

Search OU

Future Students

Current Students

Alumni

Visitors & Friends

Faculty & Staff



April 25, 2014

[FROM THE SCHOOL OF EDUCATION AND HUMAN SERVICES](#) | [IN THE NEWS](#)
[UPCOMING EVENTS](#) | [CELEBRATIONS](#) | [ABOUT THE SEHS BULLETIN](#) | [ARCHIVES](#)

FROM THE SCHOOL OF EDUCATION AND HUMAN SERVICES

From Assistant Professor of Education Suzanne Klein:

Leadership matters in any organization. Whether it is a classroom teacher, a teacher leader, a school principal or the superintendent, all play a critical role in successfully accomplishing the goals for learning and teaching set for the district and its students. The Galileo Institute for Teacher Leadership, housed in the Department of Organizational Leadership, was established in 2005 to build on the knowledge, skills, and strategies tested and refined during more than a decade by the Galileo Leadership Consortium. Since that time, the Institute has promoted the development of new graduate programs, organized a variety of service projects to schools, partnered with school districts, and conducted research on issues related to teacher leadership.



The mission of the Galileo Institute for Teacher Leadership is to improve the learning of all students, elevate the education profession, enhance the leadership skills of teachers, and fulfill the vital role of public education in achieving a civil, prosperous and democratic society. The commitment to the concept of developing teacher leaders, to defining what teacher leadership is and why it is so important, are at the heart of the institute.

To meet the pressing need for training and supporting high quality leadership in schools, an expansion of the Galileo Institute's sole focus on teacher leadership has come about organically. Galileo districts, as well as others who are not currently in the consortium, have looked to the institute, the university and its educational leadership faculty for expertise and guidance.

Future plans for the Galileo Institute include:

- Continuing efforts to institutionalize teacher leadership
- Conducting field research on district partnerships and other projects that can be shared at national and regional conferences as well as in scholarly journals.
- Continuing to collaborate with faculty to integrate concepts and practices of teacher leadership into undergraduate and graduate programs.
- Exploring opportunities to create a consortium of districts interested in exploring teacher leadership concepts and practices.
- Exploring interest in developing a sub-group of members of the National Council of Professors of Educational Administration interested in teacher leadership.
- Developing a series of events and programs aimed at engaging alumni and school leaders on topics of interest, such as teacher leadership certification, blurring the lines between administrator and teacher leadership, the district central office as learner and leader, and building a culture of high reliability in schools.
- Creating an area on the Institute website to share the research findings from Galileo Institute projects.

For additional information, view the [Galileo webpage](#).

IN THE NEWS

ZA to ZS Endorsement Upgrade Option

Starting this fall, the Department of Human Development and Child Studies will for the first time be offering courses to allow individuals who previously earned their ZA (early childhood) endorsement to upgrade to the newer and more inclusive ZS (early childhood general & special education) endorsement.

In partnership with the Office of Professional Development and Education Outreach, the courses will be offered at the Macomb ISD one Wednesday evening per week. Eligible/interested candidates will be required to take one course in the fall and one course in the winter, and to pass the MTTC (ZS) test in order to earn the new endorsement.

Please share this information with all who may benefit. For additional information please visit the [website](#) or contact **Dr. Ambika Bhargava**.



Capstone Research Studies Health Care Support for Young Adults with ASD

Mary Dereski, associate professor of biomedical sciences and also director of the OU William Beaumont (OUWB) School of Medicine's capstone program, works closely with medical students in the program's research initiatives. In this capacity, she hopes to facilitate changes to help young adults with ASD comfortably navigate the health care system.

OU is on the cutting edge in its efforts to support those with autism. OUCARES integrates academic coursework and research with hands-on community work to prepare professionals to be leaders in the autism community.

"It's inspiring," says Mary, "and it makes for an ideal foundation for this particular ASD research."

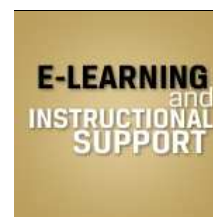
It is Mary's plan to create greater awareness by producing an online continuing education module regarding this issue.

For additional information on Mary's research through the help of OUCARES, view the [article](#) online.

Online Learning Best Practices

The office of e-Learning and Instructional Support recently launched a new web site that describes best practices in online learning. This new site provides faculty with tips on how to make their online instruction more effective. Topics include:

- An overview of how to engage your students in an online setting using techniques like icebreaker forums and staged interactions.
- A syllabus design template that addresses issues like online office hours and student expectations.
- Tips on how to design your course so that your students find it easy to follow.
- An overview on how to write course objectives that are active, focused, and measurable.
- Links to other resources and services offered by e-LIS



For additional information, view the [e-Learning website](#), or if you have any questions, contact **e-Learning and Instructional Support**.

The OU/Avondale Partnership Research Collaborative

Members of SEHS are forming a "Research Collaborative" for faculty engaged in research connected to the Avondale partnership. The intent is to provide a regular meeting time and place for sharing and coordinating each others work. It is hoped that the collaborative might also lead to new research opportunities and funding.

As a summer kick-off, there will be three working sessions on May 7, May 20 and June 9, all from 1–3pm in 370PH.

These sessions will be using an IGNITE format, which is a 5-minute PPT presentations composed of 20 slides that automatically advance every 15 seconds. Each member is asked to prepare a 5-minute introduction to his/her work. An open discussion will follow. The intent is to follow-up with monthly support meetings during the 2014/2015 academic year.

To learn more about IGNITE sessions, visit the [webpage](#).

If you have questions, or would like additional information, contact any of the following:

- **Nancy Brown**
- **Cindy Carver**
- **Bong Gee Jang**
- **Suzanne Klein**
- **David Secord**
- **Bob Wiggins**



Lowry Turns Purple in April

During the month of April, children, families, and visitors in the Lowry Center see a lot of purple: purple signs, purple ribbons, purple handprints, purple clothing, even purple hair. Purple is the official color to celebrate the national Month of the Young Child.

April 21-April 25 is also Spirit Week in the Lowry Center. This gave adults and children the opportunity to participate in a hat day, pajama day, funny hair day, purple day, and mismatch day.

Being able to have a time each year to showcase the causes and issues important to the Early Childhood Education field is a wonderful thing. However, each day is reason enough to celebrate the wonderful children and the family members and teachers who nurture and support them.



UPCOMING EVENTS

11th Annual Graduate Student Research Symposium, May 12, 2014

CAP will be presenting a workshop on promotion and tenure for faculty within SEHS. All faculty are welcome to attend. Those who will be going through pre-tenure reviews in the 2014-2015 year are particularly encouraged to attend.

The workshop will be held on Monday, May 12 from 11am-12pm in 488 PH.

For additional information, view the complete [flier](#).

If you have any questions, please contact [Eileen Johnson](#).



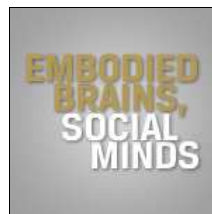
Embodied Brains, Social Minds, May 12, 2014

Join Dr. Mary Jelen Immordino-Yang as the Oakland Schools National Speaker Series presents *Embodied Brains, Social Minds: How Relationships Shape Learning, Motivation and Self*.

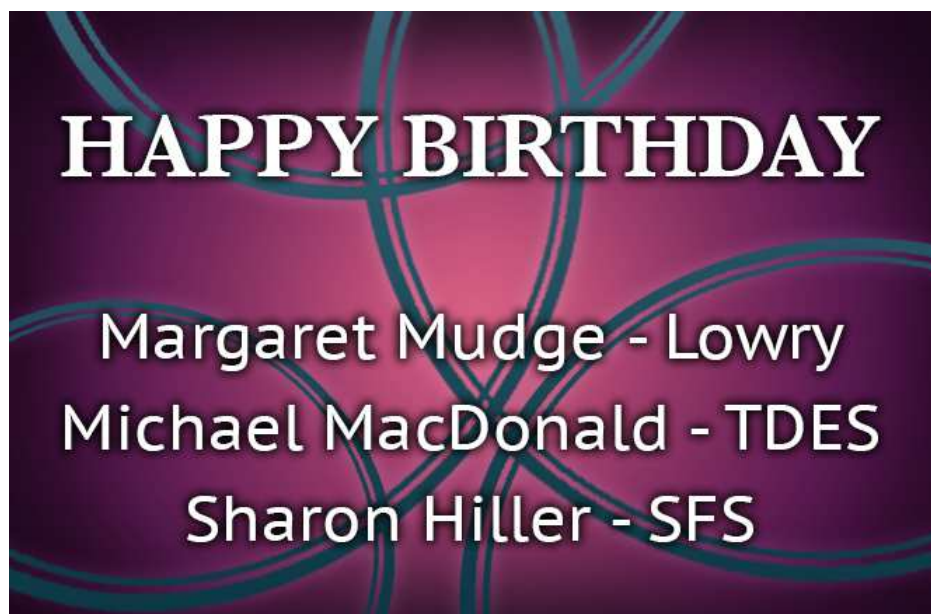
In this workshop presentation, you will learn how social emotions are processed in the brain, including cultural and individual differences, be able to analyze samples of children's creative and scientific thinking, and translate and apply neuroscientific perspectives to practical educational problems and instructional decisions.

The presentation will take place on Monday, May 12 from 9am-3pm at Oakland Schools in Waterford, MI. The cost is \$40 per person, which includes lunch.

For additional information, contact **Lauren Childs**, or call (248) 209-2273.



CELEBRATIONS



If you do not wish to have your birthday announced, please contact James Silvestri at jmsilves@oakland.edu

ABOUT THE SEHS BULLETIN

Welcome to the SEHS Bulletin, where faculty and staff can share news and celebrate the wonderful things happening in SEHS. The bulletin is the perfect place to share information about your publications and awards, special projects and committee news, as well as announce events.

All are welcome to send items for inclusion. If you choose to do so, please ensure that your items are print ready, that you include all related links, and that you have permission to publish any photos being submitted. Please put "SEHS Bulletin" in the subject line and email your information to: sehs@oakland.edu.

If you have questions about the bulletin, feel free to email James Silvestri at jmsilves@oakland.edu.



School of Education and Human Services

415 Pawley Hall
2200 N. Squirrel Road
Rochester, MI 48309-4401
sehs@oakland.edu | 248.370.3050

Oakland University | 2200 N. Squirrel Road, Rochester, Michigan 48309-4401 | (248) 370-2100 | Contact OU | OU-Macomb
[Coordinate map of Auburn Hills Entrance](#)