RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

2016

CONVOCATION

May 2016
Graduate School of Education

2016 Convocation

College Avenue Gymnasium
May 16, 2016
4:30 p.m.
Order of Program

Processional.................................................................................... Class of 2016

National Anthem............................................................................. Shock Wave
Student A Cappella Group

Welcome..................................................................................... Wanda J. Blanchett
Dean and Distinguished Professor

Distinguished Leader Award.................................................. Wanda J. Blanchett
Kimberly A. Scott Dean and Distinguished Professor
Executive Director & Associate Professor,
Center for Gender Equity in Science and Technology
Arizona State University

GSE Alumni Association Student Awards ................................. Jennifer Jones
Evelyn Headley Award Kathleen Regan
Angelo Tomaso Award GSE Alumni Association
Excellence in Dissertation Award

GSE Alumni Association Faculty Awards................................. Jennifer Jones
Faculty Teaching Award Kathleen Regan
Faculty Research Award GSE Alumni Association
Faculty Service Award

GSE Student Awards ................................................................. Nora Hyland
Nancy Higginson Dorr Award Associate Professor
New Jersey Distinguished Clinical Intern Award, Learning and Teaching
2016 Nominees

Student Speaker ........................................................................... Dan Battey
Luis Levya Associate Professor
Learning, Cognition, Instruction and Development Learning and Teaching

Doctor of Philosophy Graduates ........................................... Melinda Mangin
Doctor of Education Graduates Associate Professor & Ed.D. Director
Education Theory, Policy and Administration

Education Specialists................................................................. Alisa Belzer
Master of Arts in Education Graduates Associate Professor
Learning and Teaching
Master of Education Graduates

Alisa Belzer

College Student Affairs
Counseling Psychology
Dance Education
Early Childhood/Elementary Education
Educational Administration and Supervision
Educational Statistics, Measurement and Evaluation
English-Language Arts Education
Language Education
Learning, Cognition and Development
Mathematics Education
Reading Education
School Counseling
Science Education
Social and Philosophical Foundations of Education
Social Studies Education
Special Education

Alma Mater

Shock Wave

On the Banks of the Old Raritan

From far and near we came to Rutgers,
And resolved to learn all that we can;
And so we settled down,
In that noisy college town,
On the banks of the old Raritan.

Refrain:

On the banks of the old Raritan (my friends)
WHERE old Rutgers evermore shall stand,
For has she not stood
Since the time of the flood,
ON the banks of the old Raritan.

Then sing aloud to Alma Mater
And keep the scarlet in the van’
For with her motto high
Rutgers’ name shall never die
On the banks of the old Raritan.

(Refrain)

Concluding Remarks

Wanda J. Blanchett

Dean and Distinguished Professor

Recessional

Class of 2016
2016 DISTINGUISHED LEADER IN EDUCATION

Kimberly A. Scott, Ed.D.

Dr. Kimberly A. Scott is an Associate Professor in Women and Gender Studies at Arizona State University’s School of Social Transformation and Founder/Executive Director of the Center for Gender Equity in Science and Technology (https://cgest.asu.edu/). Founded by Scott, the center is a one-of-a-kind research unit focused on exploring, identifying, and creating innovative scholarship about under-represented girls in science, technology, engineering, and mathematics (STEM). Center projects include the National Science Foundation-funded COMPUGIRLS (compugirls.org); Gates-funded project on African American Families and Technology Use; and NSF-funded Culturally Responsive Co-Robotics Program. Scott is also an Affiliate Faculty in George Mason University’s Center for Digital Media Innovation and Diversity located in Fairfax, Virginia.

Trained as a sociologist of education and childhoods, Scott’s interdisciplinary work examines girls’ of color (African American, Native American, Latina and Asian American) social and academic development in informal spaces and their techno-social innovations. With nearly 50 publications in outlets such as the, *International Journal of Qualitative Studies in Education, International Journal of Gender, Science, and Technology, Feminism and Psychology, Huffington Post,* and *Slate*. Scott is also co-author of the Rowman and Littlefield book *Kids in Context* and co-editor of the IAP published book, *Research in Urban Educational Settings: Lessons Learned and Implications for Future Practice*. Currently, she is working on two new book-length projects: *COMPUGIRLS: Becoming Ourselves in This Digital Age and Women Education Scholars and Their Children’s Schooling*, which will be published by Routledge.

Prior to becoming an academic, Scott worked as an urban educator with international and national institutions including a center for girls in Chiang Mai Thailand; the Educational Law Center in Newark, New Jersey; and the National Museum of African Art-Smithsonian. Dr. Scott earned her B.A. from Smith College in Art History and French Literature, an M.S. from Long Island University in Curriculum and Instruction/Elementary Education, an Ed.D. from Rutgers University in Social and Philosophical Foundations of Education, and completed the High Potentials Leadership Program at the Harvard Business School.
Evelyn Headley Award for Outstanding Dissertation

The Evelyn Headley Award for Outstanding Dissertation was named in 1986 in honor of a loyal alumna who graduated from the GSE in 1956. Evelyn Headley had a long career in education and was a leader in the Edison Township School District. She was a member of the Rutgers University Board of Trustees at the time of her death in 1985.

William Pluta, Ph.D.
Educational Psychology
Promoting the Development of Epistemic Cognition
Dissertation Chair: Clark A. Chinn

Angelo L. Tomaso Excellence in Dissertation Award

The Angelo L. Tomaso Award for Outstanding Dissertation was named in 1993 following the sudden death of Dr. Angelo L. Tomaso, who was a member of the Graduate School of Education Alumni Association Executive Committee and its membership chair. He had retired as Superintendent of the Warren Township School District in 1989 and was named a “distinguished alumnus” by the GSE Alumni Association. The Washington Valley School in Warren Township was renamed the Angelo L. Tomaso School in recognition of his service to the district.

Kristen G. Kugelman, Ed.D.
Education Theory, Policy and Administration
A Street-Level Perspective: New Jersey Middle School Educators
Make Sense of the Anti-Bullying Bill of Rights
Dissertation Chair: Catherine A. Lugg

Alumni Association Excellence in Dissertation Award

Charles G. Baldwin, Ph.D.
Learning and Teaching
Shared Book Reading Using Fictional and Informational Texts:
The Effects of Genre on Interactive Book Reading
Dissertation Chair: Lesley M. Morrow
GRADUATE SCHOOL OF EDUCATION ALUMNI ASSOCIATION
FACULTY AWARDS
Presented by Jennifer Jones and Kathleen Regan

Faculty Teaching Award
Sharon Ryan, Ed.D.
Professor and Department Chair
Learning and Teaching

Faculty Research Award
William Firestone, Ph.D.
Distinguished Professor
Education Theory, Policy and Administration

Faculty Service Award
Richard De Lisi, Ph.D.
University Professor
Educational Psychology
STUDENT AWARDS
Presented by Associate Professor Nora Hyland

Nancy Higginson Dorr Award
Presented by Associate Professor Nora Hyland

The Nancy Higginson Dorr Award was established by her son to honor graduates who show promise of being exceptional teachers. Nancy Higginson Dorr attended the Dearborn Seminary in Chicago in the 1860’s and later became a remarkable teacher who, according to one of her children, “somehow kept alive the inborn curiosity and spirit of inquiry and exploration with which children are born.” To the recipients of this award go “deepest wishes that you might get from it the same fullness of life which it helped bring to her.”

Debbie Andres
Emily Angstadt
Simone Baechle
Daniel Carey
Briana Cash
Jaclyn Corsini
Jessica Danzi
Madison Hagar
Luma Hasan

Natallia Khalpukova
Diego Melendez
Chelsea Mulligan
Michelle Pasko
Sayyada Rahim
John Suh
Rebecca Visintainer
Amy Vitale

New Jersey Distinguished Clinical Intern Award
2016 Nominees Presented by Associate Professor Nora Hyland

The New Jersey Distinguished Clinical Intern Award is a prestigious honor presented jointly by the New Jersey Department of Education and the New Jersey Association of Colleges for Teacher Preparation. This annual award publicly recognizes the top fifteen graduates of New Jersey’s teacher preparation programs. The nominees for this award have all demonstrated outstanding achievement during their student teaching placement. An independent panel of educators evaluates the credentials of each nominee and selects fifteen award recipients in June. The following students have been selected to represent the GSE in the statewide competition:

Jaclyn Corsini
Rebecca Visintainer
Amy Vitale
Doctor of Philosophy

Muteb M. Alqahtani
Interactions Between Teachers’ Use of Collaborative, Dynamic Geometry Environment and their Geometrical Knowledge
Dissertation Chair: Arthur B. Powell

Sally Wesley Bonet
“Where are the Promises of America?”: Citizenship Education and Refugee Families
Dissertation Chair: Thea Abu El-Haj

Luke Andrew Buckland*
Exploring an Expanded Conception of Epistemic Cognition
Dissertation Chair: Clark A. Chinn

Elizabeth Anne Conway
An Examination of the Accuracy and Intelligibility of Consonant Production by English Language Learners
Dissertation Chair: Nydia Flores

Margaret A. Holzer
Building Bridges to Climate Literacy Through the Development of Systems and Spatial Thinking Skills
Dissertation Chair: Rebecca Jordan

Mehmet Kaplan**
New Item Selection and Test Administration Procedures for Cognitive Diagnosis Computerized Adaptive Testing
Dissertation Chair: Jimmy de la Torre

Chesta Khurana
Exploring the Role of Multimedia in Enhancing Social Presence in an Asynchronous Online Course
Dissertation Chair: Erica C. Boling

Luis Antonio Leyva
“Mapping the Margins [in Mathematics]”: Examining the Gendered and Racialized Intersectionality of Mathematics Experiences Among African American and Latin@ Undergraduate Students in a Large, Predominantly White University
Dissertation Chair: Dan Battey

Robert Sigley
Teacher Learning About Student Mathematical Reasoning in a Technology Enhanced, Collaborative Course Environment
Dissertation Chair: Carolyn A. Maher

Sora Alexandria Suh
Intersections of Home and School: An Analysis of Directive Interactions of Korean American Children at Home and in Preschool
Dissertation Chair: Nydia Flores

* October 2015 Diploma
** January 2016 Diploma
Doctor of Education

Carolyn A. Armstrong
A Case Study of a First Year High School Literacy Coach
Dissertation Chair: Lesley Mandel Morrow

Maria Erlinda Vicente Astorga
Behind the Desk: The Experiences of LGBT Higher Education Administrators
Dissertation Chair: Catherine A. Lugg

Michael Joseph Auciello
In Their Own Voices: The Lived Personal and Professional Experiences of LG[BT] School Administrators
Dissertation Chair: Catherine A. Lugg

Lynn Keller Carman*
Low-Achieving Students’ Perspectives Regarding Their Experiences as Recipients of Instructional Support Delivered in a General Education Setting
Dissertation Chair: Carrie Lobman

Paul Thomas Duncan*
An Evaluation for How the Innovator, Innovation, and Context Affect Technology Innovations in a K-5 Setting
Dissertation Chair: Dan Battey

Linda Edwards
Fostering the Development of High School Co-Teaching Teams: Lessons from Two Exemplary Pairs
Dissertation Chair: Carrie Lobman

Lisa Ruth English
Toward a Theory of Social Justice Practice for Higher Education Administrators
Dissertation Chair: James A. Giarelli

Steven Garwood
Lecture Capture and Learning Strategies
Dissertation Chair: William Firestone

Denise S. Goodhue**
There is no “I” in Co-Teacher: Team-Building Professional Development to Support High School Co-Teachers
Dissertation Chair: Carrie Lobman

Jennifer Kamm Greco
Implementing a Critical Friend’s Group Focused on an iPad-Based Approach to Differentiating Literacy Instruction: Kindergarten Teachers’ Perspectives
Dissertation Chair: Cheryl A. McLean

* October 2015 Diploma
** January 2016 Diploma
Loretta M. Grisi-Dicker*
*Investigating the Mathematics Valued by Employers*
Dissertation Chair: Arthur B. Powell

Timothy A. Harrison
L.W. v. Toms River Regional Schools and Hannah Arendt’s
Theory of Judgement: “An Inability to Think?”
Dissertation Chair: Catherine A. Lugg

Kenneth Allen Horwitz
Utilizing Video Analytics to Examine the Role of Representations in
Problem Solving Across Grade Bands
Dissertation Chair: Carolyn A. Maher

Natalia A. Kouraeva*
Preparing Special Education Teachers to Differentiate Instruction
by Integrating Technology
Dissertation Chair: Dan Battey

Dakashna P. Lang
Exploring the Boundaries of Learning Through Multimedia
Dissertation Chair: Lesley Mandel Morrow

Rachel Catherine-Elizabeth Lella
Response to Intervention Under the Common Core: Using Think-Alouds to Explore
Struggling Readers’ Comprehension of Narrative and Informational Text
Dissertation Chair: Lesley Mandel Morrow

Michelle Lee Smith Macchia
Sowing Seeds for Success: K-2 Teachers, Guided Discussion, and Guided Reading
Dissertation Chair: Cheryl A. McLean

William Gabriel McGowan
Exploring In-Service Teachers’ Recognition of Student Reasoning in
a Semester-Long Graduate Course
Dissertation Chair: Carolyn A. Maher

Matthew A. Mingle
The Role of the Teacher in Gifted Education Nomination Decisions
Dissertation Chair: Tanja Carmel Sargent

Kristina M. Nicosia
A Statewide Community of Practice: Professional Development for Science Teachers
Dissertation Chair: Carrie Lobman

Renee Robe Osterbye**
Early Readers’ Perceptions of “Good” Reading and of Themselves as Readers
Dissertation Chair: Nora E. Hyland

* October 2015 Diploma
**January 2016 Diploma
Randi L. Ostrove**
Examining the (False) Dichotomy Between “Care” and “Education” in Early Childhood Programs: A Descriptive Case Study of Teacher-Child Relationships within a Standardized Curriculum Model
Dissertation Chair: Carrie Lobman

Sofia Ferreira Pinto
In Their Own Voice: A Qualitative Study of the Biomedical Careers Program and its Impact on Underrepresented Students in the Health Professions
Dissertation Chair: James M. Giarelli

Avani M. Rana
Beyond the Classroom: Student Involvement Experiences of Second-Generation South Asian College Students
Dissertation Chair: James M. Giarelli

Lauren M. Senko
What Do the Children Have to Say?: Children’s Perceptions of the Children of Divorce Intervention Program
Dissertation Chair: Saundra M. Tomlinson-Clarke

Steven D. Tolman**
Evaluation of an International Roommate-Pairing Program
Dissertation Chair: Melinda Mangin

Susan Teresa Watkins
Did You Read My Blog?: A Case Study of Blogging in the English Language Arts Classroom
Dissertation Chair: Erica Boling

James H. Whitney III
Fictive Kin as Capital: A Case Study on African American Youth Aspirations for College
Dissertation Chair: Catherine A. Lugg

* October 2015 Diploma
**January 2016 Diploma
Education Specialist
Joseph M. Segriff*
Jennifer Y. Maratea

Master of Arts in Education
Rosemary Griffin Carolan
Baila Herbstman
Jeanette C. Joyce
Andrew Scott Leland*

Master of Education
Sara A. Abdelmottlib
Andrea E. Adams
Erin A. Aiello
Moosa A. Alhadi
Jamie D. Alpert**
April E. Ambio
Debbie S. Andres
Emily E. Angstadt
Yahyahan Aras*
Sarah E. Arrowood
Michael J. Atzbi
Andrew Auyeung
Caitlin N. Babcock
Jordan B. Back
Mary G. Backman
Amanda L. Bader
Simone L. Baechle
William C. Bailey
Ashley S. Baker
Brittany L. Barnwell
Julie Battikha
Jamie Lynn Bazydlo
Kelly R. Beall
Emily M. Behn
Carly D. Bergstrom**
Lauren M. Berman
Alex M. Biles
Andrea J. Birch
Alison K. Bleich
Britney H. Bohling**
Mary T. Bolcar
Giuseppina F. Bologno
Cherae’ K. Boyce
Brittany J. Boylan
Leora R. Brenowitz
Stephanie L. Breznak
Kristin Brons
Morgan A. Brown
Bonnie M. Brunskill
Kathleen A. Burns
Catherine A. Cahill
Lorraine Calabro
Amanda J. Camp-Colon**
Jessica C. Canfield
Matthew J. Cann**
Genesis G. Canuall
Daniel R. Carey
Jessica A. Carroll
Lauren J. Caruana
Briana A. Cash
Gianna M. Catalano
Michael Y. Cate
Alexandra J. Cavallo
Kristy Cherneski
Amanda M. Chiarello*
Judith H. Choe
Maria Class
Brittany Cohen
Ilyssa B. Cohen
Kevin Conover
Marie E. Conway
Amanda L. Corigliano
Megan E. Corlis
Jaclyn M. Corsini
Rory E. Craig
Jada R. Cunningham
Cody J. Czerniak
Rosana T. Da Silva**
Gennine M. Damanski
Jessica L. Danzi
Ashley R. DeVincentz
Amanda E. Di Donato
Alexandra G. Dobromilsky
Nicole E. Doran

* October 2015 Diploma
** January 2016 Diploma
Kathryn T. Doud
Deirdre A. Egan
Haley M. Encarnacion
Lilah M. Ethe**
Melissa F. Evans
Sneha V. Fadia
Joanna Fang
Yuchi Fang
Anthony L. Fania
Scott J. Farro
Bryannah K. Fearon-Hester
Kelly M. Feeney**
Kiley A. Fellows
Traci A. Ferreira**
Chana Finver
Lauren A. Fischetti
Emily M. Fitzgerald
Sarah C. Foster
Erin R. Franey**
Rachel L. Frishberg
Latoya Gadsden
Janine T. Ganapin
Matthew J. Garcia
Melissa D. Gazal
Amanda C. Gelnaw
Lucianna Giannotte
Manfredi L. Giliberti*
Emily E. Gill
Lindsey L. Gillette
Sandra Gilot
Diana Gonzalez
Juail L. Goode
Stephanie R. Greenberg
Jaimie P. Grose
Zachary I. Gross
Brandi L. Gustafson**
Jennifer L. Hachey
Madison D. Hagar
Radwa Haggag
Tashir L. Hampton
Scott D. Harman
Luma B. Hasan
Amanda G. Hazen
Jennifer A. Hildebrandt
Imani K. Hill
Julia M. Hill**
Gregory Y. Hillman
Diana Hong
Chandler M. Howard
Aisha N. Huggins-Smith
Nicole M. Hundt

Christopher J. Hurley
Max A. Jacobs
Jeannine M. James
Kritika R. Jawdekar
Ryan P. Jendrek
Shannon E. Johnston
Kari-Lynn M. Jones
Chelsea E. Julius
Erica L. Katulak
Parneet Kaur
Brian Kelly
Karen M. Kelly*
Jessica Kern
Natallia Khalpukova
Kristin A. Kocher
Brittany N. Komack
Elizabeth C. Kopec
Lindsey A. Kowalsky
Jennifer K. Kwok
Courtney M. Kwong*
Mary G. Lamont
Kristal C. Langford
Yang-Chieh Lee
Elia R. Lehrer
Sarah Levine
Jun Liu*
Sofia C. Lopes
Kelly M. Lovejoy*
Laura L. Lowande
Nathalie Lynn**
Taylor Maas
Jillian S. Maged
Katherine A. Makovec**
Jasjit S. Mangat
Michele N. Mann
Yangzi Mao
Melissa A. Marflak
Katherine R. Marino
Kelsey R. Maxwell
Kelly A. McCabe
Aubree M. McClellan
Julieanna J. McDonald
Nicolas B. McNamara
Amy K. McNulla
Susan M. McNulty
Sherylanne F. Meisner
Gabriella N. Meiterman-Rodriguez
Diego A. Melendez
Kathleen M. Meyer
Samantha B. Meyer
Rachel A. Miranda

* October 2015 Diploma
**January 2016 Diploma
ABOUT THE GRADUATE SCHOOL OF EDUCATION

In 1893-94, the study of Education at Rutgers University was initiated by Eliot R. Payson when he taught the “History of Art and Teaching” to Classics students in their final term. A professional program of education studies was later planned by Alexander Inglis who became Rutgers’ first full-time Professor of Education in 1912. His successor, Charles H. Elliott, made education a statewide endeavor by building a large network of extension courses throughout New Jersey.

In 1923 the Board of Trustees established a School of Education and authorized it to award the bachelor’s degree in education. In 1930, master of education and doctor of education were added to the School’s awarded degrees. On April 8, 1960, the Board of Governors of Rutgers, The State University of New Jersey, changed the name of the school to the Graduate School of Education (GSE). The change recognized the evolving role of the school as a graduate institution in the preparation of educational personnel.

Today, the mission of Rutgers GSE is to create new knowledge about educational processes and policies, and to lead in the development of research-based instructional, professional, and outreach programs that prepare educators to create effective and equitable education for all learners. The GSE has the premier five-year teacher education program in New Jersey. Graduates of our teacher preparation programs have strong academic preparation in the liberal arts and in pedagogy. The GSE offers an Ed.D. program that builds education leaders who have the knowledge, skills, and dispositions to solve problems of practice and improve instructional quality, a Ph.D. in Education program that attracts applicants from around the world who seek careers as educational researchers, and a new Ph.D. in Higher Education program that offers focused study of the complexities of colleges and universities, their missions, contexts, challenges, and successes. Due to the high-quality faculty and study body, Rutgers GSE is consistently ranked as one of the top graduate-professional schools of education in the United States by U.S. News and World Report.

Among the GSE’s Centers and Institutes are: the National Institute for Early Education Research; the Robert B. Davis Institute for Learning; the Center for Effective School Practices; the Rutgers Institute for Improving Student Achievement; and the Center for Literacy Development. In addition, the GSE is currently a partner in the Regional Education Laboratory: Mid-Atlantic. The nation’s 10 regional laboratories seek to improve educational practice by conducting and disseminating scientifically based, rigorous educational research. Moreover, with programs such as the South Africa Initiative, Language Learning and Community Engagement in Argentina, and Classroom Organization in the Yucatan, the GSE’s outreach has a global impact.

We are very proud of our graduates and appreciate the positive response they have received in schools, universities, and other professional settings throughout our state, nation, and the world. Keep in touch with the GSE via LinkedIn, Twitter, Instagram, Facebook, YouTube, and Pinterest by visiting gse.rutgers.edu/onlinecommunity.
CONGRATULATIONS, CLASS OF 2016!

Welcome to the Rutgers University Alumni Association (RUAA), the universitywide alumni organization that all Rutgers graduates are members of—for free, for life! You are joining a powerful network of more than 470,000 alumni worldwide, a legion of scarlet enthusiasts who have shared many of the same experiences and traditions that have made your time at Rutgers memorable.

As you embark on this new chapter in your life, the RUAA website and social media channels will help you stay connected with your Rutgers family. Make sure to update your information at RAAlumni.com/NewGrads16 to have access to networking events, social outings, exclusive discounts, career resources, volunteer opportunities, and many diverse alumni groups across the United States and abroad.

For 250 years, Rutgers has been revolutionary, and you and your fellow alumni embody that revolutionary spirit. Congratulations on this momentous achievement and welcome to the RUAA!

Follow the RUAA social media channels today for a chance to win a $100 gift certificate to RutgersAlumniShop.com.

Facebook: RutgersAlumni
Twitter: @RutgersAlumni
Instagram: @Rutgers_Alumni
LinkedIn: Rutgers Alumni Group

Your Rutgers experience does not end today. You are Scarlet Forever™.