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

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

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

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

We have a great responsibility to prepare our students for teaching and learning in the 21st century. We've therefore, during the past year, made major physical changes in the Benjamin Building—home of the College of Education—enhancing our existing facilities to accommodate technology rich classrooms and provide a modern environment for our students.

These changes have occurred while we tackled a restricted budget, a year-long hiring freeze, and campus reallocations. Despite these challenges, the College has continued to thrive, grow, and excel.

Thanks to the impressive work of our faculty and students, we remain one of the Top 25 colleges of education in the country according to the U.S. News & World Report rankings. Our Department of Counseling and Personnel Services is ranked number one in the nation for the tenth straight year (see article on this page), and our Educational Psychology program—ranked seventh last year—moved to fourth. In addition, all of our other ranked specialties were ranked in the Top 17 (the full list of specialty rankings within the College is available at www.education.umd.edu).

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

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

[Continued on page 3]

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

For the 10th straight year, the College of Education’s Department of Counseling and Personnel Services (CAPS) has been ranked number one in the nation by U.S. News & World Report in their guide to America’s Best Graduate Schools. CAPS has earned a reputation for achievement, scholarship, and creativity through its stellar programs which prepare students for careers ranging from counseling and therapy to student affairs and administration. In this issue of Endeavors, we talk to Department Chair Dwayne Kielbarg about the reasons for CAPS’ success.

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

DK: Yes, it can. One of the reasons we do keep getting that number one ranking is that we’re not focused on trying to stay number one. We’re focused on trying to do new things, stay on the cutting edge. There’s a danger of thinking, “We can’t change, because that’s how we got the recognition.” When really, the reason we’ve been recognized is because we have constantly changed and innovated. We have incredibly good faculty and incredibly good students, and they have become leaders in their professions. They are the ones who come up with the new theories and the new research ideas. That’s what’s kept us on top.

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

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

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

[Continued on page 4]
WHAT'S HAPPENING IN THE COLLEGE...

FACULTY AND STAFF

NEW TEAM MEMBER

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

APPOINTMENTS

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

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

AWARDS AND RECOGNITIONS
Curriculum and Instruction
Professor Peter Allenbach was elected a member of the International Reading Association’s Reading Hall of Fame. Established in 1973, the Reading Hall of Fame contributes to further improvement in reading instruction through the collective experiences of its members.

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

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

Human Development
Professor Melanie Killion received an honorable mention for the 2009 One Book for Community and International Relations Prior as co-editor of the book, Integrating Attitudes and Relations in Childhood through Adolescence. The publication focuses on “how individuals make judgments, and interact with individuals from different group categories, broadly defined in terms of gender, race, age, culture, religion, sexual orientation, and body type.”

Counseling and Personnel Services
Professor Susan Komives was named a 2009 Distinguished Alumna by Florida State University’s College of Education.

PRESENTATIONS

College Advancement
Carla Maxwell Ray, Executive Director of Development and External Relations, will be a featured panelist at the 2009 World Diversity Leadership Summit, taking place September 16-17 at the International Monetary Fund in Washington D.C. The Summit is attended by senior corporate, government and non-governmental organization officials focused on the complex challenges and opportunities related to global diversity management. Ray will discuss the Competitive Advantage of Successful Diversity Educational Models (Session information ~ 2:30 p.m., September 16). For more detail, visit www.worldsummit.com.

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

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

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

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

Measurement, Statistics & Evaluation
Ass. Professor Andoni Garcia and Ass. Professor Robert Mislevy received a National Science Foundation grant, in collaboration with the University of Wisconsin, for the project Architecture: Virtual Mentoring and Assessment in Computer Games for STEAM Learning.

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

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

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

Assoc. Professor Marilyn Chamlambis Department of Curriculum and Instruction, 33 yrs.

Interim Associate Dean/Assoc. Professor David Cooper Office of the Dean/Department of Special Education, 25 yrs.

[Cooper is now dean of the School of Education at Elon University, North Carolina] Student News

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

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

PUBLICATIONS
Counseling and Personnel Services
Make way for the next generation of authors! Members of Professor Susan Komives’ spring 2009 CSP (College Student Personnel) Student Leadership class have published a new textbook for undergraduate students—Leadership for a Better World—which explores the Social Change Models of Leadership Development. The book is available for purchase through Jossey-Bass Publishers: www.josseybass.com/9780470642545.

We Remember...
Robert Carbone, former dean of the College of Education (1979-93), sadly passed away on July 18, 2009, two days after celebrating his 80th birthday. Following his tenure as dean, Carbone stayed on as a professor of Higher and Adult Education in the College’s then Department of Education Policy, Planning, and Administration. He later served as acting chair of the department (1994-95) and was named a professor emeritus upon his retirement in 1993. Among his many accomplishments, Carbone was president of the American Association of University Professors, UM College Park Chapter (1977-79) and the Maryland Association for Higher Education (1982-85).

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

SAVE THE DATE

Immigrant and Minority Children: Policies Impacting Student Success And Teacher Education
4:30 to 6:30 p.m.,
Room 2123
Benjamin Building
SEPTEMBER 16
National, State and Local Educational Policy Impacting Immigrant and Minority Children’s Educational Success
OCTOBER 14
Research and Educational Policy Impacting the Success and Educational Opportunities of Immigrant and Minority Children in Early Childhood
OCTOBER 28
Impact of the No Child Left Behind (NCLB) Act on Policy Related to Immigrant and Minority Children in K-12 Education

November 20
Immigrant and Minority Children: Teacher Preparation Challenges and Opportunities
The sessions are open to everyone.
For more information, visit www.education.umd.edu/MIMAUE
Graduation 2009 Kicks Off with Silver & Gold Celebration

A: Responding to heightened national concern regarding the quality and quantity of the STEM workforce, this year’s Silver and Gold Anniversary Celebration will recognize graduates from the Classes of 1985 and 1960. Alumni from those years will receive an invitation and additional details will be announced in a future issue of Endermum.

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

Graduating Senior Jenna Aidikoff A Born Leader

Q&A with Dean Wiseman (continued from page 1)

The current law also focuses on student subgroups (e.g., those who are economically disadvantaged, English language learners, or require special education), who must score “proficient” on the achievement tests. If students’ scores do not indicate proficiency, the entire school is deemed a “school in need of improvement.” This is an area that needs to be reviewed.

Critics of the law suggest a “growth” model that looks at whether student groups improved on their test scores in the same subject in the next year’s testing. The model would also allow states to use other factors besides achievement test in deciding if a school made AYP-for example, improved attendance or graduation rates, college enrollments rates, and tests in other subjects like history and writing. These changes would be a positive step toward ensuring success for every child, however, states would need to develop a strong database to track the achievement of individual students.

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

A: The College has been a leader in preparing middle grades mathematics and science at high needs middle schools in Prince George’s County Public Schools (PGCPS).

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

We also collaborate with UM Mathematics faculty in promoting strong mathematics preparation for elementary education candidates. Our efforts in this area have been nationally recognized. In June 2008 study examining the mathematics preparation of America’s elementary teachers (No Common Denominator: The Preparation of Elementary Teachers in Mathematics), the National Council on Teacher Quality (NCTQ) identified the college of Education at the University of Maryland as one of only 10 schools, in a sample of 77, that rose to the top in terms of overall quality of preparation in mathematics for elementary education majors.

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

Finally, as the flagship University for the State, part of our contribution to STEM is to promote teaching and professional development of elementary school educators. Our graduates have gone on to assume mathematics teacher education positions in Maryland (e.g., Towson University, Morgan State University) and other places nationally.

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

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

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

Even cell phones are being used to improve student achievement. In one recent experiment, 9th and 10th grade math students were given cell phones equipped with special programs to help with their algebra studies. The study showed that students using the phones performed 25 percent better on the end-of-year exam than students without the devices. According to Dale Fulton, a former school superintendent for instruction and current senior vice president of curriculum development at Discovery Education, “No matter what methods teachers and administrators use to engage today’s students, high-quality digital content is critical.”

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

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

For more information, visit www.discoveryeducation.com.

Reaching Students in the Digital Age

Youth Slam Success (continued from page 1)

A notion of what they are going to major in, but it’s not usually their choice,” said Karen Zakhman, education project manager with the National Federation of the Blind. Instructing them and their teachers or their guidance counselors or their parents have told them, ‘This would be good for you because you can actually do this.’ This program helps young people understand what they can do and how things work. Kathryn Alvestad, a mining high school senior from Nebraska, didn’t know what to expect. In the universal language of grandparents, though, both the grandparents and many of them felt on the first day, ‘It’s going to be awesome.’

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

Closing out the week, students showed results of their work: the model home, a Lego Mindstorms robot that moves along a pre-determined track, a chatbot to talk with friends online and more. A few got behind the wheel of a custom-built dirt buggy that operates on voice commands. The terms also did non-academic activities such as rock climbing, bumper jumping, and tug of war. The Blind Youth Slam culminated in a rally at the Lincoln Memorial where students marched on the National Mall.

To learn more about the National Federation of the Blind Youth Slam, visit www.blindscience.org

Youth Slam Success (continued from page 1)

Q: The phrase “making a difference” often comes up in how people talk about CAPS. How do you define it? What changes do you see CAPS facing now or in the future?

A: Absolutely. Our program is extremely competitive: our doctoral program might accept three people now communicating with social networks and technology. This forces us to re-think counseling gets done, moving it out of the traditional one-on-one relationship and thinking of it much more broadly.

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

Q: About financial aid? Does CAPS lose candidates because they cannot afford to come? that is a big team effort. Dick: It is a team effort. And the fact that they are doing it is a factor in the selection of the students. We are not just looking for students who are academically inclined, but also those who are socially engaged, have a strong sense of community and are able to contribute to the community.

Q: Do you have peers who have been here longer have had. At the same time, we have to make sure we are still bringing in the very best students we can. They are the ones who will also push us forward. Our reputation is based upon both our extraordinary faculty and our incredible students. It’s critical that we not let these financial times change that.

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

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

Q: What will it take to solve this?

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

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Q: How will you continue to train our students in the new technologies and new ways of teaching and research activities throughout the College,” said Dean Wiseman. “As faculty members learn new ways to integrate technology into their teaching, their students will benefit from the energy and excitement associated with integrating technology into existing and new teaching approaches.”

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

A: Yes. CAPS offers a number of different sub-specialties—programs in counseling psychology; school psychology; college student personnel careers such as student affairs leaders and directors of student unions; counselor education—and these fields are changing. For instance in counseling psychology, with all the returning veterans, there is now a huge need to work with people who have experienced trauma to help them to reengage into civilian settings. Another example is how people now communicate with social networks and technology. This forces us to re-think counseling gets done, moving it out of the traditional one-on-one relationship and thinking of it much more broadly.

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The Security of Selfless Service

A s educators we have chosen a career of service to students, helping to enrich our communities. A lthough there are many of us who believe we are not destined to have financially enriched lives—at least not in relation to other professions. Guess what? The current recession shows how fiscally savvy our career choice is. In fact, educators are in better shape than most to make carefully-considered gifts to causes we support, say for instance, the College of Education at the University of Maryland. Believe it! In today’s economy, educators have greater job security than a host of other professionals. Not only is teaching a steadily-needed and expanding field, but the solid savings and retirement plans in the education field are much better insulated against recession than most other fields.

It’s tough out there. Eighty-three percent of Americans are worried about the current economy affecting their retirement, and only about half of Americans with 401(k) accounts believe they will have enough money to retire, according to a new study by the National Institute on Retirement Security.

Steven Klees Named Endowed Professor

H arold R. W. Benjamin Professor of International and Comparative Education is the new title carried by Professor Steven Klees, who joins the prestigious ranks of endowed professors within the College of Education. Reserved for an eminent scholar whose work substantially advances the discipline, an endowed professorship is one of the highest honors a college can bestow.

“I am very honored to be named the inaugural holder of the Benjamin Professorship,” said Klees. “It is a mark of the importance of international education to the College and University that this position exists.”

Director of the International Education Policy program in the College’s Department of Education Leadership, Higher Education, and International Education, Klees was a two-time Fulbright Scholar at the Federal University of Bahia in Brazil. Before joining the University of Maryland, he taught at Cornell University, Stanford University, Florida State University, and the University of Michigan. He also worked extensively for such global organizations as UNESCO, UNICER, the World Bank, and USAID, and collaborated with a variety of state governments and non-governmental organizations concerning education in Latin America, Africa, and Southeast Asia.

“Professor Klees’ national recognition in international education, his career contribution to the knowledge base of comparative education, and his strong reputation for providing mentorship and guidance to students are indicative of the high standards he brings to the professorship,” said Dean Donna Weisner.

Klees’ research covers education policy and practice in the United States, as well as in other countries. Particularly concerned with the nature of educational and social inequalities and what is needed to overcome them, he has published extensively on such topics, including the situation of disadvantaged children and the policies of international institutions like the World Bank.

“Education around the world is in difficult, and often dire, straits,” said Klees. “The Benjamin Professorship will support and facilitate my research about the need to improve education policy and the ways in which we might do so.”

The Benjamin Professorship is supported by the Harold R. W. Benjamin National Memorial Fund—an endowed fund created in 1969 with gifts from individuals who were “educated, loved and inspired” by the late Harold Benjamin, who served two terms as dean of the College (1939-1943 and 1947-1952). Dean Weisner noted, “It is appropriate that this professorship is named in honor of Dr. Benjamin, who understood the importance of an international perspective for educators, and I am extremely grateful for the donors’ vision. Professor Klees’ appointment is yet another indication of the College’s strong commitment to international and comparative education, an essential aspect of a 21st century educational approach and a key development in the College’s strategic initiatives.”

A Call to Keep Maryland Students

A r Maryland families are feeling the strain of the economy. Parents are losing jobs, appeals for financial aid are up, and students are putting education aside to ease the burden. From students throughout the campus community, we’re hearing the call, “Keep Me Maryland.”

The University of Maryland is answering with an urgent appeal to our alumni and friends for scholarship and student aid dollars. We can’t let the economy derail our students from their education at Maryland. In some cases, just a few hundred dollars stand between students and their ongoing education. Every dollar to the Keep Me Maryland* Fund helps our students meet critical needs:

- $200 covers orientation fees for one student for a year
- $800 buys health services for one student for a year
- $1,600 buys health services for one student for a semester
- $3,700 buys a meal plan for one student for a year
- $5,400 buys campus housing for one student for a year
- $8,000 buys full tuition and fees for one student for a year

*Contributions to Keep Me Maryland are tax deductible as allowed by law.

Your gift to the Keep Me Maryland Fund could make all the difference for a student struggling to find a way to return this fall. Please designate your contribution to the College of Education and mail in the enclosed envelope.

Our Greatest Thanks to...

Kathleen Rosenberger (Ph.D., Administration) for her gift of $50,000 to establish an endowed scholarship fund supporting Education majors, particularly students returning to college after working or raising a family.

Patricia (Ph.D. ’75, Elementary Education) and John Koskinen for their donation of $60,000 to establish an endowed scholarship fund supporting students majoring in Education.

William VanArnam (B.S. ’92, Social Studies/Education), retired RJ Reynolds executive, who gifted $50,000 to support the College's Maryland Institute for Minority Achievement and Urban Education.

- Make your mark on Maryland
- Cheer join share volunteer give
A GLOBAL PERSPECTIVE

Tanzanian Ministry of Education, Janine Abdullahi Magayene and Permanent Secretary of Education Hamisi Onyango Dihenga visited the College of Education this year to discuss ways in which the College might assist with their plan to inform education and teacher education in Tanzania.

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

Service-learning in El Salvador

Professional Development Schools (PDS) Coordinator Lee Ann Christenson, Ph.D., (Human Development) shared with us her experiences this year assisting Professors Pamela Beckman and Christine Lea with a service-learning course she taught with her new start-up program—El Salvador’s Children’s Raik, Poverty and Education. A Fellow of the College of Education’s GATE (Global Awareness in Teacher Education) program, Christenson participated in a course we made possible in part by a grant from the College International Travel Fund. The Fund was established to encourage and support international dimensions of scholarship and program development by members of the College community.

In early 2009 I had the pleasure of traveling to El Salvador. This was a very eclectic set of 28 University of Maryland students. Ranging from freshmen to a few doctoral students, the group was comprised of a wide variety of majors from across the College of Education, and some from other programs as well such as government and public health. Unlike other study abroad programs, this one was a service learning trip, where the majority of our time was spent working on projects in rural villages.

Before beginning our work, we needed to have a basic understanding of the history, culture, and current conditions in El Salvador. We therefore spent two days in San Salvador under the guidance of Maricio Funes, who brought to light the War (1980-92). There, Maricio Funes gave us a condensed understanding of the history, culture, and current conditions where the majority of our time was spent working on projects.

From what we’ve heard to date, they have been very successful in doing so. Evenings on adult literacy, computers, art, and English. Several members of our group worked hard to set up donated computers in the library, and although that was accomplished while we were there, their foundational work eventually made it possible for Hacienda Vieja to now have internet access! One of our goals of our trip was to have partners in the community work on our behalf, while we implemented programs, so they could sustain these programs after we left. From what we’ve heard, they have been very successful in doing so.

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

In addition, I had the privilege of teaching in Hacienda Vieja’s preschool with one of our undergraduate students from the Department of Human Development assisting with instruction on the Christian mission to bring justice to the poor and oppressed, particularly through political activism. While at UCA, we also had the opportunity to learn from renowned priests (who supported the opposition to the government), their housekeeper and her daughter were shot by the government in 1989—an act that turned U.S. public opinion against further support of the government. We stayed in San Salvador with a former mayor of San Salvador, who brought to light the War (1980-92). There, Maricio Funes gave us a condensed understanding of the history, culture, and current conditions where the majority of our time was spent working on projects.

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

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I believe that the service-learning model of this course is a good model for other study abroad programs. By living and working with people in another country students gain a unique insight that is not possible by just visiting. I look forward to collaborating with Professor Beckman in the future, and to possibly designing a study abroad course around this model.

I am very grateful for the grant I received from the College of Education’s International Travel Fund, which helped us make this experience possible.

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

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

The delegation visited a number of sites during their week-long trip, including an early childhood education center located in the city of Guizhou. During their stay, they had the pleasure of observing two-year-old students engage in various intergenerational circle time activities, including drum beating, hand shaking, clapping, and a baby holding activity specifically for parents and grand-parents. As a memento of their visit, Peter presented the Center’s principal with a handmade book she created with her students at Takoma Children’s School in Washington, D.C. “Our American children wanted to pass on to the children of China the feeling a warm, soft blanket can provide in the cold winter, particularly after the terrible earthquake that struck in May!” Peter related through an interpreter.

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

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

During the cultural exchange, the group also attended a keynote by Dr. Simon Brand of Rhode Island, founder of the Sweet Pea Child Care Center franchise. Brand was inspired to establish his first Center after reading a newspaper article about an abusive parent who felt overwhelmed by work and bring a single parent. Her Centers use the Reggio Emilia Project approach, where children learn to use transformational powers of creative and artistic activities to stimulate various topics based on their interests and working collaboratively under teacher guidance on related projects.

“The entire trip was very informative and inspirational,” said Peter. She plans later this year to demonstrate her lesson plans on exploring the brushwork of T’ang Yin’s Ming dynasty (1470-1523), and the calligraphy of Qianlong’s Qing dynasty (1644-1711).
T A I L G A T E  W I T H  U S  F O R  H O M E C O M I N G  2 0 0 9 !

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

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

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R S V P  b y  M o n d a y ,  O c t .  1 2 , 2 0 0 9  ( P l e a s e  n o t e ,  f o o t b a l l  g a m e  t i c k e t s  w i l l  b e  d i s t r i b u t e d  a t  t h e  t a i l g a t e).

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

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

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

Name(s) ____________________________

E-mail ___________________________________________________________

Daytime phone ________________________ Evening phone __________________________ Cell phone ________________________________

CoE Alumni:  ☐ Yes  ☐ No  If yes, graduation year: ____________ Degree(s): ______________________________

W e d n e s d a y ,  O c t .  1 4 , 2 0 0 9

MIMAUE Fall 2009 Colloquium Series ~ Session II
Research and Educational Policy Impacting the Success and Educational Opportunities of Immigrant and Minority Children in Early Childhood
4:30 to 6:30 p.m.
2121 Benjamin Building
This session of the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) fall colloquium series will focus on the policies that impact immigrant children of all ethnic and racial groups in early childhood education. Among the areas being explored will be research on what policies exist to support common policies and what policies exist at the local school level that facilitate or impact the learning and overall progress of immigrant and minority children. For updates on this semester’s topics and speakers, please visit www.education.umd.edu/MIMAUE

S a t u r d a y ,  O c t .  1 7 , 2 0 0 9

College of Education Alumni Homecoming Tailgate
Time: Two hours before kickoff
Benjamin Building Courtyard
Bring your Terrapin pride, some good friends and join the homecoming fun at the second annual CoE Tailgate hosted by the College’s Alumni Chapter. See registration form below.

F o r m a l  N o v .  1 3 , 1 9 , 2 0 0 9

G r a d u a t i o n  C e r e m o n y
5:30 to 9 p.m.
Samuel Riggs IV Alumni Center
This special event honors the many benefactors who generously support student scholarships, graduate assistantships, research projects and other educational programs and initiatives in the College of Education.

S u n d a y ,  D e c .  2 0 , 2 0 0 9

College of Education Winter 2009 Graduation Ceremony
Time: TBD
Cole Student Activities Center, University of Maryland
(University commencement ceremony is on Saturday, Dec. 19, Comcast Center)