

# Endeavors

## “C” is for Cookie... A \$1 Million Cookie!

*Alumna Carolyn Gurtz Claims Top Prize at 2008 Pillsbury Bake-Off® Contest*

What do you get when you put together peanuts, sugar, peanut butter, cinnamon, and peanut butter cookie dough, and bake it at 375F for 45 minutes? For College of Education alumna Carolyn Gurtz '70, the result turned out to be a delectable cookie worth a million dollars! An entrant of the Pillsbury Bake-Off® for the past 15 years, she was named the grand-prize winner at the 2008 contest held in Dallas, Texas, for her Double-Delight Peanut Butter Cookies. She also took home the Jif® Peanut Butter Award.

“I was shocked when they made the announcement,” said Gurtz, whose excitement is still infectious as she recalls the final moments of the contest. “I thought my cookie was good, but I saw so many great entries that were more colorful or more complex than mine that I really had no clue I would win.”

Besting 99 other contestants, it was actually the simplicity of her cookie entry that clinched the top spot for Gurtz. Contest judges agreed her recipe’s “approachability allowed the home cook to take a convenience product and turn it into an unexpected cookie that bursts with layers of peanut butter flavor.”



*Pillsbury Bake-off winner Carolyn Gurtz (Elementary Education, '70) poses with husband Dennis, an alumnus of the Smith School of Business.*

A prize-winning veteran of a number of other food competitions, Gurtz noted her education background always comes into play when formulating her recipes. “It’s like constructing a lesson plan really,” she said. “You have to keep in mind you’re writing for beginner and advanced bakers, so you have to create something that’s not too difficult to follow, yet is all encompassing.”

After earning her bachelor’s degree in elementary education from the University of Maryland, where she met her husband Dennis—a two-degree graduate of the Robert H. Smith School of Business—Gurtz taught for a time in Prince George’s County. With the birth of her sons, Michael (Arts and Humanities, '99) and David, she became a stay-at-home mom, but kept her skills sharp teaching Sunday school at her church in Gaithersburg, Md.

“Right now I have a group of four-year-olds and I’m always amazed at what they retain,” said Gurtz. “As a teacher, it’s always a delight when you see children at this early age so eager to learn.”

So what’s next on Gurtz’s busy agenda? She’s already been invited to submit a few entries in August 2008 for the Montgomery County Fair—the largest county fair in the state of Maryland.



## Donna Wiseman Named New Dean of College of Education

Donna L. Wiseman, the interim dean of the University of Maryland’s College of Education for the past year, has been appointed dean, effective May 2008. The announcement was made by Nariman Farvardin, senior vice president for academic affairs and provost, concluding a national search.

According to Farvardin, Dean Wiseman takes over her full-time position at “a critical point in the University’s history, when strong leadership will be integral to the implementation of a bold strategic plan, which charts a course for Maryland to be one of the best universities in the world within 10 years.” He added that Wiseman will lead the College of Education in “developing programs in the teaching of Science, Technology, Engineering and Mathematics (STEM) that recognize the interdisciplinary nature of the world.”

One of the top education programs in the nation, the College of Education has grown to become one of a handful of national leaders helping to set the agenda for K-16 education, and the growing preparation of teachers of cutting edge research. The college’s Counseling and Personnel Services program has consistently been ranked by *U.S. News and World Report* as the best such program in the nation. In addition, through its Maryland Institute for Minority Achievement and Urban Education (MIMAUE), the college places special attention on creating a common understanding about how to help all children learn, addressing the national concern about the lack of quality and high performance of schools.

“Elevating the effectiveness of our schools compared to those in other nations, calls for the vision and leadership that Donna Wiseman will bring as the new dean of our College of Education,” said Dr. C. D. Mote, Jr., president of the University of Maryland. “Issues from science and mathematics education to closing the ‘achievement gap’ are great challenges for the college, our university and the State.”

Wiseman held various leadership positions at Northern Illinois University and Texas A&M University prior to joining the University of Maryland in 2001 as professor and associate dean for academic programs in the College of Education. She assumed the duties of interim dean in July 2007.

“I am very honored to be appointed to the role of dean and look forward to working with everyone in the college and across the campus,” said Wiseman. “The work of teaching, learning, and understanding human development is challenging and in constant flux, but I know the college will maintain and expand its considerable influence in the local, state, national and international arenas.”

At Maryland, Wiseman was a member of the University Committee on Diversity and was the College of Education’s equity



*Dean Donna L. Wiseman*

officer. She served for two years as chair of the President’s Commission on Women’s Issues, and was also a member of the Vice President’s Advisory Council for Curriculum and Courses and the University International Advisory Committee.

Involved with a number of professional organizations and agencies at the state and national level, she serves as chair of the publication committees for both the American Association of Colleges of Teacher Education and the American

Educational Research Association (AERA). She is also a board member of AERA’s Organization of Institutional Affiliates—which monitors federal policy in education—the Maryland’s Association of Teacher Education, and has served on Maryland’s statewide K-16 committee.

A nationally recognized reading expert and a former public school teacher, Wiseman holds a Ph.D. in Curriculum and Instruction (Reading), from the University of Missouri-Columbia, and a MSE in Curriculum and Instruction (Reading), from Arkansas State University. Over the past decade, she has been the principal investigator or co-principal investigator for over \$10 million in grants.

Her professional and scholarly interests include literacy development and instruction, school-university partnerships, teacher professional development, diversity in today’s classrooms, and equitable access to education. She has taught courses in literacy development, reading and language arts teaching methods, children’s literature, and teacher research and leadership.

Widely published, Dean Wiseman’s early scholarship centered on children’s reading and writing development and readers’ responses to children’s literature. Her recent scholarly efforts have focused on professional development for teachers who teach in diverse classrooms and connecting teacher education initiatives to public school student achievement. She is strongly committed to community outreach, especially in helping to ensure the success of inner city students, or those who may be struggling.

“I will work to build synergy around initiatives taking place within the college, focusing primarily on signature themes relating to diversity, globalization, policy and technology,” said Wiseman. She added that she will work to provide the college with a unified vision for the future, strengthen external relations and spearhead development efforts to help fund student scholarships, endowed chairs and research centers.

## A Conversation with Jennifer Stepanek, Class of 2008

*Jennifer Stepanek, mother of world-renowned poet and peacemaker Mattie Stepanek, graduated in May 2008 from the College of Education with her Ph.D. in Early Childhood Special Education. With a 4.0 GPA, she was selected as the college’s 2008 Outstanding Doctoral Student and also served as one of the college’s commencement speakers. Stepanek is afflicted with the same rare and progressive neuromuscular disease that took Mattie (in 2004) and his two brothers and one sister. She did much of her graduate work while she fought her disease.*

**Q: You are known as a strong advocate for children with disabilities and their families. What have you found in your own experiences—and here at Maryland—is the biggest stumbling block to ensuring that these children are given an opportunity to succeed? What should parents be doing?**

**A:** It is challenging for children and families when education is mostly considered in terms of ‘the typical child,’ and is merely ‘modified’ for any child who does not fit this norm, (and approached again using a ‘typical modification’ approach). Many children today are living with rare and poorly understood medical conditions and disabilities. For best practice, this necessitates ongoing education on the part of service providers, and creative approaches to meeting the overall education needs of these children and their families. Also, services are sometimes very compartmentalized, with specialists within systems (and

especially across systems) not being fully aware of, or in tune with, the overall experiences and unique needs or preferences of individual children and families. Even the best providers within a discipline-specific field can improve services for a child and family through collaboration with other disciplines and service systems, and especially through collaboration and communication with the family.

**Q: In your own mind, is special education working in this country? What are we doing right—and wrong?**

**A:** The special education laws and provision of services in this country are incredible, and we have made great strides across the past few decades to better meet the needs of children with disabilities and their families. Still, I think that the outlook for special education is a bit foreboding. Most special educators are well-trained and highly-motivated to be resourceful and creative and wonderful providers for children with disabilities. However, too many policies and regulations and guidelines intended to improve test results in our nation and ‘leave no child behind’ actually serve as educational barriers for too many children with disabilities. It is a small distinction, but a crucial one. It is not the special education system that is coming up short for some children with disabilities, but rather, the regulations and laws dictating how ‘all children’ are educated and tested that limits meeting the unique needs of some children.

*(continued on page 3)*

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## The College of Education Maintains Top 25 Ranking



For the ninth consecutive year, the College of Education has maintained its Top 25 ranking and is home to the number one Counseling and Personnel Services department in the nation, according to the latest *U.S. News & World Report* survey released in April 2008. All of the college's ranked programs and departments listed in the Top 15. The college rated as the 25th top school of education in the country.

"We can be proud to count ourselves as one of the best colleges of education in the nation, said Dean Donna Wiseman. "Our position in the Top 25 is evidence of the strength and dedication of our faculty and staff, the achievements of our students, and the high regard of our peers."

The college departments and programs ranked among the Top 10 in the nation: Department of Counseling and Personnel Services, Educational Psychology, Rehabilitation Counseling, Higher Education Administration, Department of Special Education.

Other college programs ranked in the Top 15: Elementary Education, Educational Policy, Secondary Education, Department of Curriculum and Instruction, Administration/Supervision.

The 2009 rankings are released in 2008 as part of *U.S. News & World Report's* annual guide of "America's Best Graduate Schools".

## Classes of '83 and '58 Celebrate Silver & Gold



Dean Donna Wiseman (far right) and Alumni Chapter President Toni Ungaretti (far left) celebrate with alumni from the Classes of '58 and '83 (front row, l. to r.): Anna Hall, Marsha Markman, Mildred Michaelson, Betty Hecht, Margaret Schmidt, D. Carl McMillen, Eugene Elliott, and Mary Kay Jordan; (back row, l. to r.): Tonya Parker Yates, Roberta Sites, Doreen Derigo, Wendy Harrison, Gail Gallman, Terri Wheeler, Betty Minus, Bryan Peregoff, Korry Greene, Beverly Reid, Gwendolyn Williamson Gordon, and Alex Stein. (Photo: Lisa Helfert Photography)

There was excitement in the air as alumni from the Classes of 1983 and 1958 returned to campus on May 23, 2008, to commemorate the 25th and 50th anniversary of their graduation from the College of Education.

Many of the Silver and Gold graduates began their celebration by attending the college's spring commencement held in the Cole Student Activities Building that afternoon. Sporting silver and gold regalia, the honorees marched in the processional, leading the way for the Class of 2008. They also received individual recognition on stage during the ceremony.

The festivities continued into the evening as the honorees and their guests gathered at the Samuel Riggs IV Alumni Center

for a special dinner and ceremony. The hosts for the evening, Dean Donna Wiseman and Alumni Chapter President Toni Ungaretti, paid tribute to the graduates and their achievement of such a memorable milestone. Attendees were also updated on the latest college initiatives and alumni chapter activities.

Next year's Silver and Gold Anniversary Celebration will recognize graduates from the Class of 1984 and the Class of 1959. 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](mailto:pmc4@umd.edu).

## WHAT'S HAPPENING IN THE COLLEGE...

### APPOINTMENTS



**Professor and Distinguished Scholar-Teacher Patricia Alexander, Department of Human Development, has been selected as the new holder of the Jean Mullan Professorship of Literacy.** She succeeds the inaugural holder, Professor Emeritus John Guthrie, who retired

earlier this year. A former middle-school teacher, Alexander has published over 200 articles, books, or chapters in the area of learning and instruction. Among her many honors and awards she was the 2001 recipient of the Oscar S. Causey Award from the National Reading Conference for her outstanding contributions to literacy research, the 2007 recipient of the Sylvia Scribner Award from Division C (Learning and Instruction) of the American Educational Research Association, and recently she was named one of the 10 most productive scholars in Educational Psychology. Alexander has also received numerous national, university, and college awards for teaching.

**Professor Margaret McLaughlin has been named interim associate dean for the 2008-2009 academic year.** A faculty member of the Department of Special Education, she is also associate director of the Institute for the Study of Exceptional Children and Youth. Her research includes investigation of the impact of education reform in students with disabilities and special education programs. She is involved in conducting several policy research efforts both in the United States as well as internationally. In her role as associate dean, McLaughlin will focus on faculty issues, sponsored research, and graduate studies. She replaces Professor Gregory Hancock who served as interim associate dean during the 2007-2008 academic year.



**Professor Gregory Hancock was appointed chair of the Department of Measurement, Statistics, and Evaluation, effective July 1, 2008.** He succeeds Professor Chan Dayton who will retire in December 2008 after 45 years with the College of Education. Director of

the Center for Integrated Latent Variable Research, Hancock is also an affiliated faculty member of the Department of Human Development's Educational Psychology Program as well as the Center for the Advanced Study of Language.

**Associate Professor Linda Valli was named interim chair of the Department of Curriculum and Instruction, effective July 1, 2008.** She succeeds Professor Stephen Koziol, who will continue his appointment as interim associate dean for Academic Programs. The inaugural holder of the *Jeffrey and David Mullan Professorship in Teacher Education-Professional Development*, Valli brings a great deal of departmental and college experience and knowledge to the role. She will serve as interim chair until June 31, 2009, or until a permanent department chair is appointed.

**Professor of Practice Carol Sheffey Parham is the new chair of the University of Maryland President's Commission on Women's Issues for 2008-2010.** No stranger to leadership roles, Parham served for over eight years as superintendent of Anne Arundel County Public Schools (AACPS). The first woman to serve in this position, and the first African-American, she was the chief county school officer for a 75,000 student school system, providing leadership to more than 8,000 employees. AACPS is the fifth largest school district in Maryland and the 43rd largest in the nation.

### AWARDS AND RECOGNITIONS

#### Department of Curriculum and Instruction

**Associate Professor Pat Campbell** received the 2008 *Presidential Citation* from the American Educational Research Association for her important contributions to the advancement of mathematics education in urban and poorly resourced communities. (Read more about Campbell's work on pg. 6)

**The Minority and Urban Education Unit** within Curriculum and Instruction was recognized with a University of Maryland President's Commission on Ethnic Minority Issues award for its support of programs that provide graduate students with real-world experience and a solid base of knowledge regarding ethnic minority issues.

#### Department of Counseling and Personnel Services

**Professor Susan Komives** was honored with the *Delta Delta Delta Women of Achievement Award* for her outstanding contributions in student leadership and higher education.

**Professor Courtland Lee** was named an *American Counseling Association Fellow* in recognition of his extensive scholarly and service contributions to the counseling profession.

**Assistant Professor Kim MacDonald-Wilson** was recognized with the *Carol T. Moubray Early Career Research Award* by the United States Psychiatric Rehabilitation Association.

#### Department of Education Leadership, Higher Education, and International Education

**Associate Professor Kerry Ann O'Meara** will be presented with the 2008 *Early Career Research Award* at the International Association for Research on Service-Learning and Community Engagement conference being held Oct. 26-28 in New Orleans.

### NEW FACULTY

**The following faculty joined the College of Education in fall 2008:**

#### Department of Counseling and Personnel Services

**Assistant Professor Julia Bryan**  
*Specialty areas:* Counseling and counselor education

#### Assistant Professor Paul Gold

*Specialty areas:* Rehabilitation counseling and counselor education

#### Assistant Professor Matthew Miller

*Specialty area:* Counseling psychology

#### Department of Curriculum and Instruction

##### Assistant Professor Andrew Brantlinger

*Specialty area:* Mathematics education

##### Assistant Professor Maria Hyler

*Specialty areas:* Teacher education/professional development, and minority and urban education

##### Assistant Professor Connie North

*Specialty areas:* Teacher education/professional development

#### Department of Education Leadership, Higher Education, and International Education

##### Assistant Professor Thomas Davis

*Specialty areas:* Organizational leadership, school finance and school facilities

##### Assistant Professor Noah Drezner

*Specialty areas:* Higher education, philanthropy and fund raising

##### Professor Nelly Penalzoza Stromquist

*Specialty areas:* International education policy and issues related to comparative education and gender

#### Department of Human Development

##### Assistant Professor Donald Bolger

*Specialty areas:* How the brain learns to read, the sources of reading skill and impairment, and how children learn the meaning of words

### RETIREMENTS

**The following individuals recently retired from the College of Education. Each retiree was honored with a Governor's Citation in recognition of their years of dedicated service:**

##### Professor Martin L. Johnson

*Department of Curriculum and Instruction, 36 yrs.*

##### Professor Emeritus Charles H. Flatter

*Department of Human Development/Institute for Child Study, 43 yrs.*

##### Professor Ruth Fassinger

*Department of Counseling and Personnel Services, 20 yrs.*

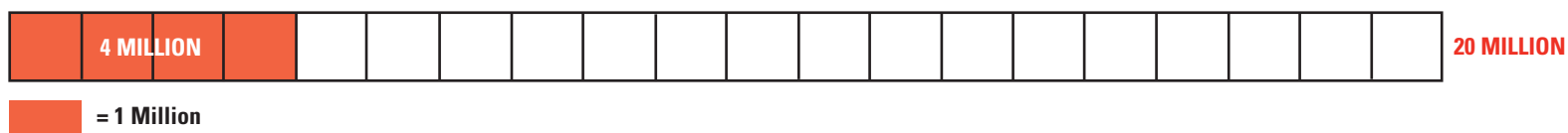
[Fassinger now serves as dean of the College of Education at California State University, Stanislaus]



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

Thanks to the support of our alumni and friends, the college's **Great Expectations** campaign has topped \$4 million! We still have a way to go to reach our goal of \$20 million.

To find out how you can invest in the future of the College of Education, please contact **Darcelle Wilson**, Assistant Dean for Development, at **301.405.6644** or email [darcelle@umd.edu](mailto:darcelle@umd.edu).



## FROM THE DESK OF THE DEAN...

Dear College of Education Alumni and Friends:

After a year of serving in an interim status, I am extremely pleased to have been named dean of the College of Education as of May 2008. Actually, there is a range of emotions I feel—pleased, hopeful, but mostly really excited. I am especially excited to share with you my vision for the future of this already great institution. In a nutshell, my vision is:

- to become the best research, land-grant college of education in the country, and
- to be relevant and responsive, adding value in statewide education issues (i.e., teacher shortages, achievement gap, and teaching and learning in the future)

My five-point plan to accomplish this includes the following signature themes:

- 1. DIVERSITY:** Focusing on increasing the diversity of students and faculty so the college can benefit from contributions and ideas from multiple perspectives.
- 2. INTERNATIONALIZATION:** Promoting a global perspective among our students and faculty by creating opportunities for our students and faculty to travel abroad, hosting international scholars, and supporting scholarship related to international perspectives. (*read more about this on pgs. 4-5 of this issue*)
- 3. POLICY:** Taking advantage of our location close to the seat of government by influencing state and national education policy decisions.
- 4. TECHNOLOGY AND MEDIA:** Recognizing and exploring the impact of technology and media on the future of teaching and learning, and increasing the use of technology and media in our teaching and research.
- 5. FACILITIES ENHANCEMENT:** Beginning with creating professional, inviting entrances in the Benjamin Building until funds are available for further enhancements to the building or we are able to get on the docket for a new building.

In other words, my goal is to have an alma mater of which you can continue to be proud.

Over the last year, I spent much time traveling to several regions throughout the state and around the country talking about various ways I envision leading the college, especially in terms of *Great Expectations*, the campaign for the University of Maryland. The College of Education's goal to raise \$20 million by 2011 is but a small portion of the university's overall \$1 billion goal. We reached the \$4 million mark at the close of fiscal year 2008, with another \$16 million to go in a short three-and-a-half years. Funds raised during the campaign would be used primarily for critical program areas,

**"...my goal is to have an alma mater of which you can continue to be proud."**

scholarship support for students, and to attract and retain leading scholars with endowed chairs and professorships. So how can you become more involved?

For those of you who are not already members, I would encourage you to reconnect with your University of Maryland family and join the alumni association. By so doing, you will also be supporting the College of Education as a small portion of your annual \$45 membership fee is allocated to the college. In return, you will receive members-only discounts and other campus perks (to obtain more details and/or a membership application, call **301.405.4678**, or visit [www.alumni.umd.edu](http://www.alumni.umd.edu)).

If you have specific interest in providing scholarship support for students, think about marking your gift for the *Transitions Endowed Scholarship Fund* to provide support for those students transferring from Maryland area community colleges. Transfer students start off their academic careers at the community college level for numerous reasons, however they lack access to some scholarship opportunities available to those students who come to the university as freshman. The creation of a \$500,000 endowment account will provide perpetual support for this special group of students.

Contributions large and small from our alumni and friends will go a long way in helping us reach our goals (see gift chart on this page). While all donations are welcomed and very much appreciated, gifts of \$1,000 or more with a designation to the College of Education Dean's Initiatives Fund—which will directly support the aforementioned five-point vision plan—come

## WHERE DO YOU FIT IN?

Gifts at all levels can help us reach our goal of supporting endowed faculty positions, students, and college research centers and programs. As the following chart shows, it only takes the participation of 11,000 of our 36,000 alumni to reach the \$20 million mark! Will you be counted in that number? By investing in excellence, you too can support a great College of Education—one that will improve the quality of our lives while solidifying a future for children in Maryland and beyond.

# OF DONORS	GIFT AMOUNT	TOTAL	CUMULATIVE TOTAL
5,000	\$ 100	\$ 500,000	\$ 500,000
2,000	\$ 250	\$ 500,000	\$ 1,000,000
1,500	\$ 500	\$ 750,000	\$ 1,750,000
1,500	\$ 1,000	\$1,500,000	\$ 3,250,000
720	\$ 2,500	\$1,800,000	\$ 5,050,000
250	\$ 5,000	\$1,250,000	\$ 6,300,000
100	\$ 10,000	\$1,000,000	\$ 7,300,000
50	\$ 25,000	\$1,250,000	\$ 8,550,000
20	\$ 50,000	\$1,000,000	\$ 9,550,000
12	\$ 100,000	\$1,200,000	\$10,750,000
7	\$ 250,000	\$1,750,000	\$12,500,000
5	\$ 500,000	\$2,500,000	\$15,000,000
5	\$1,000,000	\$5,000,000	\$20,000,000

To learn more about how you can become one of the 11,000 who can help us reach our goal, please contact Assistant Dean for Development Darcelle Wilson: [darcelle@umd.edu](mailto:darcelle@umd.edu)

with a membership into the University's distinguished Colonnade Society and the enjoyment of such rewards as:

- Distinctive members-only gifts
- Invitations to special events
- A designated staff liaison
- Honor roll recognition
- Subscription to the Colonnade Society bi-annual online newsletter
- Tax deduction on April 15

I look forward to serving as dean of this wonderful College of Education and I hope you are inspired to join us in becoming a nationally recognized Top 10 college of education. Thank you in advance for your consideration.

Sincerely,  
Donna L. Wiseman  
Dean

## A Conversation with Jennifer Stepanek

(continued from page 1)



**Q: Your son Mattie was such an inspiration and hero to many. How can you take what he gave to us in courage, strength and love, and translate that into something others can embrace?**

**A:** My son, Mattie, taught me that not all worthy things come from the dreams we consider, or plan, or tend to, or train for, or seek. Our dreams are really part of some bigger picture, that hopefully leads to something that matters long after any given moment, and long after each 'here and now.' No matter what we 'want to be' when we grow up, our dreams should ultimately reflect a journey that touches humanity with a gentle strength and goodness. We should always strive to make a difference in life as we touch the world with our knowledge based on academic training, and also with our wisdom and our understanding based on personal experience. Mattie taught me that in each moment of life we have the gift of choice, and therefore hope. He said that whether a given moment feels like a blessing or burden, we always have the choice of attitude, and that hope can be the attitude we choose that moves through and beyond that moment, and into each next moment.

**Q: What was it about attending Maryland that made a difference for you?**

**A:** Through word and action, my advisor, Dr. Paula Beckman, has consistently demonstrated her belief that 'disability' and 'education' are not conflicting realities, and that parenting children with disabilities or personally living with a disability simply necessitates creativity and perseverance and a collaborative team effort. Back in the late 1980s, I withdrew from my first doctoral program in clinical psychology at another university believing that it was not possible to successfully pursue such a rigorous academic goal, and also meet the emotional and medical needs of my children who had progressive and life-threatening disabilities.

Dr. Beckman supported me in tending to both professional and personal goals in life, and that is true of all the faculty and staff and other students in my department. It was really a balance, where we each did whatever we needed to do in each semester. When my son was not in a medical crisis, I took classes and participated in research endeavors and demonstrated my high academic dedication and standards through quality work and performance.

When my son was in a medical crisis, my need to focus on his life and mortality was completely respected by everyone in the Department of Special Education here at the University of Maryland. I was never judged, or limited in my goals as a doctoral student or as a parent. As a result, I not only have a doctoral degree in Early Childhood Special Education, but I also have the fondest memories of my son growing up here on campus with a wonderful extended family in this department.

**Q: Now that you have finished your "formal education" what are your plans for the future?**

**A:** To be honest, due to the ongoing progression of my disability, I do not have set plans for my future...but I pray on this every day. I am sure that there is a part-time job out there with my name on it, but I do not yet know what it looks like yet. Ideally, someone will soon be needing an effective motivational speaker and disability advocate in the field of education or healthcare, who does quality research and who is a skilled writer and lobbyist, but who also happens to be limited in daily on-site presence due to disability. And when that job is advertised, I will be first in the application line with my resume in hand! Until then, I am working on two books (one about the final four years of Mattie's life, and the other based on one of my most popular research-oriented speeches that addresses working with children who have life-threatening conditions), and I will continue traveling and giving speeches to any audience interested in a message of hope and peace and other things 'that really matter' in life.

*Stepanek is currently overseeing the creation of the Mattie J.T. Stepanek Park in Montgomery County, which will be fully accessible to children with disabilities.*



# MAKING A WORLD OF DIFFERENCE IN TEACHER EDUCATION

## *The GATE Fellows Program Brings a Global Perspective to Teaching*

IT WAS A PERSONAL EXPERIENCE 20 YEARS AGO THAT PUT JIM GREENBERG, DIRECTOR of the College of Education K-16 Partnership Development Center, on a career path to championing international education.

"I had no international experience at all," says Greenberg. "Then I got involved by chance with a group called the International Society for Teacher Education. It changed my life. It opened me up to how completely inadequate it is to simply read or talk about other countries compared with actually going there and meeting people from different parts of the world who share your profession."

**"We need to look at how we can change curricula in schools so that every student is engaged in world issues."**

One profound result was Greenberg's ultimate development of the GATE Fellows program, in which selected College of Education faculty study, collaborate and work on their own projects in developing new teaching methods and curricula with a global perspective. The formal mission of GATE—an acronym for Global Awareness in Teacher Education—is to support increased attention to global perspectives in the teacher education program as part of the college's new commitment to internationalization.

"It's a mandate for an outright culture change in how we teach our nation's teachers," says Greenberg, who is also director of the GATE program. "The American culture of teaching is now so focused on test scores that it has lost track of the larger purposes of education. There is little focus on critical thinking or deep examination. That includes the way we look at the rest of the world. In many other nations, there is a bigger view of what's important in teaching children. They know what we're doing over here, but we don't necessarily know what they're doing over there."

In November 2007, the GATE program was awarded a \$25,000, one-year grant from the Longview Foundation. One of only a few programs for teacher education innovation in the nation, GATE was inspired in part by both the college's Lilly-CTE Teaching Fellows program—a project for enhancing teaching that Greenberg himself ran for 13 years—and the Curriculum Transformation Project, a University of Maryland initiative to enhance awareness of gender- and race-related work in education.

This first "class" of GATE Fellows is following a year-long program involving guest speakers and intense seminar discussion of issues in internationalizing teaching, individual projects, and an upcoming colloquium in November. Each of the seven Fellows receives a \$2,500 stipend and a modest budget for curriculum development.

GATE staff member Lisa Swayhoover, a doctoral student in the college's International Education Policy program, says that from her pre-Maryland years of organizing study abroad programs, she knows first-hand the vital impact of international exposure. "When I asked students why they were interested in global issues, they would say it was because a teacher somehow influenced them," says Swayhoover. "So when I came back for my doctoral work I said, 'We need to look at how we can change curricula in schools so that every student is engaged in world issues.' That means teacher education. The GATE Fellows program gathers an across-the-board group of faculty to look at how they can introduce international and global topics into the curriculum in non-traditional ways. There is a real sense of mission."

The bi-weekly GATE seminar discussions have been passionate and far-reaching, Swayhoover says. Expert speakers have included UM Associate Provost for International Affairs and Director of the Office of International Programs Saúl Sosnowski, and Associate Director of the Center for International Initiatives at the American Council on Education Christa Olson. The upcoming colloquium, scheduled for November 21 in conjunction with the State Department's International Education Week, will feature presentations from each GATE Fellow on their year's project, and possibly a speaker from another country addressing the audience via live video.

"What excites me the most," says Swayhoover, "is that the Fellows are looking at real reform of education. This is a step toward truly embedding international perspectives in teaching. It's about fundamental change and the Fellows are the change agents."

For his part, GATE founder and program director Greenberg hopes to see the program continue with ongoing funding. "I feel very proud that we've been able to create this pilot program," he says. "We've gotten an enthusiastically positive reaction from the Fellows as well as from external agencies that have looked at it. We will be seeking a variety of ways to institutionalize GATE as part of the larger effort to internationalize the College of Education."

## THE GATE FELLOWS

### Jeanne Galbraith

#### Exploring International Perspectives in Early Childhood Education

Jeanne Galbraith is the Professional Development, Research, and Practicum Coordinator for the Early Childhood Teacher Education program in the Department of Human Development. Her teaching and scholarship bring many points of view, including international perspectives, to examining issues and trends in early childhood education and child development. She is particularly interested in the approach of the early childhood programs in Reggio Emilia, Italy. Her project as a GATE Fellow integrates international perspectives on early childhood education into her courses in the Early Childhood program.

*"I hope to better equip teachers to think critically and deeply about education by examining multiple perspectives, including international perspectives. 'Becoming a GATE Fellow allowed me to connect with other faculty outside of my department. This was very meaningful to me, and it really made my first year here very welcoming and engaging. While the project is enhancing my work with students, becoming a GATE Fellow to me was just as much, if not more so, an opportunity to collaborate with fellow colleagues on a shared topic of focus."*

### Roberta Lavine

#### Developing Electronic Relationships Internationally

Roberta Z. Lavine is an associate professor of Spanish and adjunct associate professor of Teaching English to Speakers of Other Languages (TESOL). Her research focuses on the acquisition of culture and the use of technology in teaching and learning. She has extensive experience working with university professors in Latin America, and was a Fulbright scholar in Chile in 2005. She is now involved in a comprehensive project using teaching portfolios for professional development with Jim Greenberg and colleagues in Chile, Ecuador, and Peru. Her project as a GATE fellow is electronically forming virtual partnerships with TESOL teacher candidates at Maryland and teachers in Ecuador.

*"Teachers love to talk and learn from one another, and technology makes it easy to communicate internationally. Personally, I've gained a lot from the opportunity to work with international colleagues. Each contact and experience has been unique and rewarding. The GATE Fellowship has given me a chance to learn more about international education, and about educating internationally. In addition, being able to work with like-minded colleagues here at Maryland has given me a wealth of new insights and ideas. I can't see how this would have happened without the GATE Fellowship."*

### Jing Lin

#### Co-Creating an International Honors Course: "Great Thinkers East and West: Cultural and Educational Dialogues" (with Rebecca Oxford)

Jing Lin is a professor in the Department of Education Leadership, Higher Education and International Education. She is also deputy director of the Confucius Institute at Maryland. She has done extensive research on Chinese education, culture and society. In particular, she has systematically studied the social changes and educational reforms that occurred in China since 1978. She is the author of five books: *The Red Guard's Path to Violence*, *Education in Post-Mao China*, *The Opening of the Chinese*



The 2008 GATE Fellows, (l. to r.): Rebecca Oxford, Jeanne Galbraith, Jing Lin, Randy McGinnis, Roberta Lavine, and Jennifer Turner with GATE project staff (r. to l.), Director Jim Greenberg and Lisa Swayhoover, and Saúl Sosnowski, director of International Programs for the university (not pictured, GATE Fellow Jeanine Staples)

*Mind, Social Transformation and Private Education in China*, and most recently, *Love, Peace, and Wisdom in Education*. She is also co-editor of the forthcoming book, *Educators as Peace Makers: Transforming Education for Global Peace*, and is lead editor of a book series on peace education. Her project as a GATE Fellow, with Professor Rebecca Oxford, combines key themes of East Asian and Western philosophy in an undergraduate course.

*"Great thinkers East and West view things more similarly than they do differently. They tackle educational issues from different angles, but there are always underlying similarities: the concern for the well-being of a society through education, the role of education in personal growth, the responsibilities of educators as role models as well as facilitators of learning. The ideas or language they use may sound different, but we can find much that unites these seemingly diverse points of view. Through dialogues like these we can build cultural understanding between East and West, between faculty and students, and between students."*

### Randy McGinnis

#### Internationalizing the Preparation of Science Teachers by Using a Climate Change Module in an Undergraduate Science Methods Course (with Emily Hestness)

J. Randy McGinnis is a professor in the Department of Curriculum and Instruction with a focus on research and teacher education for elementary and middle school science. Throughout his career he has promoted a global perspective. He taught science in Africa (Swaziland) and in several states in the United States. He also lectured in Taiwan as a science education researcher, and is editor-in-chief of the *Journal of Research in Science Teaching*. His project as a GATE Fellow, in association with his graduate student advisee Emily Hestness, is to develop a model science curriculum unit in his science methods course that, because of its focus on global warming, involves a global perspective. McGinnis believes that science teacher educators need to take the lead in providing global science perspectives that require political action beyond the limits of any one country.

*"I know of few teacher education programs that prepare teachers to teach climate change, arguably our most pressing global environmental issue, in a standards-based manner that uses rigorous data management and analysis. Moreover, studying climate change leads naturally to a*

*unifying 'Science for All' approach, since it calls for an international perspective on the physical, social and cultural dimensions of climate change. I expect the science education research community will be interested, and I also think future teachers will find this to be a very timely topic that will help them learn how to teach science in an engaging way to diverse students."*

### Rebecca Oxford

#### Co-Creating an International Honors Course: "Great Thinkers East and West: Cultural and Educational Dialogues" (with Jing Lin)

Rebecca Oxford is a professor of Second Language Education and Culture in the Department of Curriculum and Instruction. She is also a Senior Fellow for World Language Education at the Confucius Institute at Maryland. She has presented her research worldwide, and has ongoing research relationships with colleagues in China, Taiwan, Canada, Korea, and Germany. Her books include *Language Learning Strategies: What Every Teacher Should Know*, *Patterns of Cultural Identity*, the forthcoming *Teaching and Researching Language Learning Strategies*, and others. She has also served as series editor for the Tapestry English program (currently in North American, Middle Eastern, Chinese, and Japanese editions). She is editor of such books as *Language Learning Strategies around the World: Cross-Cultural Perspectives* and *Language Learning Motivation: Pathways to the New Century*. She is also editing an international book on the "multilevel language of peace" for Professor Jing Lin's *Peace Education Series*. Her project as a GATE Fellow, with Professor Lin, combines key themes of East Asian and Western philosophy in an undergraduate course.

*"I have deep academic interactions and friendships in China and other East Asian countries. This year, I researched some great teachings of Confucius and I found links between those teachings and the writings of John Dewey. This contributes to my joint 'Great Thinkers East and West' GATE Fellows course project with Jing Lin. I hope the new course will give teacher candidates deeper East-West understandings they can later integrate into their own teaching. For me, the GATE Fellows program has been a superb support group and forum for how to internationalize teacher education."*



## The Gate Fellows

(continued from page 4)

### Jeanine Staples

#### Toward an Interpretive Social Action Framework Against Global Linguistic Violence for Reading/English/Language Arts Teacher Candidates

Prior to her departure this summer for another university, Jeanine Staples was an assistant professor in the Department of Special Education. Her research includes explorations of how media, popular culture, language and technology are used to carry out local and global linguistic violence against individuals and groups. Her goal is to help teacher preparation and education programs demystify linguistic violence, while revealing its meaning for global citizenship and Americanized ideals so that teachers will have the theoretical and practical tools they need to counteract its societal effects from within the classroom. Her project as a GATE Fellow is to develop a framework for teachers to use to recognize and resist classroom trends toward global linguistic violence.

*"In teaching English Language Arts and Literacies teacher candidates at different universities, I found, overwhelmingly, that they didn't have a grasp on global justice or global consciousness. I saw this lack of knowledge and sensitivity as a disservice to students growing up in a multicultural world. I want to better equip RELA/Literacy teachers to see how rhetoric, words, images and signs are used to perpetuate false ideas about citizens and cultures of other countries. I also want to help teachers to resist and overcome this problem. For me, this fellowship has been an amazing opportunity to work closely with great thinkers in peace studies, international languages, global consciousness and other areas. It's been a way for me to collaborate with others toward these shared goals for teacher education."*

### Jennifer Turner

#### Learning about Global Diversity Through Multicultural Literature in a Graduate Reading Course

Jennifer D. Turner is an assistant professor of Reading Education in the Department of Curriculum and Instruction. Her interests in internationalizing teacher education come from her research and practice as a reading teacher educator in the Elementary Education program. For her project as a GATE fellow, she developed a graduate course on multicultural materials and instruction for K-12 readers that gives teachers the knowledge and curriculum materials to energize and expand students' multicultural awareness. She is also conducting an investigation of how the course's content and assignments shaped teaching candidates' approaches to teaching diverse readers.

*"I first planned to do a multicultural course on American issues, focusing on African-American and Hispanic young people kids and literature that is really relevant to them. Then as I started thinking about this for GATE, I began incorporating global issues as well. I tried to get education students to read scholarly works that would give them a framework for thinking deeply. You don't want a teacher who just puts literature haphazardly in place. You want them to be thinking, 'What's my purpose in using this? What do my students need to know, and how am I going to help them get there?' One of the things that makes this course unique is instructors actually read what the kids would read. We read picture books, we read novels, we watched films, we went to Web sites. Most of my students were already working in K-12 classrooms. I wanted them to gain something in this course that they could use in the classroom on Monday morning, and many of them did. In fact, the course was so well-received that it's going to become a core requirement for the college's Reading Specialist program."*

## Alumni-Sponsored Study Abroad Course a Success



Student participants and course leaders of the College of Education alumni-sponsored study abroad program take a break during a pre-trip briefing to pose for a picture. Front row (l. to r.): Erica Apatov, Jennifer Fink, and Emily Floyd; Back row (l. to r.): Jim Greenberg, Molly O'Neill, Lindsay Hein, Tiffany Soo-Tim, Donald 'Brent' Edwards, Ebony Terrell-Schockly, Jim DeGeorge, Brittany Conklin (was unable to make the trip due to illness), Pat Costantino, and Pierre Colombel

In support of the College of Education's declaration to ensure that all of its graduates develop a global perspective and an intentional sensitivity to other cultures, the college's Alumni Board introduced a new study abroad course for education majors this year—*International Study of Teaching and Learning Environments*.

The first group of student participants and their accompanying course leaders recently returned from studying the education systems of the Netherlands (Maastricht and Amsterdam), and neighboring Belgium and Germany. Through visits to schools, the course was designed to help students gain a greater understanding and appreciation for the teaching and learning process in other countries.

"Students commented that the experiences visiting the countries and several schools were 'life changing,'" shared Alumni Director **Pat Costantino ('66, '69)**, one of the course leaders on the trip. "They were very eager to incorporate their learning's and insights into their student teaching experiences, graduate work, and future careers."

Among the others leading the group of eight students during the two-week course were alumni board members **Jim DeGeorge ('68, '71)** and **Pierre Colombel ('95)**, along with course instructor **Jim Greenberg**, director of the college's K-16 Partnership Development Center. The alumni course leaders will continue to act as mentors to the students for the next academic year.

The college is exploring possibilities for future funding so this program may become available to undergraduate and graduate students on a permanent basis. If you are interested in supporting student scholarships for students and/or mentors, please contact Assistant Dean for Development Darcelle Wilson, [darcelle@umd.edu](mailto:darcelle@umd.edu).

## Be Our Guest for Homecoming 2008!

All College of Education Alumni are invited

to join the festivities at a  
Complimentary Tailgate Buffet  
hosted by Dean Donna Wiseman



Saturday, Oct. 25, 2008  
Benjamin Building Courtyard  
(Two hours before game time)

Registration is required to attend. Contact Frances Woods to RSVP:  
301.405.2340 or [fwoods@umd.edu](mailto:fwoods@umd.edu)

Come join us for some pre-football fun!

## ALUMNI SPOTLIGHT GIVING BACK: Non-Profit Film Entrepreneur Avis Gold Richards Uses Her Teacher Education to Serve Others



Richards, a 1980 Early Childhood graduate, is founder and president of Birds Nest Productions—a New York company that creates short films for non-profit organizations at no charge. A foundation from her family provides the funding and she secures the services of many actors, editors and crew members for free. It is a labor of love that, in the past three years, has created a plethora of award-winning films and videos to benefit causes ranging from children's education to housing for the homeless to prostate cancer.

"The skills I learned in teacher education at the University of Maryland go hand in hand with my working with people to make films," observes Richards. "Interviewing people, working with actors and crew, asking them the right questions. Students who are education majors have so many options with that degree."

Richards taught elementary school for a year in New York after graduating from the College of Education. She also pursued graduate work before deciding to focus on raising a family. She started a for-profit film production company with a partner in 2003, then in 2005 decided to go out on her own to make films philanthropically. "For years I had been involved with foundations: fundraising, organizing events, sitting on boards," said Richards. "I wanted another way of giving back."

Then St. Philips Academy called. The New Jersey school, where inner-city kids received 100 percent scholarships or paid what they could, was looking for someone who could produce a fundraising film. "I had never done one before, but of course I said, 'Sure, I can do that.' We brought in a crew, produced the film, and it ended up winning a number of awards. They still use it for fundraising."

Coming off of this first success, she did a number of other non-profit films that year and the next. During this time she decided, "I can't charge these organizations for this work."

Birds Nest has now grown to produce 20 to 30 films a year, all underwritten by Richards' family foundation, with many participants donating their talent. Richards, who lives in Westchester County, says, "I bring together editors, videographers, musicians and actors in the New York area

who feel philanthropically and artistically the way that I do. I spread the word about what I'm doing, and incredibly talented people donate their time. It's pretty amazing. I work on exciting projects with great foundations all over the world."

These include films for Magis Americas, which funds the education of 2.1 million children in Jesuit Schools throughout Latin America and the Caribbean; the Susan G. Komen Breast Cancer Foundation; the Joe Torre Safe At Home® Foundation for children living with domestic abuse; HELP USA, which provides housing, job training and social services for the homeless and victims of domestic violence; Michael Milken's Prostate Cancer Foundation, and Ed Randell's Bat for the Cure Prostate Cancer Foundation. In the pipeline is a possible project in India to educate women about green living, in a nation where pollution is a catastrophic health problem.

On a personal note, Richards' 12-year-old son appeared with his Little League team and her husband, who was diagnosed and has been cured of prostate cancer, in a public service announcement produced by Birds Nest under the theme, *Strike Out Prostate Cancer*. The spot will debut in minor league ball parks across the country this summer. In addition, Richards shared that her 18-year-old daughter will be a first-year student at Maryland this fall.



## Getting the Math Right

Q&A with award-winning mathematics education expert Patricia F. Campbell, Ph.D., whose innovative teaching approach helps children to not just do math but understand it. ~ Interview by Bruce Jacobs



Patricia F. Campbell is an associate professor in the Department of Curriculum and Instruction at the University of Maryland College of Education. She is one of only three recipients nationally of the 2008 American Educational Research Association (AERA) Presidential Citation, an elite honor granted to individuals for distinguished service and/or significant contributions to educational research.

She specializes in studying how young people develop their own understanding of the meaning of math processes, and how teachers can best enable them to do so. Her work is widely known, and she has developed successful math education programs in Montgomery County and Baltimore City public schools.

**Q: Congratulations on your AERA President's Citation. That must be a great honor.**

**A:** Yes, it is. And it was a surprise!

**Q: In AERA's words, you received the award for your "important contributions to the advancement of math education in urban and poorly-resourced communities," and your research is "a model for others engaged in systemic reform in math education." Based on your findings, what does it take for elementary teachers and schools to get it right in math education?**

**A:** I think the big thing is that we need to teach with a focus on mathematical understanding. Mathematics should make sense to students. Everything we do—curriculum, instruction, the questions we ask students, the tasks we give them—should help students make sense of mathematics. Not just remember it, but understand it.

**Q: What does it take to accomplish that?**

**A:** One mistake we make is teaching mathematics with an attitude of, 'If I just show it to you and you practice, then you'll be good at it.' Of course practice is important, but practice without understanding is a waste of time. So first we have to work with students so that they understand. Teachers need to know not only the mathematical content, but also how children see and interpret it. To do that, we have to talk with the children, not talk at them.

**Q: You used this approach in a math program in the Baltimore City schools, correct?**

**A:** Yes. It was an approximately five-year program, started in 1996, that was funded by the National Science Foundation (NSF).

**Q: And you were equipping teachers to teach math in the way that you've been describing?**

**A:** Yes. But we realized pretty quickly that we not only had to work with the teachers, we also had to change the curriculum. I don't mean rewrite the textbooks. I mean clearly identify what math content we want children to know in each grade. We could not use NSF grant money to do that, so I just did it on my own. I rewrote the Baltimore City elementary math curriculum and the vast majority of the schools, 93 of them, chose to use it.

**Q: Why was this necessary?**

**A:** Part of helping teachers to teach math is making sure they understand what students need to know in each grade. For example, when do you do subtraction with regrouping? When do you borrow and carry? When I asked in this district, no one was sure. We had to set up the curriculum so that it's clear to everyone what students need to learn in any given year. Then we were able to move ahead with the professional development, working directly with teachers to help them help students to understand math.

**Q: I gather that the program was very effective. Why did it end?**

**A:** The grant money for the professional development ran out. I also think we did not involve administrators enough in understanding what we were doing and why.

**Q: Educators seem to agree it's a problem for approaches like yours to be limited to short-term temporary programs. What needs to happen for approaches like this to be ongoing?**

**A:** There's actually a piece that is ongoing. If you look at the elementary math scores in Baltimore City since our study, they have not fallen. They don't increase at the rate they used to increase, but they're not falling. They've modified the curriculum since then, but the people who did so were involved in this project. Also, the curriculum I wrote is still there as a guide for teachers. When you work with teachers and they change the way they teach, that becomes a part of them. The risk in urban or poorly-resourced districts is they have a lot of teacher turnover, so if you don't keep on doing professional development, eventually you're going to lose teachers who know how to teach this way. We need to constantly invest in our curriculum and our teachers. It's not something we can just do for a couple of years.

**Q: What are you working on now?**

**A:** One project we're working on, with an NSF grant, is investigating the relationship between teacher knowledge and students' performance on achievement tests. We know very little about that. If we can determine a statistical connection, that would be an argument for more professional development, helping teachers develop more knowledge not just about math content but about children's learning. We're creating assessments of the content and instructional knowledge of teachers in Maryland, Delaware, and Pennsylvania, working with the Mid-Atlantic Center for Mathematics Teaching and Learning, a cooperative venture among the University of Maryland, University of Delaware, and Pennsylvania State University.

I'm also doing another study where we take wonderful math teachers and teach them even more about student learning and development and also about coaching and leadership of other teachers. The idea is for them to become teachers of teachers who go back into the schools to do on-site professional development. We did this with some great teachers in Montgomery County and Baltimore City. However, we don't know if it works. So I'm involved in an NSF-funded study of five school districts in Virginia where we're looking at the impact of elementary school math teaching coaches on student achievement.

# University of Maryland College of Education ALUMNI COLLEGE 2008

RETURN TO LEARN • Saturday, September 27, 2008 • Benjamin Building • University of Maryland

The College of Education Alumni Chapter cordially invites you to...

**ENJOY** a day of learning and discovery.

**ENGAGE** in invigorating dialogue with faculty and experts in the field of education.

**EXPAND** your knowledge of educational issues.

All classes and activities will be held in the Benjamin Building, home of the College of Education. Parking is available in Lot Z and Lot 1. Directions to campus are available at: [www.umd.edu/visitors](http://www.umd.edu/visitors)

The Benjamin Building is handicap accessible. Please let us know if you need special disability accommodations. Call Pat Costantino, Director of Alumni Relations, 301.405.5607.

## SCHEDULE

**8:30 am Registration and Breakfast**

**9:00 am Welcome to Alumni College 2008**

Toni Ungaretti, Ph.D.

President, College of Education Alumni Chapter

**9:05 am Opening Address: "A Vision for the College of Education ~ An Overview"**

Donna Wiseman, Ph.D., Dean, College of Education

**9:25 am KEYNOTE SPEECH: "What's Next ~ The Never-Ending Question"**

Nancy Schlossberg, Professor Emerita, Counseling and Personnel Services

People are always thinking about their futures and wondering, what's next? The questions we face are both intriguing and perplexing. Dr. Schlossberg will discuss these recurring issues as background for helping us creatively cope with our futures.

**10:20 am CONCURRENT SESSIONS I**

**An Informal Conversation with the Dean**

Dr. Wiseman will expand on her vision for the College of Education and answer questions from participants.

**Effective Emotional Intelligence**

PRESENTER: Pierre Colombel, Ed.D., Organizational Development Consultant and Adjunct Professor, Johns Hopkins University

This interactive session, based on the work of Daniel Goodman, focuses on the important skill of emotional intelligence (EI). Some research indicates that EI is more important than IQ. A simple individual and private assessment instrument will be used in the session and modules that address some of the issues presented and discussed.

**11:25 am CONCURRENT SESSIONS II**

**School Failure, Disability, and Delinquency: Understanding the Causes and Consequences**

PRESENTER: Peter Leone, Professor, Special Education  
Youth with disabilities and minority youth are disproportionately represented in the juvenile delinquency system. As schools respond to boost achievement and improve school safety, an increasingly large number of students experience suspension and expulsion. While these responses may alleviate some problems in the short term, the long-term consequences for communities can be very harmful. In addition to examining the relationships among school failure, disability, and delinquency, the presentation will examine promising responses to these problems.

**Teaching and Learning in the 21st Century**

PRESENTER: Patricia Alexander, Jean Mullan Professor of Literacy, Human Development

What is it like to be a student in the 21st century? What are the consequences for living in a hypermedia/hypervigilant world where one is continually bombarded with information of questionable durability and veracity, where privacy is often sacrificed, and where faster and quicker is a guiding mantra? In this session, we will consider how the very nature of learning has changed over the centuries and considered what those significant educational trends mean not only for the students in post-industrial societies but also for teachers who are responsible for guiding the academic development of those students.

**12:30 am CONCURRENT SESSIONS III**

**Teaching as a Calling**

PRESENTERS: Jim DeGeorge, Associate Director, Advocates for Children, College Park Scholars; Tom Saunders, Principal, Howard County

In this session the presenters will discuss the process of inspiring students, creating lives of hope, fulfilling the desire to lead, and natural school reform.

**A Conversation with Professor Emerita**

**Nancy Schlossberg**

Dr. Schlossberg will continue to talk about the ideas presented in her keynote speech and answer questions from participants.

**1:30 pm LUNCH**

**Viewing of Great Expectations Video**

Darcelle Wilson, Assistant Dean, Development

**2:30 pm ALUMNI COLLEGE ADJOURNS**

## COLLEGE OF EDUCATION ALUMNI COLLEGE 2008 RETURN TO LEARN REGISTRATION FORM

Please complete this registration form, detach and mail along with a check in an envelope. Please make checks payable to the College of Education. Mail to:

Ms. Frances Woods  
College of Education, University of Maryland  
3115 Benjamin Building  
College Park, MD 20742

Yes, Save a place for me on September 27, 2008.

No, I cannot attend, but keep me on your list for future events.

**RSVP deadline is Friday, Sept. 19, 2008**

### TUITION

\$25 for Alumni Association members • \$30 for all others

**For more information, please contact Pat Costantino, Director of Alumni Relations, 301.405.5607, or via email: [pmc4@umd.edu](mailto:pmc4@umd.edu).**

Name (s) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Daytime phone \_\_\_\_\_

Evening phone \_\_\_\_\_

Cell phone \_\_\_\_\_

E-mail \_\_\_\_\_

Graduation year: \_\_\_\_\_

Degree(s): \_\_\_\_\_

# ClassNotes

## 1950

**Rudolph 'Rudy' Depaola (B.A.)**, Woodstock, Md., is the author of *Wings of the Bullet*, a story of young Americans at war. Depaola is a retired principal from Baltimore City Public Schools and Towson Catholic High School. He earned his M.Ed. from Loyola College in 1963.

## 1955

**Bruce H. White (B.A.)**, DeKalb, Ill is the creator of "Sorcerer's Gate", a 450-pound, 15 feet tall and 10 feet wide sculpture which is one of three pieces of public art recently installed on Cleveland Street in downtown Clear Water, Fla. White is an accomplished artist who has been included in private collections and exhibited throughout the United States. His permanent large-scale public commissions may be found in over a dozen states. He has also done work in Sweden. White also an educator, has taught at Florida State University, Garden City High School, Adelphi University, Queens College, and Southern Illinois University and settled at Northern Illinois University. He is married to wife Gail. They have a son and two daughters.

## 1957

**Mary Inwood Bloom (B.S.)**, Phoenix, Ariz., and her husband, Jerry, celebrated their 50th wedding anniversary in August 2007. Bloom is retired and has lived in Arizona for 42 years.

## 1959

**Barbara E. Bisset (B.S.)**, Glastonbury, Conn., is retired from E. Hartford Board of Education and Performance Automotive Inc. She and her husband, John, are currently enjoying spending time with their two granddaughters and traveling.

## 1965

**Mary Tupper D. Webster (M.Ed.)**, Concord, Mass., moved to Massachusetts after 45 years in Bethesda, Md. She retired in 1994 from the University of Maryland Baltimore County.

## 1966

**Harry T. DeMoll (B.S.)**, Union Bridge, Md., is a self-employed attorney. Currently, he is in his fourth semester of teaching construction law at Frederick Community College.

## 1969

**James C. Welbourne (B.A., '69; MLS, '70)**, New Haven, Conn., is a city librarian at New Haven Free Public Library, a position he has held since July 2007. He is married to fellow College of Education graduate, **Penny Jamitz (B.S. '70)**.

## 1971

**Marian O. Williams (M.Ed.)**, Washington, D.C., was a 40th anniversary celebrant for the Housing and Urban Development under the first fair housing act in 1968. Williams is an instructor at the University of the District of Columbia.

## 1972

**Carlton Wolfe (B.S.)**, Darlington, Md., retired in 2007 after 35 years of teaching music with Cecil County Public Schools. Currently, he gives private lessons, plays the trumpet in bands and enjoys spending time with his three grandchildren.

## 1974

**Tilahun Beyene (M.A., '74; Ed.D., '82)**, Silver Spring, Md., was honored in May 2008 by the Society of Ethiopians Established in Diaspora for his work with the Peace and Development Committee for the Horn of Africa. Beyene is an executive committee member of the non-profit, non-partisan organization that promotes peace in Ethiopia through meditations between the country's various political groups.

## 1975

**Bob Caruso (Ph.D.)**, Charlotte, N.C., retired in July 2007 as Vice Chancellor for Student Affairs and Acting Program Director of the College Student Personnel program at Western Carolina University. In honor of his retirement, the university recognized Caruso with the naming of the Robert Caruso Freshman Leadership Program. He also had the pleasure of presenting the first recipient with the Caruso Freshman Leadership Institute Award, a scholarship created in conjunction with the renaming of the program.

**Susan M. Stoneman (M.A.)**, Fulton, Md., retired as a music specialist for elementary schools after 35 years with Prince George's County Public Schools. She was also director of the Northern Area Honors Chorus for 10 years. Enjoying her retirement, traveling and golfing, she is the women's club champion at the Patuxent Greens Country Club.

**David W. Montgomery (B.S.)**, Henderson, Md., is retired. He was a welding instructor with the Baltimore County Board of Education for 16 years and a Career and Technology coordinator with Queens Anne's County for 16 years. In 2000 he was a finalist for teacher of the year. Montgomery has been a member of the Nu Chapter of Iota Lambda Sigma since 1975.

**Lena A. Struglia (M.Ed.)**, Salem, Ore., was recently inducted into the Distinguished Alumni Wall of Fame at Cortland Junior Senior High School for her outstanding contributions to the field of education. Her extensive career includes service as a math instructor at several high schools, including High Point where she was also chair of the Mathematics Department for many years. Struglia also taught biology at Wilson College and was a biochemist with the Department of Agriculture earlier in her career. She has co-authored many papers that have been published in such professional journals as the *Journal of Biological Chemistry*, and has presented workshops for Prince George's County Public Schools. Struglia contributes to her community by volunteering at libraries, museums and theatres.

## 1976

**Ann McArthur (B.S.)**, N.C., has been part of Governor Easley's Teachers Working Conditions (TWC) initiative since her recruitment as his Teacher Advisor in 2001. The results of the TWC survey have been used as a tool to shape local and state education policy and to improve the quality of instruction in North Carolina's schools. Other governors, including Maryland's Martin O'Malley, are said to be adopting the TWC model. Currently an education advisor, McArthur was a teacher for 25 years—12-1/2 in Howard County, Md., and 12-1/2 in North Carolina.

**Rita S. Weiss (M.A.)**, Rockville, Md., is in her 11th year of teaching at Washington Hebrew Congregation Pre-school after retiring as an administrator with the U.S. Department of Transportation.

## 1977

**Fontaine Moore (M.Ed., B.S. '68)**, Preston, Md., earned a Ph.D. in Professional Studies with a focus in Educational Neuropsychology from the School of Education, Capella University, in 2007.

## 1982

**Sarita Maybin (M.A.)**, Oceanside, Calif., is the author of the book, *If You Can't Say Something Nice, What Do You Say?: Practical Solutions for Working Together Better*. Maybin is a motivational speaker/trainer and a former university administrator.

## 1983

**Gail Gallman (B.S.)**, Little Mountain, S.C., is the chairperson of the Career and Technical Education Department at Dutch Fork High School. She earned her National Board Certification in Career and Technical Education Early Adolescence Through Young Adulthood in 2004. In May 2008, Gallman marked her 25th anniversary of graduation from the University of Maryland College of Education.

**Lawrence Rickards (Ph.D.)**, Washington, D.C., retired in 2007 as chief of the Homeless Programs Branch, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. In his 15 years with the agency, Rickards conducted program evaluation research, administered and monitored programs for persons experiencing homelessness as well as those with mental and substance abuse disorders, and developed training and technical assistance resources for service providers and researchers.

## 1993

**Leslie Sadler (M.Ed.)**, Ithaca, N.Y., is now serving on the *Journal of College and Character* editorial board. She recently published a brief article on NASPA's NetResults entitled, "Freedom and Responsibility: Teaching Critical Thinking Skills To Facebook Users." Sadler is the Assistant Director of Faculty and Special Programs at Cornell University.

## 1995

**Helena Cole (M.Ed.)**, Frederick, Md., was recently appointed Retention Specialist in Enrollment Management at Shepherd University.

## 1996

**Kelly Lucas (B.S.)**, Dacula, Ga., is a Gifted Teacher with Gwinnett County Public Schools. She and her husband, Brad, have a three-year-old son and are expecting their second child.

**Patricia Dingle (Ph.D.)**, Bowie, Md., is an art educator at Kenmoor Middle School in Prince George's County. Her students created a 40 ft. collage mural to decorate the school and one of her students was among the 14 winners selected in the Maryland Realtor's Association Fair Housing Poster contest. Dingle recently finished editing the book, *Turner E.A.G.L.E., Technique for Incarnation Centered Spirituality: A Five-Fold Path to Spiritual Wholeness*, to be published by Trafford Publishers.

## 1997

**Todd C. Riniolo (Ph.D.)**, Grand Island, N.Y., is an associate professor of psychology at Medaille College. Riniolo is the author of the recently published book, *When Good Thinking Goes Bad*.

## 1998

**Karen Haven Megary (B.S.)**, Olney, Md., is a consulting teacher with Montgomery County Public Schools. She married her husband, Jay Megary, in July 2007, and they bought a house in Olney. Starting this fall, Megary will be the staff development teacher at Earl B. Wood Middle School in Rockville, Md. She earned her master's degree in Educational Studies from Johns Hopkins University.

**John Foubert (Ph.D.)**, Williamsburg, Va., was promoted to associate professor with tenure at The College of William & Mary. He and his wife welcomed the newest member of the family, Margaret Sarah (Meg), born on January 27, 2008.

## 1999

**Alison Nadboy Morgan (B.S.)**, Bethpage, N.Y., received the Champions of Character award from the Academy of Character Education at Sage College in Troy, N.Y. for the Character Education Program she started in her school. Morgan is in her eighth year of teaching second grade with Massapequa Public Schools. She holds a master's degree in Instructional Technology from the New York Institute of Technology and an Advanced Graduate certificate in Educational Leadership from Stony Brook University.

**John Hernandez (Ph.D.)**, Anaheim, Calif., was featured in the California State University-Fullerton faculty and staff magazine as they honored 50 of their outstanding Latino graduates. Hernandez is vice president of Student Services at Santiago Canyon College.

## 2004

**Andre Perry (Ph.D.)**, New Orleans, La., has been named associate dean of The University of New Orleans College of Education and Human Development, and will serve as chief executive officer of the Capital One-University of New Orleans Charter School Network. He has a weekly newspaper column in *The Louisiana Weekly*, where he provides political commentary on kindergarten-through-college leadership and governance in Louisiana. Perry can also be heard on WWNO 89.9 FM during NPR's "All Things Considered." He serves on the boards of the Greater New Orleans Fair Action Housing Center, Urban League of Greater New Orleans, WWNO-FM and New Orleans College Preparatory Academy.

**Tanya Shuy (M.Ed.)**, Olney, Md., is an education program specialist with the U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy. She is editing the fall 2008 issue of *Community Literacy Journal*, which will focus on the proceedings from the National Institute for Literacy's Community Literacy Summit. Shuy is also co-author of the chapter, "Learning Disability Identification: How Does It Apply to English Language Learners?" in the recently released book, *Educating Individuals with Disabilities IDEIA 2004 and Beyond*.

**Rebecca 'Becky' Zonies (M.A.)**, Baltimore, Md., is engaged to Brad Kenemuth.

**Thadtisha 'Tisha' McCoy (M.A.)**, Harrisonburg, Va., is engaged to Samuel Ntiamoah. They are to be married Oct. 25, 2008.

## 2005

**Kristen Vogt (Ph.D.)**, Abington, Pa., and her husband, Charles, welcomed their baby son, Ryan George, on December 31, 2007. He weighed nine pounds, one ounce and measured 22-1/2 inches long.

## 2006

**Michelle A. Cooper (Ph.D.)**, Washington, D.C. has been named president of Institute for Higher Education Policy after a six month national search. Prior to this, Cooper served as deputy director for the Advisory Committee on Student Financial Assistance at the United States Department of Education.

## Please Drop Us a Line!

We've been happy to hear from more than 600 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) \_\_\_\_\_

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\_\_\_\_\_

Employer \_\_\_\_\_

Title \_\_\_\_\_

**MY NEWS** \_\_\_\_\_

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\_\_\_\_\_ 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 2008

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](mailto:pmc4@umd.edu). Information can also be found on the web: [www.education.umd.edu/infofor/alumniandfriends](http://www.education.umd.edu/infofor/alumniandfriends)

## Thursday, Sept. 18, 2008

### College of Education Alumni Chapter Board and Campaign Cabinet Meeting

6 to 8:30 p.m.  
Samuel Riggs IV Alumni Center

## Sept. 25-27, 2008

### Future of High School Mathematics Conference

(Sept. 25, 5 p.m. ~ Conference Check-in)  
Renaissance M Street Hotel  
1143 New Hampshire Ave., NW  
Washington, D.C.

The College of Education's Center for Mathematics Education will co-host a conference in Washington, D.C., focusing on the future of high school mathematics. The event will address national questions on curriculum, teaching, and assessment in high school mathematics, and the challenges of teacher professional development required to achieve improved results. Providing a forum for shaping the national, state, and local policy debates about appropriate directions for progress, the conference is open to anyone with interest in the content, teaching, and assessment of high school mathematics (e.g., high school teachers, collegiate mathematics faculty, developers/publishers of curriculum materials and tests, government and foundation officials with related policy responsibilities/interests, etc.). The conference registration fee is \$250 (includes a reception, as well as breakfast and lunch, and lodging in the conference hotel as needed for two days). Early registration is encouraged due to limits on space and the availability of financial assistance for participants. For further information about the conference program, registration, and financial support for participants, call 301.405.3115 or email the conference coordinator Jim Fey ([jimfey@umd.edu](mailto:jimfey@umd.edu)). Full details are also available on the conference web site: [www.education.umd.edu/mathed/conference](http://www.education.umd.edu/mathed/conference)

## Saturday, Sept. 27, 2008

### Alumni College: Return to Learn

8:30 a.m. to 2:30 p.m.  
Benjamin Building

College and University alumni, students, family, friends and guests are invited to return to the College of Education for a day of discovery and professional development featuring presentations by top faculty, alumni, outstanding teachers, and education leaders at the College of Education. (See pg. 6 for registration information)

## Friday, Oct. 17, 2008

### Alumni Reception in Ocean City

4 to 6 p.m.  
1st floor, Bayfront Plaza  
Roland E. Powell Convention Center  
Ocean City, Maryland

The College of Education Alumni Chapter will sponsor a reception for alumni attending the Maryland State Teachers Convention and local alumni in the Ocean City area. Come and meet Dean Donna Wiseman, reunite with friends from the past, and enjoy learning what's new at the College of Education. The reception takes place at the Roland E. Powell Convention Center. Stop by the University of Maryland Booth during the day for the reception room number and to pick up more information on opportunities for professional development and continuing education. There is no cost for this reception and Maryland memorabilia will be given as door prizes. Come and join the fun!

## Saturday, Oct. 25, 2008

### College of Education Homecoming Tailgate

Time: TBD  
Benjamin Building Courtyard  
Dean Donna Wiseman invites all College of Education alumni to be her guest at a complimentary tailgate buffet in the courtyard of the Benjamin Building. The festivities begin two hours before game time. You must register to attend. Please RSVP to Frances Woods at 301.405.2340 or email [fwoods@umd.edu](mailto:fwoods@umd.edu). Come join us for some pre-football fun!

## Thursday, Nov. 6, 2008

### College of Education Alumni Chapter Board Meeting

6 to 8:30 p.m.  
Benjamin Building

## Wednesday, Nov. 19, 2008

### 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](mailto:pmc4@umd.edu).

## Friday, Nov. 21, 2008

### College of Education Campaign Cabinet Meeting

8:30 a.m.  
University of Maryland Golf Course Clubhouse

## Friday, Dec. 5, 2008

### Donor Appreciation Luncheon

11:30 a.m. to 1 p.m.  
Samuel Riggs IV Alumni Center  
This is a special luncheon honoring the many benefactors who generously support student scholarships, graduate assistantships, research projects and other educational programs and initiatives in the College of Education.

## Calling all UM College of Education Alumni in Ocean City, MD!



Join us for  
a Cocktail Reception  
at the  
Roland E. Powell Convention  
Center in conjunction with  
the MSTA Conference

Friday, October 17, 2008  
4 to 6 p.m.  
1st floor, Bayfront Plaza

Come meet the Dean,  
network with other alumni, and  
win free UM memorabilia!  
(Stop by the UM Booth during  
the day to learn more)