





Although we don't stop to think about it, calendars are important to us. We use them to mark the passage of time, to note special dates such as birthdays, celebrations, and holidays. This year, the university is in the midst of one of those special times, its sesquicentennial birthday. As the nation's first land-grant institution, Michigan State University, with its 150 years of growth and development, is a remarkable success story. Given the sesquicentennial celebration, we thought it fitting to provide our alumni, colleagues, donors, and friends with an annual report in the form of a calendar noting many of the special events planned for this celebratory year. I encourage you to attend the university-planned events, as well as those that the College of Education has on the calendar for 2005–2006.

It's been another great year.

As you will read, it has been another great year for the college. The foundation of the college is its enduring commitment to research, teaching, and global outreach. In all three realms, this past year has been one of progress and achievement. So much so that we have sought to highlight in every month of the calendar how we are, in the words of MSU's capital campaign slogan, "advancing knowledge and transforming lives." You will also find on the final pages of the calendar a more complete report of our activities and accomplishments during the year.

By its very nature, an annual report looks back over a period of time, but we hope that by bringing to your attention the events planned for this most memorable academic year, we will encourage your engagement with the College of Education and MSU. We hope that you will keep in touch with the college in the next year and beyond, and that we will see you on campus to help us celebrate 150 great years.

A handwritten signature in black ink, appearing to read 'Carole Ames', written in a cursive style.

Carole Ames
Dean



How the college transforms lives may seem remote to some, but not to Carnella Hughey (pictured above). Carnella enrolled at MSU with a desire to become a teacher. Her plan was to return to her suburban Detroit community to begin her career. And then she learned of the Broad Partnership's Summer Teaching Fellows program in the Detroit Public Schools. It changed her life. The Broad Partnership, funded by a \$6 million grant from the Broad Foundation, teams the College of Education and the Detroit Public Schools to recruit and train teachers for urban schools. As part of the project, the college recruits DPS graduates as Broad Scholars who then receive full financial support to attend MSU and return to Detroit to teach. The project also makes it possible for MSU students in the teacher preparation program to work in the DPS Summer School Program. Carnella was among the first 24 students to spend their summer teaching in Detroit. The experience was so powerful that she is now intent on teaching where she can make the most difference—in Detroit. "If you are going to become an urban teacher, I believe you truly have to want to do it," said Carnella, who spent a second summer in the Detroit schools in 2005. "I know I want to teach in Detroit."

Michigan State University **College of Education**

S	M	T	W	T	F	S
28	Fall Classes Begin 29	30	31	1	2	S vs. Kent State (Home) 3
4	Labor Day 5	6	7	President's State of the University Address S 8	Sesquicentennial Academic Convocations S 9	S vs. Hawaii (Home) 10
11	12	13	14	15	COEAA Board Retreat 16	S vs. Notre Dame (Away) 17
18	19	20	Center for the Scholarship of Teaching - Speaker: Craig Nelson 21	22	23	S vs. Illinois (Away) 24
25	26	27	28	Center for the Scholarship of Teaching - Speaker: Julie Thompson-Klein 29	30	

September 2005



The College of Education is enriched in every way by its accomplished alumni who, in their own way, transform lives everyday. Alumni have and continue to bring honor to the college by virtue of their accomplishments. In one recent year, three of the 50 state teachers of the year were graduates of the College of Education. This past year, Michigan's top teacher and principal were alumni, and a recent Ph.D. graduate was presented the Presidential Early Career Award for Scientists and Engineers by President Bush himself. Moreover, the Michigan State University Alumni Association presented its highest honor, the Distinguished Alumni Award, to three graduates of the college. The network of college alumni now stands at more than 60,000 and spans the globe. They are teachers, counselors, K-12 and university administrators, special education specialists, and professionals working in other important roles in the field of education. Every year, the fun and fellowship for alumni begins with the traditional Homecoming Tent Party. Visitors over the years have included everyone from Tom Izzo and Sparty to the Men's Glee Club and the MSU cheerleading squad. The 2005 tent party is on the calendar for October 22, two hours before kick-off on Demonstration Hall Field.

Michigan State University **College of Education**


S	M	T	W	T	F	S
						S vs. Michigan (Home) 1
2	3	4	5	6	S  7	S  8 <i>Parade and Sparty Statue Rededication Ceremony</i>
9	10	11	12	13	14	S vs. Ohio State (Away) 15
16	17	18	19	20	21	S vs. Northwestern College of Education Homecoming Tailgate Green & White Brunch 22
<i>Kresge Art Museum Pewabic Pottery Exhibition</i> 23	24	25	26	<i>Alumni Association Grand Awards Ceremony</i> 27	<i>The Campaign for MSU Dinner</i> 28	S vs. Indiana (Home) 29
<i>Daylight Savings Time Ends</i> 30	31					

October 2005



One of the foundational beliefs at the College of Education is the power of teachers to transform lives. And, yet, these mentors who have shown us the way through the always-challenging journey that is learning and self discovery often go unrecognized. These teachers can have an immense presence in our own life stories but remain visible only to us. The College of Education has sought to make more public the critical role outstanding educators play in transforming the lives of learners with the Crystal Apple Awards. Through the Crystal Apple Award, an individual can personally and publicly honor an educator whose excellence and commitment has been a beacon in their educational journey.


This past year, 30 outstanding educators were honored at a celebration held at the Kellogg Center on the MSU campus. The recipients ranged in occupations from a college president to a fourth- and fifth-grade teacher. All of them, however, had one thing in common: They had transformed the lives of those who had selected them for acknowledgement by virtue of their caring, character, and commitment to the noble art of teaching. The Crystal Apple Awards ceremony is on your calendar for November 4.

S	M	T	W	T	F	S
		1	2	3	COEAA Board Meeting Crystal Apple Awards 4	S vs. Purdue (Away) 5
6	7	8	9	10	11	S vs. Minnesota (Away) 12
13	14	15	16	17	18	S vs. Penn State (Home) AutumnFest MSU Pavilion/ANR S vs.  19
International Education Week 20	21	22	23	Thanksgiving Holiday; University Closed 24	Thanksgiving Holiday; University Closed 25	26
27	28	29	30			



P E A C E

Among the ways the College of Education advances knowledge and transforms lives is through its research. In fact, the college has one of the most vigorous research programs at MSU with a total of \$94.8 million in externally funded projects in 2004–2005. More than half of all faculty members have funded research projects. To get a sense of the diversity of projects, see the last four pages of this report for a complete listing. The college has a sterling record of productivity in terms of research funding. For the 2001 fiscal year, for example, the college had \$12 million in annual research funding. This fiscal year, the college posted \$17 million in research funding. That's a 41 percent increase in just five years. Funding, however, is only part of the story. What matters most is the research that is advancing knowledge and transforming lives. Researchers in the college are engaged in projects that involve everything from developing curriculum materials in science to investigating the long-term training of rehabilitation counselors. Make sure to check our Web site at www.educ.msu.edu for the latest news about our research initiatives.

S	M	T	W	T	F	S	
					1	2	3
4	5	6	7	8	Classes End Graduate Convocation at Erickson Hall	9	Fall Commencement 10
11	Final Exams Begin	13	14	15	16	17	
18	19	20	21	22	Holiday Observed; University Closed	23	24
Christmas	Kwanza Begins Hannukah Begins University Closed	Did you remember to give to the College of Education? 	28	29	Holiday Observed; University Closed	30	31



It will come as no surprise that at the College of Education teaching matters deeply. Teaching is important as a focus of research and outreach, to be sure. But teaching also matters in that the college is committed to the idea that as one of the nation's best schools of education it should be home to the best teachers. Given that, the college established the Center for the Scholarship of Teaching, which engages in activities at Erickson Hall and across the university meant to provide insight into how to improve teaching at MSU. The college also is home to the Center for Teaching and Technology, which serves as a resource for faculty members in their effort to use technology to enhance their professional productivity. And this past year, the college inaugurated the Excellence in Teaching Award. One of the reasons the award was established was to have it serve as a public reminder of the college's commitment to high-quality teaching. The four faculty members honored were Kris Renn, Cheryl Rosaen, Christina Schwarz, and Jack Smith. Three doctoral students—John Lockhart, Craig Payment, and Jane Pizzolato—were also recognized. In the fall, an exhibition will be held at which the awardees will discuss the nature of their teaching.

S	M	T	W	T	F	S
<i>New Year's Day</i> 1	2	3	4	5	6	7
8	<i>Spring Classes Begin</i> 9	10	11	12	13	14
15	<i>Dr. Martin Luther King, Jr. Day</i> 16	17	18	19	<i>COEAA Board Meeting</i> 20	21
22	23	24	25	26	27	28
29	30	31				



Technology is altering every aspect of our lives, and education is not exempt from this transformation. At the College of Education, technology has been embraced as a powerful tool in teaching and learning. One fascinating example is Project ACCEL, which is harnessing the power of the Internet to help middle school students—with and without learning disabilities—read and write expository texts in a Web-based learning environment. Project ACCEL, which stands for Accelerating Expository Literacy to Improve Outcomes, is integrating time-tested, evidence-based strategies and traditional tools (e.g., textbooks, primary documents) with an interactive Web site whose software architecture will empower students and teachers from start to finish, from planning to publishing. Project ACCEL is clearly designed to advance knowledge and transform lives, and the commitment to integrating technology does not stop with faculty projects. Erickson Hall is now a wireless portal to the Internet, and the former Technology Exploration Center on the first floor has been refurbished into 5,000 square feet of state-of-the-art teaching and conference facilities with smart boards, digital conferencing, and other equipment. For educators throughout Michigan, however, February means the annual Technology Conference, which showcases the latest technology and applications of software and other tools for teaching K–12 subjects. It's on your calendar for February 4th.

S	M	T	W	T	F	S
			1	2	Alumni Distinguished Scholarship Visits	College of Education Technology Conference
5	6	7	8	Founders' Day Release of MSU History, Volume Three	Alumni Distinguished Scholarship Visits	11
12	13	Valentine's Day	15	16	17	18
19	Presidents' Day 20	21	22	23	24	25
26	27	28				




The College of Education takes pride in students like Jessica Peacock (pictured above). She was honored as the Michigan Association of Teacher Education's 2005 Intern/Student Teacher of the Year. Jessica credits the knowledge and experience she gained in the teacher preparation program. The current program was established with much care and deliberation in the early 1990s, and one of its innovations is a full-year internship that all teacher candidates must complete after earning their undergraduate degrees. The program is demanding and rigorous and has emerged as a national model. So widely regarded is the program that MSU is one of only a handful of universities throughout the country asked to participate in the Carnegie Corporation's landmark initiative Teachers for a New Era. As part of that project, faculty members are creating an induction program that will support teacher education graduates in their first two years in the field. Undergraduate students in the program engage in field studies and coursework that build on theory, practice, and subject-matter knowledge. Students can major in elementary education, kinesiology, special education, and secondary education with many majors and minor fields. In 2004–2005, the college placed 532 interns in K–12 schools throughout the state, helping transform the lives of countless young people in schools large and small. Alumni volunteer to interview our interns in practice sessions on March 25.

S	M	T	W	T	F	S
			1	2	3	4
5	<i>Spring Break Begins</i>	7	8	9	10	11
12	13	14	15	16	17	18
19	<i>First Day of Spring</i>	21	22	23	24	COEAA "Get A Job Conference" 25
26	27	28	29	30	31	



One of the most joyous events of the academic year at the College of Education is the Spring Awards Reception, which is held in April to recognize the outstanding students who have been chosen to receive scholarships and fellowships. This past year, the college awarded some 117 scholarships and fellowships to undergraduate and graduate students. In addition, the College of Education Alumni Association presented five students with alumni scholarships and fellowships. Providing students with financial support is a critical emphasis for the college, and over the years the number of fellowships and scholarships has grown steadily. In 2003–2004 alone, seven new endowments were created in the college. These new scholarships and fellowships will help finance the educational dreams of a new generation of educators. The Spring Awards Reception is on your calendar for April 21st.

S	M	T	W	T	F	S
						1
<i>Daylight Savings Time Begins</i> 2	<i>Teacher Recruitment Fair (Lansing)</i> 3	4	5	<i>Did you remember to give to the College of Education?</i>  6	7	<i>AERA Annual Meeting Begins</i> 8
9	10	11	12	13	14	15
16	17	18	19	20	<i>Kaleidoscope: A Day for Women</i> <i>College Spring Awards Reception</i> 21	22
23	24	25	26	27	<i>End of Classes</i> 28	29
30						



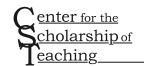
Every May, the university is transformed by a dizzying array of caps and gowns, families and friends, and pomp and circumstance. For the college, it is a time for reflection on the accomplishments of its newest graduates. Annually, the college holds a convocation in the Erickson Hall kiva as a way to honor graduate students as they complete their degree programs, and an undergraduate commencement ceremony at the MSU Auditorium. At the graduate convocation, a faculty advisor joins with the department chair in hooding new Ph.D. and Ed.S. students, and each master's degree candidate is recognized. This past year, the college awarded 369 baccalaureate degrees, 570 master's degrees, 13 education specialist degrees, and 58 doctoral degrees. In all, more than a 1,000 students received their degrees and joined the esteemed ranks of College of Education alumni. The college's baccalaureate commencement speaker this year was Men's Head Basketball Coach Tom Izzo.

S	M	T	W	T	F	S
	<i>Final Exams Begin</i> 1	2	3	4	<i>College Graduate Convocation</i> 5	<i>College of Education Commencement 9 a.m. University Auditorium</i> 6
7	8	9	10	11	12	13
14	<i>Summer Classes Begin</i> 15	16	17	18	19	20
21	22	23	24	25	26	27
28	<i>Memorial Day</i> 29	30	31			



June may be one of the most idyllic times at MSU. The campus turns lush and green and the pace slows with the onset of summer. At the College of Education, the summer months are some of the busiest of the year for the Office of Academic Outreach Programs. The college has for many years been committed to educators throughout Michigan and the world. A number of those programs designed for practitioners are offered in the summer. The Master of Arts in Curriculum and Teaching (MACT), for example, is offered in Traverse City and educators can earn their degrees in three summers. The college offers graduate programs for educators teaching abroad through its Graduate Studies in Education Overseas (GSEO). Currently, master's degree programs in curriculum and teaching, educational technology, and K-12 administration are offered to about 300 educators annually. In this past year, the college moved its summer location from the Centre Internationale Valbonne in France to the University of Plymouth in England.

S	M	T	W	T	F	S	
					1	2	3
4	5	6	7	8	<i>Kedzie Reunion</i>	9	10
11	12	13	14	<i>National Council for Accreditation of Coaching Education National Conference (MSU) Begins</i>	15	16	17
18	19	<i>Emerging Leaders Program</i>	20	21	22	23	24
25	26	<i>Summer Institute for Superintendents</i>	27	28	<i>Classes End for First Summer Session</i>	29	30



The Education Policy Center
at Michigan State University

The commitment to advancing knowledge and transforming lives is nowhere better demonstrated than in the myriad research and outreach centers and projects based in the College of Education. Promoting Rigorous Outcomes in Mathematics and Science Education (PROM/SE), for example, is a comprehensive research and development effort to improve mathematics and science teaching and learning based on assessment of students and teachers, improvement of standards, and building the capacity of teachers and administrators. The project involves five consortia of school districts in Michigan and Ohio, and some 4,500 teachers and 400,000 students. The college is also home to the Education Policy Center, which has emerged as trusted and nonpartisan voice in Michigan and nationally on difficult issues in education.

The many centers also bring together the talents of scholars from across the university and even the world. The U.S.-China Center for Educational Excellence, which was officially launched this past year at a news conference at the Great Hall of the People in Beijing, has established a first-of-its-kind collaboration between scholars at the College of Education and those at Beijing Normal University. In addition, the college established two other centers: the Center for Physical Activity and Health and the Literacy Achievement Research Center.

S	M	T	W	T	F	S
						1
2	3	Independence Day	Second Summer Session Classes Begin	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



The College of Education transforms not only the lives of American students, but of students that come from every corner of the world. On any given day, a visitor to Erickson Hall might hear students speaking languages that range from Korean to Hindi. Is it any wonder that international students would want to come to MSU to pursue their studies, for the college is home to some of the best graduate programs in the country. Each year, *U.S. News & World Report* ranks graduate schools of education. This past year, the college's elementary and secondary education programs were ranked No. 1 for the eleventh year in a row. In addition, the program in rehabilitation counseling retained its No. 1 ranking. In all, eight of the college's program were ranked among the 10 best in their respective fields: curriculum and instruction was second, educational psychology was fifth, higher education administration was fifth, and educational policy and administration and supervision were both ranked tenth.

The diversity of cultures enriches the learning of all students. In fact, the college is such an international place that the Goldman Sachs Foundation awarded MSU its prestigious Prize for Excellence in International Education, and the United States Agency for International Development selected the college to take part in a \$7 million project to improve the quality of teacher education programs in Egypt.

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	<i>End of Summer Classes</i>	19
20	21	22	23	24	25	26
27	<i>Fall Classes Begin</i>	29	30	31		

2004-2005 Annual Report

The College of Education has long been a leader in its core missions of research, teaching, and outreach. The excellence and leadership in teaching is exemplified by its five-year teacher preparation program, which coordinates baccalaureate and post-baccalaureate work and deepens both content and pedagogical knowledge for teachers. Students choose from the following teaching areas: elementary education, kinesiology, special education, and secondary education with many majors and minor fields. The Department of Kinesiology offers a Bachelor of Science degree that prepares professionals for entry into or further study in athletic training, coaching, health and wellness promotion, community physical education, fitness leadership, and physical therapy.

Graduate programs in the college also provide a venue for outstanding teaching and for advanced study and research. The college has 11 doctoral, 3 educational specialist, and 11 master's degree programs. For the eleventh consecutive year, the annual U.S. News & World Report ranking of 249 graduate schools of education selected the college's elementary and secondary education programs as No. 1 in the nation. In addition, the program in rehabilitation counseling retained its No. 1 ranking. In all, eight of the college's programs were ranked among the 10 best in their respective fields, including: curriculum and instruction (2nd), educational psychology (5th), higher education administration (5th), educational policy (10th), and administration and supervision (10th). The magazine also ranks the doctoral granting schools of education by considering 12 measures of academic quality, including faculty resources, reputation, student selectivity, and research activity. In these combined rankings, the college was 14th in the nation.

Academic Outreach

The college's commitment to service is demonstrated in its robust program offerings to practitioners throughout the world. The college offers programs through the Office of Academic Outreach Programs at several off-campus sites. The in-state programs include the Master of Arts in Curriculum and Teaching in Traverse City, Birmingham, and Grand Rapids, the Master of Arts in Educational Technology in Traverse City, and the Master of Arts in Educational Administration in Birmingham and Grand Rapids.

The programs reach a large number of educators, so much so that the college's Off Campus Credit Programs (OOCPC) have been among the top producers of student credit hours. In 2004–2005, the total was 4,862 credit hours. The college also offers an online Master of Arts in Education through MSU's Virtual University. The all-college program is coordinated through the Office of Academic Outreach Programs, and offers course work in five areas of concentration: literacy, science, and mathematics, technology and learning, P–16 school leadership, and special education. Enrollment for the courses in the program totaled 2,304 credit hours, and drew students from throughout the world.

The college also maintains a vigorous program of international educational outreach through its Graduate Studies in Education Overseas (GSEO). GSEO delivers master's programs and staff development courses to educators outside the United States, primarily from American/international schools. It annually serves 300 educators, approximately 200 of whom are active M.A. candidates. The program generated 1,788 credit hours in 2004–2005.

Through GSEO, three departments in the college offer M.A. degrees at the University of Plymouth in Plymouth, England. The Department of Teacher Education offers the Master of Arts in Curriculum and Teaching. The Department of Counseling, Educational Psychology and Special Education offers the Master of Arts in Educational Technology, and the Department of Educational Administration offers the Master of Arts in K–12 Educational Administration.

K-12 Outreach

The college also maintains an extensive connection of K-12 schools and the state's educational policy leadership. The college contributes to educational practice and policy in Michigan through the Office of K-12 Outreach. The following are highlights of the some projects and collaborations that connect the college to educators and the field.

Annual Education Conference

This year's conference, co-sponsored by the Michigan Department of Education, Michigan Association of Secondary School Principals, and Michigan Virtual University, was the first in a series of conferences about high school reform, setting the foundation for high school redefinition in Michigan. Again, due to popular demand, two conferences were held serving over 1,100 high school principals, teachers, district administrators and policy makers. Subsequent conferences will explore best practices and various models of high school improvement. Among the speakers was Gov. Jennifer Granholm.

Advocating Strong Standards-based Induction Support for Teachers (ASSIST)

ASSIST is a three-year grant funded by the Michigan Department of Education to develop high-quality mentoring and induction resources, tools and professional development that support the development of highly qualified teacher leaders in Michigan who can have a significant impact on student achievement. A unique feature of this project is the high level of practitioner input into the development of the tools and resources, including direct involvement of a cadre of Michigan K-12 teachers and administrators who have worked side-by-side with faculty from the start of the project, and project partners including all of the statewide teacher and principals' associations, the University of Michigan, and Wayne State University.

Data Services Unit

The Data Services Unit in the Office of K-12 Outreach, established in July of 2003, provides a number of programs that help educators find and understand how to use data to improve educational outcomes. Through the programs and workshops offered by the unit, educators learn to use a variety of data sources, including the Single Record Student Database, Census of Population and Housing, and MEAP scores, to collect information that can assist in decision making on a range of issues from school improvement planning to professional development and accreditation. This year, the unit provided services to 20 local and intermediate school districts and made numerous presentations at conferences and to school boards and other organizations concerned with the welfare of children.

Education Research Reports

These reports are digests of faculty research designed to communicate with K-12 teachers and administrators, as well as policy makers. The reports describe research conducted in all four of the college's departments and provide citations or links to Web sites for those wishing to read the entire study or get more information. The reports were launched in 1997, and are mailed monthly to nearly 2,000 educators and policy makers. The college has produced some 180 reports over the years. The reports are available at www.ed-web3.msu.edu/publications.

Emerging Leaders

The Emerging Leaders program, in its seventh year, is a collaborative program with the Michigan Association of Secondary School Principals (MASSP). This three-day summer institute staffed by college faculty, principals, and the president and executive director of MASSP provides potential school administrators an opportunity to develop leadership skills and an awareness of the knowledge and skills necessary to be a successful secondary school principal.

K-12 OUTREACH (continued)

High Priority Principals Academy

Three regional one-and-a-half day institutes on Balanced Leadership, featuring the latest research on the key knowledge, skills, and attributes of principals that drive higher student achievement were held in May and June of 2005. All Michigan principals, particularly those from high-priority schools, were invited to participate. These opportunities were offered by the College of Education, through a grant from the Michigan Department of Education in conjunction with the Michigan Elementary and Middle School Principals Association and the Michigan Association of Secondary School Principals. The initiative also included a weeklong Residential Principals Academy that provided 60 principals from high-priority schools with an interactive learning environment based on the concepts of balanced leadership that were introduced in the regional institutes.

Keys to Excellence in Your Schools (KEYS)

The Office of K-12 Outreach is working in collaboration with the National Education Association and the Michigan Education Association to design, pilot, and implement a KEYS "Priority Schools" Initiative. Partners in this work include a team made up of MSU faculty, school based educators and representatives from the Michigan Education Association and the National Education Association. The work focuses on priority schools in Michigan that are willing to engage in deep reform efforts in a comprehensive, collaborative coaching environment.

President's Education Forums

The President's Education Forums, which have been held for the past seven years, are an outreach strategy to inform policy makers and education leaders about current education policy issues and open discussion around research and best practice in specific education policy areas. These yearly forums have been sponsored by the university president and by the College of Education through the Office of K-12 Outreach. This past year, five forums on critical national and state issues were held. Forum topics included: Michigan's Children and Families: The Context of Education Policy; Michigan's Education System: Finance and Governance Issues; and Standards and Accountability: The Key to Education Reform.

Summer Institute for Superintendents

This yearly institute, which began in 1999, is co-sponsored by the College of Education and the University of Michigan's School of Education. It provides superintendents with the highest quality professional development to meet today's educational challenges by providing opportunities for superintendents to experience diverse perspectives on issues and develop leadership and problem solving strategies. This year's institute featured sessions on comparative education, educational leadership, school district health care issues, school sports, and the nature of passion for learning.

Teacher Education Research Reports

A companion publication to the Education Research Reports, this series focuses on faculty publications and research that would be of interest to teacher education scholars. Begun in 1999, the reports draw on faculty research on teachers and their learning and preparation. To date, more than 110 reports have been made available to deans of schools of education and teacher education faculty members throughout the country. All of the Teacher Education Research Reports are available online at www.ed-web3.msu.edu/publications.

Research

The college places great emphasis on the development of new knowledge, and has one of the most vigorous research programs at MSU. Annual research in the college now totals more than \$17 million. During the 2004–2005 academic year, more than half of all faculty members in the college had funded research projects. The table at the end of this report indicates currently funded research projects, many of which are multi-year contracts. Below are just some of the centers and projects that are advancing knowledge and transforming lives.

Center for Curriculum Materials in Science

National Science Foundation

Jim Gallagher and Ed Smith

\$9.9 million

This project is a partnership among the American Association for the Advancement of Science (AAAS), Michigan State University, Northwestern University, and the University of Michigan. The center is focused on the education of doctoral students, post-doctoral fellows, and pre-service and practicing teachers about curriculum materials design, appraisal, and effectiveness. In addition, the researchers are working toward improved understanding, through research, of the process of development, adoption, adaptation, and implementation of curricular and instructional materials in science. In this past year, the center developed a module for teacher education methods courses that helps students evaluate and modify textbooks.

Center for the Integration of Research, Teaching and Learning

National Science Foundation

Jim Fairweather and Ann Austin

\$1.6 million

The Center for the Integration of Research, Teaching and Learning is a joint project of Michigan State University, the University of Wisconsin, and Pennsylvania State University. The center's mission is to develop a national higher education faculty in science, technology, engineering, and mathematics committed to implementing and advancing effective teaching practices for diverse students as part of their professional careers. Fairweather and Austin are engaged in developing a professional development program that will provide opportunities for graduate students, post-doctoral fellows, and faculty to develop teaching-as-research skills in classroom teaching, teaching with technology, and teaching to diverse student audience. In this past year, the CIRTL team at MSU developed an Innovative Programs Database that includes nearly 100 universities and consortia.

Faculties of Education Reform

United States Agency for International Development

Jack Schwille

\$7 million

The Faculties of Education Reform (FOER) project is designed to support efforts by Egypt's Ministry of Education and Ministry of Higher Education to improve the quality of education. The project is focused on ensuring that Egypt's future teachers have the academic and practical preparation to provide quality teaching and promote active learning. Organized as a partnership between MSU, the University of Pittsburgh, and the Academy for Educational Development, the project will involve university faculty members in education located in governorates throughout Egypt.

RESEARCH (continued)

Literacy Achievement Research Center

Michigan State University Research Excellence Fund

Michael Pressley

\$2 million

The Literacy Achievement Research Center's mission is to promote and coordinate research efforts to increase literacy and academic achievement of children and adolescents. The center, which is funded by a grant from Michigan State University Research Excellence Funds, draws on faculty expertise from within the College of Education and throughout the university. As part of its initial efforts, the center cosponsored with National Geographic School Publishing a literacy institute for educators that involved some of the nation's top literacy experts.

Promoting Rigorous Outcomes in Mathematics and Science Education (PROM/SE)

National Science Foundation

William Schmidt and Joan Ferrini-Mundy

\$35 million

This groundbreaking project is a partnership between Michigan State University and five consortia of school districts in Michigan and Ohio. The consortia include three intermediate school districts in Michigan and two consortia in Ohio. The research team is compiling an extraordinary amount of detailed data from all students and teachers. This includes testing some 300,000 students, surveying 7,000 teachers, having some 600 principals and 62 school district officials fill out two questionnaires. Based on these data, teams of mathematicians, scientists, teacher educators, and K-12 personnel are developing focused and challenging content standards, aligning standards with instructional materials, and implementing programs to improve mathematics and science teaching.

Teachers for a New Era

Carnegie Corporation of New York with additional funding

from the Ford, Annenberg and Rockefeller foundations

Joan Ferrini-Mundy, Robert Floden, and Barbara Steidle

\$5 million

Michigan State University's Teachers for a New Era initiative engages faculty from throughout the university and K-12 teachers in an effort to make teacher preparation as effective and successful as possible. An essential aspect of the project focuses on the kinds of subject matter knowledge prospective teachers need to improve student learning, the use of assessment to strengthen the entire MSU teacher education program, recruitment of diverse students, and developing a two-year induction program for beginning MSU teachers. The goal is that by implementing the innovative changes, MSU will prepare even better teachers and serve as a model for other programs across the country. Among the projects under development this year is a teacher induction program that will support graduates of the teacher preparation program in their first two years of teaching.

U.S.-China Center for Research on Educational Excellence

Sun Wah Educational Foundation

Yong Zhao

\$5 million

The US-China Center for Research on Educational Excellence at Michigan State University aims to develop and disseminate effective models of education that integrates the strengths of both Eastern and Western educational practices through the scientific research of excellent schools and educational programs in China and the United States. The center works closely with its sister center at Beijing Normal University.

Teacher Preparation Report Card

MSU's five-year teacher education program combines disciplinary teaching majors and/or minor concentrations and teaching certification courses followed by a full-year teaching internship in a public school. This post-baccalaureate internship year combines classroom experience with 12 credits of graduate coursework. In 2003-2004, 572 prospective elementary and secondary teachers completed internships. Students are recommended for Michigan elementary or secondary teacher certification.

Student Characteristics

Ninety-two percent of the students admitted to the teacher education program for fall 2003 were traditional undergraduates with 8 percent admitted as post-baccalaureate students. Ninety-six percent of the students in the program are from Michigan and 87% are full-time students. The mean composite ACT score of students admitted for fall 2003 to the elementary program was 24, and the mean composite ACT score for those admitted to the secondary program was 25.7. Upon admission (fall 2003) the mean overall grade point average for both elementary and secondary education students was 3.5 on a 4.0 scale.

Application/Admission

To be eligible for consideration for admission to the teacher education program, students must complete an application that includes writing an essay, must have a minimum overall grade point average of 2.75, and must have passed all portions of the Michigan Test for Basic Skills. These are among the criteria considered for admissions. Admission is competitive and enrollment is limited. Students are typically admitted to the program at the beginning of their junior year.

Admission to the Internship Year

Before beginning the internship, students must have (1) completed all teaching major and/or teaching minor(s) as well as all undergraduate teacher certification coursework and university requirements; (2) been awarded a bachelor's degree; (3) earned a grade point average of 2.5 or above in each of the following: university overall cumulative grade point average, teaching major, and/or teaching minor(s); (4) earned a grade point average of 2.5 or above for pre-internship, professional education courses required for teacher certification, with no individual grade below 2.0; (5) completed the technology requirement; (6) passed the required State of Michigan certification tests for elementary teaching or the appropriate major and minor subject area tests for secondary teaching; and (7) met all professional behavior criteria.

Accreditation

MSU is accredited by the North Central Association, and the Michigan Department of Education Periodic Review has approved the teacher education program. MSU's College of Education has candidacy status with the Teacher Education Accreditation Council.

Development

On July 1, 1999, MSU embarked on its most ambitious capital campaign to date. Of the \$1.2 billion goal established by the university, the College of Education was charged with raising \$25,775,000 by the conclusion of the campaign in 2007. As the campaign embarks on its final two years, we are pleased to report the college has surpassed its goal by almost \$10 million, having documented \$35,555,762 as of June 30, 2005. Although the college has surpassed the goal, we continue to work toward the goal of \$14,775,000 in endowed funds, having documented \$11,998,222 as of the end of the fiscal year.

2004-2005 Fiscal Year

During the 2004-2005 fiscal year, the college received \$4,309,558 in the form of gifts, nongovernmental grants, and pledges from alumni, friends, foundations, corporations, and associations. This includes new estate commitments with a value of \$1,672,336, raising the gift expectancy for the college to over \$14 million. Individuals dedicated to supporting the college with annual gifts of \$1,250 or more (through an endowed fund or with gifts of cash) are identified as members of The College of Education Leadership Circle. This annual giving society, established in 1998, welcomed 110 Leadership Circle members.

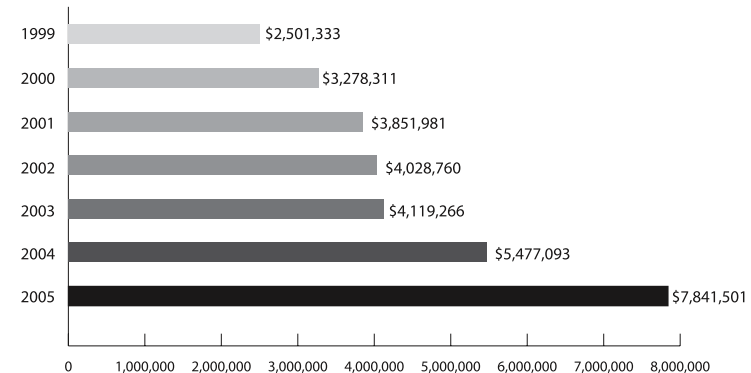
Annual Campaign Results for the College of Education

June 2000	\$ 3,902,054
June 2001	\$ 2,230,350
June 2002	\$ 3,324,794
June 2003	\$ 3,981,674
June 2004	\$ 17,807,332
June 2005	\$ 4,309,558
Total	\$35,555,762

College of Education Endowment

The College of Education Endowment represents funds designated by donors to specific areas. Typically, this includes funding to support students (through scholarships and fellowships), faculty, and specific programs. Endowed funds are pooled and invested by the university, and the college benefits in the form of interest income generated by the investment. The current payout rate for endowed funds, as established by the MSU Board of Trustees, is 5.725 percent (based on market value). The principle is never spent and continues to generate interest income for the college in perpetuity. Over the course of The Campaign for MSU, the college endowment has more than tripled in size, generating \$450,886 in recurring funding for students, faculty, and programs. Many donors have chosen to provide endowment funding through planned gifts, which increases the expectancy for the college endowment in the future.

College Endowment



New Endowments 2004–2005

The Marcus C. Betwee Endowed Scholarship in Special Education

For students at the junior, senior, or post-baccalaureate level (intern year) pursuing a degree in special education.

The Cotterman Family Endowment for Education

To fund The Cotterman Research Fellowship for Ph.D. students whose research has practical application and advances the awareness and prestige of MSU and the College of Education.

The Dykstra Family Research Endowment in Education

Provides research funding for Ph.D. students whose research on mild impairments facilitates greater understanding or awareness among K-12 educators of Attention Deficit Hyperactivity Disorder – Predominantly Inattentive Type.

The Joann and Robert Hawkins Endowed Scholarship in Teacher Education

For students at the junior, senior, or post-baccalaureate level (intern year) pursuing a degree in elementary, secondary, or special education with financial need and paying out of state tuition.

The Walter C. and Patricia J. Mack Endowed Scholarship in Education

For undergraduate students enrolled in a College of Education with a major in kinesiology pursuing a teaching certification in physical education.

The Janet L. and David F. Ronk, Sr. Endowed Scholarship in Teacher Education

For elementary education students who have the intent and desire to teach grades K-3, and are preparing to complete their fifth-year student teaching internship.

The Barbara Bentz Spivack Endowed Scholarship in Education

For students admitted to the College of Education pursuing a Master of Arts in Higher, Adult, and Lifelong Education.

Across Michigan—and the World

Since its inception, the College of Education has had a deep and abiding commitment to serving the state of Michigan, the nation, and the world. The list below illustrates that commitment, showing both the intensity of activity and the wide geographic reach.

Internship Locations

Michigan Counties: Bay, Clinton, Eaton, Genesee, Grand Traverse, Huron, Ingham, Ionia, Jackson, Kent, Livingston, Macomb, Midland, Muskegon, Montcalm, Oakland, Ottawa, Saginaw, Shiawassee, Washtenaw, Wayne

Research Sites

Michigan Counties: Calhoun, Genesee, Ingham, Kalamazoo, Kent, St. Clair, Washtenaw, Wayne

United States: California, Ohio, Illinois, North Dakota, Washington, D.C.

International: Bulgaria, China, France, Germany, India, South Africa, South Korea, Taiwan

Professional Development Sites

Michigan Counties: Calhoun, Charlevoix, Clare, Eaton, Genesee, Grand Traverse, Ingham, Jackson, Kent, Livingston, Macomb, Muskegon, Oakland, Ottawa, Saginaw, Shiawassee, St. Clair, Washtenaw, Wayne

United States: California, Colorado, Illinois, Washington, D.C.

International: Canada, England, Ethiopia, Italy, Japan, Russia, Thailand, Vietnam

Off-Campus Credit Programs

Michigan Counties: Clinton, Genesee, Grand Traverse, Ingham, Kent, Livingston, Oakland, Shiawassee, Macomb, Muskegon, Saint Joseph, Wayne

International: England, South Africa, Australia

Alliance for Building Capacity in Schools

Barbara Markle - \$340,000 - Michigan Dept. of Education - 2004-2005

Battle Creek Area Technology Consortium

Barbara Markle - \$1,428,878 - US Dept. of Education - 1999-2005

Battle Creek: Teaching American History

Barbara Markle - \$112,500 - US Dept. of Education - 2004-2006

Beginning Development and Program Design in Science Teacher Education

Charles Anderson - \$137,903 - Knowles Foundation - 2002-2004

Bellevue Analyses

William Schmidt - \$345,500 - Bellevue School Foundation - 2003-2005

Big Nature Lesson: Partnerships for Professional Development in Science

Christina Schwarz - \$87,905 - Michigan Dept. of Education - 2003-2005

Broad Partnership: MSU College of Education and Detroit Public Schools

Sonya Gunnings-Moton/Carole Ames - \$6,000,000 - Broad Foundation - 2003-2017

Byers Technology and Curriculum Award

Matthew Koehler - \$40,000 - Joe L. and Lucy Bates Byers Endowment for Technology & Curriculum - 2003-2006

Canadian Studies K-12 Outreach II

William Joyce - \$4,769 - Canadian Embassy - 2004-2005

CAREER: Knowledge for Teaching Mathematics: The Impact of Undergraduate Mathematics Courses on Prospective Elementary Teachers' Mathematical Knowledge

Raven McCrory - \$608,150 - National Science Foundation - 2005-2010

Carnegie Senior Scholar

Suzanne Wilson - \$261,271 - Carnegie Foundation - 2003-2005

Case Study Teaching in Science: Nationwide Faculty Development and Dissemination

Mary Lundeberg - \$173,855 - National Science Foundation - 2004-2007

Causal Inference in Instructional Workforce Research

Mary Kennedy/Betsy Becker** - \$1,031,086 - National Science Foundation - 2003-2006

Center for Learning and Teaching in Science Curriculum

James Gallagher/Edward Smith - \$2,809,863 - National Science Foundation - 2002-2007

Does Involving Girls as Designers Result in Girl-Friendly Science Education Software?

R. Egidio/P. Mishra/C. Heeter - \$275,489 - National Science Foundation - 2003-2005

Dual Coding Item Formats in Computerized Testing: A Solution to the Extra Time Predicament

Mark Reckase/Christine Chan - \$79,770 - Law School Admission Council - 2005-2006

Educational Reform and School-Community Linkages, Vietnam

Christopher Wheeler - \$119,834 - US Dept. of Education - 2001-2004

Egypt Faculties of Education Reform

John Schwillie - \$7,400,000 - US Agency for International Development - 2004-2009

Electronic Health Literacy for Michigan's Medicaid Population

Lois Bader - \$8,161 - Michigan Dept. of Community Health - 2004-2005

Enhancing Bioengineering Opportunities for Engineering Majors

Roger Baldwin - \$33,000 - National Science Foundation - 2002-2004

Entering the Guild: The Effects of Teacher Professional Community and Professional Development on New Teachers and Their Students

Suzanne Wilson - \$1,533,532 - National Science Foundation - 2005-2010

Establishing a Rehabilitation Internship Employment Model in the Public Rehabilitation Program in Michigan

Michael Leahy/Nancy Crewe/John Kosciulek - \$413,385 - Michigan Dept. of Career Development - 2001-2004

Establishing a Rehabilitation Internship Employment Model in the Public Rehabilitation Program in Michigan

Michael Leahy - \$817,515 - Michigan Dept. of Career Development - 2004 - 2009

Evaluation of the Ford Foundation Higher Education and Public Policy Initiative

James Fairweather - \$137,700 - Ford Foundation - 2005-2006

Exploration of a Social Capital Framework for Evaluative Studies of Technology Integration

Kenneth Frank - \$102,000 - National Science Foundation - 2003-2005

Facilitating Mathematics Education Reform: Developing a Toolkit for Change Agents

Sandra Wilcox - \$2,494,037 - National Science Foundation - 2002-2005

Family Measurement in Children's Services Research

Edward Wolfe** - \$47,776 - National Institute of Mental Health - 2003-2004

Flint Transition to Teaching

Mary Lundeberg/Sharon Schwillie - \$493,254 - US Dept. of Education - 2002-2007

Center for the Integration of Research, Teaching and Learning

James Fairweather/Ann Austin - \$1,558,480 - National Science Foundation - 2003-2007

Center for the Study of Mathematics Curriculum

Sandra Wilcox - \$133,436 - National Science Foundation - 2004-2008

Communities of Practice to Improve Math Teaching and Teacher Education

Helen Featherstone/Sandra Crespo - \$336,648 - Lucent Technology Foundation - 2000-2004

Coping with Academic Difficulty: An Examination of Conversations Between Friends

John P. Smith III - \$169,276 - National Science Foundation - 2003-2006

Department of Kinesiology Research

Christopher Womack - \$5,200 - Vasomedical, Inc. - 2004-2005

Developing Computer Simulations of Protein Laboratory Procedures for**Case-Based Learning in International Biology Curriculums**

Mary Lundeborg - \$74,884 - National Science Foundation - 2003-2008

Developing Leadership and Support for Professional Learning Communities

Gail Richmond - \$2,308,267 - National Science Foundation - 2002-2007

Developing Optimism and Perceived Competence in Children with Physical Disabilities

Gail Dummer - \$20,000 - US Dept. of Education - 2003-2004

Developing Research-Based Design Framework for Mathematics and Science Teacher Induction Programs

Lynn Paine - \$561,492 - National Science Foundation - 2002-2006

Developing Subject Matter Knowledge in Mathematics Middle School Teachers

William Schmidt/Maria Teresa Tatto - \$1,397,599 - National Science Foundation - 2003-2005

Developing the Next Generation of Middle School Science Materials:**Investigating and Questioning our World Through Science and Technology**

David Fortus - \$710,454 - National Science Foundation - 2004-2008

Development of Cognition-Based Assessment System for Core Math and Concepts Grades K-8

Michael Battista - \$425,001 - National Science Foundation - 2003-2006

Diagnostic Question Clusters, Development and Testing in Intro. Geology and Biology

Joyce Parker - \$73,741 - National Science Foundation - 2003-2006

From Research Finding to Implementation: the Networks that Link Researchers to Policy-Makers and Practice

Christopher Womack - \$5,000 - American College of Sports Medicine Foundation - 2004 -2005

Genetic Influence on PAI-1 During Phase II Cardiac Rehabilitation

Christopher Womack - \$5,000 - American College of Sports Medicine Foundation - 2004-2005

Ideal Item Pool Design and Evaluation Mark Reckase - \$26,150 - National Council of State Boards of Nursing - 2004-2005**Identification of Curriculum and Other Factors Associated with Student Achievement in Science**

William Schmidt - \$149,403 - National Science Foundation - 2004-2006

Improving Research and Practice for Diverse Students with Disabilities in Urban Schools

Susan Peters/Linda Patriarca - \$790,009 - US Dept. of Education-2002-2006

Integrating School Reform with Community Development in the Mekong Delta of Vietnam

Christopher Wheeler - \$10,000 - Unocal Foundation - 2005

Interactive History Environments for Students in Inclusive Classrooms

Cynthia Okolo/Carol Sue Englert - \$400,000 -US Dept. of Education-2003-2005

Interdisciplinary Leadership Training in Evidence-Based Interventions and Prevention Programs for Children Exhibiting Disruptive Behaviors

John Carlson/Matthew Mayer/Jean Baker/Evelyn Oka/Troy Mariage - \$800,000 - US Dept. of Education - 2004-2008

International Association for the Evaluation of Educational Achievement Proposal Writing Continuation

John Schwille - \$24,083 - International Association for the Evaluation of Educational Achievement - 2004

Investigating Feasibility of Scaling Up Effective Reading Comprehension Instruction**Using Innovative Video Case-Based Hypermedia**

Rand Spiro - \$392,119 - US Dept. of Education - 2003-2005

Kellogg Leadership for Community Change Initiative – Evaluation (Session I); Valuing and Building (Session II)

Maenette Benham - \$192,919 - W.K. Kellogg Foundation -2003-2005

CLICK: Steppingstones of Technology Innovation for Students with Disabilities, Phase 1 & Phase 2

Carol Sue Englert, Yong Zhao - \$800,000 - US Dept. of Education - 2000-2005

Know It: Knowledge Through Information Technology

Rhonda Egidio - \$578,267 - Michigan Dept. of Career Development - 2000-2005

*Multi-year funded amount. Some figures represent projected amounts beyond 2005.

**No longer at Michigan State University.

***Total University award amount.

****Full award to Michigan State University is \$35,000,000.

Knowing Mathematics for Teaching Algebra

Raven McCrory/Robert Floden/Joan Ferrini-Mundy - \$944,388 - National Science Foundation - 2004-2007

Knowledge of Algebra for Teaching

Daniel Chazan,** Joan Ferrini-Mundy - \$594,422 - National Science Foundation - 2001-2004

Laying a Foundation for Learning from Text:**Informational Comprehension Assessment and Instruction in the Primary Grades**

Nell Duke - \$169,500 - Carnegie Corporation - 2004-2006

Learning to Give: Phase 3 Evaluation

Robert Floden - \$175,188 - Council of Michigan Foundations - 2001-2006

Learning Without Limits

Yong Zhao - \$220,000 - Michigan Virtual University - 2003-2004

Lumina Foundation Dissertation Fellowship Program

Dennis Brown - \$382,578 - Lumina Foundation - 2004-2005

Making the Most of the Middle Years: A Revised Plan for Enhancing the Preparation of Educational Researchers

Carole Ames - \$1,100,000 - Spencer Foundation - 2002-2007

Martineau Agreement

Mark Reckase - \$13,553 - National Science Foundation - 2004

Michigan Center for Career & Technical Education

John Dirkx - \$453,600 - Michigan Dept. of Career Development - 2004-2005

Michigan Institute for Safer Schools

Barbara Markle - \$412,500 - Michigan Office of Drug Control Policy - 2002-2004

Michigan-PAL: Michigan Preschoolers Acquiring Language and Literacy

Patricia Edwards - \$36,160 - US Dept. of Education - 2005

National Board Certification as Professional Development: What are Teachers Learning?

David Lustick/Gary Sykes - \$186,531 - National Board for Professional Teaching Standards - 2002-2004

National Board of Certified Teachers as an Organized Resource

Gary Sykes - \$382,195 - National Board for Professional Teaching Standards - 2003-2005

National Gallery of the Spoken Word

Joyce Grant - \$360,000 - National Science Foundation - 1999-2004

Promoting Gender Equality: Zambia

Anne Schneller - \$5,237 - US Agency for International Development - 2004

Promoting Rigorous Outcomes in Math/Science Education (PROM/SE)

Joan Ferrini-Mundy/William Schmidt - \$17,500,000**** - National Science Foundation - 2003-2008

Reaching and Educating At Risk Children in India

Punya Mishra/John Schwillie - \$504,791 - US Agency for International Development - 2003-2007

Rehabilitation Counseling: Long Term Training

Michael Leahy - \$750,000 - US Dept. of Education - 2003-2008

Relationship of Player Risk Factor for Injury in Youth Football

John Powel - \$99,927 - National Football League Charities - 2003-2004

Research on Item Fit Measure

Kimberly Maier - \$27,081 - Educational Testing Service - 2004-2005

Research on Math/Science Partnership Teacher Recruitment, Induction and Retention

Ralph Putnam - \$487,191 - National Science Foundation - 2003-2008

Special Education Technology Scholars Program

Cynthia Okolo/Carol Sue Englert - \$800,000 - US Dept. of Education - 2003-2007

Spencer Research Training Grant

College of Education - \$2,100,000 - Spencer Foundation - 1997- 2007

Statistical Evaluation of 21st Century Community Learning Center

Christopher Dunbar/BetsAnn Smith - \$123,720 - Michigan Dept. of Education - 2002-2005

Strong Standards; Strong Accountability; Strong Support:**A Michigan Induction and Professional Development Collaborative Initiative to Enhance Teacher Quality**

Randi Stanulis/Barbara Markle - \$1,913,567 - Michigan Dept. of Education - 2003-2006

Study of Instructionally Effective School Districts

Gary Sykes - \$600,000 - Hewlett Foundation - 2004-2006

Study of University Based Community College Leadership Programs

Marilyn Amey - \$75,530 - American Association of Community Colleges - 2004-2005

Navigating Mathematical Transitions

John P. Smith III - \$912,477 - National Science Foundation - 1999-2004

North Dakota Study Group Oral History Project

Joseph Featherstone - \$25,000 - Spencer Foundation - 2003-2004

Older Adults

James Pivarnik - \$6,130 - Michigan Dept. of Community Health - 2005

On Campus and Distance Educational Preparation of Three Low Incidence Professionals

Tong-Der Hwang - \$830,817 - US Dept. of Education - 2000-2004

Park City Math Science Partnership

William Schmidt - \$495,133 - National Science Foundation - 2003-2006

Pediatric Obesity Program

James Pivarnik - \$10,009 - Michigan Dept. of Community Health - 2004-2005

Preparing Integrated Learning and Behavioral Specialists in Special Education

Matthew Mayer/Troy Mariage - \$763,083 - US Dept. of Education - 2005-2008

Problem-Based Learning Designed Science and Mathematics Professional Development

Matthew Koehler/Mary Lundeborg/Joyce Parker - \$2,302,565 - National Science Foundation - 2004 - 2009

Professional Development in Early Reading

Matthew Koehler - \$273,829 - US Dept. of Education - 2004-2007

Project ACCEL: Accelerating Expository Literacy to Improve School Outcomes

Carol Sue Englert/Cynthia Okolo - \$700,000. US Dept. of Education - 2003-2007

Project ACCElerate: A Web-Based Technology to Improve Students' Expository Reading and Writing Performance

Carol Sue Englert/Cynthia Okolo/Troy Mariage - \$400,000 - US Dept. of Education - 2004-2006

Project Excellence: A Program Evaluation

Michael Leahy/John Kosciulek - \$985,157 - Michigan Dept. of Career Development - 2001 -2004

Project Excellence: A Program Evaluation Partnership

Michael Leahy - \$1,758,633 - Michigan Dept. of Career Development - 2004-2009

Promoting Gender Equality: South Africa**Study Tour for Key Faculty of Educational Reform Project Trainers and Technical Advisors**

John Schwillie - \$26,244 - US Agency for International Development - 2005

Summit on Education Reform in the APEC Region; Striking Balance: Sharing Effective Practice from East and West

Yong Zhao - \$65,000 - Hewlett Foundation - 2003-2005

Teacher Learning in Professional Development Suzanne Wilson - \$446,520 - Noyce Foundation - 2002-2005**Teachers as Designers: A Problem-Based Approach to Preparing Teachers**

Y. Zhao/P. Mishra/M. Koehler/C. Rosaen - \$1,575,435 - US Dept. of Education - 2003-2007

Teachers for a New Era Initiative

R. Floden/B. Steidle/J. Ferrini-Mundy - \$5,250,000*** - Carnegie Corporation, Ford Foundation, Annenberg Foundation -2002-2007

TELE-Web: Technology Enhanced Learning Environments for Students With Disabilities

Carol Sue Englert/Yong Zhao - \$1,900,000 - US Dept. of Education - 1996-2004

Transition to Work Among Youth with Disabilities

John Kosciulek - \$85,154 - Social Security Administration - 2003-2004

Types and Sources of Differential Item Functioning on the NCLEX Examinations: A Research Proposal

Edward Wolfe** - \$12,730 - National Council of State Boards of Nursing - 2004

Understanding and Improving Professional Development for College Mathematics Instructors: An Exploratory Study

Natasha Speer/Jon Star - \$200,000 - National Science Foundation - 2004-2006

United States-China Center for Research on Educational Excellence

Yong Zhao - \$5,000,000 - Sun Wah Education Foundation - 2004-2008

Virtual History Museum (Phase I & Phase II)

Cynthia Okolo/Carol Sue Englert - \$800,000 - US Dept. of Education- 2002-2004

Web-Based Language Learning

Yong Zhao - \$75,000 - United States Dept. of Army - 2003-2004

Writing (Basics) in Childhood Spaces: Composing Language and Childhoods in a Regulated Urban School

Anne Haas Dyson - \$239,085 - Spencer Foundation - 2004-2006

TOTAL: \$94,878,244

*Multi-year funded amount. Some figures represent projected amounts beyond 2005.

**No longer at Michigan State University.

***Total University award amount.

****Full award to Michigan State University is \$35,000,000.



Office of the Dean

College of Education

518 Erickson Hall

Michigan State University

East Lansing, MI 48824-1034

www.educ.msu.edu

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