Welcome to insideEDU, the newsletter of the Dept. of Education at Washington University in St. Louis. This issue is dedicated to the important work our faculty and students do throughout the community. From Ferguson-Florissant to south St. Louis, our impact is felt in numerous ways, through our research and practice, across multiple school districts.

Enjoy!

Department of Education
Washington University in St. Louis
Campus Box 1183
One Brookings Drive
St. Louis, MO 63130
FROM THE CHAIR: CINDY BRANTMEIER

This year, members of the department displayed strong commitment and excellence through numerous accomplishments, both locally and nationally. The Department of Education at Washington University in St. Louis was well represented by faculty and graduate students with presentations of research, elected membership on national committees, and leadership positions at both the American Association of Educational Research (AERA) held in Washington D.C and the American Association of Applied Linguistics (AAAL) held in Orlando this spring. The faculty involved in teacher education continue to participate in statewide initiatives with the Missouri Department of Education. The active participation of the department at state and national level serves is an excellent example of our commitment to addressing the challenges of education.

At the local level, we continue to engage community members of St. Louis through research-based school practices to help promote academic development and achievement. One professor is currently attending to important and timely local challenges about equitable financing for public school initiatives, including early childhood investments. Scholars are also addressing difficult issues with school discipline and suspension rates at a local public high school. Another research group is working with local teachers who are faced with the linguistic, cultural and affective constraints unique to English Language Learners, and our honor society students are actively involved in a literacy service project that emphasizes parental involvement. These examples illustrate the important impact the department has on the needs of local schools.

In anticipation of the announcement of a new, long-term chair, this newsletter marks the last one during my term. Two years ago, I stepped up to be chair at a crucial time when our former chair became dean of the graduate school. Leading the department during this interim has been a valuable experience, and I was deeply honored and grateful to serve the department and university in this capacity. I wish to thank all of my colleagues and students in the department, and I will continue to lead the programs and initiatives in which I am currently involved. I look forward to another productive year!

NSF GRANT AWARDED

Congratulations to Professor Odis Johnson who was awarded a $617,202 NSF grant, and is the sole PI, for his project titled "Race-Gender Trajectories in Engineering: The Role of Social Control Across Neighborhood and School Contexts."

ESOL CERTIFICATE

This fall, the department will launch a Missouri DESE approved teacher certification program in English for Speakers of Other Languages (ESOL) for grades K-12. The ESOL certification program, offered through the Dept. of Education and University College, provides a foundation in the theory and practice of English language teaching and learning. Overall, the certification program offers core knowledge of the field to support teachers in enhancing professional practice and careers in serving the needs of English language learners (ELLs). The coursework supplies teachers and administrators with the current research and theory on language acquisition so that they can make informed decisions for the classroom. The program courses will prepare our students to teach English as a second language (ESL) in the United States or English as a foreign language (EFL) in countries abroad, to learners at all levels of instruction. Full details are available on the department website.

http://education.wustl.edu
Professor Garrett Duncan was an invited speaker at a City Seminar talk titled "At the Risk of Seeming Ridiculous: Recasting 'Black Lives Matter' in the Contemporary Popular Imagination."

Professor Cindy Brantmeier was an invited speaker for the Gephartt Institute Urban Immersion Program. Her talk was titled "Addressing Academic Achievement of English Language Learners in St. Louis: An Initiative for Educators of Bosnian and Latino Children."

Assistant Professor Ebony Duncan gave an invited talk on "Race, Choice, and Enduring Inequities in Education" for the Women's Society of Washington University.

Professor Odis Johnson participated in the Americanist Dinner Forum that explored the past year of the Black Lives Movement at Washington University.

Mary Ann Dzuback presented a paper entitled "Women Economists in the Academy: Struggles and Strategies, 1890-1940," at the American Economics Association annual meeting in San Francisco in January, 2016. The paper was part of a History of Economics Society panel entitled "200 Years of Women in Economics."

Lyndsie Schultz presented a paper titled, "Probing Affect with Chinese Learners of English: Self-Perception, Enjoyment, and Self-Assessment" at AERA in April.

Mark Hogrebe presented multiple sessions at AERA: 1) Exploring Inequity in Advanced Mathematics Courses Using Critical Spatial Methodologies, 2) Multiple Methods for Understanding and Intervening in Education Contexts, and 3) Ethical and Privacy Issues in GIS.

Graduate student Haley Dolosic presented her research at the American Association for Applied Linguistics Conference in Orlando, FL.

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Early last year, Professor and Associate Chair Odis Johnson was invited to participate in the Ferguson Commission. He joined the Child Well-being and Education Equity workgroup and described to IE the important work of the commission.

What was the focus of your workgroup?
The work of the Ferguson Commission was organized in six groups, one being the Child Wellbeing and Education Equity workgroup, which was Chaired by Commissioner Becky James Hatter. Public Education Funding is one of the sub-committees of the workgroup that I was invited to join. One of the primary questions facing this sub-committee was how to finance, in a more equitable way, inter-district student transfers among districts that have maintained or have lost accreditation.

What was your role?
I attended workgroup meetings, individual working meetings with Commissioner James-Hatter, and provided expert advice as a member of an advisory panel.

What qualifications did the committee seek in the individuals they invited to participate?
Since the commission’s work sought to bring all perspectives to the table and represent the community’s interest, the individuals with whom I worked spanned age groups, business sectors, experts, and public officials. My contribution to this group was rooted in my understanding of the city’s historical experience with inter-district transfer programs as it sought compliance with court ordered desegregation. Of course, the finance of inter-district transfers in that era was much different than the financing structure under existing state law. Instead of forcing schools that have lost accreditation to pay the often higher per pupil expenditure of the accredited schools to which they are sending their students, my suggestion was that the school system calculate and finance transfers using a marginal rate, that is, what it would cost to add one student to existing classrooms instead of the entire per pupil expenditure. I also advocated for early childhood investments, especially as they relate to reading and school discipline reforms.

What were the final recommendations?
The final report was framed in three parts, with youth being one of them. The recommendations address school accreditation, disciplinary reforms, early childhood investments and many other important ideas that would move the St. Louis region forward toward equity and greater opportunity.

Do you feel the commission was successful?
The successfulness of the commission lies in the outcomes and change within the region that we would like to see happen next. However, neither the state nor St Louis City have identified the oversight mechanism for the achievement of these long term goals. Since the problems explored in the report are deeply systemic, change will happen over long periods of time, if at all, and the commission does not have the term life to see these goals realized.

Will there be follow-up?
I have been asked for input on the post-report evaluation plans and I hope to continue advising the initiative through my own research and my engagement with the community.
In 2015, Cindy Brantmeier and her graduate and undergraduate students began working with principle Karessa Morrow of Oak Hill Elementary in South St. Louis to increase the language arts test scores of the school’s English language learners. English is a second language for half of Oak Hill’s 320 students, with a large Hispanic and Bosnian population. The results have been remarkable. As first reported by Diane Toroian Keaggy in The Record, Oak Hill’s MAP English language arts score jumped from 12.6% proficient in 2014 to 32 percent proficient in 2015. The school is now fully accredited, but Cindy isn’t finished just yet. This year, she and her students returned to help teachers improve elementary student vocabulary. At a recent workshop, graduate student Haley Dolosic offered teachers some simple tips, such as highlighting new words; connecting words with pictures; and providing vocabulary instruction throughout the day across subjects. IE will continue to report on the school’s amazing progress.

**SPOTLIGHT ON:**

Mark Hogrebe is an educational and institutional researcher in the Department of Education. He manages student and program data that provide the basis for performing a variety of analyses and reporting functions, such as those required for our teacher education program and certification by the Missouri Department of Elementary and Secondary Education and the U.S. Department of Education. He also teaches the Foundations of Educational Research course and enjoys assisting graduate students and collaborating with faculty on their research. Recently, Mark began participating in research activities directed by Dean William Tate of the Graduate School.

His interests include research and evaluation methodologies in applied settings, education in the STEM fields, and using geographic information systems (GIS) to give geospatial perspective to educational data. The GIS approach to studying and presenting data recognizes the role of place in shaping educational context. GIS brings together data from different sources and integrates variables into a spatial technology that helps researchers better understand complex relationships and more effectively communicate these relationships with policy-makers, teachers, and parents. Mark received his Ph.D. in educational psychology from the University of Georgia.
A DAY IN THE LIFE:

Ever wonder what a typical day is like for a student in our Teacher Education program? We followed senior Jade Jarvis for a day in her second grade class at Robinson Elementary in Kirkwood. “My alarm goes off at 6:30 and I’m usually at school by 7:30. Then prep begins. I turn on all the computers and get things ready for the coming chaos. The kids arrive at 8:30 and we usually have some sort of morning work for them to do. We take attendance and the students make their lunch choices. It’s a challenge in the morning just to get everything settled.” Then Jade and her co-operating teacher begin lesson plans. “The first block is reading from 9-10:30, then writing from 10:30-11:30, then lunch and recess from 11:30 to 12:05. Then there is an hour and a half of math time, which is a lot of math time! After that the students go to ‘specials’ -- art, P.E. and music. We have snack ready for them when they get back.”

And Jade’s day is only half over. “After snack we have either science or social studies. Then around 3:20 we clean up the classroom. Once everyone is packed up and ready to go we sit them down and read a chapter in a book. That’s a nice way for the students to calm down after a very busy day. They leave the classroom at 3:40 and I transition to car pool duty. But if it’s Thursday, then I leave a little earlier so I can make my WashU class at 4:00.” After all that, Jade still has her own classes to attend!

“One of the hardest things about student teaching is just getting used to the pure stamina it takes to make it through the day. But you get used to it. My cooperating teacher did a great job of easing me in and giving me enough support but also purposefully backing away, physically removing herself, to force the class and me to get used to doing things without her. By week six, I really felt comfortable and started to get a grip on physically being in front of the class without her. And I started to feel comfortable just doing things without her there. By week nine I took over the entire day.”

RECENT NEWS

Dean William Tate received the 2015 Distinguished Contributions to Social Contexts in Education Research-Lifetime Achievement Award from AERA.

Professor Odis Johnson was appointed to AERA’s Government Relations Committee.

Professor Cindy Brantmeier has been appointed Co-Editor of Reading in a Foreign Language, a leading journal for empirical research in the field. The journal remains housed at the University of Hawaii.

Professor Mary Ann Dzuback was named Chair of the new Women, Gender and Sexuality Studies Department.

Professor Odis Johnson Jr., along with Assistant Professors Cassandra Arroyo-Johnson and Melody S. Goodman, received a Public Health Cubed seed grant for their proposal "Fatal Interactions with Police: Investigating Racial Bias."

Professor Rowhea Elmesky joined the Faculty Fellows Program at the Institute for School Partnership.

PhD candidate Ashley Macrander was selected as a graduate student representative to the board of trustees.

PhD student Wei-Chieh Fang and Professor Cindy Brantmeier received grant support from the Taiwan Ministry of Science & Technology.

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RECENT NEWS (continued)

Assistant Professor Ebony Duncan was a winner of the 2014-2015 James E. McLeod Faculty Recognition Award, given to those in A&S who have positively and profoundly influenced the educational experiences of students.

Professor Cindy Brantmeier was appointed to AERA’s Committee on Scholars and Advocates for Gender Equity in Education.

Professor Odis Johnson will participate in a symposium at Yale titled The Inner City School: Inequality and Urban Education.

Applied linguistics student Thammatat Vorawandthanachai was awarded $2000 from the Office of Undergrad Research to support his research on English language acquisition in Thailand, under the direction of Professor Brantmeier.

Professor Odis Johnson’s chapter, "Race-Gender Inequality across Residential and School Contexts: What can Policy Do?" has been selected as an Outstanding Author Contribution in the 2015 Emerald Literati Network Awards for Excellence.

Graduate student Haley Dolosic received Second Place in Social Sciences and Humanities at the GSS’s 21st Annual Graduate Research Symposium.

KDP SERVICE PROJECT

Each spring, our chapter of Kappa Delta Pi undertakes a service project to enrich a local public school in need. This year’s Literacy Alive! project will take place at Airport Elementary in the Ferguson-Floissant school district and focus on reading and parent involvement. Each of the twelve members of KDP will join a different classroom and lead a lesson plan focused on literacy. Each of the elementary students will then receive a folder with fun reading games to play with their parents or guardians. “The goal is to intervene at an early age to have the greatest impact” said local KDP member and vice president Lauren Paton. The elementary students can then return the completed folder games and be entered into a raffle to win an e-reader and gift card. KDP members raise funds in various ways to offset the costs of the program.

http://education.wustl.edu
THE POWER OF UNIVERSITY-SCHOOL PARTNERSHIPS

It’s not uncommon for teachers to address disciplinary issues in their classrooms, but when administrators in the University City School District looked at what was happening in their high school, they were concerned that the culture resulting from disciplinary practices in the school seemed to interfere with their goal of establishing a school culture focused on college readiness and success. So in the fall of 2014, the Institute for School Partnership at Washington University connected Assistant Superintendent Dr. Chauwa Williams with Professor Rowhea Elmesky to assist the school in meeting their goals of encouraging a school culture of collaboration, trust, respect and shared responsibility. As reported by Genna Barajas for The Ampersand, this led to a partnership focused both on building understandings of the current school climate and on considering mechanisms that could be transformational and supportive of the desired school culture.

Rowhea invited graduate student Olivia Marcucci to join the research team and the two spent the spring 2015 semester holding focus group discussions with administrators, teachers, and students, during which data on school discipline and suspension rates were presented as starting points for conversation and reflection. Their work revealed a disconnect in communication between administrators, teachers and students that left all stakeholders feeling unsatisfied. So with the support of University College, Rowhea, Olivia, and Sara Estle, a colleague in the Department of Psychological & Brain Sciences, held professional development workshops to help administrators and teachers better understand and communicate effectively with their students. Rowhea also recruited the undergraduates in her educational studies capstone course who then held self-advocacy workshops with the high school students to develop strategies for making their opinions known while still respecting the thoughts and opinions of others. The university-school partnership has continued to blossom as Professor Elmesky was awarded the Ferguson Academic Seed Fund (FASF) in January 2016. Moving forward, a set of recommendations based upon emergent research findings will be provided to the district’s school board for feedback and reflection. In addition, with the support of the FASF funding, focus group work will continue with students and teachers in the school, and a group of students and teachers will participate in a university-led, summer research experience to collaboratively analyze data emerging from this study and to help develop an implementation plan for the 2016-2017 school year.

The hope is that by bringing everyone together—students, teachers, and administrators—and by giving everyone a voice, positive change will continue to happen.

insideEDU
Editorial Board: Cindy Brantmeier, Mark Hogrebe, Madonna Reisenmy
Producer: Brian Cohen