Consider an extraordinary innovation…
the automobile….the internet…advances in disease treatment. Nearly all
great innovations have come to fruition as a result of collaboration aimed at
completing a common goal.

The mission of the College of Education is to create knowledge, develop
exemplary learning experiences, and contribute to the welfare and advancement
of society through education. One way of tackling this mission is to collaborate
in all areas—discovery, learning and engagement.

As you will read in this issue, the College of Education’s faculty and students
are collaborating on many levels. There is a collaboration of the College of
Science and the College of Education to create a new center that will work to
improve math and science education (CRESME, pages 2-3); a collaborative
research group investigating online learning (Online Learning, page 7); and
a collaboration with a local school that provides counseling to at-risk middle
school students (ON-TRACK!, page 8)—just to name a few. There are many
stories such as these and this magazine highlights a few.

The College of Education believes that collaboration will bring about more
incredible innovations particularly in the areas of discovery, learning and
engagement. In fact, as you learn more about our most recent collaborative
initiatives and our new College of Education faculty you will see that we are
reaching out in exciting and innovative ways that anticipate and meet the needs
of our constantly changing society.

Consistent with our strategic priorities, the College of Education has hired an
unprecedented number of new faculty this year. Since our strategic plan was
launched in 2003 we have hired over twenty new faculty. These faculty members
represent a wide array of expertise including literacy, math education, science
education, and educational technology among others. We are proud to add
these extraordinary new faculty to our already outstanding College of Education
faculty as they all have a strong commitment to continue our tradition of
seeking innovation in the learning sciences through collaboration.

Sincerely,

George W. Hynd
Dean, College of Education
focus on:

COLLABORATION

CRESME—A collaboration by the Colleges of Education and Science  pages 2-3
ENGAGED IN SCIENCE—Enhancing inquiry-based science teaching  page 4
ENGINEERING & EDUCATION—Collaborative research  page 5
A LEAP AHEAD—Educational technology’s newest endeavor  page 6
ONLINE LEARNING—Enhancing online learning  page 7
ON-TRACK!—Program for minority middle school students  page 8
BRIDGE—By remembering I develop and grow  page 9
DEVELOPING BETTER WRITERS—An early, collaborative effort  page 10
AN OPEN BOOK—PSEA donates books  page 11
DEVELOPING KNOWLEDGE, RESEARCH, & EXPERIENCE—Professional Development Schools  pages 12-13

RESEARCH

RESEARCH BRIEFS—Selected research from 2005-2006  page 14
SUPPORTING RESEARCH—Synergy Grants  page 15

FACULTY, STAFF, & GRADUATE STUDENTS

NEW FACULTY—For 2005-2006  pages 16-17
KUDOS—Recent faculty and graduate student recognition  pages 18-19
IN MEMORIUM—Mary Griffin  page 20

DEVELOPMENT

BOB & SALLY WEIST—Honoring Mary Endres  page 21

ALUMNI

ALUMNI NEWS  pages 22-23

EVENTS

LOOKING BACK—A summary of recent events  page 24
CALENDAR—Upcoming events  inside back cover

- Only 7% of 4th and 8th graders achieved an advanced level on the 2003 Trends in International Math and Science Study test, compared to 38% of Singaporean 4th graders and 44% of Singaporean 8th graders.
- On the most recent Program for International Student Assessment, American 15-year-olds performed below the international average in mathematics literacy and problem solving.

These statistics have caught the attention of the federal government which, in early 2006, introduced the American Competitiveness Initiative. This initiative commits $5.9 billion in 2007, and more than $136 billion over 10 years, aimed at strengthening innovation and education in the U.S. by improving foreign language studies, high schools, and math and science education in order to improve America’s competitive edge.

Purdue’s Colleges of Education and Science are also responding and have created the Center for Research and Engagement in Science and Mathematics Education (CRESME). This innovative collaboration pools the resources of the Colleges of Education and Science and the complementary skill sets of co-directors—one from the College of Education and one from the College of Science. “CRESME was born to conduct research and engage stakeholders throughout the Hoosier state to improve science, technology, engineering, and mathematics education at the K-12, undergraduate, and graduate levels,” said John Staver, co-director for CRESME. The mission of CRESME is to research, develop, and implement exemplary programs in science and mathematics at all grade levels (Pre-K to graduate), develop effective instructional materials and strategies, disseminate information related to the improvement of education in mathematics and science, and facilitate collaboration among faculty in the Colleges of Education and Science to revitalize and enhance science and mathematics education.

Staver explained, “Developing a better understanding of why K-12 students often struggle in science and mathematics and why students’ attitudes toward science and mathematics often decline as they progress can help improve science and mathematics education. Doing so requires research. The results of this research will inform policy makers, schools, and teachers in the complex task of improving K-12 science and mathematics education. These improvements will help open the doors to higher education for all students. It will also provide the required knowledge and skills for a high quality career and will raise the level of scientific, technological, engineering, and mathematical literacy of tomorrow’s adults.” The goal is to make an impact on science and mathematics education locally, across the U.S., and around the world.

CRESME will provide support for faculty, staff, and students engaged in science and mathematics education research. This interdisciplinary center will:
• Formulate and address both fundamental and applied science and mathematics education research issues of national and international significance.
• Attract significant grant support for conducting interdisciplinary research and engagement.
• Improve science teaching and learning for Purdue faculty and students, P-12 teachers and their students, and serve as a model for engagement and innovation at all levels nationwide.
• Provide opportunities for graduate students to develop skills that will enable them to meet the pressing need for faculty with expertise in science and mathematics education.

Eric Riggs, co-director of CRESME, explained, “Our faculty in the Colleges of Science and Education work actively and collaboratively on improving science and mathematics education at the K-12, undergraduate, graduate and professional levels and to make research-level science understandable and relevant to the general public. Our goals with post-secondary educational research are to make a Purdue education the best in the nation, and to learn how all universities worldwide can best educate future generations of scientists, mathematicians and engineers. We also strive to make broad-reaching improvements in systemic and curricular approaches to teaching science, mathematics and allied fields at the K-12 level in Indiana and nationwide, including teacher education and professional development. As an organized research center at Purdue, we can bring vast research expertise to bear on all areas and levels of science and mathematics teaching and learning.”

Science and mathematics education are critical areas that—as they are transformed and revitalized—have the ability to significantly and positively impact the local and national economy. CRESME will build upon Purdue’s strong science, math, and education foundation to develop a prominent center that has the potential to transform science and mathematics education at Purdue and around the world.

Riggs said, “The future of American innovation in scientific research and the competitiveness of our technically-oriented industries stand at an important juncture. Our international leadership in both of these areas depends on a steady supply of talented new scientists, mathematicians and engineers. While American schools and universities have traditionally done an excellent job of educating future generations of scientists and engineers, recent trends indicate that we are no longer educating sufficient numbers of students domestically to fulfill the future needs of the scientific, academic, and industrial workplace. Clearly we need to do a better job of attracting students to science and mathematics majors and careers, and also a more effective job of communicating the importance of science, technology, engineering, and mathematics to the broader American public.”

CRESME is setting out to do just that.

### ABOUT THE CO-DIRECTORS

**John Staver** is Professor of Curriculum and Instruction (science education) and Chemistry, Co-Director of the Center for Research and Engagement in Science and Mathematics Education (CRESME) at Purdue University, and Interim Director of the Indiana Science, Technology, Engineering, and Mathematics (I-STEM) Resource Center. Staver has researched the development and construct validation of a group-administered test of Piaget’s formal schema, the influence of reasoning on learning in science, and the effect of activity-based K-8 science instruction. Presently his research focuses on constructivist epistemology and its implications for improving science teaching and learning. He is also examining the interface between science and religion within a constructivist perspective, with a focus on the nature of each discipline and perceived conflicts between them. In 1994, he was elected a Fellow in the American Association for the Advancement of Science for his work on behalf of a national reform agenda in science education.

Eric Riggs is Co-Director of the Center for Research and Engagement in Science and Mathematics Education at Purdue University and Associate Professor in the Departments of Earth and Atmospheric Sciences and Curriculum & Instruction. He serves on the Executive Committee of the National Association of Geoscience Teachers. Riggs is a member of the Earth System Science Education research group at Purdue University. Riggs and his graduate students study many related aspects of field-based teaching and learning in the geosciences, focusing on issues of geoscience knowledge construction, spatial cognition related to geoscience expertise, and cross-cultural education. Riggs is the co-founder of the Indigenous Earth Sciences Project, based at Purdue, which is a research and outreach effort working to make geoscience education accessible and useful to Native Americans across North America.
Two faculty members from the College of Education hope to enhance elementary teachers’ skills for teaching inquiry-based science. Lynn Bryan, associate professor in the Departments of Curriculum and Instruction and Physics, and Brenda Capobianco, assistant professor in the Department of Curriculum and Instruction, were awarded an Indiana Department of Education Mathematics and Science Partnerships Program grant for their three-year project called Building Excellence in Science Teaching through Inquiry (BESTI).

BESTI, a collaboration with Gary Community School Corporation, seeks to encourage inquiry-based science learning through professional development activities for elementary teachers. An inquiry-based approach to science enables students to learn through activities rather than through a lecture by the teacher. The students generate knowledge and understanding of scientific concepts and principles by exploring, experimenting, and explaining. Research has shown that an inquiry-based curriculum develops critical thinking skills and increases achievement in science.

Capobianco explained, “BESTI is important because elementary science teachers need support and experience in building and enhancing their practical knowledge for teaching inquiry-based science. In turn, this knowledge is translated into practice such that students gain more accurate conceptions of science issues and concepts through inquiry learning. Furthermore, this program is equally important to the researchers and teacher educators involved. We can learn a lot from the BESTI elementary school teachers, especially how their students experience scientific inquiry; what issues and ideas the students bring to the science classroom; and how the teachers integrate these concerns with their work associated with the BESTI program.”

Hoping to raise student achievement in science, Gary Community School Corporation sent ten elementary teachers to participate in the first two-week workshop this past June. Bryan, Capobianco, and graduate assistants Leon Walls and Megan Grunert led all-day training sessions on physical science, life science, earth science, and chemistry.

“Our hope is that these ten teachers will go back to their schools and disseminate what they have learned, creating a ripple effect,” Bryan said. “The general impression is that students at the elementary age don’t have the ability to understand scientific principles. But kids in elementary school are particularly interested in the whys and hows, and they want to learn how things work. It’s a perfect time to capitalize on this natural curiosity.”

Enhancing the Teaching of Inquiry-based Science
How are you collaborating with engineering education at Purdue?

BRENDA CAPOBIANCO: I am collaborating with engineering and engineering education faculty in three distinct ways. First, I recently completed and published a longitudinal study that examined how undergraduate women ‘engineer’ their professional identities. The purpose of this study was to examine how young women in engineering programs begin to construct and re-construct their own identities in becoming professional engineers. Second, I am collaborating with engineering and engineering education faculty on a book that describes the integration of modeling eliciting activities in the undergraduate engineering program. This book is one of several products of a five-year NSF grant on improving gender equity in the undergraduate engineering program. Lastly, I am currently conducting a study that examines the development of a professional community of practice among graduate students and faculty in the nation’s first graduate program in engineering education.

Can you describe your professional community of practice study?

BC: The professional community of practice (CoP) study is a longitudinal qualitative study that includes interviews with engineering education faculty and graduate students. This study is guided by several research questions. I am interested in learning how engineering education faculty and students conceive and develop a professional community of practice and what curricular and pedagogical strategies faculty utilize to facilitate the professional development and growth of prospective engineering educators.

Why is research in engineering education important?

BC: This work is important because it helps generate a new line of research in the field of engineering education. Purdue’s engineering education faculty members are at the forefront of developing a new and innovative approach to graduate studies in the field. In this way, they are carving out a new conceptual framework for other engineering educators to model and furthermore, offer practical solutions in developing talent in the field of engineering education.

Can you offer some thoughts about collaboration?

BC: I think this collaboration is very important for two reasons. First, it allows faculty to share ideas, concepts, and approaches to educational research. This pooling of resources allows both parties to gain new knowledge and understanding as well as support and encourage our intellectual pursuits. Second, this collaboration improves our research visibility and impact. This collaboration is important to redefine the boundaries of research in engineering and education nationally and globally.
What’s the best way to get results from training? How can schools integrate technology in the classroom? How can organizations evaluate informal learning? These are examples of questions that LEAP Technologies, a new enterprise of the College of Education and affiliated with the Educational Technology program, can help answer. Comprised of faculty, staff, and students from a wide variety of disciplines, the core team is comprised of the following educational technology faculty: Peg Ertmer, associate professor of Educational Technology; Jim Lehman, professor and head of the Department of Curriculum and Instruction; Tim Newby, professor of Educational Technology; Jennifer Richardon, assistant professor of Educational Technology; and Scott Schaffer, assistant professor of Educational Technology and Director of LEAP Technologies.

LEAP Technologies focuses on the following core areas:

**Instructional and learning system design**
- Problem and opportunity analysis/Needs Assessment
- Instructional analogies
- Case-based instruction
- Evaluation systems

**Technology integration in K-12, and business and industry**
- Learning to learn
- System change
- Teacher/Trainer support

**Distributed and Distance learning systems**
- E-learning design and evaluation
- Learning and content management systems

**Problem-based learning**
- Strategies for implementation
- Technology tools

**Knowledge management**
- Knowledge building capture and reuse
- Integration with performance and learning

**Human performance technology**
- Strategic analysis and evaluation
- Systems approach to problem solving
- Blend of instructional and non-instructional solutions
- Performance support systems design

Schaffer explained, “We are dedicated to learning and performance improvement in organizations including business/industry, military, and schools. Projects that our professionals engage in are nearly always collaborative and multi-disciplinary. By integrating theories from fields such as psychology, communications, management, and computer science, we can create blended solutions that optimize organizational knowledge, learning, and performance assets.”

LEAP Technologies has collaborated on projects with many departments and centers at Purdue, Crawfordsville Community School Corporation in Indiana, Eli Lilly, Staffordshire University in England, University of Chicago, the U.S. Army, and the U.S. Navy, just to name a few. LEAP will continue to collaborate with businesses, organizations, universities, and schools in order to develop improved working and learning environments. Schaffer said, “Change efforts often involve a blend of technologies and LEAP Technologies is here to help.”

For more information visit www.purdue.edu/leap.
A collaborative research group made up of faculty with a wide array of expertise, is working together to enhance online learning. Faculty members committed to this innovative approach to learning include:

- Jennifer Richardson, assistant professor of Curriculum and Instruction
- Peg Ertmer, associate professor of Curriculum and Instruction
- Jim Lehman, professor and head of Curriculum and Instruction
- Tim Newby, professor of Curriculum and Instruction
- Phil Swain, professor of Electrical and Computer Engineering
- John Campbell, associate vice president for Teaching and Learning Technologies
- Jay Akridge, Professor, director of Center for Food and Agricultural Business

The group is focused on e-learning and how to improve it for both instructors and learners. They are concentrating on instructional approaches to online learning, development of a tool for use with online course software, and peer feedback in online discussions. Jennifer Richardson, assistant professor of Curriculum and Instruction, said, “The collaboration of our research group has brought together people from areas that generally haven’t collaborated but that have shared interests. Each of the people involved has a direct stake in distance education and has served as an instructor or administrator of it, therefore we each know how difficult it is to facilitate learning online and provide meaningful feedback to students.”

One way of enhancing online learning is through meaningful feedback. Richardson and Peg Ertmer, associate professor of Curriculum and Instruction, along with graduate students, Brian Belland, Denise Camin, Patrick Connolly, Glen Coulthard, Kimfong (Jason) Lei, and Christopher Mong, investigated peer feedback in online discussions.

“The reality is that teaching online is tremendously time-consuming for the faculty member in part because the faculty member spends a lot of time giving feedback to students one-on-one. Peer feedback, taking the kind of approach now used by online vendors like Amazon® who use peer ratings to provide information to users, harnesses the power of the technology to provide the feedback that learners need to succeed while simultaneously easing the burden on the faculty member,” said Jim Lehman, head of the Department of Curriculum and Instruction.

The findings of the peer feedback study show that peer feedback can indeed be effective. Richardson has already made adjustments to her courses. Richardson said, “Students noted that peer feedback can be valuable, and more importantly, described how giving peer feedback not only reinforced their learning, but enabled them to achieve higher understanding.”

To continue and extend this work on peer feedback in the online learning environment, Richardson and Ertmer recently received a three-year grant project, awarded by the U.S. Department of Education’s Fund for the Improvement of Secondary Education.

In the coming months the collaborative research group will continue to pool their knowledge, skills, and resources to impact their common goal—enhance online learning. Lehman said, “We need the combined wisdom of different people in different disciplines to envision a solution that will work across a variety of settings and contexts, and we need to work with partners in the private sector on the design and implementation of the final product. It takes the whole team to make it happen.”
A pilot project with Lafayette School Corporation set out last fall to improve academic performance and social development of minority middle school students. ON-TRACK!, designed and led by Jean Peterson, associate professor of educational studies in the College of Education and funded by Caterpillar, Chase, Lafayette Bank and Trust (support added 2006), and Regions Bank, served students at Tecumseh Middle School (now Tecumseh Junior High School) and Sunnyside Middle School during the 2005-2006 academic year. The program sought to touch the lives of these students by offering support, advice, and encouragement.

ON-TRACK! reached 215 students in weekly sessions. The middle school students met after school and were divided into small groups led by Peterson and school counseling graduate students. Each graduate student conducted small group counseling sessions to help the students with self-esteem issues, motivation issues, social development issues, and career counseling. Peterson explained, “The groups help kids to feel more comfortable and affirmed and connected in school, which in turn enhances their ability to learn.”

ON-TRACK! helped to ease the burden on school counselors who are at times overloaded (nationally, the average student-to-counselor ratio is approximately 500:1). Peterson said, “It is difficult for them [school counselors] to meet the social and emotional needs of students, especially those who may not be in crisis. There are many kids who tend to fall through the cracks, with no one being aware that they are going through rough times, that they lack parental guidance about planning for the future, or that they are hungry for personal affirmation. That’s what small-group work can accomplish in schools—provide a social microcosm for learning interpersonal skills, help kids think about options for the future, provide guidance for growing up, and be a place for cross-cultural, and cross-economic dialogue. Serious topics like drugs, safe ‘fun,’ bullying, and conflict resolution can be discussed.”

This important program will continue during the 2006-2007 school year with a few changes. In addition to providing ON-TRACK! to Tecumseh and Sunnyside students, select fifth graders at three Lafayette elementary schools will also participate. The hope is that reaching out to these fifth graders will serve as a preventive measure before they reach middle school.

The program can make a difference. During the 2005-2006 year few students chose not to continue ON-TRACK! and almost all of the participating students wanted to continue the program the next school year. Peterson explained, “ON TRACK! is something Purdue and local partners can offer the schools—an efficient delivery of important services to kids who are vulnerable during a major developmental transition.”
Last spring five families began a journey together—a journey through grief. The journey began at Klondike Elementary School in West Lafayette, Indiana. With the support of master’s and doctoral students in counseling and development and with the supervision of three school counselors from the Tippecanoe School Corporation, the families began bridging the gap between grief and growth.

BRIDGe, which stands for By Remembering I Develop and Grow, was developed by Heather Servaty-Seib, an assistant professor of educational studies in the College of Education. BRIDGe offers an opportunity for families to meet with other families dealing with grief. Servaty-Seib said, “The whole goal is for families to connect—with the emotions, within the family unit, and with other families coping with grief.”

Last Spring the families met once a week for eight weeks at Klondike Elementary and began each evening with a complimentary meal followed by group meetings categorized by age and led by student group facilitators. Eric VandeVoorde, counseling psychology doctoral student and group facilitator for children ages 5-8, said, “Parents have social support from others going through the same situation. Kids can express themselves with art in ways they can’t with words. Families feel like families again.” Having the family members grouped by age allows the group facilitator to use age appropriate methods in dealing with grief.

“Grief is unique to each person,” Servaty-Seib said. “Many times family members are not in the same place with experiencing a loss. Parents can’t always be there for children because they are dealing with issues themselves. But research has shown that the functioning of parents is one of the best predictors of how children adjust to a loss. The BRIDGe program recognizes this and provides support to each family member.”

While BRIDGe provides help to the participating families, it also provides valuable experience for graduate counseling students. BRIDGe is integrated as a service learning component for EDPS 500: Human Relations in Group Counseling and gives the student group facilitators real-world experience applying what they have learned in class. Counseling psychology doctoral student and group facilitator, Joanna Wagner said, “Our responsibilities as group facilitators consisted of facilitating and preparing group activities. It was our responsibility to be interactive in the process of supervision, so that we could continue to grow and develop into better facilitators. Furthermore, we did our best to make sure that the counseling group was a safe and supportive atmosphere where members were encouraged to discuss all the aspects of their continued grief with one another.”

The experience affected the facilitators professionally and personally. VandeVoorde explained, “The experience was beneficial to me on several levels. Professionally, I was able to put classroom knowledge into action and develop my skills as a counselor. Personally, interacting with the families helped me gain a new perspective on how important it is to talk about our loved ones who have died. It was humbling to be invited to share in their grief. Being involved in the BRIDGe program is the single most beneficial learning experience I have had so far at Purdue.”

BRIDGe made a definite impact on the participating families as well. According to pre and post surveys, the parents reported a decrease in emotional and behavioral symptoms for the children. Several of the families continue to meet on their own and others have referred friends to the program.

“The whole goal is for families to connect.”

“Often times, it is difficult for families to be entirely present for one another when they are dealing with their own emotions and grief. BRIDGe is a place where families can discuss their feelings separately and with one another, which hopefully encourages discussion in the home as well,” said Wagner.

To fund this important project Servaty-Seib received three grants, including a Synergy Grant (more information about Synergy Grants on page 15), and generous donations of food from local restaurants including Lafayette Brewing Company, Great Harvest Bread, South Street Smokehouse, Kentucky Fried Chicken (Market Square), Mad Mushroom, Dominos, and Starbucks (Sagamore and Salisbury).

This important program is continuing in February 2007. While the goal of BRIDGe remains the same—to help families with grief—in improvements have been made. Group discussion topics have been adjusted to more closely fit the development levels and the student facilitators will have enhanced training.

Servaty-Seib said, “The functioning of parents is critical. We hope to facilitate family communication and enable the families to grow and support each other.”

Families interested in participating can contact Heather Servaty-Seib at BRIDGe, Purdue University, Beering Hall, Room 3202, West Lafayette, IN 47907. They can also call (765) 494-9738 or e-mail her at servaty@purdue.edu.
Recent newspaper articles reported student scores from the new writing portion of the Scholastic Aptitude Test, commonly known as the SAT. In Indiana, students scored below the national average in this writing section. While this is worrisome and should be a serious concern to every parent, teacher, and prospective employer, it also has significant economic implications.

As Bob Kerrey, president of New School University in New York and chairman of the National Commission on Writing for America’s Families, Schools and Colleges, said, writing serves as a ‘marker’ of professional work and poor writing skills are a ‘gatekeeper’ that prevents many from obtaining high-skill, high-wage employment. “People unable to express themselves clearly in writing limit their opportunities for professional, salaried employment,” he said.

This commission pronounced last year that writing is “the neglected ‘R’ in school reform,” concluding that the ability to communicate in written form is often the determining factor in initial employment decisions and in decisions relative to promotion.

Simply put, the ability to string together words in ways that communicate effectively has serious economic consequences for each person, as well as for society.

Consider what was revealed by a survey of businesses affiliated with the Business Roundtable, an association of chief executive officers of leading U.S. companies:

- Almost two-thirds of those who earn salaries today must communicate through the written medium, which may include reading and/or preparing technical reports, memos, e-mails, etc.
- Nearly 80 percent of companies with the greatest growth potential evaluate the writing ability of prospective employees.
- More than 40 percent of companies surveyed require training for employees who must write as part of their job.
- Hourly wage employees are now expected to use e-mail or other forms of written communication as part of their jobs.

The economic implications of ineffective writing provide one important reason for improving writing instruction and achievement in schools. However, perhaps the most important recommendation to come from this report was that “writing skills cannot be developed quickly or easily, but should be the focus of school and college attention across the curriculum, from kindergarten through college.”

The good news is that efforts are currently under way in this state to address “the neglected ‘R’ in school reform.” Conscientious teachers, as well as professional development projects, such as the various Indiana affiliates of the National Writing Project, All Write! and the Purdue Literacy Network Project, are working together to improve writing in Indiana. Purdue College of Education will be hiring an assistant professor who has writing as a research, engagement, and teaching focus to better prepare preservice teachers for writing instruction. Next summer, the Purdue Literacy Network Project will sponsor a summer institute Making Connections: Building Better Writers, bringing noted writing experts to Purdue, such as Ralph Fletcher and JoAnn Portalupi, to provide professional development for elementary teachers.

Additionally, this past summer, Purdue’s College of Education and the Corporation for Educational Technology sponsored the Indiana Writing Summit that brought together more than 100 community and political leaders and professionals from the state Department of Education, P-12 schools, and colleges and universities to discuss issues surrounding writing and writing instruction.

These efforts help teachers at all levels use state standards and a more cohesive, developmental approach to writing instruction. Preschool teachers can and should help children develop strong oral language skills that will later translate to strong written language. Basic language skills are essential building blocks for elementary teachers as they work to develop children’s ability to write coherent, well-organized pieces using standard grammar and conventions of print. With this strong foundation in place, secondary teachers and university professors can work with older students to develop more complex writing and broaden their writing abilities in a variety of applications.

This summit, and the collaborative efforts of which the College of Education is a part, provide a firm step in the right direction of improving writing achievement. And reaching that goal has truly significant personal and economic implications.

—George W. Hynd and Sarah Mahurt
The Purdue Student Education Association (PSEA) donated nearly 200 books to Lanier High School in Jackson, Mississippi in the fall of 2005 and sent another 100 this fall.

One of the goals of PSEA is to organize community service opportunities to strengthen personal growth. In the past they have sent books to Honduras and Russia. Last spring they were interested in a project that could reach out to those affected by Hurricane Katrina. Jill May, professor of literacy and language education and advisor for PSEA, contacted her friend and colleague, Purdue graduate, Dr. Jesolyn Larry. Larry connected PSEA and Lanier High School, of which Dr. Larry is also a graduate. It was through these connections that PSEA was able to connect with students attending Lanier as a result of being displaced by Hurricane Katrina. Megan Murray, PSEA co-president and a senior in elementary education, said, “We thought it would be a good idea to utilize our resources and reach out to form a partnership. Books are a great way to do that.”

“The majority of our graduates are from Indiana and hope to teach in Indiana. This project gives them an opportunity to find out about others in another part of the country,” May said. “They get to do something worthwhile with books. For PSEA this is a burgeoning kind of relationship. We hope it will continue and grow.” Continuing the connection, PSEA recently sent another 100 books to Lanier High School.

In addition to numerous service projects such as this, PSEA also holds a regional conference for all Indiana student PSEA chapters.
What is a College of Education Professional Development School?
A Professional Development School is an elementary, middle, or high school that partners with the College of Education for a mutually beneficial collaboration. The school partners with the College of Education by one or more of the following:
- Provides early field experiences for education students
- Develops learning programs for diverse students
- Demonstrates new understandings and professional responsibilities for experienced educators
- Collaborates with an education faculty member for research purposes

How can a school become a PDS?
Professional Development School partnerships are based on the Holmes Partnership, of which Purdue’s College of Education is a charter member. The Holmes Partnership is a group of universities, public school districts, teacher associations, and local and national organizations focused on improving teaching and learning. In addition to partnering with the College of Education the school must also commit to the Holmes Partnership goals:
- High quality professional preparation
- Simultaneous renewal of public schools and teacher education programs
- Equity, diversity, and cultural competence
- Scholarly inquiry and programs of research
- School and university-based faculty development
- Policy initiation

What are the benefits of being a PDS?
Participating as a Professional Development School provides:
- Opportunities to participate in action research based on issues that are important to individual schools
- Interactions with students and professors about current evidence-based research practices
- New ideas for improving teaching and learning
- Simultaneous renewal of schools and teacher education
2006-2007 Professional Development Schools
Attica Jr./Sr. High School
Battle Ground Elementary School
Benton Central Jr./Sr. High School
Burnett Creek Elementary School
Central Catholic Jr./Sr. High School
Clinton Prairie Elementary School
Clinton Prairie Jr./Sr. High School
Cole Elementary School
Cumberland Elementary School
Dayton Elementary School
Earhart Elementary School
East Tipp Middle School
Edgelea Elementary School
Frankfort Middle School
Frankfort Senior High School
Frontier Elementary School
Glen Acres Elementary School
Happy Hollow Elementary School
Harrison High School
Hershey Elementary School
Hillcrest Elementary School
Jefferson High School
Klondike Elementary School
Klondike Middle School
Mayflower Mill Elementary School
McCutcheon High School
Miami Elementary School
Miller Elementary School
Mintonye Elementary School
Monon Elementary School
Murdock Elementary School
North Montgomery High School
North White High School
North White Middle School
Northridge Middle School
Oakland Elementary School
Otterbein Elementary School
Oxford Elementary School
Pine Village Elementary School
Purdue University - OPPL
Rossville Elementary School
Rossville Jr./Sr. High School
Southwestern Middle School
St. Boniface Middle School
St. Lawrence Elementary School
St. Mary Cathedral School
Sunnyside Middle School
Tecumseh Junior High School
Vinton Elementary School
Wainwright Middle School
Wea Ridge Elementary School
Wea Ridge Middle School
West Lafayette Jr./Sr. High School
• Three subdomains of competence in young children (cognitive, physical, and peer) were examined. External measures of academic competence correlated significantly with young children’s self-evaluations over a four year period of study. Children’s self-perceptions of physical and peer competence were not related to teacher ratings of physical and social competence.

• Ongoing studies in the College of Education Purdue University Psychometric Instructional/Investigation Laboratory (PUPIL) look at the technical properties of tests under a variety of conditions (e.g., effects of item bias on internal consistency reliability) that might affect scores for examinees. Among the findings are that large amounts of item bias affect internal consistency/reliability. And the same item weighting scheme cannot be used to maximize both composite reliability and validity.

• A study demonstrated the effectiveness of schema-based strategies for solving arithmetic word problems. Elementary students with learning disabilities/difficulties benefited from the introduction of symbolic representations and algebraic thinking in earlier grades. This facilitated a smoother transition from elementary to high level mathematics learning and improved students’ middle and high school mathematics performance.

• While peer feedback has been demonstrated to support students’ learning in traditional classrooms, little is known about its efficacy in online environments. A study examined students’ perceptions of the value of giving and receiving peer feedback, specifically related to the quality of discussion postings, in an online course. This project also investigated the impact of that feedback by comparing the quality of students’ postings. Results suggest that the quality of students’ postings was maintained through the use of peer feedback despite students’ preferences for instructor feedback. Students noted that peer feedback can be valuable, and more importantly, described how giving peer feedback not only reinforced their learning, but enabled them to achieve higher understanding.

• A study investigated the effectiveness of augmentative and alternative communication (AAC) for children with autism spectrum disorders. Results of treatment outcomes from AAC interventions involving functional communication training, manual signs, different symbol sets and systems, and speech-generating devices indicated that those based on manual signs are highly effective in increasing functional communication skills and that many intervention strategies that have been typically used lack empirical support.

• A ten year longitudinal study of 100 gifted students (grades 3-12) looked at personal resilience and the impact of life events on academic achievement. Even though many of these children experienced significant personal stressors (e.g., death of someone close, serious illness, accident, etc.) the experiences listed as most difficult were transitions to middle school, advanced placement testing, and the pressures of over commitment to activities. In a related study of gifted youth, researchers found that 67% of gifted 8th-graders had been bullied during the school years, 11% repeatedly, 16% were bullies themselves in 8th grade, and, among 13 kinds of bullying, the kind with the greatest emotional impact was teasing about appearance.

• Preliminary genetic and brain imaging studies of family members having superior/gifted nonverbal spatial abilities coincident with average to below verbal abilities, suggest that unique brain morphology may increase the probability that individuals will develop nonverbal talents relative to language-based weaknesses. These unique brain structures are fully formed in utero, during the second trimester.
2005–2006 Synergy Grants

An Examination of the Impact of Learning to Use Running Records on the Theoretical Perspectives of Classroom Teachers
Personnel: Diane Gunstra, Purdue University; John Pearl, Battle Ground Elementary School; Virginia Smith, Battle Ground Elementary School; Denise Erickson, Battle Ground Elementary School
Description: Teachers at Battle Ground Elementary participated in seven days of professional development during the 2005-2006 school year. The focus of the professional development was to learn ways of using assessment data, gathered through the use of running records, to better understand and teach students.

Efficacy of the BRIDGe (By Remembering I Develop and Grow) Program
Personnel: Heather Servaty-Seib, Purdue University; Derek Arrowood, Klondike Elementary School
Description: The BRIDGe Program is an 8-session, family-focused, psychoeducational support program for bereaved children/adolescents and their primary caregivers.
(For more about BRIDGe, see the article on page 9)

Expanding Classroom Practice and Instruction Using Interactive Electronic Field Trips as Virtual Narratives
Personnel: George Font, Purdue University; Janet Alsup, Purdue University; Nadine Roush, Earhart Elementary School
Description: This project investigates to what extent the use of “virtual narratives” in a fifth grade social studies classroom facilitated students’ critical reflection about history, culture, and society.

2006-2007 Synergy Grants

Comparison of Simultaneous vs. Delayed Video Prompting
Personnel: Teresa Taber-Doughty, Purdue University; Janet Alsup, Purdue University; Stephanie Brennan, Tecumseh Junior High School
Description: The research for this project will seek to determine whether one instructional strategy is more effective than another when used with middle school students who experience moderate and severe cognitive disabilities.

Cluster Grouping: Effects on Student Achievement, Identification, and Attitudes
Personnel: Marcia Gentry, Purdue University; Saiying Hu, Purdue University; Sue Brady, Wayne Township Schools
Description: This project addresses the request to replicate longitudinal programming research on the efficacy of cluster grouping on elementary students’ achievement and identification.

Coflection as a Means of Professional Development: Inquiry Groups Centered on Equity in Mathematics Education
Personnel: Lecretia Buckley, Purdue University; Michele Crockett, University of Illinois, Urbana-Champaign
Description: In this study, coflection is the means through which teachers engage in professional development in inquiry groups.

Gifted and Talented Licensure for Outstanding Undergraduates
Personnel: Rebecca Mann, Purdue University; Linda Thompson, Carmel-Clay Schools; Sue Brady, Wayne Township Schools
Description: The goal of this project is to position the College of Education to provide pre-service teaching with an understanding of gifted learners and the ability to differentiate the curriculum to meet their needs.
Building on our outstanding faculty, the College of Education has hired fantastic new faculty members from a wide range of expertise and backgrounds this fall. Their areas of expertise include special education, literacy and language, and science and mathematics education. Each faculty member joins the College of Education’s continued commitment to preparing extraordinary educators.

**Lisa Bohlin**  
Faculty, Department of Educational Studies  
Special Education and Educational Psychology  
• Ph.D., Indiana University  
• M.S., Indiana University  
• B.A., University of Chicago  
**Areas of Scholarly Interest:**  
• Connection between theory and practice in educational psychology  
• Conflict resolution and peace making skills among school children

**Emily Bouck**  
Faculty, Department of Educational Studies  
Special Education  
• Ph.D., Michigan State University  
• M.S.W., University of Michigan  
• B.A., Northwestern University  
**Areas of Scholarly Interest:**  
• Assistive technology in the content areas for students with high incidence disabilities  
• Curriculum and instructional environments for secondary students with disabilities

**Luciana de Oliveira**  
Faculty, Department of Curriculum and Instruction  
Literacy & Language  
• Ph.D., University of California, Davis  
• M.A., California State University, East Bay  
• B.A., Universidade Estadual Paulista, Brazil  
**Areas of Scholarly Interest:**  
• The challenges of academic language for English language learners in history and science in middle and high schools  
• Second language literacy development by middle school and high school students  
• Diversity and equity in teacher education

**William Hanson**  
Faculty, Department of Educational Studies  
Counseling & Development  
• Ph.D., Arizona State University  
• M.A., University of Minnesota  
• B.S., Nebraska Wesleyan University  
**Areas of Scholarly Interest:**  
• Process and outcome research, particularly as related to psychological test interpretation  
• Problematic gambling among college students  
• Mixed methods research

**Shannon Henderson**  
Faculty, Department of Curriculum and Instruction  
Reading Recovery  
• Ph.D., Auburn University  
• M.S., Auburn University  
• B.S., State University of West Georgia  
**Areas of Scholarly Interest:**  
• Discussion/instructional conversations of teachers (and preservice teachers) with elementary school students to facilitate comprehension of a text  
• Use of transcript analysis in teacher education to improve practice

**Tara Star Johnson**  
Faculty, Department of Curriculum and Instruction  
English Education  
• Ph.D., University of Georgia  
• M.A., University of Georgia  
• B.A., Grand Valley State University  
**Areas of Scholarly Interest:**  
• Intersections among race, class, gender, and sexuality in education; disrupting the Cartesian duality in education  
• Teacher-student relationships

**Anatoli Rapoport**  
Faculty, Department of Curriculum and Instruction  
Social Studies Education  
• Ph.D., Purdue University  
• M.S., Purdue University  
• B.S., Tula State University  
**Areas of Scholarly Interest:**  
• Civic education  
• International education  
• Comparative aspects in education
Eric Riggs
Co-Director, Center for Research and Engagement in Science and Mathematics Education (CRESME)
Department of Curriculum and Instruction
- Ph.D., University of California, Riverside
- B.A., Pomona College

Areas of Scholarly Interest:
- Field-based learning and cognition in the earth sciences
- Cross-cultural education and issues of culture and language in science education

David Sears
Faculty, Department of Educational Studies
Educational Psychology
- Ph.D., Stanford University
- B.A., Reed College

Areas of Scholarly Interest:
- Learning and transfer of learning for individuals and groups
- Exploring what types of tasks naturally support productive group interactions and learning
- Making classroom learning experiences more effective and motivating for all students

Melanie Shoffner
Faculty, Department of Curriculum and Instruction
English Education
- Ph.D., University of North Carolina, Chapel Hill
- M.A.T., Duke University
- A.B., Duke University

Areas of Scholarly Interest:
- Teacher education
- Teaching of secondary English
- Reflective practice
- Qualitative research

John Staver
Co-Director, Center for Research and Engagement in Science and Mathematics Education (CRESME)
Department of Curriculum and Instruction
- Ed.D., Indiana University
- M.S., Purdue University
- B.S., Indiana University

Areas of Scholarly Interest:
- Constructivist epistemology and its implications for improving science teaching and learning
- The interface between science and religion within a constructivist perspective

Andrew Tyminski
Faculty, Department of Curriculum and Instruction
Mathematics Education
- Ph.D., University of Georgia
- M.Ed., University of Georgia
- B.S., State University of New York

Areas of Scholarly Interest:
- Effectiveness of preservice education
- Beliefs of preservice elementary school teachers
- Mathematical knowledge for teaching

Ron Tzur
Faculty, Department of Curriculum and Instruction
Mathematics Education
- Ph.D., University of Georgia
- M.S. Technion, Israel Institute of Technology
- B.S., University of Haifa, Israel

Areas of Scholarly Interest:
- Students’ conceptual learning in mathematics
- Mathematics teacher development
- Integrating theory and practice

Ayse Uruk
Faculty, Department of Educational Studies
Counseling & Development
- Ph.D., University of Memphis
- M.S., Middle East Technical University, Turkey
- B.A., Middle East Technical University, Turkey

Areas of Scholarly Interest:
- Cross-cultural adaptation
- Immigration with an emphasis on families
- International students

Carrie Wachter
Faculty, Department of Educational Studies
Counseling & Development
- Ph.D., University of North Carolina, Greensboro
- M.S., University of North Carolina, Greensboro
- B.A., University of North Carolina, Chapel Hill

Areas of Scholarly Interest:
- Crisis and crisis intervention, especially in school settings
- Attachment during adolescence

Oliver Wendt
Faculty, Department of Educational Studies
Special Education
- Ph.D., Purdue University
- M.S., University of Cologne, Germany
- M.A., University of Nebraska, Lincoln
- B.S., University of Cologne, Germany

Areas of Scholarly Interest:
- Augmentative and alternative communication
- Assistive technology
- Developmental disabilities, especially autism spectrum disorders
- Evidence-based practice

Aman Yadav
Faculty, Department of Educational Studies
Educational Psychology
- Ph.D., Michigan State University
- M.S., Michigan State University
- B.S., Chottu Ram State College of Engineering, India

Areas of Scholarly Interest:
- Case-based instruction in science and engineering
- The role of video cases in teacher preparation programs
- The role of tasks to improve student learning and improve effectiveness of teaching

www.education.purdue.edu
Dr. Deborah Bennett, along with a team of researchers from Georgia Tech, North Carolina State, and Purdue Universities, has received NSF funding for “Collaborative Research: Institutionalizing a Reform Curriculum in Large Universities.”


Dr. Lynn Bryan, with Mark Haugan in physics, has been awarded an NSF CCLI grant for a collaborative project among Purdue, North Carolina State, and Georgia Tech.

Dr. Nadine Dolby has received a Purdue Alumni Association Faculty Incentive Grant for her project “International Education in the United States and Australia.”

Dr. David Eichinger has received a grant from the Indiana Commission for Higher Education for the project “Going with the Flow: Development of a Concept-centered Curriculum.”

Dr. Peggy Ertmer has won the Outstanding Article of the Year award from the Design & Development Division of the Association for Educational Communications and Technology, for her article “Teacher Pedagogical Beliefs: The Final Frontier in Our Quest for Technology Integration?,” which appeared in Educational Technology Research and Development, 53(4).

Dr. Peggy Ertmer and Dr. Alexius Smith Macklin’s new journal, Interdisciplinary Journal of Problem-based Learning, has experienced over 2,750 full-text downloads of premier issue articles since going online in April 2006.

Dr. Wanda Fox is the recipient of the 2006 Outstanding University Teacher Educator Award from the American Association of Family and Consumer Sciences, Education, and Technology Division.

Dr. Brian French has received a grant from Curriculum Associates for support of Standardization of the Brigance Diagnostic Comprehensive Inventory of Basic Skills.

Three counseling psychology doctoral students have received service learning grants from the Office of Engagement:

- Chia-Chi Hu - Parenting Substance Abuse Teens Group
- Suejung Han - Psychoeducational and Support Resources for International Students
- Eric VandeVoorde - Extending the BRIDGe program

Dr. Anne Knupfer’s book, The Chicago Black Renaissance and Women’s Activism, was published with the University of Illinois Press.

Dr. Gerald Krockover has been selected as a member of the Purdue Institutional Review Board for review of human subjects research for 2006-07.

Dr. Becky Mann has received a grant from the Indiana Department of Education for Shared Instructional Services 2006-07.

Dr. Becky Mann and Dr. Marcia Gentry received an Engineering Education Young Engineer Studies Seed Grant from the Department of Engineering Education and the Bechtel Foundation.

Dr. Youli Mantzicopoulos was recognized by Psychology in the Schools as one of the 50 most productive authors in the school psychology literature from 1996-2005.

Dr. Mary Nakhleh won the Purdue University 2006 Murphy Award for Outstanding Undergraduate Teaching.

Dr. Tim Newby, Dr. Mary Nakhleh, and Anne Otterbreit-Leftritch will be inducted on November 6, 2006 into the Purdue Teaching Academy, which consists of fellows and associate fellows that provide leadership for the improvement of undergraduate, graduate and outreach teaching.

Dr. Jean Peterson’s edited book Models of Counseling: Gifted Children, Adolescents, and Young Adults has just been released. This book, co-edited with Sal Mendaglio, is published by Prufrock Press.

Dr. Jennifer Richardson won the Purdue University Award for Excellence in Distance Learning, Best Credit-Granting Program.

Dr. Jennifer Richardson and Dr. Peg Ertmer are the Co-PIs on a three-year grant from the Fund for the Improvement of Post-Secondary Education that will investigate the use of peer feedback in online discussions.


Dr. Scott Schaffer received a Purdue University Service Learning Faculty Development Grant. Scott is re-designing EDCI 561 to include a service learning component in partnership with the Greater Lafayette Museum of Art and elementary schools.
Dr. Maribeth Schmitt and Purdue Literacy Network Project have received a grant from the Reading Recovery Council of North America to help support the cost of Reading Recovery training for new faculty member Dr. Shannon Henderson at Ohio State University this year.

Dr. Heather Servaty-Seib was the invited speaker for a national teleconference entitled Coping with Cancer at School: Finding Support at College when Your Parent Has Cancer in October 2006.

Dr. Heather Servaty-Seib and Co-PI Dr. Deborah Taub have received a three-year Campus Suicide Prevention Grant from the U.S. Department of Health and Human Services for ALIVE @ Purdue.

Dr. Ron Tzur’s article “Fine Grain Assessment of Students’ Mathematical Understanding: Participatory and Anticipatory Stages in Learning A New Mathematical Conception” was accepted for publication in the journal *Educational Studies in Mathematics*.

Dr. Ayse Cifti Uruk has been appointed as the inaugural editor for the newsletter for the International Section of the Society of Counseling Psychology.

Dr. Phil VanFossen has been elected to a three-year term on the Executive Board of the College and University Faculty Assembly of the National Council for the Social Studies.


Dr. Yan Ping Xin’s chapter Teaching Problem-Solving Skills to Middle School students with Learning Difficulties: Schema-Based Strategy Instruction (with Asha Jitendra), has just been published in *Teaching Mathematics to Middle School Students with Learning Difficulties* (Guilford Press).

**HONORARY DOCTORATE**

In May of 2006 Lyle L. Lloyd, professor of special education and professor of speech, language and hearing sciences, was awarded an Honorary Doctorate from the University of Pretoria in South Africa. He was chosen for this prestigious honor in recognition of his status as one of the fathers of augmentative and alternative communication. His ground-breaking research and teaching of individuals with severe communication problems related to physical and/or cognitive disabilities is world-renowned. In addition, he has played a key role in establishing the augmentative and alternative communication field in South Africa over the past fifteen years. He has collaborated with the University of Pretoria’s Centre for Augmentative and Alternative Communication, assisting the development of their augmentative and alternative communication postgraduate programs.

**LIFETIME ACHIEVEMENT**

George W. Hynd, dean of the College of Education, was presented a Lifetime Achievement Award by the American Board of School Neuropsychology for his outstanding contributions to the field of school neuropsychology over the past 30 years. Hynd’s research has been devoted to gaining a better understanding of the neurobiological basis of childhood learning and behavior problems. Hynd continues to be an active researcher and mentor to students in the area of child neuropsychology.
In Memory of Mary Griffin

On June 27, 2006, the College of Education lost a dedicated, caring staff member—Mary Griffin. Griffin, an academic advisor and field experience placement coordinator, lost her battle with cancer after being diagnosed just this past April.

Griffin, a former family and consumer sciences teacher, was dedicated to promoting family and consumer sciences education and to helping students in any way she could. “I would brag to my friends that I had the best advisor at Purdue,” explained Arrika Ruemler, a senior in consumer and family science education. “Mary was a wonderful person that really cared about her students. She would go above and beyond the call of duty to help any of her students out.”

In 1991 Wanda Fox, associate professor of family and consumer sciences, and Griffin began working together at what was then Home Economics Education, an interdisciplinary program between the School of Education and the School of Consumer and Family Sciences at Purdue. Fox noticed Griffin’s “careful connections with students” right away. Fox stated, “She wanted to enable them to achieve professional success.” Fox and Griffin’s working relationship developed into a great friendship. She said, “It is a treasure to have had Mary as a colleague and friend. Our teamwork enabled many contributions to family and consumer sciences education at local, state, and national levels. I miss her greatly.”

As a life-long Lafayette resident and through Griffin’s affiliations with professional organizations, she was connected with teachers all across the state. While a field experience coordinator, she utilized these connections to match students and teachers. She took the time to learn each student’s strengths and connected him or her with the teacher whose teaching style would best complement the student’s strengths. Jim Gilligan, College of Education student teaching placement coordinator, explained, “Mary thoroughly researched every potential placement, and she worked tirelessly to create a good match between each candidate and cooperating teacher.” She wanted both the teacher and the student to benefit from the placement and she wasn’t worried about creating extra work for herself. Gilligan continued, “If it created a greater learning opportunity for her students, she would do it without question.”

If it weren’t for Griffin’s extra effort Joy Dugan may not have completed her bachelor’s degree nor decided to continue towards her master’s. While working on her bachelor’s degree in occupational family and consumer sciences education Dugan encountered a family crisis and had to leave Purdue. After Dugan had been away for a semester, Griffin contacted her to encourage her to continue her studies. Dugan went on to received her bachelor’s and is currently a master’s student in the consumer and family sciences and extension education graduate program.

Dugan said, “She was so helpful to encourage me and believed in my ability to persevere in this most difficult time. I found myself not wanting to let her down. I never knew if with all the issues I had to deal with I could accomplish a bachelor’s degree. Mary never looked at me and expressed anything but a positive notion. She anticipated many things I could not have even known to have asked for. Mary was a model of patience and insight. She saw in me the potential to rise above life’s situations and accomplish something very valuable for myself. I treasure my educational opportunities at Purdue because of Mary. If it had not been for her and her continued support I would not have had the encouragement I needed to grow and learn all I did in pursuit of my bachelor’s degree.”

Mary Griffin easily connected with students, faculty, teachers, principals, administrators, and fellow staff. Her warm and caring personality and genuine concern enabled her to relate with all she came in contact. Dugan said, “She will be missed by many. Her life touched so many in a positive way. Her strong but gentle force was an inspiration to all who knew her.”

THE MARY GRIFFIN MEMORIAL FUND
The Mary Griffin Memorial Fund was recently established in honor of Mary Griffin, a valued member of the Consumer and Family Sciences Education program and the College of Education. This fund will provide support for Consumer and Family Sciences Education students. If you would like to contribute, please make your check payable to the Purdue Foundation and mail your gift to the following address:

Mary Griffin Memorial Fund
Purdue Foundation
403 West Wood Street
West Lafayette, IN 47907-2007
At Campaign Chicago last April, Bob and Sally Weist of Chicago and Koloa, Hawaii, were honored for their gifts to Purdue totaling $3 million, including a $750,000 gift for an endowed chair in the College of Education.

Their $750,000 gift to the College of Education will establish the Mary Endres Professorship in Elementary Education. Through the George E. Goodwin challenge, their gift will be matched dollar for dollar, and the combined total of $1.5 million will fund the chair.

The professorship is named after Chicago-area educator Endres, who was one of the founders of Purdue’s elementary education program. She began at the university in 1955 and became the first director of the Purdue Educational Research Center. During her 17 years at Purdue, she took leaves of absence to establish teacher-training programs in Nigeria and Pakistan and to establish parent and early childhood programs in African-American communities in Mississippi, Georgia, Indiana, and Ohio in the 1960s. She passed away in 2005.

“This is only the third endowed professorship in the college, so this is wonderful news for the College of Education and its elementary education program,” said Dean George Hynd. “Mary Endres was Purdue’s first faculty member in elementary education and was instrumental in making it a more comprehensive school of education. This is a wonderful way to honor what she did for our college.”

Endres was an inspiration for Sally Weist, who was studying elementary education during the time Endres was on staff. “Mary Endres was a mentor to me during my years at Purdue,” Sally Weist said. “I was on a scholarship when I came to Purdue, and she found a part-time job on campus for me, which I kept all four years. She was almost like a second mother to me, always there to bounce ideas off.”

Sally Weist said her mother and two sisters were teachers, and one of her daughters also is a teacher, so education has always been close to her heart. In addition, the couple established the Weist Foundation, a private family charitable foundation focusing on supporting innovative approaches to education. “There’s been a lot of focus on middle and high schools lately, but I feel that supporting teachers in the earlier grades is vital,” she said. “I’m hoping that this professorship will really help attract teachers into this area.”

Bob Weist received a bachelor’s degree in chemical engineering from Purdue in 1962. He is president of Weist Associates, a biotechnology industry consulting business in Chicago. In 1966, he received a law degree from New York University and in 1981 received an MBA from the University of Chicago Graduate School of Business Executive Program. He retired in 1989 from Amgen Inc., where he served as senior vice president, corporate secretary and general counsel. Weist was the founding consultant and initial chief executive officer of Hyseq Inc., a genomics company.

Sally Weist received a bachelor’s degree from the College of Liberal Arts in 1961. She is a former elementary school teacher at Edgelea Elementary School in Lafayette, Indiana.

—Kim Medaris, University News Service
1940s
Nancy (Wheeler) Friedersdorf (BS ’49, PhD ’89), a former Purdue University professor, and original faculty member at Lake Park High School in Roselle, Illinois, is celebrating a $20,000 bequest made in her honor to the Lake Park Educational Foundation.

1960s
Carol L. (Kotter) Vogt (BA ’65) is working as an Interior Design Consultant having graduated again in 2001 from Pine Manor College. She also has a certification from the Danforth Museum of Art and is an active artist in the Greater Boston Area.

1970s
Barbara May (Thornburg) Butler (MS ‘72) celebrated the marriage of her daughter Laura May Butler (BS ’05) to Kyle Totten (BS ’04) on May 28, 2005. Her daughter Annabelle Butler graduated from Depauw University in 2006 and was accepted into IU School of Medicine.

Catherine S. (Simpson) Redden (BA ’76, MS Ed ’80), a Spanish teacher in Del Norte, Colorado, was recently named the 2005-2006 Teacher of the Year for Del Norte High School as well as Teacher of the Year for the Del Norte School District C7.

1980s
Erin (Doelling) Makki (BA ’86, MS ’88, EdS ’89), Purdue women’s basketball player from 1982-1986, married Hassan “Sam” Makki on April 8, 2004 in Detroit, Michigan. Erin is the Medical Student Clerkship Coordinator for the University of Michigan Medical School in the Department of Obstetrics and Gynecology. In 2004, Sam and Erin co-founded the Makki Training Academy.

John Stumph (BS ’86, MS ’90), was recently deployed to Iraq for his second tour for Operation Iraq Freedom with the U.S. Army.

1990s
Jennifer L. Husky (B.A. ’96) and Corey Swartz celebrated the birth of a son on January 12, 2006.

Sherri Wheeler (BA ’96) recently received her second “Who’s Who in America’s Teachers” award.

Jennifer L. Buntin (MS Ed ’98) and Jefferey M. Rogers celebrated the birth of a son on December 12, 2006.

Heidi J. Gibson (MS Ed ’99) and Sean A. Cripe (BA ’94, sociology) celebrated the birth of a daughter on January 20, 2006.

Katherine Y. Brown (MS Ed ’99) has been elected as the National Vice President for the Black Occupational Therapy Caucus.

2000s
Kimberly (Ortman) Van Wie (MS ’87, PhD ’00) is now the Coordinator of the Learning Center at Gaston College in Lincolnton, North Carolina.

Sylvia E. DeVennis (BA ’01) married Aaron Wolff on October 9, 2005.

Catherine A. (Martin) Koenig (BA ’02) married David Paul Koenig (BS ’01, College of Science) on September 1, 2006 on Mackinaw Island, Michigan.

Jill L. (Shinevar) Carnes (BA ’03) and husband, Chuck Carnes (BA ’02, industrial engineering) had a daughter on July 13, 2006.

Justin P. Notoras (BA ’04) and Amanda Notoras celebrated the birth of a son on January 25, 2006.

Amy M. Rauch (MS Ed ’04) is the new principal at Elwood Middle School in Elwood, Indiana, where she had previously served for two years as the Assistant Principal.

Sarah B. McNeely (BA ’05) was married to John Mulheran on November 19, 2005.

Kristina A. Riehle (BA ’04) was married to Brian Gross on October 29, 2005.

Lindsey (St. Clair) Darnell (BA ’06) and Roy Darnell were married September 23, 2006.

Annette M. Lamb (BA ’06) is now the Director of Development for Purdue University President’s Council.

Nicole M. (Woodruff) Parry (BA ’06) married Purdue Alumni Brett T. Parry (BS ’05, technology) on June 24, 2006 in Michigan City, Indiana.
BY MAIL
To add your news to the next College of Education magazine or just to update your records, fill out the form below and mail to:

Purdue University
College of Education—Magazine
Beering Hall, Room 6124
100 N. University St.
West Lafayette, IN 47907-2098

BY EMAIL
Information may also be emailed to education-info@purdue.edu. Note “alumni news” in the subject line.

ONLINE
Or you can also update your information at the Purdue Alumni Associations website at: www.purduealum.org/update.html.

Today's date:

Degree(s)/Year(s):

Name: Maiden Name:

Street: City: State: Zip:

Phone: Email:

Employer:

Title:

Employer City, State:

Spouse's Name: Purdue Alumnus/a? □ Yes □ No

If yes, Degree(s)/Year(s):

Children's Names:

News:

☐ This may be published in the College of Education Magazine.  ☐ This is for alumni records only.
CURRICULUM & INSTRUCTION
STATE-OF-THE-FIELD CONFERENCE
“Articulating the Present (Next) Moment in Curriculum Studies: The Post-Reconceptualization Generation(s)” brought together a diverse group of faculty and students to discuss the current state-of-the-field and to discuss the future of Curriculum and Instruction.
DATE: February 16-19, 2006
PARTICIPANTS: 100
MORE INFO: www.education.purdue.edu/thenextmoment/

GREAT LAKES REGIONAL COUNSELING PSYCHOLOGY CONFERENCE
The nineteenth Great Lakes Regional Counseling Psychology Conference included participants from the Great Lakes Region (Indiana, Michigan, and Ohio) and individuals from at least ten other states. The theme was “Counseling Psychology on Campus: Research, Training, and Practice.” Bill Hanson, assistant professor of counseling and development and conference coordinator, said, “This conference is important because it focuses on student-initiated and led research. It also gives students a chance to meet and connect with peers and faculty from other nearby universities.”
DATE: April 28-29, 2006
PARTICIPANTS: 172 people from 32 universities (second largest attendance in the history of the conference)
MORE INFO: www.edst.purdue.edu/GreatLakes/2006.htm

DISCOVER!
A gifted education and talent development summer institute, DISCOVER!’s mission is to help educators effectively serve gifted and talented children and to discover and develop talents in all children.
DATE: June 26-29, 2006
PARTICIPANTS: 100 participants from across the U.S. as well as one from Canada and one from Korea
MORE INFO: www.geri.education.purdue.edu

GERI SUMMER CAMPS
GERI offered summer residential and day camps for gifted children. The GERI Summer Residential Camps provided accelerated and enriched learning experiences in mathematics, science, humanities, and the arts for talented youth in grades five to twelve. Super Summer, GERI’s day camp program, provided enrichment opportunities and fun summer activities for gifted students from age four to grade four. Summer of 2007 will be the 30th anniversary of the summer camps.
DATE: June and July 2006
PARTICIPANTS: 259 residential campers and 249 day campers
MORE INFO: www.geri.education.purdue.edu

JAMES F. ACKERMAN COLLOQUIUM ON TECHNOLOGY & CITIZENSHIP
The inaugural James F. Ackerman Colloquium on Technology and Citizenship “Citizenship Education in a Digital Age: A Window to our Future?” brought together scholars in social studies, citizenship education, and educational technology to address these important issues.
DATE: July 24-27, 2006
PARTICIPANTS: 24 from 19 universities and schools
MORE INFO: www.edci.purdue.edu/ackerman/colloquium

CONSTITUTION DAY
A celebration of the anniversary of the signing of the United States Constitution, Constitution Day’s opening remarks were by Provost Sally Mason. Activities and displays included Purdue University Libraries’ Banned Book Exhibit and Celebrity Constitution Quiz Off. Phil VanFossen, director of the Ackerman Center for Democratic Citizenship and coordinator of the event, said, “The event is designed to increase awareness of the Constitution and increased awareness leads to increased learning.”
DATE: September 15, 2006
PARTICIPANTS: Approximately 400
MORE INFO: www.purdue.edu/constitution-day

INDIANA WRITING SUMMIT
The Indiana Writing Summit, “The Neglected R,” brought together recognized experts in the P-16 communities to discuss improving writing skills (see more about this issue on page 10).
DATE: August 7, 2006
PARTICIPANTS: 120
MORE INFO: www.indianawritingsummit.org/

PURDUE DAY AT THE STATE FAIR
The College of Education, along with 35 other Purdue colleges and organizations, greeted smiling faces at the Indiana State Fair.
DATE: August 16, 2006
PARTICIPANTS: too many visitors to count!
OCTOBER 2006
27 Stephen Hooper, Associate Director
Clinical Center for Development and Learning, University of North Carolina
Brown Bag Lunch: “Subtypes of Written Language Functioning in Elementary School Children”
12:00-1:00 p.m., Beering Hall, Room 3292
27-28 President’s Council Annual Weekend
Visit www.purdue.edu/udo/pc for more information.
30 Mary Kay Sommers, President Elect, National Association of Elementary School Principals
Lecture: “Reflections of P-12 Education—from National Influences to Partnerships with Higher Education”
9:30-11:00 a.m., Pfendler Hall, Deans Auditorium

NOVEMBER 2006
1 Registration deadline for Purdue Literacy Collaborative’s
Primary and Intermediate School Team Planning seminars
For information contact Sarah Mahurt at 765-496-3981 or mahurt@purdue.edu.
6 CRESME Kickoff Celebration
Inaugural Address by Carl Wieman Nobel Prize laureate in physics
4:30 p.m., Fowler Hall, Stewart Center
6 CRESME Kickoff Celebration Reception
5:00 p.m., Stewart Center Gallery
17 Registration deadline for Purdue Literacy Collaborative’s Administrator’s Academy
For program info contact Sarah Mahurt at 765-496-3981 or mahurt@purdue.edu.
To register contact Lisa Harker at 765-494-2973 or laharker@purdue.edu.
17 Anne Meis Knupfer, Assistant Professor
Purdue University, College of Education
Lecture: “The Chicago Black Renaissance and Women’s Activism”
2:00-4:00 p.m., Lawson Hall, Room B-151
28 Kathleen Kennedy Townsend, Former Lt. Governor of Maryland
The Purdue Series on Corporate Citizenship and Ethics: featured speaker
7:00 p.m., Fowler Hall, Stewart Center

DECEMBER 2006
17 Winter Commencement
9:30 a.m., Elliott Hall of Music
17 College of Education Commencement Reception
11:30 a.m.-12:30 p.m., Beering Hall, Room 1284

JANUARY 2007
3 Registration deadline for Purdue Literacy Network Projects
K-2 Professional Development Series 1: Word Study in a Balanced Literacy Classroom
For program info contact Marissa Fletcher at 765-496-2119 or mfletcher@purdue.edu.
To register contact Lisa Harker at 765-494-2973 or laharker@purdue.edu.
3 Registration deadline for Purdue Literacy Network Projects
3-6 Professional Development Series 2: Best Practices Within Writer’s Workshop
For program info contact Marissa Fletcher at 765-496-2119 or mfletcher@purdue.edu.
To register contact Lisa Harker at 765-494-2973 or laharker@purdue.edu.
13 Registration deadline for GERI Super Saturday spring programs
Visit www.purdue.edu/geri for more information.
27 GERI Super Saturday program starts (lasts for 8 Saturdays)
Visit www.purdue.edu/geri for more information.
abetment, accord, affiliation, affinity, aid, alliance, assistance, backing, benefit, bond, boost, cahoots, coaction, coadjuvancy, coalition, coherence, collaboration, combination, combined effort, comfort, compensation, communion, company, concert, concurrence, confederacy, confederation, confederation, confederation, congruity, conjunction, connection, cooperation, engagement, furtherance, friendship, fusion, harmony, helpfulness, helping hand, interrelation, kinship, lift, membership, mutuality, pact, participation, partisanship, partnership, relation, reciprocity, reinforcement, relief, service, society, service, support, symbiosis, synergism, synergy, teamwork, tie, unamity, unity