From the GSEAA President
Roberta Kanarick, Ed.D. ’92

The Graduate School of Education Alumni Association (GSEAA) was established more than 50 years ago. It is an independent nonprofit organization which is managed by an elected volunteer board that represents all alumni of the GSE. All Rutgers alumni with degrees from the Graduate School of Education are members of the GSE Alumni Association. Dues for membership are not required. The GSEAA is also a chartered member of the Rutgers University Alumni Association (RUAA).

The goals of the GSEAA are to support the high standards and many accomplishments of the Graduate School of Education, to encourage interest in education and educators, to promote understanding, cooperation, and camaraderie among alumni, students, and faculty, and to support Rutgers University.

In this publication there are articles and photographs pertaining to many activities and services of the GSEAA. Our events are well-attended by GSE alumni from diverse backgrounds and at various stages of their careers, as well as by GSE students and faculty. Information regarding events of the alumni association, as well as other news from the Graduate School of Education, are posted on the GSE website at www.gse.rutgers.edu.

Alumni of the Graduate School of Education are important representatives of Rutgers University. We are active and retired employees of public and private schools and universities, social agencies, and corporations in New Jersey and other states and countries. We are also involved in education as parents and as members of the communities where we reside.

We welcome the participation of all GSE alumni in our alumni association. Please contact me or other members of the Executive Committee if you would like to be actively involved in one of our activities or if you or a colleague would like to receive our communications.

In Rutgers Spirit,
Roberta Kanarick, Ed.D. ’92
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Despite a very difficult economic environment, Rutgers GSE continues to be recognized as one of “America’s best” graduate schools of education in the US News & World Report annual survey. Rutgers GSE has an outstanding faculty and staff who work with our students to produce outstanding teachers, school leaders, counselors, learning specialists, and educational researchers. We are very proud of our students and alumni and the outstanding work they do to improve the quality of the educational experience for young people across New Jersey and the nation. In order to remain competitive and meet the challenges faced by schools and universities, we continue to innovate and improve our programs and research offerings.

In recent years, the GSE faculty and staff have revised our teacher education and principal programs to include assessments of student learning outcomes over time using electronic portfolios. We have developed a new minor in education for New Brunswick undergraduates who seek to learn more about education. We are beginning a new Ed.M. program in college student affairs for those who seek professional positions in higher education working with college youth. Finally, we revised our Ed.D. and Ph.D. programs to align them with the needs of scholarly practitioners and those who seek to become practicing scholars. Please do visit the GSE website (www.gse.rutgers.edu) to learn more about each of these exciting new developments and to learn about the important research being conducted by GSE faculty, staff, and students. You can be very proud of your alma mater!

Thank you for reading this message and for your support for our work. Your support is very much appreciated and needed. The GSE Alumni Association supports our efforts in many ways and I value the work we do together. You can also be proud of your Alumni Association.

Richard De Lisi
Dean and Professor
Rutgers Graduate School of Education
Since the summer of 2006, the GSE faculty has been redesigning its Ed.D. program to better prepare educational leaders who are reflective practitioners. At the same time the Ph.D. is being improved to serve the needs of future researchers. Participation in the Carnegie Project on the Education Doctorate (CPED), a national network of universities who are committed to the critical examination of the Ed.D. degree, provided many important ideas and new practices. The faculty of the GSE has consulted with alumni, current students and leaders in the field in a variety of formats, including focus groups and design teams, to craft a new model that was approved by the faculty in May, 2009. A summer-intensive program, the revised Ed.D is for working professionals and can be completed in about 3 years with cohorts of students progressing through it together.

The Ed.D. program will help participants to enhance their pedagogical, research, and leadership expertise. Through a mix of coursework, hands-on leadership apprenticeships, and individualized mentoring, participants will learn how to:
• work with instructional staff to enact improvements
• produce and use research to solve problems of practice
• create networks and community partnerships to enact policy
• hone their teaching skills to lead instructional improvements at the classroom and local levels
• advocate on behalf of their educational community

The revised Ed.D. has three program components: the core, a concentration, and a dissertation experience.

The core courses provide all Ed.D. students with foundational knowledge and skills. It is organized around the four areas of Leadership, Organizations, and Change; Social Contexts; Learners and Learning; and Inquiry.

The Ed.D concentrations represent more specific areas of specialization. The five concentration areas address:
• the design of learning contexts and environments for those who want to create learning materials, museum displays, and educational software, among other things,
• issues of educational leadership for building and district leaders,
• how the larger society and culture influence education and create opportunities for improvement
• the challenges of special education for those seeking a leadership role as special education directors and supervisors, and
• teacher leadership development for a wide range of teacher educators, professional developers, and school leaders.

The dissertation will be a year-long culminating experience. Students will identify and investigate a problem of practice systematically using current literature and inquiry methodology. The final written report will be presented at a national or state conference or locally. Students will have the option of working on their dissertation projects individually or in groups organized around key topics of interest.

The first cohort begins with three courses in the summer of 2010. Additional courses will be offered in the fall and spring. All courses will be offered in the evening or on Saturday to maximize accessibility. To learn more about the new Ed.D. please contact our offices at EDD@gse.rutgers.edu.
**White House Recognizes Dr. Jimmy de la Torre as Outstanding Early Career Researcher**

Dr. Jimmy de la Torre has been recognized by the White House as a recipient of the 2008 Presidential Early Career Award for Scientists and Engineers (PECASE)—the highest honor a beginning scientist or engineer can achieve in America. This award is given to those who participate in community outreach while also exhibiting great potential for leadership in other fields.

Dr. de la Torre, an associate professor in the Department of Educational Psychology at the Graduate School of Education, focuses on harnessing diagnostic assessments to improve classroom instruction and learning. His innovative testing models and methodologies are used to provide a finer-grained description of students' specific strengths. He is also actively involved in various undertakings to promote the field of cognitive diagnosis and make it more accessible to education researchers and practitioners.

Dr. de la Torre communicated the following to the Alumni Educator: “I am fortunate to have been able to start my career at the GSE because it gave me the opportunity and support to pursue my interests and passion.”

**Dr. Carolyn Maher receives 2010 Distinguished Faculty Award**

Dr. Maher, Professor II of Mathematics Education at the GSE, gave a lecture entitled “Roadblocks or Bridges to Learning Mathematics: Challenges for School Leaders.” Professor Maher has given more than 30 lectures and keynote addresses in 12 countries. She received her B.A., M.Ed. and Ed.D. from Rutgers.

**Dr. Lesley Morrow Receives GSEAA Distinguished Faculty Award**

by Mary Carrington, Ed.D.

The Rutgers Graduate School of Education Alumni Association honored Dr. Lesley Morrow at the Distinguished Faculty Lecture Award Dinner. The sold out event was attended by Rutgers faculty and students and by teachers and friends from throughout the state. Dr. Morrow was presented with a commemorative plaque and an honorarium by the association. This award is presented each year to a senior professor at the Rutgers Graduate School of Education who has made significant contributions to the field of education. The lecture addressed the question “What is on the horizon for literacy education?”

Dr. Morrow is the Chair of the Department of Learning and Teaching and is a Professor II of Literacy at Rutgers. She has received many awards and grants for her research and teaching throughout her tenure at Rutgers. Recently, Dr. Morrow was elected President of the Reading Hall of Fame. She was also the recipient of the International Reading Association’s highest award - “The William S. Gray Citation of Merit for Lifetime Scholarship and Service”.

Alumni and faculty nominate candidates for the Distinguished Faculty Award. Past recipients of this award have been Professors Warren Crown, Jeffery Smith, Richard DeLisi, Carolyn Weinstein, William Firestone, Steven Barnett, and Dorothy Strickland.
Joanne Kerekes is a dynamic educator, speaker, presenter, and writer, who has affected many school districts in New Jersey and other states as well, through her presentations, writings, consultations and volunteer efforts. The introductory speaker for Joanne was Dr. Gary McCartney, Superintendent of South Brunswick Township Public Schools.

Joanne stated that the common thread that she attributes to her success is the support and encouragement that she has received from many people throughout the district, as well as family and friends.

Joanne is presently Assistant Superintendent of Curriculum and Instruction in the South Brunswick Public School District, where she oversees curriculum, instruction, assessment, and technology for 10 schools, 9000 students, and 1300 staff members. Joanne has been a staff developer, K-12 project specialist, elementary and middle school principal, unit leader, and teacher. Her honors and awards include New Jersey Music Educators’ Administrator of the Year, two New Jersey Star Schools Awards, Statewide Systemic Initiative (Technology), BISEC Grant (Environmental Science), Dodge Grant Fellow, Kappa Delta Pi Honor Fraternity (GSE), and Alpha Epsilon Zeta Honor Fraternity (Rider).

Barbara Trueger was co-recipient in 2008 of the Rutgers Graduate School of Education “South Africa Vision Award” for her research about multicultural and global education. She presently teaches students in gifted classes in grades 6-12 and is Coordinator of Gifted Programs for the Springfield, New Jersey School District.

Dr. Trueger was twice a participant in the GSE South Africa Initiative and completed a doctoral dissertation based on field work in two school communities in the Western Cape. She also traveled to South Africa as a Fulbright-Hayes Fellow to facilitate staff development and parent workshops in farm schools and township communities, as well as a fourth time in connection with her doctoral research. Her research led to a substantial increase in parental involvement in two South African elementary schools.

In New Jersey, Dr. Trueger engaged her students in extensive study of the social, economic, cultural, geographical, educational, and historical aspects of South Africa, including videoconferencing with students in South Africa. Her students developed presentations for Springfield schools and published a book about life in South Africa and also raised funds in the school community. Dr. Trueger presented the book and donation in South Africa in 2007.
The GSE’s South Africa Initiative (SAI) had another successful year of bridging cultures, bringing hope, and transforming educators in the US and South Africa. Fourteen participants spent part of their summer in Johannesburg and the Western Cape visiting schools, participating in empowerment projects, and providing hands-on classroom experiences with South African teachers and learners.

Before leaving for South Africa, participants were asked about what they expected to gain from the experience. Lindsay Pearson, a GSE masters student, responded “I expect that I will grow on both a personal and professional level. I expect to discover new ways of reaching my students and more importantly, I hope to gain a personal experience that I can share with my colleagues when I return to the states. My hope is that by sharing my experience I can illustrate the necessity for a curriculum that highlights multiculturalism, diversity and overall sensitivity.”

Upon return many participants shared how the experience challenged their assumptions about self and their level of cultural competence. “I gained a greater sense of the “purpose” or “call” involved in teaching and in educating, and I saw a great convergence of issues in education that were not on the pages of a book but right in front of me”, said Fred Hanna, GSE doctoral student. “It was a trip that provided insights to how we as educators on this side can always learn and do more for our students and communities right here in New Jersey.”

With the financial support of the

The ultimate goal is to develop a true exchange of talents and expertise, where educators from the US and South Africa develop strategies and interventions for the improvement of teaching, learning and community/life skills in both countries.

We are looking for GSE alumni to get involved, both as participants and as supporters of SAI. A financial gift to SAI will help support the travel of GSE students and South African teachers.

If interested in learning more about SAI or making a gift, contact: Dr. Darren Clarke (732) 932.7496 Ext. 8106, dlclarke@dceo.rutgers.edu or www.gse.rutgers.edu/southafrica
Make a Difference in the Lives of Students
Contribute to the Graduate School of Education Alumni Association Endowed Scholarship Fund


Donations may be sent to Ms. Rajini Punnoose, Director of Development, Rutgers Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08901, or call 732-932-7496, ext. 8134, for additional information.

Teacher Preparation Program at the Graduate School of Education

The Graduate School of Education is pleased that government officials and policy makers are focusing on the preparation of teachers for our nation’s schools. We believe the GSE programs meet and exceed the high expectations that are under discussion. Recently, Social Studies and Special Education have expanded their program sizes to meet student demand. The first class of the Urban Teaching Fellows program student-taught in Perth Amboy. More generally, programs continue to be at the cutting edge of teacher preparation in New Jersey, exploring new initiatives for all students to learn about teacher professionalism and special education. With state budgets and higher education in turmoil, the teacher preparation in the GSE continues to be in a strong, secure position both at Rutgers and in New Jersey.

GSEAA President Roberta Kanarick, Meghan Reilly, a recipient of GSEAA Endowed Scholarship funds, and Rajini Punnoose, GSE Director of Development, at the Rutgers Foundation Endowed Scholarships and Fellowships Reception, where Dr. Kanarick spoke about the GSEAA Endowed Scholarship

GSE Alumni/Student Information Exchanges

The GSE Alumni Association and the GSE Teacher Preparation Program, with the assistance of Director Lisa Krueger, cosponsor informational sessions for current students of the GSE Teacher Preparation Program. Alumni with diverse backgrounds answer questions and give suggestions about a variety of topics, including locating employment, interview techniques, success on the job, and opportunities for advancement.
Welcome GSE Class of 2010 to the GSE Alumni Association

A large crowd of graduating students, family members and friends, and GSE faculty attended the New Graduates Dinner, which was hosted by the Executive Committee of the GSE Alumni Association.

Rutgers Graduate School of Education
Kappa Delta Pi Initiation
by Carol Karpinski, Ed.D, ’03

The Delta XI Chapter, established in 1938, is affiliated with the Graduate School of Education at Rutgers University. For nearly a century, Kappa Delta Pi has raised the standards of the teaching profession by giving special recognition to those individuals in education who exemplify the society’s motto of “Knowledge, Duty, Power.” Members who have a record of achievement at the Rutgers Graduate School of Education represent these qualities. The requirement for entry into the chapter is the completion of a graduate degree with a cumulative average of 3.75 or higher.

Congratulations to the 2009 initiates to the Rutgers Chapter of Kappa Delta Pi:

Brittany J. Arnold
Sandra Chen
Jessica Leigh Clark
Jessica D. Crutchlow
Kimberley A. Dickstein
Robin Anne Dyer
Elizabeth A. Eibling
Jacqueline A. Finnegan
Elizabeth Freitag
Kristen Gironda
Kari M. Hansen
Meredith Hennessy
Rita Jain-Mehta
Desiree Leonardi

Diana Lerner
Ashley Elizabeth Little
Marisa Rose Lanza
Kathleen J. Lyles
Nicole Alicia Martinez
Kathleen R. McCrea
Ann H. McDonough
Lauren M. McDougall
Lauren Mead
Megan M. Miller
Jennifer Nyeste
Natasa Petrovic
Amanda Kristen Philburn
Christine E. Phillips

Krystal M. Reddick
Regina M. Nagy Riccioni
Alexis Ava Rich
Marium Rizvi
Ayala Ron
Eric Siegel
Jesse Brett Slingerland
Amanda L. Smith
Mrs. Alessandra Sperling
Kathleen Elizabeth Tegeler
Stefanie A. Toye
Carol E. Turchin
Jamie Wong
Rose Woehr
GSEAA Presents Awards at Commencement Convocation

GSE Alumni Association President Dr. Roberta Kanarick and First Vice President Evelyn Matelski presented the following awards on behalf of the GSEAA:

Evelyn Headley Award for Outstanding Dissertation
Lei Liu, Ph.D.

Angelo Tomaso Award for Excellence in Dissertation
Michael La Susa, Ph.D.

GSE Alumni Association Excellence in Dissertation Award
Maria DaCosta, Ph.D.

Outstanding Faculty Teaching Award
Professor Nora Hyland

Outstanding Faculty Research Award
Professor Jimmy de la Torre

Outstanding Faculty Service Award
Professor Sharon Ryan

After the Convocation, graduates, faculty, and guests were invited to a reception hosted by the Graduate School of Education and the GSE Alumni Association.

Causal Beliefs in Educational Leadership and Implications for Problem Solving
by Maria Carolina DaCosta, Ph.D.

My dissertation dealt with interplay between state-driven efficiency and localism in the operation of school districts in the nineteenth century. Major findings from my research were:

1. Contrary to what one might think, many municipalities today were created around school district lines and not vice versa.
2. The formation of school districts most often had to do with economic issues, especially taxation, though social issues also played a role at times.
3. The desire on the part of the New Jersey governor’s office and legislature to make the state’s complex network of school districts more economically efficient dates back at least to the mid-1800s and hit a peak toward the final third of the nineteenth century.
4. Historically, nearly every attempt the state has made to more fully systematize schools has generated a response from local communities that ultimately served to circumvent systematization.

Trajectories of Collaborative Conceptual Change: Middle School Students Learning about Ecosystems in a CSCL Environment
by Lei Liu, Ph.D.

The dissertation study investigated the process of middle school students’ conceptual development. The results show the importance of talking and doing science collaboratively in student learning. Specifically, students had better conceptual understanding when they presented warranting claims, made predictions, collected evidence to support their theories, and modified knowledge based on the collected evidence. In addition, the results show that only certain patterns of collaborative conversations and group interactions can lead to successful shared understanding.

Rise and Demise and Resurrection of the New Jersey School District: Localism versus Systematization 1664-1900
by Michael LaSusa, Ed.D.

Any resident of New Jersey is familiar with calls from recent governors and legislators to consolidate, eliminate or otherwise re-configure at least some of the 616 school districts in our state. These calls are not seminal. In fact, for more than 150 years politicians and educators have bemoaned the thicket of small, locally controlled schooling units that have blanketed the state. By 1894, the number of school districts in New Jersey had swelled to over 1,400, with the average township containing seven school districts within its bounds. That year, the state legislature enacted a law, known at the time as the Township School Act, which consolidated all school districts under the supervision of a township-wide school board. The primary effect of the law was to shrink the total number of school districts to under 400 and remove local control of schools from residents closest to those schools. My dissertation examines this law within the context of nineteenth century schooling events, and also seeks to lay out the impact of the law both at the time of its passage and extending into the system that we have in place today. In short, the tension between state-wide oversight and efficiency of schooling and the desire of communities to exert their own localized imprint on their schools has and likely always will be a part of the New Jersey political, social, and economic landscape.
Congratulations to Dr. Barbara Whitman for placing 2nd in the Rutgers Homecoming Pie-Eating Contest.

GSEAA Participates in Rutgers Homecoming

Above: Drs. Roberta Kanarick, Michael Beachem and Arleen Urban with the GSEAA display and information table at Homecoming 2009.

GSE Participates in Rutgers Day

left to right: Dr. Arleen Urban, Dean Richard De Lisi, Dr. Michael Beachem, Joan Barry McCormick, Rajini Punnoose

GSEAA at Rutgers Reunion

GSE alumni from various classes enjoyed themselves at a reception hosted by the GSEAA at the Rutgers Club in conjunction with the Rutgers University Reunion. There was good conversation, networking, food and drink, and entertainment by the Rutgers University Queen’s Chorale.
The GSEAA Board encourages alumni to participate in the Rutgers International Friendship Program. Members of the International Friendship Program are international students from a variety of countries. These students want to learn more about our culture and also improve their skills in the English language. Volunteers can participate in the Welcome Program, the Holiday Dinner Program, and the Conversation Program. Schedules for volunteers are very flexible.

For additional information, contact Carissa McCarthy, International Student Advisor, Rutgers University, at carissam@rci.rutgers.edu, or 732/932-3812.

RUTGERS TRIVIA III  
By Bruce Yaches, M. Ed '65

1. Everyone knows that the College Avenue Gym preceded the Louis Brown Athletic Center as the university’s main gym. What building preceded the College Avenue Gym?
2. What Rutgers All-American football player was also valedictorian of his class?
3. Name one of the two Rutgers graduate programs ranked by US News as best in the country.
4. Name the Rutgers graduate who is a regular on the Today Show.
5. What is the name of the Douglass newspaper?
6. On which TV quiz show was a Rutgers student a winner during their “College Tournament”?
7. How much did Henry Rutgers give to Queens College and which caused the school changed its name?
8. Who was the last president of Rutgers who also was an alumnus of the university?
9. Which building on the Douglass Campus inspired the nickname “Coopies” for Douglass students?
10. What film maker is often seen wearing a Rutgers cap?
