Faculty, staff and students are cordially invited to attend the first in a series of presentations planned this fall as part of a new Colloquium Series, “Achievement - A Shared Imperative,” sponsored by the Maryland Institute for Minority Achievement and Urban Education at University of Maryland College of Education. Light refreshments will be served.

**October 9**
UMCP Armory Room 0112
3:30 to 5:30 p.m.

**Dr. Patricia Alexander, Department of Human Development**
“Growing Competent Learners: Understanding the Cognitive and Motivational Roots of Achievement”

Before we can guide students in their academic development, we must look critically at prevalent notions of achievement. What concept of achievement guides current educational practice? How must that concept be altered to support the learning of all students, especially those who are not surviving or thriving in the existing environment? For example, it appears that many in public, political, and professional sectors equate achievement with scores on high-stakes tests that often stress piecemeal understanding, short-term goals, and impersonal experiences. Yet, it is clear from the research on learning and development that competence in any academic domain traces to three integrated sources—principled knowledge, learner interest, and strategic thinking. Only by nurturing all three of these root sources, can educators hope to grow competent students.

**October 23**
Nyumburu Center Multipurpose Room
3:30 to 5:30 p.m.

**Dr. Steven Selden, Department of Educational Policy and Leadership**

Dr. Selden’s research interests address the social inequalities that were supported and promulgated by the American eugenics movement in the early 20th century. The eugenics movement and its followers argued that people were determined by their biology and that their heredity determined their future social location and social roles. Dr. Selden will discuss and describe the many ways in which American eugenics penetrated the school curriculum and cultural forms including the “Better Babies and Fitter Families” contests during the first half of the 20th century. Links to today’s educational policies and practices will be discussed.

**November 6**
Nyumburu Center Multipurpose Room
3:30 to 5:30 p.m.

**Dr. Barbara Dezmon, Assistant to the Superintendent, Baltimore County Public Schools**
“What We Know vs. What We Do”

This presentation will focus on diversity and the achievement gap in relation to what needs to be done with a system to rectify this gap. Dr. Dezmon will address the achievement disparities currently within schools and identify root causes. In addition, she will discuss what she believes are the roles and responsibilities with a system and community in closing the achievement gap. Dr. Dezmon is chair of the Maryland State Department of Education’s Achievement Initiative for Maryland’s Minority Students (AIMM-MS).

**November 20**
Nyumburu Center Multipurpose Room
3:30 to 5:30 p.m.

**Dr. Courtland Lee, Department of Counseling and Personnel Services**
“The Role of Counseling in Promoting Minority Male Success”

This presentation will examine the role of counseling in promoting the educational empowerment of minority male youth. The concept of empowerment will be explored in an educational context along with the barriers that often prevent the educational success of male youth from ethnic minority backgrounds. A comprehensive school counseling model for the educational empowerment of this population will be presented.

**December 4**
Nyumburu Center Multipurpose Room
3:30 to 5:30 p.m.

**Dr. Patricia F. Campbell, Department of Curriculum and Instruction**
“Moving Up in Mathematics: Making a Difference in Urban Schools”

Five years ago, faculty from the University of Maryland and central office staff, administrators, and teachers from the Baltimore City Public School System began to work collaboratively to systematically reform elementary mathematics curriculum, instruction, and assessment across 107 of the city’s elementary schools. This effort incorporates professional development for teachers with on-site school-based support, curriculum revision, instructional materials, and targeted assessments. Over the last two years in Grades 1-5, these schools have evidenced a median gain of 14 to 21 percentile points on the mathematics component of a standardized nationally normed assessment (CTBS/S Terra Nova). This session will characterize the approaches implemented in Baltimore and examine student achievement data. Participants will engage in a dialogue addressing some of the challenges and issues encountered in urban public schools.

For more information, contact Dr. Martin L. Johnson, Associate Dean for Urban and Minority Education, College of Education · mj13@umail.umd.edu · www.education.umd.edu/MIMAUE