

# Endeavors

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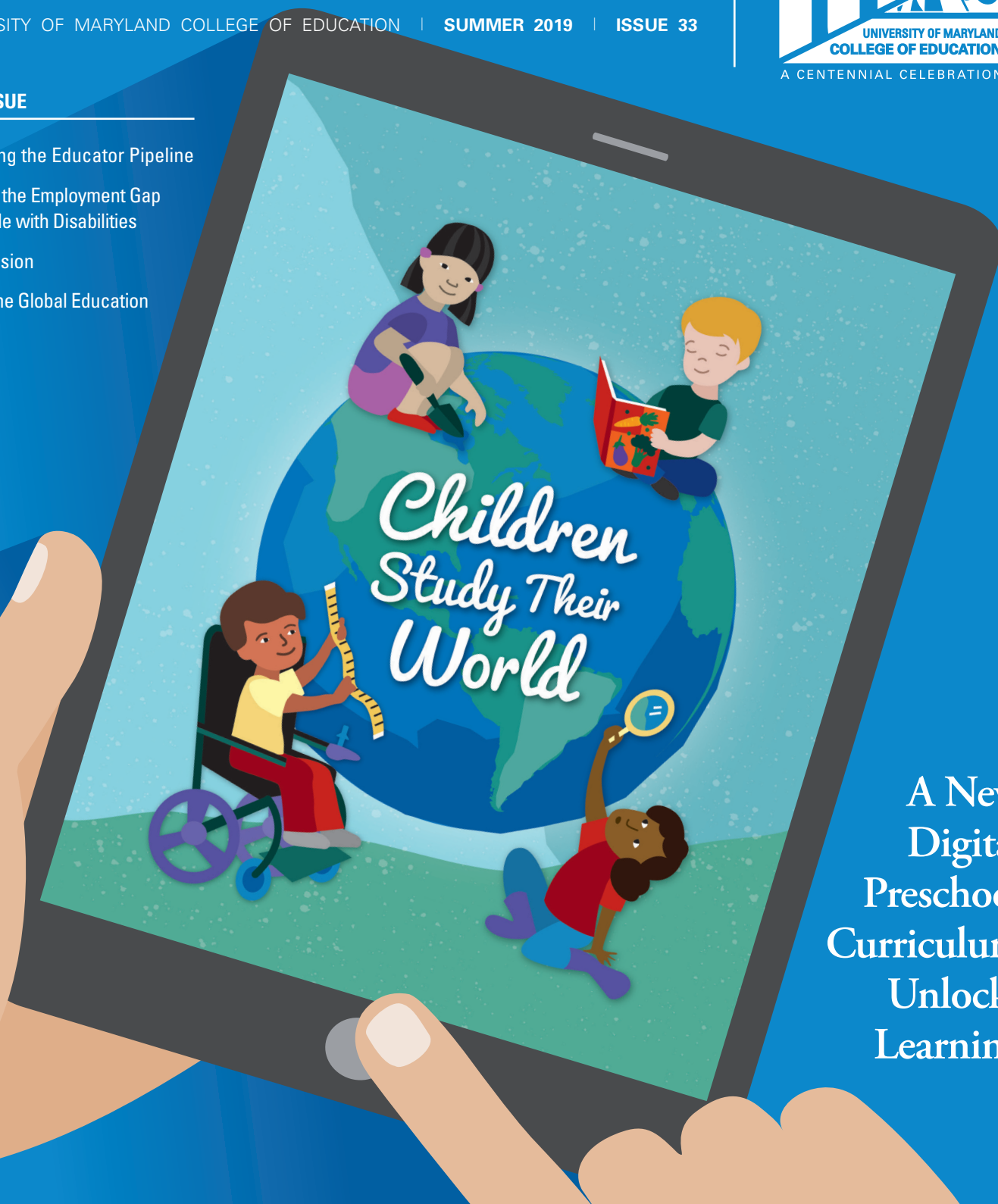
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Expanding the Educator Pipeline

Bridging the Employment Gap  
for People with Disabilities

STEM Vision

Ending the Global Education  
Crisis



A New  
Digital  
Preschool  
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Dear College of Education community,



For 100 years, our College of Education has improved the lives of individuals and the health of communities through the power of education. In 2019-20, we celebrate the College's Centennial Anniversary and the long line of

impactful work produced by our faculty, students, and alumni — work that has shaped education fields and improved opportunities for all.

Please join us for our inaugural event, Terrapin Ed Talks, on October 3rd, where our faculty will share their groundbreaking research. We hope to see you on campus throughout our Centennial Celebration year as we showcase our pioneering researchers and educators!

Our impact over the past century has been driven by our commitment to work that fosters excellence, diversity, equity and inclusion to improve opportunities of all individuals. We feature several examples in this issue of *Endeavors*: an innovative early childhood curriculum, collaborations to broaden the teacher pipeline, research on promoting more inclusive college campuses, a center to create employment opportunities for individuals with disabilities, and international work aimed at ensuring access to education worldwide.

I am proud to share these inspiring stories as examples of what has made our College exceptional for the past 100 years.

Sincerely,  
Dean Jennifer King Rice

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COLLEGE OF  
EDUCATION



# Object Lessons in Exploration and Learning

UMD Researcher to Implement Preschool Curriculum Developed with the Maryland State Department of Education and the Smithsonian

BY AUDREY HILL



DR. CHRISTY TIRRELL-CORBIN



Think of it as a modern harmony for “Head, Shoulders, Knees and Toes” and “Wheels on the Bus.” Maryland education researchers, former teachers and graduate students, in collaboration with the Maryland State Department of Education (MSDE) and the Smithsonian Institution, have created a new and engaging way to teach preschoolers about growing fruits and vegetables, transportation and the human body. Lesson plans are bolstered by digitized versions of the Smithsonian’s National Museum of American History’s artifacts made available on iPad, using items like a skeleton marionette and a nurse’s satchel straight from the renowned museum’s collection to enhance learning.

They’re all part of the “Children Study Their World” curriculum developed by UMD’s Center for Early Childhood Education and Intervention (CECEI), with MSDE and the National Museum of American History providing important contributions to the early childhood education project.

The preschool curriculum, which includes eight project studies, has been rolled out this year in 61 classrooms and will be implemented in 200 Maryland classrooms next school year.

The Children Study Their World curriculum fully aligns with Maryland’s Early Learning Assessment and Early Learning Standards, which means that children receive instruction throughout the year in all content areas outlined in the standards, such as literacy and math.

Brain research demonstrated the importance of providing young children with rich, hands-on learning experiences respectful of their capacity to learn and eagerness to explore, said CECEI Executive Director Christy Tirrell-Corbin, Ph.D., who is also the principal investigator and director of the curriculum project.

“We chose project topics like ‘My Body’ and ‘All Aboard: Transportation’ for the children to investigate, as 4-year-olds are very concrete in their thinking and benefit from studying the world that surrounds them every single day,” she said.

Each of the interdisciplinary projects include digitized, child-friendly pieces from the Smithsonian collection that serve as the base of an “object investigation”—small group lessons written by Smithsonian staff who worked with the curriculum team.

“Our museum educators were able to integrate digitized objects from the museum’s collections and share expertise on how to engage children with enjoyable learning experiences that support literacy and school readiness, play and inquiry, and the development of executive function skills,” said Carrie C. Kotcho, A. James Clark Director of Education & Impact at the National Museum of American History.

The digital curriculum, available on iPad, will be widely disseminated for free to licensed child care programs and public preschool teachers in Maryland, overcoming the barrier that high-cost curricula can pose for communities with low resources. Available as digital books, the curriculum guides also provide strategies for students with disabilities and English language learners.

“The most important component to a quality pre-K program is the teacher. The teacher needs to be equipped with the tools to deliver high-quality instruction,” said Dr. Karen Salmon, State Superintendent of Schools. “This new integrated curriculum and the training and coaching that accompany it helps to ensure this happens.”

In addition to the 200-classroom rollout, Dr. Tirrell-Corbin will host a podcast series focused on high-quality instructional practices for early-childhood teachers next year, and CSW staff will facilitate webinars for teachers and for coaches and program administrators.

“Children Study Their World” is a wonderful tool for teaching young children, said Patricia Aburn, a quality assurance specialist and credentialing liaison of the Maryland State Department of Education, who helps coach teachers to use the curriculum.

“Young children are like sponges their first five years,” Aburn said. “They need to be challenged, stimulated by free play and structured whole group and small group activities. They need to be socially engaged and exposed to language through rich vocabulary and stimulating literacy.” ❄️





# Bridging the Employment Gap for People with Disabilities

## UMD, Gov. Hogan Announce Center to Improve Career and Educational Opportunities

BY AUDREY HILL

A new center in UMD’s College of Education aims to improve career and educational opportunities for youths with disabilities, Maryland Gov. Larry Hogan and university officials announced at an event marking the 28th anniversary of the Americans with Disabilities Act.

The Center for Transition and Career Innovation will examine the impact of job coaching and accommodations, along with other factors, on high-school-aged students and will work with schools and other entities to improve services.

“This partnership with the state will further Maryland’s position as a national leader in transition from school to workforce,” Hogan said at a reception at the State House in Annapolis in July 2018.

The new UMD center, co-directed by College of Education researchers Ellen S. Fabian and Richard Luecking, will help foster

collaborative partnerships among state agencies, the university and employers that support inclusive employment practices and conduct research on how to best improve outcomes for those with physical, sensory, developmental and intellectual disabilities.

“Even though we’ve made some progress, youth with disabilities continue to lag behind their peers in terms of post-school employment and post-school enrollment in secondary institutions,” Dr. Fabian said. “Until you can close that gap, that disparity is going to persist throughout their lives, leading to lower earning, poorer jobs and more dependence as opposed to independence.”

The employment rate for people with disabilities is in the low 30s, as opposed to about 77-78 percent for people who are not disabled, noted Steve Blank, a workforce development director at Seeking Employment, Equality, and Community for People with Developmental Disabilities (SEEC), a nonprofit agency in Silver Spring, Md.

“This initiative reflects how the state and the university are working together to improve the lives of Maryland youth with disabilities, while bolstering the preparation of the state’s workforce—two very important goals that go hand in hand,” said College of Education Dean Jennifer King Rice.

Several Maryland business owners spoke of the mutual advantages to employer and employee in hiring people with disabilities.

Sarah Dwyer, owner of Choquette Artisan Chocolates & Confections in Bethesda, said that three-quarters of her staff are people with disabilities or, as she prefers, “differing abilities.”

“It is not charity on my part at all [to hire people with disabilities],” Dwyer said. “[These employees are] loyal, punctual perfectionists who untie my bows to make them perfect.”

Neill Christopher, vice president of Acadia Windows & Doors in Baltimore, said the company hired a woman who had recently graduated from the Maryland School for the Blind to remove the weather stripping—“the fuzzy stuff”—from windows. The employee navigates the factory by counting steps, but changes in the warehouse’s manufacturing environment and layout presented a challenge.

“One of the guys... said, ‘Why don’t you go to Home Depot and buy some of that sticky-backed sandpaper and put it on the floor, and she could follow that with her cane?’” said Christopher. “Reasonable accommodation: \$3.85.”

Andy Eisenhour, an SEEC client, participated in an internship program that helped suss out his skills and what work environment would best suit him. He now works full-time for Montgomery Parks, unpacking boxes, ordering parts and helping manage deliveries. He is being trained to operate a forklift and improve his computer skills.

“I have a job that will allow me to live an independent life,” Eisenhour said. “I live at home now, but I have a dream to live on my own someday and because of this job, I can soon have that dream.” ❄

# COE GRADUATE PROGRAM PARTNERSHIP EXPANDS THE EDUCATOR PIPELINE

BY CHRIS SAMORAY

A social worker turned educator, Sue Goodwin turned her passion for working with children into a full-time teaching career through a graduate program partnership between the University of Maryland and Montgomery County Public Schools and the Maryland State Department of Education.

Housed at UMD, the Creative Initiatives in Teacher Education (CITE) provides the opportunity for people like Goodwin, who already work as paraeducators or supporting services staff at schools, to gain real-world experience in the classroom while earning a Master’s of Education degree that leads to eligibility for teaching grades 1-6 in Maryland. Students in the program come with undergraduate degrees in diverse subject areas, adding to the program’s strength says CITE’s Director Theresa Robinson.

“The experiences CITE students bring from previous undergraduate work, as well as previous work experiences before they started working in supporting services, makes them have a wide variety of ideas about teaching and the application of teaching,” Robinson said.

CITE is an innovative teacher education program that helps broaden the pipeline of teacher educators. Paraeducators are typically from diverse racial and economic backgrounds and bringing them into the teaching profession helps diversify the field, especially because there is a need for teaching staff who are from the communities they serve. Moreover, expanding the pool of educators also helps address critical teacher shortages in the state.

Goodwin worked with children and families as a social worker in her former career. After taking some time to raise children, she became a substitute teacher and then a paraeducator. She knew she wanted to go into teaching as a second career. The two-year CITE program includes an internship at the school where CITE students are already employed and night classes that are either online or in-person. That flexibility, as well as the willingness of the program partners to work with students who have work and family obligations, makes the program especially appealing, Goodwin says.

“CITE allowed me to maintain my position in the county as a paraeducator, while at the same time completing the degree,” she says. “In my position, they made it doable so that I could still raise my family, have income, have health benefits, and still get my degree. I’m so grateful for that.”

The program is very practical and hands-on, Goodwin says, and she was often able to test what she learned in class the next day with her students in the classroom. The internship plays a large part in gaining this firsthand experience in the classroom.

“You’re really getting a chance to see all the goings-on in a school building,” Robinson says. “You’re getting to be with children of different grade, age and need levels and that’s a world of experience.”

Unlike when Goodwin went through the program, CITE students now choose a concentration area in either special education or English language learning, a huge benefit as Goodwin sees it.

“Any teacher, even though you’re not majoring in ESOL (English for Speakers of Other Languages) or special education, you’re going to be working with those students,” she says. “I think the program is even stronger now that students go in a track of ESOL or special education.”



SUE GOODWIN’S (2ND ROW, 3RD FROM RIGHT) GRADUATING CLASS IN 2018.

Goodwin felt well-prepared to teach after completing the program, but says it wasn’t always easy.

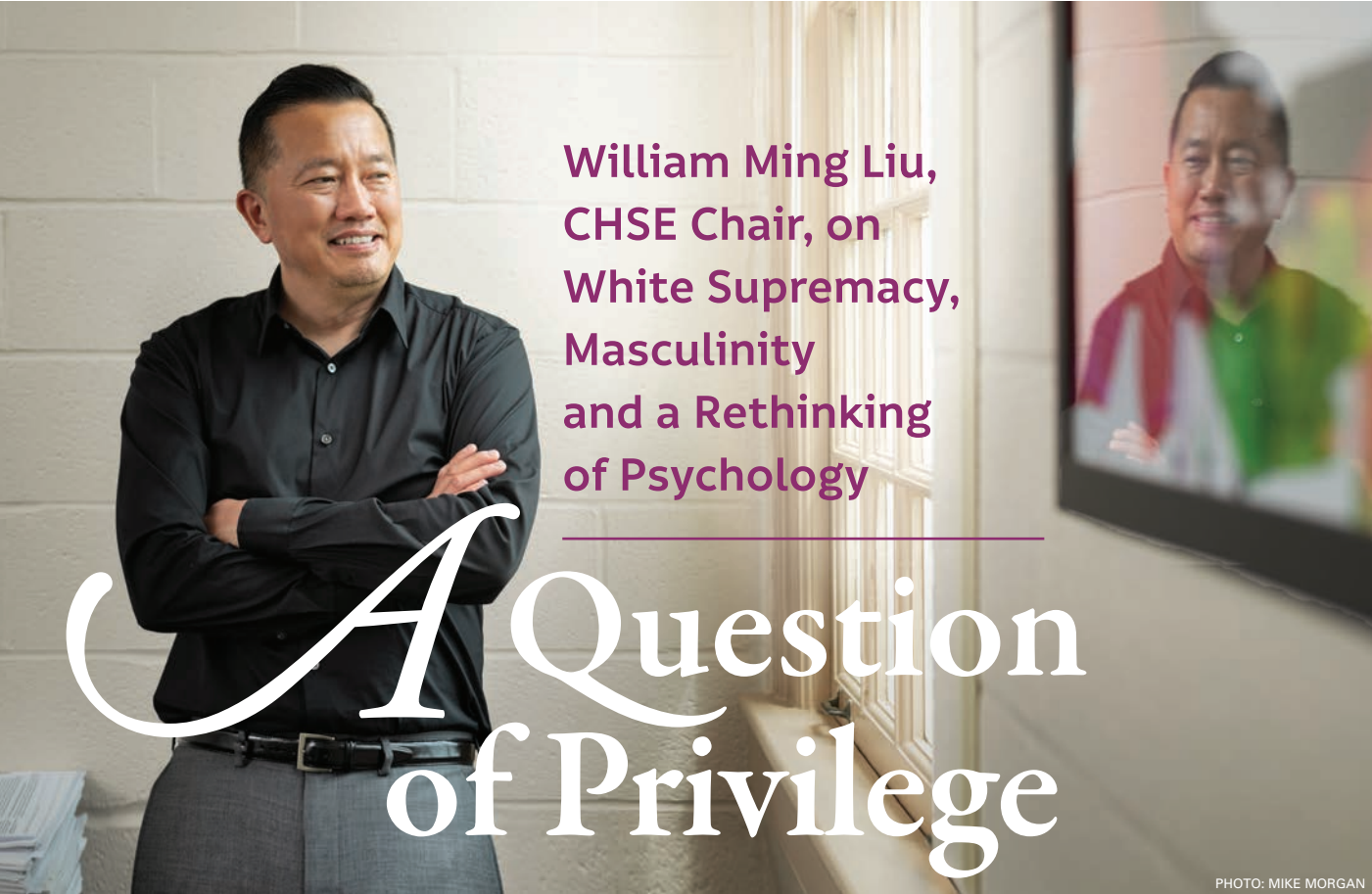
“The program is very challenging. When I talk to people looking into the program, I want them to know it’s more than just taking a few classes. It’s definitely a full blown master’s program where you are challenged every day, and my personal life got put on a hold for a few years between working and completing the program,” she says.

“With that said, I can’t tell you how well prepared I was this year to be a first-year teacher. The program is excellent in instilling upon students what you’re going to need to know and do as a teacher.”

Following her graduation in May 2018, Goodwin landed a teaching position at the school where she was a paraeducator and completed her internship, Forest Knolls Elementary School in Silver Spring. She now teaches reading, writing and social studies in the 4th grade, and loves every minute of it.

“This is the best job for me, I love it,” Goodwin says. “As challenging as being a first year teacher has been, I have no doubts that I made the right decision.” ❄





BY AUDREY HILL

White supremacy, precarious masculinity and income inequality currently dominate the news headlines, but issues surrounding privilege—and how race and gender tie in—have long held William Ming Liu’s attention. Dr. Liu, the new chair of the Department of Counseling, Higher Education, and Special Education, began researching social class as a graduate student at the University of Maryland, where he received a master’s degree in counseling and college student personnel and a doctoral degree in counseling psychology.

“When I was a grad student, I spent four or five years reading about social class. The way we talked about social class didn’t make sense to me. I set forward and said I’m going to make sense of this,” says Dr. Liu.

From there, his research expanded to include masculinity, and what that means for men of color in the U.S., and then to white supremacy’s role in society and in our understanding of psychology.

In studying masculinities, “The question I pursued on men and masculinity is, What does it mean for a man of color when their form of masculinity is always negatively portrayed? What does it mean for men of color who are never going to be seen as real men, who are not going to be seen as ‘normal,’ but rather one extreme or another?”

“The ways in which they were talking about masculinity were very white and didn’t align with what I knew from cultural experience,” says Dr. Liu, who serves as the editor for *Psychology of Men and Masculinities*.

For instance, Dr. Liu notes, “boy next door” typically describes a blond-haired and blue-eyed person, reflecting the implicit belief that the standard boy is a white boy. In investigating how racialized experiences impact the development of masculinity, such as the stereotype of Asian American men as non-masculine, he finds that the pursuit of the masculine ideal often leads to physical and mental health concerns, whether through body dysmorphia or a reluctance to see doctors and therapists.

“Not understanding the way racism affects people can set them up for a problematic view of themselves and their environment and create a lot of dissonance in their day to day lives,” Dr. Liu explains.

A licensed psychologist who worked with clients in a homeless shelter during his tenure on the the University of

Iowa faculty, Dr. Liu is not only interested in how a normalization of whiteness affects an individual, but also how that may affect a psychologist’s response.

“Psychologists need to understand the cultural pressures within Asian American and white society. If an Asian American comes to therapy and talks about being lonely, it’s not enough to say, ‘You should join a student club.’” Dr. Liu says. “How they interpret their environment and what their experience is trying to make friends should be understood from a racial lens, as well.”

Understanding racist experiences is central to understanding one’s overall experience. For example, perhaps the perception of Asian American men as non-athletic is related to feeling rejected when attempting to participate in group sports, furthering their isolation, says Dr. Liu, while other advice, such as speaking up for one’s self or looking people in the eye, may be counter to Asian American cultural values.

Dr. Liu’s study of race, masculinity and social class, is deeply connected to the question of racial privilege. His interest in white privilege stems from his participation in a 2010 psychology taskforce that left him dissatisfied with the group’s findings. “For example, at the University of Iowa, I would exit the building—and I’d internalized this idea of myself as being very privileged, I was a man, a professor, a certain social class, esteemed—and some white college student would push me out of their way because they were coming down the walkway. I realized, ‘I’m not Will the Professor, I’m Asian Guy, and Asian Guy has to make way for white guy on the sidewalk,’ and that experience helped me to start to ask these particular questions about space and white privilege.”

Later this year, Dr. Liu will release a book on the psychology of white supremacy.

“The focus of this book is to re-theorize white supremacy in psychology—to rethink the ways in which white supremacy is

both explicit and implicit in how we practice psychology,” says Dr. Liu. “I would like for us to rethink the idea that the psychological theories we’re using are neutral. There is white supremacy ideology built into a lot of these theories.”

In a recent critique of the prevailing theory of acculturation in the American Psychologist, Dr. Liu and co-lead author Rossina Zamora Liu, an assistant clinical professor at COE, assert that acculturation is not simply about adopting the dominant values of society, but rather requires adopting white cultural values. Further, white supremacy is interwoven in the dominant values of U.S. society, with explicit roles for white people and people of color.

“For instance, most white people may not understand that they are brought up to see the area around them as theirs, as white space, but their actions demonstrate that. They surveil and police that space. But they don’t realize it, so let’s say you have a random Latinx student sleeping in the library, and a random white student believes that’s inappropriate behavior and calls the police on them. That surveillance, identification, and policing are behaviors rooted in seeing that space as theirs,” Dr. Liu says.

Dean Jennifer King Rice says Dr. Liu is an accomplished scholar in race, gender and social issues.

“I have been impressed with his deliberative approach to problem solving and his commitment to transparency, open communication, and faculty engagement in decision making,” Dean Rice says.

As the chair of CHSE, Dr. Liu seeks to maintain the strength and prominence of its programs, meet the responsibility to the state in terms of preparing special education educators and school counselors, and create a transparent culture within the department.

“My job is to create low barriers for faculty and students and staff to be successful and to encourage and support them,” Dr. Liu says. ❄️



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## COE Partnership with Local School Systems Empowers Educators

BY CHRIS SAMORAY

UMD College of Education has a long history of working on meaningful educational projects in Maryland. Now, COE's Center for Educational Innovation and Improvement (CEii) is taking project-based work to the next level and creating long-lasting partnerships with local school systems with the goal of improving student equity and learning around the state.

"The Center is the College's way of investing in the cultivation of district partnership work so that the College is really connected to the work of K-12 public schooling," says Jean Snell, a senior faculty specialist at COE.

Sustained partnerships between COE faculty and local, state, regional and national educational agencies and organizations are at the core of the Center's charge, says Dr. Snell. When the Center started in fall 2017, Prince George's County Public Schools (PGCPS) became an early partner, creating an opportunity to leverage university and partner resources in action.

"The beauty of the Center is that there's alignment and synergy around practice. There are actually opportunities for us to grow as partners as opposed to through project-based work. So, we've been able to galvanize our collective resources," says PGCPS Associate Superintendent Doug Anthony ('92, M.A. '01, Ed.D. '16).

Together, CEii and PGCPS are taking part in The Carnegie Foundation for the Advancement of Teaching's Improvement Leadership Education and Development (iLEAD) program. One of 11 partnerships in the country participating in the iLEAD network, the partnership between CEii and PGCPS—called the Improvement Science Collaborative—brings together COE graduates, PGCPS school leaders, UMD faculty and outside experts to study school improvement research and lead improvement networks in districts working to better student outcome.

"One of the great things the Center has been able to do for us is that it has led some work that we have been involved in with the Carnegie Foundation," says Dr. Anthony. "It's a mutually beneficial relationship, both parties have equal skin in the game and have opportunities to find results germane to the work that they do, and ultimately, in the best interest of trying to advance student achievement in the district."

The Center also supports this mission through COE academic programs, including an improvement leadership program for teachers who have proven themselves effective as classroom leaders and want to extend their influence beyond the classroom, and a doctorate program that focuses on practical problems in education.

[L-R] JOHNS HOPKINS UNIVERSITY SCHOOL OF EDUCATION DEAN CHRISTOPHER MORPHEW, BALTIMORE CITY PUBLIC SCHOOLS CEO SONJA SANTELISES, PGCPS ASSOCIATE SUPERINTENDENT DOUG ANTHONY, PGCPS INTERIM CEO MONICA GOLDSON, UMD COE DEAN JENNIFER KING RICE

"We were able to establish a doctoral program with UMD several years ago that had district leaders work through their doctorate degree with university faculty on particular problems of practice," says Dr. Anthony. "So, you had [K-12] leaders dealing with district issues that brought those district issues to fold inside of their dissertations."

The Greater Impact Conference reflects local partnerships, too, with UMD, PGCPS, and Johns Hopkins University hosting the conference which was held at UMD this year. The conference theme focused on developing equity-proficient leaders and promoting improvement science in schools, and was attended by more than 200 participants nationwide.

"The primary benefit is that we had a lot of school leaders who came away empowered about how to build better networks with university partners," says CEii Director Segun Eubanks. "I think that this idea around improvement and improvement science, which is a new movement going on in education, it was for a lot of folks their first exposure to some of the movement's ideas, philosophies, strategies and research to help schools, 'Get better at getting better.'"

And with the excitement UMD partners have for the program, it seems CEii is on track to achieve these goals.

"We've done a lot of work with a lot of universities in the last several years, but the Center's program in particular, has worked with us," says Dr. Anthony. "It has definitely been a collaboration the entire time and we're always thinking of new ways to continue to develop, enrichen and bring to some scale the work that we do. It's a really good model from what a district and university working together could look like." ❄️

## MIZZOU CRISIS RECOVERY HAS LESSONS FOR OTHER UNIVERSITIES

### Professor Sharon Fries-Britt Leads National Study On Improving Racial Climate



BY MARYLAND TODAY STAFF

Steps taken by the University of Missouri to heal after a racial crisis can provide a framework for colleges across the nation facing similar challenges, according to a national report released yesterday and co-written by a College of Education professor.

The study, "Speaking Truth and Acting with Integrity," was commissioned by the American Council on Education in collaboration with the University of Missouri to focus on the high-profile conflict there in 2015-16, but its recommendations are designed to apply elsewhere, including the University of Maryland, where there have been a number of racially charged incidents, including a murder charged as a hate crime.

"Universities are a small microcosm of our broader society," said Professor Sharon Fries-Britt, who co-led the study with Professor Adrianna Kezar of the University of Southern California. "The interactions on campuses matter and offer an important opportunity to develop the ability to move past biases and work with people different from you."

The report, whose other contributors were Elizabeth Kurban Ph.D. '18, doctoral student Donté McGuire and USC doctoral student Marissiko M. Wheaton, said college campuses are increasingly the targets for hate groups seeking to incite violence and racial division. Hate crimes on college campuses jumped 25 percent from 2015 to 2016, according to the U.S. Department of Education. The Anti-Defamation League Center on Extremism has reported 188 white supremacist-related incidents across 126 college campuses since 2016.

Among them, a University of Alabama student was expelled over an Instagram video showing her repeatedly using the N-word and saying she hates black people. The student newspaper at

Syracuse University exposed a fraternity initiation process in which students had to cite an oath containing racial slurs. And at Maryland, Lt. Richard Collins III was fatally stabbed the weekend of graduation in May 2017. At the University of Missouri, simmering longstanding racial tensions and a series of racial incidents on and off campus—such as the 2014 police killing of Michael Brown in Ferguson, Mo., and the use of racial slurs against students of color—exploded into a campus crisis in 2015-16. Student protests drew national media coverage, and the university's president and chancellor soon stepped down.

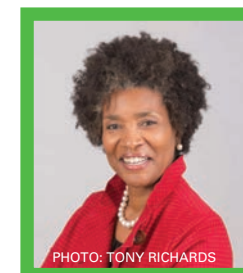
Since then, the University of Missouri has hired its first chief diversity officer and launched a plan to improve diversity and the learning, living and working environments. Underrepresented minority faculty grew by more than 14 percent, and in 2018, the freshman class rose by 13 percent from the year prior.

"We appreciate the opportunity the University of Missouri has provided for reflection and learning," said ACE President Ted Mitchell. "Such leadership is necessary in today's higher education environment, not only to learn from the challenges of racism and other forms of discrimination, but also to use that learning to chart a purposeful path forward for the benefit of our communities and society."

The researchers' major findings from the study included:

- Campus context: Leaders are encouraged to enhance their own understanding and acknowledgement of the historical legacy of race and racism on campus and in the surrounding community.
- Commitment to diversity and inclusion: Demonstrations of long-term commitment to issues of diversity and inclusion allow for resiliency following a racial crisis.
- Acknowledging and responding to collective trauma: Following a racial crisis, leaders should acknowledge racism, hatred, microaggressions and pain. This response emphasizes to the community that their institution stands up for anti-racist values and, in turn, supports them.
- Collective trauma recovery: Leaders should avoid immediately trying to "solve" the problem and instead engage in active listening, speak and connect with the community to recognize hurt and trauma, and build a strategy to move forward.

"Identifying the best ways to support diversity, equity and inclusion is a challenge at universities across the country," said University of Missouri Chancellor Alexander Cartwright. "We know we will continue to have difficult conversations as we remain vigilant in our commitment to an environment of respect." ❄️



PROF. SHARON FRIES-BRITT



## MIGRANT CHILDREN AND THE DEVELOPMENTAL CONSEQUENCES OF BORDER SEPARATION

BY AUDREY HILL

Since May 2018, the U.S. government has separated thousands of children, including babies and toddlers, from their parents or other caregivers attempting to bring them across the U.S. border with Mexico and sent them to shelters. While some children have been reunited with their families, hundreds remain separated from their families and at least five migrant children have died while being detained by the U.S. government.

Nathan A. Fox, a Distinguished University Professor in the College of Education, conducted important research as part of the Bucharest Early Intervention Project, beginning in 2000, on the effect of children living without caregivers in overstuffed Romanian orphanages following the fall of a dictator who had banned contraception in a push for high birth rates.

But the same lessons apply to the current situation at the U.S.-Mexico border, he said in an interview, which has been edited and condensed for publication.

### **How did you examine the issue of children without caregivers in Romania?**

We went to Romania, where there were a large number of children who were living in institutions, and looked at their psychiatric outcomes and cognitive and social functioning. They had been abandoned at birth by their families and placed by the government into very large institutions where they got adequate clothing and shelter, but almost no social interaction and no responsive caregiving.

### **How does this relate to separations at the U.S. southern border?**

This is similar to the situation for kids in the compounds who are being separated from their families at the border. They may be getting adequate shelter, nutrition and clothing, but in terms of having the kind of sensitive, responsive caregiving that is necessary for adequate and adaptive social and emotional and cognitive development, they're not getting it.

### **What are the effects on children?**

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. 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.

### **Does a child's age matter, or how long separation lasts?**

It's harder the younger the child is at separation. And the consequences are worse the longer the separation occurs. If it's a couple days in length, obviously that's not great, but the majority of young and older children will bounce back. If the separation is for a number of weeks, it becomes more difficult and if it is for a number of months, it's very stressful and can have significant prolonged consequences for those children's development and psychiatric status.

### **Is there any way to help children who've experienced these effects?**

One of the unique aspects of the Bucharest study is we also measured brain functioning and brain structure and connectivity. We found that early adversity affected the development of the brain and brain functioning, but that intervention, particularly early intervention, could remediate some of those early adverse effects.

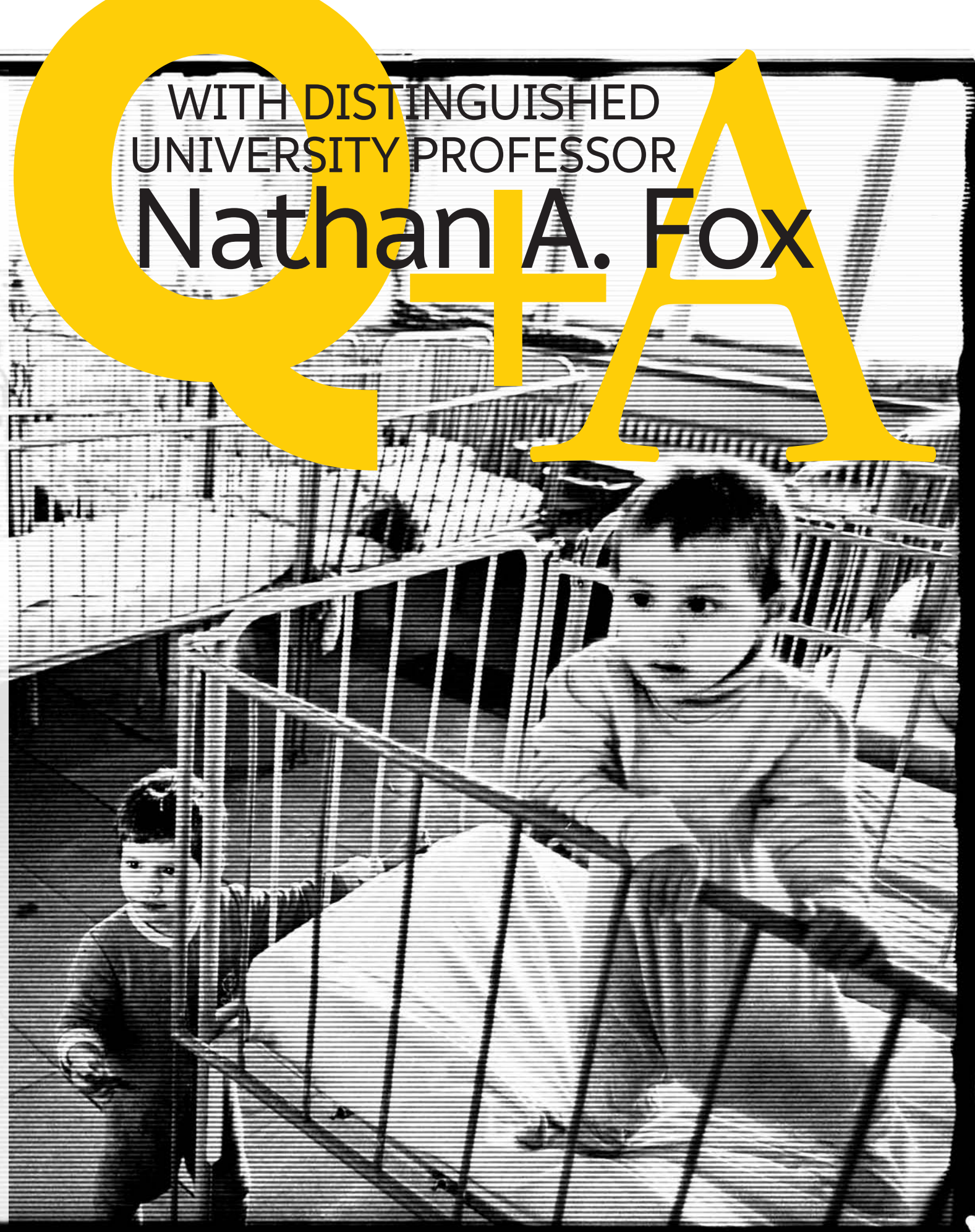
### **What lessons can the United States learn from your research?**

The reason that we believe that our Bucharest study is important for U.S. child policy is that there's a significant amount of child maltreatment that goes on in this country, and the biggest percentage of child maltreatment is neglect. It's not physical or sexual abuse, although those do occur, but it's what we call neglect. And neglect is exactly what we see in the institutionalization of the children at the U.S. border—it's the absence of positive, social responsive, warm loving caregiving.

We have got to get them out of these congregate care situations, in which their physical needs may be taken care of, but their psychological and their social and emotional needs are not. ❧

PHOTO: MICHAEL CARROLL

WITH DISTINGUISHED  
UNIVERSITY PROFESSOR  
**Nathan A. Fox**





# University of Maryland Partners with Cuban Scholars to Bridge the Gap in Education

BY LAUREN BENNING-WILLIAMS

The 1958 United States trade embargo on Cuba had a significant impact on international education efforts. The embargo hindered meaningful collaborations between U.S. and Cuban educators and students. Despite the trade embargo and lack of long-standing diplomatic ties between the United States and Cuba, American colleges maintained relationships with Cuban universities for the last several decades. Many U.S. professors and students traveled to Cuba for study or research. On December 17, 2014, former President Barack Obama’s administrative measures heralded a new era of U.S.-Cuba relations.

In 1994, when Cuban educational scholars couldn’t travel to the U.S. for an educational conference, Dr. Sheryl Lutjens from California State University San Marcos and Dr. Lidia Turner from the Association of Cuban Educators started a Cuba educational exchange with the goal of taking U.S. scholars to Cuba to study Cuban educational practices. Hundreds of U.S. and international professionals and students have participated in the program since the founding of the exchange in 1994.

In 2013, the University of Maryland’s Office of International Affairs, under the direction of Dr. Taylor Woodman, an alumni of the International Education Policy program, added a Cuban study abroad course for College of Education graduate students. In 2014, Dr. Lutjens passed the torch to Dr. Woodman to lead the exchange and to ensure educational research collaborations are maintained between Cuba and the U.S., so that these educational communities can learn from and contribute to one another.

“The Cuban education course is a unique opportunity for U.S. scholars to collaborate with Cuban scholars on ways to improve the education system in both the U.S. and Cuba,” says Dr. Woodman. “While in Cuba, student and scholars learn about Cuban educational practices and the complex, global issues of contemporary education through site visits to local schools, research centers and universities as well as lectures and small group discussions with leading Cuban education scholars and practitioners. The course provides an opportunity for us as researchers in the U.S. to examine dominant education policy and practice and to seek alternatives.”

For the last five years, through a collaboration with the American Association of Collegiate Registrars and Admissions Officers, George Washington University, and the Association of Cuban Educators, UMD has participated in the Academic

Explorations program to facilitate the study abroad portion of this course in Cuba. The Academic Explorations program is an intensive weeklong educational seminar that facilitates research on the Cuban educational system, policies, and practices at all levels, from daycare to university to adult education.

“I see this program as an opportunity to expand the college’s international education research and make valuable contributions that will help improve the U.S. and Cuban education systems,” Dr. Woodman says. “The experience students gain during their research trip to Cuba is invaluable. They present their theories on an international stage to audience members with diverse and differing perspectives.”



MEMBERS OF THE HIGHER EDUCATION RESEARCH GROUP FROM THE VILLA CLARA DELEGATION FROM CUBA, MORGAN STATE UNIVERSITY, GEORGE WASHINGTON UNIVERSITY AND UMD WITH THEIR END OF RESEARCH CERTIFICATES AT MANUEL ASCUNCE DOMENECH PEDAGOGICAL SCHOOL IN SANTA CLARA, CUBA.

The course, “Embargoed Dialogues: International Investigations in Cuban Education,” combines a virtual learning environment with a travel component to Cuba. Students have the chance to conduct international research related to their academic interests and receive feedback from an international audience. The workshop style of the program allows students to engage with local Cuban educators through scholarly lectures, collaborative exchanges, interviews and site visits.

This course is a part of UMD’s Global Classrooms Initiative, which provides financial support to faculty to develop innovative, project-based courses that bring together UMD students and students from partner universities around the world using various digital technologies. Courses like “Embargoed Dialogues,” aim to provide students with international experiences that mirror the kind of work they will encounter throughout their lives: cross-cultural, project-based and virtual. One unique aspect of the Global Classrooms Initiative is that it allows students in both the U.S. and the partner country to simultaneously take the same

class, leading to interesting classroom discussions and projects that reflect each group of students’ background.

“I learned that Cuba, like any other place in the world, is dynamic and complex,” Shelvia English, a Cuba program alumni and former Teaching Assistant at UMD, says. “I learned that with such little resources and living decades under the U.S. blockade—as Cubans call it, where as we call it an embargo—Cuba and its people achieved great things such as access to education for all and high literacy rates.”

Knowledge sharing across the embargo has its challenges. However, with the exchange as a platform, students and faculty have been able to have conversations that will be essential to

developing new ideas and alternative options to improve education outcomes for Cuban students and teachers. Since Dr. Woodman instituted the program at UMD, program participants have been to five different Cuban Provinces in the last five years. The goal

is to look across the island to see how education issues emerge and to examine how policy in the U.S. impacts Cuba.

“As a Florida native, I am heavily influenced by Cuban culture and the stories of Cuban Americans. My curiosity in UMD’s Cuba course stemmed from my upbringing, as well as my interest in Cuban-US relations and international policy,” says Associate Clinical Professor and Diversity Officer Dr. Ebony Terrell Shockley. “As a COE faculty member, I saw this program as an opportunity to expand my research, as well as build networks in Cuba to explore new and existing research. The course allows faculty members to present our research at a Cuban conference and exchange ideas with Cuban professors from around the country. One of the exchanges for me resulted in additional conversations and visits which turned into an invitation to serve on an Editorial Board for a Cuban journal.”

As part of their research studies, UMD students and students from other participating colleges meet with Cuban university faculty and students from the Province’s main university in small groups to better understand the inter-workings of their education system. U.S. students and faculty use the final results of the research to write research papers, journal articles, book chapters and develop academic posters and presentations.

Recent research has revealed a complicated narrative when telling the story of Cuba and the Cuban education system. As U.S.-Cuban engagement slowly increases, new voices and new stories about Cuban life continue to emerge—shattering stereotypes and removing the veil of the past.

This program is showing no signs of slowing down. There is an increasing need to bridge the gap between U.S.-Cuban academic scholars and develop more projects that align with the mission of this program. As an example, the American Association of Collegiate Registrars and Admissions Officers collaborated with Dr. Woodman to create The Cuban Project. In 2018, they partnered with UMD and sent 12 members of their organization to Cuba to participate in the research efforts. 🌍



DR. CANDACE MOORE, CENTER, WITH DR. MICHAEL BOAKYE-YIADOM (LEFT), AND STUDENTS/FACULTY OF THE IEPA IN THE COLLEGE OF EDUCATION AT THE UNIVERSITY OF CAPE COAST.

## UMD AND UNIVERSITY OF CAPE COAST SHARE BEST PRACTICES IN HIGHER EDUCATION

As part of UMD’s Global Classroom Initiative, Dr. Candace Maddox Moore, a COE associate clinical professor, participated in the Students’ Creativity and Innovation Expo at the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast. The Expo is used as an opportunity to facilitate communication, dialogue and implementation of best practices in higher education, while providing an opportunity for graduate students to showcase their research and engage with expert scholars. As the featured guest speaker for the event, Dr. Moore highlighted the importance of integrating the people and places within the local community into the academic experience of students engaging in graduate education. Her speaking engagement grew out of connections she made co-leading the Higher Education in the Ghanaian Context! (HEGC!) study abroad program and her global classroom initiative in collaboration with Dr. Michael Boakye Yiadom, which brings together students from Maryland and Ghana in shared virtual classrooms to facilitate learning and cross-cultural exchange.





# Ending the Global Education Crisis

## Alumnus Justin van Fleet's Global Education Vision Brings Corporate Partners and Other Stakeholders to the Table

BY AUDREY HILL



PHOTO: EDUCATION COMMISSION/LANA WONG  
VAN FLEET, WITH COLLEAGUE LIESBET STEER, REPORTING ON THE MEETING OF THE EDUCATION COMMISSION AT THE WORLD BANK ANNUAL MEETING.

Growing up in Cumberland, Md., Justin van Fleet (Ph.D. '11) was set on his life path in fourth grade, with the arrival of a foreign exchange student in his aunt and uncle's home.

"I grew up in rural Maryland. For me, it was a big deal to go on a trip to Baltimore. When my aunt and uncle had an exchange student from Spain live with them when I was in the fourth grade, I thought it was the coolest thing," Dr. van Fleet says.

In high school, inspired by this experience and funded by scholarships and his own fundraising, Dr. van Fleet was able to study abroad in Bolivia.

"I went from a rural mountain town in Maryland to a rural mountain town in Bolivia," Dr. van Fleet says. "It was the first time I saw young people my age that were working in the street, selling candy or cigarettes, and that really bothered me."

Seeing youth just like himself who had very different opportunities sparked a lifelong passion for global access to education in Dr. van Fleet.

After earning his bachelor's degree from Frostburg University, Dr. van Fleet earned a Master's degree from Harvard University in international education policy in 2004. He completed his doctorate in international education policy at the University of Maryland in 2011, and was recently honored with the College of Education Senate's alumni award for his work in the field. At Maryland, his dissertation examined the business community's role in funding global education, and whether their involvement was able to address important needs in the field.

"What I found is that in the global health sector, the business community contributes about \$8 billion annually—but in education, the contribution was a fraction of that: it was less than \$500 million," Dr. van Fleet says. "And what businesses were rolling out were a bunch of small, short-term projects. Businesses weren't targeting the most marginalized populations; they weren't joining up with other actors in the education space. It wasn't having much impact at all."

One of the major needs in global education, Dr. van Fleet says, is for education to prepare students for the economies and societies of tomorrow. In 2030, more than half of the world's children, amounting to 800 million youth, will not have the skills needed for employment and less than 10 percent of young people in low-income countries will complete secondary education, according to the Learning Generation Report. The Learning Generation Report was released in 2016 by the

International Commission on Financing Global Education Opportunity, an initiative Dr. van Fleet directed.

"We want kids to have skills to succeed in the future. If governments, businesses, civil society and philanthropists continue to do what they are currently doing, we'll leave half of all children behind. Things need to radically change," Dr. van Fleet says.

Following Maryland, Dr. van Fleet's worked as a fellow at the Brookings Institution, where he examined how to engage the



PHOTO: THEIRWORLD  
VAN FLEET VISITING A CLASSROOM IN A TURKISH SCHOOL, WHERE TURKISH AND SYRIAN REFUGEES ARE LEARNING IN THE SAME SCHOOL.

business community in education issues and identified a need for a global business education initiative. He now leads such an initiative, the Global Business Coalition for Education, where companies like Intel, BHP Billiton and Atlassian are amongst its members. The Coalition brings the business community together to make an impact in global education. In one project, the Coalition created a platform, "almost like Match.com or Tinder," which pairs services businesses can provide to solve challenges organizations face when delivering education in emergencies, such as floods, earthquakes or war.

The Global Business Coalition for Education is one of the signature initiatives of Theirworld, a global children's charity aiming to end the global education crisis that Dr. van Fleet became president of in January 2019, after spending seven years as the Chief of Staff for the UN Special Envoy for Global Education.

"His work has demonstrated exceptional leadership in education to our global society at large," says COE Professor Steven Klees, who served as Dr. van Fleet's dissertation advisor. "Justin has been very successful in getting Heads of State and Ministries of Finance in many countries to make education investment a greater priority. He never forgets that it is the children in dire circumstances who are his focus."

To address the global crisis in education, Dr. van Fleet works through top-level advocacy channels with heads of state and organizations like the World Bank and UNICEF, as well as through grassroots campaigners and a youth network that advance progress in the field.

"We try to identify where where the most marginalized children are still missing out," he says. "In many cases, we find it is children living in refugee camps, children with disabilities, and children age zero to five who are most frequently left behind. We engage in advocacy and roll out innovation projects to address gaps and then work to scale it up."

Dr. van Fleet worked on one such pilot project a few years ago, when a half a million Syrian refugee children moved into Lebanon in a very short time period, and there was no plan for how they could have any sense of normalcy in regards to continuing their education.

"Theirworld sponsored the team which developed a plan for a double shift school approach, where the Lebanese kids would go in the morning and in the afternoon, the Syrian kids would use the same facilities with local teachers. Working alongside the UN and bringing along our Global Business Coalition members and youth campaigners together, we then did the advocacy behind it, raising hundreds of millions of dollars. Today there are over 300,000 Syrian refugees that are in school in Lebanon because of that project."

A similar approach will be undertaken by Dr. van Fleet and Theirworld in the Greek islands, which are hosting thousands of refugee children, many of whom have not attended one day of school and have experienced physical or emotional trauma as a result of fleeing conflict.

Another major focus of global education efforts is increasing funding for early childhood education, for which financing has fallen worldwide. Dr. van Fleet notes that the average aid globally per child for early childhood education is just 26 cents, whereas in New York, the state invests more than \$6,000 per child, setting the stage for huge learning disparities.

"Education is universal," van Fleet says. "It is an issue of human rights, social justice, economic growth, safety and security, climate change—all of these things are based on whether or not young people have a basic education that enables them to engage in the world around them, work together peacefully and advance solutions to our common challenges."

With automation on the rise and changing workforce needs, businesses, governments and societies all need to be brought to the table to ensure that education prepares children to succeed. ☘



# Improving Support for Refugee Education and Teachers in Malaysia

BY LAUREN BENNING-WILLIAMS



[L TO R] FRANCES LIM, CLINICAL PSYCHOLOGIST CONSULTATION INTERN SUPERVISOR; TAN EI WIN CONSULTATION INTERN; THREE REFUGEE TEACHER PARTICIPANTS; DR. COLLEEN R. O'NEAL.

Unprecedented levels of forced displacement have caused a global migration and refugee crisis, but societies worldwide struggle to provide long-term solutions to the issue. Most migrants flee to nearby countries with urban centers, as has occurred with Burmese refugees who have settled in Kuala Lumpur, Malaysia, which hosts nearly 200,000 refugees, including at least 50,000 children.

Refugees need practical and fast paths to integrate into new societies, which begins with access to quality education, says UMD College of Education Associate Professor Colleen O'Neal. Yet, it is illegal to be a refugee in Malaysia and attending public school is forbidden. Many refugees in Malaysia attend informal refugee schools, taught by refugees themselves, who may not have a strong background—or any background—in teaching. There are more than 100 informal refugee schools in Kuala Lumpur, and teachers of refugees often face significant challenges due to lack of resources and complexity of student needs.

“Refugee education research can promote access to and quality of refugee education, and bring marginalized refugees’ stories to light,” said Dr. O’Neal.

Due to the lack of solutions for those affected by this crisis, particularly in developing countries which have chosen not to be signatories to the 1951 UN convention protecting refugees, Dr. O’Neal led the first study on promoting classroom management and teacher self-care in this setting. In 2010, Dr. O’Neal partnered with Malaysian universities, such as HELP University, a private university in Kuala Lumpur (KL), and non-governmental organizations working with refugees, to provide a program called Resilient Refugee Intervention (RRI) to teachers. The RRI program provided training in classroom and emotion management, and resulted in significant effects on teaching outcomes.

“Our partnership with entities like HELP University’s psychology department has been essential in building community relationships, and training HELP graduate and undergraduate students,” said Dr. O’Neal.

During the initial pilot, 12 Burmese refugee teachers were interviewed. The pilot revealed that ethnic and religious oppression by the Burmese government created a crisis situation for Burmese minority groups, forcing ethnic minorities to flee and, unfortunately, the route from

Myanmar to Malaysia involved significant stressors, including safety hazards and fear of discovery. They also found life in Malaysia difficult because of the additional challenges of living in a country openly hostile to refugees.

As part of the 2019 RRI research program, UMD doctoral students in Dr. O’Neal’s Emotions, Equity, and Education lab will conduct refugee teacher and consultation research. Additionally, the clinical team includes psychology graduate students from two universities in KL who have volunteered as ‘RRI consultation interns’ to be trained and provide consultation to the refugee teachers at refugee school locations all over KL; the research team is from the same universities. Local entities have also shown a great deal of interest and participation; the United Nations High Commissioner for Refugees (UNHCR) has helped recruit refugee schools, and local refugee schools have assisted with RRI project recruitment efforts.

In preparation for the current third RRI iteration, a May 2018 pilot was conducted in Malaysia. This pilot research was funded by Mark Sohn (Ph.D. ’75), an alumnus of the UMD College of Education invested in access to education for refugees. In response to the outcomes of the first phases of this research, Dr. O’Neal received a prestigious 2013 Fulbright Alumni Engagement and Innovation Fund Award and a 2019 US State Department Fulbright Scholar Award to carry out the third, consultation research phase of this intervention.

To date, 249 volunteer teachers from 46 refugee schools in Malaysia have undergone the Refugee Teacher Training Program. The 2010 and 2013 iterations of the training program have shown statistically significant results for refugee teacher classroom management and self-care. After the initial 2019 consultation training, both the refugee teacher consultants and the interns had significant improvement in their self-reported

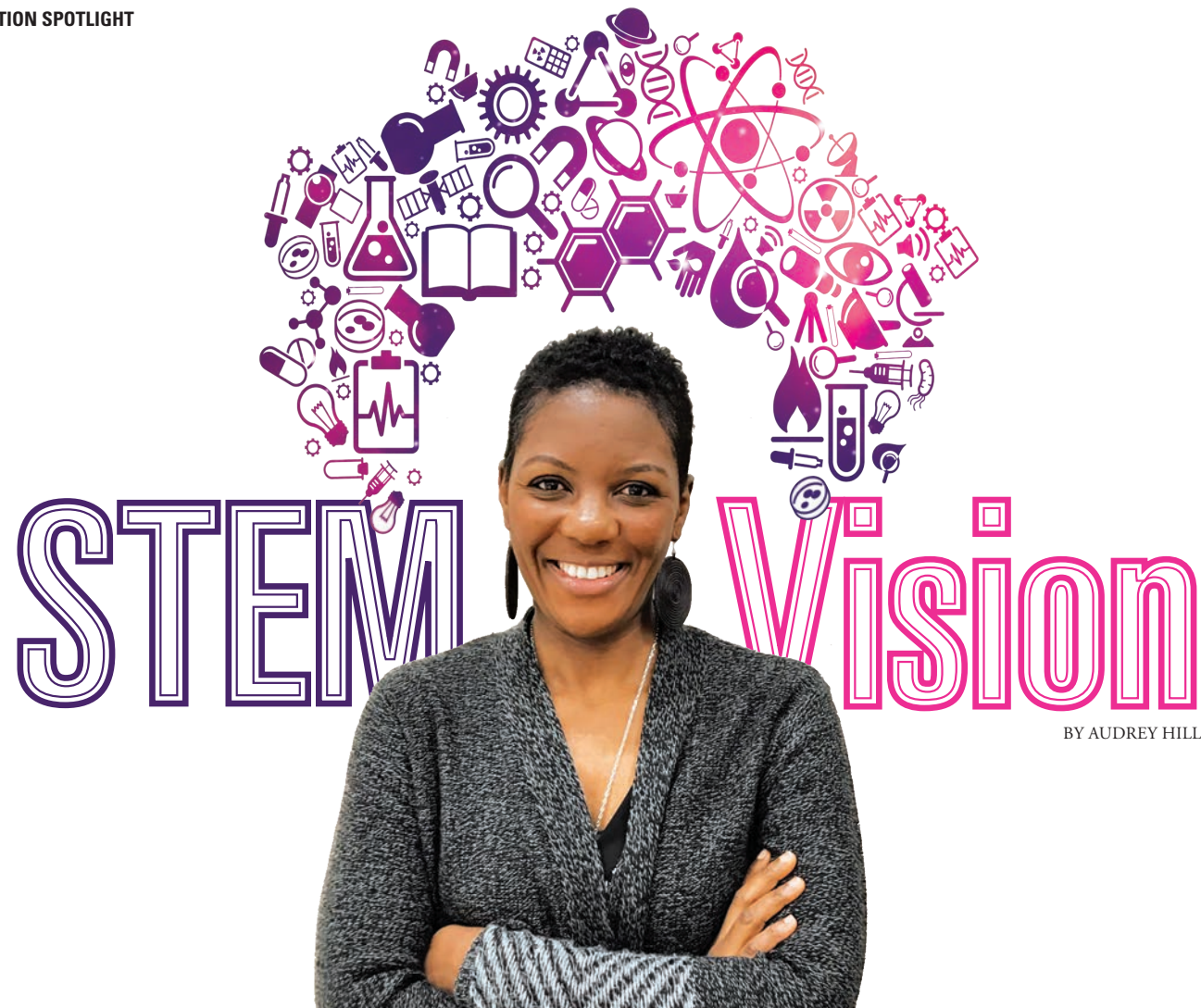
consultation skills and ability to promote students’ emotion, engagement and behavioral skills.

During the third phase of this project this spring, individual consultations are being conducted with 103 refugee teachers to help promote change in their teaching techniques and to support individual student progress. Trained consultants meet with refugee teachers to help teachers promote refugee students’ emotion regulation, emotion engagement and behavior skills. Dr. O’Neal and team will focus on achieving four main objectives. The first objective is to promote refugee students’ emotional regulation and behavior skills, as well as teachers’ own emotion and stress management. The other goals of this intervention are to train refugee teachers to be consultants of their peer refugee teachers, to understand the RRI implementation process, and to evaluate whether RRI is effective in promoting refugee teacher consultation skills, self-care, and ability to promote refugee students’ emotion, engagement and behavioral skills.

The ultimate purpose of RRI is to empower refugee teachers to build emotion, engagement and behavioral skills in their refugee students, and to empower the refugee teachers via consultation that may be sustainable in their refugee schools over time. In the near future, Dr. O’Neal plans to disseminate RRI to other refugee-in-crisis teachers across various countries.

Dr. O’Neal is a faculty member in the Department of Counseling, Higher Education, and Special Education who specializes in research on emotions and stress among underserved, ethnic minority immigrant and refugee children, as well as teacher consultation research promoting immigrant and refugee student emotions and mental health. ❄





## Engineering Educator Janet Fofang started a STEM school that primarily enrolls girls in her native Cameroon. Now a COE doctoral student, she's just getting started.

In a country where one of four girls does not learn to read and STEM education is in its infancy, Janet Fofang, an electrical engineering educator in Cameroon, decided to take matters into her own hands. Ten years ago, she started a K-12 technological school in Yaounde, the capital city, to advance STEM education.

Originally started with three classrooms, Tassah Academy now serves more than 900 students, the majority of whom are girls. Fofang, now a doctoral student at the University of Maryland College of Education, also created a makerspace called the NextGen Center, which allows a broader pool of youth to learn about robotics, coding and other STEM skills through afterschool programs.

"Math is taught theoretically, but with a robot, kids can understand movement, time, and speed and reframe in his or her own understanding," Fofang says. "STEM education allows kids to use

their passion for robots and debugging to be able to solve math problems practically and develop computational thinking."

Prior to starting Tassah Academy, Fofang had originally incorporated STEM education into her own engineering classes, but found it a struggle to enact change in Cameroon's centralized public school system, which did not promote computational learning or have funds allocated for expensive resources like robots.

"If we're not promoting STEM education in Cameroon, we can't develop in industry, and we'll not embrace digital globalization like other places in the world," Fofang said. "We would buy phones from China and software from the U.S., and we would keep spending but not contributing to the digital economy."

Fofang is invested not just in skillsets that could better the country, but also in allowing each student to develop their own scientific potential.

"There's a whole part of the planet that is not producing, just consuming these kinds of products. How would we know what these people's contribution could be, if everyone was contributing to building a global economy?" Fofang says.

Fofang's own development of critical thinking and engineering skills began during her childhood in a rural village in Cameroon. Although born in a city, her father's job as a policeman led the family of 10 to relocate to the countryside, where tinkering culture thrived.

"People in the village were into farming and tinkering, and we started mingling with kids that are from families where you make things," Fofang says.

When a Canadian family moved to the village, they also brought with them a lot of books.

"We'd look at the books and see what existed in these books and try to make them," Fofang says, of her and her six brothers' childhood pursuits. Unlike her brothers, however, she did not learn to ride a bike or swim and had to "sneakily" climb trees, as that was not considered acceptable behavior for girls.

Fofang left the village after elementary school for an all-girls Catholic boarding school, but she still bumped up against the conceptions of what was appropriate for girls to do.

"In boarding school, you can't tinker. Tinkering had to be kept quiet when I was in the nunnery, and then resurfaced when I went to higher education," Fofang said.

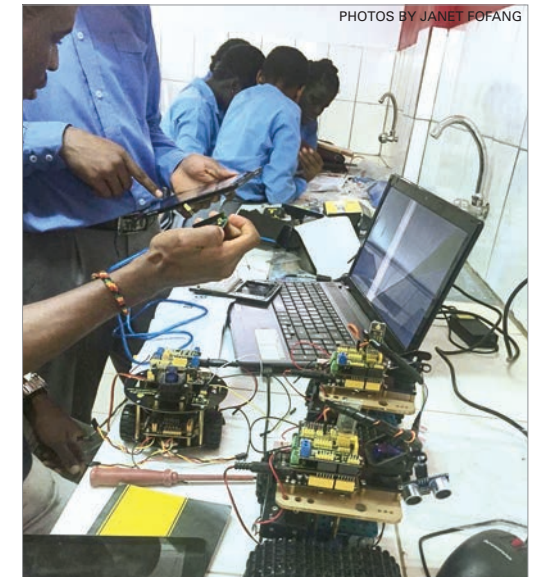
Ultimately, the engineering skills she developed in her youth led Fofang to become one of few women engineering educators in the country. During her teacher education program, she estimates just one to two percent of engineering educators in the country were women. While the teaching field in Cameroon is mixed between men and women, women primarily hold the elementary school teaching positions and the roles become more male as the grade levels increase. The majority of STEM classes, Fofang says, are taught by men.

"It's a patriarchal society. Gender roles are quite firm," she says. "I start with myself when I design a course. I think about what I would like to know. I happen to be a woman so I see from that lens."

As an educator in Cameroon, Fofang won several significant awards for her advancement of STEM education. In 2016, she won the A. Richard Newton Educator ABIE Award, which recognizes those "who develop innovative teaching practices and approaches that attract girls and women to computing, engineering and math."

When she came to the U.S. to receive the ABIE award, she was attracted to the red Maryland booth at the conference in Houston. There, she found out about UMD's doctorate program in the Department of Teaching and Learning, Policy and Leadership, which aligned with her desire to understand how to make large-scale changes in education. She began the doctoral program in the fall of 2018.

TASSAH ACADEMY STUDENTS BUILDING AND PROGRAMMING ROBOTS.



"I want to affect change at a different level, and I'm willing to put in the work to get that done," she says.

Last fall, Fofang traveled to Vienna, Austria, to work with a European Union and African Union Commission Digital Economy Task Force to draft digital literacy plans for Africa.

"The thing I find most impressive and inspiring about Janet is her commitment to making change," said her doctoral advisor, David Weintrop, an assistant professor at COE. "She has a clear vision for the impact she wants to make in the world and actively thinks about it and works towards it daily. In her time here, she has made connections with EU leaders invested in education in Africa, with entrepreneurs across Africa and Western Europe, and started conversations with the leaders of global education initiatives—all on her own."

Through her doctoral studies, Fofang is investigating whether and how resources like robots affect learning in the classroom, as there has been little research on learning outcomes associated with these sorts of computational tools.

"I cannot say for sure without measures, but I know one thing, kids developed a different level of confidence in themselves," Fofang says, of students receiving STEM education through Tassah Academy and the NextGen Center she founded.

In addition to receiving high marks on Cameroon's national certification exam, students from these programs have represented Team Cameroon at the first Global Robotics competition in Washington, DC, and Mexico and one student was recently selected for the Yale Young Scholars Program.

With almost a quarter of Cameroon's population living below the international poverty line of \$1.90 per day, according to the World Bank, Fofang sees potential for STEM education to develop critical thinking and problem solving abilities in students that can broadly improve their quality of life. ☘



# University of Maryland Project Receives \$2.2M Award to Support Learning for Deafblind Children

BY AUDREY HILL

To improve learning and outcomes for deafblind children in Maryland and D.C., a University of Maryland College of Education project received \$2.2 million in grant awards. The Connections Beyond Sight and Sound: Maryland and D.C. Deaf-Blind Project, which is a partnership between UMD and the Maryland State Department of Education (MSDE), received an award of approximately \$1.1 million from the U.S. Department of Education’s Office of Special Education Programs (OSEP) and \$1.1 million in funding from the MSDE Division of Early Intervention and Special Education Services to support education for children with combined vision and hearing loss in the region for a five-year period.

Connections Beyond Sight and Sound (CBSS) provides technical assistance, training and an array of developmental, educational, service and socialization opportunities to about 240 deafblind students and their families and educational providers in Maryland and D.C. CBSS works with students from birth to age 21, teachers and their families in schools, homes and the community.

As approaches developed for children who only have vision or hearing loss are often not effective for deafblind children, CBSS



CBSS DIRECTOR DONNA RICCOBONO WITH A CBSS STUDENT.

draws on their expertise to train teachers and families in strategies to help these children with complex needs learn.

Some deafblind children receive their special education services primarily in general education classrooms. About two-thirds of children who are deafblind, which is defined as having some amount of dual sensory loss, also have cognitive and/or physical disabilities and may require more intensive and specialized educational support.

“Deafblind children with severe learning problems are the 1 percent of the 1 percent, in terms of having profound low-incidence disabilities,” said Donna Riccobono, director of CBSS. “We are the bridge to help teachers take standard curriculum and make it meaningful for the students; for instance, we help teachers take a science lesson and demonstrate how to modify it and make it meaningful for students with multiple disabilities.”

There are many causes for dual vision and hearing loss in

children, says Riccobono, who pointed out that preemies are being saved earlier than previous generations and sometimes have resulting hearing and vision loss. Other causes of deafblindness include trauma to the placenta, traumatic brain injuries and hereditary syndromes.

“Children with these kinds of multiple disabilities don’t have the advantage of incidental learning, which is what one learns in passing. Without helping to ensure deafblind children can find meaning in their worlds, they are only living to the tips of their fingers; they don’t know what’s happening beyond that,” Riccobono added.

One essential component of improving learning and quality of life for deafblind children is to help develop the child’s individual communication system.

“Behavior is a communication,” said CBSS Project Coordinator Jennifer Willis. “Parents know what a certain cry or gesture means,

so we work with their families and teachers on how we can draw from that information and build up a communication system for the child.”

Willis and other educators often rely on symbolic objects to convey meaning to deafblind children. For instance, Willis may have a child touch a special spoon to indicate that breakfast is next in their schedule or have them touch a piece of Velcro to indicate they are going on a swing that has a belt.

In addition to training teachers and families and working directly to improve students’ education, CBSS staff also provide support to help families advocate on behalf of their children’s needs, collaborate with other school system personnel to aid the development of policies that improve outcomes for deafblind children, and contribute data to the National Center on Deaf-Blindness.

“We are thrilled for the opportunity to continue our long-standing partnership with Connections Beyond Sight and Sound,” said MSDE Division of Early Intervention and Special Education Services Assistant State Superintendent Marcella Franczkowski. “This work provides critical support to improve outcomes for children with deafblindness and their families by building capacity for our local school systems and Infants and Toddlers Programs.”

The overarching goal of these and other efforts by CBSS is to increase the child’s ability to communicate, participate and understand the world around them, helping to address the gap between their achievement levels and that of their typically developing peers. ✎

# Passing the Test of Time: NSF Grant Supports Research to Analyze Meaning of Fast or Slow Responses



BY AUDREY HILL

Generations of test takers have scratched their heads, chewed their pencils and finally, hesitantly taken a stab and hoped for the best. Or, having done all their homework, quickly and confidently moved from question to question. In either case, all that mattered is the answer—did they get it right or wrong?

But thanks to modern technology, how test takers and survey respondents answer questions—specifically how long they take—is a new area of research that may be able to help address issues like how to identify unmotivated survey respondents who may not give valid answers, or even suggest new tactics to catch test cheaters.

As assessments and surveys have largely shifted from pen and paper to computerized forms, evaluators have gained the ability to analyze individuals’ response times to questions.

“When students take a test, it’s not just the student’s ability that matters. It’s not just that one single factor that’s going to affect test taking behavior,” said Yang Liu, an assistant professor in the University of Maryland College of Education. “Analyzing response times helps us to better understand what students are doing when they are taking the test—such

as whether they are affected by fatigue or randomly guessing.”

With support from a \$185,314 grant from the National Science Foundation, Dr. Liu is developing a more flexible statistical model that incorporates these digitally recorded response times into an analysis of individual performances.

Assessing response times to test questions may aid in detection of cheating and other aberrant test-taking behavior, he said.

“If students have pre-knowledge of a question, their behavior will be different from a typical student who hasn’t seen the question before,” Dr. Liu said. “The student’s familiarity with the question might not be reflected in their answer, but may be indicated by their response times.”

“Understanding test takers’ behaviors and how their performance reflects their abilities is foundational to developing and evaluating assessments,” said College of Education Dean Jennifer King Rice.

By the end of the two-year NSF grant period, Dr. Liu hopes to release an open-source software package with a theoretical model to assess response times that will be freely available to

researchers, testing companies and others. Dr. Liu will also work with Patricia Alexander, a professor in the College of Education, to demonstrate the degree to which the proposed model improves the measurement of relational reasoning. Relational reasoning is the ability—central to human intelligence—to draw logical conclusions about how things relate to each other, such as patterns in test questions.

“Existing models that account for response times are usually developed for specific purposes,” Dr. Liu said, pointing out that his software would apply in different contexts, from college or graduate school entrance exams like the SAT or GRE—where fast answers seem to indicate higher performance—to surveys, where quick responses often mean respondents aren’t really paying attention.

“The development of this model is designed to increase how people understand the role of response time in different cognitive tests, which may help benefit the practice of test development,” said Dr. Liu. ✎





JEAN E. LOKERSON PH.D. '70

“Teacher of Teachers” Helps Prepare Next Generation of Educators

\$1.75M GIFT TO SUPPORT SCHOLARSHIPS IN COLLEGE OF EDUCATION

BY AUDREY HILL

Jean E. Lokerson’s interest in education began at an early age, when she would teach her triplet younger siblings in a makeshift classroom in the family’s basement. She went on to spend more than 50 years in the field, and is now leaving a legacy to support other aspiring educators.

Lokerson Ph.D. ’70 bequeathed a \$1.75 million estate gift to provide merit- and need-based student scholarships in the College of Education. The John T. and Dorothy E. Lokerson Endowed Scholarship in Education, named in honor of Lokerson’s parents who encouraged her to pursue a career in education, goes toward tuition and fees equivalent to two years of full-time upper-level undergraduate or graduate study.

“This remarkable gift will help students excel in their academic pursuits and ensure that the college can attract the most talented students,” said Jennifer King Rice, dean of the College of Education. “Dr. Lokerson’s passion for the field of education and for teaching teachers is reflected in this endowed scholarship, which will help transform students’ experiences and enhance our research and instruction through the contributions of the best and brightest students.”

The gift supports Fearless Ideas: The Campaign for Maryland, UMD’s \$1.5 billion fundraising campaign focused on advancing the university’s mission of service, enhancing academic distinction and bolstering UMD’s research enterprise.

After receiving an undergraduate degree in elementary education from the George Washington University in 1959, Lokerson taught elementary education in Montgomery County, Md., before pursuing a master’s degree in special education from Syracuse University. She completed her doctorate in special education from UMD with a minor in human development.

“Jean valued her education at the University of Maryland, her professors and the many opportunities it provided her, which helped shape her career,” said Elise Blankenship, a longtime friend and colleague of Lokerson.

A pioneer in the emerging field of special education, Lokerson was dedicated to understanding and addressing the challenges of having a disability. She helped prepare special education teachers for the classroom at a number of institutions. In addition to receiving numerous professional honors, she was recognized for her innovative use of simulations, technology and hands-on experiences in teaching special education. She was a professor emerita at Virginia Commonwealth University when she died in 2016 at age 79.

“Jean found great joy in teaching special education students and as a ‘teacher of teachers,’ through her role as a professor in the university setting,” Blankenship said. “It is a fitting reflection of her legacy that her generous gift to the university will help prepare the next generation of educators for excellence.”

Gaske Gives Gift for Future Special Ed Teachers

BY HOLLY LEBER SIMMONS

After more than 40 years in the special education field, Dr. Ellen Gaske ’75, knows how important it is that teachers have the right training.

“When I came out of school, I was fortunate to feel like I had a really good understanding of special education and it’s evolved over the years,” she said. “I want to see it continue for the future teachers.”

To help support that need, she and her husband, Paul Gaske, a 1976 graduate of the Clark School of Engineering and member of their Board of Visitors, have made a generous gift to the University of Maryland College of Education. The Ellen Gaske Scholarship will help students who are planning to become special education teachers pay for college.

“There’s such a shortage of teachers in general, but special education in particular,” she said.

The gift will help multiple students based on eligibility criteria. Dr. Gaske and her husband formed the Paul and Ellen Gaske Foundation. The foundation supports a number of education-related initiatives, but this is their first collaboration with the College of Education.

She always knew special education was her calling. As a child with chronic severe ear infections, she experienced intermittent hearing loss, which affected her early education. “Over time, I improved, but realized that accommodations and “specialized instruction” was what I needed,” she said. Dr. Gaske also has a first cousin who has severe cognitive limitations due to Down Syndrome. “I saw what my aunt and uncle went through back then trying to get help,” she said. “So, I decided to pursue special education based on personal experience and a desire to help others.”

After receiving her bachelor’s at Maryland in a dual certification in general and special education in 1975, Dr. Gaske worked in the Howard County Public School System for 23 years, earning her master’s and doctoral degrees from Johns Hopkins University in 1977 and 1991, respectively. She began as a resource room teacher, eventually moving into supervisory positions, before being part of the team that launched High Road Academy, which are specializing in remedial programs tailored to students



DR. ELLEN GASKE '75

with severe reading disabilities. “I’ve always had a real passion for helping students with reading issues,” she said.

High Road Academy later became Specialized Education Services, Inc., and was absorbed by Catapult Learning, in 2014. Dr. Gaske serves as senior vice president, academics, for Catapult Learning, coordinating academic programs in all participating schools. She spearheads research and development of web-based programming and is responsible for coordinating specialized educational interventions.

“The most rewarding part of my job is being able to make sure our teachers have the tools and the training to be able to be successful with all of our students, so they know how to do proper diagnosis, they know how to affect the best outcomes,” she said. “It really comes down to the special ed teacher—they have to be the ones to pull it off. If they’re not equipped, we’re not doing a good service.”

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# Connecting WITH Digital Media

BY HOLLY LEBER SIMMONS



As a teacher of English and television & film production at Quince Orchard High School in Gaithersburg, Maryland, Kunal Arora '15 is helping his students to develop and work toward their own long-term goals.

“We live in a digital world,” Arora said. “If we do not teach our students about new media, we are doing them a disservice. It’s so prevalent in every field that the skills that come with utilizing new media are now universal.”

To that end, Arora is helping to lead the Career Technology Education program at Quince Orchard High School, personally heading up the Audiovisual Communication & Broadcast Technologies pathway, which he spearheaded at the school.

“Before I started teaching at Quince Orchard HS, none of this was being taught,” he said. “We didn’t even have a TV production class or program, just a club, with outdated equipment and intermittent attendance.”

“The goal is to empower students by teaching them the skills to do all kinds of work related to audiovisual communication and broadcast technologies.”

For the time being, Arora is the sole teacher of broadcast and new media technology at his school. If enrollment in the program grows, he said, they might need to bring in more teachers.

In December 2018, he spoke to some soon-to-be teachers in Clinical Assistant Professor Peggy Wilson’s class, offering tips and fielding questions about early career teaching. The students, she said, were “charmed” and “engaged.”



“Arora is funny,” Wilson said. “He has a delightful sense of humor, and one of his greatest strengths is making those around him feel comfortable and welcome.”

“He also has an uncanny ability to work toward his long-term goals today,” said Clinical Assistant Professor Peggy Wilson of Arora, who she also described as very focused.

His abilities in front of a group were cultivated, at least somewhat, by trying stand-up comedy during community open mics at Maryland.

“It’s incredibly useful to use humor for rapport and motivation. I think connecting with kids is my strongest strength as a teacher.”

In addition to his TV production class, Arora teaches AP Language and Composition, as well as a course called Literature as Film. The goal of the former, he said, is to prepare students for college-level reading, writing, thinking and speaking. The latter is intended to “expose students to the power of storytelling and visual rhetoric.” Many of his former students, he said, are now studying film in college because he passed along his own love of the medium to them.

“If I wasn’t a teacher, I would be in Hollywood or New York,” said Arora, who has a master’s degree in professional screenwriting from National University. “For now, my goal is to bring together my personal and professional goals. Bringing my own passions into the classroom has been a game changer.” 🍀

# From Teaching Music to Regulating Casinos, A Diverse Career Path

BY HOLLY LEBER SIMMONS

Alisa Cooper '74 keeps her diploma hanging on the wall of her office, which overlooks the Atlantic City boardwalk.

“It’s very near and dear to my heart,” said Cooper, who serves as the vice-chair of the New Jersey Casino Control Commission, in the city where she grew up and where she has lived all her life, with the exception of the four years she spent in College Park studying music education.

“It’s hard to believe it’s been over 40 years,” she said. “In the four years of education I had in College Park, there was not one negative. It was a beautiful campus, great teachers and great professors.”

Today, Cooper is part of the panel that licenses New Jersey’s casinos and its key employees, but in the early days of her career, she was an entertainer, playing music for Atlantic City’s social elite at night, while teaching elementary school during the day. Her student teaching experiences—both in Washington, DC and Prince George’s County—are among her fondest memories of Maryland, she said, and served her well.

“When I graduated in 1974, that following September I had a job. The years I taught school, everything I learned (at Maryland), I was able to apply to my first teaching job, where I taught music to kindergarteners through 8th-grade students.”

Her professors, she said, encouraged her lifelong love of, and talent for, music, which began at age seven, playing piano and singing, and continued through her matriculation—singing in the chapel choir, taking music education, history and theory classes. “I had wonderful professors who encouraged me,” she said.

After a few years of teaching, Cooper decided to devote her time to performing, starting her band, Alisa Cooper Orchestra, appearing at parties and soirees, and headlining at the Resorts International Casino Hotel, the first legal casino in the U.S. outside of Nevada. Over the years, she performed at “high-roller” events for multiple celebrities who were visiting Atlantic City, including Tony Bennett, Jerry Seinfeld and Smokey Robinson, though perhaps no celebrity encounter was as memorable as the time she approached—and briefly interviewed—John Lennon and Yoko Ono on their 1969 “Bed-In for Peace” honeymoon in Amsterdam when she was just sixteen years old.

She returned to teaching after the birth of her son, David, in 1994, and in 2005 became involved in local politics, following in family footsteps.



“My mother was involved in county and state government for 20 years. I knew I was going to get the political bug, so to speak.”

Cooper had worked closely with her mother, Assemblywoman Dolores G. Cooper, during her time in office. She followed in her mother’s footsteps, and in 2005 was elected to the Atlantic County Board of Chosen Freeholders, serving two terms, and in 2008 became a member of the New Jersey State Council on the Arts.

In 2012, Cooper was appointed by New Jersey Governor Chris Christie, and approved by the New Jersey Senate, to serve on the New Jersey Casino Control Commission. She and two other commissioners are tasked with licensing the casinos and key employees, as well as working in tandem with the New Jersey Division of Gaming Enforcement.

“Personally, it’s very gratifying to me to serve on this Commission and emphasize all of the wonderful things that Atlantic City has to offer,” she said. “Of course, there’s the gaming industry, and we are a well-known tourist destination with the famous beach and boardwalk, but there is so much more that Atlantic City offers, including a new campus for Stockton University. It’s really spreading out and becoming really diversified.”

Cooper calls 2019 a milestone year for her as she reflects on the 45 years since she graduated from Maryland, her 30-plus years performing, and 7 years helping to regulate the very casinos where she once performed.

“I’ve been extremely fortunate to enjoy a diverse and exciting career,” said Cooper. “I am truly looking forward to what the future has in store for me.” 🍀



# Madeleine Sherak

## FINDING A SUPERHERO IN EVERYONE

BY CHRIS SAMORAY



PHOTO: RAY JOYCE PHOTOGRAPHY AND CINEMATOGRAPHY

Lifelong educator and College of Education alumna Dr. Madeleine Sherak always tries to keep in mind how children experience the world in her work. Throughout her career, Dr. Sherak has worked as a teacher and film producer. For her, respecting and understanding children's experiences is as important in the classroom as it is on the big screen.

Now, in her recent role as a children's book author, she's bringing her flair for education to children through books. Her *Superheroes Club* book series aims to promote a positive narrative for young people and encourage them to uncover their inner potential.

"I wanted kids to have access to stories that had a positive message and focus on the goodness in the world to counter some of the negativity that exists today," Dr. Sherak says.

Seemingly a superhero herself as a grandmother of 10 grandchildren who act as inspiration for her book series, Dr. Sherak came to children's storytelling after many years in the public school system.

She earned a master's degree in Foundations of Education in 1974 and a Ph.D. in Comparative Education in 1981 from the University of Maryland College of Education. After her studies, Dr. Sherak went on to be a substitute teacher in New Jersey and Pennsylvania. But it was her husband Tom's job in the entertainment industry that moved them cross-country.

Eventually, the family settled in California, where she taught part-time in adult education at Santa Monica College. Later, she became a full-time math teacher at A.E. Wright Middle School in Calabasas, California and then served as the Math Department Chair for six years. She has also supervised student teachers at California Lutheran University in Thousand Oaks, and currently, at Pepperdine University in Malibu.

While she taught, her husband worked in a variety of roles with numerous entertainment businesses, including Paramount, Fox and Revolution Studios. He also served as President of the Academy of Motion Picture Arts and Sciences for three years and was appointed Los Angeles' first Film Czar. For her part, Dr. Sherak read countless scripts and stayed current on the film business, taking particular interest in stories about women and young people, and always questioning what was being portrayed to those audiences through those films.

Over the years, she collected stories that she thought would make a good movie and have a positive influence on people's lives, especially children. Eventually, she decided to leave teaching and apply her knowledge and passion for education in entertainment.

"When I left teaching, my husband encouraged me to develop some of the stories that were important to me," Dr. Sherak says. "I just found I love the creative process of storytelling and decided to continue to pursue that with the other interests I had."

As a producer, Dr. Sherak worked with her son on a Movie of the Week for Lifetime, called *Dawn Anna*, with Debra Winger. The film is a true story about Dawn, a middle school math teacher and volleyball coach overcoming life's challenges, including an illness and the death of her oldest daughter killed during the Columbine High School massacre in 1999. Dawn became the spokesperson for the families whose children were also killed, and left teaching to travel the country to talk to young people about her daughter's spirit of kindness and caring.

"Dawn described her daughter, Lauren, who was also the school valedictorian, as 'the kind of person who would find someone sitting alone at a lunch table and sit with them,'" Dr. Sherak says.

She also produced a feature film called, *I Hate Valentine's Day*, with John Corbett and Nia Vardalos, and has in development an animated project called *Harmony* about two princesses from different backgrounds who live together in a blended family and learn that celebrating differences makes us stronger. She's currently working on a project about Tanaquil Le Clercq, a prima ballerina in the 1950s, who was confined to a wheelchair after developing polio at 27, and teaches ballets created especially for her by George Balanchine to other aspiring dancers.

Dr. Sherak's *Superheroes Club* book series grew out of an experience of her grandchild, Lily, who is also the main character in the series. At four-years-old, Lily attended preschool in a class where half the students had special-needs and befriended a little girl who didn't speak. The two played together, found ways to communicate, and went everywhere together, with Lily speaking enough for the both of them.

"Lily reinforced what I already knew, and that is that young children accept each other and don't see differences as a negative," Dr. Sherak says. "I wanted



(L TO R) DIANA HERNANDEZ, PAUL HIRANAKA, CHANA HIRANAKA M.ED. '82, JANET AWOKOYA M.A.'04, PH.D. '09, SANDY GONZALEZ, MADELEINE SHERAK M.A. '74, PH.D. '81, JENNIFER KING RICE, DONNA ODA M.ED.'95, ALAN ODA, KURT SUDBRINK AT A BRUNCH HOSTED BY DR. SHERAK

to build on that and develop a values-based series that celebrated differences in children and encouraged kindness, sharing and caring."

The first book of the series, starring Lily, has already been published. While Lily tells her friends, "It's not how you look, but what you do that makes you a superhero," other characters such as Alex, who has autism spectrum disorder and is accompanied by a service dog named Meatball, encourage children to see that everyone has a place in society. Mia, a competitive gymnast who attempts the balancing beam many times before succeeding, shows that it's important to work hard to persevere in the face of challenges, imparting a message that, "success isn't always measured by accomplishing something, but success is really a measure of the fact that you tried your very best," Dr. Sherak says.

The second book, *Superheroes Club 2: A Celebration of Uniqueness*, is set to publish soon. She hopes the books will be used by children, parents and teachers alike to promote discussion that centers on helping kids build self-confidence and self-worth.

"I hope the books empower young people to be empathetic, confident, believe in themselves, give them the tools to be upstanders not bystanders and to

believe in their own heroic potential," Dr. Sherak says.

Dr. Sherak brings her positive message to other parts of her life, too. She spends much of her time working with philanthropic organizations, including the Fulfillment Fund, a college access and retention organization that helps underserved students go to college and complete post-secondary education, and the Tom Sherak MS Hope Foundation, which she and Tom started following the MS diagnosis of their 15-year-old daughter.

The passion she brings to her causes and professional work in part grew out of her educational experience at COE, she says.

"When I was at the College of Education, I felt that everyone really loved what they were doing and loved their subject matter. To me, that was infectious and gave me the opportunity to study areas that I was equally passionate about, and with their full support and encouragement. It's something that I've carried through with my own student teachers and students in the classroom and as a parent and grandparent."

Most of all, she hopes to inspire the superheroes in us all.

"I think we're all superheroes in disguise and I think it's how we choose to live our lives that defines who we are," she says. ✨



**Love** by Matt De La Pena and  
illustrated by Loren Long

RECOMMENDED BY ERIN DONN, CENTER FOR YOUNG  
CHILDREN TEACHER



“Through the poetically  
crafted text and  
beautiful illustrations,  
De La Pena and Long  
create a book that  
textually and visually  
represent experiences  
that all young children can relate to.”

**The Name Jar** by Yangsook Choi

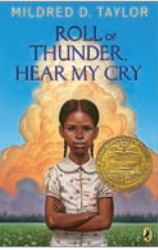
RECOMMENDED BY ANA M. TABOADA BARBER, ASSOCIATE  
PROFESSOR, SPECIAL EDUCATION



“I love this book because it teaches  
adults and children about the  
importance of names, and of being  
respectful towards all names, and  
the people that carry them.”

**Roll of Thunder, Hear My Cry**  
by Mildred Taylor

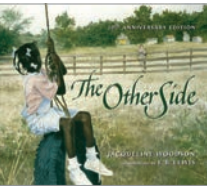
RECOMMENDED BY AYANNA ASHA BACCUS, ASSOCIATE  
CLINICAL PROFESSOR, TEACHING AND LEARNING, POLICY  
AND LEADERSHIP



“In the novel, Cassie Logan and  
her brothers learn about racism,  
survival, and family. They navigate  
friendships and experiences in  
Jackson, Mississippi.”

**The Other Side** by Jacqueline Woodson and  
illustrated by E.B. Lewis

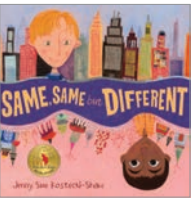
RECOMMENDED BY AYANNA ASHA BACCUS, ASSOCIATE CLINICAL  
PROFESSOR, TEACHING AND LEARNING, POLICY AND LEADERSHIP



“It is an award-winning picture book  
that tells the story of how two children,  
one African American and one white,  
begin to overcome racial barriers and  
develop a friendship. It uses a fence to  
describe segregation and is written  
from a child’s point of view.”

**Same, Same, but Different**  
by Jenny Sue Kostecki-Shaw

RECOMMENDED BY TABITHA KIDWELL,  
INSTRUCTOR, TEACHING AND LEARNING, POLICY  
AND LEADERSHIP



“Readers learn about the  
similarities that support  
friendships among  
people from very  
different backgrounds—  
and about the differences  
that make those friendships special.”

**Enchanted Air: Two Cultures, Two Wings**  
by Margarita Engle

RECOMMENDED BY MARIE SINNICKI, SECONDARY EDUCATION-ENGLISH  
MAJOR IN THE COLLEGE OF EDUCATION



“Engle’s enchanting memoir is told through  
her imaginative verse lines. She describes her  
experience growing up as a Cuban-American,  
caught between two worlds and constantly  
flying between them. While at times the gap  
seems insurmountable, she discovers that  
language and writing can help give her the  
wings to connect the two parts of her into one.”

**The Pilot** by Ebony Terrell Shockley, Ph.D.

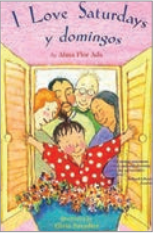
ASSOCIATE CLINICAL PROFESSOR, DIVERSITY OFFICER,  
DIRECTOR, OFFICE OF TEACHER & LEADER EDUCATION



“The picture book provides  
readers a brief window into  
stereotypes of women, particularly  
in STEM fields. *The Pilot* can  
serve as a historical resource  
because the setting is September 11, 2001, in New York  
City. Throughout the story, the main character reminisces  
about the occurrences of that day.”

**I Love Saturdays y domingos**  
by Alma Flor Ada

RECOMMENDED BY JENNIFER ALBRO (PH.D. '18),  
LEAD CLINICAL FACULTY - LITERACY, DC/URBAN  
TEACHERS, JOHNS HOPKINS UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION

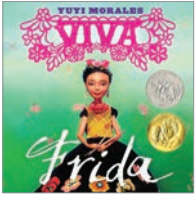


“*I Love Saturdays y domingos*  
shares the cultural and  
linguistic experiences of a  
young bilingual girl who  
spends her weekends visiting  
her two sets of grandparents:  
her father’s parents who  
hail from New York and speak English and her  
mother’s parents who are from Mexico and speak  
Spanish when their granddaughter comes to  
visit. Celebrating her two beautiful and special  
worlds, this book illustrates how one girl  
embraces her bilingual and bicultural identities  
and explores how they can come together to  
make her a unique individual.”

**Viva Frida** by Yuyi Morales

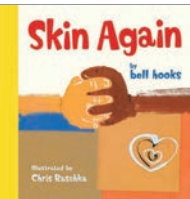
RECOMMENDED BY MARGARET POLIZOS PETERSON, ASSISTANT  
CLINICAL PROFESSOR AND CO-DIRECTOR OF UMDWP

“Through pictures and words, it illuminates the artistic  
process and the beautiful and fierce  
spirit of Frida Kahlo. Written in  
both English and Spanish, it portrays  
many images from the artist’s work.  
It was both a Caldecott Honor  
book and winner of the Pura Belpré  
award for illustrations in 2015.”



**Skin Again** by Bell Hooks

RECOMMENDED BY SHENIKA HANKERSON, ASSISTANT  
PROFESSOR, LANGUAGE, LITERACY, AND SOCIAL INQUIRY



“*Skin Again* explores the connection  
between race and identity and  
offers children an accessible way of  
understanding, celebrating, and  
respecting diversity.”

# Join the COE Alumni Book Club!

**The College of Education Alumni Book Club**  
is an online community that reads books covering  
professional development and education topics related  
to careers and the education space. We'll focus on  
books which cross disciplines and are easy to read for  
busy professionals, with a new book every two months.

The books selected for the group will offer a  
combination of high-level insight and practical ways to  
improve ourselves, the organizations within which we  
work, and our communities.

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# ED TERPS IN ACTION



SPRING 2019 COMMENCEMENT



MATH TEACHER BRIAN QUINN M.ED. '13 WON \$25K MILKEN EDUCATOR AWARD

PHOTO: MILKEN FAMILY FOUNDATION



MARYLAND DAY



EDUCATOR ALUMNI HAPPY HOUR



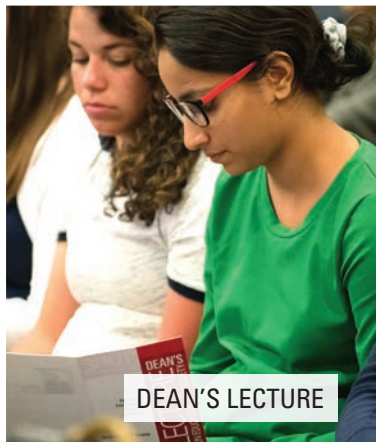
USM CHANCELLOR EMERITUS BRIT S. KIRWAN, DEAN RICE, AND ASSISTANT PROF. LAWRENCE M. CLARK AT DEAN'S LECTURE



A WORKSHOP ON TEACHING AMERICA'S HISTORY OF AFRICAN AMERICAN ENSLAVEMENT, PART OF COE'S DIFFICULT HISTORY PROJECT



SOCIAL JUSTICE DAY



DEAN'S LECTURE



COE ALUMNA ELAINE JOHNSON COATES '59, THE FIRST BLACK WOMAN AND FIRST BLACK UNDERGRADUATE STUDENT TO GRADUATE UMD, WAS HONORED BY THE ALUMNI ASSOCIATION



AERA 2019





PHOTO: THE SPECIAL COLLECTIONS, UNIVERSITY OF MARYLAND LIBRARIES. COPYRIGHT 1926 UNIVERSITY OF MARYLAND.

1926 WOMEN'S SENIOR HONOR SOCIETY, DOROTHY YOUNG, B.A. '26, EDUCATION (CENTER), 1926 TERRAPIN YEARBOOK.

## 1960s

**Alice Lazarus Haber (M.Ed. '69)**, a retired field manager for health programs at NIH and CDC, Disease Prevention and Health Promotion, published her first book, *Taking My Turn: Reflections, Convolutions and Honey the Talking Cat*, available on Amazon.com.

**Bernice Sandler (Ed.D. '69)**, a critical figure in workplace reform for women in education, passed away at the age of 90. Dr. Sandler championed Title IX, a 1972 civil rights law barring sex discrimination at educational institutions.

## 1970s

**Jean Lokerson (Ph.D. '70)** gifted her \$1.75 million estate to the College of Education to provide merit and need-based student scholarships toward tuition and fees equivalent to two years of full-time upper-level undergraduate or graduate study.

**Barbara Gay, (M.Ed. '77)**, a retired business education teacher, authored a series of books for young children about her dogs, Travis and Mollie. The books are featured on her website justfunbooks.com, Amazon.com and in bookstores in many states.

**James Lederer (Ed.D. '79)** was named Director of Behavioral Health for Patient Access Solutions, Inc., a technology and management provider for the healthcare industry.

**Jody Olsen (Ph.D. '79)** was sworn in as the 20th director of the Peace Corps. Dr. Olsen has worked for the Peace Corps in various capacities since 1966, when she taught English to 14-year-old boys and assisted with maternal and newborn health programs in Tunisia.

## 1980s

**Patricia E. Ortman (Ph.D. '87)** received the Elizabeth J. Somers Educational Leadership Award for her work at Mount Vernon College, where she taught from 1987-1999, and for founding the Girls Gotta Run Foundation, Inc., a non-profit charitable organization that invests in girls who use running and education to empower themselves and their communities in Ethiopia.

## 1990s

**Ray Falcione, Jr., (B.S. '91)** became the vice president of U.S. Federal Business at OmniSci, a software company focused on GPU-accelerated analytics. Before OmniSci, Falcione was Director of Federal Programs at Adobe, Inc.

**Amy Smith Farrell Wiech (B.S. '95)** co-founded an online training company called Autism Training Solutions as well the Autism Behavior Consulting Group Hawaii, which serves as a behavior analysis treatment clinic for children with autism and other behavior and learning challenges.

**Bryan Palma (M.Ed. '99)** was named President/COO of BlackBerry Ltd. Previously, Palma was general manager of customer experience for the Americas at Cisco Systems, Inc.

## 2000s

**Eden Badertscher (M.Ed. '00, Ph.D. '07)** was awarded the 2018 Kay Gilliland Equity Lecture Award for contributions to mathematics education. Dr. Badertscher is a senior research scientist in Massachusetts at the global nonprofit Education Development Center, Inc., which seeks to improve education, promote health and expand economic opportunity.

**Paul Pitre (Ph.D. '02)** was appointed chancellor for the Washington State University (WSU) Everett campus. He has also served as the dean of WSU Everett, and in other administrative positions in higher education elsewhere.

**Alicia B. Harvey-Smith (Ph.D. '03)** was named president of Pittsburgh Technical College. In the role, Harvey-Smith will be instrumental in developing new educational programs and executing the strategic vision of the college.

**Shalieka Jarrett (M.Ed. '04)** was nominated a 2019 Educator of the Year. Jarrett is currently the Dean of Students at Ewing High School, where she also served as Guidance Counselor for 14 years.

**Daleisha Myers (B.S. '05)** was named 2018 Prince George's County Teacher of the Year. Myers teaches the fifth grade at Tulip Grove Elementary School in Bowie. She especially enjoys teaching writing, and also teaches education classes at Bowie State University.

**Arlene Silva (Ph.D. '07)**, chair of the School Psychology Department at William James College, co-authored the book *Lessons from School Psychology: Practical Strategies and Evidence-Based Practice for Professionals and Parents*.

**Allison Buskirk-Cohen (Ph.D. '08)** authored the 7th edition of the textbook, *Taking Sides: Clashing Views in Lifespan Development*. The book offers different perspectives on controversial issues related to lifespan development from infancy to old age.

## 2010s

**Darryl L. Williams (Ed.D. '11)** was named superintendent of Baltimore County schools. Dr. Williams has served in numerous supervisory positions in Montgomery County throughout his career.

**David Edwards (Ph.D. '14)** was appointed head of Educational International, a federation of 32 million teachers and educators worldwide. Previously, Dr. Edwards was an associate director and head of the international relations department at the National Education Association.

**Julie Grossman (Ph.D. '14)** was named 2018 Psychologist of the Year by the Maryland School Psychology Association. Dr. Grossman works at three schools in Prince George's County, spending a minimum of one day a week at each. She also conducts research, teaches, authors articles and presents at conferences.

**Daniel McNeish (Ph.D. '15)** received the American Psychological Association's Anne Anastasi Dissertation Award. Dr. Mcneish's research focuses on statistical methods for challenging data structures, especially those involving small sample sizes.

**Rebecca Benzion (M.Ed. '16)** was awarded a 2019-20 Fulbright U.S. Student Program Teaching Assistantship to Turkey. Currently a high school English teacher with Montgomery County Public Schools, Benzion will teach at Uşak University in Uşak, Turkey. She also plans to participate

in a folkloric dance group and assist women with self-development while on Fulbright.

**Laura Elenbaas (Ph.D. '17)** received the American Psychological Dissertation Award for outstanding contributions to developmental psychology. Dr. Elenbaas' dissertation investigated children's perceptions of social and economic inequalities.

**Cara Slotkin (M.Ed. '19)** was awarded a 2019-20 Fulbright U. S. Student Program Teaching Assistantship to Rwanda. Slotkin is an English Language Learners History teacher at Theodore Roosevelt High School in Washington, DC, and in addition to teaching in Rwanda, she plans to blend Rwandan culture and language learning through studying local drama and dance techniques.

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