

Endeavors

Maryland Public Schools Ranked #1 in the Nation

Teacher Preparation Vital to Success

The state of Maryland has something to be very happy about as this year *Newsweek*, *Education Week* and the College Board ranked the State's public schools system as number one in the nation. Among their credits, Maryland public schools were found to have curriculum and programs that aligned from early childhood through high school and college, the highest percentage of high schools offering (and students taking) college-level courses, and high quality graduation standards and tests.

Maryland has also provided over \$1.3 billion in new education funding to public schools through initiatives like the Bridge to Excellence (BTE) Act—a funding program designed 'to bring adequacy and equity to elementary and secondary classrooms,' according to the Maryland State Department of Education (MSDE).

"The number one ranking in [public school] education is a tremendous honor," says Darla Strouse (Ed.D., '04), executive director of MSDE's Office of Partnership Development. "Maryland is the only state to have implemented 13 out of the 14 Transition & Alignment policies set forth. What that means is that our public schools do something extraordinarily well...that is align the curriculum of early childhood and secondary education with high school graduation requirements and college entrance requirements."

Just as important, Strouse notes, "[The ranking] says a great deal about the fact that this State has some of the most outstanding teachers in the country." The high quality teachers contributing to Maryland public schools' top status are also a reflection of the high standards of teacher preparation programs which are a hallmark of the University of Maryland College of Education.

Nancy Grasmick, State Superintendent of Maryland Public Schools agrees. "The UM College of Education is continually ranked among the top 25 in the country, and fortunately for us, many of the College's graduates become teachers in Maryland's public schools."

From October 2007 to October 2008, over 150 of the College's students joined the Maryland system, and College officials project this number will grow to as many as 260 by the 2012 academic year. To help meet the overwhelming demand for teachers within Maryland public schools and increase student enrollment, the College has restructured its teacher education programs. Alterations were made to address high demand subject areas, and to place greater emphasis on post-baccalaureate models that require a shorter preparation time for a candidate to become a teacher.

The College offers multiple pathways for students who want to pursue the career of teaching. For example, under the secondary education program, Arts and Science undergraduates can minor in education, or double major in education and a subject of their choosing.

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Annual Awards Ceremony Pays Tribute to Alumni Achievement



The hosts of the evening (back row, r. to l.) Alumni Chapter President Jim DeGeorge, Dean Donna Wiseman and PDK President Chris Mills with the 2009 Alumni Award honorees: Front row (l. to r.): Toni Ungaretti, Anastasia Samaras, Linda Jacobs, Janet Jones, Bryan Goehring, Jennifer Smith Stepanek. Back row (l. to r.): Dennis Roberts, Christopher Garran, Nelson McLeod, II, Dorry Kenyon, Peter Rennert-Ariev, Joyce Erb-Appleman (PHOTO BY LISA HELFERT PHOTOGRAPHY)

The sense of community was touchingly heartwarming as family, friends and colleagues gathered at the Samuel Riggs IV Alumni Center to celebrate the outstanding achievements of 12 distinguished alumni and friends at the College of Education's Annual Alumni Awards, held November 19, 2009.

A common theme expressed by the award winners throughout the evening was the gratitude they felt for the lessons learned as students at the College of Education. "Each of us, as alumni of the University of Maryland, have been able to achieve what we've done because of the education we've received here," said Dennis Roberts, recipient of the Outstanding Professional for Global Leadership Award.

Many also paid tribute to their faculty mentors, who they credited with inspiring them to think in new ways that still influence their careers today. "When it comes to learning, there is an army of angels behind every scholars' success," said Anastasia Samaras, recipient of the Outstanding Scholar Award. "[My teachers and colleagues at the College and its Center for Young Children] each played an important role in my professional development...you are my army of angels."

Co-sponsored by the College of Education, its Alumni Chapter, and Phi Delta Kappa (PDK)—an international association for professional educators—the Alumni Awards was hosted by Dean Donna Wiseman, PDK President Chris Mills, and Alumni Chapter President Jim DeGeorge ('71, '68) who also served as the evening's emcee.

THE 2009 HONOREES:

Outstanding Leader

Nelson McLeod, II ~ Principal, Richard Montgomery High School (Ph.D., '08, Education Leadership, Higher Education and International Education)

Linda J. Jacobs ~ Executive Director, The Harbor School (Ed.D., '71, Special Education/Human Development; M.A., '65, Special Education; B.A., '62, Curriculum and Instruction/ Special Education)

Outstanding Professional

Dorry M. Kenyon ~ Director of Language Testing, Center for Applied Linguistics (Ph.D., '95, Measurement and Statistics)

Outstanding Professional for Global Leadership

Dennis C. Roberts ~ Assistant Vice President for Education, Qatar Foundation (Ph.D., '79, Counseling and Personnel Services)

Outstanding New Professional

Christopher S. Garran ~ Principal, Walter Johnson High School (Ph.D., '04, Education Policy and Leadership)

Outstanding Scholar

Anastasia P. Samaras ~ Associate Professor, George Mason University (Ph.D., '90, Curriculum and Instruction; M.Ed., '76, Human Development; B.A., '72, Curriculum and Instruction)

Outstanding New Scholar

Peter L. Rennert-Ariev ~ Chair, Education Specialties, Loyola College (Ph.D., '02, Curriculum and Instruction)

Distinguished Service to the College of Education

Antoinette S. Ungaretti ~ Assistant Dean and Director, Johns Hopkins University (Ph.D., '92, Human Development)

Alumni Teacher of the Year

Bryan S. Goehring ~ Harford County Teacher of the Year (B.S., '90, Curriculum and Instruction)

Janet S. Jones ~ Charles County Teacher of the Year (M.Ed., '91, Curriculum and Instruction)

Phi Delta Kappa Mentor Teacher

Joyce Erb-Appleman ~ Berwyn Heights Elementary School

Dean's Award

Jennifer Smith Stepanek ~ Consultant/Author (Ph.D., '08; M.Ed., '00, Special Education)

Biographies of the award recipients are available on the College's *Alumni and Friends* web site:

www.education.umd.edu/infofor/alumniandfriends.html

Teaching Kids About Climate Change: A Conversation With Professor Randy McGinnis (with Emily Hestness, M.A., '09)



Q: Why do you think kids are so interested in learning about climate change issues?

A: We believe that climate change has become an important topic of discussion

throughout our society, so the kids hear about it from multiple sources. In our experience working with teacher education majors at UM, when we ask them to speak with elementary school students in public schools about climate change issues, they report back to us that their students as young as first grade are

coming to the classroom having heard about climate change from their parents, from TV, from the movies, and from the Internet.

Q: How can teachers help kids learn about climate change in a fun and interactive way?

A: A fun and interactive way that kids can learn about climate change is to focus on the global aspect of the issue. The study of the issue offers an opportunity for students to explore diverse regions of the world, diverse ecosystems, and diverse human communities and see how they all are being affected by a changing climate. Students can learn about what other people (including kids) think about the issue and what some people are doing to address climate change. They also can decide how they personally can play a role in shaping the future.

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Endeavors is published for Alumni and Friends of the University of Maryland College of Education.

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WHAT'S HAPPENING IN THE COLLEGE...

APPOINTMENTS

Counseling and Personnel Services

Professor Susan Komives was appointed to the board of directors of the International Leadership Association (ILA). The global network for all those who practice, study and teach leadership worldwide, ILA has active membership networks in the United States, Latin America, and Europe.

NEW FACULTY

Human Development

Asst. Professor Meredith Rowe joined the College of Education faculty this fall. Her research focuses on understanding factors that contribute to children's language and literacy development; parental beliefs and parent-child interaction; gesture; at-risk/underprivileged populations, and research methods in child language research.

Rowe received her Ed.D. in human development and psychology from the Harvard Graduate School of Education and recently completed post-doctoral fellowships in the Departments of Sociology and Psychology at the University of Chicago.

AWARDS AND RECOGNITIONS

International Initiatives



Jim Greenberg, director of the College's Office of International Initiatives, was recently presented with the *2009 University Distinguished International Service Award*. Established by the University of Maryland's Office of International Programs, the award honors outstanding Maryland faculty for their international service or innovation. Greenberg was recognized for his significant contributions to the development of international programs at the University.

Education Leadership, Higher Education and International Education

Professor Alberto Cabrera received a distinguished Fulbright Scholarship to conduct research and teach at the Pontifical University of Porto Alegre.

Counseling and Personnel Services

Assoc. Professor Susan Jones was honored with the *Spirit of Food & Friends Award*. The award is given to those who exemplify the mission and values of Food & Friends—an organization founded to meet the changing needs of persons living with HIV/AIDS and other life-challenging illnesses. Jones began volunteering with Food & Friends when she was a doctoral student at the University of Maryland in the mid-1990s. She resumed her volunteering when she returned to

campus as a faculty member in 2005. Since then she has initiated and coordinated *Team CSP* (College Student Personnel) for *Food & Friends* to make weekly food deliveries. Jones also held a one-day service-learning pre-conference workshop and experience with Food & Friends during the 2009 American College Personnel Association (ACPA) conference.

Human Development



Professor Judith Torney-Purta was recognized with the American Psychological Association's (APA) *2009 Award for Distinguished Contributions to the International Advancement of Psychology* at the APA's 117th annual convention held in Toronto, Canada. The award pays tribute to her lifetime contributions to developing civic knowledge and democratic attitudes around the world, promoting international collaborative efforts in research and infusing her teaching with an international perspective.

PRESENTATIONS

Center for Young Children

Director Francine Favretto, along with teachers Stefanie Kain and Kathleen Sayers, held workshops during the National Association for the Education of Young Children (NAEYC) Conference in Washington D.C., November 2009. Favretto presented on "Designing Intentional Classroom Environments," while Sayers' and Kains workshop covered "Meeting Learning Standards Through Play-Based Experiences in Preschool and Kindergarten."

Education Leadership, Higher Education and International Education



Visiting Professor J. Carlos Manduley was the invited keynote speaker of the Federal Maritime Commission (FMC) during their annual National Hispanic Heritage program held in October 2009, at the FMC's headquarters in Washington, D.C. Manduley's speech addressed this year's national theme for Hispanic Heritage month—*Embracing the Fierce Urgency of Now*.

STUDENT NEWS — AWARDS

College of Education seniors **Alycia Baker** and **Bonnie Dux** were among 25 top students from across campus chosen as *2009-10 Philip Merrill Presidential Scholars*—a designation honoring the University of Maryland's most successful seniors.

The Scholars program also provides the selected students with an opportunity to pay tribute to designated university faculty who inspired them as mentors. Baker chose **Assoc. Professor Brenda Jones Harden** (*Human Development*) who she met through the Advocates for Children program. "I believe that I will become a better teacher because of the knowledge and experiences that [Dr. Harden] has shared with my classmates and me over the last four years," said Baker. Dux selected **Senior Lecturer Lisa Boté** (*Curriculum and Instruction*). She noted that Boté, through her teaching style, has proved that a caring teacher can have a huge impact on a class. To read Baker's and Dux's full statements about their mentors, visit the Philip Merrill Presidential Scholars' web site at www.ugst.umd.edu/merrill/scholarsmpsp.html.

Celebrating Community Partnerships



UM President Dan Mote, Maryland State Supt. of Schools Nancy Grasmick, PGCPs Supt. William Hite, Jr., and Dean Donna Wiseman

Members of the University of Maryland and Prince George's communities came together last month for a special celebration in recognition of the 2009 appointment of William Hite, Jr., Ed.D. as Superintendent of Prince George's County Public Schools (PGCPS).

The evening's speakers, which included UM President Dan Mote, Maryland State Superintendent Nancy Grasmick and College of Education Dean Donna Wiseman, all emphasized the importance of working together to be of valuable service to the county's citizens. "So goes our partnerships with Maryland, so goes the community," said Hite, who vowed to continue to work hard to achieve victory in the classroom. Hite previously served as Deputy Superintendent of PGCPS, Maryland's second largest school system and the 18th largest system in the nation. During his tenure he focused on student access and educational equity to ensure that all students graduate college and are work-ready. This work continues at a rapid pace and PGCPS has been recognized nationally for its progress.

Honoring the Legacy of Professor Emerita Nancy K. Schlossberg

Department of Counseling and Personnel Services dedicates new conference room in her name



Prof. Emerita Schlossberg

"I never believed in naming things after yourself, and I was actually opposed to it...until it happened to me!" said Professor Emerita Nancy Schlossberg, surrounded by family, friends and colleagues at the September 25, 2009, dedication ceremony to name the newly renovated Counseling and Personnel Services' (EDCP) conference room and library in her honor.

A long-time faculty member and friend of the College of Education,

Schlossberg is widely known as America's 'retirement guru.' Currently co-president of the consulting firm TransitionWorks, she is an expert in the areas of adult transitions, adult development, career development and intergenerational relationships. Her research has been honored by the American Psychological Association and the American Counseling Association. In addition, her book *Retire Smart, Retire Happy* was the subject of a PBS special, and her work has been featured in a number of top national newspapers, including *USA Today* and *The New York Times*. Earlier this year Schlossberg published her latest book entitled, *Revitalizing Retirement*.

EDCP Chair Dennis Kivlighan, Jr., who emceed the dedication ceremony, pointed out that one of the purposes of the *Nancy K. Schlossberg Conference Room & Library* will be to

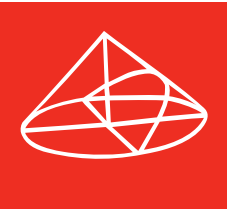
host dissertation defenses. "This represents the major transition for our graduates from student to professional. So it is appropriate that these experiences will happen in a room named for someone who has spent her pre- and post-academic career looking at life transitions."

Vice President of University Relations Brodie Remington was also among the guest speakers who paid glowing tribute to Schlossberg. "I would like to thank Nancy for all of her service to the University of Maryland, the field counseling, and the larger community that has meant so much to the institution," he said. "I salute you for your legacy...you are a shining star who has cast a very bright light on the University of Maryland through your achievements, which have helped elevate this institution."



Guests gathered in the Nancy K. Schlossberg Conference Room as Vice President Brodie Remington (right), University Relations, paid tribute to Professor Emerita Schlossberg (left).

Branching out with STEM: College of Education takes the initiative in the global growth fields of science, technology, engineering and mathematics



If you want to grow with the future needs of the nation and the world, you need STEM: Science, Technology, Engineering and Mathematics. The acronym has become a clarion call for a multiplicity of today’s and tomorrow’s needs: increased intellectual rigor; the ability to successfully compete for jobs; addressing climate change; combating disease; creating green industries; ending hunger; fueling innovation.

STEM is globally understood to be a crucial part of social and economic progress in this century. The National Academies’ 2005 report, *Rising Above the Gathering Storm*, declared STEM an urgent priority for the United States and called for the nation to educate 10,000 new science and mathematics teachers.

The University of Maryland College of Education is coming on strong in STEM initiatives—even in ways you might not expect. From brain imaging to recruitment of top scientists as middle school teachers, the College is firmly, and sometimes quietly, taking the lead nationally in the effort to promote and strengthen STEM in education. Dean Donna Wiseman is the University’s liaison to the Science and Mathematics Teacher Imperative (SMTI), a national collaboration of more than 100 public universities and university systems committed to increasing the quantity, quality, and retention of new science and mathematics teachers. “We want to increase the number of people who go into STEM professions, period,” she says. “We are also very interested in that area for women and minorities. We have so many tremendous resources in these fields here at the University, we need to pull all of that together. Together we have more impact than we do separately.”

Wiseman would like a full-time STEM education coordinator who will work with other colleges on campus to promote the recruitment and preparation of mathematics and science teachers. “So often, each of the colleges on campus works as its own silo,” she says. “SMTI requires that we break out of those silos and work in partnership. That’s going to be good for everyone on campus: working together to recruit, train and support teachers.”

The efforts of which Wiseman speaks are indeed dramatically varied, creative, and often not sufficiently heralded. Following is a brief tour of the College’s STEM initiatives:

MARYLAND SCIENCE MATHEMATICS RESIDENT TEACHER (MSMaRT) PROGRAM
MSMaRT does what many a public school system wishes a program would do: it recruits and trains math and science middle-school teacher candidates, chiefly career-changers, who are familiar with the communities surrounding high-needs schools in their jurisdiction and are motivated to work with the students there, many of whom come from low-income and otherwise difficult situations. MSMaRT is a new partnership between the College and Prince George’s County Public Schools—an urban school district that has found it difficult to recruit and retain certified mathematics and science teachers for middle school.

“We try to get candidates who live in or near Prince George’s County who have a reasonably strong math and science background,” says Andrew Brantlinger, an assistant professor in Mathematics Education and the Principal Investigator on the grant for MSMaRT. “There is a fair amount of research to show that they’re the ones who are most likely to stick around if you prepare them well. They have work experience and have probably experienced struggle at some point in their lives, unlike many new teachers right out of college.”

MSMaRT has started recruitment of teacher candidates, who will undergo 11 weeks of training. Brantlinger says the program’s entire staff and the Prince George’s Public Schools system are excited about what MSMaRT can accomplish. “It’s one thing to study schools as an academic, as I have, but it’s another to take what you’ve learned and put belief into practice. MSMaRT is a way for us to do something that can have a positive impact on high-needs schools. It’s one of the reasons I’m fortunate to be at Maryland; most mathematics education programs don’t focus on urban education.”

TRANSITION FROM LABORATORY TO CLASSROOM (TLC)
“The idea behind TLC,” explains Department of Curriculum and Instruction faculty member Kathleen Travers, who coordinates the program, “is to bring in true experts in science who want to change careers and teach children: people who have laboratory experience but also have an ability to convey very complex ideas and innovative thinking about science to students in public schools. It’s a rare person who can step out of the lab into teaching in this way. So we started in 2003 to recruit people who can.”

We’re talking scientific heavyweights here. One was a NASA scientist who ended up teaching at an aerospace magnet school and also redesigning a curriculum there to reflect breakthrough science. Another was a patent attorney with a physics background who discovered his love for teaching while volunteering on weekends to do science demonstrations for children at the Smithsonian. Now, as a public school teacher, he not only teaches science but also the principles of intellectual property and how to patent ideas. “These are people who really want to teach,” says Travers. “They have a love of kids, but being in the laboratory as a career is not people-oriented. What a lot of our candidates have said is, ‘I want human contact. Science is a dynamic, alive field, but in the lab I don’t feel as if I’m talking to anybody.’”

A partnership between the College of Education, the National Institutes of Health (NIH), and Montgomery County Public Schools, TLC recruits through the NIH, scientific conventions,

and word of mouth among scientists. So far 13 candidates from a variety of prestigious scientific institutions have gone through the TLC teacher training program, which covers tuition and provides a stipend. More and more applications come in as word about the program spreads, says Travers, but TLC deliberately keeps the program small to carefully screen for candidates it knows will succeed as teachers. “It’s been very successful,” she says. “Montgomery County is thrilled. Our graduates can bring to the classroom a scientific world that’s real, not some outdated software package that’s 10 years old that just happened to be in the media center. This is the real stuff.”

CENTER FOR MATHEMATICS EDUCATION (CME)
With more than a 50-year history at the University of Maryland, CME is both a unit of the College’s Department of Curriculum and Instruction and a university-wide center. “At the heart of what we do at CME,” says Program Director Daniel Chazan, associate professor of Mathematics Education, “is research on the teaching and learning of math in urban schools.” CME now has two large research grants to do this—one by Chazan, doing case studies of teachers in majority African-American local schools; another by Associate Professor Patricia Campbell, studying relationships between teacher knowledge and student achievement. There are also other faculty projects, such as Assistant Professor Andrew Brantlinger’s research on a New York City Teaching Fellows program and Campbell’s study of a Virginia project that prepares persons to coach elementary math teachers.

- CME also has other STEM initiatives, including:*
- A collaboration with the Department of Mathematics in the College of Computer, Mathematical and Physical Sciences to create a new set of courses to certify middle-school mathematics teachers (CME already certifies for elementary and high school mathematics).
 - Outreach to elementary math teachers in Montgomery and Prince George’s counties seeking the above certification to teach grades four through nine.
 - A 10-year National Science Foundation-funded program, now nearing completion, between Penn State, the University of Delaware, and the University of Maryland—with CME as the lead—to provide doctoral fellowships to future faculty members and teacher educators in mathematics education.
 - A coming together of mathematics teacher educators from across Maryland, spearheaded by CME alumni, to found an organization focused on increasing the number of mathematics teachers across the state.

Chazan, who is on sabbatical this year (CME’s acting director is Assistant Professor Lawrence Clark), says CME’s work is all about “how to adequately prepare high school students for college or for work after high school. Our society is asking kids to know more and more about math. This is an important moment in mathematics education.”

BRAIN IMAGING CENTER
Back in what Donald Bolger calls the “flag-planting” era of MRI (Magnetic Resonance Imaging) brain scanning in the 1990s, it was a breakthrough to simply be able to physically see, for the first time, which areas of the brain were associated with which functions. But today’s brain imaging technology is so advanced that we can not only see much more of what particular portions of the brain do, we can even watch how specific activities in the brain act over time. Which means we can now literally watch, within the brain, how the progression of a given brain activity is linked with the progression of a child’s developmental behavior, or with the progress of a disease, or with the evolving reaction of a person to his or her environment. “Today, for example, we can look at such questions as, ‘Why is it that children as they move toward adolescence are more impulsive, less likely to control certain behaviors?’” says Bolger, an assistant professor of Human Development. “We can start to look at what is happening in the brain, what is firing, what is being engaged as a person makes these decisions, and how this brain activity changes in adolescence.”

As most brain imaging today focuses on adults or on diagnosing disease, it is a rare brain imaging center indeed that uses this astonishing technology to study human growth and development. Now the University of Maryland will have one that does. Having received \$2 million in grant funding from the National Science Foundation in September, the University is racing ahead with a Brain Imaging Center that it plans to have up and running by the summer of 2010. The Center will be built around a 14-ton, 10-foot-long high-resolution Siemens Trio MRI scanner, acknowledged as the industry standard for quality, and will include a physicist, administrative staff, and technicians, as well as faculty. Principal Investigator on the NSF grant is Distinguished University Professor Nathan Fox of the College’s Department of Human Development, who will also head the executive committee overseeing the Center.

Despite the many brain centers at top universities, explains Bolger, “What is unique about our center is the top-notch researchers we have here who expressly focus on human development and on linguistic processing, and who will use our center to look at developmental populations and at linguistic issues. Ours will be a top brain center in these areas.”

The Center will also teach courses on MRI research, and will sponsor an on-campus summer conference every year on leading MRI-based scholarship. Most importantly, it will be a home for some of the world’s most advanced research in aspects of brain function.

To read the full article on the College’s STEM initiatives, visit www.education.umd.edu

Q&A with Professor Randy McGinnis about Climate Change (continued from page 1)

Q: Can kids—even at the youngest grades—understand what climate change is all about and why we should care?
A: We believe that kids even in the youngest grades can engage with the climate change issue in a meaningful way that is developmentally appropriate. The climate change issue is very multidimensional, so there are so many things we are continuing to learn about climate change. It would be impossible for students to become knowledgeable about every aspect of it. However, we have found in our work as teacher educators that our interns and even their youngest students can learn about stewardship and what it means to care about their environment. They can learn that people’s actions have positive and negative consequences, and that this is true also for people’s actions toward the earth and its atmosphere.

Q: How important is it for teachers to get “down and dirty” with climate change issues—taking learning beyond just reading a textbook?
A: It is extremely important for teachers to teach about climate change in an active learning manner that goes beyond simply reading about it in a textbook. Especially because very few of today’s textbooks present climate change in depth, and because scientists’ understanding of climate change is progressing seemingly on a daily basis, it is very important for teachers to look for

outside resources that can support their students’ learning about the issue. Fortunately, there is a growing body of educational resources for teachers to become aware of that can support them in teaching about climate change. Technology can be especially motivating and useful for helping students visualize how the earth is changing and the projections for the future under different scenarios. For example, teachers can use multimedia resources to show students images and video footage of how climate change is presently impacting their world.

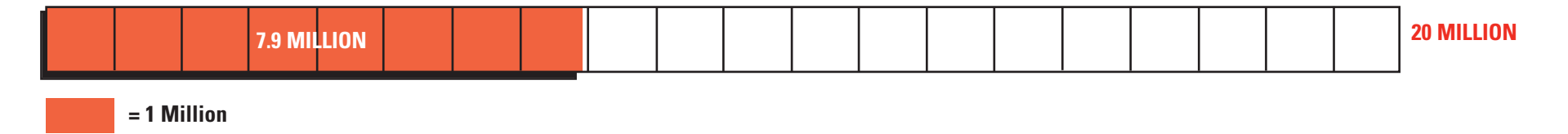
Q: Can discussions about climate change help engage students to learn more about science (and math) and its importance to our society?
A: We believe that the climate change issue is becoming one of the most crucial science topics for this generation of young learners. When students see how scientific knowledge can be applied to decision-making (societal and personal dimensions) about a specific issue like climate change, it makes the importance of science (and math) become apparent. When they come to understand how scientists collect, analyze and interpret data, particularly numerical data, they see immediately the application of mathematics and science to real-life problems. As a result, they want to learn more science and math and consider more seriously the possibility to pursue careers in such subjects.

GREAT EXPECTATIONS: THE CAMPAIGN FOR MARYLAND, COLLEGE OF EDUCATION UPDATE

Thanks to support of our alumni and friends, the College's **Great Expectations** campaign has topped \$7.9 million! We still have a way to go to reach our goal of \$20 million.

Interested in making your mark to support the College and students following in your footsteps?

Please contact **Carla Maxwell Ray**, Executive Director for Development and External Relations, at **301.405.0903** or email **cmray@umd.edu**



A Message of Thanks from Dean Wiseman



During this season of family celebration and gratitude, we give thanks to our alumni and friends, faculty, staff, and students, who make the College of Education a caring community of excellence.

Thank you so much for your continued commitment and generosity, especially during these challenging times. Your investment in the College perpetuates a standard of excellence of our teaching, research and learning experiences, not only for our present students, but the future generations they will impact.

I am so grateful you are a part of our community and give thanks for your many and invaluable contributions that make the College of Education a leading institution of learning and service. My best wishes to you and yours for a very happy holiday season!

Our Inconvenient Truth

by Carla Maxwell Ray, Executive Director, Development and External Relations

Our economy has taken a big hit, causing many contributors, philanthropists and corporations to take a more reserved approach when it comes to giving. However, the opportunity to give is great. Many of us are being asked to rise to the occasion and to commit a gift amount that is consistent and proportionate to our projected budget.

As we at the College of Education take assertive steps to support our students, advance our programs, and improve our facilities, we know we will face challenges along the way. We are still short of our \$20 million campaign goal, but we're strategically identifying ways to maximize incoming gifts such as through specific allocations and streamlined budgeting. It is imperative though that we stay focused and not let up in those areas where we have the greatest impact.

As an alumnus or friend of the College, your support can make a difference. Graduate candidate Shannon Ambush can testify to this. Shannon is a recipient of the College of Education's *Outstanding Undergraduate Student Award*, the *Goddard Medal for Excellence in Scholarship and Service*, and was named a *President's Summa Cum Laude Scholar*. Yet none of this would have been possible, she states, were it not for the undergraduate scholarships she received, which made it possible for her to remain in school and earn her degree. Imagine the staggering loss to society if scores of our gifted and ambitious students leave college because we cannot find a way to help them. We simply can't afford that.

So I ask you, please use your giving envelope in this issue of *Endeavors* to contribute what you can. You also have the option to make a donation online by visiting the web site www.greatexpectations.umd.edu. Any gift, no matter how large or small, is important. It may make the difference between a student's pursuing a career or abandoning it. This is our inconvenient truth. Now may not seem a convenient time to give, but that is what makes it the most crucial time of all.

Wishing you joy, peace and prosperity for this holiday season and the New Year.



Shannon Ambush



Teacher Preparation Instrumental in #1 Ranking for Maryland Public Schools (continued from page 1)

Undergraduates can also enroll in an integrated five-year program where candidates earn a bachelor's degree in a selected discipline as well as a master's with teaching certification in education. An alternative graduate students can pursue is the Master Certification (MCERT) Program for Elementary and Secondary Education.

MCERT makes it a point to integrate student teaching in its 13 month-program, providing students with the chance to both observe an accomplished teacher and lead the classroom. They also enroll in research seminar and diversity courses that enhance their classroom experience. For instance, during the seminar course students must identify a problem within their internship classroom and develop a solution based on literature and best practices to address the problem. The resulting research project shows students how, in using their own agency, they can make a difference in the classroom environment.

Westbrook Elementary School teacher Natalie Atkinson (B.S. '96) has witnessed firsthand the quality of student teaching that comes out of the College's MCERT program. A mentor teacher and classroom guide to MCERT candidates, Atkinson has hosted six students over the years. Commenting on how impressed she's been with the students who participate in the program, she notes that, "The College of Education's Elementary Education program is stronger now. I can see

A Call to Keep Maryland Students



Maryland families are feeling the strain of the economy. Parents are losing jobs, appeals for financial aid are up, and students are putting education aside to ease the burden. From students throughout the campus community, we're hearing the call, "Keep Me Maryland."

The University of Maryland is answering with an urgent appeal to our alumni and friends for scholarship and student aid dollars. We can't let the economy derail our students from their education at Maryland. In some cases, just a few hundred dollars stand between students and their ongoing education.

Every dollar to the *Keep Me Maryland** Fund helps our students meet critical needs:

- \$200 covers orientation fees for one student for a year
- \$800 buys health services for one student for a semester
- \$1,000 buys textbooks for one student for a year
- \$1,600 buys health services for one student for a year
- \$3,700 buys a meal plan for one student for a year
- \$5,400 buys campus housing for one student for a year
- \$8,000 buys full tuition and fees for one student for a year

*Contributions to *Keep Me Maryland* are tax deductible as allowed by law.

Your gift to the *Keep Me Maryland* Fund could make all the difference for a student struggling to find a way to return this fall. Please designate your contribution to the College of Education and mail in the enclosed envelope.

Our Greatest Thanks to...

SMART Technologies and the Smarter Kids Foundation for their gift of \$10,700 worth of equipment as part of their Teachers of Promise Technology Classroom Program. The package of SMART equipment received included an interactive whiteboard with integrated projector, a document camera, a student response system, an Airliner Wireless Slate and an audio system.

more collaboration with the school system, and I am pleased to see that special education is beginning to be integrated into the preparation of these student teachers."

Linda Valli, chair of the College's Department of Curriculum and Instruction, concurs with Atkinson on where the teacher candidates excel. "Our students learn to focus in on what their students will be thinking. We teach them to understand their students' thought process and to adapt the curriculum and instruction to the students' level [and not the teacher's expectations.]" Valli adds it is also very important for teachers to make a formative assessment of what the students understand.



COLLEGE OF EDUCATION 2008-09 HONOR ROLL OF DONORS

The College of Education wishes to thank the many individuals, foundations and corporations who generously supported us over the past year. The following Honor Roll lists those donors who gifted \$100 or more between July 2008 and October 2009. If we have inadvertently omitted or made an error with your name, we do apologize and encourage you to contact the Office of Advancement (Phone: 301-405-0903) with corrections.

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A GLOBAL PERSPECTIVE



Liberian Ambassador Nathaniel Barnes (right) met recently with representatives from the College of Education, the Maryland Higher Education Commission, the Academy for Educational Development and the Maryland-Liberia Sister State Executive Committee.

Ambassador of the Republic of Liberia, Hon. M. Nathaniel Barnes, visited the University of Maryland campus last month to meet with College of Education and State representatives to discuss future educational collaborations between Maryland and Liberia. According to Barnes, post crisis Liberia is a huge lab ready to be engaged and explored. “Education is key in reducing poverty,” he explained. He further noted that in the past Liberia has received aid, and though that is wonderful, it is not sustainable.

“Relationships with institutions of higher learning like the University of Maryland is a wonderful opportunity to build up brick by brick, and will aid in building the sustainability that Liberia needs,” said Barnes. He suggested that partnerships could be established through faculty exchanges, scholarships and research. Liberia, which means ‘land of the free,’ was colonized in the early 19th Century by free African-Americans from Maryland. In 2007, Maryland recognized this historic connection by signing a sister state agreement with Liberia.

College Welcomes New Global-Focused Centers

This past year the Maryland State Department of Education approved the College of Education’s proposal for Chinese language teacher certification—the first of its kind in the State. *The Center for Chinese Language Teacher Certification and Development* officially opened in September 2009. A joint effort of the College’s Department of Curriculum and Instruction (EDCI) and the Confucius Institute at the University of Maryland, the Center is sponsored by a grant from Hanban—the executive body of the Chinese Language Council International.

Dean Donna Wiseman also recently announced that the *Maryland English Institute (MEI)*, currently located with the Office of International Programs, will be joining the College this year. The addition of MEI offers potential linkages with the English Language Learning program in EDCI, the College’s Office of International Initiatives, and its Outreach office.

As the College works toward promoting a global perspective among its community members (i.e., students, faculty, staff, alumni, etc.), the addition of these two centers signifies progressive signify progressive developments in expanding its outreach and scholarly opportunities for language teaching and learning.

Alumni Abroad: Fulbright Fellow Teaching English in Korea

(this article originally appeared in the fall 2009 issue of Initiatives, the newsletter of the College’s Office of International Initiatives)

Awarded a Fulbright fellowship to teach English in Korea for a year, alumnus John Rios says he spent the first few weeks in his new home country getting to know his colleagues and students. Aware of the need to pay attention to cultural practices, he took particular notice of the hierarchical greeting rituals.

“...in the mornings as I step inside the Gyomushil—a ‘teacher’s office’ of sorts—I must ‘insa’ (i.e., bow and greet) the staff in the following order: the vice principal, teacher department head, the office assistant...etc. The higher in power one is, the greater the level of respect they demand. If this ritual were to be incorrectly staged, it would be offensive and detrimental to one’s relationship with that person.”

Rios’ school is located in Yuchon, a primarily agricultural region. Only a few of the staff speak English, which has been challenging at times. “This has made for many awkward conversations, things getting lost in translation, etc.,” says Rios. “I never know whether my bows are appropriate or whether I am bowing too much, or whether I am supposed to say something, or say nothing at all. However, they have accepted me with open arms, and the kindness that I’ve received overshadows the difficulties in communication.”



A graduate of the College of Education’s Elementary Education program, Rios (B.S. ’09) is teaching a total of 78 students in grades 1-6. “My students bring such a high energy-level and excitement to learn into the classroom, which has largely added to the wonderful experience I’ve had here so far.”

To read more about Rios’ experience in Korea, visit his blog at <http://johndrios.blogspot.com>

The Fulbright Program, sponsored by the U.S. Department of State’s Bureau of Educational and Cultural Affairs, is the U.S. government’s flagship international exchange program and is supported by the people of the United States and partner countries around the world. Since 1946, the Fulbright Program has provided more than 286,000 participants from over 155 countries with the opportunity to study, teach and conduct research, to exchange ideas and contribute to finding solutions to shared international concerns. For more information, visit www.fulbright.state.gov.

The Competitive Edge: How to Get Ahead in Life, Your Career and Your Job

by Elliott B. Jaffa, Ph.D. (’73, ’68)



Elliott B. Jaffa, Ph.D.

A behavioral psychologist by training, I earn my living by conducting training programs on today’s management topics. This article will demonstrate what can be accomplished through confidence, perseverance, and preparation.

So, what is the “Competitive Edge?” It’s a behavior and attitude change applying your people skills that focus on solutions, results, and action. It involves knowing how to communicate, negotiate, problem solve, motivate, and lead better. Being good in only one or two skills isn’t good enough to get ahead in today’s competitive world of doing business.

Successful companies aren’t just looking for specialists but rather want people who can execute a project successfully; establish good relationships with customers, coworkers, and management; and expand those relationships into positive and profitable directions. To stand out, you must apply active management—making things happen versus waiting around for something to happen.

Homework: here’s a list of 14 Competitive Edge skills. List them in a column on a sheet of paper. On the left of each skill using 1 for low and 10 for high, list where you are right now; on the right, list where you would like to be. Then write down at least two specific behaviors that will raise that number you listed on the left.

The skills: managing people, leadership, working smarter (making the best use of your time), self-motivation, marketing yourself, motivating others, people skills, conflict resolution, solving problems, making decisions, project management, negotiation, communication (oral and written), and unselfishness.

Allow me to share some Competitive Edge killers...and you can even list a specific example where you have personally blown it:

- Resisting change – difficulty accepting new ideas and your fear of the unknown.
- Routine and fixed procedures – relying on that, “same old-same old we’ve never done that before” mentality

- Poor ideas and unrealistic thinking – lack of research or homework and sloppy or careless work.
- Failure to keep up with change
- Being uptight – failure to treat all people as VIPs

As a manager you get your work done through others. Let me share some disturbing news about how managers and leaders affect employee performance. Less than 50 percent knows what motivates their employees. Only 40 percent of employees say they receive recognition for a job well done. Less than 50 percent of employees are glad to be employed by their company and 60 percent do not feel valued. Sixty-six percent of managers and employees indicate a lack of training as a barrier to good job performance. Seventy-five percent of managers see no need for a systematic approach to managing employee performance.

On a more positive and optimistic note, it’s relatively easy to spot a person with the Competitive Edge. In composite form, here’s what he or she looks like:

- understands and is not afraid to ask questions
- is knowledgeable rather than ignorant or judgmental
- uses people skills constantly
- grows and is open to learning new ways of doing things
- is not afraid to take a risk
- forgives rather than holds a grudge
- shares (information, ideas, themselves) rather than takes
- is flexible rather than rigid
- is a visionary who takes charge rather than being a follower.

How did you compare? Are you confident enough to ask a coworker, your boss, your spouse or a good friend?

Dr. Elliott B. Jaffa is a behavioral psychologist, creative problem solver, and consultant conducts management training programs, executive coaching, performs marketing audits, and delivers keynote presentations. Visit him on his web site: <http://ejaffa.home.mindspring.com> or contact him at ejaffa@mindspring.com.


COE Homecoming Tailgate 2009

There was great food and lively music for our Maryland fans of all ages to enjoy at the COE Alumni Tailgate Celebration, hosted in the Benjamin Building Courtyard. Kudos to our College alumni and friends who braved the damp weather to show off their Terp spirit for Homecoming 2009!



1962
Ora Lee Hepner (M.Ed.), Woodstock, Va., is retired after nearly 30 years of teaching in Prince George’s County and Virginia. She and her husband, Leonard, have four children and eight grandchildren.

1968
Lawrence F.H. Zane (Ph.D.), Honolulu, HI, is a professor emeritus with the University of Hawaii. He retired after teaching 40 years at both the community college and university levels. He and his wife, Aileen, have three children and five grandchildren.

1969
**Carl E. Anderson (Ed.D.)**, Washington, D.C., was honored this year with the coveted Laurel Wreath Award of Kappa Alpha Psi Fraternity, Inc. Presented at their 79th Grand Chapter Meeting in Washington, D.C., the Laurel Wreath is the highest award bestowed by the organization. Anderson was recognized for his outstanding achievement and meritorious service to the Fraternity and the community. He is the 63rd member of Kappa Alpha Psi to be so honored in its 98-year history.

Thomas F. Crowley (B.S.), Philippi, W.Va., is an investigator for Taylor County Prosecuting Attorney in Grafton, W.Va. Crowley has a history in education, having served as a vice principal at Glenelg High School in Howard County, Md., and as principal of Notre Dame High School in Clarksburg, W.Va. He is also actively involved in the Rotary Club as a Group Study Exchange Leader to Egypt and Jordan.

1971
Edward F. Johnson (M.Ed. ’71; B.S. ’65), Ellicott City, Md, retired in 1995 from the Prince George’s County Public School System after 30 years of service, including 22 years as a principal in Prince George’s County. Currently, he is a part-time supervisor of student interns at the University of Maryland and a part-time park ranger in Patapsco Valley State Park.

1973
Rita (Hummel) Crowe (B.A.), Lonaconing, Md., is pleased to announce she has launched her own business and serves as CEO of LEAP Leadership Advantage. Her company is an executive coaching and consulting practice with a free report, “Leading Now: How to Stand Out as a Leader in these Unusual Times,” available at www.leadershipadvantage.com.

June Marie Fischer-Moyer (B.S.), Crawford, N.Y., is married to her University of Maryland sweetheart, Anthony Michael Moyer. In addition to being happily married, she has served as superintendent of New York Public Schools for the past 25 years. Fischer-Moyer also holds a Ph.D. from Temple University.

1975
Pearl Ellerin (M.A. ’75; B.A. ’71), Boca Raton, Fla., has 60 credits towards her doctorate. She remarks that at “age 85, it is hard to find a school to complete her degree at.” Ellerin has also just completed the second year of developing a library in the Hyatt Classic Residences in Boca Raton.

Irma Johnson (B.S.), Baltimore, Md., was appointed executive director of Elementary and Elementary Middle Schools for the Baltimore City Public Schools system in January 2008. Johnson was the longtime principal of Dallas F. Nicholas Sr. Elementary in Baltimore, Md.

1979
Dennis ‘Denny’ Roberts (Ph.D.), Oxford, Ohio, is assistant vice president for Education at the Qatar Foundation in Doha, Qatar. He is a former president of the American College Personnel Association, has authored three books, and over 40 book chapters and other articles. Presently, he also serves as a senior scholar of the American College Personnel Association. Roberts was the 2009 recipient of the UM College of Education’s *Outstanding Professional for Global Leadership* award, which was presented at the Annual Alumni Awards held Nov. 19, 2009 (*see article on pg. 1*).

1980
Tina Wray (B.S.), Newport, R.I., is currently a tenured professor in the Department of Religious and Theological Studies at Salve Regina University. She is the author of four books, including a best-seller. Classmates interested in learning more about Wray can go to her web site at www.tjwray.com.

1984
Donna Hemingway Cannon (B.S.), Winston-Salem, N.C., was appointed principal of Thomas Cash Elementary School.

1988
Sharon P. Brown (Ed.D.), Hollywood, Md., recently published a book entitled, *Tough Times, Tight Times*. For more information, classmates can visit her web site at www.toughtimestighttimes.com. Brown is also a lecturer and program coordinator at Towson University.

1994
David Hoffman (Ph.D.), Kirksville, Mo., has published “Assessing Educational Sanctions That Facilitate Student Learning with First-Time Alcohol Policy Violators” in the book, *Designing Effective Assessment: Principles and Profiles of Good Practice* by Trudy Banta, Elizabeth Jones and Karen Black (Jossey-Bass, 2009). Hoffman also has assumed responsibilities for facilities in the student union at Truman State, where he is the assistant dean of Student Affairs.

1995
Ryan Imbriale (B.S.) Cockeysville, Md., is the principal at Patapsco High School & Center for the Arts in Baltimore, Md. He serves on the ISTE Board of Directors as an affiliate representative and is a past president of MICCA, Maryland’s ISTE Affiliate. He was awarded a Making IT Happen jacket in June 2009 at the National Educational Computing Conference in Washington D.C. Making IT Happen is an internationally recognized awards program for educators in the field of educational technology integration in K-12 schools. The program identifies and rewards educational technology leaders around the world for their commitment to innovation. Imbriale recently served as the assistant principal of Perry Hall High School in Perry Hall, Md.

2000
Barbara Greenstein Boyette (Ph.D.), Greensboro, N.C., was promoted to assistant academic dean for Advising and Academic Support at Guilford College.

2002
Joe Hardin Sherlin, Jr. (Ph.D.), Jonesborough, Tenn., was appointed vice provost for Student Affairs and dean of Students at East Tennessee State University (ETSU). He is responsible for leadership and management of the Division of Student Affairs. Sherlin joined ETSU as assistant dean of Students, and prior to his current appointment served as associate vice president and dean of Students in the Division of Student Affairs. He was also the senior campus judicial officer responsible for training all student conduct boards, coordinating student emergency response processes, and leading the campus orientation process for over 2,500 incoming students and their families.

2003
Jennifer Jimenez Maraña (M.Ed.), Claremont, Calif., is the Associate Dean of Students & Dean of First Year Students at Claremont McKenna College.

Amanda Niskode-Dossett (M.A.) Minneapolis, Minn., is the new editor of *ACPA Developments*, a publication of the American College Personnel Association.

Ashley Mouberry Sieman (M.A.), Fairfax, Va. began a new position as the assessment analyst in the Office of Institutional Assessment at George Mason University.

2004
Patty Armfield (M.A.), Canon City, Colo., and Scott Witkowsky were married on August 1, 2009 in Daly City, Calif. **Graziella (Pagliarulo) McCarron (M.A. ’04)** was a bridesmaid and **Margie Hinonangan-Mendoza (M.A. ’04)** attended with her husband, Don. Armfield holds a B.A. from Occidental College.

Chad Ellsworth (M.A.), Saint Paul, Minn., was elected to the Board of Directors for HazingPrevention.Org. Ellsworth works at the University of Minnesota.

Darla Strouse (Ed.D. ’04; B.A., ’67), Columbia, Md., was named 2009 *Innovator of the Year*, along with Maryland State Superintendent of Schools Nancy Grasmick, for creating the “Teachers of Promise Program.” The program matches Teachers of the Year with high achieving college seniors about to launch their teaching careers. Strouse currently serves as executive director of the Office of Partnership Development at the Maryland State Department of Education.

Mary Luebkertr Truman (M.Ed.), Crofton, Md., has worked for Prince George’s County Public Schools as an Early Childhood Special Educator since Fall 2000. She recently launched the social networking

web site, www.myautismcommunity.com, to connect families of children with autism to news, resources, and others in their local community. Truman and her husband, Matthew, have a daughter, Alexandra, and are expecting their second baby in December 2009.

2005
Gina Garcia (M.A.), Long Beach, Calif., recently gave birth to a baby boy, Javan, in August. Garcia also began working on her doctorate at the University of California, Los Angeles.

Jill Nagiel (M.Ed.), Ellicott City, Md., has an adjunct faculty position with University of Maryland University College teaching an online section of EDCP 100. She enjoys this position tremendously because it allows her to spend time with her boys at home.

Marcus Peanort (M.Ed.), Hampton, Va., and Tyra Goodgain were engaged on June 5, 2009, and are planning a destination wedding in Jamaica next year. They represented NACADA (National Academic Advising Association) Region 22 for the Best of Region presentation “Educational Planning and the First-Year Experience: Helping Student Navigate Their Journey.. EARLY!” at the NACADA Annual Conference in San Antonio, Texas. Peanort is serving as acting chair of the Counseling and Advising Department for the fall semester.

2006
Cesar Figueroa (M.Ed.), Calif., is the recipient of the NASPA Region VI-2009 Mid-Level Student Affairs Professional Award. The award recognizes individuals who demonstrate outstanding commitment to the profession and who have contributed to programs that address the needs of students. Figueroa also won the University of California, San Diego’s 6th Annual Summer Reading Contest. He spent the summer reading 184 books to win the contest.

Rachel Rose (M.Ed.), Las Vegas, Nev., is enrolled in a doctoral program at the University of Nevada, Las Vegas. She currently works for Harrah’s corporate office as a leadership program coordinator. Rose is on the team with the director of leadership, the talent pool manager, and an organizational development manager.

Hollie Erica Wolfbiss (B.S.), Woodbury, N.Y., is engaged to fellow UM alumnus **Bradley Scott Mechak (B.S. ’07)**. They plan to marry in June 2010. Wolfbiss currently teaches at the Village Preschool Center in Manhattan, N.Y.

2007
Carlos García Saldaña (M.Ed.), Altadena, Ca., is now Director for Community Relations & School Counselor at Odyssey Charter School.

2008
Jennifer Smith Stepanek (Ph.D. ’08; M.Ed. ’00), Rockville, Md., introduced her book, *Messenger: The Legacy of Mattie J.T. Stepanek*, on the *Good Morning America* show in early November 2009. Her book mentions the University of Maryland and includes a story about College of Education Professor Paula Beckman and how she interacted with Stepanek’s late son Mattie. To learn more, visit www.mattieonline.com. Stepanek is also the 2009 recipient of UM College of Education’s *Dean’s Award*, presented Nov. 19, 2009, at the Annual Alumni Awards (*see article on pg. 1*).

Rhondie Voorhees (Ph.D. ’08; M.A. ’92), College Park, Md., was promoted to program director of the Common Ground Multicultural Dialogue Program in the Resident Life Department at the University of Maryland.

2009
Meghan Hanniffy (M.Ed.), Columbia, Md. married her husband, Alexander Smallwood, on July 10 at St. Barnabas the Apostle Church in Bellmore. She is a special education teacher for Howard County Public Schools.



Team Chain Reaction: : (l. to r.) Metzelaars, Ireland, Hui and Jones

Associate Professor Susan Jones (Ph.D. ’95), MA. Candidate Glenn Ireland and **Dr. Gretchen Metzelaars (Ph.D. ’94)**.

John Salazar (M.Ed.), Cincinnati, Ohio, recently accepted a position at Xavier University working in their Residential Life Office.

Please Drop Us a Line!

We’ve been happy to hear from more than 700 of you, but we have more than 36,000 alumni! Please take a moment to fill out this form and return it to the College of Education.

PERSONAL

Name _____

Home Address _____

City _____ State _____ Zip _____

Preferred Email Address _____

Spouse _____

Is your spouse a University of Maryland graduate? ☐ Yes ☐ No Grad Year(s) _____

EDUCATION AND EMPLOYMENT

Graduation Year _____ Department/Program Major _____ Degree _____

Mail this form to: *Endeavors*, Office of Advancement, College of Education, 3115 Benjamin Building, University of Maryland, College Park, MD 20742 **Or, send an email to:** *Endeavors@umd.edu*

Calendar of Events ~ Spring 2010

Following is a list of upcoming events of interest to College of Education alumni and friends. For more information, please contact Director of Alumni Relations, Pat Costantino, '66, '69, at 301.405.5607, or send an email to pmc4@umd.edu. Information on events can also be found on the web: www.education.umd.edu

Thursday, Jan. 28, 2010

Chalk Talk with the Dean: An Inside Look at our STEM Strategy

5 to 7 p.m.

Location: TBD

With the growing risk of America losing its technological edge in the global workforce, we invite you to join Dean Donna Wiseman for an inside look at the College's strategy to promote STEM (Science, Technology, Engineering and Mathematics) education in the State and increase the number of STEM teachers we prepare. Invitations will be mailed.

Saturday, Feb. 6, 2010

Alumni Board Retreat

Saturday, Feb. 20, 2010

Alumni Reception at AACTE (Atlanta, GA)

Time/Location: TBA

College of Education alumni attending the 2010 Annual Meeting of the AACTE (American Association of Colleges for Teacher Education) in Atlanta, and/or residing in the area, are cordially invited to a special reception hosted by the College. This is a wonderful opportunity to network with your fellow alums, meet College leadership/faculty, and reconnect with your alma mater.

Saturday, April 24, 2010

Maryland Day: Explore Our World

10 a.m. to 4 p.m. (rain or shine)

University of Maryland

Join us for the University of Maryland's 12th annual open house-Maryland Day! It's a fun day for the whole family filled with learning, exploration and activities for everyone. Get your face painted by our art education students in the Benjamin Building Courtyard, meet the college leaders and learn about our programs at our tent on the Mall, or take an entertaining tour of our nationally-accredited Center for Young Children. www.marylandday.umd.edu

Thursday, May 6, 2010

Alumni Board Meeting

5:30 to 8:30 p.m.

Benjamin Building

Friday, May 21, 2010

Silver and Gold Anniversary Celebration

Noon to 2 p.m.

Stamp Student Union

1985 and 1960 were both very good years. College of Education alumni who graduated in those years are invited to return to campus in celebration of the 25th and 50th anniversary of that momentous event in their lives. Alumni will don "silver and gold" regalia and participate in a special graduation ceremony, while enjoying a reunion with their classmates. Silver and Gold alumni are also invited to the College's graduation ceremony to walk with the Class of 2010, and to welcome them to the alumni fold at the Graduation Reception following.

Friday, May 21, 2010

College of Education Spring 2010 Graduation Ceremony

Time: TBD

Cole Student Activities Center, University of Maryland

For details, visit: www.education.umd.edu/studentinfo/graduation_ceremonies/ (University commencement is on Thursday, May 20, Comcast Center)


Friday, May 21, 2010

College of Education Spring 2010 Graduation Reception

Immediately following Commencement

Benjamin Courtyard, College of Education

Immediately following the spring commencement ceremony at Cole Field House, the College is hosting an outdoor reception next door in the Benjamin Courtyard to honor the Class of 2010 and their transition to COE alumni.



SAVE THE DATE

MIMAUE Spring 2010 Colloquium Series

Reducing the Achievement Gap: Exemplar Schools and School District Success Stories

FEB. 10 • MARCH 3 • MARCH 31 • APRIL 21

4:30 to 6:30 p.m.

Room 0214, Tawes Hall

The sessions are open to everyone.
For more information, visit
www.education.umd.edu/MIMAUE

Maryland Teacher Certification Programs



**Teachers change lives.
And so can you.**

Discover how the University of Maryland's College of Education can help you become a teacher!

Our intensive, one-year program features:

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FREE INFORMATION SESSIONS

Tuesday, January 19, 2010

7 – 8:30 p.m.

Shady Grove Campus • Rockville, Md.

Wednesday, January 6, 2010

7 – 8:30 p.m.

Benjamin Building, College of Education
College Park Campus • College Park, Md.

See website for location details.

Learn how you can expand your potential!

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www.education.umd.edu/EDCI/edprograms.html

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