

Endeavors

A Glimpse into a Professional Development School (PDS) Classroom:

1

A GLIMPSE INTO
A PROFESSIONAL
DEVELOPMENT
SCHOOL

2

LETTER FROM
THE DEAN

5

ALUMNI FOCUS:
NO HANDS,
NO ARMS.
NO PROBLEM!

7

CLASS NOTES

9

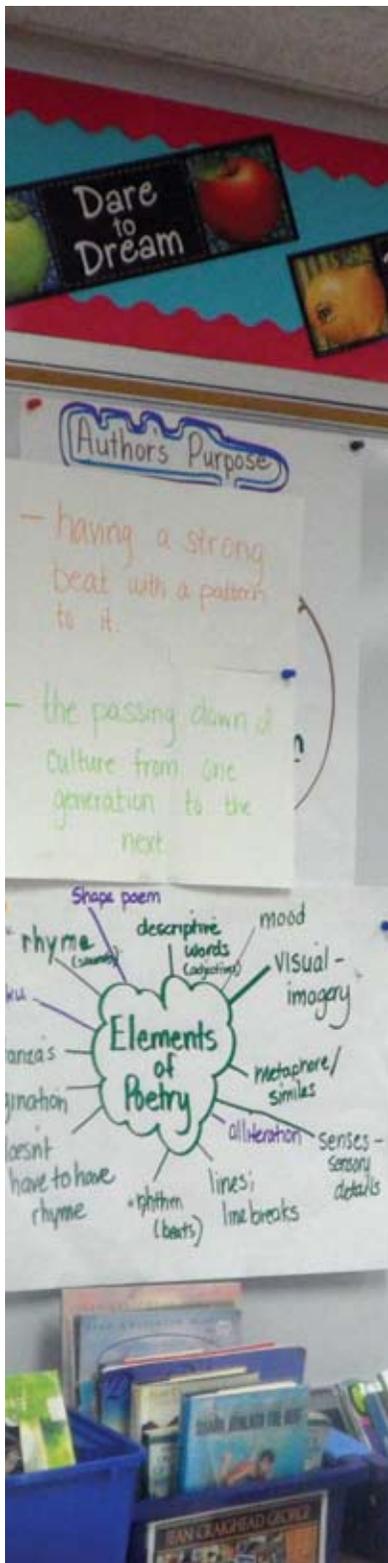
HONOR ROLL
OF DONORS

10

EMMES AND EDMS
ESTABLISH
ENDOWED
PROFESSORSHIP

11

REBECCA SACH,
NEW ALUMNI
DIRECTOR



Joyce Erb-Appleman's Fifth Grade Class at Berwyn Heights

The sign “Learning Gone Wild” rests in the far left corner of the chalkboard, underneath the wallpapered alphabet, in Joyce Erb-Appleman’s fifth grade classroom. Evidence of student learning covers the walls of her classroom: sticky papers with artful reminders of the elements of poetry are displayed on the back wall. To the left, are a row of computers and to the right are lessons on whole number computation and the basics of cellular biology. Thirty-one fifth graders ranging from ESOL (English as a Second Language) to TAG (Talented and Gifted) students sit in pods (tables of four or more) that have been pre-arranged by Erb-Appleman.

Through her seating arrangement, she can ensure that each pod includes students of ranging abilities so they learn from each other. As class begins, intern and College of Education undergraduate, Alex Lackey, gathers the ESOL students for a more intimate language lesson while Erb-Appleman begins her lesson by passing out the essay she would like her students to discuss.

The lesson is on essay discourse and is a direct result of Berwyn Heights Elementary School’s continued involvement with the College of Education as a Professional Development School (PDS). Professional Development Schools can be compared to a medical school’s teaching hospitals. The schools benefit from cutting edge research on curriculum and instruction, and interns conduct a project that directly addresses a need within the school’s improvement plan. Teaching tools like the College’s “Teaching and Learning Exploration Series” are offered to mentors and interns across the PDS network in three local counties—Prince George’s, Montgomery, and Howard. Last year, Erb-Appleman participated in the 2010 series on promoting essay discourse with self-determined learners. This series continued the work on self-determining literacy that was explored in the 2009 series. The twelve sessions are taught by Professor John

(continued on page 3)

letter from the dean

DEAR ALUMNI AND FRIENDS,

In May, over 400 of our students, both graduate and undergraduate, received their degrees from the College of Education at the Spring Commencement Ceremony. Their next move is up to our graduates, but I'm confident our College has provided them with a strong foundation to succeed in all of their endeavors. Whether it's choosing to teach in Maryland's nationally recognized public school system, engaging in educational research and policy initiatives, or entering the ranks of college faculty throughout the nation, our newest alumni will certainly make us proud, as well as challenge the way we do our work. Our graduates will continue to raise the bar for us.



As one of the nation's top colleges of education, it is critically important for us to keep our competitive edge. In past issues, we have discussed our reorganization efforts, moving from seven departments to three. After two years of effort from our faculty, staff and students to develop a viable model of innovative and sustainable improvement, I am pleased to announce that our college-wide reorganization has been approved by the University. Our fall issue of *Endeavors* will discuss the reorganization in depth, profiling our new three department model—which becomes official late this summer. Concurrent with our reorganization efforts, we have also been undergoing an in-depth marketing and re-branding effort. This comprehensive campaign will include facelifts to our website, marketing materials, student recruitment tools and newsletter. Our campaign will launch this fall and I am excited about the changes and the potential these efforts have to elevate the already stellar reputation of our College. Of course, we want your input throughout this extensive redesign and reorganization process, so please fill out and mail back the survey at the end of this newsletter. In return for your participation, we will send you a small token of appreciation.

I hope you enjoy this spring issue of *Endeavors* in a new magazine style format. This issue will take you inside Joyce Erb-Appleman's fifth grade classroom at Berwyn Heights Elementary School, where intern and undergraduate Alex Lackey is learning the ropes through our Professional Development School Network. Then, in our "Alumni Focus," read about one of our outstanding College alumni, Tom Willis, who was born without hands and arms. Also, meet the newest member of the College staff—Associate Director of Alumni Relations, Rebecca Sach. Finally, check out our Honor Roll of Donors—those friends of the College who have helped us reach 93% of our fundraising goal for the University of Maryland's Capital Campaign: *Great Expectations*.

Enjoy!

A handwritten signature in blue ink that reads "Donna L. Wiseman".

Dean Donna Wiseman



PDS Classroom at Berwyn Heights (CONT.)

O'Flahavan of the Department of Curriculum and Instruction at PDS sites across the network (to be geographically inclusive O'Flahavan developed four unique lessons and repeats them throughout the three counties). These sessions are designed to provide teachers with strategies and activities to promote a more literate, vocal student who is actively engaged in his/her education. Strategy examples include students highlighting different elements in an essay, teachers holding one-on-one conferences with their students about essay writing, and providing students with time in peer discussion groups.

"If we want students to do better in anything—be it tests, written production or oral expression—they have to do more of the work of learning."

O'Flahavan uses Consume, Critique, Produce (CCP) practices coupled with classroom explorations for his lessons. He actively teaches a group of elementary school students while mentor teachers and interns watch. Ultimately, his goal is to help teachers change their relationship to their work, so that students can be more active participants in their own education.

"If we want students to do better in anything—be it tests, written production or oral expression—they have to do more of the work of learning." O'Flahavan elaborates, "Look, we've raised teachers to be authoritative because we want them to be able to quiet a rowdy classroom. But in the end, this type of authority might work against us. As kids get older and they continue to be under the power of a teacher, they don't develop their own authority. In order for them to be self-directing, we need to put the demand of learning on them." In other words, the key to creating a self-determined learner is allowing the teacher to step back, stop asking questions and let the students interact

and respond to each other. Exactly what is happening in Erb-Appleman's classroom.

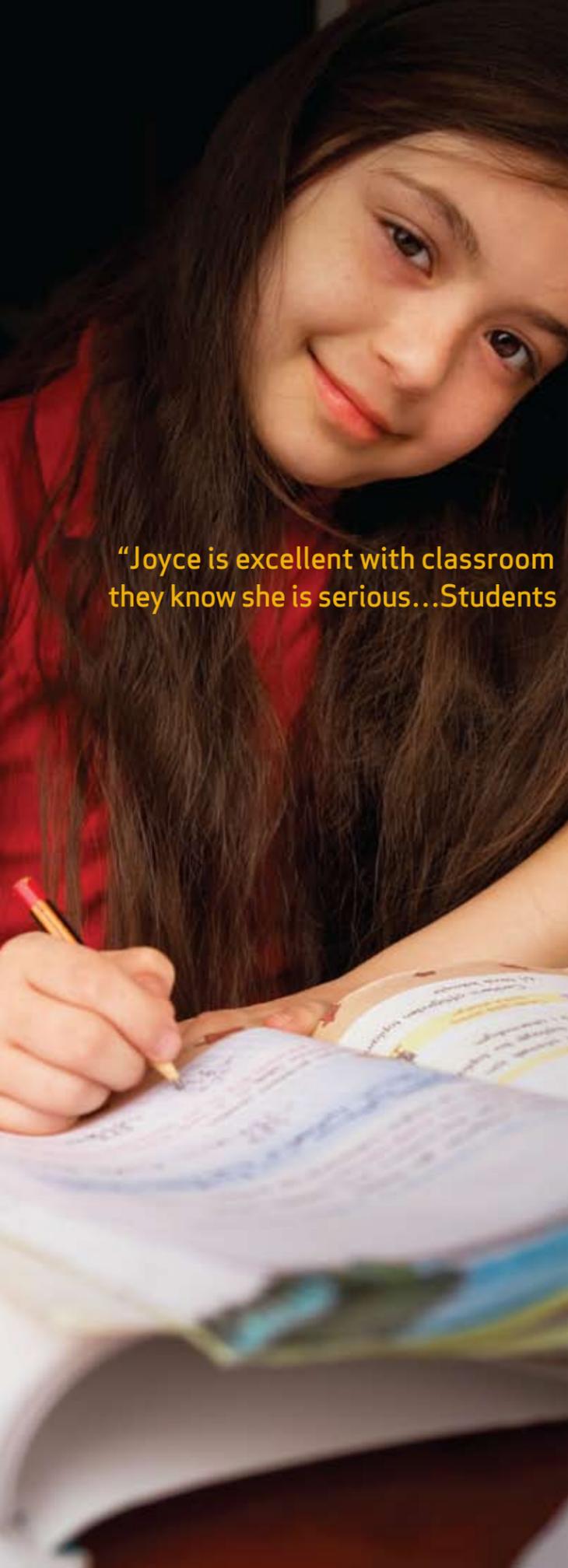
After Erb-Appleman passes out the essay, she encourages her students to read the essay out loud to their peers. "Once, you've read the essay—take the orange marker and underline the lead. Talk this over with your peers and see if they agree. Then use your purple marker to underline the claims. Can anyone tell me where we are likely to find the lead?" Hands shoot up and students explain that a lead is probably close to the beginning of the essay. The next fifteen minutes are spent with students talking to each other about the essay and highlighting what they find to be the lead and claims. Erb-Appleman walks around the room to each table and warns students that this is a particularly tricky essay. It was written by a fourth grader who may not have crafted the essay as well as they may have.

"I love doing Dr. O'Flahavan's strategies in the classroom. It's also really nice that the interns are attending the sessions as well. It gives us a common language to talk about the classroom experience," says Erb-Appleman.

Erb-Appleman's intern this year is 19 year old undergraduate Alex Lackey. As a PDS Site, Berwyn Heights has agreed to house five interns in their first through fifth grade classrooms. In return, Berwyn Heights receives both tangible and intangible benefits. One of the tangible benefits is the work the interns are accomplishing this year on the school's reading program. One intern is working to improve students' math skills, specifically learning about area and perimeter. Erb-Appleman comments on her experience with the program. "Every year, I have 25 or 30 kids and now with every mentor teacher that walks through my door I've touched another 30 kids through that mentor. I hear my voice and see the projects and work I've done in my classroom coming through in my interns."

The interns are typically undergraduates, who are working towards their teaching degree and are required by the Maryland State Department of Education to complete a year-long internship

(continued on next page)



“Joyce is excellent with classroom management...Students end up being really engaged in her classroom.”

to garner classroom experience. Currently, the College has around 200 interns that participate in the PDS program (including Master Certification students) for both Elementary and Secondary Education. O’Flahavan comments, “Explicitly our interns are learning how to manage classrooms, but implicitly there is a lot more going on. We often hear from our mentor teachers that their interns actually brought something additional to the classroom. They say that these interns provided a new perspective that resulted in a change in their practice as professional educators. Both mentors and interns really do benefit from this type of program.”

Intern Alex Lackey can attest to this. She came into the program with some very limited teaching experience and working with Erb-Appleman has given her ideas on how she might run her classroom. “Joyce is excellent with classroom management, which can be challenging with 31 students. She uses bells to get the students attention or counts backwards from five—and students respond because they know she’s serious. She also has a lot of games and prizes for them. Students end up being really engaged in her classroom.”

management...students respond because end up being really engaged in her classroom.”

Lackey is preparing for full take-over of the classroom for six weeks, which is a requirement of the program. “Alex is pretty close to being ready for full take-over at this point. She’s improved tremendously,” says Erb-Appleman. “She came to me not really sure of herself, not taking a lot of risks and playing it safe with her lesson plans. When she first started, her lesson plans were really short and there were some holes in them so I would give her suggestions.” Joyce’s suggestions to Alex included making the lessons more interactive like playing Jeopardy with the students or using PowerPoint or other types of multimedia in her lessons. They also included some basics on classroom management. “While she was doing her vocabulary lesson, I gave her some tips on how to stand, so that her back wasn’t facing the students all of the time. I also encouraged her to use big post-it pad paper. That way you have evidence of student learning that you can post on your walls.”

Although nervous about the prospect of full take-over, Lackey feels prepared. “Right now I’m doing a lot of scripting with my lesson-plans and they are pretty elaborate. They include what I would say, what I would expect the students to say, and how I transition. I know this won’t be possible with full-take over, so I’m learning how to plan a lesson without writing everything out as well,” says Lackey. “There really is a lot of juggling that goes into this job. You can have a great lesson planned out, but you have to account for the students and how attentive they are. Classroom management can determine the flow of the lesson. But the tips I’ve been given from Joyce and others really help—like using motivation tools early instead of when you realize the students have lost interest in your lesson.”

For more information on Professional Development Schools or the “Teaching and Learning Exploration Series,” contact Professor John O’Flahavan at johno@umd.edu or 301.405.3149.

alumni focus

NO HANDS, NO ARMS. No Problem!



Tom Willis and his wife of 27 years, Mary Lou, at the 2010 Rose Bowl Parade.

College of Education graduate Tom Willis (’80 B.A., ’88 M.Ed) was born with a “no problem” philosophy. He was also born without arms and hands. Yet Willis has not let his physical difference stand in the way of living life to its fullest. His “no hands, no arms, no problem” philosophy has driven his successful career as a video producer, federal government communications specialist and motivational speaker.

Willis grew up in the Takoma Park suburbs during the ’60s and ’70s where body casts, braces, tractions and heavy prosthetics were the norm for children with his condition. Most prosthetics

newspaper and yearbook staffs and managed the soccer team.

Willis describes a mechanical elbow that he wore in high school, the first on the east coast. “The prosthetic has a motor and a battery pack I accepted my high school diploma with it and decided then I would never wear it again. I did it to look like everyone else, but by that time I was already using my feet for daily activities and figured someone else could use it.” says Willis.

It was that can-do attitude, adaptability and resourcefulness that further ensured his success at the University of Maryland. He graduated with honors in three and a half years with a 4.0 GPA

DR. SPLAINE, ASSOCIATE PROFESSOR EMERITUS IN THE DEPARTMENT OF EDUCATION POLICY STUDIES, DESCRIBES WILLIS AS “SOMEONE WHO CAN DO ANYTHING.”

he wore were heavier than a child could handle and were fitted with a metal hook on the end. His physical condition was not the only hardship that Willis had to face. His father died when he was 10 months old and his mother, a retired nurse, raised him and his two siblings on her own. As a child, Willis was also diagnosed with scoliosis, a condition where your spine stops growing and begins to curve. At the age of six, he had two metal rods surgically inserted and fused from his back to ribcage. The recovery was tough and he spent an entire month in a body cast. Even these challenges, and the prosthetics he was made to wear, did not hold him back from leading a fulfilling childhood. In high school, Willis worked on the

and a degree in Radio-Television and Film. His undergraduate days at Maryland were spent working for the campus radio station as a newscaster and as a student worker in the career counseling center. Juggling his extra-curricular involvements and his school work were not the only challenges that Willis faced. “My biggest obstacles were the door knobs on campus! In the wintertime, my socks looked like mittens, so it was very difficult to use my feet to open doors,” Willis remembers.

As an undergraduate, Willis took a few classes in the College of Education. It was during that time that he met his mentor

(continued on page 6)

class notes



Willis demonstrates how he writes on a clipboard.

Dr. John Splaine. Willis credits his relationship with Dr. Splaine for his decision to pursue a degree from the College. “I would have never pursued my Master’s degree had I not met Dr. John Splaine. He was my unofficial undergraduate advisor and advisor for my Master’s Degree program. He remains my mentor and good friend to this day. Dr. Splaine was a big influence not only during my studies, but professionally on my career path as well,” says Willis.

The relationship is one of mutual admiration and respect. Dr. Splaine, Associate Professor Emeritus in the Department of Education Policy Studies, describes Willis as “someone who can do anything.” He fondly remembers the days when Tom served as his graduate assistant. “If I needed something done prior to class, Tom was able to handle all those needs, especially those related to technology. He always demonstrated the ability to do any job I asked of him. He was very resourceful,” comments Dr. Splaine. Willis attended Maryland at a time when technology was becoming prevalent. “With Tom’s undergraduate background, he understood the technology very well in class,” adds Dr. Splaine.

Even now, Willis and Dr. Splaine have remained in touch, taking opportunities to visit with each other’s families when Tom comes back to Maryland. Tom has also returned as a guest speaker for Dr. Splaine, working with the Teachers Education Association for Maryland Students (TEAMS) program. “If Tom was still in the DC area, I would still have him speaking to my classes,” said Dr. Splaine. Dr. Splaine retired in 2001, but he currently teaches classes part time.

After graduation, Willis’ successful internships through campus programs lead to a position at the Department of Agriculture. His positive attitude and outlook worked well representing the Department of Agriculture at conferences and workshops. One of his most well-received seminars was entitled, “Putting my Best Feet Forward, A Hands-Off Approach to a Career in Broadcasting.” Willis was working with the federal government when national attention was being focused on providing equal access for persons with disabilities. Willis recalls being a part of a landmark event, “I was on the White House lawn when they signed the Americans

with Disabilities Act in 1990. All federal employees with disabilities the event. It was very memorable and I was able to sit behind Ted Kennedy and Bob Dole.”

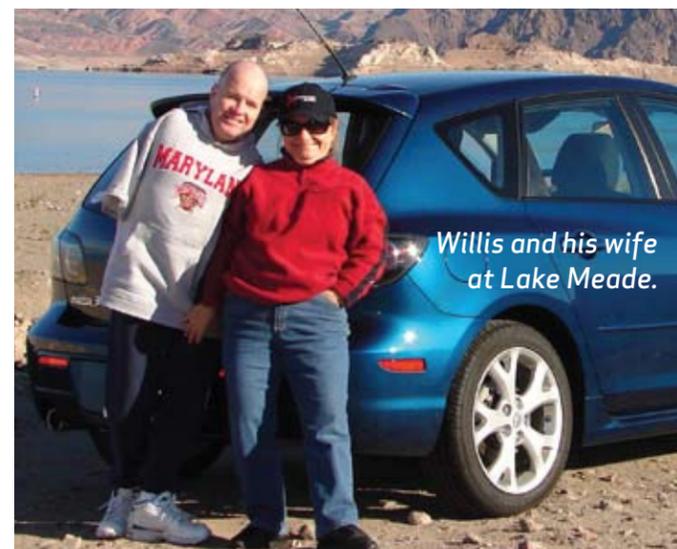
After working in Washington for 20 years, Willis moved his family out to San Diego in 2000. A twist of fate prompted him to start a career as a motivational speaker, teaching others that it is okay to be different and that life’s obstacles should not stop you from living the best life possible.

He relates his life experiences and his no problem philosophy to the children he speaks with. “It’s all about the simple things,” he says. “I recently asked the 300 children in my workshop how they would scratch an itch on their face. The answer being, ‘With their hands of course!’ But I use my knees. I explained that it may look weird to them, but it is everyday stuff for me.”

Willis’ current endeavor involves his love of baseball through a project called “Pitch for Awareness.” Willis is traveling to major league baseball stadiums across the country to throw out the ceremonial first pitch. Willis developed a motivational program designed for adults based on his experience learning to throw sixty feet, six inches for his first ceremonial pitch. When he took on the “Pitch for Awareness” campaign, he only had 10 days to prepare and learn the mechanics of pitching with his feet. As he practiced, he found that he was regularly about two feet and six inches short of home plate. Even with his continued practice, his first-ever pitch bounced into home plate. However, this shortfall was quickly transformed into a valuable lesson. “It was exciting, I moved out of my comfort zone, took a chance. And it was an experience of a lifetime.” says Willis.

So far, Willis has pitched in 10 major league baseball stadiums, with four of his pitches landing in the strike zone. His first pitch of the 2011 baseball season was on April 30, at the L.A. Dodgers game. His goal is to pitch at each of the League’s baseball stadiums in the next couple of years.

Visit Willis’ TV, video and website production company *Tomsfeet Productions* at www.tomsfeet.com. You can also learn more about his motivational speaking engagements.



Willis and his wife at Lake Meade.

1968

Gary Brager (Ph.D.), Baltimore, MD, is in his forty-fourth year as part of the Baltimore County Public Schools Research Office. For the past forty years, Brager has also taught Statistics at Baltimore area universities.

Elizabeth Frindell (B.A.), Las Vegas, NV, was a drama instructor and director at various school districts and community colleges across the west coast until she retired in 2008. Currently, she is volunteering and acting. She has been in over a dozen play productions as an actor or director in Maryland, Washington, and California.

1969

Katherine Uglow Douglas (M.S.), Middleborough, MA, has published with co-author Diane Jaquith, *Engaging Learners Through Artmaking: Choice-Based Art Education in the Classroom* (Teachers College Press, 2009). Douglas is the co-founder and President of Teaching for Artistic Behavior (TAB), a national professional learning community supporting student-centered teaching. She has retired from public school art teaching and as a visiting lecturer at the Massachusetts College of Art, Stonehill College. Currently, Douglas is an education consultant.

1973

Kathryn L. Hewitt (B.S.), Kingsville, MD, was named by Harford County Executive David R. Craig as treasurer of his cabinet. Hewitt most recently served as the deputy chief of treasury with the Office of Finance in Prince George’s County. Prior to that, she served as the cash and investment manager with the Office of Finance for Prince George’s County.

1976

Mike Creveling (B.S.), La Plata, MD, is a Maryland Science Mathematics Resident Teacher Program Mentor. After 35 years in Maryland public education at the secondary level, Creveling has returned to the College of Education. As a science mentor, he works part-time assisting eight University of Maryland resident teachers placed in Prince George’s County middle schools.

1978

Carole Goodman (M.S., B.A.’73), Rockville, MD, has been employed by Montgomery County Public Schools since 1973. Her educational career spans teaching and administration as well as serving as the founding principal of James Hubert Blake High School. She was recently appointed to the position of associate superintendent for the Office of Human Resources and Development in Montgomery County. She is responsible for hiring, training, and development for all Montgomery County Public Schools employees.

Jody Kaye Pilka (M.A.), Annapolis, MD, has founded Jody Pilka & Associates. The company’s mission is to assist the residential construction industry in achieving their sales and marketing goals. Formerly, Pilka was a vice president of sales and marketing for Ryan Homes.

1981

Deborah Frey (B.S.), Adamsville, TN, received her Ed.D. in Educational Leadership from Union University in Jackson, TN.

1985

Chris Wood (Ph.D.), Arlington, MA, is a vocational expert, vocational rehabilitation and career counselor as well as clinical supervisor in Massachusetts. He is currently teaching graduate courses at Springfield College and Salve Regina.

1987

Thomas O’Brien (Ph.D.) is an associate professor in the School of Education at Binghamton University (SUNY). NSTA Press has released his three-volume series, *Brain-Powered Science: Teaching and Learning with Discrepant Events*. This professional development series features engaging, inquiry-oriented activities that simultaneously teach grades 5-12 preservice and inservice teachers about standards-based, research-informed, best practices and serve as model lessons for use with their own students.

1988

Penny Rue (Ph.D.), San Diego, CA, was named NASPA National (Student Affairs Administrators in Higher Education) 2011 Pillar of the Profession. Rue is the vice president of student affairs at UC San Diego.

1990

Jane Lee Hanfman (M.A., B.S.’78), Columbia, MD, has become the program director for Side by Side of Laurel, Inc. As the program director, Hanfman works to develop programs to strengthen children and their families in seven elementary schools in Prince George’s County. Hanfman became program director after leaving her full time teaching position of 23 years.

1994

Jan Arminio (Ph.D.), Carlisle, PA, is the recipient of the 2011 NASPA (Student Affairs Administrators in Higher Education) Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member. This award is given to tenured faculty who teach full-time in a graduate preparation program in student affairs. Arminio is a professor and department chair at Shippensburg University.

1995

David J. Gonzol (Ph.D.), Martinsburg, WV, received tenure from Shepherd University in 2009. That same year, he was promoted to associate professor of Music Education and awarded Shepherd's first-ever Distinguished Graduate Faculty Award. In 2005, Gonzol published a collection of Orff Schulwerk arrangements, "Round the Corner and Away We Go," as part of Schott's series *Music for Children*.

J. Vincent Wheatley, Sr. (Ph.D., M.Ed.'72, B.S.'67), Arnold, MD, has retired from Prince George's County Public Schools after forty-one years of service in Science and Engineering Education. Wheatley was instrumental in developing the science technology program at Roosevelt, Oxon Hill, and C.H. Flowers High School. He is now teaching part-time at Anne Arundel

Community College as well as volunteering on AACC's STEM screening committee. Wheatley also enjoys spending time with his 13 grandchildren.

1998

Dawn Macht Little (B.S.), Laytonsville, MD, began her own literacy consultant business in 2009. In 2010, she published her first book: *Teaching Comprehension with Nonfiction Read Alouds: 12 Lessons for Using Newspapers and Other Nonfiction Texts to Build Key Comprehension Skills* published by Scholastic.

2000

Barbara Greenstein Boyette (Ph.D.), Greensboro, NC, and her colleagues are the recipients of the 2011 *Outstanding Collaborative Initiative Award* for their Student Success Program at Guilford College.

2002

Clark N. Dawood (M.Ed) is the dean of Student Affairs at The Art Institute of California, San Francisco. He was thrilled to learn that his department was selected by the Art Institute System (49 campuses nationwide) as one of three model departments in recognition of their practice and delivery of service to their campus community.

2004

Ryan Holmes (MA), Philadelphia, PA, has been elected president of the Association for Student Conduct Administration (ASCA).

2006

Paige Haber (M.A.) recently accepted the position of Assistant Professor for the Student Affairs in the Higher Education program at Texas State University-San Marcos.

2008

Lisa Neumann (M.Ed., B.S.'02), Washington, D.C., married Ian Weston in December. Neumann teaches fifth-grade mathematics and social studies at Ashburton Elementary School in Bethesda, Maryland. Her husband, Ian Weston, is the director of pediatric trauma and emergency medical services program for children at Children's National Medical Center in Washington.

2009

G. Patrick Vennebush (M.A.), Falls Church, VA, published his master's thesis in 2009. He also published his first book, *Math Jokes 4 Mathy Folks*, in 2010.

HONOR ROLL OF DONORS as of January 30, 2011

OUR GREATEST THANKS TO ALL DONORS WHO HAVE CONTRIBUTED TO THE COLLEGE OF EDUCATION IN 2010!

The College of Education wishes to thank the many individuals, foundations and corporations who generously supported us over the past year. The following Honor Roll lists those donors who gifted \$250 or more between January 2010 and January 2011. If we have inadvertently omitted or made an error with your name, we apologize and encourage you to contact the Office of Advancement (301.405.0903) with corrections.

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great expectations



■ = 1 MILLION

Thanks to the efforts of our faculty and staff and through the generous support of our alumni and friends, the College has raised over **\$11.19 million** and has now fulfilled **93% of our \$12 million goal**. This summer, we will continue to strive to exceed this goal by campaign-end. We need your help! **Enclosed is a letter from our Campaign Cabinet chair, Jean Mullan '68, offering ideas on how you can leave your legacy with the College.** Whether it is supporting student scholarships, faculty research, or building renovations, your investment in the College will go a long way.

EMMES AND EDMS PARTNER UP TO ESTABLISH ENDOWED PROFESSORSHIP

The EMMES Corporation and the University of Maryland's Department of Measurement, Statistics and Evaluation (EDMS) have partnered to establish an endowed professorship. This partnership also signifies the first step in cultivating a mutually beneficial relationship between EMMES and the College. The relationship between academia and industry has always been interdependent as both sectors can only grow as strong as the strength of the other.

EDMS Chair. "The current relationship symbolizes a mutual valuing, and indeed a mutual need, for folks on both sides of the fence to understand and learn from one another."

EMMES, a biostatistics company based in Rockville, MD, sees a lot of potential in the union and has made a generous contribution to the campaign. "Our investment in EDMS generates a better pool to hire from in a very exciting career field. Most of the work we do is applied, which means that our employees spend time interacting with clients and we would like to see students be more prepared and quantitatively comfortable in the field," said Mark Wolff, Vice President of EMMES. "Our company is based entirely on the intellectual product of our employees and it's at College Park where people get to learn what is it that we need them to be able to do."

The generous contribution of EMMES to the endowed professorship ensures continued success of College Park graduates and strengthens the bond between academia and industry. Wolff was proud to be involved in such an important joint venture, stressing the importance of the relationship, and Hancock agreed. "This symbolizes a commitment by the research community to what we both value, ensuring the maintenance and continuous development of that which constitutes rigorous inquiry."

EMMES plays a unique role by doing the majority of its work with the public sector, specifically the National Institute of Health. They contribute invaluable research that serves to sustain the health of people around the world. EDMS trains students with the skills that EMMES values and employs in their critical public health and clinical trial projects. The EDMS department is widely recognized as providing quantitative training unparalleled in terms of its combination of depth and breadth.

EDMS is still accepting contributions towards the establishment of an endowed professorship. More information can be found at www.education.umd.edu/EDMS or by contacting Gregory R. Hancock at ghancock@umd.edu.



Mark Wolff and Greg Hancock celebrate the partnership between EMMES and EDMS.

"Those in industry often face real world problems but might lack the cutting edge methodological skills to address those problems. Conversely, researchers in academia are often wonderful at generating solutions to problems they perceive might exist, but cannot always connect with those applied researchers who experience those specific problems," said Gregory R. Hancock,

welcome letter

from Rebecca Sach, Associate Director of Alumni Relations

DEAR COLLEGE OF EDUCATION ALUMNI,



I am very pleased to be able to introduce myself as your new Associate Director of Alumni Relations. I look forward to working with you and the College of Education Alumni Chapter to strengthen the connection between you and the College, with our students and with other alumni. This includes staying connected through social media channels as well as through our newly updated *Endeavors* magazine. Please join us on the College of Education Twitter account (@UMDCollegeofEd) and our dedicated Facebook page. "Follow us" and/or "Friend us" today to stay involved in everything going on at the College, both with our current students and alumni across the country.

As we work on ways to strengthen our connections with you, I need your help. Please take a moment to complete the brief survey included in this issue. I would like to know about your successes, career paths, preferences for being contacted and ideas and suggestions for alumni events. As a thank you for your participation, we will send you a College of Education gift.

I am delighted to be a new member of the College of Education team and appreciate your help in strengthening the alumni relations program at your College of Education! Please feel free to contact me with questions or comments. I look forward to hearing from you. Go Terps!

Rebecca J. Sach
Associate Director of Alumni Relations
301.405.5607
rsach@umd.edu

Name: _____

Degree Program and Graduation Year: _____

Email Address: _____

ENDEAVORS

- I would like to continue receiving a paper copy of *Endeavors*. Please keep me on the mailing list.
- I would still like to receive *Endeavors*, but prefer an electronic copy. Please add me to the electronic distribution list.
- Please take me off the mailing list for *Endeavors*.

We want to know what you think about Endeavors! Send us your suggestions, comments, story ideas, etc.

ALUMNI NEWS AND EVENTS

- I would be interested in receiving an alumni e-newsletter. Please add me to the electronic distribution list.
- I would be interested in attending alumni events in my area or on the College Park Campus. Keep me informed.

Have any ideas on connecting with alumni in your area? How can the College better serve its alumni?

Keep in touch and let us know what you are up to! Send us a short update to include in the next issue of Endeavors!

CLASS NOTES _____

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

Students Receive Prestigious Fulbright Student Research Grants

Two doctoral students in the Department of Education Leadership, Higher Education, and International Education will spend up to ten months overseas conducting research with funds from Fulbright Student Research Grants. **Meredith McCormac** and **D. Brent Edwards** each received this prestigious, competitive award to do research on international education for their dissertations.

McCormac will travel to Ethiopia to study the country's education system, specifically how to effectively assess quality improvement within that system. Edwards will be traveling to El Salvador to research the decentralization of education management. In addition to the Fulbright Grant, Edwards has received a Rotary Ambassadorial Scholarship and the Golden Key Honor Society Graduate Scholarship.



Dr. John T. Guthrie Elected into National Academy of Education

Dr. John T. Guthrie, Professor Emeritus in the Department of Human Development, has been elected to the National Academy of Education (NAEd), the nation's prestigious honor society for scholars in the field of education. Dr. Guthrie, an expert on the cognitive and motivational aspects of reading and learning, is one of eleven education leaders elected to membership in the NAEd for their pioneering efforts in educational research and policy development.

Founded in 1965, the NAEd consists of U.S. members and foreign associates who are elected on the basis of outstanding scholarship related to education. Once elected, members serve on education-related study panels and are deeply engaged in NAEd's professional development programs focused on the rigorous preparation of the next generation of scholars.



Dr. Judith Torney-Purta, Receives Award for Research on the Promotion of Social Justice and Human Rights

Dr. Judith Torney-Purta, professor in the Department of Human Development, was the 2011 winner of the Marion Langer Award for Social Advocacy in Pursuit of Human Rights given by the American Orthopsychiatric Association. This award

honors a former executive director of that organization, an interdisciplinary association concerned with mental health and social justice since 1923.

Dr. Melinda Martin-Beltran Awarded National Academy of Education/Spencer Postdoctoral Fellowship

Melinda Martín-Beltrán, professor in Curriculum and Instruction, was awarded a National Academy of Education/Spencer Postdoctoral Fellowship in support of her research on the co-construction of knowledge and the social processes of learning. This prestigious fellowship is awarded to early career scholars working in critical areas of education research and funds proposals that make significant scholarly contributions to the field of education.

Dr. Martín-Beltrán was selected as one of twenty people out of a competitive pool of hundreds of applicants to be awarded the 25th Annual National Academy of Education/Spencer Postdoctoral Fellowship.

Three COE Faculty named Graduate Faculty Mentors of the Year

Professor and Chair **Gregory Hancock** from the Department of Measurement, Statistics and Evaluation; Professor **Melanie Killen** of the Department of Human Development; and Professor **Megan Peercy** from the Department of Curriculum and Instruction were honored as 2011 Graduate Faculty Mentors of the Year by the University of Maryland Graduate School.

This year, 140 graduate students nominated 29 faculty members for the Award. Three of the four honorees that were selected were from the College. The Graduate Faculty Mentor of the Year award recognizes outstanding achievement in mentoring by recognizing faculty members who have made exceptional contributions to a student's graduate education and experience.

COE Faculty Member Selected for Board of Regents Award



Dr. Susan R. Komives, professor in Counseling and Personnel Services, was selected as a recipient of the 2011 University of Maryland System (USM) Board of Regents' Faculty Award for Teaching. The award is the highest honor the Board bestows to publicly recognize distinguished performance and faculty achievements.

The nominees in the teaching category demonstrate accomplishments in areas such as course development and pedagogy, faculty development, mentorship of faculty, direction of student research projects, and leadership in teaching improvement.