RESEARCH AND OUTREACH REPORT

Knowledge at Work for Good

BOSTON COLLEGE
LYNCH SCHOOL OF EDUCATION
Lynch School of Education Overview

Academic Programs in Education and Psychology
- Doctor of Philosophy (Ph.D.)
- Doctor of Education (Ed.D.)
- Master of Arts in Teaching (M.A.T.)
- Master of Science in Teaching (M.S.T.)
- Master of Education (M.Ed.)
- Master of Arts (M.A.)
- Bachelor of Arts (B.A.)
- Certificate of Advanced Educational Studies

Endowed Chairs
- Geoffrey Boisi Professorship in Education and Public Policy
- Thomas More Brennan Chair in Education
- John E. Cawthorne Chair in Teacher Education for Urban Schools
- Daniel E. Kearns, ’51, Chair in Urban Education and Innovative Leadership
- Augustus Long Chair
- J. Donald Monan, S.J., Professorship
- Honorable David S. Nelson Chair

Ranking

Faculty
- Full-time—54
- Researchers—60
- Part-time—50

Enrollment
- Graduate Students—1,000
- Undergraduates—700

Academic Journals Housed
- Journal of Educational Change
- Learning Disability Quarterly
- Teaching Exceptional Children and Teaching Exceptional Children Plus
- Educational Policy
- Catholic Education: A Journal of Theory and Practice
- Journal of Technology, Learning, and Assessment

www.bc.edu/lsoe

Cover: Associate Professor Mike Russell teaching a class in research methods.

Photography by Gary Wayne Gilbert and Lee Pellegrini. Photograph on page 16 by Frank Curran.
The motto of Boston College, taken from The *Iliad*, is “ever to excel.” As a university, we hold ourselves to the customary measures of excellence of the academy. But, true to the Homeric notion of excellence as virtue and consistent with the goals of a Jesuit university in the 21st century, we also believe that the knowledge derived from research should, in the words of the Lynch School mission statement, “enhance the human condition, expand the human imagination, and make the world more just.”

The multiple challenges facing children, youth, and families cannot be understood from any one research methodology or professional perspective.

In these pages you will learn about our rich and varied efforts to engage in rigorous scholarship about issues of consequence. You will also discover the ways in which we partner with practitioners and policymakers to put knowledge at work for good.
Knowledge at Work for Good

The Lynch School of Education is a community of scholars and learners. Our mission and values direct us to seek to put knowledge at work for good. We believe practice should be preceded by inquiry and inquiry should be followed by action. Our questions draw us into schools, homes, and communities, because we recognize that we must engage those who will be most affected by our practice and our scholarship.
Lynch School faculty Kate McNeill (seated far right) and Mike Barnett (standing, center) work with graduate students in a science lab.
Research Centers

Much of the scholarship and research conducted at the Lynch School is under the auspices of seven major research centers that receive funding from both the University and external sources.
Center for Catholic Education (cce)
Seeking to lead the way toward a vibrant future for Catholic education at all levels, the Lynch School of Education at Boston College founded the Center for Catholic Education to build on more than a half-century of research, teaching, and outreach related to Catholic schools, colleges, and universities. The Center for Catholic Education brings under one banner all of the current scholarship, graduate support, and innovative partnership initiatives in support of Catholic educational leadership from pre-K through higher education.

St. Columbkille School, a Catholic pre-K through eighth grade elementary school, has served the Allston/Brighton communities since its founding in 1901 by the Roman Catholic Archdiocese of Boston. In spring 2006, an historic Catholic school partnership established a new governance model for the school—the first of its kind for Catholic education in the United States. The Roman Catholic Archdiocese of Boston, St. Columbkille Parish, and Boston College have combined their resources in educational leadership, finance and enrollment management, student development, academic practice and research, facilities management, and religious formation to create a flagship Catholic school in Boston and a new national model of excellence in Catholic elementary education.

The Urban Catholic Teacher Corps (UCTC) is a two-year service program for teachers who wish to gain experience teaching in urban Catholic schools and live in a faith-based community.

The corps, a collaboration with the Archdiocese of Boston, was founded on the principles of teaching as service, simple living, community life, and spirituality.

Center for Child, Family, and Community Partnerships (CCFPC)
CCFPC is an “outreach scholarship” program that fosters collaboration among Boston College faculty, students, and community leaders in health care, social service, economic development, and education.

The goal of CCFPC participants is to create stronger, healthier, and more economically sound communities. The center offers technical assistance, program evaluation, needs assessment, training, and consultation to organizations in communities.

Boston Connects is a school-community-university partnership that has linked Boston Public Elementary Schools in Cluster 5 (Allston/Brighton and Mission Hill/Roxbury), the YMCA of Greater Boston, and Boston College along with other community partners to coordinate school and community supports to serve children and their families. By integrating the delivery of student support with ongoing educational reform in the areas of curriculum/instruction and school leadership, Boston Connects is transforming the way in which children receive the support, services, and resources they need for academic success and healthy development. CCFPC has recently received more than $9.2 million in additional grants to expand the partnership to a total of 14 Boston Public Schools with additional infrastructure and support for evaluation.

Center for Human Rights and International Justice (CHRIJ)
The Center for Human Rights and International Justice at Boston College addresses the increasingly interdisciplinary needs of human rights work. Through multidisciplinary training programs and applied research, and the interaction of scholars with practitioners, the center aims to nurture a new generation of scholars and practitioners in the United States and abroad who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. The center is built upon the University’s deep religious and ethical tradition of service to others, and its broad scholarly reach through its graduate programs in Arts & Sciences and its professional programs in law, business, education, social work, and nursing.

Distinctive features of the center include: interdisciplinary collaboration; researcher and practitioner engagement with local communities; policy development and recommendation; and professional training.
Center for International Higher Education (CIHE)
This research and service agency provides information, publications, and a sense of community to colleges and universities worldwide and to those seeking to pursue graduate studies and research in international higher education.

Although the CIHE has a particular commitment to academic institutions in the Jesuit tradition, other universities receive its publications and are part of an informal network. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

Center for the Study of Testing, Evaluation, and Educational Policy (CSTEep)
This University-sponsored research center is internationally recognized for its work in research and its applications in the development of policies related to the multiple uses of tests.

CSTEep is a rich resource for all programs housed at the Lynch School of Education. In the past decade, CSTEep has been involved in assessment issues that address the fairness of testing in culturally and economically diverse populations.

The Technology and Assessment Study Collaborative (INTASC) is housed at CSTEep and works collaboratively with schools, educational institutions, and businesses on research and development related to technology and assessment.

Institute for the Study and Promotion of Race and Culture (ISPRC)
Founded in 2000 under the direction of Dr. Janet Helms, ISPRC promotes cultural awareness and addresses the societal conflicts associated with race or culture in theory, research, mental health practice, education, business, and society at large.

Each year the institute sponsors the Diversity Challenge Conference, which highlights important scholarly insights and significant practical endeavors that promote greater understanding and appreciation of diverse cultures.

TIMSS and PIRLS International Study Center (ISC)
ISC serves as the center for two main efforts—Trends in Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS)—under the auspices of the International Association for the Evaluation of Educational Achievement.

Progress in International Reading Literacy Study is a series of international studies designed to measure trends in reading literacy for fourth-grade students.

Since 1995, TIMSS has been assessing trends in students’ mathematics and science achievement on a regular four-year cycle. Countries participate at the fourth and eighth grades. In December 2008, TIMSS will report its latest assessment of mathematics and science achievement in approximately 65 countries.
Professor Anderson J. Franklin, Honorable David S. Nelson Chair (center), meets with doctoral students in counseling psychology.
Outreach Programs

“What unites our diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.”

—LYNCH SCHOOL MISSION STATEMENT

In an effort to achieve these goals, the Lynch School has a wide array of outreach programs. The Lynch School faculty are engaged in a variety of these projects that simultaneously serve the needs of our community partners and generate new knowledge. Our Urban Initiatives program encompasses several key programs that interface with the Boston Public Schools. Catherine Wong was appointed in the summer of 2007 to serve as the Lynch School of Education’s first program director and coordinator of Urban Outreach Initiatives.
Boston Collaborative Fellows

The Collaborative Fellows program provides time, incentives, and resources to school and University personnel to forge collaborative teams and build trusting, working relationships to reinforce common professional interests. Teams of collaborative scholars, learning from one another as they work through mutual problems, improve teaching in both school and University courses, and ground research projects in school-based experience. The Boston Collaborative Fellows program was established in 1999 thanks to a generous and anonymous endowment gift.

Urban Outreach Initiatives

The Urban Outreach Initiatives program was established in 2007 to coordinate a wide array of urban outreach initiatives at the Lynch School and direct the activity of several key programs, including College Bound, the Charles F. Donovan Urban Teaching Scholars Program, and the Step-Up project.

Established by Boston College in 1987, College Bound makes it possible for culturally and racially diverse high school students from multiple campuses within Boston Public Schools to increase access to and retention in four-year institutions of higher education. For nearly two decades, College Bound students have graduated in the top 10 percent of their high school classes.

The Donovan Urban Teaching Scholars Program is an intensive one-year master’s degree program in teacher preparation. Each year, the program recruits and supports a cohort of up to 30 graduate students who are committed to urban teaching. The program provides students with an academically challenging education specifically responsive to the concerns and needs of urban students, families, schools, and communities.

Our urban outreach programs have benefited from generous support from the Peter Jay Sharp Foundation for the Urban Scholars Program and Bank of America for the Teacher/Scholar Award.

Through Step-Up, Boston College, Boston University, Harvard, Northeastern, and Tufts have committed significant resources to work with teachers and students to improve the academic achievement and college attendance of students attending underperforming public schools in the city of Boston.

Project ALL—All Language Learners

Title III—Project ALL is a professional development program at the Lynch School of Education that prepares pre-service and in-service teachers to become qualified to teach English Language Learners (ELLs). Funded by a $1.5 million grant from the Office of English Language Acquisition of the U.S. Department of Education, Project ALL also supports faculty within the Lynch School as they strive to prepare teachers to work with ELLs.

Reaching Out About Depression (ROAD)

ROAD, a collaboration of Counseling, Developmental, and Educational Psychology faculty and local nongovernmental organizations, addresses the symptoms of poor women’s depression, and the sociocultural conditions and inequalities that influence and exacerbate mental health difficulties. ROAD addresses barriers to personal and community change within impoverished communities by supporting women’s efforts to organize themselves and increasing the support and resources women are able to access.

Teachers for a New Era (TNE)

Teachers for a New Era is an ambitious teacher education reform initiative undertaken by the Carnegie Corporation of New York, the Annenberg Foundation, and the Ford Foundation to improve pupils’ learning and overall school effectiveness by developing state-of-the-art college- and university-based teacher education programs in the United States. Three principles serve as the foundation of the TNE initiative: teacher education program decisions should be driven by evidence, Arts & Sciences faculty should be fully engaged in teacher preparation, and teaching should be understood as an academically taught clinical practice profession. The Lynch School of Education is working to improve teacher preparation and K–12 pupil learning through collaborations with Arts & Sciences faculty and Boston-area school-based professionals.
The work of Lynch School faculty is often highlighted in the local and national media. The following is a selection of research projects by Lynch School faculty members that garnered significant media attention.
Preschoolers Struggle with Bilingualism

_Lynch School of Education_ Assistant Professor Mariela Páez was surprised to find that bilingual preschool-age children in the United States did not have equivalent language skills with children in Puerto Rico, regardless of Spanish speaking within the home. Páez states that “children’s first language skills can provide a foundation for learning English” (Reuters, 2006). Therefore, poor Spanish skills may translate into inadequate English skills later in development. These findings are particularly relevant for children whose families have limited resources, due to the dependency on the schools to address the children's needs.

Urban Environmental Science Curriculum

_Diverse Issues in Higher Education_

Lynch School of Education faculty members G. Mike Barnett and Katherine L. McNeill are working with 50 high school science teachers and through them, reaching approximately 5,000 high school students. Professors Barnett and McNeill work alongside Boston College’s science director of the Urban Ecology Institute, Dr. Eric G. Strauss. Together, the group plans to formulate an accessible urban environmental science curriculum in line with the Urban Ecology Institute’s goals to protect urban natural resources through education.

Results of International Literacy Study Released

_Associated Press, Reuters, Bloomberg News, Times of London_

In November 2007, the TIMSS and PIRLS International Study Center at the Lynch School of Education released the results of the 2006 Progress in International Reading Literacy Study (PIRLS). The Russian Federation, Hong Kong SAR, and Singapore, which ranked behind the United States in 2001, were the highest-achieving countries in 2006. The International Study Center, codirected by Lynch School professors Michael Martin and Ina V. Mullis, tested 215,000 fourth graders in 40 countries. For the United States, which ranked 14th among participating nations in 2006, scores were above the international average and were about the same as in 2001.

Teenagers Benefit from Father Involvement

_Boston Herald, The Irish Times, Reuters Life, Howard Stern Show, WBZ-AM News (Boston)_

According to Rebekah Levine Coley, Lynch School of Education associate professor, a father’s influence can have a far-reaching and incredible impact on a teenager’s life, whether or not the two live together. The study, conducted collaboratively with LSOE graduate students, included 647 adolescents (10–14 years old), and their families. The families were predominantly of low socioeconomic status and most were black or Latino. Due to paternal involvement, the children were “less likely to drink, use drugs or be violent, and are more likely to stay in school” (Boston Herald, 2/7/2007). In general, children who experience their father’s involvement were less likely to exhibit any antisocial behaviors. Additionally, children who began exhibiting delinquent behaviors with subsequent father involvement actually “turned around” their behaviors and stopped the behaviors. These findings extend previous research that found that fathers’ time is more salient to a child’s overall well-being than financial support.

Boston Connects Receives $9.2 Million in Grants

_Boston Business Journal, Boston Herald_

Boston Connects, a program that links students in schools with support services in the community, has received $9.2 million in new grant money, including $4.6 million from the New Balance Foundation, the charitable wing of the Boston-based athletic footwear maker. The grants, which also include gifts of $2 million from Strategic Grant Partners and $1 million from the Charles Hayden Foundation, have allowed Boston Connects to expand its service from nine to 14 elementary schools in the city for the 2007–08 academic year. Boston Connects, directed by Kearns Professor of Urban Education and Leadership Mary Walsh, screens students to identify nonacademic factors, such as health issues or family problems, that may affect their classroom performance. The program then links those students with support services—such as after-school programs, mentoring, tutoring, or healthcare—in the community.
Selected Grants

The Lynch School faculty, representing just 8 percent of University faculty, generated 29 percent ($12.9 million) of the University’s sponsored research in 2006–07. More than half of the faculty secured external funding, garnering a total of 62 research awards. The following pages report a selection of active research and training grants from 2005 through 2007.
Brighton High School Partnership in Math Excellence  
**SOURCE** General Electric  
**PRINCIPAL INVESTIGATOR** Lillie Albert, associate professor

Core Support for the Center for International Higher Education at Boston College  
**SOURCE** Ford Foundation  
**PRINCIPAL INVESTIGATOR** Philip Altbach, Monan Professor

Higher Education in Africa: The International Dimension  
**SOURCE** Carnegie Corporation  
**PRINCIPAL INVESTIGATOR** Philip Altbach, Monan Professor

Developing an Integrated Pathway for Urban STEM Teaching and Learning  
**SOURCE** National Science Foundation (NSF)  
**PRINCIPAL INVESTIGATORS** Mike Barnett, assistant professor, with Eric Strauss, research associate professor, biology

Urban Ecology Information Technology and Inquiry Science for Students and Teachers  
**SOURCE** National Science Foundation (NSF)  
**PRINCIPAL INVESTIGATORS** Mike Barnett, assistant professor, with Eric Strauss, research associate professor, biology, David Blustein, professor, and Maureen Kenny, professor

Charting Readiness for Entry into Adulthood: Identifying the Risk and Resilience Factors  
**SOURCE** Boston Higher Education Partnership  
**PRINCIPAL INVESTIGATOR** David Blustein, professor

Project ALL: Professional Development for Mainstream Teachers  
**SOURCE** U.S. Department of Education  
**PRINCIPAL INVESTIGATOR** Maria Brisk, professor

Special Education-Personnel Preparation  
**SOURCE** U.S. Department of Education  
**PRINCIPAL INVESTIGATOR** Susan Bruce, associate professor

Fathers’ Contributions to Adolescent Well-being of Children  
**SOURCE** W.T. Grant Foundation  
**PRINCIPAL INVESTIGATOR** Rebekah Levine Coley, associate professor

Adolescent Health Risk Behaviors and Family Processes  
**SOURCE** National Institutes of Health  
**PRINCIPAL INVESTIGATOR** Rebekah Levine Coley, associate professor

The Impact of Family Educational Involvement on Low-Income Children’s Development  
**SOURCE** National Institute for Child Health and Development (NICHD)  
**PRINCIPAL INVESTIGATOR** Eric Dearing, assistant professor

Education Pipeline Project  
**SOURCE** Ford Foundation  
**PRINCIPAL INVESTIGATOR** Walter Haney, professor

Beyond Expectations  
**SOURCE** Specialist Schools and Academies Trust (SSAT)  
**PRINCIPAL INVESTIGATOR** Andrew Hargreaves, Thomas More Brennan Professor

International Leadership in Education  
**SOURCE** National College for School Leadership  
**PRINCIPAL INVESTIGATOR** Andrew Hargreaves, Thomas More Brennan Professor

Early Intervention Collaborative Study: Young Adulthood  
**SOURCE** Department of Health and Human Services (DHHS): Maternal and Child Health Bureau Development  
**PRINCIPAL INVESTIGATOR** Penny Hauser-Cram, professor

Addressing Cultural Factors and Mental Health Disparities in Research and Practice  
**SOURCE** National Institute for Mental Health  
**PRINCIPAL INVESTIGATORS** Janet E. Helms, Augustus Long Professor and Guerda Nicolas, assistant professor
Early Childhood Intervention Study: Improving the Language and Literacy Skills of Spanish-English Bilingual Kindergartners

**SOURCE:** National Institute for Child Health and Development (NICHD)

**PRINCIPAL INVESTIGATOR:** Mariela Páez, assistant professor

Early Childhood Study of Language and Literacy Development of Spanish Speaking Children

**SOURCE:** National Institute for Child Health and Development (NICHD)

**PRINCIPAL INVESTIGATOR:** Mariela Páez, assistant professor

Advanced Technologies for Teachers in Using Assessment Data to Improve Student Achievement

**SOURCE:** University of Kansas

**PRINCIPAL INVESTIGATOR:** Joseph Pedulla, associate professor

Cognition and Student Learning

**SOURCE:** U.S. Department of Education

**PRINCIPAL INVESTIGATORS:** Michael Russell, associate professor and Joan Lucariello, professor

e-learning for Educators Initiative Evaluation

**SOURCE:** Alabama Public Television

**PRINCIPAL INVESTIGATOR:** Michael Russell, associate professor

Evaluating the Mass. Wireless Learning Pilot

**SOURCE:** Massachusetts Technology Collaborative

**PRINCIPAL INVESTIGATOR:** Michael Russell, associate professor

Optimizing Impact of Online Professional Development for K–12 Teachers' Research Activities

**SOURCE:** Educational Development Center (EDC)

**PRINCIPAL INVESTIGATOR:** Michael Russell, associate professor

Task Module Assessment System: Interface

**SOURCE:** Educational Development Center (EDC)

**PRINCIPAL INVESTIGATOR:** Michael Russell, associate professor

BC Evaluative Research Project

**SOURCE:** The Anne and Paul Marcus Family Foundation

**PRINCIPAL INVESTIGATOR:** David Scanlon, associate professor

Urban Ecology Course Materials Created with a Universal Design for Learning Framework (aka “IMD”)

**SOURCE:** National Science Foundation (NSF)

**PRINCIPAL INVESTIGATORS:** Eric Strauss, research associate professor, biology, with Mike Barnett, assistant professor

Helping to Even the Odds for Girls in STEM Fields: Understanding the Basis for Girls' Difficulties with Measurement

**SOURCE:** National Science Foundation (NSF)

**PRINCIPAL INVESTIGATORS:** Marina Vasilyeva, assistant professor and Beth Casey, professor emeritus

Boston Connects: A Systemic Approach of Linking Schools to the Community

**SOURCE:** New Balance Foundation

**PRINCIPAL INVESTIGATOR:** Mary Walsh, Kearns Professor

Boston Connects Expansion

**SOURCE:** Strategic Grant Partners

**PRINCIPAL INVESTIGATOR:** Mary Walsh, Kearns Professor

Boston Connects Mission Hill Expansion

**SOURCE:** Herman and Frieda Miller Foundation

**PRINCIPAL INVESTIGATOR:** Mary Walsh, Kearns Professor

Boston Connects Model of Student Support

**SOURCE:** Mathile Family Foundation

**PRINCIPAL INVESTIGATOR:** Mary Walsh, Kearns Professor

TIMSS and PIRLS International Study Center

Design, Management and Implementation, TIMSS and PIRLS

**SOURCE:** International Association for the Evaluation of Educational Achievement (IEA)

**PRINCIPAL INVESTIGATOR:** Ina Mullis, professor

Minnesota Benchmarking—TIMSS 2007

**SOURCE:** Minnesota Department of Education

**PRINCIPAL INVESTIGATOR:** Ina Mullis, professor

TIMSS 2007 Benchmarking

**SOURCE:** Massachusetts Department of Education

**PRINCIPAL INVESTIGATOR:** Ina Mullis, professor
Professor Maria Brisk, Assistant Professor C. Patrick Proctor, Project Director Anne Homza, and Assistant Professors Mariela Páez and Claudia Rinaldi (clockwise from upper left) discuss research initiatives focusing on English Language Learners.
Selected Publications

The Lynch School faculty disseminate their scholarship through a variety of publications, including books and reports, book chapters, and journal articles. Our research-productive faculty published 170 academic research papers in 2006–07. The following pages provide a sample of this scholarship from 2005 through 2007.
Books and Reports

**Philip Altbach**, Ph.D., Monan Professor of Higher Education

**David L. Blustein**, Ph.D., professor

**Henry Braun**, Ph.D., Boisi Professor of Education and Public Policy

**Maria Brisk**, Ph.D., professor

**Andy Hargreaves**, Ph.D., Thomas More Brennan Professor

**Richard Jackson**, Ed.D., associate professor

**Jacqueline Lerner**, Ph.D., professor

**Ina Mullis**, Ph.D., professor

**Joseph O’Keefe**, S.J., Ed.D., professor and dean

**Michael Russell**, Ph.D., associate professor

**Lisa Patel Stevens**, Ph.D., assistant professor

Book Chapters

**Lillie Albert**, Ph.D., associate professor

**Eric Dearing**, Ph.D., assistant professor

**A. J. Franklin**, Ph.D., professor, Hon. David S. Nelson Chair
Lisa Goodman, Ph.D., associate professor

Joan Lucariello, Ph.D., professor

Katherine L. McNeill, Ph.D., assistant professor

C. Patrick Proctor, Ed.D., assistant professor

Diana Pullin, Ph.D., J.D., professor

Mary Walsh, Ph.D., Kearns Professor of Urban Education and Innovative Leadership

Journal Articles

Karen Arnold, Ph.D., associate professor

G. Michael Barnett, Ph.D., assistant professor

Irwin Blumer, Ed.D., research professor

Susan Bruce, Ph.D., associate professor

Marilyn Cochran-Smith, Ph.D., professor

Rebekah Levine Coley, Ph.D., associate professor

Curt Dudley-Marling, Ph.D., professor

Audrey Friedman, Ph.D., associate professor

Penny Hauser-Cram, Ed.D., professor
Janet Helms, Ph.D., Augustus Long Professor

Maureen Kenny, Ph.D., professor and associate dean

Belle Liang, Ph.D., associate professor

Larry Ludlow, Ph.D., professor

M. Brinton Lykes, Ph.D., professor

James Mahalik, Ph.D., professor

Ana Martínez Alemán, Ed.D., associate professor

Patrick McQuillan, Ph.D., associate professor

Guerda Nicolas, Ph.D., assistant professor

Laura M. O’Dwyer, Ph.D., assistant professor

Mariela Páez, Ed.D., assistant professor
Claudia Rinaldi, Ph.D., assistant professor

Joseph Pedulla, Ph.D., associate professor

David Scanlon, Ph.D., associate professor

Dennis Shirley, Ed.D., professor

Elizabeth Sparks, Ph.D., associate professor

Robert J. Starratt, Ed.D., professor

Marina Vasilyeva, Ph.D., assistant professor

Ted I. K. Youn, Ph.D., associate professor
Our Mission

The Lynch School of Education at Boston College, a Catholic and Jesuit University, endeavors to improve the human condition through education.

We pursue this goal through excellence and ethics in teaching, research, and service.

We prepare undergraduate and graduate students to serve diverse populations in a variety of professional roles as teachers, administrators, human service providers, psychologists, and researchers.

Through research, we seek to advance knowledge in our respective fields, to inform policy, and improve practice.

As teachers, scholars, and learners, we engage in collaborative school and community efforts locally, nationally, and internationally.

What unites our diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.
Professor Jackie Lerner (right) speaks with undergraduate students in the human development program.