

PROGRAM IN EDUCATION

2009-2010

Annual Report

connections:

REACHING OUT THROUGH KNOWLEDGE, RESEARCH, & SERVICE

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Duke
UNIVERSITY



MESSAGE FROM THE DIRECTOR

Jan Riggsbee, Ed.D.

The Program in Education has a longstanding commitment to connecting with university, community, and national partners through **knowledge**, **research**, and **service**. In 2009-2010 we have expanded our connections and strengthened our partnerships with a focus on building relationships with the global community.

KNOWLEDGE

In the Program in Education, we are committed to innovative, research-based, content-rich courses. Our instruction connects students not only to theory and research about critical issues in education but also to the real world of public schools. This year six new courses were developed, with a special emphasis on school reform, educational leadership, and diverse populations. We are especially excited to pilot one of Duke's first online undergraduate courses this summer, where students will examine "straight from the headlines" issues confronting today's classrooms.

RESEARCH

This year the faculty spearheaded many new research initiatives and partnerships. One of the most exciting proposals is a multi-million dollar project with six university partners across the US focused on the infusion of civic engagement and service-learning in teacher education. Locally, we continue to support mid-career teachers through the Center for Teacher Learning and Collaboration, and Durham Public Schools students, families, and teachers through research initiatives that target middle-school transition, arts engagement, and student achievement.

SERVICE

In August 2009 the Program in Education became the new administrative home for the International Center for Service-Learning in Teacher Education. In this role the Program serves as a global hub for ongoing conversations and initiatives focused on service-learning and civic engagement. Through these efforts we will forge new partnerships with schools, departments, and programs of education across the globe.

Please join us as we seek out new connections in the year to come.

REACHING OUT THROUGH KNOWLEDGE

connections

FACULTY & STUDENT CONNECTIONS

Teaching is all about relationships, especially those with your own students. As a student teacher, this has been modeled for me as my professors have focused on developing a relationship with me. As a result of this relationship, my learning has improved as I develop as a teacher.

- Emily Modlin, Class of 2010



The Program in Education offers a unique mix of theory and practice-based learning opportunities that allow undergraduate students to explore complex social, psychological, economic, historical, political, and cultural issues surrounding education in America and elsewhere in the world. Students also have the chance to see how these issues play out every day in local schools.

Small class sizes and high levels of faculty involvement give students the opportunity to connect with their professors and form lasting, meaningful relationships.

ACADEMIC PROGRAMS

The Program in Education provides opportunities for undergraduates to connect their liberal arts studies and the academic work of their majors with rigorous intellectual examination of the issues confronting schools, children, and communities.

The Program in Education offers undergraduate social science courses that meet Trinity College's curriculum requirements.

Through structured programs and individual courses, the Program in Education enrolls more than 600 undergraduates per year.

Minor in Education

The Minor in Education allows Duke undergraduates to earn formal recognition for their interest in educational studies by completing a series of five education courses, including one field-based experience. The Minor attracts students who wish to connect coursework in their major with various issues that impact schools and children. Many students who minor in education go on to pursue graduate study or careers in teaching, counseling, pediatrics, public policy, and other related fields. As of March 2010, 62 students from 17 different disciplines had declared an Education Minor.



Teacher Preparation Programs

Education offers two distinct programs which allow talented undergraduates to earn teaching licensure in North Carolina: Elementary (grades K-6) and Secondary (grades 9-12: English, math, social studies, or science). In both programs, candidates complete a rigorous liberal arts program that includes Trinity College curriculum requirements, a major, professional studies, and clinical field experiences. As seniors, candidates complete an intensive, semester-long student teaching internship during which they receive continuous feedback and support from university and school mentors.

In 2009-2010 elementary student teachers were placed in three local schools: Club Boulevard Humanities Magnet, Hope Valley Elementary, and our newest partner, Central Park School for Children. The Secondary program placed student teachers at Jordan High School and Northern High School.

Academically/Intellectually Gifted Licensure Program

The Academically/Intellectually Gifted Licensure Program offers state-of-the-art training and supervised field experiences to North Carolina public school teachers seeking K-12 certification in gifted education. In 2009-2010 teachers from Durham Public Schools and Chapel Hill-Carrboro City Schools sought licensure through coursework that emphasized strategies for identifying giftedness in children from diverse backgrounds. Candidates also completed a practicum with gifted students enrolled in the Duke University Talent Identification Program.

Early Childhood Education Studies Certificate

The Early Childhood Education Studies Program allows students to specialize in early childhood development by pursuing studies in psychology, sociology, cultural anthropology, public policy, and education. As a capstone experience, students participate in a supervised internship with child care centers, preschools, and families.

COURSE DEVELOPMENT

In 2009-2010 the Program in Education continued to develop innovative new courses. The following course initiatives reflect an awareness of the changing and interdisciplinary nature of education and use innovative, research-based teaching methods to expose undergraduates to hot topics and new ideas in the field.

Special Populations

Exceptional Learners: Policies and Practices introduces students to the legal, social, educational, and psychological issues involved in understanding exceptional learners. This course addresses the new reality of the American educational system, in which educators must meet the needs of an increasingly diverse student body.

Educational Leadership

Educational Leadership In and Beyond the Classroom explores the history of leadership theories and practices and their application to current educational settings. In addition, students study essential leadership skills including communication and shared decision-making. This course aims to continue and strengthen the trend of our graduates ascending to leadership positions in the field.

Educational Reform

The Program in Education is proud to be on the forefront of digital curriculum development with **Reform in American Classrooms**. One of the first online/distance learning classes approved by Duke University for course credit, this course engages students in discussion and critical reflection around recent and still-developing reform initiatives in the US. Course content is presented through a mix of synchronous and asynchronous components that are founded on solid knowledge of best practices in teaching and learning.

REACHING OUT THROUGH RESEARCH

connections

SCHOLARLY ACTIVITIES

Program in Education faculty members are involved in a variety of scholarly activities which contribute to better understanding of educational issues that affect the local, national, and global communities. Current projects include:

- *Beginning Teacher Retention*
- *Intercultural Inquiry: Internationalizing Teacher Preparation*
- *Rural Schools and Gifted Education*
- *Student Motivation and Learning in Small Groups in Mathematics*
- *Educators' Perceptions of Children's Health and Fitness*
- *Middle School Transition Project Pilot Study*
- *Promoting Post-Secondary Students' Interest in Science: A Focus on Classroom Influences*
- *Adolescent Literacy*

Please see our newly redesigned website for more information: <http://educationprogram.duke.edu/research>.

RECENT GRANT INITIATIVES

<p>Teacher Renewal Initiative: Center for Teacher Learning and Collaboration OFFICE OF THE PRESIDENT, DUKE UNIVERSITY</p>	<p>Earn and Learn: An Economic and Civic Literacy Service- Learning Partnership STATE FARM YOUTH ADVISORY BOARD</p>	<p>Developing Intercultural Competence and Global Learning in the Curricula FULBRIGHT-HAYES GROUP PROJECTS ABROAD PROGRAM</p>
<p>Susan Wynn, Jan Riggsbee, and David Malone</p>	<p>Kathy Sikes and David Malone</p>	<p>Darla Dearnorff (Association of International Education Administrators), Baishakhi Taylor (Center for South Asian Studies), and Jan Riggsbee</p>
<p>Amount Awarded: \$150,000</p>	<p>Amount Awarded: \$48,937</p>	<p>Amount Awarded: \$80,000</p>
<p>This partnership between the Program in Education and Durham Public Schools supports the personal renewal, professional growth, and teacher leadership of mid-career teachers. Since 2006, this initiative has served approximately 120 teachers from 60 schools in Durham. The Center supports ongoing research to evaluate teacher satisfaction and retention during this critical mid-career period. The renewed funding allows Education faculty to continue their work with Durham Public Schools teachers through 2012.</p>	<p>This partnership between the Program in Education, the Service-Learning Program, and the Durham community is designed to increase the financial planning and decision-making skills of Durham residents and Duke students through academic learning and service focused on economic literacy. Through free tax preparation services and basic finance workshops, students enrolled in Education 170S: Economic and Civic Literacy will bring fiscal strategies to the community.</p>	<p>This project focuses on developing intercultural competence and global learning in the curricula in NC Public Schools by exploring India’s diverse history and culture. Additionally, the project explores how South Asia is taught in local schools. A group of student teachers and mentor teachers will travel to India for four weeks of guided study focused on cross-cultural teaching and learning.</p>

Submitted grant requests include:

- *Preparing Tomorrow's Teachers with Transformative Practice: Engaging All Learners through Service-Learning*, Kathy Sikes, David Malone, and Jan Riggsbee, \$1.5 million, Corporation for National and Community Service
- *Preparing Students for the Middle School Transition: A Dynamic Approach to Examining How Family and Peers Support Students' Self-Beliefs Systems*, Lisa Linnenbrink-Garcia and Jan Riggsbee (Duke) and Nancy Hill (Harvard), \$438,151, National Science Foundation
- *Strategies: Robotics Education, Enrichment, and Mentoring*, Jeffrey Forbes (Computer Science), David Malone (Program in Education), and Jack Bookman (Mathematics), \$918,038, National Science Foundation

Deborah Hicks, a Research Scholar in the Program in Education, has developed and continues to seek funding for the Spring Creek Literacy Project in Madison County, North Carolina. This initiative is designed to provide girls in rural communities with a six-week summer enrichment program, a powerful educational experience that aims to inspire girls to become leaders and catalysts for change in their communities.



REACHING OUT THROUGH SERVICE *connections*

PROGRAM & COMMUNITY CONNECTIONS

Service-Learning Program

The Program in Education houses the Service-Learning Program, which supports Duke's commitment to knowledge in the service of society by connecting civic engagement to the curriculum. The program connects faculty members, students, and community partners as they work together to form a bridge between Duke and the local community.

- David Malone**, Faculty Director
- Kristin Wright**, Program Coordinator
- Amy Anderson**, Faculty Consultant
- Kathy Sikes**, Faculty Consultant
- Betsy Alden**, Student Liaison/Facilitator

Service-learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.

2009 – 2010	
22	Duke departments offering SL courses
32	Duke faculty teaching SL courses
53	SL course sections
765	Students taking one or more SL courses
18, 140	Approximate hours of service by Duke SL students

For more information, please visit the Service-Learning Program's website: <http://educationprogram.duke.edu/service-learning>.

International Center for Service-Learning in Teacher Education

In August 2009 Duke University's Program in Education became the new administrative home of the International Center for Service-Learning in Teacher Education (ICSLTE). With this exciting new development, the Program in Education now serves as an international hub for university programs and departments of education committed to service-learning and civic engagement as a pedagogy for classroom practice.

Board of Directors

Jeffrey Anderson, Seattle University; Seattle, Washington

Jane Callahan, Providence College; Providence, Rhode Island

John Cannings, The Inter-Community School; Zurich, Switzerland

Marty Duckenfield, Clemson University; Clemson, South Carolina

Nancy Dunlap, Clemson University; Clemson, South Carolina

Joseph Erickson, Augsburg College; Minneapolis, Minnesota

Deena Fuller, Tennessee State University; Nashville, Tennessee

Andy Furco, University of Minnesota; Minneapolis, Minnesota

Don Hill (Chair), Youth Service California, retired; Oakland, California

Terry Lovat, University of Newcastle; Newcastle, Australia

David Malone, Duke University; Durham, North Carolina

Timothy Murphy, Leeds Metropolitan University; Leeds, United Kingdom

Nadine Peterson, University of Johannesburg; Auckland Park, South Africa

Maria Ines Piaggio, St. Catherine's School; Montevideo, Uruguay

Jan Riggsbee, Duke University; Durham, North Carolina

Susan Root, National Youth Leadership Council; St. Paul, Minnesota

Kathy Sikes, Duke University; Durham, North Carolina

Laura Stachowski, Indiana University; Bloomington, Indiana

The ICSLTE Board of Directors held their annual meeting at Duke in November 2009. The meeting gave Board members an opportunity to reconnect and set priorities for the future.

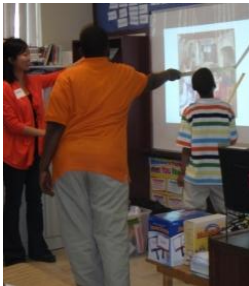


Partnerships & Initiatives

The Program in Education is connected to the local community in varied and multiple ways. Our faculty, staff, and students strive to provide meaningful experiences that enhance the lives of K-12 students and teachers in Durham.

Student U

Student U is an academic enrichment program that works with community partners, including the Program in Education, to ensure that middle school students in Durham realize their fullest academic and personal potentials. Student U is currently preparing for its fourth year of programming, during which it will serve 200 Durham Public Schools students and pilot its high school program. This past year Student U received several awards, including a Business Excellence Award and Non-Profit of the Year from the Durham Chamber of Commerce.



Arts & Engagement

Arts & Engagement, a partnership between the Office of the Vice Provost for the Arts and the Program in Education, provides Duke undergraduates with an opportunity to engage through the arts with students and teachers at Carter Community School and other Durham schools. This year projects included *Arts in Context*, in which students developed arts-based thematic activities related to a region of the world, and *Jazz Workshop*, in which students in an Intro to Jazz course developed interactive presentations for Durham Public Schools students.

Partners for Success and After-School Tutoring Programs

Together with the Office of Durham and Regional Affairs, the Program in Education offers meaningful, structured service-learning experiences in local schools and community centers to Duke undergraduates enrolled in Education courses. These two initiatives engage Duke students in the local community and encourage Duke students to deepen their understanding of current trends and issues in public education. The goal is to increase Durham Public Schools students' motivation to learn, self-confidence, and readiness for end-of-grade tests.

In 2009-2010, 746 Duke students provided over 18,000 hours of service in local schools and community centers.

Tutoring in Durham has given me hands-on experience in the classroom and in the community in which we live but so rarely explore. Working with these children has not only helped me develop teaching strategies but has also inspired me to continue to work in our country's public schools.

- Langley King, Class of 2012

Project Child

The Program in Education partnered with the Office of Durham and Regional Affairs to support Project CHILD, an extended orientation program open to all first-year Duke students interested in tutoring or mentoring children in the local community. In Fall 2009, 41 first-year students contributed over 80 hours of service in local schools and after-school centers.

The Women's Institute for Secondary Education and Research (WISER)

WISER is a secondary girls' boarding school and community center in Muhuru Bay, Kenya that is supported by a partnership with Duke faculty members. In April, seven teachers from WISER traveled to the US and visited Duke as part of their journey. During their visit, the teachers participated in a workshop in an Educational Psychology class that focused on active, collaborative, and cognitive teaching strategies. The workshop connected undergraduate students, elementary student teachers, WISER teachers, and Program in Education faculty.



Through many partnerships and initiatives, the Program in Education connected with over 2000 students, teachers, and other members of the Durham community in 2009-2010.

The Center for Teacher Learning and Collaboration

The Center for Teacher Learning and Collaboration (TLC) is a professional renewal program for mid-career teachers in the Durham Public Schools. This year, 30 teachers from 15 schools participated in TLC through monthly seminars and a two-day summer residential retreat.

OUR PEOPLE *connections*

The work of the Program in Education is made possible by a team of dynamic, hard-working individuals passionate about teaching and learning.

Faculty

Jan Riggsbee

Director, Program in Education
Associate Professor of the Practice



David Malone

Director of Undergraduate Studies; Faculty Director, Service-Learning Program
Associate Professor of the Practice

Joe Di Bona

Associate Professor



Barbara Jentleson

Director, DDNP Academic Enrichment & Assessment
Associate Professor of the Practice

Kristen Stephens

Director, Early Childhood Education Studies; Licensure Officer
Assistant Professor of the Practice

Susan Wynn

Director, Secondary Teacher Preparation Program
Assistant Professor of the Practice



Amy Anderson

Instructor; Faculty Consultant, Service-Learning Program

Kathy Sikes

Instructor; Faculty Consultant, Service-Learning Program

Joint Appointments

Jack Bookman

Department of Mathematics

Harris Cooper

Department of Psychology and Neuroscience

Lisa Linnenbrink-Garcia

Department of Psychology and Neuroscience



Other Appointments

Sue Edelberg

Americorps Tutor Support Coordinator

Emily Goglin

2009-2010 Program in Education Fellow

Alissa Griffith

Lecturing Fellow

Jamie Hardy

Staff Assistant

Liz Henderson

DDNP Tutoring Coordinator

Lauren Miller

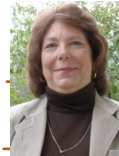
Graduate Research Assistant

Sunny Powell

Staff Assistant

Kristin Wright

Service-Learning Program Coordinator



Affiliated Faculty

Jennifer Ahern-Dodson

Mellon Lecturing Fellow, Thompson Writing Program
Adjunct Research Scholar

Zoila Airall

Assistant Vice President of Student Affairs
Adjunct Associate Professor of the Practice

Betsy Alden

Program Associate, Kenan Institute for Ethics
Visiting Lecturer

Robert Ballantyne

Educational Consultant
Professor of the Practice Emeritus

Elissa Brown

Director, Middle/High School Council, NC DPI
Visiting Lecturer

Peter Carbone

Professor of the Practice Emeritus
Emeritus

Lisa Wilson Carboni

Head Teacher, Carolina Friends Lower School
Adjunct Associate Professor of the Practice

Affiliated faculty members are an indispensable part of the Program in Education team. They support the work of the Program in many ways, including by teaching courses, sponsoring independent studies, serving on committees, and participating in joint research initiatives.

Lorna Chafe

Child Care Consultant, Duke Staff & Family Programs
Adjunct Lecturer

Hugh Crumley

Instructional Technology Specialist,
Center for Instructional Technology
Adjunct Assistant Professor

Darla Deardoff

Manager, International Programs
Adjunct Research Scholar

Mary Eubanks

Adjunct Professor, Biology
Adjunct Professor, Education

Wendy Ewald

Senior Research Associate,
International Studies & Documentary Studies
Adjunct Research Scholar

Lucy Haagen

Educational Consultant
Adjunct Lecturer

Bradley Hammer

Assistant Director, UNC-CH Writing Program
Adjunct Assistant Professor of the Practice

Jules Heisler

Administrative Director,
Duke Social Science Research Institute
Adjunct Associate Professor

Deborah Hicks

Literacy Consultant
Adjunct Research Scholar

Virginia Hill

Educational Consultant
Adjunct Instructor

Caroline Lattimore

Associate Dean,
Trinity College of Arts & Sciences
Adjunct Associate Professor of the Practice

Sam Miglarese

Director of Community Engagement, Office of Durham &
Regional Affairs
Adjunct Instructor

Jean O'Barr

University Distinguished Service Professor Emeritus
Professor of the Practice Emeritus

Renee Prillaman

Head Teacher, Carolina Friends Middle School
Adjunct Assistant Professor of the Practice

Faye Stanley

Arts Education Consultant
Adjunct Artist in Residence

Sabrina Thomas

Associate Dean, Trinity College of Arts & Sciences
Adjunct Associate Professor of the Practice

Alan Teasley

Educational Consultant
Adjunct Assistant Professor

Tallman Trask

Executive Vice President, Duke University
Adjunct Professor

Sue Wasiolek

Assistant Vice President of Student Affairs
Adjunct Lecturer

Virginia Wilson

Dean of Humanities, NC School of Science & Math
Adjunct Associate Professor

Awards

Betsy Alden Outstanding Service-Learning Awards

Michele Lanpher, Deborah Gold, Patricia Lemm

Holton Prize for Educational Research

Helen Ho, Angela Vo, Lindsay Wallace
Honorable Mention: Emily Ice, Jenessa Malin

D.T. Stallings Award

Jane Kim

Teacher Leadership Award in Gifted Education

Lena Deskins

Woodrow Wilson-Rockefeller Brothers Fund

Fellows

Shari Baker, Angela Vo

SPECIAL EVENTS

As part of an ongoing effort to forge stronger connections between campus and the community, the Program in Education sponsored several special events in 2009-2010.

In the Service of Learning

In conjunction with the annual board meeting of the International Center for Service-Learning in Teacher Education, the Program in Education and the Service-Learning Program presented *In the Service of Learning: A Conversation about Civic Engagement and the Undergraduate Experience*. Andy Furco, Associate Vice President for Public Engagement at the University of Minnesota, and Elson Nash, Acting Director of Learn and Serve America, shared their thoughts about the importance of engagement on college campuses.

The Speaker Series in Applied Educational Research

The Program in Education speaker series brings innovative guests to Duke to facilitate dialogue on issues confronting schools, children, and communities. This year the Program in Education was honored to host Nadinne Cruz, former director of the Haas Center for Public Service at Stanford University and an internationally respected speaker, author, and consultant on pedagogies of engagement in higher education. The event included a public lecture as well as two workshops for Duke students and faculty members as well as community partners.

The Center for Teacher Learning & Collaboration

The Center for Teacher Learning and Collaboration (TLC) presented monthly seminars for mid-career Durham Public Schools teachers. Highlights included:

- Cindi Rigsbee, NC Teacher of the Year 2008-09: *The Difference Teachers Make*
- Michael Malone: *American Film, American Dreams*
- Sue Wasiolek: *What Teachers Should Know About School Law & Policy*

ALUMNI CONNECTIONS

Our graduates are making a difference all over the world, both in and out of the classroom.

I currently teach at an International Baccalaureate school in Singapore. The school allows me the freedom to plan and manage my classroom as I see best for my students. Although I am expected to devise all of my own materials and decide on my own objectives, I am able to enjoy this autonomy thanks to the thorough preparation and rich education I received from Duke.

- **Rebecca Arnow, 2009**

The most important tool I took from Duke's teaching program was learning the value of being a reflective educator. Seriously reflecting about teaching and learning was not only integral to my success as a graduate student at Harvard, but it continues to serve me in important ways as I handle the challenges and successes of my first year teaching.

- **Brence Parnell, 2008**

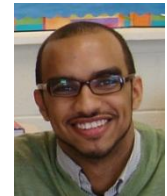
Kevin Wong, a graduate of the Elementary Teacher Preparation Program in 2008, teaches at Pui Kiu Primary School in Hong Kong. He was recently awarded a Chief Executive's Award for Teaching Excellence by the national government, winning over \$35,00 HKD and special recognition by the Chief Executive of Hong Kong.



Rebecca Arnow



Kevin Wong



Brence Parnell

We invite you to read more about the impact that Program in Education alumni are having in the field:
<http://educationprogram.duke.edu/teacherpreparation/student-stories>.

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