

P E A B O D Y

reflector

Peabody at
225 Years

Looking forward while
looking back

PEABODY PROFESSIONAL INSTITUTES

ENGAGE | EXPAND | ENHANCE

Each summer, Vanderbilt University's Peabody College offers a number of short-term intensive professional development programs that build on the college's experience and reputation for educating administrators and senior practitioners.

Informed by multiple disciplines, Peabody Professional Institutes draw upon the intellectual resources of the Vanderbilt faculty as well as from a number of senior practitioners and policymakers from across the nation. Designed with the same expectations for rigor and depth as Vanderbilt degree programs, our institutes rest on the philosophy that good practice is best derived from, and informed by, a strong theoretical and evidentiary base.

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- *Higher Education Management*
- *Independent School Leadership*
- *Independent School Leadership Alumni Master Class*
- *School Superintendents*
- *Senior Academic and Enrollment Services Professionals*
- *Beginning Teachers in Independent Schools*
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- *Charter School Leadership*
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- *Embedded Engineering: VIBES for Anatomy and Physiology Teachers*
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Alumni of Peabody College receive a 20 percent discount on institute fees. Deadline for priority consideration is February 15, 2011.

For more information on our offerings or to complete an online application, visit the PPI website at <http://peabody.vanderbilt.edu/ppi.xml>, or contact us via email at ppi@vanderbilt.edu or call (615) 343-6222.

FEATURES

12 Seven Great Ideas

Research at Peabody has changed education in many ways; here are seven of the best ideas



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

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On the cover: Illustration by Elizabeth Rosen

The *Peabody Reflector* is published biannually by Vanderbilt's Peabody College of education and human development in cooperation with the Vanderbilt Office of DAR 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 DAR Communications, PMB 407703, 2301 Vanderbilt Place, Nashville, TN 37240-7703 or by email to reflector@vanderbilt.edu.

PEABODY
reflector

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WOLF HOFFMANN

This academic year is an exciting one for all those associated with Peabody College, as 2010-2011 marks our 225th anniversary.

The college traces its lineage through a series of institutions to the founding of Davidson Academy, which was granted a charter in 1785 by the territory of North Carolina. The school opened its doors the following year. Nashville itself was less than a decade old; attacks by local Native Americans were not uncommon in the early days of the academy.

Yet the settlers survived. Davidson Academy became Cumberland College; Cumberland College became the University of Nashville; the University of Nashville became the State Normal College of Tennessee, then Peabody Normal College, and George Peabody College for Teachers. In 1979, we merged with Vanderbilt.

Today, Peabody and Vanderbilt are global institutions and becoming ever more so. Nonetheless, it is worth remembering—and celebrating—our origins. This issue of the *Peabody Reflector* does just that, even as we look forward to future accomplishments.

This fall, Peabody added new faculty members, including several who promise to deepen our impact on teacher education. Our joint endeavor with Metropolitan Public Schools of Nashville has enrolled its first class of 16 master's degree students. They will study tuition-free while teaching math, science and literacy in Metro middle schools. Our entering class of doctoral students numbers 45, up 12 from last year and bringing with it a remarkable number of prior publications. We have enrolled nearly 250 new master's and Ed.D. students in our summer and fall cohorts. They come to us from 38 states and from outstanding undergraduate institutions, including a number of historically black and Hispanic-serving colleges and universities. This year's class of first-year undergraduates includes an unprecedented number of students who are recipients of full-tuition scholarships.

In short, all signs suggest that Peabody's long journey from frontier academy to one of the world's most innovative and vital schools of education and human development continues at full speed. We are grateful to the readers of the *Reflector* for coming along.

CAMILLA P. BENBOW

Patricia and Rodes Hart Dean of Education and Human Development

Bridging the Achievement Gap

I AM PROUD OF THE FIRST-RATE education I received during my four years at Peabody, and I have kept up with Peabody over the years—mainly through reading the *Reflector*. I was moved beyond words by “The Achievement Gap: Is It Too Wide to Bridge?”

I have begun helping students in my high school who are the first in their families to go to college. I take them to the local college admissions offices. I “show them the ropes.” During the last visit I made with a student in May to fill out her schedule at our local community college, I said, “After we go through orientation in the fall and you complete a semester, you are going to say, ‘Mrs. Mercer, this is a piece of cake.’ But the first time it can seem overwhelming.”

I am determined to help these students attend college so they can provide for their families and give back to our community. Thank you so much for cover stories like “The Achievement Gap: Is It Too Wide to Bridge?” Sound information based on research and thoughtful, practical wisdom is helpful to those of us working hard to make a difference in our students’ lives.

Sandy Mercer, BS’76
Harrisonburg, Va.

Brain Change

RECIPROCITY IS ONE THING that comes to mind upon reading about Dr. Bruce McCandliss’s research into educational neuroscience. The developing mind is constantly enriched by experience; in turn, experience becomes meaningful to the extent it fits into existing conceptual structures.

It’s a sufficient matter of concern that each culture, through its institutions, limits the range of “acceptable” experience. As learners, we can hardly become skilled or knowledgeable in areas beyond our experiential range. Seldom if ever able to see the whole picture, we form concepts but often without proper illumination.

Cognitive growth, of course, constitutes only one part of mental development. Aspects of psychosocial and moral development must also be addressed. The question of individual differences, as well, comes into play. The quality of child development depends in large measure upon identifiable patterns of brain activity and how we nourish the developing brain. Some authorities have called it “the burning-in of behavior.”

The question of what happens in the brain as we learn has long intrigued theorists. McCandliss’s research holds the promise of uncovering yet other connections between brain structures and identifiable paths to learning. All discoveries have the potential of improving the teaching-learning process. Any inroad into that mystery is more than welcome.

Robert F. Schambier, EdD’85
Phoenix, Ariz.

Remembering Eva Touster

DR. EVA TOUSTER WAS A MENTOR, teacher and a compassionate and gentle soul. I have been a friend of the family since 1968, especially with their daughter,

Alison. Dr. Touster and her family represented a beloved sanctuary in a sea of troubles in the ’60s and ’70s. My condolences to her family and friends are profound. Yes, she will be missed, but above all she inspired this shy teenager to continue to pursue higher learning in all forms. Both her husband, Dr. Oscar Touster, and my childhood friend Dr. Alison Touster Reed are held in highest regard and are a source of continuing inspiration.

Thea Vorbusch Chang, BA’75
San Diego, Calif.

A Frustrated Voice

OUR PEABODY REFLECTOR IS filled with endless speculation and debate about education and teacher training. It is time that we ask a very serious question. Are our teacher training programs absurd?

The teacher receives a textbook. With this textbook he or she must motivate a class from 8 a.m. to 3 p.m., five days a week, nine months a year. Often the teacher must teach the same subject year after year and maintain interest.

NBC television with all of its money and talent cannot do this. Few TV programs can maintain high ratings even one hour a week. Perhaps our schools of education need less academic debate and speculation and more “common sense.”

Thomas L. Reid, MA’62
Tucson, Ariz.

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: Editor, *Peabody Reflector*, PMB 407703, 2301 Vanderbilt Place, Nashville, TN 37240-7703, or email reflector@vanderbilt.edu.



Thomas Smith will serve as principal investigator and director of the Developing Effective Schools Center, currently located at Peabody.

Scaling up to effectiveness

Identifying and developing a process for transferring key elements that make some high schools in large urban districts more effective at improving outcomes for low-income and minority students as well as English language learners is the focus of a new national center at Peabody.

The Institute of Education Sciences (IES), a research arm of the U.S. Department of Education, has awarded \$13.6 million over five years to fund the Developing Effective Schools Center, a national research and development center on scaling up effective schools.

The center's goal is to identify programs, practices, processes and policies that make some high schools more effective at reaching certain students. The center also will develop ways to transfer those

methods to less effective schools in the same districts. Florida State University, the University of Wisconsin-Madison and the Education Development Center, headquartered in Newton, Mass., are partnering with Vanderbilt in the project.

This is the third national research center funded by IES to be located at Peabody, joining the National Center on Performance Incentives and the National Center on School Choice.

"We have universal agreement that schools are in need of reform, and there are innovative programs that have been shown to improve student outcomes," Dean Camilla P. Benbow said. "The problem is that these successes often occur under particular conditions that are challenging to replicate across a range of schools. This new center will help educators figure out how

to extend promising reforms to help more students."

"Despite ambitious reforms over the past three decades, high schools today have shockingly low rates of student retention and learning, particularly for students from traditionally low-performing subgroups," said Thomas Smith, associate professor of public policy and education. Smith will serve as principal investigator and director of the new center.

"Prior attempts to reform high schools have often failed because they did not sufficiently address the contexts of the districts and the schools in which they were implemented," Smith said. "Our goal is to design a model where researchers, developers and school and district practitioners co-design methods of transferring effective practices from one school to another.

"By the conclusion of the center's work, we will have developed, implemented and tested new processes that other districts will be able to use to scale up effective practices within the context of their own goals and unique circumstances," Smith said.

Two-thirds of the way to understanding math

Improving math instruction for elementary and middle school children experiencing problems with fractions is the focus of a \$10 million grant from the Institute of Education Sciences, a research



branch of the U.S. Department of Education.

Among the collaborators in the new Center on Improving Mathematics Instruction for Students with Mathematics Difficulties, to be administered by the University of Delaware, is Lynn Fuchs, Nicholas Hobbs Professor of Special Education and Human Development.

Collaborators on the project with Fuchs are Nancy C. Jordan, a professor of education in Delaware's School of Education, and Robert Siegler, a professor of cognitive psychology at Carnegie Mellon University. The researchers will partner with local school districts, including Metro Nashville Public Schools, to conduct the research.

The five-year project, which began Sept. 1, focuses on understanding how students learn fractions concepts, how to explain individual differences in develop-

ment and ways to enhance understanding and performance.

Fuchs's research for more than 30 years has focused on assessing the efficacy of mathematics and reading interventions for students with learning disabilities and understanding the student characteristics associated with responsiveness to those interventions.

"I hope to design interventions that promote better mathematics learning, specifically in the area of fractions, for students with learning disabilities," Fuchs said. "The goal is for these interventions to be useable in real school settings."

On the importance of civics

On Tuesday, October 12, Peabody and Owen Graduate School of Management joined with Tennessee's First Lady, Andrea Conte, to welcome actor and education activist Richard Dreyfuss for a conversation with esteemed journalist John Seigenthaler on the importance of civics education.

The First Amendment Center at Vanderbilt also was a sponsor.

The event took place in Conservation Hall at the governor's residence. Approximately 20 Peabody guests attended.

Dreyfuss has spent much of the past two years promoting his Dreyfuss Initiative, a nonprofit corporation formed to revive, elevate and enhance the teaching of civics in public schools grades K-12 in the United States. He is known primarily for starring roles in numerous films, including *Close Encounters of the Third Kind*, *Jaws*, *American Graffiti* and *Mr. Holland's Opus*.

In addition to the discussion at the governor's residence, on October 13, Dreyfuss planned to continue the conversation at a luncheon with Seigenthaler; Martha Ingram, chairman of the Vanderbilt Board of Trust; Rene Copeland, artistic director of the Tennessee Repertory Theater; and Dean Benbow.

Richard Dreyfuss (right) discussed the importance of civics education at an event moderated by John Seigenthaler (left) at the Tennessee governor's residence on Oct. 12.



New Faculty

Kathy Ganske, professor of the practice of literacy in the Department of Teaching and Learning. She received her Ph.D. from the University of Virginia in 1994 and comes to Peabody from Oberlin College.



Ganske

Amanda Goodwin, assistant professor of language, literacy and culture in the Department of Teaching and Learning. She recently completed her Ph.D. at the University of Miami.



Goodwin

Matthew Springer, assistant professor of public policy and education in the Department of Leadership, Policy and Organizations. He received his Ph.D. from Vanderbilt in 2006 and also serves

as director of the National Center on Performance Incentives.

Barbara Stengel, professor of the practice of education in the Department of Leadership, Policy and Organizations. She comes to Peabody from Millersville University and received her Ph.D. in 1984 from the University of Pittsburgh.

Sonya Sterba, assistant professor of psychology in the Department of Psychology and Human Development. She received her Ph.D. this year from the University of North Carolina at Chapel Hill.



Sterba

Deborah Tobey, lecturer in leadership and organizations in the Department of Leadership, Policy and Organizations. She received her Ed.D. from Vanderbilt in 1990.

Lanette R. Waddell, assistant professor of the practice of mathematics education in the Department of Teaching and Learning. She comes to Peabody from Lehigh University and received her Ph.D. in 2007 from the University of Pennsylvania.



Waddell

Ron Zimmer, associate professor of public policy and education in the Department of Leadership, Policy and Organizations. He comes to Peabody from Michigan State University and received his Ph.D. in 1997 from the University of Kentucky.



Zimmer

From left, Charlotte Bryson, executive director of Tennessee Voices for Children, and Jack McKenzie, president of the board of directors, along with Catelyn Sweeney presented longtime children's advocate Craig Anne Heflinger, associate dean for graduate studies and professor of human and organizational development at Peabody, with its Lifetime Invisible Child Award in August. The Invisible Child Award is given to a person who has been an advocate for children's mental health issues and has made a significant impact on the children's mental health system in Tennessee.





STEVE GREEN

A community component of the Early Reading First project combined forces with the Nashville Public Library to foster home literacy in a summer program called Lift Off Camp. YMCA Urban Services Program hosted the camp in August to boost learning gains and smooth the transition into kindergarten. Several Vanderbilt Peabody students worked with the children.

Early Reading First data shows impressive gains

Vanderbilt and Metro Nashville Public Schools have collaborated on an Early Reading First project among preschool children in Nashville schools that has yielded “spectacular” results in a preliminary study, according to project leaders.

“The big picture is that high quality language and literacy instruction in pre-K can make a big difference,” said Deborah Rowe, a project co-leader and associate professor of early childhood education at Peabody.

Ongoing evaluations conducted by Vanderbilt researchers who were not part of the program, called Enhanced Language and Literacy Success, measured the performance of the 217 4-year-olds who participated in the project in fall 2009 and again in spring 2010. The children attended Metro preschool classrooms serving low-income children. Forty-five percent were English language

learners (ELL), meaning that English is not their first language.

The preliminary data showed impressive performance gains. Vocabulary scores on a test that consistently relates to later reading increased from a mean of 73.1 to 85.3 (with 100 reflecting the average score on national norms). The ELL children’s average scores increased from 55 to 75. African American children’s scores increased from 88 to 94.

While average scores are still well below national averages, this growth significantly narrows the achievement gap between less and more economically advantaged children, the researchers said.

“These final scores are what I would expect to see as average scores in economically advantaged populations, and our teachers are achieving them across the board with children identified by Metro Schools as those who are most in need of pre-K services,” said David Dickinson, project co-leader and professor of education.

“These are important data showing that spectacular results are possible in public preschool classrooms when sufficient resources make available strong support,” Dickinson said.

Rowe agreed. “When you get students to make more than a standard deviation of growth in one year, that’s huge.”

The program is the result of a three-year U.S. Department of Education grant through the Early Reading First grant program. A second Tennessee project is ongoing in the Chattanooga area.

The Peabody project supports 13 classrooms as they adopt a new curriculum called Opening the World of Learning, developed by Dickinson and Judy Schickedanz of Boston University. The program intensifies support for teaching efforts in language, literacy, content knowledge learning and preschool writing skills.

Reviving a tradition

Peabody College has a long history of hosting gatherings to bring faculty, staff, students and families together. One of the more popular events was “Watermelon Cutting Day,” which was celebrated during the 1940s until the late 1970s. Watermelon cutting was a special event to mark significant days and occasions at the college. On August 23, the tradition was revived by staff from the Peabody Library as new students and their families moved into The Commons.

Noteworthy past occasions included July 4th, the recognition of campus visitors to various on-site conferences and state club events. Black-and-white photos from past Watermelon Cutting Days were displayed at Peabody Library this fall.



VANDERBILT UNIVERSITY SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES

JOHN ERICSSON



WOLF HOFFMANN

John Braxton

Braxton is 10th most cited in higher education literature

John M. Braxton, professor of education at Peabody, is the 10th most cited individual in higher education research according to a recent study published in *Research in Higher Education*.

Only a small number of academic papers are cited even once in ensuing publications, according to the study’s authors, John Budd and Lauren Magnuson of the University of Missouri, in “Higher Education Literature Revisited: Citation Patterns Examined.”

Even more compelling is the fact that researchers traditionally comb through reams of relevant material before incorporating the most useful existing research into their own work, the authors point out.

“John Braxton is among the leading lights in the study of higher education nationally,” said Dean Benbow. “By calculating how often his work is referenced, this study clearly demonstrates his influence on the field.”

Braxton is himself the editor of a top education publication, *Journal of College Student Development*. His research interests center on the college student experience, the sociology of the academic profession and academic course-level processes. He is the author of more than 90 articles in journals, books and book chapters and is affiliated with Peabody’s Higher Education Leadership and Policy program in the Department of Leadership, Policy and Organizations.

Faculty News

Brian Heuser, assistant professor of the practice in international education and public policy, will serve as a U.S. Embassy policy specialist in higher education for 2010-2011, researching higher education institutions of the post-Soviet region, with an emphasis on the Republic of Georgia.

Christopher Loss, assistant professor of public policy and higher education, is the recipient of the 2010 Peabody Award for Excellence in Classroom Teaching. Loss

joined the faculty two years ago after receiving his Ph.D. from the University of Virginia.

Michael McLendon, associate dean and associate professor of public policy and higher education, in April presented the Edward Douglass White Lectures, a distinguished lecture series jointly sponsored by the Paul Hebert Law Center and the department of political science at Louisiana State University.

Torin Monahan, associate professor of human and organizational development and medicine, received a grant to study data sharing across public and private organizations responsible for monitoring homeland security. The National Science Foundation is funding the two-year project.

Laura Novick, associate professor of psychology, was appointed to a committee of the National Research Council that will conduct a comprehensive examination of learning and teaching in the sciences at the undergraduate level.

Matthew Springer, assistant professor of public policy and education, was named a fellow in education policy to the George W. Bush Institute in May.

William L. Turner, Betts Professor of Education and Human Development, delivered the keynote address at the American Family Therapy Academy meeting in Denver in June on successful implementation strategies for children's mental health programs, particularly in minority and low-income communities.



Victoria Risko, James Guthrie and Anne Corn were named emeriti professors at Commencement. Also named as emeritus professor was Dean James Hogge.

Flores receives prestigious fellowship

Stella M. Flores, assistant professor of public policy and higher education at Peabody, has been named a National Academy of Education/Spencer Postdoctoral Fellow.

The award will allow her to pursue her research interests during 2010-11. She was one of 20 fellows selected nationally from a competitive pool of 160 scholars in education. The fellowships, administered by the National Academy

of Education, are designed to enhance the future of education research by developing new talent. Flores' funded project will examine the college access and completion trajectories of English language learners using a confidential and longitudinal dataset in Texas.

Flores employs large-scale databases and quantitative methods in her scholarly work to investigate the impact of state and federal policies on college access and completion for low-income and under-

represented populations. Also of scholarly interest are the roles of alternative admissions plans and financial aid programs in college admissions, demographic changes in higher education, and Latino students and community colleges.

At Peabody, Flores teaches courses related to college access and completion and general public policy.



Stella Flores

Getting Fizzy to halt childhood obesity

Fizzy's Lunch Lab—an interactive Web series with cartoon characters acting out funny stories to emphasize the importance of good nutrition, a balanced diet and physical activity—was nominated for a Daytime Entertainment Emmy Award. And there's a Peabody connection.

Sharon Shields, professor of the practice of human and organizational development; Heather Smith, assistant professor of the practice of human and organizational development; and Dianne Killebrew, an educational coordinator and specialist in the Medical Center's dietetic internship department, are education consultants for the series. Dr. Craig Sussman, associate professor of clinical medicine, is the health and nutrition adviser.

The series strives to encourage children ages 6 to 8 and parents to spend more time in the kitchen and less time heading to the drive-through. The mission of the series is ambitious: To halt the childhood obesity epidemic.

Each week, the website releases a new animated short video along with a recipe for children and parents. Professor Fizzy and his friends get together in the Lunch Lab Test Kitchen to prepare



healthy snacks, investigate the difference between good and bad food and learn what happens once food enters the body.

Shields, Smith and Killebrew created the family and teacher lesson plans that accompany the Lunch Lab episodes. Executive producers for the animated series are Dave Schalafman and Evan Sussman, Craig Sussman's son.

The show was nominated in the category of "new approaches to daytime children's" entertainment.

Fizzy's Lunch Lab is produced by CloudKid Studios and funded by the Corporation for Public Broadcasting.

For more, see: <http://pbskids.org/lunchlab>

No difference between math scores at public and charter schools

New research based on preliminary data in a pilot study has found no significant difference in achievement gains on standardized math tests between students in charter schools and those in traditional public schools. The findings have spurred the collection of additional data for continued analysis.

Ellen Goldring, Patricia and Rodes Hart Professor of Education Policy and Leadership, was a principal investigator on the project.

As the school choice movement continues to gather steam and monies are poured into new options, research on choice is expanding to assess whether the movement is accomplishing what it aims to do, the researchers said. It is important, Goldring and her colleagues contend in the report, to look inside "the black box" to see what is actually happening in the schools.

It is equally important, the researchers reported, to examine not just achievement effects but organizational and instructional conditions in charter and traditional public schools. The idea is to get to the key question: Does choice lead to the types of innovations hoped for by its founders? As a next step, the researchers plan to continue the research by gathering measures of school effectiveness to understand what conditions foster academic growth and achievement gains.

Mark Berends, formerly at Peabody and now professor of sociology at the University of Notre Dame, was lead author for the report. In addition to Gold-



A scholarship is the gift of opportunity...

Ability, achievement and hard work define Justin Barisich. He grew up working summers on his dad's shrimp boat, and after Hurricane Katrina destroyed his home and his high school, that work ethic spurred him to move in with his grandparents, change schools and move forward. Now he's at Vanderbilt, studying to be a high school teacher.

"I believe we should leave this world better than we came into it," he says. "That's why I want to be a teacher, to be the person who changes the world for his students."

It's the scholarship he receives that makes all of this possible.

With a scholarship gift, you give other exceptional young women and men the opportunity to learn, discover and achieve at Vanderbilt.

Opportunity Vanderbilt supports the university's commitment to replace need-based undergraduate student loans with grants and scholarships. To date, Vanderbilt has raised \$84 million toward a goal of \$100 million in gifts for scholarship endowment.

Photo by Vanderbilt Creative Services



Justin Barisich
Peabody College, Class of 2011
Berger Family Scholarship

See how Opportunity Vanderbilt changed the lives of Justin and other students—watch the video at www.vanderbilt.edu/opportunity.

Make a gift to Vanderbilt online—www.vanderbilt.edu/givenow.

Questions—Jennifer Zehnder, jennifer.zehnder@vanderbilt.edu, (615) 322-8118

ring, co-authors were Marc Stein, assistant professor of education at Johns Hopkins University, and Xiu Cravens, research assistant professor of education policy at Vanderbilt.

The report, "Instructional Conditions in Charter Schools and Students' Mathematics Achievement Gains," was published in the *American Journal of Education*.

This and other current research briefs may be accessed at www.vanderbilt.edu/schoolchoice, the newly updated website for the National Center on School Choice, a research consortium based at Peabody. The new website provides better and more extensive access to more than 100 research papers, journal articles and books on school choice.

Humphrey Fellows



Peabody College welcomed 13 Humphrey Fellows from 11 countries in August 2010: Layla Al Yusuf, Bahrain; Baikita Yankal, Chad; Ya Rachel Valery Kouame, Cote d'Ivoire; Zalak Kavi, India; David Kabita, Kenya; Khin Latt, Myanmar; Ram Hari Lamichhane, Nepal; Fati Bagna Seyni, Niger; Nadia Ashraf, Zaheer Iqbal and Lubna Mohyuddin, Pakistan; Amal Abu Hejleh, Palestinian National Authority; and Soraya Faculo, Philippines. The Hubert H. Humphrey Fellowship Program was initiated in 1978 to honor the late senator and vice president and his lifelong commitment to international cooperation and public service. The program brings accomplished mid-career professionals from developing nations and emerging democracies to the United States for 10 months of professional development and cultural exchange activities.



President Theodore Roosevelt (standing in automobile) responds to the impressive turnout at Peabody Normal College, soon to become George Peabody College for Teachers, in 1907 at the liquidation of the Peabody Education Fund.



7 Great IDEAS

ARTICLES BY Bonnie Arant Ertelt, Jan Read and Cindy Thomsen

Two hundred and twenty-five years is a long time for an institution to survive. Founded as Davidson Academy in 1785, what is now Vanderbilt's Peabody College initially existed under various names—Cumberland College, University of Nashville, State Normal College of Tennessee, Peabody Normal College. During those years, Peabody's primary innovation was its continued existence in a region not always responsive to higher education.

The Peabody Education Fund was established by George Peabody in 1867 to promote and encourage education in the South following the Civil War. It was not until 1907 at the liquidation of the fund that the beginnings of the Peabody we know today—George Peabody College for Teachers—came into being. From that point, and at Peabody's present location (which was the site of another institution of higher learning, Roger Williams University), the history of Peabody as a highly regarded school of education began to take shape.

Starting from the modern era in 1914, Peabody's purpose was to serve as an agent for educational reform, particularly in the South, where the infrastructure for education had fallen apart. Peabody worked to train educators who could better the lives of students and their families, using schools as the centerpiece to initiate social reforms and bringing the South to more equal footing with the rest of the country. On the way, innovative new ideas were developed. Peabody's accomplishments soon took on national and international stature.

Emphasis on putting research into action and theory into practice has always been Peabody's strength. There have been many educational innovations that have evolved from research done at Peabody. In these few pages, we showcase seven innovative ideas developed at Peabody that continue to leave a mark on the world of education.



Knapp Farm students discuss the latest techniques in raising poultry, circa 1916.

VANDERBILT UNIVERSITY SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES

Knapp Farm

In 1915, one year after Peabody welcomed students to its present-day location, its landscape was dotted with chicken coops, a vegetable garden and a barn. The latest in farm equipment was on display in the basement of the Home Economics building and its most eminent professor was the country's leading horticulturist—all in an effort to live up to the reforms suggested by the Country Life Commission created by President Theodore Roosevelt.

Improving the life of rural Americans, particularly those in the South, became an important mission for Peabody. The hero of this movement was Seaman A. Knapp, a federal appointee charged with promoting Southern agriculture. His work eventually led to the establishment of the

Cooperative Extension Service that supported farmers and home demonstration agents.

Bruce Payne, Peabody's first president, was an enthusiastic supporter of Knapp's work and wanted to create a Knapp School of Country Life on the campus. The funds for the school never materialized, but Payne was able to purchase 300 acres east of Nashville (near the present-day Nashville International Airport) for a demonstration farm.

The farm flourished with a 25-acre orchard and fields used to experiment with crops suited to the local climate. The farm's pride and joy was its dairy and herd of purebred Holsteins.

Visitors flocked to the farm from all over the South. It provided part-time work for students and fresh food for the school cafeteria. However, the farm that

was established to honor Knapp fell victim to his vision. As the Cooperative Extension Service grew, the need for the demonstration farm waned. By the 1930s the dairy operation was the only viable part of the farm.

Peabody held on to the herd until 1959 when it was sold. The land was sold in 1965 for \$1 million. Though Peabody no longer has any component quite like Knapp Farm, its faculty continues to do important research leading to both rural and urban social reforms.

For more, visit: <http://snipurl.com/knappfarm>

Lloyd Dunn and the Peabody Picture Vocabulary Test

The Peabody Picture Vocabulary Test doesn't look like a game changer. It could easily be mistaken for any classroom material—it's just an easel with a series of pictures, four to a page. But this simple test, developed in 1959 by Peabody's pioneering Lloyd and Leota M. Dunn, is still used worldwide and is considered the standard bearer for a fast, accurate measure of how well someone understands language.

Because test-takers answer by simply pointing at a picture, the PPVT can be used with children as young as 2 and adults as old as 90. The 15-minute test accurately measures the receptive vocabulary skills of people with reading or speech problems, multiple physical impairments, developmental disabilities and those who are emotionally withdrawn.

"I don't know of a measure that's used more than the PPVT," says Ann Kaiser, a professor of special education and specializing



JOE HOWELL

holder of the Susan Gray Chair in Education and Human Development. "We use it to show early growth in children's vocabulary skills. It's a good indicator of language ability when they're young, and it's an easy test to respond to—they just point to the named picture."

"The PPVT measures receptive language, which is a person's ability to comprehend a message," said Stephen Elliott, Dunn Family Professor in Educational and

Psychological Assessment. "It's also a good proxy for measuring intelligence as commonly defined."

Lloyd Dunn was one of the "scholars with a social conscience" who helped found the Kennedy Center in 1965. He established the first doctoral program for special education in the South, and served as its chair from 1953 until 1967. Lloyd Dunn and his wife Leota collaborated on a number of assessment and instructional devices first published in the 1950s and '60s, including the Peabody Individual Achievement Test, Peabody Language Development Kits and Peabody Early Experience Kits. Their son, Douglas M. Dunn, who was a researcher at Bell Labs and later dean of the Carnegie-Mellon University business school, recently collaborated on the fourth revision of the PPVT test, keeping the 1950s test relevant for the 21st century.

For more, visit: <http://snipurl.com/lloydunn>

(Above) Vanderbilt Kennedy Center researcher Tatiana Peredo administers the Peabody Picture Vocabulary Test. (Below, left) Lloyd Dunn instructs children with materials from the Peabody Language Development Kits, another product he developed.



VANDERBILT KENNEDY CENTER

2.

Susan Gray and Head Start

3. Susan Gray was a small woman, but her influence on education was huge—spanning decades and affecting not only teaching, but policy and decision-making on a national scale. Perhaps even more important, her work led to programs that improved the lives of millions of underprivileged and underserved children.

Paul R. Dokecki, director of Peabody's Community Research and Action doctoral program, was a Peabody student when Susan Gray was breaking new ground with the Early Training Project. That project—an early educational intervention program for at-risk preschoolers—grew from an experimental summer program to one of international repute.

In 1965, Gray co-founded the Vanderbilt Kennedy Center. Soon after, her work with the Early Training Project caught the eye

of Sargent Shriver, head of the Office of Economic Opportunity, a government program started by Lyndon Johnson in 1964 to fight the “war on poverty.”

“In the 1960s there was optimism about what education and research could do,” Dokecki says. “Shriver always credited the work of Susan Gray and the Early Training Project as being the intellectual stimulus for the Head Start program.”

In 1970, Gray recruited Dokecki to come back to Peabody as her associate director of the Demonstration and Research Center for Early Education or DARCEE, an extension of the Early Training Project. Dokecki succeeded Gray as director upon her retirement.

“People came from all over the world to our training workshops on campus,” Dokecki says. “This was a major research project. We had more than a hundred staff members and a million-dollar budget, and this was back in the early 1970s. Susan Gray created all that.”

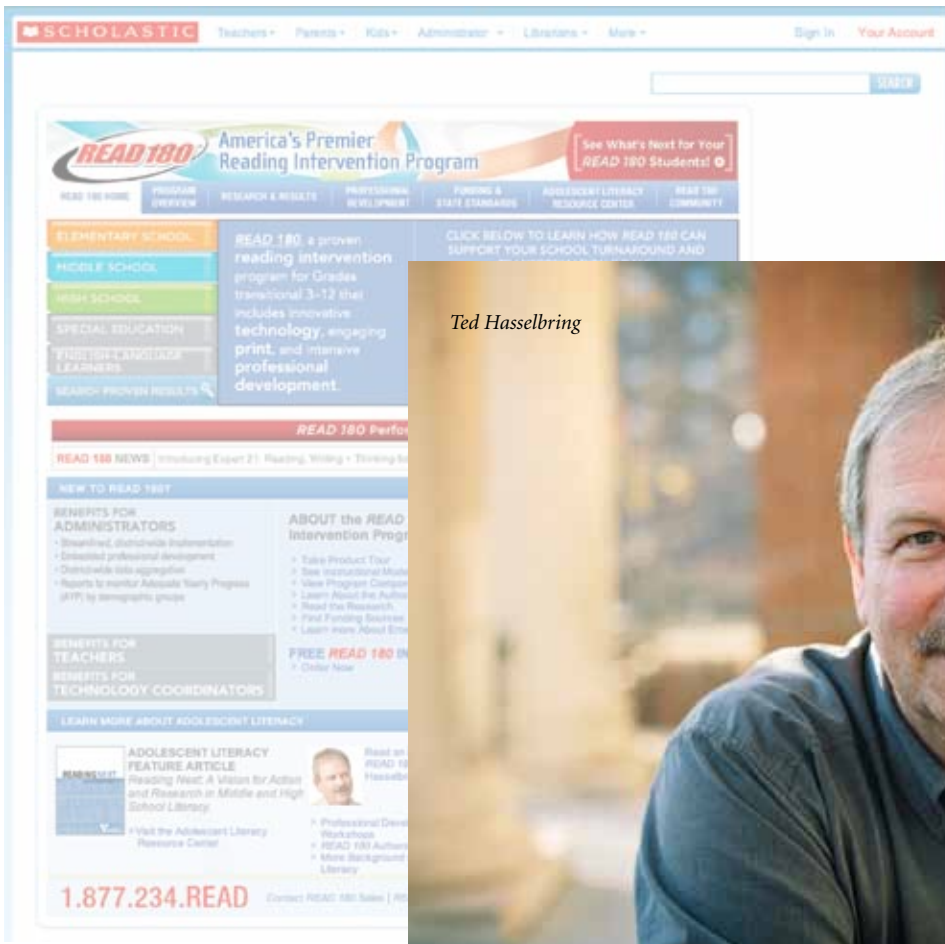
In later years, scholars studied the long-lasting effects on children who had been in the program.

“There was a national effort to see how the children were doing in their 20s,” Dokecki says. “We found that kids who had been in the program were less likely to have been in special education, less likely to have been incarcerated or to have children born out of wedlock.”

For more, visit: <http://snipurl.com/susangray>



Susan Gray, middle, shows a hornet's nest to preschool children in a classroom in Peabody's Demonstration and Research Center for Early Education in the late 60s.



Ted Hasselbring

WOLFF HOFFMANN

READ 180

Millions of students now call themselves good readers thanks to READ 180, a reading intervention program developed at Peabody. By combining individualized computer-guided instruction, video and sound teaching methodology, READ 180 has proved to be the key for struggling middle- and high-school students across the country.

Ted Hasselbring, Peabody research professor of special education, led the genesis of READ 180 in 1985, when he won a Department of Education grant looking for ways to use technology to help special education students become better readers. Results were so promising that in 1994, the Orange County (Fla.) school district brought Hasselbring and his team down to imple-

ment READ 180 in the hopes that helping struggling middle- and high-school students learn to read would lower the district's battles with behavior problems, truancy and dropout rates.

It worked. By using the READ 180 instruction protocol of 90 minutes a day, five days a week, the school system's dropout and behavior referral rate fell significantly while reading scores continuously rose. Word of the program's success spread—students usually improve two to five grade levels in a year—and Hasselbring then partnered with Scholastic in 1999.

“READ 180 works because it combines Ted’s sound, proven research with our knowledge of technology and what works in the classroom,” says Margery Mayer, president of Scholastic

Education. “READ 180 creates a safe place for these kids to learn and grow.”

READ 180, used in 15,000 classrooms across 50 states, is now the gold standard for middle- and high-school reading intervention programs. Hasselbring and Scholastic keep READ 180 up to date and are developing partner programs for students who need support to get to READ 180’s level and for those who are ready for the next step.

Hasselbring keeps a fat ring binder of student success stories on his office shelf. “They tell us that being able to read totally changes their lives,” he said. “It’s amazing to be a part of this.”

For more, visit: <http://snipurl.com/sread180>



5.

The Adventures of Jasper Woodbury

During a close mayoral race, Jasper Woodbury, a journalist for the *Cumberland City Chronicle*, covers a story on how nearby Trenton plans to dump its excess garbage in Cumberland City. Two siblings, who are members of their high school's environmental club, volunteer for the mayoral campaign of their mother, who has a plan for how to deal with the garbage. The day of the election, they must hurriedly fill in for a volunteer who has an emergency appendectomy. They must now figure out the schedule for sending get-out-the-vote vans.

The challenge: Find the best plan for the morning and afternoon rush-hour time slots, including when to tell drivers to be at the rental agency to pick up and return the vans.

This is a synopsis from one of the 12 videos that comprise *The Adventures of Jasper Woodbury*. Developed at Peabody's Learning Technology Center in the early '90s, the series uses real-world problems and technological interactivity to teach mathematical concepts to middle school students around the United States. In studies of students who have encountered Jasper and his adventures in the classroom, assessments have shown that impressive gains in understanding arithmetic, algebra, geometry and measurement were made in comparison with students who did not work on these concepts using the series.



Their abilities to work with others and to communicate design ideas also improved.

In the episode above, students are given information about how long it takes to drive from the rental agency to the polling places, how much gas costs at a certain service station on the way, how much each van costs according to its size (how many can be transported) and how many gallons of gas it holds, and aspects related to the election, such as polling results and how many votes a candidate must gain to win the election. Students work on various adventures within the series during three to four weeks, and each episode provides material for solving a number of challenges.

Mark F. Klassen, a sixth-grade math teacher at Meigs Magnet Middle School in Nashville, uses

the videos in his classes. "I have found that *The Adventures of Jasper Woodbury* teaches math in authentic settings that support students' reasoning, problem solving and communication skills. The way that Jasper introduces the 'challenges' in conjunction with the story leads students to believe they could encounter and solve these problems in real life.

"Math then becomes a life skill," Klassen says, "instead of an algorithm to be used to solve a series of problems that only exist in books."

For more, visit: <http://snipurl.com/jasperwoodbury>

Responsiveness to Intervention

Forty years ago, a student who experienced severe difficulty in learning to read or in learning math would not have been diagnosed with a learning disability. Today, nearly 50 percent of all students with disabilities are identified as learning disabled. Learning disabilities, which span reading, mathematics and written expression, have traditionally been identified using discrepancies between IQ tests and achievement scores.

Douglas Fuchs and Lynn Fuchs, Nicholas Hobbs Professors of Special Education and Human Development, have been instrumental in developing a multitiered approach for identifying students with learning disabilities called responsiveness to intervention or RTI. Using instructional methods of increasing intensity, such as validated small-group tutoring, as well as progress-monitoring methods for indexing a student's response to that instruction, RTI has gained favor as one of the best methods for identifying students with learning disabilities and for providing preventative education services.

In 2001, the U.S. Department of Education awarded a grant to Doug Fuchs, Lynn Fuchs and Don Compton, associate professor of special education, to establish the National Research Center for Learning Disabilities. The center's focus was to conduct research on RTI and to



Douglas Fuchs and Lynn Fuchs

provide technical assistance to state educational agencies that implement RTI. Researchers have found that among the 20 percent of children at risk for learning disabilities, approximately 15 percent respond to the prevention services incorporated within RTI.

"RTI has been a useful notion to help researchers like myself and my colleagues rethink methods of identifying children at risk for severe reading and math problems," Lynn Fuchs says. "And if we can identify them more quickly, we can help them sooner."

For their work, Doug and Lynn Fuchs were named to *Forbes* magazine's list of 14 revolutionary educators in December 2009.

For more, visit: www.nrclid.org



Peer-assisted learning strategies (PALS), in which students alternately tutor each other, is another program developed by Lynn and Douglas Fuchs to help students with learning disabilities.

Matt Springer at the September 21 press conference announcing the results of the three-year study conducted by NCPI on pay for performance



ANNE RAYNER

7. The National Center on Performance Incentives

Changing minds that have been made up for more than half a century won't be easy, but that's exactly what Matt Springer is trying to do. Springer is the director of the National Center on Performance Incentives and assistant professor of public policy and education at Peabody.

In the 1920s the single salary schedule of teacher compensation was introduced. This method rewards teachers based on their years of experience and degrees held. By the 1950s, more than 90 percent of K-12 public schools in the United States had adopted this policy and that figure is true today as well. However, policymakers and others question whether this is really the best compensation method.

“What we've found is that experience and degree only account for 3 percent of the variation in teacher effectiveness,” Springer says. “That means that 97 percent of what could explain what makes a teacher effective has nothing to do with how long they've been teaching and what degree they've obtained.”

The National Center on Performance Incentives is researching an alternative compensation method—one based more on student performance.

“The design of our project is focusing more on an outcome as opposed to rewarding teachers for board certification or earning an advanced degree,” Springer says.

The just-completed three-year study shows, “We tested the most basic and foundational question

related to performance incentives—Does bonus pay alone improve student outcomes?—and we found that it does not,” Springer says. “These findings should raise the level of the debate to test more nuanced solutions, many of which are being implemented now across the country, to reform teacher compensation and improve student achievement.

“We need six-figure salaries for our best teachers,” Springer says. “Until we can differentiate pay and until we can begin to recognize the highest performers, we're not going to change the quality of our teacher workforce. Obviously those top individuals can make a whole lot more money outside of education if we stick with the current model.”

For more, visit: www.performanceincentives.org



ANNE RAYNER

Looking Back at Nick Hobbs and the Vanderbilt Kennedy Center

Peabody College's expertise in special education dates back to at least 1937, when it established its Child Study Center to examine reading disabilities. Speech therapy was added in 1944 and a training program for teachers of the blind in 1953. But it was the groundbreaking work of Peabody-based special education and psychology researchers such as Susan Gray, Lloyd M. Dunn and particularly Nicholas Hobbs that led to the founding of the Vanderbilt Kennedy Center for Research on Education and Human Development in 1965.

Hobbs, a pioneer in developing new concepts for treating children with emotional problems and children with intellectual disabilities, served as the first director of selection and research for the Peace Corps, headed by Sargent Shriver. Hobbs became a close friend of Shriver and his wife, Eunice Kennedy Shriver, whose sister Rosemary was born with intellectual disabilities. Eunice Shriver directed the Joseph P. Kennedy Jr. Foundation, a research and advocacy group for people with mental retardation and their families, and urged her brother, President Kennedy, to make mental retardation a priority of his administration.

As a result, the president formed the National Institute of Child Health and Human Development (NICHD) and the President's Panel on Mental Retardation, on which Hobbs served. Recommendations by the panel led to the Maternal and Child Health and Mental Retardation Planning Amend-

ment to the Social Security Act, the first major legislation to combat mental illness and intellectual disabilities. On Oct. 31, 1963, Kennedy signed additional legislation to construct a national network of Mental Retardation Research Centers.

In May 1965, Peabody received \$2.4 million from the NICHD, committed \$1 million of its own in matching funds, and received \$500,000 of an eventual \$1 million grant from the Kennedy Foundation to fund a Center for Research and Human Development at Peabody. It was one of 12 original centers in the national network. —Kara Furlong

Sources: *Peabody College: From a Frontier Academy to the Frontiers of Teaching and Learning* by Paul K. Conkin and www.jfklibrary.org





Jeremy Kane, MPP'06, and Kristin McGraner, EdD'08

Chart(er)ing a Path to SUCCESS

BY Rob Simbeck
PHOTO BY John Russell

Vision and creativity lead two Peabody alums
to the charter schools movement

Jeremy Kane's emergence as a key figure in Nashville's charter schools movement may well have taken root in seventh grade. That was the year he transferred from a Metro Nashville public school to Montgomery Bell Academy, a private college preparatory school.

“It was the beginning of a conversation that continues to this day,” says Kane, who earned his master's degree in public policy from Peabody in 2006. “I had to ask why I came through advanced classes and an honors program in a public school only to find myself light years behind folks at a private school.”

Kane's LEAD Academy, which opened in 2007 as Metro Nashville's third charter school, has helped the movement gain enough credibility and support that this year saw the next bold step—a grafting of the charter model into an existing public school, in this case Cameron Middle School.

The current year has also seen the approval of STEM Preparatory Academy, a middle school to open in 2011-12 with an emphasis on science, technology, engineering and mathematics. STEM Prep is being founded by Kristin McGraner, EdD'08, whose

passion for educational excellence was focused by a student in foster care during her first year as a teacher.

“Her name was Carlissa,” McGraner says. “It was October, and she was in her sixth school. She was an incredibly smart, capable and kind-hearted young person who simply needed stability, validation and a teacher who remained persistent in her belief that every student can excel academically. Through my work with her and other underserved students, I saw firsthand what high expectations, a supportive environment and the relentless pursuit of results can do.”

Kane and McGraner bring noteworthy passion to their roles in expanding the scope of publicly funded, independently run charter schools in Metro Nashville. Both have an enthusiastic and practical champion in Alan Coverstone, Metro's executive director of charter schools and private schools, who is currently enrolled in Peabody's Educational Leadership and Policy doctoral program.

“We are seeking to expand our capacity to serve underserved populations,” Coverstone says, “and where we demonstrate shortcomings, we have this burgeoning movement of people who are saying, ‘Throw us at the problems. We'll deal with them.’ And they're getting results.”

Kane first saw charter schools as a real solution while he was a speechwriter for the 2004 presidential campaign of Sen. John Kerry. Initially skeptical, he began studying the phenomenon, particularly in the District of Columbia, where the highest per-student

expenditures in the nation were funding a failed system, but charter schools were beginning to show impressive results. Similar gains in places like Houston and Memphis convinced him.

“They were taking kids from not being able to read and, over a year or two, with true commitment and hard work, were able to bring these students around,” Kane says. “As they learned more, something amazing was happening in families, and when enough families came around, you started seeing things happening in communities. There was a catalytic effect.”

He came back to Tennessee and took a teaching job at MBA before being named head of the Tennessee Charter Schools Association. While there, he tried unsuccessfully to convince a fellow Vanderbilt grad to return to Nashville to open a charter school.

“At that point,” he says, “I had to make a real decision about whether I was content to be on the sidelines and complain over coffee and drinks or

“We have this burgeoning movement of people who are saying, ‘Throw us at the problems. We’ll deal with them.’ And they’re getting results.” — ALAN COVERSTONE

whether I was really serious about doing something. I knew the only thing to do was to jump in feet first.”

He had enrolled in the master’s program at Peabody, using that experience to fine tune his quest.

“I was researching and writing the application and turning in sections of it as class papers,” he says. He also mortgaged his house so that he could travel to study high-performing schools across the country.

McGraner’s belief in the transformative power of education never wavered as she enrolled in the doctoral program at Peabody.

“This charter school has been in my heart and mind for the last several years,” she says. “Every class I took had something that was integrated into this school design.” Meanwhile, she analyzed the needs of the city’s underserved students.

“We [McGraner and her board] spent quite a bit of time looking at our highest- and lowest-performing schools, understanding the communities in which the achievement gap still persists,” she says. “The community needs high-quality public educational choice, which is particularly salient in southeast Nashville, where students are experiencing a range of challenges—language acquisition, cultural adjustment and preparation for college. That’s why we were drawn to serve this area of Nashville.”

Both faced hurdles as they sought approval for their schools, but for Kane, an early player, they were particularly daunting. Resistance was stiff and widespread among seemingly every constituency, from school board members and administrators to teachers and politicians. Kane sought support in the community as he argued his case.

Support from Nashville Mayor Karl Dean, pressure to improve test scores under No Child Left Behind, and the possibility of a state takeover of Nashville schools were all part of the mix. Relaxed state laws expanded the pool of potential students.

“The process Kristin faced was much fairer and more balanced than what we went through,” Kane says. “It’s based on the merits of the applications and of the people bringing the applications in. There is positive momentum.”

“Both STEM and East End Prep, which was also approved this year, were scrutinized at a really high level,” Coverstone adds, “but these are really excellent applications. They represent more than just excellence on paper. They had teams that were organized and diversified in background, boards that knew how to be involved, and plans for dealing with different levels of students. These were not just laboratories of innovation, but laboratories of excellence.”

He was impressed by the scope of McGraner’s approach.

“Kristin and her board seemed to strike a balance between the need for an exciting and innovative theme to drive achievement while not neglecting the need to take students from where they are to the high level they’re entitled to,” he says. “They’re using STEM to drive high academic achievement rather than as an end in itself.”

Both Kane and McGraner cite the key roles played by their boards, the importance of fully committed teachers and, above all, the need for involving the community.

“We recognize that we have a responsibility not only to our students but also to their families,” says McGraner, “and so we are working deliberately to open the doors, to expand the pathways to participation and collaboration.”

LEAD will oversee fifth grade at Cameron beginning in the 2011-12 school year, extending the school calendar and the school day, raising teacher pay and tying it to performance. It will add sixth, seventh and eighth grades in the coming three years. STEM Prep will begin with a fifth-grade class of 100 students,

Continued on page 38

• A New Point of View

Peabody's ELLE program inspires local teachers and principals to view the classroom from a different cultural context



COURTESY OF ELLE

BY Tom Ward

In the movie *Dead Poets Society*, Mr. Keating (played by Robin Williams) asks his students to climb up on the desk and view the world from a different vantage point. Every year, participants in the Educational Leadership Learning Exchange program, more commonly called ELLE, get a chance to climb up on the desk and see the world differently, metaphorically speaking. As a result of this annual exchange, which began in 2005 between educators in Nashville and in China, many Nashville principals and teachers gain a unique perspective and new approaches to curriculum, leadership, assessment and collaboration.

ELLE just completed its sixth principal leadership exchange in June. Each summer a select group of educational leaders from Metropolitan Nashville Public Schools has traveled to Guangzhou, China, for the opportunity to participate in school visits, college classes and cultural activities. The trip is designed to provide a platform for comparison and sharing of educational philosophies and strategies and sponsored by Vanderbilt, Metropolitan Nashville Public Schools and South China Normal University.

The ELLE platform for comparison of American and Chinese schools is grounded in the six core components used in the Vanderbilt Assessment of Leadership in Education (VAL-ED). These include high standards for student learning, rigorous cur-

Jesse Register, director of schools for Metropolitan Nashville Public Schools, during a March visit to South China Normal University. In January, a group of Chinese educators journeys to Nashville for a two-week visit that mirrors that of the Nashville group in the summer.

riculum, quality instruction, culture of learning and professional behavior, connections to external communities and performance accountability. These components serve as the foundation for daily group reflections and for summary evaluations each participant completes upon returning home. Having this common platform has provided a framework with which to understand more deeply what has been observed. The two-week exchange has three key components: visits to local schools and meetings with principals, teachers, students and parents; lectures and dialogues with researchers on Chinese education, reform policies and implementation challenges; and cultural experiences through sightseeing, events and home visits.

Upon their return, the participants do a critical comparison of what they know is happening in their own schools compared to what they experienced in China. Once they have completed their comparisons, they are asked to summarize their conclusion around the six components. This year, summaries emphasized collaboration between teachers as a common point of comparison between their Nashville classrooms and those observed in China, sometimes regarding very specific classroom applications such as curriculum for English language learners or better use of planning time. Debbie McAdams, executive

director of exceptional education for Metro Nashville Public Schools wrote, “We need to develop an open classroom model in which teachers can feel comfortable and supported [by] one another. We do not offer enough opportunities for collaboration in our schools.”

Julius Turnipseed, who teaches science at Nashville School of the Arts wrote, “Honest and open discussions among teachers that are holding each other accountable relieves part of that burden from the principal (it’s not just the principal saying improvements are needed). I believe we should not only be doing more to collaborate with each other, but also in reviewing what is being done in the classroom.”

The importance of partnering in the community was also addressed in some of the summaries. Angela Carr of Head Middle Magnet School noted that: “Principals [in China] ensure a culture of learning and professional behavior in their schools by requiring high quality instruction. Boarding students who do not live close to the school connect the family [to] the community the student comes from. Family members [are brought] in to volunteer at schools.”

Seeing firsthand how education and learning are viewed in China is also a real eye-opener. Lori Likins, first grade teacher at Glenview Elementary wrote, “I was impressed with the culture of learning in China,



Laurie Smith, principal of Glenview Elementary School, and Julius Turnipseed, science teacher at the Nashville School of the Arts, observe a classroom during their June trip to Guangzhou, China.



Debbie McAdams, executive director of exceptional education for Metropolitan Nashville Public Schools, meets with Chinese educators.

from the elementary through the high school. The end goal was understood by all.”

There is so much learning that occurs in an experience like ELLE. The distance traveled and the common experiences provide an opportunity to model what a real learning community can be. Many lessons are personal, but the bonds built by the group last a lifetime.

The school visits, the dragon boat races, the sticky rice, the joy on the faces of the children—all of these encounters in Guangzhou leave deep impressions and changed perspectives. Many participants have remarked that this experience changes their lives forever. They look at education and at their students with a new sense of challenge and expectation.

Currently, Metropolitan Nashville Public Schools serve 137 language groups. Diversity has taken on a much broader meaning. Traditionally, professional development can only offer snapshots of varying cultures; there is a great need for educators to experience cross-cultural educational immersion. Betsy Potts, a second grade teacher at Goodlettsville Elementary said, “I think we do many things well, but there are areas where we need to stretch and improve. ELLE is a wonderful platform for sharing ideas across the globe with the ultimate goal being to give students worldwide the best possible education.”

The challenges we face are substantial and very similar. With the world growing more intercon-



Thirteen MNPS teachers, principals and administrators and two ELLE staff traveled to China in June.

ected, the need to build lasting bridges of mutual understanding and cooperation are of increasing importance. Viewing the world of the classroom from a different point of view provides an opportunity for educators to not only experience, but to participate in a significant educational dialogue. That is what ELLE does best.

Tom Ward is director of the Educational Leadership Learning Exchange and a former Metro Nashville principal.

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Family Tradition

The Shapiro-Silverman Family Scholarship

Elizabeth Shapiro Silverman's family ties to Vanderbilt run deep. Her father, Dr. John Shapiro, BA'38, MD'41, grew up near campus on Acklen Avenue, attended Vanderbilt as an undergraduate and medical school student, and later became a renowned pathologist at Vanderbilt University Medical Center. Betsy, as she is known, grew up in Nashville and also attended Vanderbilt (BA'75). Though she and her family now live in New Jersey, her daughter, Susannah, attended Vanderbilt, too, graduating in 2007 with a bachelor's degree in human and organizational development from Peabody.

Giving to Vanderbilt is also a tradition with the Shapiro and Silverman families. Having contributed to numerous scholarships in the medical and nursing schools and also a chair in pathology at VUMC in her father's name, the family (including husband Steve and daughters Susannah, Polly and Elinor) established the Shapiro-Silverman Family Scholarship at Peabody a few years ago.



Susannah (BS'07), Steve, Elinor, Betsy (BA'75) and Polly Silverman

"We felt that this was where we could make a difference," Betsy Silverman says. "Susannah had a very good experience at Peabody, but more than that," she explains, "students in education majors typically do not make a lot of money. It's important that they graduate debt-free."

No one would agree more than the two recipients of the Shapiro-Silverman Scholarship: Kristine Grinnis and Katharine Miller.

"It would have been easier and cheaper to go to a school near where I live in Arkansas," says Grinnis, who will graduate in the spring with a bachelor's degree in secondary education and history. "But I fell in love with Peabody, and I also loved that the secondary education degree is separate from the history degree. I wanted both sides—to have a full understanding of the material I wanted to teach and to be able to study teaching.

"The scholarship was like a blessing from God," Grinnis says.

"I cried [when notified] I was so excited."

Katharine Miller, who will graduate in 2013 with a bachelor's degree in early childhood education and child development, says the scholarship made a Vanderbilt education affordable for her and her family. "And it has opened up so many opportunities for me between working at the Susan Gray School and doing research in Professor Bethany Rittle-Johnson's lab. My friends at other schools have been so surprised that I've already had the opportunity to work with small children and to do research," she says. "Without this scholarship I wouldn't be here, and I would not have had those opportunities. I'm so happy—I can't imagine being anywhere else."

—Bonnie Arant Ertelt



Katharine Miller and Kristine Grinnis

Paul Dokecki, MA'63, PhD'68

A Seat at History

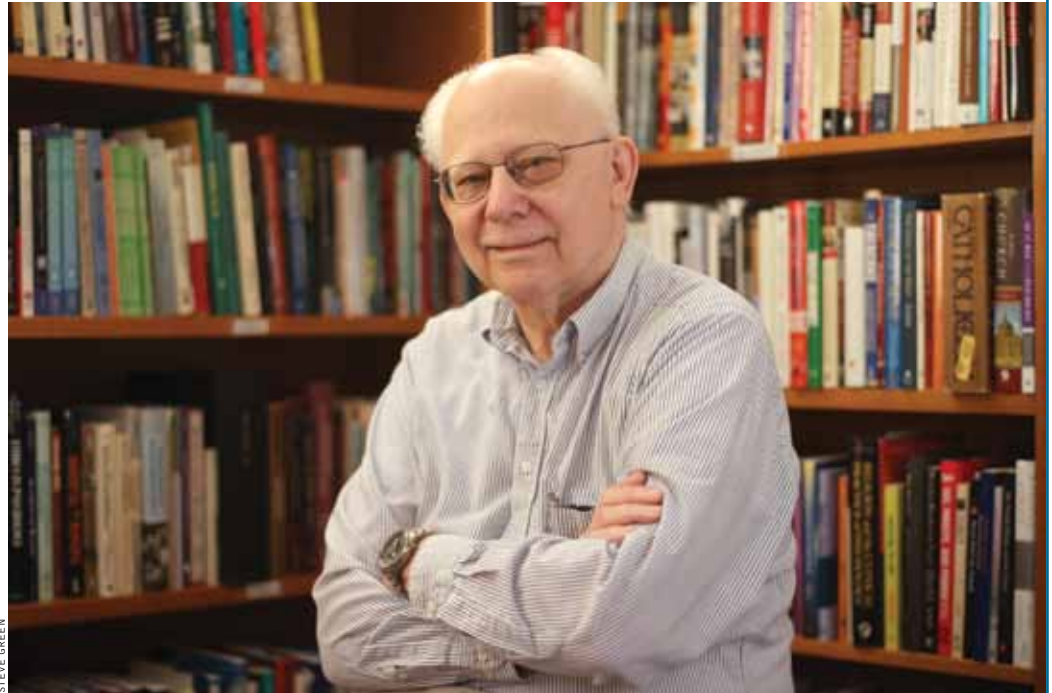
Paul Dokecki was born and raised in Brooklyn and came to Nashville in 1962, 10 days after his wedding to his wife, Katherine, to start a doctoral program in clinical psychology at Peabody. “The culture shock was significant at about every level,” he says.

Forty-eight years later, Dokecki has spent almost his entire career at Peabody, returning in 1970 to become Susan Gray’s associate director for the Demonstration and Research Center for Early Education or DARCEE (see p. 16). Starting out as a student of Rue Cromwell and Julius Seeman and having Nicholas Hobbs as a mentor, Dokecki has witnessed the modern history of psychology and education at Peabody, from the child-centered reforms of Gray and Hobbs to the emergence of community psychology as a discipline and its subsequent interdisciplinary evolution into the doctoral program in Community Research and Action, for which Dokecki currently serves as director.

What he really planned to do when he came to campus in 1962 was become a clinical psychologist.

“I was going to be a headshrinker. I ended up not shrinking heads, but shrinking communities,” he laughs. “I thought I was going to have my career doing research on adult schizophrenia, but when I went to the University of Houston for my first job, they said, ‘Oh, you’re from Peabody, you must be interested in children.’”

Dokecki’s work there as director of a pilot project, one of the nation’s Parent-Child Development Centers, led to Susan Gray’s interest in bringing him back to Peabody



to help her run DARCEE. “I decided the research opportunities were great [at Peabody] and as they say, the rest is history. I worked very closely with Susan Gray for a year, and then I became the director of DARCEE. I eventually directed the Child Study Center and was associate director of the Kennedy Center.”

The next phase in Dokecki’s tenure had its beginnings in his doctoral work. He practiced community psychology at Worcester State Hospital as part of his clinical internship. “By the time I came back to Peabody, I was a confirmed community psychologist on the clinical psychology faculty. Bob Newbrough came to Peabody in 1966 and established the Center for Community Studies as part of the Kennedy Center, and we worked pretty closely together from 1970 to 2000, when we became the joint founders of Community Research and Action.”

Dokecki’s research for the last 20 years has been in the context of the Catholic Church. His book, *The Clergy Sexual Abuse Crisis*, came out in 2004 when the story was developing in Boston. He also

has been involved in projects on religion and politics working out of Vanderbilt’s Center for the Study of Religion and Culture.

After 48 years, Dokecki, who is a drummer with local group, Monday Night Jazz Band, has no plans for retirement. “I love Peabody and I love my colleagues. We’ve recruited a stellar faculty, and we’re doing research on poverty, homelessness, housing, medical care disparities. Why would I retire?”

—Bonnie Arant Ertelt

“I was going to be a headshrinker. I ended up not shrinking heads, but shrinking communities,”

— PAUL DOKECKI

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Jessica Lewis, BA'03, EdD'07

The Bigger Picture

Jessica Lewis and her family are Vanderbilt through and through. She and her husband, Hi Lewis, BA'99, MEd'01, received their undergraduate and graduate degrees at Vanderbilt. Their two children were born at Vanderbilt University Medical Center and attend the Vanderbilt Child Care Center. Lewis works as a research associate at the National Center on Performance Incentives or NCPI (see page 20) located at Peabody, and she, too, was born at Vanderbilt. "My mom was doing some law school coursework here at the time," she explains. "We're ridiculously connected to Vanderbilt and proud of it."

Lewis is also proud of being a member of the first cohort of students to enroll in Peabody's revamped Ed.D. program in 2004. The program, which stresses bridging theory and practice, has been lauded as a model for educational doctorates, and it was the new approach that drew Lewis to transfer from an education policy program at The George Washington University.

"I wasn't sure what field I was interested in until my senior year, when I did some coursework in human and organizational development and had a practicum in education," Lewis says. "Education policy seemed like a good fit. Policy is about the bigger picture in education, but I didn't envision being a researcher until the final year of my doctoral work."

Lewis's work at NCPI involves evaluating teacher compensation reform across the nation, such as statewide programs in Texas that

use pay for performance in their public schools. "It's a combination of project management, because each of our studies involves people across the country, so it's managing that work within the greater evaluation," she explains. "Then there's a niche of research work that I lead, whether it's survey work or interviews, and there's pulling all the information together and writing, reporting and presenting."

That first cohort of Ed.D. students has remained close. "Being with a group of people with such varying and vast experience, it brought real life to the conversation in class," Lewis says. "It creates accountability; you want to work hard together and push your friends along."

It was with members of her cohort that Lewis collaborated on a book, *Leading Schools During Crisis*. "I wouldn't have done [the book] if I had not had the connection with these people who were in my cohort," Lewis says. "The book didn't begin with me, but it was a great experience, and I certainly got to play an integral part in pushing along the project."

With two children now, Lewis is happy to be involved with Peabody and Vanderbilt as an alumna, staff member and parent. "Now I think beyond just the day to day details of what I do at the office. It's what an organization can provide for the kids, too," she says. "There are so many aspects of Vanderbilt that have been beneficial through different phases of my life."

—Bonnie Arant Ertelt



STEVE GREEN

"Being with a group of people with such varying and vast experience, it brought real life to the conversation in class."

— JESSICA LEWIS



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SUCCESS

Continued from page 24

also adding a grade each year. For both, excellence is the goal.

“You’ve got to have a clear vision for what you want to do,” Kane says. “That has been our saving grace, our strongest foundation. It started with, ‘Why not found a school that can produce 100 percent graduates who go on to college?’ and from there it was just doggedness and perseverance. I believe in the students, our staff, our mission, and we make decisions supporting them.

Whether it’s about partnering with someone or hiring a staff member, if it doesn’t help us with our mission to graduate 100 percent of our kids, we don’t do it.”

LEAD has gone from near-universal skepticism to a 300-student waiting list. Hopes for STEM Prep—as well as for the other charter schools on line or about to come on line—run just as high.

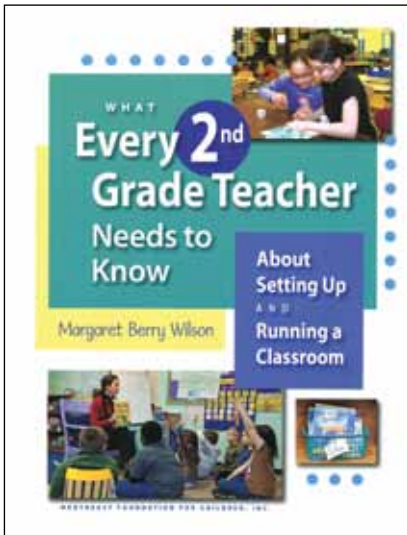
“For me,” Coverstone says, “the excitement comes in seeing school leaders and teachers really grow into their ambitions and their goals. These are people who have said, ‘Give us the biggest challenges. We’ll take them to college and prepare

them for incredible opportunities in life.’ This process improves our capacity to do right by kids. The future of public education depends on these creative approaches.”

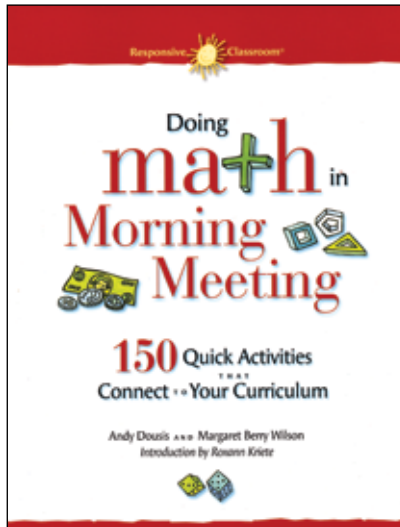
Behind the vision and the extraordinary amounts of day-to-day work entailed in realizing it lie the people and moments that have inspired Kane and McGraner and continue to do so.

“There’s still a picture of Carlissa on my desk,” McGraner says. “She’s a constant reminder of why I’m doing what I’m doing.”

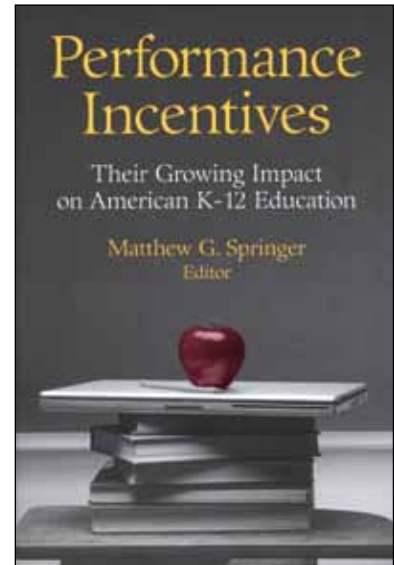
Read About It



What Every 2nd Grade Teacher Needs to Know: About Setting Up and Running a Classroom (Northeast Foundation for Children, Inc., 2010) by **Margaret Berry Wilson**, MEd’93 and Andy Dousis. Wilson starts with a concise review of second graders’ common developmental characteristics and then shows how to adjust your classroom and your teaching to fit these common characteristics.



Doing Math in Morning Meeting: 150 Quick Activities that Connect to Your Curriculum (Northeast Foundation for Children, Inc., 2010) by **Margaret Berry Wilson**, MEd’93. The book provides 150 fun and engaging math activities suitable for kindergartners to fifth-graders and provides math-themed ideas for all four Morning Meeting components: greeting, group activity, sharing and morning message.



Performance Incentives: Their Growing Impact on American K-12 Education (Brookings Institution Press, 2009) edited by **Matthew Springer**, director of the National Center on Performance Incentives. The concept of “pay for performance” for public school teachers is once again growing in popularity and use. The book offers up-to-date and complete analysis of this promising—yet still controversial—mechanism.



CREATIVE EXPRESSIONS XVI

September 6, 2010–January 7, 2011

Jointly sponsored by the Vanderbilt Kennedy Center and the Nashville Mayor's Advisory Committee for People with Disabilities, this annual 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 and advocated for persons with disabilities and their family members. The artists were recognized at the 29th Annual Awards Celebration of the Mayor's Advisory Committee on Tuesday, October 26.

Please check the Vanderbilt Kennedy Center website at kc.vanderbilt.edu for details.

The exhibit is located at the Vanderbilt Kennedy Center exhibit area, second floor lobby, Vanderbilt Kennedy Center/MRL Building. Work is also exhibited at the Tennessee Performing Arts Center.

Lain York, preparator

A Different Perspective

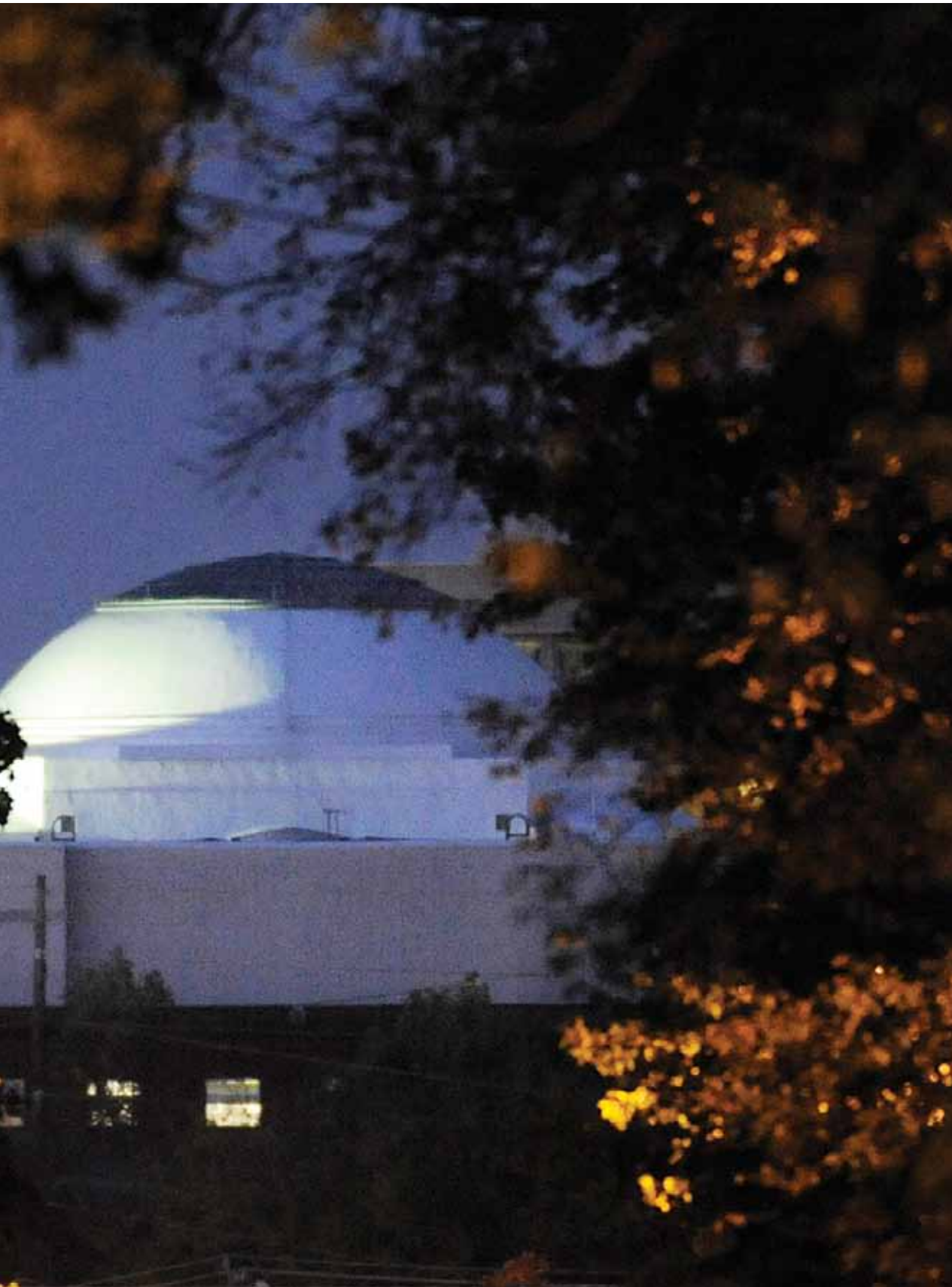
PHOTO BY John Russell

If one travels north on 20th Avenue South in Nashville, the dome on the Wyatt Center—known to many alumni as the Social-Religious Building—comes into view. The building sits on the crest of a hill, so it should not be a surprise as it suddenly pops up amid the trees in this residential neighborhood. But this is a different view, and the perspective startles the viewer out of a GPS-induced complacency.

It is the ability to see issues and trends in education from new perspectives that has always differentiated Peabody from other schools of education. Even prior to rankings, Peabody was well-known for its faculty and researchers who could think “outside the box” and for training the next generation of educators by taking them out of the confines of a Peabody classroom and into the real world.

So, divested of its columns, steps and arched doors, seeing the dome outside of campus serves as a gentle reminder that a different perspective is a good thing.






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