

The MONDAY REPORT

#622

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NOTES FROM THE DEAN'S DESK

This month's issue of *Educational Leadership* features an article by Teacher Education faculty member Georgea Langer and her collaborator (and EMU alum) Amy Colton. The article describes a process for collaborative analysis of student work in which groups of teachers come together to study an individual student's work, inquire into the student's learning processes and hypothesize what might be done to maximize his or her success. Langer and Colton found that collaborative analysis of student learning invites multiple interpretations for the same event, prompts teachers to reconsider limiting assumptions, enriches and transforms the teacher's knowledge base, and drives school improvement.

As I thought about this process, it prompted me to reflect on the many circumstances in which a focus on student learning is essential to our practice. Our student teachers work on teaching units in which they must carefully analyze student learning, both of the group and individuals. We have found that the assignment shifts student teachers' focus from "How am I doing?" to "How are they learning?" Langer and Colton find that similar questions are powerful tools for the development of practicing teachers. It made me wonder how a collaborative study of individual college students' learning might impact our instruction—and how that would add to the knowledge we get from our broader collection of student data. Sounds like something that could prove interesting to try.

A little learning, indeed, may be a dangerous thing, but the want of learning is a calamity to any people.—Frederick Douglas

PORTER CHAIR WORKSHOPS

Porter Chair Dr. Joyce Epstein held an "Infusion Workshop" on February 18, 2005 for faculty interested in infusing additional activities regarding school, family, and community partnerships into their classes. The presentation featured a panel presentation by **Jackie McGinnis, Karen Carney, Chris Karshin, and Ella Burton**. Participants included faculty and lecturers from the Departments of Leadership and Counseling, Special Education, and Teacher Education and the School of Health Promotion and Human Performance. A second infusion workshop may be scheduled for Dr. Epstein's final visit in May. Interested faculty should contact the Alane Starko or Jackie Tracy.

AUTHOR! AUTHOR!

In the last Monday Report I reported that we had collected the titles of books and book chapters written by College of Education faculty during the 2003-2004 academic year. The books will be purchased by the Eastern Michigan University library and placed in a special Faculty Author section. Here is a continuation of the list started in the last edition.

Achilles, C. (2003). Class size and student learning. In J. Guthrie (Ed.), *Encyclopedia of education, 2nd Ed.* NY: Macmillan.

Dichtelmiller, M. L. (2004). *The Ounce Scale staff development manual*. New York: Pearson Learning.

Hobson, S. M., Foss, L.L., & Neugrug, E. (2004). Hostile member: "How dare you!" In L.E. Tyson, R. Perusse, and J Whitledge (Eds.). *Critical incidents in group counseling*. Alexandria, VA: American Counseling Association.

Jose-Kampfner, C. (2004). Remarking big government: Immigration and crime control. In J. Sudbury (Ed.), *The US in global lockdown*. NY: Rutledge.

Martusewicz, R. & Edmundson, J. (2004). Social foundations as pedagogies of responsibility and eco-ethical commitment. In D. Butin, (Ed.), *Teaching context: A primer for the social foundations of education classroom*. Mahwah, NJ: Lawrence Erlbaum.

Nelson, O. G. & Elwood, J. (2004). *The course applicability system (CAS), a web-based system that facilitates the transfer advising and articulation process*. NACADA Monograph.

Williamson, R. & Galletti, S. (2003). Leadership for results. In V. Anfara & G. Davis (Eds.), *Leaders for a movement: Handbook of research in middle level education, Vol .3*. Greenwich. CT: Information Age Publishing.

Zamani, E. M. (2003). Affirmative action attitudes of African American community college students: The impact of educational aspiration, self-interest and racial affect. In C. C. Keaky, R. D. Henderson, and M Shujaa (Eds.) *Research on African American education, Vol. 2*. Greenwich, CT: Information Age Publishing.

To be continued.

SENSATIONAL SALADS

The Department of Teacher Education held a Sensational Salad Scholarship Fundraiser to benefit the Otis Williams and Friends Scholarship. The scholarship is awarded annually to a minority student in Teacher Education. Winners of the

favorite salad competition were:

1st place: Duane Castanier's Strawberry Pretzel Salad

2nd place: Linda Lewis-White's Broccoli Slaw Supreme

3rd place: Carolyn Burn's Curried Chicken Salad

LUNAR COW ARRIVES

Representatives from Lunar Cow, the web design firm working on the new College of Education web site, visited campus last week to begin gathering data on college web needs. The new web site, targeted for unveiling next fall, will focus on a user-driven design to enhance access for individuals seeking varied types of information.

FACULTY/STAFF NOTES

Phil Smith has just published "Off the Map: A Critical Geography of Intellectual Disabilities" in *Health and Place*, 11 (2005) 87-92. Dr. Smith's article discusses how the marginalization of individuals with disabilities continues in both physical and social asylums, and need for critical theory to address these issues.

Joe Bishop's chapter "Locating Democracy: Meanings and Intersections in the Czech Republic" was included in *Democracy at the Crossroads: International Perspectives on Critical Global Citizenship Education*, edited by Cameron White and Roger Openshaw The book was recently published by Lexington Books.

Georgea Langer and (alum and former adjunct instructor) **Amy Colton** are featured in the February 2005 issue of *Educational Leadership*. Their article, "Looking at Student Work," describes a process of collaborative analysis of student work samples as a tool for instructional effectiveness and staff development.

Ellen S. Hoffman's article, "The cyberspace gap: Who is really clueless?" is featured in the *MACUL*

Journal 26(3): 19-24. The answer to the question may include many options!

Dibya Choudhuri presented "Dealing With Diversity in the Classroom," February 9 and 10 in the Halle Library. She used case studies and examples to discuss ramifications of student diversity and the diversity instructors bring to the classroom. The seminar was sponsored by the Faculty Development Center.

STUDENT NOTES

The busy season for doctoral defenses continues. The following individuals defended their dissertations in recent weeks. Look for more in the next *Monday Report*.

February 8 **Sara Duvall**, *Superintendent Evaluation and other Influences on the School Board and Superintendent Relationship: Measuring Strength of Relationship*.

Chair: Ron Williamson

February 9 **Richard Diebold**, *Michigan's Proposal A: A Study of Educational Finance Policy Formation*

Chair: James Barott

ALUMNI NOTES

Alum **Jason Strzalkowski** was named "Rookie Teacher of the Year" by Wayne County RESA. Strzalkowski teaches Social Studies, primarily to vocational/technical students, in Belleville High School, Van Buren Public Schools.

A donation to the College of Education was recently made in memory of alum **Ajex Vartanian**. Vartanian graduated from Michigan Normal College in 1935 with a degree in chemistry and physics.

THEME STATEMENTS

Caring professional educators for a diverse and democratic society. (CPED²S) (Initial program)

Inquiry, advocacy, and leadership in education for diverse and democratic society. (Advanced programs)