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By the numbers
Academic year 2010-2011

Number of students receiving School of Education scholarships: **400**

$1,060,235 in scholarships for the 2010-2011 academic year

No. 1 U.S. News & World Report ranking of public graduate programs for 2011:
Department of Special Education

No. 9 School of Education

The School of Education serves schools and other partners in all 105 Kansas counties

Research grant expenditures: **$30.5 million**

8 Books published

120 Refereed articles:

42 Book chapters:

221 National and international presentations:
# The Jayhawk Educator

## Fall 2011

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Planning for tomorrow

These are interesting and challenging times in our great country. The economy remains, at best, stagnant, with deficits and tight budgets impacting expenditures at both the state and federal levels. Our friends in Washington seem intent on arguing their way until the next election cycle, while problems continue to fester. Schools and universities are being squeezed financially, while tuition rates keep rising. Yet, technological advances march on, accountability demands heighten, kids come to local schools and their selected colleges and universities expecting the very best we educators can offer. It is an incredibly dynamic atmosphere.

It is in this context that all of us at the University of Kansas are looking ahead to find ways that we can continually change, improve and best serve our students and communities. As a whole, KU is engaged in a very expansive strategic planning process focusing on six goals for the future: 1) strengthening recruitment, teaching and mentoring of undergraduate students; 2) strengthening doctoral education; 3) enhancing research; 4) engaging with local, state, national and global communities; 5) attending to the diversity of faculty and staff; and 6) responsibly stewarding physical and financial resources to expand the resource base. In addition, four strategic initiatives to guide research efforts have emerged creating unprecedented collaborations and synergy across the entire campus community:

• Sustaining the Planet, Powering the World
• Promoting Well-Being, Finding Cures
• Building Communities, Expanding Opportunities
• Harnessing Information, Multiplying Knowledge

With new leadership in place at KU, the campus is aggressively looking to what needs to happen in the future to assure that the university enhances its status and maintains its well-deserved reputation as a top-flight research university that cares about students and employees.

In the School of Education we are looking forward as well. Recently, we held a faculty retreat that focused on what the School has to do to thrive in the future. We all read Anya Kamensky’s futuristic treatise on how higher education needs to change to meet the demands of the next generations, along with Arthur Levine’s (president of the Woodrow Wilson Foundation) recent commentary regarding what schools of education need to do to survive in the future. These challenging sources forced us to examine what we must do in the coming years. How will we change? Specific targets are being discussed and a Futures Committee will monitor progress on selected activities.

One thing we all fully understand: Our critics are vocal about their views and often well-funded by groups that would like nothing more than for schools of education to disappear. Next spring, for example, U.S. News & World Report will release a rating of all teacher preparation programs in the country conducted by the self-anointed National Center on Teacher Quality (NCTQ). NCTQ has prepared a number of reports critical of aspects of teacher preparation in selected states and institutions, and devised an untested set of standards with unknown rubrics that they are applying to an array of input variables to rate all education schools. The highly visible prior U.S. News rankings are typically determined by data collected and analyzed by the journal itself. This new approach is controversial — and, as I was informed by the individual leading the rating process, NCTQ does not currently have any evidence that meeting their standards will result in improved teacher preparation. I wish that NCTQ would do that difficult background work and collect evidence on their standards prior to undertaking any sort of rating. But such highly visible external ratings, no matter their validity, are becoming part of the national fabric, despite taking a lot of precious time and energy away from our work with students. Naturally, we support efforts aimed at improving teacher preparation and other fields within the School of Education. Indeed, we constantly monitor what we do, we are reviewed every few years by both state and professional accreditors, and we internally collect a great deal of assessment data to help us determine what works. But our poorly informed critics will still get their day in the sun. It is a sign of the times.

What you need to know is that we are dedicated in all the fields and institutions we offer to making the KU School of Education experience as useful and productive as possible for our students. As part of a dynamic and exciting university environment, we are looking to improve in all areas of the work we do. Our wonderful alumni and friends remain a valuable source of support and information for us, and we all hope that you will weigh in and provide any feedback you have so we can continue to make you proud to be a graduate or friend of our programs.

Rock Chalk!

Rick Ginsberg, Ph.D.
The School of Education’s undergraduate teacher education program in the Department of Curriculum and Teaching is now contained within four years. The program consists of five semesters of undergraduate course work as well as field experiences in rural, suburban and urban schools. Most students will enter the program in the spring semester of their sophomore year.

“The faculty and administration are proud of the five-year program that has served its graduates well for more than 20 years,” says Rick Ginsberg, dean of the School of Education. “As the school enters its second century, the new program will maintain the key strengths of the five-year model in four years and add the latest advances in teacher preparation to meet the needs of the state in today’s educational and economic climate.”

Ginsberg proposed the switch to a four-year program after a year-long analysis by a faculty committee. He analyzed current research and data about the existing program including feedback from students, alumni, principals, superintendents and educational leaders from around the country.

Ginsberg highlights reasons for the switch:

• The teacher education landscape offers students a variety of new ways to get licensed to teach. Moving to a strong four-year model is consistent with this dynamic environment and will serve today’s students and schools best.

• The cost of tuition has increased, and requiring an additional year places undue hardship on students. In addition, moving to a four-year program will allow students to enter the workforce a year earlier.

• Developing a strong four-year model will meet the state demands for greater efficiency in university operations.

• A well-crafted four-year model can maintain the high standards that KU demands of its teacher licensure programs while also offering teaching experiences with students of diverse backgrounds, and opportunities adding endorsements in English Speakers of Other Languages and special education. —KU University Relations

Congratulations to these individuals for being recognized among their peers. Awards were presented at Convocation on May 21.

**Meredith Geiger Gould**
**Undergraduate Teaching Award**
Students who are seniors in teacher education select the professor who best exhibits excellence in classroom teaching.
Joseph O’Brien, Ed.D., associate professor, Department of Curriculum and Teaching

**Dr. Bob Frederick Faculty Award**
Honors an outstanding faculty member who exemplifies ethics in their career and carries on Dr. Frederick’s tradition of devotion to students.
Meagan Patterson, Ph.D., assistant professor, Department of Psychology and Research in Education

**Gene A. Budig Teaching Professorship**
Recognizes outstanding teaching.
Jennifer Ng, Ph.D., associate professor, Department of Educational Leadership and Policy Studies

**Gene A. Budig Teaching Professorship in Special Education**
Recognizes outstanding teaching.
Eva Horn, Ph.D., professor, Department of Special Education

**Senior Leadership Awards**
Megan Cole—athletic training
Margaret Flynn—secondary English education
Megan Foster—exercise science
Ellen Jardon—elementary education
Sheryl Miller—community health
Kathleen O’Neill—secondary physics education
Mallory Plancon—elementary education
Alix Santa Maria—elementary education
Amy VanWagenen—elementary education
Retta Webb—exercise science

**Outstanding Doctoral Dissertation**
Michael John Kennedy, Ph.D., for “Effects of content acquisition podcasts on vocabulary performance of secondary students with and without learning disabilities” His advisor is Don Deshler, Ph.D., from the Department of Special Education.

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Our new four-year teacher education program
Giving youth a voice

Service-learning ideas help spark global conversations

—by Michael Lemon

Ever wonder what young people in Kansas really want to see changed for the better? What about those outside the U.S.? Is it possible that young adults from other countries have issues and concerns similar to those of youth in Kansas? What kind of service-learning projects do they create? Do their communities allow them to volunteer, and do their adults support them in those efforts?

The Kansas Consortium for Youth Voice (KCYV), the youth-led project under the Kansas Enrichment Network (KEN), answered some of these questions and gained a deeper understanding about issues facing international youth during two workshops they facilitated in July for the International Visitors Council of Greater Kansas City (KCIVC). Those participating were selected to be part of the KCIVC’s Iraqi Youth Leaders Exchange Program and the Young Leadership Program for Central Europe.

The workshops were designed to give the international youth an opportunity to identify and map resources in their home communities. This process helped them hone in on a realistic service-learning opportunity that could be taken back to their home countries and successfully accomplished. Students from each country left the workshop with a service-learning plan and the motivation to begin making positive changes back home.

“Everyone involved experienced how dramatically different youth from other countries think and operate,” says Keil Eggers, KCYV founder. “But we all have one strong similarity: Youth, no matter where we live, need a voice.”

KCIVC administers these youth leadership programs to foster mutual understanding and respect among high school students and educators from around the world. Young people from throughout the globe are introduced to each other’s countries and learn how citizens can help strengthen democratic institutions and civil society.

KCYV works to involve youth in decision-making processes that have traditionally been off limits. With more youth participation, KCYV creates stronger communities and increases communal involvement. KEN (www.kansasenrichment.net) is housed within the Institute for Educational Research and Public Service, a research and service arm of the School of Education.

For more information, contact KCYV’s adult champion, Michael Lemon, mlemon1@ku.edu.
A $12.5 million award to the University of Kansas Center for Research on Learning will help the nation’s largest federal training program for skilled and semi-skilled workers better prepare young people for jobs in the construction and health care industries.

Under the five-year federal Department of Labor contract, the center will lead a consortium charged with training Job Corps staff and contractors to use more effective teaching methods in their work with youth. Each year, about 60,000 individuals ages 16-24 enroll in Job Corps programs. Many are from economically disadvantaged backgrounds and have had limited success in school.

“These are young adults who I think are going to be in a better position to beat the odds and have better employment opportunities than their counterparts who don’t participate in Job Corps programs,” says Daryl Mellard, Ph.D., executive director of the Consortium for Excellence in Job Corps Staff Development and director of the Center for Research on Learning’s Division of Adult Studies.

Mellard, the 2011 recipient of KU’s Research Achievement Award, is a member of the National Academy of Science Committee on Foundations and Application to Adolescent and Adult Literacy.

“This project gives us the opportunity to apply the fruits of our research to a persistent national problem — finding ways to prepare young people, especially those from disadvantaged backgrounds, for careers in today’s highly competitive fields,” explains Don Deshler, Ph.D., director of the Center for Research on Learning. “The potential benefits for the students, the instructors and the nation’s employers are profound.”

The consortium initially will work with three Job Corps “centers for excellence” in Dennison, Iowa; Pinellas County, Fla.; and Long Beach, Calif.; and then expand to all 125 Job Corps sites in 48 states, the District of Columbia and Puerto Rico.

Job Corps instructors typically are experts in their fields — culinary arts or nursing, for example; however, they may not have teaching experience. KUCRL will draw on more than three decades of research on literacy, teaching and coaching in designing the Job Corps program.

“We want to improve the knowledge, skills and abilities of the Job Corps instructors, counselors and program managers,” Mellard says. “Our emphasis is on building local capacity so they won’t be so dependent on outside experts in the future.”

Teaching the teachers

Center for Research on Learning awarded contract to help train Job Corps instructors

The consortium will use a mix of face-to-face and online methods to accomplish the goals of the project, including tapping the expertise of KUCRL’s ALTEC division, which has 10 years of experience in developing Web-based resources for teachers and schools.

Five other organizations join KUCRL in bringing diverse experience and expertise to the consortium project:

• Alternate Perspectives Inc.—a small, woman-owned business in Washington, D.C.
• Coffey Consulting, LLP—a participant in the federal government’s development program for small businesses, located in Bethesda, Md.
• Cornerstone Solutions Inc.—a veteran-owned business in East Point, Ga.
• Mid-continent Research for Education and Learning (McREL)—a private, non-profit, educational research agency and a U.S. Department of Education Regional Laboratory in Denver, Colo.
• Telesolv Consulting—a HUBZone (historically underutilized business zone) small business with experience in website development, maintenance and analytics in Washington, D.C.

“The diversity of the consortium is important because of the complexity of issues that are involved,” Mellard notes. “To create systems change on this scale, we have to have the capacity to deal with the multiple facets of the Job Corps system.”

—by Julie Tollefson
A class act: TeachLive sharpens classroom skills

Picture this, if you will: A student teacher in a classroom. A middle school classroom. Not a lot of students, just five. But somehow those five are filling the room with waves of noise and some fairly non-academic behavior.

The teacher tries to redirect a student. No good. Now someone is clicking her pen and one of the boys is pestering the girl in front of him.

It’s pretty much the nightmare situation that most neophyte teachers dread.

Researchers at the University of Central Florida (UCF) are working with faculty at the KU School of Education and several other universities to be sure that this scenario happens only in the simulated classroom of their training session — not in a real-life classroom. It’s called TeachLive.

Earle Knowlton, Ed.D., associate professor in special education, and Frank Carey, instructional support manager, recently talked about the vast possibilities the project holds for training teachers in classroom management, new curriculum and other critical components of teaching.

How TeachLive works

Here’s the set-up: In a room in Joseph R. Pearson Hall on KU’s campus, a student teacher faces a projection screen. On the screen are five student avatars — digital representations of middle school kids. Each avatar is controlled by a live interactor off site (thanks to remote control and the magic of Skype). Each interactor has a template of behaviors for each avatar and has studied the lesson plan and the pre-determined goals for the student teacher’s session. The interactors are wired for sound and action. Their body movements, the tilt of their heads, their voices are all echoed in the actions of the onscreen avatar pupils.

One more thing — the interactors are well-trained in improvisation. They’ve done their homework and they are ready.

And, as the student teacher presents the lesson, the interactors respond. They can escalate the avatars’ misbehavior, on a scale of 1-5 (5 includes obscene language, bullying, throwing objects). They respond in real time to the actions and reactions of the teacher. After each session, typically five minutes in length, the student teacher may review his performance, collaborate with peers, and be coached or reflect on opportunities to improve. Then he gets to try it again, with the interactors still in character and still behaving according to their predetermined set of behaviors.

This time the student teacher changes his tactics. He inserts a new phrase here or there, uses some powerful body language.

The students are calming down. Some learning may be happening.

Says Carey, “The beauty of the system is that the classroom is a constant. The variable is the teacher’s performance and it can be measured.”

Better than classroom training

How can training in a virtual classroom be better than in an actual classroom? For one, it eliminates stress on the student teacher and on the kids in the classroom. It also provides spot-on opportunities to coach the student teacher. Discipline and classroom management are consistently identified as some of the toughest aspects of teaching. TeachLive gives student teachers a chance to practice without the pressure of a live audience of students. The students, too, deserve more constructive experiences in the classroom than suffering through the baby steps of a new teacher who is trying to figure it all out on the fly.

TeachLive can serve as a screening tool. A student teacher who can’t make it through a simulated teaching session will most likely not do better in reality. A TeachLive session can muster enough “reality” to frustrate even an experienced teacher. Already there are stories of the TeachLive experience finding the threshold for a beginner who decided to change his major.
TeachLive can be adapted to help veteran teachers, too, as they prepare for new challenges in their classroom — a new curriculum, say, or students with special needs. And why not add improvisational training for experienced educators when more interactors are needed?

TeachLive can serve as a recruiting tool. While confident about their understanding of content, teacher candidates may appreciate a school of education that offers some simulated performance practice before entering a real classroom.

**What’s up next**

Carey recently paid a visit to UCF and met with the TeachLive crew: Dr. Lisa Dieker, Dr. Mike Haynes, doctoral students Angel Lopez and Jackie Rodriguez, interactor Katie Ingraham, simulation/puppeteering engineers Charlie Hughes and Dan Mapes, and student intern Michael Hopper.

“I was impressed with the emphasis on human connections. In nearly every conversation with the technical staff, the enthusiasm was about what was accomplished by the technology rather than about the technology itself,” Carey reports. “The TeachLive facility is evolving rapidly and a ‘phase 2’ version will be available soon. I was able to see some of the improvements.

“The avatars will have distinct facial features that can be manually controlled to express nonverbally,” he explains. “Body and head movements will be improved. The student teacher will be able to walk by the front row of avatars to approach an individual avatar. Moving among the avatars will be more fluid and responsive, resulting in a much more realistic and immersive experience. Emphasis was placed on reducing the ‘cognitive load’ of the interactor. Improving these manipulations allows interactors to concentrate on their improvisational skills and to better address the session’s goals when responding to a teacher’s performance.”

In addition to Knowlton and Carey, graduate students Martha Elford and Richard Carter, Jr. are involved in this project. Sara Aronin, Ph.D., assistant professor of special education at West Virginia University, delivered a presentation about TeachLive at KU in July. To see a video of the event, go to http://media.kuclrl.org/archives/843.
Research, grants and special projects

Arlene Barry, Ph.D., associate professor in curriculum and teaching, and Suzanne Rice, Ph.D., professor in educational leadership and policy studies, recently completed two studies examining ways in which Newbery Award-winning children’s books can contribute to character education.

James Basham, Ph.D., assistant professor in special education, will begin the second year of a $400,000 grant to research and develop the Interactive Field Investigation Guide (iFIG), a Universal Design for Learning (UDL)-based intelligent mobile learning system for iOS devices. Basham is also working with Matt Marino of Washington State University and Filament Games on the research and development of serious video games to enhance science education.

The Beach Center on Disability and Wyandotte Center for Community Behavioral Healthcare were awarded funding by the HealthCare Foundation of Greater Kansas City to support a continued partnership addressing the extensive needs of at-risk children and their parents who have co-occurring disorders and who live in Wyandotte County, Kan. The proposed Intensive Positive Behavioral Support Response to Intervention Model focuses on meeting the needs of children experiencing significant problem behavior due to co-occurring needs. The effort will promote positive parenting practices by bringing current research on effective interventions to those who often do not have access. This effort supports joint earlier work resulting in significant reductions in parental stress and increased parental involvement with the agency.

W. David Carr, Ph.D., assistant professor in health, sport, and exercise sciences, is working on a project to study how often athletic training students communicate with various health care stakeholders and what is discussed during that communication. This builds upon previous work he has conducted that studied the opinions of employers about the abilities of entry-level athletic trainers.

During the 2010-11 school year, nearly all Kansas students took high-stakes accountability assessments online as part of the Kansas Assessment Program. The program consists of statewide assessments in math, reading, science and social studies at grades 3–12, administered by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas. CETE continues to set the pace in computer-based assessment by developing products that integrate testing with teaching. Work on the next-generation assessment system is already underway. This system will incorporate new item types that make use of advances in technology to go beyond traditional multiple-choice items and model good instructional techniques. CETE also developed the Kansas Writing Instruction and Evaluation Tool, an online writing environment for student writing that allows teachers to offer educational feedback within the tool itself. CETE also offers online training resources, practice tests and tutorials to help prepare educators and students.

Along with colleagues, Don Deshler, Ph.D., professor in special education, published an evidence-based strategy to enhance student performance in secondary classrooms called The Listening and Note-taking: Strategic Instruction Model in the Classroom.

Teri Garstka, Ph.D., research associate in the Institute for Educational Research and Public Service, and her colleagues have been contracted by both Kansas Department of Health and Environment and Nebraska Health and Human Services to develop a performance management data system to help both states to collect, analyze and report on progress and outcomes related to the federal Maternal, Infant and Early Childhood Home Visiting program. Garstka and her team are helping states assess the impact of home visitation services for at-risk women and infants in rural and urban communities in both states.

Fifty-six Kansas school districts are collaborating with Diana Greer, Ph.D., assistant research professor, Center for Research on Learning, and Ed Meyen, Ph.D., professor in special education, in testing new additions to the Blending Assessment with Instruction Program (BAIP). BAIP includes lessons, tutorials and online resources for parents in math and science. All resources are aligned with curriculum standards. The focus is on grades 3–12.

David Hansen, Ph.D., assistant professor in psychology and research in education, continues his work on Quality Matters, a United Way of Greater Kansas City project. In his pilot study, Hansen demonstrated that Out-of-School Time (OST) sites can improve the quality of their programs (see the Fall 2010 issue of The Jayhawk Educator at http://www.soe.ku.edu/alumni/docs/JE-F10.pdf). Last year, the project expanded from 24 to 46 sites with more than 500 adolescent participants. The research has shown that not only can the quality of OST programs be increased, but that as it increases, the youth outcomes such as developing a sense of belonging, participating in small groups, and setting goals and making plans, also improve. A very interesting finding this past year showed that programs that involve youth in their governance have the best outcomes. Hansen is entering the third year of the project. Check the next issue of The Jayhawk Educator for updates.

Douglas Huffman, Ph.D., professor in curriculum and teaching, is beginning work on a new National Science Foundation grant, The CME Project: Linking Cognitive Science, Measurement Theory and Evaluation to Assess Scientific Reasoning. The project is designed to develop a new assessment of scientific reasoning skills for students in upper elementary, middle school and high school. Scientific reasoning skills are a key component of contemporary science instruction, and the field of science education is in need of an updated approach to measuring scientific reasoning. The new instrument will potentially be used by teachers and researchers to better understand students’ scientific reasoning skills and the extent to which instruction can help students develop them.

Neal Kingston, Ph.D., associate professor in psychology and research in education and director of the Center for Educational Testing and Evaluation (CETE), has received a $987,000 grant to develop eight Career Pathway Assessments. For this project, Cameron Clyne, Ph.D., CETE senior research assistant, is working with education and business representatives to design the assessments. By combining computer-based assessments with innovative item types and workplace-based performance assessments, high school students will be able to demonstrate both general and pathway-specific knowledge and skills needed to enter the world of work or pursue additional educational preparation. Although initial funding has been provided by the Kansas State Department of Education, several other states are planning to join to form a collaborative. With additional resources, this project will eventually develop assessments for 31 career pathways.

Earle Knowlton, Ed.D., associate professor in special education, is completing the third year of his IES-sponsored research study of remote, covert telecoaching as a classroom intervention for elementary and middle school students experiencing social and behavioral difficulties. Knowlton and several doctoral and master’s program students in special education are examining the potential of “coaching” struggling students during instruction by providing personalized auditory cues via Bluetooth transmitter/receiver to students as they work in their general education
classrooms. Coaches who are delivering these auditory cues — “bottom of page 39, Beulah,” for example — are linked by interactive video to the students’ classrooms in southeastern Nebraska; cues are delivered to students who receive them with a tiny “nano” bug-in-ear (BIE) earpiece and technology are demonstrated in this YouTube video clip: http://www.youtube.com/watch?v=cHi6aIb68pc.

The KU Talent Search Program recently was awarded another five-year USDE federal grant (September 1, 2011–August 31, 2016, totaling $2,082,746) to provide college access services to the youth of Wyandotte County. This TRIO Program has served middle and high school students in Kansas City, Kan., since 1988. Each year, KU Talent Search serves more than 1,000 students who are from low-income families and/or may be the first in their family to earn a college degree. The program’s goals are to prepare students to enter and ultimately graduate from a postsecondary institution.

Angela Lumpkin, Ph.D., professor in health, sport, and exercise sciences, will publish her third book on sport ethics, Practical Ethics in Sport Management, with Sharon Stoll, Ph.D. and Jennifer Beller, Ph.D. later this year. The three previously co-authored Sport Ethics: Applications for Fair Play that was published in three editions. Lumpkin also authored Modern Sports Ethics: A Reference Handbook in 2009.

Diane Nielsen, Ph.D., associate professor in curriculum and teaching, and Hugh Catts, Ph.D., professor of speech-language-hearing in KU’s College of Liberal Arts and Sciences, are members of a consortium of researchers from five universities on a project titled Language Bases of Reading Comprehension. The team is studying the contributions of language, cognitive and environmental factors to individual differences in the development and achievement of listening and reading comprehension, as well as developing and testing a set of language-based instructional units designed to increase children’s reading and listening comprehension. This five-year, $19,999,999 project, focused on PreK-grade 3 students, is funded by the Institute of Education Sciences.

Jennifer Ng, Ph.D., associate professor in educational leadership and policy studies, was recently awarded a Keefer Family Intra-University Professorship. The professorship grants faculty members one semester free of departmental responsibilities to engage in substantive, interdisciplinary collaboration around a defined field of study. Through this award, Ng will work with colleagues in the anthropology department at KU to examine cultural diversity and change in the contemporary U.S. and also expand her knowledge of qualitative research in the area of ethnographic methods. These efforts will serve as a foundation for future work she intends to pursue in studying educational issues within particular majority-minority southwestern Kansas communities.

Meagan Patterson, Ph.D., assistant professor in psychology and research in education, is conducting research on single-sex schooling in the public sector. This research program includes studies of student characteristics associated with girls’ success in a single-sex school, changes in girls’ gender attitudes across the transition from co-educational to single-sex schooling, and beliefs about the reasons for single-sex schooling among students, parents and teachers. Patterson is collaborating with researchers from Arizona State University and the University of Texas on this research.

Sean Smith, Ph.D. has just been awarded a new two-year Steppingstones award ($547,412/Phase 2). This research project is entitled Phase II Animated Visual Supports for Social Skills (AVISS): An Interactive Virtual Experience for Social Skill Development. It continues work he completed under a Phase I Steppingstones award. Project funding is provided by the U.S. Department of Education: Technology and Media Services for Individuals with Disabilities—Steppingstones of Technology Innovation for Children with Disabilities.

Ann Turnbull, Ed.D., and Rud Turnbull, Li.M., Li.B/J.B, both professors in special education and co-directors of the Beach Center, together with Beach Center staffers Martha Blue-Banning, Ph.D., Judith Gross, Ph.D. and doctoral student Grace Francis, have been contracted to assist a newly created Office of Special Needs, U.S. Department of State, to develop policy and practices to support Armed Forces families who have members with special needs.

Michael Wehmeyer, Ph.D., professor in special education, recently received a grant from the U.S. Department of Education’s Institute for Education Sciences, totaling $1.6 million over four years, with researchers at Vanderbilt University and Illinois State University, to develop and validate a Children’s Version of the Supports Intensity Scale, a standardized, norm-referenced measure of the type, duration and intensity of supports that children with intellectual and developmental disabilities need to function successfully in home, school and community contexts.

The U.S. Department of Education has recently awarded the KU Institute for Educational Research and Public Service a two-year extension grant in the amount of $249,000 for continued work on the Teaching American History Project with the Garden City Public Schools. Each year 25 teachers are selected to participate in several professional development activities including a spring field trip and a 10-day summer workshop. The emphasis is on incorporating traditional American history themes into the K–12 classrooms. These themes are based on primary source documents such as the Declaration of Independence and the Constitution. The School of Education’s Allan Miller, Ed.D. is serving as the KU academic director for the grant.

KU ranks No. 2 in most published special education journal articles

The University of Kansas ranks second in institutions that have expanded the field of knowledge in special education and helped guide teachers across the nation. Science Watch recently rated KU No. 2 for most published journal articles in the field of special education, an important indicator of a school’s contribution to the field.

Science Watch calculated special education papers published in journals indexed by Thomson Reuters from 2005-09. Of the 4,222 total papers published in that time frame, KU researchers authored 119, or 2.82 percent. Vanderbilt University was ranked first with 127 papers published, or 3.01 percent. The University of Texas–Austin, University of Wisconsin–Madison and Louisiana State University rounded out the top five.

“The special education faculty members have been leaders in the field internationally for decades,” says Rick Ginsberg, dean of the School of Education.

“The Science Watch analysis is just one of many indicators underscoring that recognition. Along with significant grant funding and preparing students who go on to significant careers, the KU Department of Special Education continues to make strong contributions to the field.

“The analysis alone, however, doesn’t capture the full benefit that research at KU has had on the field of special education,” Ginsberg adds. “Schools and districts across the country and the world teach and mentor children using practices developed and tested by KU faculty members. We look forward to continued impact by KU faculty members in all the specializations within special education.”

The Science Watch ranking is another recent acknowledgment of the Department of Special Education’s success. U.S. News & World Report has regularly ranked KU’s special education master’s degree program No. 1 in the nation among public institutions and has named KU No. 1 overall in eight of the past 15 years.—Mike Krings, KU University Relations
Measuring intelligence

Matt Reynolds, Ph.D., assistant professor in the Department of Psychology and Research in Education, is currently working with faculty at several other universities to examine intelligence test data.

Using already existing databases with large amounts of intelligence test data, Reynolds is studying the psychometric structure of intelligence and assessing what existing intelligence tests actually measure in order to better understand what different cognitive areas are important for academic achievement in a variety of subjects. Some of his research has shown that different intelligence tests generally measure the same ability constructs. Other analysis has shown that although cognitive ability tests have a positive correlation with each other in general, with results that agree with each other, the correlations decrease as general ability increases.

In other words, the results of a variety of intelligence tests are usually similar. But when the level of intelligence rises, general cognitive ability explains less variation in test scores relative to more specific abilities. This psychometric finding may generalize; for example, others have found that for extremely gifted students the pattern of more specific abilities, such as verbal and visual ability, are important in educational and occupational outcomes.

“This is important because intelligence tests are given all the time,” Reynolds says. “Important decisions are made based on them. Understanding and measuring these constructs accurately is important.”

Reynolds, his professional colleagues and his graduate students are analyzing vast amounts of information generated by the tests. After their analysis, more research can be done to apply those results. This may lead to better methods of instruction for all students—not only those who are highly gifted, but also those who have learning disabilities and all students in general.

It is not enough to just look at a general result of intelligence tests. We have seen that there is a huge disparity of how and what students learn. Pinpointing areas measured by particular tests or part of those tests will allow researchers and eventually teachers to focus on specific strengths and weaknesses.

Reynolds’ colleagues include his doctoral mentor at the University of Texas, Tim Keith; Alan Kaufman of Yale who developed the Kaufman Assessment Battery for Children; and Dawn Flanagan at St. John’s University.

Graduate students Josh Turek, Danny Hajovsky and Chris Niileksela are assisting Reynolds in his research.

Wolfe Awards presented

Three secondary teachers were honored at the School of Education Convocation on May 21, 2011 at the Lied Center. The Wolfe Teaching Excellence Awards were established by the Wolfe Family Foundation to recognize excellence in secondary school teaching. Any KU senior may nominate a memorable high school teacher for the award.

Erin Kelly-Pearson, who teaches English at Blue Valley Northwest High School, was nominated by School of Education senior Kassy Miller: “The positive influence that she has made on my life is a large contributing factor to my current enrollment in the School of Education at the University of Kansas. ... She is one of a kind and I am certain that any student, teacher or administrator of Blue Valley Northwest would support my nomination.”

Scott Kickhaefer teaches theater and English at Highland Park High School in Topeka. He was nominated by Jennifer King: “When I look back at the decisions I have made and the person I am becoming, I realize that much of the credit belongs to Mr. Kickhaefer. ... I hope to one day make just a fraction of the difference in someone’s life that Mr. Kickhaefer has made in mine.”

Russ Thiel, who teaches chemistry at Andover High School, was nominated by Lisa Le, a senior majoring in microbiology who is now attending the UMKC School of Dentistry: “Mr. Thiel is a veteran, a legend, a Yoda amongst teachers, and my high school chemistry teacher. He has indirectly and unknowingly been a major contributor to my college success and the success of hundreds of other chemistry students at the University of Kansas.”
Remembering Jerry Chaffin

“Anything can be taught through video games. We just haven’t figured it all out yet.” —Jerry Chaffin

Jerry Chaffin, Ed.D., long-time professor in the Department of Special Education, died May 23. Chaffin was a pioneer and a visionary in the fields of special education and educational technology. As a classroom teacher and director of special education in Shawnee Mission Public Schools, he was instrumental in developing a model program of community-based work experiences for students with disabilities. He joined the special education faculty at the University of Kansas in 1968 and remained on the faculty until his full retirement in 2008.

Chaffin earned his B.S.E. at Northeastern State College in 1958, a master’s in psychology and special education at Kansas State Teachers College–Emporia in 1961, and an Ed.D. in special education at KU in 1967.

He received international recognition for his early and innovative work in educational applications of both microcomputer technology and the internet. He was the lead author/developer of 31 educational software programs initially published between 1983 and 1987 that incorporated components of research on learning with the motivational elements of video arcade games. These early games serve as the model for 42 educational video games presently online. Titled “The Arcademic Skill Builders,” they are free, research-based, standards aligned and designed for single and multiple players.

Early in recognizing the Internet’s potential for communication and educational applications, Chaffin was responsible for attaining more than $16 million in technology-focused grant funding. The result is a project committed to developing new technologies for empowering learners of all types and ages, and redefining the learning experience with the most advanced and innovative technologies available. Now known as Advanced Learning Technologies Project (ALTEC), it is part of the KU Center for Research on Learning. See www.altec.org.

Amber Rowland (B.S.E., 2001, M.S.E., 2003), currently a doctoral student in curriculum and teaching, writes, “Jerry worried about us, not only as students, but as people. He was always ready to help his students find a solution to any problem — he loved the challenge! He taught me to listen and shift my thinking so that I did not immediately consider all of the reasons why something was impossible but rather, took the time to contemplate the ways it could be accomplished — even if the solution seemed unattainable. I miss him in big and small ways each day, especially when things get tough. I find myself shifting into a higher gear just before I give up, because that is how Jerry lived. He did not give up until he had a satisfactory solution to any problem. His was a wonderful gift. It was an honor to have him as a mentor and I was blessed to call him my friend.”

Chaffin is survived by his wife, Barbara Thompson; son, Cris; daughter, Rhonda; grandchildren and step-grandchildren; and a loving extended family. The family suggests memorials to the Jerry D. Chaffin Fund for Douglas County Children and Youth In Need, established as part of the Douglas County Community Foundation, or Health Care Access, which can be sent in care of Warren-McElwain Mortuary, 120 W. 13th St., Lawrence, KS 66044.

ALTEC launches CYBER T.E.A.M.S.

ALTEC, a division of the University of Kansas Center for Research on Learning, will help students in Unified School District 207 in Fort Leavenworth, Kan., develop 21st Century Skills as part of a $2.5 million grant from the Department of Defense Education Activity’s Educational Partnership. USD 207 is a public school system of 1,800 K-9th grade students.

The school district will use the funds to blend best practice learning methods to better prepare students for careers in science, technology, engineering and math (STEM). STEM careers have been identified as vital to U.S. competitiveness in the 21st century global economy.

CYBER T.E.A.M.S. (a modification of STEM to acknowledge the link between arts education and the sciences) will allow USD 207 to expand student thinking beyond the traditional physical classroom model. Learning spaces will evolve with investments in technology and teacher professional development. For example, teams of students will engage in challenge-based learning, addressing the “big idea” of energy. Challenges will play out differently at each grade level, with activities appropriate to each age group. Teams will use traditional math, language, history, science and art skills along with technology to identify and solve a challenge, such as energy efficiency.

“More than 90 percent of our students are children of military families. Due to deployment schedules, a typical student is with us less than two years. CYBER T.E.A.M.S. is designed to spark an interest in STEM careers that will continue long after they have left our community,” says Alan Landever, director of technology services at USD 207.

In addition to ALTEC and the school district, the following are CYBER T.E.A.M.S. partners:

• Frontier Army Museum, Fort Leavenworth, Kan.
• Decent Energy, Leawood, Kan.
• Wisdom Tools, Bloomington, Ind.
• Mid-America Regional Council, Kansas City, Mo.
• National Simulation Center, Fort Leavenworth
• NASA Office of Education
• Apple Computer

For more information about the project, please contact Alan Landever, alandever@usd207.org or 913-651-7373.

—by Julie Tollefson
Joy Pedego Fairley (Ph.D., 1991) and Judith K. Carlson (M.S.E., 1988, Ph.D., 1996) are the editors of Communication Technology for Students in Special Education and Gifted Programs, published by IGI Global this August. The book collects ideas about new communication technologies and innovative ways of using them to enhance education for students with exceptionalities. The case studies are based on the experiences and expertise of the teachers, researchers and other professionals who have used them. By learning about the experiences of professionals with diverse specialties, others will gain information and ideas for how to better serve individuals with special needs across the educational spectrum.

Alli Jones (M.S.E., 2009) is currently serving in the Peace Corps in Tanzania, Africa. She is working as a health extension volunteer in a village of about 5,000 people. Her work focuses on HIV/AIDS education, malaria prevention, primary health care, and maternal and child health care.

Incidentally, Jones lives next to a family who has a child, Jemsi, with severe and multiple disabilities. As a graduate of the unified early childhood program at KU, Jones reached out to her mentors in Kansas — particularly Pam Shanks (M.S.E., 1991), a teacher at Raintree Montessori School in Lawrence — for help.

Shanks fills us in on the details: “Alli asked me for help and I reached out to my contacts. Thus began a ‘consult’ for what has to set a record for distance! It became clear that Jemsi had no seating options and was carried by necessity everywhere he went. A wonderful and talented master teacher in Wichita, Shirley Wilson, along with a physical therapist, Leann Funk, arranged for a donated wheelchair. Funk also compiled an instructional video and photos which Wilson put on a flashdrive to include with the items so that Alli could fit the chair to Jemsi in Africa. And Ben Koehn, Alli Jones’ friend, carried the wheelchair along on two different airplanes to get it to Jones and Jemsi in Africa.”

Jones continues: “We finished fitting the wheelchair yesterday and took Jemsi out for the first time. It was so great coming home last night and seeing all the kids around our area playing in the dirt around him, like he was one of the gang. Everything is set on the smallest settings right now; he’s a pretty little guy, but the good thing is that he can grow into it. I’m going to cut a piece of foam from an old mattress and put it in between his back and the back rest to help him sit up a little straighter. I’m excited to continue working with everyone to make sure they all know how to properly use the chair.”

Jones continues to work with Jemsi, his primary caretaker and his family daily to assist with exercises and proper seating. “I want to make sure that even after I’m gone, they’re able to continue working with Jemsi to improve his mobility and quality of life.

“I want to make sure to mention how grateful I am to Pam, Shirley and all others involved to make this happen,” Jones adds. “Without their dedication to serving children with special needs this wouldn’t have happened.”

Harry P. Muir, Jr. (B.S.E., 1972, M.S.E., 1973) became the campus executive officer/dean at University of Wisconsin-Waukesha in 2010. Muir, who also earned a doctorate in higher education administration from Kansas State University, served as vice president of instruction at Pima Community College in Tucson, Ariz., and director of student affairs at Arizona State University West.

Laura Rightmeier (B.S.E., 1999, M.S.E., 2002) was named the 2011 Sunflower Bank Teacher of the Year. Rightmeier has taught mathematics for three years at Lawrence Free State High School. Prior to that, she taught seven years at Lawrence High School, where she was named “Teacher of the Year” in 2005 and at the Douglas County Juvenile Detention Center. Rightmeier and her husband, Nate, have two daughters, Jasper (age 4) and Jorey (18 months). Rightmeier was nominated by one of her students and received the award at a banquet at The Oread hotel in May. She teaches mathematics courses ranging from introductory algebra through advanced placement statistics in addition to tutoring at the college level. Susan Gay, Ph.D., associate professor in curriculum and teaching, was Rightmeier’s advisor for both of her undergraduate and graduate degrees.

Janice Wissman (Ph.D., 1981), CFCS, a professor in the College of Education at Kansas State University, was honored with the American Association of Family and Consumer Sciences’ (AAFCS) most prestigious national award, the AAFCS Distinguished Service Award, at its recent 102nd Annual Conference and Expo in Phoenix, Ariz., this July.

Wissman has served as president of two national family and consumer sciences teacher education organizations, and was a member of the development panel for national Family and Consumer Sciences Standards. At K-State, she initiated, developed and coordinated a summer in-service program and continues to serve as a model for preparing high school food science teachers throughout the country. She served on the statewide committee responsible for the development of Kansas teacher licensure standards, chaired the Kansas State Department of Education Program Evaluation Committee and served on numerous teacher education accreditation teams in the state. Her professional career began as a high school home economics teacher. She retired as associate dean of K-State’s College of Education in 2001. — Gwynn Mason, AAFCS senior communications manager
Who, What & Where

1960s

Kathy Bell (B.S.E., 1969) writes, “I taught for 22 years in Elgin, Ill. Then I was the divisional supervisor for social studies and foreign language from 1991 until 2003 in Mundelein High School, Ill., where I also created the law program as well as coached the Mundelein High School Mock Trial Team. When I retired, I became the director of high school programs at the Constitutional Rights Foundation Chicago in 2004-2008. CRFC is a non-partisan/non-profit that provides opportunities for students from across Illinois, the U.S. and internationally to discuss public policy issues with each other and legal resource people, analyze Supreme Court cases and learn to civilly deliberate controversial issues. CRFC also provides staff development and teacher training in the law and the Constitution involving legal resource people and public policy experts. My role was to recruit teachers, write lessons and curriculum, conduct workshops and coordinate student programs.

“My educational experiences at Kansas afforded me the opportunity to learn from the best (Dr. Karl Edwards and Dr. Oscar Haugh, to name only two of many) and develop a lifelong relationship with my friend and mentor, Dr. Sandee Crowther (Lawrence Public Schools and KU grad). As my career unfolded, I was able to reach a wide variety of students, teach with wonderful teachers and district personnel, mentor and support novice and experienced teachers, and teach to what became my passion — helping young people understand the rule of law and our rights and responsibilities under the Constitution. And, just as an added bonus, I made sure everyone in Illinois knew that the Jayhawks and KU are the best!”

“Sam and I now live in the beautiful Smoky Mountains — not exactly the plains of Kansas out in Pratt where I grew up, but a great place to be. We are very happy here as long as Davidson (hubby’s alma mater) and Kansas do not play each other in the Elite Eight! It was a long ride home to the Chicago area from Detroit in ’08 to say the least. I proudly sport my KU license plate holder wrapped around my North Carolina plate. I saw a bumper sticker here the other day that brought a smile, “Kansan by birth, Jayhawk by grace of God.” I do not feel alone! Sam and I have two darling granddaughters who live in Kansas City. They each have a ‘house divided’ KU/Davidson shirt.”

Cynthia Feagan (B.S.E., 1969) received a master’s degree in counseling in 1973 and a J.D. in 1993, both from the University of Missouri–Kansas City.

Marlea Zimmer Gruver (B.S.E., 1968) writes, “In 1968 I graduated with a degree in music therapy and worked with children classified for special education. I liked the social-emotional aspects the most and in ’82 completed my master’s program in counseling at Emporia State University. Grief counseling was my focus at The Arc of Burlington in Burlington, N.J. I worked for 20 years counseling parents who were experiencing the loss of the shattered dream due to having an infant diagnosed with a disability. In December 2009 I started a new position as a counselor for Life Counseling Services, a Pennsylvania-based company. My piano minor has been put to good use enjoying chamber music, especially chamber trios using piano and woodwinds and playing in a local program, Musical Interludes, which supplies short classical concerts to shut-ins.

“As a music therapy grad, it never crossed my mind that I would be using music therapy for myself. In February 2008, I found myself planning with a kidney transplant surgeon to use music to manage pain in donating a kidney to my brother. The experience of the music was awesome and I have new insights into the success of music as medicine.”

C. Jeanie Handy Hague (B.S.E., 1967) earned a master’s degree in education in 1976 and a certificate in special education–severe cognitive disabilities from the University of Northern Colorado in 1993. She taught special education at Cherry Creek High School in Denver from 1995 until 2011 and retired this past June.

1970s

Sarah Dale Beyne (B.S.E., 1970) is the CEO of her company, Digital Schools, which provides an integrated human resources, financial and payroll application and a single-source platform for networking/communications. Sarah reports that since 1999, her company has provided K-12 schools a 30-40% lower total cost of ownership (TCO) over multiple current devices, multi-year licensing opportunities with release updates and comprehensive solutions, all in one software.

Kauffman earns Distinguished Alumni award

James M. Kauffman (Ed.D., 1969) received the School of Education Distinguished Alumni Award at Convocation on May 21, 2011. The award is the highest honor the School of Education bestows upon its alumni and recognizes a career of noteworthy accomplishments.

Kauffman earned his doctoral degree in special education from the KU School of Education in 1969 after receiving a master’s degree from Washburn University in 1966 and a bachelor’s degree in elementary education from Goshen College in Indiana in 1962.

Dr. Richard Whelan, professor emeritus of special education and pediatrics, and the Ralph L. Smith Professor of Child Development, University of Kansas and Kansas University Medical Center, nominated Dr. Kauffman for the award. Dr. Whelan notes that the two met in 1962 at the Southard School, a division of the Menninger Clinic in Topeka, Kansas, where Dr. Whelan served as the director of education and Kauffman was a new teacher.

Dr. Whelan wrote, “Jim Kauffman is a preeminent scholar who relies on the wisdom of science and empirical evidence, and who draws on the knowledge of history, literature, and philosophy in advancing the fields of special education and behavioral disorders. His extensive scholarship is fueled by this passion for rational investigation coupled with his calling to ask or to answer challenging questions, and to comment on what he sees as troublesome policies and practices.”

Dr. Kauffman is Professor Emeritus of Education at the University of Virginia, where he was Chair of the Department of Special Education, Associate Dean for Research, the C.S. Robb Professor of Education, and the William Clay Parrish, Jr. Professor of Education. He is past president of the Council for Children with Behavioral Disorders (CCBD), and among his honors are the 2002 Outstanding Leadership Award from CCBD and the 1994 Research Award from the Council for Exceptional Children. He is the author of 26 books, countless articles, essays, and book chapters. He has given presentations all over the world and received nine research and training grants from the U.S. Department of Education. He taught in both general classrooms and as a special education teacher for students with emotional and behavioral disorders.

The final lines of Dr. Whelan’s nomination sum up Dr. Kauffman’s career: “An important criterion for an educator to attain is an accounting of the numbers of children who have benefitted from her/his life’s work. On the record, Jim has not only met the criterion, but has clearly exceeded it.”

—continued on page 14
application. Digital Schools serves districts in California and Illinois and is currently expanding into other Midwestern states.

Joyce Elaine Hayden Campbell (B.S.E., 1979) received an M.E. in 1984 from Wichita State University and a M.S. in 1988 from Emporia State University.

Rosemary Pinet Hartner (B.S.E., 1973) retired in 2006, after 34 years of teaching in Longmont, Colo., and Vista, Calif. Rosemary now resides in Kirkland, Ariz., where she maintains Kirkland Peak Tutoring and also substitute teaches in Prescott Unified School District and surrounding rural districts. She is a docent for Highlands Center of Natural History in Prescott, Ariz., and continues to volunteer for Arizona Archaeology Society in the Yavapai Chapter, and to assist her husband, Rick, with his metal sculpture art studio. “I have so many fond memories of time spent in Bailey Hall in the 80’s, taking art instruction. Little did I know that I would also follow in my father’s footsteps as an educator and enjoy such a wonderful career and life in education.”

George Mason (B.S.E., 1978) is in his 33rd year of working with Campus Crusade for Christ. Currently, he communicates and consults with field office leaders in South and Southeast Asia for The JESUS Film project.

Linda Miller (B.S.E., 1970), who was highlighted in the Fall 2010 issue of The Jayhawk Educator, continues to act as a historical interpreter. Her latest incarnation is Helen J. Stewart, the “Mother of Las Vegas,” who spent her life establishing society in the budding town and serving as a champion for women, her fellow Las Vegas residents and her neighbors, the Southern Paiute Indians.

1980s

Gary W. Allen (Ph.D., 1989) was an invited guest speaker at the Taiwan Defense Forces annual seminar on Military Modeling and Simulations in September 2011. Dr. Allen spoke on Department of Defense initiatives to improve interoperability between live, virtual and constructive simulations.

Bob Mitchell (B.S.E., 1981) is currently working to transition medical assistance long-term care to a managed care service delivery model in Wisconsin.

1990s

Elaine Corder (M.A., 1991) has been an instructional coach at Spring Hill High School for the past 10 years. She was one of eight finalists for the Kansas Teacher of the Year Award and as such toured with the Kansas Teacher of the Year team who traveled the state promoting education. Corder also received the Mildred Coclodeller Alumni Award for Sustained Volunteer Service to KU at the Local Level in 2010.

Sarah Loring (B.S.E., 1996) writes, “I taught science, geography and dance for five years at Shawnee Mission North High School, and then the ‘travel bug’ hit. I went to an international teaching fair at the University of Northern Iowa in February 2002, where I was hired by the American School Foundation of Monterrey (www.asf.edu.mx). My original plan was to teach here for three to four years and then move on to other international destinations, but I fell in love with Mexico and also met my husband here. I have now been at ASFM for nine years. I taught science here for the first four years and finished my master’s degree in June 2005 through SUNY-Buffalo State (they come to Mexico to teach the courses). I then completed a certificate program in College Counseling from UCLA extension and have been working as a college counselor for the past five years. My husband Roberto and I welcomed our first child, Amelia Moray, to the world in September 2010. I am still a huge Jayhawks fan, even from far away! (Students say that my office looks like the KU gift shop). If any KU students would like information about how to get started in the international teaching circuit, they are welcome to contact me any time.”

Katherine I. Norman (Ph.D., 1992) is the dean of the College of Education at California State University–Stanislaus. She has also served as professor of science education at California State University–San Marcos; taught at the University of Texas at Brownsville, and in 2010 was associated dean of the College of Education at California State University–Sacramento. She is a member of the NCATE (National Council for Accreditation of Teacher Education) Board of Examiners, and past president of the International Association for Science Teacher Education.

Kent Worford (M.A., 1990) is the new assistant superintendent for the Department of Defense Education Activity (DoDEA) Mediterranean District. Worford has served as an educator in DoDEA for the past 18 years, including stints as a principal at Lakenheath High School in England, and as a teacher and an administrator at Croughton High School, SHAPE Elementary and High School, and Lakenheath High School. Worford earned his master of arts degree in educational leadership from the University of Southern Mississippi.

2000s

Rita Aldorino (M.A., 2001) currently lives in San Salvador de Jujuy, Argentina. She is an English as a Foreign Language (EFL) teacher at the high school level and also serves as a teacher trainer for undergraduates. She is active in EFL and ESL and has served as an ESL instructor in South Carolina and coordinator of studies for EFL programs at high school and higher education levels. She is a permanent speaker and lecturer at international EFL/ESL conferences in Chile, Argentina, Peru and the U.S.

Matt Aschenbrener (Ed.D., 2001) is assistant vice chancellor for enrollment and retention at University of Wisconsin–Whitewater.

Erhan Delen (M.S.E., 2009) is currently a Ph.D. student at Texas A&M University in the educational technology program.

Meghan Harr (M.S.E., 2010) is the coordinator for activities and programs at Old Dominion University in Norfolk, Va.

Christopher Adam Noel Kurz (Ph.D., 2006) received tenure in 2010 and was promoted to associate professor for the master of science in secondary education program in the research and teacher education department at Rochester Institute of Technology.

Kim Brown Kurz (Ph.D., 2004) is the department chair for the American Sign Language–English interpretation program at the National Technical Institute for the Deaf at Rochester Institute of Technology.

Christine M. Conroy Rogers (Ph.D., 2003) is assistant professor of special education at Western Carolina University, in Winfield, Kan.

Sanphors Sar (M.S.E., 2010) is currently at home in Cambodia, working as researcher in a Japanese organization. He says, “Jayhawk spirit is everywhere. I’ve run into a few Kansans and Jayhawks here in Cambodia. We felt so much attached knowing that we are Jayhawks.”

FOR YOUR CALENDAR

Friday, October 14
Gale Sayers Golf Tournament at Alvamar Golf Club
For details and to register, contact Chris Barritt, cbarritt@ku.edu

Saturday, October 15
Annual Party on the Patio at Joseph R. Pearson Hall
For alumni, faculty, students, staff and friends
See www.soe.ku.edu for details

November 2
2011 Education Career Fair at the Kansas Union, 5th Floor | 12:30-3:30 p.m.
Candidates in all areas of PK–12 education, including elementary and secondary education, speech-language pathology, special education, school social work, counseling, administration and school psychology, are welcome and encouraged to attend to explore job opportunities and to network with school administrators from more than 60 school districts from Kansas and Missouri and across the country. Attendance is free; no pre-registration required. Sponsored by the University Career Center at the University of Kansas. For more information, see www.kucareerhawk.com/edfair.
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Dean’s Club: Organizations
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... I am very enthused about this subject matter but was facing the disappointment of not being able to further pursue my passion due to a lack of funding. I want to let you know that your generous donation has played a key role in removing that obstacle from my path.

— a scholarship recipient

Donor Kala Musick, second from right, with scholarship recipients Catherine Tracy, Talia Clark and Alanna Ryan

Contributions received between July 1, 2010 and June 30, 2011.

* Indicates the donor is deceased
... I have met incredible people at KU — among my peers and professors, among the great staff that holds the University together, and among all the other people who involve themselves in the education and growth of future teachers, like you. The passion for education and the awe-inspiring commitment and eagerness to help astounds me. In a world where we hear every day about failing schools, decreasing performance, lacking curriculums and burned-out teachers, it is incredible to meet people who are willing to invest in education and to help aspiring teachers achieve their goals. I can’t find words to express just how much I appreciate your faith in the powerful impact that good teachers and excellent education can have in the lives of students, and in the success of the entire world.

—a scholarship recipient

Scholarship recipient Perneet Sood with donors Lee and Lois Capps

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... After completing my degree at KU, I am planning on pursuing a career in physical therapy, which includes more schooling at an accredited medical center. ... Your generous donation sincerely means a lot to me. ... Because of selfless contributors to the university like you, more students are able to fulfill their goals. —a scholarship recipient

Donors Jim and Phyllis Shoemake, center, with scholarship recipients Nusrat Malek and Elizabeth Watson

Scholarship recipient Perneet Sood with donors Lee and Lois Capps

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... I hope to prepare future teachers to meet the needs and the rising demands of a diverse student population, many of whom need extra support to be successful in school. .... By helping me in this way, you are contributing to the education of the pre-service teachers I will educate and all the students they will teach. Your donation will reach very far. —a scholarship recipient

... This scholarship validates my career goal and is an encouragement to me to continue in the field of special education. —a scholarship recipient

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This scholarship will be a contribution toward bettering the training of public school professionals and the educational experiences of children. You probably don’t know this, but I haven’t had the best of luck financially in the graduate program until recently. This scholarship was literally the first financially positive thing to happen to me over the course of the entire year. — a scholarship recipient

As a career educator I … look forward to using the skills and knowledge I have obtained there for the greater good of our community. … — a scholarship recipient
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I am a full time teacher. ... It takes someone who is both a realist and an optimist to work in an environment like ours. I feel as though I fit into both of those categories. ... As a teacher, I often express to my students the importance of “staying the course” and I must admit, even as I explain the benefits of education I know it can be challenging.

—a scholarship recipient

Donors Mary Whitaker, left, and Janet Baumhover, right, with scholarship recipients Ashley Morgan, Elizabeth Filkins and Casey Gaston

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This coming school year ... I will be student teaching. ... Thanks in large part to scholarship donors such as yourself, I was able to not only attend the University of Kansas, but also to see the joy in my parents’ eyes when I graduated. ... Someday, along with mentoring and educating young people, I hope to be able to provide scholarships to students such as you have donated for me. —a scholarship recipient

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Sometimes people ask me why I became a teacher. Thinking back, I realize many individuals influenced my career choice but none more than my second grade teacher.

I spent the first 18 years of my life growing up in small-town Kansas. My parents owned a modest home two blocks from the school. In August of 1974, I walked to school on my first day of second grade. What I didn’t realize at the time was that I was making history in tiny Rose Hill, Kan, since I was one of the lucky ones in Carolyn Primm’s very first class.

What was so special about Mrs. Primm that today, almost 40 years later, I consider her name is synonymous with “teachers who touched our lives?” It was the relationship she had with every single one of us. It was her mission to make sure all of her students felt loved. I’ll never forget her smile, her energy — and, most of all, her hugs. Every day, standing at the door she hugged each of us. It was as if she was sad the day was over, and she had to let us go. Ask anyone who was fortunate enough to be in her class about the special treatment they received on their birthdays. I guarantee not one of them has forgotten.

Mrs. Primm had a genuine talent; she sincerely wanted all of us to succeed, and that unique caring relationship did not end in May. Look her up on Facebook, and you see she has more than 600 friends (many former students find her). Today, she still takes the time to send birthday wishes and words of encouragement to her former students. She posts regular comments like this one from August of this year: “I miss getting ready for school. Every time I go into a store and see all the back to school things, I feel a hole in my heart. It is hard to not do it anymore!”

Recently, I asked Mrs. Primm about her teaching career. She told me how she had originally planned to stay only five to seven years in our small town. She even said she “looked down on” teachers who “stagnated” and stayed in one place their entire career. Lucky for us, our small town was where she spent all 30 years of her teaching career. When I asked her why she stayed, she said it was because of the town and the people, and that she loved being part of the community.

I also asked Mrs. Primm for one piece of advice for new educators today. I knew what the answer would be before she even said it — to foster teacher-student relationships. She firmly believes in investing in the individual lives of students, getting to know their families, their interests and their dreams. Establishing a good relationship first, she said, is the key to getting your students to produce their best work. How did she fit this into a busy school day? Every morning she made it a priority to take 15-20 minutes sitting in a circle in the classroom, listening to her second grade students.

In 1985 I began my freshman year of college. My major? Education. Why? Because in that second grade classroom I felt important, and I learned to love school. Today, I’m still teaching, and there have been many other reasons why I stay in this profession. But if you ask me why I decided to become a teacher so long ago, I do know for certain that it was because of Mrs. Carolyn Primm. 🌟

Carrie Leigh La Voy, Ph.D., holds three degrees from the School of Education, all from the same department, which is now Curriculum and Teaching. She earned her doctoral degree in 2009 in research and statistics with a minor in mathematics education. Her master’s degree was awarded in 1997 with an emphasis in mathematics education; her bachelor’s degree in 1989 was in elementary education with minors in mathematics and science. She has taught at all levels — preschool through college — at places as varied as the Children’s Center for the Visually Impaired, a Catholic elementary school, a Blue Valley middle school, Haskell Indian Nations University, and Johnson County Community College. She has also worked for the Center for Educational Testing and Evaluation as a content writer. Currently, La Voy is a lecturer in Curriculum and Teaching.
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