

UNIVERSITY OF MARYLAND COLLEGE OF EDUCATION | SUMMER 2020 | ISSUE 34

School Improvement
Partnership with PGCPs



This Issue

SUMMER 2020



6

African American Math Educators



10 Why EdTerps?



25

Special Education History

12 Peace and Purpose

2 EDUCATOR PREPARATION SPOTLIGHT

UMD, Prince George's Schools Sign Partnership Focused on K-12 Improvement

Mentoring Matters

How to Keep Kids Learning and Parents Happy

A Long Legacy of African American Women Math Educators

Making Math Fun with Sports

Exploring a Dark Past to Prepare for a Brighter Future

10 COE VOICES

Why EdTerps?

12 FACULTY PROFILE

Peace and Purpose: Senior Faculty Specialist Jeni Stepanek

14 PROGRAMS

Student Affairs—A Celebrated History

Student Affairs 101: Q & A with Kahlin McKeown

Disability Studies Minor Launched

17 COE HISTORICAL HIGHLIGHTS

25 FEATURES

A Proud Tradition in Special Education

Culture Eats Strategy for Breakfast

29 RESEARCH

Dreams Realized: Therapy Training Through Practice

Dr. Patricia A. Alexander Named a Distinguished University
Professor, National Academy of Education Member

Mathematical Modeling During the COVID-19

Pandemic: Q & A with Professor Gregory R. Hancock

To Tell Real Versus False Online, High Schoolers Receive Professional Fact-checking Training

Dual Benefit of Language Immersion Programs?

Amid Coronavirus, Researchers Investigate Discrimination's Impact

UMD Researchers to Investigate Fetal Exposure to Opioids' Effects on Children's Brain Development and Behavior

36 PHILANTHROPY

We Learned, We Taught, We Counseled and We Served

38 PHOTO GALLERY

40 CENTENNIAL CELEBRATION

Dear College of Education Community,



This year, we celebrate our Centennial and 100 years of leadership as a College of Education. Throughout our history, our remarkable students, faculty, staff and alumni have shaped education and human development locally and globally.

As we honor our past and look to the future, leadership in education has never been more critical, as the unprecedented public health crisis in our midst rapidly shifts how we learn and teach. In many ways, the pandemic has altered the course of our future.

As this letter goes to print, much remains unknown about how the pandemic will influence education and society. Yet, there is opportunity in crisis. One way in which this pandemic is preparing us for the future is through the innovative and effective ways we are utilizing instructional technologies to support student learning. While our experiences with online education will inform and transform methods of teaching and learning for years to come, they also affirm the importance of human interaction in the teaching and learning process.

The pandemic has also presented a broader opportunity to reflect on ourselves, our interactions with one another, and our world. I take heart to see Maryland students organizing critical supply drives, committing to a new way of learning, and seeking to be of service to their communities.

Over the past century, our College has been a leader through challenging times, from advancing student and faculty diversity on campus to influencing the passage of Title IX. In some circumstances, change came when members of our College community courageously pushed back against societal inequities. We highlight a few of these stories in this issue of *Endeavors*.

Our pioneering research has informed education and society by exploring some of the fundamental issues of our time, from the importance of early caregiving in brain development to pandemic-related discrimination against Asian Americans. Through innovative evidence-based educator preparation programs, we continue to evolve our teaching practices to prepare educators to excel in virtual and in-person classrooms.

Finally, we are only as strong as our partnerships. We have worked closely with local school systems and state and federal agencies since our inception. In 1934, for example, we partnered with the Maryland State Department of Public Welfare to operate nursery schools statewide through the Works Progress Administration. Many of our earliest partnerships, such as student teacher placements in Prince George's County Public Schools, reflect longstanding collaborations that continue today.

I am proud of the history of our College. As we enter our next century in a time of great change, I am confident that our students, faculty, staff, and alumni will carry the torch forward into the next 100 years.

Our past contributions have shaped many critical issues, including the access students with disabilities have to education, inclusiveness in higher education, and how we understand child development. As we move into our next 100 years, we will continue to address the most pressing challenges, including the ones we face today, through our education, research and commitments to excellence, equity, and social change.

Sincerely,

Jennifer King Rice



UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION
A CENTENNIAL CELEBRATION



COLLEGE OF
EDUCATION

EDITOR

Audrey Hill

DESIGN AND ART DIRECTION

Laura Figlewski

WRITERS

Lauren Benning-Williams,
Audrey Hill, Chris Samoray

For Letters-to-the-Editor or general comments,
contact: coecomm@umd.edu

CONTRIBUTORS

Annie Dankelson, Holly Leber
Simmons, Sala Levin, Kimberly
Marselas, Maryland Today staff,
Dan Novak

COVER ILLUSTRATION

Gwen Keraval

Class Notes
will return in our next
issue of *Endeavors*.

Email coecomm@umd.edu
to submit a note or
provide feedback
on the magazine.





COE DEAN RICE AND PGCPs CEO MONICA E. GOLDSON SIGN A SCHOOL IMPROVEMENT PARTNERSHIP.

UMD, Prince George's Schools Sign Partnership Focused on K-12 Improvement

Pact Includes Teacher, Leadership Training, Problem-Solving Strategies

BY AUDREY HILL

A partnership signed in January by the College of Education and Prince George's County Public Schools (PGCPS) will create joint faculty appointments, increase teacher and school leader training, and prioritize using evidence-based approaches to solving challenges such as the achievement gap and absenteeism.

The new PGCPS/UMD Improvement Science Collaborative, based in the college's Center for Educational Innovation and Improvement, will bring together researchers and experts in co-equal partnership with practitioners and school leaders and provide innovative educational and professional opportunities for graduate students as well as employees of the college and district.

"We are committed to the success of Prince George's public school students and teachers, and this new partnership will extend our relationship and help achieve these goals," said University of Maryland President Wallace D. Loh. "We will become partners in classroom innovation and professional leadership training. It will also help increase the pipeline of Prince George's students to the university."

The goal is "authentic collaboration," said Segun Eubanks, the center's director. "In this model, PGCPS helps set and inform the research agenda, so that we can ensure that



PHOTO: RANDALL PIKE, PGCPs

“Through this partnership, we will create a pipeline of highly effective and diverse educators...”

JENNIFER KING RICE, DEAN, COLLEGE OF EDUCATION

university research tackles the district’s most pressing needs and that we work directly with the district to implement research based practices.”

One innovative aspect of the partnership is a dual appointment model, where university faculty hold joint appointments in the school district, and district leaders serve on the university faculty as visiting professors or fellows. This model exists in few locations in the country, said Dr. Eubanks.

The collaborative will also focus on the preparation of high-quality teachers and leaders, in line with the recommendations of the Kirwan Commission, which examined Maryland K–12 education practices, policies and funding to improve students’ college and career readiness.

“The Kirwan Commission has underscored the importance of addressing school improvement in Maryland,” said College of Education Dean Jennifer King Rice. “At the University of Maryland College of Education, we are excited to be on the leading edge of this work through the design of innovative teacher and leader preparation programs that are responsive to the needs of our local school systems. Through this partnership, we will create a pipeline of highly effective and diverse educators who are prepared to address issues and challenges germane to PGCPs.”

Other highlights of the collaborative include:

- **Doctorate of Education in School System Leadership Program**, in which PGCPs school system leaders work collaboratively to address a problem in their school system while earning their doctorate.
- **School Improvement Leadership Certificate Program**, which a second class of PGCPs teachers will complete in June.
- **Carnegie Foundation for the Advancement of Teaching Project/Improvement Leadership Education and Development (iLEAD)**, in which COE graduates, PGCPs school leaders, UMD faculty and outside experts study school improvement research and lead networks in school districts that address local problems.
- **Professional learning opportunities** for UMD and PGCPs faculty and staff.
- **A postdoctoral network** that will join Ed.D. graduates with UMD faculty and other PGCPs school leaders to continue to address school issues and improve student outcomes.
- **Data sharing and joint publication.**

“As the state’s flagship public university, the University of Maryland is uniquely positioned to support Prince George’s County Public Schools in our efforts to improve teaching and learning,” said Monica E. Goldson, school system CEO. “We are grateful for the university’s continued partnership as we work to enhance academic excellence and opportunities for higher learning across the school system.” ❄

MENTORING MATTERS

A New Collaborative Between UMD, MCPS and PGCPs Bolsters Teacher Training and Professional Development

BY KIMBERLY MARSELAS '00

For years, the University of Maryland College of Education has placed its students in designated Professional Development Schools (PDS) to intern under an assigned mentor and improve their practice before entering the teaching profession.

A new collaboration between the University, Montgomery County Public Schools (MCPS) and Prince George's County Public Schools (PGCPS) will pour new resources into two PGCPS PDS schools and two MCPS PDS schools, creating a scalable model for building effective mentor-teacher relationships, advancing professional development and helping all teachers improve instructional techniques.

The three-year program, known as MD PDS 2025, is being funded by a \$2.3 million grant from the Maryland State Department of Education.

The grant recognizes the program's potential to deliver results in line with the Kirwan Commission, which in 2018 recommended improving teaching standards and teacher salaries as a way to advance educational performance and promote school equality in Maryland.

The goal is to reduce the kind of routine turnover that forced Montgomery and Prince George's counties to hire 6,800 new teachers between 2016 and 2018. Training components will ensure those who stay are better equipped to handle stressors while improving academic outcomes.

"Teachers are the most important resources we give our students," says Jennifer King Rice, dean of the College of Education. "Teachers who are beyond their first 3 to 5 years on the job are proven to be the most effective. Yet we know we have the highest turnover in the schools that need good teachers the most."

MD PDS 2025 schools will provide internship experience to Maryland undergraduates completing their senior year, or fifth-year students earning a master's degree. The goal is to structure the program with additional on-site supports, lessons from College faculty and opportunities for current professional teachers to research and share their findings about problems in practice.

The idea to reinvigorate the Professional Development Schools made sense given the College's standing relationships with Montgomery and Prince George's counties. The college already places a majority of its undergraduate interns there, says Lawrence Clark, Principal Investigator of the project, associate professor of mathematics education, and



PDS COORDINATOR SUPERVISORS AT THEIR YEAR-END SUPERVISING MEETING.

co-chair of the college's Educator Preparation Committee.

"We knew that if we worked with two districts that were very different but also have some of the same challenges, the project can transcend being just a traditional partnership based on specific district needs and become a university-district model for the entire state," Dr. Clark says. "This gives us the opportunity to realize the true potential of a PDS and infuse them with the necessary resources."

The MD PDS 2025 Project will house multiple components including the MD Mentor Teacher Academy, instructional improvement projects and professional learning courses that could be open to teachers from across each district. Courses will offer teachers a chance to learn about culturally responsive and sustaining pedagogy, subject-specific content, effective uses of research and technology and other topics recommended by the Kirwan Commission in regards to developing 21st-century standards.

In addition to offering ongoing education, the College and its school district partners will work hand in hand with the two counties' educational associations to negotiate new career ladders and job descriptions. The program will offer teachers new incentives—both through pay and recognition of their continued commitment to learning—to remain in education.

The work is being informed by recent teacher and principal surveys on proposed roles such as Lead Teachers, Master Teachers and Professor Master Teachers. Those positions could be tested in pilots as early as next school year.

A yearlong practicum is expected to follow in 2021, with an initial emphasis on early childhood and elementary education programs—of special interest to the Kirwan Commission. Practicums geared toward middle grades and secondary teachers will follow.

And by 2022, officials expect a Mentor Teacher Academy—the training ground for current and future mentor teachers—will be fully operational with up to 80 new practicing mentors and potential mentor teachers trained.

Other districts would be encouraged to follow with their own academies and Professional Development Schools to encourage a healthy pipeline of highly qualified teachers for years to come.

"When we have a shortage, particularly in some subject areas, it creates inequities because teachers sort themselves," says Dean Rice. "We really need a supply that meets the demands of all our state's districts." ❧

How to Keep Kids Learning and Parents Happy



EDUCATION EXPERTS OFFER TOOLS, TIPS FOR SUDDENLY HOMESCHOOLING PARENTS

BY ANNIE DANKELSON

It's hard enough working full-time at your kitchen table. But now you have these distracting new co-workers, who can't be trusted to use their time productively. They want to socialize or watch YouTube or get yet another snack.

But these are your kids, and with the coronavirus outbreak that has you all holed up at home, it's suddenly your job to make sure their learning stays on track.

And now that the state of Maryland, D.C. and Virginia extended public school closures through the rest of the academic year, parents might need some long-term advice. Dr. Lauren Trakhman Ph.D. '19, assistant clinical professor and director of outreach in UMD's Department of Human Development and Quantitative Methodology, starts with this: Keep things in perspective and go easy on yourself.

"We need to have grace during such a strange time," she said. "We're not gonna do this perfectly. Parents are trying their best."

To ease the transition, Dr. Trakhman and two other researchers from UMD's College of Education—Virginia Byrne, a doctoral candidate in Technology, Learning and Leadership, and Kate Maloney Williams, a doctoral student in the International Education Policy program—offered some of their top tools and tips for keeping students engaged in quarantine classrooms at home.

TIPS

- **KEEP A SCHEDULE:** Although the flexible daily timeline might seem nice, adding some structure can help with productivity. "Even just reading for two hours to fill up the day makes it easier to digest," Dr. Trakhman said.
- **STAY CONNECTED:** Isolation can lead to loneliness, but videoconferencing tools like Zoom (UMD's Division of Information Technology recommends adjusting your security settings before use) and Google Hangouts can foster empathy during these uncertain times. "What we need to be doing is physical distancing, not social distancing," Byrne said.
- **ENCOURAGE HANDWRITTEN NOTETAKING:** With extended time typing and staring at a screen, the muscle memory involved in writing the old-fashioned way can improve comprehension, Dr. Trakhman said. "You can still support that (online) learning by having them jot down notes or do a math problem on a whiteboard."
- **ADD COMPREHENSION CHECKS:** When using online resources like the ones listed below, a good way to ensure kids are retaining information is to check in every so often with a quick quiz or brainstorming session. "When I read an article online, it's so easy to mindlessly scroll through it," Dr. Trakhman said. "I don't want my students in that situation."
- **REMEMBER DEADLINES:** "Deadlines become incredibly important because you don't have face-to-face reminders," Byrne said. Create a system or use online reminders to help kids complete assignments on time.

ONLINE RESOURCES

- **BRAINPOP:** This hub of animated instructional videos covering science, English, math and more, including quizzes and games, is offering free access for educators and families to help offset school closures. "Technology and online tools often charge a lot of money," Byrne said, "but so much stuff is becoming free."
- **COMMON SENSE MEDIA:** With a tab specifically for parents, this site features best-of lists and reviews of educational apps, games, websites, TV shows and more for kids ranging from preschoolers to teens. Parents can also check out the tab for educators for more education technology reviews and advice. "It's great for figuring out what's good and what's bad—is this worthwhile, or just popup ads?" Byrne said.
- **FLIPGRID:** Free for educators and families, this platform lets students of all ages record and share short videos on classroom topics. "It's about finding ways that they can really feel they have a voice," Williams said.
- **TOURIST ATTRACTION WEBSITES:** While places like Chicago's Shedd Aquarium, the Cincinnati Zoo & Botanical Garden and the Smithsonian National Museum of Natural History are closed, their websites offer field-trip-like experiences such as live streams, home safaris and virtual tours. "Interest does play a role" in comprehension, Dr. Trakhman said, so adding some fun can aid learning.
- **WONDEROPOLIS:** This online encyclopedia, aimed at students in grades K-5, features "wonders of the day," like "What Is the Mandela Effect?" and "Do Hummingbirds Really Hum?" Each entry includes ways for students to test their knowledge and type in what they're wondering about. "It's supposed to spark another question or hunch within a student," Williams said. "Get them curious and wanting to learn or read or find something interesting." 🐝

A Long Legacy of African American Women Math Educators

BY HOLLY LEBER SIMMONS



As the College of Education celebrates its centennial, and we continue to struggle with our racial legacies, we celebrate the African American women doctorate graduates and students of mathematics education at the University of Maryland. Our graduates play important roles in national efforts in mathematics education.

“Representation matters,” said Kelly K. Ivy, a fifth-year doctoral candidate in the Center for Mathematics Education (CfME). “Having more women of color studying math education lets other women of color and other girls know that it’s attainable, it’s something they can do, it’s an option.”

Ivy, a St. Louis native, is currently working on her dissertation proposal while raising a 17-month-old son. Throughout her studies, she has concentrated on blending math instruction with culturally responsive teaching, an ongoing interest of many CfME faculty, alumni, and current students.

“You can teach math without context, but if you can find a way to develop it within the students’ culture, they are more likely to want to study it,” said Dr. Martin Johnson, professor emeritus, and former director of CfME. “Many of us believe that math should be relevant.”

Beyond her dissertation, Ivy’s long-term goal is to create a professional development center for in-service teachers that would provide culturally responsive training and workshops. In pursuing her studies, one mentor has been Dr. Mary Johnson, the second woman of color to receive a doctorate in math education at the University of Maryland, graduating in 1978.

The first Black woman to receive a doctorate from CfME was Dr. Genevieve Knight in 1970. Dr. Knight is one of the cofounders of the Benjamin Banneker Association, a national nonprofit organization dedicated to mathematics education advocacy and supporting teachers in “leveling the playing field for mathematics learning of the highest quality for African American students.”

MAKING MATH FUN WITH SPORTS

COE Middle School Program Brings Math Outside the Classroom

BY CHRIS SAMORAY

Most middle school students don’t think of math as being fun. But Mathletics, an innovative program and research project hosted at the University of Maryland and Coppin State University in Baltimore, aims to flip that idea on its head by teaching students math concepts in the context of sports.

The program, which received \$1.7 million in funding this year from the

National Science Foundation, focuses on engaging African American and Latinx youth in STEM learning. Over three weeks during the summer, students take part in daily sports activities that grow math knowledge and fluency.

One teaching opportunity, for instance, asks students to perform statistical measures based on the sport activity of the day. The students also take part in field

trips, including visits to a Washington Mystics basketball game and UMD’s Xfinity Center. The Mathletics program culminates with the students presenting a poster on an original, sports-based research question and analysis to friends and family on graduation day.



Dr. Dorothy Y. White, a CfME grad who received her Ph.D. almost 30 years later in 1997 recalls overcoming barriers to mathematical access during her undergraduate years in the early '80s. As a student at Morgan State University, a historically Black university, she took two classes at Towson University, a Predominantly White Institution. She was the only person of color in her linear algebra class, and wasn't allowed to be an active participant, she said. "I learned, wow, this is a thing, a teacher can systematically deny students access to math education."

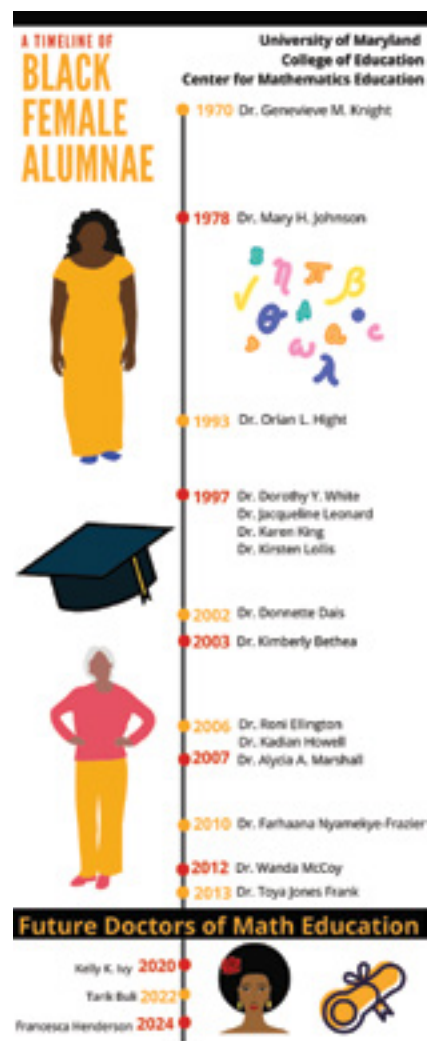


DR. DOROTHY Y. WHITE

Today, Dr. White is the first and only tenured Black female math educator at the University of Georgia. There are many universities where that number is zero, she points out. "There are a whole lot of experiences we lose out on it if we're not at the table," she said. "Diverse perspectives are important to have as we build math education for our kids."

COE and CfME recently welcomed its 20th Black female doctoral student in mathematics education, Francesca Henderson of San Diego. Henderson plans to study racialization in mathematics, focusing specifically on Black girls and young women, while looking at how a student's racial and ethnic identity impacts how the student learns, how the teacher teaches the student, and how the student navigates school.

"Your ethnicity, for many people, is going to be the first thing that people see. And with that comes a set of implicit biases. So that is going to have an impact on how you navigate your educational experience. If we want things to change, we need to diversify who's in the room and who's in this space," she said. "There's this seemingly intentionality of leaving us out. And when I say us, I mean black women, I mean black people, I mean a lot of people of color and it's just really time to change that because we need a seat at the table. We have a valuable voice." ❄



GRAPHIC: FRANCESCA HENDERSON

"We expose our participants to statistical and data fluency concepts in ways that we believe are accessible to them through sports contexts that they are familiar with and enjoy watching, playing and discussing," said COE Associate Professor Lawrence Clark, who helps run the

program alongside Dr. Stephanie Timmons Brown, executive director of the Maryland Institute for Minority Achievement and Urban Education.

Unlike previous years, Mathletics doesn't stop running at the start of fall. With the recent NSF funding, the program will

continue as a year-round comprehensive, externally funded research project.

"Our research efforts also explore how Mathletics provides participants an environment that allows them to simultaneously build their athletic and STEM identities," Dr. Clark said.

And the program seems to be scoring points with its participants. Through sports, Mathletics students are surprised to find that learning math can be fun.

"Most of our participants tell us that they were not initially too excited about coming to a 'math' camp when their parents or guardians signed them up, but soon realized they enjoyed how mathematics, statistics and athletics activities were combined in fun ways," Dr. Clark says. ❄



PHOTO: CHRIS SAMORAY

EXPLORING A DARK PAST TO PREPARE FOR A BRIGHTER FUTURE

**DIFFICULT HISTORY PROJECT
HELPS EDUCATORS TEACH
TOUGH TOPICS**

BY LAUREN BENNING-WILLIAMS

When we think about the founding of America, it is important to acknowledge the country's tough and complex history. Race and racism are topics that receive regular circulation across news platforms. Discussions about these topics can be difficult and provoke strong emotions. Yet most students leave high school without an adequate understanding of the role slavery played in the development of the United States—or how its legacies still influence us today.

Teaching grade school students about America's shameful history can seem daunting and impossible for teachers who want to inspire hope in their classrooms. But teaching difficult history helps teach students tolerance.

In 2016, Dr. Magda Gross, then an assistant professor of curriculum theory and social studies at the University of Maryland College of Education, conducted a pilot study with 200 students in a New England public school.

For the study, students were asked to write a brief narrative of slavery in the U.S. In their answers, nearly 10 percent of mainstream students identified Martin Luther King Jr. as the politician who ended slavery. And while some 30 percent of the students in advanced placement classes (many of whom were white) called slavery “dehumanizing,” they also stated it was “necessary” or “essential” to building the America we have today. Perplexed by these results, Dr. Gross and a team of researchers and practitioners sought funding for a new project.



PHOTO: LAUREN BENNING-WILLIAMS

DR. MAGDA GROSS AND COE STUDENTS DISCUSS DIFFICULT HISTORY PROJECT CURRICULUM.

After reviewing the state standards and curriculum, the researchers found gaps. The gaps in the Maryland curriculum, coupled with the responses to Dr. Gross' pilot study, suggested a need for a greater presence of the history of slavery in the social studies curriculum. In an effort to remedy this, Dr. Gross, along with Alison Jovanovic, M.Ed. '98, launched the Difficult History Project at the University of Maryland College of Education, supported by a grant from the Library of Congress.

The Difficult History Project aimed to bring historical richness and primary source-based resources to the classroom, with a focus on local Maryland history of enslavement. The key goal of this project was to elevate how slavery is "remembered" and taught in American society and schools.

"We believed that teaching teachers to examine primary sources, like those available in the Library of Congress archives, would help them understand the important difficult history, like slavery, and make connections to local stories, as well as make sense of present-day issues," stated Jovanovic.

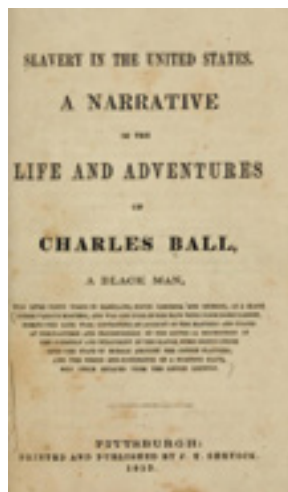
"We decided to create a professional learning experience for novice teachers that focuses on teaching difficult history. This comprehensive professional development would also help develop crucial historical literacy skills and critical citizenship skills."

During project planning, the team initially began by exploring the question "where does enslavement show up in the Maryland state curriculum?"

"In a quick review, we found that slavery, enslavement and related terms only showed up seven times in the 4th grade content standards, one time in the 5th grade, eight times in the 8th grade, and not once in 9th or 10th grade standards at the time," Dr. Gross said.

"SLAVERY IN THE UNITED STATES: A NARRATIVE OF THE LIFE AND ADVENTURES OF CHARLES BELL," PUBLISHED BY JOHN S. TAYLOR, 1837.

IMAGE COURTESY LIBRARY OF CONGRESS



COMBAHEE RIVER RAID,
IMAGE COURTESY
LIBRARY OF CONGRESS

To deepen student understanding, the Difficult History Project sought to bring light to the myriad and important stories of perpetrators, resisters, heroes and victims of enslavement in the American South. In particular, the intention

was to bring together the global and the local—encouraging teachers to face difficult history in their classrooms by zooming in on stories of this dehumanizing institution in and around the University of Maryland.

Due to the political shifts and increase in racial tension in the U.S., the importance of the project continues to grow.

Students have had an overwhelmingly positive response to the teacher training course, which took place in Spring 2018.

"The chance to engage with/in and dissect actual lessons on the subject was very encouraging. I feel better about some lessons/topics to teach and questions I need to think about before approaching a unit like this," one COE student wrote about their experience in the course.

So what's next for the Difficult History Project? Jovanovic is coordinating opportunities for COE students to visit the Library of Congress archives, so they learn to navigate resources that will help them teach difficult history in an in-depth manner that reflects local stories and context.

The principal architects of the project are Dr. Gross, Ms. Jovanovic, Dr. Lisa Eaker, and Catherine McCall. They worked closely with a group of experts: Robert Bell (University of Maryland), Joel Breakstone (Standford), Chris Bonner (UMD), Ethan Hutt (University of North Carolina), Alana Murray (UMD, MCPS), Ted Rosengarten (University of SC), Campbell Scribner (UMD) and Eric Shed (Harvard). ❄

For more information: <https://education.umd.edu/difficult-history-project-teaching-primary-sources#expert-review>

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES
Consortium Member



Daniel McCoy

COE JUNIOR, SECONDARY EDUCATION AND BIOLOGY

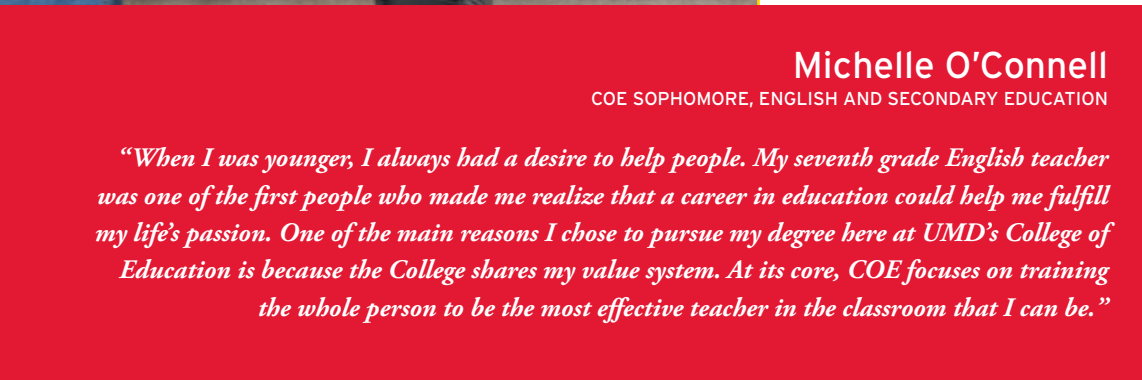
“As a proud member of underrepresented and disenfranchised groups—I will use my degree and experience from UMD to tap into those groups of students who may feel forgotten or isolated. The University has helped me find my voice and my purpose in a way that I didn’t know existed. I look forward to changing lives and I appreciate the opportunity to provide a different perspective and help shape students’ view of the world.”

Why EdTerps?

A career in education gives you an opportunity to make a difference in the lives of people around the world. Not only can you make a big impact, a career in education is one in which anything is possible and every day is different. At COE, our faculty and students share our mission of creating a better society through education. In this piece, students and faculty share their passion for teaching and why they view education as the foundation for advancement.

BY LAUREN BENNING-WILLIAMS

PHOTOS: TONY RICHARDS



Michelle O'Connell

COE SOPHOMORE, ENGLISH AND SECONDARY EDUCATION

“When I was younger, I always had a desire to help people. My seventh grade English teacher was one of the first people who made me realize that a career in education could help me fulfill my life’s passion. One of the main reasons I chose to pursue my degree here at UMD’s College of Education is because the College shares my value system. At its core, COE focuses on training the whole person to be the most effective teacher in the classroom that I can be.”



Jennie Lee-Kim

PH.D. '04, ASSISTANT CLINICAL PROFESSOR

“I can’t imagine teaching anywhere else! As a graduate of UMD, I’m vested in giving back to the college that provided me with such a meaningful education and supportive community. What do I love the most about teaching? My favorite part is having the opportunity to teach students who are passionate about learning something new about human development and to witness the moment the light bulb goes off when they realize that they just learned something more about themselves.”

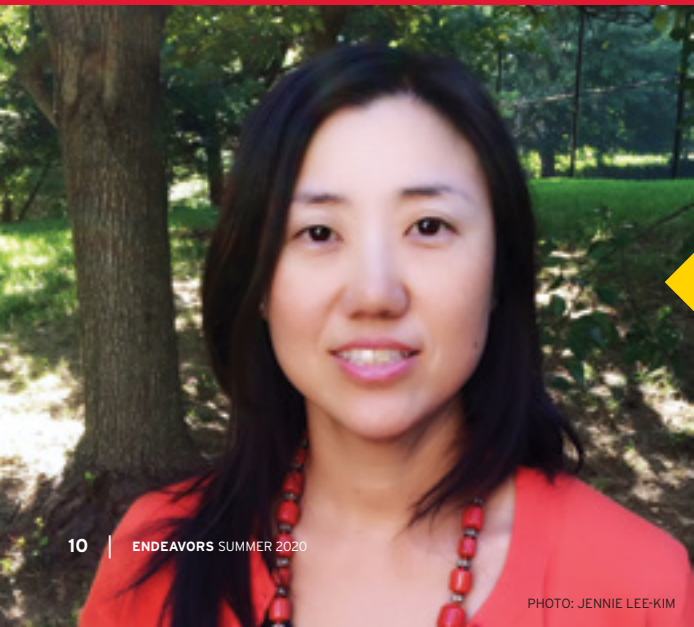


PHOTO: JENNIE LEE-KIM

Carly Marie Holmes

COE SOPHOMORE,
SOCIAL STUDIES EDUCATION

"Often times, black history and women's history aren't thoroughly taught at the grade school level. As a black woman, I believe my role as a history teacher will be vital in helping shape the next generation of thinkers. The College of Education at the University of Maryland is preparing me to teach children of all races about the important contributions of people of color and women throughout the history of our world."



Saxon Brown

COE FRESHMAN,
SECONDARY EDUCATION ENGLISH

"I come from a legacy of educators who all believe that education is the key to unlocking every individual's potential to be great. I firmly believe that teachers are the superheroes that every child needs. I came to UMD to not only continue my family's legacy, but also to get the best teacher education and training from one of the top schools in the country at the best price point!"



Alison Jovanovic

UMD COE SOCIAL STUDIES EDUCATION, M.ED. '98
UMD COE SOCIAL STUDIES,
SENIOR FACULTY SPECIALIST

"I have always felt fortunate to have pursued a career in social studies education, right outside of our nation's capital. We have the opportunity to learn and teach the discipline firsthand through the region's rich history, practice of civic engagement and diverse perspectives. There is no better place to be!"



Sarah Singh

COE JUNIOR, MATH EDUCATION

"Transferring to UMD was the best decision I made in my academic career. At UMD, I was able to realize my vision of combining my love for math with my passion for people. My advisors and professors at COE have dedicated time to helping me cultivate the best degree track, which will allow me to take my natural skills in math and translate them into tangible teaching tools for my future students."



Dr. Ebony Terrell-Shockley

PH.D. '12, ASSOCIATE CLINICAL PROFESSOR

"I thrive in intellectual spaces like UMD, which offer an environment in which I am encouraged to act upon my belief that every human has a right to a rigorous education. The diverse surroundings present a unique opportunity for me to advance the work that I started as a K-12 educator, that is, to explore, pursue, and sustain the tenets of civic engagement and social justice."

Peace and Purpose

Dr. Jeni Stepanek on Disability, the Legacy of Son Mattie, and the Potential of Every Child

BY AUDREY HILL

When Jeni Stepanek first showed up for Paula Beckman and Sandra Newcomb's support group for families of children with disabilities, they weren't sure how they would help her.

It was 1989, and Stepanek had recently lost two children within eight months of each other. She had a new baby, was facing devastating hospital bills, and had paused her doctoral program in psychology in the midst of all that pressure.

Though doctors had attributed her older children's health problems to a rare, recessive condition unlikely to be inherited again, her third child, Jamie, was born with challenges similar to her first two babies.

Those cumulative challenges led her to Project Assist, the support group, and a long-time relationship with the UMD College of Education. Project Assist provided in-home visits and parent support groups to Maryland families of children age 3 and younger with disabilities.

"Families are often dealing with the grief of having a child with disability. It was not the expected child," said Dr. Newcomb, who retired as an assistant research professor in 2018. "They're dealing with medical issues and getting the right services. When you have a kid with a disability, you may not have as much as common with another parent, and they might distance themselves."

As the mother of multiple children with life-threatening disabilities, Dr. Stepanek (Ph.D. '08) was often confronted by stigma from the medical community and broader society.

"Soon after joining the support group, I realized I was pregnant with my fourth child, and was being judged by everybody—except Project Assist," she said.

When the 12-week group ended, Drs. Newcomb and Beckman recruited Dr. Stepanek, due to her experience and psychology training, as a peer support provider. Eventually, she earned a special education doctoral degree at COE and became a faculty member.



A MEDICAL MYSTERY, EXPLAINED

Like his siblings, Dr. Stepanek's youngest child was born without control of his autonomic system.

Before Mattie's arrival, Katie, blonde and cheerful, had lived to be almost 2. Stevie, a red-head, died at six months. Prior to his death at age 4, Jamie spent two years in a semi-comatose state with cortical blindness—the result of a cardiac arrest at age 2.

"My children came into the world clearly unwell, but it was not clear why they were unwell," she said.

An avid runner at the time, an astute doctor noticed that Dr. Stepanek's eyelids were drooping and she was easily winded. She was diagnosed with a rare mitochondrial disorder resulting from a 94% enzyme deletion that led to an adult neuromuscular disorder. Subsequently, her children were diagnosed with a 96% deletion, resulting in infant-onset of a rare form of neuromuscular disease.

"Our family history goes back to the 1700 and 1800s with predominant child death, but it would be called summer sickness, crib death, SIDS," Dr. Stepanek said. "And then a woman will grow up, become an adult, become disabled as an adult and give birth to children who die."

The diagnosis provided an explanation for her children's medical fragility, but not a cure.

TEACHING MATTIE, TEACHING OTHERS

When Mattie was a toddler, a tracheotomy and a tumor resulted in a severe speech impediment. By teaching him to enunciate, his mother also inadvertently taught him how to read.

A gifted student from a young age, Mattie benefited from accompanying his mother to the university, where he was embraced and enjoyed making coffee for faculty.

"He liked to say he was three credits behind me," Dr. Stepanek said. "He was born into a world where his mom was a teacher, a

psychologist, and was now pursuing another doctoral degree. He didn't stand a chance to sit around."

Dr. Beckman, a professor in the Dept. of Counseling, Higher Education and Special Education, still remembers taking Mattie to the university bookstore to buy a Beanie Baby. The 5-year-old insisted on young adult science fiction instead.

"He picked it up and read, 'It was a time of uncertain peace in the Galaxy,'" she said. Mattie got the book.

By then, Mattie had been writing for three years, since Jamie's death. His poetry and short stories focused on peace and spirituality.

"Mattie benefited medically because he was the youngest, and he benefited emotionally because he learned from loving his brother who could not love back," Dr. Stepanek said. "He learned to love someone simply because they existed."

A book of Mattie's poetry was initially rejected by contest judges who did not believe a 5-year-old wrote it. A gifted public speaker, he began guest lecturing at universities at age 8 and became an advocate for people with disabilities, meeting with Capitol Hill legislators.

Mattie had three wishes when his health began to significantly decline at age 10: He wanted to publish a book, talk peace with President Jimmy Carter and have Oprah share his message.

When President Carter called, he was so moved by their conversation that he began mentoring the boy. Oprah invited him on an early September, 2001 show, but due to health concerns, it was rescheduled. Then, 9/11 happened.

"When Mattie, who is tiny in body but powerful in message, appeared on the show in October 2001, we had an audience desperate for peace," Dr. Stepanek said. "He commanded attention just by speaking."

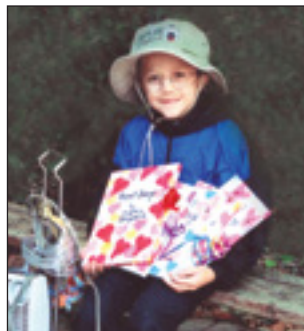
Despite being famous for his prescient spirituality, he was also a funny and spirited boy, once giggling and hiding from a CNN camera crew interviewing him inside the Benjamin Building, Dr. Beckman recalled.

Mattie published seven books of *Heartsongs* and *Just Peace* poetry and essays, all of which became *New York Times* bestsellers.

When Mattie died at 13, President Carter gave the eulogy, calling him "the most extraordinary person whom I have ever known." Oprah also spoke, and crowds closed the streets near the funeral.

The Mattie J.T. Stepanek Foundation continues his work by creating resources that promote peace for people of all ages. His legacy lives on at schools like the Katherine Thomas School in Rockville, Md., which serves students with disabilities, and through an annual peace day.

"Peace matters, and peace can be taught to children and adults in simple, creative, and purposeful ways," said Laura J. Bauer, the Foundation's executive director.



MATTIE STEPANEK
WITH HIS BOOKS

"Jeni, like Mattie, believes strongly that every person on Earth should have the opportunity to share their *Heartsongs* or purpose, and find both inner and outward peace."

Dr. Stepanek said she is grateful, even in her continued grief for her children.

"Tough things happen, but by choice I live with hope and purpose; that is not about being in denial," said Dr. Stepanek, who has a pixie cut and a smile that alights her face. "I see the world as a good place with good people, and I am blessed with resilience, and purpose."



JENI STEPANEK WITH
PRESIDENT JIMMY CARTER

DEEPENING UNDERSTANDING

Dr. Stepanek's experiences as a parent of children with disabilities, a special education specialist, and a person with disabilities who relies on a ventilator and wheelchair, also inform her work as a technical assistance specialist.

Cancer treatments in her 50s combined with progression of neuromuscular disease resulted in significant vision and hearing loss. The changes gave her new empathy for the families she supports through COE's Connections Beyond Sight and Sound, the Maryland and DC Deafblind Project, as well as for her own children's hearing and vision challenges.

"I knew what it was like as a provider; I had respect for my children. But until I experienced vision and hearing loss, I had no idea what kids went through," she said. "I have incidental knowledge that comes from being sighted and hearing for 50-odd years. I am blown away with amazement for how these children—who lost hearing and vision during their earliest years—are learning and socializing and communicating."

Though she provides training and assessment, Dr. Stepanek is no longer able to go to clients' homes due to mobility issues. But her experience with disability and as a mother to children with life-threatening complications helps foster a deep sense of trust with the families she supports.

"I am drawn to families that are judged. I want to say, 'You are making good choices. Your child is worth our time and resources,'" she said. "I was told my child wasn't worth quality education. We need to continue to change attitudes, awareness and beliefs."

She aims to help children with severe disabilities connect and learn according to individual potential. Drs. Newcomb and Beckman said Dr. Stepanek has given them new insights across decades of working together.

"Her experience as a parent dealing with the medical system, and then later as a person with disabilities, becomes a whole different way of looking at the world," Dr. Newcomb said. "She has an amazing ability to be persistent and creative, both in parenting her children with disability but also living her life as an adult with a disability." ❧

For Virtual Peace Days 2020 & more info: mattieonline.com

Student Affairs—A Celebrated History

COE STUDENT AFFAIRS FACULTY & ALUMNI HELP DEFINE THE HIGHER EDUCATION EXPERIENCE

BY CHRIS SAMORAY

The College of Education has a proud history in student affairs graduate studies. Founded in 1959, as one of the first programs of its kind, COE's student affairs concentration—formerly the college student personnel program—just celebrated its 60th anniversary.

Since its inauguration, the program has been a leader in the student affairs field. Student affairs personnel play a central role in higher education and their work focuses on facilitating the college student experience. The field tackles issues like the role of gender in career development, the educational pathway for Latinx students, and how faculty diversity influences the campus climate.

Students and faculty at COE focus on diverse research areas including inclusiveness and equity, social identity and intersectionality, student leadership development and learning outcomes. In particular, the program taught some of the first graduate courses in multiculturalism and furthered the study of student development theory, which guides student learning and personal development in post-secondary educational environments.

“In the early 1970s, the program made a substantive contribution to advancing student development theory with the work faculty member L. Lee Kniefelkamp did with William Perry's cognitive and ethical development model,” said Professor Emerita Susan Komives, who along with Dr. Kniefelkamp and other early faculty, including Thomas Magoon, George Marx and Marylu McEwen, helped develop the program into what it is today.

“Dr. Komives really brought energy and momentum to the study of leadership, which has continued to influence student affairs internationally, including at UMD, while Dr. McEwen's work on student development and identity was pioneering in our field,” said Student Affairs Program Director Dr. Julie J. Park.

Current faculty focus on topics ranging from the Asian American student experience to diversifying the profession, and work to further conversation on other timely issues in higher education through publishing and disseminating their work in journals and books. More still, student affairs faculty direct COE's Center for Diversity and Inclusion in Higher Education, which

is led by Professor Roger L. Worthington and Associate Clinical Professor Candace Maddox Moore, and provides expertise to universities worldwide on diversity, inclusion, and social justice topics in higher education.

“Our faculty contribute to critical national dialogues, from how to better support female faculty of color to consulting on key court cases that have tremendous implications for equity and access,” Dr. Park said. “I am so proud of the work that our faculty does in seeking to make universities more equitable and just environments.”



CSP 50TH ANNIVERSARY CELEBRATION SYMPOSIUM IN 2008. TOP ROW: DRs. STEPHEN J. QUAYE, KAREN K. INKELAS, SUSAN R. JONES, VIVIAN BOYD, SUSAN R. KOMIVES, RETIRED OR FORMER FACULTY. SEATED: DRs. MARYLU MCEWEN, GEORGE MARX, LEE KNEFELKAMP

COE student affairs faculty have received many accolades for their work, including from the Association for the Study of Higher Education, the American Educational Research Association and, the Student Affairs Administrators in Higher Education (NASPA). Notably, Dr. Komives received NASPA's 2019 John Blackburn Distinguished Pillar Award, the foundation's highest honor. Moreover, faculty and graduates have held leadership responsibilities at prominent institutions in the field.

“Program faculty and alumni have served in numerous national leadership roles including as presidents of such associations as the ACPA: College Student Educators International, NASPA and, the Council for the Advancement of Higher Education,” Dr. Komives said.

Dedicated to the preparation of administrators and student development educators in higher education, the COE student affairs program offers graduate studies at the master's and doctoral levels. ☼



STUDENT AFFAIRS 101

with Kahlin McKeown

BY CHRIS SAMORAY

How did you become interested in student affairs?

Like many who enter this profession, I didn't know student affairs existed until I got involved during my undergraduate experience. I was mostly involved as an officer and chapter president of my sorority, and found out about student affairs graduate programs through my fraternity/sorority advisor at the time. I was pursuing a degree in elementary education and knew I was passionate about education, but wasn't sure that classroom teaching was for me. When I found out that you could pursue a master's degree in higher education and student affairs, I was instantly interested in helping students in this capacity.

What roles do student affairs professionals fill in the workplace?

Student affairs is a broad profession and student affairs professionals can pursue many different directions in the field. On a campus, you are most likely to find folks in positions that work with student organizations—including fraternities and sororities, academic or career advising, diversity and inclusion work, leadership or community service learning, student conduct, and many others.

Can you explain your research?

My research interest is focused on why and how individuals choose fraternity/sorority advising as a career path. I am interested in how professionals describe their decision-making process to pursue this career, and what experiences lead them down this path. I am also interested in the organizational climate of fraternity/sorority chapters, and how belonging impacts the experiences of fraternities and sororities.

Why is student affairs important?

For many students, going to college is the first time being away from home and family, and hopefully they are in an environment where they are able to listen to different perspectives, develop critical-thinking skills, and solidify personal values. Student affairs professionals help students along their journey to provide accountability when they might make a bad decision, or talk them through a tough situation. Students come to college with a full life of experiences, so it is important to consider them as whole people and provide support so that when they leave us, they hopefully have been able to develop positively in some way. ☺



COLLEGE OF
EDUCATION

CONTINUE YOUR EDUCATION!

Check out our programs and achieve your career goals.

- Online TESOL Certificate
- Integrated Technology in Education Certificate

We also launched two new undergraduate programs this year!

- Human Development major
- Disability Studies minor

Learn more about our programs at: go.umd.edu/wUz



Disability Studies Minor Launched

Education Professor Peter Leone, who teaches the foundational course in a new disability studies minor, practices sign language with a student at the Maya Angelou Academy, a school for young offenders committed to the New Directions Youth Development Center in Laurel, in early 2018. Leone's research has shown that students with disabilities are pulled into the criminal justice system at a disproportionately high rate.

PHOTO: STEPHANIE S. CORDLE

Courses Focus on Accessibility, Prejudices Through Lenses of Education, Engineering, Business, History

BY DAN NOVAK, M.JOUR. '20

Emmie Godwin '21 had an uncle with multiple sclerosis, but only as she grew up did she start to grasp how difficult it was for him and others with similar conditions to navigate a society built for the able-bodied.

Godwin's eyes were opened fully when she enrolled in a course last semester called, "Disability: From Stigma and Side Show to Mainstream and Main Street," covering the historic challenges of accessibility and prejudice that people with disabilities have faced.

She is now one of 24 students enrolled in UMD's new disability studies minor, which began this semester. The course she took, taught by Professor Peter Leone in the College of Education, explores the cultural, educational and medical roots of what it means to be disabled in the 21st century and serves as the program's foundation.

With the new minor, UMD joins other flagship universities around the country with

established disabilities studies programs. The launch of the minor at UMD had been years in the making. Two symposiums on disabilities in 2014 and 2015 led by Dr. Leone and special education lecturer Carolyn Fink drew a high degree of student involvement and interest.

"It reinforced for us that developing a minor made a whole lot of sense," he said.

Ana Palla-Kane, co-chair of the UMD President's Commission on Disability Issues, which advises campus leadership on areas of concern surrounding disability and accessibility and helped lobby for the creation of the disability studies program, said the program is a big step for awareness of disabilities on campus.

"Students are starting to recognize that disabilities are part of their life—that they have family members or people they know on campus with disabilities," said Palla-Kane, a specialist in the Division of Information Technology and lecturer in

the School of Public Health who has led heavily wait-listed course on physical activity for people with disabilities. "A lot of students want to go into careers where knowledge and experience with accessibility and disability is fundamental."

While the disability minor is housed within the College of Education, most of the minor's electives fall outside it—courses in business, engineering and English, for example, expose students to disability and accessibility issues through their major or related discipline.

"Disability is something that cuts across demographics and areas of study," Dr. Leone said.

Now instead of going through the world naive to the issues of disability, Godwin sees needs everywhere. Bus stops and restrooms don't always cater to people with disabilities and sometimes are not fully compliant with the Americans with Disabilities Act. Messaging in elevators or trains for blind and deaf individuals is often deficient.

Godwin hopes the minor will help narrow her focus as she pursues a career in the broad field of communications.

"I've noticed how much can be improved." ❁

1919-1920

To Commence

BY AUDREY HILL

The University of Maryland has offered courses in teacher education for more than a century, with the first classes taught at the Maryland Agricultural College in 1912. In 1919, the School of Education was founded. It was named the College of Education in 1920 and was initially established with four faculty members and 94 graduate students.

The College offered curricula in agricultural, industrial, and general education. Seeking to broaden its reach, the institution also began offering extension courses in industrial education/trade and trade-related subjects in Baltimore.

Reflecting what would become a long-standing relationship with its home county, the College initiated a cooperative arrangement with the Prince George's County School System through which its students could gain supervised teaching experience at Hyattsville High School. University of Maryland student teachers worked with instructors jointly paid by the County School Board and the College. The partnership between the College and the Prince George's County school system continues today.



COE FACULTY IN 1921:
HAROLD COTTERMAN,
M.M. PROFFITT, EDNA
MCNAUGHTON, &
FRANKLIN DAY

COURTESY: 1921 TERRA MARIAE YEARBOOK/UNIVERSITY LIBRARIES

1939

Dean Benjamin

REMEMBERING HAROLD R.W. BENJAMIN AND HIS PASSION FOR PEOPLE AND EDUCATION

BY LAUREN BENNING-WILLIAMS

Born on March 27, 1893, in Gilmanton, Wisconsin, Dr. Harold R.W. Benjamin was an educator, writer and an innovative thinker.

After earning degrees from the University of Oregon and Stanford University, he became professor of education and assistant dean of the University of Minnesota College of Education in 1931. While at Minnesota, he wrote the landmark book, “The Saber-Tooth Curriculum,” under the pen name of J. Abner Peddiwell. “The Saber-Tooth Curriculum” is considered a classic work that illustrates how unexamined traditions of schooling can result in resisting needed change. The satirical book presents a series of lectures by Professor Peddiwell on the topic of stone-age education.

On September 1, 1939, Dr. Benjamin became the third dean of the College of Education at the University of Maryland. He served as dean of the college from 1939 to 1942 and then again from 1947 to 1952.

In between his tenures as dean, Dr. Benjamin served as a Lieutenant Captain in the Intelligence Division of the Army Air Corps during WWII. In 1946, he directed the international educational relations of the U.S. Office of Education. A member of the U.S. delegation that drafted the

charter for the United Nations Educational, Scientific and Cultural Organization, he was credited with the phrase: “Wars begin in the minds of men.”

During his many years as COE dean, Dr. Benjamin achieved a number of accomplishments. He oversaw the creation of master’s programs in adult education, educational administration and supervision, guidance and personnel, and comparative education; and the first two doctoral degrees: Doctor of Philosophy and Doctor of Education. He helped establish the education honor society Phi Delta Kappa. Notably, he developed University of Maryland University College, which became the overseas program for military personnel, a major innovation in higher education.

A trailblazer of his time, Dr. Benjamin was known for his forward-thinking approach to education and did not shy away from controversy. During his time in Oregon, he battled the Ku Klux Klan, which had politically dominated Oregon and had taken over the local school board, by lessening their influence over a series of elections.

Under Dr. Benjamin’s leadership as the dean, Daniel Prescott of the Institute for Child Studies coordinated the effort to deliver masters education courses to African American graduate students at Bowie State Teachers College. That same year, Edna McNaughton launched the University Nursery, which preceded the Center for Young Children.

In 1950, the American Council on Education called for regional conferences to discuss discrimination in education. Dr. Benjamin represented UMD at a conference held at American University. When asked about what role education plays in fighting discrimination and advancing opportunities for students of color, Dr.



DEAN HAROLD R.W. BENJAMIN

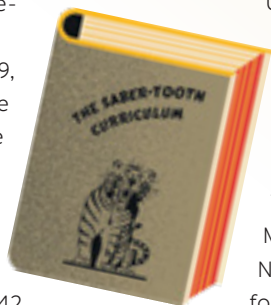
“Wars begin in the minds of men.”

Benjamin said he believed that education could be the key.

“We have to fight these problems with education—a special kind of education aimed at adults. Education must give us the necessary marksmanship to shoot down these enemies,” Dr. Benjamin said.

After leaving UMD, Dr. Benjamin continued in higher education. He also made annual reviews of educational systems in Latin American countries, and in 1960-61 he visited colleges and universities throughout Latin America to compare them to North American education systems. He led several educational study groups including missions to Asia.

During his career, Dr. Benjamin wrote many books including, “Higher Education in the American Republics.” A collection of his writings, “Waken: The Spirit of Harold Benjamin,” was published in 1968.



1930s-1940s

Early Child Education Through the Ages at COE

BY CHRIS SAMORAY

Early childhood education has been a primary goal of the College of Education for nearly the entirety of the college's 100-year history. From early nursery schools to the Center for Young Children, the college has been home to pioneers and advocates in the field of childhood education. Steeped in a proud, progressive tradition in early childhood education, COE continues to inspire current and future educators and leaders today.



THE NURSERY SCHOOL IN 1937

The Works Progress Administration Nursery School, existing from 1934-1937, was among COE's first steps into early childhood education. At COE, the Works Progress Administration nursery school was directed by Professor Edna Belle McNaughton. In addition to providing nutritional and child care needs to local children, the school served as a laboratory for undergraduate students to observe and gain experience working with children. The discontinuation of funding caused the closure of the school in 1937.

However, the COE mentality of providing early childhood education services lived on. Later, in 1948, Prof. McNaughton started the University of Maryland Kindergarten. The school, which expanded to a nursery-

kindergarten program in 1965, laid the foundation for what has become COE's on-campus legacy in early childhood education today—the Center for Young Children (CYC).

In its various forms, the CYC has been housed under COE for more than 70 years. Particularly during the 1970s and 1980s, the school was located at COE home-base, in the Benjamin Building. In 1993, the center moved to its current location near Elkton Hall on the UMD campus.

The CYC is a mixed-aged preschool and kindergarten education center committed to the growth and development of young children. The CYC educates using project-based learning and emergent curriculum.

"With project-based learning, children and teachers choose a topic to investigate, which is concrete and relevant to the lives of young children," explained Leslie C. Oppenheimer, curriculum & enrollment coordinator for CYC. "The children share information they already know and ask questions they don't know and want to learn, while the teachers provide experiences and experts to help answer the questions that arise."

Like COE's original nursery school, the CYC instructs children and trains teachers. The school also offers collaborative research opportunities for UMD faculty and students, with mutual understanding between parents and the school that center-approved research is conducted throughout the year. Researchers study topics including children's language development, social cognition and peer rela-

tionships, through observational and participatory studies.

The center has also received esteemed visitors, such as First Lady Hilary Clinton

"With project-based learning, children and teachers choose a topic to investigate."

in 1997, and hosts a summer camp where education is expanded outdoors. With a long-standing tradition in motivating young children, advancing research and preparing future educators, the CYC embodies COE's dedication to early childhood education over the college's 100-year history.



1950s-1960s

Breaking Barriers

AFRICAN AMERICAN COLLEGE OF EDUCATION
STUDENTS AND FACULTY OPENED DOORS AT UMD



WISEMAN

Integration Pioneers

BY AUDREY HILL

While school integration was a fraught topic nationwide, many of the first African American students and faculty at UMD were members of the College of Education.

At commencement on July 9, 1951, Rose Shockley Wiseman, was one of the first three African American students to receive master's degrees from the University of Maryland. It was also the first time Wiseman set foot on the segregated campus, having taken classes at Bowie State University.

The first black undergraduate student, Elaine Johnson Coates '59, persevered to graduate from the university with an education major.

In 1965, M. Lucia James became the first African American faculty member at College Park when she was appointed as associate professor of general education & director of the College of Education's Curriculum Laboratory.



COATES



JAMES



outside, I guess because of peer pressure, it was a very different thing."

Coates also found unequal treatment in classrooms. When she'd compare test results with fellow residents, she'd find that "we could have written the exact same thing, and that person would have an A- and I'd have a C-."

Still, Coates persisted. "I had a plan and I had a purpose," she says. "I wanted to do something that had never been done in my family ... I wanted to make my family and my church proud of me, and those whose shoulders I was standing on were very strong."

She planned on being a teacher but didn't get a placement after graduating from the College of Education; instead, she went into social work, and worked in that field and teaching throughout her career. Her two children—a personal trainer and an OB/GYN—also graduated from Maryland.

In addition to being welcomed back to campus for her honor at the Maryland Awards, Coates was also invited to address the Class of 2019 at Commencement in May.

"I stand upon this podium and look out at the diversity in the beautiful faces of this graduating class," she said, "and it tells me that my journey mattered."

"My Journey Mattered"

BY SALA LEVIN '10

In fall 1955, freshman Elaine Johnson Coates would sometimes be studying in her Caroline Hall room when a neighbor would knock on the door and say she had a call on the hall-way phone. She'd pick up the receiver and hear a string of vile insults. The message was clear: She wasn't welcome at Maryland.

"I ate alone, I walked alone, I was in class alone," says Coates '59.

Coates back then was one of the first seven African American students allowed to live on campus. Four years later, she was the only one to graduate, becoming the first African American woman to earn a bachelor's degree at the university. This spring, the Alumni Association honored the retired social worker and educator with a new award for an alumnus who has made a significant and sustained contribution that fosters

diversity and inclusion—an award named in her honor.

The daughter of a railroad porter and a domestic worker, Coates grew up in Baltimore and went to the segregated Frederick Douglass High School. After the Supreme Court's *Brown v. Board of Education* ruling in 1954, Coates decided she wanted to go to the University of Maryland "because I could." Her school counselor refused to write Coates a letter of recommendation and suggested she find a job; at her mother's urging, Coates wrote her own letter, ultimately earning a four-year scholarship.

Caroline Hall "was very lonely at first," she says. Her roommate, a high school classmate, "couldn't take the pressure" and left partway through the year. "Some girls would speak to me in the dorm, but when they got

1972

Expanding Rights Through Education Policy

DENIED A MARYLAND FACULTY ROLE FOR BEING “TOO STRONG FOR A WOMAN,” COE ALUMNA BERNICE SANDLER BECAME THE ‘GODMOTHER OF TITLE IX’

BY AUDREY HILL

As a young girl, Bernice Sandler Ed.D. '69, born in Brooklyn in 1928, was not able to do many classroom activities that were deemed the province of boys, like being a crossing guard or running the slide projector.

“You know, simple everyday things... ‘Oh, we’ll have the boys do this.’ If it was important, the boys did it,” said Marty Langelan, a long-time friend and colleague of Dr. Sandler, in an NPR article announcing her death in 2019. “And she told her mother back then, when she was a schoolgirl, that she was going to change the world, that this was wrong.”

Indeed, Dr. Sandler did change the world by spearheading landmark legislation, called Title IX of the Education Amendments of 1972, to address gender discrimination in education.

After receiving her bachelor’s degree in psychology from Brooklyn College, Dr. Sandler received her master’s degree in clinical and school psychology from City College of New York. Accompanied by her husband Jerome and two children, Dr. Sandler attended the UMD College of Education, where she completed a doctorate in counseling and personnel services in 1969.

“I had been teaching part-time at the University of Maryland for several years during the time I worked on my doctorate

and shortly after I finished it,” Dr. Sandler wrote in 1997, in *About Women on Campus*, the former newsletter of the National Association for Women in Education.

“There were seven openings in the department and I had just asked a faculty member, a friend of mine, why I was not even considered for any of the openings. It was not my qualifications; they were excellent. ‘But let’s face it,’ he said, ‘You come on too strong for a woman.’”

Her initial reaction was to go home, cry and blame herself for being too outspoken as a graduate student and part-time faculty member. It was her husband, however, who labeled the

university’s response as sex discrimination.

At the time, Dr. Sandler was leery of the women’s movement, which she viewed as abrasive. But after receiving multiple rejections from other employers, including one who said she was “just a housewife who went back to school,” she decided to address the discrimination head-on.

By researching the efforts of black civil rights activists, Dr. Sandler identified a legal strategy to address bias against women in educational institutions. Executive Order 11246, issued by President Johnson in 1968, prohibited discrimination in employment decisions involving federal contractors on

the basis of “race, color, religion, sex, or national origin.”

Knowing the many federal contracts held by universities, Dr. Sandler began working with the U.S. Department of Labor, and then the Women’s Equity Action League (WEAL), to file complaints nationwide against colleges and universities for sex discrimination. Women faculty realized she could file complaints on their behalf anonymously, once they had gathered data showing bias.

“The pattern was clear: the higher the rank, the fewer the women. The more prestigious the field, the department, or institution, the fewer the women. At the administrative ranks, women were a rarity; at that time even many women’s colleges were headed by men,” Dr. Sandler wrote in *About*

“The pattern was clear: the higher the rank, the fewer the women.”

Women on Campus. “I used to quip that, were it not for the Catholic sisters who headed their own women’s colleges, the number of [endangered] whooping cranes would exceed the number of women who were college presidents.”

In 1970, WEAL filed a national class-action lawsuit against universities, alleging illegal discrimination against women in admissions,



PHOTO: COURTESY NATIONAL WOMEN'S HALL OF FAME



financial assistance, hiring, promotion and other practices.

Dr. Sandler collaborated with members of the U.S. Congress, several of whom held hearings on gender discrimination in education. Oregon Rep. Edith Green hired Dr. Sandler to write a report of the hearings.

Shortly after, President Nixon signed Title IX of the Education Amendments of 1972, which has advanced educational equality and opportunities for girls and women. Initially focused on admissions and hiring quotas in higher education, the law now applies to K-12 school districts, universities, museums, libraries, athletics and charter schools.

"Title IX turned out to be the legislative

equivalent of a Swiss Army knife," Langelan told *The New York Times* in 2019.

The law led to global changes, as well as concrete changes at the University of Maryland.

At a Maryland State Senate hearing on February 27, 2020, Senate President Emeritus Mike Miller noted that Title IX had even led to the creation of the UMD campus' Xfinity Center, as previous women's teams were forced to change clothes in a bread truck due to the lack of facilities for women athletes.

"The Office of Civil Rights and Sexual Misconduct (OCRSM) at the University of Maryland remembers Dr. Bernice Sandler for decades of outstanding contributions

to the field of civil rights and advocacy for educational protections for women. We commend Dr. Sandler's perseverance in ending sex discrimination. OCRSM recognizes Dr. Sandler as a trailblazer and staunch advocate for future generations to come," Grace Celia Karmiol, UMD's Title IX coordinator/director, said.

While Dr. Sandler did not believe that Title IX ended sex discrimination in education, she recognized that it irretrievably improved opportunities for girls and women. In 2013, Dr. Sandler was inducted into the National Women's Hall of Fame for her pioneering work. While she died in January 2019, her legacy has transformed education for generations to come.

Special Education Advocacy



The 1960s and 1970s brought legal precedent and protections for students with a disability, such as Zero Reject, which considers no child to be uneducable or ineligible for a publicly funded education regardless of a student's level of functioning or type of disability. One big name in the early days of special education was the late COE Professor Emerita Dr. Jean Hebel. She played a definitive role in landmark cases such as the 1972 lawsuit *Pennsylvania Association for Retarded Children (PARC) v. the Commonwealth of Pennsylvania*, which guaranteed access to education for children with disabilities. Full story: p. 25

2000s

Harnessing Brain Imaging to Understand Child Development

BY AUDREY HILL AND CHRIS SAMORAY



In 2000, Distinguished University Professor Nathan A. Fox, began important research in state-run orphanages in Romania, where many abandoned children ended-up during and following the period of the Communist dictator, Nicolae Ceaușescu. As part of the Bucharest Early Intervention Project, Dr. Fox began studying the growth and development of children living in these overcrowded Romanian orphanages.



DR. NATHAN A. FOX

One unique aspect of the Bucharest study is that Dr. Fox and the research team used a number of brain imaging modalities to measure brain functioning, brain structure and connectivity including EEG and MRI. They found that early adversity affected brain development and functioning, but that intervention, particularly early intervention, remediated some of these early adverse effects.

"The consensus of the scientific data is that separating an infant or young child from their caregivers early in life has significant negative consequences for their social and intellectual development and is a precursor for the development of significant psychiatric problems as they get older," Dr. Fox said. "They become either extremely fearful and withdrawn, or they display oppositional, aggressive types of behaviors starting very early in life. Separating a young child from his or her attachment figures is a recipe for disaster in terms of the psychological development of these children over time."

Dr. Fox received a \$3.4M grant from the National Institutes of Health in 2020. The award provides five years of additional funding to support his ongoing research assessing how foster care in early childhood influences previously institutionalized children as adults. The study extends the long-term Bucharest Early Intervention project, and will evaluate whether the benefits of foster care continue into adulthood.

"This project is important in terms of understanding the effects of adversity on long-term mental health and brain outcomes," said Dr. Fox. "The study not only has policy implications for the U.S., but also policy implications around the world."

Besides Dr. Fox's work in Romania, other COE faculty also use brain imaging to study child development. Using resources at the Maryland Neuroimaging Center, as well as their own labs, COE researchers are addressing how young children detect truthfulness and develop math skills and reading comprehension.

For instance, with the use of digital animations, Dr. Lucas Butler investigates young children's ability to evaluate claims about the world—a critical skill in today's news-rich environment. His work has shown that children often arrive at



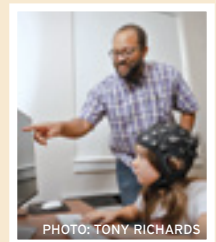
DR. LUCAS BUTLER
CONDUCTING RESEARCH.

dational skills to further develop student reasoning.

Another COE faculty member, Dr. Richard Prather, uses brain imaging, computer modeling, and experimentation to investigate neurocognitive development and its relationship to mathematical ability. Moreover, he examines how interventions, such as parent-child math discussions at home, support student learning of mathematics. His work has important implications for students, parents and teachers.

Reading skills interest Dr. Donald J. Bolger, who investigates how people learn to read words and what brain imaging reveals about those approaches. In one study, Dr. Bolger and his students explored how phonics and holistic approaches are used to teach people how to read, and evaluated the effectiveness of those approaches. His use of brain imaging has been particularly helpful in uncovering the neurocognitive differences between neurotypical readers and those with learning disabilities.

At COE, researchers using neuroimaging techniques are taking innovative approaches to study child development. The multifaceted topics of study, from cognitive development in orphans to reading comprehension in grade-schoolers, position COE researchers to meet the challenges of modern-day education using 21st century solutions.



DR. RICHARD PRATHER AND
CHILD SUBJECT.

2020

Maryland Senate Recognizes 100 Years of COE's Leadership

BY AUDREY HILL



One hundred years ago, when the University of Maryland College of Education was named, many students attended one-room schoolhouses, female teachers signed contracts promising not to marry or loiter in ice cream parlors, and online learning was not a whisper on the horizon. While much has changed over the last century in the field of education, the college's commitment to teaching and learning remains the same.

On February 27, 2020, on a brisk day in Annapolis, the Maryland State Senate unanimously passed a resolution recognizing the college for, "100 years of creating knowledgeable and transformative educators, who improve communities throughout Maryland and the world."

"[The College] of Education really understands the land grant mission; the College of Education is for the people of Maryland," said MD Senator James C. Rosapepe when introducing the resolution on the Senate floor. "The most obvious role is in training teachers and school administrators but they also are major thought leaders."

Sen. Rosapepe praised the leadership of the College, current and past, for their deep involvement in state education policy and practice. He also highlighted Dean Jennifer King Rice and other members of the College for their role on the Kirwan Commission on Innovation and Excellence in Education, which have led to new efforts in Montgomery and Prince George's County Public Schools to reinvest teacher education.

"We were honored to be recognized by the Senate for 100 years of leadership in education," Dean Rice said. "We

look forward to continuing to serve the State of Maryland and help advance high-quality education for all students and educators."

Dean Rice was joined on the Senate floor by graduate student Tia Pinner '20, a Master's Certification (MCERT) elementary education major and Jessica Parker '21, a middle school math and science junior.

"Students are the future, so it's really important to have high-quality teachers to inspire learning [and] inspire students to go on to achieve their goals," said Parker, who decided to be a teacher at a young age.

COE students, alumni and faculty have made major contributions to the field of education and human development, through policy, practice, and research.

"As the College of Education looks to its next 100 years, we are committed to partnering with the state and our local communities to advance equity in education and prepare the next generations of students and educators to lead the way," Dean Rice said. ✨



ILLUSTRATIONS: GWEN KERAVAL

AS WE CELEBRATE THE COE'S CENTENNIAL,

we reflect on what the college did to advance equity in the past and what we can do in the future to move it forward.

To commemorate this occasion, we spoke with COE faculty, students and alumni for their take on how we can continue to advance our mission.

The articles in this section of *Endeavors* were adapted from our first two podcast episodes.

CHECK OUT OUR PODCAST THE BENJAMIN BROADCAST

At go.umd.edu/53p



PHOTOS: AUDREY HILL

LINDA JACOBS, FOUNDER OF THE HARBOUR SCHOOL.

A Proud Tradition in Special Education

COE CELEBRATES A RICH HISTORY IN TRAINING LEADERS IN THE FIELD

BY CHRIS SAMORAY

Special education in the United States has come a long way in the last 100 years. From excluding students with disabilities to guaranteeing the right to an appropriate education, the landscape has changed dramatically.

The UMD College of Education is proud of its role in furthering special education and training leaders in the field. Since the inception of the special education program, COE students, professors and alumni have been at the forefront of the field.

COE alumna Linda Jacobs (Ph.D. '71), for instance, founded the Harbour School, which caters specifically to students with disabilities. With campuses in Annapolis and Owings Mills, Md., the Harbour School is a nonpublic special education school, meaning it can accept tuition from local school districts if the districts are unable to provide an appropriate education for a student with a disability. Effectively, the Harbour School acts as a safe space for students with disabilities and gives them room to learn and develop professional skills.

"We look at how the child is designed to learn, and then we match our instruction to the child," says Dr. Jacobs, executive director of the Harbour School. "So, the child doesn't have to conform to the teacher. We conform to the child."

The school stands out in other ways, too. Each Friday, the school transforms into a variety of village shops, where

(CONT. ON PAGE 26)



MURALS OF THE VILLAGE SHOPS AT THE HARBOUR SCHOOL.

special education students develop professional skills by operating real businesses. This means paying rent and utilities, while attempting to turn a profit and adhering to regulations set by the students' self-formed and governed Town Hall. The village's backdrop includes wall murals depicting the village's shops, and Dr. Jacobs' cocker spaniels, past and present, running the halls.

"The school does not in the least bit look institutional," Dr. Jacobs says.

But developments like these are new to special education, which was not even a guaranteed right for students until 1972.

"Prior to the passage of the federal and state laws, including in Maryland, children with disabilities did not have a right to attend a public school if they didn't meet the requirements of the public school," says Margaret McLaughlin, COE professor in the Department of Counseling, Higher Education, and Special Education (CHSE).

The 1960s and 1970s brought legal precedent and protections for students with a disability, such as Zero Reject, which considers no child to be uneducable or ineligible for a publicly funded education regardless of a student's level of functioning or type of disability. One big name in the early days of special education was the late COE Professor Emerita Dr. Jean Hebel. She played a definitive role in landmark cases such as the 1972 lawsuit *Pennsylvania Association for Retarded Children (PARC) v. the Commonwealth of Pennsylvania*.



DR. HEBEL MEETS PRES. LYDON B. JOHNSON, FOLLOWING PASSAGE OF SPECIAL EDUCATION LEGISLATION

Dr. Jacobs, says Dr. Hebel, who was her advisor in graduate school, had a "huge" influence on the case.

"In fact, back in the early '70s when the big push came through with court cases to require school systems to provide appropriate educational programs for kids with disabilities, Dr. Hebel was scheduled to testify at the PARC case and she was a key witness. The Pennsylvania State Department of Education caved right before she testified. And we used to always say they were so scared of her testimony that they just gave up," Dr. Jacobs says.

COE is training the next generation of leaders, too. A key issue today in special education, and education in general, is literacy. At COE, Alexandra Shelton, a fourth-year doctoral candidate in the special education program, studies literacy and reading comprehension, and voiced concern over recent National Assessment of Education Progress testing showing low average literacy rates nationwide.

"On the fourth-grade literacy or reading assessment, they found that 35 percent of fourth graders scored at or above a proficient level. So, we have 35 percent of fourth graders who are reading as we expect them to read or above our expectations," Shelton says. "That means that 65 percent are not reading as they should, and this is fourth graders in general. When you look at the statistics for fourth graders with disabilities, only 12 percent are reading at or above a proficient level."



ALEXANDRA SHELTON

COE Associate Professor Jade Wexler, Department of Counseling, Higher Education, and Special Education, echoes Shelton and the NAEP findings. She points out that students in middle and high school studying complex content-area text often struggle with vocabulary and comprehension, and that some also struggle with foundational word reading skills such as reading multisyllabic words.

"There are many challenges related to addressing the varying literacy needs of students," she says.

One way COE is meeting local literacy needs is through projects and partnerships supported by COE's Language and Literacy Research Center. Project ProPELL, for instance, provides training for doctoral students to become experts in learning disabilities, language and literacy. Moreover, the Innovative Approaches to Early Literacy Instruction partnership between COE and Anne Arundel County Public Schools focuses on developing the literacy curriculum in grades K-12.

"I think the legacy of COE special education will be preparing teachers across a range of grade levels to be able to use data to drive instruction and to know how to become 'effective consumers of research,'" Dr. Wexler says. "A lot of our faculty do work directly in schools so I hope we can have an impact on the community with our research-practice partnerships to begin to close the research to practice gap."

Literacy is a critical resource for students of all learning abilities and is a crucial skill for finding employment and continuing on to higher education. For Shelton, the future is literacy, with special education leading the way.

"I really see the field of special education as taking a leadership position in improving literacy for students across the country," Shelton says. "And it's important that we don't forget that everyone needs literacy. It shouldn't only be accessible for students without disabilities."

Federal law now guarantees the right of education for students with disabilities. But there is still work to be done and hurdles to overcome, such as ensuring that students get the level of attention, they need to be successful. The UMD College of Education strives to prepare educators to meet the challenges of 21st century education and protect the right of education for all students. ☘



WE EXPLORE HOW UMD'S COLLEGE OF EDUCATION HAS BEEN ON THE FOREFRONT OF ADVANCING DIVERSITY AND INCLUSION IN HIGHER EDUCATION.

BY LAUREN BENNING-WILLIAMS

Closing opportunity gaps and overcoming educational inequities is weaved throughout the history of the UMD College of Education.

At Maryland, many of the African American students and faculty who broke racial barriers did so at the College of Education. For instance, in 1945, at the request of several enrichment students, the Department of Industrial Education offered graduate work for African American students at its Baltimore Division. COE would go on to host the first black undergraduate student to graduate from the university, Elaine Johnson Coates '59.

In 1965, M. Lucia James became the first African American faculty member at College Park when she was appointed as associate professor of general education and director of the College of Education's Curriculum Laboratory.

As we celebrate COE's centennial, we reflect on what the College has done to advance equity in the past and what we can do to move it forward. We interviewed COE alumni and former University Counseling Center Director Dr. Vivian S. Boyd '75, doctoral student Autumn Griffin and Dr. Sharon Fries-Britt '81, Ph.D. '94, professor of higher education at the college, on COE's role in advancing diversity and inclusion in education.

In 1975, more than 20 years after the first African American students received degrees from UMD, Dr. Boyd graduated from the College of Education with her doctorate in counseling in higher education.

"I was the only black student in our program at that time. I was aware of Lucia James, who was a black faculty member in the College of Education," Dr. Boyd said. "I needed a lot of time to be alone, sort of like finding a cocoon in which I could recharge myself. I sort of defended myself by only attending everything that I needed to attend."

Dr. Boyd's experience of feeling isolated and needing space alone is not just a reflection of that time period, but a

reflection of the experience students of color have at Predominantly White Institutions (PWIs) of higher education.

A study by Dr. Julie J. Park, associate professor at the college, shatters the myths that students of color self-segregate because they don't want to integrate. Rather, she contends that students of color need time to restore after daily experiences with bias and asserts that organizations for students of specific race and ethnic groups are used as charging docks for those students.

During the COE Terrapin EdTalks event, held in October 2019, Dr. Park had this to say about self-segregating:

"These venues that seem like they're promoting self-segregation are actually critical because they serve as these recharging stations for students of color."

She also stated that our own cognitive bias is what shapes widely held myths about why students of color seem to self-segregate on predominantly white campuses.

"Research around cognitive bias states that contrary to what we might think about ourselves, we are actually predictably irrational. We like to think that we are very logical, that we will look at all the facts and data, look for just confirming forms of



DR. VIVIAN S. BOYD

(CONT. ON PAGE 28)

evidence, talk to 10 people. But in reality, our brains are actually wired in a way where we trip ourselves up all the time.”

Cognitive bias suggests that students of color self-segregate due to preference, but research has shown that non-white students actually have more culturally diverse relationships than their white counterparts. And while students of color do integrate more frequently, there is still a need for more safe spaces and addressing implicit bias.

Doctoral student Autumn Griffin’s research includes creating safe digital spaces for black women and girls, and discusses her perspective on being a student of color on a predominantly white campus.

“In general, physical spaces have never been safe for black folks in America. Some



AUTUMN GRIFFIN, PH.D. CANDIDATE

have, but even when I think about those places that have served as hush harbors—like hair salons, and churches—they kind of took place away from the white gaze in ways. I think that the digital [space] provides us this kind of safe space to do that same thing—to build community.”

“We need to be in community with other black folks having these conversations in

ways that we don’t feel restricted, in ways where our voices can have a broad reach, and also where we can be our most authentic selves. We can be both student and black and woman and all of those things simultaneously and we don’t have to separate them,” Griffin said.

She suggests that colleges think about other on-campus systems, such as the classroom, and look at diversity beyond the student population.

“I think the role that institutions play in creating and maintaining spaces for students of color to feel comfortable and thrive has a lot to do with what supports they’re setting up for students. We’ve gotten into talking about what it means to be diverse on campus, but what does diversity mean if it’s in face only? If there are not faculty of color that are working from critical lenses or if critical frameworks are not necessarily something that is supported in your department or in the college, what does it mean to be diverse and how are we actually supporting students in that way?”

Research by Dr. Fries-Britt suggests colleges should focus on cultivating environments that nurture students and, in particular, support high achieving black students and students of color.

“I think fundamentally, we need all kind of diverse faculty. We need folks in the academy who, not just by their presence,

but that presence brings with it degrees of interest and areas of experience that actually are important to helping to explore topics in a classroom. I think that’s pivotal because the power of the classroom at different stages in one’s academic life is significant.”



DR. SHARON FRIES-BRITT

Dr. Fries-Britt believes in order to continue to create and expand equity, the College needs to ensure faculty as well as staff are prepared to keep its mission moving forward.

“I think we have to have a set

of skills and abilities to understand that we are important instruments in the process of connecting with people [and] we’ve got to figure out what it is that our faculty produces in folks. One piece of that is having the kind of real conversations around race, ethnicity and diversity in a way that’s above and beyond.”

COE is committed to promoting success for students of all backgrounds by engaging a wide variety of ideas, voices and perspectives. Today, COE continues to advance diverse perspectives through its Center for Diversity and Inclusion in Higher Education and leading scholars whose research informs changes in K–12 and higher education policies, practices and cultures to be more inclusive. ☘

CHECK OUT OUR OTHER PODCASTS

Dr. Gregory Hancock, of measurement, statistics, and evaluation, co-hosts *Quantitude, The Podcast*.

Dr. Michelle Espino Lira hosts *Latinx Intelligentsia*, which focuses on uplifting the Latinx/a/o community in higher education.

COE’s Center for Transition and Career Innovation and MD State’s Division of Rehabilitation Services (DORS) host *Way2Work*, which focuses on disability and transition.

DREAMS REALIZED: Therapy Training Through Practice

BY KIMBERLY MARSELAS '00

As an undergraduate student researching working memory and decision-making, Judy Gerstenblith encountered an ad that changed her career trajectory.

That notice was soliciting researchers for a study on the use of dreams in therapy at the Maryland Psychotherapy Clinic and Research Lab. Gerstenblith was drawn to the innovative research topic, as well as to the idea that the clinic's therapists-in-training were recorded and their methods evaluated by licensed psychologists with more than 20 years' experience.

"A lot of people really struggle with what effective therapy is and how we can make it a richer experience," says Gerstenblith, now a third-year doctoral student in the top-ranked counseling psychology program. "There's no manual or concrete instruction for therapy. This is a space to develop your own general approach to therapy and your individual approach to each client."

Psychology professor Clara Hill, Ph.D., launched the clinic in 2008. Housed in the Biology-Psychology building, it is operated jointly by the College of Education and the Department of Psychology, which is part of the Behavioral & Social Sciences College. The lab is at once a therapy home for otherwise underserved populations, a training ground for UMD students and a source for widely respected research—nearly 30 published papers in a decade.

The lab accommodates about seven students annually, each having completed the first two years of a doctoral program providing previous work with clients, often at the University's Counseling Center.

In the clinic, therapists-in-training see the same clients long-term, sometimes over a full two-year rotation. That, Dr. Hill says, allows for a deeper experience for both client and student-therapist as they explore relationship problems or common mental health issues like anxiety, depression or grief.

"In other settings, you might go for 8 or 10 sessions and try to improve symptoms," she says. "This lab is for forming a relationship and understanding where the clients' concerns come from. For good talk therapists, real psychodynamic-interpersonal therapy is when clients explore deeply and get to understand themselves, to see why they act as they do and have an ability to make better choices."

The clinic's clients come mostly from surrounding Prince George's County, and a sliding fee scale tops out at \$50 per 50-minute session—compared to up to \$200 hourly for private practice.

"We get a lot of clients who have a lot of need but not a lot of access," says Dennis Kivlighan, Ph.D., a professor in the Department of Counseling, Higher Education, and Special Education. "They bring a different set of problems our students might not see in other training settings, and they are culturally diverse, which offers another opportunity for our students to develop their skills."

Drs. Hill, Kivlighan and other faculty securely review therapy sessions and meet individually and in group settings with students weekly to discuss methodology and techniques. After completing their time at the clinic, most go on to private practice careers, practice in educational settings or enter academia.

Research using data from the clinic informs many of those professional pursuits. Previously published studies have looked at influences on the therapeutic relationship, ranging from the use of silence to clients' crying and laughter to specific interventions used in therapy.

Gerstenblith chose to pursue her doctoral degree at Maryland in large part because of the opportunity to work directly with clients and the extensive resources found in 10 years of recorded therapy sessions. She has examined the influence of specific interventions and clinical supervision on client experience and outcomes. Her master's thesis explored the process of psychotherapy for religious and spiritual clients and therapists.

"For me, doing both the research and the therapy makes me better in each area," Gerstenblith says. "I can bring my questions from therapy into the lab and try to study them empirically. It's important as therapists that we look at things with a scientific eye." ❧



JUDY GERSTENBLITH, CENTER, WITH DR. CLARA HILL, RIGHT.

PHOTO: TONY RICHARDS

Dr. Patricia A. Alexander Named a Distinguished University Professor, National Academy of Education Member

BY AUDREY HILL



In recognition of her work in the field of educational psychology, Dr. Patricia A. Alexander, a College of Education faculty member, received two major accolades over the past year.

Dr. Alexander was named a Distinguished University Professor by the University of Maryland in 2019. The highest appointment bestowed on a tenure track faculty by the university, the recognition reflects not only excellence, but a career that has made an impact and a significant contribution to the nominee's field, knowledge, profession and/or practice. Reflecting the prestige of this appointment, Dr. Alexander, an educational psychologist, is only the second faculty member in the COE to receive this award, joining Dr. Nathan A. Fox, who received the award in 2008.

In February 2020, she was also named a member of the National Academy of Education, along with 14 other "exceptional" scholars across the country. The honor is marked with great distinction, and members are elected annually for their outstanding contributions and scholarship in education. Currently only two other University of Maryland professors hold this distinction: John Guthrie, Professor Emeritus and Judith Torney-Purta, Professor Emerita.

"I am honored to have Dr. Alexander on our faculty for her excellent scholarship and grateful that our college continues to play a leadership role in advancing diversity and inclusion at the university," said COE Dean Jennifer King Rice.

One of the most accomplished and impactful scholars at the university, Dr. Alexander has been widely recognized for her excellence in the field of educational psychology.

"Dr. Alexander is a prolific and pioneering scholar whose imprint on education research is wide and deep," said Dr. Kelly S. Mix, chair of the Department of Human Development and Quantitative Methodology (HDQM).

The director of the Disciplined Reading and Learning Research Laboratory, Dr. Alexander viewed the recognition from the university and academy as especially significant because of the renewed sense of importance ascribed to the literacy and learning research projects she and her students have underway.

"This has truly been an unbelievable year for me. First, to be named a Distinguished University Professor at the University of Maryland and then to learn that I had been elected to membership in the National Academy of Education—two of the highest professional honors to which I could aspire," Dr. Alexander said, while also noting the valuable support of Dean Rice, HDQM Chair Mix, and Associate Dean KerryAnn O'Meara in the nomination process.

"It is my belief that with these great honors comes great responsibility. For that reason, I will use these awards as a platform to communicate my research to a broader national and international audience, and to promote the significant and transformational scholarship ongoing in the College of Education at the University of Maryland," she said.

Her research focuses on academic development and learning, with an emphasis on literacy, reading comprehension and knowledge. She studies how people learn across different subject matters and across a lifespan.

Dr. Alexander's conceptual work has transformed the field of educational psychology. In particular, her development of the Model of Domain Learning took a novel approach to studying stages of learning in academic subjects, while her work on relational reasoning has helped address questions central to intelligence and how people discern patterns in an informational stream.

Her work wrestles with timeless questions, such as we how learn, while engaging with the issues of today's society, like how a shift to digital reading affects learning.



PHOTO: TONY RICHARDS

DR. ALEXANDER PRESENTS TO GRADUATE STUDENTS IN HER LAB.

“In my view, Dr. Alexander is, and has been for the better part of nearly three decades, the undisputed leader of our field and one of the preeminent thinkers and scholars in the field of education as a whole,” wrote Gale M. Sinatra, Stephen H. Crocker Chair of Education at the University of Southern California Rossier School of Education, in her letter to nominate Dr. Alexander as a Distinguished University Professor.

Extremely prolific, Dr. Alexander has been included in lists of the most productive educational psychologists from 1991 to 2014. Dr. Alexander’s awards and honors include: the Sylvia Scribner Award, Division C, AERA; the Edward Lee Thorndike Award for Career Achievement in Educational Psychology, Division 15, APA; Fellow of the AERA; UMD Distinguished Teacher-Scholar in HDQM.

Finally, reflecting her commitment to advancing knowledge within the field and the broader public sphere, Dr. Alexander has delivered more than 100 invited addresses and more than 400 everyday papers at research conferences worldwide. She has also been instrumental in mentoring many colleagues and students.

“Dr. Alexander’s appointment as a Distinguished University Professor is well-deserved recognition of her vast contributions to the College of Education, the University of Maryland, and the field of educational psychology,” Dean Rice said. 📌

Q+A

with Professor
Gregory R. Hancock
Director of Measurement, Statistics,
and Evaluation Program

BY CHRIS SAMORAY

MATHEMATICAL MODELING DURING THE COVID-19 PANDEMIC

Mathematical modeling is a useful tool in predicting patterns and approximating reality. Based on assumptions and data, modeling can provide valuable insight into world events, such as the COVID-19 pandemic, where models have informed policy and public health strategies. In context of the pandemic, Dr. Gregory R. Hancock discusses the foundation for modeling, how projections are evaluated, and why modeling is an effective tool, even when it misses the mark.

Which types of information and data are used in modeling, and how does this play out in the modeling for COVID-19?

Models are typically built based on a mathematical understanding of the general nature of a phenomenon—exponential growth for viruses, for instance. Additionally, assumptions, such as whether COVID-19 transmission is or is not like SARS and whether COVID-19 is seasonal or not, as well as the role of environmental changes, such as closing schools and stay-at-home orders, contribute to constructing models. Models are constantly updated as new data come in, and when models differ in any combination of underlying assumptions, as current models do, the projections can be wildly different.

How should people interpret or evaluate projections from models?

With regard to current COVID-19 models, the data upon which they are based are still too unreliable, the relevant variables and their interplay are still not well-understood, and the environment is still too dynamic. For these reasons, despite epidemiologists’ and economists’ best efforts and intentions, current models are yielding wildly different predictions, and we do not yet have any idea which, if any, should be regarded as accurate.

Can you describe a specific example of how a recent model influenced community, behavior, policy or other changes related to the pandemic?

All of the decisions we are making currently are informed by models. Closing schools, social distancing, stay-at-home orders, invoking the Defense Production Act to make ventilators—all of these decisions are based on models by the CDC, WHO, and numerous other national and international agencies, models that describe the spread of COVID-19 as well as the expected numbers of hospitalizations.

Why are models helpful, even though they might be wrong?

There is a famous quote by statistician George Box: “All models are wrong, but some are useful.” To elaborate briefly, most systems simply have too many moving, interacting parts to get it exactly right. But the model might still make useful predictions to help plan. For example, a model of airborne virus transmission derived from a previous outbreak, even though not identical in time and place, can definitely help to prepare for what might lay ahead under current circumstances. 📌

TO TELL REAL VERSUS FALSE ONLINE, HIGH SCHOOLERS RECEIVE PROFESSIONAL FACT-CHECKING TRAINING

BY CHRIS SAMORAY



The digital world provides access to high quality information, but it also hosts inaccuracies and falsehoods that can be difficult to identify, as evidenced by social media controversies over inaccurate political messaging.

At the UMD College of Education, researchers are reexamining how students are taught to evaluate the trustworthiness of digital information. By teaching high schoolers techniques used by professional fact-checkers, COE researchers aim to help students develop effective evaluation strategies. The study, which showed an improvement in students' ability to evaluate information after learning fact-checking strategies, was published by *Computers and Education*.

"Young people say that social media is their top source for news now," said study author Sarah McGrew of COE's Department of Teaching and Learning, Policy and Leadership.

"There are so many amazing things about the access to information. This study is about helping students develop skills to find reliable information so they can

take advantage of the wealth of digital information," she said.

The study, part of Dr. McGrew's dissertation research at Stanford University, offers an alternative to current approaches of learning how to evaluate online information, which are often problematic or not taught in schools, Dr. McGrew said. Partly, this comes down to the rapid development of the internet and related technology, with which the education system has struggled to keep pace.

One of Dr. McGrew's earlier studies, with Sam Wineburg of Stanford University, compared how well professional fact-checkers, university history professors and university freshman evaluated the accuracy of digital content. Overall, the fact-checkers outperformed the other groups.

"The fact-checkers had a distinct approach to evaluating information and a set of strategies to very efficiently and effectively find sources that they trusted online," Dr. McGrew said.

One main difference, Dr. McGrew points out, is that fact-checkers read laterally, meaning that upon encountering

DUAL BENEFIT OF LANGUAGE IMMERSION PROGRAMS?

U.S. Department of Education Awards \$1.4M for UMD-Led Study of Cognitive, Reading Effects

BY AUDREY HILL

A \$1.4 million U.S. Department of Education grant will support a University of Maryland-led study examining whether learning in two languages could have broad developmental and educational benefits.

The award from the Institute of Education Sciences, a research, evaluation and statistics agency of the department, will help College of Education researchers assess whether dual-language immersion (DLI) programs, which are skyrocketing in popularity, improve elementary students' executive functioning and language skills, as well as reading comprehension.

Researchers will seek to determine the cognitive and language effects of developing bilingualism in immersion settings both for





SARAH MCGREW

an unfamiliar website, they immediately left to research the site using outside sources. Dr. McGrew envisioned an intervention-based design embedding the fact-checker's strategies in a core content area class in schools.

Working at a high school in California, Dr. McGrew implemented the intervention with a teacher to 68 students in three history classes. The students received eight fact-checking lessons over a semester and were challenged to evaluate online content, including social media posts and websites, in testing before and after the intervention.

Students examined where the digital information came from, whether the information was supported by outside sources and used lateral reading strategies to evaluate the content. For instance, the social media task involved pre-test evaluation of an image claiming that the Fukushima nuclear disaster caused abnormalities in nearby flower populations and a post-test evaluation of whether another image of an art installation provided strong evidence about the conditions for children in Syria.

Another more complex task required the students to evaluate contemporary claims about historical figures. In pre-testing, the students evaluated claims that Cesar Chavez—the United Farm Workers co-founder—opposed Mexican immigration to the United States, and in post-testing, claims that Margaret Sanger—the Planned Parenthood founder—supported euthanasia.

Compared with the pre-tests, student performance in

post-tests indicated that students used the fact-checking strategies to evaluate online sources and evidence. On the historical claim research, for instance, 71% of students provided an explanation about the trustworthiness of a source they used to inform why they agreed or disagreed with the claims, compared with only 25% of students in pre-testing.

“On the post-test a lot of kids raised those critical questions about the evidence,” Dr. McGrew said.

A number of the students used lateral reading skills, too, with more than three times the students successfully reading laterally in post-testing than pretesting. Even the students who didn't successfully read laterally showed signs of improvement by looking at the ‘about page’ on a website.

“I read that still as movement because they're caring about what the source is, but haven't yet learned that they need to get out of the site,” Dr. McGrew said.

As phones and computers give unparalleled access to information, evaluating validity is important for making personal, community and political decisions. It's the responsibility of schools to teach students strategies for navigating digital information, Dr. McGrew said.

“If we're turning to the internet for that information, we have to be able to evaluate it,” she said. “I think as part of the civic mission of schools, it's our responsibility to help kids learn how to deal with this and take advantage of the strengths of having access to so much information.” ☞

children who are English native speakers and children who speak another language at home, said Associate Professor Ana Taboada Barber of the Department of Counseling, Higher Education and Special Education, who is leading the study.

“Our focus is on those aspects of cognition that go beyond language and aren't captured on standardized tests, particularly executive function skills, which govern things like the ability to control one's attention or wait patiently,” she said.

Past research suggests bilingualism is particularly beneficial for children's executive functioning, as learning a second language trains the brain to control attention and increases the ability to ignore irrelevant information, she said.

One goal of the current study, “Project CLIMB: Capturing Language Immersion

Benefits,” is to hone in on the extent of children's bilingualism and how that affects their executive function and language skills.

The need for research on best practices for immersion programs and greater understanding of bilingualism stems from rising numbers of DLI programs and dual language learners. In public elementary schools in the District of Columbia, where CLIMB researchers will conduct studies at two schools, DLI programs have doubled in the past five years.

Students participating in the four-year study will carry out computerized tasks to assess their ability to control attention while ignoring a distracting stimuli—similar to what bilingual speakers do when processing in two languages. Researchers will examine the responses for differences between bilingual and

monolingual children, as well as how the results change as students' abilities become more balanced in both languages.

The research team, which includes UMD Professor Gregory R. Hancock of the Department of Human Development and Quantitative Methodology and psychology Professor Kelly Cartwright of



ANA TABOADA BARBER

Christopher Newport University, will also examine the role of literacy instruction and how it shapes the degree of bilingualism and literacy over time.

“As part of this project, we want to develop a well-informed tool for guiding instructors and educators of teachers in dual-language immersion settings,” says Dr. Taboada Barber. ☞

AMID CORONAVIRUS, RESEARCHERS INVESTIGATE DISCRIMINATION'S IMPACT

NSF Grant to Support UMBC-UMD Team Studying Racism Against Chinese Americans

BY MARYLAND TODAY STAFF

The spread of novel coronavirus, called COVID-19, from its origin in China to populations around the world has been accompanied in the United States by troubling reports of racism and discrimination against Chinese Americans.

Now, a team of researchers from the University of Maryland, Baltimore County (UMBC) and University of Maryland, College Park (UMD) will examine this intensified discrimination faced by Asian families in the United States with the help of an \$84,884 Rapid Response Research (RAPID) grant from the National Science Foundation.

By collecting data on public opinion, the social climate and the experiences of families, they aim to capture the current

moment and make it possible for educators, health care providers and others to provide services and implement policies that educate and promote well-being in targeted marginalized groups and the larger public during future, similar events.

"The negative impact of infectious diseases on psychological health is understudied but highly significant, especially for minority groups linked to the disease through social group categorization," said Charissa Chea, a psychology professor at UMBC who is leading the research.



CIXIN WANG

The team also includes Shimei Pan, assistant professor of information systems at UMBC, and Cixin Wang, assistant professor of school psychology in the Department of Counseling, Higher Education, and Special Education at UMD.

Social scientists Cheah and Wang will conduct focus groups and surveys to understand how various forms of racial discrimination connected to the novel coronavirus outbreak are impacting families, particularly the identity development and adjustment of Chinese American children.

After the initial research phase, they will complete follow-up

UMD RESEARCHERS TO INVESTIGATE FETAL EXPOSURE TO OPIOIDS' EFFECTS ON CHILDREN'S BRAIN DEVELOPMENT AND BEHAVIOR

Research Supported by the NIH HEAL Initiative

BY AUDREY HILL

University of Maryland researchers will conduct an unprecedented investigation into how fetal exposure to opioids affects children's brain development and health outcomes as part of a sweeping National Institutes of Health initiative to apply scientific solutions to help reverse the nation's opioid crisis.



NATHAN A. FOX

Researchers led by Distinguished University Professor Nathan A. Fox, of the College of Education, will examine how brain growth is affected by pre- and postnatal opioid exposure and how that causes cognitive and behavioral changes in childhood.

The University of Maryland's award is one of 375 grant awards across 41 states made by the National Institutes of Health in fiscal year 2019 to apply scientific solutions to reverse the national opioid crisis through the Helping to End Addiction Long-term, or the NIH HEAL Initiative. The National Institute

on Drug Abuse-funded study addresses an urgent public health need: the use of opioids by pregnant women and mothers has increased by 300 percent since the early 2000s, with the number of newborns with neonatal abstinence syndrome, caused by withdrawal from drugs they were exposed to in the womb, increasing by approximately 400 percent. In 2016, more than 31,000 babies were born with the syndrome, causing symptoms including tremors and sleep problems.

"We know very little about the effects of early exposure to opioids on brain development," said Dr. Fox, of the Department of Human Development and Quantitative Methodology and a renowned expert in child development. "There has never been a national study of even normative brain development during the early years of life. Our research will help fill a gap in understanding of the basic science of early brain development, as well as identify the effects of early drug exposure on the brain, along with prevention strategies."

The University of Maryland is part of a five-institution consortium that is laying the groundwork through this initial study for a large-scale national, 10-year longitudinal study that examines the effects of *in utero* exposure to opioids on children through the age of 8.

The 18-month study will begin in October, with a research team that includes Professor Brenda Jones-Harden of the University of

research six to nine months later to learn how parents have helped socialize their children and offered coping strategies around issues of race, identity and psychosocial adjustment, in response to discrimination.

“As a researcher focusing on bullying and mental health, I have seen and heard about discrimination toward Chinese American and other Asian American students, and increased anxiety related to coronavirus. Historically, fear and anxiety during viral outbreaks can trigger bias towards certain groups,” said Dr. Wang. “We aim to study the unfolding outbreak and related discrimination against Chinese Americans and other Asian populations to identify specific ways to promote resilience and support children and families during this challenging time. People from all ethnicities are affected by COVID-19. We want to identify ways to support each other in the community.”

Dr. Pan will lead the analysis of outbreak-related Twitter posts starting in late 2019 to understand how public opinion, including anxiety and discriminatory attitudes, changes as the outbreak intensifies or slows.

“This research is personally meaningful to me, as a Chinese American,” Dr. Pan said. “I am aware of the related events and sentiments expressed in the news. As a parent to a Chinese American teenage son, I wonder how this experience will influence his identity formation now and as an adult.” ❧



Maryland School of Social Work, and psychology Associate Professors Tracy Riggins and Elizabeth Redcay, and Luiz Pessoa, professor of psychology and director of the Maryland Neuroimaging Center.

Unlike many previous studies, the project will not only examine fetal exposure to opioids like fentanyl and prescription painkillers, but also include pregnant women who are poly-drug users. Following babies as they develop will allow researchers to better understand how opioid and other drug use, in combination with family, environmental and socioeconomic factors, influences babies' development through childhood.

“For many of these children, this initial exposure to opioids is only the first in a series of challenges they experience that may affect their health and development, and could lead to ‘a crisis cascade’ as they age and interact with school systems and social services,” Dr. Fox said. “Our research aims to take a holistic approach to early childhood exposures in order to pinpoint critical areas and timelines for intervention, which will help guide the response to this major public health concern.”

In the initial phase, the University of Maryland researchers will recruit 20 pregnant women (and their infants at age 3 months), including those who use opioids, and 20 12-month-olds and 20 2.5 year-old children from diverse populations at Howard University Hospital and George Washington University Hospital. The study will carefully address ethical

concerns relating to the topic of opioid use in pregnancy, and will include an external Community Advisory Board to provide strategic guidance on legal and ethical questions.

In addition to Maryland, the consortium includes Brown University, Harvard University at Boston Children's Hospital, Boy's Town in Omaha, Nebraska, and Avera Health in South Dakota, allowing them to recruit from rural areas that have been hardest hit by the opioid crisis.

THE NIH HEAL INITIATIVE

The National Institutes of Health launched the NIH HEAL Initiative in 2018 to improve prevention and treatment strategies for opioid misuse and addiction and enhance pain management. The initiative aims to improve treatments for chronic pain, curb the rates of opioid use disorder and overdose, and achieve long-term recovery from opioid addiction.

“It's clear that a multipronged scientific approach is needed to reduce the risks of opioids, accelerate development of effective non-opioid therapies for pain, and provide more flexible and effective options for treating addiction to opioids,” said NIH Director Francis S. Collins, M.D., Ph.D., who launched the initiative in early 2018. “This unprecedented investment in the NIH HEAL Initiative demonstrates the commitment to reversing this devastating crisis.” ❧



We Learned, We Taught, We Counseled and We Served

NIEL AND HELEN CAREY REFLECT ON HOW THEIR PAST SHAPED THEIR PASSION FOR PHILANTHROPY

BY LAUREN BENNING-WILLIAMS

Education is the key to unlocking an individual's potential. In the case of Niel and Helen Carey, education was the beginning of their legacy in education.

While stationed in England for three years during the Korean War, Niel Carey '59 discovered UMD's overseas education program and took that opportunity to earn one year's worth of college credits. This experience would become a stepping-stone to further education followed by a successful career that would span government, industry and public education. In 1969, while teaching both science and math, Mr. Carey met and soon married Helen Simmons '64. They have enjoyed almost 62 years of a meaningful marriage and family.

"During my first year after college graduation, we met while we were both teaching math and science at the same junior high school in Baltimore County," Helen Carey said.

After a few years in the classroom the Careys would both go on to become counselors. Over the next thirty years Mrs. Carey would build a successful career as a counselor in the Baltimore County School system, and Mr. Carey would eventually transition into other roles.

"I believe that education is an equalizer," Mr. Carey said of his passion for public education. "Helen and I are basically teachers, but our lives have been enhanced so much by higher education, especially by the University of Maryland. We have a very strong connection to the University and want to make an impact by giving back to our community, because without UMD we would not be where we are today."

After spending about 10 years as a teacher, counselor and guidance department chair in several secondary public schools in Baltimore County, Mr. Carey was recruited by the Maryland State Department of Education for the position of state supervisor of vocational guidance, where he served for 15 years. In this position he chaired a task force which was charged with defining and implementing the state's career education program. He was appointed state coordinator of career education by the state

superintendent. In the role of state coordinator he developed a collaborative relationship with the Counseling and Personnel Services Division of the College of Education at UMD, working with George Marx, Charles Berry, Kenneth Hoyt, Nancy Schlossberg and Gary Gottfredson. At the national level, Niel Carey chaired a group of state coordinators who formed the American Association for Career Education and became its second president.

Following his work for the state, Mr. Carey was employed as the first executive director of the National Career Development Association (NCDA), in the Washington, D.C., area. After a 10-year tenure at NCDA, he retired but continued to be actively involved in professional advocacy, including chairing the NCDA government relations committee.

When NCDA became a founding member of a national coalition that focused on strengthening career development in American education, Mr. Carey played an active role in the coalition's national summit. His participation in the coalition of 100 businesses and organization (including the National Governors Association, IBM, and the U.S. Chamber of Commerce Foundation), as well as Mrs. Carey's service in education and counseling, fueled their desire to initiate the Carey Career Development Endowed Fellowship at the University of Maryland College of Education.

"We started the Carey Career Development Endowed Fellowship to help students clearly identify and outline their future," said Mr. Carey. "Research supports the idea that students who have goals achieve higher results."

The goal of the Careys' endowed fellowship is to give financial support to students as they pursue their advanced education and career path—while helping them identify their strengths, interests and dreams, and gain an understanding of where and how they might be able to achieve their goals.

To express their gratitude and pay it forward, Niel and Helen Carey have dedicated their lives to helping others realize their potential by using education as their foundation. This passion to help students succeed has embodied the Careys' life work, as they feel it was education that put them on the right life path. Today, the Careys continue to do their part to ensure that individuals have access to a quality education.

They learned, they taught, they counseled, and they served. And the Careys have left an indelible mark on the field of education through the students they support and through philanthropy. It is their hope that other alumni will follow their lead and consider a way to give back. ☺

SUPPORT A TERP

Make a Gift to the College of Education!

Annual support is the foundation for innovation to flourish at the College of Education. Annual gifts from alumni and friends help to transform the student experience, discover new knowledge, turn imagination into innovation and inspire Terp pride.

Did you know that annual alumni giving participation impacts our *US News & World Report* rankings? Every gift—no matter the size—makes a difference!

Give today at www.giving.umd.edu

QUESTIONS? Contact Kurt Sudbrink at sudbrink@umd.edu or (301) 405-8874.



COLLEGE OF
EDUCATION



UNDERGRAD MELANIE GNATT RECEIVES THE 2020 BERNICE SALAMONIS SCHOLARSHIP BY THE MIDDLE STATES COUNCIL FOR THE SOCIAL STUDIES

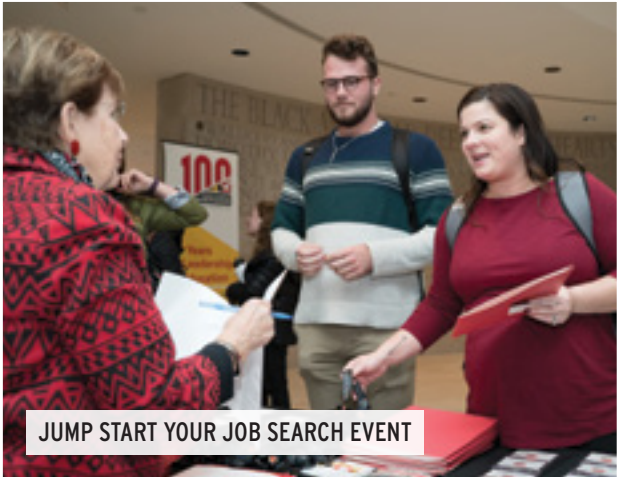
PHOTO: ALISON JOVANOVIC



JUMP START YOUR JOB SEARCH EVENT



COE FALL ASSEMBLY



JUMP START YOUR JOB SEARCH EVENT



DEAN RICE WITH A. JAMES CLARK SCHOOL OF ENGINEERING DEAN DARRYL PINES, INCOMING PRESIDENT OF UMD



COE STUDENT AMBASSADORS

PHOTO: TONY RICHARDS

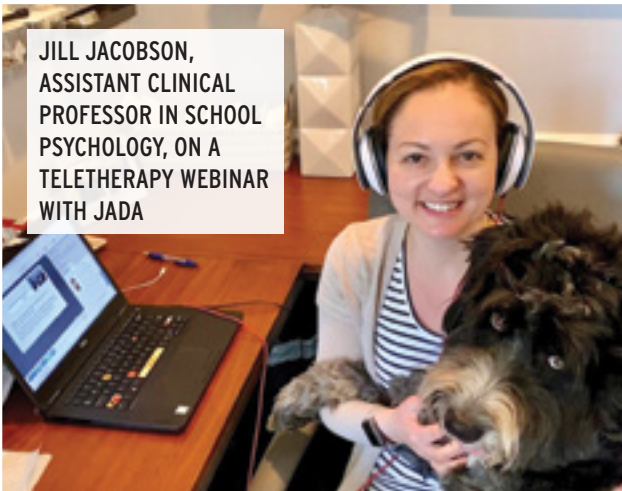
ON CAMPUS



WINTER '19 COMMENCEMENT



CENTER FOR YOUNG CHILDREN HELP RAISE AWARENESS FOR GIVING DAY



JILL JACOBSON,
ASSISTANT CLINICAL
PROFESSOR IN SCHOOL
PSYCHOLOGY, ON A
TELETHERAPY WEBINAR
WITH JADA

PETS & ZOOM



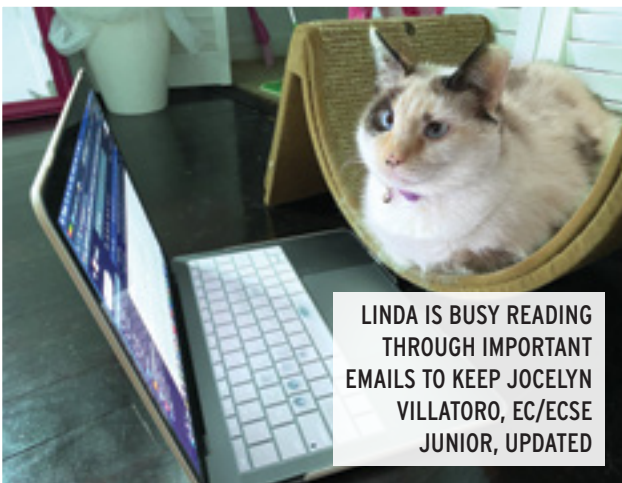
GEICO THE
GECKO IS
HARD AT
WORK

PHOTO: MIRA TASH



CINTHYA SALAZAR PRESENTS
HER DISSERTATION VIRTUALLY

PHOTO: MICHAEL GOODMAN



LINDA IS BUSY READING
THROUGH IMPORTANT
EMAILS TO KEEP JOCELYN
VILLATORO, EC/ECSE
JUNIOR, UPDATED

JOIN

THE ALUMNI ASSOCIATION FOR LIFE

VOLUNTEER

AS A NETWORK LEADER OR IN YOUR COMMUNITY

ADVOCATE

AND BE A CHAMPION FOR UMD

GIVE

TO SUPPORT FEARLESS IDEAS

alumni.umd.edu



ALUMNI
ASSOCIATION
STAY FEARLESS



THE STATE OF MARYLAND RECOGNIZES
100 YEARS OF COE'S LEADERSHIP

PHOTO: LAUREN BENNING-WILLIAMS



COE SWAG CELEBRATING
OUR CENTENNIAL

PHOTO: LAUREN BENNING-WILLIAMS



DEAN RICE AND COE LEADERSHIP
CELEBRATE CENTENNIAL PROCLAMATION

PHOTO: AUDREY HILL

CENTENNIAL CELEBRATION



COE HOSTS TERRAPIN EDTALKS:
ADVANCING EQUITY

PHOTO: TONY RICHARDS



TERRAPIN EDTALKS

PHOTO: TONY RICHARDS

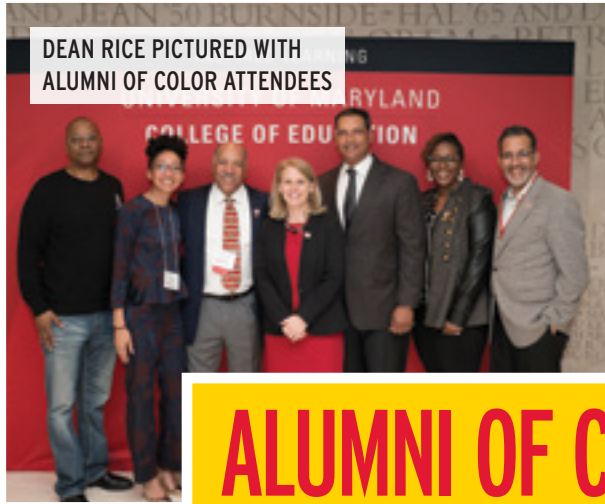


DEAN RICE AND COE STUDENT AMBASSADORS
HOST CENTENNIAL BIRTHDAY CELEBRATION

PHOTO: TASHNIMA SIKDER

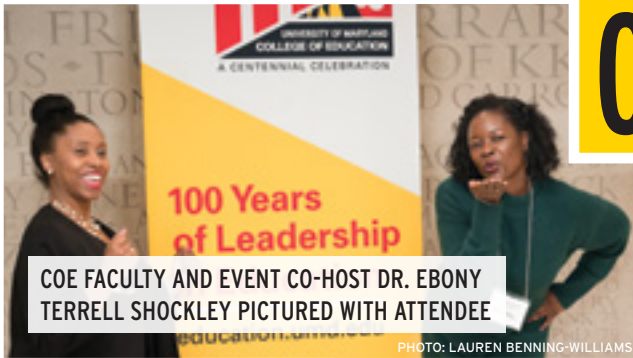


DEAN RICE PICTURED WITH
ALUMNI OF COLOR ATTENDEES



GEORGINA DODGE,
VICE PRESIDENT, OFFICE OF
DIVERSITY AND INCLUSION

ALUMNI OF COLOR CELEBRATION



COE FACULTY AND EVENT CO-HOST DR. EBONY
TERRELL SHOCKLEY PICTURED WITH ATTENDEE

PHOTO: LAUREN BENNING-WILLIAMS



COE FACULTY DR. SHARON FRIES-BRITT
PICTURED WITH ATTENDEES

PHOTOS: TONY RICHARDS

MANY THANKS TO OUR ALUMNI OF COLOR EVENT DONORS AND SPONSORS

ELAINE JOHNSON COATES '59 LEVEL

Sharon L. Fries-Britt '81, Ph.D. '94
Rachel M. Petty, Ph.D. '81
Clemmie Solomon, Jr., Ph.D. '96

ROSE SHOCKLEY WISEMAN '51 LEVEL

Michelle A. Cooper, Ph.D. '06
Daniel C. Schwab and Family

JOHN FRANCIS DAVIS '51 LEVEL

Douglas W. Anthony '92, M.Ed. '01, Ed.D. '16
Dian A. Carter '93
Gloria Davidson '67, M.Ed. '69
Hasan Solomon

M. LUCIA JAMES LEVEL

Gwendolyn C. Dorsey '84, M.Ed. '88
Viola Gonzalez
Erika R. Magana '10
Yvette D. Mozie-Ross, Ph.D. '11
Michelle E. Newton, M.Ed. '13
Norka Padilla '87
Nicole Y. Ray '02
Kurt S. Sudbrink
Ayesha Swann-Brown
Andrea D. Thomas, M.A. '99
Enrique John Young '97
Toyia K. Younger, Ph.D. '09
James E. Washington, Ph.D. '93

FRIENDS

Kelly S. Burgess
Christina I. Cammack '87
Leah K. Cox, Ph.D. '10
Angela D. Grooms '01
Rhonda A. Jones
Blair Robinson-Price, M.Ed. '05



NYUMBURU
CULTURAL CENTER



OFFICE OF
DIVERSITY & INCLUSION



BENJAMIN BUILDING
3942 CAMPUS DRIVE
COLLEGE PARK, MD 20742

CENTER FOR YOUNG CHILDREN

Our Multi-Cultural Community



A LONG HISTORY

The College of Education has been a pioneer of innovation in early childhood education during its 100-year history. The Center for Young Children in particular is a point of pride in COE's legacy. Through the center, COE has enjoyed the privilege of nurturing young learners of nationalities hailing from around the world.

STUDENT ENROLLMENT

- **91 preschoolers** (3–5 years old) and **14 kindergarteners** (5–6 years old)
- **Mixed-age preschool:** Red, Orange, Yellow, and Green Room, Purple Room is part-time
- **Kindergarten:** Blue room

COUNTRIES OF ORIGIN*

This list represents the countries of origin for either child, or one or both of their parents.

America	Cameroon	Dominican	Guatemala	Mali	Serbia
Asia India	Canada	Republic	Iceland	Mexico	Taiwan
Brazil	Chile	El Salvador	Iran	Nigeria	Trinidad/Tobago
United Kingdom	China	Ethiopia	Japan	Pakistan	
	Democratic Republic of Congo	France	South Africa	Panama	
		Germany	South Korea	Peru	

* AS OF SEPTEMBER 7, 2018