

NCATE gives Neag School High Marks Urban School Reform Effort Cited

by Robert A. Frahm

A University of Connecticut partnership with eight urban elementary and middle schools won recognition recently as a national model for teacher preparation programs.

The Neag School of Education's CommPACT Schools program illustrates how a university can work side-by-side with pre-kindergarten through 12th grade educators to address challenges facing local schools, says a national accrediting agency.

The National Council for Accreditation of Teacher Education cited CommPACT as one of several examples of the kind of programs that would meet newly revised, more rigorous NCATE accreditation guidelines.

"To be singled out . . . as one of the models – that's a huge recognition," said Richard Schwab, former dean of the Neag School, who helped establish the CommPACT effort. "They could have picked an Ivy League school or another national university, and we were selected."

Schwab was invited to Washington, D.C. earlier this year as NCATE outlined new guidelines designed to make the accreditation process less bureaucratic and more focused on how schools of education can help improve local schools. UConn launched CommPACT a year ago in eight of



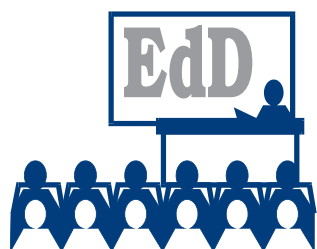
M.D. Fox Elementary School in Hartford is one of eight urban schools in Connecticut selected as a CommPACT School.

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Novel Ed.D. for School Leaders Offered A Carnegie-led national initiative

The Connecticut Department of Higher Education has given its stamp of approval to an innovative doctoral program designed to prepare a new generation of school leaders who can be effective leaders in Connecticut's school districts, a critical component in improving student achievement.

The Education Doctorate in Educational Leadership, offered by the University of



Connecticut's Neag School of Education, was developed as part of a national initiative led by the Carnegie Foundation for the Advancement of Teaching. The goal of the five-year program is to position the Ed.D. as a doctorate of practice, similar to the professional degree programs in fields such as medicine, law, and engineering.

The project was inspired, in part, by research that has shown strong school leadership has a strong relationship to gains in student achievement. With that in mind, the Neag School and 22 other schools of education were selected to participate in the Carnegie Project on the Education Doctorate

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1st High School Teacher Prep Academy Opens Neag Program Serves as Model

by Robert A. Frahm

The path to a teaching career usually begins in college, but the University of Connecticut is helping to design an unusual teacher training program aimed at high school students.

UConn's Neag School of Education is developing coursework at Hartford's Bulkeley High School for a new Teacher Preparatory Academy that officials hope will encourage more students, especially those from minority groups, to become teachers.

The academy, believed to be one of the only programs of its kind in the nation, will open this fall at Bulkeley, where more than 90 percent of the students are black or Hispanic.

We're modeling this after UConn's teacher preparation program, . . . modifying it to fit a high school academy," said Rene Roselle, a clinical professor in Neag's Department of Teacher Education and a liaison to Bulkeley.



Rene Roselle, an assistant clinical professor in the Teacher Education Unit (second from right) listens as veteran teacher Kerry Swistro (right) talks with other teachers about the new Teacher Preparatory Academy at Hartford's Bulkeley High School. Roselle helped design the academy, a program to encourage high school students to consider careers in teaching.

UConn helped design the new academy along with other higher education partners, including Eastern Connecticut State University, the University of Hartford, Saint Joseph College and Capital Community College.

"When school administrators approached us to help with the design of the new academy, we jumped at the chance," said Neag School Associate Dean Marijke Kehrhahn, who has been director of Neag's teacher education programs for five years. Officials hope to attract more students into a profession that has had difficulty recruiting minority applicants.

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A Fellow and a Fulbright

English Ed prof receives two impressive honors

by Joanne Nesti

It has been quite a year for Neag School Associate Professor Wendy Glenn. First she received one of the University's highest honors when she was selected as a UConn Teaching Fellow. Several weeks later, she got the news that she'd been selected for a national honor as a Fulbright Scholar and would spend the coming academic year in Norway.

"Each is an incredible honor," says Glenn, who has been on the Neag faculty since 2002 and is coordinator of the English Education program, which prepares students to become secondary school English teachers.

Her own classroom experience includes teaching in the mid-1990s at both a junior high and high school in Mesa, Arizona, and it is that age group that



As part of her research, Wendy Glenn, an associate professor in the Department of Curriculum & Instruction, worked one-on-one with students at Mansfield Middle School to boost their confidence in reading and writing.

continues to be of interest to her in her scholarly work in the field of Young Adult literature.

"For too long, Young Adult lit has been associated with students who are perceived to be disinterested in reading," Glenn says. "But I was drawn to it for exactly that reason, because it can stimulate student interest and improve reading and writing skills."

Glenn's selection as a UConn Teaching Fellow is "very special, very coveted," says Mary Anne Doyle, head of the Department of Curriculum and Instruction.

"Wendy has always been an outstanding teacher, a remarkable person other teachers can learn from. She is skillful at creating experiences that allow students to learn for themselves."

As a Teaching Fellow, Glenn will work with colleagues across the UConn campus, including faculty, graduate students and teaching assistants, to share both her passion for teaching and the strategies that she has found to be effective at motivating students. But she believes it will work both ways.

"There are so many things I still have to learn," she says. "By spending time with other people who are more adept at working with, for example, classrooms of 150 students, I know I will gain as much as I might give."

She concedes that the large-scale lecture hall isn't where she thrives, preferring instead what she calls "building collaborations with pre-service teachers, discovering how their life stories have shaped their understanding of the world."



Fulbright Scholar and UConn Teaching Fellow Wendy Glenn (center) an associate professor of English education, instructs Neag teacher education students.

What she hopes they will gain from her is the belief, once they are teachers themselves, that every student has the capacity to become a passionate learner.

"Teachers can't enter the profession with assumptions that can't be shifted," Glenn says. "Not every student will be like them. Not every student will love *Ethan Frome*. As teachers, they will have to try multiple approaches in order to be effective. That may mean allowing themselves to be more vulnerable, more flexible, as educators and more open to what might result from that approach."

Glenn credits the Neag School with nurturing that concept of teaching. "Our faculty members are incredibly committed to students while they're here and remain connected to them after they become teachers," she says. "We keep the program relatively small and our students are in the field from the very beginning and work with experienced classroom teachers. We encourage time for reflection on the teaching practices that our research has found to be effective."

For Glenn, the most effective practices involve giving students what she calls "power and autonomy." She was recently "in the field" herself at Mansfield Middle School, working with a group of students who had been described as "reluctant learners." Her solution involved boosting their confidence as readers and writers.

"You have to value what students have to say," Glenn says. "We gave them a chance to write about topics that mattered to them, we encouraged them to share with their peers, and we gave them a great deal of independent support."

That kind of work will continue over the next twelve months as part of her Fulbright commitment in Norway. She and her husband and their two daughters, ages eight and five, moved to Oslo in August, and she is traveling throughout the country, working with Norwegian teachers and middle school students on academics and much more.

The Fulbright program is designed to be a window on American culture for the countries where its scholars take up residence, and Glenn's responsibility as a representative is one she takes very seriously.

"I'm hoping to generate discussion on a variety of questions," she says, "for which I may or may not have answers. But the program encourages an open exchange, an open dialogue."

While in Norway she is journaling online to share stories about her "grand adventure" as she calls it. You are welcome to read about it at: <http://wendy-glenn.livejournal.com/>.

Spotlight to "Fade"

The Neag School's Spotlight is about to dim. You are reading the newsletter's last issue to be published exclusively on paper. With more than 21,000 people on our mailing list, that adds up to a lot of trees and money saved.

We are developing an electronic version which will be published more frequently, and therefore, we will be able to share news and information in a timelier manner and bring you more stories about our students, alums, and faculty.

We hope you will welcome the online version, but we do realize some people don't have easy access to a computer. Let us know who you are and we will send you a print version. Please let us know by returning the form below.

For the digital crowd, make sure we have your correct email address by going to: www.education.uconn.edu/spotlight

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Rigors of TCPCG Prove Worthwhile to 1st Waterbury Cohort

After leaving a marketing job in New York City, Krislyn Petti set her sights on a teaching career and found a University of Connecticut program that helped her make the switch.

Petti, who worked for an airline cargo company, is one of the first group of graduates from the university's regional Waterbury campus in a yearlong teacher preparation program operated by UConn's Neag School of Education.

A dozen graduates from Waterbury joined 42 others from UConn's regional West Hartford campus who completed the Teacher Certification Program for College Graduates this spring. Many, like Petti, switched careers.

"I liked [the airline job] a lot, but it wasn't fulfilling enough," said Petti, 26, who left the job and taught English as a second language briefly in Italy and later in New York before signing up for the UConn program last year. "I fell in love with [teaching]," she said.

The Teacher Certification Program for College Graduates offers a master's degree and certification in one year. Though it is an accelerated route to teacher certification, the 45 credit graduate level program offers students a rigorous and varied set of clinical and academic activities.



Jeff Naidorf, a student teacher in the Neag School's Teacher Certification Program for College Graduates last spring, talks with eighth-grader Robert Ellis during an English class at West Side Middle School in Waterbury.



Janet McAllister (left) a student teacher in UConn's Teacher Certification Program for College Graduates last spring, works with agriculture students Julie Hamelin, center, and Mike Bok on a hydroponics project at Southington High School.

"I wanted to just get this done as fast as I could because it was a career switch," Petti said. She is looking for a job as a high school English teacher.

The certification program has operated in its current form since 2001 at UConn's West Hartford campus and expanded to the Waterbury campus this year. It is designed to attract recent college graduates or professionals from other careers into teaching by providing an accelerated path to certification.

Among this year's graduates, for example, are newly certified teachers who once worked as an urban planner, a telephone company technology specialist and a submarine crewman, said Michael P. Alfano, the program director.

"We've had Fortune 500 executives changing careers," Alfano said. "I can think of career military guys who have changed careers. . . . There are just so many different stories."

Over the past two decades, accelerated certification programs sprang up across the nation as schools sought to recruit professionals from other careers to bring new expertise to the classroom and to ease shortages of teachers in subjects such as mathematics and science.

At UConn, the graduate certification program includes courses such as learning theory, educational technology and methods of assessment along with a full semester of student teaching.

After working in other careers, the prospective teachers "bring a whole set of life experiences that can enrich the learning experience for students," Alfano said. "These might be people who have sat on local school boards, active in community activities – people who can give a perspective a 21-year-old might not have."

Many are in their 30s or 40s.

"I can't wait to have my own classroom," said Jeff Naidorf, 35, one of this spring's Waterbury campus graduates. Naidorf, of Middletown, was a submarine mechanic with the U.S. Navy until 2005 and later worked at a natural gas plant. He did his student teaching at a middle school in Waterbury.

Naidorf, an English teacher, described the certification program as rigorous. "There is so much information they pack into a year. It's a lot of work," he said. "There is a lot of reading. They set a high standard."

Janet McAllister, 50, a former environmental health officer, said she was attracted to the UConn program in part because of its condensed one-year format. "I knew there were other programs that were very accelerated," such as the state-operated nine-week summer certification program known as the Alternate Route to Teacher Certification, she said. "But I worried about not having enough preparation."

TCPCG Information Sessions

<p>Greater Hartford Campus Sept. 22 and Oct. 22 6:30 p.m. Zachs Community Room Social Work Building West Hartford RSVP: Monica.Gat@uconn.edu or (860) 570-9283</p>	<p>Waterbury Campus Sept. 24 and Oct. 20 6 p.m. Multi-Purpose Room #113 Waterbury RSVP: Ann.Marie.Niesobecki@uconn.edu (203) 236-9926</p>
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"I like the comprehensive nature of TCPCG," said McAllister, who did her student teaching in an agriculture program at Southington High School in the fall. "I feel like I've learned a tremendous amount."

Previous graduates of the program are working in more than 30 school districts across the state. The Berlin Public Schools system, for example, has hired at least a half dozen candidates from the program, said Superintendent of Schools Michael Cichetti.

"I know firsthand what the expectations are for students in that program. They're consistent with what we expect for teaching in Berlin."

Petti, the former airline employee, has sent applications to four or five school systems. She hopes to land a job in an urban school and says she is pleased with her training at UConn.

"It's a great program," she said. "The reputation of UConn is stellar. . . .When you have that on your résumé, it's really something to be proud of."

To find out more about the program and the new scholarships available, information sessions will be held at both the Waterbury and Greater Hartford campuses this fall. Details are available at:

<http://www.education.uconn.edu/departments/teachered/TCPCG.cfm>

Young Scholar Makes Her Mark Developing Behavior Rating Tool for Teachers

by Robert A. Frahm



Schools gather reams of test data to measure how well students read or do math, but can they also gather reliable data on how children behave?

Yes, says a Neag School researcher who has helped develop a rating system that offers teachers a practical method for charting and improving their students' behavior.

Sandra Chafouleas, an associate professor in the Department of Educational Psychology, is recognized as a national authority on Direct Behavior Rating (DBR), a tool designed to detect patterns of both positive and negative classroom behavior.

The need for better data on student behavior, according to Chafouleas, is "part of a growing emphasis on the importance of mental health and how social, emotional and behavioral skills fit into school systems."

Not only are schools accountable for students' academic progress, they are increasingly expected to develop children's behavioral and social skills, too, she said.

"The expectations on schools have changed dramatically," she said. "In order to pay attention to behavior in a more pro-active way, we need to be able to assess it directly. If we wait until a student gets an office disciplinary referral, there's already a problem."

Classroom discipline has been at or near the top of the list of concerns by Americans in annual Gallup Polls, yet schools often have little reliable data on

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Novel Ed.D. Program...

(CPED) to help transform the advanced preparation of school administrators. Barry Sheckley, head of the Department of Educational Leadership, has been involved in the project since it began two years ago.

"The Neag School's revised doctorate of practice is designed to prepare a select group of educators who will lead the next generation of systemic instruction reform in the state," Sheckley says, and he points to "three distinct innovations that set the Neag School program apart from others in the U.S."

The first is its "problem focus." In contrast to the theoretical focus of many other doctoral programs, the Neag Ed.D. focuses on helping school leaders develop the skills necessary to inquire into complex problems related to student achievement, and then craft solutions that address these problems by improve learning, achievement and life outcomes for Connecticut students.

The second is the method used. The Neag Ed.D. is framed around Sheckley's extensive research on adult learning. It moves away from the traditional lecture-discussion format found in many doctoral programs and, instead, is based on candidates using theory and research to guide in-depth exploration of problems of practice. Students in the program, for example, explore problems such as decreasing student absentee rates or improving student math achievement.

Sheckley, the Neag Professor of Adult Learning, believes that experienced professionals learn best when they use "perspectives gained from theory and research to explore problems of practice they deem authentic." Such problems, he explains, typically occur within their own school districts.

"By using this approach a learner's own school district becomes a laboratory of practice where the learner tests out how conceptual ideas actually play out in practice," he says.

The third innovation is the outcome. The most effective practitioners, according to Sheckley, have a well-developed ability to think deeply about issues—to make "mental leaps" that result in creative solutions to difficult problems. Individuals with this capability, he says, are not only leaders within their own districts, but they also have a wide sphere of influence within their profession. Typically, their broader influence comes about through writing about their successes and disseminating their innovations through papers presented at legislative hearings, conference presentations, or journal articles.

For that reason, the capstone project in the Neag program is a document in which the doctoral candidate offers a detailed analysis of a problem of practice, a conceptual framework that can be used to address it, a set of specific recommendations based on research and theory, as well as the candidate's own inquiry, and perspectives on how to implement the recommendations.

"Our goal has been to develop one of the very best Ed.D. programs in the country," says Sheckley, "and I'm confident that some of the top educational leaders in Connecticut will be graduating from this program in the near future."

For details on the Ed.D. in Educational Leadership, call: (860) 486-4812 or check out: www.education.uconn.edu/departments/edlr/

Heat's On to Save Athletes

Douglas Casa, director of the athletic training education program, has made it his life's ambition to educate the sports world about the causes and prevention of exertional heat illness. His work this past summer as a national spokesperson and as an expert witness in a controversial trial has put him on the hot seat.

In September, the associate professor of kinesiology testified for the prosecution in the trial of a Kentucky high school football coach, Jason Stinson, who is charged with causing the heat-related death of a player. Fifteen-year-old Max Gilpin died last summer after a rigorous workout in hot weather. Stinson is charged with reckless homicide and wanton endangerment, and is the first high school or college football coach who has been charged in this manner.

No matter the trial's outcome, Casa is hopeful that the athletic community will be more informed about the symptoms and treatment of heat stroke. He highly recommends an inexpensive but effective tool for treating players who appear to be suffering from heat stroke— a small plastic pool filled with ice water located near the practice field.

"The bottom line is that no one should ever die from exertional heat stroke, because survival is guaranteed if the athlete is immediately immersed in an ice-water tub when the condition presents itself," Casa says.

As this newsletter goes to print, the Stinson trial is still underway and is expected to have major implications for coaches around the country.

New H.S. Training Guidelines

Casa's work this past summer as an authority on exertional heat and hydration doesn't end there. As the official spokesperson for the National Athletic Trainers Association (NATA), he announced the first-ever pre-season guidelines for gradually acclimating secondary school athletes to heat. Developing a course of action became a NATA priority following the heat stroke deaths last summer of Gilpin and three other high school athletes.

The guidelines, which Casa helped write, were developed for each state, taking into account individual state policies and climate variations. The guidelines define the heat-acclimatization period as the first 14 consecutive days of pre-season practice or training for any sport being conducted in warm or hot weather conditions. They especially address concerns centered on football training, which typically takes place during the heat and humidity in August. Among the recommendations:

- During the first five days of practice, athletes can participate in only one daily practice, and each individual practice should last no more than three hours.
- A helmet should be the only protective equipment permitted during the first two days of practice.
- On days three to five, shoulder pads can be added. On day six, all protective gear may be worn and full contact may begin.
- On days six through 14, when double-practice days are allowed, each double-practice day must be followed by a single-practice day.
- On double-practice days, practice should not exceed three hours, and student-athletes should not participate in more than five total hours of practice. Warm-up, stretching, cool-down, walk-through, conditioning, and weight-room activities are included as part of the practice time. The two practices should also be separated by at least three hours in a cool environment.



Two members of Doug Casa's research team conduct temperature assessment and perceptual measurements on a test subject who is running 20 kilometers in Mansfield Hollow State Park on a hot, humid day in July.

The recommendation to eliminate two-a-day practices from the first five days of training has triggered criticism from high school coaches who cite two-a-day practices as a time-honored tradition essential to preparing their players for the upcoming season.

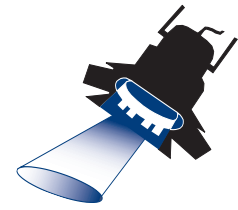
"We developed the guidelines for the health and well-being of athletes," Casa told reporters covering the rollout of the guidelines. "The NCAA Division I has successfully implemented guidelines for two-a-days and I believe high schools can do it, too." Most of the time, athletes, especially football players, are not acclimatized to the heat when pre-season arrives, explains Casa. People are spending more time indoors these days and are in air conditioning, he says. Their bodies aren't ready to handle warm temperatures.

Field Research

To deepen understanding of what happens to athletes performing in extreme weather, Casa and his research colleagues at the UConn Human Performance Lab spent two days this summer testing the effect of different hydration methods on 14 competitive runners. The study's goal was to help create more effective hydration guidelines for athletes, military personnel, firefighters and other individuals who are required to perform in extreme conditions and who often push their bodies to dehydration through prolonged exertion. The researchers hope the data will help them better understand whether athletes are hydrating themselves sufficiently on their own and whether some hydration methods may be better than others at reducing core body temperature and improving performance.



Spotlight on Alums



Teachers of the Year

Rachel Barker Buck

B.S. '01 Mathematics M.A. '02 Secondary Mathematics

From the time she first showed her fellow nursery school students how to cut with scissors, Rachel Buck has been a teacher. These days, she is among the best in Connecticut. Buck, who received both her bachelor's and master's degrees from the Neag School, was recently named 2010 Teacher of the Year at the Connecticut International Baccalaureate Academy, a magnet school in East Hartford where she has taught math for more than seven years.

But classroom work is just one part of her life at CIBA, which was recently ranked 24th on Newsweek magazine's list of the nation's top high schools. Buck also serves as faculty advisor to the school's Peer Tutoring Program, its CAS (Creativity, Action & Service) Program, its Student Advisory Board, and its Interact Club, which stresses service to East Hartford and its surrounding communities. "Having a teacher say 'I think you can be a leader' is so helpful to our students," says Buck. "I try to focus them on more than their studies, more than what goes on in the classroom. My brain is constantly working, thinking of projects for them."

Buck went into the "family business" when she became an educator. The daughter of UConn Associate Vice Provost and Professor of Computer Science Keith Barker, Buck credits her father with inspiring her to become a teacher. She was even in one of his classes as a graduate student. "It was an incredible experience," she says. "To watch him in action and see the respect he received from his students helped me recognize that I wanted to be just like him."

And while the Teacher of the Year honor is gratifying, Buck, who is the mother of a three year old, seems more than willing to share it. "I do put in a lot of hours, and it's nice to be appreciated," she says. "But our staff at school is amazing, and I'm also fortunate to have such a supportive family."

Tara Murphy

'07 B.S. and '08 M.A. Elementary Education

It's a long way from London to Virginia, but being a student teacher in the British capital helped Tara Murphy become an outstanding teacher in the Washington, D.C. suburbs.

Murphy, who received her bachelor's and master's degrees from the Neag School just one year ago, has been named First-Year Teacher of the Year in the Fairfax County Public Schools. It is an honor she calls "very overwhelming. I was just doing my job," she says modestly. "This is what I am supposed to do." Murphy's experience as a student teacher at a tough inner city school in London toughened her. She says the environment was "disruptive and challenging." She credits Neag associate professor and London Study Abroad director David Moss with guiding her through what could have been a make-or-break moment in her teaching career. "Thanks to him, I would say I'm a good combination of strict and lenient now," says Murphy about teaching sixth grade at Mount Eagle Elementary School in Alexandria, Virginia. "Plus, we have a great teaching team here. We encourage each other, and everyone contributes."

Those contributions don't end at the classroom door. Murphy has gone so far as to visit the homes of students struggling in school. She has bought her students breakfast before a test just to be sure they were as ready as possible.

"Most of my best moments happen after school," she says. "At this stage of my career, I have a lot of energy and enthusiasm. I want that to always be the case, and as long as my classroom stays a place of active learning, I know I'll stay enthusiastic and energized."

We hope to continue showcasing the accomplishments of our alumni. Please share your stories with us! Send an email to: NeagNews@uconn.edu.

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...Prep Academy Opens

"One of my biggest frustrations is there is a huge shortage of minority teachers," said Kerry Swistro, a veteran Bulkeley teacher who will help run the new academy. "Our goal here is to grow our own. . . . It would be great to have them come back to teach here in Hartford."

In Connecticut, members of minority groups make up more than one-third of public school students but only 7 percent of public school teachers, state figures show. The figure for teachers is closer to 25 percent in urban districts such as Hartford, Bridgeport and New Haven, but it is still well below the proportion of minority students in those districts.

Despite these shortages, minority students account for only about 10 percent of the enrollment in teacher preparation programs across Connecticut – a figure that has remained unchanged for the past decade, according to a report presented to the legislature last year by the state's regional education service centers. In addition to a shortage of minority teachers, schools in Connecticut also face shortages of teachers in specific subject areas such as mathematics, science and special education, according to state reports.

The new academy at Bulkeley "is a cutting-edge, novel way to address local, national and state shortages," said Roselle. As more students from underrepresented groups such as African-Americans and Hispanics enter careers in education, she said, "the end result is it will change the face of teaching so that more students can identify with the teachers they have."

Seventeen-year-old Jonathan Reyes, a Bulkeley junior, is one of about 75 students in the academy's first class. Reyes, who is Puerto Rican, said he became enthused

about a teaching career after spending a week at a summer orientation program for the academy.

"At first, I thought teaching was an OK job, but I learned teaching was more than that – a way to reach out to people, inspire them," said Reyes, who mentioned English and art as subjects he'd like to teach. "I deeply love English. I love poetry, all that stuff," he said. "It's a passion for me."

He added, "I want to mold people into believing they can go to college."

The Teacher Preparatory Academy is one of several academies already under way or in planning as part of the Hartford Public Schools "All Choice" program. The academies focus on career themes such as engineering, nursing, law, journalism and culinary arts. They are designed to offer rigorous coursework and prepare students for college.

At Bulkeley, students in the teacher preparatory academy will take academically challenging courses, take part in teaching experiences such as tutoring and mentoring, and be able to earn college credits or attend seminars at area colleges and universities, Roselle said.

Along with standard academic courses such as English, history and math, students will take education courses such as "Technology in the Classroom" and "Human Growth and Development." In addition, teachers at the academy will design specialized elective courses modeling exemplary teaching approaches around themes such as public speaking, science fairs or art, Roselle said.

Roselle said the academy eventually will expand to enroll about 200 high school juniors and seniors, increasing the pool of prospective applicants for college-level teacher training programs.

Warning: Under Construction

A labyrinth of plywood-covered walkways protects visitors to the Gentry Building, home of the Neag School of Education. The \$10 million construction project, which began in May, is in keeping with the University's sustainable design and construction policy and is expected to achieve silver LEED certification, a designation for following green building practices.

The Gentry project had been in the pipeline for more than seven years, part of the UCONN 2000 and UCONN 21st Century rebuilding initiatives. It follows a \$22 million new construction project in 2003, which added a large wing to the original structure. This time, the 43-year-old portion of the building is targeted for renovation and upgrades that will vastly improve energy consumption and the efficiency and quality of work space for faculty, staff and students.

General contractor of the project is Daniel O'Connell's Sons of Holyoke, Mass. Though no major structural changes are planned, the 58,000 square foot building will receive a new heating, ventilation and air conditioning system, in addition to a sprinkler system.

The new HVAC system and window replacement are the most costly components of this renovation, according to Valerie Pichette, executive assistant to Dean Thomas DeFranco. With help from finance director Jeffrey Crouse, the pair is responsible for coordinating the project on behalf of the Neag School.

"For years, we've had issues with water leaks. Some of our classrooms and offices weren't properly heated or cooled, while others were poorly configured for our current needs," explains Pichette.



The Neag School's home base, the Gentry Building, has been undergoing major renovations since May and is expected to be back to full operation by the start of the spring semester.

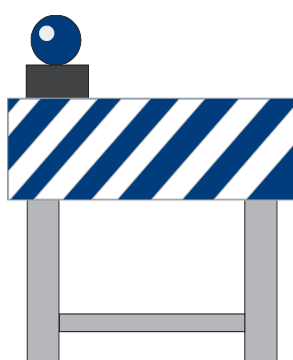
Energy-efficient windows will replace the drafty exterior glass; new carpet, flooring, and ceiling tile will be installed, and new lighting will be controlled by sensors.

Six years ago, Svigals & Partners, a New Haven-based architectural firm, designed the wing and was rehired for this project to bring the same look and feel to the two spaces. Among the features will be new interior doors with glass panels to increase natural lighting. Classrooms will be located on the first and second floors.

"Our old classrooms were tucked away in hard-to-find places on all five floors. We hope students and guests will now have a much easier time locating and accessing them," says Pichette.

Conference rooms will be located on every floor; to increase efficiency, department offices for educational psychology, educational leadership, and curriculum & instruction will be reconfigured and located in close proximity to their faculty members. Faculty with common areas of interest will be grouped together to strengthen collegiality.

The project is slated for completion by the end of December and the Gentry Building should be back to full operation when classes start in mid-January. Until then, only one classroom, Gentry 131, is open. Most faculty are working in other locations while the Dean's Office and department offices continue to operate in Gentry.



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Young Scholar Makes Her Mark



patterns of student behavior. Although some behavioral tests do exist, many of those tests are time-consuming, are not designed specifically for schools and do not screen classroom behavior quickly, Chafouleas said.

In 2006, Chafouleas and researchers from the University of Minnesota and East Carolina University began work under a four-year, \$1.7 million grant from the U.S. Department of Education to examine DBR as a means of assessing classroom behavior more easily. Chafouleas is the project director.

"She is one of the first researchers to figure out how to address the excessive and unsustainable amounts of effort required by educators and school psychologists to collect behavioral assessment information," said George Sugai, director of UConn's Center for Behavioral Education and Research.

Her project has become a focal point for the study of DBR. Chafouleas and her colleagues wrote a series of articles about DBR for a special issue of the academic journal *Assessment for Effective Intervention* published in September.

Chafouleas describes DBR as a simple method of classroom observation similar to medical rating scales in which physicians ask patients to rate their level of pain.

"We've settled on a zero-to-10 scale" for DBR, Chafouleas said. Teachers rate students at regular intervals, such as the end of each class period. The observations include not only disruptive behavior but positive conduct such as paying attention, following directions and acting respectfully.

Although similar approaches have been tried in the past, Chafouleas said there has been little research on whether such methods produce reliable data. "We are finding out that it does work," she said.

The researchers are studying ways to train teachers to improve the accuracy of their observations. In addition, Chafouleas has been working with Professor Steven Demurjian and his students in UConn's computer science and engineering department to develop web-based software for collecting and reporting the data.

The idea behind DBR is to help teachers get an accurate picture of classroom behavior instead of simply relying on sporadic, subjective judgments.

"It's quick, it's easy, it's immediate," said Gussie Gilberti, a Colchester Elementary School teacher who has been testing DBR along with fellow kindergarten teacher Sue Arntsen. Last year, the teachers used DBR to assess



Sandra Chafouleas, associate professor of educational psychology, (center) meets with two members of her Direct Behavior Ratings research team including: Jamison Judd, webmaster (right) and Rose Jaffery, a graduate assistant (left).

behavior with an entire class. This year, they are using it to focus on a single student, a kindergarten girl who has shown antisocial, aggressive behavior.

The teachers say the method has helped them identify what triggers the girl's outbursts and what type of classroom organization works best for her. "It helped us look at structuring her day," Gilberti said.

Chafouleas, a former school psychologist, said, "I sat around many team meetings focusing on 'What's wrong with Johnny?'" If schools had gathered enough data, they could have taken steps "to teach Johnny a better way to do something," she said.

With the data, she said, "you've got accountability to show the practices you're doing in your classroom are working."

Chafouleas, 37, came to UConn in 2000 and quickly established herself as a prolific young researcher. She has written or co-authored more than 70 scholarly articles and has won research grants totaling nearly \$3.5 million.

The Neag School selected her for its Outstanding Young Investigator Award in 2003 and the UConn Alumni Association this year named her the winner of the Faculty Excellence in Graduate Teaching Award.

Nayden Clinic is Rehabilitated

Patients, Students and Research will benefit

by Joanne Nesti

Giant steps and forward progress are what the patients of the Nayden Rehabilitation Clinic are all about. But now the clinic itself has taken a giant step forward, after opening its new, improved clinic on the Storrs campus.

More than \$1 million in upgrades and renovations were made to a section of the Human Development and Family Relations Building on Bolton Road where the Nayden Clinic is now situated.

"This space is larger than what we had before, and it will enhance our multi-faceted mission of patient care, education and research," director of operations Morgan Hills said as he showed off the new orthopedics suite.

Five large rooms are set aside for private patient care, and two gym rooms are large enough for exercise and treatment requiring lots of open space. A wound care room is equipped to handle a variety of wound types including the non-healing kind related to diabetes and infection wounds brought about by trauma.

A new three-dimensional mobilization table enables special treatment techniques for the spine, allowing isolated motion of the head, trunk and legs.

Orthopedics was the whole idea behind the creation of the first clinic in 1998; then-Dean of Allied Health Joseph Smey set aside 600 square feet in Koons Hall and created a partnership with Windham Hospital for, as Hills puts it, "a little ortho clinic that would help Mike Zito (an associate professor of physical therapy) teach orthopedics to his PT students."

But only two years later, the clinic found itself needing more space, and, with generous support from UConn Board of Trustees member Denis Nayden and his wife, Britta, the newly-named Nayden Clinic moved into an old bank building on Dog Lane. It wasn't long before a growing list of patients and the need for additional staff had the clinic thinking about an even newer, bigger home.

"In 2006, we put together a five-year business plan that showed there was a market here," Hills says, "and it suggested we look beyond orthopedics, to

wound care, to neurological rehabilitation and to fulfilling our other missions of research and education."

The task of locating suitable space coincided with the University's decision to close down the School of Allied Health and move the Department of Physical Therapy into the Neag School. Hills says that was the catalyst the Clinic needed. Patients, students and the University are expected to see positive results from the new and improved clinic.

"This is a real-time, integrated education for our students. In this new facility, we're instilling in them the desire to ask clinical questions and go answer them. That improves their decision-making ability and the quality of the profession." Hills is especially proud of the new electronic record-keeping system, the Allscripts EMR. It gives the Clinic a more simplified billing process and a more efficient revenue stream; and researchers will benefit as well.

"The database allows us to configure clinical documentation in a way that ensures best practice and utilizes clinical information for research purposes," Hills says. "This really gives us a chance to be entrepreneurial and helps us differentiate ourselves from our peer institutions."

Expanding the Nayden's role in clinical training and research was a key component in the recent merger of the Physical Therapy and Kinesiology departments. Their programs maintain a long, distinguished history of outstanding laboratory research. Craig Denegar, head of the Physical Therapy says, until now, they've never had the opportunity to conduct bench-to-bedside research.

"We'll now be able to see first-hand how findings in a lab affect patients in real life," says Denegar. "We will be able to investigate the efficacy of our therapy in a controlled environment, and now, with patient data, we can also investigate the effectiveness of our work in a real world setting, and that's exciting to us," he says.



Laurie Devaney, a clinical instructor and physical therapist at the Nayden Rehabilitation Clinic, demonstrates the new three-dimensional mobilization table for special treatment techniques to the spine, allowing isolated motion of the head, trunk and legs.

Other plans for Nayden include expanding the services for neurological rehabilitation, stroke therapy, and potentially adding occupational and speech therapy; in short, the creation of a comprehensive rehabilitation center.

The Nayden Rehabilitation Clinic is open to the UConn community and those from surrounding towns. Details available at: www.nayden.uconn.edu or call (860) 486-8080.

Continued from page 1

NCATE gives Neag School High Marks



During a visit last spring to the Neag School, James Cibulka, president of NCATE, discussed the council's efforts to develop new accreditation guidelines with Richard Schwab, dean.

Connecticut's most troubled urban public schools, seeking to address the achievement gap that finds many low-income and minority students lagging in academic performance – a problem that perplexes schools in Connecticut and across the nation.

The reform plan grew out of an unusual statewide coalition of groups including teacher unions, superintendents, principals and others.

Under CommPACT, the eight schools are given some freedom to operate without the customary restrictions of a

centralized district bureaucracy or union rules. Teams of teachers, parents and administrators, working with consultants from the Neag School, make decisions on matters such as staffing, scheduling and curriculum.

The Neag School has assigned consultants to each of the schools and, in some cases, has sent UConn faculty members and students to work in the schools.

CommPACT "serves as a real-world laboratory for helping us prepare well-grounded educators who understand the causes of the achievement gap and the solutions for eliminating it," Schwab said as NCATE outlined the new guidelines in June.

NCATE, the nation's largest accrediting agency for schools of education, revised its accrediting criteria to emphasize the importance of engaging prospective teachers in addressing crucial issues affecting elementary and secondary schools, said James G. Cibulka, the council's president.

In addition to UConn, NCATE cited model programs from the University of San Diego, the University of Cincinnati and the Tennessee Board of Regents.

Cibulka said the new accreditation guidelines help close the gap between theory and practice.

CommPACT, he said, "is an important example of the kind of initiative we would like to see."



UConn

DEAN'S VIEW



Thomas C. DeFranco, Ph.D.

Welcome to a new beginning!

It is both an honor and a privilege to serve as the next dean of the Neag School of Education. As I reflect on this opportunity, I believe it is important to remember the past as we look to the future.

I've been a faculty member and an administrator within the Neag School over the past 20 years as the Neag School of Education has transformed itself into one of the premier schools of education in the nation. The process began in 1999 when Mr. Raymond Neag, a gentleman and successful businessman, decided to invest in the future lives of children and made a strategic investment in the school of education with a gift of \$21 million. This gift began an unprecedented chain of events that changed the school. Over the past few years, we have been consistently ranked among the top 25 schools of education in the country and today, we are the #1 public school of education in the Northeast and #12 among all public schools of education in the country.

Just prior to Mr. Neag's gift, Richard Schwab was selected as dean of the school of education. Rich brought new and exciting leadership to the school and during his tenure from 1996-2008, the Neag School of Education experienced tremendous growth and recognition. Our rankings improved; our endowment grew;

our research portfolio and grant productivity expanded, and students and faculty across the nation came to view us as a school of education with a reputation for high standards and excellence.

It is easy to understand why I am very proud and excited to take on my new role. I have a great leadership team in place, a dedicated staff, the best and brightest faculty in the country, an outstanding advisory board, and a talented student body! As I look to our future, I am confident that together we will continue to work toward our goal of fulfilling Mr. Neag's dream to improve the lives of children and workforce professionals in Connecticut and throughout the nation. That is my pledge and my promise as dean.

Thomas C. DeFranco

Thomas C. DeFranco, Ph.D.
Dean, Neag School of Education

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