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WINTER 2008

Newsletter

For alumni and friends of Lehigh University's College of Education



Dr. Sally K. Ride, First American Woman in Space, Comes to Lehigh!

The College of Education's faculty, staff, and students invite you to spend an evening with Dr. Sally K. Ride. She will be here on April 8th, 2008 at 8 pm in Baker Hall in the Zoellner Arts Center on the campus of Lehigh University.

TICKETS NOW ON SALE!

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Message

FROM THE INTERIM DEAN



I am very pleased to present you with the Winter 2008 edition of the College of Education newsletter. The last few months have been very productive at the College: environmental illiteracy, the aftermath of Hurricane Katrina, international education, and the United Nations are just a few of the areas in which we have been engaged. You will also read about the accolade for our School Psychology program, the opening of our Multicultural Research Center, and news about our Center for the Development of Urban Educational Leaders. In addition to our featured alumnus and news from the University Alumni Office, we are adding a spotlight on graduate student research as well as a column from our Alumni Council.

Please let us know how our newsletter can best serve you. Send any comments – good or bad – either directly to me (gary.lutz@lehigh.edu) or to Tammy Palmer, COE Director of Marketing & Communications (tlp205@lehigh.edu).

J. Gary Lutz, Ed.D.
Interim Dean

We're Back This Summer!!!

2008 Special Education Law Symposium
June 22 - 27, 2008

Lehigh University's intensive one-week symposium provides a practical analysis of legislation, regulations, and case law relating to the education of students with disabilities. The program offers two parallel tracks, one for basic and the other for advanced participants. Topics will include eligibility, including RTI, FAPE, discipline, LRE, remedies under the IDEA, and autism. Additional topics for Pennsylvania practitioners will be the new Chapter 14 and the *Gaskin* implementation.


The program faculty includes attorneys Raymond Kuntz (New York), Zvi Greismann (Maryland), Catherine Holahan (Connecticut), Thomas Mayes (Iowa), Monica Palestis (New Jersey), Julie Weatherly (Alabama), and Pennsylvania attorneys Andrew Faust, Linda Fusco, Vivian Narehood, and David Painter.

Symposium offered for graduate or continuing education credit.

Mark Your Calendars!!

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Contact:
Theresa Freeman /Olga Thomson
<http://www.lehigh.edu/specialseminars>
Email: specialseminars@lehigh.edu

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School psychology program cited for outstanding research

IN A RECENT CHRONICLE OF HIGHER EDUCATION REPORT, LEHIGH WAS RANKED THIRD NATIONALLY IN RESEARCH PRODUCTIVITY.

By Tom Yenko

The College of Education's school psychology program was ranked among the nation's elite for research productivity in a report recently published by *The Chronicle of Higher Education*. The program was recognized for the scholarly activity of its faculty, finishing third among all school psychology programs in the United States. Data were compiled by Academic Analytics for its 2006-2007 Faculty Scholarly Productivity (FSP) Index. The news is the latest to highlight the scholarly research of school psychology faculty. In the past two years, Ed Shapiro and George DuPaul – both professors in the program – have been named among the country's most prolific researchers by such journals as *Psychology in the Schools*.

The results of the FSP Index are more comprehensive, however, and represent the program as a whole. The productivity of every faculty member in the school psychology program was measured, each being judged on five factors: the amount of published books as well as journal entries, the number of citations of journal articles, the amount of federal grant dollars earned, and the total number of honors and awards. "All of us here at the College of Education continue to be inspired by the hard work – and quality work – in which the faculty and students of the school psychology program are engaged," says J. Gary Lutz, interim dean of the College of Education. "Their reputation for groundbreaking research is well earned."

Successful alumni are another important measure of the program's success, according to DuPaul. "It doesn't take long for our graduate students to find their own footing when they leave Lehigh," he says, citing the contributions of recent graduate Jessica Blom-Hoffman to the field of pediatric school psychology. With five faculty members, Lehigh has a relatively small program. Every professor has been published in a peer-

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reviewed journal, averaging over four publications per faculty member for the year. Among the top 10 programs in the report, Lehigh ranked first in the percentage of faculty whose research has been cited in other articles.

Lehigh finished with an overall index score of 1.65. The University of Oregon (1.97) and University of California at Berkeley (1.69) captured the first two spots.

Highlights from the Office of International Programs WWW.LEHIGH.EDU/LBL

- Dr.'s Nick Ladany and Daphne Hobson recently traveled to Kuwait where Dr. Ladany taught a counseling psychology course and Dr. Hobson presented two three-day TESOL workshops to thirty-five international teachers. The American International School of Kuwait hosted the group where the teachers hailed from schools throughout the country.
- The Chinese Government has approved offering degree programs in Hong Kong. It has been two years in the making and it is a special honor to be recognized by the Ministry of Education in China.
- The Office of International Programs steps out this summer to offer an enriching learning experience in Yates country; Sligo, Ireland. Educators from international schools and US national schools come together to hone in on their craft in counseling and teaching. These intensive week-long graduate courses can be used for professional development or towards a master's degree program.



Center will teach principals to succeed in city settings

THE COLLEGE OF EDUCATION'S NEW CENTER WILL RESEARCH SUCCESSFUL URBAN SCHOOLS WHILE TRAINING THE NEXT GENERATION OF PRINCIPALS AND TEACHERS.

By Tricia Long

Faced with changing demographics, challenged to meet rigorous academic standards and hampered by daunting budget cuts, America's urban schools are at a crossroads. It's a predicament that Lehigh's College of Education is committed to addressing. One year after the college received the largest gift in its history, the Center for Developing Urban Educational Leaders is building its staff, designing and implementing programs to prepare the next generation of urban school principals and conducting research examining "outperforming" and "out-improving" urban schools. The Center, which was made possible by a generous gift of \$2.25 million from Peter Bennett '63, chairman and CEO of Liberty Partners, is helping Lehigh develop effective educational leaders, who, in turn, will help improve urban communities nationwide.

The Center's mission is to cultivate transformational educational leadership in urban communities by conducting research, developing leadership competencies and improving leadership practices to enhance student learning and development. Understanding that schools are a reflection of the communities in which they are built, the Center will engage the communities, social service agencies and other forces that shape reform efforts. "Peter Bennett recognizes that strong educational leaders foster strong students," says J. Gary Lutz, interim dean of the College of Education. "Generous visionaries like Peter, coupled with an enthusiastic and dedicated team of Lehigh faculty and students are making it possible to secure a brighter future for our communities."

To spearhead these efforts, George White has been appointed interim executive director of the Center. White, program coordinator and professor of educational leadership, has worked with over 60 school districts, educational organizations, and colleges and universities to address issues associated with organizational development and change, partnership development and strategic planning. "Lehigh and the College of

Education have been committed to developing educators who are equipped to work within the unique environment and challenges that urban schools present," says White. "This Center takes our work one step further by providing a home for urban educational leaders to train and put their creative solutions and innovative ideas to practice." White is charged with creating the mission for the new center as well as commencing the center's work. To help in this effort, Margaret Barber, assistant professor of educational leadership, has been appointed research director. Bennett's gift will also support an endowed professor for the college who will eventually assume the role of executive director.

White is tapping the expertise of a regional advisory board comprised of educational and community leaders immersed in the region's urban schools. Representing Pennsylvania cities such as Philadelphia, Chester, Allentown and Norristown, these board members are on the front lines of a struggle between education and economics. The board will help devise a plan to achieve the Center's goals. "Our emphasis is on finding ways to overcome the issues of power and privilege as they relate to determining who receives a quality education," says White.

"We're focusing on success"

For White, the Center's mission is of both professional and personal interest. A product of a parochial high school in Philadelphia, White understands the struggle for educators and students to excel in a challenging economic climate. "Poor education is a way of continuing a cycle of poverty," says White. "We're trying to understand how we can help schools and their communities overcome the impact of economic disadvantages." An initial research study, which directly addresses that mission, is already underway. White and Barber have identified a segment of economically disadvantaged schools with high academic achievement in Pennsylvania—schools that appear to be bucking the trend



DR. GEORGE WHITE

that links performance to wealth. These "outperforming" and "out-improving" schools have high poverty and high minority student populations. "Too often we study failing schools, but here we're focusing on success," says White.

The main focus is on the principal's role and the role of other leaders (teachers, community members or parents) in those achievements. Teams of educational researchers, sociologists and economists will study these urban schools that are performing at levels comparable to the best suburban schools. The results of this study will serve as the basis for the design of a comprehensive model for principals and teachers. "This is research that guides practice," adds White. "We want to specifically look for common traits and practices among this segment of principals that other schools can use to select on, or train on, in order to replicate the progress these leaders have made within their own schools," says Barber. "But we also recognize that additional leadership from teachers, parents and community leaders, as well as other sociological, political and economic factors may have contributed to these success stories as well."

Research teams will be placed in this segment of schools to determine precisely which factors are creating a successful learning

Continued on page 17



COE launches Multicultural Resource Center

THE GOAL IS TO ENCOURAGE COLLEGE OF EDUCATION FACULTY TO INCORPORATE DIVERSITY INTO THEIR CURRICULA.

By Natalia Krepak

The College of Education has long been a champion of multiculturalism and has even required students in all programs to take a multicultural course as part of their core curriculum. This has allowed students to increase their awareness related to issues of diversity. Now, the College has taken another critical step towards integrating the concept into individual classroom environments in a practical way. The College's Diversity Committee spearheaded the creation of the Multicultural Resource Center (MRC) which helps to infuse K-12 and college-level curriculum with diverse perspectives. Its library includes books, articles, Web site links, curriculum kits, videos, and peer-reviewed research studies which will provide the foundation of support for the College's faculty members.

The goal is to encourage College of Education faculty to incorporate diversity into their curricula, according to MJ Bishop, associate professor of teaching, learning and technology and co-chair of the diversity committee. "Too often, we miss opportunities to think practically about social justice and diversity," says Bishop. "Ethnicity, socio-economic upbringing, cultural differences ... they all play a role in how individuals learn. Including discussions of multiculturalism in the classroom helps put our understandings about teaching and learning in context."

The College of Education's emphasis on social justice has earned the attention of the Lehigh community. Its counseling psychology program recently won the prestigious Suinn Award, for example, and the educational leadership program hosted a team of Kuwaiti administrators last spring. Its Office of International Programs helps bring the college's curriculum to educators in South America, Europe, Africa and Asia. Actually integrating diversity into the college's curriculum by including current social trends and real multicultural examples has been difficult until now because of the lack of resources. As a result, the college's diversity committee made the creation of the MRC a priority.

"Developing multicultural competence in a continuously evolving cultural climate is at the heart of effective educational practice," says Arpana Inman, assistant professor of counseling psychology and co-chair of the committee. "Having this center available to both our faculty and our students really illustrates our commitment to creating as diverse and open-minded a learning environment as possible."

Matt Malouf agrees. As the graduate assistant for the MRC and a doctoral student in counseling psychology, he understands firsthand the relation of curriculum to the college's diversity

efforts. He envisions a resource center for those who want help fostering supportive and open conversations both in and out of the classroom. "This could range from helping faculty implement classroom interventions exploring power and privilege to helping students recognize discrimination based on gender or sexuality in applied settings," he says. Malouf also coordinates a monthly newsletter, hosts lectures and networking events, and makes sure the MRC provides training opportunities for faculty and staff. "The intent of the MRC is to generate a climate of acceptance that advances multicultural awareness," Malouf says. "The college is already committed to these issues, but the MRC allows us to start embracing multicultural issues in a way that hasn't been done before."

The MRC is located on the first floor of Iacocca Hall and is open to all COE faculty, staff, and students. For more information see page 15.



DR'S ED SHAPIRO (LEFT) AND MJ BISHOP (RIGHT) CHAT AT LAST MONTH'S GRAND OPENING OF THE COE'S MULTICULTURAL RESOURCE CENTER.



Counseling Psychologists take U.N. trip for mental health

LEHIGH WAS ONE OF JUST THREE PROGRAMS NATIONWIDE TO RECEIVE A 2007 SUINN MINORITY ACHIEVEMENT AWARD.

By Becky Straw



THE LEHIGH CONTINGENT – (FROM LEFT TO RIGHT) ANJU KADUVETTOOR, DR. ARNOLD SPOKANE, DR. TINA RICHARDSON AND YOKO MORI-OUTSIDE THE U.N. BUILDING.

“NO ONE SHOULD GRADUATE FROM LEHIGH WITHOUT HAVING A U.N. EXPERIENCE.

The relationship we have at the U.N. provides an opportunity for each member of the Lehigh community to benefit from this international experience”

– BILL HUNTER, DIRECTOR OF THE GLOBAL UNION

During their trip to the United Nations, Lehigh counseling psychology professors and students heard one message clearly: too few psychologists are trained to handle natural disasters. Arnold Spokane, who attended the Oct. 11 briefing, could not agree more. The Professor of Counseling Psychology discovered that he was ill equipped to cope with trauma he saw during his two trips to the Gulf Coast for Hurricane Katrina relief in 2005 and 2006. Even after training and enlisting as a Disaster Mental Health Volunteer for the American Red Cross, Spokane “always takes away one disturbing incident” every time he volunteers, he says. Universities and colleges need to prepare psychologists to work with disasters, said one of five experts at the briefing entitled “The Psychological Impact of Natural Disasters.”

“It’s important to have more training programs to do this effectively,” said Gerard Jacobs, director of the Disaster Mental Health Institute at the University of South Dakota. “We need to have more educational institutions taking on this part.” Lehigh has already responded to this need. Last year, Spokane created a class on disaster and mental health. This June, the Mental Health First Response course will be held on the Gulf Coast of Mississippi and is open to select undergraduates, graduates and Gulf Coast mental health workers. For the first time, students will alternate days of volunteer work with class time.

To prepare for his course, Spokane hoped to learn about international disaster response efforts from the U.N. briefing. “I wanted to see if the same principles applied on an international level,” he says. He learned that international relief requires extra sensitivity to cultural differences. But both “struggle with the fact that there is little hard evidence to guide them in the best practices,” he says.

Another layer to the college experience

Tina Richardson, associate professor and counseling psychology program coordinator, formed contacts that may assist her research. “I was able to get names, and a chance to hear some of the things going on around the world,” she says. After attending the briefing, both Yoko Mori and Anju Kaduvettoor, counseling psychology doctoral candidates, saw their own studies in a new light. Mori has just completed a paper on best training practices for international students and hoped to find a way to connect her research to the U.N.’s broader goals. Kaduvettoor assists Spokane as he examines the effects of disasters on mental health. “This adds another layer to my understanding of disaster research,” she says. Lehigh offers several opportunities for all students to “add another layer” to their college experience by attending U.N. briefings throughout the year on various topics including human rights, terrorism and cyber-education.

“No one should graduate from Lehigh without having a U.N. experience,” says Bill Hunter, director of the Global Union. “The relationship we have at the U.N. provides an opportunity for each member of the Lehigh community to benefit from this international experience.” For more information on Lehigh trips to the United Nations, visit the LU-UN Web page: <http://www.lehigh.edu/~inunited/>

International education finds another home at Lehigh

THE NEW PROGRAM BUILDS ON THE COLLEGE OF EDUCATION'S COMMITMENT TO MULTICULTURALISM AND SOCIAL JUSTICE.

By Natalia Krepak

In the fall of 2006, Alex Wiseman was leading a faculty search committee for the University of Tulsa's School of Education when he came across a job posting at Lehigh University. Within weeks, he would find himself on the flipside of the interviewing process. Lehigh's College of Education had begun its search for a program coordinator for the newly-announced Comparative and International Education program (CIE). The timing couldn't have been better for Wiseman, who was making a name for himself in such fields as the comparative analysis of national educational systems. His interest in the complex policies of international education wasn't a primary focus for Tulsa. "They supported my interest in international research and were enthusiastic about the topic, but it was not a fundamental part of the University of Tulsa's education program," Wiseman said. So he chose to pursue the opportunity here at Lehigh, ultimately becoming an associate professor with the College of Education with the charge of starting up the CIE program.

It was a bold gesture and a leap of faith but, nonetheless, a perfect fit. According to Wiseman, CIE is about being "multicultural, multinational, multi-everything. It's not western-centric because that's not what comparative and international education is all about. It's about exploring the bigger picture and the impact of global context."

"Meshes perfectly with Lehigh's global initiatives"

CIE places additional emphasis on international education at Lehigh and complements the college's commitment to social justice issues. The program looks at education's influence on a blend of cultures and focuses on the systems, policies and programs that affect education internationally. "The College of Education is very excited about the Comparative and International Education program in general and about having Alex here to lead it in particular," says J. Gary Lutz, interim dean of the College of Education. "The development of the program was the next logical step in the evolution of global efforts spearheaded by our Office of International Programs, and of course it meshes perfectly with Lehigh's global initiatives." While CIE isn't a teacher training program, it does put the spotlight on education across different cultures and the impact it has on society. Graduates of the CIE program will initiate research-based educational policy reform and program development in foreign Ministries of Education, multinational development organizations, and research institutes.

Wiseman says the future includes a Masters-level program for CIE and hopes to have the program approved in time to welcome the first cohort of students in fall 2009. Eventually,

CIE will expand to include a Ph.D. program. Currently, the program is collaborating with both educational leadership and the Office of International Programs in the College of Education to offer a M.Ed. in Global Leadership. Wiseman and his colleague, Iveta Silova, an assistant professor of Comparative and International Education who is also new to the Lehigh community, began teaching some of the classes this semester. CIE is unique because it looks at the layers of socio-, cultural-, and economic-



DR. ALEX WISEMAN

negotiations that schools have to address. Wiseman's own research interests lie with comparing American education with schooling that occurs in other nations and investigating global trends in education. He is already working on a cross-national study of youth political socialization in schools and an internationally comparative study of gender-segregated national school systems.

One of Wiseman's specific research interests is gender inequity in the classroom, which he says begins at the early educational level. He questions international gender equality, explaining that in many cultures, girls are only allowed to go to school two days a week while boys are offered a full slate of educational opportunities. The opportunities for more education after primary school are often not available to girls and women in a variety of cultures. Because CIE is a developing program, Wiseman will continue to explore financial opportunities and faculty recruitment. "We're still in the formative stages of the program, but we're really breaking ground on something special here because only a handful of institutions do comparative international education well," he says, mentioning Stanford and Columbia Universities as benchmarks. "The College of Education has a highly-collaborative culture and is the perfect environment for this type of effort," he added. "We're already making substantial progress because the college – and Lehigh's administration – has been incredibly supportive." "The educational landscape here and abroad is going to change dramatically over the next generation," he says. "It's incumbent on us to anticipate those changes and prepare educational leaders who can contribute to and influence those trends."



Bodzin helps school-aged children fight environmental illiteracy

THESE PROJECTS PROVIDE ELEMENTARY AND MIDDLE-SCHOOL TEACHERS AND STUDENTS WITH CRUCIAL ENVIRONMENTAL KNOWLEDGE.

By Tricia Long

Are our schools doing a good job preparing our children to be environmentally literate? When our kids read in the newspaper about issues pertaining to energy use, global climate change, and pollution, do they have a deep meaningful understanding about these issues or just some superficial awareness?

These are the questions that worry Alec Bodzin most. An Associate Professor of Teaching, Learning, and Technology in the College of Education, Bodzin fears that today's society is creating generations of environmentally illiterate citizens. He has the facts to prove it. A recent Roper report shows that Americans believe they know more about the environment than they actually do. The facts paint a startling picture: 45 million Americans think the ocean is a source of fresh water; 120 million think spray cans still have chlorofluorocarbons (CFC's) in them even though CFCs were banned in 1978; another 120 million people think disposable diapers are the leading problem with landfills when they actually represent about 1 percent of the problem; and 130 million believe that hydropower is America's top energy source, when it accounts for just 10 percent of the total. Bodzin notes that there have been times in history when environmental concerns have prompted stronger public interest, such as during the 1970s when concern over DDT, a very toxic insecticide which was used to kill mosquitoes and other insects, prompted the United States to ban its use. "We experienced an environmental revolution, but we got complacent," said Bodzin. "Now concerns surrounding oil and climate change are raising environmental issues again."

So how do we educate the public now that its interest is piqued? "We have to do it in

schools, and we have to start at the elementary level," said Bodzin, whose research focuses on investigating the design and implementation of inquiry-based environmental science curriculum. His work is also part of Lehigh's Environmental Initiative, a broad interdisciplinary program of research, education, and outreach designed to address the full spectrum of environmental problems facing society. "American schools at all levels need to do a much better job preparing our students to be environmentally literate," he says. "Students completing elementary school need to know more than a basic awareness of ecological concepts in order to pass a high-stakes test. Our K-12 schools need to provide each and every student with opportunities to acquire knowledge, values, attitudes and commitment to protect and improve the environment."

A more comprehensive approach is needed

Since the "No Child Left Behind" law focuses primarily on reading, writing and mathematics, Bodzin notes that many students are actually receiving less science instruction than they did before the law was enacted. And while the integration of environmental topics into the traditional school disciplines is an excellent place to start, it's only scratching the surface. "A more comprehensive level of environmental literacy goes beyond awareness and personal action," says Bodzin. "It involves a deep knowledge and understanding of environmental concepts and skills that are at a much higher level to understand environmental issues, some that are quite complex." Bodzin is hoping to bring these concepts to light through a number of projects aimed at providing resources and opportunities for both teachers and students to gain crucial environmental knowledge through school-based curricula. Through a NASA Explorer School grant, Bodzin is working with the eighth grade at Bethlehem, Pa.'s



DR. ALEC BODZIN

Broughal Middle School to introduce environmental studies into the curriculum. Students will have exposure to lessons in energy, global climate change and environmental issues such as land-use change.

During a recent project, students canvassed the school's South Side neighborhood, using GPS devices to map out the sewers in order to determine where rain water flows. "By exposing kids to these activities, we're able to integrate science, social, political and economic studies," said Bodzin. Bodzin has also been instrumental in developing the LEO EnviroSci Inquiry, a Web site designed specifically for curricular enhancement of existing Environmental Science components of an elementary, middle school, or upper secondary science curriculum. Teachers can access activities and lesson plans related to geology, weather, environmental issues, watershed and data collection. "Reading about the environment promotes literacy. Reading and 'doing' promotes environmental literacy," says Bodzin. "For environmental literacy to be realized, all K-12 students need to be actively engaged in interdisciplinary environmental education curricula that emphasizes student-directed scientific discovery of their local environment."





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Photo Credit: Scott Foster

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Weathering the storm that won't go away

ARNOLD SPOKANE IS EXAMINING THE EFFECTS OF HURRICANE KATRINA FOR HIS RESEARCH ON DISASTER RECOVERY AND MENTAL HEALTH.

By Becky Straw / Photos by Becky Shaw

Arnold Spokane, professor of counseling psychology, and two doctoral candidates landed in muggy Biloxi, Mississippi back on Sept. 4, 2007. While riding from the airport to their rental car dealership, the shuttle driver inquired about the weather on the flight. "Did it rain?" she asked. They had rain here, she told them, and in the distance she saw lightning and heard low rumble of thunder. "I don't like bad weather," she said. The television at the newly reopened Italian restaurant displayed a large swirling hurricane approaching Mexico.

As the students and their professor finished their pasta, the waitress mentioned that the sky looked threatening, but "at least it wasn't a hurricane," she joked. The local Fox news station provides a weather update every few minutes. As the meteorologist pointed to potential storms brewing in the tropical waters, he consoles his listeners that the storms are nothing to worry about yet.

"Katrina is still here," says Jeff Bennett, Center Director of the Gulf Coast Community Mental Health Center. "It's been two years since the wind and the waves, but this storm won't go away for a long time." Spokane, Ryan Weatherford and Anju Kaduvetoor met with Bennett to follow up their previous volunteer efforts on the Gulf Coast. During the three-day trip, Spokane gleaned information about the long-term effects of Hurricane Katrina for his research on disaster recovery and mental health. Two years ago, Spokane was deployed to the Gulf Coast for Hurricane Katrina relief twice with the Substance Abuse and Mental Health Services Administration (SAMHSA) and he has enlisted as a Disaster Mental Health Volunteer for the American Red Cross.

No one is unaffected by disaster

During their three-day visit to the Mississippi Coast, the students and professor spoke with various community



A GULF COAST FAMILY LIVES IN A TRAILER BEHIND THEIR FLOOD-DAMAGED HOME.

leaders, including an assistant chief of police, an elementary school principal, a pastor and several volunteer camp staff members. Spokane's research and experience taught him two things. First, that no one is unaffected by a disaster. "Secondly, most people recover quite well," he says, "Their natural resiliency, strength and resources are sufficient for them to recover from even the worst disasters with some support, but people who are predisposed to illness or have pre-existing conditions are more vulnerable. Those who are hit the hardest, can least afford it." Post-disaster counseling must help a person recover from prior conditions as well as the effects of the disaster, Spokane says. But for those without pre-existing conditions, "restoring the natural supports in the environment can be more helpful than individual interventions," he says. These supports include friends, family and community centers like churches and neighborhoods. These supports connect people in a similar location and frequently rely on buildings. When disaster destroys buildings, it could also destroy the communities that meet in these centers.

Spokane specializes in the effects of the built environment, including buildings, roadways and architecture, on the mental and social health of a community. This research applies particularly well to disasters that destroy the built environment, like Hurricane Katrina did. "While we can do some counseling and ensure mental health follow-up and continuity for people who need it, the vast majority of the community, with some

"Katrina is still here. It's been two years since the wind and the waves,

BUT THIS STORM WON'T GO AWAY FOR A LONG TIME"

– JEFF BENNETT, CENTER DIRECTOR OF THE GULF COAST COMMUNITY MENTAL HEALTH CENTER

assistance can recover itself," he says. "When you add the architecture, the built environment, that helps recreate community." "I'm working on a piece which ties the architecture to mental health in community restoration following a disaster," Spokane says. "It is a comprehensive approach that merges mental health and physical design."

An ongoing need

During his most recent Gulf Coast trip, Spokane realized that "we need to address both the short-term and long-term effects of disaster," he says. "My assumption that two years was enough (for a community to recover) was wrong." Every Monday immediately after the storm, Bennett hosted debriefing meetings at the Gulf Coast Mental Health Center for mental health volunteers from Federal Emergency Management Agency (FEMA), Mississippi Emergency Management Agency (MEMA), SAMHSA and the American Red Cross. Today, most of the mental health volunteers have returned home, and Bennett's pre-Katrina staff of approximately 230 has dwindled to around 170. But the need for mental health works has risen. Suicide rates, domestic disputes and substance abuse issues have increased, especially among those living in trailer parks, says Michael Prendergast, the assistant chief of police in Waveland, Mississippi. His small town bore the brunt of Katrina's force, sustaining a storm surge of 30 feet that destroyed many homes, businesses and city buildings-including the police department.

Spokane believes that some of these mental health problems could have been tempered or avoided by providing better temporary housing. Families living in FEMA travel trailers were uprooted from their normal neighbors and communities to live among strangers, and in some cases, the trailer parks were 20 or 30 minutes away from their previous homes, making it difficult for people to rebuild.

The FEMA trailer parks and tent camps could have been designed differently. Instead of grouping the trailers in a more community-friendly circle, "the trailers were lined in military-like rows, with no thought to the implication of the set up," Spokane says. Cars raced along the gravel rows that often doubled as streets and children's playgrounds. Families live in cramped quarters – four to six people to a tiny trailer – with little to no privacy. They are so small, Bennett says, that "you can go to the bathroom and cook breakfast at the same time."

"These are issues we could have thought through in the beginning if we understood the connection between mental health and the arrangement post-disaster for housing people," Spokane says.

"Katrina cottages"

The current housing situation is slowly improving. All of the staff and 30 percent of the students at Waveland Elementary have moved into their homes, says Principal Donna Torres. Last year, only 5 percent of the students lived in

their homes. Residents also have the option to purchase "Katrina Cottages," which are small, prefabricated single-family homes. Although some of the commercial and residential districts are being rebuilt, many are not. Prendergast estimates that only half of its original population of 10,000 has returned. Between sky-rocketing insurance costs and the high cost of labor and supplies needed to rebuild, low income housing is virtually non-existent. Instead, new expensive condos are appearing along the ocean front. After the storm, state ordinances changed to allow gambling onshore, and the casinos scrambled to reopen on dry ground. The coast line will become a cross between Atlantic City and Miami Beach, Spokane says. These gambling houses may attract visitors with money but will not restore the community. At the elementary school, the loss of social connection is evident. "I don't think the community is there," Torres says. The community members who returned did so because they did not know anything else. "This is home, and you just don't leave home," Torres says.

Not everyone returning to the area calls the Gulf Coast home. Once Torres' secretary recognized every person who walked through the door; today she frequently sees strangers. Trailer parks house many out-of-state opportunists, often with criminal records, Prendergast says. As they described the tedious rebuilding process, Prendergast, Bennett, Torres and other community leaders displayed lingering distress. "Their emotions are still very much on the surface," says Weatherford. "I wonder what that means for the community to be able to care for each other." The support these leaders normally provide may be compromised by their own need for emotional relief.

Torres and Prendergast have found hope in the volunteer laborers who flocked to the coastal communities, providing free labor. "It's nice to have some-



ONE OF THE FEMA TRAILER PARKS IN MISSISSIPPI.

one come alongside you with a fresh mind," Torres says. Over one million volunteers, many from faith-based organizations, stripped, cleaned and rebuilt damaged areas in Alabama, Mississippi and Louisiana. In all, they provided 14 million hours of labor, according to the Sun Herald. "Thank God for these church groups," says Prendergast. "These church groups have been lifesavers. I am flattered by these teenagers coming to help us on spring break." In June, Spokane and his students will work alongside these volunteers as part of a Mental Health First Response course taught by Spokane. The course, to be held in Mississippi, will incorporate service and course work and will be available to select undergraduates, graduates, Gulf Coast mental health workers and, possibly, alumni.



Democratic community and teacher leadership

RESEARCH SUMMARY BY LISA A. KENSLER, GRACE I. L. CASKIE, AND GEORGE P. WHITE, LEHIGH UNIVERSITY

Lisa Kensler came to Lehigh University's College of Education knowing she wanted to participate in research related to organizational learning in schools. Organizational learning speaks to the capacity of schools or organizations to integrate people and structures for continuous learning and change (Yang, Marsick & Watkins, 2004). In a rapidly changing society, schools must increase their capacity to remain adaptive and responsive. As Kensler studied the published literature, one area she found that needed attention was the organizational conditions supporting and facilitating organizational learning (Scribner, 1999 and 2002); it was not enough that school leaders provided meeting time for groups or teams of teachers. Not all schools with structures in place succeeded in improving their capacity to learn and change.

She discovered that published research related to the development of professional learning communities, a common approach and structure used to increase organizational learning in schools, frequently mentioned trust as a critical component to success. Trust is known to be critical to learning. Of course, systems low in trust would find difficult barriers to continuous learning. Since a low trust environment often makes the discussion of trust related issues a non-discussable, people remain quiet around the barriers to their learning and progress remains stalled. While the link between trust and organizational learning seems obvious, no quantitative studies had explored the direct relationship.

Kensler felt confident about the positive relationship between trust and organizational learning; she wanted to explore the conditions that facilitated trust. Was there an organizational model that was naturally high in trust and organizational learning? A serendipitous introduction a few years ago opened her eyes to the power of organizational democracy as just such a model. Traci Fenton, CEO and Founder of WorldBlu (www.worldblu.com), was in the process of developing a principle-based definition and measure of organizational democracy. They began collaborating on the measure and immediately saw powerful connections to schools. What Kensler found was rich qualitative descriptions of democratic school communities and frequent indirect and direct mentions of trust playing a positive role in these communities. Kensler adapted the WorldBlu measure of organizational democracy into a measure of democratic school community, the WorldBlu School Survey (WBSS). As part of the pilot study for the WBSS, she collected data measuring the presence of teacher leadership behaviors. She had expected more democratic school communities to have higher levels of teacher leadership.

“In other words, DEMOCRATIC COMMUNITIES NURTURE TRUSTING RELATIONSHIPS THAT SUPPORT OPEN, COLLABORATIVE CONTINUOUS LEARNING.”

– LISA KENSLER

Study and Conclusions

Kensler's dissertation is explicitly testing the relationships among democratic community, trust, and organizational learning. She recently presented a paper at the University Council for Educational Administration Annual Convention on the preliminary results of a larger study of democratic community, trust, and organizational learning in public middle schools. Six-hundred middle schools were randomly sampled from a population of 865 middle schools in Pennsylvania and New Jersey. All three variables are properties of the school not the individual. Therefore, 1,297 teacher responses were aggregated to the school level. Based on the data from the 35 schools that responded early in the study, we present the initial pattern of relationships among the variables. Democratic community was highly correlated to faculty trust in the principal and all seven factors of organizational learning. Faculty trust in the principal was also highly correlated to all of the organizational learning factors. Faculty trust in the principal was also highly correlated to faculty trust in colleagues. In addition to democratic community and faculty trust in the principal, faculty trust in colleagues and faculty trust in clients (students and parents) were highly correlated with continuous learning. Pennsylvania System of School Assessment (PSSA) math and reading scores were also significantly correlated to continuous learning. Controlling for socio-economic status (SES), faculty trust in clients contributed significantly to the prediction of both math and reading scores. These preliminary results highlight the importance of principal leadership to creating the continuously learning environments that appear to support high levels of student achievement. In her dissertation, Kensler found that in 79 middle schools from PA and NJ trust mediates the relationship between democratic community and organizational learning. In other words, democratic communities nurture trusting relationships that support open, collaborative continuous learning.



DEMOCRATIC COMMUNITY AND TEACHER LEADERSHIP

Teachers become fully alive when their schools and districts provide them with opportunities for skillful participation, inquiry, dialogue, and reflection. Such environments evoke and grow teacher leadership.”

– LINDA LAMBERT

Introduction

- Murphy (2002) called for re-centering the field of educational leadership around democratic community, social justice, and school improvement.
- Murphy's call is primarily supported by philosophy and theory, not abundant empirical evidence. The empirical evidence that does exist is found in case study research (Blase & Blase, 2001; Cate, Vaughn, & O'Hair, 2006).
- Teacher leadership is a prominent topic in current education literature. Teacher leaders may contribute to school improvement both within the classroom and throughout the school and district.
- Lambert's (2003) claim, quoted above, suggests teacher leadership develops best in communities that engage teachers as professional partners in the work of improving schools. Democratic school communities have been described as schools that do exactly that (Blase & Blase, 2001; Cate, Vaughn, & O'Hair, 2006).
- Empirically testing this relationship in larger samples has not been possible because operationalized measures of democratic community and teacher leadership have not existed in the literature.

Purpose

- To confirm the single factor structure of the WorldBlu School Survey, the measure of Democratic Community.
- To test the relationship between Democratic Community and Teacher Leadership using SEM.
- To explore the moderating influence of urbanicity and school level on the pathway between Democratic Community and Teacher Leadership.

Sample

- Convenience sample of **883** teachers from **39** schools **34** public schools from Eastern Pennsylvania and **5** American international schools from Bogotá Columbia
- **18** urban, **14** suburban, and **7** rural schools
- **22** elementary, **9** middle, **8** high schools

Democratic Community Measure

| DEMOCRATIC PRINCIPLE | DEFINITION |
|--------------------------------|--|
| Purpose + Vision | When an organization and the individual know their reason for existing and have a sense of intentional direction |
| Dialogue + Listening | When we listen and engage in conversations in a way that brings out new levels of meaning and connection |
| Decentralization | When power is appropriately shared among people throughout the organization |
| Fairness + Dignity | When each person is treated justly and regarded impartially |
| Accountability | When each person and the organization as a whole is responsible to each other and their community for their actions |
| Individual + Collective | When individuals understand the unique contribution they make towards achieving collective goals |
| Transparency | When ideas flow freely and information is openly and responsibly shared |
| Choice | When each person is encouraged to exercise their right to choose between a diversity of possibilities |
| Integrity | When each person steadfastly adheres to high moral principles |
| Reflection + Evaluation | When there is a commitment to continuous feedback and development and a willingness to learn from the past and apply lessons to improve the future |
| Absence of Tyranny | When the work environment is free from all forms of overt and subtle oppression and domination |
| Innovation | When each person is encouraged to think and act creatively and boldly, ultimately coming up with new ideas, products, practices, and services |



A culture of service

NEWS FROM THE MULTICULTURAL RESOURCE CENTER

By *Matthew Malouf*

We talk a lot about multiculturalism, but what is culture in the first place? Many of us have struggled with this question and on multiple levels. In our classrooms, we are challenged to understand how individual differences not only relate to the material we cover but to the very climate in which we learn. In our schools, community centers, hospitals and other professional sites we must navigate the barriers of our understanding to play from a strong foundation while also recognizing the amazing places in which we have to grow. As researchers, we strive to integrate an appreciation of culture into our work to address this dynamic world in which we find ourselves. Yet culture is a complex, fluid and nuanced concept and approaching it can seem daunting. Nonetheless, we are all experts in our own unique cultures and have much to give in terms of knowledge, experiences and resources. Service offers us an opportunity to enhance our understanding of our own culture and of others' and it allows us a chance to offer something in return.

Indeed, it is this message that Dr. Joe White, founder of Black Psychology offered to our community last year, the inaugural year of our Multicultural Resource Center. While much has happened since Dr. White met with our college – the MRC has a dedicated space, the Diversity Committee and its co-chairs have changed, three series of Multicultural Networking Brown Bags have come and gone – his emphasis on volunteerism as an integral part of social justice still resonates with us. Perhaps it is precisely because culture is such a vast expanse that having a way of breaking off a piece to work with makes it seem more approachable.

To this end, the Diversity Committee organized the college's first

Bi-Annual Day of Service this past Fall semester. With expert guidance from Carolina Hernandez, Director of Community Service and, Lisa Catullo, GA for Community service and also a COE, Teaching, Learning and Technology student, roughly 15 faculty, staff and students representing each of our college's programs began the day with an experiential training aimed at understanding systemic challenges associated with poverty and homelessness. From there volunteers were placed at one of three nonprofit organizations. Peter Slay, 3rd Year School Psychology Student, volunteered at the South Bethlehem Neighborhood Center, where he helped paint. When asked to reflect on this, Slay said, "it is so easy to become egocentric in terms of the way we live our lives in graduate school. Volunteering moves you beyond yourself. In it we actively acknowledge that there are things in life that are more important than the individual concerns of today." Speaking to the many demands of life on Mountain Top, Slay sums his decision to serve saying, "the fact of the matter is that we are incredibly blessed with the level of resources and opportunities that many can only imagine."

A spring semester Day of Service was also held on January 18th, 2008. In keeping with the learning component of the day, the Community Service office offered a simulation, "South Bethlehem: Perception vs. Reality" which compared participants' educated guesses about different statistics in the various parts of Bethlehem with real census data. From there, volunteers were placed in centers similar to those from the first Day of Service. If you missed out on these opportunities, want to continue your involvement or simply want to hear more about service here at Lehigh, please contact Lisa Catullo at Imc204@Lehigh.EDU.

College of Education Tent Party

Mark your calendar now for the 2008 Tent Party which is slated for October 4th!

Thanks to all of those COE alumni, students, faculty, staff and friends for attending the annual Tent Party at Goodman Stadium. This year more than 300 people registered for the event and joined in the festivities before the Lehigh-Holy Cross football game. COE guests of all ages enjoyed socializing with their professors, meeting new faculty in the college and catching up with former classmates.



Multicultural Resources

As many of you are well aware, the Multicultural Resource Center (MRC) has opened its doors with the Grand Opening of the Graduate Student Lounge and MRC. What you may not know is that the center is steadily building a library of resources, some held within the physical space of the center in the form of a lending library and others housed on our website's database. We are actively looking for contributions for both. If you would like to suggest a journal article, a book reference, a web link or any other materials that are readily accessible via the internet, you may send us the resource information via the contact page on the MRC website (www.lehigh.edu/mrc). If you would like to donate hard copy materials please contact mrc@lehigh.edu. Lastly, the MRC is also staffed by our GA, Matt Malouf, who is available to answer questions about what the MRC can do to help you find instructional resources, relevant literature, interventions or other items tailored to your multicultural needs. Please feel free to visit the website for more information about our hours or to contact us with questions.

MRC RESOURCE HIGHLIGHTS

The National Peace Corps Association



The National Peace Corps Association was founded in 1979 by a handful of global educators and Peace Corps volunteers, as a national non-profit association and was created to help connect, inform and engage people impacted or inspired by Peace Corps. Though it is not a part of the United States Peace Corps, which is a federal agency, the association is comprised of volunteers who served in communities in more than 134 developing countries since the Peace Corps was created in 1961. The NPCA and its member groups produce global education programs and advocacy campaigns, and provide community, national and international services, many of which target educators and seek to integrate their volunteers first hand experiences into curricula. Some of the many resources available on their website, Global TeachNet, include lesson plans and newsletters for teachers, chances for students to talk to other students around the world, a global issues toolbox and an online version of their magazine, *Worldview*, complete with discussion guides for each story. This site is well-organized and chock-full of resources, and, while visitors are more than welcome to become a member of the organization or offer support to it, nearly all the materials are open to non-members or accessible

via archives. Please take some time to browse the site and if you find something useful, let us know if you would like to have it included in the MRC's database. <http://www.rpcv.org/pages/globalteachnet.cfm>

APA Division 52



The American Psychological Association's 52nd division formed roughly ten years ago with a mission "to develop a psychological science and practice that is contextually informed, culturally inclusive, serves the public interest, and promotes global perspectives within and outside of APA." In addition to information on the division itself, its meetings and events and a list of awards, the division's website is translatable into several different languages and offers an English-only clearinghouse and bulletin. Both are free for all users. The bulletin is published quarterly and provides information on world news relevant to counselors, articles developed by students and early-career psychologists, book reviews and original research, which, in the last issue focused on international students in graduate psychology programs. The division is easily searchable on the APA's website or can be found here: <http://www.internationalpsychology.net>.

36th Special Education Law Conference
A Roadmap of Reality, Resolution, and Remedies
May 9, 2008

Mark Your Calendars!!

Lehigh University's one-day conference will include sessions on Alternative Dispute Resolution; Aversives; Bullying of and by Students with Disabilities; Chapter 14 Regulations; Discipline; Dual Enrollment; LRE Regular Teacher Issues; Mock Due Process Hearing; Settlement Agreements; Medical Issues; Serving as a Witness; and Money Damages after *A.W.*

Contact: Theresa Freeman
Phone: 610-758-6563, Fax: 610-758-3229
E-mail: specialseminars@lehigh.edu
Website: <http://www.lehigh.edu/specialseminars>



In Egypt, as in the U.S., math education is a constant challenge

ON A RECENT TRIP TO CAIRO, LEHIGH'S LYNN COLUMBA LEARNED THAT EGYPTIAN MATH TEACHERS FACE THE SAME SET OF HURDLES AS U.S. MATH TEACHERS.

By Tom Yenko

It took a trip to Cairo, Egypt to confirm something that Lynn Columba had long suspected – that math education is a universally difficult subject. The moderate Muslim city, one of the largest in the world and home to more than 16 million people and rapidly growing which has spurred a transformation in the classroom. Primary education is compulsory for Egypt's youth, regardless of gender, and significant investments in education have resulted in a population that has one of the highest literacy rates in the Muslim world.

The country's commitment to education came as little surprise to Lynn Columba, associate professor and coordinator for the College of Education's Teaching, Learning, and Technology program. Invited to travel to Cairo as part of the People to People Citizen Ambassador Program and its Mathematics Delegation, she knew of the growing emphasis that Egypt is placing on primary and secondary education. What she didn't expect to learn, however, was the similarity that exists between the classroom environments in Cairo and its American counterparts – and the impact that globalization is having on education in both countries. "There are so many more similarities than differences in how we teach mathematics," Columba says. "The same set of challenges exists for teachers. Are the children engaged? Do they comprehend mathematical processes and story problems? It really makes you appreciate how universal mathematics education truly is."

The People to People Citizen Ambassador Program promotes international understanding and friendship and the exchange of ideas between teachers in foreign lands. Columba's Mathematics Delegation was just one of 12 such groups to travel to the Egyptian capital; other delegations included special education, reading education and early childhood development, to name a few. It was the first time Columba participated in the multicultural program. That her Egyptian peers taught much of the same subject matter while tackling similar classroom challenges was a bit of shock for the former teacher, principal and education consultant. But her biggest surprise was the advanced role that technology plays in the classroom and teacher training exercises, let alone in contemporary Egyptian culture. "You hear and read about Cairo and how it is a vibrant, modern city. But you get there and see children – both in and out of the classroom – and you can't help but think that you're right back in the United States," she says. "The Internet has really opened doors, especially in the classroom. Mathematics teachers visit the same educational Web sites and use the same classroom technologies and applications that are available to us here," she added.

"There are SO MANY MORE SIMILARITIES THAN DIFFERENCES in how we teach mathematics. . . It really makes you appreciate how universal mathematics education truly is."

– DR. LYNN COLUMBA

The renewed emphasis on education in Egypt started in the 1990's by Egyptian President Hosni Mubarak and his wife, Suzanne Mubarak, whose interest in educational literacy, especially among Egyptian girls, has garnered the support of USAID and other international support agencies. Columba and her colleagues had the opportunity to visit



DR. LYNN COLUMBA RECENTLY TRAVELED TO CAIRO AS PART OF THE PEOPLE TO PEOPLE CITIZEN AMBASSADOR PROGRAM AND ITS MATHEMATICS DELEGATION

private and public schools throughout Cairo during her two-week trip, including a tour of the Mubarak Education City, a large complex of six buildings devoted exclusively to teacher training. The "integrated educational city" is also home to a number of schools, playgrounds, teacher training and internet centers, and conference halls.

She had the opportunity to hear from Dalia Khali, the director of iEARN for Egypt, a non-profit global network that enables young children to use technology to collaborate on projects. The network involves more than one million students spanning 120 countries; in Egypt alone, iEARN works with 106 schools serving over 9800 students and 1000 teachers. Columba also heard presentations from such dignitaries as His Excellency, Yousri El-Gamal, minister of education for Egypt, and Heinz Mahoney, the minister of cultural and social affairs from the United States Embassy. El-Gamal specifically addressed the National Strategic Plan for Pre-University Education for Egypt – a plan that will be implemented in 2007-2010 – and the paradigm shift necessary to make change.

The conversations she had with her Egyptian counterparts were the most rewarding experiences of the trip. She recalls speaking with Samar Hamid, a high school math teacher in Cairo who talked with Columba about secondary mathematics methods for teaching the Pythagorean Theorem in geometry and quadratic functions in algebra. "It really transforms the way you think about education," she says, adding that she'll be able to adapt new perspectives on curriculum development, teacher training, and integrated technology in her own Lehigh classroom. "It was an incredibly rewarding experience."



Texas A&M's Jorge Gonzalez kicked off the CPRP & COE's colloquium series

HE IS ONE OF THE NATION'S LEADING EARLY CHILDHOOD ORAL LANGUAGE DEVELOPMENT AND COMPREHENSION RESEARCHERS.

By Natalia Krepak

The Center for Promoting Research to Practice (CPRP) hosted its first colloquium of the academic year on Thursday, November 15, 2007 when early childhood expert Jorge Gonzalez of Texas A&M University visited Lehigh. Gonzalez is recognized as a leader in research on accelerating preschool vocabulary and background knowledge. At Lehigh, he discussed his recent research activities related to Project WORLD (Words of Oral Reading and Language Development), a grant that is funded by the U.S. Department of Education's Institute of Education Sciences.

"The preschool years are the most formative time of a child's educational development," says Edward Shapiro, director of the CPRP and a professor of school psychology. "Dr. Gonzalez is a researcher on early childhood oral language development and his work is changing the way educators design preschool curriculum that is both practical and innovative." Researchers associated with Project WORLD are particularly interested in bridging the vocabulary and comprehension gap that exists for disadvantaged children. WORLD incorporates vocabulary instructional design principles for children who are most vulnerable and in need of intensive and systematic methods to acquire and retain concepts. Children start school with different levels of language skills, but there are few interventions that specifically target developing comprehension skills among that age group. Gonzalez and his research partners would like to change that. His team is trying to develop a curriculum using evidenced-based practices for language development that incorporates multiple learning contexts (i.e., school and home) and accelerates vocabulary growth through strategic selection of words. The curriculum also broadens children's knowledge of the world through engagement with narrative and informational text. "Gonzalez's research, particularly the development of vocabulary and the expansion of world knowledge at such an early age, really complements the focus we have here at the Center for Promoting Research to Practice," says Shapiro. "We're thrilled to have a rising colleague conducting this kind of exciting work to have visited us here at Lehigh."

Center will teach principals to succeed in city settings

(continued)

environment. The research will first focus on Pennsylvania-based schools, with the intention of expanding the research efforts to other states. Teams will not only observe typical urban settings such as Philadelphia but also what White refers to as the "forgotten urban" – the small to mid-size urban districts such as Allentown, Trenton or Wilmington. A number of additional initiatives are also in the planning stages, including an urban principal-in-residence program, urban fellowships and graduate assistantships - all designed to attract and develop practicing educational leaders from across the country. In addition to Bennett's gift, Lehigh is committed to raising an additional

\$2.75 million in support of the center. "Peter's generous gift will make it possible to create exceptional leaders for our urban schools, at one of the most critical junctures in education," said White. "With additional contributions the Center will be able to carry out research and develop preparation programs vital not only to the American school system but to every urban community."

MARK YOUR CALENDARS!

Lehigh University's Annual Middle Level Conference

**FRIDAY
APRIL 25, 2008**

LOOK for the detailed brochure coming in FEBRUARY!

Featuring ...
Jack Berckemeyer
(Brought to us by NMSA!)
George White
And other fabulous middle level educators!

SESSIONS will include a literacy strand, a new-to-middle school strand, and topics ranging from student led conferences to co-teaching and technology integration!

For additional information:
Lisa Kensler
Phone: 610-758-3234
Fax: 610-758-3227
E-mail: lak7@lehigh.edu

Check out our website:
www.lehigh.edu/education/MLC
Cost:
\$135.00 per person or \$125.00 per person for district teams of three or more



Message

FROM THE COLLEGE OF EDUCATION ALUMNI COUNCIL PRESIDENT

It is my pleasure to introduce (or re-introduce!) you to the College of Education (COE) Alumni Council. My name is Janie Hecker and I am the current Council President. This organization was started in the early 1970's and continues today. We are a group of alums comprised of individuals from each of the College's programs. We work with the College in areas of recognition of distinguished alums through a bi-annual awards ceremony, providing professional development and networking opportunities through the COE Tent Party, and other events as well as fund-raising efforts.

In October 07' we had a record number of COE alums attend the Tent Party, and in November the Council hosted the 2007 bi-annual Awards Dinner. From all accounts both were highly successful and enjoyable. On the horizon is an exciting endeavor which we are all working towards diligently. We are meeting bi-weekly to create a professional development event geared towards our alums. This is expected to take place in June of this year (see the spring newsletter for full details). We are also working on organizing the Tent Party which is slated for October 4th and provides alums a chance to re-connect with each other and their professors. We hope that people continue to come and encourage others to as well.

One struggle that the Council faces, and you can help with, is keeping in touch with our alums. In order for us to better serve you please update your contact information either via the web (<http://www3.lehigh.edu/alumni/changeAddress.asp>) or call the Lehigh University Alumni Association office at 610-758-3135.

Best regards,

Janie Hecker

President, COE Alumni Council

Alumni BENEFITS AND SERVICES

Did you know that
**THERE ARE MANY
WONDERFUL
BENEFITS AND
SERVICES
AVAILABLE TO
YOU, FOR LIFE,**
*as a member of the
Lehigh University Alumni
Association? In upcoming
issues, I will feature a
specific benefit or service
as well as answer any
questions you may have.*

Send your questions or comments to coealumni@lehigh.edu and I will answer them as quickly as possible.

Take a Trip with Lehigh

At the start of the New Year, we all make resolutions and set personal and professional goals. The difficult part is staying on track! There might be a few things on your list that the Alumni Association can help out with. If you are planning on taking that vacation of a lifetime to an exotic destination, why not travel with other Lehigh alumni? Your Alumni Association has done all the homework for you by selecting experienced, reliable travel companies and designing fascinating itineraries with the perfect balance of culture, adventure and luxury. All Lehigh trips are led by expert travel guides and offer exclusive access to the sights and people at every destination. Whether you are interested in the pyramids of Egypt, the ice formations in Antarctica, or the wineries of Tuscany, we have a trip for you! Visit www.lehighalumni.com/go/travel.

Auto, Home, Renter's Insurance

On a more practical note, if you are looking to save money (and who isn't after buying all those gifts!) and update your auto, home or renter's insurance, take advantage of the 20% discount available to you through the Group Savings Plus plan from Liberty Mutual. With Group Savings Plus, you can enjoy the ease and convenience of paying your premiums through checking account deductions with no down payment or finance charges. For more information, visit their web site at www.libertymutual.com/lm/lehighaa.

Gifts for your favorite student or alum!

If you are looking for Lehigh items to use at home or the office, such as a desk lamp, rocking chair or umbrella, visit www.lehighalumni.com/go/shopping.

Jennifer Hunt

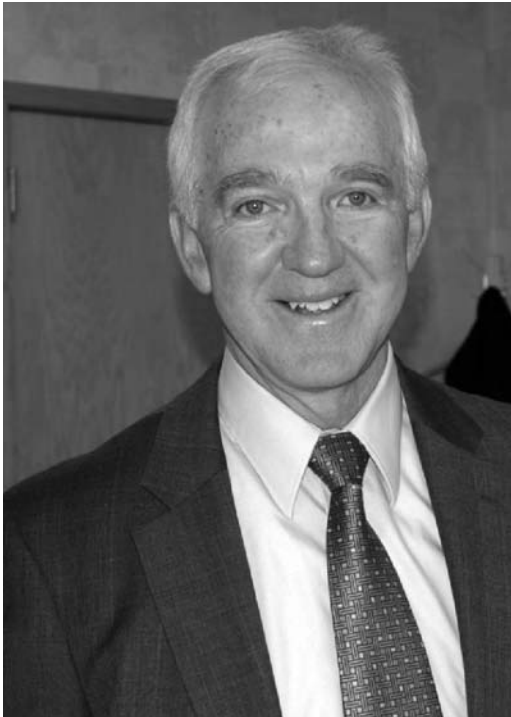
Director of Marketing & Communications
Lehigh University Alumni Association



A day's work: equal access in higher education

PRESIDENT ARTHUR SCOTT, NORTHAMPTON COMMUNITY COLLEGE

By Tamara Palmer



"The beauty of education, its opportunities and challenges, is to make sure you have people in the classrooms that inspire and support our student learners."

– ARTHUR SCOTT

When Arthur Scott, Ed.D. graduated with a Bachelor's degree from Gettysburg University he knew he wanted to work in the field of education. What he didn't realize was that he was on a journey to higher education that would span more than thirty years of his life's work.

Dr. Scott's initial plan upon graduating from Gettysburg was to be a high school teacher. And so he applied to the high school from which he graduated and was subsequently hired. However, after working as a teacher he soon realized that he had another interest which fell outside of the K-12 realm, and that interest was in administering higher education programs. He turned his eye toward Lehigh University's College of Education after searching the east coast for a place to study and enrolled in the early 70's to pursue degrees in the educational administration program. The program, which is no longer offered, was directed by Dr.'s Charles Guditus and Lee Tuscher. Dr. Scott treated his years at Lehigh as

a full-time job where he immersed himself in his studies and research, often spending more than 12 hours a day on campus. His dedication, discipline, and persistence paid off when he received an M.Ed. and Ed.D. in Higher Education Administration from Lehigh University.

While taking a class led by Dr. Richard Richardson, the first President of Northampton Community College (NCC), who was an adjunct professor at Lehigh, Dr. Scott was offered a position as the Director of Records at NCC by Dr. Richardson. Dr. Scott accepted the position and has now served the College for the past 31 years. He has held a variety of positions during his time there which include: director of admissions, vice president of student affairs, chief labor negotiator, overseer of college services, provost, and now president. Dr. Scott remains an active community member, not only in the greater Lehigh Valley, but at Lehigh University as well. He has taught as an adjunct professor for the College of Education for a number of years and has also recently served on the COE Advisory Board.

When asked what is most important to him as president he replied "Having a part in moving the institution forward to serve more students and keep education accessible to all. The community colleges were created to open the door of education to all, to keep it affordable. It might be the greatest contribution to education and that is the most important thing to me as president." He went on to share a story about a student who had a dream of becoming a teacher. She was working at a job that she didn't like, and a friend brought her an application for the community college. Now, her dream is being fulfilled because the college has afforded her a way for her to pursue it. "People who thought they could not attain their dream due to a lack of finances have found that they can meet their goals through this college" said Scott. Not only does Dr. Scott realize the importance of an affordable education made available to all within a community, he appreciates the importance of people teaching in higher education. "The beauty of education, its opportunities and challenges, is to make sure you have people in the classrooms that inspire and support our student learners. Our teachers are a great group of individuals who make the difference in the lives of their students. Another of my major goals is to support our faculty and to help them to do their best."



Biannual Awards Ceremony



RACHEL DANJCZEK, ON BEHALF OF MICHAEL DANJCZEK, RECEIVED THE DISTINGUISHED EDUCATOR AWARD FROM GREGG DOWTY, PRESIDENT OF THE CHILDREN'S HOME IN EASTON.

On Thursday, November 8th, 2007 faculty, students, staff, alumni and friends of the College gathered in the Asa Packer Dining Hall of the University Center to celebrate the accomplishments of over thirty individuals at the Biannual Awards Dinner. It was a great evening of celebration which began by naming **Dr. Michael Danjczek**, who passed away earlier in the year, as the 2007 Distinguished Educator for his life-long commitment to the Easton Children's Home. His daughter and wife were in attendance to accept the award on his behalf. In addition, individual faculty, staff and student accomplishments were acknowledged and the night ended with five alumni receiving Outstanding Contributions to the Discipline awards in: Counseling Psychology, Educational Leadership, School Psychology, Special Education and Teaching, Learning, and Technology.

The complete listing of award recipients and a link to photos from the evening can be found by visiting: www.lehigh.edu/education/about/awards.html

Environmental Savings:

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- 4,536 gallons wastewater flow saved
- 591 lbs. solid waste not generated
- 1040 lbs. net greenhouse gases prevented
- 8.64 MILLION BTUs energy not consumed

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