

BOSTON COLLEGE

LYNCH SCHOOL OF EDUCATION

Partnerships with the Community

2008/2009

Adolescent Advisory Board

The Adolescent Advisory Board of the Institute for the Study and Promotion of Race and Culture (ISPRC), under the direction of **Janet Helms** (Augustus Long Professor in the Counseling, Developmental, and Educational Psychology Department), promotes understanding of the needs of adolescents. Board members are teenagers from schools in the Boston metro area who are leaders within their peer groups. They help researchers better understand issues of importance to adolescents and how to best communicate with participants to ensure data truly represents their experiences.

AHANA Community Research Program

Ana Martínez Alemán

(Educational Administration and Higher Education Professor and Department Chair) is the faculty advisor and instructor for the Community Research Program. Modeled after the Latino Leadership Opportunity Program at the University of Mas-

sachusetts-Boston, the purpose of the Office of AHANA Student Programs Community Research Program (CRP) is to provide leadership, research, and public policy training for undergraduate juniors and seniors interested in and committed to the Latino and Asian-American communities in Boston.

Through this program, students attend a research methods seminar; participate with academics and activists in discussions concerning the state of these communities locally and nationally; write a research paper on an aspect of the communities' condition; participate in a

The Lynch School of Education is noted for innovative models of problem solving that stress collaboration rather than competition. Students and faculty across the University work with school and community professionals in teams that engage in education, community outreach, scholarship, and service delivery.

summer leadership institute where they meet policy makers, government officials, and community leaders to analyze local and national issues of concern to Asian-Americans and Latinos; and conduct a service project at a community-based organization.

Assessment and Instruction in Special Education

Susan Bruce, Associate Professor, Teacher Education, Special Education, and Curriculum and Instruction, is conducting a study in collaboration with teachers and related service professionals at the Boston College Campus School—a school for 47 children with severe and multi-

ple disabilities from school districts throughout eastern Massachusetts. The study includes assessment and instruction of six milestones important for the development of representational thought and symbolic expression: imitation, means-end, joint attention, discrimination to categorization, object permanence, and self-recognition. Data

collection on 15 children was completed in July 2008; the study is currently in the data analysis and dissemination phases.

Big Picture School Network Study

Karen Arnold, Associate Professor, Educational Administration and Higher Education, is directing a longitudinal research study following graduates of the Big Picture school network. With six flagship schools in Providence, Rhode Island, Big Picture sponsors 70 alternative high schools around the United States. The schools serve a population of low-income, ur-



ban students of color. Big Picture schools have gained national and international attention for their success in graduating this group of students from high school and assuring their acceptance into college. Along with a team of Big Picture advisors, Boston College graduate students, and Boston College undergraduate research assistants, Dr. Arnold traces the lives of the students beyond high school to see whether alumni continue to succeed in higher education, careers, and civic life. In addition to presentations at scholarly, policy, and practitioner conferences, the first article from this study was recently accepted for publication and a dissertation is underway on the involvement of low-income parents in their children's post-secondary education.

Boston Catholic Connects

Under the direction of **Mary Walsh**, Kearns Professor of Education and Innovative Leadership, this collaborative provides student services to 14 Catholic schools in urban centers of the Archdiocese of Boston. Services include psychological coordinators and professional development for school counselors.

Boston Connects

Boston Connects is a school-based systemic collaboration between Boston Public Schools, community agencies, and Boston College designed to promote strengths in academic, social-emotional, and physical well-being and alleviate barriers to learning. Under the direction of **Mary Walsh**, Kearns Professor of Education and Innovative Leadership, this collaborative has developed an innovative approach to the delivery of comprehensive, coordinated student support services for every student. Boston Connects is currently being piloted in 12 Boston Public Elementary Schools. A rigorous evaluation, using both quantitative and qualitative methods, is assessing the effectiveness of the intervention on a range of outcomes such as academic achievement, classroom behavior, time on task, social competence, and healthy choices. Boston Connects is supported by various funders, including the Strategic Grant Partners and the New Balance Foundation.

Boston School Leadership Institute

Irwin Blumer, Research Professor in the Educational Administration and Higher Education Department, works with the Boston School Leadership Institute to provide support for first- and second-year Boston principals. He is also a Board Member of the Center for Collaborative Education and Chair of the Governing Committee of the Gardner Pilot Academy in the Boston Public Schools.

Collaborative Fellows Program

Created in 1999, the Collaborative Fellows Program provides support for Lynch School faculty and graduate students to partner with Boston Public Schools to improve educational practice and enable changes in curriculum throughout both the Lynch School and Boston Public Schools. Of the 16 projects funded by the Program, four are currently ongoing. Of the 18 Boston Public Schools that have partnered with Lynch School faculty through the Program, one was a preschool, nine were elementary schools, two were middle schools, four were high schools, one was K-8, and one was K-12.

Current projects funded by the Collaborative Fellows Program include:

1. The Mindful Teacher

This ongoing project provides a three-year workshop series and support network for Boston Public Schools teachers. It received initial funding in 2005 and a three-year grant in 2008. **Dennis Shirley** – Professor in the Department of Teacher Education, Special Education, and Curriculum and Instruction – leads the project with Liz MacDonald, a Garfield Elementary

teacher in Boston Public Schools. The workshops provide a structure for teachers to explore complicated issues of urban education in a supportive community of inquiry and practice. Along the way, teachers keep journals, pilot new teaching practices, and study and respond to workshop reading materials. Participants also contribute to co-authored scholarship on mindful teaching.

2. Writing Instruction Informed by SFL Theory

This project received a three-year grant for \$150,000 in 2008, under the direction of Professor of Education and Department Chair of Teacher Education, Special Education, and Curriculum and Instruction **María Estela Brisk** and Director of Urban Outreach Initiatives **Catherine Wong**, to work with the Russell and Garfield elementary schools in Boston. The Russell School is one of the two schools affiliated with Boston College in the Step UP Initiative. The project, “Genres & Writing: A Team-Based

Intervention” aims to develop, research, and implement a writing plan for the schools. More specifically, Dr. Brisk and Ms. Wong will explore the genre demands of academic writing in grades 3, 4, and 5 as well as the impact of the instructional intervention on students’ writing development. Participating students are both bilingual and English-speaking students. This project is the most recent of a long-term involvement of Dr. Brisk with several Boston Public Schools on improving literacy instruction, particularly of English language learners.



3. **Boston Connects: Implementation and Evaluation of a Comprehensive, Coordinated, and Systemic Model of Student Support**

This project was initially funded in 2007, and is ongoing, under the direction of **Mary Walsh**, Kearns Professor of Education and Innovative Leadership. (See page 2 for a full description of Boston Connects.)

4. **Supporting the Acquisition of Academic English With Secondary Immigrant Students: Collaboration Between Boston International High School and Boston College**

This ongoing project received initial funding in 2006 to support the collaboration of **Lisa Patel Stevens** (Associate Professor in the Teacher Education, Special Education, and Curriculum and Instruction Department) and a team of doctoral students with a Boston Public high school that exclusively serves recently immigrated youth. The collaboration includes in-class support of pedagogy, after-school program support, and ethnographic research into the daily life practices of transnational youth. The project also supports Boston Public School students through apprentice teaching and the development of research skills in university contexts.

Past projects funded by the Collaborative Fellows Program include:

- I. **Boston College-Jackson Mann Bilingual Education Program** (María Estela Brisk, 1999-2003)
2. **Capitalizing on Cognitive Strengths** (Joan Lucariello, 2002-2006)
3. **Exploring the Causes of the Achievement Gap** (Irwin Blumer, 2002-2003)
4. **The Implementation and Evaluation of a Comprehensive Health Curriculum in a**

School-Community Collaborative Manner (Maureen Kenny, 2004-2007)

5. **A Mutually Beneficial Partnership: Improving Elementary Science Education Through Collaboration** (G. Michael Barnett, 2004-2006)

6. **Oral Language Skills in Monolingual and Bilingual Preschoolers** (Claudia Rinaldi and Mariela Páez, 2005-2007)

7. **Preparing the Best Secondary English Teachers** (Audrey Friedman and Beth Kowaleski-Wallace, 1999-2004)

8. **Problems to Possibilities: Supervision in Urban Schools** (Fran Loftus, 1999-2003)

9. **Reading While Listening** (Jean Mooney, 2000-2002)

10. **Tools for Tomorrow** (David Blustein, 2000-2004)

- II. **University-Community Partnership Evaluation Project** (James Fleming, S.J., 1999-2002)

Eagle Eyes

EagleEyes is assistive technology for individuals with severe disabilities, who cannot access a computer via a keyboard, that enables direct control of a computer through eye gaze or head control. EagleEyes systems are currently being used at Boston College Campus School (under the direction of **Don Ricciato**, this is a school for 47 children with severe and multiple disabilities from school districts throughout eastern Massachusetts); Plymouth Community Connections in Plymouth, Massachusetts; Radius in Plymouth, Massachusetts; Sandwich Public Schools in Massachusetts; South Shore Educational Collaborative in Hingham, Massachusetts; Children's Hospital in Orange, California; Rockland Schools in Andover Township, New Jersey; Jordan Valley School,

Harvtigsen School, Viewmont Schools, Murray School, Rocky Elementary School, Utah Center for Assistive Technology, and Brigham Young University-School of Education in Utah; Holly Bank School in Yorkshire, England; and School of the Divine Child-Cork in Ireland.

Early Intervention Collaborative Study (EICS)

Penny Hauser-Cram – Professor of Counseling, Developmental, and Educational Psychology – is conducting a longitudinal study of children who received early intervention services because of special needs. The current phase of this study—funded by the Maternal and Child Health Bureau, U.S. Department of Health and Human Services—focuses on these individuals as they leave the public school system. The majority of schools involved are in the New England region. The study focuses on the link among agencies serving those with disabilities at this life stage. In addition to the public education system, these agencies include the public health care system, the mental health care system, Social Security, vocational rehabilitation programs, and a range of programs designed to serve those with intellectual and other disabilities. This is the most extensive and longest longitudinal study of children with early special needs in the United States.



ELL Literacy Development in Waltham

Patrick Proctor (Assistant Professor in the Teacher Education, Special Education, and Curriculum and Instruction Department) has worked with students, teachers, and administrators in Waltham Public Schools over the past eight years to develop reading initiatives that target native Spanish and English speakers. He recently served as community liaison, writing a grant for extended learning time at

one Waltham elementary school. Waltham is a community marked by increasing immigration rates from countries including Haiti, Guatemala, and India, and educators there have struggled with the growth in linguistic and cultural representation district-wide. Dr. Proctor is currently using a Research Incentive Grant to work with a teacher and her fourth grade students in a structured English immersion classroom, investigating ways in which Spanish literacy development can be used to promote comprehension of English, the children's second language.

ELL Professional Development for Teachers

Mariela Páez (Assistant Professor in the Teacher Education, Special Education, and Curriculum and Instruction Department) and **Anne Homza** (Project Director of Teacher Education) are co-investigators on a five-year national professional development grant to improve the preparation of pre- and in-service teachers to work effectively with English Language Learners (ELL). The professional development program provides scholarships and paid internships to student teachers at the Lynch School to learn about the effective instruction of ELL students. Dr. Páez and Dr. Homza are also collaborating with the Massachusetts Department of Education (MADOE) in consortium with Boston Public Schools (BPS) to provide high-quality professional development for teachers working with ELL students. During the past year, Dr. Páez and Dr. Homza, along with María Estela Brisk and Patrick Proctor (both professors at the Lynch School), drafted the Massachusetts training guide for teaching reading and writing to ELL students in elementary grades. The team trained a group of 24 BPS coaches and language and literacy specialists who have trained approximately 300 teachers in 12 BPS elementary schools with the pilot curriculum and materials. The final version of these materials will be used by MADOE to train teachers statewide by the summer of 2009.

ELL Skill Development in East Boston

Marina Vasilyeva (Assistant Professor in the Counseling, Developmental and Educational Psychology Department) has conducted work at the East Boston Early Education Center, a public school with a large proportion of students acquiring English as a second language. In addition to conducting research on language skill development, Dr. Vasilyeva organized a group of undergraduate and graduate students to serve as classroom volunteers. The school provides a major source of English input for children from non-English speaking families; yet, schools generally do not have resources to provide intense individual tutoring for these children. From 2007-2008, the group of volunteers from Boston College made weekly visits to first grade classrooms to work with children on their language and literacy skills, which included reading and discussing books and engaging in one-on-one interactions with children. In addition, Dr. Vasilyeva worked with teachers and the principal, sharing ideas about possible sources of difficulty and developing strategies for improving language training in the classroom. The service will be continued and extended to other schools with large populations of ELL students.

provides a major source of English input for children from non-English speaking families; yet, schools generally do not have resources to provide intense individual tutoring for these children. From 2007-2008, the group of volunteers



from Boston College made weekly visits to first grade classrooms to work with children on their language and literacy skills, which included reading and discussing books and engaging in one-on-one interactions with children. In addition, Dr. Vasilyeva worked with teachers and the principal, sharing ideas about possible sources of difficulty and developing strategies for improving language training in the classroom. The service will be continued and extended to other schools with large populations of ELL students.

ELL Vocabulary Intervention Program

Mariela Páez, Assistant Professor in the Teacher Education, Special Education, and Curriculum and Instruction Department, is

directing a five-year longitudinal study investigating the effectiveness of a vocabulary intervention program designed to improve the oral language and literacy skills of Spanish-speaking kindergarten students in the greater Boston area. The program will provide teachers with the tools to deliver quality vocabulary instruction through the use of read-alouds, while at the same time engaging families in the use of authentic literacy activities in the home. Funded by the National Institute for

Child Health and Human Development and in collaboration with the Center for Applied Linguistics, Dr. Páez and her team of undergraduates, master's level, and doctoral students are working with teachers in Boston Public Schools to enhance the quality of English literacy

instruction for these students and to increase the Spanish literacy resources available for their families.

Engineering and Science Education at the Elementary Level

Michael Barnett, Associate Professor, Teacher Education, Special Education, and Curriculum and Instruction, is working on a five-year grant in coordination with the Center for Engineering Education and Outreach at Tufts University to evaluate the impact of infusing engineering education into elementary grades throughout the Boston area. Dr. Barnett is also leading an effort to examine the impact of educational video games to teach elementary school students basic scientific process skills.

Ethical Leadership and the Moral Character of Learning and Teaching

Robert Starratt, Professor, Educational Administration and Higher Education, is working with a team of professors at the Australian Catholic University in Strathfield, New South Wales, on the design and implementation of a continuing education seminar for Catholic school principals and their faculties on engaging students in transformative learning. Dr. Starratt contributed to the initial design of a three-year trial seminar with schools from three dioceses, which has been completed. A new cycle with other schools began in May 2008.

Dr. Starratt has also worked with Professor Lyse Langlois of Laval University in Quebec, Canada, for approximately 10 years on the design and impact-analysis of seminars for school administrators to tackle cases dealing with ethical dilemmas and moral challenges to their leadership. The research has led to the construction of statistically valid and reliable questionnaires that can document the pre- and post-intervention ethical assumptions and perspectives of the participants.

Ethical Practice in Special Education

Alec Peck, Associate Professor, Teacher Education, Special Education, and Curriculum and Instruction, is chairing a two-year effort by members of the Massachusetts Special Education Advisory Council (SAC) to develop a white paper on the ethical practice of Massachusetts

professionals working with students with special needs. Peck represents institutions of higher education on the SAC. The committee, which also includes advocates, administrators, and state agency representatives, is studying situations in which ethical dilemmas may impact decisions about the provision of services to these students.

Generationpulse.org

Belle Liang, Associate Professor of Counseling and Developmental Psychology, is working

with Boston College students to pioneer a Web outreach intervention for youth called

Generationpulse.org that

combines technology, social action, and

community collaboration. Dr.

Liang has worked with students at

Boston College and staff in Academic

Technology to design and

implement a virtual community for outreach to displaced

and disadvantaged youth. In its first

year, the project team targeted survivors

of Hurricane Katrina – soliciting writings and artwork for the Web site from displaced youth and other youth around the country who wanted to reach out to them. The addition of a new target population is planned for every other year. In 2008, Generationpulse is collaborating with World Vision, an international humanitarian organization to target Children of War in Northern Uganda through a Postcards to Africa project that pairs classrooms in the United States and Uganda in an ongoing



exchange of digital postcards. The team is researching the process and outcomes of raising awareness, civic engagement, online community organizing, and relational health among youth participants in the United States and Uganda.

Inclusion In Urban Schools

Richard Jackson, Associate Professor of Special Education, in his role as technical adviser to the National Center on Implementing Technology in Education, arranged for and appeared in the video "The Sound of Learning: Albano

Berberi." The video features a blind student at Boston Latin using assistive technology to access his computer science curriculum and music studies. Appearing on Edutopia as part of the George Lucas

Production series on What Works in Public Education, the video promotes the inclusion of students with disabilities in challenging urban schools. (See www.edutopia.org/assistive-technology-albano-berberi-video.)

In collaboration with Mark Tehan and Paula Bress of Boston Public Schools, Dr. Jackson guides the work of Boston Public School's Unified Services to increase access to the general education curriculum for Boston students with vision impairments.

Additionally, Dr. Jackson and his students are engaged in classroom research in the fall of 2008 at Newton's Oak Hill Middle School, in collaboration with the Center for Applied Special Technology. The research team is using

digital books with embedded learning supports to widen curriculum access for students struggling with reading comprehension.

Instructional Leadership at Brighton High

Patrick McQuillan, Associate Professor in the Teacher Education, Special Education, and Curriculum and Instruction Department, has been serving on the Instructional Leadership Team at Brighton High School since the fall of 2005. In this capacity, he helped the school restructure itself into three small learning communities; researched, designed, and implemented a student advisory program known as Pathways to Success; and produced a report assessing the effectiveness of "Best Practices" workshops conducted by the school.

Laptops for Learning

In spring 2008, Boston Public Schools (BPS) began a four-year partnership with Lynch School researchers, directed by **Damian Bebell** (Assistant Research Professor, Center for the Study of Testing, Evaluation, and Educational Policy), to conduct one of the largest research studies of urban teachers' use of technology to date. As one component of the BPS Technology Plan, the Laptops for Learning Initiative represents a major increase in the district's technology access and infrastructure by providing dual platform laptop computers to each of the 5,100 teachers and 150 principals and headmasters across 145 schools. Using a variety of research tools, Boston College is working collaboratively with BPS to document the various ways Boston teachers use technology to support their teaching and professional responsibilities, as well as



factors that may serve to promote or impede teacher use of technology. (See www.bc.edu/L4L.)

Legacies of War Project

Walt Haney, Professor in the Educational Research, Measurement and Evaluation Department, works with Legacies of War to raise awareness about the history of the unprecedented bombing of Laos during the second Indochina war (more bombs were dropped on Laos between 1965 and 1975 than were dropped during all of World War II in the European and Asian theaters combined). The group also seeks to promote international efforts to aid Laos in removing anti-personnel cluster

bombs from the countryside. Many Laotians are killed or maimed by cluster bombs every year, despite the fact that the second Indochina

war nominally ended more than 30 years ago. Additionally, the group works with other groups to ban the future use of anti-personnel cluster bombs throughout the world. (See www.legaciesofwar.org.)

Metaphors for Operational Agendas

Robert Starratt, Professor, Educational Administration and Higher Education, is collaborating with Hedley Beare, Emeritus Professor at Melbourne University, and Patrick Duignan, President of the Australian Council for Educational Leadership, on a publication dealing with metaphors that influence the operational agenda and structuring of pedagogy, curriculum, and support structures of schools.



Neighborhood Center

Neighborhood groups in Allston/Brighton have applied for and received mini-grants to support work that addresses the needs of area students. Neighborhood Center Assistant Director Moe Maloney's community outreach brings Lynch School students, Boston College athletes, and other volunteers to the schools.

Nelson Chair Roundtable on Networking of Community-Based Programs

Anderson Franklin, Nelson Professor of Psychology and Education, coordinates this Roundtable to support programs that have developed interventions effective with underserved populations at risk of continuing the disparities in

education, health, and employment. The forum has been developed for a small number of invited programs, expert consultants, and others that can further the

mission. In recognition of their independence and frequent isolation from adequate supports, the Roundtable promotes networking to cultivate mutual resources through shared knowledge and skills. Part of the objective is to revisit the vision and mission of community-based programs for the future and the viability of creating a support network. Presenting programs include the Harlem Education Activities Fund, the BAKARI Rites of Passage Mentoring Program, the SANKOFA Program: A theory-based validated violence prevention program, the African American Men Project, and the Full Frame Initiative: Changing systems and changing lives.

New Teacher Academy: Foundations for Excellence in Teaching

This academy is an outgrowth of the Teachers for a New Era collaborative and is designed for K-12 educators in their first through third years of teaching. The intensive two-day academy was established in 2007 in partnership with Boston Public Schools and Bridgewater State College. It is a unique opportunity for teachers to participate in interactive and collaborative sessions on topics such as assessment of student work, classroom management, classroom organization, building classroom community, differentiated instruction, home-school communication, and teaching students with special needs and English language learners.

North Cambridge Catholic High Partnership

For the past three years, **David Blustein** (Professor of Counseling, Developmental and Educational Psychology), **Maureen Kenny** (Associate Dean of Faculty and Academics), graduate students in counseling psychology, a Wheelock College faculty member, and a faculty member from Curry College have collaborated with the teachers and administration at North Cambridge Catholic High School (NCCHS) in a multifaceted longitudinal study of the high school programs and their impact. NCCHS is part of the nationwide Cristo Rey Network, an innovative group of Catholic college preparatory high schools that serve urban youth often lacking the financial resources to attend private parochial high schools. A unique feature of Cristo Rey schools is the Corporate Work Study program, which provides students with rich and varied learning experiences and tuition support through one-day per week placements in professional work sites throughout the four high school years. The results of the longitudinal evaluation will serve to document the effects of the program and provide recommendations for enhancing the college and work readiness and success of NCCHS graduates.

On-Site Course at Brighton High School

This “bookend” design course combines site-based teaching experience with a course on secondary methods of curriculum and instruction at Brighton High School, a Boston Public School that has been a collaborative partner with the Lynch School for nearly two decades. ED 211 is co-instructed by **Audrey Friedman** (Associate Professor, Teacher Education, Special Education, and Curriculum and Instruction) and Sharon Abraham, an experienced classroom teacher who has worked in urban schools her entire teaching career. This is the first pre-practicum that all students majoring in secondary education/content area take; thus, students take the course as a cohort which permits them to work through dilemmas and the general pre-practicum experience as a team, creating meaningful support systems for novice teachers. As a result of this course, more secondary education majors have opted to complete the full practicum experience in an urban school and many have accepted positions in Boston schools. Currently, more than 12 Lynch School graduates teach full time at Brighton High School.



One Family Scholars Evaluation (Institute for the Study and Promotion of Race and Culture)

One Family Scholars (OFS) is a mentoring and career development program for low-income

mothers in the Boston area, directed by Hope Koram of the One Family nonprofit organization. Enrolled scholars are paired with female mentors in the community working in their field of study. Scholars receive a grant to help pay for tuition at local universities, and are supported through career development guidance from OFS staff. ISPRC team members, under the direction of **Janet Helms** (Augustus Long Professor in the Counseling, Developmental, and Educational Psychology Department), are currently working to evaluate the mental health needs of this diverse group of scholars, interviewing individual scholars, mentors, and staff members. The data collected will help inform the program about the types of mental health initiatives most helpful for scholars.

Participatory Action Research in Post-Katrina New Orleans

M. Brinton Lykes – Professor in the Counseling, Developmental, and Educational Psychology Department and Associate Director of the Center for Human Rights and International Justice – is the Principal Investigator and Coordinator of this initiative focused on developing psychosocial resources for cross-community dialogue, healing, and organizing for change in post-Katrina New Orleans. The work is being designed and developed collaboratively with staff at the Latino Health Project of the Hispanic Ministry of Catholic Charities and Kingsley House/Health Care for All. It addresses the needs of displaced African-American and Vietnamese women and newly migrated Latina residents of New Orleans in the long process of social recovery after Hurricane Katrina. Using participatory action research methodologies over the course of three phases, researchers and community members will engage in narrative documentation, cross-racial dialogue, and social and political advocacy. An initial process with community-based health promoters will be duplicated and led by women of the participating communities. The women and project staff will develop a visual

representation of the narratives to be presented to the larger community of New Orleans and then taken “on the road” to the communities of New Orleanians displaced by Katrina in Baton Rouge, Houston, and Atlanta.

Peter Jay Sharp Foundation Urban Scholarship

The Peter Jay Sharp Foundation is partnering with Boston College to support the education and training of students who aspire to work as teachers in urban schools and communities. In urban sectors across the nation, the need for teachers who embrace the benefits and challenges of collaborating across the curriculum, and who believe in the capacity of all students to learn is increasing.

Through a generous endowment by the Peter Jay Sharp Foundation, the Lynch School provides significant financial support for up to 15 highly qualified graduate students each year who are from underrepresented groups committed to teaching in urban schools. The scholarship is comprised of a stipend. One-half of this scholarship is an outright grant; the remaining is allocated as a forgivable loan. Upon completion of their M.Ed., urban scholars are expected to work in an urban school for at least three years following graduation upon which the full amount of the loan will be forgiven. Sharp Urban Scholarships are often awarded to augment the scholarships of qualified candidates seeking entrance into the Donovan Urban Teaching Scholars Program (see page 18).

Post-Deportation Human Rights Project

M. Brinton Lykes – Professor in the Counseling, Developmental, and Educational Psychology Department and Associate Director of the Center for Human Rights and International Justice – and Professor Dan Kanstroom of the Boston College School of Law are co-Principal Investigators on this Project, working collaboratively with Centro Presente (Somerville, Massachusetts), the Organización Maya K’iche’ (New Bedford, Massachusetts), and local parish-based community organizations in

Zacualpa, Guatemala. This is a pilot program designed to address the harsh effects of current United States deportation policies. Through participatory action research carried out in close collaboration with community-based organizations, the Project addresses the psychosocial impact of deportation on individuals, families, and communities and provides legal and technical assistance to facilitate community responses. The ultimate goal is to advocate, in collaboration with affected families and communities, for fundamental changes that will introduce proportionality, compassion, and respect for family unity into United States immigration laws and bring these laws into compliance with international human rights standards. (See www.bc.edu/centers/humanrights/projects/deportation.html.)



Practicum Partnerships

The Office of Practicum Experiences and Teacher Induction, under the direction of **Fran Loftus**, coordinates field placements for all Lynch School students in teacher education programs. The rationale for the placement process is the belief that student teachers learn best in a supportive community of learners with other student teachers and caring and competent practitioners who model best practice. All students are supervised by skilled and

sensitive clinical faculty coaches, who guide them as they make critical connections between theory and practice.

The staff has established trusting and time-tested relationships with urban and suburban, public and parochial partnership schools that embrace this model and make vital contributions to its success. The goal is to provide a variety of field experiences in a range of social contexts that reflect the culturally, racially, and linguistically diverse population of children and families in schools and communities today. Practicum Office staff also collaborate with teacher education faculty to support school-based research initiatives, and engage in professional development with supervisors.

Private Industry Council (PIC)

More than 35 students from Brighton, West Roxbury, and Burke high schools work for pay in Boston College offices every summer. Lynch School faculty and staff provide tutoring in math each day during the six-week period that students are on campus.

Professional Development for Catholic School Leaders

Lynch School Dean **Joseph O’Keefe, S.J.**, **Irwin Blumer** (Research Professor in the Educational Administration and Higher Education Department), and **Elizabeth Twomey** (Professor of Educational Administration) work in partnership with Catholic School Principals of the Archdiocese of Boston by providing, along with other colleagues, a series of professional development programs focused on the role of Catholic schools and principals.

Dean O’Keefe also provides professional development to members of the Mid-Atlantic Consortium of Catholic Schools (six dioceses in the mid-Atlantic region); the Archdiocese of Indianapolis, Indiana; the Diocese of Providence, Rhode Island; Marymount International Schools in Rome, Italy; and the National

Catholic Educational Association in Washington, D.C.

Dr. Twomey is a founding member of the St. Mary's of Lynn, Massachusetts Board of Trustees and Chair of the Academic Committee and Strategic Planning Committee. She also serves on the Board of Trustees, Education Committee, and Strategic Planning Committee at St. John's Preparatory School in Danvers, Massachusetts.

Project Success (Institute for the Study and Promotion of Race and Culture)

Project Success is an Institute for the Study and Promotion of Race and Culture (ISPRC) mentoring program for Black and Latino students with Black and Latino Boston College

students as mentors. Under the direction of **Janet Helms** (Augustus Long Professor in the Counseling, Developmental, and Educational Psychology Department), the program promotes healthy academic, social, and emotional development by teaching students how to recognize the impact of family, school, and community – as well as larger societal forces, racial and cultural issues – on the challenges they face. The resources provided to participants are sensitive to the particular community and social contexts of which the student, parent, and school staff are members. In 2008, Project Success involves a partnership between ISPRC and the Metropolitan Council for Educational Opportunity at Brookline High School. Each week, Boston College students visit Brookline High School to meet with mentees to discuss



both academic and personal challenges and successes. Brookline High School students visit Boston College once a month to engage in critical consciousness raising exercises with the goal of helping students increase their academic competencies while drawing upon the strengths of their racial and cultural backgrounds.

Reach Out About Depression

A grassroots mental health and organizing project for low-income women with depression in Cambridge, Reach Out About Depression (ROAD) is designed to address not only the symptoms of their depression, but also the

socio-cultural conditions that contribute to it. **Lisa Goodman**, Associate Professor in the Counseling, Developmental, and Educational Psychology Department, co-founded the advocacy arm of ROAD in 2005.

As part of that project, eight Boston College master's students are selected every year to participate in the program as advocates. Each of these students provides four to eight hours per week of intensive individual advocacy to one low-income woman who is part of the project. Through weekly supervision, a Boston College doctoral student helps the master's students understand and use a "feminist relational advocacy model" to address the immediate and long-term needs of their clients.

Response to Intervention: A Model Program in an Urban School

Claudia Rinaldi, Assistant Professor in the Teacher Education, Special Education, and Curriculum and Instruction Department, is

the principal investigator of this project designed to implement a Response to Intervention model for literacy, then longitudinally document its impact on an urban school serving predominantly English language learners (ELLs). This project is being conducted at the Gardner Pilot Academy in Allston, Massachusetts and evaluates the impact on reading outcomes of kindergarten through fifth grade students. In particular, it focuses on students who are referred to as special education and/or ELLs with learning disabilities.

Saint Columbkille Partnership School

St. Columbkille is a collaborative effort between Boston College, the Archdiocese of Boston, and St. Columbkille Parish to strengthen the existing St. Columbkille School – a more than century-old urban Catholic school in Brighton, Massachusetts. The collaborative draws upon the resources of the Lynch School; best practices in American elementary education; and the guidance of Catholic educational,

social, and religious principles in order to continue offering a Catholic, parish-based education for children in the Allston-Brighton section of Boston. In addition to much-needed physical improvements, the partnership has provided Boston College students as teachers and mentors, and offers tuition support for teachers at St. Columbkille School.

Sankofa Project (Institute for the Study and Promotion of Race and Culture)

The Institute for the Study and Promotion of Race and Culture’s Sankofa Project promotes the positive racial and gender identity development of Black and Latina students, under the direction of **Janet Helms** (Augustus Long Professor in the Counseling, Developmental, and Educational Psychology Department). It employs a psycho-educational group model consisting of five identified modules: race, gender, leadership, academics, and post-secondary planning. Sankofa groups provide a safe safe environment for Black and Latina adoles-



cent girls to reflect, share, examine, and challenge their ideas and experiences. Participants develop skills through activities that promote leadership, positive racial identity development, assertiveness, and cultural awareness.

Social Pragmatics Instruction for Children With Asperger's Syndrome and Related Conditions

David Scanlon, Associate Professor, Teacher Education, Special Education, and Curriculum and Instruction, is engaged in an ongoing collaboration with the Anne and Paul Marcus Family Foundation and Children's Hospital Boston Social and Academic Discourse Program. Together, they have researched the effectiveness of social pragmatics instruction for children with Asperger's Syndrome and related conditions. Their research has documented the benefits of instructional practices originally developed by clinic director Martha Simmons. Dr. Scanlon and his colleagues are now experimenting with innovations to further enhance socially meaningful outcomes and to develop a model applicable in multiple educational contexts. These research and development efforts are funded by the Marcus Family Foundation.

Standardized Tangible Symbols of Communication

Susan Bruce, Associate Professor of Special Education, is collaborating with professors at Hunter College on a study to examine the impact of implementing a standardized system of tangible symbols for communication. Tangible symbols are whole or partial objects or textures that in some way resemble what they represent. This study examines how children learn the meaning of tangible symbols and is currently in the data collection phase in four New York City schools.

Teacher Development and Retention Study

Marilyn Cochran-Smith, John E. Cawthorne Millennium Professor of Teacher Education, and **Larry Ludlow**, Chair of the Educational Research, Measurement, and Evaluation Department, are co-chairing a research effort

funded by the Ford Foundation that takes a mixed-methods approach to the relationship between teacher development and retention within Boston Public and other school contexts and conditions. Using quantitative methods, the study focuses on Boston College teacher education students and graduates teaching in schools. It aims to predict which teacher candidates will leave the profession within three years of graduation by identifying response patterns to survey questions about their teacher preparation program, sense of preparedness for teaching, commitments and values, school experiences, and current job satisfaction. Using qualitative methods, the study seeks to develop an understanding of factors that may influence teacher development during the teacher preparation period, career paths, and retention.

Teachers for a New Era

As one of 11 Teachers for a New Era (TNE) institutions preparing, assessing, and supporting the teachers of tomorrow, Boston College is working to improve teacher preparation and K-12 pupil learning through continued collaboration among Education and Arts and Sciences faculty and Boston-area school-based professionals. Boston College's extensive liberal arts core curriculum and social justice vision enhance opportunities available to teacher candidates and practicing teachers.

Led by **Marilyn Cochran-Smith**, John E. Cawthorne Millennium Professor of Teacher Education, and including faculty members **Larry Ludlow**, **Pat McQuillan**, and **Joe Pedulla**, Lynch School administrators **Fran Loftus** and **Sarah Enterline**, and graduate students from the departments of Curriculum and Instruction and Educational Research, Measurement, and Evaluation, the TNE evidence team is working with Boston Public Schools (BPS) on a number of projects. One project is an analysis of Massachusetts Comprehensive Assessment System (MCAS) data that will allow the team to compare Boston College graduates and non-Boston

College graduates based on the achievement of pupils, as measured by the MCAS. In another project, the evidence team has been collaborating with administrators and teachers from a BPS district-based certification program on a comparison of the classroom practices and student performance of Boston College graduates and graduates of the district-based program. Both assessments require collaboration with teachers and school district personnel to collect data, such as pupil test scores, background information about teachers (especially teacher preparation), and ways to link students, teachers, schools, and grade levels.

Teaching With Technology

Michael Barnett, Associate Professor, Teacher Education, Special Education, and Curriculum and Instruction, is leading several grant funded initiatives focused

on exploring and examining how to leverage cutting edge technologies to improve learning outcomes. Most recently, Dr. Barnett led a team that received a Hewlett Packard Teaching With Technology grant to provide Boston area students access to tablet PCs and computational modeling software with the goal of improving their ability to conduct real world scientific research. Dr. Barnett has also led a team of researchers, scientists, and developers in the implementation of an innovative set of technology-rich curriculum materials in Boston Public Schools.

Urban Catholic Teacher Corps

This collaborative program was established in 1998 by Boston College and the Archdiocese of Boston to offer beginning teachers an oppor-

tunity for two years of service in urban education. Participants gain classroom experience in the inner city under the mentorship of professional Catholic school educators, and develop professionally, spiritually, and personally by living in a shared-faith community in Boston. The program is directed by **Karen Kennedy**, and is part of the Center for Catholic Education.

Urban Ecology Curriculum

Katherine McNeill, Assistant Professor, **Michael Barnett**, Associate Professor (both in the Teacher Education, Special Education, and

Curriculum and Instruction Department), and **Eric Strauss**, Director of the Environmental Studies Program, in collaboration with the Urban Ecology Institute are developing and studying the implementation of a year-long interdisciplinary urban ecology curriculum.



Funded by a National Science Foundation instructional materials development grant, the project is in its third year and is focused on the implementation stage. During the 2008-2009 school year, the curriculum is being piloted by 35 high school teachers and their students in urban areas across the country. In the Boston metropolitan area, 16 teachers are using the curriculum with the other teachers working in schools in New York City, Chicago, Hartford, San Diego, and Tucson. A variety of research questions are being investigated within this context, including examining teacher beliefs about curriculum; teacher views about science teaching; teacher adaptations to the curriculum and their subsequent impact on classroom discourse; student learning of science content; and, student beliefs about cities, envi-

ronmental justice, and environmental action planning.

Urban Elementary Scientific Argumentation Study

Katherine McNeill, Assistant Professor of Science Education, is working in collaboration with Dean Martin, the grade 3-5 science specialist at Gardner Pilot Academy in Boston, to examine urban elementary student abilities to engage in scientific argumentation. This work is being funded in part by a National Science Foundation grant for exploratory research. The goal is to investigate students' strengths and weaknesses in their ability to support scientific claims with appropriate evidence and reasoning, both written and verbal. The study aims to develop instructional strategies by exploring how students with diverse backgrounds navigate between everyday and scientific discourses.



Urban Outreach Initiatives

Catherine Wong, Director of Urban Outreach Initiatives, is involved in multidisciplinary partnerships involving the Lynch School, urban schools and communities, and area universities. Programs directly associated with Urban Outreach Initiatives include College Bound, the Donovan Urban Teaching Scholars Program, and Step UP (University Partnership). On a local level, Ms. Wong's primary areas of focus include facilitating cross-departmental collaborations, informing curricula enhancement, and building new partnerships on campus and with urban schools and communities. Nationally and internation-

ally, her focus is on addressing issues of social change, academic excellence, cultural competency, and global understanding.

College Bound (Urban Outreach Initiative)

The College Bound Program, established in 1987, continues with its mission to work with urban youth and their families to gain access to, achieve success in, and graduate from quality post-secondary schools. The program is directed by **Catherine Wong** (Director of Urban Outreach Initiatives). College Bound students

come from 10 Boston neighborhoods, and are enrolled at Media and Communications Technology High School, Brook Farm Business and Service Career Academy, Urban Science Academy, West Roxbury Education Complex, or Brighton High

School (grades 10-12). College Bound sessions are held primarily on Saturdays at Boston College or at participating high schools. Academic highlights include mixed grade classes with courses that focus on: 1) *Community Action Research* to include student-driven topics of violence prevention, dropout rates, and peer mentoring; 2) *College Coaching* to include career development, the college application process, test taking skills, etc.; and, 3) *Advancing Equity and Social Justice* to include youth leadership development and change agency skills. All classes are co-taught using differentiated instructional strategies. Other key aspects of the program include one-to-one mentoring for each high school student provided through the College Bound Mentor Council and student presentations of their research process and findings in college-level classes.

Donovan Urban Teaching Scholars Program (Urban Outreach Initiative)

The Donovan Urban Teaching Scholars Program, under the direction of **Catherine Wong** (Director of Urban Outreach Initiatives), is an intensive, one-year M.Ed. program in teacher preparation. Each year, the program – with generous support from the Peter Jay Sharp Foundation (see page 11) – recruits and supports a diverse cohort of up to 30 graduate students, many of whom were educated in urban schools themselves, and aspire to give back to their communities in constructive and lifelong ways. The Urban Teaching Scholars Program builds on their specific programs of study with interactive seminars, inquiry research, and community building that respond to the academic and socio-cultural needs of urban youth and their families. Urban Teaching Scholars are placed in an urban school for both their pre-practicum and practicum experiences. A number of Donovan alumni teach in Boston Public Schools and serve as cooperating teachers.



Step UP (Urban Outreach Initiative)

Boston College joined by Boston University, Harvard, Northeastern, and Tufts is in the second year of a five-year collaboration to bring comprehensive learning support services to the 10 Step UP (University Partnership) schools designated by Boston Public Schools as in need of additional resources and support in order to achieve target learning goals for their

students. Under the direction of **Catherine Wong** (Director of Urban Outreach Initiatives), Step UP at the Lynch School continues to work closely with its partner schools – Winthrop Elementary and Russell Elementary in Dorchester. Major areas that have been identified by the Step UP schools, and where Boston College has been offering its resources, include professional development and instructional support in English language learning, pre-practicum and practicum experiences, early college exploration, family engagement, executive leadership coaching, and training principals and teacher leaders on the use of data and its implications for evaluation and assessment.

Step UP Evaluation Subcommittee

Henry Braun, Boisi Professor of Education and Public Policy, chairs the Evaluation Subcommittee of Step UP (see above). The Subcommittee has developed a structured approach for collecting relevant data on all projects, as well as a template for recording and reporting the information. There will be a strong effort to initiate purposeful data collection throughout the 2008-2009 academic year and to provide periodic reports to the Step Up Steering Committee.

Wireless Learning Initiative

Damian Bebell (Assistant Research Professor, Center for the Study of Testing, Evaluation, and Educational Policy) is directing an empirical research study of the recently launched Boston Public Schools Wireless Learning Program at the Lilla G. Frederick Pilot Middle School. The Program is one of the nation's first urban technology initiatives where laptop computers and additional educational technology resources (wireless networks, interactive white boards, and curricular and technical training) are employed by each of the school's 700 middle grade students, their teachers, and administrators to transform the traditional teaching and learning environment. A three-year collaboration with the Lynch School provides documentation of the wide-ranging ef-

fects of the Program's integration of technology into the middle school curriculum. Comments from students, teachers, and school leaders are being systematically collected and analyzed using various methods including pre-laptop and post-laptop surveys, student drawings, and interviews. The relationship between various technology practices and measures of student achievement is also being examined. (See www.bc.edu/research/intasc/research/projects/fwle/frederick.shtml.)



BOSTON COLLEGE

Lynch School of Education
140 Commonwealth Avenue
Chestnut Hill, Massachusetts 02467
www.bc.edu/lsoe

Printed 11/08