

Dear Alumni and Friends:

I am proud and honored to serve as President of the College of Education's reestablished Alumni Chapter. The University of Maryland has been an important part of my family for many years. My father and my spouse are both alumni of the university. I earned my degree in Elementary Education.

As a child, I recall driving through campus with my grandfather, marveling at the overall beauty

and being especially impressed with the classical architecture. My grandfather and I made frequent trips to the dairy where we enjoyed generous scoops of ice cream, always a special treat.

After my first year at Maryland, I was offered and accepted a scholarship and agreed to teach in the state for two years following graduation. Before my sons were born, I taught for three additional years in White Plains, New York. Our family moved often with my husband's career and I continued my work in the classroom after

A Message from the Dean:



Edna Mora Szymanski

The University of Maryland, College Park's mission statement explains that the institution is committed to achieving excellence as Maryland's primary center of research and graduate education and the institution of choice for undergraduate students of exceptional ability and promise.

In keeping with the university's mission, active faculty research is a critical component of the College of Education's mission. That is why I want to take a few moments to share with our alumni and friends why it is vitally important to understand the college's research enterprise and how it complements our teacher preparation programs. It is especially important that our alumni understand this as the university faces the prospect of declining state support and budget reductions.

Educational research is not an expendable enterprise. Rather, it is the key activity that must guide and evaluate policy, practice and professional preparation. Without an adequate research foundation, schools and policy makers often implement or continue policies or programs that are ineffective. The resulting failures waste taxpayers' money, compromise students' futures, and limit the future economic competitiveness of the workforce. Critical research to prevent such failures is under way here in the college.

In this edition of *Endeavors*, you will see a feature story on the college's literacy research. This piece is an excerpt from our recent publication, *Exemplars of Education Research*. This piece, and the other topics explored in *Exemplars*, describes the dynamic and thriving research enterprise of the University of Maryland College of Education. These adjectives—thriving, dynamic—are not mere boastings of an enthusiastic college dean. Rather, they are my observations of the core excellence of the College of Education's successful research enterprise.

Our growing expertise and reputation have required us to expand our partnerships with school districts, agencies and organizations that are eager to apply our findings in real-world settings. In addition to our literacy research, we have many projects under way at the college that address a wide array of pressing educational and societal concerns. These include the minority achievement gap; the social and emotional well-being of children; and the validity of test assessment. Future issues of *Endeavors* will highlight these stories. You can also visit our web site at www.education.umd.edu/Exemplars, to review the piece in its entirety.

I have long believed that the role of research is to enable us to better understand and improve the world around us. It is my hope that our alumni and friends will recognize and value our contributions to education and society.

Edna Mora Szymanski

Edna Mora Szymanski, Dean
University of Maryland, College of Education

Endeavors is a publication for Friends and Alumni of the College of Education at the University of Maryland.

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U.S. News Rankings Place College 21st in the Nation

The University of Maryland College of Education continues its stellar rise in national recognition and is ranked 21st in the nation, according to the 2003 *U.S. News & World Report* survey of Best Graduate Schools, released in April 2002.

Following are highlights of this year's rankings.

- The College of Education is now ranked 21st in the nation, having risen from 22nd last year, and 23rd the previous year.
- The Counseling and Personnel Services department (CAPS) is ranked first in the nation for the third consecutive year.
- The Department of Special Education jumped to the rank of fifth in the nation. Last year, Special Education ranked 10th.

The college is ranked in the top 20 in all nine of the ranked specialties in which it has programs. Rankings for 2003 include:

- Higher Education Administration (9th)
- Administration/Supervision (11th)
- Education Policy (11th)
- Educational Psychology (11th)
- Elementary Education (13th)

College of Education Alumni Chapter Board of Directors 2002-2003

Jean Mullan, President

B.S. '68 - Elementary Education

Prior to moving to White Plains, N.Y., Jean taught in Prince George's County at Cherry Lane Elementary School. In New York, she earned post-graduate credits while teaching second, third and fourth grades. She retired from teaching to raise a family, but has stayed active in education through volunteer work. She now resides in this area.

Shari L. Bernstein, Vice-President

B.S. '93 - Elementary Education

Shari works in the Office of Staff Development with the Montgomery County School System. She works with the Peer Assistance and Review (PAR) Program, where she advises new and under-performing teachers in six county schools. Shari is presently working toward her master's degree in the College of Education Department of Human Development.

Robert Ramin, Treasurer

M.A. '92 - Education

Bob earned his undergraduate degree and MBA from Cornell. He earned credits toward his Ph.D. in education and would like to continue his studies at Maryland. Bob currently works as senior director of development for the Baltimore Aquarium.

Carla Malozowski, Secretary

B.S. '00 - Early Childhood

After graduation, Carla took a teaching position at Knollwood Primary School in Montgomery County, where she teaches second grade. While a student in the Honors Program, she wrote a paper comparing Buenos Aires and the District of Columbia education systems. She is heading up activities for recent alumni.

Carl E. Anderson, Ed.D.

Ed.D. '69 - Education

Carl earned his Ed.D. in Counseling and Personnel Services. He worked at Howard University for 32 years, serving as vice president of student affairs. After retiring from Howard, he served for four years on the Professional Staff of the Post Office and Civil Service Committee for the U.S. House of Representatives. He is retired and living in Washington, D.C.

Shayna Polk

B.S. '00 - Early Childhood

Shayna is a 2000 honors graduate of the early childhood program and is teaching second grade at Montgomery Knolls Elementary School in Silver Spring, Md. She is pursuing a master's degree in education policy at the College of Education.

Sandra Hofberg Bobb

B.S. '62 - Elementary Education

After receiving an undergraduate degree in elementary education, Sandra taught at Burning Tree Elementary School. Her community involvement has been extensive, having served as the president of the Hebrew Home of Greater Washington Women's Auxiliary,

- Secondary Education (16th)
- Curriculum and Instruction, department rank, (19th)

"Our alumni have many reasons to be proud of the College of Education and its continued top rankings," said Edna Mora Szymanski, Dean of the College of Education. "We are very pleased to continue our steady rise in rankings over the last few years. The rankings reflect the continued hard work of an excellent cadre of faculty, staff and students." In all, the College of Education has 12 rankings in the top 20.

"It is gratifying to see that as the university expands its number of rankings in the top 25, we continue to make a strong contribution to those numbers," Szymanski said.

For a complete analysis of the rankings, along with comparisons of how the College of Education fares with its peer schools of education, visit www.education.umd.edu/collegeinfo/rankingtable

Errata

An editing error in the rankings information presented in the March 2002 *Endeavors* resulted in a misstatement of the number of rankings the college has in relation to the University of Maryland's total number of rankings. The College has 12 rankings in the top 20. We regret the error.

chair of Israel Bonds, and president of the Rock Creek Garden Club. She is now a board member of Hillel at University of Maryland and the Holocaust Museum in Washington.

Jennifer Jarosinski

B.S. '01 - Elementary Education

Jennifer is an honors graduate of the Department of Curriculum and Instruction. She teaches seventh grade science at Forest Oak Middle School in Gaithersburg, Md. As a student, Jennifer worked for Advocates for Children in the "I Love to Read Program".

Catherine M. Kern

B.S. '00 - Elementary Education

Catherine is an honors graduate of the Department of Curriculum and Instruction. She is presently teaching at Broad Acres Elementary in Silver Spring, Md., and has plans to attend graduate school.

Sabrina I. Marschall, Ph.D.

B.S. '85, M.Ed. '90, Ph.D. '95

Sabrina earned her undergraduate and graduate degrees from the College of Education. She presently serves as program director for education at the University of Maryland University College Graduate School.

Jody K. Olsen, Ph.D.

Ph.D. '79 - Human Development

Jody is deputy director of the Peace Corps, a position she was nominated for by President George W. Bush. Before accepting the position, she served as a senior vice president at the Academy for Educational Development in Washington, D.C. She has significant experience with the U.S. Peace Corps as Chief of Staff, Regional Director for Asia and the Pacific. She is the founder of the Center on Aging at the University of Maryland. She earned her Ph.D. in gerontology and education administration from the University of Maryland, and she is past president of the University of Maryland Alumni Association.

Cedric McCaulay Lynch, Ph.D.

Ph.D. '98 - Education

Born and raised in Jamaica, Cedric earned his undergraduate degree at Howard University, his master's at George Washington University and his Ph.D. from the Department of Education Policy and Leadership. He is the principal at McGogney Elementary School in Washington, D.C.

Jane West, Ph.D.

Ph.D. '88 - Special Education

Jane received her Ph.D. in special education from the University of Maryland. She is a principal in Washington Partners, serving as an expert in special education and disability policy. She is a board member of the Committee for Education Funding and co-chair of the Education Task Force of the Consortium of Citizens with Disabilities. She chairs the Partnership Development Board of the Disability Rights Education and Defense Fund and serves on the Mitsubishi Electric America Advisory Board.

Would you like to invest in educational excellence?

The University of Maryland College of Education ranks 21st in the nation. Our future is bright with progress and prestige. There's a way that you can help today.

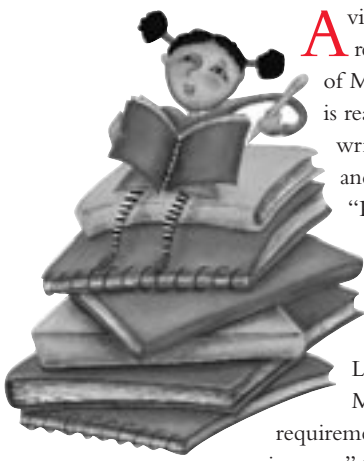
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- Are you able to make a gift of \$5,000 or more using cash or appreciated securities?
- Do you own stock or cash assets yielding 5% or less annually?
- Are you over 50 years of age?

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For more information or a no-obligation gift annuity illustration tailored to your age and circumstances, contact: **Deborah Hudson, Office of External Relations, College of Education, 301.405.8145** or visit www.inform.umd.edu/Campusinfo/Departments/InstAdv/philanthropy



College Literacy Researchers Target Comprehension, Engaged Reading *by Joanne Sanders-Reio*



A vital key to school success, researchers at the University of Maryland have discovered, is reading, predicting success in writing, social studies, science and—strongly—in math.

“Reading increases in importance as children go through school,” says Professor John Guthrie, director of Maryland’s Literacy Research Center, MLRC, “because the

requirements for student independence increase.” Guthrie and 18 other

faculty, including Peter Afflerbach, Patricia Alexander, Marilyn Chambliss, Steve Graham, Karen Harris and Allan Wigfield, founded the MLRC in 2000 to conduct cross-disciplinary research on literacy.

On the Frontier of Literacy

Guthrie, the former co-director of the National Reading Research Center and faculty member in the Department of Human Development, says, “In my view, the research problem with reading in kindergarten through grade 2 has been solved well enough for immediate policy action. It is being addressed by the government’s massive \$900 million Reading First program.” He continues, “The frontier in reading is comprehension. In grade 3, students have to start learning content from books. That’s where comprehension comes in. Skill at recognizing words does not ensure comprehension.”

Professor Mariam Jean Dreher of the Department of Curriculum and Instruction targets the comprehension shortfall at what she sees as its origin in the early grades. Dreher suspects that children may have difficulty comprehending information books because they have little practice reading them. “Teachers usually read children stories. Most direct reading instruction involves stories, and most of the books the children are given to read are fiction,” says Dreher. “Even the nonfiction children get tends to be biographies or books that convey information in story form.”

In one study, Dreher observed that fifth graders were so unfamiliar with information books that they found it difficult to look up the answers to simple factual questions. Simply jogging their memories by asking them if a table of contents or index might be useful seemed to help. This told Dreher that the students had learned about these basic reading tools, but hadn’t internalized what they learned. “The instruction they had wasn’t very effective. The kids didn’t think about it when they got to the library,” Dreher says.

Dreher and her colleagues think children’s comprehension will increase once they get direct instruction in reading information books as well as more opportunity to read them. With a \$500,000 grant from The Spencer Foundation, they have launched a three-year study in which they are following students from third through fifth grade. While some teachers think children will read information books easily if they are available, Dreher’s research indicates that they benefit from direct instruction.

“We’re finding that young children can read these books and that they like them,” Dreher reports. “As kids move through school, their motivation drops. I think that information books may help counteract that drop. Some of these students are glued to these books,” she explains.

The Concept of Engaged Reading

Guthrie, who received the National Reading Conference’s Oscar Causey Award in 1992 for outstanding contributions to reading research, is also concerned about the drop in students’ motivation as they move through school. “The crisis in middle school is that students don’t read in spite of the fact that they have the skills to read,” Guthrie says.

In response to this, Guthrie has developed methods that foster engaged reading. “Reading is not a cold, mechanical skill. Reading involves a connection of the text to the person’s interests and priorities as much as a connection to their mind,” he explains. “Engaged readers create opportunities for their own future growth, knowledge and participation. Disengaged readers will not grow in knowledge, reading skills or school success,” he continues. “The issue is not who can read, but who does read. Literate people who don’t read are just as detached from society as illiterate people who can’t read.” Guthrie and Allan Wigfield, an expert in the motivation of students, especially those in late elementary school and middle school, have collaborated to develop a program that fosters engaged reading. Concept-Oriented Reading Instruction, CORI, involves both direct instruction in comprehension strategies and motivational support. “The most successful readers are both strategically competent and highly motivated,” Guthrie stresses.

CORI’s reading comprehension strategies—questioning, using background knowledge, searching for information, summarizing, organizing graphically, structuring stories—are all presented

in a context. The context features inquiry into “big” ideas in science, hands-on activities, choices for students, interesting trade books and structured collaboration among students.

With the support of a \$4.2 million grant from National Science Foundation, Guthrie and Wigfield are implementing CORI at several schools in Frederick County, Maryland. Over the next three years, the Guthrie-Wigfield team will identify which parts of CORI are most beneficial for reading comprehension, how students’ strategies and motivations spread to new areas of schooling and life outside of school, and how teachers sustain CORI in classrooms.

Creating a Developmental Model of Reading

Patricia Alexander investigates reading comprehension by profiling the different types of readers that develop and by describing the instruction each type needs. “There is not one path to reading success or reading difficulty,” says Alexander, who is a faculty member in the Department of Human Development and who was the 2001 recipient of the Oscar Causey Award.

She has identified five types of readers: at the extremes, the highly competent and the seriously challenged; in the middle, effortful processors, nonstrategic readers and unmotivated readers. In all cases, Alexander says the development of reading has three components: knowledge, strategies and interest. “To be highly competent, you need a positive mixture of all three of these components,” she says. “The highly competent reader has considerable knowledge of language, such as a large vocabulary, as well as sufficient knowledge of the topic and interest. By contrast, the seriously challenged reader has little language knowledge, few strategies and less interest in reading. Those in the middle have a deficit in one area more than the others,” she observes.



Creating Textbooks for Learning

Marilyn Chambliss, associate professor in the Department of Curriculum and Instruction, is working to enhance students’ comprehension by determining how to improve the textbooks they read. Her study of science textbooks indicates why students may be having difficulty reading them.

“The writing is not at all strong,” Chambliss reports.

These texts tend to be poorly organized, with paragraphs often determined by length, not meaning.

“Paragraphs might have five or six unrelated sentences,” she says. Texts for students in the lower grades tend to be worse. “In order to keep sentences short and readability low, the connecting words—the glue—are often taken out. This makes these books even more disconnected and disjointed,” she explains. To meet each state’s and school community’s requirements for content, textbook authors tend to incorporate a myriad of details.

But, since the states have not agreed on what the overarching principles should be, “there’s nothing at the top holding things together,” she says. Her research focuses on whether hands-on activities together with a strong, well-written text will enhance students’ knowledge considerably beyond what students can figure out on their own.

Combining Reading and Writing

Steve Graham and Karen Harris, professors in the Department of Special Education, are conducting research that combines reading and writing. Their work is part of a larger effort to improve students’ writing that they have undertaken through the Center for Accelerating Student Learning, a collaborative research effort at Maryland, Columbia and Vanderbilt that is funded with a \$3.7 million grant from the U.S. Department of Education’s Office of Special Education Programs. At the Maryland Literacy Research Center, Graham and Harris are investigating how skills in text transcription, planning, revising and other self-regulatory skills affect writing development.

For the last two years, the researchers have been working to bring the self-regulatory skills required to compose narrative and persuasive text down into the second and third grades. Students are taught strategies for writing with the Self-Regulated Strategy Development model, a comprehensive program in which children set goals, monitor their own progress, talk themselves through frustrations and reinforce their own progress. Students write collaboratively until they are ready to work on their own.

Graham and Harris have found that simply explaining and modeling the strategy is not enough for students in the bottom 25 percent of their class. Students in this group need personal coaching. “We prompt them and slowly withdraw our support as they begin to do it on their own,” says Harris. This individualized support usually requires only three 20-minute sessions a

week for four weeks. “With this level of support, they’re making great progress. Without it, they barely improve,” Harris says.

But many teachers make few modifications for struggling writers in their classrooms. “Most teachers explain the strategy, sometimes they model it, and they may even offer a mnemonic that will help children use it on their own,” Graham says. The problem is that they don’t include the extra step—individual coaching.

Harris has found that the second graders have taken to the program faster than the third graders. “The main reason is that they don’t have the negative attitude toward writing that the third graders have. By fourth and fifth grade, the majority of students dislike writing,” she says.

Assessing the Assessment

As Graham and Harris prepare students for Maryland’s high-stakes tests, Professor Peter Afflerbach assesses the quality and comprehensiveness of those instruments. He also serves on the reading committees of the National Assessment of Educational Progress and the National Assessment of Adult Literacy Skills, the tests most often used to describe reading achievement in the United States.

“What’s typically driven assessment are psychometric standards of reliability and validity. But what we know about reading comprehension is continually evolving. We must incorporate this knowledge into current tests so they are valid,” says Afflerbach, who is on the faculty in the Department of Curriculum and Instruction.

“In addition, we haven’t paid as much attention to the consequences and usefulness of high-stakes assessment,” he says. High-stakes tests take much time and other resources from schools, but these tests may be useful to politicians and not classroom teachers, in Afflerbach’s view.

Moreover, there are several key stakeholders in the high-stakes testing game. “Teachers want information that is immediately useful in their classrooms. Parents need information that lets them link their efforts at home to those at school. The states want to know if their schools are meeting their standards. Taxpayers like assessments that reduce reading to a single score. And students want feedback that will guide them with respect to their strengths and weaknesses,” Afflerbach says.

Afflerbach is widely known for his expertise in the methodology he uses in his research, in which he asks students to think aloud as they take these exams and then compares the student reports with what the tests are intended to measure.

Editor’s Note: Research projects at the College of Education were recently highlighted in a new publication, Exemplars of Education Research. The piece, published this September for distribution to a national audience, examined research projects on the themes of literacy, minority achievement, assessment, education policy, and social and emotional development.

Institute Initiative in Bladensburg Shows Early Success with SAT Scores

The College of Education has worked intensively, systematically, and collaboratively with three Bladensburg schools over the past year-and-a-half to improve student performance and academic achievement. Recent SAT test scores indicate that the project is yielding positive results.

Prince George’s County Public Schools announced on September 9 that Bladensburg High School’s SAT scores increased by 17 points. The Bladensburg Project is part of the Maryland Institute for Minority Achievement and Urban Education at the College of Education, and is supported by area corporations and businesses and by gifts to the Dean’s Initiatives Fund.

“Our intensive work is a major factor in these improved scores,” says Martin L. Johnson, associate dean for urban and minority education and director of the Maryland Institute for Minority Achievement and Urban Education. “There’s been no other major intervention in this school during the past year, the research literature tells us the steps we’ve taken should work to improve achievement and teacher feedback has been extremely positive so far.”

The Bladensburg Project combines extensive and continued professional development training for teachers, curriculum development, leadership development for teachers and administrators, and student counseling and tutoring. The project is supported in part by area corporations and businesses that are committed to sharing the responsibility for improving achievement among minority students in urban school districts. Learn more about this project at: www.education.umd.edu/MIMAUE

ClassNotes

1935

James B. Graham (B.A.) is in Norfolk, Va. He spent 40 years as a newspaper reporter and editor, then retired to teach journalism for another five years in a junior college. He has worked for the *Washington Post*, *Washington Times*, *Herald*, *Annapolis Evening Capital*, and *Norfolk Ledger-Star*. He was working as metro editor when he retired.

1939

Jane H. Grindel (A.B.), in Frostburg, Md., is “still around.” She is a retired counselor from Beall High School.

1943

Louis Chacos (B.S.), in Annapolis, Md., celebrated the birth of his seventh grandchild in June.

1945

In Rockville, Md., **Jean Ratti (B.S.)** is enjoying retirement, experiencing area culture, traveling and staying in touch with the Alpha Omega Pi’s.

1949

Marylee (Amoss) Trampleasure (B.S.) is in Berkeley, Calif. She writes that she is the volunteer director of the United Nations Association UNICEF Center, has three children (all of whom are in teaching), and two grandchildren.

1950

Wilber E. Henry (M.Ed.), in Little York, N.Y., has been retired for 21 years. He stays busy by volunteering with his wife. They have conducted ceramics classes for two groups of senior citizens for 19 years.

1954

Ellen Atlas (B.A.) is in Bethesda, Md., and is a national board member of the Brandeis University National Women’s Committee and, in addition to serving on the Board of Trustees, was national president for two years.

Glenn D. Warrick (Ph.D.) writes from Long Beach, Calif. Warrick has been retired for 22 years, enjoying his retirement by traveling extensively with his wife. They celebrated their 60th wedding anniversary in July 2002.

1956

Laurence Ady (B.A.) is in Belle Isle, Fla., serving as an elected city commissioner and the CFO of a non-profit commission on adult basic education.

1958

Thomas Moseley (B.A.), in Brick, N.J., has retired from teaching. He now lectures on the English Romantics, Milton, Robert E. Lee’s Civil War campaign, and Pearl Harbor.

In San Antonio, Tex., **Edward W. Gordon, Jr. (B.S.)** writes that he is a “retired army officer, retired teacher, retired geologist, – three times retired – now I’m just retired.”

1961

Olivia Scaggs Yeager (B.S.) writes from Fulton, Md. She taught French and Spanish in Bethesda for two years, then retired to raise a family. She remained heavily involved in education through volunteer work, tutoring female juvenile delinquents and middle school ESOL, among other things. Her husband served as a Maryland state senator and her children all went to either the University of Maryland or University of Maryland, Baltimore.

V. Wayne Kennedy (B.S.), in La Jolla, Calif., retired in September 2000 from his position as Senior Vice President of the University of California.

1964

Charles Highbarger, Sr., (M.Ed.) is retired and is looking forward to the establishment of the Hagerstown branch of the University of Maryland in 2003.

1967

John K. Fisher (Ed.D.), in Ridgefield, Conn., serves as senior academic dean for the Connecticut Community College system, which is made up of 12 schools.

Anita Weinberger (M.Ed.) is in Dewitt, N.Y., where she retired after a career as a teacher and administrator. She also enjoyed a hobby as a children’s songwriter, having published 42 songs in magazines such as *Humpty Dumpty*, *Ranger Rick*, *Instructor*, and *Grade Teacher* magazines.

Irma Wagner (M.S.) of Silver Spring, Md., having retired from education, has been studying art at Montgomery College and painting, even participating in several shows.

Theresa (Terry) O’Neill Nargiz (B.A.) is in Tiburon, Calif. She taught high school in Anchorage, Ala., from 1967-1968, then joined IBM, where she stayed until 1972. She left IBM to enjoy a career as a dancer until 1978, and has since been working as an investment services and money manager/financial planner.

1968

June Karp Morgenstern (B.S.), in Silver Spring, Md., is a volunteer teacher at the Hebrew Day Institute. She tutors students in English and works with those with special needs.

Lawrence F.H. Zane (Ph.D.) retired to Honolulu, Hawaii in 1989, upon retiring from the University of Hawaii-Manoa. He is now a professor *emeritus* and teaches part-time.

Sheila Tolliver (B.S.) is in Annapolis, Md. She retired after a long and varied career. She spent five years as a high school English teacher in Maryland, following that with five years in administration at University of Maryland. She moved to the Maryland Department of Labor, where she assumed the role of Assistant Secretary, in charge of licensing and registration and heading the employment and training division.

1969

In Annapolis, Md., **Betty Lorenz (B.A.)** and husband, married for 33 years and with one son, are living on the water in a home with her twin sister and brother-in-law.

Cynthia A. Greene (B.S.) writes from Washington, D.C. From 2000 to 2001, she served as president of the D.C. Counseling Association and from 2001 to 2002 served as president and membership chair.

Roberta (Bobbi) S. Leibowitz (B.S.) is in Omaha, Neb., where she was recently named one of Prudential Real Estate’s top 100 agents throughout the United States.

Sue (Ranslow) Connell (B.S.) just returned to Seattle, Wash., from South Africa, where she accompanied her husband for a year as part of the Fulbright Teacher Exchange. She has also established a parent volunteer program at her son’s school.

1971

Carmen Labron de Oliva (Ph.D.), in Guaynabo, Puerto Rico, has been certified as a faculty member by the American College of Surgeons (Chicago) to teach the advanced trauma life support class as Interamerican University Metropolitan Campus, where she remains a part time professor after retirement.

Jan Pottker (B.S.), lives in Potomac, Md. She writes that she has just published a book, *Janet and Jackie: The Story of a Mother and her Daughter*, *Jacqueline Kennedy Onassis* (St. Martin’s Press, 2002). (Read more about Jan in this issue of *Endeavors*)

1972

Linda C. Anderson (B.A.), in Cooperstown, Penn., has enjoyed an extensive career. Earning an M.F.A. after the B.A. from Maryland, she taught high school art, worked in graphic design, and gave painting lessons. She is now a freelance painter.

1972 (cont.)

Elliott Jaffa (Ed.D.), in Arlington, Va., worked as a psychologist, organizing and developing two private nonprofit special education treatment centers. He now runs training and marketing programs for independent businesses on a freelance basis. Three of his four earned degrees are from the University of Maryland, with two of those from the College of Education. He writes that he’s proudest of his Ed.D. from the Counseling and Personnel Services department, which is ranked first in the nation.

1973

Kathryn Wood Madden (B.A.), of New York City, has had a busy year thus far. She became diplomatic in the American Association of Pastoral Counselors and has published four articles, including “*Passion or Perjury: Center or Circumference?*”

Kathryn L. Hewitt (B.S.) is in Upper Falls, Md., and was honored in Denver, CO, at the Government Finance Officers Association conference for being in the first group to earn the new certification of Certified Public Finance Officer.

Rita Hummel Crowe (B.A.), in Kernersville, N.C., joined the faculty at the Center for Creative Leadership in 2000, where she focuses on facilitating leadership development for corporate clients.

M. Randall Gill (B.S.), in Boynton Beach, Fla., writes that he is the pastor of First Presbyterian Church of Boynton, Fla. He appeared in the February 2002 issue of *People Magazine*, shown counseling a mother who lost a son in the World Trade Center.

1974

Martha Farkas (B.S.) writes from N. Potomac, Md., where she works for the FAA as a cartographer.

Rebecca H. Bell (B.S.) is in Clear Spring, Md. She works with nonprofits to allow every Maryland student to have a meaningful outdoor/environmental experience. As to their progress, she notes that they are: “getting close...”

1975

Hollie (Snyder) James (B.S.), in Cumberland, Md., has kept herself busy raising three children: Danny is a second year law student at Thomas Cooley Law School in Michigan, Nic is a sophomore at University of Maryland, and Ian is in sixth grade.

Benson R. Brown (Ph.D.) writes from Cocoa Beach, Fla. He does forensic psychological evaluations for the courts and is a senior psychologist for the Florida State Prison System. He has published in a number of journals and has conducted behavioral research with the aging prison population.

Robert Caruso (Ph.D.) is in Webster, N.C. He writes that he has been elected to serve as director of the core council on member services and interests for the American College Personnel Association.

1976

Ethel Levine (M.Ed.), in Silver Spring, Md., has been working as a Prince George’s County elementary teacher, guidance counselor, and pupil personnel worker for 30 years.

Diane Jafari (B.S.) writes from Berwyn Heights, Md. Upon graduating from UMD, she spent five years in Australia, first in a teacher country school and then in the suburbs of Melbourne, where for three years she taught arts and crafts to students in grades K-6.

Anne R. Bennett (M.Ed.) lives in Virginia Beach, Va. In 1983, she was named the Virginia Foreign Language Teacher of the Year and is teaching French language and African Cultures around the Hampton Rhodes area.

1977

In Westlake Village, Calif., **Elise M. Wang (B.S.)** is a management analyst with the U.S. Department of Labor. She is proud to write that her daughter, Kristin Yau, graduated with a B.A. in economics in May.

Tracey C. Evans (B.S.) in Bel Air, Md., is the corresponding secretary of the Harford County Reading Council.

Diane Nargiz (M.A.) is in Washington, D.C. She has taught art all over the world for American international (K-12) schools, spending three years in Egypt, one year in Korea, five years in Kuwait, and six months in Quito, Equador, then taught for the University of Maryland Overseas Division at Osan Air Force Base in Korea.

1978

David H. Brown (B.S.), in Ellicott City, Md., was named to the advisory board for the graduate program at Western Maryland (McDaniel) College, where he received his M.S.

William D. Petok (Ph.D.) is in Baltimore, Md. He has recently been appointed to the National Resolve Mental Health Professional Advisory Group. Resolve is the national infertility association.

1979

John A. Marshall (M.A.), in Barrington, R. I., is teaching social studies in Bristol. He sends his thanks and regards to retired professor Rao Lindsay.

1980

Shelley Hammerman-Green (B.S.), in Boxboro, Mass., writes that, having taught for 22 years, she is heavily interested in the idea of creating a “visual” classroom for children on the autism spectrum.

Yes, I want to join my fellow classmates by supporting the College of Education in its quest for excellence. Please accept my gift to the Dean’s Initiative Fund which is used to help projects in the College of Education where the support is needed most!

Name _____

Address _____

City _____ State _____ Zip _____

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Please accept my gift of: Other \$ _____ \$1,000 \$500 \$250 \$100 \$50

I have enclosed my check, payable to the *College of Education-Dean’s Initiative Fund*.

Please remit to:

Office of External Relations
College of Education
3115 Benjamin Building
University of Maryland
College Park, MD 20742

Gifts received will be administered on behalf of the College of Education by the University of Maryland College Park Foundation, Inc., and are tax deductible to the fullest extent of the law.

Thank you!

Endeavors 10-02

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College Park Circle
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Red Brick Circle
\$250 – \$499

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\$100 – \$249

COLLEGE OF
EDUCATION



1981

Dorothy Kauffman (Ph.D.), in Arnold, Md., writes that she is the author of *The Oxford Picture Dictionary for the Content Areas*, released in 2000.

Deborah (Gillespie) Frey (B.S.), who now resides in Adamsville, Tenn., has been named the 2000 and 2001 Pickwick Southside School Teacher of the year, the 2001 Hardin County District Educator of the Year, and the 2001 Tennessee Distinguished Educator of the Year.

Dorothy A. Young (Ed.D.) writes from Imler, Penn. After retiring from education as a teacher and personnel specialist, she has spent 22 years with her husband, **Harold Stuftt (BA, '62)** finishing four boats and cruising the waterways of Europe.

1982

Patricia Smith White (Ph.D.), in Leonardtown, Md., is working full-time in real estate with Century 21. She also writes that her granddaughter graduated from the university in May and is heading off to Georgetown Law—that makes three generations in a row of female University of Maryland graduates!

Kathy McCarl Agate (B.S.), in Darnestown, Md., retired from law after 10 years and is now teaching preschool and raising a family.

1986

Lori (Sclar) Wilansky (B.S., M.Ed. '94) writes from Beachwood, Ohio, where she is writing curriculum for the Jewish Education Center of Cleveland. She reports that she is married with one child.

David Purcell (B.S.), in Milford, Conn., just received an M.S. in fire science from the University of New Haven. He is working as a firefighter for the city of Bridgeport.

1987

Karen Franks (B.A.) is in Bloomington, N.Y. She completed a master's degree in library science from Indiana University in December 2002, with a specialization in children's literature.

1988

Karlie A. Everett (Ed.D.), in Annapolis, Md., writes that Quarterfield Elementary's teaching staff worked in six action research teams this past school year (2001-02), answering six questions with a purpose of identifying the school's best practices.

Paul E. Carlson (M.Ed.) is in Mukilteo, Wash., where he is retired but staying extremely busy. He writes that he is an avid golfer, a baritone quartet singer, a food bank volunteer, and an active member in the Phinney Ridge Luthern Church.

1990

Leslie Walker (Bartnick) Wilson (Ph.D.) writes from Brooklandville, Md. She just published a book, *Better Instruction Through Assessment: What Your Students are Trying to Tell You*.

1991

Renee Dobratz Roth (M.Ed.), in Pasadena, Md., was selected to receive the 2002 City of Bowie Excellence in Teaching Award.

1995

Sandra L. DiGiamio (Ph.D.) has retired to Hawley, Penn., where she has been keeping active doing teacher workshops, presenting at state and national meetings of the National Council of Teachers of Mathematics, co-authoring a math workbook which is under review by two publishers, and reviewing texts for Prentice-Hall.

Michelle Tuwiner (BS, M.Ed. '99) is in Bowie, Md. and is now working as an attorney with a special education practice. She was married in 1997 and has a son, Jacob, in 1999.

1994

Marcie Lindenmuth (B.S.), in Wayne, Penn., has a son and will be adopting a daughter from China by Spring 2003. She is also the assistant program director for HOPE Worldwide.

1997

Karen D. King (Ph.D.) is in East Lansing, Mich., where she received an NSF grant that started in 2001.

1998

John Rhodes Paige (Ph.D.) writes from Austin, Tex., where he has been appointed dean of the School of Education at St. Edward's University.

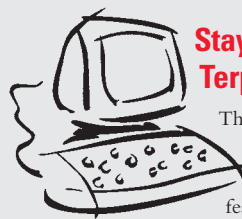
1999

Nicole LaPierre (B.S.) writes from Lesotho, in Southern Africa, where she is working with the Peace Corps. She writes that she is "using her teaching skills to help those who do not have any."

2000

In Oak Park, IL, **Stacey Horn (Ph.D.)** is an assistant professor at University of Illinois – Chicago. She is the co-winner of the American Psychological Association Division 7 Dissertation Award for 2001 for her dissertation entitled: *"Adolescents' Evaluation of Exclusion and Distributive Justice in Adolescent Social Reference Groups."*

Editor's Note: These *Class Notes* were drawn from the numerous responses we received following the March 2002 edition of *Endeavors*. We will continue to print *Class Notes* in future editions. If you have news to share, please fill out and return the form on page 5, or send an email to: Endeavors@umail.umd.edu.



Stay Connected with Terp Email!

The University of Maryland Alumni Association now offers Terp Alumni Network—a FREE online community featuring an Alumni Directory and Permanent Terp Email. The Alumni Directory will help you locate others quickly through a database of current biographical data and a powerful search engine.

Through Permanent Terp Email, you can maintain a permanent and personal email address that will never change even when you change jobs or mail providers. To register for the Terp Alumni Network, visit the Alumni Association's home page: www.alumni.umd.edu.

Two New Faces Join External Relations Team

The revitalized alumni relations efforts at the College of Education are being led by two new faces in the dean's office of external relations. **Judy Deshotels** is serving this year as an Assistant Dean, Intern, to work with alumni relations and development initiatives. Her major responsibilities are to help with the start up of the new College of Education Alumni Chapter board of directors. She is working on alumni membership development and on planning events that support the college's fundraising initiatives.

Deshotels is finishing her Ph.D. in education policy and leadership, with an emphasis in higher education administration, from the Department of Education Policy and Leadership. Before coming to Maryland for her Ph.D. studies, she worked for 10 years in higher education as a student affairs administrator. She holds an M.S.Ed. from Indiana University, Bloomington, an M.P.S. from Loyola University, New Orleans, and a B.A. from the University of Louisiana, Lafayette.

Pat Costantino has been appointed Assistant to the Dean to work on several high profile initiatives on behalf of the College of Education. Before her new appointment, Costantino served as director of the college's Office of Laboratory Experiences for nine years. Prior to the position of director, She coordinated the University of Maryland/Prince George's County Elementary Professional Development Center partnership.

Costantino is an alumna of the University of Maryland, having earned her M.S. degree in the elementary education program through the Department of Curriculum and Instruction. In addition to working with the alumni relations and development initiatives, she will also lead planning for the College's participation in Maryland Day, coordinate elementary initiatives for the Bladensburg Project, and will support development efforts on behalf of the Maryland Institute for Minority Achievement and Urban Education. She recently published a book, *Developing a Professional Teaching Portfolio: A Gauge for Success*.

One ringy-dingy, two ringy-dingy...



In the coming weeks, students from the University of Maryland will be contacting College of Education alumni to ask for a contribution to the Maryland Fund For Excellence.

It is our hope that you will take a moment to listen to the student caller who will explain how an annual contribution helps support the work of the College of Education. By making your annual gift to the college through the Maryland Fund for Excellence, you have an opportunity to enhance the academic mission of the university and the college in a way that is meaningful to you. If you wish, you can designate your gift to the Dean's Initiative Fund. This special account provides the college with a source of unrestricted funds that can be used to help advance strategic initiatives.

These unrestricted funds are especially important to the college and the university because of the continued concern about Maryland's budget crisis. Your gift helps the college augment funds for student initiatives, support faculty projects, and create educational and research programs that are critical to the College of Education's mission. You can also designate your gifts to the college's need-based scholarship fund.

Thank you in advance for taking the time to listen to our student callers. They are happy to answer any questions you have and moreover, they truly enjoy talking with our alumni. For more information, visit: www.mdexcellence.umd.edu

We Would Like to Hear From You!

Please take a moment to fill out this form and return it to the College of Education. You can also use this form to request publications or get more information about our College of Education Alumni Chapter activities.

PERSONAL

Name _____

Home Address _____

City _____ State _____ Zip _____

Preferred Email Address _____

Spouse _____

Is your spouse a University of Maryland graduate? Yes No Grad Year(s) _____

EDUCATION AND EMPLOYMENT

Graduation Year _____ Department/Program Major _____ Degree _____

Additional Education (school, degree, year) _____

Employer _____

Title _____

MY NEWS: _____

Check this box if you do **NOT** want your news to be part of Class Notes

Check here if you would like additional information on:

College of Education Alumni Chapter email updates (email address required)

Details on how to volunteer at College of Education special events (Commencement receptions, Alumni Awards ceremonies, advisory committees, Maryland Day, etc.)

Planned giving opportunities to benefit the College of Education

Making a contribution to support the Dean's Fund for Excellence

Mail this form to: *Endeavors*, Office of External Relations, College of Education, 3115 Benjamin Building, University of Maryland, College Park, MD 2072

Or, send us an email to: Endeavors@umail.umd.edu

Calendar of Events ~ 2002-03

November 1

College of Education Young Alumni Happy Hour

4 to 7 p.m., Green Turtle, Laurel, Md.

Join recent and not-so-recent alums at this casual get-together. Cash bar, munchies provided. **Information:** Office of External Relations, Judy Deshotels, 301.405.0904, or send an email to: umdeducyoungalums@yahoo.com

November 1-2

Philadelphia Area College of Education Alumni Events

Dinner with the Dean, Nov. 1 and/or Brunch with the Dean, Nov. 2, Hotel Radnor

Attention Philadelphia area College of Education alumni: watch your mail for a special invitation to meet the Dean and greet your fellow alumni. **Information:** Office of External Relations, Judy Deshotels, 301.405.0904.

November 6

College of Education Alumni Chapter Board of Directors Meeting

6:30 p.m., 3237 Benjamin, University of Maryland

Information: Judy Deshotels, 301.405.0904, or visit: www.education.umd.edu/alumni

November 7-9

University of Maryland Homecoming 2002

The Maryland Alumni Association offers fun and enriching activities for every interest this Homecoming weekend. Expand your mind through the Maryland Alumni Association Alumni College, led by university faculty and other experts. Members of the Class of 1952 will hold a special reunion. Cheer on the Terps as they tackle the Wolfpack of North Carolina State during the homecoming game. **Information:** University of Maryland Alumni Association 301.405.4678 or 1.800.336.8627 or visit: www.alumni.umd.edu

November 11

Meet the Dean at Brunch

10:30 a.m. to 1 p.m.

Hosted by Sandra Bobb, Chevy Chase, Md. Invitations have been mailed to area alumni from the classes of 1960-64. **Information:** Office of External Relations, Pat Costantino, 301.405.5607.

November 13

Maryland Institute for Minority Achievement and Urban Education Colloquium Series

4:15 to 6 p.m., 1315 Benjamin, University of Maryland

Topic: *Stimulating High Achievement through Science.*

Information: www.education.umd.edu/MIMAUE

Co-sponsored by the College of Education Alumni Chapter.

Distinguished Scholar Teacher Presentation by Allan Wigfield, Department of Human Development

2:30 to 3:30 p.m., 2309 Art-Sociology Building, University of Maryland

Information: www.education.umd.edu (See story this page)

November 18-19

American Education Week Events – College of Education

Monday, November 18

6:30 to 8 p.m., 3315 Benjamin, University of Maryland

Professional Update Seminars—Open to all College of Education

alumni, especially educators, principals, teachers, counselors, superintendents, current students and faculty. Refreshments provided. **Information:** Judy Deshotels, 301.405.0904, or visit: www.education.umd.edu/alumni

Choose from the following seminars:

The Challenges of Leadership in a Changing Environment:

Tips for Leading in Difficult Times. **Presenter:** Carol Parham, Ph.D., Department of Education Policy and Leadership

Empowering African American Young Men. **Presenter:** Courtland Lee, Ph.D., Department of Counseling and Personnel Service

Making Writing Work for Struggling Student Writers. **Presenter:** Steve Graham, Ph.D., Department of Special Education

Challenges and Means of Raising Minority Math Achievement.

Presenter: Donnette Dais, Ph.D., Department of Curriculum and Instruction.

Tuesday, November 19

Insider Tips on Becoming a Published Author—Hint: Get a Degree in Education!

4 p.m., 3237 Benjamin, University of Maryland

Come hear College of Education alumna Jan Pottker (M.A., '71) discuss how she became a successful published author of trade and popular books. **Information:** Office of External Relations, Judy Deshotels, 301.405.0904.

Tuesday, November 19

Celebrating Education: A Tribute to Teaching and Learning – College of Education Alumni Awards Ceremony

(See story, page 1)

6 to 9 p.m., University of Maryland Golf Course Club House

Information: Office of External Relations, Rochella McKoy,

301.405.3468, \$20 per person. Co-sponsored by the College of Education Alumni Chapter and Kappa Delta Pi.

December 11

Maryland Institute for Minority Achievement and Urban Education Colloquium Series

4:15 to 6 p.m., 1315 Benjamin, University of Maryland

Stimulating High Achievement Using Technology: Success Stories from Students and Teachers. **Information:** Dean's Office, Rhonda Fleming, 301.405.0246, or visit: www.education.umd.edu/MIMAUE

Co-sponsored by the College of Education Alumni Chapter.

December 21-22

Saturday, December 21

College of Education Graduation Ceremony

7 p.m., Tawes Building

College of Education graduation ceremony and reception

Information: Office of Student Services, 301.405.0006, or visit: www.education.umd.edu/commencement

Sunday, December 22

University of Maryland Commencement Ceremonies

1 p.m., Comcast Center

Information: www.inform.umd.edu/commencement/

March 19, 2003

Classroom Management Strategies Workshop

6:30 p.m., Location TBD

Presenter: Renee Rosenblum-Lowden, author of the best selling book, *You Have to Go to School... You're the Teacher!* Attention all educators—watch for details of this special presentation in the next edition of *Endeavors*. **Information:** Office of External Relations, Judy Deshotels, 301.405.0904, or visit: www.education.umd.edu/alumni. Co-sponsored by the Alumni Chapter.

Professor in Human Development Named Distinguished Scholar-Teacher



Allan Wigfield

Department of Human Development professor Allan L. Wigfield is one of six faculty named a University of Maryland Distinguished Scholar-Teacher for 2002-2003.

The recipients of this honor are selected from the university's tenured faculty and are recognized as leaders in scholarship as well as teaching. Each honoree will present a lecture during the university's prestigious Distinguished Scholar-Teacher Lecture Series.

Wigfield is a preeminent research scholar in educational and developmental psychology. His work on the development of motivation in children has been consistently supported through grants from the National Institute of Child Health and Human Development and the Spencer Foundation. Most recently, he was awarded a prestigious five-year grant from the National Science Foundation to support research on motivation for literacy.

According to Charles H. Flatter, chair of the Department of Human Development/Institute for Child Study, Wigfield is

a "well-received advisor, mentor and teacher has consistently garnered high ratings for teaching." Flatter noted that his students appreciate his support, high standards, honest criticism and professionalism.

During his 13-year tenure at the University of Maryland, Wigfield rapidly ascended the ranks to become a full professor. In his role as director of graduate studies for the department, he helped develop and implement a revised doctoral program and has provided leadership and mentoring to the entire faculty. Wigfield has published more than 70 peer-reviewed journal articles and book chapters. He is currently the associate editor of the *Journal of Educational Psychology and Child Development*.

Wigfield was instrumental in the development of a master's degree program for middle school teachers in Montgomery County. His recognition from the university includes an Outstanding Service to Schools Award in 2002. He was the 1998 recipient of the Vernon E. Anderson Distinguished Faculty Award.

Wigfield's presentation, "Why Should I Learn This? Motivation's Role in Children's Learning and Development" will be at 4 p.m. on Wednesday, November 13 in 2309 Art-Sociology Building. A reception follows in the atrium.



Endeavors

FOR FRIENDS AND ALUMNI OF THE COLLEGE OF EDUCATION, UNIVERSITY OF MARYLAND

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