

NEW DIRECTIONS

*The Graduate School of Education
and Human Development | Spring 2011*

GSEHD

CIVIL RIGHTS CRUSADER

*The legacy of William L. Taylor, a pioneer
of desegregation and equal rights
advocacy, will live on at GW.*



Leading Innovation Through Learning

New Directions is published twice yearly by the Graduate School of Education and Human Development (GSEHD) at The George Washington University. GSEHD also publishes a monthly online newsletter. All publications may be viewed online at www.gsehd.gwu.edu

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on the cover:

A young William L. Taylor near the beginning of his long and remarkable career as a lawyer and civil rights activist who fought for equal education. **See page 4.**

FEATURES



Fighting the Good Fight

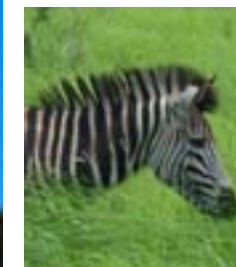
With the help of Dean Feuer, the legacy of civil rights pioneer and equal education advocate William L. Taylor will live on at GW through an archive of his life's work.

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ESRI Features D.C. Schools Chancellor

The eighth annual Educational Symposium for Research and Innovations (ESRI) featured a keynote address by the newly appointed D.C. Schools Chancellor Kaya Henderson.

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Exploring Education in South Africa

A group of students from across the School and University took in local wildlife as well as the regional education community during a winter study abroad trip to South Africa.

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Faculty Roundtable: Teacher Prep

Our faculty experts on teacher preparation gathered for a roundtable-style discussion on what's working and what's not.

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The first academic year of my tenure as Dean of the Graduate School of Education and Human Development is drawing to a close. As I reflect upon the past nine months, the thing that resonates most with me is the extraordinary people who are invested in this School.

I am thankful for the people whose diverse ties to GSEHD – whether they are academic, professional, traditional or philanthropic – keep them dedicated to working toward our mission. As we work to have a recognized voice in the national dialogue about education, contribute to the success of our students and maintain close ties with our alumni and the community, we rely on these individuals.

One such individual is Gary Gabel, alumnus and National Council member. Dr. Gabel is dedicated to supporting students and helping them to succeed academically, as is evidenced by his work in Detroit (see page 17). He is committed to working toward GSEHD's success, as well, and we are grateful for his contributions.

Faculty members like Dr. Shaista Khilji, associate professor of human and organizational learning, serve students and the larger community by inspiring others to do good after they leave our School. In the HOL master's program, Khilji asks students to think about and plan ways to change the world for the better (see page 13).

Thanks to our faculty and GSEHD's many supporters, our students enjoy rich experiences that they will carry with them throughout life. In January, a group of 15 students traveled with Dr. Rick Jakeman, assistant professor of higher education administration, to South Africa. There, the students visited higher education institutions across the country, met children in an orphanage in Agape and even took an African safari (see page 11).

Soon, a new group of our graduates will go forth into the world to continue their journeys, and we wish them well. I hope you will enjoy this summer with the people who mean the most to you.

My very best wishes,

MICHAEL J. FEUER
Dean, Graduate School of Education and Human Development
The George Washington University

▶ headlines

■ Special Education, Counseling Programs Awarded Over \$3.7 Million by Department of Education

THE BILINGUAL SPECIAL education program has been awarded two new grants from the U.S. Department of Education. Dr. Amy Mazur, professor of special education and disability studies, is the principal investigator on a newly awarded \$1.2 million grant from the Office of Special Education Programs for training of leadership personnel in special education, including continuing education and professional development efforts within the District of Columbia Public Schools.

Dr. Mazur is also the principal investigator on GSEHD's first-ever Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive grant, which will provide support in the amount of \$750,000 for the integration of cross-disciplinary knowledge, mentoring experiences and practica into the bilingual special education master's courses.

The Counseling Department was awarded several grants from the Department of Education that will cover tuition assistance for its students. The rehabilitation counseling master's program received \$500,000. The forensic rehabilitation counseling graduate certificate program, which was created last year, received \$750,000, and the job development job placement graduate certificate program received \$500,000.

■ Dean Feuer Lectures at National Press Club

DEAN MICHAEL FEUER delivered the Educational Testing Service's (ETS) 14th Annual Angoff Memorial Lecture on February 18 at the National Press

THE GEORGE WASHINGTON UNIVERSITY

ONLINE HIGH SCHOOL
powered by K12

Club in Washington, D.C. Dean Feuer's presentation, "No Country Left Behind: Notes on the Rhetoric and Reality of International Educational Comparisons," examined the nature and quality of the international comparisons used to assess American education. He discussed why they provoke heated and sustained policy attention, how methods for international comparative education might be informed by other cross-national scientific studies, and what the research and policy communities might do to improve the collection of international data and its appropriate uses.

"We can advance U.S. student achievement and the economy by improving the quality of international educational comparisons," Dean Feuer said during his presentation.

The William H. Angoff Memorial Lecture was created in 1994 to honor the life and work of Bill Angoff who made major contributions to educational and psychological measurement.

■ Rehabilitation Counseling Program Adds Concentrations

Beginning in fall 2011, the rehabilitation counseling master's degree program will offer three new concentrations. Students will have the option of choosing a concentration in autism spectrum disorder, traumatic brain injury, or substance abuse and psychiatric disabilities. This program is ranked seventh in the nation by *U.S. News and World Report*.

■ GW Joins with K12 Inc. to Launch Online High School

THE GEORGE WASHINGTON University and K12 Inc., a leader in online K-12 education, partnered to launch The George Washington University Online High School (GWUOHS).

The independent private online school, which began serving students in January, is designed for high school students who are seeking a challenging academic experience and aspire to attend top colleges and universities. The selective school offers intensive college-preparatory academic programs in a highly-personalized and flexible learning model.

GWUOHS will be operated by K12, with oversight from GW on program quality and operational performance. Additionally, GWUOHS will provide research opportunities for GW on a the design, delivery and evaluation of online learning. A faculty member from GSEHD will serve as a liaison between the University and GWUOHS to identify research opportunities.

"This collaboration with K12 will afford unique research, teaching and professional development opportunities for our students and faculty," said GSEHD Dean Michael Feuer.

"There is little doubt that online learning will continue to be viewed as an alternative to traditional brick-and-mortar schooling in the U.S. and elsewhere, and it's vital for the nation's best scholars to be involved in the design of such programs and to undertake research on how people learn in these environments."

FIGHTING the GOOD FIGHT



THE WILLIAM L. TAYLOR PAPERS

The legacy of a civil rights
crusader lives on at GW



In the 1950s, just as his career as a civil rights pioneer was beginning, the late William Taylor was a contestant on the popular game-show *Tic-Tac-Dough*. A private in the army who spent his extra hours each day working for the NAACP Legal Defense and Educational Fund, Taylor won \$7,000 on the show before his wife, Harriet, encouraged him to take the money and run. Jack Barry, *Tic-Tac-Dough's* host, was upset with the humble army-private-in-uniform's decision to stop his impressive run on the show in the middle of a ratings week. When producers offered Taylor the answers and a guarantee for more earnings, he refused – a true testament of the integrity he was known for throughout his career and is remembered for today.



Later, Taylor testified before a grand jury investigating quiz show fraud. During the trial, the jury foreman told Taylor that he had won more money than anyone who was not being supplied with the answers.

Taylor spent the next several decades as a lawyer, lobbyist and government official, and had significant roles in drafting major civil rights legislation. He passed away in June 2010 after more than half a century of fighting for civil rights and equal education. His legacy will endure through a collection of his materials housed at George Washington University. The collection of papers, speeches, published works and correspondence documenting Taylor's work in civil rights arrived at Gelman Library this spring, thanks largely to efforts by GSEHD Dean Michael Feuer.

Feuer first got to know Taylor in a professional capacity and the two grew to be close friends. After Taylor's death, Feuer felt compelled to make sure his friend's extensive collection of materials was preserved. "There's a history here which is just very important to preserve and celebrate and utilize," explains Feuer,



who shared a birthday, many tennis games and a passion for education with Taylor. He summarized Taylor's personality and myriad achievements succinctly: "He was quite the human being."



Taylor's career began in 1954 when he went to work for the NAACP Legal Defense Fund under Thurgood Marshall, who later became the first African American Supreme Court justice. "In December 1954, I landed the job that would shape my entire professional career," Taylor wrote in his 2004 memoir, *The Passion of My Times*.

Taylor started at the Legal Defense Fund just months after the Supreme Court's landmark *Brown v. Board of Education* decision to integrate public schools. In 1958, he wrote much of the legal brief that persuaded the court to order schools across the nation to continue the desegregation.

During the Kennedy and Johnson administrations, Taylor worked as general counsel and staff director on the United

States Commission on Civil Rights. During this time he directed hearings, research and investigations into discrimination against African Americans in the south. His work influenced the recommendations by the Commission on Civil Rights that became the foundation for the 1964 Civil Rights Act and the 1965 Voting Rights Act. He later founded the Citizens' Commission on Civil Rights, a bipartisan group that monitors federal civil rights policy and enforcement.

During the 1980s, Taylor led negotiations that established a voluntary school desegregation plan in St. Louis, as well as deals with many other urban school systems. Taylor's dedication to equal education was a common thread throughout this career. In more recent years, Taylor helped draft No Child Left Behind, the federal law that aims to increase the quality of education by measuring progress on standardized testing.

Taylor fought endlessly toward quality education for all students and was a powerful advocate for closing the achievement gap. "He was known among his colleagues and associates as being quite tough and occasionally testy, but beneath that was a huge



heart and a very great commitment to this cause," recalls Feuer.

In his memoir, Taylor wrote of childhood encounters with prejudice that led to his life-long dedication to equality. Born in Brooklyn, N.Y. in 1931 to Jewish emigrants from Lithuania, he recalled experiencing anti-Semitism in his mainly Italian neighborhood.

A loyal Dodgers fan, 16-year-old Taylor would watch games through the fence. He first became aware of prejudice against blacks when he witnessed the harassment toward Jackie Robinson as he broke baseball's color line. "There was a turning point around Jackie Robinson," his daughter Debbie Taylor explains. "The time he grew up in, both his personal experience and what he witnessed were really pivotal in launching him on the path he took."

Taylor attended Brooklyn College, where he was briefly editor of the campus newspaper, *Vanguard*, before it was shut down after just two issues by the college's president, Harry Gideonse. The president deemed the paper sympathetic to Communist interests and too independent.

The last straw for Taylor and the *Vanguard* was going against Gideonse and printing an article saying a professor had been denied tenure because of his political views. The closing of *Vanguard* was widely reported in the media and in his memoir; Taylor wrote about being called to Gideonse's office on the matter. "I hate to ruin anyone's career," Taylor recalled Gideonse telling him, "but in your case, I'm prepared to make an exception."

The incident marred Taylor's reputation and record. When President Lyndon Johnson nominated Taylor to be staff director of the United States Commission on Civil Rights, Brooklyn College officials urged the government investigators not to hire him, saying Taylor's editorials as a student bore a "remarkable similarity" to Communist literature. According to his own FBI file, which Taylor obtained later in life, Brooklyn College officials also criticized his membership in student government.

Despite his tarnished record, Taylor was approved for the position of staff director and excelled during his time with the Commission on Civil Rights. As further redemption, Brooklyn College paid tribute to Taylor with an honorary degree in 2001.



Following his turbulent years at Brooklyn College, Taylor went on to Yale Law School, and met his wife, Harriett Rosen, who became a DC Superior Court Judge. Taylor later taught law at Catholic, Stanford and Georgetown as he championed for civil rights behind the scenes on Capitol Hill. Rosen passed away in 1997 after 43 years of marriage. The couple is survived by their three children, Lauren, Debbie and David; and three grandchildren.

In a statement following Taylor's death, U.S. Secretary of Education Arne Duncan said, "[Taylor] dedicated his career to ensuring that poor and minority children had access to a high quality education. Whether he was in the courtroom, the halls of government, or in a congressional hearing room, Bill Taylor was a consistent voice for equality and justice – a voice that will be deeply missed."



The William L. Taylor Papers, as the archive of materials will be known at GW, will serve as a resource for future generations

of civil rights and education advocates. "Dean Feuer has been an amazing driving force to make this happen and I am hugely grateful that his legacy will be available. Rather than just being a piece of history, it will be alive because students can actually access the legacy and use it to 'continue the good fight,' as he would say," says Ms. Taylor. "I'm sure he would be immensely moved that this will happen," she adds.

Like most collections at Gelman Library, the extensive collection will be physically stored at the Washington Research Library Consortium and brought to Gelman by researcher request. "I would expect that we will see a wide range of interested researchers, particularly in the fields of civil rights history and education," says Sylvia Augusteijn, an archives specialist for the Gelman Library Special Collections Research Center. Currently, Augusteijn is working to organize the contents and to create an online "finding aid," which will allow researchers to browse the contents and request to view them at Gelman.

"Taylor's papers remind us that positive, meaningful social change doesn't just happen on its own; people like Taylor help



make it happen through a lifetime of advocacy, education, and legislation. These papers show us what that lifetime of work looked like," says Augusteijn. "The cover of Taylor's autobiography, *The Passion of My Times*, shows a group of African American and white children smiling together outside a schoolhouse door in 1954. This was an unusual sight in 1954, but it's no longer unusual in 2011," she adds. "That's the value of the Taylor papers and his work."

Feuer looks forward to seeing what comes of archiving Taylor's work. "It could become the basis for an initiative on research – for training of teachers, for training of researchers, for public deliberation on all matters of civil rights agenda as it relates to education."

The William L. Taylor Papers were officially unveiled during a celebration at Gelman Library on April 27. GSEHD and the Special Collections Research Center hosted a symposium celebrating education, civil rights, the significance of research and Taylor's lifelong work.



D.C. Schools Chancellor Speaks at Annual Symposium

DC CHANCELLOR OF Public Schools Kaya Henderson gave the keynote address at GSEHD's annual Educational Symposium for Research and Innovations (ESRI) in early March. On Saturday March 5th, Henderson spoke about the need for education to keep pace with other evolving industries and the role research will play in that process.

She also discussed how research can translate into practice. That theme was later expanded upon by GSEHD Dean Michael Feuer.

Henderson said the education industry has lagged behind other industries in terms of changing to keep pace with our evolving world. "The organization of our labor is not maximized. We don't have the kind of cross-pollination that we see in other industries," she said. "We cannot keep doing what we have been doing in the way we have been doing it and expect different results."

She added that researchers and teacher educators play an important role in transforming the U.S. education system. "You look out across the educational landscape both nationally and internationally to figure out where great solutions are and help practitioners take on those suggestions," she said. "You serve as an objective third party to the work that is happening every day and help us in an evaluative sense."

During ESRI, hundreds of people gathered in GW's Marvin Center to see 17 speakers present on various topics, and to discuss research, network and reconnect with professors and classmates. The conference audience comprised GSEHD faculty, students, staff, friends and alumni.

Alumna's Presentation Highlights Practical Applications of Education Research

A MAJOR ELEMENT of the annual Educational Symposium for Research and Innovations (ESRI) is the Dissertation Showcase, which provides a platform for doctoral students and alumni to present their scholarly work and engage with peers.

One recent alumna, Dr. Marcia Jackson, EdD 2010 (Educational Administration and Policy Studies), MA 2003 (School Counseling), shared anecdotes and photographs from a successful program she piloted in Maryland schools based on dissertation research she did during her time as a doctoral student at GSEHD.

Jackson's dissertation focused on parental involvement in education. Based on her research findings, she recently launched a new initiative at Melwood Elementary School, where she is school counselor.

Melwood's annual career day had always had a positive response from parents, but many parents were not able to attend the event due to work schedules and other obligations.

"This year, I decided to create a project specifically designed to allow more parents to be a part of our career day without having to be present in the school," Jackson says. "The project required our Pre-K through sixth grade students and parents to work together to create a poster of their job or career." The students then presented their posters to their classmates, and the projects were displayed throughout the school.

"The participation rate of parents with the career day project was overwhelming. The posters plastered throughout the school supported the notion that our parents are interested in supporting the school when they are offered different opportunities to participate."

Today, Jackson's colleagues in the Prince George's County, Md., school district are including the project in their career day programs.

"I can clearly see the impact of scholarly research and how it can influence educational practice," Jackson says. "I believe that it is when research and practice come together that the greatest results are realized for students."

perspective

GSEHD FACULTY, STUDENTS AND ALUMNI
OPINIONS ON THE LATEST ISSUES IN EDUCATION,
COUNSELING AND HUMAN DEVELOPMENT

The Missing Piece: Dr. Pat Schwallie-Giddis and Thomas Stowell on the Lack of Career Planning Systems



DR. PAT SCHWALLIE-GIDDIS



THOMAS STOWELL

FOR MOST AMERICANS, work plays a central role in the development of personal identity. It is inextricably linked to our collective definitions of success, self-worth and the American Dream. Despite the tremendous importance that our careers hold, most workers choose their vocations not based on a methodical, well-researched process, but by sheer happenstance. As we examine the current workforce, the challenges of our economy and the results of research on career satisfaction and overall health, there has emerged a clear "Missing Piece" between education, work and personal happiness. We believe that the "Missing Piece" is, in fact, access to well-resourced, developmentally-focused career planning systems for all.

In 1908, the first major publication outlining the connections between interests, skills and vocational choice titled "Choosing a Vocation" was introduced. In the years since, attempts have been made to connect education and work through the establishment of career guidance systems. In the late 1970's, a federal agency, the National Occupational Information Coordinating Committee (NOICC), was formed to establish a delivery system for career guidance across the country. This system was administered by collaborating state organizations and, for the first time, both federal and state agencies were working together to bring career guidance systems to the masses. Other milestones include the passage of the Carl Perkins Vocational Education Act that provided funding for career guidance through state education and labor agencies. This law was a precursor to a more recent piece of legislation titled the School to Work Opportunities Act, which was enacted in the early 1990's. School to Work was arguably our

nation's most successful effort to introduce career concepts at an early age in public schools.

Despite the relative success of these initiatives, virtually none of these programs, the funding that they provided or the coordination that they afforded currently exist.

A recent publication by the Center for American Progress further describes the importance of accessing career guidance programs by noting that "Americans are struggling to find decent work, at decent pay and their search for a good job is hampered by the nation's lack of quality, coordinated career development services. Most could benefit from easily accessible assistance on how to plan, build and navigate a career."

Given our nation's past success, rich history and the relative fragile nature of our economy, there appears to exist a perfect storm that may allow us to make progress on this critical issue yet again. After years of inactivity, scholars, leaders and others are beginning to discuss the importance of making informed career decisions. Today, this conversation is largely occurring within academic organizations and think-tanks, but needs to become the center of a new national agenda that addresses the needs of the 21st Century contemporary workforce.

Recently, the Center for American Progress hosted a special presentation titled "A Conversation About the Present and Future of Workforce Development." Speakers included Anthony Carnevale, Director of the Georgetown University Center on Education and the Workforce, John Podesta, President of the Center for American Progress, and other influential policymakers in the field. In comments to the attendees, Carnevale noted that we "don't have a federal system for career development in this country. We need to bring economic policy and workforce policy together as most people don't have an idea of what workforce development is." This event, along with several others held in recent months, clearly highlights the challenges that we face in enacting a national solution for defining "The Missing Piece"

perspective
CONTINUED FROM PAGE 9

between education, the workforce and personal happiness. We need not look far from our own University to see the ramifications that a lack of coordinated career guidance and workforce development can have on our country.

In our interactions with younger workers, we have seen the dramatic effects that a lack of coordinated career planning can have. In many cases, younger adults have completed high school, attended college and moved into a job that they thought they would enjoy. Within a few years, many of these Generation X and Y workers are questioning their decisions – largely unhappy with the work that they are doing and the organizations that they are working for. In discussing their dissatisfaction, most note that they have never really taken the time to “manage” their career paths. Most self-report that they didn’t utilize career services in their undergraduate program and that their high school experience included limited discussions on the connection between personal interest, values and career choice. For many, an appointment with a career counselor is the first time that they have taken an active role in the career decision-making process.

So, what does all this mean? It is clear that there is a “Missing Piece” between education and work. We can learn from what worked and what didn’t and forge ahead to a brighter future that includes choices and options for all. If we can insert the “Missing Piece” at the elementary level through career awareness activities, at the secondary level through job shadowing and other career explorations experiences, and then offer career planning and career management options for post-secondary and adult populations, we can provide developmentally appropriate assistance to everyone in their search for personal and job satisfaction.

With our location in Washington, DC, The George Washington University is strategically situated to impact the national conversation on career guidance and coordinated career planning from elementary school through adulthood and beyond. Recently, President Steven Knapp launched a Career Services Task Force to review the career development programs offered throughout the University. The Task Force found that students and alumni desire access to specialized career experts who can provide advice and counseling. The Task Force has made innovative recommendations to the President to enhance the services offered to our community by developing a delivery system that will likely emerge as a model for other universities.

In addition, the Graduate School of Education and Human Development has placed significant focus on career and workforce development by increasing our programs and services in this area. In 2009, we designed and launched a graduate certificate program in Career and Workforce Development. Through cutting-edge coursework, participants have researched the connection between career and mental health, focused on best practice in management and leadership within career services, and learned techniques for working with four different generations within the workforce. The program is one of only six in the country and the only program in the Washington, DC, area. Due to the success of the certificate program, we are beginning to influence the critical conversation about training for career development professionals – an area of importance that has been largely ignored.

In July 2010, GSEHD also launched a new Office of Career Services. Since the office opened its doors, more than 2,000 members of our community have been served by a comprehensive career

education program. The success of our school-based career center addresses not only the career concerns that clients bring, but also the connection between personal satisfaction and career choice.

In addition to contributing and leading the conversation on the GW Campus, we have engaged at the national level through our involvement in the National Career Development Association. NCDA has recently taken an unprecedented step by making future legislation a top priority. With the assistance of an advocacy group, the association is beginning to impact the conversation about future legislation. Our hope is that NCDA’s work will lead to new language that will ensure a comprehensive approach to career development that will affect people of all ages.

We are clearly gaining momentum in addressing “The Missing Piece.” The successful programs outlined above are just the beginning. Helping our nation recognize the connection between education, career choice and personal happiness is simply too important to ignore. At the nexus of policy and practice, GSEHD and its department of counseling and human development are well-positioned to make historic strides for the future of career and workforce development in our country.

DR. PAT SCHWALLIE-GIDDIS is Associate Professor and Chair of the Department of Counseling and Human Development. She is also the immediate past-president of the National Career Development Association.

THOMAS STOWELL is Director of Career Services and Lecturer in Counseling in the Graduate School of Education and Human Development. He also serves as the Chair of the National Career Development Association Government Relations Committee.

STUDY ABROAD: Exploring Higher Education Across South Africa

THE HIGHER EDUCATION Administration program rang in the New Year by leading a cross-curricular study abroad trip to South Africa, where the group spent time volunteering at local schools and exploring the region’s higher education community. The group of 15, which included higher education administration master’s and doctoral students as well as international education, public health and English master’s students, was led by Dr. Rick Jakeman, assistant professor of higher education administration. The trip took the group across South Africa, from Johannesburg to Durban to Cape Town and back to Johannesburg before returning home.

JOHANNESBURG, DAYS 1 – 4

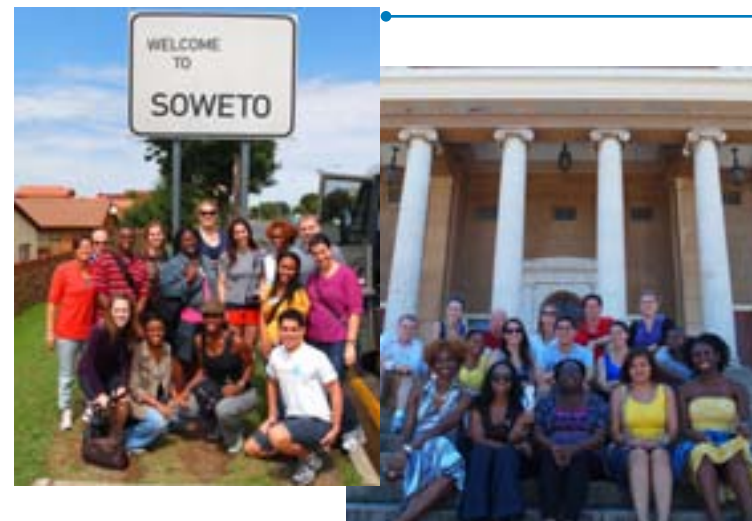
- Apartheid Museum
- Constitution Hill
- University of Witwatersrand: Seminar with Zena Roberts, director of student equity and the talent management unit
- Soweto Township

DURBAN, DAYS 5 – 9

- Seminar with Professor Lavern Samuels (deputy president of the Association of Interational Education; director of international education and partnerships at Durban University of Technology) and Thomas Jasta (director of Ikhwezi In-service Teacher Training Institute, Department of Education and Human Resources, South Africa)
- Wentworth Primary School: interacted with students and donated supplies
- New Year’s Eve in South Africa
- Hluhwe-Umfolozi Park Game Reserve Safari
- Agape Orphanage: met with leaders from Agape to discuss their program, met children and donated supplies
- Durban University of Technology and University of KwaZulu Natal

CAPE TOWN, DAYS 10 – 12

- District Six Museum
- University of Cape Town: Seminar with Professor Thandabantu Nhlapo, deputy vice-chancellor and Professor Ian Scott, director of the Centre for Higher Education Development
- Cape Peninsula University of Technology
- Robben Island Museum
- University of Western Cape Town: Seminar with Birgit Schieber, director of the Centre for Student Support Services and Ncedikaya Magopeni, executive assistant to the deputy vice chancellor of student development and support
- University of Cape Town: Seminar with Varkey George, director of the Student’s Health and Wellness Centres Organization (SHAWCO) and Lana Sassman, assistant director of SHAWCO
- Activities with children of the Manenberg Township
- University of Cape Town: Seminar with members of the Student Representative Council



Changing



the World

Human Resource Development Students Explore the Possibilities

THIS FALL, STUDENTS new to the Human Resource Development M.A. program were asked to write an essay about how they want to transform the world one day. Dr. Shaista Khilji, associate professor of human and organizational learning, says she likes her students to “think big.”

The purpose of the assignment is to ask students to think about the effect each individual can have on changing the world for the better. Khilji wants her students to become socially responsible, learn to critically evaluate existing norms and to appreciate the importance of human resource development (HRD).

Christopher Mayhugh, an active duty member of the U.S. Army, is a master’s degree student in the program. He says the essay assignment inspired him to become more self-aware and also to be aware of his classmates’ varying opinions and perceptions.

“I am here ‘on loan’ from my active duty Army position as an executive level human resources professional,” Mayhugh says. “What I hope to take back with me when I graduate next spring is a fresh perspective gained from academic theory and exposure to other students’ experiences.”

Mayhugh feels the program will give him the skills needed to become a change agent in any organization he may work with in the future. “In addition to the very transactional field of HR management, I will have expertise in the transformational field of HRD, making me a valuable asset on the fronts of change, leadership and development,” he says. “These are

things that are at the forefront of every organization.”

Dr. Khilji explains that the core components of the HRD program are learning, change and leadership at individual, group, organizational and societal levels. “Graduates of this program pursue many different careers, including organizational or management consulting, trainers, executive coaches, activists and entrepreneurs,” she says.

Trayonna Floyd, another HRD master’s program student, hopes to earn a PhD and become a professor in order to teach students about how human resource professionals can help business professionals move their organizations forward. “My end goal is to better understand how I could mend that relationship and be part of the process to fill that gap,” she says.

Before completing the essay on transforming the world, Floyd says, she had never thought about changing the world from a professional perspective. She feels it is most realistic to try to have an impact one person at a time.

“That’s why I chose students versus client. Changing the world as a whole is overwhelming,” she says. “I hope my investment in my students will have a ripple effect in my own life and in my profession.”

Many of the assignments the students in the program are given focus on understanding themselves in order to understand others. “When you have that understanding as a consultant, business person or professor, it helps you to

recognize that the human talent makes the organization, and then you are much more aware of the role that HR plays,” Floyd says.

“An organization can be a family or a fortune 500 company; it can be anything,” she says. “At the end of the day, it begins and ends with humans.”

Mayhugh agrees. “In my Leadership class, I had the opportunity to hear some very revealing and personal thoughts from my classmates as they shared their struggles with developing their personal leadership visions,” he says. “This opened my eyes to how leader development can be very different for a Buddhist or a Middle-Eastern woman or a collegiate athlete, just to name a few.”

A major emphasis in the program is giving students confidence and the knowledge that they truly can make a difference in society, Khilji says. “We use various assignments and courses in the program to actually start developing an action plan about exactly how you would go about changing the world,” she adds.

“We come back to the early essay assignment in our capstone class,” she says. “This helps students appreciate what they have learned and how their thinking about change, leadership and learning has evolved.”

Floyd says anyone at any stage of life could benefit from the HRD program. “Would it result in a career for some - absolutely. For others, it would give them better understanding of their organization.”

FACULTY ROUNDTABLE DISCUSSION

TEACHER PREPARATION: Several faculty members from GSEHD's curriculum and pedagogy department gathered in April to discuss what is working in teacher preparation programs today, and what needs to be addressed. Calls for reform in teacher preparation have increased in the current national conversation about education, prompting this roundtable discussion.

What's Working? What Needs Work?

Dr. Beck: Programs that incorporate teacher licensure should have full-time faculty involved at the top as much as possible. Teacher preparation programs unravel when there are few full-time faculty invested in the programs, and especially in the students of these programs.

Dr. Shotel: We can't take responsibility or credit for everything that happens in education. But we do things with quality at GW that others don't; they don't set the bar as high. No one graduates from our programs without having experiences in schools. Our concern is how busy students are with courses and teaching, but full immersion in schools is the only way to do it. You have to tie practice to curriculum and pedagogy.

Dr. Beck: Immersion is great; the students stay in one place for a year. However, with multiple pre-service experiences, their teacher preparation becomes a diverse teaching portfolio. Then teacher candidates are ready for anything a principal can ask of them. A retired principal once said that hiring one of our elementary education graduates is like hiring a second-year teacher. They walk into their new teaching jobs as leaders.

Dr. Shotel: Our partnerships are also impressive, both public and private. In our region, it's clear we stand out among teacher prep programs. It comes back to the faculty and how committed we are. No one is admitted until we have a face-to-face interview with them. That's particularly critical. They have to be bright enough, and motivated. To quote Dean Feuer, 'Education isn't a

A retired principal once said that hiring one of our elementary education graduates is like hiring a second-year teacher. They walk into their new teaching jobs as leaders.

hard science, it's a really hard science.' We look for that passion and someone who is academically talented, because they complete the program so quickly. All of those things are critically important.

Dr. Alderman: Since we are a graduate school of education, the preparation needs to be trans-disciplinary. We're turning out great educators, and we also need programs in special education, English as a Second Language, focus on children from high-risk families, etc. We can't stop with just education and special education. That can be done with very qualified senior faculty.

Training in the field is also critical. We visit our interns [while they are teaching] once a week or every other week, which is rare. Rare visits are not enough.

It's also about the "it" factor." We can give the students great information in class, but you either have "it" or you don't. We do a good job of discerning in the screening interviews if they have the potential for teaching. You have to be able to relate respectfully and meet the children at various levels of development, and be passionate and motivated.

On Calls for Reform

Dr. Rice: I went to DC Public Schools this semester to watch a friend teach; he has a doctorate in a hard science but no teacher preparation training. He was really floundering. Being smart and knowing the content is not enough. The call for reform in teacher preparation is accurate. I am glad there are calls for reform; however, reform must address pedagogical issues as well as content. Learning in professional development schools, learning the theory and the practice with real students with real mentors cannot be replaced. My friend is going to leave the profession as soon as possible because he is teaching the way he was taught- not the way we know learning happens. With the right preparation, he could have done great things for kids. We need reform, but reform that addresses the complexity of the process of learning how to teach.



From left to right: **Dr. Laurie Alderman:** visiting assistant professor in early childhood special education; **Dr. Sylvén Beck:** associate professor of curriculum and pedagogy; **Dr. Elisabeth Hess Rice:** associate professor of special education and disability studies, graduate teaching assistant training specialist; **Dr. Jay Shotel:** professor of special education and disability studies.

Dr. Shotel: When a candidate has a passion for teaching and kids, I hope that fast-track programs like Teach for America won't inhibit their ability for connecting to kids. There is a risk of them not making it into a classroom or turning away from teaching. Many are motivated to raise the bar for urban or rural schools. Some get very frustrated, and that's too bad. We should work with fast-track programs to help and supplement the training in those programs.

Dr. Alderman: I think online teaching degrees are problematic. Blended programs can work, but nothing replaces a supervisor with years of experience observing the dynamics of a classroom and immediately reflecting while it is fresh in the student teacher's mind. I see one-year online teaching certificates advertised a lot. That is not the best model, but these are the economic realities we have.

Dr. Shotel: Things we could do better are: We don't do induction well after students graduate. Sophisticated school systems do it well, others don't. The first year is the hardest year. We keep in touch with our students, and stop by their classrooms. Even that level of support is critically important. In urban and rural schools, they may not get that.

Also, technology doesn't replace what we do, but it can help with people in isolated areas. It isn't a perfect substitute, but teacher educators can view video of those folks teaching and give critiques.

I worry whether you can learn everything you need to be a teacher in a 12-month program. It takes three years to be anything you want to be, really. I think that's a compromise. They sacrifice a year of their life, we try to give them funding. We do the best we can.

National Accreditation

Dr. Shotel: National accreditation raises the bar; the integration required improves the program. It's not perfect, not stringent enough, but it's better than nothing. Only 1/3 of programs are nationally accredited. Some states have dropped it altogether.

Other things we don't do well include giving teacher education faculty enough credit; we don't have enough staff positions to help with administrative tasks; and we should have three-hour classes instead of two.

Dr. Rice: We need to have high standards for teachers; however we can't insist that universities go through stringent processes while allowing private organizations to grant licensure credits without any oversight. Do we allow doctors to practice without licensure and standards? Lawyers? There must be some overarching national standards to what we do in our field.

Measuring Success

Dr. Shotel: We have to improve how we figure out the value added of a good teacher in terms of test scores. It is hard to measure. What's right to measure for special needs kids or art classes? We need to figure that out, and put teachers in a mindset that part of your performance is based on student assessments.

Dr. Alderman: It can't necessarily be done that way nationwide. However, teachers shouldn't be different from any other profession in that performance should be measured. Measuring teacher effectiveness is important. And another big change that is needed? More respect for the teaching profession.

Do we allow doctors to practice without licensure and standards? Lawyers? There must be some overarching national standards to what we do in our field.

published

a sampling of publications from GSEHD faculty and alumni

Dr. Sandy Baum, part-time faculty member, wrote a column titled "The Real Bottom Line" in the *New York Times* on February 22, 2011. Additionally, Dr. Baum, was interviewed by the *Washington Post* in an article on problems facing higher education on February 20.

Dr. Scott Beveridge, Dr. Kenneth Hergenrather and Dr. Maureen McGuire-Kuletz, along with doctoral student **Carrie Barone** and alumnus **David Gitlin**, published the chapter, "Young Adulthood and Human Development: Applications for Persons with Disabilities" in *Human Growth Development Considerations for Rehabilitation Counselors*. Hergenrather, McGuire-Kuletz and Gitlin also co-authored "An Introduction to Community-Based Participatory Research" in the February 2011 *Rehabilitation Education*.

Dr. Diana Burley, associate professor of human and organizational learning, was interviewed for an article in the December issue of *Science Career Magazine* on careers in cyber security. She also authored an article titled "Information Visualization as a Knowledge Integration Tool," in the *Journal of Knowledge Management*. Additionally, Burley authored "Penguin Life: A Case Study of One Tween's Experiences Inside Club Penguin," in a special issue of the *Journal of Virtual Worlds Research* (Virtual Worlds for Kids).

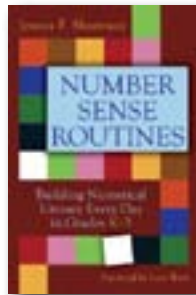
Dr. William Cummings, professor of international education and international affairs, was recognized with the Best Book of the Year Award by the Comparative and International Education Society's Higher Education Special Interest Group (HE-SIG). Cummings co-authored the winning book, *Crossing Borders in East Asian Higher Education*.



Dr. Laura Engel, assistant professor of international education and international affairs, co-authored "Metodologia Comunicativa Crítica, Transformació i Inclusió Social [Critical Communicative Research, Transformation and Social Inclusion]" for the Catalan-language journal *Temps d'Educació*.



Dean Michael Feuer wrote a post titled "Rating Teacher Education? A Fork in the Road" for the *Harvard Education Publishing Blog*.



Dr. Linda Lemasters, associate professor of education administration, and alumnus **Dr. Maurice Smith** had an article published entitled "What Happened to All the Black Principals After Brown?" in the *International Journal of Educational Leadership Preparation*.



Jessica Shumway, MEd 2003 (Elementary Education), published a new book, *Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3*. Shumway's book provides a series of daily routines and exercises designed to help young students internalize and deepen their facility with numbers.

Dr. Rebecca Thessin, assistant professor of education administration, had an article published in the March issue of *Kappan Magazine* titled "Supporting the Growth of Effective Professional Learning Communities Districtwide." Thessin co-authored the article with the Superintendent of the Stamford, Connecticut Public Schools.



Dr. Travis Wright, assistant professor of educational research, wrote "Learning to Laugh: A Portrait of Risk and Resilience in Early Childhood," for the Winter 2010 edition of the *Harvard Educational Review*.

alumni notes

Arlington County Teacher of the Year and Alumnus Will Speak at GSEHD Graduation

SECONDARY EDUCATION ALUMNUS

Matt Tosiello, MA 2007, who was named Arlington County Public Schools' (APS) 2011 Teacher of the Year will speak at the 2011 GSEHD commencement ceremony. Tosiello is a third grade teacher at Randolph Elementary School, where he is widely praised for his enthusiasm, dedication and innovation in the classroom.

Tosiello regularly integrates technology into his lessons, has utilized donorschoose.org to equip his classroom with laptops, and also salvages, repairs and reconfigures used computers to donate to Randolph students in need. In his fourth year as a teacher he is also a school district trainer with the Sally Ride Academy, a program that emphasizes career education and ways to increase participation in science, technology, engineering and math (STEM) careers.

"Matthew is probably one of the most committed teachers I have had the honor of working with," said Randolph teacher Mary Perez in an APS press release. "He is an unwavering advocate for students who are learning English and for their families who must navigate their way through that complicated maze of parent-teacher conferences, IEP meetings, report cards, permission slips and back-to-school nights."

As the 2011 APS Teacher of the Year, Tosiello will serve as Arlington's nominee for the 2011 Virginia Teacher of the Year and is one of 21 D.C. area teachers who will be honored in May as part of the annual Agnes Meyer Outstanding Teacher Awards.



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GARY GABEL, EdD

"DON'T LET YOUR OWN mindset hold you back," is Dr. Gary Gabel's firm belief that in order to change your future, you must change the thoughts dominating your mind now. This mantra has led Gabel, an alumnus of the human resource development doctoral program at the Graduate School of Education and Human Development, to success in during his time at GW and throughout his career. Since completing the doctoral program, Gabel has been committed to sharing his wisdom and providing support and inspiration to students as they work to pursue their academic dreams.

In recognition of his dedication to fellow Colonials, Gabel was presented with the Outstanding Alumni Service Award from the GW Alumni Association on April 28. This award is given to alumni who advance the mission of the University through volunteer efforts in support of its programs. Recipients of the Outstanding Alumni Service Award help ensure the University's continued impact on the community and future generations of students.

First introduced to GSEHD by Dr. Leonard Madler, faculty emeritus, Gabel was impressed by the reputation and dedication of the faculty and by a program that brought practitioners together to study the trade. Gabel graduated in 1994 and remains a strong advocate for GSEHD, serving on the National Council for Education and Human Development and providing opportunities for scholarships and research through generous philanthropic support.

Like many students at GSEHD, Gabel worked full-time and commuted to attend classes. Unlike many students, Gabel commuted from Michigan. A committed student, he would fly regularly to Washington, D.C. to complete his coursework.

For his doctoral dissertation, Gabel pulled from his own community in Michigan and focused on the interactions between the business and education communities in Detroit. He analyzed the work done by the Detroit Compact Incentive Scholarship Program, in which local community businesses, organizations and government agencies provided assistance to public school students to support job and college preparation for students. The Compact Program holds students accountable for attendance rates and grades. Businesses provide tutors to support students in

their academic work and if expectations are met, students receive a scholarship and a job opportunity upon graduation.

Through his research, Gabel found that students who were subjected to peer-pressure were less inclined to achieve academically. The businesses perceived this finding as the schools failing to produce students prepared to succeed in the job market or college. Alternatively, the teachers perceived the issue from a victim mindset, in which their work was not fully appreciated. At Kettering High School, where Gabel focused his research, teachers worked with students, but described the task as an impossible job. In the end, as a result of Gabel's research, the Compact Program management and implementation was transferred from the local government and the Chamber of Commerce to the schools.

Despite the challenges of completing a dissertation and doctoral degree while working full-time, pursuing entrepreneurial opportunities and commuting from Michigan, Gabel was grateful to be able to apply what he was learning in the classroom to directly to his work at Comerica Bank providing services related to benefits and human resources. He noted that the support from GSEHD faculty during this time was absolutely essential to completing the program.

In 1995, Gabel and a colleague purchased Comerica Bank, aiming to expand the company into a business that offered overall human resources support, including professional development and support for employees. They worked collaboratively to build and develop Comerica Bank into a business that better served employees expanding from just 18 employees to 115. In 2001, the duo was named Entrepreneur of the Year for Service Companies.

Later in his career, Gabel served as President and CEO of Great Lakes Strategies, LLC, a provider of benefits and human resources outsourcing, flexible benefit plans and stock plan administration. Gabel also co-founded Infinite Learning, LLC, a full-service provider of people development solutions and services. Infinite Learning was built on the basis that people are the top strategic asset of an organization.

Today, Gabel is retired, but continues his involvement with Infinite Learning and speaks regularly about management training to various groups and organizations.

Gabel also continues to remain involved with the GSEHD by lending his business savvy to the School's National Council and sharing his wisdom with current students.

I am thrilled to join the Development and Alumni Relations team at the Graduate School of Education and Human Development. Since my arrival in the fall, I have been continually impressed by the dedication and outstanding scholarship of the Graduate School of Education and Human Development students, faculty and alumni. Over the course of the 2010-2011 academic year, we have seen an increase in annual fund from our alumni and anticipate this growth continuing next year. Thank you to everyone who has made a gift this year; you have made a great deal of difference in the lives of our students.

There are lots of opportunities for GSEHD alumni to stay connected to each other and help current students. Members of the GSEHD Alumni Volunteer Network serve as ambassadors for the School, mentoring students and engaging other alums and prospective students. Throughout the year, alumni speak to classes, mentor students and host groups of students in their workplaces. These are just some of the ways alumni are involved. I also encourage you to join our LinkedIn Group and update your contact information on our alumni website. You can find more information at www.alumni.gwu.edu.

The GW Power and Promise scholarship campaign continues to be at the forefront of our fundraising efforts. Power and Promise is part of GW's commitment to growing the number of scholarship funds available, increasing opportunities for qualified students to come to GSEHD. With a reduced loan burden, students will be able to follow their academic and career passions. Please consider making a gift to support students at GSEHD by donating to the Power and Promise campaign today. The generosity of our alumni, families, faculty and friends is essentially in the continued success of the School.

We hope you will join us on campus for the George Washington University Reunion Weekend, September 15-18, 2011. In the meantime, there are GW and Graduate School of Education and Human Development events here in Washington and across the country throughout the year. We look forward to the opportunity to welcome you at one of our symposiums, networking receptions, lectures or social events. If you have any questions about getting involved or would like additional information on alumni benefits or events, please feel free to email me at nhban@gwu.edu.

Thank you for being a part of the GSEHD community!

Best,
Noelle Bannister
 Noelle Bannister
 Executive Director of Development, GSEHD

GATHERINGS



Alumni, faculty and friends of GSEHD gathered for a reception at the Westin Grand Washington D.C. this winter to officially welcome the new dean of the School, Dr. Michael Feuer.

The Graduate School of Education & Human Development

HONOR ROLL

2009-2010

Dear Alumni and Friends,

In the fall edition of New Directions, we published our Honor Roll of donors for the Graduate School of Education and Human Development for 2009-2010. Due to a technical error, the names of many of our supporters were missing from the original published list and so we are acknowledging them in this edition. The generosity of our supporters helps to ensure the continued success of our School by providing scholarships for students and funds for research, faculty support and new academic programming. On behalf of the students, faculty and staff, I thank you for your continued enthusiastic support of the Graduate School of Education and Human Development.

MICHAEL J. FEUER
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