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

Pillsbury Bake-Off® winner Carolyn Gurtz (Elementary Education, ’70) won a hand-shaped cookie dough and a trip to the Pillsbury Bake-Off® Contest. She baked a cookie that bursts with layers of peanut butter flavor.

“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.”

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.”

A Conversation with Jennifer Stepanek, Class of 2008

Jennifer Stepanek, author of world-renowned past and present student 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 Student and also served as one of the college’s commencement speakers. Stepanek is affiliated with the same progressive and proactive neuromuscular disease that took Mattie’s life in 2004 and her 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 is 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 educational 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 by understanding the role of 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-meaning 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’ essentially geared toward the assessment of 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 that limit the meeting the unique needs of some children.
Professor of Practice Carol Shelly 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 46th largest school district in Maryland and the 43rd largest in the nation.

AWARDS AND RECOGNITIONS

Department of Curriculum and Instruction

Associate Professor Pat Campbell was named this year's Carol T. Mowbray Early Career Research Award. The award is given to recognize and encourage early career research. It is funded by James and Barbara Mowbray and is presented jointly with The American Educational Research Association (AERA). (Read more about Campbell's work on pg. 6)

The Minority and Urban Education Unit within the Department of Secondary Education 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 Distinguished Achievement Award for her outstanding contributions in student leadership and higher education. Professor Courtenay 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 Carl T. Moxley Early Career Research Award by the United States Psychiatric Rehabilitation Association.

Department of Education Leadership, Higher Education, and International Education

Assistant Professor Kerry Ann O’Meara was presented with the 2008 Early Career Records Award at the International Association for Research on Service-Learning and Community Engagement conference being held Oct. 26-31 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 areas: Counseling psychology

Department of Curriculum and Instruction

Assistant Professor Andrew Bryant

Specialty areas: 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 Drezer

Specialty areas: Higher education, philanthropy and fund raising

Professor Nelly Paredes Strossmatt

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, 36 yrs.

Professor Ruth Fassinger

California State University, Stanislaus

Professor Emeritus James Fassinger now serves as dean of the College of Education at California State University, Stanislaus

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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

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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
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 be 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 a wide range of 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 page 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, and funds are available for further enhancements to the building or we can 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 $1.6 million to go in a short three-and-a-half years. Funds raised during the campaign would be used primarily for critical program areas, 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 doing so, 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 member-only discounts and other campus perks (to obtain more details and/or a membership application, call 301.405.4678, or visit www.cmalumni.umd.edu).

I believe there’s specific interest in providing scholarship support for students, thus sharing 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 freshmen. The creation of a $50,000 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 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
• Subscriptions 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

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.

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

A Conversation with Jennifer Stepanek

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: As my son, Mattie taught me that not all worthy things come from the dreams we consider, or plan for, to 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 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 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 1980’s, 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 goal-setting 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, or email darcelle@umd.edu.

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.
MAKING A WORLD OF DIFFERENCE IN TEACHER EDUCATION

The GATE Fellows Program Brings a Global Perspective to Teaching

This first “class” of GATE Fellows is following a year-long program involving guest speakers and immersive seminar discussion of international teaching, internship 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 firsthand 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 brings 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 Sallie Sonosowski, and Associate Director of the Center for International Initiatives at the American Council on Education China Office. 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 reforms 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 Seizm 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’ll be seeking a way of institutionalizing GATE as part of the larger effort to internationalize the College of Education.”

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 approaches of the early childhood programs in Reggio Emilia, Italy. Her project as a GATE Fellow integrates international perspectives on early childhood education and culture 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 feel welcoming and engaging. While the project is enhancing my work with students, becoming a GATE Fellow was just as much, if not more so, an opportunity to collaborate with colleagues on a shared topic of interest.”

Robert T. Lin
Developing Electronic Relationships Internationally

Robert T. Lin 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 Spanish. She has presented her research worldwide, and has ongoing research relationships with many professors in Latin America, and was a Fulbright scholar in Chile in 2005. She is now involved in a comprehensive project using technology to foster 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 in Maryland has given me a wealth of new insights and ideas. I can’t wait to see what would have happened without the GATE Fellowship.”

Jing Lin
Co-creating an International Honors Course: “Great Thinkers East and West: Cultural and Educational Dialogues”

Jing Lin is a professor in the Department of Education Leadership, Policy 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 Road Ahead: Path to Flexibility Education in Post-Mao China, The Opening of the Chinese

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! I opened up to realize how deeply 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.”

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“The GATE Fellows, (l. to r.): Rebecca Oxtoby, Jeanne Galbraith, Jing Lin, Randy McGinnis, Rebecca Lavin, and Jennifer Waver with GATE project staff in Dr. Liz. Deyo, Director for Lisa Swayhoover, and Sallie Sonosowski, Director of International Programs for the university (not pictured, GATE Co-Creator Jim Greenberg, Director Saúl Sosnowski, and Lisa Swayhoover, and Associate Director of the Center for International Initiatives at Education China Office. 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.

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

Jennifer 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 help that group to 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 I had this thinking about doing this for GATE. I began incorporating global issues as well. I tried to get teachers to read scholarly works that would give them a framework for thinking deeply. You don’t want a teacher who just puts literature in a place where you might do that. So what’s my purpose in using it? 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 really read what the texts would read. I read picture books, we read novels, we read films. 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.”

Student participants and course leader of the College of Education alumnus-sponsored study abroad program take a break during a pre-trip briefing in post to pose for a picture. From left to right: Jesse Quezada, Jennifer Peak, and Elana Weyl. Back row: I to R: Jim Greenberg, Molly O’Neill, Lindsey Hens, Tiffany Sis-Tan, Donald Berl Edwards, Elizabeth Trebl-Schmidt, Jim Deppey, Betty Grotulis (was unable to make the trip due to illness), Pat Connor, and Pierre Colombo.

“Students commented that the experiences visiting the countries and several schools were ‘life changing’, shared Alumni Director Pat Costantini ’06, ’09, one of the course leaders on the trip. ‘They were very eager to incorporate their learning 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 for 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 scholarships for students and/or mentors, please contact Assistant Dean for Development Darcelle Wilson, dace@umd.edu.

I n 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 (Maarstricht 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.

The Gate Fellows
(continued from page 4)

Jeanine Staples
Toward an Interpretive Social Action Framework Against Global Linguistic Violence for Reading/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 denotify 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 in 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 Literacy teachers candidates at different universities, I found, astonishingly, that they didn’t have a grasp on global justice or global consciousness. I care for that,” 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 cultures and cultures of other countries. I also want to help teachers resist and overcome this problem. For me, the fellowship has been an amazing opportunity to work closely with great thinkers in great studies, international languages, global consciousness and other areas. It’s been a great way to begin with others toward those shared goals for teacher education.”

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

Gold Richards wants her fellow College of Education graduates to know, it’s "there are all kinds of ways to be an educator. In her career as a producer and filmmaker, the skills of being a teacher, the skills of being a writer, places she never imagined."

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 videos 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 2006 decided to go out on her own to make films philantropically. 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.’”

“Working in the film industry, I’ve learned a lot about the film business and the film industry. 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 Magic America, 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; and Ed Rendell’s film, Stand Tall for the Cause 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, Stop! Our Prostate Cancer. The spot will debut in minor league ball parks across the country this summer. In addition, Richards’ 18-year-old daughter will be a first-year student at Maryland this fall.

www.education.umd.edu
The College of Education at the University of Maryland invites you to…

ENJOY a day of learning and discovery.

ENGAGE in insightful 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 1 and Lot 2. Directions to campus and a map are available at: www.umd.edu/visit/

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 Tony Ungorenger, Ph.D., President, College of Education Alumni Chapter
9:05 am Opening Address: “A Vision for the College of Education – An Overview” Donna Wieman, 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

11:25 am CONCURRENT SESSIONS II

School Failure, Disability, and Delinquency: Understanding the Causes and Consequences
PRESIDENT: Peter Levine, Professor, Special Education
Our discussion will be divided into two parts: the first on the question of what and why in school failure and the second on what and why in delinquency.

Teaching and Learning in the 21st Century
PRESIDENT: Patricia Alexander, Jean Munn 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/ hyperviolent world where one is continually bombarded with information of questionable durability and veracity, where privacy is often sacrificed, and where hate and quicker is a guiding mantra?

1:30 pm CONCURRENT SESSIONS III

Teaching as a Calling
PRESIDENTS: Jim DeGeorge, Associate Director, Advocates for Children, College Park Scholars; Tom Saunders, Principal, Howard County
In this session, we will discuss why we teach, the process of inspiring students, creating lives of hope, fulfilling the desire to lead, and national 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.

3:00 pm LUNCH

Viewing of Great Expectations Video
Darcelle Wilson, Assistant Dean, Development

3:30 pm COLLEGE OF EDUCATION ALUMNI COLLEGE 2008 RETURN TO LEARN RETURN TO LEARN

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 Wood
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

$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.

Name (1)
Address
City State Zip
Daytime phone Evening phone
Cell phone E-mail
Graduation year:
Degree(s):

0 www.education.umd.edu
Calendar of Events - Fall 2008

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 the 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. 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

Saturday, Nov. 14, 2008
Donor Appreciation Luncheon
11:30 a.m. to 1 p.m.
Samuel Riggs IV Alumni Center

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

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. Information can also be found on the web: www.education.umd.edu/infor/alumniandfriends

Samuel Riggs IV Alumni Center
Sept. 25-27, 2008
Future of High School Mathematics Conference
(Sep. 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, college 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 Jan Fey (jfey@umd.edu). Full details are also available on the conference web site: 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, Dec. 5, 2008
Donor Appreciation Luncheon
11:30 a.m. to 1 p.m.
Samuel Riggs IV Alumni Center

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)