

Endeavors

Dear Alumni and Friends,



Dean Donna Wiseman

This has been a very exciting and busy semester, both for the University and the College. As you may know, the University welcomed a new president, Dr. Wallace Loh, on November 1, 2010. We are very excited to have such a renowned scholar and experienced administrator join the Terp family and are looking

forward to his leadership as we continue to enhance the reputation and standing of the University. I invite you to learn more about our new president on page two of this issue.

In the last issue of *Endeavors*, we shared with you our plans to push forward in our quest to become the nation's premiere school of education. A college-wide reorganization, consolidating from seven departments to three, was proposed as part of a strategy to capitalize on the synergies created by being a true center of interdisciplinary and innovative scholarship. The reorganization is designed to better position ourselves to be competitive in the rapidly changing environment of the 21st century. As we were worked through the process, there were some emerging concerns and a call to evaluate the proposed model of reorganization to ensure that it was the right structure to accomplish our goals. Guided by a Senate-sponsored advisory group formed to address concerns of the reorganization and provide recommendations, the Summer Reorganization Committee (aka S-ROC), we now have a structure with which to move forward. We will begin the University approval process and hope to have final campus approval by next year. The S-ROC also recommended that the College create a vision statement. As a College community, we have been working on our vision statement—an exercise in forward-thinking and envisioning the legacy that we, faculty, staff and students alike, wish to leave. I hope to share with you all the College's new vision statement when we announce the final approval of the reorganization early in the new year.

And as we work to ensure that the College remains at the forefront of educational research, policy development and reform, we are increasingly reminded of the need to ensure that we are also leaders in teacher preparation. On page 3 of this issue, you will learn about a recent initiative spearheaded by the National Council for Accreditation of Teacher Education (NCATE) to strengthen teacher preparation programs across the country by partnering with community schools, institutions of higher education and other community groups. Research has repeatedly shown that the classroom teacher is the single most important factor in whether or not a child succeeds at school. It is a fact that great teachers are an essential component to improving elementary and secondary schools and students' academic achievement. Recently, the best route for guiding potential teachers into the teaching profession has been open to debate. Alternatives to the university teacher preparation programs have emerged and are garnering considerable attention and funding. While some of these programs show promise, the reality is that they are capable of producing only a fraction of the teachers needed. The education and preparation of future teachers will continue to rest with higher education institutions who are producing the bulk of the needed teachers.

The College is one of those institutions and is home to a highly ranked program that is well known across the state and nation. Our students participate in rigorous, structured programs that prepare them to be successful teachers in

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Annual Awards Ceremony Pays Tribute to Alumni Achievements



Award recipients pictured. Back row (l to r): Alumni Chapter President James DeGeorge, Carol Knoblach, Michelle Asha Cooper, Ralene Jacobson, Richard Nyankori, Hung-Bin Sheu. Front row (l to r): Heather Henderson, Martha Ann Bell, Frank Lyman, Dean Donna Wiseman, Roy Levy, Sandra Embler (PHOTO BY LISA HELFERT PHOTOGRAPHY)

Each year at its Annual Alumni Awards Ceremony, the College honors some of its most distinguished alumni who have made outstanding contributions in their respective communities as professionals, scholars and teachers. This year's ceremony, held November 18, was an evening of celebration, reflection and gratitude—with the honorees sharing their experiences at the University of Maryland and how it has shaped their careers.

Honorees graciously accepted their awards, thanking parents and family, colleagues and faculty mentors while students at the College. Heather Henderson, a recipient of the Outstanding New Scholar Award, described her relationship with her mentor Dr. Nathan Fox of the Department of Human Development as critical to her success as a new faculty member. "I didn't realize it at the time, but Dr. Fox was modeling for me a positive mentoring relationship which I strive to have with my current students."

During her welcome, Dean Donna Wiseman described the evening as not only a celebration of the accomplishments of the alumni, but also a reminder that the College must strive to provide the best education to its current and future students so that they too may go on to make their mark on the world. Richard Nyankori, Deputy Chancellor for Special Education for the District of Columbia's Public Schools and one of the recipients of the Outstanding New Professional Award, invited current students attending the dinner to do just that. After thanking the College, he asked the students to make their impact on the world saying, "I invite you to join us in the District; to be a part of the revolution to change public education in D.C. schools."

Co-sponsored by the College of Education and its Alumni Chapter, the Alumni Awards were hosted by Dean Donna Wiseman, and Alumni Chapter President Jim DeGeorge ('71, '68) who also served as the evening's emcee.

THE 2010 HONOREES:

Outstanding Professional

Frank Lyman

Ph.D., '78 ~ Administration

Outstanding New Professional

Michelle Asha Cooper

Ph.D., '06 ~ Education Policy and Leadership

Sandra Embler

Ph.D., '06 ~ Special Education

Richard Nyankori

Ph.D., '05 ~ Education Policy and Leadership

Outstanding Scholar

Martha Ann Bell

Ph.D., '92 ~ Human Development

Outstanding New Scholar

Heather Henderson

Ph.D., '02 ~ Human Development

Roy Levy

Ph.D., '06 ~ Measurement, Statistics and Evaluation

M.A., '02 ~ Measurement, Statistics and Evaluation

Hung-Bin Sheu

M.A., '05; Ph.D., '07 ~ Counseling and Personnel Services

M.A., '05 ~ Measurement, Statistics and Evaluation

Alumni Teacher of the Year

Ralene Jacobson

B.S., '70 ~ Music Education

Carol Knoblach

M.Ed., '04 ~ Curriculum and Instruction

Clarence Newell Award for Distinguished Service to Public Education

Steven Seleznow

M.A., '82 ~ Administration

Teaching in the Age of Text Messages, Social Networks and the Internet How can Web 2.0 transform teaching and learning?



Christine Greenhow

Collaborative. User-friendly.

Read-and-write. In 2004, the term Web 2.0 was coined to indicate a shift in the web and a new era of connectivity. "The nature of Web 2.0 is participatory," comments Dr. Christine Greenhow, the College's newest faculty member and assistant professor of Technology and Social Networking. "With free online open source software more people can participate in the creation of digital content. Everyone can use

Twitter, update their facebook page or post a video on YouTube." Greenhow adds that the nature of the web changed from the read-only version of the 1990s where only those technology experts (Webmasters, people versed in HTML) could update content to the interactive read-and-write version we have today.

As the internet has moved to a more collaborative space, the type of knowledge accessed on the web has also changed. According to an *Educational Researcher* article co-written by Greenhow, Robelia and Hughes in 2009 "conceptually, Web 2.0 seems to embody knowledge as collective agreement that may combine facts with other dimensions of human experience, such as opinions, values and spiritual beliefs." This is a sharp contrast to the type of knowledge available through Web 1.0 which "was viewed as an educational and communication resource akin to conventional classroom resources (like books, overhead transparencies, etc.)."

How can a more participatory, inclusive, interactive internet with a new understanding of knowledge shape the classrooms of the 21st century?

This question is being answered by the recently drafted National Educational Technology Plan (NETP). As the federal government aims to raise the proportion of College graduates from 39 percent to 60 percent and works to close the achievement gap, they are

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WHAT'S HAPPENING IN THE COLLEGE...

Wallace D. Loh Assumes Presidency of the University of Maryland Mote Retires after 12 years at Helm



Wallace D. Loh

In mid-August, Clifford M. Kendall, chair of the University System of Maryland (USM) Board of Regents announced the appointment of Wallace D. Loh as president of the University of Maryland, College Park (UMD). “Dr. Loh is the right person to lead our flagship university to its next level of greatness,” said Chairman Kendall. “His wealth of experience and achievements in higher education demonstrate his strong commitment to excellence in teaching, research, and service and demonstrate his exceptional ability to move

institutions forward.” Prior to assuming this role at the University of Maryland, Dr. Loh was vice president and provost at the University of Iowa.

Loh’s appointment began in November and one of his first acts, even before he officially became president, was to pledge \$100,000 to help need-based undergraduate and graduate students stay in school. This gift will spread over four years. Of the first year’s gift, \$10,000 will support *Keep Me Maryland*, the

emergency student fund. Dr. Loh and his wife Barbara have also become Lifetime Members of the University of Maryland Alumni Association with a gift of \$1000.

This gift comes at a crucial time for need-based funds at Maryland. During the 2009-10 academic year, the University’s Office of Student Financial Aid received more than 1500 requests for emergency funding. Brodie Remington, Vice President of University Relations, comments on Loh’s gift. “It’s very exciting to see the Lohs make such a personal and direct commitment to help our students. Their commitment to students is very clear, and their generous gift is already inspiring support from our students and alumni.”

Loh was born in Shanghai, China. He immigrated with his family to Lima, Peru, graduated from high school there, and immigrated alone to Iowa in 1961, supporting himself through higher education. He holds a J.D. from Yale Law School, a Ph.D. in psychology from the University of Michigan–Ann Arbor, an M.A. in psychology from Cornell University, and a B.A. in psychology from Grinnell College.

Loh succeeded C.D. (Dan) Mote Jr., who stepped down from the presidency at the end of August after leading the university through a 12-year period of steady advancement to become one of the nation’s top public universities. Mote will continue at the university in his academic appointment as Glenn L. Martin Institute Professor of Engineering in the A. James Clark School of Engineering.

Dean’s Message

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preschool, elementary, middle and high school classrooms. Our campus teacher education program is at the forefront of research on and the education of future teachers. The culminating experience of future teachers prepared in the University of Maryland program is an example of what NCATE is calling for, a focus on strong and substantial field experiences, similar to the rigorous clinical training that medical students receive.

The attention and spotlights that are focusing on teacher preparation programs as a result of NCLB, Race to the Top funding, and docudramas like *Waiting for Superman*, are welcomed attention for colleges of education across the country. This is particularly true for us. It is this attention that will raise the awareness of all constituents to the importance of strong preparation of our future teachers. We believe we are moving in the right directions. We know we are producing exceptional teachers who have the skills and the knowledge necessary to educate future generations and are proving it repeatedly in schools across our state and beyond. With the added emphasis brought on by the new attention, we look forward to joining with parents and caregivers, community organizers and support groups, and students themselves to enhance the school experience of all of our nation’s children.

Donna L. Wiseman

Donna L. Wiseman
Dean

APPOINTMENTS

Measurement, Statistics & Evaluation



Dr. André Rupp was named 2011 program chair for American Educational Research Association SIG: Cognition & Assessment, and 2012 program co-chair for the National Council on Measurement in Education.



Special Education

Associate Dean for Graduate Studies and Research **Dr. Margaret J. McLaughlin** was named president-elect of the Council for Exceptional Children. The council is a professional organization with over 35,000 practitioners and researchers who work in the field of education for children and youth with disabilities and those who are gifted and talented.

PUBLICATIONS

Curriculum and Instruction

Dr. Peter Afflerbach published two articles: "Understanding and Using Reading Assessment" for the Korean edition of *Hankookmunhwasa* and "Essential readings in reading assessment" for the International Reading Association. He was also an editor for the *Handbook of Reading Research, Fourth Edition*.

Assistant professor **Christine Greenhow** served as the guest editor for *Journal of Educational Computing Research*’s special issue on “Youth, Learning and Social Media,” as well as a special issue on “Learning in Online Social Networks” for *On the Horizon*. She also has several scholarly articles in press including:

- With Burton, L. “Help from my ‘Friends’: Social capital in the social network sites of low-income high school students.” *Journal of Educational Computing Research*.
- “Learning and social media: What are the interesting questions for research?” To appear in the *International Journal of Cyber Behavior, Psychology, and Learning*.
- With Robelia, B. and Burton, L. “Adopting environmentally responsible behaviors: How learning from a social networking application motivated students to act for the environment.” To appear in *Environmental Educational Research*.
- “The role of youth as cultural producers in a niche social network site.” To appear in *New Directions in Youth Development: Theory, Research & Practice*.
- “Research methods unique to digital contexts” (working title). To appear in *Handbook of Literacy Research Methodologies*. Guilford Press. Duke, N. and Mallette, M. (Eds.)

Dr. Melinda Martin-Beltran had several scholarly publications including:

- With Billings, E. & Hernandez, A. (2010). “Beyond English development: Bilingual approaches to teaching immigrant students and English Learners.” C. Faltis and G. Valdes (Eds.), *National Society for the Study of Education Yearbook: Education,*

Immigrant Students, Refugee Students, and English Learners. New York: Teachers College Press.

- “The two-way language bridge: Co-constructing bilingual language learning opportunities.” *The Modern Language Journal* (2010).
- “Developing cross-cultural competence through observation and dialogic teacher inquiry.” G. Park, H. Widodo, and A. Cirocki (Eds.), *Observation of teaching: Bridging theory and practice through research on teaching*. (2010). Munich: Lincom Europa.

Dr. Chauncey Monte-Sano published an article in the *Journal of Learning Sciences* entitled “Disciplinary literacy in history: An exploration of the historical nature of adolescents’ writing.”

Associate professor **Bruce VanSledright** authored the book *The Challenge Of Rethinking History Education: On Practices, Theories And Policy*, published by Routledge.

Measurement, Statistics & Evaluation

Dr. André Rupp, co-authored *Diagnostic Measurement: Theory, Methods, and Applications* with Templin, J., and Henson, R. J. (2010). New York: Guilford Press

Dr. Gregory Hancock, professor and chair of the Department of Measurement, Statistics and Evaluation, was co-editor of *The Reviewer’s Guide to Quantitative Methods in the Social Sciences* published by Taylor & Francis.

NEW FACULTY

Joint Appointments with iSchool

Online technologies shape how we learn, work, play, socialize, and use information. This is why the College of Education and the iSchool are collaborating to recruit four joint appointed faculty members with expertise in areas such as social networking, online communities, problem-solving simulations, gender differences, diversity and equity, and life-long learning. This summer, the I-School and the College of Education began their search for these technology-savvy faculty members and we are pleased to announce that our search is half way complete.

Christine Greenhow joins the Department of Curriculum and Instruction as an assistant professor and is a joint hire with the iSchool. She received her Ed.D. from Harvard University and was a former postdoctoral scholar at the University of Minnesota and Yale University. Christine investigates the potential of digital media for systemic change in education by integrating research and theory on social media (particularly online social networking systems) with research and theory from the learning sciences, new literacies, and learning technologies perspectives.

June Ahn is an assistant professor of Learning Sciences & Technology. He is a joint hire with the iSchool and will be joining our Department of Policy Studies. He received his Ph.D. in Urban Education Policy from the University of Southern California where he was a Dean’s Fellow in Urban

Education at the Rossier School of Education. His research in educational technologies currently examines the policies and practices of K-12 cyber schools and the effect of social media on youth learning and information behavior.

David Cavallo will join the College and iSchool in a joint appointment as Assistant Research Scientist. David received his Ph.D. degree in Media Arts and Science from the Massachusetts Institute of Technology. He will be working to secure funds for research projects that address the needs for the development of new models for education, new computational environments for learning, and new uses of social media to support education transformation. He is a current or former member of board of directors and advisory boards for various international non-profit organizations focused on education, technology and development.

PRESENTATIONS AND CONFERENCES

Curriculum and Instruction

Christine Greenhow will present at the December symposium of Literacy Research Association/National Reading Association on “Going ‘Meta’ on Methodology: Important Approaches to Literacy Research” in Dallas-Fort Worth, Texas.

Chauncey Monte-Sano presented two papers at the National Council for Social Studies Annual Meeting:

- 1) “Developing Pedagogical Content Knowledge for Teaching Historical Thinking: A Comparison of Two Novice Teachers” (with graduate student Christopher Budano)
- 2) “Recitation and Reasoning in Novice History Teachers’ Writing Instruction” (with graduate student, Kristen Harris)

Betty Malen and **Jennifer Rice** presented at the American Education Finance Association Conference in Richmond, VA with students in a research apprenticeship and superintendent of Prince George’s County School District, Dr. Hite. The symposium was based on the paper and Dr. Hite’s response: Rice, J. K., Malen, B., Bauman, P., Beaner, T., Chen, E., Dougherty, A., Hyde, L., Jackson, C., Jacobson, R., and Mckithen, C. (March 2010). “The promises and perils of education incentives: A formative evaluation of the Teacher Incentive Fund (TIF) Program in the Prince George’s County (MD) Public School System.”

Measurement, Statistics & Evaluation

Computers and Their Impact on State Assessment: Recent History and Predictions for the Future: MARCES Conference

October 18-19, 2010

<http://marces.org/conference/cba/>

Structural Equation Modeling Winter Institute

January 3-7, 2011

<http://www.education.umd.edu/EDMS/fac/Hancock/CILVR/Worshops/CILVRworkshoppageSEM.html>

STUDENT NEWS

Paul Bauman, graduate student in the EDHI, has accepted a position with the Education Commission of the States.

Developing Cultural Competence in Maryland Students

Three COE Faculty Named Lilly Fellows by the Center for Teaching Excellence

CULTURAL COMPETENCE – the ability to understand diversity and effectively communicate, to approach issues with a global view, and to work with diverse individuals and teams – is one of two new course categories that will satisfy the diversity requirement in the University’s new general education curriculum. Since early 2009, the University has been working toward a new vision for general education that will ground, inspire and challenge faculty and students at Maryland. In April 2010, the new general education program was approved by the University Senate and is set to be implemented in the fall semester of 2011. Upon completing a Cultural Competence course, undergraduate students will be able to:

- Describe the concept of culture.
- Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels.
- Analyze their own cultural beliefs with respect to attitudes or behaviors.
- Compare and contrast differences among two or more cultures.
- Effectively use skills to negotiate cross-cultural situations or conflicts.



NOAH D. DREZNER
*Assistant Professor
Higher Education*

My philosophy of teaching, much like the values that guide my research, is shaped by a commitment to social justice and civic responsibility. Faculty members have the opportunity – indeed an obligation – to give back

to society through their work, both their research and teaching. I see myself as a conduit for students to not only attain new comprehension but challenge themselves to create new knowledge through acquiring the necessary critical thinking, research an inquiry skills to be the most effective future scholars and practitioners. I believe that a classroom experience should engage and challenge students and even the instructor to think differently.

To me, cultural competence is never fully achieved. It is an ongoing learning process throughout one’s life. To be culturally competent is to be both introspective and knowledgeable of others’ differences, sensitivities, and backgrounds. However, to be more fully culturally competent, in my mind, is more than understanding these differences; rather it is having the skills to interact within diverse environment. As such, when creating my syllabi, I challenge myself to cultivate a diversity of ideas and thought within the classroom and use readings, assignments, and classroom activities that challenge stereotypes and privileges. I am sure to include scholars that not only add a diversity of thought to the topics, but also add racial and gender diversity of the author list. Through my courses, it is my hope that by engaging students in intellectual discussion and creating a collaborative classroom, I will inspire them to view their research and work through a social justice lens. I feel that I will greatly benefit from the CTE-Lilly Fellowship with its focus on techniques to create an interactive, student-centered classroom that focuses on cultural competencies as I prepare new and continually revise my courses.



SHERICK HUGHES
*Assistant Professor
Curriculum and Instruction*

It has been over a decade since I began the lifelong professional journey toward becoming a teacher-scholar. Approximately eight years ago, I was introduced to the literature on cultural competence through the

educational narratives of scholars representing the voices of traditionally “voiceless and silenced.” I began to contemplate how I might be complicit in silencing the voices that I intend to empower through my coursework. I began to consider where I sat along the cultural competence continuum that ranges from cultural destructiveness to cultural proficiency. As I taught courses in Embracing Learners in Diverse Contexts, Qualitative Research Methods, Urban Education and Power, Privilege and Diversity in Teaching, I began to reconsider my own global cultural incompetence, how I might convey that in my courses, and how an opportunity like the CTE-Lilly Fellows experience would help to build upon my teaching and learning experiences. As a member of the Cultural Competence Committee during the summer of 2010, I had the opportunity to dig deeper into understanding cultural competence and how may be applied to satisfy our undergraduate diversity requirement. We have the intellectual bodies and tools at UMD, but we must organize ourselves in a manner that is most conducive to thoroughly integrating the most promising tenets of cultural competence into our general Education curriculum.

Lila Watson, an Australian Aboriginal activist said, “If you have come to help me, you are wasting your time...but if you have come because your liberation is bound with mine, then let us work together.” Cultural competence is not intended to be a euphemism, but to acknowledge the cultural components of racialized, classed, gendered, and religious-based groups and the bias and promise that can blind, and yet bind us in the promising ways called for by Lila Watson.



CONNIE NORTH
*Assistant Professor
Higher Education*

Culturally competent education involves teaching students how to identify and critically investigate cultural assumptions, and their accompanying policies and practices, as well as to challenge those beliefs

when they cause harm to other people and our planet. Such education is most effective when it takes place in an environment where facilitator-teachers welcome student voices and allow those voices to shape the curriculum, teacher-facilitators actively build and sustain trust between students and themselves, and both teacher-facilitators and students have opportunities to imagine a society and world in which love, generosity, and clear-seeing intelligence prevail over hate, greed and delusion. I have long believed in the power of education to spur positive transformation, including intercultural conflict resolution. Involvement in the CTE-Lilly Fellows Program can enhance my teaching, scholarship, and service because the promotion of diversity, equity, and social justice lie at the heart of my work.

When I graduated from college, I joined the Peace Corps as a public health volunteer in Senegal, West Africa. This experience intensified my desire to combat violence, poverty, and cultural misunderstandings via forms of education that attend closely and critically to communication skills, cultural assumptions, and student and community involvement. It also revealed to me how deeply our cultural membership influences our language, behaviors, and world views. To this day, I draw upon my Peace Corps experience in my classroom to denaturalize the institutional and socio-cultural norms that consciously and unconsciously guide our daily interactions and decisions.

Believing that we are all works in progress, I am excited to experience the creative and wise ideas that emerge from our interdisciplinary learning community of CTE-Lilly Fellows when we gathers to listen to and learn from each other.

TURNING TEACHER EDUCATION “UPSIDE DOWN”

Panel Calls for Centering Curricula around Classroom-Ready Training

On November 16, 2010, in Washington, D.C.’s National Press Club, Dean Donna Wiseman participated in a national expert panel composed of education experts and critics calling for teacher education to be “turned upside down” by revamping programs to place clinical practice at the center of teacher preparation. Convened by the National Council for Accreditation of Teacher Education (NCATE), the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning presented a new vision of preparation which will require the development of partnerships with school districts in which teacher education becomes a shared responsibility between P-12 schools and higher education.

These and other sweeping recommendations are part of a report by the Blue Ribbon Panel will involve significant policy and procedural changes in both the state higher education and P-12 education systems and entail revamping longstanding policies and practices that are no longer suited to today’s needs. The changes called for will require state higher education officials, governors, and state P-12 commissioner leadership working together to remove policy barriers and create policy supports for the new vision of teacher education.

NCATE president James G. Cibulka talked about why NCATE convened the panel: “There are more students with greater learning needs than ever before; rigorous new standards for students with higher expectations for student achievement; and the need to turn around low-performing schools, to name just a few of the unsolved challenges present today. These

unmet needs press education stakeholders at large to make bold, simultaneous systemic changes.”

Eight states—California, Colorado, Louisiana, Maryland, New York, Ohio, Oregon, and Tennessee—have already agreed to implement the panel’s recommendations. As part of the NCATE Alliance for Clinical Teacher Preparation, these states will work with national experts to pilot approaches to implementation and bring new models of clinical preparation to scale. Working with NCATE and other invested organizations, including the American Association of Colleges of Teacher Education, the Association of Teacher Educators, national teachers’ unions and their state and local affiliates, the Alliance also will reach out to and learn from other states working to transform teacher education by implementing recommendations such as these:

- **There must be an intense focus on developing teaching practice and P-12 student learning**, making clinical practice the centerpiece of the curriculum and interweaving opportunities for teaching experience with academic content and professional courses. Teachers need to be prepared to use research-based developmentally appropriate strategies, assess student progress, and change practice as appropriate for the purpose of improving student learning and meeting students’ developmental needs.
- **Higher education and school districts must share accountability and responsibility** with P-12 schools playing a more significant role in designing preparation programs, selecting candidates, assessing candidate performance and progress, and placing

them in clinical experiences. Evaluation of teacher candidate effectiveness needs to be a shared responsibility, with accountability closer to the classroom.

- **Teacher-training programs must attract more academically prepared and more diverse cohorts of students.**
- **States and accreditation agencies must strengthen their scrutiny**, and preparation programs must become more accountable for meeting school needs and improving P-12 student learning.
- **States should help ensure that future teachers are prepared to fill the staffing needs** of P-12 schools by creating disincentives for schools of education that prepare teachers in specialties that are not in demand.
- **Federal agencies should support a clearly defined research agenda** to document and provide evidence of the impact of practices in clinical preparation on teacher effectiveness. The panel’s recommendations are consistent with a recent report of the National Research Council which notes that clinical preparation is one of three areas most promising for potential increases in teacher effectiveness in the classroom.

Making these changes, the panel affirms, will go a long way toward improving how the nation delivers, monitors, evaluates, oversees preparation to incubate a whole new form of teacher education.



MIMAUE Hosts Statewide Student College Preparation Conference

OVER 150 HIGH SCHOOL SENIORS from counties across the state including Prince George’s, Baltimore, Wicomico, Garrett, and Somerset, participated in the Statewide Student College Preparation Conference in College Park the weekend of November 19–21. A collaboration between the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) and the Maryland Higher Education Commission (MHEC), the professional conference provided students with the opportunity to network with current college students, minority business owners, and college staff and participate in a minimum of six workshops. Student workshops included topics such as completing an online college application, writing a personal statement, and financing a college education.

With funding from the U.S. Department of Education, the conference is focusing on college readiness for students who

would be the first in their families to pursue higher education. Over the two-day conference, students worked on revising and completing a college application essay as well as submitting at least one completed college application. The fee for one college application will be paid for by MIMAUE/MHEC as part of the conference participation. Students attending the fall conference will attend a follow-up conference in the spring that will focus on strategies for success in their first year.

College Entrance and Success for Minority Students: MIMAUE’s Fall Colloquium Series Features Maryland superintendents

THE UNITED STATES RANKS 12TH GLOBALLY in the percentage of adults who hold at least an associate’s degree. In response, President Barack Obama proposed his goal to increase college graduation rates in the United States to maintain the

the nations’s global leadership. Part of President Obama’s goal challenges K–12 schools to better prepare high school students for college-level coursework. This year’s MIMAUE’s fall colloquium series focused on examining this issue by learning about what local school districts are doing to prepare their students, specifically minority students, for success in college. The series, “Preparing Minority Students for College Entrance and Success: National, State and Local Models” invited area superintendents and advocacy experts to share with the College community.

The colloquium series featured Superintendents Kevin Maxwell from Anne Arundel County, William Hite from Prince George’s County, and Jerry West from Montgomery County as well as Dominique Raymond, Director of Alliance State Relations for Complete College America, a national non-profit working to increase the number of Americans with a college degrees.



Check out the College’s New Research Website!

The College of Education is pleased to showcase the work of our outstanding faculty and 20 collaborative research centers and institutes with our new Research Website. Peruse the website and see firsthand the type of research our faculty is conducting in almost every aspect of education including literacy and special education, learning disabilities, minority achievement, urban education, STEM education and family and child relationships.

Stay tuned to the site for regular spotlights and updates on the most current faculty research available. This fall’s feature profiles Professor Pat Campbell, one of the College’s leading faculty researchers, and the work she has done with the Mid-Atlantic Center for Mathematics Teaching and Learning (MAC-MTL). You can visit our new research website at www.education.umd.edu/ResearchInfo.



Fulbright Teachers Join College of Education for Fall Semester

The Fulbright teachers meet with Dean Donna Wiseman.

This fall, the College of Education hosted the international component of the Distinguished Fulbright Teacher Award program. Seventeen accomplished primary and secondary teachers joined our community for the fall semester. This year the teachers came from Argentina, Finland, Singapore, Mexico, India and South Africa. The Distinguished Fulbright Teachers have been integrated into our community of scholars, researchers, and practitioners. The teachers participated in a weekly seminar series, attended graduate courses and with the support of faculty mentors, developed a capstone project. Many of our PDS schools were also enriched by our international visitors as they spent some time working with teacher mentors in the schools. Below is the complete list of Fulbright teachers.

Carmen Alcaraz Brito ~ Mexico	Eija Kauppinen ~ Finland	Anandaraj Rayappan ~ India
Hwa Phaik Chee ~ Singapore	Mikko Korhonen ~ Finland	Sergio Rojas ~ Argentina
Maria Fuertes ~ Argentina	Kavita Kumar ~ India	Sashikala Sriram ~ India
Indrani Ganguly ~ India	Lindinxia Mahlasela ~ South Africa	Tamilaras Subramaniam ~ Singapore
Aurelia Garcia ~ Argentina	Oscar Marino ~ Argentina	Lakshmi Vadlapatla ~ India
Yau Li Heong ~ Singapore	Vijayasudha Narayanan ~ India	

How Web 2.0 Impacts Teaching and Learning (continued from page 1)

finding that a key way to achieve their goals is through Web 2.0. NETP seeks to implement “technology-based learning and assessment systems [that] will be pivotal in improving student learning and generating data that can be used to continuously improve the education system.” The federal government’s plan is a three-prong approach where they attempt to improve student learning, teacher professional development, and the educational assessment tools we measure success by.

“The NETP focuses on a personalized learning experience for students and teachers in a 24/7 environment. Learning (for students) and professional development (for teachers) can happen anywhere. It allows us to think of the learning ecology as it extends beyond the classroom.” comments Dr. Greenhow. To develop the NETP, the creators asked questions like: *What learning literacies do 21st century students have that we can capitalize on? Why is it so engaging to be online? What kind of mobile applications can we develop that are designed for learning?*

LEARNING. It turns out that there are some real advantages to what Web 2.0 can offer students. For example, encouraging students to write on a blog or through discussion boards gets

them to think about writing for an audience whereas with a traditional paper they are only writing for their teacher. The valuable academic tool of collective writing can be demonstrated and refined through crowd-sourcing applications like Wikis. On a Wiki, a teacher can see how a group of students work together to come to a collective consensus because edits made by each student are visible. Social networks like Facebook and MySpace allow students to reach out to their peers for emotional as well as academic support. Some research even points to the emotional benefits of regular status updates—it can be likened to journaling.

TEACHING. The NETP calls for connected teaching. This type of teaching model would replace the isolationist teaching model of the current classroom. The emphasis is to make teaching a team activity with a network of professionals, librarians, students and fellow educators surrounding the teacher. Through this network, the teacher can have access to resources and expertise that improve the content of the classroom. This same principal can be used for professional development. Through connected teaching, we can “augment the expertise and competencies of

specialized and exceptional educators with online learning systems and through on-demand courses and other self-directed learning opportunities.”

ASSESSMENT. According to the NETP, technology-based assessments “can diagnose and modify the conditions of learning and instructional practices while determining what students have learned for grading and accountability purposes.” This type of data can then be used to create a system of interactive feedback between educators, administrators, teachers and parents.

It is clear that online technologies are shaping how government, universities and individuals learn, teach, work, play, socialize, and use information. This is why the College of Education and the I-School collaborated to recruit four joint appointed faculty members with expertise in areas such as social networking, online communities, problem-solving simulations, gender differences, diversity and equity, and life-long learning. This summer, the I-School and the College of Education began their search for these technology-savvy faculty members and the search is half way complete. Dr. June Ahn and Dr. Christine Greenhow joined the University of Maryland community in the fall.

Changing the Odds: New NSF-funded University of Maryland Program Seeks to Advance Women Faculty in Science and Engineering and Transform Institutional Culture



While UM has made significant progress in hiring women into tenure-track positions, retention, particularly among women in STEM fields, is still a problem. Women now earn 40% of all science and engineering doctoral degrees, female scientists and engineers make up only about 17% of all full professors at research universities nationwide and remain underrepresented at all levels of academia. There is a drop in retention rates of women faculty at two critical points in their academic careers: the first being the tenure decision year, promoting from assistant to associate professor, and again with the decision to promote from associate to full professor. Often times, women faculty members leave the University at these critical junctures to pursue other career options both inside and outside of academia.

A new University of Maryland program funded by the National Science Foundation hopes to change that. The five-year, \$3.2 million ADVANCE Program for Inclusive Excellence seeks to increase the representation of women faculty members in science, technology, engineering, and mathematics (STEM) fields at the university. Building on the university's achievements in inclusiveness and equity, the ADVANCE program will implement interconnected strategies designed to transform academic environments and promote the professional growth of women faculty in STEM.

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However, that is not all. With an additional investment of funds pledged by the university's deans and vice president for research, the same investments made in the professional growth of individual women in STEM fields will also be made to facilitate the same kinds of programs in non-STEM colleges. Through a partnership with the Office of Faculty Affairs, the NSF Advance program will provide new mentorship and funding opportunities for women faculty members, create greater transparency about how career advancement decisions are made, increase the awareness and use of benefits designed to help faculty members balance work and family lives, and address the underrepresentation of women of color and their specific professional growth concerns.

"We are poised on the edge of a great transformative period in the history of the University of Maryland. The ADVANCE grant is designed to act as a catalyst for this transformation," says Nariman Farvardin, Senior Vice President for Academic Affairs and Provost, who is also the principal investigator on the grant. "We are committed to fostering the long-term professional growth of our women faculty members by investing in a culture of inclusiveness campus-wide."

Farvardin is joined by co-investigators Avis Cohen, professor, Department of Biology and Institute for Systems Research; Darryll Pines, dean of the A. James Clark School of Engineering; and KerryAnn O'Meara, associate professor of higher education, Department of Education Leadership, Higher Education and International Education, on this project. Cohen will direct the project, Pines will serve as the liaison with university deans and



KerryAnn O'Meara

help establish a Senior STEM Women's Council, and O'Meara, who is the author of the conceptual framework on professional growth and research guiding the project, will lead the effort to assess the impact of the program on the University of Maryland campus. "Research on faculty careers shows that institutions that act as incubators for professional growth reap significant benefits in terms of the productivity, retention, and success of all faculty—not just of women," says O'Meara.

The University of Maryland is a national leader in science and engineering research, and the implementation of the ADVANCE project will expand its reputation as a campus that cultivates the professional growth of women faculty members. The project will serve as a model for other institutions that endeavor to address similar challenges. A project website will share resources and disseminate research findings and project accomplishments. This information will also be published in peer-reviewed journals and shared through outreach efforts.

"This will truly be an institutional transformation," says Avis Cohen, project director. "We're thrilled that we'll be able to have an impact on all parts of the university with the support that we have received, and that we'll be changing the culture to make this a great institution for the excellent young women and men of today and the future."

The ADVANCE program will have several initiatives designed to transform academic environments and promote the professional growth of women faculty members, including:

- **ADVANCE Professors** – Accomplished women faculty in leadership positions within their college will be recruited to act as role models and mentors for their more junior colleagues.
- **Senior STEM Women's Council** – Ten women from major national research foundations or policymaking bodies will be invited to attend biannual workshops aimed at providing mentorship, establishing social networks, and aggressively promoting qualified women faculty to positions on science advisory boards, editorial boards, and policy positions.
- **Dashboard** – This project will establish an online resource in each college that provides information about career accomplishments and advancement so that all faculty members can gauge how they compare to their peers. It will be used in collaboration with department chairs and ADVANCE Professors for career benchmarking and advancement.
- **Peer-Learning Communities** – Three communities will be established, bringing together 1) assistant professors discussing tenure, publication, supervision of research projects, and early career teaching issues; 2) associate professors focusing on preparing for promotion to professor; and 3) aspiring/current PIs.
- **Balance of Work and Family Initiatives** – The Provost's Office will work with deans, associate deans and ADVANCE professors to train department chairs on the application of new benefits, including the opportunity for faculty to shift to a part-time appointment due to childrearing responsibilities.
- **Interdisciplinary Seed Grants** – Individual grants, in the amount of \$20,000, will be awarded annually in all colleges to women faculty members proposing projects with a strong emphasis on interdisciplinary research.

High School Students Earn College Credit through COE Partnership

If given the opportunity, students will rise to the level of expectation set for them. When presented with both the opportunity to perform in a rigorous academic setting and high-leverage instruction, students will access their raw potential and with it, enthusiastically meet almost any challenge. Students at Friendship Charter Public Schools are doing just that in a pilot college readiness course Bioengineering 100. BioE 100, is an introductory engineering class in which upon successful completion, students will receive college credit from the University of Maryland.

Dr. Leigh Abts, research associate professor, spearheaded the development of the program at Friendship and coordinates the University's involvement. On November 18, Dr. Abts presented to the National Defense Education Program K-12 conference. He was joined by two of the course's students, and the course instructors, Dr. Jennifer Wolk, a materials science engineer in the U.S. Navy's Carderock Division, and Mr. Prem-Raj Ruffin, Friendship's calculus teacher. Together, they discussed their experience in the course to an audience that included over 100 STEM Education leaders from across the Department of Defense laboratories, military facilities, the Department of Defense Education Activity Schools, and the service academies.

Dr. Abts described the goals of the initiative to provide students with the opportunity to fully reach their potential and successfully prepare them for the transition from high school to college. The goal of the class is not simply to provide the students with academic knowledge, but to develop the critical thinking skills needed to apply this knowledge to complex engineering problems. The course also encourages the development of positive academic behaviors, such as time management and study habits. Ms. Kierra Lucas, a Friendship senior and future mathematics major, described her time management skills development, "This course was very, very challenging. I have to study for this class more than my other classes. I have learned to manage my time with my after-school activities like volleyball and dance because education comes first."

BioE 100 is a combination of traditional lecture, regular labs and a design project component to provide the students with hands-on learning opportunities that will reinforce their understanding of engineering concepts. Mentored by



Left: Percee Goings and Kierra Lucas. Right: Dr. Wolk explains to her group the Biomedical Engineering design project that the students will be working on for the rest of the semester.

professional engineers, students worked on projects related to hydrodynamics, aerospace engineering and biomedical engineering. Mr. Percee Goings, also a senior who wants to major in software engineering, appreciates the design project as training for his future career. "The group work that we did in class will be helpful in my career. I know I will have to work in teams as a software engineer. I like the idea of becoming an engineer because of the freedom to say what you want to do and then to actually build it."

At the conference, Dr. Wolk provided an overview of her teaching philosophy and data-to-date on the improved performance of her students on their tests and homework assignments. The class average for the first test was 49%, at which point Dr. Wolk had a serious conversation with her students, "I told them, 'I'm going to push you. Up until now you have not really had to work hard because you are already



so smart. Your level of potential is so high and you are capable of achieving so much more. I am going to hold you to the college standard because this is a college course." Her students came to realize that they were not putting the requisite effort to be successful and changed their study habits to rise to the challenge.

Lucas and Goings, both shared with the audience the importance of this class in ensuring their success in college next year and how the course should be implemented in other schools. They have been encouraging their peers to take the course at Friendship, seeing it as an invaluable learning experience. Certainly, the futures of the students involved in the BioE 100 course look bright. When the presentation ended, both students were enthusiastically greeted by audience members, including representatives from the U.S. Naval Academy, encouraging the Friendship seniors to investigate their alma maters as potential next steps.

GREAT EXPECTATIONS: THE CAMPAIGN for the COLLEGE OF EDUCATION UPDATE



Fall marks the final push to fulfilling our goal for the Great Expectations Fundraising campaign. The news is good. We’ve raised **over \$10.17 million** and have now fulfilled **85% of our** newly adjusted **\$12 million goal**. Over the next 12 months, we will continue to engage our alumni and donors and assertively pursue exceeding this goal. Recently, we formed an Industry Task Force (ITF) comprised of business leaders with a commitment to advising and raising funds to support the College. Our special thanks to alumna **Mary K. Batcher (Ph.D. ’86, B.A. ’72)** who is profiled below. She joined the Industry Task Force and then **committed \$100,000** to help establish an endowed professorship in Measurement, Statistics, and Evaluation. Over the year we will be working with the ITF to advance our STEM education efforts, as well as creating relationships with corporations and foundations that can help us fund our initiatives.

Our Greatest Thanks to...

STEM (Science, Technology, Engineering and Mathematics) and a Commitment to Top-Tier Faculty Inspired Donor, Advocate and Graduate Mary K. Batcher to Give \$100,000

Mary K. Batcher (Ph.D. ’86, B.A. ’72) has spent her life utilizing the degree she received from the Department of Measurement and Statistics. A typical day for Batcher who is the executive director for Quantitative Economics at the accounting firm Ernst & Young, LLP includes the statistical sampling and experimental modeling that she learned as a graduate student at the University of Maryland. Her donation of \$100,000 for an endowed professorship is a promise for current and future students within the EDMS department. “I want my donation to ensure that the Department of Measurement and Statistics has the best faculty possible. With the retirement of Dr. Robert Mislevy, I felt that it was important for EDMS to remain competitive and have the appropriate funding that higher education deserves.”

In addition to donating to the College of Education, Batcher has been a long time volunteer (serving two terms on the Alumni Board) and advisor to the Dean on STEM issues. In fact, Batcher was one of the primary advocates for last January’s successful STEM Chalk Talk. “Getting American students excited about Science, Technology, Engineering and Mathematics is a priority for elementary and middle school teachers,” Batcher comments. “In my field of statistics, we find

that many of the graduate degree holders have degrees from U.S. universities but are foreign students.” Batcher feels that in order to engage American students in STEM fields early we must train teachers more effectively. This issue is so important to Batcher that in addition to helping plan last January’s event, she also jumped at the chance to join the Dean’s Industry Task Force. Batcher encourages all alumni to give to higher education and to seek out matching gift opportunities through their employers. That’s how she was able to double her commitment to the College. Through Ernst and Young’s matching gift program, Batcher and her husband Robert were able to pledge \$50,000 and Ernst & Young matched that pledge with an additional \$50,000.

For more information on donating to the College of Education, contact Carla Maxwell Ray, executive director for the Office of Advancement at the for the College of Education, at 301-405-6644 or cmray@umd.edu.

To donate online, go to www.giving.umd.edu. Please designate all contributions to the College of Education.



Donor Kathleen Luchs Rosenberger, Ph.D. ’81, (center) sat down with the recipient of her \$5,000 scholarship, master’s student Lenore Kahoe Boak (right) and Carla Maxwell Ray (left), executive director of the College of Education, for lunch in October. Boak has used the Rosenberger Scholarship to offset the cost of her education.

Business Leaders to Advise Dean on STEM Industry Needs

The inaugural meeting of the newly formed Industry Task Force took place on September 27, 2010. ITF members met with the Dean and several faculty to discuss issues related to STEM education and the College’s efforts on this critical issue. ITF members described the current need for professionals who are trained in STEM fields, citing specific examples from their respective industries. Companies are trying to recruit from a very small pool of STEM graduates, a pool made even smaller if the company has government contracts that restrict hiring to US citizens only. Growing the pool of effectively trained STEM professionals is critical for the state of Maryland and will affect the ability to remain competitive in the global world. The Industry Task Force will be working with the Dean and the College to advance these efforts, with a particular focus on women and under-represented minorities.

Members of the ITF represent several areas of the business sector, including engineering, statistical analysis and commercial real estate firms. These members have made a commitment to lend their time, talents and fiscal resources to the College.

- The Industry Task Force members are:
- Dr. Mary Batcher (’86, ’72), *Executive Director of QUEST, Ernst & Young*
 - Dr. Marilyn Harris (’82), *Senior Vice President, Marathon Oil*
 - Mr. John Kenyon (’69), *Senior Vice President, Hughes Network Systems, LLC*
 - Mr. Gary Michael, *President, NAI The Michael Company, Inc.*
 - Mr. Kenneth Whitmore (’72), *Chief Executive Officer, Coalescent Technologies Corporation*
 - Dr. Mark Wolff, *Vice President, The EMMES Corporation*
 - Mr. Martin Borell (’80), *Partner, Evolve Partners*

Making an Investment in Promise – Support Student Scholarships

Every year, the College welcomes newly enrolled undergraduate and graduate students who have chosen Maryland to be their first step towards careers as K-12 teachers, college and university faculty, educational administrators, policy makers, and researchers. These are some of the nation's most promising students who have committed not only their time, but also a large financial sacrifice, to making a difference in our national and global educational systems.

Scholarship support can help offset the financial burden felt by some students and will help to ensure that their time and efforts can be focused on their studies. Your investment in the College of Education Scholarship Fund increases our ability to award more scholarships and fellowships, making a real difference in the lives of our outstanding students. Jennifer Chen and Evangela Mackie, scholarship recipients from this year, describe the impact of support from donors like you.



children the same opportunity towards a college education as you have for me. I will remain academically excellent in the name of your support.”

Evangela Mackie
Elementary Education
Recipient of the Donald Joseph Robinson, Jr. Memorial Scholarship & the Donald Maley Scholarship
“With your generosity, I am no longer financially burdened and I am able to focus more on meeting the requirements of my degree and furthering my education thereafter. In the future, I hope to give



situation. If it were not for scholarship patrons like you, I know that students like me would find it very difficult to pursue a career that they have dreamed of.”

Jennifer Chen
Elementary Education
Recipient of the George R. Merrill, Jr. Memorial Fund Scholarship
“It has been financially difficult for my family to pay for my yearly tuition and I have done my best in making money with part-time jobs. Needless to say, your contributions have helped alleviate my tight

ClassNotes

1941
Lillian Powers Breitner Scher (B.A.), Miami, FL, celebrated her 90th birthday in 2010. Breitner Scher is active in the Osker Lifelong Learning Institute at the University of Miami.

1950
Mollee Coppel Kruger (B.A.), Rockville, Md., published her eighth book in May. The book, *The Cobbler’s Last*, is a memoir about life in a small Maryland town sixty to seventy years ago. The book contains firsthand anecdotes on elementary and high school life during the Great Depression and World War II.

1951
Rose Shockley Wiseman (M.Ed.), Annapolis, Md., died on Monday, May 31, 2010 at 95. Wiseman was one of the first three African-American students to receive a master’s degree from the University of Maryland, College Park. Her commencement day on July 9, 1951 marked her first visit to the then segregated campus.

1954
Joyce Elaine Huyett (B.S.), Kansas City, Mo., and her husband, Charles, celebrated their 56th anniversary in Paris. Highlights of her trip included attending the Paris Opera and visiting Chopin’s grave. Huyett is still an active pianist.

1961
Carmen Lebron de Oliva (Ph.D.), San Juan, PR, is employed with the American College of Surgeons and works as an advanced trauma life support for doctors educator and conducts seminars and short courses as needed.

1962
Skip Wild Harrington (B.S.), Saint Louis, MO., recently published *The Prodigious Book of Shakespeare Puzzles*, a book of word puzzles, trivia and other games that focus solely on Shakespeare’s work. Harrington taught English, history and drama for over 40 years.

1966
Diane Meyer Haverstock (B.A.), Roanoke Rapids, NC, retired after 41 years in education. Haverstock’s career included classroom teacher, principal, and director of Exceptional Children’s Programs.

1967
Ella Jane P. Davis (B.A.), Tallahassee, FL., is an administrative law judge. She writes, “After 25 years as an ALJ with a diverse subject matter and statewide jurisdiction, I have been selected as the sole ALJ for birth-related neurological injury compensation cases.”

1968
June E. Streckfus (B.S.), Baltimore, Md., was appointed to the Maryland Council for Educator Effectiveness by Governor Martin O’Malley in August. Streckfus was appointed as a representative from the business community. She is currently the executive director of the Maryland Business Roundtable for Education.

1969
Dennis Urban (B.S.), Oak Ridge, Tn., was awarded Master Instructor status by the California Emergency Management Agency (Cal EMA). Urban is a senior technical specialist in Emergency Management for the Nation Security and Emergency Management Program (NSEMP) of the Oak Ridge Institute for Science and Education (ORISE). He developed and instructs a Homeland Security Exercise and Evaluation course for Cal EMA. Urban has worked in the Homeland Security Exercise and Training Field for the past 10 years.

1973
Sherry Flax (B.S.), Baltimore, Md., was named one of Maryland’s Super Lawyers by *Law & Politics Magazine*. Flax is currently a partner at Saul Ewing, LLP.

1974
Christine A. Edwards (B.A.), Lake Forest, IL., was appointed to the Board of Directors of the Bank of Montreal in August. Edwards is a partner in Winston & Strawn’s Corporate Practice Group where she focuses on regulation of the financial services industry—particularly the securities and banking industries—as well as corporate governance and public and regulatory policy.

1978
Keith Jones (B.S.), Silver Spring, Md., is beginning his eighth year as principal of Summit Hall Elementary School. Summit Hall’s students are excelling—85 percent of all students are advanced or proficient in Reading and 90 percent of all students are advanced or proficient in math.

Linda Beck Pieplow (M.A.), Columbia, Md., was awarded the 2009-2010 *Agnes Meyer Outstanding Teacher Award* for Howard County from the *Washington Post*. Pieplow is an eighth grade English teacher at Clarksville Middle School. Described in her nomination as “an exceptional communicator and gifted teacher,” Pieplow’s fellow co-worker commented that, “Students who start the school year with apathy are transformed into enthusiastic Shakespearean scholars and accomplished writers by the end of the term.”

1980
Frieda R. Butler (Ph.D.), West River, Md., is employed as a professor and director of Gerontology Programs at Georgetown University. She also serves as a Consultant for Gerontological Support Systems.

Robert J. Gravina (B.S.), San Diego, Ca., was recently named the 2010 *Information Technology Executive of the Year* by the *San Diego Business Journal*.

G. Douglas Meyers (Ph.D.), El Paso, Tx., is the director of the English Education Program at the University of Texas at El Paso where he is also an English professor.

1983
Brad E. Sachs (Ph.D.), Columbia, Md., newest book *Emptying the Nest: Launching Your Young Adult Toward Success and Self-Reliance* was published in July 2010 by Macmillan. Translations of his most recent book, *When No One Understands: Letters to a Teenager on Life, Loss and the Hard Road to Adulthood* (Random House), were recently published in Portuguese and Spanish. Sachs maintains a private practice in Columbia, Md.

1984
Colleen K. Cotter (B.A.), San Diego, Ca., and husband David D. Andaleon celebrated the birth of their fraternal twin boys on May 10, 2010. The twins, Finbar and Maximo Andaleon, were born two minutes apart. Cotter is a real estate agent as well as a docent for Sea World San Diego.

1985
Linda Rosen (Ph.D.), Bethesda, Md., was named CEO of the national nonprofit—Change the Equation.

1986
Sam (Skip) F. Morina, Jr. (M.Ed.), Brunswick, Ga., recently received his Ph.D. in Education from Capella University. His dissertation was titled “Mentoring and Retention in First-Year Teachers: A Mixed-Methods Study.” Morina has lived in Southeast Georgia for over 20 years and is employed as a training specialist with General Dynamics Information Technology.

1990
Mary Kay Finan (Ed.D.), Cumberland, Md., was appointed to the Maryland Council for Educator Effectiveness by Governor Martin O’Malley in August. Finan is a member of the Maryland State Board of Education as well as an education professor and coordinator of Elementary and Early Childhood/Elementary Programs at Frostburg University.

Susan Martin (M.A.), Sykesville, Md., is now serving as the first associate director in the Center for Women in Information Technology at University of Maryland, Baltimore County.

1995
Matthew J. Long (M.A.), New Haven, Ct., is the director of Student Services & Student Development at Gateway Community College in New Haven, Connecticut. Previously, Matt spent six years at Yale as associate director of Student Financial Services. He earned his doctorate in Educational Leadership at Johnson & Wales University in 2009.

2002
Mary Kate Schneider Carodine (Ph.D.), Gainesville, FL, is assistant vice president for Student Affairs at the University of Florida.

2003
Gwen McWhorter (M.Ed.), Silver Spring, Md., was awarded the 2008-2009 *Agnes Meyer Outstanding Teacher Award* for Montgomery County from the *Washington Post*. McWhorter is a mathematics resource teacher at A. Mario Loiederman Middle School in Montgomery County. She is also the co-author of *Understanding Inservice Teacher’s Psychological Processes and Professional Intentions: The Role of Graduate School*.

Dharma Naik (M.A.), Beltsville, Md., was the recipient of the University of Maryland’s 2010 *Staff Minority Achievement Award*. The award is given out by the President’s Commission on Ethnic Minority Issues (PCEMI) and is meant to celebrate faculty, staff and students who have worked to improve the racial climate on campus.

2004
Jennifer Quinn-Taylor (M.A.), Tampa, FL, and her husband, Chris Taylor welcomed a baby girl, Layla Francis Taylor, on April 9, 2010. Quinn-Taylor is the Director of Orientation at USF St. Petersburg.

2007
Carole Staley Collins (Ph.D.) is a tenure-track assistant professor in the School of Nursing at the Catholic University of America. She is currently teaching both undergraduate and graduate students.

2008
Jennifer Markey Reed (B.A.), Greensboro, Md., and her husband, Timothy, welcomed a baby boy, Jason Brody Reed, on June 28, 2010. Reed is employed as a high school English teacher with Queen Anne’s County Public Schools.

Stay Tuned for *Endeavors’* New Look!

From a new Vision Statement to a more efficient three-department model, the College of Education is undergoing a new look and approach that will ensure that the College continues to graduate the best teachers, educational researchers, policymakers and faculty in the country.

This is the perfect time for us to announce that we will be unveiling a new look for *Endeavors* beginning next year. Our plans for the next issue of *Endeavors* include a look at the College’s major milestones in magazine format. Stay tuned for in depth articles on our Department of Higher Education’s 30th Anniversary (*including stories from graduates then and now*) and impact stories from the trenches of minority and urban education as MIMAUE hits its 10-year mark.

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

Editor Halima Cherif	Do you want to contact us with news to share? <i>Endeavors</i> 3115 Benjamin Building University of Maryland College Park, MD 20742 Email to: <i>Endeavors@umd.edu</i>
Contributors Kelly Blake Lauren Brown	
Frances Woods Shanna Yetman	
Designer Lynne Menefee	

Please Drop Us a Line!

We’ve been happy to hear from more than 800 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*

Additional Education (school, degree, year) _____

Employer _____

Title _____

MY NEWS_____

☐ _____ Check this box if you do **NOT** want your news to be part of ClassNotes.

ATTENTION Alumni of the College of Education: Seminars for Teachers



The **Seminars for Teachers** program (SFT) is pleased to invite **educators of all levels** to join us in a series of fascinating seminars in the spring of 2011.

SFT represents both a new approach to professional development and a vital collaboration between University of Maryland faculty and educators in the DC/Baltimore region. The program, now in its tenth year of operation, enhances the intellectual capacity of educators, developing content-area knowledge and expertise through exposure to cutting-edge research and resources. The small-group format fosters invaluable networking within and between counties and inspires participants to share content and resources with students and colleagues.

This year, we are offering a select number of seats to alumni from the College of Education who would like join us in this unique experience. Seminars are on campus from 9 am – 3 pm each seminar day and include breakfast, lunch, and related materials. Specific room locations will vary. The following seminars are open for alumni participation:

Thoreau's America: Consumerism and Anti-Consumption in American Life

Tuesday, March 1 and 15, 2011

Dr. Jo Paoletti, *Department of American Studies*

The Graphic Novel: Using Comics in the Classroom

Friday, March 11 and 18, 2011

Dr. Pat Grzanka, *Honors College of ASU (formerly of the Honors Humanities program)*

Men, Women, and Monsters: The Drama of the Odyssey

Thursday, March 17 and 31, 2011

Dr. Lillian Doherty, *Department of Classics*

Teaching the Literature of the Holocaust

Wednesday, April 16 and 13, 2011

Dr. Sheila Jelen, *Department of English*

Exploring Innovation and the Design Process

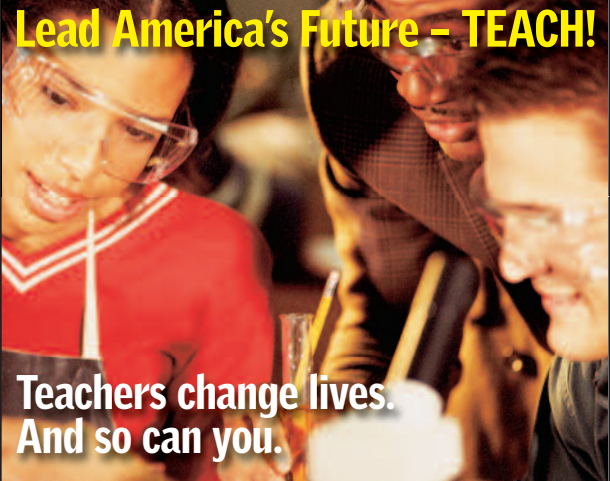
Friday, April 8, 2011

Dr. Leigh Abts, *College of Education and Department of Engineering*

Seminar descriptions are available at www.sft.umd.edu. The special rate for alumni is \$200 per person; \$50 of that will be a **tax-deductible donation** to the **College of Education Alumni Fund**. If you are interested in participating, please use the online registration form available on the alumni page of the SFT website. Further information about payment and logistics will then be forwarded to you. Register by **January 7, 2011** for best consideration.

For more information, please email to sft@umd.edu, or contact Cheryl MacLean at 301-405-7505.

IMPORTANT NOTE: Seminars are small and, therefore, spaces are available on a first-come, first-serve basis. If we are unable to place you in your first choice seminar, you may get placed in your second choice. We also may add seminars depending on faculty availability. Status of seat availability will be known before your payment is processed.



The University of Maryland's College of Education has many innovative programs that can help you become a teacher. Pursue a master's degree or certification-only program in elementary or secondary education.

Learn more at one of our **FREE campus TEACHER CERTIFICATION INFORMATION SESSIONS:**

Thursday, January 13, 2011
7 – 8:30 p.m.

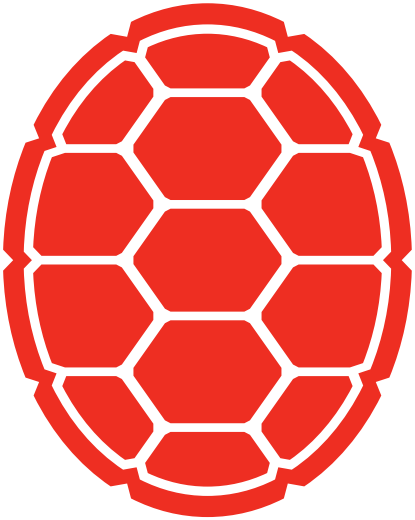
Saturday, January 29, 2011
7 – 8:30 p.m.

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

- Our intensive, one-year program may include:**
- Selected **paid internships** for certification as a secondary education teacher
 - **In-state tuition** rates for non-residents
 - Integration of coursework and **field experiences**
 - **Grants and tuition assistance** to cover expenses for some programs

See website for additional details.

VISIT:
www.education.umd.edu/EDCI/edprograms.html
or send an email to: mcertinfo@umd.edu or msmartinfo@umd.edu



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