<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MESSAGE FROM THE DEAN</td>
<td>5</td>
</tr>
<tr>
<td>PARTNERING FOR IMPACT</td>
<td>6</td>
</tr>
<tr>
<td>LEADING PRACTICE</td>
<td>8</td>
</tr>
<tr>
<td>ALUMNI FEATURES</td>
<td>12</td>
</tr>
<tr>
<td>NEW PROGRAMS</td>
<td>16</td>
</tr>
<tr>
<td>COMMUNITY OUTREACH</td>
<td>18</td>
</tr>
<tr>
<td>ADVANCING RESEARCH</td>
<td>20</td>
</tr>
<tr>
<td>GSE WELCOMES</td>
<td>27</td>
</tr>
<tr>
<td>FACULTY HONORS</td>
<td>28</td>
</tr>
<tr>
<td>OUR RUTGERS OUR FUTURE</td>
<td>29</td>
</tr>
<tr>
<td>HONOR ROLL</td>
<td>30</td>
</tr>
</tbody>
</table>

For more information contact us at:
Graduate School of Education, Rutgers, The State University of New Jersey, 10 Seminary Place, New Brunswick, NJ 08901
Revolutionary for 250 Years

Founded in 1766, Rutgers’ history is the nation’s history, a story that begins before the American Revolution and emerges in today’s fast-paced universe of the digital age. Rutgers has grown from a private colonial college with a small cadre of students to one of the largest, most diverse universities in America educating more than 65,000 students in a vast array of fields of endeavors. We mark our historic 250-year anniversary with a year long commemoration of events that began on Charter Day, November 10, 2015.

Fast Facts on Our History

- On November 10, 1766, William Franklin, the Royal Governor of New Jersey, grants a charter for Queen’s College for the purpose of educating young men for the ministry in the Dutch Reformed Church. The new college, the eighth of nine colonial colleges, is named in honor of Charlotte of Mecklenburg, queen consort of King George III of England.

- With 20 students enrolled, Queen’s College holds its first commencement in October 1774 and confers the first and only degree that day to Matthew Leydt. Since then, Rutgers has awarded more than 500,000 degrees.

- In 1825, the college’s trustees rename the school in honor of fellow trustee Colonel Henry Rutgers, a Revolutionary War veteran and devoted member of the Dutch Reformed Church. He later donates to the college the interest from a $5,000 bond and a bell that still hangs in the cupola of the Old Queens building.

- In 1864, Rutgers prevails over Princeton University to become New Jersey’s land-grant institution, tasked with offering educational access to a wider range of students who would be the new work force for America’s expanding businesses, factories, and farms. That year the Dutch Reformed Church also severs its last ties with Rutgers. Both events pave the way for Rutgers’ eventual role as the state university.

- In 1869, Rutgers played Princeton in the first intercollegiate football game. Rutgers won, 6 to 4.

- In 1945 and 1956, state legislative acts designate Rutgers as The State University of New Jersey.

- In 1946, the University of Newark becomes part of Rutgers, giving rise to Rutgers University–Newark. Four years later, Rutgers welcomes the College of South Jersey into the university and Rutgers University–Camden is born.

- Rutgers is the only university in the United States that is a colonial college, a land-grant institution, and a public research university.

- Rutgers University–New Brunswick is invited to become a member of the Association of American Universities, a highly selective organization comprising the 62 top research universities in North America. Rutgers is the only public university in New Jersey represented in the association.

- Rutgers welcomes most units of the former University of Medicine and Dentistry of New Jersey into the Rutgers community in July 2013. This merger—the largest in the history of U.S. higher education—creates a new health and patient care division, transforming Rutgers into a truly comprehensive public research university.

- The Big Ten Conference accepts Rutgers University–New Brunswick as one of its newest members, effective July 2014. The storied conference, comprising leading research-intensive flagship universities such as Ohio State, the University of Michigan, and the University of Wisconsin, is noted for its deep commitment to balancing excellence in academics and athletics. Coupled with the Big Ten move, Rutgers University–New Brunswick is invited to join the Committee on Institutional Cooperation, the nation’s premier consortium of top-tier research institutions.

- At 250 years old, Rutgers, The State University of New Jersey, stands as a public research university with three higher education institutions—Rutgers University–New Brunswick, Rutgers University–Newark, and Rutgers University–Camden—and an academic health care division, Rutgers Biomedical and Health Sciences, which collaborates university wide and is aligned with Rutgers University–New Brunswick. Rutgers educates more than 65,000 students at 31 schools, logs over 1.7 million patient visits annually, has more than 22,000 faculty and staff, and boasts more than 460,000 living alumni worldwide.

250.rutgers.edu
As we celebrate our Rutgers 250th Anniversary of revolutionary achievements and advancements in research, teaching, and service, we are delighted to bring you this inaugural issue of the Rutgers Graduate School of Education’s Annual Report. Our Annual Report illustrates some of the many ways in which the GSE’s faculty, alumni, staff and current students are providing leadership to positively impact the state of New Jersey, the country, and the world as we Advance Excellence and Equity in Education.

As I conclude my second year as dean of the GSE and Rutgers concludes its second year as a member of the Big Ten and the Committee on Institutional Cooperation (the Big Ten academic component), I am pleased to report that the Rutgers Graduate School of Education has much to be proud of and to celebrate. First, in spring 2015, we kicked-off our GSE Strategic Planning process with the formation of the GSE Strategic Planning Benchmarking Taskforce comprised of faculty and staff. The Taskforce was charged with conducting a benchmarking analysis, whereby, we identified seven key indicators and examined the GSE’s practices in these areas relative to our four Aspirant Peer Benchmarking Schools/Colleges of Education (i.e., The Ohio State University, The Pennsylvania State University, University of Maryland, and the University of Wisconsin, Madison). From this important process, we learned that in some areas (i.e., academic program offerings, quality of academic programs, and quality of students and faculty) the GSE is doing well when compared to our aspirant peers. However, in the areas of marketing, visibility, communication, and alumni relations, development and alumni giving, endowed professorships, and student scholarships we have much work to do.

Using the information gleaned from our benchmarking against our peers, we held a school-wide Strategic Planning Retreat in Fall 2015 and have now developed a draft set of six goals, objectives, and strategies. We plan to have a complete draft of our strategic plan by May for implementation in Fall 2016. It is our desire for our strategic plan to position us to identify and support specific areas of academic excellence, increase our student support so that we can compete for the best and the brightest students, ensure access to some of the most historically underserved students and communities, increase the diversity of our students, faculty, and staff, increase funding for faculty research and endowed professorships, and increase the visibility and impact of the Graduate School of Education as a whole.

In this inaugural issue of the GSE’s Annual Report, you will have an opportunity to learn more about how our faculty and staff have innovatively integrated art and STEM, won the Physics Teacher Education Coalition’s 2015 5+ Club Award, are partnering with and providing professional development to over 380 educators and 39 school districts focused on improving student achievement. We are honored to also highlight GSE alumni who are impacting higher education nationally, leading a national initiative to increase girls of color in STEM fields, impacting higher education globally, and impacting PK-12 education right here in Central New Jersey. Additionally, you will learn more about the GSE’s new exciting programs, community outreach that supports over 4,000 educators in the area of literacy development, advances in research in the areas of positive identity and multicultural counseling, mathematics education, ADHD interventions and accommodations, early education practice, research and policy, and school finance inequities across the country. Finally, we introduce you to our new GSE faculty and staff, share recent faculty honors and professional accomplishments, and conclude with a BIG GSE thank you to our alumni and friends along with foundation and corporation partners who helped us to raise over $28M to exceed our goals in the Our Rutgers Our Future Campaign.

I hope you enjoy this inaugural issue of the Graduate School of Education’s Annual Impact Report.

Sincerely,

Wanda J. Blanchett, Ph.D.
Dean and Distinguished Professor
Rutgers Graduate School of Education integrates art with science, technology, engineering and math (STEM) teaching practices to create professional development opportunities for educators and innovatively update teacher preparation curriculum. Supported by over $80,000 in funding from the Geraldine R. Dodge Foundation, the program included a one year integrated arts professional development series for teachers in four New Jersey school districts (Jamesburg, Neptune, Perth Amboy, and Plainfield). Additionally, the project promotes integration of the arts as an integral component of the Teacher Education curriculum.

Organized by Dr. Saundra Tomlinson-Clarke, primary investigator on the grant and Professor of Counseling Psychology at the GSE, pre-service teachers engaged in learning experiences designed to deepen their knowledge of the connections between the Arts and STEM. New Jersey teachers demonstrated arts-integrated pedagogical practices used in their classrooms with their students.

Teachers developed and shared learning modules that integrate creative inquiry-based teaching and learning throughout the curriculum, assisting preK-12 students in developing complex cognitive skills associated with increased motivation and improved academic achievement. Seminars and workshops provided pre-service teachers with rich experiences, demonstrations, and discussions in support of creativity and innovation.

“As we look to the future, it will be important to continue to integrate arts education as one of the fundamental areas of knowledge for aspiring teachers so that their classroom practice will reflect commitment to advancing the arts in society for ALL learners preK-12,” said Co-Primary Investigator Penelope Lattimer, Ph.D.

Lattimer is the Director of Rutgers Institute for Improving Student Achievement (RIISA) and the New Jersey School Development Council (NJSDC).

Over the past six years the Urban Teaching Fellows Program has placed over 90 graduate students in schools in some of New Jersey’s highest-need school districts (East Orange, Franklin, Newark, New Brunswick, Perth Amboy, and Somerset) to complete intensive three-semester teaching residencies. The Urban Teaching Fellows Program (UTF) focuses on bringing exceptional educators into urban schools by fostering engaged teaching and learning, strong mentoring relationships, and critical inquiry among youth and teachers. UTF turns the traditional one-semester teaching internship into a three semester teaching residency in urban districts for GSE Teacher Education Students.

UTF also includes a Youth Participatory Action Research program that promotes elementary and secondary student engagement in original research on issues and problems of concern to students and that affect their communities. Through the support and guidance of the GSE’s Urban Teaching Fellows, more than 400 K-12 students from partner schools have become active researchers addressing social justice issues in their schools and communities.

The Urban Teaching Fellows teach second through twelfth grade students the fundamentals of identifying an issue or problem, formulating a research question, collecting and evaluating data, and drawing conclusions. The students then conduct the research and present their findings to each other and friends and family at an annual forum. Issues identified by the students have included cyber bullying, preparing for life after high school, littering, the quality of school lunches, and how cultural diversity among students affects socialization.
The GSE is one of few schools in the nation that has a master’s degree program dedicated solely to the preparation of physics teachers. Approximately 20 institutions in the US graduate five or more highly qualified physics teachers annually, with a majority of institutions graduating less than two a year. The GSE has produced 17 highly qualified physics teachers since 2012 and continues to graduate highly qualified physics educators annually.

Dr. Eugenia Etkina, professor and program director, created the teacher preparation program in physics education in 2002. She continuously improves the program to meet the demands of today’s science-driven world.

The program has a community of nearly 100 graduate members that regularly meet and interact. This allows graduates to continuously provide and receive personalized professional development. In addition to preparing new teachers, the program provides continuous professional development for physics teachers. In collaboration with Dr. Suzanne White Brahnia and program graduates, Dr. Etkina developed Physics Union Mathematics (PUM), which is curriculum material for high school physics that is freely available to physics teachers all over the world. Over 500 physics teachers from around the world use the materials and every summer about 20 teachers are invited to attend a week-long workshop at the GSE where they improve their knowledge of physics content and physics process while sharpening their understanding of students’ ideas.

In 2015, the GSE’s physics teacher preparation program was honored with “The 5+ Club” award by the Physics Teacher Education Coalition — which recognizes institutions that graduate at least five highly qualified physics teachers each academic year.
CESP was selected by the New Jersey Department of Education to coordinate the preparation of early childhood education professionals in an effort to enhance the education of infants and young children throughout the state. This project, titled the New Jersey Early Learning Training Academy, included the delivery of high-quality professional development to build high standards for the education and care of children from birth to age 8 throughout the state.

A Regional Educational Laboratory-Mid-Atlantic (REL-MA) partner, CESP works and collaborates with educational stakeholders in New Jersey, Pennsylvania, Delaware, Maryland, and Washington, DC, and carries out research to assist stakeholders as they integrate data into their decision making. Among other responsibilities, CESP coordinates REL-MA’s Professional Learning Research Alliance which provides a forum for educational stakeholders to share ideas, strategies and resources on professional learning as well as providing technical assistance around implementing structures and processes to support high quality professional learning in their schools, districts and states.

Dr. Cynthia Blitz has overseen the center’s work on more than 55 million in awards from the United States Department of Education and the New Jersey Department of Education since she assumed the role of center director in 2012.

In addition to these projects, CESP consistently supports education practitioners and stakeholders through programming and direct partnerships on grants and contracts including:

- Alternate Route Teacher Training Program
- Improving Learning for all Students: The Utility and Efficacy of Linking Student Assessment Data and Teacher Observation Data in the Context of Professional Learning
- Our Classroom personal online learning initiative

The Center for Effective School Practices (CESP) has supported over 750 individuals and 55 School Districts throughout the tri-state area.
The institute, which is housed within Rutgers Graduate School of Education (GSE), bridges the gap between academic researchers and school practitioners through initiatives that focus on continuous improvement and achievement of all students.

RIISA manages the New Jersey School Development Council (NJSDC), a cooperative network of school districts and educational agencies that gather to explore emerging issues relevant to educational leadership. The NJSDC professional learning series allows school practitioners to learn from and collaborate with GSE researchers and national educational consultants. The 2015-2016 series covered a range of topics including cultural awareness, leadership, arts integration, Next Generation Science Standards, and Partnership for Assessment of Readiness for College and Careers.

RIISA’s Middle Grades Network is a consortium of administrators, teachers, and counselors that collaborate to address the teaching and learning issues particular to fourth through eighth grade students. Throughout the school year educators gather in working-groups facilitated by RIISA associates to discuss relevant topics within mathematics, English language arts, and special-needs learners. The sessions conclude with a keynote by a GSE faculty member related to the day’s topic and activities. These interdisciplinary, hands-on sessions enable the educators to return to their middle school with tangible tactics to implement.

RIISA was established in 2005 to provide professional development and executive-level preparation for continuous improvement and achievement of all students through the combined efforts of the GSE, local school districts, corporate affiliates, and other professional and community organizations.

RIISA is led by Penelope Lattimer, Ph.D. a former Assistant Commissioner for the New Jersey Department of Education who has worked in the New Brunswick School District for over 30 years serving as an Assistant Superintendent for Curriculum and Instruction, a high-school principal, and a teacher. Lattimer’s work has contributed to the development of networks and partnerships among middle grades and high schools with similar needs.
Alumnus Leads University of Alabama’s College of Education

DR. PETER HLEBOWITSH (ED.D. ’87), Dean of the College of Education at the University of Alabama, began his career in education as a public school teacher in Princeton, New Jersey. But it was not until he enrolled in the Curriculum Theory and Development Ed.M. program at Rutgers Graduate School of Education that he discovered how he felt he could make a difference in the practice of the PK-12 school systems. “I felt that the work being done by faculty members like Dr. Daniel Tanner was closely connected to the schools and the lives of teachers,” says Hlebowitsh. “My classes at the GSE helped me understand that the rationale behind the scholarship had to make a distinct contribution toward improving the lives of kids and school teachers.”

After earning his master’s degree, Hlebowitsh did not delay in enrolling in the GSE’s Doctor of Education (Ed.D.) in Social and Philosophical Foundations of Education program. Surrounded by school-based peers and mentored by leading faculty, Hlebowitsh felt empowered by the energy within the halls of the GSE. “The caliber of the scholarship was so high,” said Hlebowitsh. “My main professors were J.J. Chambliss, James Giarelli, and of course, Daniel Tanner. It was an especially profound experience for me to be in the company of these three outstanding scholars. The graduate students were also impressive and our work was held to a high standard. We felt that we needed to activate change with our work, and we understood that quality education didn’t rest solely on the shoulders of good teachers, but was also dependent on solid research that informed good judgment.”

Hlebowitsh earned his doctorate from the GSE in 1987 and held teaching positions at the University of Houston and Long Island University before moving to the University of Iowa in 1993. At Iowa, he led the program in Curriculum Theory and Development, secured more than $1.45 million in curriculum development grants, and eventually served as the Executive Officer of the Department of Teaching and Learning.

Always dedicated to his work in the area of curriculum theory and development, Hlebowitsh helped direct large-scale curriculum development projects related to civic education reforms in post-Soviet societies in Central and Eastern Europe. He authored several articles dealing with the legacy of the progressive movement in education and wrote two textbooks —Designing the School Curriculum, and Foundation of American Education. He also served on the editorial board of the Journal of Curriculum Studies and was the Secretary to the John Dewey Society.

Hlebowitsh assumed his role as the tenth dean of the College of Education at the University of Alabama in 2013. In less than three years of service, he founded the college’s Educational Neuroscience Laboratory, which works to advance research in brain mapping related to instructional tasks, and opened an Office for Evaluation and Measurement, which provides evaluation services to the university community and to various school and government constituencies. He also reactivated the College’s Belser-Parton Literacy Center, which is dedicated to the cause of improving reading achievement in the State of Alabama.

And yet Hlebowitsh insists that the best is yet to come: “We are putting together the pieces to demonstrate improved research productivity and a powerful and sustainable school committed to community outreach,” said Hlebowitsh.

“We want to deliver first-rate teachers and administrators to the state and nation, train school-based researchers who will help inform the judgments of school practitioners, and make a good mark in the research community. We have big goals, but the best part about being a dean is having the discretionary space to make a difference in the world by motivating and empowering really smart people.”
Alumna Leads Initiative to Increase Girls of Color in STEM fields

**DR. KIMBERLY A. SCOTT, Ed.D.’99** is on a mission to increase the number of girls of color in science, technology, engineering, and math (STEM) by changing both how girls of color think about STEM and the conversations about their participation and levels of interest in these fields.

“We need to teach girls technological skills in a way that interests and makes sense to them,” said Scott. “Girls from underserved communities don’t typically view technology as a way to reach their goals. It isn’t until we can engage them in issues that are important to them through technology that they begin to use it to create projects.”

Scott is an Associate Professor of Women and Gender Studies in the School of Social Transformation at Arizona State University (ASU), and the Founder and Executive Director of the Center for Gender Equity in Science and Technology. Scott was named a STEM Access Champion of Change by the White House in 2014 in recognition of her development of CompuGirls, a technology program for underrepresented girls that joins the learning of advanced computer skills with key areas of social justice to foster interest in technology and computer science.

Scott’s interest in identity and its effects on heuristics began with her work in a high-needs school district in New Jersey. There she witnessed teachers lower their expectations and offer fewer opportunities to children with unique backgrounds. Desiring to lead change and make an impact in the field, Scott decided to pursue her doctorate in Social and Philosophical Foundations of Education at Rutgers Graduate School of Education (GSE). Scott credits the GSE with honing her ability to think critically about atopic. “I spent a lot of time with Dr. James Giarelli and Dr. J.J. Chambliss discovering how to analyze and philosophize a thought. My dissertation chair, Dr. Sarane Boocock, helped me reframe my thinking about children and childhood — particularly for girls of color.”

CompuGirls — now beginning its eighth year — is also beginning to enjoy seeing the fruits of its labors as the program’s graduates transform into successful women and professionals.

“We are starting to see some beautiful trends from the first two cohorts,” says Scott. “The majority of the girls have pursued higher education — a number within STEM fields. Two of the girls worked with me to publish a book chapter and one of the girls garnered undergraduate research assistantships to write, present, and attend academic conferences.”

Primarily funded by the National Science Foundation and the technology company Intel, the program itself is also growing with talks to launch more programs throughout the country and in Ireland and Zambia. The Center for Gender Equity in Science and Technology (CGEST) — which houses the CompuGirls program — is also garnering recognition and support under Scott’s leadership.

By building knowledge, advocacy and capacity-building programs that enhance the support of underrepresented women and girls as they work to acquire skills to position them for success, Scott hopes to see the center become the preeminent resource on women and culture and STEM. The center has expanded outside of ASU’s Phoenix campus to include a location in Washington, DC to aid its advocacy efforts, and manages over $4 million in grant funding for its projects including an award from the Gates foundation to examine African American families and their teenage children’s use of technology outside of school.

“We have to integrate ideas of intersectionality of race and gender in our work and in our conversations related to technology, if we hope to ever find solutions that address these issues,” Scott said. ■
Alumni Feature

Alumnus Named President of Gwangju National University of Education in Korea

President JEONG SEON LEE (ED.D. ’95) grew up in a rural village in Suncheon in the Jeollanam-do Province of Korea. After graduating high school, he studied at Hanyang University in Seoul, Korea before traveling to the United States to pursue his passion for research in the field of philosophy of education at Rutgers Graduate School of Education.

Rutgers’ diverse cultural community and abundance of opportunities are what drew Lee to the Graduate School of Education. However, it was the rigor of the scholarship and support of strong mentors that empowered him as he persevered through the challenges that confront international students.

“The most difficult part about studying abroad was that I had to work for my tuition and living expenses,” said Lee. “My initial difficulty with English made it tough to study and to work. I spent much of my time reviewing class notes during professors’ office hours and studying in the library. I was always the first to enter and the last to leave the Alexander Library.”

Lee credits strong mentorship from GSE faculty members Dr. Sarane Boocock, Dr. David Muschinske, Dr. James Giarelli, Dr. J.J. Chambliss, Dr. Don Halsted, and his dissertation advisor Dr. Nobuo Shimahara, with motivating him to produce excellent work and providing an academic foundation for advanced research.

“Dr. Shimahara provided intellectual and emotional support for me,” said Lee. “Meeting his high academic expectations has allowed me to be as proud as I can be of my own work. That is the special feeling that I will always have. I owe him a profound debt of gratitude.”

In 1996 Lee joined the faculty at Gwangju National University of Education (GNJUE) where he taught educational anthropology, comprehension of elementary school culture, and qualitative research methodology. He also served as the director of the Elementary Education Research Center, the dean of University Development and Planning, and a chair of the Education Department. He was named President of the University in 2012.

Lee’s goal is to make GNJUE a prestigious and global higher educational institution and to educate and train warm-hearted, creative and professional elementary school teachers to support the educational future of the local community, the country, and the world. To achieve these goals Lee developed a distinguished assistant teaching system, an educational humanity cultivation program, and a culture and art experience program.

Lee’s research interests include elementary school culture, school society, educational welfare, social capital, and ethnographic research methodology. He has published 23 books and over 100 articles and journal publications on education and served as the president of the Korean Educational Anthropology Society and as the co-president of the Comparative Education Society of Asia. He is currently serving as a vice-president of the Korean Educational Research Association.
Alumna Utilizes Momentum and Partnerships to Lead Local School District

Superintendent MARGARET HAYES (ED.D. ’01) oversees the education of more than 5,500 students everyday on behalf of the Scotch Plains — Fanwood School District in central New Jersey.

Hayes has held the position of Superintendent of Schools since 2006, and served as Assistant Superintendent for Curriculum, Instruction, and Assessment for four years prior. She is responsible for overseeing the day-to-day activities taking place across the district’s eight schools, and is charged with improving educational administration.

“Longevity has enabled me to really work hard in the district to create a coherent team of educators and offer stability in focus,” said Hayes. “Consistent leadership and partnership with the superintendent’s office, the Board of Education, the staff, and the communities have allowed us to keep the momentum going in major initiatives.”

Hayes collaborates closely with administrators and supervisors both to provide support and model best practices. She strives to identify leadership potential and develop the skills and habits of mind that will help others succeed as school leaders. She is proud of her district’s advancements in reading and writing in elementary and middle schools, improvements in high school advanced placements, a strong music program, and a marching band that is known throughout the state.

A founding member of the Principals’ Center for the Garden State, Hayes also served on their Advisory Board and Board of Trustees from 1995 to 2000. The Principals’ Center focuses on enhancing the skills of principals in New Jersey. As an active member of the National Superintendents’ Roundtable, she collaborates with superintendents from across the nation on the challenges facing public education. Hayes is also a founding member of Panasonic Foundation’s New Jersey Network of Superintendents, which brings together superintendents from more than a dozen public school districts and focuses on achieving excellence and equity for all New Jersey students. In 2014 she was honored with the Excellence in Leadership Award from the University Council for Educational Administration in recognition of her dedication to improving educational administration and inspiring those who are interested in education administration. Hayes recently returned to her alma mater, the Graduate School of Education (GSE), to teach Personnel Policy. She credits much of her success to what she learned in her courses with Dr. Catherine Lugg, Dr. Ronald Hyman, and Dr. William Firestone — who also served as her dissertation advisor.

“I was prepared well at the GSE, because there I learned to look at the whole system,” said Hayes. “To look at the political, social, and interpersonal aspects of education. We were taught to identify and use valid and reliable research to inform best practices and utilize data to evaluate program effectiveness and showcase impact.”

Alumni Feature
GSE Announces New Programs

Cutting-Edge Interdisciplinary Rutgers Ph.D. in Higher Education Launches in Fall 2016

A new Ph.D. program in Higher Education will draw on five of Rutgers leading schools joining the Graduate School of Education in an interdisciplinary and innovative approach to explore the complexities of higher-education institutions, their missions, contexts, challenges and successes. The trailblazing new interdisciplinary Ph.D. in Higher Education will launch in Fall 2016.

Distinguished higher-education scholars will have the opportunity to work alongside faculty members from the Graduate School of Education (GSE), the Bloustein School of Planning and Public Policy, the School of Arts and Sciences, the School of Communication and Information, the School of Environmental and Biological Sciences, and the School of Management and Labor Relations.

“The study of higher education is crucial to creating a learning system that benefits all,” said Dr. Richard De Lisi, acting program director and university professor. “I am confident that the new Ph.D. program will break new ground in our understanding of higher education and reflect the high standards we hold here at Rutgers.”

The Higher Education Ph.D. program will prepare higher education researchers who will take their scholarship, knowledge, research, and leadership skills into a range of settings such as universities and colleges, state and federal agencies and government and coordinating boards and independent research and policy organizations, and foundations.

New Fully Online Adult and Continuing Education Ed.M.

This fall the GSE launched the online Ed.M. program for Adult and Continuing Education. The master’s degree program is designed for individuals working in educational, non-profit, community-based, health care and corporate settings who wish to develop the knowledge and skills for designing, implementing, assessing, and evaluating learning experiences in formal and informal settings for adults.

“The degree is extremely versatile,” said Dr. Alisa Belzer, program coordinator. “It is a great degree for those interested in education or who want to help people learn, but who work with adult learners, non-traditional, or professional populations.

The 30-credit program is designed to develop conceptual and practical understanding of the adult learner, how to plan classes and programs that are best suited to meet the needs of adult learners, and how to create learning contexts that can encourage sustained learning and productive change in a variety of contexts in which adults learn. It features four areas of specialization: human resources development, adult literacy, educational technology, and higher education.
As the preparation of medical and health professions educators has gained increased scrutiny over the past few years, faculty and administrators in receipt of the certification are likely to be at a distinct advantage in terms of employment advancement. The 15-credit program consists of five graduate-level classes that will be offered both in-person and online. This hybrid model consists of a one-week intensive on-site course in Medical Education, and three online education courses focusing on cognition and memory, the psychology of learning, and adult learning, instruction, and assessment. The fifth and final course will be a year-long capstone experience that will include mentoring and the creation of a scholarly project — all of which will be tailored to the learner.

“The coursework will provide health professionals with an understanding of the best practices in medical and health professional education,” said Dr. Clark Chinn, Chair and Professor of the Department of Educational Psychology at the GSE. “Students will examine a wide range of instructional practices, learn about their research base, and develop skills to implement them. Our aim is to help students become effective practitioners in their own settings.”

At the conclusion of the program, students will be able to develop learning goals for their students, design curricula and learning environments, promote effective self-regulated learning, engage in effective instructional practices, design and implement learner assessments to achieve goals, evaluate educational programs, use evaluation data to improve instruction, and engage in effective leadership.
Center for Literacy Development: A Leading Provider of Literacy Development in the State

The Rutgers Center for Literacy Development hosts professional development conferences and workshops, and offers services that improve literacy support systems and provide a professional-learning network that benefits over 4,000 literacy leaders and teachers every year. The center is led by Dr. Lesley Mandel Morrow and is the home to New Jersey’s largest literacy event, the Annual Conference on Reading and Writing — which was held for the forty-eighth time this past fall.

The center’s network membership services include in-school professional development in which coaches model lessons, co-teach, and reflect on practice. The purpose is to improve teacher quality, school leadership, and direct services to children. The center’s year-round calendar of events offers development in the form of half- to multi-day workshops, graduate-level classes, and conferences. Every workshop features the work of outstanding scholars and practitioners in the field of literacy. The center directs the National Writing Project and offers train the trainer sessions featuring NJ Department of Education recommended topics. Last year’s Train the Trainer workshop focused on the state’s guidelines for teaching children who are dyslexic.

The Literacy Center created an on site after- or before-school Rutgers Reading Club as a response to intervention for struggling readers performing below grade level. The club partners three children with one certified teacher twice a week for 12 weeks and is currently operating in several elementary schools in Cliff Side Park, Edison, Franklin Township, Jersey City, New Brunswick, North Plainfield, Sayerville, and South Amboy. In several statistical analyses of data collected, children in The Rutgers Reading Club scored significantly better than a control group in an after school homework help club. The children not only increased performance in literacy but also self-esteem, completion of homework, and interest in reading and writing.

The center invites faculty and students to present at conferences, act as coaches, and help as facilitators at meetings.

RUTGERS GRADUATE SCHOOL OF EDUCATION
Over 600 Local Adults Master Language Through Award-Winning GSE Program

The Conversation Tree unites Rutgers students with community organizations that offer English, Mandarin, and Spanish conversation practice. The program was created in 2012 by Dr. Mary Curran, associate dean for local-global programs at the GSE, and Amy Michael, senior program coordinator Rutgers Collaborative Center for Community-Based Research and Service.

“We work across units at Rutgers and in collaboration with several community agencies. This is a group effort to meet a community need,” said Curran. “We are very proud, as we have worked hard to design a program that intentionally puts carefully-considered principles into action.”

The Conversation Tree aims to affirm diversity in communities and advocate for multilingualism. The program strives to foster local-global connections and increase participation in mutually-beneficial activities between Rutgers students and community members.

The Conversation Tree is currently comprised of three initiatives: Community-Based Language Learning courses, Conversation Cafés, and Professional Development efforts. The courses focus on the knowledge, skills, and dispositions that contribute to supporting emerging bilinguals in the community. The Conversation Cafés are informal conversation groups offered through local organizations that are open at no cost to community members. Rutgers students, who are prepared for the responsibility of intercultural conversation with adult language learners in their coursework, facilitate the groups. Recently, professional development workshops have been offered to community organizations, school districts, and universities interested in implementing the Conversation Café model.

“We place students in the community for academically-based experiences,” said Amy Michael. “There’s an academic structure so that students can reflect and learn from the community, while engaged in the community.”

In just three years, more than 100 Rutgers students have facilitated over 4,000 hours of conversation to support more than 600 adults in the surrounding communities who are struggling with language.
According to the research of Dr. Saundra M. Tomlinson-Clarke, a professor in the Department of Educational Psychology at Rutgers Graduate School of Education (GSE), race, ethnicity, and culture are among the factors that influence identity and personal development. Counselors, psychologists and other helping professionals must be willing and able to address multiple dimensions of an individual’s personal identity in providing culturally-competent counseling and support interventions.

Dr. Tomlinson-Clarke is a licensed psychologist whose research focuses on factors that influence interactions in our increasingly culturally- and linguistically-diverse and changing society. She also explores the under-representation of racial-ethnic minority students in the educational pipeline, and the expanding influence of globalization on the lives of individuals worldwide.

In an upcoming book, co-edited by Dr. Tomlinson-Clarke and Dr. Darren Clarke, Senior Director of Strategic Alliances and Outreach at the GSE as well as the co-founder of the school’s South Africa Initiative, the two examine culture and identity in the United States and South Africa. An interdisciplinary approach is used to examine social justice and social transformation in education and in society. Understanding the impact of globalization on the lives of individuals worldwide.

"We hope to contribute to the research that assists educators to move beyond their development of awareness, knowledge, and skills for cultural competency toward social justice advocacy and leadership," said Dr. Tomlinson-Clarke. "Focusing on leadership for social justice enables educators to engage in positive actions that can serve to transform societies."

Dr. Tomlinson-Clarke’s research also maintains an emphasis on learning and development within a socio-cultural context, examining factors that contribute to the personal development and academic achievement of diverse learners in middle school through college.

“It is important to focus on strengths rather than deficiencies in working from a culturally-responsive approach,” said Dr. Tomlinson-Clarke. "Affirming one’s identity and worldview encourages self acceptance and positive development. Emphasizing strengths and wellness, instead of weaknesses facilitate positive approaches to addressing personal issues and concerns.”

These findings and experiences naturally led Dr. Tomlinson-Clarke to focus her research on positive psychology. Positive psychology is the scientific study of human strengths and positive growth. The values of positive psychology connect well with multicultural counseling in developing a more balanced perspective of optimal human functioning. Dr. Tomlinson-Clarke has been joined in this work by her former student, GSE alumna Dr. Colleen Georges (Ed.D. ’03). Together they published an article on integrating positive psychology into counseling psychology doctoral education in a special issue of The Counseling Psychologist.

Historical and socio-political considerations have an impact on an individual’s identity.
The goal of the project is to develop a tool and software for indexing language and non-language objects in video data sets. This study is expected to have significant and global ramifications for both the social science and educational research fields.

“There is currently no cost-effective method for accessing the content data locked within a video,” said Dr. Carolyn Maher, a distinguished professor of mathematics education at the GSE and director of the RBDIL. “By building capacity through this project and research, we hope to increase access to an informative database of mathematics education research videos.”

Supported by a $600,000 grant from the National Science Foundation (NSF), Maher along with Dr. Marjory Palius, assistant professor of professional practice at the GSE, and associate director of the RBDIL, and Ph.D. student and RBDIL researcher Robert Sigley plan to structure initial development and evaluation of effectiveness around accessing the video collection within the RBDIL archives. This video collection comes from 25 years of longitudinal and cross-sectional studies of students learning mathematics. A portion of the RBDIL collection is accessible on the Video Mosaic Collaborative (VMC), an initiative funded by a prior NSF grant. The VMC is an interactive web portal (www.videomosaic.org) that enables teachers and researchers to use videos of students’ learning to enhance research, teaching, and learning. In the current research, the project team is collaborating with Dr. Shuangbao Wang at Metonymy Corp. and a distinguished advisory board to investigate which categories of videos from the archives will be best suited to the data analytics through processing with an automatic transcription tool.

“We are hoping to build a tool that will allow researchers and teachers to make new discoveries about mathematics instruction and learning styles,” said Palius. “This tool has the potential to aid in the coding of other video observations.”

Researchers at the Robert B. Davis Institute for Learning (RBDIL) at Rutgers Graduate School of Education are investigating the development of a multidisciplinary research community, which will address the challenges of increasing capacity to access video data.
Studying ADHD Interventions and Accommodations

Dr. Judith Harrison is studying the effects of services used to address the academic needs of students with attention deficit hyperactivity disorder (ADHD) in a middle school in East Brunswick, NJ.

Children diagnosed with ADHD typically receive accommodations, such as extended deadlines on assignments, as a way to level the playing field with their peers without ADHD. However, there is insufficient research available that supports the use of accommodations for students with ADHD.

With funding from both the Spencer Foundation and Society on the School Psychology, Harrison will use two randomized control trials to compare the academic achievement of 70 middle school students with ADHD during two after-school programs. Half of the students will receive accommodations including extended deadlines, detailed notes, and pre-organized materials. The other half of students will be taught skills such as time management, effective note taking, and organizational techniques. One study will evaluate the accommodations and interventions in relation to science curriculum and the other in relation to social studies curriculum.

"The academic achievement gap between students with and without ADHD appears to broaden as students progress from elementary to middle school," noted Harrison. "By intervening while students are in middle school, we hope to teach them life-long skills that will help them achieve academic success."

The results of the research studies will provide preliminary evidence of the comparable effectiveness of accommodations and skill-building interventions and will inform future hypotheses and research design. These results will be disseminated at professional conferences and through peer-reviewed publications.

Ten Rutgers undergraduate and graduate students will serve as research assistants and project coordinators on the studies, which will run through August 2018.

Harrison received her Ph.D. from Texas A&M University in Educational Psychology with an emphasis in Special Education and Emotional and Behavioral Disorders (EBD). Prior to earning her Ph.D., Harrison taught and counseled youth served by special education experiencing emotional and behavioral challenges in K-12 public school settings. Her current research interests include the effectiveness, acceptability, feasibility, and sustainability of classroom-based services to increase academic and behavioral success.
The National Institute for Early Education Research (NIEER) is a leader in research and analysis relating to early childhood education policy. NIEER provides independent research-based information to inform local, state, and national policy and practice.

Founded in 2002, NIEER supports excellence and equity in early childhood education by conducting and disseminating nonpartisan research and policy analysis. The Institute is committed to promoting young children’s early learning and development through science and evidence-based policy making.

NIEER’s signature product, the annual report, *The State of Preschool Yearbook*, profiles state-funded prekindergarten programs in the United States from data gathered from a yearly survey of state pre-K programs. The 12th edition of the report was released in the spring of 2015 and includes objective state-by-state profiles and rankings for the 2013-2014 school year.

“It is heartening to see state-funded pre-K, once the fastest growing area in the entire education sector, back on the road to recovery, but there is still a lot of work to be done to recover from the deep cuts to early education during the recession,” said NIEER Director Steve Barnett. “It’s clear that public investments in quality pre-K yield great educational and economic gains, but increasing disparities in access to quality pre-K leave far too many children behind and simply represent a missed opportunity.”

State-funded preschool education, hard hit by the Great Recession, has started to get back on track, but inequalities in access to quality programs continues to grow, with 40 percent of preschoolers — more than half a million — still served in inadequate programs. The report also shows positive trends nationally: states increased funding by nearly $120 million over the previous year, enrollment increased modestly, and seven states gained ground on NIEER’s 10 benchmarks for quality standards. Despite the overall trend toward increased funding and enrollment, the report found that only 29 percent of four-year-olds and four percent of three-year-olds were enrolled in pre-K nationally, with nine states having no state-funded preschool program and about a third of children served by state pre-K residing in the two states with the lowest
standards—Florida and Texas. NIEER is home to the Center on Enhancing Early Learning Outcomes (CEELO)—one of the U.S. Department of Education’s Comprehensive Centers. CEELO provides research-based information and tools to help districts and schools meet student achievement goals in early learning and will strengthen the capacity of State Education Agencies to lead sustained improvements in early learning opportunities and outcomes.

The Center works in partnership with State Education Agencies, state and local early childhood leaders, and other federal and national technical assistance providers to:

- Improve states’ knowledge about and use of early childhood comprehensive assessment systems,
- Enhance the use of assessment data and other information to improve program quality and statewide systems.

To reach these goals CEELO has developed issue-focused workgroups, a leadership academy, learning communities, several research-based resources, technical assistance, webinars, and national round table events.

NIEER researchers also work to support young learners through the design and development of high-quality curriculum, assessments, professional development and other supports for practice. NIEER has been awarded $66 million dollars in external funding since its inception.

NIEER is directed by W. Steven Barnett, Ph.D., an economist and Board of Governors Professor at Rutgers University. He leads a diverse team that carries out the Institute’s research using their combined backgrounds in education, human development, developmental psychology, public policy, economics, sociology, and statistics. The research team includes an Associate Director of Research, Milagros Nores; GSE Professor and Chair of the Department of Learning and Teaching, Dr. Sharon Ryan; five additional Ph.D. assistant research professors; four research project coordinators; three assistant research project coordinators; a research support coordinator; a communications team; and a fiscal and administrative support team led by the Associate Director, Valerie Werstler.
National Report
Finds School Finance Inequities Across Country

s School Funding Fair? A National Report Card” the annual report co-authored by Dr. Bruce Baker, a faculty member in the GSE’s Department of Learning and Teaching, and his colleagues at the Education Law Center found that public school funding in most states continues to be unfair and inequitable.

The report is the most sophisticated comparative analysis of public school finance in the United States, examining the level and distribution of school funding within each state in relation to student need. The fourth edition — released in June 2015 — is based on funding data from 2007 through 2012.

The report contends that the nation’s 49 million public school students, especially those living in poverty, are being shortchanged of educational opportunities. Despite the recent economic rebound, states have been slow to restore the cuts to K-12 education triggered by the 2007 downturn, and school funding remains below pre-recession levels in many states.

According to the report there are wide disparities in the amount spent on public education across the country, from a high of $18,507 per pupil in New York, to a low of $6,369 in Idaho. In addition, most states do not systemically provide additional funding to low-income districts, depriving at-risk students of the resources and supports essential for academic success. Public education in the United States is a state responsibility and state finance systems account for approximately 90% of all school funding. The report shows that the various methods employed by most states to finance education are not designed to deliver fair, equitable funding to their public schools.

The report also shows how school funding inequities affect the availability of essential education resources in the states. For example, average teacher salaries in most states are below those of their non-teacher counterparts, preschool enrollment among poor children lags well behind their more affluent peers in nearly all states, and few states maintain greater staffing levels in the high poverty districts that need the additional support.

“There is a direct link between school funding and essential resources,” said Baker. “These latest findings show a lack of access to preschool, higher pupil-to-teacher ratios and uncompetitive wages for teachers in those states with unfair and inadequate school funding.”

Baker and his colleagues recently garnered support from the William T. Grant Foundation to expand the report to examine data from the past two decades. The enhanced report will include information on local public school districts, teachers, student populations, and outcomes to determine if educational opportunity measures have changed, if resources become more or less equitable; which children suffered most from funding reductions; the consequences of changes to school funding; if class sizes were affected; and if teacher compensation was affected.
DR. JANICE GOBERT, has been appointed Professor in the Department of Educational Psychology at Rutgers Graduate School of Education (GSE).

“We are delighted to have an internationally recognized scholar such as Professor Gobert join our faculty,” said Dean Wanda J. Blanchett. “Her significant accomplishments in securing competitive external funding, conducting groundbreaking research, and mentoring and teaching students in a collaborative and interdisciplinary context are tremendous assets for the GSE and Rutgers community.”

Gobert comes to New Jersey from Worcester Polytechnic Institute, Massachusetts, where she served as the Co-Director of the Learning Sciences and Technologies program and a tenured faculty member in the Social Science and Policy Studies program.

Gobert has a long history of research in traditional and technology-based assessment of science learning and inquiry skill acquisition. She is currently the Principal investigator on three grants totaling over $3.9 million. Gobert and her team have developed the Inquiry-Intelligent Tutoring System (Inq-ITS), which is a virtual environment for science learning, and assessment.

Students use Inq-ITS to engage in authentic scientific inquiry through interactive virtual environments. While students “show what they know,” educators get real-time, actionable alerts and reports on their laptops and mobile devices, enabling them to pinpoint which students need the most help and with what skills.

Gobert and her team are currently working on a series of projects that use Inq-ITS to measure and scaffold students’ knowledge acquisition processes, science inquiry skills, and engagement in learning in real-time. These projects utilize technologies that Gobert and her team have developed including an eye-tracking technology that was recently patented and real-time, data-mined algorithms (patent application pending) to assess students’ science inquiry skills.

“The importance of design principles and assessment techniques in the learning sciences and in particular in digital spaces is prevalent in the work of the faculty and students at the GSE,” said Gobert. “I am looking forward to adding to this body of work in collaboration with others at the GSE.”

New Staff Join Office of Administration and Personnel

The GSE recently welcomed SUNITA JAGTIANI-SANGHVI, senior director of finance and administration, and AUDRY BURNETT, personnel manager, to the newly restructured Office of Administration and Personnel.

Jagtiani-Sanghvi serves as chief operating and business officer and the senior advisor to the Dean regarding all fiscal and administrative matters. She brings over 15 years of experience in data management, business operations, personnel management, and finance and administration at Rutgers University. Jagtiani-Sanghvi is responsible for planning, organizing, evaluating, and monitoring the GSE’s financial functions to ensure that the academic and administration needs are being met. She also has overall responsibility for the administration, finance, human resources, financial and strategic planning, and administrative support services of the GSE.

Burnett serves as the school’s personnel manager and brings over a decade of experience at many levels of human resources service delivery and management. Most recently she served as human resources business partner at Concern Worldwide (US) where she managed recruitment, training, benefits, development, employee relations, and payroll for the company’s New York and Chicago offices. She also served as a benefits specialist and human-resources assistant at Princeton University for six years.
Faculty Honors

EDITORSHIPS
In addition to the many journal articles and texts published by our faculty, Rutgers GSE was home to several leading national journals in the past year:

- The Journal of Mathematical Behavior – Editor, Dr. Carolyn Maher
- Journal of Educational Measurement – Editor, Dr. Jimmy de la Torre
- Educational Psychologist – Editor, Dr. Clark Chinn
- Journal of Multicultural Counseling and Development – Editor, Dr. Caroline S. Clauss-Ehlers
- The Journal for Research and Practice for Adult Literacy, Secondary and Basic Education – Co-Editor, Dr. Alisa Belzer
- Multiple Voices for Ethnically Diverse Exceptional Learners – Co-Editor, Dean Wanda J. Blanchett
- School Psychology Quarterly – Associate Editor, Dr. Matthew Mayer

AERA FELLOWS
- Dr. W. Steven Barnett
- Dr. Gregory Camilli
- Dr. William A. Firestone
- Dr. Angela M. O’Donnell
- Dr. Dorothy Strickland (Emeriti)
- Dr. Daniel Tanner (Emeriti)

RECENT PROMOTIONS:

Dr. Ebelia Hernandez:
Associate Professor of Higher Education

Dr. Juan Pablo Mejia-Ramos:
Associate Professor of Mathematics Education and Mathematics

Dr. Saundra Tomlinson-Clarke:
Professor of Counseling Psychology

Dr. Keith Weber:
Professor of Mathematics Education
Through generous contributions in support of the campaign’s four priorities — faculty and research, students and learning, campuses and facilities, and university and community programs — the campaign not only reached its billion-dollar goal but also surpassed it, raising $1,037,056,700. Approximately 130,450 donors contributed to the campaign, 54 percent of which were alumni. More than $400 million was raised for faculty and research and the university secured more than $300 million in new endowment funding.

We are delighted that the Graduate School of Education was a significant contributor to the campaign and exceeded our goal by raising $28,200,000. Contributions were garnered from foundations that funded our research centers and faculty research, alumni and friends, and corporations. Generous donations enabled the GSE to establish the Rose and Nicholas DeMarzo Chair in Education in 2011. We extend our heartfelt gratitude to all who helped us reach this significant milestone in the Our Rutgers Our Future capital campaign.
$1,000,000+
Mr. Charles A. DeMarzo
Dr. Kathleen M. Slayton &
Mr. Robert Joseph Kilian
The Pew Charitable Trusts
W.K. Kellogg Foundation

$500,000-$999,999
Mr. Thomas A. Arlotto
Jacobs Foundation
The Heising Simons Foundation

$250,000-$499,999
McCormick Foundation
The Heising Simons Foundation

$100,000-$249,999
Avance, Inc.
David and Lucile Packard Foundation
Dr. Edward Fry & Ms. Cathy Fry
Geraldine R. Dodge Foundation, Inc.
New Schools Venture Fund
The National Academy of Education
The Nicholson Foundation

$50,000-$99,999
Dr. Sarane Spence Boocock &
Mr. Walter Wallace
Mr. Carl W. Burns & Mrs. Ruth Ann
M. Burns
Ms. Heather Stables
Foundation for Child Development
Ms. Betty A. Copeland
Educational Testing Service
Dr. Marjorie F. Heller
Longview Foundation for Education
Midwest Trust
Dr. Lesley Mandel Morrow
Ms. Susan Robinson
The Achelis and Bodman Foundations
The Spencer Foundation
Verizon Foundation

$25,000-$49,999
Dr. Asberine P. Alford & Mr. Edgbert
E. Alford
Dr. Elizabeth R. deBeer & Mr. Edward
B. Wardell
Dr. James Neuberger & Ms. Helen
Stampler Neuberger
The Roy R. and Marie S. Neuberger
Foundation, Inc.
Dr. Joanne Sztogryn
The JPB Foundation
The Prudential Foundation
Xerox Corp.

$10,000-$24,999
A Plus Education Partnership
Alliance For Early Success
American Educational Research
Association
Dr. Henry G. Cram, Jr. & Mrs. Maria
D. Cram
Professor Earl V. Farrow
Mr. Albert Gayzik & Mrs. Frances
Gayzik
Graduate School of Education Alumni
Association
Mrs. Jean Griswold & The Reverend
Dr. Lincoln T. Griswold
Johnson & Johnson Family of
Companies
Reverend Dr. Audrey V. Leef &
Mr. George Robert Leef
The Overbrook Foundation
Ms. Lorraine L. Poore
Dr. William S. Sterner & Mrs. Kathryn
Sterner
Turrell Fund

$5,000-$9,999
Dr. Otto J. Behrens, Jr. & Mrs. Dalene
I. Behrens
Dr. Joan M. Brownstein
Dr. Virginia M. Carter &
Mr. George F. Carter
Dr. Richard De Lisi &
Dr. Ann T. McGillicuddy-De Lisi
Dr. Carolyn H. Dittus
Dr. Herbert J. Flamer, Jr. & Dr. Mary
Guess Flamer
Ms. Carol Freedman & Mr. William J.
Barrood
Dr. Florence A. Hamrick
Mr. David J. Harris, Jr.
Dr. Paul A. Herman &
Ms. Ruth Anne Koenick
Mr. Herbert Milan, Jr. & Mrs. Elaine
D. Milan
Mr. Robert E. Mortensen
Dr. Steven S. Nettles & Mrs. Barbara T.
Nettles
Dr. Elsa Nunez & Mr. Richard
Freeland
Mr. Timothy D. Proctor, Esq. &
Mrs. Karen M. Proctor
Dr. Thomas L. Purdy & Ms. Mary Hall
Gregg
The Reverend John F. Salmon, Jr. &
Ms. Suzanne Salmon
Mr. Ronald A. Sassi & Mrs. Abbie W.
Sassi
Dr. Edward M. Schoder
Ms. Bernice J. Smilowitz
Dr. Dorothy S. Strickland
The Picower Foundation

$1,000-$4,999
American Psychiatric Foundation
Dr. Melvis Evans Atkinson & Mr.
Curtis Lee Atkinson
Dr. Dale R. Baker &
Mr. Michael Piburn
Dr. Eugene L. Barrington & Ms. Bessie
Barrington
Dr. Michael T. Beachem & Ms. Linda
L. Weissenburger-Beachem
Mr. Harold Y. Bills
Dr. Wanda J. Blanchett
Dr. Gregory S. Blimling & Ms. Sandra
Kungle
Ms. Peggy Jones Boone & Dr. Sherle L.
Boone
Mr. Hilliard Boulware & Dr. Carolyn
W. Boulware
Mrs. Rosemary K. Brown & Mr. John
W. Brown
Dr. Paul K. Bruchez & Ms. Nancy M.
Simons
Dr. Dennis C. Buss
Ms. Anne Ellen Butler
Dr. Thomas F. Butler & Ms. Donna
Butler
Dr. MaryAnn M. Byrnes & Dr. Joseph
F. Byrnes
Dr. Leo J. Campbell
Dr. Dorothy Weissert Carey
Dr. Mary A. Carrington & Mr. Robert
Carrington
City Connections, LLC
Cohen Friedman Dorman Leen & Company
Council For Accreditation of Counseling
Mr. Dennis Creese
Mr. James H. Cummings & Mrs. Theresa Cummings
Dr. Diane D. DeGiacomo & Mr. Kenneth DeGiacomo
Dr. Dominick DiNunzio & Mrs. Helen DiNunzio
Mr. Howard P. Dorman
Ms. Jacqueline Y. Drayton
Ms. Patricia A. Emerson & Mr. Eric J. Levine
Dr. Morris A. Enyeart & Mrs. Rose Marie Enyeart
Ms. Helaine R. Evans
Mr. Stephen J. Fabula & Mrs. Grace Ann Fabula
Mr. William J. Fiore, Esq. & Ms. Patrice M. Fiore
Mr. Richard P. Fuller & Mrs. Alberta S. Fuller
Mrs. Deatra W. Gabriella & Mr. Rocco Gabriella
Mr. Jay Garfunkle & Mrs. Ellen Garfunkle
Mr. Russell T. Giglio & Dr. Kathleen Regan
Dr. Fannie Lipman Sepinwall & Dr. Jerry Sepinwall
Mr. Jay A. Snow & Dr. Viola T. Snow
The Danzer Foundation
The Loyola Foundation, Inc.
Mrs. Susan W. Tillis
Mr. Philip T. Trenchak
Ms. Linda V. Tsui & Mr. Daniel C. Tsui
Dr. Arleen Helen Urban
Mr. Carl A. Venable & Dr. Bernice Proctor Venable
Victoria Foundation, Inc.
Mrs. Carol Volkland
Dr. Anthony R. Volpe & Mrs. Marlene M. Volpe
Dr. Barbara S. Von Klemperer & Mr. William Von Klemperer
Dr. Bonnie Weiskittel & Mr. Harvey Weiskittel
Ms. Rosanne M. Weiss
Dr. Judith Barr Wertheim
Mr. Eric Westberg & Dr. Suzanne L. Westberg
Dr. Martin P. White, Jr. & Ms. Carol White
Dr. Barbara Whitman
Dr. Thomas F. Young & Mrs. Sigrid Young
Dr. Theohed J. Jenkins
Dr. Theodore B. Johnson
Dr. Lewis A. Judy & Mrs. Suzanne Judy
Mr. Robert I. Kanarick & Dr. Roberta Shulman Kanarick
Dr. Carol F. Karpinski
Dr. Saul W. Katz & Mrs. Gloria Sybil Katz
Mr. John L. Kelly & Mrs. May M. Kelly
Dr. Arthur F. Kirk, Jr. & Mrs. Beverly A. Kirk
Dr. Miriam G. Kwasnaza & Mr. Daniel N. Kwasnaza
Dr. Anne G. Childers Lackland & Mr. Michael F. Lackland
Lawton C. Johnson Summit Middle School
Dr. Edward J. Leppert & Mrs. Frances M. Leppert
Ms. Ellen M. McCarthy & Mr. Robert R. McCarthy
Mrs. Ellawese Barnes McLendon & Mr. John McLendon
Dr. Fred E. Means & Mrs. Helen Means
Dr. Maryann Mercer
Middlesex County Curriculum Council
Dr. David L. Miller & Ms. Karen Miller
Ms. Gale Colby Mizayanov
Dr. Lora F. Monfils
Dr. Kaye M. Monroe
Dr. Sandra Elizabeth Moore
Dr. Kathleen Marie Morris
Mr. John G. Murray, Jr.
Ms. Carol M. Navetta
Ms. Ethel I. Newman
Mrs. Claire Mayers Nierenberg & Dr. Aaron G. Nierenberg
Dr. Wilfredo Nieves & Ms. Iris Rias-Nieves
Dr. Ethel W. Pankove & Mr. Jacques Pankove
Dr. Richard A. Pressler & Ms. Hope Pressler
Dr. Barbara S. Reil
Dr. David C. Reinhheimer & Mrs. Cynthia P. Reinhheimer
Ms. Ann M. Rock
Dr. Catherine F. Rock & Mr. David J. Rock
Ms. Margaret Ann Schoder
Ms. Aubrie Swan Sein & Mr. Andrew Sein
Dr. Harriet Lipman Sepinwall & Mr. Jerry Sepinwall
Mr. James L. Shelton & Dr. Janet Sharon Shelton
Ms. Muh-Lan Feng Shih
Dr. Roger N. Singer
Mr. Timothy Smith
Mr. George Allan Snow & Dr. Viola T. Snow
Dr. Hao Song & Mr. Zhongwei Zhou
Mrs. Anne C. Soos & Mr. Zoltan Soos
Dr. Barbara S. Starr & Mr. Robert M. Starr
Dr. Gerald A. Stefanski & Ms. Beatriz M. Wagner-Stefanski
Mr. Robert A. Steffen & Mrs. Veronica E. Steffen
Dr. Russell J. Stier, Jr. & Ms. Dorothy S. Stier
Dr. Carl V. Venable & Dr. Bernice Proctor Venable
Victoria Foundation, Inc.
Mrs. Carol Volkland
Dr. Anthony R. Volpe & Mrs. Marlene M. Volpe
Dr. Barbara S. Von Klemperer & Mr. William Von Klemperer
Dr. Bonnie Weiskittel & Mr. Harvey Weiskittel
Ms. Rosanne M. Weiss
Dr. Judith Barr Wertheim
Mr. Eric Westberg & Dr. Suzanne L. Westberg
Dr. Martin P. White, Jr. & Ms. Carol White
Dr. Barbara Whitman
Dr. Thomas F. Young & Mrs. Sigrid Young
Why I Give

Research shows that the cornerstone of a successful education is the learning that takes place from Pre-K through third grade.

This is why my husband, Carl, and I were happy to endow a fellowship in the Ed.D. Teacher Leadership Concentration that will be the first of its kind. Research has documented that early childhood education and Pre-K through Grade 3 while it is strategically important; it is also an overlooked level of education in America. So the Burns Family Endowed Fellowship will be restricted solely to students in these two areas of study.

We have confidence that the Rutgers Graduate School of Education is the place to invest for impact and outcomes that will make a difference and create opportunities for all children in early education.

—RUTH ANN BURNS