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By the numbers
Academic year 2011-2012

Number of students receiving School of Education scholarships: 428

$938,377 in scholarships for the 2012-2013 academic year

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

No. 13 School of Education
(among all public universities)

No. 9 School of Education
(among all universities, public and private)

329 National and international presentations given

Books published: 4

Book chapters published: 27

Refereed articles published: 131

The School of Education serves schools and other partners in all 105 Kansas counties
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Inside Back Remembering the Teachers Who Touched Our Lives
A lot is happening on Mount Oread as the 2012-2013 academic year unfolds. The university is engaged in implementing its new Strategic Plan which will result in a new general core curriculum for all undergraduates, the proliferation of freshman seminars, a focus on research in four strategic areas, and a drive to meet the lofty goals established for the fittingly named plan — Bold Aspirations. The overarching goal is to be recognized as a top-tier university in the nation. We are setting high expectations for ourselves and the university as a whole. It is an exciting time here on the Hill!

During the same time the University is embarking on an ambitious capital campaign, Far Above, with the goal of raising more than a billion dollars to support the University’s aspirations. It allows all of us associated with the university a chance to have a hand in this drive to the future.

We are blessed in the School of Education to have advantages that many others don’t share. For example, we are already among the top tier of graduate programs in education across the country. This past year, our Department of Special Education was ranked No. 1 overall, tied with Vanderbilt University. The entire School’s graduate programs were ranked ninth among public institutions and tied for 18th overall. We have greater goals for ourselves, but we start from a vantage point few others can match. In addition, with over 25,000 graduates across the country, we can tap into a large base of alumni ready and willing to support our continuing efforts to improve what is already strong.

This past year we hired a number of wonderful new faculty members and department chairs. They are introduced in this issue of The Jayhawk Educator and I know you’ll be reading about their successes in the years ahead. We also are embarking on a number of significant new initiatives, including a plan to present courses, badges, certificates and programs in online formats to audiences never before served by the University of Kansas. We hope that many alumni outside of the Lawrence area will take advantage of these opportunities. At the same time, we are promoting our strengths through a new marketing strategy to make sure others are aware of the outstanding work of our faculty, students and graduates. As noted in this issue, there are a number of exciting research and service initiatives underway that should help promote our goal of strengthening community engagement with our research. In the past few weeks we learned about a number of very large and prestigious grants that will continue to strengthen our impact on communities across the country.

As you can see, a lot is happening here on the Hill! We are inspired by all the possibilities, and pleased that we are in a position to help construct our future with the help and guidance of friends like all of you.

Rock Chalk!

Rick Ginsberg, Ph.D.
This past April, the University of Kansas publicly announced its ambitious goal to raise $1.2 billion for Far Above: The Campaign for Kansas. Comprehensively, Far Above seeks support to educate future leaders, advance medicine, accelerate discovery and drive economic growth to seize the opportunities of the future. But, what does this campaign mean for the KU School of Education?

The School of Education begins its second century with renewed dedication to develop outstanding leaders and practitioners for Kansas and beyond. The School and a number of its programs rank with the very top graduate and undergraduate programs in the country. U.S. News & World Report ranked the School and its Educational Administration program ninth among public universities, and the Department of Special Education consistently ranks first among all universities.

Our success isn’t newfound and wasn’t attained within the past year or decade. It is the product of years of service from our faculty through their instruction and research, the commitment of our students through their academic achievements, and the philanthropic support of our alumni and friends.

To advance its mission, the School of Education must continue to attract and support the best faculty, identify scholarships for our undergraduate and graduate students, and drive discovery, innovation and engaged scholarship.

During this campaign, the School of Education seeks to raise $11 million so that we can further our aim — to better the lives of all people regardless of background or situation. We are halfway through the life of the campaign and have raised $6.4 million. However, there is still work to be done. To accomplish our goal, we call on all of our friends and alumni for their support.

WHY I GAVE

Educator Sally Hare-Schriner, human development and family life 1980, master’s in early childhood special education 2005, of Lawrence, established a fund in her name for the School of Education’s Early Childhood Teacher Education Program.

The endowed fund supports the clinical and field experiences of students in the Unified Early Childhood Education Program, which prepares educators to support the learning of all children from birth through grade three. The Sally Hare-Schriner Fund allows for more frequent visits to field sites, which leads to higher quality supervision of students’ practice experiences. This enhanced supervision strengthens KU’s ability to give back to the field sites, which include schools and community-based programs.

Why I Gave: “I believe very strongly in early intervention and focusing on education that sets the groundwork for a child’s development. I wanted to make sure that this program grew and that students had the opportunity to learn the importance of catching problems early on.” —Sally Hare-Schriner

Sally Hare-Schriner is the chair of the School of Education Campaign Committee. Her major gift continues to have a significant impact on the Early Childhood Teacher Education Program. She is actively involved in the mission of the School through her service and philanthropic support.

For more information about how you can help support the School please visit www.soe.ku.edu alumni/ or contact the School’s development director, Tyler Ropp, at tropp@kuendowment.org or call 800-444-4201 ext. 464.
Ever onward

Five School of Education stalwarts will retire this December. Jerry Bailey, Nancy Peterson, Sherie Surbaugh, Loretta Warren and Mary Ann Williams have opted to take advantage of the University of Kansas voluntary separation incentive program offered to employees who met a set of criteria including age and length of service to KU.

We wish all five exemplary colleagues a happy and productive retirement. Each has been an integral part of the School for many years and will be missed, indeed.

Jerry Bailey

Bailey taught science and American history and served as a school counselor and assistant principal in Wichita high schools. He then went to Wichita State University to work on his doctorate and serve as assistant to the dean. At KU since 1975, he has served as a faculty member, associate dean and interim dean as well as establishing and directing the Institute for Educational Research and Public Service within the School of Education. He has also been the faculty athletics representative to the Big 12 and NCAA since 2007. Bailey is a member of the National Council for Accreditation of Teacher Education’s (NCATE) Board of Examiners.

A few observations:

• “I spent 25 years in Bailey Hall with the occasional kid asking, ‘Is this building named after you?’”
• “I started to school when I was 5 years old and haven’t missed a September since.” (This is a repeat of a quote made to Jerry by Carroll Noel, a faculty member at WSU, on his retirement.)
• “I did accreditation five times here. I’ll make my 19th and 20th accreditation visits to other schools this fall. You get to see other places, get invigorated by other programs and faculty. And hopefully you end up providing a service to all.”

Parting thoughts: “I still respect teachers and those who prepare them and the kids who want to be them.”

Nancy Peterson

Peterson started at KU in 1969 as an assistant professor in education and director of education of the University Affiliated Facility (UAF). UAF Centers and UAF training programs were funded at major universities around the U.S. starting in the late ’60s as a part of a federal initiative to generate university training for individuals to work with people with disabilities. As part of the UAF (operated by what was then the Bureau of Child Research, now called the Schiefelbusch Institute for Life Span Studies), Peterson “was given an empty space in Haworth Building with the challenge of creating services and university training that would make a difference in the education of children with disabilities and the preparation professionals needed to educate and support these individuals and their families.”

A few observations:

• “Looking back, I realize I’ve been ‘in school’ for almost 64 years of my life — as a elementary and secondary kid, a college undergraduate and then graduate student, plus my 44 years as a college professor. Now looking ahead to life as a KU ‘retiree’ I think of myself as a ‘new student’ once again entering a different era of life and learning. For me, it will be a new time for exploration and discovery, of learning new things and growing in different ways.”
• “I’m amused that one of the things people comment about often are the miniskirts I wore when I first came to Kansas. That was the style then. I guess I looked more like a young squirt than Professor Nancy Peterson.”
• “Some of the most thrilling, wonderful times have been when we’ve worked together in collaborative partnerships — within faculty in my own department, across departments, or across schools or colleges within KU. Often we’ve worked long hours late into the evenings, on weekends and over holidays. But we did it because we were excited about what we were doing. We were dedicated to a cause. We wanted to make a difference! That cross-pollination of ideas, the lively discussions, the teamwork, the innovative projects — all these things gave tremendous energy, excitement and synergy to everything we did.”

• “I have a huge group of people I consider ‘my family.’ These are the faculty colleagues, staff and former students here at KU, as well as the children and their parents who were part of those early childhood intervention preschool and primary classes I ran here on the KU campus for so many years. Many keep in contact with me as I do with them. It gives me great pleasure to watch their accomplishments in life and work.”

Parting thoughts: “I think one thing I’ve learned over and over again (starting with my parents, then from my own teachers and mentors, and from my own professional colleagues) is that learning IS and MUST BE a life-long process if a person is to stay vibrant, interesting to oneself and to others, and ‘alive.’ Every day I realize even more that to actually practice that philosophy, it requires a serious commitment to work and a personal schedule that makes that honestly happen.”

Sherie Surbaugh

After teaching English and reading, serving as a guidance counselor and as an assistant principal, and consulting — all in Iowa, Surbaugh started at KU in 1992 as the associate director of the Center for Economic Education. She also has taught a variety of courses for undergraduates and graduates, including multicultural education, teaching economic education and instructional strategies and models. A few observations:

• “One of my fondest memories when I joined the School of Education was meeting Dr. Nita Sundbye who was department chair and a recognized researcher and author. She was tall, distinguished and just a bit intimidating.”

• “A highlight related to economic education was meeting educators in Eastern Europe on two occasions. The first was a curriculum writing project in Riga, Latvia, and the second was meeting teachers and students in Kiev and Lviv, Ukraine. The teachers had been trained by U.S. professors and were implementing lessons related to a market economy.”

Parting thoughts: “Best of all, the faculty, staff and students in the School of Education have been friendly, professional and conscientious. KU has been an excellent place to work and learn.”

Loretta Warren

Warren’s time at KU began in the dean’s office at the School of Business in 1990. She came to the School of Education in 2002 to work with graduate admissions in the Department of Psychology and Research in Education. A few observations:

• “I’ve enjoyed the KU basketball spirit while working here, especially when we won the national championship.”

• “When the accepted graduate students arrive on campus, some have never been very far from home, especially the international students. I have always tried to make them feel welcome in Kansas and at KU. You’ve got to let them know to come to us if they need help.”

• “I’ve met a lot of interesting people at KU who have become true friends, especially through my interests of genealogy and history.”

Parting thoughts: “Thank you to everyone who has helped me through the years at KU. After retirement, you can find me babysitting our three grandchildren or at any cemetery — reading tombstones, that is!”

Mary Ann Williams

Williams started as an office assistant in 1986, working with Marlene Mawson, the faculty graduate coordinator at the time, and Wayne Osness, who was then chair of the Department of Health, Sport, and Exercise Sciences. Williams also rented lockers and sold family passes for the Robinson recreation facilities. In 1991 she became the School of Education graduate records guru. A few observations:

• “No matter what’s going on, people are willing to help. All you have to do is ask. That’s what I like about the School of Education; it’s kind of a big family.”

• “The move from Bailey Hall to JRP was the end of an era — leaving the old building that had been forever and ever the School of Education, sitting there on the corner of Jayhawk Boulevard. I like it here in JRP, too.”

• “Celebrating the 100th anniversary of the School of Education was a highlight. It feels like I’ve been here most of the hundred years.”

Parting thoughts: Really and truly, I feel so blessed to have had this job and to work with these people. From the very first day I arrived, I have felt I am lucky to have such a wonderful job working with such wonderful people, including the students, and that hasn’t changed.”

A few observations: 

• “I’ve met a lot of interesting people at KU, especially when we won the national championship.”

• “When the accepted graduate students arrive on campus, some have never been very far from home, especially the international students. I have always tried to make them feel welcome in Kansas and at KU. You’ve got to let them know if they need help.”

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Parting thoughts: “Thank you to everyone who has helped me through the years at KU. After retirement, you can find me babysitting our three grandchildren or at any cemetery — reading tombstones, that is!”

Parting thoughts: “Best of all, the faculty, staff and students in the School of Education have been friendly, professional and conscientious. KU has been an excellent place to work and learn.”
New center studying effectiveness of online education for students with disabilities

Through a five-year, $7.5 million grant from the U.S. Department of Education, KU’s Center for Research on Learning has formed the Center on Online Learning and Students with Disabilities with two partner organizations: the National Association of State Directors of Special Education (NASDSE) and CAST (formerly the Center for Applied Special Technology).

The new center is identifying national issues and trends in online education for students with disabilities and will be researching what methods are working. The same questions are asked of virtual schools, which have become an attractive alternative for parents whose children struggle to learn in traditional brick-and-mortar schools.

The project is especially timely, says Diana Greer, Ph.D., assistant research professor and co-principal investigator. Some estimates indicate that by 2019, as much as 50 percent of K-12 curriculum will be delivered online.

“With this anticipated influx, it is imperative that developers of online programs, as well as those who teach using online programs, understand the educational needs of all learners, especially those with disabilities. The Center will conduct research to influence the proactive development of effective online environments,” says Greer.

In the first year of the project, the center has conducted national surveys of state directors of special education and district administrators to gather information about current practices. Survey responses have revealed differences in policies from state to state regarding online learning for students with disabilities. In four states, students must complete at least one online course to graduate from high school. Researchers will now study how these requirements affect students with disabilities.

The center has developed a website for sharing information about effective online education practices, reports based on the center’s research, and free tools to help educators make informed decisions. It recently released its first tool, Access for All Students: Purposeful Sampling of Technologies Employed in K-12 Online Education, designed to help identify online products that provide readily available information on accessibility.

In addition to the partner organizations, 25 states have agreed to work with the center. The center also has established a consulting partnership with iNACOL, the International Association for K-12 Online Learning. Principal investigators are Don Deshler, Ph.D., director of the Center for Research on Learning; David Rose, founder and chief education officer at CAST; and Bill East, executive director of NASDSE. Co-principal investigators from KU are Greer; James Basham, Ph.D., assistant professor of special education; Sean Smith, Ph.D., associate professor of special education; and Ed Meyen, Ph.D., professor of special education and co-director of KUCRL’s e-Learning Design Lab. —Julie Tollefson

Lawrence students work with CETE in system development

Students with significant cognitive disabilities have begun interacting with the computer-based assessment system being developed for them by the Center for Educational Testing and Evaluation (CETE) in the School of Education.

This summer, CETE staff began conducting one-on-one sessions with high school students with significant cognitive disabilities from Lawrence public schools. In these sessions, known as observational labs, CETE staff observe students as they use CETE’s new highly accessible computer-based testing platform, KITE.

“Until now, it has not been common practice to formally assess students with significant cognitive disabilities using a computer, and these observational labs will help us see how students interact with the system we’re creating,” says Patti Whetstone, Ph.D., CETE research associate.

CETE leads the 13-state Dynamic Learning Maps Alternate Assessment Consortium, creating the assessment for the one percent of the K-12 student population with significant cognitive disabilities for whom the general state assessment is not appropriate. The Dynamic Learning Maps Alternate Assessment is funded by a $22 million grant from the U.S. Department of Education. Implementation is set during the 2014-2015 school year.

“Our goal is to create this interface and then continually improve it so we can accommodate the independence needs of a larger variety of students with significant cognitive disabilities who will take the assessment,” explains Julie Shaftel, Ph.D., CETE research associate.

Each lab is videotaped to study student responses and to make determinations to support system improvement. During initial labs, staff will gather student feedback on the usability of the computer interface. Future labs will focus on how students respond to different types of test questions, computer adaptations and accommodations, and how assistive technology and alternative augmentative communication devices work with the interface.

CYBER-TEAMS

ALTEC, a division of KU’s Center for Research on Learning, is helping students 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. More than 90 percent of the students in the district are children of military families. Because of deployment schedules, a typical student remains in USD 207 just two years or less. The district is using the funds to blend best practice learning methods to better prepare students for careers in science, technology, engineering and math (STEM). CYBER-TEAMS (a modification of STEM to acknowledge the link between arts education and the sciences) will allow the district to expand student thinking beyond the traditional physical classroom model through challenge-based learning. The project is designed to spark an interest in STEM that will last long after students leave the district.

ALTEC’s Jana Craig Hare is the CYBER-TEAMS external evaluator. In addition to ALTEC and the school district, CYBER-TEAMS partners are Frontier Army Museum, Decent Energy, Wisdom Tools, Mid-America Regional Council, National Simulation Center, NASA Office of Education and Apple Computer.
KU-McNair Scholars

Through this year’s KU-McNair Summer Internship, 22 students participated in a rigorous research project in partnership with 24 faculty mentors from academic departments across KU.

The McNair Scholars program identifies students who have potential for success in graduate study but who need support and preparation during their undergraduate years in order to be competitive for admission to graduate programs, to attain the doctorate, and to join the ranks of our next generation faculty members and researchers.

The program and its research possibilities reach across many student interests and disciplines. McNair Scholar Ithar Hassaballa graduated this May from the School of Education with a bachelor’s degree in community health and was one of 10 of the School’s Senior Leadership Award recipients. Her McNair research, under the mentorship of Mary Fry, Ph.D., associate professor in the Department of Health, Sport, and Exercise Sciences, focused on the Strong Girls program (see the Fall 2010 issue of The Jayhawk Educator online at soe.ku.edu). In addition to her summer research requirements, Hassaballa spent several weeks as a health promotion intern for the World Health Organization’s Nairobi office in Kenya. She collected examples of health promotion efforts being done by Kenyan organizations and developed a community tool box (ctb.ku.edu) featuring the examples on a website designed for use by community organizers throughout Africa.

“The internship in Kenya was an excellent way to get first-hand experience in community work. Visiting a country for the sole purpose of learning the ways in which communities improve their lives through different initiatives was rewarding. Many believe that they can go to Africa to help people, but people must go to Africa to absorb knowledge from community members and share ideas. My passion has always been to build capacity for community health work and decrease health disparities worldwide. I’ve learned a great deal about community improvement and this knowledge will help me with my graduate studies in applied behavioral science and public health. Without the support of the McNair Scholars Program, this trip would not have been possible. I’ve been encouraged to take this great opportunity and learn everything I can from it.”

The Ronald E. McNair program works to prepare students from groups traditionally underrepresented in graduate education for doctoral study. The KU-McNair Scholars program has been selected to receive funding of $1,356,960 for another five years.

Preparing high school students for college

• Forty high school students from Topeka, Lawrence, and Kansas City, Kan., convened on the KU campus in June and July to experience college life as part of the KU Math and Science Center Bridge and Non-Bridge Summer Institutes. Thirty-three of the students participated in the non-Bridge institute designed to prepare them for the academic rigor and demands of undergraduate studies by taking courses in math, physics, Japanese, English and U.S. government while living in a residence hall for six weeks. Students gained insights on the college admissions and financial aid processes through visits to other college campuses, too. Those who participated in the Bridge institute enrolled in six credit hours of courses at KU.

• The 2012 Harvest of Hope Leadership Academy (HHLA) hosted 48 students in June who lived on the KU campus while attending intensive academic enrichment courses and engaging in leadership development activities. They attended courses in chemistry, personal finance, writing, civic leadership, college preparation and recreation. On evenings and weekends, they reunited for leadership and community-building activities, traveled to other campuses and took cultural fieldtrips, and planned and conducted community service.

• More than 260 middle and high school students from Wyandotte County and Kansas City, Kan., participated this summer in KU’s Talent Search Program, funded through the College Access Challenge Grant. The students — who are from low-income families, are first-generational college students and/or are in need of a college access program — engaged in a variety of activities that focused on college and career development. Science, technology, engineering and mathematics (STEM) college and career opportunities were emphasized. Program locations included the University of Kansas, Haskell Indian Nations University, Donnelly College and the Kansas City Community College campuses. Some participants visited colleges in Kansas, Nebraska and Missouri. Ten middle and high school students participating in the Reach for Tomorrow STEM Camp in collaboration with the APEX GEAR Up program did hands-on science experiments and intensive STEM activities at the University of San Diego.

Beach Center on Disability highlights

Recent activities and research findings from Beach Center investigators include the following:

• Developed, piloted and evaluated a model for preschool teachers and families to build foundational skills for self-determination for their children with disabilities.

• Established a causal relationship between promoting self-determination for youth with disabilities and more positive self-determination, goal attainment and access to general education curriculum outcomes.

• Developed, evaluated and disseminated throughout Kansas a family employment awareness training model.

• Completed four years of school reform work in 15 Washington, D.C., schools.

• Developed, evaluated and piloted an online professional development program for practitioners in Kansas early intervention programs.

• Developed and piloted Tier 3 Literacy training for teachers in Kansas.

• Coordinated professional development to certify Kansas reading specialists as trainers for LETRS (Learning Essentials for Teachers of Reading and Spelling), and coordinated training for 1,665 teachers in 32 Kansas school districts.

• Developed, evaluated and piloted Roots to Resources, a training program to guide Kansas school districts to analyze student data, identify causes of lower performance, and develop a corrective action plan.

• Participated with state Department of Education to create a plan to provide professional development to Kansas teachers in teaching mathematics to students in special education.

• Provided technical assistance to 16 school teams to develop and implement service plans for students with deaf-blindness; developed nine online instructional modules for teachers working with students with deaf-blindness; and supported 25 Kansas families to complete online training related to their child with deaf-blindness.

• Completed a comprehensive policy analysis for the Department of Defense for military personnel with special needs; created guidelines for support across all service branches.
Research team examines effects of a combination of supplements

Trent Herda, Ph.D., assistant professor in the Department of Health, Sport, and Exercise Sciences, has been in the news lately for his research on nutritional supplements and their effects on muscle growth. As he explains in a recent KU press release, “For a long time there’s been the thought that feeding the muscle protein after a workout has been a good thing. There hasn’t necessarily been data to back it up, though. We’re testing that to find out for sure.”

Herda and his research team have begun the first of several studies, looking at the effect of a combination of whey protein and leucine supplements on muscles after exercise, a combination that has not been examined before. This study may lead to further investigations of other supplements and their effects on non-athletes, particularly older adults.

Muscle strength is critical for an aging population. The ability to do daily activities — walking up stairs, getting up from chairs, standing long enough to prepare a meal — is critical for people who want to stay in their own home and be independent.

Herda says that not only will this study, funded by GNC, provide much-needed information; it also provides his undergraduate and graduate students with an opportunity for research. “It’s a great teaching tool,” he explains. “It’s easy for them to make connections with the material they learn in their classrooms.”

Herda’s primary focus is working on methods to non-invasively determine muscle fiber type. Traditional muscle biopsies to measure muscle fibers. MMG, however, uses a sensor, “placed on the skin over the muscle that measures vibrations,” he explains.

Another non-invasive method, electromyography, has been investigated more thoroughly. The new chair of the health, sport, and exercise sciences department, Joseph Weir, Ph.D. (see page 9), is one of the investigators using this method. Like MMG, being able to gather information using less-invasive means would benefit both the research subjects who are needed to test the method, and eventually the patients who would benefit from diagnosis and treatment.

Herda emphasizes that others have studied the method. “I’m riding on coattails,” he says. However, he hopes to work with it enough to eventually make MMG a reliable way to measure sarcopenia. After all, he says, “We need to be able to diagnose and measure (a condition) before we can find out what works to fix it.”

Ongoing study indicates race played role in placing minorities in special education categories

Argun Saatcioglu, Ph.D., assistant professor in the Department of Educational Leadership and Policy Studies and courtesy assistant professor in sociology, and Tom Skrtic, Ph.D., professor in the Department of Special Education, have revealed their first results from an ongoing study examining racial bias and categorical manipulation in special education classification in a large, urban, Midwestern school district. The study is funded by the Sociology Program of the National Science Foundation and tracks racial categorization patterns over a period of 20 years.

For decades, educators have known that minority students are placed in special education at a disproportionate rate to white students. The debate has centered on whether socioeconomic class or race is more responsible. To date, Saatcioglu and Skrtic have found that racial bias may be an important factor.

Their study defines a special education “category” as a combination of disability classification and instructional placement. It addresses how the categorization patterns changed when the district was forced to desegregate its schools and allow more black students into traditionally white disability categories.

Preliminary results suggest that prior to desegregation many black students in special education were identified as “mentally retarded” or “emotionally disturbed” and were placed in relatively restrictive settings outside regular classrooms, while whites were identified as “learning disabled” or “LD” and often received instruction in regular classrooms, which is broadly consistent with the national pattern.

However, as many black students were recategorized as “LD with regular classroom placement” as part of the desegregation order, the majority of whites in that category were labeled as “LD with self-contained classroom placement.” In other words, white students with disabilities were allowed to migrate to another, previously less prestigious category — less prestigious
because of placement outside the regular classroom. However, by virtue of its new inhabitants, the category appears to have been infused with new prestige. Moreover, there is evidence that this category may have been endowed with increased expenditures resulting in more resources, services and opportunities than before, in order to reinforce its new prestigious identity, in favor of white students.

This shift is what Saatcioglu and Skrtic refer to as “categorical manipulation.” The phenomenon follows a common occurrence in work organizations. Privileged groups often hold the best jobs. When forced to include minorities, females or other less-privileged groups, dominant status groups often create their own, new prestigious categories, taking with them advantageous career prospects, job benefits and authority sources.

“Our question essentially was, ‘Did the schools use special education in a racially biased way?’ The analysis thus far shows the answer is yes,” Skrtic says.

Saatcioglu and Skrtic have presented their findings to several scholarly bodies. The findings are not only adding to the body of knowledge in racial categorization both in schools and organizations, but they may help inform policy to counteract racial bias in special education placement. The study could possibly be expanded to economic organizations, as the data is showing that categories can indeed be manipulated.

The researchers also hope to study the effects of inclusion. As they gather more data, they may be able to track how students — those who were included with their classmates, and those who were placed in completely separate rooms — have fared in various areas of education and life, including whether they graduated high school, attended college and earned degrees, and how they have progressed in the job market.

—Mike Krings, KU News Service

New faces, new duties

The School of Education welcomes three new department chairs and a new faculty member this fall

Elizabeth Kozleski, Ph.D., new chair of the Department of Special Education, came to KU because it's a great program. “It’s highly respected across the country. It was hard to say no to working with such a distinguished faculty — people who have been so influential in the field.”

Kozleski was most recently a professor of the School of Social Transformation, a transdisciplinary school at Arizona State University. For Kozleski, social transformation is still a clear focus. She notes, “On a national level, fewer than two-thirds of all children identified with disabilities in this country are served in general classrooms for the majority of the day. This situation exists 32 years after the passage of IDEA (Individuals with Disabilities Education Act).

“T here is much more work to be done,” she continues. “I'd like to see the department continue its leadership in special education nationally but also look to the development of a global reach to families, to students with disabilities and to the schools who need to participate in educating them. This department has a real responsibility to deal with these issues because we have claimed a leadership role through our research and outreach.”

Kozleski’s research interests include the analysis of models of systems change in urban and large school systems, examining how teachers learn in practice in complex and diverse school settings, researching how multicultural educational practices in the classroom improve student learning, and the impact of professional learning schools on student and teacher learning. She co-edits a book series for Teachers College Press on Disability, Culture, and Equity and is the author of numerous articles, chapters, reports and books (see her newest book on page 10.)

Steve Lee, Ph.D., a School of Education faculty member since 1987 and now chair of the Department of Psychology and Research in Education, is a licensed school psychologist who has taught classes on educational psychology, psychoeducational consultation and school psychology. He served as the training director for school psychology programs for 17 years.

Lee’s research is currently focused in three areas. He is developing a multidimensional measurement tool for test anxiety. Le e is also working to devise a reliable measure of behaviors that disrupt learning in the classroom setting. His third area of research focuses on consultation and the degree to which the steps of problem-solving help.

Lee intends to continue to increase the department’s research productivity and grant funding. He hopes to increase linkages to other School of Education centers and departments. He aims to emphasize research in the very appearance of the department and has begun having faculty display posters of the research process so they are visible for department faculty, students and visitors. He also plans to increase traffic and services in the Center for Psychoeducational Services and make it more available as a site for counseling psychology students who need placements for their practice.

He notes that the School’s educational specialist (Ed.S.) school psychology program specifically prepares students for licensure as school psychologists in the Kansas public schools.

Joseph Weir, Ph.D., comes to his position as chair of the Department of Health, Sport, and Exercise Sciences from Des Moines University where he has served as a faculty member and research coordinator in the Department of Physical Therapy since 1995. He received his Ph.D. in exercise physiology at the University of Nebraska-Lincoln. From 1993 to 1995, he was a faculty member in the Applied Physiology program at Teachers College, Columbia University.

Weir is active in the American College of Sports Medicine and the National Strength and Conditioning Association. Weir’s research interests focus on muscle fatigue and muscle strength. He has extensive experience in the application of electromyography and mechanomyography in the study of muscle activation during fatiguing exercise and during strength training (see page 8). This line of research attempts to understand the interactions between muscle tissue and the central nervous system on the expression of muscle strength and power. He also engages in spinal cord injury research through a collaboration with the Bronx Veterans Affairs Medical Center. Additionally, he has an interest in the application of statistical methods in exercise science research.

Weir will teach an undergraduate statistics class for the department this year in addition to his research and chair duties. As chair, Weir plans to “maintain the momentum that Andy Fry started and keep increasing our research capacity.” He also wants to “develop a culture of scholarship and research” and continue the research seminar series while emphasizing the participation of graduate students.

In addition to his other publications, Weir is co-author with William J. Vincent of the textbook, Statistics in Kinesiology (see page 10).

The Department of Special Education also welcomes Kathleen Lane, Ph.D., as a professor. Lane has been active in the field as a classroom teacher, consultant and program specialist. She has served as a faculty member at Vanderbilt, the University of North Carolina at Chapel Hill, California State University, Los Angeles, and the University of Arizona.

Lane’s research interests focus on academic and behavioral school-based interventions with students at risk for emotional and behavioral disorders (EBD), with an emphasis on systematic screenings to detect students with behavioral challenges at the earliest possible juncture. She has designed, implemented and evaluated comprehensive, integrated, three-tiered models of prevention in elementary, middle and high school settings to prevent the development of learning and behavioral challenges and also to respond more efficiently to existing concerns.

Lane is the co-editor of Remedial and Special Education and is an associate editor for Journal of Positive Behavior Interventions and Education and Treatment of Children. She also serves on several editorial boards including Exceptional Children, the Journal of Special Education and Journal of Emotional and Behavioral Disorders. To date Lane has co-authored five books (see page 10), and has published 117 refereed journal articles and 21 book chapters.
They have the write stuff

Recently published titles from our faculty

**Using IGDLs: Monitoring Progress and Improving Intervention for Infants and Young Children**
Judith J. Carte, Charles R. Greenwood, Dale Walker, Jay Buzhardt
Brookes Publishing, 2010
As more early childhood programs implement response to intervention, the Individual Growth and Development Indicators (IGDLs) will be the tool of choice for fast, reliable, ongoing progress monitoring. This book quickly guides educators to conduct the popular IGDLs accurately and efficiently.

**Practical Ethics in Sport Management**
Shows aspiring sports management professionals how to identify the moral issues in sports and develop principle-centered leadership practices to lead with justice, honesty and beneficence. Throughout, specific examples from real-world sports situations and reflective questions encourage students to think critically.

**Systematic Screenings of Behavior to Support Instruction: From Preschool to High School**
Kathleen L. Lane, Holly Marish Menzies, Wendy Pea Oakes, Jemma Robertson Kalberg
Guilford Press, 2012
The authors show how systematic screenings of behavior — used in conjunction with academic data — can enhance teachers’ ability to teach and support all students within a response-to-intervention framework. Chapters review reliable, validated screening measures for all grade levels; discuss their strengths and weaknesses; and explain how to administer, score and interpret them.

**Managing Challenging Behaviors in Schools: Research-Based Strategies That Work**
Kathleen L. Lane, Holly Marish Menzies, Alison L. Buhm, Mary Cnaboni
Guilford Press, 2011
Tested, easy-to-implement strategies for preventing problem behaviors in the classroom and responding effectively when it does occur. Presenting a continuum of strategies from prevention to more intensive behavior-supports, the book offers clear-cut instructions for implementing behavioral contracts, self-monitoring and functional assessment-based interventions.

**Asperger Syndrome and High-Functioning Autism: A Guide for Effective Practice**
Richard L. Simpson and Brenda Smith Myles
Pro-Ed, 2011
Evidence-based methods and strategies for supporting children and youth diagnosed with high-functioning autism and Asperger disorder.

**High-Impact Instruction: A Framework for Great Teaching**
Jim Knight
Corwin Publishing, 2012
Answers the need for research-validated, high-leverage instructional practices that have a significant impact on the way teachers teach and students learn. Jim Knight provides a simple but powerful framework and set of tools for improving “the Big Four” elements of quality teaching: community building, content planning, instruction and assessment for learning.

**Effective Practice for Educating Students with Autism Spectrum Disorders: Research-Based Principles and Practices**
Dianne Zager, Michael L. Wehmeyer, Richard L. Simpson
Routledge, 2012
An edited book providing comprehensive coverage of issues and methods connected to educating children and youth with autism spectrum disorders.

**Inclusive Instruction: Evidence-Based Practices for Teaching Students with Disabilities**
Mary T. Brownell, Sean Smith, Jean B. Crockett, Cynthia C. Griffin
Guilford Press, 2012
Research-based strategies to support K–8 students with high-incidence disabilities to become accomplished learners. Teachers are provided with essential tools for managing inclusive classrooms; planning a curriculum that fosters concept development across content areas; promotes strategic learning and builds fluent skill use; and integrating technology into instruction.

**Exceptional Lives: Special Education in Today’s Schools (7th Edition)**
Ann Turnbull, H. Rutherford Turnbull, Michael L. Wehmeyer, Karrie A. Shogren
Pearson, 2013
Through real-life stories about children, their families and their teachers, and through the use of the most recent evidence-based research on special education, this important book provides a comprehensive introduction to special education and its relationship to general education.

**Managing Challenging Behaviors in Schools: Research-Based Strategies That Work**
Kathleen L. Lane, Holly Marish Menzies, Alison L. Buhm, Mary Cnaboni
Guilford Press, 2011
Tested, easy-to-implement strategies for preventing problem behaviors in the classroom and responding effectively when it does occur. Presenting a continuum of strategies from prevention to more intensive behavior-supports, the book offers clear-cut instructions for implementing behavioral contracts, self-monitoring and functional assessment-based interventions.

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Through real-life stories about children, their families and their teachers, and through the use of the most recent evidence-based research on special education, this important book provides a comprehensive introduction to special education and its relationship to general education.
Researcher creating certification program in bullying prevention

Robert Harrington, Ph.D., professor in the Department of Psychology and Research in Education, is creating a program to help educators prevent and respond appropriately to bullying, based on research that has won international acclaim.

Harrington teaches one of the Midwest’s only courses in bullying prevention and intervention to future teachers. Now he plans to take the lessons to those already working in schools. He is creating a certificate program to help teachers, counselors, school psychologists, social workers, administrators and others create bullying plans and policies. The program will be available online for educators throughout the state.

Harrington recently authored a study in which he analyzed school bullying policies across Kansas. Findings indicate that very few involved training for teachers or parents on how to appropriately handle incidents of bullying; most policies did not include a mechanism on evaluating the effectiveness of the school’s approach to bullying or attempt to improve the overall school climate. Harrington said the traditional punishment — suspension — is not effective; it gets rid of the problem temporarily, but students return only to bully again. What they learn is that they need to avoid being caught next time, and they extort the victim not to report again.

Harrington presented the findings at the Irish International Conference on Education in Dublin earlier this year where it won the best paper award. He will also present the findings as the keynote address at the fall meeting of the Kansas Association of School Psychologists.

While the research shows many schools have room to improve in their approach to bullying, Harrington said he has also found that schools are often very effective at doing so when presented with strategies and knowledge on appropriate approaches to curbing bullying. The certificate program will show teachers and schools methods to curb bullying.

—Mike Krings, KU News Service

Alumni study World War II
U.S. Armed Forces in England

Kori Green (B.S.E., 2007) and Nicholas Lawrence (B.S.E., 2007, M.S.E., 2009) were two of 10 middle-level teachers from the U.S. selected for a three-week summer program in England this past August. The American teachers, joined by three British colleagues, stayed at Homerton College, Cambridge University while they studied the U.S. Army Air Force personnel based in East Anglia during World War II. Activities included tours of the American Air Museum in Britain at the Imperial War Museum (IWM) in Duxford, the Churchill War Rooms and main IWM (in the former Bedlam Asylum) in London, a military installation and Dunkirk exhibit at Dover, and the former American base at Duxford. They created activities for and taught a four-day camp with English middle level students.

The American Air Museum and its benefactors, primarily American servicemen who served in England during the war and their families, funded the program.

Green reports that she and Lawrence plan to use their new connections to broaden a project using a Ning network, incorporating the knowledge into their classrooms in Wichita, Kan., and in Bronx, N.Y., respectively.
congratulations, alumni!

Janet Wozniak (M.S.Ed, 1993) received the School of Education Distinguished Alumni Award at Convocation this past May. The award recognizes a career of noteworthy accomplishments and is the highest honor the School of Education bestows upon its alumni.

Wozniak taught science, mathematics and computer science in Lawrence and Eudora schools for 12 years and also worked as a computer instructor at Johnson County Community College. She is a third-generation Kansas educator; her grandmother taught in a one-room schoolhouse and both her parents worked in schools for more than 20 years.

Wozniak came to KU in the mid-1980s to earn a master’s degree in education. Computers first appeared at the School during that time and she became intrigued by their possibilities, even serving as a graduate teaching assistant and manager of the school’s first instructional computing lab.

In 1996, Wozniak joined Apple Computers as a system engineer and curriculum consultant working in the Midwest. From that start at Apple, she has become a tireless and enthusiastic proponent for integrating computers in the classroom. Wozniak is now part of the Apple’s Worldwide IT and Learning Technologies team where she travels and works on Apple’s largest educational project worldwide.

Janet Wozniak with Rick Ginsberg

Ron Aust, Ph.D., associate professor in the Department of Educational Leadership and Policy Studies, nominated Wozniak. He notes, “Her enthusiasm and expertise at workshops, conferences and personal interactions have inspired teachers and administrators across Kansas to develop and implement innovative technologies in their teaching. . . . From her early days in assisting faculty and students in KU’s School of Education to her current role as an international leader in technology innovation, Janet remains a down-to-earth teacher dedicated to discovering and sharing how technology can best be used to benefit learners and inspire educators.”

Jeremiah Cronin (M.S.E., 1993) reports on a summer enrichment program for students at Shash Bitoo Olta ( Ft. Wingate High School) on the Navajo Nation. A group of Ft. Wingate students worked with Arizona State University engineering faculty to learn about the engineering design process and building small robots. The final product of the students’ work was a Rube Goldberg Machine that could feed and water a horse. Cronin, who also received a Ph.D. from the University of New Mexico- Albuquerque, teaches mathematics at Ft. Wingate. Jeremiah is married to Darlene Cronin (M.S.E., 1993) who teaches language arts at the school.

Marilyn Sue Shank (Ph.D., 1991) had her debut young adult novel, Child of the Mountains, published by Random House Children’s Books this spring. Child of the Mountains is one of six middle-grade titles in the Spring New Voices List of the Association of Booksellers for Children. It was also selected as the one book to represent West Virginia at the National Book Festival in Washington, D.C., this September.

Shank received her doctorate from the Department of Special Education. She coauthored the first four editions of Exceptional Lives: Special Education in Today’s Schools (Merrill/Pearson).

William (Bill) J. Sollner (M.S., 1953) has, he notes, “taught in many places and modes” since graduating from KU. He continues, “I was a script-writer for Centron in the early 1960s, before it became known as Oldfather Studios and a KU facility. Most recently I have resumed work with a camera.” The result is a video, he explains, “the outcome of two months in the city of Guangzhou, PRC, a city of 13+ million about 80 kilometers up the Pearl River from Hong Kong. I went there at the invitation of my host, guide and translator, Yanju Chen, without whose participation I could not have undertaken the project, to cover the daily life of ordinary people in as many settings as possible.”

We learned recently that Dolly Parton presented the 2010 Chasing Rainbows Award to Keil Hileman (B.S.E., 1993, M.S.E, 1995), the 2004 Kansas Teacher of the Year and National Teacher of the Year finalist, in a ceremony at Dollywood. The Chasing Rainbows Award is presented annually by Dolly Parton to a teacher who has overcome great obstacles in life and is helping children.

Loui Lord Nelson (Ph.D., 2002) will be one of two UDL postdoctoral fellows at the Center for Applied Special Technology (CAST) in conjunction with Boston College for the 2012-2013 academic year. The fellowships are part of a multi-year collaboration funded by the U.S. Department of Education, Office of Special Education Programs to prepare leaders for the field of universal design for learning (UDL). The UDL fellows will be in residence at CAST in Wakefield, Mass. and will collaborate with research scientists, policy experts, and teacher education professionals from CAST and Boston College on UDL-based projects.

While at KU, Nelson worked at the Beach Center on Disability. She is currently the president of RAISE, Inc. where she works with schools and non-profits to improve the lives of individuals with intellectual and developmental disabilities. and has authored the book, Celebrating You and Me: A Journal for Children and Their Parents.

Keil Hileman with Dolly Parton
What have you been doing since you left KU? We want to know! Please complete the white sheet included with this issue and mail it back to us. Or, you may e-mail your information to us at pnaught@ku.edu. Many thanks to these graduates for writing.

**1940s**

**Eugenia Hepworth Berger** (B.M.E., 1946) received two master of arts degrees and her Ph.D. from the University of Denver during the ‘60s. She assisted or taught full time at the University of Denver through 1968. She then taught at Metropolitan State College in Denver from 1968 to 2000, retiring as a full professor.

**J. Bryan Sperry** (B.S.E., 1950, M.S.E., 1955) taught mathematics and coached football at Kansas’ Hiawatha, Chapman, and Shawnee Mission North high schools from 1950 to 1960. He taught at North Dakota State University from 1960 to 1963 and then served as a mathematics professor at Pittsburg State University for 32 years. He is now retired but is taking College of the Ozarks students to Europe to visit and learn about World War II.

**1950s**

**Chuck (Charles) Chaffin** (M.A., 1968) writes, “I was 37 when I was at KU. The years were ’68 and ’69, and Lyndon Johnson was president. He was gracious enough to hand out some government fellowships. I applied, was accepted and took a sabbatical leave from my teaching job in Santa Clara, Calif. For one year, I studied geographic education, and upon my return to my 5th grade position in Santa Clara, I used much of what I had learned at KU to teach geographic concepts. To teach weather, I developed three-dimensional models of climate for winter and summer temps, and annual precipitation. Then I used oranges to teach latitude and longitude. The list could go on and on.

I taught 5th grade for 37 years, all at one school. For many of those years, I rode my bicycle the three miles to my classroom. After I retired, I subbed for five years. The kids said I was their favorite sub. Perhaps my year at KU had something to do with that. Although my name never got in the newspapers like the popular football players of that year — Bobby Douglas, John Riggins and Ron Jesse — still, I brought a lot of excitement to the classroom, just like they did the football field.”

**Marilyn Delashmutt Harlan** (B.S., 1960) retired after serving as a secretary and administrative assistant to the executive vice president of Jewish Hospital in St. Louis. She has one son and two grandchildren, both of whom served in Iraq, and two great-grandchildren. Marilyn writes that she is an active environmentalist and has been the recipient of several awards.

**Bob Hopkins** (B.S.E., 1965) received the 2007 Hero of Humanity award at the Kennedy Center, for a program he founded that teaches children the value in giving back called Philanthropy And Volunteerism Education (PAVE). He writes, “The program truly changes lives of children, especially those who are on a road to failure. I am continually reminded of the residuals of the PAVE program from parents and children who went through the program years ago.” His latest example, an 8th grader who completed the program in 4th grade, who has produced a magazine called Philanthropy KIDS.”

**Anna Jones** (B.S.E., 1965) reported this last year (our apologies for the delay in posting it): “I am retired from teaching, but have not put to rest a keen interest in education and educators. This past Saturday (February 26, 2011) found me, along with 300-500 other persons, standing in support of the public employees of Wisconsin and their right to collective bargaining.”

**1960s**

**Cheryl M. Hawker** (M.S., 1971) writes, “After 10 years of teaching high school, community college and college math (as an adjunct professor), I finished..."
my doctorate of arts in mathematics at Illinois State University. For the past 32 years I have been a professor of mathematics at Eastern Illinois University in Charleston, Ill. I retired in May 2011. During my career, I served as president of the Illinois Council of Teachers of Mathematics. My daughter Morgan, 34, works in Louisville, Ky., and my son Jordan, 23, works in St. Louis. Mo. Jordan was born a Jayhawker, since his name with initials is J. A. Hawker. That was no accident!"

Barbara S. Peterson (B.S.E., 1966) is retired but still substitute teaches in the Turner USD 202 schools.

Hendrie (Hank) Weisinger (Ph.D., 1978) has written several books and many articles on the subject of emotional intelligence (EI). He has presented his work internationally to a variety of organizations and also provides consulting services on giving and taking criticism and anger management focusing on educational and therapeutic interventions for criticism and anger. His book titles include: Emotional Intelligence at Work, The Emotionally Intelligent Financial Advisor; The Power of Positive Criticism, Dr. Weisinger’s Anger Workout Workbook; Anger at Work; and Nobody’s Perfect (a New York Times bestseller.) His website is www.drhankw.com.

1990s


2010s

Sarah Phillips (M.S.E., 2011) and Scott Aligo (B.S.E., 2005) were married on June 29, 2012, in Lawrence. Says Sarah, “Go Jayhawks!”

Xiaojun Shi (M.A., 2010) began teaching English in a junior high school in Beijing last fall. Shi writes, “I wish to keep in touch with KU and look forward to collaborating with our department professionally. I hope there will be some updates about KU graduates who settle in Beijing or in China (like me).”

In Memory

Diane Sewell McDermott, retired professor of psychology and research in education, died on August 28, 2012. Following are excerpts from her entry on the University of Kansas Women’s Hall of Fame to which she was inducted in 1996 and from her obituary.

McDermott has been a long-time role model for students and faculty at the University of Kansas. “Not only has she raised five children, but she has helped to ‘raise’ countless advisees,” noted one individual. One of her advisees, Mary Vance, recalled that she “…exemplifies someone who is both teacher and learner. She challenges students and challenges herself. Additionally, her style when teaching and interacting is open, respectful and egalitarian.” And as her student Barbara Callahan explained, “Characteristic of her desire to contribute to humankind, [she] envisioned helping low-hope students develop more hopeful ways of thinking and behaving through the medium of storytelling.” In addition to her contribution within her own department, McDermott served as the chairperson of the women’s studies department, published numerous scholarly articles, and received thousands of dollars in grant support to conduct research.

While always looking to give back to others, Diane was also fiercely dedicated to friends and family. She lived life to the fullest, met challenges head on, learned as she went, and helped others learn from her knowledge and experience, providing mentoring and counseling that continues to touch the lives of those who knew her.

M. Evelyn Swartz (Ed.D., 1964), a School of Education faculty member for nearly 40 years, died on March 8, 2012. Swartz joined the KU School of Education faculty in 1967 after serving as an elementary classroom teacher and elementary supervisor in the U.S., Panama and Morocco. She began her professional experience at KU in 1962 as an assistant instructor.

After receiving her doctorate, she remained in the School of Education until her retirement in 1990 as a full professor. Swartz garnered many accolades during her time as an educator, including being named an Outstanding Educator of America in 1972, 1973 and 1974; recognition by the University of Kansas Mortarboard Society as an Outstanding Educator in 1975; and multiple nominations for the HOPE award. She was elected to the University of Kansas Women’s Hall of Fame in 1979, and she received the Chancellor’s Award for Excellence for Meritorious Service to the University in 1988 and for Excellence in Teaching in 1990.

In addition, she had an outstanding record of service to University governance, serving on numerous committees. In retirement, she continued to serve the retired faculty as president of the KU Retirees Club, now the Endacott Society.

—Lawrence Journal-World

For Your Calendar

OCTOBER 2012
6  Dr. Bob Run—8 a.m., Rim Rock Farm
25  Budig Lecture: Jim Lichtenberg—4:30 p.m., 150 JRP

DECEMBER 2012
8  School of Education Fall Recognition Ceremony—1 pm, Lied Center

MARCH 2012
14  Special Education Budig Lecture: Wayne Sailor—4:30 p.m., 150 JRP TENT

MAY 2012
3  AERA Reception TENT
18  School of Education Convocation
19  Commencement

JUNE 2012
14  Strategies for Educational Improvement Conference TENT

Stay in touch! You can always find news about the School of Education on our website: soe.ku.edu. There you can also find links to more information about the articles in this issue of The Jayhawk Educator. If you would like to receive The Jayhawk e-Educator, our electronic newsletter that is online twice a year, let us know! Email pnaught@ku.edu with your contact info.
Dean's Club: Ambassadors ($10,000+)
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Mary E. Campise, MSW
Sandy Emery
Sandra Lee Flachsbart & Leland B. Flachsbart
Margaret Wallett Frederick
Martha S. Gage, PhD & Ralph D. Gage Jr.
Taryn Gaulin Gillikin & Walter R. Gillikin
Rick Ginsberg & Lauri Herrmann-Ginsberg
John P. Holmes
Vina Conklin Hyde & Thomas D. Hyde
Nancy J. Kelp
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Emma B. McBride & Frank J. McBride
Judy Gray McEachen & Richard E. McEachen
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Mollie A. Mitchell
Douglas L. Murphy, PhD
Donna L. Osness, EdD & Wayne H. Osness, PhD
Gary W. Padgett & Sue Summerville Padgett
Carolyn J. Pauls & Charles W. Pauls
Edwin D. Pennington & Carol Edwards Pennington
Stacy Davis Pratt & William H. Pratt
Nang M. Rives, PhD & James A. Rives, PhD
Sally I. Roberts, PhD & Lonnie D. Roberts
Nancy Eckert Selleck & Clyde A. Selleck, III
James F. Shoemake, EdD & Phyllis A. Shoemake
Stephen W. Smith, PhD & Mary T. Brownell, PhD
Kimberly C. Sunderland & Kenton W. Sunderland
Mary F. Ventura, EdD & Randy L. Sedlacek
Sue Watson & Kurt D. Watson
Ruth Ann Marsh Weimer
Marsha E. Weisert & Wilson G. Weisert Jr.
J. Robert Wilson & Marguerite J. Wilson
John R. Wilson
Martha Royce Wood & Robert W. Wood

Contributions received between July 1, 2011 and June 30, 2012.
* Indicates the donor is deceased

Mary and Jeff Weinberg pose with the Jack and Lavon Brosseau Scholars

Growing up, I always wanted to attend KU, but did not think it would be possible due to financial reasons. I am so thankful to be the first member of my family to graduate with a college degree. . . . I would like to thank you whole-heartedy for giving me the opportunity to continue my education at KU this year.
—a scholarship recipient
As someone who works closely with undergraduate and graduate students on a daily basis, I can attest that generous community members like you make a direct and positive impact on the lives of countless students at the University of Kansas. I am grateful to be one of these students. . . . KU truly is a great place to be, and I am thankful to you and the School of Education Scholarship Committee for this opportunity.

—a scholarship recipient

This scholarship will be a huge help to me and my family because I am one of three children who are all currently in college. . . . This scholarship will help bring me one step closer to becoming the great teacher that I aspire to be. Your generous contribution is helping me to realize my dream so that I can one day help children to realize theirs.

—a scholarship recipient
As a non-traditional student, father of two young girls, combat military veteran, and the first high school/college graduate in my family in five generations, it is both comforting and humbling to know that my pursuit of higher education is made possible by generous gifts such as the one made to endow this scholarship. My future endeavors will hopefully lead me to return to the military and serve as a military psychologist. As both a combat veteran and psychologist, I hope to offer a perspective that will be welcomed by the men and women who are serving our country.

— a scholarship recipient
In the fall, I will begin my second year as a doctoral student in the counseling psychology program at the University of Kansas. I selected KU as it very much reflected the sense of community and support that I desired in a doctoral program. The generous contributions made by donors such as you are just another indication of this remarkable environment.

. . . As I continue on in pursuit of my goals, I think fondly of those who have supported and given me guidance along the way. It is with great honor that I can now add you, the donors, to that list.

—a scholarship recipient

Janice Y. Jones & Larry E. Jones
Nancy R. Jones
David J. Kaiser & Amanda Stullken Kaiser
Sheri E. Kanterman
Kerry Jane Kaper
Marilyn Franklin Kastens & Terry L. Kastens, PhD
Katie Mastio Kaperman & Allen R. Kaperman, MD
Georgia Lomicky Kerns, PhD & Joseph F. Kerns
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Kara D. King
Patricia A. King & Roland A. King
Lloyd R. Kinnison Jr., EdD
Judy Kish & Bernie Kish, PhD
Cathy Speer Klaver
Deanna L. Klein & Noel M. Klein
Georgia A. Klein
Betty Wallace Klingebiel & Ward J. Klingebiel
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Catherine M. Hayes
Margaret Goss Hazlett & Allan A. Hazlett
Jeffrey O. Heeb & Kathleen Heeb
Karen Stuart Heeb
Steven B. Hefty
Cathy Lea Held & Richard M. Held
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Recipient Madison Zickefoose (left) with her donor, Allane Corcoran

Contributions received between July 1, 2011 and June 30, 2012.

* Indicates the donor is deceased
I wanted to thank you for your generous donation. This scholarship will help me in so many ways. I am paying for college on my own, which is not an easy task.

I've faced many financial hardships over the past three years and this scholarship means so much to me.

—a scholarship recipient

Donor Kala Musick (center) with her recipients, Courtney Burdick and Miah Margolies

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I have worked for over 20 years in the field of special education and returned to school to further my education in support of my plans to work both here in North America impacting a more integrated system of education for all children in urban settings, and in South America supporting the mission of the Ann Sullivan Center del Peru, an international parent training program and school for children and adults with different abilities. . . . It is with generosity such as yours that I am able to stay dedicated to my goal of completing a doctorate and working in the field to improve the services and education that support people with different abilities in their home, school and community settings.

—a scholarship recipient

Receiving this scholarship motivates me to continue reaching for high aspirations while providing service to others. I look forward to being able to give back to the community as you all have through the establishment of this memorial scholarship one day. I thank you for your generosity, confidence and investment in my future to help me achieve my goals.

—a scholarship recipient
I loved a grandfather who was warm, knowledgeable and expected only that I always give my best every day. I loved an uncle who was a crazy math teacher known for riding a skateboard in the school hallways between classes, teaching a group of struggling students called “The Sweathogs” and wearing suspenders. Mr. Hashem, my junior high Algebra teacher, was a little of both.

I knew from the first day that Mr. Hashem was like no other teacher I had ever had. He was warm, wore a wry smile, and did not hide that he was going to demand our very best every day. I’m not proud to admit it now, but I complained about his class so badly during the first week of school to my parents that my mother came in to visit the class. After her brief visit, she broke the news to me gently: “Oh, honey. Yes, he is asking a lot of you. Yes, he is firm. Yes, you are going to have to work hard this year. And believe it or not, you are going to love it.”

In the end, as in most things, Mom was right: I loved being in Mr. Hashem’s class. Sure, he was demanding — making us do the even-numbered problems for homework because the odd answers were in the back of the book! Expecting homework each night regarding a new procedure or logarithm to complete — then, on Friday night, giving us a few problems from each type of procedure so we had to really know how to do it! What I know now was judicious review then just felt like needing to really know the material before he would let us move on.

Mr. Hashem was a master educator, understanding his content and the craft of teaching. He would model as many different ways to solve a problem as it took for each of us to learn. He used time in class to provide one-on-one instruction, without making anyone feel singled out. He scaffolded us to solve problems so that we knew we weren’t lucky — we had worked hard to figure out the solution, and if we worked hard we could figure out the next solution!

He was also somewhat astonishing — never limited when it came to our learning. When the number line for one of our lessons didn’t reach far enough, he used a piece of chalk to extend the line onto the wall! He just kept right on teaching while our group of junior high mouths hung open in astonishment. My friend Jaime leaned over and said, “Wait. We can write on the wall now? Is that legal?”

He was also dedicated to our development as human beings. He was the first teacher I remember who had a metaphoric soapbox. It was not on regular display, which made it all the more effective. So when Mr. Hashem had something to say, we listened. Like the day after one of our fellow students committed suicide.

We listened because he was speaking to us as young adults, not children. Because he was concerned for us, and we knew it. Because he wanted the best for us, and from us . . . and we wanted that, too.

I was lucky to have Mr. Hashem for two years of math. Yet in many ways, he has stayed with me long after junior high school ended. Every once in a while, I borrow Mr. Hashem’s soapbox, dust it off, and get on to talk to my students. My feet stand in his footprints, where he reminds me that it is OK to demand the very best from our students because I have concern for my students. Where he reminds me that good teaching blends content and craft in astonishing ways. Where he reminds me that teachers have the power to touch our lives in profound and continuous ways even after we leave their classrooms.

Michael Faggella-Luby, Ph.D., is an associate professor and program chair of special education in the Neag School of Education at the University of Connecticut. His primary research interest focuses on embedding instruction in learning strategies into subject-area courses to improve reading comprehension for all levels of learners. Dr. Faggella-Luby recently was awarded the 2012 Michael Pressley Award for a Promising Scholar in the Education Field. Before joining the faculty at University of Connecticut, Dr. Faggella-Luby was a doctoral fellow at the University of Kansas Center for Research on Learning under the direction of Drs. Donald Deshler and Jean Schumaker. Dr. Faggella-Luby is a former high school administrator and teacher of both English and chemistry.
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On the cover: Undergraduate students Lauren Wismer (left) and Megan Lee recruit for the new School of Education student organization Reach to Teach at the School’s Open House this fall.

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