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By the numbers

Academic year 2012-2013

Number of students receiving School of Education scholarships: 458

$957,761.40 in scholarships for the 2013-2014 academic year

No. 1 U.S. News & World Report ranking of public graduate programs for 2013: Department of Special Education

No. 15 Educational Psychology program

No. 12 School of Education
(among all public graduate programs)

251 National and international presentations given

Books published/in press: 21

Refereed articles published: 202

93 Book chapters published/in press

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
Higher education, like many institutions in our rapidly changing world, faces a sea of change. State support of higher education wanes, tuition levels rise, and yet people across the world continue to recognize the importance of advancing their education and demand programs that meet their desire to secure their future. You’ve experienced how technology changes everything you do, and have probably read a good deal about how the technology explosion impacts colleges and universities. With online offerings, MOOCs, hybrid and flipped classrooms, the sacred norms of the past are quickly evolving, and the new normal is a normal of ongoing change — the next iPhone, gadget or other technology-driven innovation is only a short time away.

We at KU have carefully monitored the seemingly endless onslaught of new approaches and ideas. We’ve thought a great deal about how we might shape tomorrow while maintaining the best components of what has characterized a KU education for many years, and, at the same time, provide today’s students with an education that fits current needs and cultural demands.

I’m pleased to report that at KU it is the School of Education that is leading the effort to create a new tomorrow. For years our faculty have been at the forefront of technological change. Every summer, for example, faculty attend technology camps to learn about the latest innovations that can expand our knowledge of what works well. The university is now partnering with a full-service outside organization to support the development of programming into the online space — in ways that no other major research university has done before. Many faculty already are offering “hybrid” classes on campus that allow for online work and fewer face-to-face meetings, so students can absorb difficult material at home and work collaboratively in class to study issues and solve problems at the level of critical inquiry that today’s society demands. At the same time, the School of Education is embarking on an effort to offer 15 degree and certificate programs in the next three years in a fully online venue. What makes what we do so unique are the four pillars that underlie our efforts.

First, we are guaranteeing that quality of all online programs will be equivalent to those offered on campus. KU is widely recognized for its excellence, and the new online programs will reflect those same high standards. Our online Jayhawks will have the same rigorous and challenging experience that our on-campus programs provide and they’ll graduate ready for their chosen careers.

Second, we are employing the most innovative technologies available. Indeed, a new innovation will be our mobile KUConnect, which will permit students to interface seamlessly with their work assignments, colleagues, professors, advisers — even financial aid and other support mechanisms — right through their smart phone, iPad or similar device. This technology is very supportive of student success and will separate us from the others already in the online market.

Third, as a research university, we feel an obligation to study what we do and examine various approaches to distance education as part of our mission. Significant dollars and faculty expertise will assess what we do, as well as study many of the distance options already being utilized that have never been tested.

Finally, we’ll provide our certificate programs and degrees at a competitive tuition rate so anyone wanting a high quality online experience will have that opportunity.

None of us knows exactly what the future holds for higher education. But we are comfortable in knowing that we are implementing new approaches in order to lead the region and nation as students and society demand more relevant experiences in years to come.

Our partner, Everspring, provides a bit more information inside this issue of The Jayhawk Educator (see page 4). It is an incredibly exciting collaboration as we combine our expertise and academic quality with a partner who excels at moving us into an ever-changing market of possibilities. You’ll be hearing more from us about this initiative, but I hope you appreciate that we are working hard to make KU’s tomorrow a bright and exciting one.
Alumna’s $2 million gift to create professorship

A University of Kansas alumna has made a $2 million gift commitment to establish the first counseling psychology professorship at KU. The gift, announced on August 1, will be the second-largest gift in the history of the School of Education.

Rick Ginsberg, dean of the School of Education, says the donor — who wished to remain anonymous — received a great education at KU and wanted to give back to support opportunities for future generations. The counseling psychology program has a long and successful history of training professors, researchers and mental health professionals.

In expressing his gratitude for the gift, Ginsberg adds that the donor also felt that her KU professors and mentors contributed to her life in profound ways. “She wanted to continue this important KU legacy of excellent teaching and mentorship for future professionals,” he says.

“The University of Kansas is home to an outstanding School of Education, and this gift will help us further enhance its quality in meeting needed mental health services across the state and nation,” says Chancellor Bernadette Gray-Little. “It is gratifying that the donor’s experience at KU was so rewarding that she would so generously give back to our students and university.”

Established in 1955, KU’s doctoral program in counseling psychology trains generalists who are able to engage in a variety of activities ranging from clinical treatment to academic research. Reflecting a “scientist-practitioner” model, the curriculum prepares clinicians who apply the best and most current theory and research to their practice, and academicians who are grounded in the realities of practice.

The gift commitment counts toward Far Above: The Campaign for Kansas, the university’s $1.2 billion comprehensive fundraising campaign. Far Above seeks support to educate future leaders, advance medicine, accelerate discovery and drive economic growth to seize the opportunities of the future.

The campaign is managed by KU Endowment, the independent, nonprofit organization serving as the official fundraising and fund-management organization for KU. Founded in 1891, KU Endowment was the first foundation of its kind at a U.S. public university.

—Lisa Scheller, KU Endowment

Helping the most vulnerable in parent-teacher conferences

Parent-teacher conferences can be a source of anxiety for many. “Is my child behind her classmates?” “Does my son have friends?” “Is she really having a behavior problem?” Now, imagine the same conference if your native language is different than that of the teacher. How do you understand if there is a problem — or not? How do you collaborate with the teacher to make your child’s school experiences successful? Add another complication: What if these conversations are not taking place in the relatively informal setting of a parent-teacher conference, but in an official Individual Educational Plan (IEP) or Individual and Family Services Plan (IFSP) meeting?

These are questions that Greg Cheatham, Ph.D., assistant professor in the Department of Special Education, is exploring. And Cheatham has a very practical end in mind — he wants to help teachers forge equitable partnerships with families so that all, and most especially the child, benefit. He is focusing on the most vulnerable — families with children who have at-risk backgrounds or disabilities who have the added challenge of speaking limited or no English.

Cheatham began observing the interactions between families and early childhood teachers during parent-teacher conferences when he was a doctoral student in Illinois. Cheatham is now turning his attention to IFSP meetings, the more formal meetings that set an official plan of action for children from birth through age 3 with disabilities.

When examining audio recordings of the sessions, Cheatham looks at the dynamics of the situation and performs an analysis of the discourse. He makes clear that he is not doing this just to determine what is going wrong. “I can’t just look at the conference and say ‘this needs work.’ I’m looking for strengths as well as areas of improvement for teachers. I need to be sure to provide tools for teachers to use,” he explains.

He continues, “Interviews with teachers show that they want to do their best with families. Data also show there is often a gap between what they want to do and whether they can actually do it, especially with families from diverse cultural and linguistic backgrounds. As a researcher, I want to provide practical strategies for teachers to overcome this gap.”
M.S.E. in special education: First step in KU’s new online initiative

In January 2014, a new cohort of School of Education students will begin their online master’s program at the University of Kansas.

KU’s core mission is to educate leaders, build healthy communities, and make discoveries that will change the world. In support of the university’s multi-year strategic plan, Bold Aspirations, KU is committed to educating a new generation of leaders using the latest innovations in online learning.

The School of Education is leading this effort, bringing several of its strongest programs online over the next three years. This enables the School not only to expand access to a wider pool of bright students, but also to break new ground in teaching, research, and practice in the education field.

First to go live, in January, is the top-ranked M.S.E. degree in high incidence disabilities (adaptive). This newly online program is designed for teachers who have initial licensure and are seeking graduate-level qualifications in the field of special education with a focus on helping students who have mild to moderate special needs. The School of Education and its alumni have much to be proud of in this flagship online master’s program:

- Excellence in teaching, research and practice that has made the KU special education program so influential.
- Innovation in a new online platform, KU Connect.
- Access for talented students far beyond the campus boundaries.

Taking a leading program online

The first online cohort of master’s students will earn their degrees in 2016, joining an 8,000-strong network of master’s-level graduates of the School of Education, and more than 300,000 KU alumni worldwide.

Students who enroll will enter a distinguished program and department:

- The No. 1 public special education master’s program in the country, according to U.S. News & World Report.
- The most affordable special education program among the top 10 programs nationwide (based on out-of-state tuition).
- The Department of Special Education leading the nation for research published by our renowned faculty.

Prospective students who are interested in this program may call the student counseling team toll-free at 1-855-582-5565 to learn more.

Undergraduate exercise science program expands to KU Edwards Campus

Beginning in January 2014, the Department of Health, Sport, and Exercise Sciences will offer one of their most popular undergraduate programs — exercise science — at KU’s Edwards Campus.

The program incorporates coursework from the HSES department such as exercise physiology, kinesiology, neuromuscular exercise physiology and motor control, exercise biochemistry and biomechanics with classes that include biology, chemistry and physics. Students will also engage in a semester-long internship that helps to prepare them for future careers and graduate coursework.

Ashley Herda, Ph.D., has been hired as the full-time faculty member dedicated to the exercise science program at the Edwards site (see page 15). There will also be an on-site advisor for the program.

Faculty members from the Lawrence campus have worked diligently with local higher education institutions, specifically Johnson County Community College, to create a program that should provide a seamless transition to the Edwards campus after students earn their associate degree, making the program both appealing and accessible. “There are many career opportunities in personal training, strength coaching and the health and fitness industry,” says Joseph Weir, Ph.D., chair of KU’s Department of Health, Sport, and Exercise Sciences. “The exercise science bachelor’s degree at KU Edwards also is designed to prepare people for further clinical training in physical therapy, medicine and physician assistant studies, all without leaving the Kansas City area.”

The new degree programs are funded by the Johnson County Education Research Triangle tax, enacted in November 2008. For more information see www.edwardscampus.ku.edu/overview-bachelors-exercise-science.
In June 2013, the Department of Educational Leadership and Policy Studies (ELPS) launched its blended master’s degree program in educational administration (M.S.E.). The program was a response to the concerns of current program participants who shared a need for a program that allows for flexibility and convenience while maintaining the rigor of a KU program.

The new program requires 36 hours and is designed to be completed in two years or six semesters. It fulfills the academic requirements for Kansas state licensure for school building leadership positions (e.g., principal, assistant principal). This summer, the first course in the blended sequence, ELPS 750: Principalship, met face-to-face only three times (normally 11 times during the summer and 15 times during the fall/spring semesters), with the balance of coursework completed online. Based on student comments, the blended course offers the best of both worlds — the convenience of online learning while maintaining that important collaborative connection during the face-to-face sessions.

While the convenience of only three or four required meetings in a semester is an important component of the blended program design, two other factors play a more significant role: maintaining KU’s academic rigor and providing practical experience. One way to maintain this academic rigor is through the structure of the online coursework (e.g., learning modules are completed in a pedagogically designed order).

Further, the required face-to-face meetings are not simply a rehash of the information presented online, but rather a practical application of theoretical concepts using case studies, simulations and student-led discussions.

One common criterion for academic excellence is that every student is actively engaged in every learning opportunity, including discussions. However, even in traditional settings, fulfilling this expectation can be a challenge. In the M.S.E. blended program, students access online materials — videos, narrated presentations, quizzes, short written assignments, discussion boards — and instructors are able to monitor progress on every student, and provide attention and remediation as needed. This process allows students to maximize the value of face-to-face meetings since everyone is expected to be prepared with the same information, and in a best-case scenario, a common level of understanding.

At least one student voiced the opinion that “I am working just as hard if not harder than I did in my other face-to-face master’s program. Being held responsible for so much of the information means that I have to spend more time reading, taking notes and reflecting on what I have learned.” While working hard does not necessarily equate with academic rigor, the course expectations and, more importantly, students’ demonstrated learning outcomes seem to bear out the fact that this year’s cohort delivered outcomes that are comparable to those of last year’s cohort in the same class, which was a completely face-to-face course.

Eric Punswick, Ph.D., (ELPS 798) states, “Interestingly, when looking at the outcomes from the traditional face-to-face approach and the blended approach, this summer’s cohort met and exceeded the outcome performance objectives at a higher level than the cohort from two summers ago. It is plausible that the practical/technical aspects of ELPS 798 are more fully developed in a virtual sense as the activities that lead to a full project are engaged in more often as compared to a lecture-and-seat-time approach. From a technology standpoint, two summers ago, the ability to deploy this course was not available; in many ways, the technology provided for a new vehicle that aided in the success rate as measured in student outcomes.”

In addition to providing academic rigor and practical experience, the blended M.S.E. program offers a level of convenience not usually available with traditional classes. For students who are full-time educators, June is their first break from a long school term in teaching, and their comments highlight the value of convenience as well as other benefits over a traditional course:

• “I loved that I could . . . break up modules as necessary. Learning does not have to be constrained by the time of day!”
• “[I am] able to work at my own pace (within reason) in my own home and not worry about daycare for my children.”
• “The course material is always available.”
• “It would not be possible for me to start a master’s program without having the freedom to do it on my own schedule.”
• “Course instructors respond in a timely fashion to questions about content and to work submitted.”

Even with all of the positive student comments and high-quality outcomes, version 1.0 of the blended program is not without its challenges. As one student describes, “I feel very overwhelmed right now and wish there was someone other than the teacher that I could contact — we are not completely familiar with our cohort.”

As a program, we believe in the strength of the cohort model, which is supported by research, and recognize the importance of developing the cohort mindset as early as possible in the program. In our eyes, the cohort not only provides a network of colleagues after graduation but also prepares students with one of the critical skills necessary to lead a school — collaborative learning. In order to remedy this concern, the very first time the cohort meets next summer (ELPS 750), the session will include time for informal student interaction, such as a ropes challenge course and cohort barbeque. In addition, instructors can schedule virtual office hours using Adobe Connect where multiple students can chat simultaneously, as well as encouraging students to create their own virtual “hangouts” at times convenient to them. This is not a one-and-done communication strategy; each cohort will be working together for at least two years, so these tools open up an entirely new collegial collaboration opportunity for today’s M.S.E. student.

For more information about the program, please visit the ELPS webpage at elps.soe.ku.edu/academics/edadmin/mse or contact the M.S.E. program coordinator, Joe Novak, Ph.D., at joehawk58@ku.edu or 785-864-4458.
Nationally respected KU educational testing center expands scope

Using high-quality evaluation programs to improve the performance of K-12 students, adults and public agencies is the focus of a restructured University of Kansas research group with a long track record of success. Its new name reflects its expanded mission, and the need for its work is growing nationwide.

The Achievement and Assessment Institute (AAI) combines the Center for Educational Testing and Evaluation (CETE), established in 1983, and the Institute for Educational Research and Public Service, established in 1997. The new structure includes four centers that represent the diversity of services and partners: Center for Educational Opportunity Programs, Center for Public Partnerships and Research, Agile Technology Solutions, and CETE. Neal Kingston, Ph.D., professor in the Department of Psychology and Research in Education, is director of the institute, which employs more than 300 staff and students on the Lawrence campus. The focus of the institute, says Kingston, is to leverage KU’s capabilities to serve the increasing research needs of schools and other public agencies whose increasingly limited resources provide a niche opportunity for KU.

Kingston also envisions the AAI as an entrepreneurial organization. He is working with the KU Center for Technology Commercialization to find ways of maximizing the licensing potential of research.

“Kansas pays less than most other states for its testing programs because it relies on KU rather than existing commercial vendors,” Kingston says. “The state pays about $10 per set of tests per student per year. The national average is two to three times that amount. On our own, or in cooperation with commercial vendors, the institute could help other states reduce their costs and maintain high levels of quality.”

Beyond education, the institute seeks more contract work with agencies that need specialized evaluation, professional development and systems planning services, but lack the staff to carry out this work themselves. “The institute has the respect of state agencies everywhere,” Kingston says. “Now we want to leverage that intellectual capital to assist a wider range of public sector clients.”

Reports of just some of the new Institute’s projects follow:

1. CETE

The Center for Educational Testing and Evaluation (CETE) continues work on its Dynamic Learning Maps (DLM) project, a comprehensive alternate assessment system designed to measure what students with cognitive disabilities know and can do. The project will provide computer-based assessments for the one percent of the K-12 public school student population with significant cognitive disabilities for whom, even with accommodations, general state assessments are not appropriate. KU received a $22 million grant from the U.S. Department of Education in 2010 to support development of the program. It will be implemented during the 2014-2015 school year in Alaska, Illinois, Iowa, Kansas, Michigan, Mississippi, Missouri, New Jersey, North Carolina, Oklahoma, Utah, Vermont, Virginia, Washington, West Virginia and Wisconsin.

A conference in Lawrence in July provided a forum to spur further opportunities for the project. “Since the project began, we have an incredible demand from across the country to learn more about Dynamic Learning Maps,” says Kingston, who also acts as DLM project director. “We were excited to host the conference — not only to meet this demand, but to give professionals in a variety of fields the chance to explore how DLM might support their current efforts to support student learning in the fields of general education and special education.”

2. Another CETE project is developing a set of assessments for Kansas students as they transition to the new College and Career Ready Standards. Included in the summative assessments for English Language Arts (ELA) and mathematics in grades 3–8 and 11 are technology-enhanced items (TEI). These test items will allow students to work online and actually demonstrate knowledge by interacting with a drawing, graphing a math function, highlighting words or images, or sorting terms instead of merely choosing A, B, C or D on a multiple-choice question. Project staff are working through the Kansas Interactive Technology Engine (KITE) to adapt the testing for computers or iPads. Summative testing on iPads was piloted during the 2012–2013 school year with a small set of students in Kansas, but will be available to all students in Kansas during the 2013–2014 school year.

Being able to use iPads is especially important for districts, as the cost of the tablets is a fraction of that of a computer.

3. The Career Pathways Assessment System (cPass) will assess students who are in career and technical education by using computer-based tests to help determine career readiness. The system was introduced in 2011 and is guided by a collaborative of three states: Kansas, Colorado and Mississippi. When developing the tests, CETE brought in professionals from diverse industries and asked, “What skills do your employees need?” The results — testing and a certificate in nine career pathways: comprehensive agriculture assessment, animal systems, plant systems, manufacturing (production), design and pre-construction (CADD), comprehensive business (two forms), finance, marketing and education/training.

The tests will include computer-based assessment in each of the specific pathways as well as a common general education assessment. There are also field-based assessment options — a collection of definable and
measurable processes, skills, products or activities that must be completed.

An item of the agriculture exam, for example, might look like this:

Mr. Larsen is breeding cattle to express a particular recessive trait. The bull is homozygous recessive. The cow is a heterozygote. What is the probability that the offspring will have the homozygous recessive phenotype?

A. 25%
B. 50%
C. 75%
D. 100%

For more about any of these testing initiatives, see cete.ku.edu/kansas-assessment-program.

SOE and Center for Public Partnerships and Research Outreach

In collaboration with faculty in the School of Music, staff in the Center for Public Partnerships and Research (CPPR) recently participated in the second year of Project STArts: Skillful Thinking in the Arts. This program, in conjunction with the Kansas City, Kan., Public Schools (KCKPS), aims to provide professional development for fine arts teachers to infuse critical thinking into the arts classroom at the K-12 level.

This summer, 34 teachers from KCKPS met for two weeks in June and July to learn the concepts of critical thinking, practice translating those concepts into their fine arts classrooms, and model best practices for each other through lesson plans and classroom activities. David Row, a graduate student in KU’s School of Music, served as one of the 10 teacher-mentors for the program. Row and the other mentors completed the training in the first year and returned this year to assist with this cohort, model critical thinking techniques, and provide practical advice and suggestions for fellow educators.

Project STArts is funded for three years by the U.S. Department of Education through the Professional Development for Arts Educators program. KU and KCKPS will begin their third year of the project in October.

Project TELK (Teaching English Learners in Kansas) is a federally funded partnership between the Center for Public Partnerships and Research (CPPR) and Topeka, Kan., Public Schools (TPS). The five-year project is beginning its third year and has three focuses: to increase the number of teachers in Topeka Public Schools who have their TESOL endorsement; to increase the number of pre-service teachers who receive their TESOL endorsement; and to increase the frequency of high-quality TESOL professional development opportunities for TPS paraeducators. Finally, the project is in the process of updating the six TESOL courses offered by the KU School of Education into a blended model of interactive distance learning and intensive summer formats.

CPPR staff — Francie Christopher, Ph.D., Stephanie Christenot and Adam Brazil — deliver research-based professional development on-site as well as recruit TPS educators to apply for the program. SOE faculty from the Department of Curriculum and Teaching, Lizette Peter, Ph.D., associate professor; Paul Markham, Ph.D., associate professor; Steve White, Ph.D., chair and associate professor; and Manuela Gonzalez-Bueno, Ph.D., associate professor; have all contributed to the project by teaching the online courses for TPS in-service teachers working toward their TESOL endorsement. They also assist in recruiting pre-service teachers to the program. Hyesun Cho, Ph.D., assistant professor, serves as the evaluator of the project.

The Kansas Enrichment Network helped host the Boys and Girls Club All Staff Conference on August 5 and 6. Participants were treated to two professional development sessions by Mary Fry, Ph.D., associate professor in the Department of Health, Sport, and Exercise Sciences, and her team. The first session was titled Physical Fitness for Kids—Feeling Competent and Having Fun: Strategies for Bringing these Qualities Out in Kids. This session provided a brief overview of research on motivation and children and many ideas for structuring activities for children that help all kids feel positive, motivated and excited to be physically active. Specifically, tips for fostering high effort, developing skills and providing technical instruction were emphasized and sample activities were highlighted.

The second session they presented was titled Physical Fitness for Kids—Staff Who Make a Difference: Strategies for Helping Children Maximize Their Experience in Afterschool Programs. The focus of this session was on the important role that staff plays in helping kids learn social and communication skills, including being positive and supportive with all children in the program. A strength many staff have is building strong personal relationships with children in the program, but they play an equally strong role in helping children build strong relationships with each other. Ideas for helping children have positive relationships with all kids in the program were emphasized, as well as strategies for bringing parents on board to help.

Teachers across the Kansas City metro area were treated this summer to two days of book talks, lesson ideas, economics and Common Core connections, and a special keynote appearance by author Margaree King Mitchell.

In Mitchell’s bestselling book, “Uncle Jed’s Barber-shop,” Sara Jean’s Uncle Jed — the only black barber in the county — overcomes many setbacks as he works to save enough money to open his own barbershop. This touching story, with beautiful illustrations, not only inspires and delights, but also has many lessons to teach students about real-world applications of economics concepts — such as making choices given limited resources and unlimited wants, setting savings goals, identifying opportunity costs and exploring entrepreneurship. Mitchell spoke to the teachers about how her own life inspired the story of Sara Jean and Uncle Jed and how she encourages students to pursue their dreams through thoughtful decisionmaking. After her talk, Mitchell signed books and played video clips of the award-winning “Uncle Jed’s Barbershop” musical.

During the Eras, Events and Economics summer workshop at the Federal Reserve Bank of Kansas City, Barbara Phipps, Ph.D., associate professor in the Department of Curriculum and Teaching and director of the Center for Economic Education, and center staff teamed up with economic educators from the Federal Reserve Bank. This unique workshop and children’s literature showcase designed to bring economics and history alive through books like “Uncle Jed’s Barbershop.” Through the Center’s online database, Children’s Literature for Understanding Economics (www.classroomclues.com), teachers became familiar with hundreds of children’s stories while learning methods for teaching the economic concepts required by the Kansas social studies curricular standards.
Wayne Sailor, Ph.D., professor of special education and associate director of the Beach Center on Disability, and Amy McCart, Ph.D., associate research professor, received word in October 2012 that their SWIFT (School-Wide Integrated Framework for Transformation) grant project was funded for five years.

The grant, a total of $24.5 million from the U.S. Department of Education Office of Special Education Programs, is the largest in KU history. It funds development of a national center to assist schools across the country to undertake school reform processes that include integrating students with disabilities into general education. The SWIFT system grew out of an earlier successful research and technical assistance effort implemented by KU personnel called the School-wide Applications Model (SAM).

What is SWIFT?

SWIFT is a school-wide technical assistance system that works with schools and their districts to improve academic and behavioral success for all children. It is based on more than 10 years of research by Sailor and McCart that found that a carefully implemented framework of evidence-based practices and technical support with full participation by all — teachers, support staff, parents and community — produced significant improvement for both general education and special needs students in low-income schools in Kansas City, Kan., Washington, D.C., and East Palo Alto, Calif. Some of the findings from their research include:

- When “silos” that isolate teachers from support staff and students with special needs from those in the general population are eliminated, gains are made by all. SWIFT incorporates school leadership, educators, students, families and the community in a cooperative effort for school reform.
- Consistently evaluating student progress and making data-driven decisions for intervention allows staff to create a powerful, unified teaching and learning environment for all students and educators.

The method can be codified and implemented on a consistent basis when schools and districts make a full commitment to the effort. It has raised scores. It also has drawn rave reviews from school personnel as well as Arne Duncan, U.S. Secretary of Education.

In 2011, Duncan paid a visit to Ann Beers Elementary in Washington, D.C., a school that had implemented SAM. Duncan praised the school and program for its “extraordinary job at inclusion.”

Their philosophy there is as profound as it is simple,” Duncan said. “They told me repeatedly that they’re preparing all their students for success in one society, not a general ed society and not a special ed one. That world simply doesn’t exist.”

How will SWIFT implement change?

The SWIFT center will provide intensive technical assistance in new ways to schools, their districts and state educational agencies in an effort to sustain the reform processes and implement them through a scale-up approach in additional districts and schools. 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.

What happens now?

Currently, Sailor and his group — colleagues from the School of Education and the Life Span Institute including the Beach Center on Disability, faculty from other universities, and state and national agencies and organizations — are completing research on six schools in California, Florida, Massachusetts, Missouri and Wisconsin to gain new knowledge that will be extended to five states and 64 schools through technical assistance. These six schools are among the most advanced in the U.S. in accomplishing fully integrated education for students with disabilities, and doing so in ways that benefit all students academically.

Says Sailor, “Having spent the year studying the six knowledge development sites, we are now poised to begin providing intense technical assistance to 64 schools from 16 districts in five states — Maryland, Mississippi, New Hampshire, Oregon and Vermont. At the end of four years of technical assistance, we expect to see complete transformation in the 64 schools as they become fully integrated organizational systems with significant increases in academic outcomes for all students, including those with disabilities.

“In addition, we expect to leave these five states with the capacity to scale up these transformational processes statewide,” he explains. “We expect these 16 school districts to be left with the capacity to not only sustain the processes in their target schools but also be able to scale up those practices to other schools within their district.”

For more, see www.swiftschools.org.
Women of Distinction

A School of Education student, alumna and staff member were three of 24 female students, staff and faculty, and alumnae honored for outstanding achievements on the 2013-14 University of Kansas Women of Distinction calendar.

Jenny McKee (B.S.E., 2004, M.S.E., 2005) serves as a health educator and grant coordinator for the Health Education Resource Center, which provides prevention health education to thousands of KU students regarding alcohol and sexuality. McKee is also a Safe Zone facilitator and was nominated for Douglas County AIDS Project’s Spirit of DCAP Award in 2012.

Mulubrhan “Mulu” Evangline Negash received her bachelor’s and master’s degrees from KU as a McNair Scholar and Dean’s Scholar. She now serves as director of the McNair Scholars Program, helping low-income, first-generation college students in the Center for Educational Opportunity Programs of the Achievement and Assessment Institute.

Vicky Reyes, a senior in elementary education and a resident assistant in McCollum Hall since 2012, was honored as an “Advocate for Change.” In 2013, she founded KU’s chapter of Hermannad de Sigma Iota Alpha Inc., a historically Latina-based national sorority that strives to expand awareness of the Latino culture, promote sisterhood and leadership, and serve as a model of excellence in academics and achievements among women. The Garden City native has twice been named the Hispanic American Leadership Organization Member of the Year.

Andrea Geubelle named Outstanding Woman Student in Athletics

Andrea Geubelle, a senior in community health, was named Outstanding Woman Student in Athletics by the Emily Taylor Center for Women and Gender Equity. She was honored at the annual Women’s Recognition Banquet in April.

Budigs receive Dole Humanitarian Award

The Department of Special Education bestowed the Dole Humanitarian Award to former chancellor Gene A. Budig and his wife, Gretchen Budig, in May during a ceremony at the Dole Institute of Politics.

The award recognizes individuals with Kansas connections whose efforts have enhanced the quality of life of individuals with disabilities and their families. The inaugural award was presented in 2008 to native Kansan and former U.S. Sen. Robert Dole in recognition of his lifetime of distinguished public service to the disability community. Ross and Marianna Beach were the second recipients of the award in 2009; Richard Schiefelbusch and his collaborators received it in 2011.

Gene and Gretchen Budig are longtime supporters of the Department of Special Education as well as other KU centers and programs that provide research, services and leadership in many areas of disability studies.

Wolfe Teaching Excellence Awards

The Wolfe Teaching Excellence Awards were established by the Wolfe Family Foundation to recognize excellence in secondary school teaching through nominations by KU undergraduate seniors. This year’s recipients were honored during the School of Education Convocation in May:

- Ken Bingman, who teaches AP biology and honors biology at Blue Valley Northwest, in Overland Park, Kan., was nominated by Whitney Kleinmann. Bingman (B.S.E., 1964) has taught science for 50 years. “With all the changes available in education now and in the future, I wish I had another 50 years to teach,” Bingman says. “Wow, how exciting and rewarding that would be!”
- Travis Gatewood, who teaches English and video production at Shawnee Mission South High School, in Overland Park, Kan., was nominated by Matthew Multer and Sida Niu. Gatewood says, “To teach is as much art as it is content. Because sometimes students come apathetic and reluctant, sometimes hurt and lost, and I must work through the fatigue and frustration to find ways to lift and engage them, to help them find a guiding vision, to give them the strength and confidence and motivation to lift the pen and write their story with a sense of excitement and purpose.”
- Lynne Hewes, who teaches English, journalism, yearbook, speech, creative writing and applied communications at Cimarron High School in Cimarron, Kan., was nominated by James Kliewer. “It wasn’t until I opened my eyes and looked at my students — met their parents, understood their lives and their fears — it wasn’t until then that I started to become a good teacher,” Hewes says. “The more I learned about my students’ lives, the more I realized that for many of them to get themselves to school at all was a major miracle. If they managed to do their work or learn something, that was just icing on the cake.”

Undergraduate Research Symposium

More than 90 undergraduate students presented their research at the Kansas Union on April 27 during the 16th annual Undergraduate Research Symposium. The event, hosted for the first time by KU’s new Center for Undergraduate Research, featured papers and posters and concluded with a banquet and award ceremony.

School of Education graduate, Spyros Sicos, who received his degree in exercise science this May, was one of the undergraduates who took part. His research was titled “Computerized Neurocognitive Assessment Tests and Detection of the Malingering Athlete.” Phillip Vardiman, Ph.D., assistant professor in the Department of Health, Sport, and Exercise Sciences, served as his research advisor.

Supporters of the symposium included the Office of Research and Graduate Studies, KU’s chapter of the Sigma Xi international research society, the University Honors Program, the McNair Scholars Program and the Office for Diversity in Science Training.

Education Career Fair

Wednesday, November 6, 2013 | 12:30–3:30 p.m. | Kansas Union, 5th Floor

Candidates in all areas of preK-12 education (elementary and secondary education, speech-language pathology, special education, school social work, counseling, administration and school psychology) are welcome to attend, explore job opportunities and network with school administrators from more than 60 school districts from Kansas and Missouri and throughout the country. Attendance is free, and there is no pre-registration required for attendees. For more information, see career.ku.edu/edfair.

Looking Ahead:

The University Career Center will host Education Interview Day on March 4, 2014, from 8:30 a.m. to 3 p.m. in the Kansas Union, 5th Floor.
Jordan Bass, Ph.D., newly appointed assistant professor in the Department of Health, Sport, and Exercise Sciences, recently published research stating that most universities could benefit from comprehensive, scientifically based plans to identify the unique aspects of a university that alumni identify with and that doing so could lead to more successful and efficient fundraising. Such targeted, scientifically backed efforts are increasingly valuable in an age of decreasing state support of higher education and tighter budgets in nearly all areas of academia. Bass co-authored a study on organizational identification theory and a new measure, university identification, and how they can be applied to athletic and higher education fundraising.

“Organizational identity has been widely studied and tested, but the connection between that identification and fundraising in higher education hasn’t really been explored,” Bass says. “People obviously identify with winning, but it can be much more than that. It can be getting good seats at games, seeing games with their family, or recognition. What part of the athletic department they identify with is an often unanswered or unexplored question. I think you can apply that to higher ed fundraising, as well.”

Andrew Fry, Ph.D., professor in the Department of Health, Sport, and Exercise Sciences, received the 2013 Del Shankel teaching award on May 6, 2013. The award is initiated by student athletes who nominate outstanding teachers. It honors Shankel, professor emeritus of microbiology and former executive vice chancellor; acting chancellor and 15th chancellor of the university. Shankel and KU seniors Carolyn Davis (women’s basketball) and Madison Wagner (swimming) presented the award at the annual athletic awards banquet. Fry is also the director of research for the Research and Coaching Performance Team recently formed with Kansas Athletics.

Rick Ginsberg, Ph.D., dean of the School of Education, has been named to the Council for the Accreditation of Educator Preparation board of directors. The organization is dedicated to improving teacher preparation through evidence-based accreditation. The Council was formed recently when the National Council for the Accreditation of Teacher Education and Teacher Education Accreditation Council agreed to form a single accreditation body in order to provide a singular voice on the topic and promote positive reform. The group’s first task will be to review and approve a new set of standards for accreditating institutions of teacher preparation. More than 900 teacher preparation providers will take part in the council’s accreditation system.

Robert G. Harrington, Ph.D., professor in the Department of Psychology and Research in Education, is continuing his work in bullying prevention and intervention with a graduate course aimed at students in education, psychology and other human studies fields this fall. He has also been the keynote speaker at several national and international events, including the Nebraska Autism Spectrum Disorder Network and the Irish International Conference on Education in Dublin. At the Dublin conference, Harrington won the “Outstanding Contributor” and “Outstanding Workshop Presentation” awards. Currently, he is working with a group from Tufts University on creating entries for a reference resource on classroom behavior management with special emphasis on marginalized groups such as those who are bullied. For more information, including questions about bullying or classroom behavior management, contact him at rgharrin@ku.edu.

Trent Herda, Ph.D., assistant professor in the Department of Health, Sport, and Exercise Sciences, has been named a Docking Faculty Scholar for the next three years. Herda will receive an annual stipend of $10,000 for each year. The award honors faculty who have distinguished themselves early in their careers. He was selected for the award in recognition of his potential for future contributions to the profession.

Herda also serves as the director of the Neuromechanics Laboratory. His research interests include the noninvasive assessment of muscle function with surface electromyography and mechanomyography (see the Fall 2012 issue of The Jayhawk Educator) and the effects of aging, vibration and passive stretching on neuromuscular function and the biomechanical properties of the muscle-tendon unit. In addition, Herda investigates the effects of nutritional supplementation on anabolic biomarkers, body composition, sport and functional performance across the lifespan. He has published more than 40 peer-reviewed articles.

The Docking Faculty Awards are funded by a gift from the late Meredith Docking, the wife of former Kansas Governor Robert Docking. She created the fund to honor and keep exceptional teachers and scholars at KU.

Kathleen Lane, Ph.D., professor in the Department of Special Education and co-director of the Center for Research on Learning at KU, works with schools across Kansas and the nation to design, implement and evaluate comprehensive integrated three-tiered models of intervention, or CI3Ts. The CI3T model contains primary, Tier 1, for all; secondary, Tier 2, for some; and tertiary, Tier 3, for a few, levels of prevention designed to fit each school’s unique aspects. The integrated model offers a data-driven, graduated system of support to assist all students in the school, regardless of its size, from preschool through high school. The ultimate goal is to empower teachers to gather the information they need to form instruction, recognizing which students need help in which areas and provide that help.

Many schools have staff members dedicated to helping students who struggle in the classroom, socially or behaviorally, but other teachers and staff at those schools may not have the same training. The CI3Ts are designed to prevent silos and give teachers and staff throughout the school the skills to recognize and help students.

Lane recently received a grant from KU to launch Project Empower, a program to learn about some components of CI3T models in Kansas schools. Along with colleagues Wendy Oakes, assistant professor at Arizona State University, and Robin Ennis, assistant professor at Clemson University, Lane not only helps schools develop some initial understanding of CI3T systems, but she raises awareness of the importance of detecting and supporting students with behavioral and social struggles in an effort to ensure all students have an optimal experience in school. The program is similar to work Lane has done in schools throughout the U.S.

Mary Morningstar, Ph.D., associate professor in the Department of Special Education and director of Transition Coalition, and her colleagues in the Department of Special Education and the Center for Research on Learning, have developed a promising series of online and blended professional development programs for teachers. In the past year, teachers and administrators from Georgia, Kansas, Missouri and Virginia have used the courses — a blend of online and face-to-face work tailored to fit each state’s specific laws and that can show improvement on a building-to-building basis. The online modules, blended with team-based professional development methods, were developed over time because KU faculty members were limited in how many working teachers they could assist.

“We were limited by geography, time and cost,” Morningstar says, “and by the limitations of the traditional ‘one-shot workshop.’ We think this is a better investment of teachers’ time. We are starting to see improvements at the building and district levels.”

Teachers and administrators who have taken part in the Transition Coalition training have reported overwhelmingly positive outcomes. Many have met or exceeded...
the goals they set for changes in their schools, and the majority who didn’t hit a set benchmark simply needed more time to get there. The feedback is encouraging, Morningstar says, and she and colleagues hope to expand their study of the program’s effectiveness by measuring success among students. More information about the program can be found at www.transitioncoalition.org.

Lizette Peter, Ph.D., associate professor in the Department of Curriculum and Teaching; Tracy Hirata-Edds, Ph.D., lecturer in the Applied English Center; and Marcellino Berardo, Ph.D., language specialist in the Applied English Center, authored a book chapter on challenges facing native languages and ongoing efforts to revitalize them, based largely on their years of helping to keep languages alive. The chapter is part of the book, “American Indians at Risk: Volume One,” edited by Jeffrey Ian Ross, that explores a wide range of problems facing American Indian communities including unemployment, alcoholism, suicide and language loss. Linguists have predicted that, without intervention, as many as 90 percent of the nearly 200 native North American languages spoken today could die within the next 100 years.

Seven SOE faculty and researchers receive Leading Light Awards

For the second year, the University of Kansas conferred the Leading Light Award on some of its most productive researchers at the Lawrence campus. Seven School of Education faculty and researchers were among the 40 honorees. All are principal investigators or co-principal investigators on externally funded grants of $1 million or more awarded during the 2012 fiscal year.

“KU researchers in all fields are competitive with the best in the country,” says Steve Warren, Ph.D., vice chancellor for research and graduate studies. “Success in obtaining large grants is just one indicator of that, and this recognition is well deserved.”

The SOE recipients of the 2013 KU Leading Light Award are: James Basham, Ph.D., Department of Special Education; Karin Lee Chang-Rios, Ph.D., Center for Public Partnerships and Research; Francie Christopher, Ph.D., Center for Public Partnerships and Research; Diana Greer, Ph.D., Center for Research on Learning; Young-Jin Lee, Ph.D., Department of Educational Leadership and Policy Studies; Edward Meyen, Ph.D., Department of Special Education; and Sean Smith, Ph.D., Department of Special Education.

Chancellor approves promotion, tenure for faculty

This April, Chancellor Bernadette Gray-Little approved eight School of Education faculty and researchers for promotion and the award of tenure.

To associate professor with tenure:
• Heidi L. Hallman, Ph.D., Department of Curriculum and Teaching
• David M. Hansen, Ph.D., Department of Psychology and Research in Education
• Young-Jin Lee, Ph.D., Department of Educational Leadership and Policy Studies
• Meagan Patterson, Ph.D., Department of Psychology and Research in education
• Argun Saatcioglu, Ph.D., Department of Educational Leadership and Policy Studies

Tenure:
• James Basham, Ph.D., associate professor, Department of Special Education

Research professor:
• Janis Bulgren, Ph.D., Center for Research on Learning

Associate research professor:
• Patricia Noonan, Ph.D., Center for Research on Learning

Congratulations to the faculty, staff and student winners of these awards, presented at the School of Education Convocation in May:

Meredith Geiger Gould Undergraduate Teaching Award
Awarded by students who are seniors in teacher education, this award honors a professor who best exhibits excellence in classroom teaching.

Dr. Bob Frederick Faculty Award
Honors an outstanding faculty member who exemplifies ethics in their career and carries on Bob’s tradition of devotion to students.

Gene A. Budig Teaching Professorship
Recognizes outstanding teaching.

Gene A. Budig Teaching Professorship in Special Education
Recognizes outstanding teaching.

Outstanding Doctoral Dissertation

Outstanding Master’s Thesis
Lynette Kamachi Johnson for her thesis, “Similarities and Differences in the Play Skills of Young Children with Autism and Children without Disability.” Her advisor was Deborah Griswold, Ph.D., from the Department of Special Education.

Senior Leadership Award
• Mallory Bayles, elementary education
• Meghan Brittany Burns, community health
• Emily Cappo, unified early childhood education
• Katherine Claire Cristano, elementary education
• Kelsey Fortin, community health
• Stephanie Susan Hall, secondary history and government education
• Jordan Klein, elementary education
• Shayla Smith, health and physical education
• Taylor Kay Elizabeth Smith, secondary history and government education
• Dakota Strange, sport management

SOE Faculty Award for Research
John Rury, Ph.D., Department of Educational Leadership and Policy Studies

SOE Faculty Award for Service
Mike Wehmeyer, Ph.D., Department of Special Education

SOE Faculty Award for Teaching
Joe O’Brien, Ed.D., Department of Curriculum and Teaching

SOE Staff Achievement Awards
Donna Goodwin, Department of Special Education
Caroline Handwork, Department of Psychology and Research in Education

—News items courtesy of KU News and Mike Krings
Alumni serve as college presidents

The number of college leaders who are graduates of the School of Education’s higher education program in the Department of Educational Leadership and Policy Studies (ELPS) continues to grow.

As Susan Twombly, Ph.D. (chair, ELPS) says, “Our little higher ed program has a growing number of college presidents among our alums. This is an impressive testament to the quality of students and faculty.” Following are details about a few of these alumni and brief reflections on their time at KU.

John Comerford (Ph.D., 2007), president, Blackburn College, Carlinville, Ill.

Comerford began his duties at Blackburn this July. Previously he was at Westminster College in Missouri, where, as vice president for institutional advancement, he launched a planned $80 million comprehensive campaign raising $15 million in the first year. As vice president and dean of student life at Westminster College, he increased freshman-to-sophomore retention from 75 percent to 84 percent. Before his time at Westminster, Comerford held positions at the University of Kansas, Missouri Western State University and Ball State University.

Comerford is a consultant-evaluator with the Higher Learning Commission, which accredits institutions of higher education in the North Central region, and is a grant evaluator with the U.S. Department of Education. In addition, he is active as a speaker, having made keynote presentations at several regional and national conferences.

Blackburn College was recently ranked by U.S. News as the 2012 No. 2 Best Value College in the Midwest, and placed No. 65 in The Washington Monthly’s ranking of Baccalaureate Colleges.

Says Comerford, “My time at KU has been essential to my work and career since. I had the good fortune to have outstanding professors and fellow students in the higher education program and great experiences in a research and administrative assistantships. I frequently refer to the lessons I learned at KU. The program was outstanding preparation for leadership at an institutional and national level.”

Patricia Long (Ed.D., 1993), president, Baker University, Baldwin City, Kan.

Long became the 28th president of Baker University in 2006. She has the distinction of being the university’s first female president. Since taking office, Long has guided successful initiatives to develop signature academic offerings, strengthened student life, and expanded campuses across Kansas, Missouri and Nebraska.

Long has served numerous professional and civic organizations and chaired committees for the National Association of Student Personnel Administrators. Her achievements have been recognized with several honors, including the IBM Best Practice in Student Services Partner, the David Pierce Team Award from the National Initiative for Leadership and Institutional Effectiveness, the James J. Rhatigan Outstanding Dean Award from the National Association of Student Affairs Professionals, and a life service award from Southwest Baptist University.

Before leading Baker, Dr. Long was acting executive vice chancellor at the University of Missouri–Kansas City, where she also served as deputy chancellor for university communications and vice chancellor for student affairs and enrollment management. Prior to that, she was dean of student services at Johnson County Community College and served as an educator in the Kansas City, Mo., school system.

Patricia Long

Daniel Martin (Ed.D., 1998), president, Seattle Pacific University, Seattle, Wash.

The presidency of Seattle Pacific University was Martin’s dream job. With a J.D., an M.B.A., and two Ed.D.s, he served as a university administrator for 18 years and president of Mount Vernon Nazarene University in Mount Vernon, Ohio. “I considered SPU one of the nation’s great Christian universities,” he says. “So when the opportunity to apply for its presidency arose, it was a natural for me. I knew I wanted to come to SPU.”

Throughout his career, Martin has held various positions in higher education, including executive assistant to the president, vice president for enrollment development, and acting vice president of finance at MidAmerica Nazarene University in Olathe, Kan. He was serving as the vice president for university advancement at Point Loma Nazarene University in San Diego, Calif., when he was named president at MVNU.

He writes, “I am most grateful to the University of Kansas, the School of Education, and above all, the tremendous faculty who personally invested in me. My education at KU challenged and prepared me for the role of a president, it shaped and formed the basis of my leadership philosophy, and instilled in me the determination to always seek the highest standard of excellence. I fully believe the University of Kansas is among the nation’s elite in preparing leaders who will be able to effectively address the issues and challenges found in today’s complex and ever-evolving landscape of higher education.”

Daniel Martin
University in January 2012, he brought a leadership style influenced by another 16th president — Abraham Lincoln. “Get out of the office and circulate among the troops” is one tenet of Lincoln’s leadership. Shonrock is always ready to give and receive high fives and fist bumps with students, faculty and staff alike when he walks across campus.

Lincoln also believed in building strong alliances. For Shonrock, this means building relationships with faculty, staff and students on campus; alumni and current and future donors; and members of the Emporia community, the Kansas Board of Regents, Kansas legislators and other academic institutions in the state.

Shonrock earned a master’s degree in college student personnel from Western Illinois University and an education specialist degree from Pittsburg State University in Kansas. He has worked in higher education senior administration for more than 20 years. With his wife, Karen, Shonrock has a history of community involvement, what he calls paying “civic rent,” or giving back.

Shonrock writes, “The best way to describe my KU School of Education experience, is that it provided the ‘foundation’ for my future in administration and teaching in public higher education and literally assisted in launching my humble career in higher education leadership. I have and continue to appreciate the many ‘lessons learned’ during my two years of coursework and dissertation at KU. Rock Chalk!”


Now the fifth president of Johnson County Community College, Sopcich has been with JCCC since 1992, serving over the years as executive director of institutional advancement, vice president of institutional advancement and government affairs, executive vice president of administrative services and executive vice president/chief financial officer. His recent achievements include the implementation of a new approach to building the college’s $140 million operating budget resulting in a reduction in expenses and reallocation behind strategic priorities, and the completion of a successful fundraising campaign for the college’s new Hospitality and Culinary Academy.

Sopcich received a Fulbright Award in 2011, traveling to Russia to present seminars on the merits of American community colleges. He has taught as an adjunct in the college’s business division since 2006. Sopcich earned bachelor’s and master’s degrees from the University of Notre Dame.

He says, “I returned to the classroom after a 20-year hiatus and admittedly I did so with sincere trepidation. My first class covered The Faculty, taught by Lisa Wolf Wendel. I found it to be invigorating and engaging. Then I took Susan Twombly’s History of Higher Ed and I was sold. My program cohorts were simply outstanding individuals who were very serious about their profession. They made every class worth the effort to get there. Today, classmates like Jim Williams (current vice president for student affairs at Wichita State University), Jean Redeker (director of academic affairs at the Kansas Board of Regents), and Jim Troha (president at Juniata College), to name a few, are doing great things at their respective institutions.

My Ph.D. from the School of Education at the University of Kansas facilitated my professional advancement and personal growth. Without that degree, I wouldn’t be in my current position. It wasn’t easy, but I actually wish I could do it again. That’s how much I enjoyed it.”

James Troha, (Ph.D., 2005) president, Juniata College, Huntingdon, Penn.

Troha became the 12th president of Juniata College in 2013. Before Troha came to Juniata he was at Heidelberg University in Tiffin, Ohio, where he was vice president for institutional advancement and university relations, overseeing all elements of the institution’s fundraising, marketing and university relations efforts.

Troha began his administrative career at Heidelberg in 2002 as vice president for student affairs and dean of students, where he worked until he was named interim president in 2008. From 2003 to 2007, he also served as vice president for enrollment.

He began his academic career in 1993 when he was hired as area coordinator and coordinator of Greek life at the University of Evansville in Indiana. In 1995, he gained significant international experience as dean of students at Harlaxton College in Grantham, England, the British branch campus for the University of Evansville. By 1997, Troha had been named dean of students at Baker University in Baldwin City, Kan., a post he held until 2001.

A native of Cleveland, Ohio, Troha earned a bachelor’s degree in criminal justice in 1991 and went on to earn a master’s degree in counseling in 1993, both from Edinboro University, in Edinboro, Pa.

Says Troha, “When I reflect on my graduate experience at the KU School of Education, I immediately think about the extraordinary support the faculty provided me during an extremely busy time in my life. I had very young children, I was working full-time, and I was pursuing this Ph.D. My advisor, Dr. Susan Twombly, was part therapist, part colleague and full-time mentor, all at the same time! I will forever be appreciative of that relationship and the opportunities KU gave me as a young professional.”

Are you or do you know a college leader from the School of Education, from the higher ed program or from one of our other areas? Let us know!
As a teacher, my educational philosophy aligns with the belief that first-hand experience is a necessary predecessor to real learning. Further, I believe that educators shoulder the responsibility for creating well-designed, authentic experiences that will engage our students. I have always looked for practical ways to get students out of the school building to experience the wide world as their classroom.

A little over a decade ago, before cell phone ubiquity, I wrote a grant proposal for a mobile school in a bus, outfitted with laptops and satellite Internet access. I imagined myself a real-life Ms. Frizzle, with my own “magic school bus” to take my students out into the world to learn it all through first-hand experience and projects with real-world application. The grant was not funded, and I kept teaching in the classroom, venturing out on a field trip as often as allowed (which wasn’t often). But I always imagined that I could find a way to provide my students a full “immersion” kind of education. Now, mobile technology has caught up to my imagination, and the learning experiences I dream of designing are within my reach.

Smart devices are affordable and full of largely unexplored educational potential. In a way, a smart phone is like a mini magic school bus, able to virtually transport a class to any place, from the tiniest micro environment of cells or molecules, to the vast expanse of constellations and galaxies. It can also transport learners through time, to examine primary source historical documents or the earliest movie footage and photographic images. Computers and the Internet are astounding educational tools, but that technology alone does not facilitate learners getting out into the real world. Now the technology is small enough to lead or follow the learner anywhere and stay wirelessly connected, all the while knowing exactly where it is in physical space. It is this portability — combined with full network access and location-awareness — that can transform the cell phone or tablet into a magic school bus.

A good game is a well-designed learning experience because it holds players’ interest and keeps them playing — until they win, or master the game.

Good games

Recently, researchers have been exploring how digital game-based experiences might provide an effective environment for learning. Digital games, even those not designed as “educational,” provide players with an experience that is very similar to a well-designed learning opportunity — a proper challenge (i.e., not too little, not too much), positive emotional engagement, and specific corrective feedback.

Good games are fun and provide players just enough challenge to keep them playing without giving up. Good games provide frequent opportunities for the player to make meaningful decisions followed by immediate feedback. In essence, a good game is a well-designed learning experience because it holds players’ interest and keeps them playing — until they win, or master the game. For educators, mastery of the content and the skills in the curriculum is the goal for students. Because good games can keep players engaged until they reach mastery, I have decided to incorporate game design principles into an educational experience in which the game goals are equivalent to curricular learning goals.

My design-based dissertation research introduces a mobile game to students in grades 5-8 to guide and mediate their experience at a hands-on science center during a group field trip. The primary objective was to create a game that required players to interact with the hands-on exhibits in a way that engaged them in the practices of science and engineering while also being genuinely fun to play. An open-source, location-based game platform called ARIS (augmented reality and interactive storytelling) was used to create the game.

The mobile game, called The Great STEM Caper, uses QR codes and a challenge-based game structure to encourage engagement in science and engineering practices (as defined by the Next Generation Science Standards) at specific exhibits. To win the game, players must solve exhibit-based challenges in the domains of science, technology, engineering and mathematics. The game is collaborative rather than competitive, and all players have the opportunity to successfully complete the game and experience a “win.”
The research is aimed at exploring whether in-game “victories” translate to real-world “mastery experiences” which could reinforce students’ beliefs that they can “do science” and therefore increase their science self-efficacy more than a traditional, less goal-oriented science center experience.

This research was in the pilot or “playtesting” phase during August and early September, with small groups of students trying out the game and providing feedback. Large group testing occurred in late September and a quasi-experimental study is now under way.

Primarily, this study is designed to answer three questions: How does playing an exhibit-based mobile game during a school field trip to a hands-on science center affect students’ science self-efficacy, interest and motivation to learn? Are there relationships between a student’s perceptions of challenge difficulty, fun, victory experiences, and his/her self-efficacy? And how does gender interact with perceptions of the game and self-efficacy?

This study also breaks new ground by having participants wear GoPro® cameras while they play the game. The GoPro®, worn on a head-strap, records high quality video and audio of the participant’s perspective. Pilot tests have shown that the video clearly captures the participant’s interactions with the game, the exhibits and other participants.

Results of the study will be available next spring.

Dana Atwood-Blaine is a Ph.D. candidate in the Department of Curriculum and Teaching. She is a recipient of the KU School of Education Graduate Student Merit Scholarship, the William LaShier Scholarship for Doctoral Students in Science, and the Grosswirth-Salny Scholarship (MENSA).
Congratulations, alumni!

Keil E. Hileman (B.S.E., 1993, M.S.E., 1995), is one of 50 teachers profiled and celebrated in the new book, “American Teacher: Heroes in the Classroom,” by Katrina Fried that will go on sale this month.

The publisher notes three intentions: “To bring everyone interested in America’s future into 50 classrooms to experience public education first hand; to inspire other teachers through sharing ideas, innovations and successes; and to inspire administrators, parents and policy makers to listen deeply to the thoughts expressed by these teachers about education.

Hileman, who teaches in the De Soto, Kan., school district, was the Kansas Teacher of the Year in 2004. He was featured in the Winter 2004 and Fall 2012 issues of the The Jayhawk Educator (see soe.ku.edu).

For more about the book, see www.welcomebooks.com/americanteacher.

Watching elementary school-age children sing “Home on the Range” while holding hand-colored Jayhawks probably won’t seem unusual to many of our readers. But realizing that the children are from points all over the world and that they are standing in a classroom in Kathmandu, Nepal — well, that’s pretty amazing.

You can check out this charming video yourself on the School of Education website, courtesy of the teacher, Dylan Porter (B.S.E., 2009, M.S.E., 2012). Porter joined the Peace Corps after graduation and taught in Moldova, a country in Eastern Europe. Here’s his explanation of how he got from our hill to the biggest hills on the planet.

“My girlfriend, Erin Murphy, and I met during my second year in Moldova. She was a Fulbright Scholar, and I was an English Education Peace Corps Volunteer in a small village in the south. We fell in love quickly and both knew that we wanted to stay abroad. During my time, I taught English to all ages (4 and up)! . . . When my PC service was complete, I flew to Kansas for a few weeks, before Erin and I took off for Nepal. When we arrived there, we had no place to stay and no jobs. We applied everywhere and at the same time asked around for apartments. Of course I aimed high, but was not expecting to be able to get a job in an international school, The British School of Kathmandu.

“Of course I missed home quite often. It wasn’t until the end of the year that I really focused lessons on Kansas. It started with the book, ‘The Three Little Jayhawks’ as told by Don Fambrough, which led to teaching the kids how to draw a Jayhawk and how to sing, ‘Home on the Range.’ We had a showing of ‘The Wizard of Oz’ . . . we paraded around each classroom in our costumes, and each child had a line to share either about the film or a quote from the film.

“I decided not to renew my contract at TBS and am now traveling throughout Asia. We have been in India for one month. India is a wonderful and extremely diverse place. There is never a dull moment. We plan on heading back to Nepal to do the Everest Base Camp trek before continuing our travels in Southeast Asia.”

Porter notes, “I will leave you with a famous quote by Jack Witts, ‘If Nepal doesn’t bring a smile to your face every single day, you’re a lost cause.’”

To view the video, go to http://ct.soe.ku.edu/alumnus-dylan-porter.

Dean Smith (B.S.E., 1953) was one of 16 recipients of the Presidential Medal of Freedom, the nation’s highest civilian honor. The White House announced his selection in August. The award is presented to individuals who have made especially meritorious contributions to the security or national interests of the United States, to world peace, or to cultural or other significant public or private endeavors.

Smith, 82, played basketball at the University of Kansas from 1949 to 1953 and was a member of the Jayhawks’ national championship team in 1952. After graduation, he served as an assistant coach for KU coach Phog Allen during the 1953-54 season. Smith was head coach of the University of North Carolina basketball team from 1961 to 1997.

Smith has been a dedicated civil rights advocate throughout his life. While playing on a segregated basketball team as a student at Topeka High School, Smith urged the coach to integrate the two basketball teams. He recruited the University of North Carolina’s first black scholarship athlete, Charlie Scott.

Janet Sommer Campbell (B.S.E, 1979), general manager of Kansas Public Radio and director of Kansas Audio-Reader, was one of six new members inducted into the KU Women’s Hall of Fame in April 2013.

Campbell began her career in 1979 at Kansas Audio-Reader as a secretary. Nine years later, she became director. Under her guidance, Audio-Reader grew to be the second-largest service of its kind in the country and was one of the first to pioneer the use of cable television and the Internet for program distribution. Campbell became the interim director of KPR in 1997 and two years later was named general manager. KPR is an award-winning service of KU that provides continuous broadcasts of news and cultural programs to more than 100,000 listeners. She has been a member of the Kansas Association of Broadcasters Board of Directors since 2009 and was appointed to the Governor’s Cultural Affairs Council in 2005.
and I recently moved to Lawrence. This past summer, I worked part time for the KU Talent Search program, and in September, I was hired full time at KU in the University Career Center, as an assistant director for career education. It’s wonderful to be back at KU! I’ve always been proud of my Jayhawk history, and now I get to be part of that great tradition again.”

Deanna (Russo) Clark (B.S.E., 1988) received her master’s degree in education in Instructional Technology and Design from American InterContinental University in November of 2012. Ingrid L. Hartman (B.S.E., 1988, M.S.E., 1997) is working in healthcare, teaching sex education to the public. She has also written health articles for her company’s newsletter.

Phyllis J. Peterson (M.S.E., 1995) does massage and craniosacral therapy at the Healing Arts Center in Lenexa, Kan. She is also a personal trainer and teaches classes at Sylvester Powell Community Center in Mission, Kan.

Richard F. Ehinger (M.S.E., 2002) moved to Baldwin City, Kan., and is now the librarian at Baldwin High School. Prior to his return, he was a math and physical education teacher as well as the boys’ and girls’ basketball coach at Gulliver Preparatory School in Miami, Fla., where he led the varsity girls basketball team to the regional finals in the state playoffs and was named Miami-Dade coach of the year.

In Memory

Paul Haack, a dean of the School of Education in 1985-1986 and professor of music education, passed away April 24, 2013. He was a revered husband, father, friend, teacher and musician. He grew up in Madison, Wis. He earned graduate degrees in music and education from the University of Wisconsin and directed high school bands, the University of Wisconsin Marching Band, and the Madison Scouts Drum and Bugle Corp.

He moved his young family to Lawrence in 1966 and was a professor of music education at KU for 22 years. In 1988, he moved to Minnesota and was a professor of music education at the University of Minnesota for another 19 years. His gentleness, patience and dry wit were characteristic in and out of the classroom. He was a master of many musical instruments, most recently playing in the Twin Cities area with Wild Honey and the Locusts.

Haack is survived by his wife of 55 years, Maggie; five children and eight grandchildren. Inurnment was at Pioneer Cemetery on the University of Kansas campus. Memorials may be made to Foundation@SchoolMusic.org.

Tom Lovitt died June 25, 2013. He was born in Hutchinson, Kan., on September 23, 1930 and grew up in Burrrton, Kan. He graduated from the University of Kansas in 1952, where he majored in music. In that same year he married Althea “Polly” Owen and enlisted in the U.S. Air Force for four years. He was a trumpet player in the Kansas City Philharmonic and a trumpet instructor at the Kansas City Conservatory. In 1960 he earned a master’s degree in music from KU.

In 1962, he transitioned from music to special education, receiving his doctorate in special education from KU in 1966. That year he accepted a position at the University of Washington and remained there until his retirement in 1997. Through his work in education, he touched the lives of countless educators and children. Following his retirement he served as an advocate for neglected or abused children, and assisted in a first grade class at Frost Elementary, where he was with the same teacher for 11 years. Lovitt joined the Salvation Army in 2006 and played cornet in their brass band.

Polly, his wife of nearly 59 years, died in December 2010. In his last months he wrote the story of her life and established a scholarship in her honor at the University of Kansas, where she also had graduated. Donations in his memory may be made to The Salvation Army Seattle Temple Corps, 9501 Greenwood Ave N., Seattle, WA 98103, or to the Polly Lovitt Music Scholarship, KU Endowment, P.O. Box 928, Lawrence, KS 66044.
Jayhawks love the Hill. And when School of Education graduates leave KU, that love tends to become more sentimental. We remember our great professors (Nan Harper), clarifying experiences (Upward Bound tutoring for Ngondi Kamatuka), and advisors who kept us honest (Jerry Bailey). We want to give back and be part of the school, but how do we do that? In so many ways!

School of Education alums who are teachers can welcome new KU grads to their schools or advise their schools’ Future Educators Association chapter. Our higher ed graduates can provide internship opportunities for students in the master’s program. If you were in the sport management program, do you have work or networking opportunities for our new undergraduate students? There are so many ways to help on a personal and professional basis, large and small. You can pledge to send a week’s worth of lunch money to the KU Endowment Association, encourage family members and neighbors to go to KU, and certainly attend the KU Alumni Association’s School of Education events.

Also, the KU School of Education National Advisory Board (KU SOE NAB) provides a specific platform for SOE alumni to give back to KU. We aid the school at the strategic level and at the “room parent” level. Our special events committee (thanks, Bart Swartz!) hosts an annual golf tournament. Our academic support committee (thanks, Wayne Osness!) is currently designing a mentoring pilot program for current undergraduates and alumni. Our futures committee (thanks, Sharon Zoellner!) is discussing ways to incorporate technology into teacher training and the classroom. And our special projects committee (thanks, Tom and Billie Collins!) is dovetailing the SOE strategic plan into the KU campus-wide strategic vision. We also see ourselves as “room parents” — doing the little things to support amazing faculty and students. At the scholarship luncheon, we welcome students and introduce them to the donors who make their scholarships possible. And we hope to hand out programs for the school during commencement events in May.

The board meets twice a year — October and April — at J. R. Pearson Hall. If board members are far away and can’t make it back, they dial in to our meeting. Each board member serves a three-year term. Current and former teachers, superintendents, adult educators, and business and technology experts all sit on our board. A core of our group includes retired faculty and retired KU graduates who live in the region. Department chairs and deans serve on the board as non-voting members. Committees meet in person and virtually, following the lead of each committee chair. Committee members include board members and other Jayhawks interested in the specific mission of the four committees.

I truly appreciate the energy, time and thoughtfulness that each board member brings to the table. It is a joy to hear memories, ponder ideas, and witness the school’s change and growth. I sent my lunch money to the KU Endowment Association. And I recruit Jayhawks in my neighborhood. But I’ve found that giving back to KU via the NAB fills a unique spot in my Jayhawk heart.

If you are interested in being a committee or board member, or know someone who would be a great asset, please send an email to Sherrie Saathoff, assistant to the dean, ssaathoff@ku.edu, or to me, teampetit@hotmail.com.

—Jodi Breckenridge Petit
(B.S.E., 1990, M.S.E., 1993, Ph.D., 1997)
Chair, KU SOE National Advisory Board

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**FOR YOUR CALENDAR**

**OCTOBER 2013**
24  Budig Teaching Lecture: Mark Mahlios—4:30 p.m., 150 JRP

**NOVEMBER 2013**
6  Education Career Fair—12:20–3:30 p.m., Kansas Union, 5th Floor

**JANUARY 2014**
16  Schoolwide Research Conference (tentative date)

**MARCH 2014**
4  Education Interview Day—8:30 a.m.–3 p.m., Kansas Union, 5th Floor
13  Special Education Budig Lecture: Barb Thompson—4:30 p.m., 150 JRP

**MAY 2014**
17  School of Education Convocation
18  Commencement

**JUNE 2014**
13  Strategies for Educational Improvement Conference (tentative date)

*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.

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Contributions received between July 1, 2012 and June 30, 2013.
Recipient Amy Watson and her daughter Dorothy with donors Esther and Donald Giffin

Recipient Amy Watson and her daughter Dorothy with donors Esther and Donald Giffin

Contributions received between July 1, 2012 and June 30, 2013.
In graduate school, all of us — students, staff, faculty and alumni — play many interrelated roles, but all of them are designed and carried out in order to facilitate education so that we may better serve and represent the University of Kansas School of Education on local, regional, national and international levels. Currently, I am involved in research on four different teams, one led by my advisor professor, one led by myself, and two others led by very capable and accomplished colleagues. This award will better help me travel, better help me disseminate research, and better help me represent my colleagues, my faculty, my program and the School of Education. Thank you very much for your support and your commitment that you so willingly share with myself, my colleagues and our beloved institution.

—a scholarship recipient
Introducing the Dr. M. Evelyn Swartz Scholarship in Education Fund

Longtime School of Education faculty member Evelyn Swartz died in March 2012. (See a remembrance of her in the Fall 2012 issue of The Jayhawk Educator.) Donor Wayne Swartz explains why he and his wife, Judy, established a scholarship in his aunt’s name.

What inspired you to establish a scholarship at KU?

Love for Aunt Ev and for KU. We wanted to honor Ev, give back to the university, further elementary education, and help others. Ev believed in KU and in the importance of elementary education in the lives of all. We wanted to support a program about which she felt so strongly, at an institution that she loved as much as we do.

Do you have an interesting story/anecdote about your childhood, your time at college, or adult life that relates to why you established this scholarship?

Ev was my early baby sitter and as such, my first teacher. After Ev, my elementary school teachers were, for the most part, the same ones that Ev had, and they were outstanding. They were truly excellent in preparing me for the future, always emphasizing the importance of education. Their message stuck with me, and Ev was always there to reinforce that message. Consequently, I always planned on college.

Judy’s life was also strongly affected by a teacher, her mother, Frances Schletzbaum.

I attended KU on the GI Bill with a group of veterans who appreciated the financial aid. Needless to say, money was tight and we were acutely aware of the importance of financial aid. In honoring Aunt Ev, this scholarship is a pay back and hopefully a pay-it-along method of acknowledging the importance of financial aid.

If your scholarship memorializes or honors someone, please let us know something about them and what they mean to you.

M. Evelyn Swartz was one of those “remarkable” persons who had an impact on most of the people she met. She was born to teach and to lead. To that end, she entered KU to get her Ph.D. and never left. She believed in KU and in the importance of elementary education in the lives of all. She became involved in all facets of KU life, university governance in addition to teaching and counseling students. When we read some of the letters she had received from students whose lives were affected by her, we were amazed. These letters came throughout her life at KU, but the “thank you” letters were not all related to her educating and advising role at KU. We found one letter she received a couple of years before her death that was written by a successful attorney in Kansas City who thanked her for her inspiration and encouragement. He gave her a great deal of credit for his success. He had been a student of hers when she taught sixth grade in St. Joseph, Mo. And the letters continued well after her retirement.

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John T. Rademacher
Sally Lockridge Ramage
Jarrod L. Ramer

I am a first-generation college student and feel extremely lucky to be working toward a doctorate at KU. I am a military veteran and hope to work with the VA as a psychologist upon graduation — this is a population near and dear to my heart since several of my family members are also veterans. . . . I have truly learned the value and importance of getting an education and I view this scholarship as a form or encouragement. . . . I hope you know how much what you do is appreciated and valued.

— a scholarship recipient

Carol Ann Ramirez & Charles P. Ramirez
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Brenda M. Scroggin
Ann Burrows Seymour
Virginia L. Shain

Contributions received between July 1, 2012 and June 30, 2013.
As an elementary student, learning was not always easy for me, as the slight reading disability I had would constantly get in the way. . . . Through one teacher’s determination and perseverance, I was able to catch up with my classmates and was put back on track.

I have this specific teacher’s love and encouragement to thank for where I have ended up today, and I hope to follow in her footsteps in becoming an inspiring teacher. With the help of your donation, I can continue to learn how to be the best teacher I can be in order to help each and every student strive to learn and grow in a supportive and welcoming environment.

— a scholarship recipient
Remembering the teachers who touched our lives

—by Scot Pollard

So I got recruited by everyone in the country. So I had good enough grades to get into Harvard. So I was being treated like I could walk on water. So my friends told me to just pick a major, it didn’t matter anyway since I was going to be in the NBA. But I couldn’t just slide by. I had always worked for what I wanted. And I wasn’t about to change.

When I was in fourth grade, I had a great teacher — Mr. Harward. At first I just liked him because he was really tall, 6 feet 8. (That’s short in my family, but still I liked the fact that he was really tall.) It helped me relate to him better. However, as the year went on, I began to really be impressed by his passion and energy.

Passion

Passion nowadays seems cliché. Everyone talks about how passionate they are about this or that, without truly knowing what that means. It reminds me of a large chain restaurant that has several pages on their menu of “specials.” In my opinion, you cannot be passionate about more than one thing. For me it became basketball. For Mr. Harward, it was teaching. He drove a big old dilapidated Dodge. He didn’t dress very fancy. You could tell all he really cared about was coming to school and teaching children.

Energy

If you watch television these days you notice that so many commercials are dedicated to energy. Energy drinks, energy supplements, energy this, energy that. I happen to think that energy comes from a place inside, called patience. As a parent, I’ve learned that I have so much more energy when I also have patience. When I lose my patience, I lose my energy, and not the other way around. No matter how many times I asked the same question of Mr. Harward, he always had an enthusiastic answer. You don’t get that in a cup of coffee or a little tiny bottle. You get that from having patience.

As a professional athlete I also learned about energy. I learned that you cannot fake energy; you must have rest — but, more importantly, you must have patience. You can try and try, and work and work, but you never know when your opportunity is going to come. You must have passion to remain focused and the energy to do so. The times that I became frustrated waiting for my chance or my opportunity were when I had lost patience. My energy. And then I would recall asking the same dumb question of Mr. Harward and how he would always smile and answer the same question over and over again. And I would get back into my routine and understand that it isn’t about glory or money or being recognized. It was simply about having passion and energy.

Teaching is obviously a lot like that. Most teachers are not in it for the money or the glory or the recognition. Mr. Harward helped me in more ways than I’ll ever know, and he doesn’t even know that. I don’t know what he does now or where he is, but I’ll never forget his passion and energy. I was successful as a professional athlete due in large part to his example of passion and energy.

So when it came time for me to pick a major to focus on in college, I chose education. I graduated from the School of Ed in 1997. I got drafted a month later as the 19th pick of the first round by the Detroit Pistons. I was able to have a fairly long career in the NBA. And though I never had to use my college degree, I am positive that I learned more about being successful in my chosen profession from having been exposed to teachers like Mr. Harward than any other single influence. Teachers don’t just teach children about math and science and the like. Teachers teach children how to be successful at whatever they choose. Like a parent, most teachers teach because they love it. They have passion and energy. Show me a lawyer that cares about their job half as much as a teacher!

Mr. Harward, wherever you are, thank you for being a great influence on my life. Thank you for sharing your passion and energy. Thank you for inspiring me to have my own!

Scot Pollard, big man for the Jayhawks’ men’s basketball team from 1993 to 1997, played the game with reckless abandon. He later played for five teams during his 11-year career in the NBA — and was recognized for defensive play and unique hairstyles. Pollard won a championship in his final season (2007-2008) with the Boston Celtics.
On the front cover: Emma Heidenreich (B.S.E., 2012, M.S.E., 2013), a teacher at Brookridge Elementary School in Overland Park, Kan., with her student, Anthony. The iPad they are using was purchased with funds Heidenreich raised on Donors Choose. In the funding request, she wrote: “My students attend a Title I school in a suburban area in Kansas. Many of them come from disadvantaged homes. Also, all of my students have special needs ranging from mild to moderate. Many of my students struggle with everyday communication skills, such as simply saying ‘hi.’ . . . With another iPad in the classroom, I will be able to do so much more for my students who lack certain academic and life skills. Many of my students struggle with cognitive processing, communication, reading, spelling, writing, math, sensory and motor skills. My students' lives and educational experience will be greatly enhanced (with the iPad).” Heidenreich is pictured here with Sarah, another of her students.

Alumni updates and requests for more information may be sent to:

KU School of Education
Attn: The Jayhawk Educator
Joseph R. Pearson Hall
1122 West Campus Road, Room 212
Lawrence, KS 66045-3101

For more information, call (785) 864-3758 or e-mail pnaught@ku.edu.

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