



The Seidel News

SPRING 2009

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The *Seidel News* is published twice a year. Dr. Susan Muller edited this edition.

Seidel: A School Of National Distinction

Salisbury University—*A Maryland University of National Distinction*. We hear and see this tagline or slogan all the time. I know that President Janet Dudley-Eshbach includes this in every public speech and she has Governor O'Malley saying it when he speaks of Salisbury University.

The Seidel School clearly adds to SU's reputation as *A Maryland University of National Distinction*, and I thought it would be useful to articulate how what we do adds to SU's reputation.

I know that to do so is risky as the space here will not permit me to do justice to all the contributions we make.

Our Social Work Department is offering both the bachelor's and master's program at multiple sites across the state in addition to our campus—at the Eastern Shore Higher Education Center, at Cecil College in Elkton and at the USM Center in Hagerstown.

Through a unique delivery blending interactive video, Internet and face-to-face teaching, the department has made the social work program accessible to students at a distance from SU. Significant in this achievement is the faculty's commitment to engaging in professional development to acquire new skills. The department is gaining national recognition for its efforts in this area.

Our Health, Physical Education and Human Performance Department now has all its programs nationally accredited. The program in exercise science was the first program of its kind in the nation to be accredited after such distinction became available. Also noteworthy is the department's significant involve-



Seidel Dean
Dr. Dennis Pataniczek

ment in working closely with students on research projects.

Our two education departments, Teacher Education and Education Specialties, have become known nationally for their involvement with environmental stewardship and children's literature, married through the University's partnership with the Newton Marasco Foundation and the presentation of the Green Earth Book Award, an award gaining in both national and international recogni-

tion. In addition, the annual Children's Literature Festival has garnered nationally known authors and illustrators of children's books. Another area of national recognition comes from the education faculty's extensive work in the Professional Development School arena. SU is viewed as a leader in the quality of our collaborations with school partners, and SU faculty and staff are sought after to speak at national PDS gatherings. Also notable are the international experiences available to education students either for study abroad (notable trips to Europe, Australia and New Zealand, as well as Malaysia); internship opportunities in New Zealand, China and the Virgin Islands; and faculty ventures to Malaysia, Ecuador, Mexico, China, Italy, New Zealand, Australia, England and Denmark.

These are but a few of the school's contributions to Salisbury University's reputation and national distinction. Added to that are the many individual faculty contributions to the professions. We are indeed a vital part of Salisbury University—*A Maryland University of National Distinction*.

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A Student's Viewpoint: Exercise Science and Research

by Christopher Wolff

The Exercise Science Program at Salisbury University offers students an opportunity to conduct research as part of a team. This year a new lab was created for use by the research team. The new lab is a tremendous step in the right direction for the Exercise Science Program, offering a wide range of research and practical learning opportunities. Even though the techniques that we learn in the lab are not as invasive as those conducted in labs at other research institutions, we do learn skills that create a solid foundation for our continuing education.

One of the most unique aspects about being part of a research team at SU is the constant exposure to options for further education. SU faculty members have professional connections with some of the field's top researchers. These connections are frequently shared with student researchers as a resource to explore while completing our projects. Relationships formed through research activities are very helpful to students who are attempting to select specific graduate programs or areas of research interest to pursue. These choices will influence the rest of our lives; therefore, gaining background

knowledge and experience is critical. Having the opportunity to listen to numerous SU professors and to learn about a variety of labs across the country improves our chances of choosing the right lab and career path.

In addition to forming professional relationships, being immersed in research also provides opportunities to learn about ourselves. In order to choose a career that is suitable, many different factors have to be considered. Personal growth occurs as we learn new skills, and research is an attractive part of a résumé. Annual meetings allow for a chance to network with peers and possible future teachers. At the recent MARC-ACSM Conference in October, we were extremely honored to meet and interact with many student teams and their professors from various colleges and universities across the nation. The student team representing SU won the inaugural MARC-ACSM College Bowl, a *Jeopardy*-style contest pitting eight of the region's top universities against one another testing their knowledge of exercise science concepts.



Getting involved in research is something that any student could do. It is all about the desire to answer the questions at hand and the willingness to contribute free time to academic activities. Working together to be productive is the only way to have a successful lab. As a student in the exercise science major at SU, I wouldn't want to go to any other school. The opportunities are always available and the number of students interested in research continues to grow. Our research door is just beginning to open ... won't you come inside and see what's new and exciting?

Ron Siers and Cal Ripken Senior Foundation: Badges for Baseball / Healthy Choices, Healthy Children

Ron Siers, instructor in the Department of Education Specialties and associate head baseball coach, recently completed a grant with the Cal Ripken Sr. Foundation. The Maryland Badges for Baseball program supports crime-prevention initiatives that strengthen and create partnerships among youth, law enforcement and community agencies. The grant provided a cash award of \$10,000 and an equipment award of \$5,000 to be used in partnership with the Cal Ripken Sr. Foundation Badges for Baseball program.

The SU baseball team, in partnership with the Salisbury Salvation Army and the Wicomico County Sheriff's Office, participated in the Badges for Baseball / Healthy Choices, Healthy Children program in order to provide local at-risk youth with mentors and coaches. The program fosters a pathway for developing sound character traits in youth while promoting positive social and personal development. The goal of the program is twofold: to prevent juvenile crime and delinquency by encouraging out-of-school, baseball-themed programs that improve relationships



between local law enforcement and youth through cooperation, collaboration and mutual respect; and to use the character traits of the Ripken philosophy to inspire youth to set goals, dream great things and work to achieve them.

The Badges for Baseball/HCHC program has operated in 41 states with over 24,000 youth at 137 sites. The baseball field is the tool



utilized to teach life lessons that help young people become successful in life. Lessons on sportsmanship, teamwork, leadership, communication, respect, positive thinking, personal responsibility, work ethic, good life habits, healthy decision making and developing good life habits were taught to 60 students between the ages of 7 and 11 at the Salisbury Salvation Army from October-December 2008.

For more information, contact Siers at rrsiers@salisbury.edu or 410-677-5486.



Education Departments Travel To China

In October Drs. Ernie Bond and Patty Dean from the Teacher Education Department and Dr. Doug DeWitt from the Education Specialties Department traveled to China to take part in the Second Annual International Conference on Teacher Education sponsored by Anqing Teachers College in Anqing, Anhui Province. The conference featured faculty members from the United States, Finland, Turkey, Morocco, Japan, Taiwan and China and centered on the conference theme “Application of Leapfrog Principles and Practices in Teacher Education.” Leapfrogging is the idea whereby countries, such as China, can use innovative and time-saving concepts, ideas and practices to gain a leading role in a competitive arena.

Bond and Dean presented their paper “Understanding Narrative as Ever-Expanding Networks of Story: Using Technology to Extend Fictional Worlds.” Additionally, the pair presented lectures at Nanjing Normal University: Bond on “Children’s Literature” and Dean on “Early

Childhood Education in the United States.”

DeWitt presented a lecture titled “Instructional Leadership and Multiple Intelligences” at Anqing Teacher’s College as part of the 110th anniversary celebration and participated in a seminar on “The Practice and Application of a Liberal Arts Education” sponsored by Anqing Teacher’s College. The seminar included representatives from the United States, Morocco, Turkey, Japan, Taiwan and China.



Rho Eta Chapter of Kappa Delta Pi

By Heather Megariotis and Jennifer Ruark

The Rho Eta chapter of Kappa Delta Pi is excited about all the amazing activities we have participated in this past semester! Over the past couple of months, we have been involved in a variety of community service, professional development and networking activities. KDP was honored to continue working with the Wicomico County Library’s *Storytime* every other Saturday afternoon, reading stories to groups of children and creating crafts relating to the stories. KDP also collaborated with SU Career Services in presenting information to our members on how to prepare a résumé and how to dress for a successful interview. Kappa Delta Pi created

several lesson-planning workshops and organized the inaugural Education Faculty and Staff Appreciation Breakfast in November ... what a huge success! For the first time, KDP members attended and participated in Fun Day at Pemberton Elementary School.

The upcoming spring semester should provide an abundance of excitement and activities from our First-Year Teacher Panel and Mock Interviews to our initiation in March. If you wish to learn more about Salisbury University’s chapter of Kappa Delta Pi, please contact Dr. Starlin Weaver or co-presidents Jennifer Ruark and Heather Megariotis.

Bing Receives Alumni Award

Dr. John Bing was the recipient of the 2008 Alumni Appreciation Award for the Seidel School of Education. This award was presented by Dwight W. Marshall Jr., Alumni Association president, at the commencement exercises held on December 20. Bing was nominated for this award by former students, who noted his attention to detail in assisting students with writing, as well as his individual approach to meeting the needs of each of his students. Students mentioned that they were inspired to replicate his methods and strategies with their own students.

Bing has been a faculty member at Salisbury University since 1976. A native of Troy, NY, he completed his undergraduate work in psychology at the University of Vermont, earned a master’s degree in 1968 at Ball State University and a doctorate in educational psychology at the University of Georgia in 1976. He has taught courses in learning and assessment, research methods and measurement, and classroom assessment and management. In addition to his teaching assignments, Bing also has served in a number of administrative roles, such as associate dean and NCATE coordinator.

It’s easy to see why Dr. Bing is widely admired and appreciated by students, as well as University and school colleagues. Congratulations and thank you, Dr. Bing!



*“Experience is not
what happens to you.
It is what you do with
what happens to you.”*
— Aldous Huxley

Elementary Education Cohort Program Continues at ESHEC



Pictured are students enrolled in the first ELED cohort at the ESHEC.

The cohort program in elementary education continues to thrive at the Eastern Shore Higher Education Center (ESHEC) located on the campus of Chesapeake College in Wye Mills, MD. Most students enrolled in the cohort program have completed an Associate of Arts in Teaching (A.A.T.) at Chesapeake College and have been accepted into the Professional Teacher Education Program at Salisbury University.

The elementary education cohort program began in spring 2007 with a group of Chesapeake College A.A.T. graduates, Amy Amalfitano of Denton, Deanna Darby of Queenstown and Holly Love of Denton. They are currently completing their internships at Denton Elementary and Easton Elementary schools. The first cohort group was joined in fall 2007 by a new group of students comprised mostly of Chesapeake College A.A.T. graduates, Laura Anderson of Queen Anne, Amy Cohee of Federalsburg, Karen Davis of Trappe, Kristen LaGrossa of Stevensville and Kristen Stiles of Ridgely. They will complete internships in spring 2009 at Easton Elementary. Both cohort groups will graduate from Salisbury University in May 2009.

The first two cohort groups were followed by the largest cohort group to date in fall 2008. Ten new students transferred to Salisbury University and now comprise the third cohort. This cohort will continue taking courses offered by Salisbury University at the ESHEC until they complete the requirements for their degree in elementary education. New cohort students include Jenna Davenport,

Morgan Day, and Kasey West of Stevensville; Karen George of Cordova, Kaylee Hardesty of Woolford, Megan McNabb of Oxford, Pamela King of Church Hill, Barbara Gang of Wye Mills, Bunny Irby of Ridgely and Lisa Heath of Chester.

Dr. Dennis Pataniczek, dean of the Seidel School of Education and Professional Studies, shares his thoughts on the cohort program by stating: "The Elementary Education cohort program at the Eastern Shore Higher Education Center is a reality and it provides students from the upper and mid shore the chance to finish their elementary education degree close to home. I have been so impressed with the students who have joined the program and their commitment to teaching and to finishing their degrees. The profession will be richer for their presence and I'm so glad we could make this happen".

The cohort program is supported by faculty and staff at both institutions. Dr. Laurie Andes, chair of the Teacher Education Program at Salisbury University, noted that: "Special thanks are due to Dr. Deanna Stock, Ms. Deborah Urry, Dr. Amy Stephens Meekins and Dr. Dennis Pataniczek for their willingness to provide the support for programs in teacher education at the Eastern Shore Higher Education Center. These are excellent teacher candidates and the facility is first rate. Our partnership with local school systems allows us to provide the very best teaching and learning opportunities." Dr. Deanna Stock is an associate professor of education at Chesapeake College, Deborah Urry is executive director of the Eastern Shore Higher Education Center and Dr. Amy Stephens Meekins is a professor emeritus at Salisbury University and cohort program liaison. They all work together toward a goal of presenting a streamlined pro-



Pictured are students enrolled in the second ELED cohort at the ESHEC. With the students are Deborah Urry and Dr. Amy Stephens Meekins.

gram that allows students an opportunity to complete their coursework and earn their degree in elementary education at a campus close to their homes.

Students enrolled in the cohort note the benefits of this cohort program. Laura Anderson of Queen Anne stated: "I like the courses that are offered at the ESHEC because I am able to establish relationships with my peers and have a chance to get to know and establish relationships with my professors." Amy Cohee of Federalsburg appreciates the opportunity to "attend school closer to home." Students also recognize and appreciate the relationship established between Chesapeake College, the Eastern Shore Higher Education Center and Salisbury University.

The Seidel School of Education and Professional Studies at Salisbury University values this opportunity to be a partnering institution with the ESHEC and is committed to bringing quality programs to this regional endeavor. The mission of the ESHEC is to promote higher education and economic development in the region by offering a range of post-secondary programs and services in this state-of-the-art facility.

Salisbury University currently offers both bachelor's and master's degree course work in both education and social work at the center. Accordingly, the education departments in the Seidel School are working to develop the current cohort and support the endeavors of the ESHEC in accordance with the goals and commitment of Salisbury University. Students interested in learning more about the cohort program can contact Meekins at 410-543-6391 or asmeekins@salisbury.edu.



Pictured are students enrolled in the third ELED cohort at the ESHEC. With the students are Deborah Urry Dr. Amy Stephens Meekins.

ESPRIT Science Project by Dr. Ed Robeck

The Eastern Shore Partnership for Real-World Information Technology in Science Project (ESPRIT Science) began last June as an initiative to promote the “Spirit of Science Inquiry.” The project is a partnership among all four of SU’s academic schools and the three lower shore county school systems—Somerset, Wicomico and Worcester counties.

The ESPRIT Science Project is designed to support the integration of real-world data into science teaching using investigative case studies and other innovative approaches. The wide range of real-world data from selected Internet sites and local partners provides optimal ways for teachers to make science learning more engaging and relevant to secondary school students. Local business and agency partners in the ESPRIT Science Project include Perdue Farms, Inc. and the Maryland Coastal Bays Program. Those partners have provided access

to resources such as scientists and real-world settings where the concepts taught in science classrooms take on expanded new meaning. In addition, the project takes advantage of the new facilities of the Teacher Education and Technology Center, where “virtual field trips” are produced to further support classroom instruction that encourages the spirit of real-world science inquiry among students.

The project is funded by a grant from the Maryland Higher Education Commission and is directed by Drs. Ed Robeck (PI, Seidel School), Mara Chen (Co-PI, Henson School), Jim Quan (Co-PI, Perdue School) and Andrew Sharma (Virtual Field Trip Producer, Fulton School). For more information about the ongoing activities of the ESPRIT Science Project, contact me at ecrobeck@salisbury.edu or visit the ESPRIT Science Project Web site at www.salisbury.edu/ESPRIT.



Dr. Roman Jesien, science director for the Maryland Coastal Bays Program, works with ESPRIT Science teachers Fran Brittingham (standing), from Worcester County, and Tina Abrams, from Somerset County, to collect environmental samples and data at the Bishopville Prong, one of the project study sites.



ESPRIT Science Project teachers and faculty donned special clothing as they began a tour of the Perdue Farms plant in Accomack, VA, one of the focus sites for science case studies being developed as part of the project.

Ward Museum ‘Flying WILD’ by Dr. Ed Robeck

The Council for Environmental Education (CEE), a leading national organization promoting environmentally responsible decisions and stewardship, announced in December that SU’s Ward Museum of Wildfowl Art will be the first Maryland member of the City Partner Network for the Flying WILD curriculum program that the CEE sponsors.

As a result of this designation, the Ward Museum will partner with the Maryland Coastal Bays Program to provide in-service and pre-service teacher professional development using the Flying WILD resource materials, which include excellent standards-based activities for pre-K through high school. As part of this initiative, students in the Teacher Education Department’s Early Childhood Education and Elementary Education programs will have the opportunity to take part in workshops in Flying WILD as part of their coursework to better prepare them to integrate environmental education into the curriculum

when they become teachers.

For more information about Flying WILD, or other programs offered by the Ward

Museum, contact Kim Check, museum education director, at kacheck@salisbury.edu.



(From left) Claire Earnhart, Ken Keffer and Aubrey Hall participate in “Eye See You,” a Flying WILD activity that demonstrates the importance of stereoscopic vision in birds of prey.

Guitars in the Classroom (GITC) by Kimi Lichty, M.Ed. Graduate Student

In "STRUM"entally, Dr. Diana Wagner and 16 local teachers have successfully strummed their way into Maryland classrooms during the fall semester. Salisbury University is the first Maryland site for Guitars in the Classroom, which operates more than 40 programs in over 20 states by integrating music into the daily curriculum through "song-based learning" to enhance the learning experience.

The purpose of Guitars in the Classroom (GITC), which was founded in 1998, is to "train, support and encourage teachers who want to integrate music-making in their lessons and daily school activities." Sponsored by Martin Guitars and Godin Guitars, the SU program was able to provide guitars and materials for use in the participants' classrooms. West Ocean City music store Beach Music served as a local sponsor,



Guitars in the Classroom taught 16 local teachers "song-based learning"

providing discounts to participating teachers.

The GITC method uses open G tuning and simplified chords along with familiar children's songs to help guitar novices become competent players. "Everyone leaves the first night able to play two songs," said Wagner. "It's crucial that we teach a guitar method that is accessible to teachers and practical for little hands in the classroom." Wagner volunteered to mentor the

seven week program to help teachers integrate the arts standards into their lessons.

The first group of 16 "rock star" teachers from three counties completed the program in December. For more information about the GITC program and future registration opportunities, visit <http://faculty.salisbury.edu/~dmwagner/gitc/> or contact Wagner at 410-677-5490.

To iTV or Not to iTV, That Was the Question

by Drs. Vicki Root and Jim Forte

Shakespeare's Hamlet asked the existential question: Is life worth living when grief and tribulations are great? In the spring issue of *The Seidel News*, we asked a less profound question: Should teachers shift from conventional face-to-face methods to instruction via interactive television?

We reported our intent to conduct an exploratory study to determine the differences in student satisfaction and learning outcomes between blended (interactive television with online learning activities) and Web-enhanced (face-to-face instruction with Web resources) courses. Data analysis occurred during the fall 2008 semester and some tentative answers to our pedagogical question have emerged.

During the spring 2008 semester, five sections of a Human Behavior and the Human Environment course were taught using the same textbooks, written assignments, text banks, lesson plans, and "Models, Metaphors and Maps" conceptual framework. Four sections were blended courses with a total of 43 students. Two sections were Web-enhanced courses. Forty-five students participated in this condition. Four specific research questions were asked:

- What are the differences in achieved knowledge between the two course delivery methods?
- What are the differences in term paper quality?
- What are the differences in perceived achievement of course objectives?

- What are the differences in student satisfaction with the experience (degree of learning, teaching effectiveness, comfort with teaching modality and met expectations)?

No differences in knowledge enhancement were found between the two groups. First, there were no statistically significant differences between the instructors' ratings of student integrative term papers. The mean ratings for the blended and Web-enhanced groups were almost identical. Second, there were no differences between the students' performance improvement on our knowledge test. The mean improvement for the blended group was a negligible 1.7 points higher than the mean for the Web-enhanced group. Third, no differences were found between the students' perception of the achievement of learning objectives between the two groups. The mean achievement rating for the blended group was only 0.16 points lower (lower is better) than the mean for the Web-enhanced group.

The students' perceptions of satisfaction with the learning experience indicated significantly higher ratings from students in the blended group. They reported higher ratings than students in the Web-enhanced group in their evaluation of teaching effectiveness, class met expectations and satisfaction with overall class format. They also indicated use and appreciation of many features of the blended modality. Some of the course activities they reported as most beneficial included recorded

lectures, online discussion, in-class discussion, and the availability of learning resources and activities posted to MyClasses (e.g. PowerPoints, syllabus, assignments).

There were some limitations to the study. First, students were not randomly assigned to comparison groups, and there were differences between the two groups that might have influenced the results (e.g. students in the blended classes tended to be older, working full time, attending school part time, more experienced with MyClasses and committed by geographical necessity to distance education). Second, the measurement tools have not been validated. Third, the instructors were novice users of interactive television and MyClasses technologies. Moreover, students in blended classes at distant sites experienced three weeks of interrupted iTV class time due to "connection to main campus" problems. Thus, the full potentials of the alternative teaching methodology might not have been realized.

We are no longer as ambivalent as poor Hamlet. However, our study does not provide a decisive answer. Although we found that students tend to like the flexibility of the blended classes, and mean scores on learning and satisfaction indicators were generally more favorable for the blended group, there were no differences in learning outcomes. Our future research efforts will examine correlations between variables measuring engagement in blended learning tools and our outcome and satisfaction measures.

Like Mother ... Like Daughter

Linda Ralph Budd, mother of Erin Budd, graduated in 1979 with a Bachelor of Science in physical education and a minor in special education. This is Linda's 30th year as an educator at Delmar Middle and High School.

Following in the her mother's footsteps, Erin graduated from Salisbury University in 2005 with a Bachelor of Science in health education and in 2007 with a Master of Science in post-secondary education. Erin is now a program manager for Wellness Corporate Solutions, a corporate wellness company located outside of Washington, D.C.

Both mother and daughter played field hockey at Salisbury and both have coached the sport. They even had the pleasure of learning from Dr. Keith Conners – "Mom" Linda for a physical education class and "Daughter" Erin as a teacher and advisor during her post-secondary master's classes. Both remember Dr. Conners fondly.

For this family, Salisbury University is a "Tradition in Education."



Linda Ralph Budd and Erin Budd

Wolinski Retires from Teacher Education Department

At the end of the fall semester, Dr. John T. Wolinski announced his retirement from the Department of Teacher Education at Salisbury University. Wolinski began his tenure at then Salisbury State College in 1976 after completing his Ph.D. in reading and language arts at Florida State University. Throughout his more than three decades at the University, he has taught courses in reading and language arts at both the undergraduate and graduate level, supervised student interns and served as assistant dean of the School of Education. He was also the director of the Eastern Shore Writing Project, an affiliate of the National Writing Project.

Wolinski is well known for his enthusiastic, captivating teaching style, which makes him a favorite with students of all ages. His knowledge of reading, both elementary and secondary, and his ability to impart that knowledge in an applied, practical manner to others made him a much sought after teacher and consultant. He was honored with Faculty Appreciation Awards from both the SU Student Government Association and the SU Alumni Association. Dr. Laurie Andes, chair of the Teacher Education Department, noted that: "Dr. John Wolinski has played a pivotal role in building and maintaining the successful reputation of our education programs at Salisbury University. He has touched the lives of many educators and children in ways that will be felt far into the 21st century."

Throughout his career, Wolinski presented at international, national, regional, state and local conferences and has coauthored numerous journal articles. His presentations are characterized by a high level of audience participation and a trend toward the practical, more balanced approaches to reading instruction. He remained current with the research in the discipline and was able to translate theory into practice effectively because he never lost touch with K-12 classrooms. Articles coauthored by Wolinski have appeared in state, national and international referred publications. In addition to the publication of articles, Wolinski co-authored the 1990 edition of the McGraw-Hill Spelling Series for grades one through eight.

Wolinski's love of reading is obvious to all who know him. Dean of the Seidel School of Education and Professional Studies, Dr. Dennis



Pataniczek, remarked: "In my eyes, John Wolinski doesn't just teach children to read, he teaches them to love to read. His contribution to SU and to our schools has been immeasurable and we will treasure his legacy."

Wolinski has also been involved with the elementary education cohort program held at the Eastern Shore Higher Education Center located on the campus of Chesapeake College in Wye Mills, MD. He served as a course instructor for each of the three cohorts currently active at the center, traveling from his home in Ocean Pines to support this unique initiative.

Karen Davis, a student in the cohort program, applauded Wolinski's involvement: "I'll be a better teacher for having taken Dr. Wolinski's reading class, better known as Classroom Assessment and Intervention in Reading. The methods and strategies he taught me are some of the most powerful in my teaching toolkit. More importantly, he modeled how a teacher can enthusiastically engage students with instruction, which is what he accomplished every class period."

Wolinski frequently collaborated with his colleagues in the department, coauthoring numerous journal articles and conducting conference presentations. He loved team-teaching and sharing ideas and insights. Dr. Amy S. Meekins, a co-author and co-presenter, noted, "Collaborating with Dr. Wolinski has been both a privilege and a pleasure. Throughout his tenure at Salisbury, Dr. Wolinski has touched the lives of countless elementary students both directly through his regular visits to local schools and indirectly through the lessons taught to their teachers and future teachers. I am grateful to have had the opportunity to work with him. He is a wonderful colleague, mentor, and friend."

Wolinski will be remembered first and foremost as a teacher. A dedicated, enthusiastic professor, he values teaching as a profession and effectively communicates this commitment to the profession to his students. William Arthur Ward, dedicated scholar, author, editor and teacher noted: "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." Dr. John Wolinski is, indeed, a great teacher. He will be missed.

Faculty Happenings

Presentations:

Bing, J. and Veditz, J. "Strategies for Creating and Nurturing a Professional Development School Partnership: A Case Study." 2008, Hawaii International Conference on Education.

Hammond, D. "Creating Critical Thinking in the Context of Guided Reading Procedures." November 11-12, 2008, Texas Early Literacy Conference, Dallas, TX.

Hammond, D. "Promoting Excellence in Literacy Instruction in the 21st Century." November 17, 2008, North American Reading Recovery Conference of Michigan. (PowerPoint is available at <http://faculty.salisbury.edu/~wdhammond/Presentations.html>)

Hammond, D. "Reading Comprehension: An Inside Job." November 11-12, 2008, Texas Early Literacy Conference, Dallas, TX.

Muller, S., Mazzetti, S., and LaManca, J. "Bigger, Faster, Stronger: Performance Enhancing Supplements." October 10, 2008, Delaware AAHPERD Convention, PolyTech HS, Edgewood, DE.

Muller, S., Mazzetti, S., and LaManca, J. "Bigger, Faster, Stronger: Performance Enhancing Supplements." October 17, 2008, Maryland AAHPERD Convention, Towson, MD.

Muller, S., Wengert, D., Smith, B., and Wooley, S. "New Teacher Preparation Standards for Health Education." November 15, 2008. 82nd Annual American School Health Association Conference, Tampa Bay, FL.

Muller, S. and Gorrow, T. "Let's Talk About Health." October 10, 2008, Delaware AAHPERD Convention, PolyTech HS, Edgewood, DE. (Invited Speaker)

Muller, S. and Gorrow, T. "Strategies for Enhancing Your Students' Health Communication Skills." October 17, 2008, Maryland AAHPERD Convention, Towson, MD.

Robeck, E. "High Touch Science Teaching: Identity, Community and Curriculum for Sustainability." International Organization for Science and Technology Education (IOSTE), XIII Symposium, September 2008, Izmir, Turkey.

Robeck, E. "Science Inquiry and Virtual Learning Objects." The F. Benitez Memorial Lecture, University of the Philippines, May 2008, Manila, Philippines. (Invited Speaker)

Robeck, E. "The Dynamics of Pedagogical Content Knowledge in an Online Professional Development Class for Science Teachers." Science Teachers' Pedagogical Content Knowledge: Seminar and Workshop, Universiti Kebangsaan Malaysia, January 2008, Bangi, Malaysia.

Royer, R. and Richards, P. "Digital Storytelling: Learning and Leading with Technology." November 2008, International Society for Technology in Education, Eugene, OR.

Royer, R. "Podcasts and VoiceThreads: Using Audio to Support Learning." 2008 Eastern Shore E-Learning Symposium." July 2008. University of Maryland Eastern Shore, Princess Anne, MD.

Siers, R. and Elburn, S. "The Power of 3: Mentor, Intern and Technology. Integrating Technology into the Collaborative Experience." November 2008, Professional Development School Workshop Series, Salisbury University, Salisbury, MD.

Wolinski, J. and Meekins, A. "A Baker's Dozen: Literacy Ideas, Strategies and Activities That Work." November 2008, New Jersey Reading Association's Strand of the New Jersey Education Association's Annual Fall Conference, Atlantic City, NJ.

Wolinski, J. and Meekins, A. "Schema Matters: Proven Techniques for Activating Schema." October 2008, Diamond State Reading Association's Annual Fall Conference, Dover, DE.

Notable Professional Endeavors:

Dr. Dorsey Hammond gave the opening keynote address to 600 educators at the North American Reading Recovery Conference of Michigan on November 17.

Dr. Regina Royer co-chaired the Mid-Atlantic Handheld and Emerging Technology Conference on July 24-25, 2008.

Publications:

Gorrow, T. and Muller, S. (2008). The ABC's of Wellness for Teachers: An A-Z collection of suggestions for improving your well-being inside and outside of the classroom. Kappa Delta Pi, International Honor Society in Education. Indianapolis, IN.

Gorrow, T. and Muller, S. (2008). "Are students challenging you? They may need acceptance." *Kappa Delta Pi New Teacher Advocate*, 16(2), 8.

Hammond, D., and Garin, E. "Literacy Tutoring." Accepted by the International Reading Association for publication in early spring 2009.