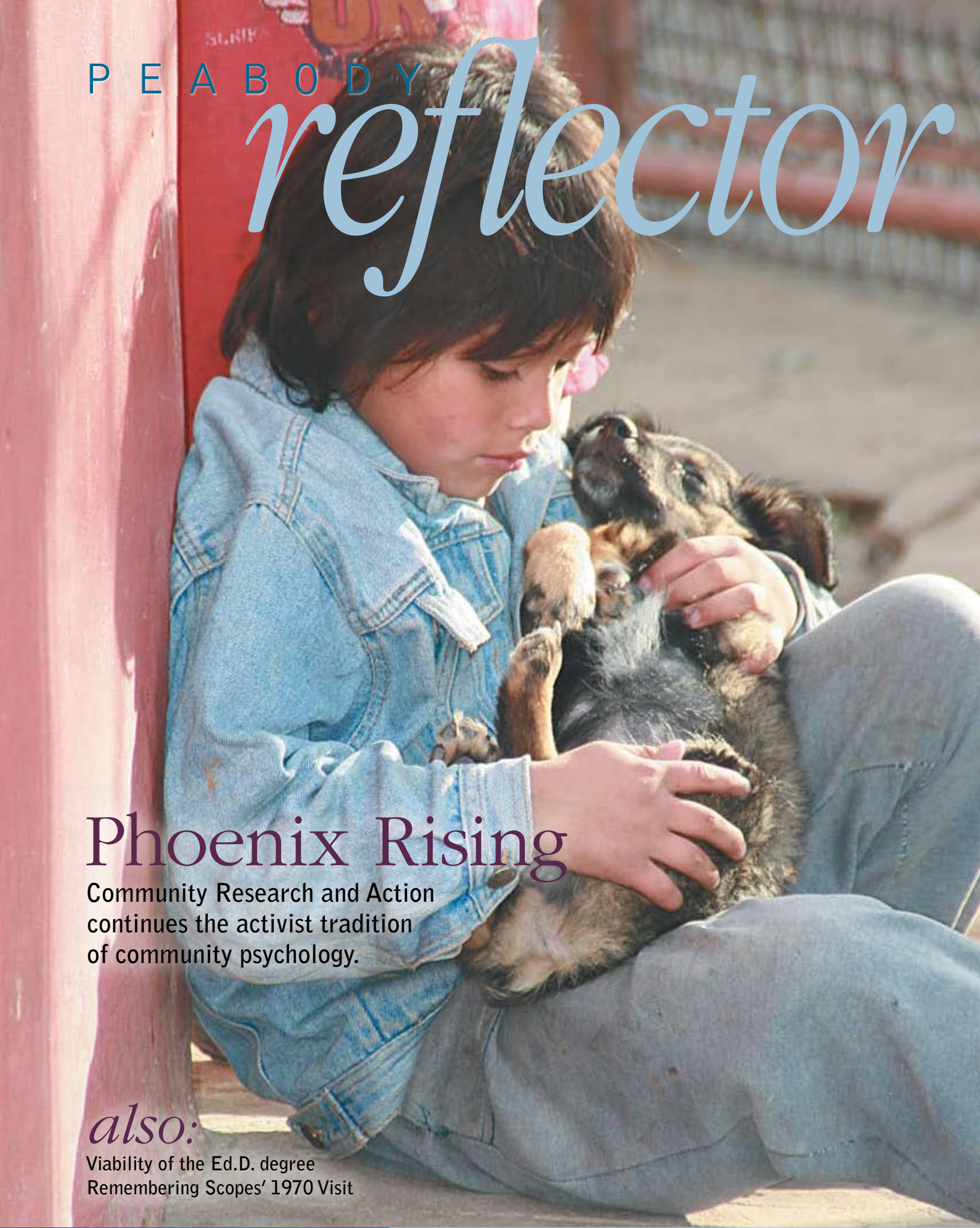
PEABODY

reflector



Phoenix Rising

Community Research and Action continues the activist tradition of community psychology.

also:

Viability of the Ed.D. degree

Remembering Scopes' 1970 Visit

FALL 2006 VANDERBILT UNIVERSITY

Creative Expressions XII

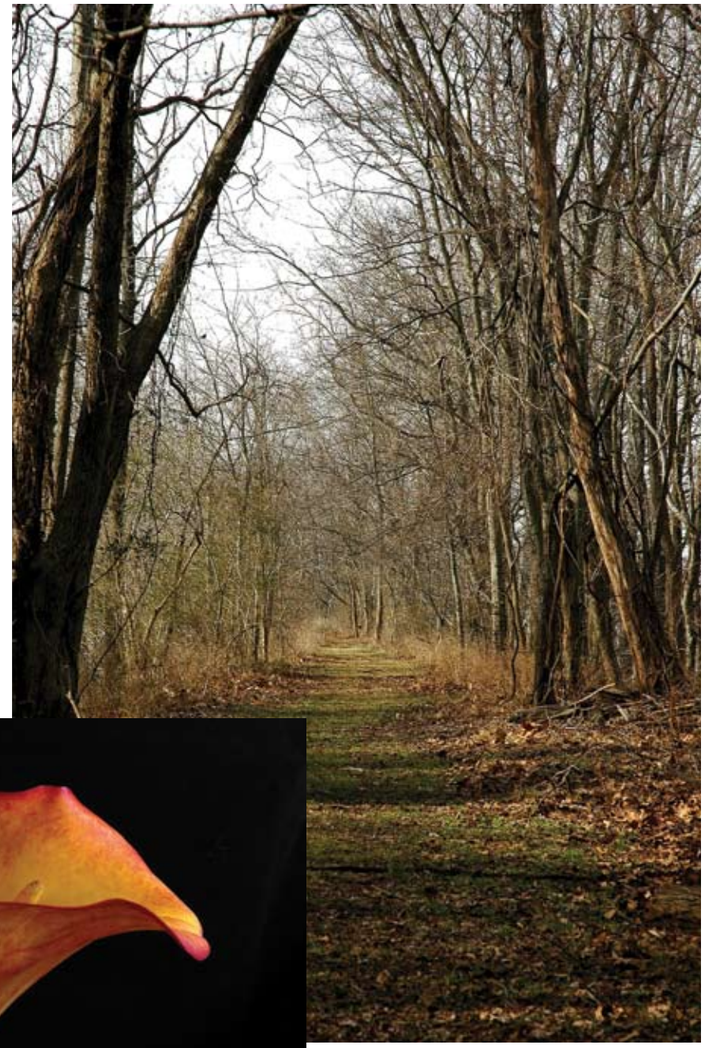
October 23 – December 31, 2006

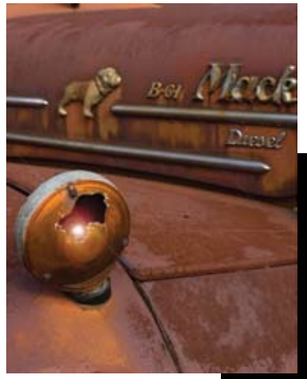
Co-Sponsored by Mayor's Advisory Committee for People with Disabilities

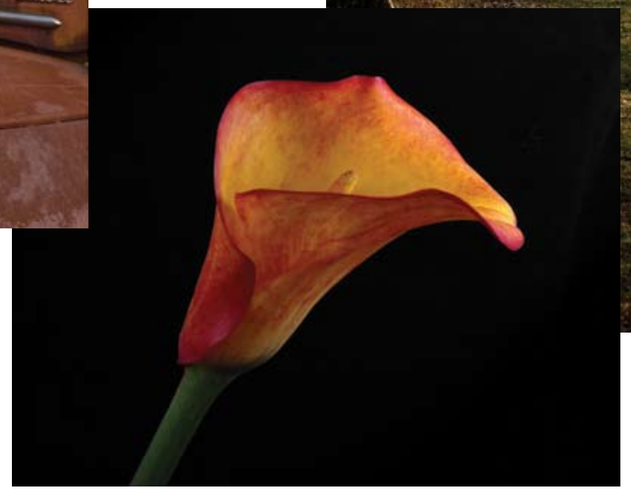
Jointly sponsored by the Vanderbilt Kennedy Center and the Mayor's Advisory Committee for People with Disabilities, this annual exhibit provides artists with disabilities an audience and opportunity for inclusion in the art community. The exhibit features work in a variety of media by artists with a wide range of abilities/disabilities and ages. Since its inception in 1976, the Mayor's Advisory Committee has promoted public education and awareness, advocated for persons with disabilities and their family members, and coordinated local activities to bring about positive outcomes in the disability arena.

Vanderbilt Kennedy Center Exhibit Area
2nd Floor Lobby Vanderbilt Kennedy Center/MRL Building
Peabody Campus, Vanderbilt University
Monday through Friday, 7:30 a.m. – 5:30 p.m.

Sara Rich, Curator







Photography by
Matthew Drumwright

Visit Peabody College's Web site at
http://peabody.vanderbilt.edu/

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Kerry McCartney, Associate Dean for Development and Alumni Relations

Timothy Caboni, Assistant Dean for External Relations

On the cover: This photo of a young orphan cradling a stray dog was taken last summer in La Cava, Argentina, by Emily Prouty, a Ph.D. student in Community Research and Action. Read more about the program and the fieldschool in Argentina beginning on p. 29.

The Peabody Reflector is published biannually by Vanderbilt's Peabody College of education and human development in cooperation with the Vanderbilt Office of Advancement Communications. The magazine is mailed free of charge to all Peabody alumni, parents of current Peabody students, and to friends of Peabody who make an annual gift of $25 or more to the College. Correspondence, including letters to the editor and Class Notes submissions, should be mailed to: *The Peabody Reflector,* Office of Advancement Communications, VU Station B #357703, 2301 Vanderbilt Place, Nashville, TN 37235-7703 or by email to *reflector@vanderbilt.edu.*

PEABODY *reflector*

FEATURES

DEPARTMENTS


EMILY PROUTY
29

The Peabody-Vanderbilt Merger

The Summer '05 issue's fascinating account of the merger of Peabody and Vanderbilt in 1979 by Ray Waddle and your [editor's] pilgrimage as a current student then were captivating from this BA'64 alum's perception. If I had had the insights provided there before, I had forgotten many of them. And most of it was new to me anyway.

This tenderhorn arrived as an entering junior in 1959, having completed two years of my undergraduate preparation elsewhere. My purpose in coming to Nashville that fall was to accept a part-time responsibility at the downtown Baptist Sunday School Board (now Lifeway). As it turned out, I was the first person hired by that organization as a publicist, although another full-time individual had been upgraded to that task from another area. I still needed to complete my education. My money had run out, and I had to work in order to go to school. Standing on those sidewalks that beautiful September day, I felt utterly convinced that—of all the institutions in Nashville—this was the place for me. I have never had reason to doubt that decision, even after acquiring two graduate degrees from Webster University.

I have been in Louisville 30 years. When the merger came about, I heard almost nothing beyond what was in the *Reflector.* Someone said the students were protesting, and I would surely have been carrying a banner had I been there at the time. Sadder than what happened to those unfortunate students was what happened to the college's employees.

The two features in last summer's *Reflector* were mesmerizing and informative. I missed one thing, but I know space was limited. As I read it, if I could have added something, it would have been a chart informing us what became of those employees (including faculty and staff). That really would have been icing on the cake, and I suspect a lot of people from my vintage era would appreciate seeing it in a future issue.

Thanks for all you do to keep the Peabody spirit alive. We don't tell you that, but it is appreciated.

Jim Cox, BA'64
Louisville, Ky.

I wanted to tell you how much I enjoyed the Summer '05 *Reflector.* I began my Peabody life in 1989, ten years after the events that you described. At that time the Peabody students were very much aware of our uniqueness in the Vanderbilt community. We were still being teased for being education majors and the like, which actually helped us in that it forced us to think about what we were doing at Peabody and why we were special.

Now I live in Egypt and teach predominately Egyptian students. Everywhere I go in the world, I find people touched by Peabody in some way. My school is the American International School in Egypt, one of the larger international schools in the world. A recent assistant superintendent was once a visiting professor at Peabody in the 1970s and the deputy superintendent took summer courses there in 1972. I would like to suggest that a future area for the *Reflector* to explore would be Peabody's influence in international schools today.

Thank you for your work.

Andy Dailey, BS'93
Cairo, Egypt

Hobbs, Kennedy and Gray

I read the article on "The House That Hobbs Built"—good job of reporting. My sister, also a Peabody graduate, at one time was a babysitter for Dr. Hobbs.

In this issue you showed a picture of President Kennedy shaking hands with a Peabody professor and in the background is Buford Ellington. At the time this picture was taken, Frank Clement was the governor of Tennessee, not Buford Ellington. Clement was governor from 1953–1958 and then was succeeded by Ellington (1959–1962, 1967–1970). Clement was once again elected governor in 1962 and took the oath of office in 1963. In those days, a governor could not succeed one's self, so a "game of leap frog" governors came on board. Clement was the last governor to serve a two-year term before becoming the first four-year term governor. I might add that both Governors Clement and Ellington were strong advocates of education, and Clement was the governor who brought forth free text books for schoolchildren in Tennessee. One more thing about these two men: They made sure the law was upheld when integration of schools started in Tennessee, and that is why troubles were virtually nil when schools were integrated in Tennessee compared to other southern states. Both governors were quite complimentary regarding Peabody!

Mark Carlisle, BA'70
Louisville, KY

Your headline in the current issue notwithstanding, neither "Peabody" nor "Kennedy" (and add to that "Vanderbilt") are "names that inspire." Quite the contrary. Ill-gotten wealth and fame are not to be admired, no matter how many generations have succeeded the original criminals. The greatly lauded benevolence of robber barons and rum runners are no more venerable than are the exploits of George W. Bush's family fortune founder in his illegal drug trade during the Opium Wars against defenseless China. What you at Vanderbilt-Peabody are celebrating as "philanthropy" was, if the truth be known, only disguised selfishness, the giving of an expensive "happy face" to their infinitely more enriched lives via corporate crime. (Do you remember Al Capone's soup kitchens for the poor?)

What I hold against Peabody (and Memphis State and Arkansas State and the University of Tennessee at Martin and the University of Illinois, too) is not as much the wrong facts and "wronger" perspectives that were taught by the teaching robots there as it was the greater truths that were misrepresented and/or totally ignored. Universities, generally, are no longer the "avenues to truth" and places of great diversity in thinking that they once (if ever) were. Prevailing is only "the academic line."

Richard Ward, MA'59
Greenfield, Tenn.

Your magazine is wonderful! I read it carefully and then donate copies to our local community college library. I have a small observation. In the Spring 2006 *Reflector,* Susan Gray is pictured with some children on page 24. The caption reads "Susan Gray showing a beehive to children in a DARCEE classroom." Actually she is holding a hornets' nest, and a large one at that! You may wish to verify. Keep your excellent publication coming my way!

Kenneth Maynard Head, MEd '84; EdD '90
Somerset, Ky.

Remembering Dr. Van Til

I just finished reading your fascinating issue on Nick Hobbs, the Kennedy Center, etc. My father, Dr. William Van Til, was chairperson of the Division of Curriculum and Instruction at Peabody from 1951 to 1957. We knew Nick Hobbs, Susan Gray, Sam Ashcroft; as a matter of fact, I babysat Nick's son on occasion.

My father died on May 24, 2006, at the age of 95 after a long and varied career in education, both as a professor and as a writer. His last professional work was completed only a month before his death. He worked with Indiana State University to create a Web site, now online, featuring some of his short writings. It can be accessed by going to *http://soe.indstate.edu/van_til/.*

Barbara Van Til Nichols, MA'67
Georgetown, SC

Erratum

In the Spring '06 issue of the *Peabody Reflector,* we incorrectly stated that Frances Mary D'Andrea had worked for the American Federation for the Blind. It should have read the American Foundation for the Blind. *The Reflector* regrets the error.

Letters are always welcome in response to contents of the magazine. We reserve the right to edit for length, style or clarity. Send signed letters to the Editor, Peabody Reflector, VU Station B #357703, 2301 Vanderbilt Place, Nashville, TN 37235-7703, or email reflector@vanderbilt.edu.

Peabody graduate Ann Ferguson gets help with her tassel from her mother Marjarie Off.

Magill wins Truman and Udall scholarships

Jenny Magill, a senior secondary education and history major from Atlanta, was named last spring as a 2006 Harry S. Truman Scholar and a 2006 Morris K. Udall Scholar, two of the nation's most prestigious honors scholarships.


STEVE GREEN

Magill

The Truman Foundation awarded 75 scholarships for the 2006-07 academic year, out of a pool of 598 candidates. Each scholarship provides $30,000 for graduate study.

Magill's goal is to pursue a master's degree in environmental education and policy. She hopes to explore the interconnection between environmental and human development issues, including poverty, hunger and violence, and to empower those without a voice in society to have input into the development of their own communities. After completing her master's degree, she aspires to work either as a high school teacher or as an educator and advocate in a nontraditional educational setting, such as with a nonprofit organization or with the Environmental Protection Agency's Department of Environmental Education.

A fixture on the Vanderbilt Dean's List and a member of numerous honorary societies, Magill, a Peabody Honor Scholar and a history honors student, is a recipient of the Academic Achievement and Dean's Achievement scholarships through Peabody College.

She is a leader in campus sustainability initiatives and is president and co-founder of Students Promoting Environmental Awareness and Recycling (SPEAR). Magill has mentored incoming freshmen, leading them in pre-orientation service projects with area non-profit organizations through the DoreWays Big Horizons program, an organization of which she now is student director. She also is co-president of the Vanderbilt Running Club and still finds time to volunteer at the Monroe Carell Jr. Children's Hospital.

As a Udall Scholar, Magill joins 79 other honorees who each earn up to $5,000 in scholarships. The Udall Foundation selected the winners from among 445 candidates committed to careers in the environment, health care or tribal public policy, making its decisions on the basis of leadership potential and academic achievement.


DANIEL DUBOIS

Barbic

Clark is 2006 Peabody Founder's Medalist

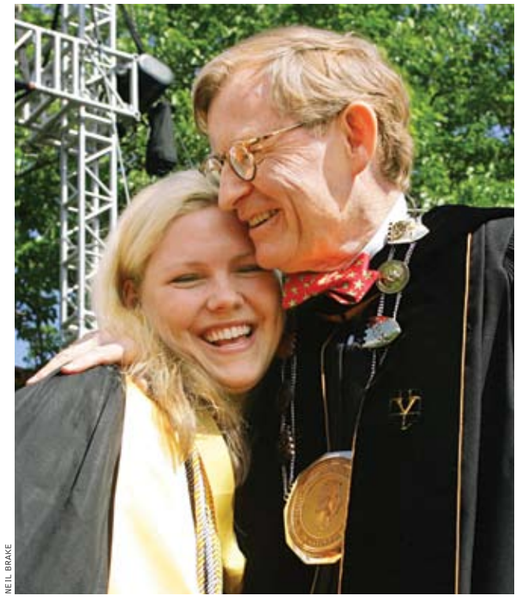
Emily Webb Clark of Nashville was the Founder's Medalist for Peabody College last spring. Clark, a Vanderbilt Ingram Scholar and member of the Gamma Beta Phi Society, the Athenian Society and Phi Beta Kappa, volunteered at Vanderbilt University Medical Center and, as a participant in the Honors Research Program in Child Development, was involved in a study of stress and coping among children with sickle cell disease. Clark currently is attending the University of California at San Francisco School of Medicine.

Barbic named Distinguished Alumnus

Peabody presented its Distinguished Alumnus Award to Chris Barbic of Houston, Texas, founder and head of YES College Preparatory Schools, during Commencement exercises.

The annual award recognizes significant career and community achievements, as well as a reputation of excellent character and a respected and ethical work record.

Barbic graduated from Vanderbilt in 1992, making him the youngest-ever recipient of the award. In 1998, he sought and was granted one of Texas' first school charters to establish YES College Preparatory School. Charter schools receive public dollars but have greater control over their budget, staff and curriculum than traditional public schools. YES has since grown to three campuses enrolling 1,200 students from sixth through 12th grades. Approximately 90 percent of the school's population is made up of Latino students who are second-generation citizens.


NEIL BRAKE

Founder's Medalist Emily Webb Clark with Chancellor Gordon Gee

A double major in English and human and organizational development, Barbic was headed toward law school when he chose to participate in Teach for America, a national organization that places recent college graduates in low-performing schools for two-year periods of service.

Barbic taught sixth grade at Rusk Elementary in Houston's East End, an area with a predominantly Latino low-income

On May 11th, Chancellor Gee, Monroe Carell Jr., Rodes Hart and Dean Camilla Benbow dedicated the Neibart Family Terrace at the Peabody Library. Joyce (left) and Lee Neibart dedicated the Terrace in honor of their daughter, Lexi (BS '06), and her time at Peabody.

population. In 1995, the Houston Independent School District (HISD) recognized him as Outstanding Young Educator.

After learning that some of his formerly successful students encountered problems with drugs, gangs and teenage pregnancy at the neighborhood middle school, Barbic petitioned HISD to allow students to remain at Rusk as participants in Project YES (Youth Engaged in Service). In addition to a rigorous curriculum, students were required to participate in community service.

Eighty percent of YES alumni are in college or have graduated from college, compared to a national average of 10 percent for Latinos ages 25 to 29. In March, Houston Press listed YES as third on a top-10 list of the city's best public high schools.

Lawton named Fulbright Scholar

Kathryn Lawton, a senior child development and psychology major from Columbus, Ohio, was one of 11 Vanderbilt students named last May as a Fulbright Scholar for 2006-07. Lawton is serving as an English language teaching assistant in South Korea.

Vanderbilt had 15 finalists for the prestigious Fulbright Scholar program, and the number of Vanderbilt students who will travel abroad this academic year with Fulbright funding increased almost fourfold from last year.

Summer institutes populate campus with education professionals

A new program, Peabody Professional Institutes, drew 100 education professionals to campus from across the country during the course of the summer.

Each of the four institutes gave participants a one-week experience designed to mirror the concentration and depth of studies undertaken by students in the Peabody degree programs. The institutes were focused on some of Peabody's areas of expertise: higher education management, independent school leadership, academic library leadership and charter school leadership.

Many participants held senior management positions at their institutions or, in the case of charter schools, were institutional founders. "They want to make their institutions better than they are today, and they want to prepare themselves to do that," said Institute organizer Timothy Caboni, assistant dean of external relations and lecturer in public policy and higher education.

While this summer's institutes represent the culmination of more than a year of planning and hard work, they are only the first step toward the ultimate goal of the Peabody Professional Institutes program. Next year, the program will offer at least eight summer institute programs. The institutes also plan to expand into the school year, with short one- or two-day seminars focusing on specific issues in education.

DANIEL DUBOIS

A participant in one of the Peabody Professional Institutes.

"Voices of Peabody" marks 25th anniversary of merger

The merger of George Peabody College for Teachers and Vanderbilt University in 1979 was a momentous event in the history of the institutions, and 25 years later, memories are still fresh. In conjunction with the silver anniversary of the merger, Sharon Weiner, director of the Peabody Library, conceived the idea of an oral history project to record the stories of those administrators, faculty and students who had experienced the merger.

Dr. Hal Ramer, a Peabody alumnus, generously provided funding to record and transcribe 10 oral histories. The Dean's Office provided funding to complete the project.

The interviews have been digitized and are being transcribed. There will be hardcopy versions of the transcriptions kept in the University Archives and at Peabody Library. Brief excerpts from the audio versions soon will be selected and linked on a "Voices of Peabody" Web page.

Kennedy Center hosts summer camps

This summer, the Vanderbilt Kennedy Center for Research on Human Development once again co-hosted several summer camps, including two TRIAD camps for students with autism, Transitions Summer Camp for students with developmental disabilities, Explorers Unlimited Academic Camp for students with Down syndrome, and Music Camp for youth and young adults with Williams syndrome.

TRIAD Summer Camp is an intensive social skills program designed specifically for children and adolescents with autism spectrum disorders who are between the ages of 6 and 21, and who have language and reading skills. Explorers Unlimited, a four-week summer academic camp for adolescents and young adults with Down syndrome, provided an academic enrichment program building on individual strengths in reading, math and social awareness. In its fifth year, it is one of the first summer academic camps for adolescents and young adults with Down syndrome offered in the United States. Most persons with Williams syndrome, a common genetic disorder that leads to learning and developmental disabilities, are very friendly, outgoing, verbal and empathetic, with keen interests in music. Music Camp provides persons with Williams syndrome a unique opportunity to focus on what they love, and this year, as last, Music Camp culminated with a chance for its participants to perform on the stage of the Grand Ol' Opry with professional musicians.

Peabody Career Center or PC2

Peabody College announces the formation of the Peabody Career Center (PC2), which will serve current students and alumni in four non-traditional education master degree programs: human resource development, organizational leadership, child studies and community development action.

PC2 provides career services and networking opportunities for students in these programs by providing relevant resources, programming and personal career coaching.

"Assisting our students and alumni with their career plan is most rewarding. Our graduates are employed in a vast array of organizations from government agencies to management consulting firms and from non-profits to Fortune 500 companies," says Dayle Savage, M.Ed. '99, Ed.D. '05, lecturer in leadership, policy and organizations and PC2's director, "the degree programs enable our students to give employers an immediate impact on their investment with practical skills, knowledge and competencies. A

PEYTON HOGE

Left to right, Edith Davis Taylor (BA'49), Bess Oakley Hicks (BS'49, MA'54, EdD'75), and Marie Geymont Stanfield (BS'51) enjoy a few laughs while reminiscing at the Peabody Pioneer's Brunch on October 20th. The brunch was one of several events held for Peabody's Homecoming Celebration on October 20th.

Peabody graduate is ready to go to work, and we help them get there!"

PC2 also serves employers by providing a vehicle to post jobs on PC2's website. Employers also can request and access a resumé bank where they may view student and alumni resumes.

"Working with employers as they seek the best candidates is an added bonus to this work," Savage said. "These programs have been a 'best kept secret,' and that's about to change."

Team William runs the race

Inspiration, dedication, and teamwork are words that describe not only Andrea McDermott and William Spickard, but also a team formed to establish an endowment to win what McDermott calls "The Ultimate Race—Literacy for Children with Down Syndrome."

MELANIE MAY

Andrea McDermott and William Spickard

Team William was formed by McDermott, a Vanderbilt Kennedy Center Leadership Council member, who in May 2006 completed a master's degree in special education at Peabody. The team was named for William Spickard, a young boy with Down syndrome, who now is attending the Vanderbilt Kennedy Reading Clinic. McDermott privately tutored William in reading and decided she could do more than tutor him—she could help other children in his honor.

For the second consecutive year, Team William has far exceeded expectations and hopes for many families. This year 23 members were on the fundraising team, while last year the team was McDermott, her family, and the Spickard family.

"We greatly increased the number of people who contributed to the cause this year—we're currently up to 235 contributors with 23 states represented, as well as France," said McDermott. The total amount (collectively) for the endowment already has reached $78,962.80.

McDermott will continue to raise money for the Team William endowment and plans to run the Country Music Marathon annually.

"This may entail flying to Nashville from my new home in Austin, but I don't mind. Team William is more than a cause now—it is part of my daily routine and a huge part of my life."

PEYTON HOGE

The Peabody College Roundtable Donor Society honoring area educators took place September 28 at the Lowes Vanderbilt Plaza Hotel. Over 200 donors were in attendance celebrating Peabody's campaign successes of over $45 million of their $60 million goal. From left: Stephanie Sundock, Mary Ann Crews, Ken Crews, Kendall Marston and Chip Marston. Mrs. Crew's late husband, William Cowden Crews, was honored by the Marston family at the dinner.

Reflector illustrations honored

Illustrations by artist Jon Krause in the spring '06 issue of the *Reflector* were recently honored by selection for the *3x3 Illustration Annual.* Only seven percent of the entries received were included.

NEIL BRAKE

The Ben Shahn mural in the lobby of the Hobbs Human Development Laboratory received a facelift this summer made possible by a generous donation from Sylvia F. Alderson, BSN'53, MSN'76, of Winston-Salem, North Carolina. New, state-of-the-art lighting and clear glass to replace the tinted glass on the outside of the building allows better viewing both day and night. The mural was rededicated as part of Homecoming festivities on October 20.

Benbow named to National Science Board, Presidential Math Advisory Panel

President George W. Bush announced June 15 that he would nominate Dean Camilla P. Benbow to the National Science Board, an independent body that oversees the National Science Foundation. Her nomination has since been approved by the Senate. The National Science Board provides advice to the president and Congress on matters related to science and engineering, in addition to its oversight role for the National Science Foundation.

Benbow's nomination follows her appointment in May as vice chair of the National Mathematics Advisory Panel. The math panel is charged by the President and the U.S. Department of Education with examining scientific research in mathematics education and recommending more effective instructional methods to the nation's schools.

"If we are to remain competitive in science, technology, engineering and mathematics, we must do a better job of engaging and educating K-12 students. We cannot afford to wait until they get to college," Benbow said.

Helping children handle stress, emotions may improve stuttering

Children who stutter often face greater challenges managing their behavior and emotions than other children, researchers have found, offering new insight into how to help these children in a more holistic way.

"Our findings indicate that young children who stutter are more apt to be emotionally aroused, less able to settle down once aroused and less able to control their attention and emotion during everyday stressful or challenging situations," said Vanderbilt Professor of Psychology Tedra Walden, a co-author of the research.

"We have long thought emotional development influenced childhood stuttering; however, until such findings as ours, we've lacked data to support such beliefs," said Edward G. Conture, a co-author of the research and director of graduate studies in the Department of Hearing and Speech Sciences. "Clinicians need to pay more attention to what parents observe about what impacts their child's stuttering."

DANIEL DUBOIS

Video is wasted on toddlers, unless it's interactive

New research by Peabody pyschologists indicates that parents should choose videos with high interactive content if they want their children to be educated as well as entertained by their time in front of the tube.

The findings were published by professors Georgene Troseth and Megan Saylor and student Allison H. Archer in the May 17 issue of *Child Development.*

"By age 2, children have figured out that other people are a primary source of information about the world, and they use social cues such as facial expression and where a person looks or points to gather that information. As a result, they are more likely to learn from a person on video whom they perceive as a conversational partner," Troseth said.

Troseth and her colleagues believe the results indicate that because toddlers understand the difference between their "real" environment and what they see on videos, they are likely to dismiss information offered by someone on television unless that person uses tactics such as asking children questions or referring to something the children can see and touch in their real environment.

"There is good evidence from other research that watching shows such as *Dora the Explorer* and *Blue's Clues* in which characters speak directly into the camera and wait for responses can positively impact children's mental and language development," Troseth said. "Our new findings have implications for educational television aimed at toddlers, as well as for the use of video images in research with this age group."

New Resources on Autism

Two recently published books on autism offer insights and information for both parents and practitioners working with children with the complex disorder. Wendy Stone, director of the Treatment and Research Institute for Autism Spectrum Disorders at Vanderbilt and professor of psychology at Peabody, authored the book for parents and co-edited the volume for researchers and clinicians.

In *Does My Child Have Autism?,* Stone, who is also an investigator at the Vanderbilt Kennedy Center, answers questions that parents increasingly are asking about their children's behavior, reflecting growing public awareness about the disorder but lingering confusion about how it is defined.

The second volume, *Social and Communication Development in Autism Spectrum Disorders: Early Identification, Diagnosis and Intervention,* is a compilation of research examining how very young children with autism develop socially and communicate, and how to use key indicators to diagnose and assist these children.

Tony Charman, University College London, co-edited the book with Stone.

Peabody wins $10 million to study impact of performance incentives in schools

A new national research and development center has been created at Peabody to answer one of the thorniest questions in education policy. Do financial incentives for teachers, administrators and schools affect student achievement?

NEIL BRAKE

Guthrie and Springer

The center was established through a $10 million grant from the U.S. Department of Education's Institute of Education Sciences, and its first project will examine the effect of student achievement-related bonuses for teachers on individual and institutional behavior and dynamics.

James W. Guthrie, professor of public policy and education, chair of the Department of Leadership, Policy and Organizations, and director of the Peabody Center for Education Policy, is the executive director of the new center. Matthew G. Springer, research assistant professor of public policy and education, is the center's director. Peabody is also home to the National Center on School Choice. The new center makes Peabody the only education school in the country to host two national research and development centers funded by the U.S. Department of Education's Institute of Education Sciences.

DANIEL DUBOIS

Research finds girls have advantage on timed tests

In a study involving more than 8,000 males and females ranging in age from 2 to 90 from across the United States, researchers Stephen Camarata, associate professor of special education, and Richard Woodcock, visiting professor and member of the Vanderbilt Kennedy Center, discovered that females have a significant advantage over males on timed tests and tasks. Camarata and Woodcock found the differences were particularly significant among pre-teens and teens.

"We found very minor differences in overall intelligence, but if you look at the ability of someone to perform well in a timed situation, females have a big advantage," Camarata said. "It is very important for teachers to understand this difference in males and females when it comes to assigning work and structuring tests. To truly understand a person's overall ability, it is important to also look at performance in un-timed situations. For males, this means presenting them with material that is challenging and interesting but is presented in smaller chunks without strict time limits."

The researchers found that males scored lower than females in all age groups in tests measuring processing speed (the ability to effectively, efficiently and accurately complete work that is of moderate difficulty), with the greatest discrepancy found among adolescents. However, the study also found that males consistently outperformed females in some verbal abilities, such as identifying objects, knowing antonyms and synonyms and completing verbal analogies.

The researchers found no significant overall intelligence differences between males and females in any age group.

For more information on many of these stories, please see *http://peabody.vanderbilt.edu/news_and_events/index.htm.*

Summer Grants from the Division of Sponsored Research

Timothy C. Caboni, Peabody Dean's Office, $89,165 from the Institute of Museum and Library Services for "IMLS—Peabody Professional Institutes—Academic Library Leadership."

Gautam Biswas, Computer Science, $1,499,980 from the Department of Education for "A Learning by Teaching Approach to Help Students Develop Self-Regulatory Learning Skills in Middle School Science Classrooms." **Kefyn Catley** is co-principal investigator.

Donald Compton, Special Education, $199,934 from the Department of Education for "Leadership Training Program in LD: Randomized Intervention Research, University-School Partnerships and Cultural Diversity." **Douglas H. Fuchs, Lynn S. Fuchs** and **Naomi Tyler** are co-principal investigators.

Lynn S. Fuchs, Special Education, $231,993 from the Public Health Service for "Cognitive, Instructional and Neuroimaging Factors in Math." **Douglas H. Fuchs** is co-principal investigator.

Judy Garber, Psychology and Human Development, $307,129 from the Public Health Service for "Life Span Development of Normal and Abnormal Behavior." **David A. Cole, Jo-Anne Bachorowski, Leonard Bickman, Bruce E. Compas, Elisabeth M. Dykens, David J. Lubinski** and **Bahr H. Weiss** are co-principal investigators.

James W. Guthrie, Leadership, Policy and Organizations, $2,000,000 from the Department of Education for "Teaching Performance Incentives." **Robert D. Ballou, Timothy C. Caboni** and **Matthew G. Springer** are co-principal investigators.

Craig Anne R. Heflinger, Human and Organizational Development, $268,928 from the Public Health Service for "Rural Child/Adolescent Mental Health Service Use." **Ana Marie Brannan** is co-principal investigator.

Carolyn Hughes, Special Education, $249,912 from the Department of Education for "Multidisciplinary Program in Severe Disabilities: Accessing the General Education Curriculum."

Craig Kennedy, Special Education, $200,000 from the Department of Education for "Collaborating with General Educators to Improve the Education of Students with High-Incidence Disabilities." **Carolyn Hughes** and **Robert Hodapp** are co-principal investigators.

Richard Lehrer received $1,599,946 from the Department of Education for "Assessing Data Modeling." **Leona Schauble** is co-principal investigator.

Joseph H. Wehby, Special Education, $2,148,586 from the Department of Education for "Reducing Severe Problem Behavior in Schools." **Craig Kennedy** is co-principal investigator.

Mark Wolery, Special Education, $250,000 from the Department of Education for "Preparing Personnel to Work with Young Children with Autism and Their Families."

Should standardized tests be used to assess the progress of NCLB?

Yes

Throughout history, people have found only five ways to choose leaders: by inheritance, force, chance, political loyalty or achievement. No modern democracy can afford to use any method other than the last. Standardized tests help to measure achievement.

First, we should understand what is meant by the word standardized. Here's an example: If one potential leader is asked to swim across Old Hickory Lake on July 1st and another on January 1st, the test would not be standardized because the lake would be of different temperatures. We might all agree that such a test of leadership would be unfair. Standardized testing simply means that the circumstances in which tests are conducted are made as similar as possible so that our evaluation of a person's achievement will not be unduly biased. Since there is no such thing as a test with zero bias, the question is whether the test is unduly biased.

Further, since there is no such thing as a test which is free of development cost, we must also ask whether we have developed a test which is not unduly biased within the budget allocated. No test developer, policy analyst, or academic should be taken seriously if they ignore the cost of test development in their recommendations.

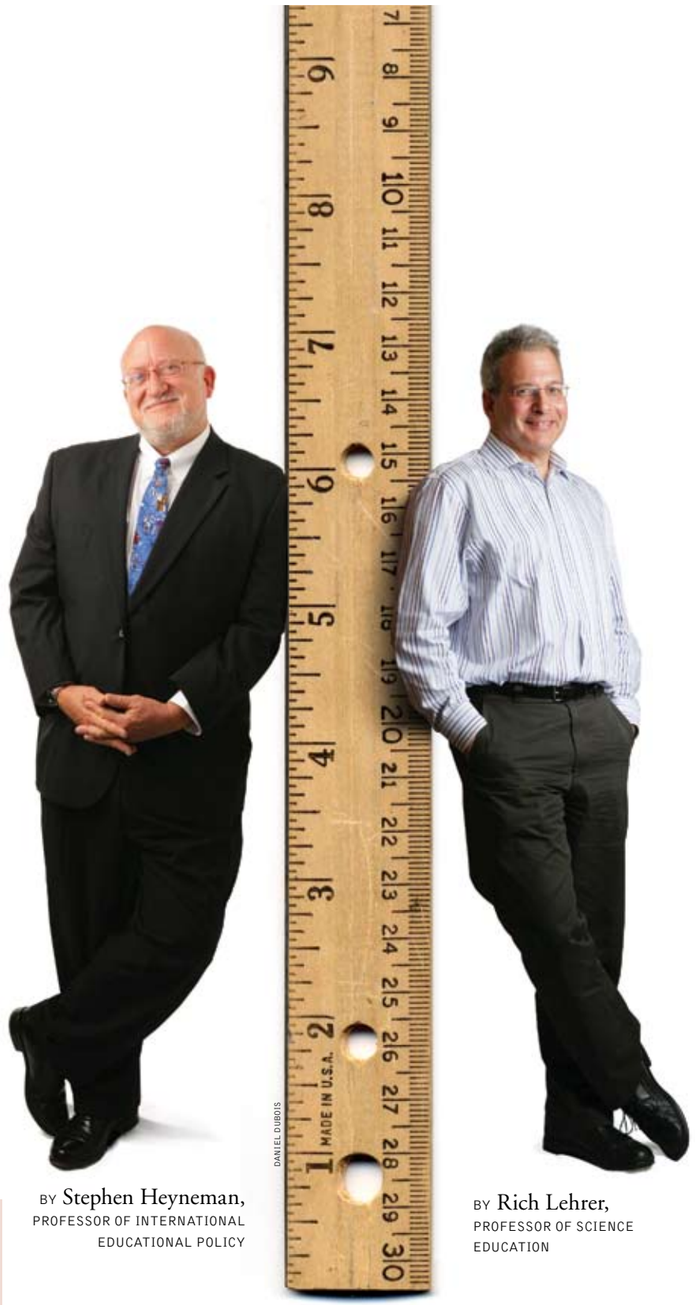
There are some who argue that No Child Left Behind (NCLB) is failing because of its use of standardized tests. They say that because stakes are high, teachers help students cheat. They say that tests emphasize only a few of the purposes of schooling. A few teachers do cheat. Bank tellers sometimes steal money. Does that justify banning the management of money by banks? And true, tests do emphasize math and science, but is that any reason not to also have tests which emphasize civics?

There are many problems with NCLB. And there are many problems with the tests used to evaluate NCLB. But the fact that the tests are standardized is not one of them. Many of the tests used to evaluate NCLB are poorly developed. The legislative authorizations for the tests are divorced from the realities of test development costs. Tests which assess the skills of evaluation and synthesis and the wide variety of subject matter in a state's curriculum are much more expensive to design. Few legislatures know this.

Some of the NCLB tests are the equivalent of demanding that Lindberg fly across the Atlantic with only one wing. They are defective. But they are not defective because they are standardized; they are defective because they are of poor quality.

They are defective. But they are not defective because they are standardized; they are defective because they are of poor quality.

If someone were to want a non-standardized test to evaluate a nation's youth, let me enter a child of theirs in a school system where such methods have been used. The People's Republic of China during the time of the Cultural Revolution would be one choice. Sitting for an oral exam in contemporary Kazakhstan, where payment by results has a new meaning, might be another example. There are many instances of non-standardized tests around the world; each is riddled with bias. I doubt if any critic would want to enter one of their children in a school system where the tests are not standardized and where judgment is more unfair than they can possibly imagine.



DANIEL DUBOIS

BY Stephen Heyneman,
PROFESSOR OF INTERNATIONAL EDUCATIONAL POLICY

We invite readers' ideas for future "Versus" topics. If you have ideas or wish to submit commentary, please send it to the Editor, Peabody Reflector, *VU Station B #357703, 2301 Vanderbilt Place, Nashville, TN 37235-7703, or email reflector@vanderbilt.edu.*

No

No Child Left Behind seeks to establish an accounting system for student learning in which standardized tests serve as a metric of progress in domains of reading, mathematics and science. Although standardized tests have well known limitations, the argument is often advanced that they establish thresholds of accountability that any decent educational system should meet. In fact, they are often viewed as tools for equity, and who could possibly be opposed to equity and to accountability?

Despite appearances, this role for standardized tests rests on unexamined assumptions about the goals and roles of assessment. Although we can agree that educators should be accountable for students' education, just as structural engineers are accountable for the soundness of public works projects, it is less obvious what the nature of that accounting should be. Even a comparatively narrow focus on achievement has several implications.

First, assessment should advance learning. Hence, students and teachers should be participating in an assessment system that provides evidence about how a student is reasoning. Knowledge of student reasoning allows teachers to change the nature of instruction. Assessment assists professional judgment.

Second, assessment should not be a single-shot moment in time (generally, at the end of the school year for NCLB) but rather more continuously embedded within instruction, again with the goal of generating evidence about the nature of student reasoning in a way that can be deployed to improve instruction. Single-shot assessments are rarely of much help in the re-design of instruction.

Third, and aligned with the first two implications, we must ask whose standards are represented by currently available standardized tests. In mathematics, most standardized tests emphasize procedural competence, but the National Research Council (NRC) suggests that procedural competence is but one of five interacting strands that contribute to mathematical proficiency. This emphasis on procedural competence, uncoupled from other forms of mathematical competence, creates a narrow spectrum for what is considered mathematics. The result is often deleterious, as systems of instruction pursue procedural knowledge at the expense of mathematical knowledge. One might respond that state standards documents are prospective remedies for narrow spectrum tests, but a recent NRC report, Systems for State Science Assessment, suggest that state standards documents rarely provide much guidance about the nature of the learning performances one wishes to assess.

These tests typically employ a model where the quality of learning is indicated by locating an individual along a single dimension of knowledge.

Finally, one must consider the technical models that guide the construction of most standardized assessments used for purposes of NCLB. These tests typically employ a model where the quality of learning is indicated by locating an individual along a single dimension of knowledge. An analogy to a ruler would be apt. However, when test items don't fit this model, they are eliminated. Hence, unlike other sciences, where the adequacy of models are tested in light of natural phenomena, most standardized tests assume that the model of learning is correct and simply cast out the phenomena that don't fit. Policies are then erected on the basis of this fabrication. An alternative would be to take the time and expense to create standards and measures anchored firmly to learning, so that testing and learning might again mutually profit from the association.

BY Rich Lehrer,
PROFESSOR OF SCIENCE EDUCATION

TO *Ed.D.* OR *not?*

That is the question posed as the **worthiness of the education doctorate** is debated due to a recent report that calls for abolishing the degree

BY Ray Waddle
ILLUSTRATIONS BY Sara Tyson

Joan Dabrowski, a literacy coach in the Cambridge (Mass.) public schools, flies 1,100 miles nearly every weekend to complete her Ed.D. at Peabody.

Despite the airport hassles and intense Friday-Saturday classroom time in faraway Nashville, her pursuit is practical. A Peabody Ed.D., one of the nation's most respected doctorate programs in education, positions her for career advancement, and makes her a better educator right now.

"I can apply what I learn the very next week," says Dabrowski, an education professional for 15 years. "We are using our studies to inform our day-to-day work."

At Peabody it sounds like all is well with the Ed.D.

But nationally the tune is distinctly discordant.

The nationwide fate of Ed.D. degrees, long a subject of fretful debate about its worthiness as a tool for producing leaders in education, is enduring a new round of scrutiny, prodding and outright rejection.

The current conversation—or is it revolutionary foment?—was triggered by a provocative four-year study, released in 2005 and written by a denizen of the education elite, Arthur Levine, who at the time was president of Teachers College, Columbia University, in New York. (Levine left Teachers College this summer to become president of the Woodrow Wilson National Fellowship Foundation in Princeton, N.J., an organization that awards fellowships and works to foster improvements in American schools.)

In an 86-page report called "Educating School Leaders," Levine bluntly indicts the overall quality of university degree programs that prepare education leaders. He argues that they fall short of meeting the rising demand for leaders capable of helping schools raise student achievement in an era of federal No Child Left Behind mandates. That demand will only intensify, he says: The U.S. will need to replace more than 40 percent of principals and superintendents who are expected to leave their jobs in the next decade.

These degree programs, he declares, range from "inadequate to appalling." They teach courses irrelevant to the needs of school administrators in an era of tumultuous change. They pursue a "race to the

bottom" by lowering standards to lure new students, he charges.

And, in collusion with state officials and local school systems, they feed a suspect economy that rewards salary bumps to teachers and administrators for getting fast-track doctorates whether the degree is rigorous and useful or not. Despite all this, he says, many schools and their leaders "continue to deny problems and resist improvement."

Levine also calls on states and school systems to stop giving raises to educators for collecting graduate degrees and instead **reward raises based on skill and competence.**

"The question is whether education schools and their leadership programs will attempt reforms necessary to curb current trends," he says.

Surveying hundreds of programs of education leadership and providing 28 in-depth case studies, Levine singles out just two universities for praise. One is the University of Wisconsin-Madison. The other is Peabody College.

"The strengths of Peabody include the quality of students, the strong credentials of the faculty, and the attitude there that the Ed.D. should be a practical degree for practitioners," Levine said in an interview this summer.

"But it's still a doctorate."

Levine thinks rising administrators and would-be leaders don't need a doctorate in today's classroom climate of results-based expectations. He argues for the elimination of Ed.D. degrees altogether, one of several recommendations calculated to rattle the establishment and improve the embattled landscape of pragmatic leadership.

Instead, he proposes that Ed.D. degrees be replaced by what he calls a Master of Educational Administration (M.E.A.), something like a Master of Business Administration, focusing on real-life management skills for working educators. He says the Ph.D. in education leadership should be clearly defined as a research degree for future scholars only. His complaint: too many Ph.D. programs today are an unsatisfactory hybrid that attract both researchers and administrators and confuse the job market.

He also calls on states and school systems to stop giving raises to educators for collecting graduate degrees, and instead reward raises based on skill and competence.

News of Levine's prognostications reached the Peabody campus, where reaction has been a mix of fascination, skepticism, guarded agreement (up to a point), and a good dose of historical perspective.

"The field has been in turmoil for 15 years now; his is just the latest salvo in a series of calls for national reform," says Joseph Murphy, professor of education in Peabody's Department of Leadership, Policy and Organizations.

"If there's anything wrong with his findings, it's that he's two or three years behind the curve, because many programs have begun to change."

Indeed, Peabody itself overhauled its Ed.D. program some years before Levine went public with his plea for improving the rules of the game in education leadership.

The Ed.D. program at Peabody, under the direction of James Guthrie, raised its admission standards, lowered the number of students who can enter, and intensified its practice-based orientation.

At the same time, Guthrie and Peabody decisively clarified the Ph.D. program, enhancing its identity as a research-based track for scholars, not an administration degree.

"Despite Levine's lament and a long list of polemics by others, historic conditions and present-day political and economic realities render it almost impossible to concentrate on Ed.D. reforms alone," Guthrie, professor of public policy and education, wrote recently.

"The Doctor of Education degree and the Doctor of Philosophy in education degree are inexorably related. Neither the Ed.D. nor Ph.D. in education will be a legitimate, widely accepted, advanced degree until the purposes they serve are clear and separate, and the standards accompanying their pursuit are elevated. The Ed.D. will not get better until education schools upgrade the Ph.D. as well."

Peabody's Ed.D. is geared for working professionals eager to deepen their leadership skills, civic influence and grasp of institutional life. With one track for pre-K–12 and one for higher education, the Ed.D. is a 36-month, weekend-based program that involves no dissertation writing. Instead, students complete a hands-on capstone project, tackling a specific education issue or problem and bringing their methods and experiences to bear on assessing and solving it.

"Degrees should prepare you for the work you're going to do," Murphy says.

Peabody's restructuring of its Ed.D. is evidently a rarity, going against the national grain. In the larger picture, the Ed.D.—its definition, its usefulness, in some places its weak standards—is still a foggy creature of controversy, ensnared in university politics, state credentialing expectations, and the human desire for the cachet of possessing a "doctorate."

"I think the Ed.D. has lost credibility because there are schools that compromise it," says Sharon Weiner, director of the Peabody Library and an Ed.D. student at Peabody.

"Universities are becoming so market-driven that they have to do what the customers want, and that has diluted the degree. But it can still have value. I have found the Peabody program invaluable."

Says student Dabrowski: "The Ed.D. is all over the map. It means different things depending on where you graduated."

That view is shared by Metropolitan Nashville Public School's director, Pedro Garcia, who said the value of most Ed.D. programs isn't automatically clear today, and neither is its meaning. If it's not a practical degree, he has no use for it. (Garcia, who has an Ed.D. from University of Southern California, specifically praised Peabody's Ed.D. for its practice-oriented philosophy.)

"In general, I don't know the difference between the Ed.D. and the Ph.D. these days," Garcia says. "The most important thing is what they learn, and how practical it is. That's the reality. With some degrees, the graduates have book knowledge but they aren't practitioners. If I am looking at three candidates for a job, and one has a Ph.D., and one an Ed.D. and the third has neither degree, I don't think one or the other is automatically the strongest. What I want to know is, Can they interpret data, use data, teach reading, care for kids? Can they supervise and evaluate? Can they improve schools based on results?"

The nagging questions and perceptions about Ed.D. degrees have allowed Levine's criticisms to get an unusually wide hearing in the past year.

"Anything that happens in education takes a long time to unfold, but I think he's had remarkable influence so far," says Diana Dean, an assistant higher education professor at Illinois State University.

Since the report's release in spring 2005, Dean has done an evaluation study of its impact. (Her study was funded by the same organization that sponsored Levine's study, the Education Schools Project, based on various foundation grants.) She found Levine's accusations and recommendations being debated nationwide at various conferences, education associations, state offices, and boards of higher education. Some are doing assessments to see if Levine's findings apply in their state. Others are scrutinizing the rigor of their own Ed.D. degrees or using the debate to re-ignite momentum for reform that existed before Levine made his study.

None, though, has followed through by eliminating the Ed.D. The reason is universally acknowledged: Too many universities are invested in their Ed.D. programs to scrap them, and there's too strong an economy between university degree programs and a bureaucratic credentialing industry that rewards educators for pursuing such degrees.

"The Ed.D. is an established credential, and if a certain percentage of people have their doctorate, you don't want to be the first to go without it," Dean says.

Levine himself, meanwhile, sounds pleased that the ruckus has triggered some vigorous conversation. It's a sign of unease with the status quo, a possible new opening for reform, he suggests.

"The report has produced a conversation larger than I imagined," he says. "The recommendation to eliminate the Ed.D. was so radical it made the other recommendations seem more reasonable."

He said a report like his needs to take four steps to have serious impact. There should be 1) media coverage for it, 2) invitations asking him to speak to influential leadership groups, 3) state or local reassessments of current practices, and 4) real-world implementation of the proposals.

"I've gotten the first three," he says. "I won't get the fourth."

A repeated criticism of Levine's report is that his reforms don't realistically address how to dismantle decades of cultural entrenchment that reinforce low Ed.D. standards and an overabundance of such programs. A report in the *Chronicle of Higher Education* last September cited a critic who said the creation of a master's degree in educational administration to replace the Ed.D. won't stop colleges from offering easy courses to educators who need the degree in order to get their raises.

"We need to get school districts to change their reward system," E. Joseph Schneider of the National Policy Board for Educational Administration told the *Chronicle*.

Levine suggests it will take all players working together—schools, higher education, government—to change the market for graduate degrees. He predicts change will come, if not from the heroic efforts of individuals and groups, then by the sheer (if glacial) force of a market shift itself over the long haul.

"The market will resist change in the short term, but cause change in the long term," he says.

The upshot: In the future, the changing needs of schools will require more CEO-style management skills from leaders, making conventional graduate education irrelevant. He sees a trend already: some school districts, notably large inner city systems, are hiring leaders with non-education backgrounds. They are CEOs or lawyers—people who know how to run large organizations and achieve specific outcomes, he says.

"The changes happening in schools are of such depth and such rapidity that it's all shocking for baby boomers and gen-Xers and everyone else," he says.

"We've seen a revolution in schooling. We've moved from a focus on the processes of teaching to a focus on outcomes of learning. Industrial cultures care about process, post-industrial cultures care about outcome. The old question was, How well can Miss Jones teach? The new bottom line question is, What improves student achievement? In the future, the degree for preparing leaders might not be called the M.E.A., but it won't be called a doctorate."

At Peabody, both professors Guthrie and Murphy dispute the existence of any serious trend of non-education managers moving into school leadership positions. Such hirings have occurred occasionally, but they're rare, nothing to suggest an emerging model for future leadership in the field.

But everyone acknowledges the learning landscape has absorbed tumult and change in a globalized economy: Education matters for everyone now, not just elites, Guthrie says.

"Most modern-day parents recognize this changed condition, and they have expressed a political preference for better schools," Guthrie writes in an article commissioned by the University Council for Educational Administration.

"Policy officials have responded, and No Child Left Behind, much to many educators' lament, is the new education reality. (Regardless of NCLB deficiencies, to wish that it go away is tantamount to standing on the shore and ordering the waves to roll backwards.)

"NCLB symbolizes a dramatic turning point in American education. This legislation, however awkward in its initial implementation, marks the departure from judging schools by inputs. Now, it is what schools achieve, not what resources they receive, that matters most."

In such a climate, Guthrie says, doctorate degrees for education professionals need a new model for the new post-NCLB reality.

Managing schools today requires various 21st century skills—knowledge of human learning and curriculum objectives, grasp of organizational complexity, familiarity with modern performance measurement, management by data, attention to leadership dynamics, budget realities, policy imperatives, legalities and community relations too.

In the same essay, Guthrie offers his own set of possible solutions for strengthening Ed.D. degrees, going beyond the proposals made by Levine: Install an independent rating system based on admissions, faculty quality, and practice-based curriculum. Call on associations of principals to formulate standards and exert pressure on Ed.D. programs. Institute accreditation. Also, call on top programs to lead the way.

"If a select few institutions would band together, announce adherence to high admission and performance standards, and orient their curriculum toward professional practice, it might begin to crystallize a set of highly visible, high-standards, high-performing institutions," Guthrie writes.

"Such an 'Academic Compact of Ed.D. Excellence' would have to possess either external or self-policing capacity regarding adherence to announced standards."

So as it turns out, Levine reopened a debate—rather than started something brand new—about the nature of education leadership preparation that has been swirling around for nearly a century. Despite his outspokenness, there's no groundswell afoot to abolish the doctorate in education practice. The real issue is adaptation and revision—the construction of a better doctorate, based on a dialectic with a civilization in turbulent transition.

"The doctorate is the coin of the realm in education," Guthrie says. "We shouldn't give it up. We should transform it. What makes Peabody's Ed.D. a doctorate is it represents advanced study of the profession, a dedication to practice and reflection, instruction informed by the issues that drive the professional."

The real issue is adaptation and revision—**the construction of a better doctorate**, based on a dialectic with a civilization in turbulent transition.

That's what keeps Joan Dabrowski—teacher, wife, and mother of two—dashing off to airports to catch weekly flights to Nashville.

"I look at the people I'm studying with, and they want to be outstanding leaders in their particular area. My feeling is schools of education have an obligation to stay connected to practitioners of education. Ed.D. degree programs that value practice ought to continue to do well in this country."

Ray Waddle is a Nashville-based author and columnist.

To get the specifics on what makes Peabody's Ed.D. unique, visit peabody.vanderbilt.edu/lpo/edd.