing Project (EVWP) at William & Mary's School of Education for more than 40 years.

W&M is one of nearly 200 universities from every state and U.S. territory that partners with the National Writing Project (NWP), offering professional development workshops to assist teachers in strengthening their own writing skills and evolving their writing programs. The Eastern Virginia Writing Project is one of five Virginia sites. Founded in 1979 by James Beers, former associate professor and site coordinator, it continues to be one of the longest running community engagement centers at the School of Education.

Lindy Johnson, assistant professor of English education, became the site director two years ago and is a passionate advocate for the program because of its demonstrated success in supporting teachers in the classroom. "The Eastern Virginia Writing Project is a space for any teacher who wants to come and be lifted up and affirmed in their work," she says. "The time-honored principles and practices of the work sustain educators and lead to transformations in teaching and learning."

The NWP has worked tirelessly for more than four decades to provide professional development support to teachers and re-inspire a love of teaching. Virginia high school English teacher, Nicole Throckmorton M.Ed. '03, was so inspired by her experience at EVWP in 2005 that she returned to the program the next summer as a teacher leader, working alongside the site director to guide and encourage other teachers to develop their writing and teaching skills. "EVWP gave me the tools and the confidence to change my approach to writing instruction in the classroom, and it also allowed me the room to find my own voice as a writer," she says. "Finding my own voice gave me insight into helping my students find their own voices."



Participants in the Eastern Virginia Writing Project's 2019 Summer Institute spent several days on the William & Mary campus, practicing their own writing skills and developing new projects and lesson plans for their classrooms.

The program's sustainability lies in its flexibility to incorporate new theory, research methods and modes of communication over time while still adhering to its core principals. With an emphasis on learning and developing writing skills for all grade levels and subject areas, the program has been successful in partnering with institutions of higher education that provide resources and research along with the support and encouragement of its community of peer educators.

Grace Rivera, a two-time Newport News Public School Teacher of the Year and EVWP teacher leader, describes the program as the single best professional development opportunity she has ever been a part of. "The vulnerability of sharing writing with a teacher or a group, the struggle of coming up with the right thing (or anything) to say, and the nervous and thrilling excitement of sharing what you have written all led me to rethink my own practices as a teacher," she says. "The teaching demonstrations created by my fellow participants inspired me to want to try new strategies

with my students and to rethink my own practice even further. I went back to start the school year invigorated and enthusiastic, and once I started seeing increased motivation and improved writing from my students, it was only natural that I start sharing my successes with other teachers in my building."

Participants attend a week-long summer institute where they engage in interactive workshops to become better writers and learn new strategies for teaching students how to write. After presenting the new techniques they have learned in groups, they return to their classrooms with new lesson plans ready to engage their students in mastering their writing skills. The teachers have the opportunity to demonstrate lessons learned to other educators during a mini-conference held at the School of Education each fall.

Next year, the EVWP plans to expand the institute, offering students the chance to practice their writing skills through the NWP's youth writing camp.

— ERICA CARTER

ALUMNI *in the* SPOTLIGHT



Bruce Chamberlin M.Ed. '91 knows first hand the transformative power of a high-impact education. Not only did his college experiences, both undergraduate and graduate, inspire him to give back but it also led him to a career in college admissions giving countless students the same opportunity for a life-changing transformation.

His career in higher education began as a tour guide on the campus of Gettysburg College where he enjoyed talking about all the college had to offer. And his choice of a career was reinforced while attending classes and working at William & Mary, where professors and mentors, including Roger Baldwin, John Thelin, Jean Scott and Virginia Carey '71, Ed.D. '97, challenged him both academically and professionally. "That experience gave me confidence in my writing, confidence in my voice, and confidence in my abilities and future," he says.

Chamberlin has worked with students, parents and counselors from around the world over the course of his career. "The transformative power of time and place is no more powerful than for first-generation, college-bound students," he says, adding that this experience affects not just the admitted student, but their entire family.

Having worked at four diverse institutions, he generously gives back to those that have guided him along the way. "Only in hindsight can you really see the influences that form character and capacity," he says. He serves on Gettysburg College's Board of Trustees and previously served for six years on the W&M School of Education Development Board, including two years as Board Chair.

The establishment of an endowed scholarship, the Chamberlin Higher Education Recruitment Award, exceptionally stewarded by the Higher Education department, was inspired by the camaraderie shared among fellow graduate interns — and now life-long friends at William & Mary. In both his career and philanthropy, Chamberlin is always looking for ways to provide prospective students with the influential and memorable experiences he had as a college student.

— ERICA CARTER

50
YEARS
EST. 1969



HIGHER
EDUCATION
PROGRAM

SAVE THE DATE!

Higher Education Program's 50th Anniversary Celebration

February 14-15, 2020

The William & Mary Higher Education Program is among the oldest in the nation. On April 3, 1969, the State Council of Higher Education for Virginia approved a proposal "for the Inauguration of Graduate Degree Programs in Community College Teaching and Higher Education Administration." A lot has happened in the 50 years since the start of the program, and program alumni now serve throughout the world as faculty members, administrative leaders, student affairs professionals, policy makers and more.

Make plans to join us back on campus as we celebrate the program's 50th anniversary. Highlights of the event include:

- A **convening of Virginia's higher education programs** to share emerging research and discuss issues surrounding higher education in the Commonwealth
- **Networking opportunities** to reconnect with classmates, faculty, colleagues and university staff
- **Workshops on leadership development** and working with students in co-curricular activities
- **Fun social events** designed to let you visit old haunts and tour recent changes on campus and around town
- A **dinner keynote address** by Dr. Jerryl Briggs Ed.S. '95, Ed.D. '10, current president of Mississippi Valley State University



William & Mary
School of Education

education.wm.edu/50years

For the Bold

THE CAMPAIGN FOR WILLIAM & MARY



Peter Garland '77 M.Ed. '79 recently retired as the executive vice chancellor and chief academic officer of Pennsylvania's State System of Higher Education.

The *For the Bold* campaign is nearing its conclusion and has already made an impact in the school: 20 new scholarships for students and a new endowed professorship, as well as additional support for the many services designed to improve schools, advance community mental health and more.

Philanthropy, coupled with the talent and dedication of our faculty, students and alumni, continues to raise the stature of the school across the Commonwealth, the nation and beyond. The school's impact continues to grow through the leadership of our faculty but perhaps more importantly in the differences — large and small — in the lives of students, families, teachers and administrators touched in so many ways by the School of Education family.

While so much has been accomplished, there is much to do in the coming months to realize the promise of the campaign. I ask you to join me, the members of the Development Board and Dean Niles and do anything (and everything!) you can to engage classmates, professional colleagues, and corporate and foundation connections to meet our goal and maximize our impact.

Peter Garland

Chair

School of Education Development Board

SCHOOL OF EDUCATION CAMPAIGN UPDATE

Private support is crucial for so many of our efforts, from scholarships and assistantships to program support, professorships and special projects.

In addition to the Fund for Excellence, we've identified five key areas where private gifts can support the work of the school. In the final year of the *For the Bold* campaign, make your gift in the area that's most meaningful to you.

SCHOOL OF EDUCATION PRIORITIES:



SCHOLARSHIPS

Support students on their journey to become the teachers, counselors, psychologists, school leaders, researchers and advocates who will solve the complex educational challenges that face our state, nation and world.



ACADEMIC PROGRAMS

Our program funds directly support our four academic program areas. These flexible funds are designed to meet the most pressing needs of each department.



STUDENT EXPERIENCES

Give to support students as they expand their academic experiences by completing research projects, attending conferences, pursuing professional development opportunities and much more.



SOCIAL JUSTICE AND DIVERSITY

Support the School of Education's commitment to promoting and advancing the ideals of inclusion and diversity. These funds are used to support initiatives that help the school prepare culturally responsive, ethical, reflective and collaborative leaders to transform schools and communities.



SPECIAL PROJECTS

Support the special projects sponsored by the School of Education. Through these initiatives, students and faculty members engage the local community and beyond, impacting students, schools and families while gaining invaluable experiences.

Jason Chen recognized with the Gerdelman Professorship for his mission to make the classroom a better learning space for all

Thanks to Sue '76 and John '75 Gerdelman, Jason Chen, associate professor of educational psychology, has been awarded a professorship to continue his research and inspire future educators.

Education is highly valued in the Gerdelman family. Sue graduated with a bachelor's degree in elementary education and taught for six years in Washington. Their daughter Emily Gerdelman Ridjaneck '07, who graduated with a degree in psychology and elementary education, served on the School of Education's Development Board from 2011-2016.

"We recognize the positive impact faculty members have in preparing and inspiring the next generation of educational leaders, and this was an opportunity for us to support teaching excellence at the School of Education," Sue said about the professorship when it was established in 2015.

Now, the Gerdelman Family Term Distinguished Professorship has allowed Chen to engage in interna-

tional collaborations in Hong Kong, conduct rigorous data analysis on his research and present his research at conferences within the U.S. and internationally.

Chen's research focuses on the use of virtual simulations to help university educators be aware of and eliminate prejudices in the learning environment, especially in the geosciences. If universities do not offer an inclusive space for students, then learning suffers and the progress of students and educators alike is impeded, Chen says.

Simulations allow educators to practice confronting instances of prejudice and begin conversations about diversity within their institutions. The goal is to help participants become advocates of diversity, with the premise that participants are the first step toward creating changes in the workplace.

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

Throughout his work teaching and conducting research at William & Mary, Chen has seen the importance of relationships among colleagues, alumni and the larger community.

"Receiving the Gerdelman Professorship from alumni who value the field of education makes me feel valued, appreciated and welcome," he says.

"These relationships matter, and I feel privileged to be embraced in this community."

— NATASHA TOWNSEND M.ED. '21



Jason Chen, Gerdelman Family Term Distinguished Associate Professor



John Gerdelman '75 and Sue Hanna Gerdelman '76 with their daughter Emily Gerdelman Ridjaneck '07 at William & Mary's 2018 Fall Awards Banquet.

PROFESSORSHIPS

In addition to the Gerdelman Professorship, the school currently holds three other endowed professorships dedicated to increasing the impact of our faculty:



Layton and Jody Smith Endowment Professorship

Supporting Tracy Cross, professor and director of the Center for Gifted Education



Dorman Family Term Distinguished Professorship

Supporting Leslie Grant, associate professor and senior associate dean



Pavey Family Chair in Educational Technology

Supporting Judith Harris, professor of educational technology

SCHOLARSHIP PROFILE



Okenna Egwu

Ph.D. in Counselor Education

*Kevin Geoffroy Memorial Fellowship
Frances C. Hudgins Memorial Endowment*

Prior to attending W&M, Okenna Egwu worked as a clinical counselor in juvenile detention centers. He shares his future plans and how scholarships have impacted his W&M experience:

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

The community at W&M has been invaluable. The faculty members are smart and driven, but are eager to involve students in their work. My peers and professors are incredibly supportive and are always willing to lend a helping hand, which has created a sense of care throughout the program.

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

I'd like to pursue a career as a counseling faculty member at a university in order to work with future counselors, as well as, continuing to pursue my current research interests. I would also like to return to my work in juvenile detention centers in some capacity in order to address the needs of this population.

How have the scholarships you've received impacted your time here at W&M?

These scholarships allow me to turn my attention to my research and professional opportunities, rather than focus on the costs of the program.



William & Mary
School of Education

P.O. BOX 8795, WILLIAMSBURG, VA 23187

education.wm.edu

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



W&M SCHOOL OF EDUCATION
2019-2020

DIVERSITY LECTURE SERIES

NOV 19



HORNSBY LECTURE

Alfred W. Tatum

Professor and Dean, College of Education,
University of Illinois at Chicago

**A leading authority and scholar of African
American boys' literacy development**

MAR 26



Naomi Snider

Research Fellow, Steinhardt School of Culture,
Education and Human Development, NYU

**Co-author of *Why Does Patriarchy Exist* and
candidate in psychoanalytic training at the
William Alanson White Institute**

education.wm.edu/diversity-series