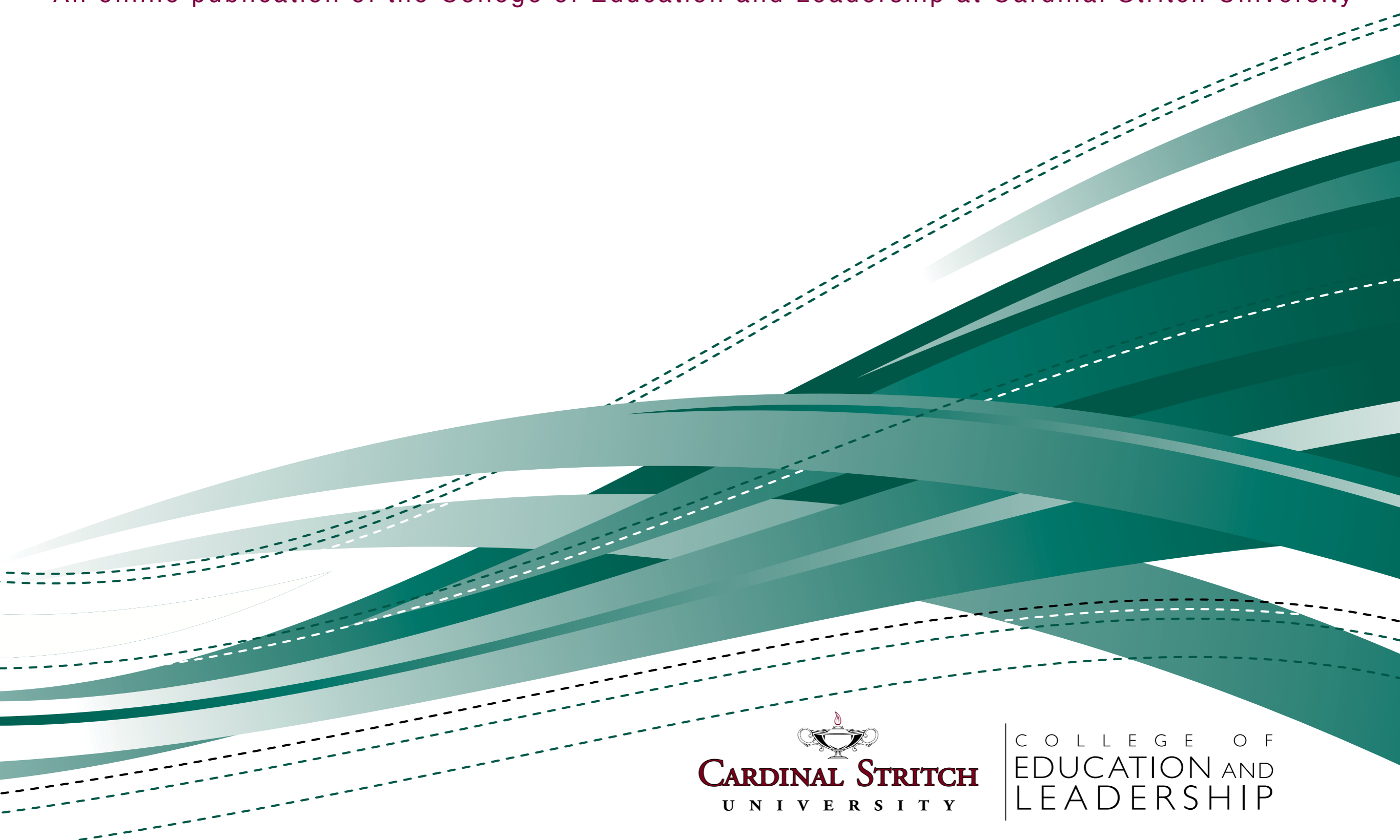


REACHING FORWARD

An online publication of the College of Education and Leadership at Cardinal Stritch University



CARDINAL STRITCH
UNIVERSITY

COLLEGE OF
EDUCATION AND
LEADERSHIP



About *REACHING*FORWARD

Reaching Forward is an electronic publication of Cardinal Stritch University's College of Education and Leadership. It serves as a communications tool for sharing news, promoting programs, recognizing individuals connected to the college, and extending the reach of Stritch's Franciscan values beyond the classroom and into the community. Its content informs, challenges and entertains readers, and is meant to build connections, instill pride and reflect the academic rigor of the College of Education and Leadership.

In this issue

Collaboratively Creating Programs that Help Build Community Capital

As I enter my second year as dean of Cardinal Stritch University's College of Education and Leadership, I am excited about our ability to engage the community as we collaboratively create, implement, sustain and support exemplary models and practices in education and leadership that seek to serve and empower disadvantaged and disenfranchised populations within global communities. The College has a reputation in Wisconsin of excellence in teacher development, literacy and language development, leadership development, and community service. I am pleased to highlight some of our programs that align with our mission to transform lives and communities by preparing leaders for learning and service:

The Dual-Licensed Undergraduate Teacher Education Program prepares teachers through research-based knowledge and best practices to become general education and special education teachers.

This interdisciplinary program provides early and continuing "real classroom experiences" in public, private and charter schools.

Learn more.

The Early Childhood bachelor's completion program was developed to service a critical need in the community, which is to support culturally and linguistically diverse college students as they move from associate degrees to bachelor's degrees. A major focus of the program is language and literacy development, an under-emphasized aspect of early childhood programs. **Learn more.**

The Doctorate in Leadership for the Advancement of Learning and Service prepares students to make significant contributions to their organization and community. The course of study is designed for educators, professionals, and researchers representing all disciplines and professions. **Learn more.**

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The mission of **the Leadership Center** is to prepare and sustain leaders who are catalysts for positive transformation of individuals, organizations and communities. This mission is served by helping people develop and sustain their leadership from the inside out and promoting the alignment of values, purpose and practice. **Learn more** about the center's programs.

The Lifetime Learners program is aimed at underserved and underprepared working adults who experience barriers to access to higher education. The program meets their needs with on-site child care, full-time on-site staff, developmental courses, mentoring and tutoring/ homework assistance. **Learn more.** The college is working with neighborhood associations to implement this model in other locations.

In our attempt to understand the diversity of urban issues, The College of Education and Leadership has built genuine relationships with stakeholders within the community, and has constructed a vision that supports the growth of urban, suburban

and rural communities. As we continue to move forward, we want to remain focused on the foundation upon which our programs, policies and practices are built –concern for the poor or marginalized, and readiness to remediate unjust systems where possible.

Grace and peace to all of you,

Dr. Freda Russell
Dean, College of Education and Leadership

Stritch receives national recognition for model student teacher program

Comprehensive NCTQ review names University one of only 10 institutions nationwide with “model design”

Cardinal Stritch University was recently named one of only 10 colleges/universities nationwide as a “model” institution for its student teacher program, as determined by the National Council on Teacher Quality (NCTQ).

Stritch is the only institution in the state of Wisconsin to be recognized.

The NCTQ began a comprehensive review of the student teaching experience nation-wide about three years ago. Their review examined 134 higher education institutions offering an undergraduate student teaching program to elementary teacher candidates and approved by their states to prepare public school teachers. In all, these 134 institutions comprise nearly 10 percent of the nation’s institutions offering traditional teacher preparation.

The NCTQ selected the institutions using a stratified random sampling designed to include approximately three teacher preparation programs in every state and the District of Columbia. As part of its study, the NCTQ collected and evaluated a large number of

documents related to each institution’s student teaching program. This included not only the higher education institutions themselves, but also the school districts in which they partnered.

As one of the 10 institutions categorized as having “model design,” Stritch was commended for “playing a strong role in selection and requiring that cooperating teachers (from partnering school districts) have strong instructional and mentorship skills.” Stritch is among a small number of institutions that require cooperating teachers to be fully qualified and actively participates in the selection of those teachers.

Recent surveys of new teachers suggest that student teaching is the most important part of their teaching training experience, and a strong student teaching experience can dramatically improve later teaching performance. Accordingly, Stritch’s program rigorously challenges its student teachers to excel.

“Stritch’s teacher education programs require extensive practicum, field work, and student

continued...



teaching experiences in the K-12 environment, where candidates are immersed in diverse school cultures in order to connect theory to practice,” said Dr. Freda Russell, college dean. “Our teacher candidates are also mentored and coached by trained clinical and school faculty so they may observe and develop innovative classroom practices that promote student learning.”

All 134 institutions were initially evaluated on the following standards:

1. The student teaching experience, which should last no less than 10 weeks, should require no less than five weeks at a single local school site and represent a full-time commitment.
2. The teacher preparation program must select the cooperating teacher for each student teacher placement.
3. The cooperating teacher candidate must have at least three years of teaching experience.
4. The cooperating teacher candidate must have the capacity to have a positive impact on student learning.
5. The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.

After evaluating all 134 institutions against these five standards, NCTQ selected a subsample of 32 institutions to evaluate them on an additional 14 standards.

“This is outstanding recognition for our College of Education and Leadership,” said Stritch President Dr. James Loftus. “Stritch’s commitment to exemplary teacher training dates back to the very founding of this university in 1937, and the NCTQ report provides another example of how, 75 years later, our commitment to outstanding academic programs continues.”

The nine other model institutions include Bridgewater College (Virginia), Colorado Christian University, Florida Gulf Coast University, Furman University (South Carolina), Lake Superior State University, Oklahoma State University, the University of Hawaii at Manoa, University of Minnesota at Morris, and Wheelock College (Massachusetts).

U.S. Department of Education conducts roundtable at Stritch City Center

Cardinal Stritch University hosted a roundtable discussion on the state of education in the United States on Sept. 9 in conjunction with the U.S. Department of Education's "Education and the Economy" Back to School Bus Tour.

The tour took Secretary of Education Arne Duncan and senior Department of Education staff to more than 50 events throughout the Midwest. While in Milwaukee, Secretary Duncan visited the Milwaukee School of Career and Technical Education, which was awarded a federal School Improvement Grant in 2010.

At Stritch, U.S. Department of Education Teaching Ambassador Fellows Claire Jellinek and Leah Lechleiter-Luke led a roundtable discussion that included approximately 15 teachers, teacher mentors, principals, superintendents, and Stritch faculty as panelists, along with about 40 attendees from the Milwaukee educational community. The purpose of the discussion was for the teaching fellows to meet with and listen to educators about the current state of education. Although Secretary Duncan did not attend, the discussion was videotaped and later viewed by Duncan.

The three guiding questions asked during the roundtable were:

1. What keeps you up at night regarding education?
2. What are you most proud of in regard to your work or your school's work?
3. If you had five minutes with Secretary Duncan, what would you want to ask or tell him?

The event was hosted by Stritch's Southeastern Wisconsin New Teacher Project (SEWNTP) ([see p. 8 for more](#)). SEWNTP is sponsored by Stritch and the New Teacher Center, a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders.

"Cardinal Stritch University is honored and thrilled to be hosting this roundtable," said President Dr. James Loftus. "I am excited that the University can contribute to this national conversation about the country's educational state."



New Teacher Project Receives \$50,000 Gift

SEWNTP Participants:

- >> Arrowhead Union High School
- >> Brown Deer
- >> Capitol West Academy
- >> Cedarburg
- >> Cudahy
- >> Germantown
- >> Glendale-River Hills
- >> Grafton
- >> Greendale
- >> Hamilton
- >> Hartland-Lakeside
- >> Kettle Moraine
- >> Mequon-Thiensville
- >> Milwaukee Academy of Science/School for Early Development and Achievement
- >> New Berlin
- >> Pewaukee
- >> Shorewood
- >> St. Francis
- >> Swallow
- >> University School of Milwaukee
- >> Urban Day School
- >> Waukesha
- >> West Allis-West Milwaukee
- >> Whitefish Bay
- >> Wisconsin Evangelical Lutheran Synod (WELS)

The Southeastern Wisconsin New Teacher Project (SEWNTP) recently received a \$50,000 donation from the Kelben Foundation to support its teacher induction network of 25 area school districts.

Housed within Stritch's Leadership Center, the SEWNTP provides ongoing training and mentoring support to its consortium of school districts, reaching 4,376 teachers, 73,126 students, and 142 principals in urban charter, suburban, private and parochial schools.

Rhonda Dubin, director of the SEWNTP, plans to use these funds to underwrite the membership fees for six urban charter or choice schools for 2011-12. Each new district, as well as the current 25, will also receive six vouchers to be used to advance the professional development of a few of their mentors beyond the initial foundational course.

"This generous gift helps us address some of the key challenges we are facing," Dubin said. "State funding for mentoring is decreasing for both the 2011-12 and 2012-13 school years. At the same time, school districts are recognizing the impact of mentoring programs on their new teachers, and they want quality, research-based opportunities for them."

This trend is evidenced by the rapid growth of the SEWNTP, which started as a consortium of nine school districts just five years ago.

"The success of the SEWNTP is a testament to the talents and efforts of Rhonda and her staff," said Dr. Peter Holbrook, executive director of the Leadership Center. "We are grateful to the Kelben Foundation for providing us the opportunity to offer this important work to six underrepresented school districts."

The consortium's members believe that learning to teach is a career-long, developmental process. Accordingly, they offer workshops and seminars not just for beginning teachers looking to meet PI-34 requirements, but for experienced teachers, teacher mentors, and administrators alike. The collaborative network provides districts with the opportunity to share ideas, resources and expenses in a professional learning community.

While teacher development is the focus, student achievement is the end goal. "We believe that professional learning must have at its core student learning," said Dubin. "Research shows that high quality teachers are the most important factor in a child's education."

Learn more about the SEWNTP.

Academy of Teaching Excellence formed to assist districts

Faculty and staff members in the College of Education and Leadership have collaborated in establishing an Academy of Teaching Excellence to provide quality graduate-level, professional development programming and services, offered in a variety of formats, to assist school districts and organizations in meeting their professional development needs. The Academy provides direct access to the knowledge, expertise and research of college faculty and staff, and offers the following services:

- >> Consulting with districts and organizations regarding their planning for professional development
- >> Meet district goals and initiatives
- >> Access to the latest faculty research
- >> Support PDP development
- >> Conferences and Workshops
- >> Courses for Educators
- >> Certificates/Endorsements

To learn more, contact Judy Wendorf, director of Professional Development, at jwendorf@stritch.edu or (414) 410-4378.

MAT students work with University mission and pillars

Encouraged by Stritch's May 2011 Faculty Institute segment on the University Mission and Pillars, the leadership group of the Master of Arts in Teaching (MAT) program decided to embed a deliberate session into the first course of the 18-month cohort program for master's level teacher certification.

The MAT program started four new cohorts on Saturday, Sept. 10 in the Sister Camille Kliebhan Conference Center on the main campus. The goal of this Super Saturday Session was to bring together the students from the Madison site and the main campus to build cohort cohesiveness and community while also learning about the mission of the University. During one of the morning sessions, students learned about the three

University pillars: servant leadership, learning, and service, as each relates to becoming a classroom teacher. They were then asked to interact with one another and brainstorm on how they could put the pillars into practice while learning to be part of a classroom, a school, and the larger community during their time in the program. They posted their ideas on paper pillars hanging around the conference center and then were asked to take a tour of all of the ideas on the pillars. As a conclusion, the students all wrote a statement of commitment that highlighted which pillars they were going to focus on during the coming semester.

Careers for Education majors outside of classroom teaching

Too often the only career for those who major in education and who have teaching licenses is thought to be classroom teacher. While that is the goal of most who earn degrees in education, there are many careers outside of the classroom for those with teaching credentials.

Individuals who are educated to be classroom teachers have many attractive and marketable skills. Those skills include the ability to teach or train others, write and present, organize and plan, deal effectively with clients, communicate ideas and concepts, and use technology effectively. In addition, these people are trained to be flexible, creative and collaborative.

The following careers demand such skills, knowledge and expertise:

Adult Education Teacher
Advocate for Education
Alumni Director
Athletic Director, Coach, Referee, Umpire, etc.
Author
– Educational Books/Children's Books/Adolescent Literature, etc.
Child Life Specialist
Curriculum Specialist
Day Care Administrator
Director of Professional Development

Director of Off-Campus Programs
Education Advisor
Education Management
Education Materials Sales
Education Researcher
Education Resource Consultant
Employee Trainer
Financial Aid Counselor
Grant Writer
Historic Site Administrator
Library Technician/Assistant
Lobbyist
Placement Coordinator
Preschool Administrator
Program Advisor
Publishing – Agent or Editor
Registrar/Admissions Director
Student Affairs Administrator
Student Personnel Administrator
Teacher Assistant
Textbook Consultant or Sales Representative
Training Specialist
Tutor

For more information about specific careers and occupations, see the **Occupational Outlook Handbook**

NCATE to visit Stritch in 2012

Comments and testimonies welcome

Cardinal Stritch University's College of Education and Leadership is hosting an accreditation visit by the National Council for Accreditation of Teacher Education (NCATE) March 11-13, 2012. The college's accreditation is based on evidence that demonstrates that its degree candidates can connect theory to practice and be effective in an actual P-12 classroom. To that end, the college invites alumni, principals, superintendents, cooperating teachers, community members and any interested parties to submit written testimony on the quality of programs offered by the College of Education and Leadership. Comments and testimonies offered should address only substantive matters related to the quality of professional education programs offered, and should specify the respondent's relationship, if any, to the institution (i.e. graduate, present or former faculty members, employer of graduates). Cardinal Stritch University values and appreciates your input. Please submit written testimony to:

Board of Examiners

NCATE

2010 Massachusetts Avenue NW, Suite 500

Washington, DC 20036-1023

or by e-mail to: callforcomments@ncate.org

Presenting and Publishing

The faculty and staff at Cardinal Stritch University bring enthusiasm, professionalism and a wealth of knowledge to their work. The faculty serves students in four colleges: the College of Arts and Sciences, the College of Business and Management, the College of Education and Leadership, and the Ruth S. Coleman College of Nursing.

The faculty of the College of Education and leadership remain active in research, writing, presentations and publishing as part of their commitment to scholarship and excellence.

[Read more about the accomplishments of Stritch faculty and staff.](#)

>> Headed to College: The Story of the SCOPE Prep Program

In Fall 2010, Stritch's School of Urban Initiatives and the Green Tree Community Learning Center (GTCLC) were the recipients of a grant from the Great Lakes Higher Education Corporation. The purpose of the grant was to replicate a pre-college program (People Prep) created by the University of Wisconsin-Madison (UW-M).

Staff from Stritch's Lifetime Learners program and the School of Urban Initiatives joined with Stritch's Center for Calling and Engagement to collaborate with staff at the GTCLC to launch a program based on the successes of the UW-M program but sensitive to the unique needs of children from Milwaukee. The program was named SCOPE Prep, which stands for Stritch Center for Opportunity and Promise in Education.

>> *Formation*

In March 2011, a group of second through seventh grade students from the GTCLC began the 10-week SCOPE program. Each student was matched with a Stritch mentor and a learning coach. Mentors and students met face-to-face twice during on-campus visits at the beginning and end of the program when parents and students were given the opportunity to tour Stritch's main campus and City Center location, and participate in learning activities.

Fourteen learning coaches were recruited and trained under the guidance of the Urban Fellows Program, part of Stritch's Center for Calling and Engagement. The majority of the learning coaches were undergraduate students representing all four of Stritch's colleges. These individuals provided academic support and acted as role models.

During a session, coaches and students shared snacks, read, completed homework, studied for tests, completed worksheets, practiced math facts, and worked on their "Fantastic Futures" project, in which students selected a question related to a career in which they were interested. They researched that question and prepared a digital story to present their findings. The digital stories were shared with families at the closing campus visit.

>> *Findings*

The program proved to be effective in helping increase math skills, as well as raise reading levels. In 10 weeks, the group demonstrated an average of one year's growth in word recognition from pre- to post-test, increased word fluency, and improved word comprehension. Students also set the long-range goal of attending college and recorded the steps they would have to take

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>> Headed to College: The Story of the SCOPE Prep Program

to achieve this goal, including identifying obstacles and understanding the goal-setting process.

By the end of the sessions, 21 of 24 of the students were able to identify and focus on the long-range goal of college. Though the students expressed interest in a variety of careers, three field trips were planned to expose them to careers that they might not have considered. These included visits to Growing Power, Sprecher Brewery and the Mequon Nature Preserve.

>> *Future*

Thirty new students at the GTCLC began the fall session of SCOPE Prep on Oct. 4, with 15 new learning coaches. New this session is a focus on Dr. Benjamin Carson's inspirational life story and application of his "Think Big" framework for success. Seventh- and eighth-grade students are working with Stritch communication arts majors to create a short video on the SCOPE Prep program. In addition, these students attended the theater performance of "Into the Woods" at Stritch in October.

Visit the [SCOPE Prep website](#) to learn more.



Building community partnerships from the community perspective

Partnerships and collaborations between community organizations and local institutions of higher education continue to form. Whether the partnership is forming or is established, Leiderman, Furco, Zaph, and Goss (2003) generated a list of seven recommendations for developing and maintaining strong partnerships:

1. Allot time for relationship building early on, and as an ongoing part of community engagement work.
2. Learn how to talk together about racial, ethnic and economic inequalities and their causes with candor, and incorporate those discussions into community/campus partnership-building work.
3. Identify the underlying reasons for establishing or developing community/campus partnerships.
4. Understand the organizational contexts in which all partnership members work.
5. Ensure fairness in the exchange of resources among partnership members.
6. Colleges and universities can invite community partners onto campus so they can share their expertise with faculty and students.
7. Be meticulous about the details (Leiderman, Furco, Zaph & Goss, 2003, pp. 16-17).

To view the entire report, click [here](#) and scroll down to Building Partnerships with College Campuses: Community Perspectives, where you can click on a PDF version of the report.

Best practice is practice that is grounded in and supported by current research in education and cognitive neuroscience, encompassing specific educational approaches and activities and excluding practice solely based on personal experience and/or outdated research. Implementing best practice requires bridging what is known about the nature of learning to practice in classrooms and workplaces.

Best practice for learning and remembering students' names

Learning and remembering names is a challenge for many of us. Names are abstract, making them difficult to remember unless we deliberately do something that facilitates the memory of names. Listed below are nine tips for learning and remembering names. Building a relationship with anyone starts with knowing that individual's name and remembering it.

Nine tips for learning and remembering students' names

1. Study the class list or any list of names before you see those students and rehearse aloud each name.
2. Use nametags or name tents during the first week of class.
3. Focus only on first names.
4. Use "Who's on First?" which gives you several opportunities for you to repeatedly hear names. Determine who has the choice of sharing or passing by asking a question that results in one person.
Who is wearing the most red?
Who has lived in the most number of states?
Who ate pancakes for breakfast?

Once determined, that person may play (respond to the prompt) or call on someone else by name to respond. Only the first person has the right to pass. Each person calls on the next participant by name, increasing the number of times you hear and associate names with faces. This strategy can be

used throughout the school year; however, it generally works best with intermediate, middle or high school students as well as college students, undergraduate or graduate.

5. Construct a seating chart and ask students to sit in the same place for at least the first week.
6. As you take attendance during the first week of school, say each student's name deliberately and look at the student.
7. While you take attendance, write something specific about each individual to help you remember his or her name.
8. At the end of the first class, attempt to say every student's name. If you can't remember a student's name, ask that student for the first letter, second letter, until you can remember the name.
9. Let your students know you are actively trying to remember their names. If you can't remember a student's name, just ask! Students will really appreciate your effort to remember their names.

Encourage all of your students to learn all the other students' names in your class, which builds relationships among students and encourages a positive environment for learning.

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Best practice for intermediate, middle/secondary, undergraduate, graduate students, faculty: Six Word Memoirs

Six-word memoirs are literally six words that tell a story. SMITH Magazine is the creator and home of the **Six-Word Memoir project** and includes endless topics and examples. Use six-word memoirs as ice breakers, closings, introductions, or just for fun. They are appropriate for any age group that can put together six words to tell a story.

At Stritch's School of Education meeting in April, six-word memoirs were used as an ice breaker. The prompt was: Write a six word memoir of your life, your teaching, your family, your marriage, your college experience, your past year, your travels, your philosophy of life, your thoughts about the current political climate, etc. Here are some of the results:

- Personal, professional, political possibilities always considered.
- Hectic semesters ending; promising semesters starting
- Re-adjusting to hectic lifestyle again—challenging!
- Symphony of family drowns other tunes.
- Chases dragonflies, but doesn't catch them.
- Age be, how old, don't know
- Travel to the edge of possibility
- Daughter, Grandson, Change of life wonders
- Learned from past; looking toward future
- Turkey crossroad of multiple civilizations/cultures
- Imminent peeking garden calling to me.
- Hectic then, calm now, future uncertain.
- Potential cannot be realized without confidence.

Best practice for the first week of school: building community in PK-12 classrooms

“Building relationships with students, discovering who students are as human beings, and creating a positive climate in the classroom can maximize the time spent learning (Carpenter, Fontanini, & Neiman, 2010, p. 80).” The key to building a community of learners is relationships and it starts with the teacher getting to know students and students getting to know each other. Here are three strategies that revolve around names that can be adapted to most grade levels.

Carpenter, L. L., Fontanini, J. J., & Neiman, L. V. (2010). "From surviving to thriving: Mastering the art of the elementary classroom." Dayton, OH: Lorenz Educational Press.

>> What's in a name?

Partner with someone who has the same color shirt as you have and share:

- Your complete name
- Your preferred name
- Who gave you your name
- How you experience your name
- How do you think others experience your name
- Repeat two to three times (optional)

>> Possible follow-up activities

- To the whole class, what did you learn about each other from this exercise?
- Invite each pair to share something each learned about the other.
- Ask individuals to share the most surprising thing they learned about their classmates from this exercise.

continued...

Adapted from Dr. Cynthia L. Jew, professor in the Department of Counseling and Guidance at California Lutheran University, co-author of “Culturally Proficient Inquiry: A Lens for Identifying and Examining Educational Gaps.”

>> Name tents

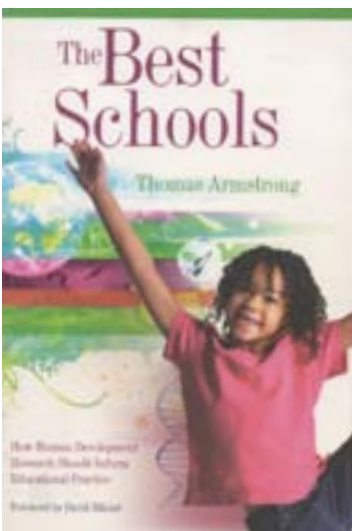
- Name tents provide a prop for individual students to use when introducing themselves to the class. They also can be used indefinitely and are great for that first Open House. Or, eventually, name tents could be stapled to a bulletin board to create a collage of students' names and favorites.
- Invite students to choose a colored piece of construction paper (8-1/2 x 11), fold it in half, forming a tent.
- Direct students to boldly print their names on the tent (first and/or last name) or for younger students, the names might already be printed on the tents.
- Invite students to include 3-5 things about themselves. Responses can be in words, images or graphic representations. Prompts might include favorite sports team, song, book, TV show, movie, musical group, food (sandwich, ice cream flavor, pizza toppings, etc.), travel spot, hobby, toy, action figure, comic strip, etc.).
- Provide markers, colored pencils, stickers, colored paper strips, scissors, glue, etc.
- Begin class by asking each student to introduce himself or herself and one or more things they included on their name tents.
- For best result, teachers should create name tents to model for their students.

>> Names and adjectives

Invite students to share their first names and an adjective that describes them that starts with the letter of their first name. Displaying an Adjective Bank of adjectives facilitates the process. Adjectives can be added to the bank throughout the year. Another way to use adjectives and students' names is the Adjective Moebius Strip activity. To view this activity and the associated word bank of examples, [click here](#).

>> Five books anyone concerned about education should read According to Dr. Linda Neiman, Associate Dean of the School of Education

Anyone interested in a different perspective on PK-12 education and learning might find the following five books fascinating reading. These books will showcase a variety of perspectives that may challenge or change the way you currently perceive educational practices as well as the way in which you perceive learning in general. Any one of these books would make an excellent choice for a study group or book club.

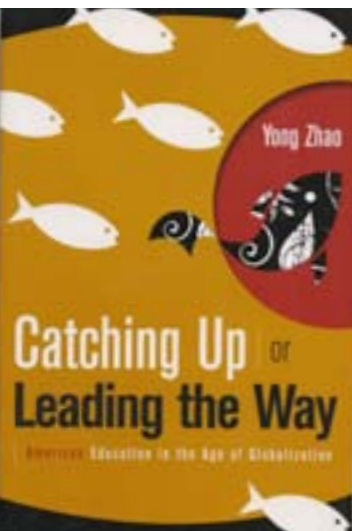


>> **“The Best Schools: How Human Development Should Inform Educational Practice”**

by Thomas Armstrong

Armstrong makes a strong case for changing the way we talk about education moving away from academic achievement discourse toward human development discourse. He argues for developmentally appropriate practices that emphasize play for early childhood learning, theme and project-based learning for elementary students,

active learning that focuses on social, emotional and metacognitive needs of middle school students, and mentoring, apprenticeships, and cooperative education for high school students.



>> **“Catching Up or Leading the Way: American Education in the Age of Globalization”**

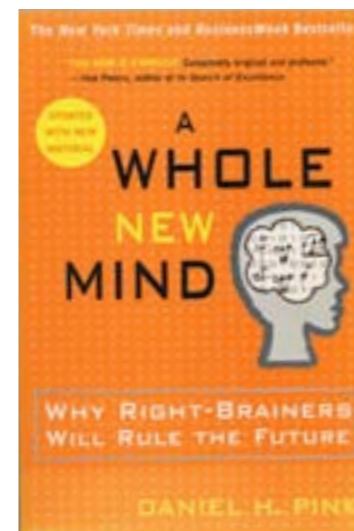
by Yong Zhao

A quote from the introduction best describes the importance of what Zhao is advocating in his book:

“American education is at a crossroads. There are two paths in front of us: One in which we destroy our strengths in order to “catch up” with others in test scores and one in which we build on our strengths so we can keep the lead in innovation and creativity” (2009, p. xii).

Zhao challenges readers to consider the criticism of schools, which he thinks is misleading and misinformed, while taking into account the

impact of globalization on the economic and social landscape. Ultimately, Zhao advocates for leaders to take five actions to ensure a world-class education for American students—actions that are realistic and doable.



>> **“A Whole New Mind: Why Right-Brainers Will Rule the Future”**

by Daniel H. Pink

Both Zhao and Pink use the words innovation and creativity. According to Pink, the 18th century was the Agriculture Age (farmers), the 19th century, the Industrial Age (factory workers), the 20th century, the Information Age (knowledge workers), and the 21st century, the Conceptual Age (creators and

empathizers). In order to maintain our lead in innovation and creativity, Pink advocates that we need to complement our L-Directed reasoning (L for left-brain functions) by mastering six essential R-Directed aptitudes (R for right-brain functions).

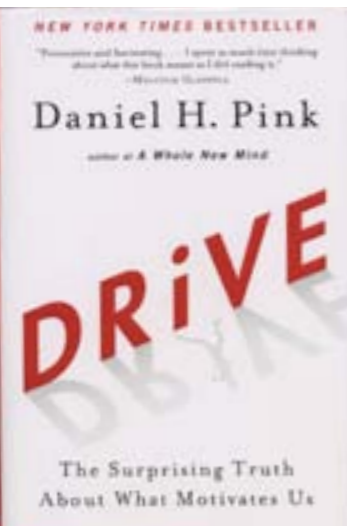
Those six high-concept, high-touch senses are:

1. Not just function but also DESIGN.
2. Not just argument but also STORY.
3. Not just focus but also SYMPHONY.
4. Not just logic but also EMPATHY
5. Not just seriousness but also PLAY.
6. Not just accumulation but also MEANING
(Pink, 2006, pp. 65-66).

continued...

>> Five books anyone concerned about education should read

The rest of the book defines and describes these six senses with a variety of activities to develop and refine those senses—of which many are fun and easily adapted to the classroom.



>> “*Drive: The Surprising Truth About What Motivates Us*”

by Daniel H. Pink

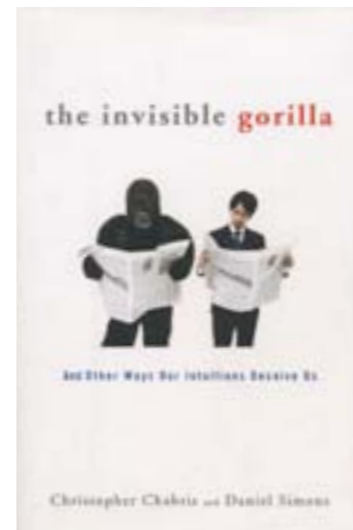
For anyone who teaches any age student, this book is a must-read. Pink supports his theory of motivation with numerous research studies and anecdotes. While it isn't a surprise that humans are intrinsically motivated, Pink addresses rewards in the following list:

CARROTS AND STICKS: The Seven Deadly Flaws

1. They can extinguish intrinsic motivation.
2. They can diminish performance.
3. They can crush creativity.
4. They can crowd out good behavior.
5. They can encourage cheating, shortcuts, and unethical behavior.
6. They can become addictive.
7. They can foster short-term thinking.

(p. 59)

Those who have read Alfie Kohn will appreciate the support that Pink provides for Kohn's ideas about punishments and rewards. The list of 15 books for further reading at the end will keep you reading on the topic.



>> “*The Invisible Gorilla and Other Ways Our Intuitions Deceive Us*”

by Christopher Chabris and Daniel Simons

Of all the books listed, this is the one that will definitely challenge your belief that you see yourself and the world as they really are, but in reality, we're all missing a lot. The topic is intriguing, the writing is witty, and the answer to why we all see the same situation in different ways becomes more apparent. And for those of us who believe in intuition, this book may change all that. We may want to rethink how we teach and how we keep our students attentive.

Schools: A Foundation for Success in Work and Life By Janice E. Jones, Ph.D. and Mette L. Baran, Ed.D.

“We should want more from our educational efforts than adequate achievement, and we will not achieve even that meager success unless our children believe that they themselves are cared for and learn to care for others.” - N. Nodding, researcher and educator

It is essential that schools in the United States take a careful look at the environment in which their students are engaged on a daily basis. Students who feel safe and empowered at school tend to enjoy higher levels of learning and feelings of connectedness to school. Research supports that when students feel safe, it's because they have a greater sense of belonging within their classrooms and schools. We believe that students who experience consistency with the same adults and peers results in a safe, stable haven for everyone.

Every day, schools struggle with issues that take priority, such as budgets, schools closings and safety issues. As educators, we know that we want the best for our students. We spend countless hours

studying how to ensure academic success for each child. However, it seems as a society we want to focus more on the bottom line rather than on how we can make sure that the next generation of people following in our footsteps will be successful. One only needs to read the newspaper or watch the news these past few months to realize that the focus has been on what we can cut or eliminate rather than on what we can do to ensure that each child has the education that he or she needs to ensure a successful transition from school to work to life.

Research tells us that a person earns about \$1.2 million over the course of their life with a high school diploma, and with a college degree the figure soars to \$2.1 million. It seems that we should be

focusing on how we can ensure that each child attends school and has a caring relationship with an adult educator who can help the child reach his or her full potential. That is what we need to focus on, not what we can cut or what we can close to save a few dollars here and there. Education is a clear path out of poverty, and we need the next generation to be educated in classrooms with caring adults who are not hampered by the bottom line.



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