



In Touch

...With Education.



Advancing Knowledge | Touching Lives



I am pleased to share with you the 2003-04 College of Education Annual Report. The theme of this year's report is *In Touch*. Why *In Touch*? The answer is straightforward. It is our purpose to be *in touch* with the challenges of educational practice and address them through our preparation of educators, educational leaders, and researchers, as well as throughout our research and outreach programs.

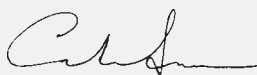
Through our undergraduate and graduate academic programs, we strive to touch the minds and hearts of our students and, ultimately, to impact the quality of the K-16 educational system. We engage our students in learning about the challenges as well as the untapped opportunities in urban contexts, we encourage them to look globally and address diverse environments and cultures, and we help them develop expertise in multiple kinds of knowledge, especially subject matter and pedagogy. In addition to our on-campus programs, we offer off-campus, online, and overseas master's degree programs that enable us to be *in touch* with students across this state and around the world. Providing broad-based access to our programs, ensuring the highest quality professional programs, and holding ourselves accountable for this quality are enduring concerns of ours.

We are *in touch* through our research. We are a research-intensive college and our mission involves a commitment to understand, reform, and improve education. We are especially focused on research that addresses the needs and problems of practice, which leads to advancements in teaching and learning processes. Through research that involves partnerships with schools and communities, we generate the kind of new knowledge that can inform education policy and, at the same time, impact practice.

Research provides the basis for the continual development and improvement of our academic programs, and research undergirds our outreach and engagement with schools and communities. The breadth and depth of faculty research supported by federal and state agencies and foundations provide evidence of our college's commitment to knowledge generation and application. With centers such as the Education Policy Center and Office of K-12 Outreach, research findings are translated and transmitted to education leaders and policy makers whose decisions and choices touch the lives of families and children across the state and country.

Our annual report can provide only a brief glimpse of how we are *in touch*, but we hope you will gain perspectives on the achievements of our faculty and the products of their efforts in research, teaching and outreach. A college of education must be *in touch* with the world of practice. For us as a college, the complexities and challenges of practice direct the kinds of questions we study through research, how we approach the continuing improvement of our programs, and how we engage with the field through collaborations and partnerships. We strive to make a difference and to be *in touch* with the needs and realities of teaching and to serve individuals through education both inside and outside the traditional classroom.

We ask you to be *in touch* with this college. We appreciate your interest in our programs, research projects, and initiatives. Visit our Web site at www.educ.msu.edu regularly. Better yet, we hope to see you on campus, whether at a conference, seminar, colloquium, alumni event, or other special occasion.



Carole Ames
Dean
College of Education

A DECADE OF EXCELLENCE

One measure of the reputation of Michigan State University's College of Education graduate programs is the annual *U.S. News and World Report* ranking of 189 graduate schools of education. Each year, that magazine ranks the nation's doctorate or Ed.S. degree-granting graduate education schools based on the following attributes: reputation, faculty resources, research activity, student selectivity, overall rank, and specialty rankings. In the latest rankings, the College had three of its graduate programs rated as the best in the nation, and a total of eight programs ranked in the top nine in their respective fields.

In fact, it was the tenth consecutive year that *U.S. News and World Report* rated MSU's elementary and secondary education programs as the best in the nation.

In addition, the College of Education ranked first in rehabilitation counseling, second in curriculum and instruction, third in educational psychology, fourth in higher education administration, and ninth in administration/supervision and education policy.



Elementary Education

- 1 **Michigan State University**
- 2 University of Wisconsin–Madison
- 3 Teachers College–Columbia
- 4 Ohio State University
- 5 University of Georgia
- 5 University of Illinois–Urbana

Secondary Education

- 1 **Michigan State University**
- 2 University of Wisconsin–Madison
- 3 University of Georgia
- 4 Stanford University (CA)
- 4 Ohio State University
- 5 Teachers College–Columbia

Rehabilitation Counseling*

- 1 **Michigan State University**
- 2 University of Wisconsin–Madison
- 3 Southern Illinois University
- 3 University of Iowa
- 5 Boston University
- 5 George Washington University
- 5 Illinois Institute of Technology

Curriculum and Instruction

- 1 University of Wisconsin–Madison
- 2 **Michigan State University**
- 3 Teachers College–Columbia
- 4 Ohio State University
- 4 Stanford University

Educational Psychology

- 1 University of Wisconsin–Madison
- 2 Stanford University
- 3 **Michigan State University**
- 3 University of Michigan
- 5 University of Illinois–Urbana

Higher Education Administration

- 1 University of Michigan
- 2 University of California–Los Angeles
- 3 Penn State University
- 4 **Michigan State University**
- 5 University of Southern California

Education Policy

- 1 Stanford University
- 2 Harvard University
- 3 University of Wisconsin–Madison
- 4 University of Michigan
- 5 University of California–Berkeley
- 6 Teachers College–Columbia
- 7 Vanderbilt University
- 8 University of California–Los Angeles
- 9 **Michigan State University**
- 10 University of Michigan–Ann Arbor

Administration/Supervision

- 1 Harvard University
- 2 University of Wisconsin–Madison
- 3 Ohio State University
- 4 University of Texas–Austin
- 5 Vanderbilt University
- 6 Stanford University
- 7 Teachers College–Columbia
- 8 Penn State University
- 9 **Michigan State University**
- 10 University of Michigan–Ann Arbor

*Retained 2003 ranking.



In Touch | With Teaching

By learning you will teach;

by teaching you will learn.

—Latin proverb

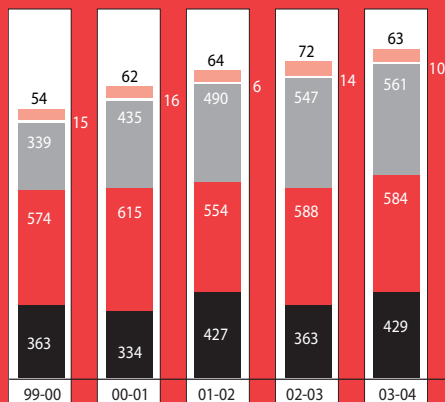
TEACHING

Throughout its dynamic history, the College of Education has had a deep commitment to preparing outstanding educators and educational leaders. This tradition has been undergirded by rigorous research on the processes of teaching and learning. This research contributes to the knowledge in the field of education and, equally important, it informs our programs, influences policy, and results in changes in practice throughout Michigan.

This has been a robust year for the college as faculty members launched major initiatives with school districts across the state and country, prepared educators and educational leaders to meet the challenges of classrooms and schools in all contexts, and published books and research findings in prestigious journals. Nowhere is the college's commitment to education more apparent than in the five-year teacher preparation program. The program is focused on developing a strong foundation of content and pedagogical knowledge and deepening that knowledge through field experiences and culminating in a year-long post-baccalaureate internship. Teacher preparation candidates can pursue elementary education, kinesiology, special education, and secondary education with a choice of many disciplinary majors and minors.

The Department of Kinesiology also offers a bachelor of science degree. This year, the college awarded 429 baccalaureate degrees and 584 teacher preparation graduates completed internships in schools across the state.

The graph below shows the number of undergraduate degrees (B.A. and B.S.) in elementary education, special education, and kinesiology over the past five years. The graph indicates the number of students seeking both elementary and secondary education who completed the internship year in the past five years, and the number of interns over those years. The number of M.A./M.S, Ed.S., and Ph.D. degrees awarded by the college over the past five years is also shown.



Undergraduate Degrees and Internships

1999 - 2004

- Ph.D.
- Ed.S.
- M.A./M.S.
- Interns
- B.A./B.S.

TEACHER PREPARATION REPORT CARD

Teacher Preparation Program

Michigan State University'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 2002-2003, approximately 600 prospective elementary and secondary teachers completed internships. Students are recommended for Michigan elementary or secondary teacher certification.

Student Characteristics

Ninety percent of the students admitted to the teacher education program for fall 2002 were traditional undergraduates with 10% admitted as post-baccalaureate students. Ninety-six percent of the students in the program are from Michigan and 89% are full-time students. The mean composite ACT score of students admitted for fall 2002 to the elementary program was 23.6, and the mean composite ACT score for those admitted to the secondary program was 25.2. Upon admission (fall 2002) the mean overall grade point average for both elementary and secondary education students was 3.4 on a 4.0 scale.

Application / Admission

To be eligible for consideration for admission to the teacher education program, students must:

- complete an application, which includes writing an essay;
- have a minimum overall grade point average of 2.5 (raised to 2.75 this year); and
- 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 into the program at the beginning of their junior year.

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.

Admission to the Internship Year

Before beginning the internship, students must have:


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

Fifth Year Internship

- Teacher candidates serve 30-week internships (900-hours) that are staged to provide gradually increasing scope, intensity, and responsibility under the supervision of an on-site classroom teacher and a field instructor.
- Interns are assigned to MSU field instructors at a ratio of 6 to 1.
- School-university partnerships and connections for intern teaching sites are achieved by organizing the mentor teachers, field instructors, course instructors, and program coordinator into a secondary/subject area team and three elementary teams with a course section size of 25 interns per section.
- Interns complete 12 credit hours of graduate-level professional study during their internship that may be applied to a master's degree program.

Key Program Features

- All education courses are taught in sections of approximately 25 students.
- Support for learning to use information technology in teaching is integrated into the education course sequence.
- Concerns for diversity, equity, achievement, and standards are interwoven throughout the required sequence of teacher education courses.
- One course early in the education sequence includes a required service-learning component.
- Multiple undergraduate pre-internship field experiences (approximately 175 hours) build connections between theory/research and the practical situations that teachers face.



Knowledge is power.

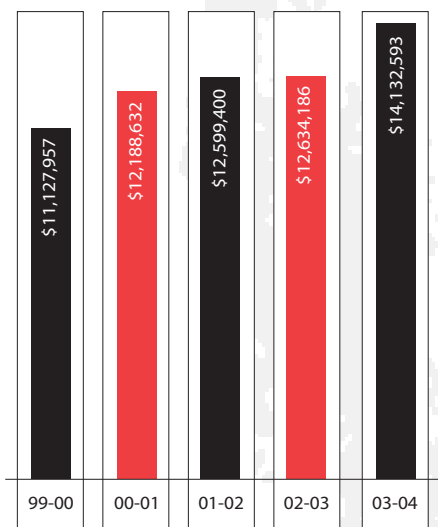
—Francis Bacon

In Touch | With Research

RESEARCH

Research is a central mission of the college. Over the decades, the college has been home to major research centers and institutes that have led to new understandings of teachers, teaching and student learning. Research remains as vigorous as ever. Annual research in the college now totals more than \$14 million. During the 2003–2004 academic year, more than half of all faculty members in the college had funded research projects. Current funded research projects, many of which are multi-year contracts, are listed on pages 24–28 of this report.

Research Funding* – 1999–2004



*For a list of currently funded research projects (many of which are multi-year contracts) refer to the last five pages of this report.

Center for Curriculum Materials in Science

National Science Foundation
Jim Gallagher and Ed Smith
\$2.8 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. As part of the project, the MSU team is recruiting outstanding doctoral and post-doctoral students and teaming with the Lansing Public Schools, as well as other projects.

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, teaching to diverse student audiences, and other areas.

Developing Leadership and Support for Professional Learning Communities

*National Science Foundation
Gail Richmond
\$2.3 million*

Retention and renewal of accomplished science teachers in urban schools depend on opportunities and support for learning. This project is establishing and maintaining Professional Learning Communities focused on disciplinary knowledge of core scientific theories and models; on scientific ways of generating and validating knowledge; on students' understanding and ways of learning; on standards- and research- based teaching; and on qualities of exemplary curricula that support teaching/learning. In Phase I of the project, MSU science education faculty and graduate students are working collaboratively with a core group of 48 K-8 science teachers and principals from the Lansing School District who are new to standards-based, inquiry-oriented teaching. In Phase II, this core group will become master teachers and co-leaders for 45 new teachers and principals. It is expected that 200 teachers will be mentored during the life of the project.

Developing Subject Matter Knowledge in Mathematics Middle School Teachers

*National Science Foundation
William Schmidt and Maria Teresa Tatto
\$2.3 million*

The purpose of this study is to examine how teacher preparation is done differently across several high-achieving countries. The influential Third International Mathematics and Science Study has argued that curriculum is important to learning, and that the curriculum in U.S. in middle schools is weak by international standards. Yet questions of the role of teachers' subject-matter knowledge in delivering that curriculum are mostly unanswered. Thus, this is a cross-national comparative study of how teachers acquire their subject-matter knowledge (including content-specific pedagogy) and argue that it comes from three sources or combinations of these:

- their own pre-university schooling;
- university or equivalent pre-service teacher preparation; and
- preparation and development on-the-job during their first five years of teaching.

Facilitating Mathematics Education Reform: Developing a Toolkit for Change Agents

*National Science Foundation
Sandra Wilcox
\$2.4 million*

Using assessment as the entry point, the Mathematics Assessment Resources Service (MARS) group at Michigan State University, University of California-Berkeley, and the Shell Center at the University of Nottingham are creating a set of assessment-related tools for educators engaged in reforming mathematics education in K-12 schools. Using a process of "co-development" with participating client systems from New York to California, the project is developing a set of specific tools that address critical issues such as how to use assessment information productively, designing effective professional development support around assessment, and communicating effectively with parents about data and testing.

**Instructional Materials
Innovation and Change**

National Science Foundation

William Schmidt

\$2.9 million

This project extends what is known about curriculum and instruction in the U.S. and links that knowledge to test results of Third International Mathematics and Science Study-Repeat (TIMSS-R), which was administered to 7th and 8th grade students in 2000. The project has pursued three lines of study: (1) examine selected NSF-funded curricula using the curriculum analysis method developed for the TIMSS study; (2) identify what curricula are in place in TIMSS-R sites; and (3) study a selected number of NSF-funded systemic reform sites to analyze the link between the features of these jurisdictions' teacher practices and student achievement.

MSU/Spencer Research Training Grant

Spencer Foundation

\$2.1 million

The goal of the MSU/Spencer Training Grant is to improve the preparation of educational researchers. As part of the grant project, doctoral students are provided an intensive research apprenticeship. Since 1997, the college has been awarding one-year fellowships to students in their middle years of doctoral work. The program supports 15 to 16 students per year. In 2004, the program awarded 16 fellowships, two of which were for students receiving support for a second year. In all, more than 70 doctoral students have been selected as Spencer Fellows at MSU.

**Promoting Rigorous Outcomes in
Mathematics and Science Education**

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 detailed data from all students and teachers using instru-

ments from the Third International Mathematics and Science Study (TIMSS). On the basis of these data, teams of mathematicians, scientists, teacher educators, and K-12 personnel will collaborate to develop more focused and challenging content standards, align standards with instructional materials, and improve mathematics and science teaching. Some 4,500 teachers and 400,000 students are part of the project.

Teachers for a New Era

Carnegie Corporation of New York

with additional funding from the Ford,

Annenberg and Rockefeller Foundations

Robert Floden, Joan Ferrini-Mundy,

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. 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 teacher education programs.

United States-China


Center for Educational Excellence

Sun Wah Education Foundation

Yong Zhao

\$5 million

Established in 2004 by a grant from the Hong Kong-based Sun Wah Education Foundation, this center teams MSU and Chinese scholars in an effort to research and develop effective models of education that integrate strengths of both Eastern and Western education practices. Once effective models are established based on research findings, the center will pilot test the models in Chinese schools with the goal of eventually making them widely available in both countries.



There are two types
of education...
One should teach us
how to make a living
and the other how to live.

—John Adams

In Touch | With Outreach



ACADEMIC OUTREACH PROGRAMS

The college has long been committed to meeting the needs of educators throughout Michigan, the nation, and the world. The college offers programs at several off campus sites through Academic Outreach Programs. 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.

For the ninth consecutive year, the college's Off Campus Credit Programs (OCCP) have been MSU's top producers of student credit hours with a total of 5,954 credit hours produced in 2003-04. 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, 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 1,950 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 1,969 credit hours in 2003-2004.

Through GSEO, the Department of Teacher Education offers the M.A. in Curriculum and Teaching in a summer center at the Centre Internationale Valbonne in France. In addition, the Department of Counseling, Educational Psychology and Special Education offers the M.A. in Educational Technology at the University of Plymouth in Plymouth, England. The Department of Educational Administration also offers the M.A. in Educational Administration in Valbonne.

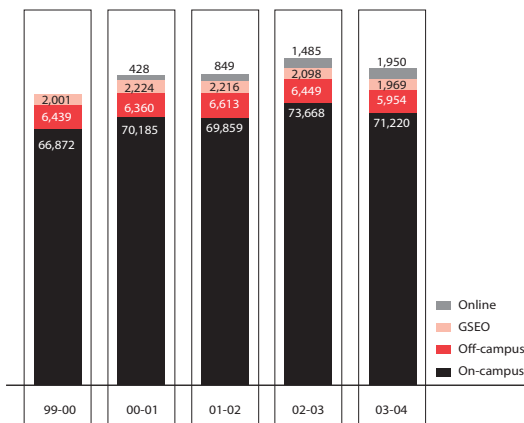
The various programs administered by the Office of Academic Outreach make the wealth of knowledge and expertise at the College of Education available to countless educators throughout Michigan and the world who otherwise would not have access to such learning opportunities. Through the power of the Internet and highly regarded programs at home and abroad, the college is meeting its land-grant mission of reaching out to all educators who wish to further their knowledge of teaching and learning.

Credits Generated

1999 - 2004

Credit hours produced through student enrollment on campus, off campus, overseas, and online are represented in the chart below. The College of Education's academic programs include:

- 3 B.A./B.S. degrees;
- 12 M.A./M.S. degrees;
- 3 Ed.S. degrees; and
- 10 Ph.D. degrees.



K-12 OUTREACH

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

ASSIST is a three-year Michigan Department of Education grant project to develop high quality mentoring and induction resources that support the development of highly qualified teacher leaders in Michigan who can have a significant impact on student achievement. A unique feature of the 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, as well as project partners at the University of Michigan, Wayne State University, and all of the statewide teacher and administrator associations. The resources and professional development for teacher induction and mentoring will be Web-based and available to all Michigan teachers and administrators beginning in January 2005.

Alliance for Building Capacity in Schools (ABCS)

Led by the Office of K-12 Outreach and funded by the Michigan Department of Education (MDE), ABCS was a collaborative effort between K-12 education, College of Education and other MSU faculty members. Within seven months, the College established and conducted in three locations around the state an Academic Coaches Institute, one of four strategic initiatives set by Governor Jennifer Granholm to assist high priority schools. The Office of K-12 Outreach Programs coordinated the development of coaching standards and the institute curriculum, which provided over 100 hours of training in the most important issues facing high priority schools. It supervised the recruitment, selection, and assessment of 93 coach candidates, and provided the curriculum and other resources to MDE. ABCS coaches are now listed on a statewide registry and are available to assist high priority schools in Michigan.

Annual Education Conference

The sixth annual education conference provides a forum for thinking about the complexity of establishing high standards for all students. This year's conference launched Michigan's new Grade-Level Content Expectations for mathematics and English language arts for grades K-8. Co-sponsored by the Michigan Department of Education, *Grade Expectations = Great Expectations* was so in demand that a second conference was held to accommodate more educators. A total of 1,500 Michigan educators were the first to receive and have a chance to review and discuss Michigan's K-8 Grade Level Content Expectations. The new expectations form the base for annual testing in mathematics and English language arts for grades 3-8.

The Broad Partnership

This grant project, funded by the Broad Foundation, is a collaborative effort between the College of Education and the Detroit Public Schools (DPS) to recruit and develop a new generation of urban teachers. The partnership offers three program opportunities to Detroit students. The Broad Future Teachers Scholarship is available only to graduates of DPS who pursue a bachelor's degree and teacher certification at MSU. The scholarship provides full financial support to attend MSU. Students awarded this scholarship agree to teach in the Detroit school system after they complete the program. The Broad Summer High School Scholars Program recruits DPS students to take part in a summer residential program at MSU. The Broad Summer Teaching Fellows Program is available to junior and senior teacher candidates at MSU. Fellows work in the DPS Summer School Program.

Center for the Scholarship of Teaching

In its fourth year, the center is designed to have local and practical impact, as well as contribute to the national dialogue about the scholarship of teaching. The center actively engages in a set of activities meant to provide insight into how to improve teaching in the broader MSU community, to work toward establishing rigorous and alternative means for faculty review and promotion, and to create more cross-college communication. In 2003-2004, the center hosted a speaker series that featured numerous visiting scholars. The center also hosted civil rights activist and author Robert Moses as part of the 2004 Marianne Amarel Lecture. The center's Web site is: <http://www.educ.msu.edu/cst/>

Education Alliance of Michigan

The Education Alliance of Michigan is a coalition of the leading education associations representing teachers, administrators, boards of education, parents, business, charter schools, nonpublic schools, and higher education. Members (executive directors) meet monthly to work cooperatively to address current education issues and take a leadership role in policy debates and initiatives. As a member of the alliance, Barbara Markle, director of the Office of K-12 Outreach Programs, provides connections to the resources of the College of Education and the Education Policy Center at MSU, and participates in shaping policy initiatives. The major focus of the work of the alliance this year centered on Michigan's new Grade Level Content Expectations and issues around the question of replacing Michigan's high school MEAP testing with the ACT.

Education Research Reports

The College of Education publishes its Education Research Report series in an effort to inform the wider education and policy community about research. The college has produced 165 Education Research Reports that have been distributed to legislators, educators, and others across the state. The annual series of reports describe research that spans the four college departments and is of particular interest to K-12 educators and policy makers. The reports provide a citation to the specific article and/or its location on the Internet for those wishing more information. The reports are mailed monthly during the academic year to about 900 educators, legislators, deans, and friends of the college. The College of Education research reports are available online at: www.ed-web3.msu.edu/publications.

Emerging Leaders Program

The Emerging Leaders Program completed its sixth year in June 2004. This program is a collaboration between the College of Education and the Michigan Association of Secondary School Principals (MASSP). The program involves a three-day summer institute that is staffed by college faculty members, successful practicing principals, and the president and executive director of MASSP. The institute provides potential school administrators an opportunity to develop leadership skills and an awareness of the knowledge and abilities necessary to be a successful secondary school principal. This year's program was again filled to capacity. The program was designed in response to the statewide need to develop qualified applicants for school-level administrative positions. Participants are mainly teachers with recognized leadership ability who may have an interest in becoming an elementary or secondary school principal.

K-12 Outreach Data Services Unit

The Data Services Unit in the Office of K-12 Outreach, established in July 2003, provides a number of programs and services that help educators find and understand how to use data to improve educational outcomes for students. Through the programs and workshops offered by the Data Services Unit, educators learn to use a variety of data sources, including the Single Record Student Database, Census of Population and Housing, MEAP scores, and other data sources to collect relevant information that can assist in decision making for school improvement, teaching and learning, curriculum and professional development, accreditation, school bond issues, grant writing, and communicating with constituencies. Over the past year, the unit provided services to 25 local and intermediate school districts and made numerous presentations at conferences. For more information, visit: http://educ.msu.edu/k12_outreach.

Keys to Excellence in Your Schools (KEYS)

The College of Education is working in collaboration with the National Education Association (NEA) and the Michigan Education Association (MEA) to design, pilot, and implement a KEYS "Priority Schools" Initiative. Partners in this work include a team made up of MSU faculty and school-based educators and representatives from the MEA and the NEA. The work focuses on priority schools in Michigan that are willing to engage in deep reform efforts in a comprehensive, collaborative coaching environment. The work this year focused on designing a professional development curriculum to prepare coaches to work with priority schools toward change and improvement at the school and classroom levels. A week-long forum introduced NEA Midwest Region representatives to the implementation of KEYS coaches training through process consultation.

Michigan Center for Career and Technical Education

MCCTE serves individuals in organizations who are involved with planning, developing, and delivering education and training programs for workforce development. The center fulfills this mission by: identifying techniques and materials that combine theory and practice, providing technical assistance, networking to other resources using the latest technology, promoting equity, providing quality service through continuous improvement, and contributing to the improvement of practice through focused research and development. The center offers more than 5,000 handbooks and videos for sale on issues ranging from creating advisory committees to employability skills assessment, and more than 300 curriculum guides. Learn more about MCCTE at: <http://mccte.educ.msu.edu>.

Michigan Institute for Safe Schools and Communities (MISSC)

MISSC is a collaborative initiative between University Outreach and Engagement, K-12 Outreach, and the College of Education. MISSC assists Michigan's Office of Drug Control Policy (ODCP) in performing its mission of helping schools and communities establish and maintain safe school and community environments. The institute provides comprehensive, coordinated, and integrated best practices training for safe and drug-free schools, policy and program research and analysis, and forges partnerships to accomplish its mission. This year, MISSC sponsored several workshops with ODCP that fostered collaboration among schools and agencies and addressed emergency response planning in schools. Learn more about MISSC at: www.missc.msu.edu.

President's Education Forums

The President's Education Forum, which completed its seventh year, provides 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. Sponsored by the College of Education, the forums are well attended by state legislators, state Board of Education members, Michigan Department of Education staff, leaders of local and intermediate school districts, and association representatives. Five forums focused on critical national and state issues were held in 2003–04. Presentations by key College faculty and national authorities addressed critical policy issues in the areas of school finance, high academic standards, and state and national assessments.

Project TIME

Project TIME (Technology Integrated into Meaningful learning Experiences) is a collaborative project with Battle Creek Area School Districts, funded by a \$5.7 million grant from the U.S. Department of Education. The goal of the project is to harness technology to transform curriculum implementation, instructional practices, and learner assessment around higher order "meaningful" learning. The project has developed model curriculum units in social studies and science, a variety of tools for teaching for meaningful learning, and innovative software to support teaching for meaningful learning. The federal Office of Improvement and Innovation has rated Project TIME among the leading technology challenge grants in the nation. The work of Project TIME has expanded to another U.S. Department of Education grant for Teaching American History. This new project focuses on deepening teachers' content knowledge in American History under the leadership of Historians from MSU. To learn more about Project TIME visit www.projecttime.org.

Summer Institute for Superintendents

This yearly institute, co-sponsored by the MSU College of Education and the University of Michigan School of Education, provides opportunities for superintendents to experience diverse perspectives on educational issues and develop leadership and problem-solving strategies. Small group discussions and interactive sessions allow participants to reflect on and share ideas about best practice and educational issues. This year's institute featured Brian McNulty, vice president, Mid-Continent Research for Education and Learning (McREL), who presented the results of 30 years of research on the effects of leadership on student achievement and effective schools. The institute also included MSU Distinguished Professor William Schmidt who offered one approach for achieving high academic standards in the "No Child Left Behind" era. Other presenters included David N. Plank, co-director of the Education Policy Center at MSU, the University of Michigan's Roger Goddard, and College of Education Professor Patricia Edwards.

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 100 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.

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 chart below illustrates that commitment, showing both the intensity of activity and the wide geographical reach of its efforts.



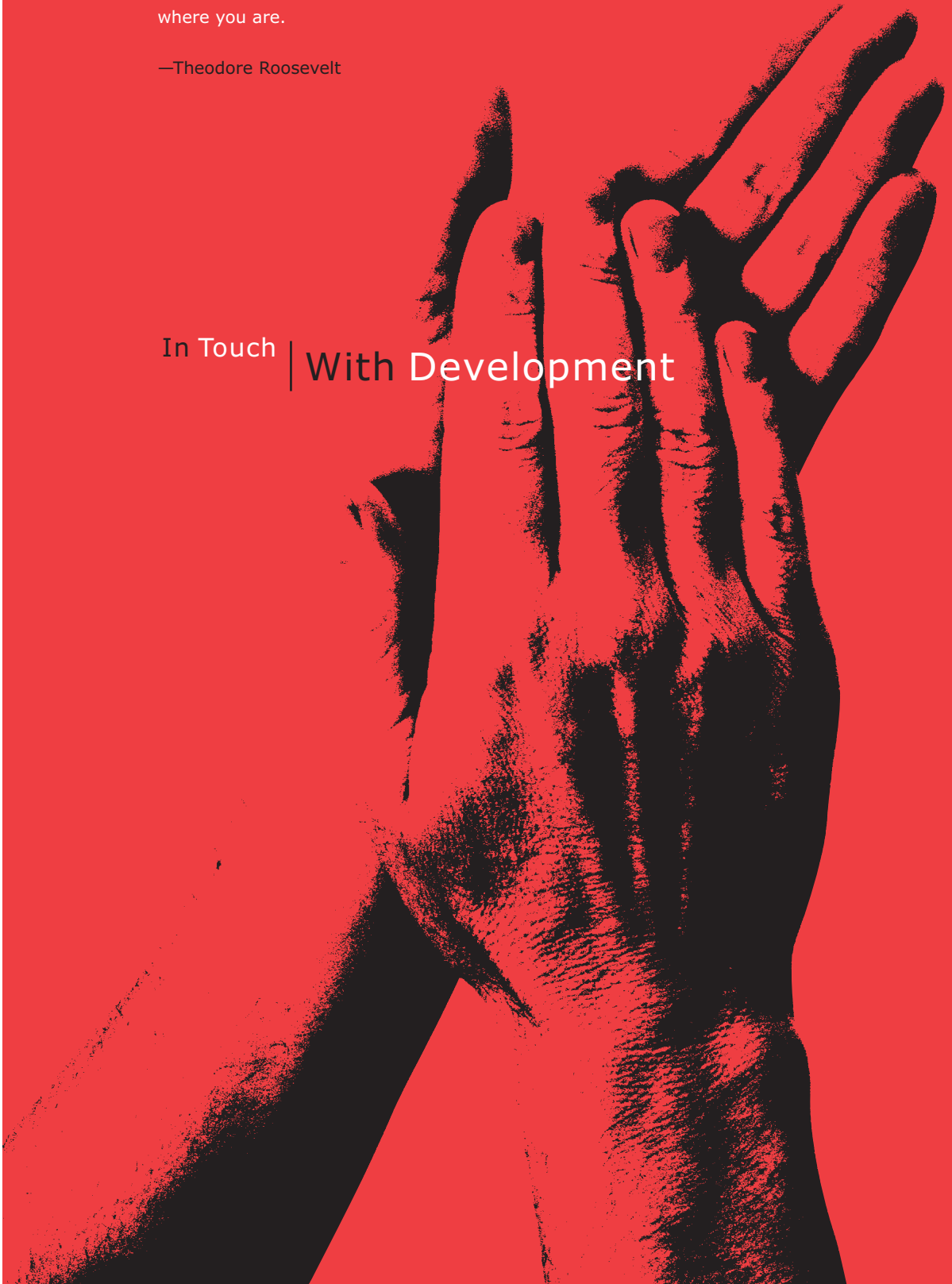
	Internship Location	Research Site	Professional Development	Off-Campus Credit Programs
STATEWIDE				
Chippewa County		•		
Emmet County		•		
Charlevoix County		•		
Otsego County				•
Grand Traverse County	•		•	•
Bay County	•			
Huron County	•	•		
Tuscola County				•
Saginaw County	•			
Griiot County	•		•	
Montcalm County	•			
Kent County	•	•	•	
Ottawa County	•			
Ionia County	•			
Clinton County	•			
Shiawassee County	•			•
Genesee County	•	•	•	
Lapeer County	•			
St. Clair County			•	
Barry County				•
Eaton County	•			
Ingham County	•	•	•	•
Livingston County	•		•	•
Oakland County	•		•	•
Macomb County	•		•	•
Kalamazoo County		•	•	•
Jackson County	•			
Washtenaw County	•		•	•
Wayne County	•	•	•	•
St. Joseph County				•
Hillsdale County		•		
Lenawee County				•
NATIONWIDE				
California		•		
Florida		•	•	
Georgia		•		
Illinois		•		
Massachusetts			•	
Missouri		•		
North Carolina			•	
Pennsylvania		•		
South Carolina		•		
Texas			•	
Utah			•	
Washington, D.C.		•	•	
WORLDWIDE				
China		•		
Egypt		•		
England			•	•
Ethiopia			•	
France				•
Guinea			•	
India		•		
Japan			•	
South Africa				•
Thailand		•		•
Vietnam		•		



Do what you can,
with what you have,
where you are.

—Theodore Roosevelt

In Touch | With Development



DEVELOPMENT

The College of Education received unprecedented philanthropic support from alumni, friends, and corporations during the 2003-2004 fiscal year. Over the past year, the college exceeded its overall financial goal of nearly \$26 million for the university capital campaign, raising over \$31 million for The Campaign for MSU.

While the impetus for this extraordinary year was clearly a \$6 million pledge from the Broad Foundation to establish the Broad Partnership and a \$5 million pledge from the Sun Wah Foundation to support the U.S. -China Center for Educational Excellence, donations from alumni and friends increased as well.

The College received \$575,646 in annual gifts of varying amounts during 2003-2004. Of this, 90 percent came from individual donors whose ranks grew to more than 4,600. Individuals dedicated to supporting the College with annual gifts of \$1,250 or more are identified as members of The College of Education Leadership Circle. This annual giving society, established by the College in 1998, welcomed 112 Leadership Circle members in fiscal year 2003-2004.

New estate commitments with a value of \$5,750,000 were documented during 2003-2004. This more than doubles the amount of commitments made the previous year and raises the gift expectancy for the College to over \$13.5 million.

Although the College has surpassed the overall financial goal established for The Campaign for MSU, we have yet to achieve our campaign goal of \$14,775,000 for endowed funds. Future efforts will focus on raising the remaining \$4,022,410 in endowed funds to provide long-term support of our students, programs, and faculty.

NEW ENDOWMENTS ESTABLISHED IN 2003-2004

Dr. Clifford E. Erickson

Distinguished Chair in Education

Provides funding for a distinguished chair in education, whose holder will impact the growth and development of students through an educational philosophy that reflects a practical understanding of lifelong education.

Dr. Mildred B. Erickson

Distinguished Chair in Higher, Adult, and Lifelong Education

Provides funding for a distinguished chair in Higher, Adult and Lifelong Education, whose holder will teach, shape and encourage non-traditional students striving to attain a higher education.

The Peter M. and Catherine M. Bentz

Memorial Endowed Scholarship in Education

Supports academically gifted undergraduate students pursuing a degree in elementary education with demonstrated financial need.

Dr. Jacqueline D. Taylor and Family

Graduate Research Grant

Provides funding for doctoral students whose research focuses on global perspectives or issues of international education.

The James A. Wilson Endowed Fellowship

Supports doctoral students enrolled in the Higher, Adult, and Lifelong Education program pursuing a masters or cognate in Labor and Industrial Relations.

The Woodrow Wilson, Sr. and Lillie B. Wilson

Endowed Scholarship in Education

Benefits students admitted to the College of Education teacher preparation program with demonstrated financial need.

ACTIVE GRANTS (Multi-year funded amount. Some figures represent projected amounts beyond 2004.)

Advancement of Scientific Literacy

Principal Investigator:
William Schmidt

Amount:
\$447,943

Funding Source:
National Science Foundation

Grant Period:
2000-2004

Alliance for Building Capacity in Schools (ABCS)

Principal Investigators:

Barbara Markle
Gary Sykes

Amount:
\$904,764

Funding Source:
Michigan Department of Education

Grant Period:
2003-2004

Battle Creek Area Technology Consortium

Principal Investigator:

Barbara Markle

Amount:
\$1,428,878

Funding Source:
US Department of Education

Grant Period:
1999-2004

Battle Creek: Teaching American History

Principal Investigator:

Barbara Markle

Amount:
\$112,500

Funding Source:
US Department of Education

Grant Period:
2004-2006

Beginning Development and Program Design in Science Teacher Education

Principal Investigator:

Charles Anderson

Amount:
\$137,903

Funding Source:
Knowles Foundation

Grant Period:
2002-2004

Bellevue Analyses

Principal Investigator:

William Schmidt

Amount:
\$325,500

Funding Source:
Bellevue School Foundation

Grant Period:
2003-2004

Big Nature Lesson: Partnerships for Professional Development in Science

Principal Investigator:

Christina Schwarz

Amount:
\$87,905

Funding Source:
Michigan Department of Education

Grant Period:
2003-2005

Broad Partnership Between MSU College of Education and Detroit Public Schools

Principal Investigators:

Sonya Gunnings-Moton
Carole Ames

Amount:
\$6,000,000

Funding Source:
The Broad Foundation

Grant Period:
2003-2007

Byers Technology and Curriculum Award

Principal Investigator:

Matthew Koehler

Amount:
\$40,000

Funding Source:
Joe L. and Lucy Bates Byers Endowment for Technology & Curriculum

Grant Period:
2003-2005

Canadian Studies K-12 Outreach (1)

Principal Investigator:

William Joyce

Amount:
\$3,210

Funding Source:
Canadian Embassy

Grant Period:
2003-2004

Carnegie Senior Scholar

Principal Investigator:

Suzanne Wilson

Amount:
\$261,271

Funding Source:
Carnegie Foundation

Grant Period:
2003-2005

Case Study Teaching in Science: A Nationwide Program of Faculty Development and Dissemination

Principal Investigator:

Mary Lundeberg

Amount:
\$173,855

Funding Source:
National Science Foundation

Grant Period:
2004-2007

Causal Inference in Instructional Workforce Research

Principal Investigators:

Mary Kennedy
Betsy Becker

Amount:
\$1,031,086

Funding Source:
National Science Foundation

Grant Period:
2003-2006

Center for Learning and Teaching in Science Curriculum Studies

Principal Investigators:

James Gallagher
Edward Smith

Amount:
\$2,809,863

Funding Source:
National Science Foundation

Grant Period:
2002-2007

Center for the Integration of Research, Teaching and Learning

Principal Investigators:

James Fairweather
Ann Austin

Amount:
\$1,558,480

Funding Source:
National Science Foundation

Grant Period:
2003-2007

Center for the Study of Mathematics Curriculum

Principal Investigators:

Sandra Wilcox

Amount:
\$133,436

Funding Source:
National Science Foundation

Grant Period:
2004-2008

Communities of Practice to Improve Math Teaching and Teacher Education

Principal Investigators:

Helen Featherstone
Sandra Crespo

Amount:
\$336,648

Funding Source:
Lucent Technologies Foundation

Principal Investigator:
2000-2004

Connect 2 Learn

Principal Investigators:

Rhonda Egidio

Amount:
\$200,000

Funding Source:
UAW Daimler Chrysler National Training Center

Grant Period:
2002-2003

Consumer Guide to Textbooks and Curricular Materials for Mathematics Achievement Partnership

Principal Investigator:

William Schmidt

Amount:
\$73,726

Funding Source:
Achieve, Inc.

Grant Period:
2003

Context for Developing Leadership for Math and Science Education

Principal Investigators:

James Gallagher
Robert Floden

Joan Ferrini-Mundy

Amount:
\$366,100

Funding Source:
National Science Foundation

Grant Period:
2001-2004

Continuing Systemic Reform: A Planning Study

Principal Investigator:

Gary Sykes

Amount:
\$110,084

Funding Source:
Hewlett Foundation

Grant Period:
2002-2004

Coping with Academic Difficulty: An Examination of Conversations Between Friends

Principal Investigator:

Ellen Altermatt*

Amount:

\$189,807

Funding Source:

National Science Foundation

Grant Period:

2003-2005

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

Principal Investigator:

Mary Lundeborg

Amount:

\$74,884

Funding Source:

National Science Foundation

Grant Period:

2003-2008

Developing Leadership and Support for Professional Learning Communities

Principal Investigator:

Gail Richmond

Amount:

\$2,308,267

Funding Source:

National Science Foundation

Grant Period:

2002-2007

Developing Optimism and Perceived Competence in Children with Physical Disabilities

Principal Investigator:

Gail Dummer

Amount:

\$20,000

Funding Source:

US Department of Education

Grant Period:

2003-2004

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

Principal Investigator:

Lynn Paine

Amount:

\$561,492

Funding Source:

National Science Foundation

Grant Period:

2002-2006

Developing Subject-Matter Knowledge in Mathematics Middle School Teachers

Principal Investigators:

William Schmidt

Maria Teresa Tatto

Amount:

\$1,397,599

Funding Source:

National Science Foundation

Grant Period:

2003-2005

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

Principal Investigator:

Michael Battista

Amount:

\$425,001

Funding Source:

National Science Foundation

Grant Period:

2003-2004

Diagnostic Question Clusters; Development and Testing in Introductory Geology and Biology

Principal Investigator:

Joyce Parker

Amount:

\$73,741

Funding Source:

National Science Foundation

Grant Period:

2003-2004

Digital Video Cases in Education

Principal Investigator:

Rand Spiro

Amount:

\$328,838

Funding Source:

US Department of Education

Grant Period:

1999-2003

Digital Video Cases in Education

Principal Investigator:

Rand Spiro

Amount:

\$49,568

Funding Source:

Shodor Education Foundation

Grant Period:

2002-2003

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

Principal Investigators:

Rhonda Egidio

Punyashloke Mishra

Carrie Heeter

Amount:

\$275,489

Funding Source:

National Science Foundation

Grant Period:

2003-2004

Educational Reform and School-Community Linkages, Vietnam

Principal Investigator:

Christopher Wheeler

Amount:

\$119,834

Funding Source:

US Department of Education

Grant Period:

2001-2004

Egypt Faculties of Education Reform

Principal Investigator:

John Schwillie

Amount:

\$7,400,000

Funding Source:

US Agency for International Development

Grant Period:

2004-2009

Enhancing Bioengineering Opportunities for Engineering Majors

Principal Investigator:

Roger Baldwin

Amount:

\$33,000

Funding Source:

National Science Foundation

Grant Period:

2002-2004

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

Principal Investigators:

Michael Leahy

Nancy Crewe

John Kosciulek

Amount:

\$413,385

Funding Source:

Michigan Department of Career Development

Grant Period:

2001 - 2004

Ethiopia University Linkage and Educational Capacity Building

Principal Investigators:

Maria Teresa Tatto

John Schwillie

Amount:

\$688,373

Funding Source:

US Agency for International Development

Grant Period:

2002 - 2007

Evaluation of Volunteers, Administrators and Coaches Athletic Training Initiative

Principal Investigator:

John Haubenstricker

Martha Ewing

Amount:

\$175,000

Funding Source:

Skillman Foundation

Grant Period:

2000 - 2005

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

Principal Investigator:

Kenneth Frank

Amount:

\$102,000

Funding Source:

National Science Foundation

Grant Period:

2003

Facilitating Mathematics Education Reform: Developing a Toolkit for Change Agents

Principal Investigator:

Sandra Wilcox

Amount:

\$2,494,037

Funding Source:

National Science Foundation

Grant Period:

2002 - 2005

Family Measurement in Children's Services Research

Principal Investigator:

Edward Wolfe

Amount:

\$47,776

Funding Source:

National Institute of Mental Health

Grant Period:

2003-2004

ACTIVE GRANTS (Multi-year funded amount. Some figures represent projected amounts beyond 2004.)

Flint Transition to Teaching

Principal Investigator:
Steve Ryan
Amount:
\$493,254
Funding Source:
US Department of Education
Grant Period:
2002-2007

Genetic Influence on PAI-1 During Phase II Cardiac Rehabilitation

Principal Investigator:
Christopher Womak
Amount:
\$5,000
Funding Source:
American College of Sports Medicine Foundation
Grant Period:
2004-2005

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

Principal Investigators:
Susan Peters
Linda Patriarca
Amount:
\$790,009
Funding Source:
US Department of Education
Grant Period:
2002 - 2006

Instructional Materials Innovation and Change

Principal Investigator:
William Schmidt
Amount:
2,905,618
Funding Source:
National Science Foundation
Grant Period:
1999 - 2004

Interactive History Environments for Students in Inclusive Classrooms

Principal Investigators:
Cynthia Okolo
Carol Sue Englert
Amount:
\$400,000
Funding Source:
US Department of Education
Grant Period:
2003-2005

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

Principal Investigators:
John Carlson
Matthew Mayer
Jean Baker
Evelyn Oka
Troy Mariage
Amount:
\$800,000
Funding Source:
US Department of Education
Grant Period:
2004-2008

International Association for the Evaluation of Educational Achievement Proposal Writing Continuation

Principal Investigator:
John Schwillie
Amount:
\$17,510
Funding Source:
International Association for the Evaluation of Educational Achievement
Grant Period:
2004

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

Principal Investigator:
Rand Spiro
Amount:
\$392,119
Funding Source:
US Department of Education
Grant Period:
2003-2005

Kellogg Leadership for Community Change Initiative – Evaluation

Principal Investigator:
Maenette Benham
Amount:
\$142,000
Funding Source:
W.K. Kellogg Foundation
Grant Period:
2003-2004

KLICK: Steppingstones of Technology Innovation for Students with Disabilities Phase 1 and Phase 2

Principal Investigators:
Carol Sue Englert
Yong Zhao
Amount:
\$800,000
Funding Source:
US Department of Education
Grant Period:
2000-2004

KLICK: Consortium of 21st Century Community Learning Centers

Principal Investigator:
Yong Zhao
Amount:
\$12,200,000
Funding Source:
US Department of Education
Grant Period:
1998-2004

Know It: Knowledge Through Information Technology

Principal Investigator:
Rhonda Egidio
Amount:
\$513,912
Funding Source:
Michigan Department of Career Development
Grant Period:
2000-2004

Knowledge of Algebra for Teaching

Principal Investigators:
Daniel Chazan**
Joan Ferrini-Mundy
Amount:
\$594,422
Funding Source:
National Science Foundation
Grant Period:
2001-2004

Learn NTC.com— An Online Learning Community for United Auto Workers (UAW) Daimler Chrysler

Principal Investigator:
Rhonda Egidio
Amount:
\$1,745,000
Funding Source:
UAW Daimler Chrysler National Training Center
Grant Period:
1999 - 2003

Learning to Give: Phase 3 Evaluation

Principal Investigator:
Robert Floden
Amount:
\$175,188
Funding Source:
Council of Michigan Foundations
Grant Period:
2001-2006

Learning Without Limits

Principal Investigator:
Yong Zhao
Amount:
\$220,000
Funding Source:
Michigan Virtual University
Grant Period:
2004

Lumina Foundation Dissertation Fellowship Program

Principal Investigator:
Dennis Brown
Amount:
\$382,578
Funding Source:
Lumina Foundation
Grant Period:
2004-2005

Mathematics Assessment Resource Service

Principal Investigator:
Sandra Wilcox
Amount:
\$3,177,122
Funding Source:
National Science Foundation
Grant Period:
1997-2003

Michigan Career, Curriculum and Technical Education Center

Principal Investigators:
Gloria Kielbaso
John Dirx
Amount:
\$460,210
Funding Source:
Michigan Department of Career Development
Grant Period:
2003-2004

Michigan Institute for Safer Schools

Principal Investigator:
Barbara Markle
Amount:
\$412,500
Funding Source:
Michigan Office of Drug Control Policy
Grant Period:
2002-2004

**No longer at Michigan State University.

Model of Communication, Instructional Method and Achievement for Teaching Deaf Students

Principal Investigator:

David Stewart

Amount:

\$594,054

Funding Source:

US Department of Education

Grant Period:

1999-2003

National Board of Certified Teachers as an Organized Resource

Principal Investigator:

Gary Sykes

Amount:

\$492,130

Funding Source:

National Board for Professional Teaching Standards

Grant Period:

2003-2006

National Gallery of the Spoken Word

Principal Investigator:

Joyce Grant

Amount:

\$360,000

Funding Source:

National Science Foundation

Grant Period:

1999-2004

Navigating Mathematical Transitions

Principal Investigator:

John P. Smith

Amount:

\$912,477

Funding Source:

National Science Foundation

Grant Period:

1999-2004

North Dakota Study Group Oral History Project

Principal Investigator:

Joseph Featherstone

Amount:

\$25,500

Funding Source:

Spencer Foundation

Grant Period:

2003-2004

On Campus and Distance Educational Preparation of Three Low Incidence Professionals

Principal Investigator:

Tong-Der Hwang

Amount:

\$830,817

Funding Source:

US Department of Education

Grant Period:

2000-2004

Park City Math Science Partnership

Principal Investigator:

William Schmidt

Amount:

\$495,133

Funding Source:

National Science Foundation

Grant Period:

2003-2006

Preparing Tomorrow's Teachers to Use Technology

Principal Investigators:

Yong Zhao

Punyashloke Mishra

Amount:

\$1,419,032

Funding Source:

US Department of Education

Grant Period:

2000-2004

Project ACCEL: Accelerating Expository Literacy to Improve School Outcomes

Principal Investigator:

Carol Sue Englert

Cynthia Okolo

Amount:

\$700,000

Funding Source:

US Department of Education

Grant Period:

2003-2007

Project Excellence: A Program Evaluation

Principal Investigator:

Michael Leahy

John Kosciulek

Amount:

\$780,643

Funding Source:

Michigan Department of Career Development

Grant Period:

2001-2004

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

Principal Investigator:

Joan Ferrini-Mundy

William Schmidt

Amount:

\$17,500,000***

Funding Source:

National Science Foundation

Grant Period:

2003-2008

Reaching and Educating At Risk Children in India

Principal Investigator:

Punya Mishra

John Schwille

Amount:

\$504,791

Funding Source:

US Agency for International Development

Grant Period:

2003-2007

Reduce Poverty in the Mekong Delta of Vietnam

Principal Investigators:

Christopher Wheeler

John Hudzik

Amount:

\$41,500

Funding Source:

Shell Foundation

Grant Period:

2001-2004

Rehabilitation Counseling: Long Term Training

Principal Investigator:

Michael Leahy

Amount:

\$750,000

Funding Source:

US Department of Education

Grant Period:

2003-2008

Relationship of Player Risk Factor for Injury in Youth Football

Principal Investigator:

John Powell

Amount:

\$99,927

Funding Source:

National Football League Charities

Grant Period:

2003-2004

Research on Mathematics Science Partnership Teacher Recruitment, Induction and Retention

Principal Investigator:

Ralph Putnam

Amount:

\$487,191

Funding Source:

National Science Foundation

Grant Period:

2003-2008

Secondary Science Teaching in Rural Michigan

Principal Investigator:

James Gallagher

Amount:

\$183,093

Funding Source:

National Science Foundation

Grant Period:

2001-2004

Sketchpad for Young Learners of Mathematics

Principal Investigator:

Nathalie Sinclair

Amount:

\$4,853

Funding Source:

National Science Foundation

Grant Period:

2004

Special Education Technology Scholars Program

Principal Investigators:

Cynthia Okolo

Carol Sue Englert

Amount:

\$800,000

Funding Source:

US Department of Education

Grant Period:

2003-2007

Spencer Research Training Grant

Principal Investigator:

College of Education

Amount:

\$2,100,000

Funding Source:

Spencer Foundation

Grant Period:

1997 - 2007

ACTIVE GRANTS (Multi-year funded amount. Some figures represent projected amounts beyond 2004.)

Statistical Evaluation of 21st Century Community Learning Center

Principal Investigators:
Christopher Dunbar
BettsAnn Smith

Amount:
\$123,720

Funding Source:
Michigan Department of Education

Grant Period:
2002-2004

Strong Standards; Strong Accountability; Strong Support: A Michigan Induction and Professional Development Collaborative

Principal Investigators:
Randi Stanulis
Barbara Markle

Amount:
\$1,394,725

Funding Source:
Michigan Department of Education

Grant Period:
2003-2006

Study of Instructionally Effective School Districts

Principal Investigator:
Gary Sykes

Amount:
\$600,000

Funding Source:
Hewlett Foundation

Grant Period:
2004-2006

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

Principal Investigator:
Yong Zhao

Amount:
\$65,000

Funding Source:
Hewlett Foundation

Grant Period:
2003-2005

Teacher Learning in Professional Development

Principal Investigator:
Suzanne Wilson

Amount:
\$446,520

Funding Source:
Noyce Foundation

Grant Period:
2002 - 2004

Teacher Qualifications and the Quality of Teaching

Principal Investigators:
Mary Kennedy
Betsy Becker

Amount:
\$815,150

Funding Source:
US Department of Education

Grant Period:
2001-2004

Teachers as Designers: A Problem-Based Approach to Preparing Teachers

Principal Investigators:
Yong Zhao
Punya Mishra

Amount:
\$1,575,435

Funding Source:
US Department of Education

Grant Period:
2003-2007

Teachers for a New Era Initiative

Principal Investigators:
Robert Floden
Barbara Steidle

Amount:
\$5,250,000****

Funding Source:
Carnegie Corporation
Ford Foundation
Annenberg Foundation

Grant Period:
2002-2007

Teaching Critical Research as a Pathway to Literacy Development, Teacher and Student Empowerment, and Social Justice in Urban Schools

Principal Investigator:
Ernest Morrell

Amount:
\$140,637

Funding Source:
American Educational Research Association

Grant Period:
2002-2004

Transition to Work Among Youth with Disabilities

Principal Investigator:
John Kosciulek

Amount:
\$85,154

Funding Source:
Social Security Administration

Grant Period:
2003-2004

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

Principal Investigators:
Natasha Speer
Jon Star

Amount:
\$200,000

Funding Source:
National Science Foundation

Grant Period:
2004-2006

United States-China Center for Research on Educational Excellence

Principal Investigator:
Yong Zhao

Amount:
\$5,000,000

Funding Source:
Sun Wah
Education Foundation

Grant Period:
2004-2008

Virtual History Museum

Principal Investigators:
Cynthia Okolo
Carol Sue Englert

Amount:
400,000

Funding Source:
US Department of Education

Grant Period:
2002-2004

Web-Based Language Learning

Principal Investigator:
Yong Zhao

Amount:
\$75,000

Funding Source:
United States Department of Army

Grant Period:
2003-2004

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

Principal Investigator:
Anne Haas Dyson

Amount:
\$239,085

Funding Source:
Spencer Foundation

Grant Period:
2004-2006

YESS! Mini Society

Principal Investigator:
Roger Niemeyer

Amount:
\$110,165

Funding Source:
Kauffman Foundation

Grant Period:
2001-2003

****Total university award amount.

TOTAL GRANTS

 \$107,848,917



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