

MEETING THE POLICY CHALLENGE IN URBAN EDUCATION



November 1, 2007

Dear Students, Parents, Friends and
Colleagues,

Even though Brown's Urban Education Policy Program is only in its second year, there is strong evidence that the program is off to an excellent start.

Let me cite a few examples. All of our graduates in the inaugural class of 2007 are currently working in areas that match their aspirations and expertise. Their employers range from think tank, alternative school, to community-based and policy research organizations. Our current class of 2008 doubles the program size, attracts a substantial number of students of color, and draws from a strong national pool. Faculty and staff frequently receive emails and phone calls from alum and current students, who not only want to share with us their many professional encounters in the urban settings but also indicate their commitment to the UEP community. As we are in the middle of our third recruiting season, these accomplishments in a relatively short time are promising signs that our third UEP cohort will match our high expectations.

To ensure a rigorous learning experience for our current and future students, we continue to strengthen our academic culture and our support system. Our favorable professor-to-student ratio and our strong mentoring support are unrivaled by any of our institutional peers. Further, our core faculty members have actively engaged our UEP students in several externally-funded projects, such as schooling successes for immigrant children, professional development strategies in urban districts, and governance redesign. While all UEP students are collaborating with client organizations on their internship projects, several of these internships are (*continued on page 2*)

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located in (Detroit, New York, Boston, and Florida). These additional learning opportunities are supported by a generous two-year grant from the Annenberg Foundation. To ease the transition from learning qualitative to quantitative research skills, we have instituted a series of optional workshops on mathematical reasoning during the fall semester.

Given the program's commitment to internship and career development, I would like to take this opportunity to announce the appointment of Tehani Collazo as the new director of education outreach. A 1991 alum in Brown's Education Studies Concentration, Tehani is expected to earn her Ph.D. in Educational Studies at the University of Michigan. She has extensive experience in developing strategic partnerships across educational, cultural, civic, and community sectors. As the Community Services Manager at the Smithsonian Institution and later as the Manager of the Humanities Programs at the Latin American Youth Center in Washington DC., Ms. Collazo has managed several educational projects in support of D.C. public schools. As the new Director of Education Outreach at Brown, Ms. Collazo will work closely with representatives across the University to advance and coordinate education-oriented initiatives throughout the University. Tehani will fill the

position previously held by Lamont Gordon, who decided to focus on his doctoral dissertation at Harvard. As we send Lamont our best in his new professional endeavors, we enthusiastically welcome Tehani as she starts on November 19. Finally, I would like to welcome back Katherine Wieland (UEP '07) as our project coordinator. Katie has worked diligently to support our priorities on student recruitment, internship, communication, and lecture series.

Looking forward to seeing you in one of the UEP lectures and social events!

Best,

Kenneth K. Wong
The Walter and Leonore Annenberg
Chair for Education Policy
Director, Urban Education Policy
Program

BROWN
SUMMER
INSTITUTE ON
DATA DRIVEN
DECISION
MAKING

This past July, over forty participants came to Brown's Summer Institute on Data Driven Decision Making from Chicago, Milwaukee, Cleveland, and Providence to discuss the challenges and opportunities presented in data driven accountability and practices.

With the generous support of the Midwestern based Joyce Foundation, this conference brought together a diverse group of stakeholders including teachers, central office administrators, as well as policy makers to work with national experts on developing data analysis skills. The Institute hoped to not only enhance dialogue between and among practitioners, policy makers, and analysts in these four urban cities, but to also improve school accountability by sharpening the data analysis and collaborative nature of each team.

Our very own UEP Professors Dr. Martin West and Dr. John Tyler joined other data experts for the weeklong session that included Kathryn Boudett and Elizabeth City of Harvard Graduate School of Education, members of the Ohio based education group, Battelle for Kids, the Northwest Education Association (NWEA), as well as Paul Reville of the Rennie Center for Education Research and Policy and Rob Meyer of the Center on Value Added Research in Education.

Summer Institute team members received expert advice and participated in discussions concerning value-added assessments, Datawise decision-making protocols, diagnostic methodologies for data analysis, scientific research methods, as well as case studies highlighting data-use culture in various cities.

Districts are already utilizing the skills sets that they diligently worked upon during the Institute and will be in continual contact over the school year through the use of an online interface, generously provided by Brown University. We will keep our readers posted with updates on the progress of our districts as they work to improve their culture of data-use over the course of this school year.

TheJoyceFoundation

ANNOUNCEMENTS

Brown University Announces Commitment to Urban Education and Providence Area Schools

10 *Urban Education Fellows* will receive full tuition support for 2008-2009 in the form of *loan forgiveness*.

8 *Masters of Arts in Teaching (MAT)* candidates will be named as Fellows.

2 *Masters of Arts in Urban Education Policy (UEP)* candidates will be named as Fellows.

Fellows commit to serve low-income schools and districts in Providence and other Urban Core communities for 3 years upon graduation.

These commitments are inspired by the report to the University's Steering Committee on Slavery and Justice. For more information please contact, Katherine Wieland, Project Coordinator, at Katherine_Wieland@brown.edu.

RUTH J. SIMMONS FELLOWSHIPS IN URBAN EDUCATION POLICY

Thanks to a generous gift from the Oak Brook Bank Charitable Trust, we are proud to offer the Ruth J. Simmons Fellowship in Urban Education.

These Fellows are expected to work in the greater Chicago for one year following their graduation from the program in exchange for tuition support. Fellowship placement can range from public sector education organization or non-profit entity residing in the greater Chicago region.

For additional information on this prestigious opportunity, please contact Ann D'Abrosca, UEP Administrator, at Ann_D'Abrosca@brown.edu

Join the Urban Education Policy Program (UEP) for an Open House Visit

When: **Friday, December 7th**
9am - 3pm

Where: **Education Department
Barus Hall**

Join us for an informative, fun-filled day to learn more about the UEP program and its mission to change the urban education landscape. Hear from current students, alumni, and professors about the UEP core classes, internships, and opportunities post-UEP.

Registration is filling up quickly,
so please visit

[http://www.brown.edu/Departments/
Education/uep](http://www.brown.edu/Departments/Education/uep)

to reserve your spot today!

REMINDER TO ALL POTENTIAL APPLICANTS

All UEP applications, both online and paper submissions, are due to the Graduate School no later than January 2, 2007. A complete application includes:

- ◆ Application for admission
- ◆ Official transcripts of all prior academic work at institutions of higher education
- ◆ Three letters of recommendation from individuals familiar with your academic potential
- ◆ Official Graduate Record Examination scores (use Brown University Institution Code 3094)
- ◆ TOEFL scores (international applicants only)
- ◆ Non-refundable application fee

Feel free to contact, Ann D'Abrosca (Ann_D'Abrosca@brown.edu), UEP Administrator with any questions.

FACULTY UPDATES

Kenneth K. Wong

Department Chair and the Director of the Urban Education Policy Program, Kenneth K. Wong, along with Francis X. Shen, Dorothea Anagnostopoulos, and Stacey Rutledge, have co-authored *The Education Mayor*, currently out in-stores. Their book takes a critical look at mayoral control of urban school districts, beginning with Boston's schools in 1992 and examining more than 100 school districts in 40 states. Dr. Wong is also the recent recipient of the 2007 Deil Wright Best Paper Award on federalism and intergovernmental relations given by the American Political Science Association for his research paper, "Accountability and Innovation: New Directions in Education Policy and Management."

John Tyler

Associate Professor John Tyler's research on prison-based education, conducted with Jeffrey Kling, Senior Fellow at the Brookings Institute, will appear in a Sage Publications volume, *Barriers to Reentry? The Labor Market Prospects of Released Prisoners in Postindustrial America*. The Tyler/Kling chapter in this volume is titled "Prison-Based Education and Reentry into the Mainstream Labor Market." This project utilizes a unique and powerful data set to examine the effects various criminal justice experiences on the post-release outcomes of offenders.

Cynthia Garcia Coll

In a new study appearing in the September issue of the *International Journal of Behavioral Development*, Assistant Professor Amy Marks and Professor Cynthia Garcia Coll demonstrate the importance of developing ethnic identities for children of immigrants. This study, conducted in three local immigrant groups, also has important implications for understanding interethnic group social preferences during the middle childhood years.

Martin West

Assistant Professor of Education and Political Science, Martin West, traveled this past summer to continue his collaborative research using international education datasets with Ludger Woessmann, Head of Department at the Institute for Economic Research at the University of Munich. In earlier work, West and Woessmann examined the effects of class-size on student achievement in 11 countries around the world and differences in resource allocation patterns between and within schools in various national school systems. Their next project will analyze the institutional and policy determinants of differences in the performance of high-achieving students on international assessments of student performance.

Warren Simmons

Rhode Island's Governor Donald Carcieri appointed Dr. Warren Simmons, Executive Director of the Annenberg Institute for School Reform and UEP Professor, to chair a state wide task force focusing on the needs of urban youth. This task force will explore the systems and structures needed to ensure that the states urban students are receiving the supports they need in order to succeed.

Faculty In Focus

As we move into our second year of the Urban Education Policy Program, we've asked our professors to reflect on the UEP experience and their role in shaping the next generation of policy makers. Here Ellen Foley and Rosa Cho, both part of our core UEP faculty, share their thoughts on research, UEP, and the future of education.

ELLEN FOLEY, Principal Associate, Annenberg Institute for School Reform



What is your current research focus? Any Brown collaborators?

Our focus at the Annenberg Institute is always to help school districts and communities build whole systems of successful schools, and the research my colleagues and I do is in support of that. Currently, we're completing a cross-site analysis of four districts that are using data in innovative ways to inform classroom instruction and school and district policy. In spring 2007, we conducted site visits, interviewing district staff, principals, teachers and key partners in all the sites. Over the summer, we convened representatives from all the sites to review preliminary findings and to give them an opportunity to learn from each other. The result is a report that identifies "leading indicators"—indicators that provide early signals of progress toward academic achievement—and highlights sites' efforts to

use statistical models to predict student progression toward graduation. The study will be published at the end of the year, but more importantly, it will lead to the development of tools for other school districts to learn about and adapt these innovations.

What opportunities and challenges have you encountered as a UEP core professor? What have you taken away from this teaching experience?

Whether through teaching, running GED or after school programs, or being involved in community organizing, UEP students bring a wealth of experience in education to the classroom. That is the most exciting thing about teaching in the UEP Program and it is also one of the biggest challenges. As a professor, I feel an immense responsibility to make the class that I co-teach with my AISR colleague, Mike Grady, relevant to the needs and ambitions of our students. I am challenged daily to add value to the knowledge and skills of UEP students, many of whom have taken time out from committed and accomplished careers in education to attend the program. I am also energized when students bring their real world experiences into class discussions and we make connections between the academic material and the complex contexts of urban education. It makes me really enjoy teaching and reminds me of the value of high expectations for both teachers and students.

How has this year's experience differed, if at all?

The UEP Program has grown! Last year's cohort was just 8 students and this summer we had 15 students. With a larger and more diverse cohort, class discussions have been livelier and UEP students are a greater presence in the Education Department and at the University.

What direction do you see urban education heading and what role do you see UEP students playing in that future setting?

There is not one direction that urban education is going. There are a lot of trends: small high schools, external management of schools, pay for performance, value-added analysis, technologically-enhanced assessment, etc. The beauty of urban education is that city systems are big enough to accommodate all these trends; unfortunately, most district governance systems and leadership structures aren't built to manage multiplicity. Creating policy by definition means delineating a set of conditions that will affect whole groups, whether students, teachers, principals or community members. But we live in a complicated YouTube world: Individuals expect choice and relevance to their own interests, but they also can form powerful networks linked by those interests. (continued on page 5)

The future will be even more dominated by this potential contradiction. UEP students will be successful if they can help districts and communities create policies that allow for differentiation and that accommodate the diversity of needs and assets of individual students, educators and citizens. ■



ROSA CHO,
Assistant Professor of
Education,
Brown University

What is your current research focus? Any Brown collaborators?

My research is currently focusing on the two broad topics of incarceration and education. Specifically, I am looking at how parental incarceration influences the educational outcomes of children and whether school-based programs are effective in improving the school performances of these children. Another project looks at how juvenile incarceration may impact high school graduation rates and later lifetime outcomes. This project attempts to eventually answer whether incarceration may lead to social inequality between blacks and whites. For this project, I have a collaborator in the Economics department, Anna Aizer.

What opportunities and challenges have you encountered as a UEP core professor? What have you taken away from this teaching experience?

As a UEP core professor, I have had the opportunity to interact with many education programs in RI and outside of RI that aim to improve the learning of disadvantaged children. Within the department, the interdisciplinary composition of the faculty members has been stimulating and beneficial.

How has this year's experience differed, if at all?

This year, the UEP cohort is larger in size and more diverse in terms of their prior experiences. I think it has created a vibrant and energetic atmosphere in the classroom setting. Also, I believe the deliberate effort to align the courses in a more coherent manner has helped students to navigate through the program more efficiently.

What direction do you see urban education heading and what role do you see UEP students playing in that future setting?

Teaching quantitative methods to UEP students has allowed me to better understand the intuition behind statistical analysis and further apply these tools to different policy settings and outcomes. In addition, interacting with students who have very diverse education-related backgrounds has provided me with valuable insight into the actual process of education. The only challenge of teaching this course would be that students are very diverse in the level of prior exposure to quantitative skills and accommodating for that is somewhat difficult.

I believe the UEP program is headed towards producing leaders and agents of social change who can understand and influence education policies by conducting or evaluating policy-relevant research. ■



Rhode Island's Education Governor: Meet Donald L. Carcieri

A Brown alum with an exuberant personality, Governor Carcieri met with Urban Education Policy (UEP) students this past October to discuss one of the most pressing issues confronting Rhode Island: education. Upon taking office over-four years ago, the now second term governor saw a disconnect in Rhode Island schools between the fundamentals needed in order to ensure student success. In response to this pressing issue the Governor has devised

a multilateral effort to address the issue of quality education for all in the state of Rhode Island.

The first of this two prong effort brings alignment between Rhode Island state standards with state and local formative and summative assessments. Prior to 2003, Rhode Island have few educational standards that provided a substantive foundation to build an education system from. Since that time, not only has Governor Carcieri spearheaded the creation of viable standards, but has worked with a number of New England states to create the NECAP. This assessment allows participating New England states a comparative basis in which to gauge student achievement in grades K-12.

The next piece in this ongoing effort is to see to it that there is a comprehensive system in which to gauge a student's readiness and ability to graduate high school. The Governor has brought together multiple stakeholders from the state as well as local school communities to devise a protocol that best addressed the issues above. Though still in the works, state graduation requirements will take into account the student's learning life as a whole. A student's coursework during their high school years, their test proficiency as well as their ability to complete a capstone project are all pieces in this new assessment system.

Governor Carcieri understands the need to put into place a system that will demand more of our students while providing them the supports needed to achieve. He understands the gravity and the breath that the issues of education entail and applauds the UEP program for providing students the skill set in order to make instrumental changes in the system. ■



Urban Education Policy Students with Governor Carcieri this past October

Alumni Updates

We've asked two of our recent graduates to reflect on their UEP experience as they moved from the classroom to the policy realm. Read on to find our more!

ALUMNI IN FOCUS



JANET SANTOS, Boston, Massachusetts
*Jobs for the Future,
State Policy Advocacy Team*

Last May, we proudly saw our first cohort of Urban Education Policy students graduate and have since assisted students in placements across the country. Below, you will find how our graduates are changing the urban education landscape.

DANA BORRELLI, Providence, Rhode Island
*Director, 21st Century Learning Grant,
CVS Highlander Charter School*

Dana is currently the Director of the 21st Century grant that is supplying Providence urban core students with quality after-school programming in conjunction with City Arts and City Year Volunteers.

CHRISTIAN CALDARONE, Providence, Rhode Island
Project Manager, Smith Hill Community Development Corporation

In his new position Christian is working to create quality affordable housing in the Smith Hill area of Providence while adding to the lives of students in this region.

PARTICK FAHY, Providence, Rhode Island
The Big Picture Company

Director of the Center for Entrepreneurship
Patrick now oversees this new department at the Big Picture Company working to ensure that students have the necessary skill set to allow them to traverse from the high school realm to the business world.

JOSHUA MARLAND, New York, New York
*Research and Evaluation Data Analyst,
New Leaders for New Schools*

Joshua is currently working in the NLNS New York office as part of the Data and Accountability Team assisting urban schools in making data a more accessible part of their day to day work. For more on Joshua's experience, please read the *Alumni In Focus* section of our newsletter.

JANET SANTOS, Boston, Massachusetts
*Jobs for the Future
State Policy Advocacy Team*

Janet is currently working in the Boston based Jobs for the Future on issues confronting student's access to higher education on the p-11 level. For more on Janet's experience, please read the *Alumni In Focus* section of our newsletter.

KATHERINE WIELAND, Providence, Rhode Island
Project Coordinator,

Brown University, Education Department
Katherine is currently the Project Coordinator in the Education Department, working on admission and recruitment activities for the UEP program while also supporting the facilitation of data driven instructional practices within four major urban cities.

Tell me a little about your background before joining the UEP program last summer.

Prior to entering the UEP program last summer, I had been a Program Associate at the Education Alliance at Brown University for almost four and a half years. It was my first full-time job after graduating from college. It was there I was introduced to (and immersed in) the world of education, which was a great learning experience for me, since as an undergraduate, I had neither majored nor taken a course in education. Instead, I had studied twentieth century Latin American history and Portuguese and Brazilian studies, and had every intention of becoming a history professor in the future.

Obviously, my plans changed while at the Alliance. I learned in greater depth about systemic social inequalities in the United States through the lens of one institution--education. Previously, I had learned about them in terms of the development of countries south of the border. Needless to say, I was hooked. It helped put my experience (and those of my siblings and childhood peers living in my neighborhood of Inwood in northern Manhattan) in the public school system into a broader context.

While at the Alliance I co-authored two publications and assisted in the development of training materials for teacher professional development workshops at various districts throughout the northeast. I also performed needs assessments of schools and school districts by conducting on-site visits, documenting and conducting interviews with school staff, students, and members of the local community.

Please describe your position and corresponding responsibilities with Jobs for the Future.

At Jobs For the Future (JFF) we focus our attention on providing underserved populations with access to rigorous high school curriculum and postsecondary education that in turn will provide with greater economic prospects in the future. JFF advocates for state and federal policies that smoothen the transition between high school and higher education. At JFF I am a member of the state policy advocacy team. I assist in coordinating the multiple state initiatives through carrying out policy research, analyzing current policies and identifying potential policy levers supportive of P-16 (or P-20) blends.

What drew you to the position?

JFF was a perfect match for several reasons. Primarily, I was drawn to the mission of the organization to provide underserved students access to rigorous college preparatory coursework and higher education. At the Alliance, I conducted focus groups at high schools with students and started to understand the extent of the current educational inequities. Students from different communities and backgrounds attend different schools, or were in the same schools, but were limited in the curricular options afforded to them. Also, JFF appealed to me because I saw it as an opportunity to learn about policy development at both the state and national levels. Finally, I get to focus on one specific juncture of the educational pipeline--the transition from high school to college. This is an opportunity to learn more about higher education, which I did not know much about.

(Continued on page 7)

How has your UEP degree contributed to your work?

My UEP degree introduced me to the theoretical (and academic) frames (and arguments) currently driving systemic change in education, i.e. how to effectively scale up successful local ad hoc programs, examining how governance structures can impede or support reform efforts. Furthermore, the UEP program augmented my ability to critically consume research. The frameworks I gained from the UEP program juxtaposed with the knowledge gained from the ground-level and pragmatic research I conducted while at the Education Alliance, enhanced my awareness of the disconnect between research and practice.

What are the challenges and opportunities that you have encountered in the urban education landscape in your work thus far?

I have only been in my position for a month, so this question is difficult to answer. At JFF we focus on blending high school and college in order to ensure that students experience successful transitions from K-12 to higher education. However, what are the effects of particular state governance structures on the integration of P-16? Also, how do we increase access to college courses for students who are traditionally not considered college material. ■

JOSHUA MARLAND, New York, New York
*Research and Evaluation Data Analyst,
New Leaders for New Schools*



Tell me a little about your background before joining the UEP program last summer.

I received my BA in public relations at the Univ. of Florida in 2003. I went back to UF for a master's in research and evaluation methods, where I learned a lot about statistics and research design. I ended up transferring to the UEP program about a year before I was supposed to graduate because I wanted to spend time figuring out the education landscape a little better.

Please describe your position and corresponding responsibilities with New Leaders for New Schools.

I work on the Data and Accountability team for the organization. There are two "strands" to the team, my side being Research and Evaluation and the other being Organizational Learning. The R&E team is primarily responsible for providing all relevant school-level and organizational data to our constituents for a number of purposes. Our work focuses on turning data into information that can be used by everyone within the organization to make informed decisions. My responsibilities include building and maintaining the data infrastructure in support of our work, as well as creating reports that are distributed to the organization.

What drew you to the position?

I was really drawn to New Leaders' commitment to urban schools and their belief that all students can achieve at high levels. They really believe in supporting principals in a variety of ways so that they are effective in their positions. Also, the position is close to what I envisioned myself doing after I graduated and provides a lot of room to grow. I can't deny that part of me wanted to experience New York and use it as an opportunity to build the UEP network outside of Rhode Island.

How has your UEP degree contributed to your work?

I think that I learned a lot from the people in the program. The students that were teachers before going back to school provided an invaluable perspective for me. In the coursework, I only just began to understand the challenges teachers and principals face in their schools, but I feel it instilled in me a greater appreciation of those challenges. While I do not actually interact with teachers, I think the knowledge I gained in the UEP program helps me to have an informed conversation with those who do on our city teams.

Rosa and Marty's classes both reinforced and deepened my understanding of research methods. Obviously, I had some stats experience before coming in, but I think both of them are really accessible instructors and have great teaching styles.

In what specific areas can you see connections between your time at Brown and NLNS?

One of the obvious connections linking the UEP program and New Leaders is the specific focus on urban schools. We have a lot of discussions about the issues that our schools are facing, and most of my knowledge is from what I learned in the program. It also really instilled in me the sense that the enormity of the issue transcends political affiliation and that we all need to work together to achieve the same goal. I think the UEP program is politically balanced in the same way New Leaders maintains relationships with organizations spanning the political spectrum.

Please describe your experience in hosting an UEP intern as an alum of the program.

It's been a good experience so far. I think Molly (UEP '08) can really contribute to the organization because she will focus specifically on how to turn data into a more effective tool for teachers and principals with her experience in schools really informing that work. We are working hard to make this an enriching nine months for her and hope that she'll gain a lot from working with an organization that affects so many districts.

What are the challenges and opportunities that you have encountered in the urban education landscape in work thus far?

One challenge I've encountered in urban education is ensuring equitable opportunities for students. The national movement to focus on test scores as a measure of success really dictates the paths that many teachers and principals will take and leading many away from the more challenging schools. A lot of people may see the challenge of reaching 100 percent proficient by 2014 too big to handle, especially as a principal in an urban school. Key within this is ensuring that principals and teachers have the necessary supports to make sure that all students are achieving at high levels and are developing as responsible citizens. ■

UEP SPEAKER SERIES INVITATION

Dr. James S. Kim
Harvard Graduate School of Education

**Project READS (Reading Enhances Achievement
During Summer): A Multi-District Randomized
Controlled Trial of a Voluntary Summer
Reading Intervention**

Date: Wednesday, November 14, 2007

Time: Noon-1:30pm

Location: Dewey Conference Room, Barus Hall

*Also please join us February 14, 2008 for a lecture with
Drs. Carola and Marcelo Suarez-Orozco from New York
University. This event is graciously co-sponsored with the
Center for the Study of Human Development at
Brown University. (Same time and place)*

This year, thanks in part to the Annenberg Foundation, a number of our UEP students have been able to spend their internship opportunity outside the state, gaining valuable knowledge in comparative urban study. Highlighted here are two of our UEP students traversing the country to change the urban landscape, one trip at a time.

SHANNON DOLAN,
*The Center for Urban
Education
Brooklyn, New York*

Tell me a little bit about your internship description and how it has differed, if any, with your original expectation of the work to be done.

My internship is working as an instructional improvement coach at a small school in South Brooklyn. I observe teachers, give them feedback, and then help them incorporate higher ordered thinking and literacy strategies into their lessons and their assessments. I assist teachers in developing both lesson and unit plans. Finally, I am working closely with a principal intern to give him the skills he needs in order to become a skilled instructional leader. I spend nearly every Friday in Brooklyn working on the activities I just mentioned. Much of this work is building on previous consulting activities that I have been immersed in during my career.

What are the challenges and unique opportunities that your internship has presented you thus far?

The travel is challenging; particularly in the middle of a busy semester! It can also be difficult to observe classes and give accurate and helpful feedback surrounding improvement. There are so many variables to assess at once: teaching, materials, student interaction, student work, student behavior, questions being asked, student-teacher interactions, etc.

Internships In Focus

Then I have to take all that into account with regard to Bloom's taxonomy and strategies, and analyze what's being done and what's not being done, and provide guidance for the teacher in question. It's challenging, but important work. No one is an expert at all things educational, so we also work with the teachers so they can observe each other and have professional development circles, cultivating cooperative, reflective pedagogy. Ultimately we have to remember that the school culture and norms vary from school to school and so it is our job to facilitate the processes that will be most beneficial in improving instruction in our given context rather than to dictate what we think needs gets done. It can sometimes be difficult to convince teachers that we're not there to critique; we want to help teachers become reflective practitioners. My Friday visits remind me of how much I miss teaching, but I'm getting to see and be part of the process of implementing full-scale professional development, which is fulfilling on another level.

Where will your work be leading you in the coming months?

Ultimately, by the end of the year, we hope that teachers become more reflective and collegial, student outcomes improve as a result of some of these methodologies, and that the principal and veteran teachers can be true instructional leaders and facilitate their own professional development around teaching and learning. We hope that all teachers, even math and science teachers, will become more comfortable teaching reading strategies so their students can not only access a variety of texts, but also make meaning and think more deeply about them. ■

EVELYN BROSI,
*Annenberg Institute for School Reform
New York, New York*

Tell me a little bit about your internship and your current work.

I help with research analysis of a national, longitudinal study examining the impacts of community organizing on public school reform. I assist in statistical analysis, including preparing graphs and tables of data analyses as well as obtaining data from districts. I also work on qualitative research queries in NVivo 7 and am currently looking at how community organizations use data to drive their initiatives.

What are the challenges and unique opportunities that your internship has presented you thus far?

I am learning more about data analysis and gaining hands on experience using computer programs

to assist with data analysis. I have also been exposed to a wealth of information about community organizing for school reform and the trends within the movement.

Do you see any integration between your class work here at Brown and your internship?

My class work deepens my understanding of the programs we are researching. The politics of school governance and reform is apparent in community organizations' struggles to achieve change for local students. The quantitative methods and exposure to computer programs like Stata through the UEP program has helped me make a smooth transition into achieving my internship responsibilities.

Where will your work be leading you in the coming months?

As analyses are completed, I will be helping to produce findings and policy reports as well as learning about the dissemination process used to inform others about the study. ■

Do you have news that you would like to share with the UEP Family?

Whether it be a personal update, career or professional development opportunity, or news in the field of urban policy, please email Katherine_Wieland@brown.edu with your thoughts and comments today!

This news letter is brought to you by your colleagues in the Education Department at Brown University. For more information on the Urban Education Policy Program, please visit http://www.brown.edu/Departments/Education/uep_



BROWN