Running for Dr. Bob

The Dr. Bob Run was held at Rim Rock Farm on the cold and windy morning of October 6. More than 300 runners registered to participate in the event. Run organizer Phill Vardiman (assistant professor, HSES) reports, "We had an excellent turn out and a perfect day for running. We had approximately 230 participants in the 5K and 30 in the 1-mile kids run. Additionally, we were blessed by having the entire Frederick family attend that morning.

The Dr. Bob Run is growing and continues to support the students of HSES while allowing us to honor a close friend. I am very appreciative of all of the support that I received from Bernie Kish and Aaron Clopton, not to mention the numerous volunteers and support staff that helped make this another successful day."

Above: Don 'Red Dog' Gardner (left) and alumna Regan Dodd (center) lead warm-up activities for the Kids Run participants. More photos on page 10.

Holiday art throughout this issue is from our Professional Development Schools.

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Please send submissions, questions, and comments to Paula Naughtin at pnaught@ku.edu.
This is the first issue of the 11-12 academic year.
Largest grant in KU history to assist schools with new education model

Led by Wayne Sailor (Professor Special Education and Associate Director Beach Center on Disability), researchers at the University of Kansas have been awarded a five-year, $24.5 million grant to develop a national center to assist schools across the country to implement KU’s successful model for educating general and special education students together and improve schoolwide academic outcomes.

The award from the U.S. Department of Education Office of Special Education Programs will establish the SWIFT Center (School-wide Integrated Framework for Transformation) to be directed by Wayne Sailor, associate director of the KU Life Span Institute’s Beach Center on Disability. It is the largest award in KU history.

“Many educational researchers around the country have taken on the problem of inclusion, bringing special education and general education more closely together in a cohesive framework, but KU’s success has garnered the most national attention,” said Sailor, who is also a professor of special education.

The School-wide Applications Model (SAM), developed and refined over 10 years by Sailor and KU colleagues, significantly improved academic and behavior outcomes in 23 low-income urban schools in Wyandotte County, Kan.; East Palo Alto, Calif., and Washington, D.C.

U.S. Department of Education Secretary Arne Duncan has cited Anne Beers Elementary School in Washington, D.C., for the school’s “extraordinary job of inclusion.”

SWIFT, an expanded version of SAM, brings together special and general education in a comprehensive continuum of supports and services for all students. For example, the model uses a multitiered system of support of increasing intensity of instruction for all students that includes addressing behavior issues that impede the learning progress, said Sailor.

Other features of the SWIFT model include:
• Schools are structured to avoid “silos” and facilitate collaborative teaching between support and grade level teachers
• All school staff, including security guards, paraprofessionals, support staff, etc., participate in the teaching and learning process
• Schools will use the SWIFT Center Dashboard to make data-driven decisions and monitor interventions

“I truly believe this award will change the face of education in America,” said McCart, who will serve as the new center’s second-in-command role as director of technical assistance.

The SWIFT Center has multiple partners from KU, including five professors from the highly ranked Department of Special Education: Ann Turnbull; H.R. “Rud” Turnbull; Don Deshler; Kathleen Lane and Elizabeth Kozleski, chairwoman.

“This critical mass at KU enabled us to attract one of the largest grants in U.S. Department of Education history to translate our findings into school and school district practices across the country,” said Sailor.

The SWIFT center will provide intensive, on-site technical assistance in new ways to schools and districts in an effort to sustain the model and implement it in additional schools. Further, the project will assist state education agencies to implement...
SWIFT Grant, continued

statewide school reform. A national communication system will include a new generation website, an interactive e–learning knowledge bank, a SWIFT community of practice and a SWIFT national family alliance.

Partners with KU in the SWIFT Center include the University of Oregon, the University of New Hampshire, the University of North Carolina, the University of South Florida, Arizona State University, Louisiana Technical University, the Council of Chief State School Officers, the National Association of State Directors of Special Education, TASH, the Institute for Educational Leadership, Maryland Coalition for Inclusive Education and Clickfarm Interactive for website design and management.

Uncle Joe, as Joseph Reed Pearson liked to be called, has found a new home. This beautiful portrait, previously tucked away in the Learning Resource Center, has been relocated to an appropriately public spot just inside the west entrance of the Education building. Pearson was a dedicated donor to KU and was especially concerned with helping provide quality housing for KU students. His niece, Nancy Trippe (pictured above), provided one example of his philanthropy, relating that Uncle Joe and Gertrude vacationed in Paris where they happened upon an art sale. They immediately purchased some 50 works of art and had them shipped home where he then donated most of them to KU housing for use in the residence halls. Although he died before the building was opened, Joseph Reed Pearson Hall was named in his honor and in recognition of his many contributions.

The portrait, painted shortly before Joe’s death by the mid-20th century self-trained portrait artist J. Anthony Wills and donated to KU by Uncle Joe, has hung in JRP since its opening in 1959. (Although it was stored during the building renovations.) Due to the persistence and dedication of his niece, Uncle Joe’s portrait now has a more prominent and more appropriate home.

--- Karen Henry
Life Span Institute

--- Lon Dehnert
When the Affordable Care Act was passed, one of the very first provisions to take effect was the establishment of a pool to cover individuals who had been denied coverage due to pre-existing conditions. A University of Kansas researcher has authored a policy brief showing that while the pool and similar state plans have been effective temporary measures, they are not feasible long-term solutions.

Jean Hall, director of the Institute for Health and Disability Policy Studies, a collaboration between the Center for Research on Learning and the Department of Health Policy and Management at the University of Kansas Medical Center, authored the brief on behalf of the Commonwealth Fund, a private foundation. Janice Moore of the Institute for Health and Disability Policy Studies is co-author.

“The Pre-Existing Condition Insurance Plan, known as PCIP, has been in operation for nearly two years. It provides coverage to uninsured individuals until exchanges are established in 2014 and individuals cannot be denied coverage based on pre-existing conditions. Hall’s policy brief compares the PCIP to state high-risk pools that existed before passage of the Affordable Care Act.

“Using high-risk pools as an alternative to the insurance market reforms and subsidies in the Affordable Care Act to cover the substantial remaining uninsured population with pre-existing conditions would be extremely expensive and likely unsustainable,” Hall and Moore wrote. “In 2014, risk will be broadly pooled in both the expanded Medicaid program for individuals with incomes below 133 percent of poverty ($30,657 for a family of four) and in the state insurance exchanges that will include people with and without health problems.”

Both PCIP and state high-risk pools operate at a loss by definition, Hall and Moore wrote. In both cases, insurers collect less in premiums than they pay in claims, requiring a large direct subsidy to keep the programs operational. When insurance companies can no longer deny coverage based on health history, federal subsidies will then be available to help pay for coverage for low-income individuals, broadening the pool and thereby lowering total costs.

Costs for hospitals, doctors and other health providers, insurers and individuals all continually increase when the uninsured seek medical care for which they are not covered. By the same token, many people who need coverage cannot afford to enroll in high-risk pools because of the pools’ high premiums and out-of-pocket costs. Hall argues...
that, due to that unaffordability, placing everyone in a single pool would be more effective. Individuals have been denied coverage for numerous reasons, for everything from high blood pressure, body mass index and hereditary diseases to conditions such as cancer. Nearly one in four Americans have a condition that makes them uninsurable in the commercial market.

“Given the general lack of affordability of high-risk pool coverage at the individual level and the high costs of plan operation, the potential of high-risk pools as a vehicle for coverage expansion remains quite limited,” Hall and Moore wrote. “In short, the only way to make insurance affordable for everyone is to make sure that everyone has insurance.”

The policy brief will be distributed via the Commonwealth Fund to policy makers and those working in health care throughout the country. Its purpose is to provide information, background and to help guide decisions in health care at federal and state levels.

--- Julie Tollefson
KU Center for Research on Learning

Call for Proposals
School of Education Faculty Research Conference
THURSDAY, January 17th

The purpose of the conference is to provide faculty and staff researchers an opportunity to present research either prior to presenting at national meetings or submitting manuscripts for publication. It is also a forum for faculty who have receive SOE research support funds and GRF funding to present the outcomes of their projects. Untenured faculty are especially encouraged to submit a proposal for presentation—allowing faculty colleagues in the School to know about your research. The conference will provide all presenters with valuable feedback, and also allow us to learn more about the interesting research underway across the SOE. All research topics are acceptable for presentation and will be considered. Presentations on research methods and grant acquisition are also welcome.

Proposal deadline: (December 12, 2012)
Submit to Jim Lichtenberg, associate dean

We'll Miss You Mary Ann!

Above: Associate Deans Jim Lichtenberg and Sally Roberts (right) pose with Mary Ann Williams at her retirement party on November 30.
SOE Alum named Lawrence Horizon Award Winner

Second-year kindergarten teacher Lauren Mitchell (B.S.E., 2010) got a surprise from her colleagues, students and family Thursday afternoon. Her reaction, to everyone packed into the Kennedy School gym, was short and sweet: “Wow, I feel like I’m at the Academy Awards!” she said. “Thank you.” Mitchell was this year’s Lawrence Horizon Award winner. It’s a prize given to young teachers who show a lot of promise. Lawrence public schools Superintendent Rick Doll presented the award, which came with $250 from KU Credit Union. Describing Mitchell, he said to the assembled elementary students: “She’s extraordinary; that means something really special.”

Mitchell graduated from Kansas University and has taught at Kennedy since last year. “She inspires her fellow colleagues and goes the extra mile in sharing new and innovative teaching strategies,” Kennedy Principal Cris Anderson said in the nomination for the award.

Doll described her as a “natural” teacher.

The district will enter Mitchell into a statewide Horizon Award contest, to be determined later this year. She may have been surprised, but now she’s ready. “I like competition,” she said.

Alex Garrison, Lawrence J-W

Editor’s note: Lauren is married to fellow alumnus Phil Mitchell (B.S.E., 2006, M.S.E., 2011) who teaches social studies at Free State High School.
Teachers of Promise Honored

Two University of Kansas teacher education students were honored as Teachers of Promise at the Kansas Teacher of the Year 2013 banquet this November in Wichita. Each Kansas university and college selected two teacher education students to attend the banquet. They also participated in a professional development workshop conducted by the 2012 Kansas Teacher of the Year team and sponsored by the Kansas State Department of Education. These students, referred to as “Teachers of Promise,” are outstanding individuals who will enter the teaching profession in the next year.

The University of Kansas Teacher Education Committee chose the following two students to represent our teacher education program from twelve outstanding students who were nominated by faculty across all of our licensure programs.

Paul Howard, a senior in the secondary history and government education program, will complete his degree and licensure requirements in May of 2013. Last spring Paul was instrumental in starting the Kansas University Council on Social Studies, an offshoot of the National Council for the Social Studies (NCSS). He served as the vice president and now is the president of the organization. He and several colleagues will make a presentation about the newly formed chapter at the NCSS annual conference. He is now completing a practicum at a local middle school, where the teachers have recognized his emerging talents as a teacher. Several teachers on the 8th grade team share responsibility for teaching social studies and Paul is assigned to one teacher in one section of social studies. On several occasions his teacher has spoken so highly of how he has taught a lesson that the other teachers request him to teach the same lesson in their classroom.

Ann Gorsuch, a secondary mathematics student in the UKanTeach program, is student teaching in fall 2012 in mathematics and in Spanish at Turner High School. Ann represented KU and UKanTeach at the UTeach Institute in May 2012 where she presented a poster on project-based instruction at the conference. Ann is a member of Kansas Association of Teachers of Mathematics (KATM) and presented at the fall 2011 & 2012 KATM conferences and was also an invited presenter at the Eastern Kansas Math Education Summit at JCCC in summer 2011. Ann worked with a UKanTeach instructor to start Subtraction Club (a future math teacher club for those who wish to make a difference). Through Subtraction Club she created a website of resources for math and science teacher lesson planning, and she took the lead in finding appropriate applications for using UKanTeach iPads as learning tools. She was selected as a math instructor in both KU TRIO programs (Math-Science Center and Upward Bound) in the summer of 2012.
Jarrett Payne, who is currently completing his professional year in the secondary mathematics program, was one of 50 students nation-wide who received an Armed Forces Communications and Electronics Association (AFCEA) International and AFCEA Educational Foundation scholarship. Dean Rick Ginsberg and Payne’s faculty advisor, Susan Gay (associate professor, C&T), officially presented the award to him on September 4.

Calling the nation’s declining numbers of science, technology, engineering and math (STEM) students “one of the greatest challenges facing America,” AFCEA and its foundation award the $5000 scholarships to those preparing to teach a STEM subject in an American middle or secondary school.

“The latest studies show we are continuing to fall behind while other countries multiply their investments in science, math and technical education,” said Fred Rainbow, Vice President for Education, AFCEA International. “Our schools, labs, industries, military, government agencies – plus the quality of our lives – will suffer if we don’t address this as one of the greatest challenges facing America.”

In addition to the $5,000 scholarship, each graduating AFCEA STEM Scholar will receive a $1,000 AFCEA Science Teaching Tool grant each year for three years if the recipient continues to teach a STEM subject. These grants can be used to fund hardware and software, other classroom tools, field trips, STEM-focused clubs and other activities.

AFCEA International, established in 1946, is a non-profit membership association serving the military, government, industry, and academia as an ethical forum for advancing professional knowledge and relationships in the fields of communications, IT, intelligence, and global security. For more information, visit http://www.afcea.org/

Left: Susan Gay, Jarrett Payne, and Dean Rick Ginsberg at the scholarship presentation. Susan Gay is Jarrett’s faculty mentor.

Brainy!
The KU team of undergrad Exercise Science students overcame an early deficit to win the Quiz Bowl at the Central States American College of Sports Medicine meeting this October in Columbia, Missouri.
The 49th Annual Kansas Reading Association Conference was held this October in Joseph R. Pearson Hall, hosted by the Kansas Reading Association, the Kansas State Department of Education, and the University of Kansas. The conference, titled “Bridging the Gap: The Spectrum of Literacy,” had more than 300 registered participants. There were three break-out sessions in the morning with 11 options for each hour-long break-out session, a lunch in the KS Union ballroom with featured author, Loretta Krupinski, and an afternoon keynote speaker, Kevin Baird, who spoke on Common Core State Standards. Donita Shaw (associate professor, C&T) serves as the KRA president and was a member of the planning committee.

SOE faculty and students were presenters, participants, and volunteers at the conference. Top: Diane Nielsen (left) and a conference attendee work with an iPad during the ‘Teaching & Learning with iPads in an Elementary Teacher Education Program’ session. Left: SOE student Ashley Smith-Maybon presents during the session. Above (l-r) Smith-Maybon and fellow student presenter Ariel Puccetti with their faculty mentors Karen Jorgensen and Barbara Bradley.
The Institute for Educational Research and Public Service hosted the 2012 Title I Kansas Reading Academy (KRA) on the University of Kansas campus this fall. KRA is a 5 day professional development opportunity for Title 1 and K-5 teachers that focuses on 1) using assessment to diagnose individual students’ strengths and needs, and 2) using research-based reading strategies during instructions with at-risk readers.

The 2012 Kansas Reading Academy sessions were held in September and November, and included a total of 98 teachers from 38 Kansas school districts. Comments from the participants included: “Enjoyed the Academy, I feel I’m taking back some great ideas to use, and share with fellow staff members.” “Very professional trainers, great information and resources.” “Very worthwhile, confirms and reassures me of my beliefs for explicit and systematic teaching of concepts and value of diagnosing student needs.” “This is the best in-service academy I’ve ever had – I would highly recommend that academy to other teachers in my district.”

The Institute for Educational Research and Public Service and the Kansas Reading Academy have been proud to work with over 5,000 teachers from 120 different districts over the last 9 years and commends the excellent trainers who have been a part of this program. The outstanding KRA trainers this year were Cathy Esquibel, Melody Gatti, Becky Cox and Judy Wilcox.

Stacy Mendez
Harvest of Hope Leadership Academy

More Dr. Bob Run Photos

Runners were still smiling at the end of the race - even the youngest participant at right. She finished the 1 mile Kid Run as happy as she started it!
SOE in the news...

Clopton measures All-Star game effects

Aaron Clopton (associate professor, HSES) was highlighted in Heard on the Hill, a regular section of the Lawrence Journal World. His study of the Major League Baseball All-Star game this summer measured “how a national-scale sports event can affect a city’s people.” Read about his results at: http://www2.ljworld.com/news/2012/nov/08/heard-hill-ku-prof-studies-effects-all-star-game-k/

Researchers land grant to design new, improved games for young learners

Researchers at the University of Kansas have found that students who do well in educational, web-based video games also do well in traditional academic achievement. Now, with the support of a National Science Foundation grant, they will be working with a gaming company to design and research a new series of video games to help all students, including learners who struggle and those with disabilities in science.

The NSF granted KU’s Center for Research on Learning and Filament Games of Madison, Wis., $500,000 for the two-year project. James Basham (assistant professor, special education) is the principal investigator, and Sean Smith (associate professor, special education) is the co-principal investigator. The project will design games based in the physical sciences and test their effectiveness with late elementary and middle school students of all abilities in school districts throughout the country. Read more: http://www.news.ku.edu/2012/nov/15/udlgames.shtml

Study: Teen mothers’ writing offers clues on reaching ‘at risk’ students

There’s an old saying about how writers should write about what they know. But what happens when the writers are pregnant and new teen mothers going through an experience new to them and one society at large often looks upon negatively? A University of Kansas professor has published a study examining the writing of students at a school for pregnant and parenting teens, what it says about those students’ identities and how teachers can work with students deemed “at risk.”

Heidi Hallman (assistant professor, C&T) spent 18 months working with students at Eastview School for Pregnant and Parenting Teens. She found their writing often responded to and refuted common social perceptions of teen mothers. Her study was published in the journal English in Education. Read more: http://www.news.ku.edu/2012/may/3/teenmoms.shtml

KU center lands $1.75M grant to aid test accessibility for students with disabilities

The power of technology continues to alter the landscape of K-12 student testing, but without careful planning some students might have less access to its benefits than others.

A new, two-year, $1.75 million federal grant awarded to the Center for Educational Testing and Evaluation, in cooperation with the Kansas Department of Education, will determine how to make computer-delivered, technology-enhanced tests more accessible to students with vision and motor disabilities, a group for whom it has been difficult to ensure test access and parity with other students. When implemented during the 2014-2105 school year, the tests, currently being developed by five multistate assessment consortia, will represent a major shift in the application of technology and educational testing innovation in K-12 schools across the country.
SOE in the news...

“The key feature of the standardized assessments being developed nationwide for both general education and special education students will be their use of desktop, laptop and touch-screen tablet technology for test delivery. Blindness, low-vision and motor disabilities interfere tremendously with sitting at a computer and taking a test,” said Julia Shaftel, research associate at the center and principal investigator on the two-year Accessibility of Technology-Enhanced Assessments project, funded by the U.S. Department of Education. Read more: http://www.news.ku.edu/2012/october/8/cetegrant.shtml

Partnership shows ‘restorative education’ helps at-risk youth succeed in school

A partnership between Kansas Children’s Service League, a private nonprofit social service agency, and University of Kansas researchers has shown that restorative justice helps at-risk youth reach their educational potential while reducing problem behavior.

Kansas Children’s Service League administers the Center for Restorative Education, a Topeka-based center that works with students who are unable to remain in a traditional school setting, and may be at an increased risk for falling behind or dropping out. In 2011, KCSL requested that KU’s Institute for Educational Research and Public Service and School of Social Welfare evaluate the CRE to determine whether the program was enabling students to meet desired educational goals. The evaluation showed that students increased their grade-point averages by 43 percent, earned 74 percent of the credits they needed to advance to the next grade level and maintained or increased their socio-emotional strengths.

“When we look at questions like, ‘Are they where they’re supposed to be for their age?’ we’re finding that these kids are leaving the program better off, not only in their grades, but also in their interpersonal relationships and psychological well-being,” said Jacklyn Biggs, project coordinator at the Institute... “Given the right environment we see that these students’ innate knowledge and intelligence can be supported and flourish,” said Teri Garstka, assistant director at the Institute. “These are students who can be successful, and we think CRE’s restorative justice model is responsible for some of the outcomes we’re seeing.” Read more: http://news.ku.edu/2012/december/11/cre.shtml

Study to examine what Garden City’s cultural success can teach educators

Schools bring communities together. And when a community undergoes demographic and cultural changes due to immigration, nowhere is that change more evident than the local centers of education.

Researchers at the University of Kansas have won a grant to study how 30 years of continuous population changes in Garden City have affected local schools and what that can teach educators throughout the nation.

Jennifer Ng, associate professor of educational leadership and policy studies, and Don Stull, professor of anthropology, have won a grant from the Spencer Foundation to conduct research in the southwest Kansas community, which has seen continuous immigration from around the world since the early 1980s and is now a majority-minority community. Read more: http://news.ku.edu/2012/december/3/garden.shtml.
Juggling study ties stress levels to competitive learning environment

Learning a new skill can be stressful enough on its own. Research by a University of Kansas doctoral student has shown that learning a new skill — juggling, in this case — in an ego-driven, non-nurturing environment can elevate physiological stress levels that can be dangerous to health and emotional well-being.

Candace Hogue, a first-year doctoral student in the department of health, sport and exercise sciences, led an experiment for her master’s thesis at KU in which she and collaborators taught more than 100 student volunteers to juggle in two different environments. She measured participants’ cortisol, a naturally occurring chemical that can cause physiological harm at elevated levels, before and after their lessons.

“We chose juggling because it evens the playing field,” Hogue said. “It’s not automatic for a natural athlete, and it’s not physically demanding. If you’re highly physically active, cortisol levels will naturally rise.”

In recognition of her research contribution, the Association for Applied Sport Psychology presented her with its Master Thesis Award. She also received the KU School of Education Outstanding Master’s Thesis Award. Hogue worked closely with advisor Mary Fry (associate professor, HSES). Read more: http://news.ku.edu/2012/december/5/juggling.shtml

Lockwood still jumping

Retired faculty member Bob Lockwood was highlighted in this Lawrence Journal-World story about the use of Jump Training. Lockwood has used jump training for decades and recently got to see his grandchildren taking part in the activity. Read more: http://www2.ljworld.com/news/2012/dec/10/jump-training-used-after-school-program-help-keep-

Math education student earns degree and walk-on football scholarship

A lovely story about Brandon Hawk who is getting ready to complete his final semester of student teaching. He is one of the last of the secondary math education students in the five-year program.

Read more: http://www2.kusports.com/weblogs/newell_post/2012/aug/30/journey-of-ku-walk-on-safety-brandon-haw/

And now for something completely different...

Rich Simpson’s cat is a magazine cover star

Rich Simpson (professor, special education) explains, “Our male cat, Bogey, had his picture taken by a breeder (coincidentally a special education teacher in Olathe) just before we got him. The gal who took the photo thought it was so cute that unbeknownst to us she sent it to the cat magazine Cat Fancy. I’m told Cat Fancy is “the premier” cat magazine— not sure what that means, but assume it is “peer reviewed” and requires data to support publications, including cover shots. So, long story short: Bogey ends up on the cover of Cat Fancy’s April 2012 issue. Bogey thinks he’s really hot stuff, and now constantly wears sunglasses, demands extra tuna (claims he’s a celebrity), and is constantly on guard for paparazzi. I am hopeful that I can include Bogey’s “publication” work on my annual report— Bogey and I are negotiating the matter. Check out Bogey’s star power (he’s the kitten on the left): http://www.pbase.com/prestonsmith/image/141540276

The Inside Scoop • School of Education • 12.14.12 • p. 13
The Fall issue of *The Jayhawk Educator*, the School of Education alumni magazine, is now available. Most SOE faculty and staff should have received a copy in their department mailbox. If not, or if you would like more copies, they are available in 208 JRP.

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**Mark Your Calendars**

- **January 17**: SOE Faculty Research Conference
- **January 21**: Martin Luther King Day
- **January 22**: First day of spring semester classes
- **March 18-24**: Spring Break
- **May 10**: Stop Day
- **May 18**: SOE Convocation
- **May 19**: KU Commencement