

EDUCATING FUTURE TEACHERS



A CUT ABOVE: (above) College of Education students work together on an assignment in class. (right) Graduate assistant Jiafen Xie helps a student in the Porter Building's Bonisteel Computer Lab.



EMU College of Education: Not your ordinary "Ed School"

The EMU College of Education (COE) is primarily about preparing large numbers of undergraduates to become beginning teachers. Right?

Partially right. We do prepare a lot of undergraduates to become beginning teachers. But the COE has numerous programs that go beyond the very important task of undergraduate teacher preparation.

The College is about education with a capital "E," recognizing the need to impact society in many ways in schools, neighborhoods, and workplaces.

In this *Focus EMU* supplement, we highlight some of the programs and activities that are perhaps less known about the COE, but that are highly influential in our communities, state, nation, and world today.

On-Campus and Off

Beyond the COE's large undergraduate program, there is a significant program for adults entering a second career to become teachers. The COE is one of the largest providers in the country (if not the largest) of preparation for teacher certification of people who already hold at least a bachelor's degree, with 534 such students admitted last

year. These students come from many backgrounds and age groups. In this supplement we highlight one such new teacher, Brian Boze, a former lawyer and current history teacher.

Not everyone who comes to campus is attending class. The COE provides direct services to clients through structures that also serve as laboratories for teaching and learning.

Much of this is accomplished through the COE Clinical Suites, located on the ground floor of the Porter Building in facilities constructed for these special services. The clinics provided services through 4,318 client visits last year — 749 in reading, 1,181 in counseling, and 2,388 in speech and hearing.

When it comes to classes, the COE serves many students through programs designed to attract students who may not fit the traditional profile of the resident undergraduate.

The Porter Building is full to overflowing with graduate and undergraduate classes on most weekday nights during the academic year. Many people are unaware of the extent to which the COE also provides course work on Saturday and even Sunday in the Porter Building.



**College of Education
Dean Jerry Robbins**

In addition, distance learning delivery comes in many forms, both digitally and face-to-face. Through course work offered at off-campus sites, the COE continues a tradition that began in 1912 with a course in Bay City.

Many hundreds of students each semester are served by the COE at locations other than in Ypsilanti. Education at a distance goes international next year, with course work for future teachers planned for Xalapa, Mexico, this coming spring.

In the Schools

The COE has a long and particularly strong tradition of service to the K-12 schools,

especially in southeast Michigan.

The Comer Project, involving more than 30 schools in Detroit, is in the last year of decade-long funding from the Skillman Foundation, with EMU as the University Partner. Numerous other activities are coordinated through the COE's Office of Collaborative Education. Still other activities, such as the "Si, se puede" project in Detroit, are supported with external funding.

Finally, the COE is involved with much more than just "schools." Programming is offered in such areas as recreation and park management, sports medicine (athletic training, exercise science), therapeutic recreation, college student personnel, community counseling, social foundations of education, educational psychology, and dance.

The vignettes in this supplement are intended to illustrate that the COE is about much more than just "preparing new teachers." It is definitely not "your ordinary ed school."

Jerry Robbins, Dean

Latino students learn math through language arts

When most people think of math class, they imagine rows of calculations — not professional storytellers, journal writing, and discussions about sexism.

But a project in Detroit has shown that such unusual math classes improve both math and writing skills for



J o s e - K a m p f n e r - Latina adolescent.

Learning Math Through Language Arts: Si, Se Puede — “Yes, it can be done!” is a project that uses after-school clubs to create a unique in-

terdisciplinary model for promoting middle school mathematics.

Coordinated by Christina Jose-Kampfner, professor of teacher education, the program brings together 50 middle-school Latina students, eight of their mathematics and language arts teachers, six mathematics and language arts EMU pre-service teachers, and parents of the middle-school girls.

EMU students preparing to be secondary math and English teachers worked with middle-school girls in after-school mathematics clubs at the Academy of the Americas and Cesar Chavez Academy, both in Detroit.

Math lessons integrated biographical storytelling

EMU Mexico: Springtime in Xalapa

Christina Jose-Kampfner is leading another project that will take EMU students to Latino schools a bit further from home.

In spring 2003, Kampfner, a professor of teacher education, will lead a group of prospective teachers for four weeks in Xalapa, Mexico.

While there, students will be able to complete required courses (EDPS 322 and

FETE 201), teach English in local schools, learn about



Mexican culture, and experience a whole new world of

teaching.

When they return, Jose-Kampfner will help students who want a special expertise in teaching Latino populations to arrange subsequent FETE courses in Latino populations in Detroit and/or the southwestern states.

For more information, contact Jose-Kampfner in the department of teacher education, 313 Porter Building, at 487-3260.

about Latinas who are successful in mathematics, mathematics concepts and activities, technology, gender and bilingual education issues, and writing activities.

EMU students had the chance to experience best practices in mathematics while learning more about another culture. Eastern students hosted six family math

nights at each school.

Best of all, the program worked. All participating Latinas showed improvement in the MEAP math and writing tests.

Dance program draws international guest artists

Dance may be seen as an art form that is found worldwide. But in the past year, the world has come to EMU to dance.

In 2001-2002, the EMU Dance Program brought exciting internationally acclaimed guest artists to campus to conduct residencies, offer workshops and perform. Students, faculty, and audiences had the opportunities to explore new vistas in dance while expanding their cross-cultural understandings.

The World Remembers September 11

Based on her reflections of the Sept. 11 tragedies, Lourdes Bastos created a new work entitled, “A Time to Love,” for dance students.

Bastos, a celebrated Brazilian choreographer and former artistic director of “Studio Lourdes Bastos,” an internationally touring modern dance company, retired to the Ann Arbor area. As a result, she was able to work with local students for the duration of the fall semester.

“A Time to Love” premiered at the annual Faculty/Guest Artist Concert last spring and was presented again at the Interdisciplinary 9/11 Commemorative Concert Sept. 13, 2002. A videotape of EMU students performing “A Time to Love” became a permanent addition to the New York Public Library dance archives at Lincoln Center, which is collecting Bastos’s work.

Creating New Dances Together

Rebecca Jung, a former dance captain for the internationally famous Pilobolus Dance Theater company, also visited campus. Jung, American-born, spent most of her tenure with Pilobolus performing extensively overseas.

Jung, who now teaches Pilobolus workshops and serves as a guest artist with the company, conducted a week-long improvisation workshop at EMU and directed the creation of a new piece.

Jung guided COE students in the creation of their own piece based upon ideas generated during the workshops. Jung also discussed Pilobolus works, her experiences as an internationally touring dancer, and the history and philosophy of the



LOURDES OF THE DANCE: Guest artist Lourdes Bastos describes a dance move to EMU students (from left) Emily Cossia, Kelly Kissner, Maria Oriti and Crystal Trongo.

Bastos was one of a number of guest artists that came to campus through the EMU Dance Program to conduct residencies, offer workshops and perform.

company.

In addition to attending regular classes, students willingly rehearsed six hours per day for a week to construct the piece. The end result was entitled “Pil-e-m-u,” which featured extensive partnering, group lifts and slides, and unexpected shapes that intrigues the audience. “Pil-e-m-u” was performed as part of the annual Faculty/Guest Artist Concert in March 2002.

Latin Beat Enlivens Traditional Ballet Performance

Luis Dominguez danced the role of the Prince in “Cinderella.” The play was performed with the EMU Symphony Orchestra Dec. 7, 2001 to a record-breaking number of patrons.

Dominguez, who hails from Mexico, was the first Latino soloist with the Dance Theater of Harlem and performed internationally with the company. Currently, Dominguez teaches at the Performing Arts School of Metropolitan Toled.

Dominguez danced the second act pas de deux with EMU junior Shannon McHale. In a review of the performance, *Eastern Echo’s* Kathleen Davis

commented, “The two perform an extremely audience-pleasing duo, including several difficult lifts that Dominguez made look effortless.”

Dominguez also spoke specifically to EMU male dance students, encouraging them in partnering movements, male oriented make-up, and careers in dance.

Dominguez will perform again in “*The Fantastic Toyshop*,” Friday, Dec. 6, in Pease Auditorium.

More to Come

The wealth and knowledge these artists brought to campus was immeasurable. New dances were created. New perspectives gained. New ties were formed.

Students began to see dance as bigger than EMU or Michigan. They saw dance as an international language that unifies all people. The EMU Dance Program is proud to offer these mutually enriching opportunities to artists and students.

To see the latest achievements of the EMU Dance Program, you can attend the annual Faculty/Guest Artist Concert, Jan. 17-19, 2003, in Quirk Theater.

Brian Boze makes transition from lawyer to teacher

"Teaching is more satisfying" is how Brian Boze, a graduate of the EMU post-baccalaureate program, describes his career change from practicing lawyer to classroom teacher.

Boze, of Tecumseh, is currently a secondary history teacher in the Saline Community School District. He is one of a growing number of mid-career professionals who found the post-baccalaureate program in teacher preparation at the College of Education an avenue to K-12 education and teaching.

From Vocation to Avocation

During law school at the University of Toledo, Boze began coaching track in Tecumseh and later in Saline. Though law school made demands on his time, the desire to coach and teach became a seasonal commitment.

"Being with kids was a big part of law school," Boze said.

At that time, law may have been the planned vocation. But teaching became a satisfying avocation. Even after law school, when he began working at a private practice in Ypsilanti, Boze maintained his contacts to education. For the four years he worked as a civil attorney, Boze continued his coaching because he found it to be so rewarding.

"I rearranged my schedule to continue coaching while practicing law," he said.

Even though Brian thought fleetingly about being a teacher while an

undergraduate at the University of Michigan, his path took him into law.

But Boze noted that his satisfaction in working with junior high and high school students began to turn his thoughts toward becoming a teacher. As he began exploring programs for teaching, it turned out that EMU's post-baccalaureate program was the best option.

Return to School a Balancing Act

For Boze, "the year-round flexibility of the program and its affordability" were attractions to EMU's post-baccalaureate program.

Sarah Boze, Brian's wife, a practicing attorney, and two-year-old son, Brock, added to the daily juggling act of school, home, family, and coaching. As a result, he took many of his classes on weekends so that he could fit in a busy family life with schoolwork. Boze began the program in July 2000 and completed it just over a year later, in December 2001.

Classes that have a large number of post-baccalaureate students "bring out a different perspective," Boze said. "The world experience adds a dimension to the content of the class and the approach of the teacher."

Boze was recommended for certification as a teacher and soon found his first teaching job in Belleville. The assistant principal in Belleville had been his pre-student cooperating teacher and sought him out for a teach-



FROM COURT TO CLASS: Brian Boze, a secondary history teacher in the Saline Community School District, made the transition from attorney to teacher after going through the College of Education's post-baccalaureate program in teacher preparation.

ing position. He remembered Boze and asked him to apply for the job.

Rewards Trump Challenges

Today, Boze is a history teacher in the Saline Community School District. He has found teaching a contrast to law in one significant way.

"Actually, there is no down time in teaching. It is non-stop," he said.

He also finds it to be more energizing.

"It's rewarding to get excited about content and to see students get excited," Boze said. "It's more satisfying to see the growth from August to June."

Boze found the post-baccalaureate program to be a necessary preparation for classroom teaching.

"I don't see how anyone could believe they could walk in off the street and teach," he said.

Understanding child development, aspects of curriculum integration, assessment, thinking skills, and teaching to different levels of ability were just a few areas Boze said as having an impact on his teaching.

COE faculty also were influential in his successful new career.

"DB [Pat Williams-Boyd] had an impact on me," Boze said. "I've incorporated her professionalism into my teaching."

For Boze, the experience of earning a teaching certificate was worth the effort. Being exposed to the many advocates for children within the College of Education led him to understand that children need teachers "at one level or another" depending upon the day, the lesson, the circumstance, and the child.

The EMU post-baccalaureate program gave him the background to be successful as a teacher and coach, he said.

"I really needed to know these things," he said.

COE clinics serve EMU and community beyond

Not all of the College of Education's programs involve training teachers.

The Clinical Suite, located on the Porter Building's "garden level," is the fertile soil for growing future counselors and speech pathologists. The facility is home to the COE clinics: Counseling, Speech and Hearing, and Reading.

This semester, 15 counseling and 14 speech-language impaired (SLI) practicum students are getting their initial, pre-internship exposure to treating clients in a closely supervised clinical setting.

In sessions that are videotaped and/or observed by supervisors through one-way mirrors, students provide real-time services to members of the EMU community as well as to residents of southeast Michigan. (The Reading clinic is not meeting this year while its program is under



SPEAKING OUT LOUD: Graduate student Tara Wall (right) works with young clients at the College of Education's Speech and Hearing Clinic.

reorganization to reflect recent state level changes.)

Speech and Hearing Clinic

The EMU Speech and Hearing Clinic is an integral part of the training program for students in the SLI area of Special Education.

The graduate program is

accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The professional services offered by the clinic are accredited by the Council for Professional Services Accreditation (CPSA) of ASHA.

The clinicians providing diagnostic and treatment services are graduate students who are supervised by SLI faculty and clinic staff.

Supervisors are responsible for approving treatment plans prior to use and for observing students implementing the approved plans. A full range of audiological services are provided by a certified audiologist, who is a faculty member in special education.

The mission of the Speech and Hearing Clinic is to create an exemplary educational environment to facilitate the acquisition of knowledge and skills, and to encourage the intellectual curiosity and creativity of its students. Students are prepared to be professionals who deliver habilitative/rehabilitative services to persons with communicative impairments.

The Speech and Hearing Clinic strives to provide quality services to clients from the

University and the broader community with:

- A caring and considerate attitude to foster a sense of worth in clients and families;

- Ethical and open communication with clients, families, the community and each other; and

- Respect for the dignity of the individual.

Counseling Clinic

Students working toward their master's degree in counseling provide individual and group services for children, adolescents, and adults as part of their training.

All sessions are videotaped and supervised by faculty members in the counseling program, all of whom are fully licensed professional counselors with doctorates in the field of counseling or psychology. The counseling program is ac-

SEE CLINIC, page 4

CLINICS, from page 3

credited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Clients in the Counseling Clinic represent a diverse group, coming from both EMU and the broader community. This allows the

counselors-in-training to work with a variety of age groups and issues. The focus of counseling typically involves personal concerns and matters relating to academics and career. Common goals in counseling include:

- Improving relation-

ships;

- Increasing effectiveness at work;

- Enhancing a sense of self-worth; and

- Focusing on career information and planning .

Service and Training

Although the training func-

tion of the Clinical Suite is its primary mission, providing low-cost services (free for EMU students, staff, and faculty) to under-served and uninsured populations is a very close second.

"We are seeing clients who otherwise would have no-

where to turn," states Director of Clinics Steve Press. "It's good that the word is getting out."

Anyone wishing to schedule an appointment for counseling, or for speech and hearing services can do so by calling 487-4410.

Office of Collaborative Education coordinates COE outreach



COMER CORNER: Comer Schools Project staff members coordinate a major partnership with 30 Detroit public schools.

They include: (from left) Mia Milton, administrative associate; Mary Homann, program coordinator and faculty member Nora Martin.

The Comer Schools and Families Initiative is one of many programs housed in the College of Education's Office of Collaborative Education (OCE).

The OCE supports an increasing number of College of Education outreach activities and partnerships locally and internationally.

education projects, in which the OCE is involved:

- The development of a Comparative Education program offered through Educational Leadership (David Anderson);

- The development of an educational leadership seminar offered in Thailand (Beverly Geltner, professor of educational leadership (retired), David Anderson, and Jaclyn Tracy);

- The development of a program in Xalapa, Mexico for pre-service teachers (Jim Berry, interim associate dean of the COE, and Christina Jose-Kampfner, professor of teacher education);

- Twice-monthly brown bag discussions focusing on issues of international education;

- Hosting teacher education researchers from Hyogo, Japan, and engaging them in a series of conversations with COE faculty and staff, and facilitating their visits to local schools to learn about our student-teacher program;

- Hosting the Midwest regional conference of the Comparative and International Education Society – November 2003;

- Collaborating with the International Institute at the University of Michigan to provide a series of international education workshops in local schools;

- Partnering with faculty and staff from within the COE (Jim Berry, Joe Bishop, assistant professor of teacher education) and across campus (Raouf Hanna, department head, economics; and Joanne Hartmeyer, project officer, office of research development) to seek external funding for international education projects.

Our Mission

The mission of the Office of Collaborative Education has always remained the same: Support, Outreach, Partnerships. Expanding the breadth and depth of the mission has been the focus within the OCE for the last two years.

To learn more about the OCE, its programs and projects, or to become involved in any of the projects mentioned in this article, explore our Web site at: www.emich.edu/coe/collab_ed or contact donald.staub@emich.edu.

The Office of Collaborative Education (OCE) has spent the last two years designing and developing a wide range of locally-based projects.

The projects vary in scope including one COE faculty member performing a program evaluation, an interdisciplinary team of EMU faculty working in an urban middle school, and a multi-institutional collaborative preparing certified math and science teachers for a large, urban district.

Created in 1994 and located in the garden level of the Porter Building, the OCE is the home of the Collaborative School Improvement Program (C-SIP), the Consociate Schools Program, and the Comer Schools and Families Initiative.

However, in 2000, the OCE began turning its focus toward broadened support for an increasing number of College of Education outreach activities and partnerships locally and internationally.

From Teacher Support to Evaluation and School Reform

Specific examples of OCE-initiated local projects include:

- Collaborating with the COE/Continuing Education liaison (Jaclyn Tracy, professor of leadership and counseling) within the OCE office suite to strengthen partnerships with Livingston, Monroe, and

Washtenaw intermediate school districts;

- Collaborating on the writing and implementation of an Eisenhower grant, with COAS faculty members (Yichun Xie, a professor of geography and geology, and Joanne Caniglia, associate professor of mathematics), to provide support to beginning math and science teachers;

- Brokering the services of COE faculty (David Anderson, assistant professor of leadership and counseling; Martha Baiyee, assistant professor of teacher education; and Nelson Maylone, assistant professor of teacher education) to the Washtenaw intermediate school district for an evaluation of their Partnership Program;

- Writing and co-directing a \$1.5 million collaborative grant between EMU, Michigan State University, the University of Michigan – Flint, and Flint community schools that will provide scholarships for uncertified teachers to enroll in EMU's secondary certification Urban Teacher Program (Regina George, COE's director of the Urban Education Program, and Dawn Malone, assistant dean of Continuing Education);

- Assembling a team of EMU faculty (David Anderson, Nelson Maylone, Mary Rearick, assistant professor of teacher education; and

Tsu-Yin Wu, assistant professor of nursing) to implement a three-year, Comprehensive School Reform Demonstration grant at Kosciuszko Middle School in Hamtramck;

- Co-writing a successful grant proposal with Educational Leadership (Jaclyn Tracy and Ella Burton, assistant professor of leadership and counseling), the University of Michigan – Flint, and the Genesee intermediate school district. The grant will provide leadership training to current and prospective principals in high-needs districts.

Beyond the Borders

Meanwhile, the Office of Collaborative Education has led the College of Education toward greater attention to the importance of international education. It has done so by working to focus the collective energies of a significant number of faculty and staff who individually are infusing international elements into their own work.

Whether hosting colleagues from other teacher colleges around the world or writing grants to bring educators and students here — or to send our professors there, organizing brown bag lecture series, or hosting international education conferences, the OCE understands the value of, and is working toward, an internationalized college of education.

Specific examples of international