

Endeavors

Dear Alumni and Friends:



James DeGeorge

It's a new academic year, and the College of Education Alumni Board is anxious to build upon the foundation creatively constructed by our past president, Toni Ungaretti. Moving forward with the good work she put in motion, we will continue to establish and nurture lifelong relationships with all members of the College community, particularly our alumni and alumni-in-residence (our students).

As the new board president, I'm grateful to have the privilege of working with such a proud group of alumni who are anxious to further enhance the College's rich tradition of excellence and leadership in education. Our board members bring a set of knowledge, skills, dispositions, and experiences that will promote the Dean's vision and help us connect with all stakeholders.

This year we are pleased to welcome to the group **Patricia Jamison** (Ph.D., '81, Special Education), **Linda Beck Pieplow** (M.A., '78, English Education; B.A., '72, Secondary English Education), and **Sharon R. Stein** (B.S., '72, Elementary Education; Ph.D., '07, Reading Education). My deepest thanks to them, and all of our board members, for so generously volunteering their time to be of service to our alma mater and stakeholders like you, our fellow alumni.

This is an important time in the College and we need to work diligently to advance the agenda established by Dean Wiseman. For example, this year the board will focus on using technology to develop communication/social networks with our alumni, friends of the College, faculty, and students. We will also continue supporting efforts to provide international experiences for students, and will seek out new opportunities for alumni/faculty partnerships (read more on pg. 6).

I hope to meet many of you throughout the year at our various events, starting with the College of Education Homecoming Tailgate on Saturday, October 17, in the picturesque Benjamin Building Courtyard (see ad on pg. 8 for registration details).

I encourage you to get involved and take advantage of these wonderful opportunities to keep in touch. We want to hear about what you've been doing, and get your opinion of how your Alumni Chapter can be of better service to you.

Please join us!

James DeGeorge (M.S. '71; B.S. '68)
President
College of Education Alumni Chapter

Back-to-School Q & A with Dean Donna Wiseman

Q: You've been dean of the College of Education for nearly a year now – how would you assess the College at this point and the changes you've made?

A: A major accomplishment during my first year as dean was to complete a strategic plan for the College that parallels and intersects with the campus plan. Developed and supported by our faculty, the plan focuses on diversity, globalization, policy, and technology, and integrates these themes throughout the College's top priorities—undergraduate and graduate programs, research initiatives, and partnerships. For example, in response to the teacher workforce needs of our State, we are directing our energies toward increasing the number of teachers specializing in STEM (Science, Technology, Engineering, Mathematics), expanding faculty and student opportunities for international experiences, increasing our research and grantsmanship in new areas such as brain imaging, and infusing new technology in our existing classrooms and curriculum.

In addition, we have several new collaborative efforts indicative of the interdisciplinary focus within the college. Currently we are cooperating with the iSchool on plans for developing new curriculum that links the pedagogy of the College of Education and the knowledge of information sciences. We are also working with the Department of Computer Science to develop the first teacher certification in computer science in the state of Maryland. Prior to this, we collaborated with the College of Agriculture and Natural Resources (AGNR) on a new teacher certification in Agricultural Education. That same collaboration resulted in a course offering on American Education Processes that is part of a program AGNR offers to Taiwanese students through distance learning.

We have a great responsibility to prepare our students for teaching and learning in the 21st century. We've therefore, during the past year, made major physical changes in the Benjamin Building—home of

the College of Education—enhancing our existing facilities to accommodate technology rich classrooms and provide a modern environment for our students.

These changes have occurred while we tackled a restricted budget, a year-long hiring freeze, and campus reallocation of resources. Despite these challenges, the College has continued to thrive, grow, and excel. Thanks to the impressive work of our faculty and students, we remain one of the Top 25 colleges of education in the country according to the *U.S. News & World Report* rankings. Our Department of Counseling and Personal Services is ranked number one in the nation for the tenth straight year (see related article on this page), and our Educational Psychology program—ranked seventh last year—moved to fourth. In addition, all of our other ranked specialties were ranked in the Top 17 (the full list of specialty rankings within the College is available at www.education.umd.edu).

Q: Congress is in the throes of reauthorizing the No Child Left Behind (NCLB) Act – what is your perspective on how the legislation needs to change to ensure success for every child?

A: Due to the current focus on health care, it might be a while before Congress makes changes to the No Child Left Behind Act. However, if NCLB is debated in the near future, there are a number of controversial provisions that should focus our attention. For example, one of the most difficult issues has been how the law tracks the progress or growth of students when determining if a school or school district made adequate yearly progress (AYP). If over two years, schools don't make AYP, they can be identified as "schools in need of improvement," subject to sanctions and further requirements under the law.

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Dean Donna L. Wiseman



Youth Slam Takes Sight Impaired Students To New Heights

This summer the University of Maryland hosted nearly 200 blind or low-vision high school students from across the country as they tried their hand at careers never thought possible for them: engineering, architecture, robotics and science. Students built an environmentally friendly model home, launched weather balloons and created robots. Some even drove a car!

The National Federation of the Blind held its biennial Youth Slam at the Maryland campus at the suggestion of Leigh Abts, a research associate professor in the College of Education with a longtime interest in opening science, technology, engineering and math fields to people with visual impairments.

"We've done some research and found that a lot of blind high school students go into college with (continued on page 4)



Youth Slam students worked in teams to program LEGO Mindstorms robots, using touch, sound and light sensors, to navigate a maze.

Counseling & Personnel Services: Top-ranked with a Perfect 10



For the 10th straight year, the College of Education's Department of Counseling and Personnel Services (CAPS) has been ranked number one in the nation by U.S. News & World Report in their guide to America's Best Graduate Schools. CAPS has earned a reputation for achievement, scholarship, and creativity

through its stellar programs which prepare students for careers ranging from counseling and therapy to student affairs and administrators. In this issue of Endeavors, we talk to Department Chair Dennis Kivlighan about the reasons for CAPS' success.

Q: Number one in the nation 10 years in a row! Do you think it can be a problem to get accustomed to being the best?

DK: Yes, it can. One of the reasons we do keep getting that number one ranking is because we haven't focused on trying to stay number one. We've focused on trying to do new things, stay on the cutting edge. There's a danger of thinking, "We can't change, because that's how we got the recognition," when really, the reason we've been recognized is because

we have constantly changed and innovated. We have incredibly good faculty and incredibly good students, and they have become leaders in their professions. They are the ones who come up with the new theories and the new research ideas. That's what has kept us on top.

Q: You have been quoted as saying that commitment to diversity and social justice is part of what makes CAPS special. Why do you think this gives CAPS students an advantage?

DK: Research has shown that diversity, with the different points of view and different knowledge bases that people bring, is key to success and innovation in an organization. If you're going to be an effective therapist or counselor or administrator, you're going to have to work in diverse settings and understand people who come from backgrounds that differ from yours.

Not only do we have courses and scholarly expertise specifically about diversity and social justice, but we also have a very diverse group of faculty and students within our classes. Our students live diversity every day. Therefore our graduates' entry into the "real world" will not be their first education about diversity. That gives them a leg up.

(continued on page 4)

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

Editor
Jenniffer Manning-Scherhauser

Frances Woods
Shanna Yetman

Contributors
Monette Austin Bailey
Patricia Costantino
Lea Ann Christenson
Discovery Education
Bruce Jacobs
Dave Ottalini
Edith Marshall Peter
Carla Maxwell Ray

Designer
Lynne Menefee

Do you want to contact us with news to share?

Endeavors

3115 Benjamin Building
University of Maryland

College Park, MD 20742

Email to: Endeavors@umd.edu

FACULTY AND STAFF

NEW TEAM MEMBER



Carla Maxwell Ray joined the College of Education as Executive Director of Development and External Relations in May 2009. A native of Maryland, Ray graduated from Lincoln University and holds a MBA from the University of Delaware. Her fundraising experience includes serving as director of development at Spelman College and Brandon Hall School in Atlanta, as an Associate Vice President at Morehouse, and as vice president of Resource Development for the Southeast Region of the Boys & Girls Clubs of America in Atlanta. Prior to joining the University of Maryland, Ray was chief development officer of the National Society of High School Scholars.

APPOINTMENTS

Measurement, Statistics & Evaluation

Assistant Professor Hong Jiao was appointed to the American Educational Research Association (AERA) Committee on Significant Contribution for Educational Measurement and Research Methodology.

Education Leadership, Higher Education, and International Education



Asst. Professor Kerry Ann O'Meara was appointed to the board of directors for the International Association for Research on Service-Learning and Community Engagement (IARSLCE). IARSLCE is a non-profit organization devoted to advancing the fields of service-learning and community engagement research across the educational spectrum (i.e., primary, secondary, post-secondary, and further education).

AWARDS AND RECOGNITIONS

Curriculum and Instruction



Professor Peter Afflerbach was elected a member of the International Reading Association's *Reading Hall of Fame*. Established in 1973, the Reading Hall of Fame contributes to further improvement in reading instruction through the collective experiences of its members.

Members must have a minimum of 25 years of active involvement in work in reading, be widely known and respected in the profession, and have significantly contributed to the field.

Measurement, Statistics, and Evaluation



Professor Robert Mislevy is the first recipient of the *Robert L. Linn Distinguished Address Award*, presented by Division D of the American Educational Research Association (AERA). The award honors a scholar whose work bridges educational measurement and another significant area of research (e.g., assessment policy), and has resulted in a widespread positive impact on the field of educational measurement.

Human Development

Professor Melanie Killen received an honorable mention for the *2009 Otto Klineberg Intercultural and International Relations Prize* as co-editor of the book, *Intergroup Attitudes and Relations in Childhood through Adulthood*. The publication focuses on "how individuals make judgments, and interact with individuals from different group categories, broadly defined in terms of gender, race, age, culture, religion, sexual orientation, and body type."

Counseling and Personnel Services

Professor Susan Komives was named a *2009 Distinguished Alumna* by Florida State University's College of Education.

PRESENTATIONS

College Advancement

Carla Maxwell Ray, Executive Director of Development and External Relations, will be a featured panelist at the *2009 World Diversity Leadership Summit*, taking place September 16-17 at the International Monetary Fund in Washington, D.C. The Summit is attended by senior corporate, government and non-governmental organization officials focused on the complex challenges and opportunities related to global diversity management. Ray will discuss the Competitive Advantage of Successful Diversity Educational Models (Session information ~ 2:15 p.m., September 16). For more details, visit www.wdls Summit.com.

Education Policy Studies



Professor Steven Selden was invited to present a paper at the international conference on *School Change and Teacher Development: History, Theory, and Approach*. The conference will be held November 20-22, 2009, at East China Normal University in Shanghai, China.

GRANTS AND FELLOWSHIPS

Curriculum and Instruction

Asst. Professors Andrew Brantlinger and **Lawrence Clark** were awarded a \$2.5 million grant by the U.S. Department of Education to establish the *Maryland Science and Mathematics Resident Teacher (MSMaRT) Project*—an early-entry resident teacher (i.e., alternative certification) post-baccalaureate program that will recruit career changers and recent college graduates to teach middle grade mathematics and science at high needs middle schools in the Prince George's County Public Schools (PGCPS) system.

Human Development

Distinguished University Professor Nathan Fox and **Asst. Professor Donald J. Bolger**, are the lead investigators of a University of Maryland grant from the National Science Foundation to develop a functional Magnetic Resonance Brain Imaging (fMRI) Center on campus. The Center will conduct state of the art brain imaging research in such areas as social and emotional development, language development, and other topics in biology, psychology, and linguistics, establishing Maryland as one of the leading institutions for research on links between brain activity and different aspects of human development.

Assoc. Professor Elisa Klein was awarded a Society for Research in Child Development (SRCD) Executive Branch Policy Fellowship for the 2009-10 academic year. The fellowship is part of the Science and Technology Fellowship Program organized by the American Association for the Advancement of Science (AAAS). Klein will be working with the Office of Behavioral and Social Sciences Research (OBSSR) in the Office of the Director of the National Institutes of Health.

Measurement, Statistics & Evaluation

Asst. Professor André Rupp and **Professor Robert Mislevy** received a National Science Foundation grant, in collaboration with the University of Wisconsin, for the project *AutoMentor: Virtual Mentoring and Assessment in Computer Games for STEM Learning*.

Maryland Institute for Minority Achievement and Urban Education (MIMAUE)

Executive Director Stephanie Timmons Brown and **Professor Emeritus Martin L. Johnson** won a grant from the National Science Foundation for MIMAUE to host a national conference for mathematics teachers. Titled, *Helping Mathematics Teachers Become Culturally Relevant Teachers: New Tools for a New Generation*, the two-day conference (March 11-12, 2010) will help invited participants explore cultural connections to school mathematics and encourage them to implement culturally relevant mathematics lessons in their classrooms. Scheduled major speakers/workshop leaders include Drs. Gloria Ladson-Billings (University of Wisconsin), Marta Civil (University of Arizona), and Arthur Powell (Rutgers University Newark). More details will be available on the MIMAUE web site: www.education.umd.edu/MIMAUE.

Assoc. Professor Susan De La Paz (Special Education) and **Assistant Professor Chauncey Monte-Sano** (Curriculum and Instruction) were awarded a \$1.5 million grant by the Institute of Education Sciences (IES) to design and test the effectiveness of discipline-specific literacy materials in eighth grade U.S. history classrooms in Prince George's County Public Schools. During the three-year project, struggling students, as well as others who are more capable, will read primary sources and write argumentative text as a means to improve content area literacy. De La Paz and Monte-Sano are collaborating with **Jean Mullan Professor of Literacy, Patricia Alexander**, (Human Development), **Assoc. Professor Bob Croninger** (Education Policy Studies) and **Asst. Professor Mark Felton** (San José State University, College of Education)

RETIREMENTS

The following individuals retired from the College of Education this year. Each was presented with a Governor's Citation in honor of their many years of dedicated service:

Assoc. Professor Marilyn Chambliss
Department of Curriculum and Instruction, **13 yrs.**

Interim Associate Dean/Assoc. Professor David Cooper
Office of the Dean/Department of Special Education, **25 yrs.**
[Cooper is now dean of the School of Education at Elon University, North Carolina]

STUDENT NEWS

AWARDS

Curriculum and Instruction

Byeong-Young Cho was awarded a *2009 Adolescent Literacy Pre-doctoral Fellowship* from the National Academy of Education. Supported by the Carnegie Corporation of New York, the Academy established the Fellowship to support doctoral research that improves literacy outcomes for middle and secondary school students. Cho also has the opportunity to participate in ongoing professional development activities with leading scholars in adolescent literacy.

Gloria Flanders (Elementary Education) was recognized by the Maryland Association of Teacher Educators (MATE) as a *2009 Distinguished Teacher Candidate*. She was honored for her commitment to student learning and practice of reflective, responsive teaching. Flanders completed her teacher internship at Waters Landing Elementary School in Germantown, Md.

PUBLICATIONS

Counseling and Personnel Services



Make way for the next generation of authors! Members of **Professor Susan Komives'** spring 2009 CSP (College Student Personnel) Student Leadership class have published a new textbook for undergraduate students—*Leadership for a Better World*—which explores the Social Change Model of Leadership Development. Sponsored by the National Clearinghouse for Leadership Programs, the publication is available for purchase through Jossey Bass Publishers: www.josseybass.com/WileyCDA/.

We Remember...



Robert Carbone, former dean of the College of Education (1970-73), sadly passed away on July 29, 2009, just two days after celebrating his 80th birthday. Following his tenure as dean, Carbone stayed on as a professor of Higher and Adult Education in the College's then

Department of Education Policy, Planning, and Administration. He later served as acting chair of the department (1990-92) and was named a professor emeritus upon his retirement in 1993.

Among his many accomplishments, Carbone was president of the American Association of University Professors, UM College Park Chapter (1977-79) and the Maryland Association for Higher Education (1982-93).

The College of Education is thankful to Professor Emeritus Carbone for his leadership and many years of dedicated service. Our heartfelt condolences to his family, friends and colleagues.

SAVE THE DATE

Immigrant and Minority Children: Policies Impacting Student Success And Teacher Education

4:30 to 6:30 p.m.
Room 2121
Benjamin Building

SEPTEMBER 16

National, State and Local Educational Policy Impacting Immigrant and Minority Children's Educational Success

OCTOBER 14

Research and Educational Policy Impacting the Success and Educational Opportunities of Immigrant and Minority Children in Early Childhood

OCTOBER 28

Impact of the No Child Left Behind (NCLB) Act on Policy Related to Immigrant and Minority Children in K-12 Education

NOVEMBER 18

Immigrant and Minority Children: Teacher Preparation Challenges and Opportunities

The sessions are open to everyone.

For more information, visit www.education.umd.edu/MIMAUE

Graduation 2009 Kicks Off with Silver & Gold Celebration



Dean Donna Wiseman (far left) and Alumni Chapter President Toni Ungaretti (far right) with Silver and Gold alumni from the Classes of '84 and '59 (l. to r.): Dara Feldman, Maclear Jacoby, James Pierce, Brenda Hall Diest, Frederick Dunn, Jr., Atma Sahu, Carl Bertram Kallmyer, Dorothy Adamson Holley, Niel Carey and Aeronita Belo Dillard (Photo: Lisa Helfert Photography)

Graduation Day 2009 was filled with fun memories and new connections for alumni of the Classes of 1984 and 1959. The Silver and Gold grads returned to campus during the spring commencement activities to commemorate their 25th and 50th anniversary of graduation from the College of Education.

At a special luncheon ceremony held in their honor at the Stamp Student Union, Dean Donna Wiseman and Alumni Chapter President Toni Ungaretti paid tribute to the Silver and Gold alums. They commended their achievement of such a memorable milestone, while noting the importance of helping those who follow in their footsteps.

"At any University faculty leave, staff leave, but there is always one constant—alumni. You are the lifeblood of our College of Education," said Ungaretti. "You have added luster to the University and it's now up to you to help the upcoming students achieve and make their mark in society."

Many of the honorees kept the festivities going, attending the college's spring commencement held next door at the Cole Student

Activities Building that afternoon. Sporting silver and gold regalia, they led the way in the processional for the Class of 2009. They also received individual recognition on stage during the graduation ceremony.

The anniversary celebration was double sweet for silver alumna Mary Catherine Hellmuth (B.S., Elementary Education), whose daughter Catherine graduated that day with her master's degree in Special Education.

To finish off the day, the veteran alums welcomed the new graduates to the alumni fold, presenting them with newly-minted College of Education Alumni pins.

Next year's Silver and Gold Anniversary Celebration will recognize graduates from the Classes of 1985 and 1960. Alumni from those years will receive an invitation and additional details will be announced in a future issue of *Endeavors*.

For further details, please contact Director of Alumni Relations Pat Costantino at 301.405.5607, or send an email to pmc4@umd.edu.



Graduate student speaker Jijun Zhang, Ph.D., addresses the Class of 2009.



Silver alumna Jacqueline Bradley welcomes new graduates and their families and friends to the Graduation Reception.



Dean Donna Wiseman (left) poses proudly with her advisee Janet Awokoya, Ph.D., (right) and her family.



Class of '84 grads Atma Sahu (left) and Maclear Jacoby (right) happily distribute College of Education alumni pins to the new graduates of 2009.

Graduating Senior Jenna Aidikoff A Born Leader



Jenna Aidikoff
(Photo courtesy of
The Daily Record)

Only one graduating college student in the state can win the prestigious *Maryland's Top 100 Women Circle of Excellence Scholarship*. This year, Baltimore's *Daily Record* gave that award to Jenna M. Aidikoff—a bioengineering major at the University of Maryland who was also one of the first students to graduate with a minor in Leadership Studies from the College of Education.

Students from the University of Maryland have won the Circle of Excellence Scholarship award three out of the last seven years. Aidikoff was selected for her exceptional scholarship in engineering education at the Kennedy Krieger Institute in Baltimore where she conducted research on Down Syndrome. She has mentored countless undergraduate students on campus as well as at Camp Pals, a community for those living with Down Syndrome. She has also displayed a deep commitment to the University of Maryland community through her leadership in the

Student Government Association, with the O.N.E. UM Student Leaders Conference, as a Resident Assistant, and as a member of the Omicron Delta Kappa Leadership Honor Society.

"Jenna's ability to mentor others, create sustainable long-lasting change, and be an accomplished scholar made her the perfect recipient for this honor," said Ramsey Jabaji, the Coordinator for Leadership Development Programs. "Jenna is a wonderful testament to the University of Maryland and its commitment to multiculturalism, scholarship, and community engagement. Her ability to mentor her peers to be social change agents is remarkable and I have met only a few students who approach her level of character, maturity, and intellect during my time as an educator."

After graduating, Aidikoff plans to accept a consultant position with Citrix Systems, Inc., which specializes in applications delivery for virtualization and remote access.

Editor's note: Alumni board member Darla Strouse (Ed.D. '04; B.A. '67) was also honored by The Daily Record as one of Maryland's Top 100 Women. You can read more about her recognition in ClassNotes on pg. 7.

Q&A with Dean Wiseman

(continued from page 1)

The current law also focuses on student subgroups (e.g., those who are economically disadvantaged, English language learners, or require special education), who must score "proficient" on the achievement tests. If students' scores do not indicate proficiency, the entire school is deemed a "school in need of improvement." This is an area that needs to be reviewed. Critiques of the law suggest a "growth" model that looks at whether student groups improved on their test scores in the same subject in the next year's testing. The model would also allow states to use other factors besides achievement tests in deciding if a school made AYP—for example, improved attendance or graduation rates, college enrollments rates, and tests in other subjects like history and writing. These changes would be a positive step toward ensuring success for every child, however, states would need to develop a strong database to track the achievement of individual students.

Q: What is the College doing (e.g., programs/initiatives) to promote and train STEM teachers? Do you find increased interest from career changers?

A: Responding to heightened national concern regarding the quality and quantity of the STEM workforce, this year has been a time of renewed emphasis on the preparation of STEM teachers. We were awarded federal and state grants for programs dedicated to increasing the number of STEM teachers, with particular focus on encouraging individuals considering teaching as second careers. For example:

- **The Transition from the Laboratory to the Classroom (TLC) program** is a partnership with Montgomery County

Public Schools (MCPS) where highly-trained doctoral and post-doctoral scientists, and mathematicians with extensive laboratory experience, are prepared for careers as secondary science and mathematics teachers with MCPS.

- **The Maryland Science and Mathematics Resident Teacher (MSMaRT) Project** is a new program that will recruit career changers and recent college graduates to teach middle grades mathematics and science at high needs middle schools in Prince George's County Public Schools (PGCPS).

The College is working closely with Maryland school districts on custom programs that respond to their specific teacher shortage areas in STEM. Outreach courses and workshops are held on-site at schools and centers at times that meet educators' schedules. In addition, faculty from our Science Teaching Center have partnered with Montgomery County Public Schools, the College of Chemical and Life Sciences, and the Department of Physics to develop a masters' degree program with an emphasis on Middle School Science Teaching and Learning. The primary target audience for this program includes elementary-certified teachers responsible for teaching science at the elementary and middle school level.

We also collaborate with UM Mathematics faculty in promoting strong mathematics preparation for elementary education candidates. Our efforts in this area have been nationally recognized. In its June 2008 study examining the mathematics preparation of America's elementary teachers (*No Common Denominator: The Preparation of Elementary Teachers in Mathematics*), the National Council on Teacher Quality (NCTQ) identified

the College of Education at the University of Maryland as one of only 10 schools, in a sample of 77, that rose to the top in terms of overall quality of preparation in mathematics for elementary education majors.

The University of Maryland has joined a nationwide network of public universities and university systems committed to the Science and Mathematics Teacher Imperative (SMTI). One of Maryland's initiatives in response to this is the *Terps Teach* program, which will recruit and advise mathematics and science majors to become teachers, offer them experiences in public school classrooms during their freshman and sophomore years, and provide campus-based teaching accompanied by formal university courses that support and integrate the teaching experience. Currently the *Terps Teach* program is seeking financial support for mathematics and science majors who commit to teaching, and will offer ways for them to connect and interact with selected master high school teachers.

Finally, as the flagship University for the State, part of our contribution to STEM is to prepare teacher researchers and teacher educators for other universities in the state and the nation. The College offers M.A. and Ph.D. programs for future mathematics education researchers and teacher educators. Our graduates have gone on to assume mathematics teacher education positions in Maryland (e.g., Towson University, Morgan State University) and other places nationally.

Editor's note: Read the full Back-to-School interview with Dean Wiseman online at www.education.umd.edu

COLLEGE NAMES FIRST COHORT OF FACULTY TECHNOLOGY FELLOWS

The College of Education recently selected the first cohort of Technology Fellows for its new program, *Expanding the Toolkit: Innovative Teaching with Technology*. Specifically designed for faculty instructing undergraduate teacher education candidates, the program encourages faculty to plan their courses with a keen eye towards integrating current technology into their teaching methods. Students are in turn exposed to the emerging technologies they will use in their classrooms.

“Education must incorporate teaching and learning innovations brought about by new technology, media, and new ways of communication...”

“*Expanding the Toolkit* is an exciting program that will focus on innovative ways of teaching and learning that take advantage of new and emerging technologies. It is one of several activities implemented in the College designed to focus our attention on learning for the future.”

THE 2009-10 TECHNOLOGY FELLOWS ARE:

- Assoc. Professor **Kathryn Alvestad** (*Measurement, Statistics and Evaluation*)
- Honors Program Director **Christy Tirrell-Corbin** (*Human Development*)
- Assoc. Professor **Susan De La Paz** (*Special Education*)
- Professor **Debra Neubert** (*Special Education*)
- Asst. Professor **Connie North** (*Curriculum and Instruction*)
- Lecturer/Science Coordinator **Stacy Pritchett** (*Curriculum and Instruction*)

“In order to plan for the critical educational needs for the 21st century, the College of Education must incorporate teaching and learning innovations brought about by new technology, media, and new ways of communication,” said Dean Donna Wiseman.

Whether the Fellows use classroom-based presentation tools, podcasts or social networking, the goal for utilizing these technologies remains the same—an enhancement of the classroom experience.

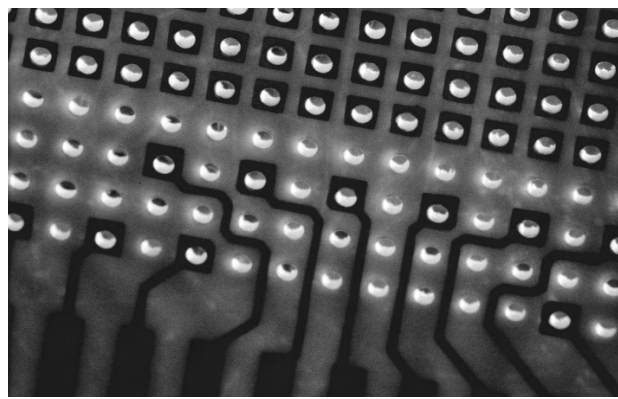
North shared that she will be integrating technology into her spring 2010 undergraduate course. “I’m planning to use clickers [i.e., wireless devices] to poll students anonymously about controversial issues. This tool could allow students to be more open and honest about issues they are afraid and/or ashamed to address aloud,” said North. “It will also allow me to have a more accurate reading of my students’ beliefs and attitudes than if I relied solely on written and oral communication.” North also plans to use online discussions and podcasts to enrich discussion in her classrooms.

As part of the program, the Technology Fellows’ work must address at least one of the eight Maryland Teacher Technology Standards—technology outcomes and indicators that all teacher candidates will need to achieve prior to graduation (to learn more, visit www.mttsonline.org/standards). The Fellows will attend monthly cohort meetings to discuss their progress and offer feedback. They will culminate the academic year (i.e., June 2010) by participating in a campus-wide panel discussion on the lessons learned while using technology to advance the classroom experience.

“Not only will *Expanding the Toolkit* impact the teaching of the individuals involved in the project, but it has the potential to influence teaching and research activities throughout the College,” said Dean Wiseman. “As faculty members learn new ways to integrate technology into their teaching, their students will benefit from the energy and excitement associated with integrating technology into existing and new teaching approaches.”

To learn more about *Expanding the Toolkit: Innovative Teaching with Technology*, contact the program’s coordinator, Asst. Visiting Professor **Helene Cohen** at 301.405.5050 or email hcohen@umd.edu.

Reaching Students in the Digital Age *contributed by Discovery Education*



Today’s students are very much at home in an electronic world, having grown up e-mailing, texting and surfing the Internet. And, increasingly, educators are turning to educational technology in order to engage these students.

For example, large touch screens that work with projectors and computers—called interactive whiteboards, or “action boards”—are replacing chalkboards in many classrooms. With this technology, teachers and students are able to view and interact with digital media presentations and control computer applications with the touch of a finger.

Educators are also increasingly using podcasts, which are digital audio or video files that can be played on a computer or downloaded to an MP3 device. Podcasts enable teachers to share lectures, interviews, discussions and assignments with students at any time. They can also be a tool for publishing student-generated content.

Even cell phones are being used to improve student achievement. In one recent experiment, 9th and 10th grade math students were given cell phones equipped with special programs to help with their algebra studies. The study found that students using the phones performed 25 percent better on the end-of-year exam than students without the devices.

According to Dale Fulton, a former school superintendent for instruction and current senior vice president of curriculum development at Discovery Education, “No matter what methods teachers and administrators use to engage today’s students, high-quality digital content is critical.”

“Today’s classrooms are dynamic places, and teachers are challenged to spend as much time on instruction as possible,” he adds. “So when a student asks a question like ‘What does Antarctica look like?’ or ‘What does a Masai tribesman wear?’ a library of digital media can help answer through engaging content that makes students want to learn even more.”

Fulton, whose company produces *Discovery Education Streaming*, the in-classroom digital video-based learning resource scientifically proven to increase academic achievement, says digital libraries are also cost-effective alternatives to expensive book and DVD libraries. “When the scientific community decided a few years ago that Pluto was no longer a planet, all the book and DVD libraries and all the textbooks referencing the solar system were instantly out of date.” He explains. “With a digital library hosted online, content changes can be made quickly and seamlessly, making sure students and educators have the most up-to-date information.”

For more information, visit www.discoveryeducation.com.

Youth Slam Success

(continued from page 1)

a notion of what they are going to major in, but it’s not usually their choice,” said Karen Zakhnini, education project manager with the federation’s Jernigan Institute. “A lot of times and their teachers or their guidance counselors or their parents have told them, ‘This would be good for you because you can actually do this.’ This program helps young people understand what they can do and decide if it’s what they want to do.”

Nathan Redman, a rising high school senior from Nebraska, didn’t know what to expect. In the universal language of teenagers, though, he summed up what many of them felt on the first day: “It’s going to be awesome.”

Redman and his peers flicked their canes open to navigate an unfamiliar, large campus, attending different sessions based on their interests. Some worked on designs for a green model home using wood blocks, flexible wax tubes and paper with raised grids. Lucene Behsirian, a high school junior from Los Angeles, helped a fellow camper with an engineering project to test insulation materials for the home. “I think it’s amazing. They make activities that people said are impossible to do, yet we’re doing it,” she said.

Closing out the week, students showed results of their work: the model home, a Lego Mindstorms robot that moves along a pre-determined track, a chatbox to talk with friends online and more. A few got behind the wheel of a custom-built dirt buggy that operates on voice commands. The teens also tried non-academic activities such as rock climbing, bungee jumping, and tug of war. The Blind Youth Slam culminated in a rally at the Lincoln Memorial and a march on the National Mall. To learn more about the National Federation of the Blind Youth Slam, visit www.blindscience.org/nbys.

CAPS: Number One—Ten Years In a Row

(continued from page 1)



Dennis Kivlighan

Q: You have been praised as a visionary department chair, and you’ve deflected the praise to your colleagues and students. It sounds as if this really is a team effort.

DK: It is a team effort. And this isn’t false modesty on my part. I think so many times in academia we reward a sense of getting ahead in a very individualistic way. What makes CAPS so special is that we have such a strong sense of community; a unique camaraderie. We support each other, we challenge each other, we are invested in each other’s success.

Q: The phrase “making a difference” often comes up in how people talk about CAPS. How do you enable future student life professionals to “make a difference?”

DK: It’s partly the types of students we get and partly what we do. Due to our focus on diversity and social issues, we get students who are already primed to want to make the world better, and we put them into real-world environments.

For example, we are working with a charter school in Southeast Washington, D.C., with a student population who come from pretty disadvantaged areas of the city. Some of our CAPS students are working with eighth-graders there to get them thinking about and prepared for going to college. So they get the experience of, hopefully, helping to make a concrete difference in young people’s lives. Once you have that experience, it’s addictive. You want more of it. CAPS sets up experiences for students to learn how to do that.

Q: Do you see the role of future student life professionals changing as our society and economy change? If so, how?

A: Yes. CAPS offers a number of different sub-specialties—programs in counseling psychology; school psychology; college student personnel careers such as student activities leaders and directors of student unions; counselor education—and these fields are changing. For instance in counseling psychology, with all the returning veterans, there is now a huge need to work with people who have experienced trauma to help them to reintegrate into civilian settings. Another example is how

people now communicate with social networks and technology. This forces us to re-think how counseling gets done, moving it out of the traditional one-on-one relationship and thinking of it much more broadly.

Q: Is making it affordable for the best students to come to CAPS getting harder these days, even for the nation’s number one program?

DK: Affordability is a serious issue for CAPS. It helps that our College Student Personnel (CSP) program works closely with the University’s Student Affairs program, which is one of the best if not the best student affairs program in the country. So a lot of our CSP students get assistantships in the Student Affairs department, which gives them not only monetary support but also wonderful training for their career path. However economically, things are still getting harder.

Q: What about financial aid? Does CAPS lose candidates because they cannot afford to come?

DK: Absolutely. Our program is extremely competitive: our doctoral program might accept three or four students a year out of 150 applicants. Still, we’ve lost many of our top candidates because other universities make better financial offers. With our national ranking and reputation, students will often choose to come to us even though they could have gotten better financial packages elsewhere, but trying to be fiscally competitive nationally is a huge problem for us.

Q: What will it take to solve this?

DK: We are always working on increasing our grants and contracts. We also constantly lobby to get the University—and it’s difficult in these hard economic times—to put more funding support into student assistantships. There should be a good balance between relying on grants/projects and on University resources, and I think it is out of balance. There is too much reliance on external support.

Q: What other challenges do you see CAPS facing now or in the future?

DK: We’ve been very fortunate over the past couple of years to bring in incredibly talented young faculty. Part of our challenge now is making sure they have the support and opportunities that those who have been here longer have had. At the same time, we have to make sure we are still bringing in the very best students we can. They are the ones who will also push us forward. Our reputation is based upon both our extraordinary faculty and our incredible students. It’s critical that we not let these hard financial times change that.

A GLOBAL PERSPECTIVE

Tanzanian Minister of Education **Jumane Abdallah Maghembe** and Permanent Secretary of Education **Hamisi Omary Dihenga** visited the College of Education this year to discuss ways in which the College might assist with their plan to reform education and teacher education in Tanzania.

The Ministry is planning massive professional development for teachers, particularly in underserved rural areas, and needs help with technology infrastructure development, curriculum development, and teacher education enhancement. The delegation was here under the auspices of IREX—a non-profit organization that is helping the Ministry develop a long-term educational information technology program for Tanzanian secondary schools.



CoE Director of International Initiatives **Jim Greenberg** (left) and Interim Associate Dean **Steve Koziol** (right) met with (l. to r.) Tanzanian Minister of Education **Jumane Maghembe**, IREX Director **Dennis Wood**, Permanent Secretary of Education **Hamisi Omary Dihenga**, and a representative from the Phelps-Stokes Foundation.

Professor Barbara Finkelstein (*Education Policy Studies*), director of the College's International Center for Transcultural Education, was recently awarded a Study Abroad Development Grant by the University of Maryland's Office of International Programs (OIP). One of only two faculty selected from across the campus for the competitive award, Finkelstein will establish a study abroad course to Liberia for winter term 2010. The OIP created the grant to facilitate short-term study abroad courses taught in new locations, to new students, with unique academic foci not currently covered by existing Maryland study abroad programs.

Liberia has a deep historical relationship with the State of Maryland. In the 19th century, free Black Marylanders helped to settle the West African country. In 2007, the relationship expanded with the establishment of the Maryland—Liberia Sister State Program—Maryland's first and only sister state relationship in Africa. This year the College of Education also hosted the president of Liberia's Tubman Technical College, **Elizabeth Davis-Russell**, who expressed a strong desire to develop an exchange of faculty and students in mutually beneficial ways.

Alumni **Heather See** (*Human Development, Ph.D., '08*) and **John Rios** (*Elementary Education; B.S., May '09*) are the latest to earn the prestigious designation of Fulbright Fellow. Award recipients are selected on the basis of academic or professional achievement, as well as demonstrated leadership potential in their fields. See is conducting research for a year on early childhood education in Spain, which recently funded a large federal initiative on early education. Fluent in Spanish, she lived and taught in Spain while an undergraduate. Rios is teaching English in Korea for his research.

As the nation's largest international exchange fellowship program, Fulbright provides approximately 1,500 research and English teaching fellowships each year. The program gives recent graduates and graduate students opportunities for international experience, personal enrichment and an open exchange of ideas with citizens of other nations.

Service-learning in El Salvador

Professional Development Schools (PDS) Coordinator **Lea Ann Christenson, Ph.D.**, (*Human Development*) shares with our readers her experience this year assisting Professor **Paula Beckman** (*Special Education*) with her new study abroad program—El Salvador's Children: Risk, Poverty and Education. A Fellow of the College of Education's GATE (*Global Awareness in Teacher Education*) program, Christenson's participation was made possible in part by a grant from the College International Travel Fund. The Fund was established to encourage and support international dimensions of scholarship and program development by members of the College community.



Christenson with adult literacy student **Don Mariano Ventura**, one of the community leaders in the village.

where the majority of our time was spent working on projects in rural villages.

Before beginning our work, we needed to have a basic understanding of the history, culture, and current conditions in El Salvador. We therefore spent two days in San Salvador getting the back-story. Our first stop was Equipo Maiz (Team Corn), an organization founded after the El Salvadorian Civil War (1980-92). There, Maricio Funes gave us a condensed history of El Salvador, explaining the forces that led up to the Civil War. This was followed by lunch with Hector Silva, former mayor of San Salvador, who brought to light the current conditions in El Salvador and how highly impacted they still are by the war.

Next, we traveled to the University of Central America (UCA)—a Catholic University run by the Jesuit order with a mission to serve all students regardless of income. As Dean Brackley shared his experiences in El Salvador, he explained the concept of Liberation Theology which places emphasis

on the Christian mission to bring justice to the poor and oppressed, particularly through political activism. While at UCA we also visited the site where six Jesuit priests (who supported the opposition to the government), their housekeeper and her daughter were shot by the government in 1989—an act that turned U.S. public opinion against further support of the government. We ended our day with Mauricio Trejo, head of the UCA Education Department, who described for us the current state of education in El Salvador.

After an overnight stop in the very beautiful Guzapa National Park, our group divided in two and headed to our respective villages approximately 80 miles northeast of San Salvador. I was part of the group that lived in Hacienda Vieja, a community of 350 people. Upon our arrival we were warmly welcomed by the community with dancing and piñatas. Our hosts lived in very simple houses—the entire village has only two flush toilets and laundry is done by hand at the pila (a stone sink)—but could not have been more inviting or made us feel more at home.

During our time in the village, Maryland students worked on various projects in collaboration with the village leaders. For example, students majoring in Special Education made home visits and assisted individuals in the community with various special needs. We also ran an after-school program for the children, and offered classes for the community in the evening on adult literacy, computers, art, and English.

Several members of our group worked hard to set up donated computers in the library, and although that was not accomplished while we were there, their foundational work eventually made it possible for Hacienda Vieja to now have internet access! One of the goals of our trip was to have persons in the community work with us while we implemented programs, so they could sustain these programs after we left. From what we've heard to date, they have been very successful in doing so.

Our group also visited different schools over the course of our stay, including an urban school in San Salvador, a rural school that served the students from Hacienda Vieja, and a residential school for children and adults with special needs.

In addition, I had the privilege of teaching in Hacienda Vieja's preschool with one of our undergraduate students from the Department of Human Development assisting with instruction



The children of Hacienda Vieja warmly welcome the University of Maryland group to their village.

and translation. I also conducted professional development training in literacy instruction with the school's teacher.

Overall, this trip was an amazing experience and has already impacted my teaching and other work with the College. I've made presentations about the course at an Early Childhood Education PDS Conference and to schools in our PDS partnership. Such information is particularly pertinent for the schools in our PDS network as they have high numbers of students from El Salvador. The Washington, D.C. area is second only to Los Angeles in the number of El Salvadorians living outside El Salvador. I hope my presentations will help these schools gain a better understanding of the students and parents from this country.

I believe that the service learning model of this course is a good model for other study abroad courses. By living and working with people in another country students gain a unique insight that is not possible by just visiting. I look forward to collaborating with Professor Beckman in the future, and to possibly design a study abroad course around this model. I am very grateful for the grant I received from the College of Education's International Travel Fund, which helped to make this experience possible.

*Editor's Note: This summer, Montgomery Public Schools teacher **Krystle Massey** (B.S. '04, Early Child Hood Education) participated in Professor Beckman's El Salvador study abroad course under the auspices of the College of Education Alumni Board. We will have more on Massey's experience in the next issue of Endeavors.*

Behind the Great Wall: Alumna Attends Sino-US Education Guizhou Forum in China



Edith Peter greets a pre-schooler and his mother during a tour of an early childhood education center in Guiyang.

Center's principal with a handmade book she created with her students at Takoma Children's School in Washington, D.C. "Our American children wanted to pass on to the children of China

Pre-school teacher **Edith Peter** (B.S., Early Childhood Education, '93) joined an educational delegation of 17 early childhood educators last winter as they traveled to the People's Republic of China with the People to People Citizen Ambassador Program for the 30th anniversary celebration of the country opening its vastly private domain to the Western world. "It was very good, or 'hen hao' as they say in China!" reported Peter after the trip.

The delegation visited a number of sites during their week-long trip, including an early childhood education center located in the city of Guiyang. During their tour, they had the pleasure of observing two-year-old students engage in various intergenerational circle time activities, including drum beating, hand shaking, climbing, and a baby holding activity specifically for parents and grandparents. As a memento of their visit, Peter presented the

the feeling a warm, soft blanket can provide in the cold winter, particularly after the terrible earthquake that struck in May," Peter related through an interpreter.

The delegation later participated in a cultural exchange with early childhood education majors attending Guizhou Normal University in central Guiyan. There, the students shared their desire to create many more early childhood schools as the need for them is increasing rapidly.

"They explained that the more modern parents of newly-formed nuclear families have moved to the cities and need to secure quality childcare," said Peter. "They no longer have extended families to care for their children as when they lived in the agrarian villages in rural areas of the Chinese provinces."

During the cultural exchange, the group also attended a keynote by Dr. Susan Brand of Rhode Island, founder of the Sweet Pea ChildCare Center franchise. Brand was inspired to establish her first Center after reading a newspaper article about an abusive parent who felt overwhelmed by work and being a single parent. Her Centers use the Reggio Emilia Project approach, where children learn to use their own powers of thinking by studying various topics based on their interests and working collaboratively under teacher guidance on related projects.

"The entire trip was very informative and inspirational," said Peter. She plans later this year to demonstrate her lesson plans on exploring the brush work of T'ang Yin's Ming dynasty (1470-1523), and the calligraphy of Qianlog's Qing dynasty (1644-1711).

ClassNotes

1963

Ora Lee Hepner (B.S.), Woodstock, Va., is a retired Prince George's County teacher. Hepner taught for nearly 30 years in Virginia and Prince George's County, Md. She and her husband, Leonard, have four children and eight grandchildren.

Ronald F. Mace (B.S.), Jonestown, Pa., retired in 2004 after 30 years with Bethlehem Steel Corp. in Lebanon County, Pa. While a student at the University of Maryland, Mace was a football scholarship recipient from 1958-1963, a member of Omicron Delta Kappa, and made the ACC (Atlantic Coast Conference) Honor Roll. He lives in Pennsylvania together with his wife, Sally.

1966

Sherry McKean Trocino (B.A.), Elmira, N.Y., is Vice President and Dean of Development & Alumni Relations at Elmira College. She and her husband, Joseph (B.A. '67), have three children: Gina, Mac and Ariel, and a granddaughter—Mimi Isabel.

1972

Helen Murphy Davis Neely (B.S.), Adamstown, Md., is a fifth-grade teacher at Saint Thomas More Academy in Buckeystown, Md. Neely retired from Frederick County Public Schools in 2007. She has one granddaughter, Shannon Elizabeth Chance, who turns one this year.

1975

Bonnie D. Velasco (B.A.), Mount Airy, Md., is an Elementary Art teacher specialist with Frederick County Public Schools. She was named the 2009 *Agnes Meyer Teacher of the Year* for Frederick County, Md.

1976

Frank Novakowski (M.Ed.), Hudsonville, Mich., is an associate dean for the Donald W. Maine School of Business at Davenport University. He relocated to Grand Rapids, Mich., in 2001 and really enjoys being in higher education after 30 years in business and industry.

1980

Gregg Raduka (Ph.D.), Woodstock, Ga., is Chief Programs Officer with the Council on Alcohol and Drugs. He has obtained over \$20 million in grants for his organization and credits this to the writing skills he learned from Associate Professor Richard (Dick) Matteson [now retired] in the UM College of Education's Department of Human Development.

Stephanie Forbes Jacobs (B.S.), Crownsville, Md., is in her 19th year of teaching at Deerfield Run Elementary in Laurel, Md. She taught fourth grade for 16 years and is now teaching fifth grade. Jacobs says she enjoys attending her husband James' gigs in the Annapolis area where he plays the keyboard. They started dating during her senior year at the University of Maryland.

1981

Michael J. Martirano (M.Ed. '85; B.S. '81), Leonardtown, Md., was selected as the 2009 *Maryland Superintendent of the Year* by the Public School Superintendents Association of Maryland. Martirano is Superintendent of St. Mary's County Public Schools.

Barbara Hines (Ph.D.), Silver Spring, Md., was named Howard University's Outstanding Faculty Mentor. Hines is a professor and director of the graduate program in Mass Communication and Media Studies.

1982



Carol Pica (Ed.D. '82; B.S. '75), Fort Washington, Md., received a *Distinguished Educational Leadership Award* from *The Washington Post* in recognition of her 12 years of outstanding service as principal of Marlton Elementary School in Upper Marlboro, Md. Nominated by her school community and selected by a committee of her peers, Pica is a veteran educator with 32 years of experience in Prince George's County Public Schools.

1984

Joyce Currie Little (Ph.D.), Baltimore, Md., was elected the 2009 president of the Institute for Certification of Computing Professionals. Little is a professor in the Department of Computer & Information Sciences at Towson University, where she has been employed since 1981. In 2006, she was awarded a *Lifetime Service Award* from the Special Interest Group on Computer Science Education.

1989

Elizabeth Teles (Ph.D.), Alexandria, Va., was presented with the 2009 *American Association of Community Colleges Meritorious Service and Leadership Award* in recognition of her exemplary work in developing the National Science Foundation's (NSF) Advance Technological Education (ATE) program. She received the *NSF Meritorious Service Award* in 2008 for her leadership in expanding community college participation in NSF's portfolio and promoting increased awareness of the community college in Science, Technology, Engineering, and Mathematics (STEM) education and STEM workforce-building. Teles recently retired from the NSF as the lead program director for the Division of Undergraduate Education.

1991



Joseph C. Phillips, Jr. (B.S.), Brooklyn, N.Y., was commissioned by the music fraternity Kappa Kappa Psi, Gamma Psi chapter to write a piece for the University of Maryland Symphony Band in honor of the year-long centennial celebration of UM bands. The piece premiered in May 2009. Phillips also released a new CD entitled *Vipassana (innova)* with his ensemble, Numinous, on April 14, 2009.

1992

Gena D. Glickman (Ph.D.), Manchester, Conn., was appointed president of Manchester Community College in 2008.

1993

Marsha Guenzler-Stevens (Ph.D.), Stevenson, Md., was honored as the 2009 *Woman of the Year* by the University of Maryland President's Commission on Women's Issues. Guenzler-Stevens is Director of Activities and Associate Director of the Adele H. Stamp Student Union Center for Campus Life. She is also an affiliate faculty member of the College Student Personnel (CSP) program in the College of Education's Department of Counseling and Personnel Services. Outside of the university Guenzler-Stevens consults in areas of organizational development, motivation and management training. She also speaks nationally on such topics as student leadership development, human dignity and women's leadership.

1994

Jan Arminio (Ph.D.), Carlisle, Pa., was elected chair of the American College Personnel Association (ACPA) Senior Scholars. Arminio is a professor and chair of the Department of Counseling and College Student Personnel in the College of Education and Human Services at Shippensburg University.

1996

Patricia A. Dingle (Ph.D.), Bowie, Md., was honored by the Prince George's County Education Association as 2009 *Community Leader of the Year* in the field of education. Dingle is an art teacher at Kenmoor Middle School, Prince George's County Public Schools.

1997

Karen Boss (M.A.), Jamaica Plain, Mass., is Director of Programs at Boston Cares where she produces workshops to train others on how to manage large-scale volunteer projects and how to provide portable volunteering to agencies in need. Boss is excited to be using the College Student Personnel (CSP) training she received at the College of Education in the non-profit world.

1998

Peter Eckel (Ph.D. '98; M.A. '91), Bethesda, Md., has three new/forthcoming publications—*The CAO Census: A National Profile of Chief Academic Officers* (American Council on Education), *The Dynamic Nature of Knowledge: Future Challenges and Opportunities for College and University Leaders* (American Council on Education), and *Privatizing the Public University: Perspectives for Across the Academy* (The Johns Hopkins University Press).

Judith Barrow (Ph.D.), Aurora, Colo., was appointed the executive director of Aurora Interchurch Task Force—a non-profit organization dedicated to providing emergency assistance to needy residents of the city of Aurora.

2000



Melissa Shindel (left) is congratulated by CoE Director of Alumni Relations Pat Costantino

Melissa Shindel (M.A. '00; B.A. '95), Ellicott City, Md., was named 2009 *National Assistant Principal of the Year* by the National Association of Secondary School Principals (NASSP) and Virco Inc., sponsor of the award. Currently assistant principal of Patuxent Valley Middle School in Jessup, Md., Shindel was chosen from over 40 state winners for the national top prize. Her award includes a check for \$5,000, which she can invest in her school or use for her own professional development.

2001

Chris Conzen (M.Ed.), Nesconset, N.Y., was thrilled to welcome his baby daughter, Sara Kristina, on February 5, 2009.

2002

Kisa Pendergrass Jackson (M.Ed.), Durham, N.C., is enjoying the arrival of her son, Joshua Cleveland, who was born weighing 71bs 9oz!

Frank Shushok, Jr. (Ph.D.), Blacksburg, Va., was appointed Associate Vice President for Student Affairs at Virginia Tech. Prior to this, Shushok was Dean for Student Learning and Engagement at Baylor University.

2003

Geordie Paulus (M.Ed.), Baltimore, Md., was named the 2009 *Maryland Outstanding Technology Leader in Education*. Paulus is currently the Technology Support teacher at Elkridge Landing Middle School in Howard County, Md. To see her in action at work, you can view a brief video online at: www.thinkport.org/technology/spotlight_educators/2009/paulus.tp

2004

Ryan C. Holmes (M.A.), Philadelphia, Pa., was appointed Assistant Dean of Students at the University of Texas, El Paso.

Darla Strouse (Ed.D. '04; B.A. '67), Columbia, Md., was named one of *Maryland's Top 100 Women for 2009* by the *Daily Record*. She was honored for her work in the creation and development of teacher and school recognition programs such as the Maryland Teacher of the Year and Blue Ribbon Schools programs. She was also cited for her efforts in assisting the community through the Kids Helping Kids Food Collections and the Phoenix Computer Donation Program. Strouse is currently Executive Director of Partnerships and Development at the Maryland State Department of Education.

2006

Esin Caglayan-Guner (M.Ed.), College Park, Md., and her husband, Barkin (M.S. Engineering '03), welcomed twin girls on February 20, 2009. Guner is a math teacher at Elizabeth Seton High School in Bladensburg, Md.

Paige Haber (M.A.), San Diego Calif., was selected by the University of San Diego's senior class as *Professor of the Year* for the School of Leadership and Education Sciences. Haber was also the keynote speaker for the American Camp Association's Supervisory Training Day in Los Angeles. She spoke on "Leading from the Inside Out."

2008

Jennifer Stepanek (Ph.D. '08; M.Ed. '00), Rockville, Md., signed with Dutton publishers to write a book about her son Mattie, the *New York Times* bestselling author and humanitarian, who passed away at age 13 in 2004 from dysautonomic mitochondrial myopathy. *MESSENGER: The Legacy of Mattie J.T. Stepanek* and *Heartsongs* will cover the years before Mattie got sick, how he handled losing his older siblings to the same disease he had, and his decision to dedicate himself to helping people embrace peace and hope. It will also include previously unpublished poetry from Mattie, as well as email correspondence between him and some of his famous friends. Dr. Maya Angelou will contribute a foreword for the book, due for release in November 2009.

Heather R. Schugar (Ph.D. '08; M.Ed. '05; B.S. '01), Willow Grove, Pa., and her husband, Jordan (Ph.D. '08), welcomed their son Owen Benjamin Schugar in March 2009. His middle name was given in honor of the Benjamin Building, home of the College of Education.

Please Drop Us a Line!

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

PERSONAL

Name _____

Home Address _____

City _____ State _____ Zip _____

Preferred Email Address _____

Spouse _____

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

EDUCATION AND EMPLOYMENT

Graduation Year _____ Department/Program Major _____ Degree _____

Additional Education (school, degree, year) _____

Employer _____

Title _____

MY NEWS _____

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

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

Calendar of Events ~ Fall 2009

Following is a list of upcoming events of interest to College of Education alumni and friends. For more information, please contact Director of Alumni Relations, Pat Costantino, '66, '69, at 301.405.5607, or send an email to pmc4@umd.edu.

Wednesday, Oct. 14, 2009

MIMAUE Fall 2009 Colloquium Series ~ Session II *Research and Educational Policy Impacting the Success and Educational Opportunities of Immigrant and Minority Children in Early Childhood*

4:30 to 6:30 p.m.

2121 Benjamin Building

This session of the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) fall colloquium series will focus on the policies that impact immigrant children of all ethnic and racial groups in early childhood education. Among the areas being explored include what research, if any, exists to support common policies and what policies exist at the local school level that facilitate or impact the learning and overall progress of immigrant and minority children. For updates on this semester's topics and speakers, please visit www.education.umd.edu/MIMAUE

Saturday, Oct. 17, 2009

College of Education Alumni Homecoming Tailgate

Time: Two hours before kickoff

Benjamin Building Courtyard

Bring your Terrapin pride, some good friends and join the homecoming fun at the second annual CoE Tailgate hosted by the College's Alumni Chapter. See registration form below.

Wednesday, Oct. 28, 2008

MIMAUE Fall 2009 Colloquium Series ~ Session III *Impact of the No Child Left Behind (NCLB) Act on Policy Related to Immigrant and Minority Children in K-12 Education*

4:30 to 6:30 p.m.

2121 Benjamin Building

This session of the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) fall colloquium series will look at the impact NCLB has had on local and state policies regarding education of immigrant and minority children. Participants will also discuss what policies seem to have affected a positive change in achievement at all levels in K-12. For updates on this semester's topics and speakers, please visit www.education.umd.edu/MIMAUE

Thursday, Nov. 12, 2009

Alumni Board Meeting

6:30 to 8:30 p.m.

Benjamin Building

Wednesday, Nov. 18, 2009

MIMAUE Fall 2009 Colloquium Series ~ Session IV *Immigrant and Minority Children: Teacher Preparation Challenges and Opportunities*

4:30 to 6:30 p.m.

2121 Benjamin Building

For the final session of the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) fall colloquium series participants will examine how the increase in the number of immigrant children in schools impacts teaching and school systems' budgets. They will also review how teacher preparation

programs can deal with the challenges and opportunities of working with immigrant children. For updates on this semester's topics and speakers, please visit www.education.umd.edu/MIMAUE

Thursday, Nov. 19, 2009

College of Education Alumni Awards Dinner and Ceremony

5:30 to 9 p.m.

Samuel Riggs IV Alumni Center

This annual College of Education event recognizes alumni who have made significant contributions in the field of education and beyond. Honorees will be presented with awards in such categories as outstanding leader, scholar, professional, teacher, and distinguished service to the College. To learn more, email Director of Alumni Relations Pat Costantino: pmc4@umd.edu.

Friday, Dec. 4, 2009

Donor Appreciation Luncheon

2 to 4:30 p.m.

Samuel Riggs IV Alumni Center

This special event honors the many benefactors who generously support student scholarships, graduate assistantships, research projects and other educational programs and initiatives in the College of Education.

Sunday, Dec. 20, 2009

College of Education Winter 2009

Graduation Ceremony

Time: TBD

Cole Student Activities Center, University of Maryland

(University commencement ceremony is on Saturday, Dec. 19, Comcast Center)



TAILGATE WITH US FOR HOMECOMING 2009!

Show your Terrapin pride at the 2009 College of Education Homecoming Tailgate hosted by the CoE Alumni Chapter

Saturday, Oct. 17, 2009 • Benjamin Building Courtyard (Two hours before the game – MD vs. VA)

LIVE MUSIC • DELICIOUS BUFFET • CASH BAR • COE LICENSE PLATE FRAME

ADMISSION: \$50 (includes buffet & a ticket to the football game) • **\$30** (buffet only)

RSVP by Monday, Oct. 12, 2009 (Please note, football game tickets will be distributed at the tailgate).

Tickets are limited, so register early! To join the homecoming fun, complete the registration form below, detach and mail it along with your check payment in an envelope (please make checks payable to the **University of Maryland**).

MAIL TO: Rochella McKoy, College of Education, 3115 Benjamin Building, University of Maryland, College Park, MD 20742

*Receipt of payment and ticket reservation will be confirmed by email/phone

Name(s) _____

E-mail _____

Daytime phone _____ Evening phone _____ Cell phone _____

CoE Alumni: Yes No If yes, graduation year: _____ Degree(s): _____

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