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By the numbers

*Academic year 2013-2014*

$1,031,822.40 in scholarships for the 2014-2015 academic year

Number of students receiving School of Education scholarships: 395

No. 1 Department of Special Education

*U.S. News & World Report* ranking of all public special education graduate programs for 2014

No. 10 School of Education (among all public schools and colleges of education)

413 National and international presentations given

Books published/in press: 21

Refereed articles published/in press: 233

92 Book chapters published/in press

Education-related research expenditures for FY 2013: $40,535,213
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This time of year is always exciting on Mount Oread. The fall semester is underway; students — new and old — are back on campus brimming with energy and the thirst for new ventures. The excitement of a new academic year permeates the very air we breathe, though signs of change abound. If you were to visit campus, you would notice that Jayhawk Boulevard has undergone a major facelift, ground has been broken for a new business school opposite Allen Fieldhouse, and the engineering complex is adding a wing to house state-supported growth of engineering majors.

Our excitement in the School of Education, however, is deeper than mere cosmetic alterations. We see enrollments increasing, partially driven by a new support program to lower the cost for attending KU for practicing Kansas educators, and also through new programming and innovative approaches to instruction. For example, we have two new programs underway at the Edwards Campus in Overland Park — one an undergraduate major in exercise science in partnership with Johnson County Community College, the other a master’s degree in educational technology with a focus on design issues.

More significant, though, is that faculty, staff and students have embraced several initiatives tied to the university’s strategic plan, Bold Aspirations, focusing on issues of diversity, technology support and innovative instruction through online education, and supporting the research activity that makes us stand apart as innovators and leaders in our respective fields.

Regarding diversity, we recognize the need to prepare our students in all fields for the changing demographics that will shape the future. Through workshops, training sessions, curricular adjustments and other means, we are addressing the evolving American demographic shifts and the reality that we work in a rapidly changing global community. As we embrace new technologies to support teaching, we’ve started several wholly online and other hybrid online/face-to-face programs to best prepare future experts and leaders for the professional communities we serve. And as a research-oriented institution, our scholars study ways to improve our respective fields in what experts refer to as translational research.

During the first week of classes, our faculty took part in a retreat on the future of higher education, examining how it is changing and what needs be done to strengthen the School. Both the executive director and chairman of the Kansas Board of Regents joined us at the retreat to determine the pressing issues and help generate ideas for a dynamic future.

All of these efforts add to the excitement that is part of the new school year. Please read this issue of The Jayhawk Educator to learn more about some of our new efforts, new faculty, exciting research and future plans. And consider a visit back to see us. I think you’ll sense the excitement. Rock Chalk!
Sponsorship program continues to serve graduate students

Whether you are a teacher or an administrator in your district, you understand that the future of education is evolving. With technology and other advances in education altering the way classrooms and school buildings are structured, the best educators are ones who never stop learning. We understand how much time and money our fellow educators sacrifice to complete their graduate degrees. In an effort to help reduce the financial strain, we are excited to announce that the Practicing Educator Sponsorship Program (PESP) will continue to serve our graduate students during the 2014-2015 academic year.

“We want to ensure that a financial commitment isn’t the one thing stopping educators from advancing their skills,” says Rick Ginsberg, dean of the KU School of Education. “Our goal is to provide the best and most affordable resources to them. Having the brightest and best-trained education leaders, administrators and teachers has never been more important.”

Our PESP launch occurred during the spring semester of 2014 as a means to impact students enrolled this summer. Kaitlin Nicholson, a current graduate student in the curriculum and instruction MSE program and a summer 2014 PESP recipient, shared the following about the PESP opportunity: “The sponsorship program has helped me tremendously. It is nice to know that what we do as educators is appreciated, and this is a great way to give back to teachers who work so hard. Many educators don’t get the opportunity to further their education simply because they can’t afford the costs; but this opens the doors for other people to take classes, and in turn they become better educators themselves. So not only does the program help people like me; it indirectly will benefit many students in today’s schools as well.”

During the summer 2014 semester, 81 graduate students from the state of Kansas received over $31,300 in sponsored dollars — an average of roughly $380 per student. Many of the PESP applicants represent local districts such as Kansas City, Kan.; Lawrence; Olathe; Shawnee Mission; and Blue Valley. Other applicants represent districts as far away as Salina, Wichita, Maize and Liberal.

For fall 2014, qualified students enrolled at the KU Lawrence Campus will receive a reduction of $140 (for three credit hours) or $350 (for six or more credit hours). At the KU Edwards Campus in Overland Park, Kan., students will receive a reduction of $260 (for three credit hours) or $590 (for six or more credit hours).

The sponsorship is designed to make KU’s graduate education courses and degree programs more affordable to educators who have seen stagnant wages or lower incentives due to state budget cuts. To apply for sponsorship, current educators simply need to complete the short, online application, and then a staff member from the KU School of Education will contact them with confirmation of their eligibility.

John McKinney, a current student in the Ed.D. program offered through the Department of Educational Leadership and Policy Studies, shares the excitement of the PESP program and encourages his colleagues to consider the opportunity for themselves: “It took just a few minutes to apply and within a very short time I was notified that I was approved. That’s it. No catch, no hoops, no long forms; just an online application. If you are a Kansas educator thinking about a graduate degree, look no further than the KU School of Education. Not only will you join me and millions of other Jayhawks in receiving a quality education, but KU will help you pay for it. Take the time to complete the [PESP] application. It’s just a few clicks! Trust me; you will be glad you did!”

The KU School of Education’s graduate programs are among the nation’s best, ranked 10th among public universities by U.S. News & World Report. To learn more, please visit soe.ku.edu/pesp.

If you are a Kansas educator thinking about a graduate degree, take the time to complete the PESP application. It’s just a few clicks! Visit soe.ku.edu/pesp.

Education Career Fair!

Candidates in all areas of PK-12 education — elementary and secondary education, speech-language pathology, special education, school social work, physical/occupational therapy, counseling, administration and school psychology — are welcome and encouraged to attend this free event on November 5. Find more information at career.ku.edu/edfair.

Looking Ahead: The University Career Center will host the 2015 Education Interview Day on March 3, 2015, 8:30 a.m. to 3 p.m., in the Kansas Union.
As the opening rush of the new academic year eases, hundreds of pre-education students at the University of Kansas turn their focus to another quickly approaching window of opportunity — the beginning of the application process for the health and physical education, athletic training, community health, exercise science and sport management majors. The formal application to these professional programs offered through the KU School of Education Department of Health, Sport, and Exercise Sciences (HSES) begins December 1, 2014 and ends February 3, 2015. The review of applicants will be completed quickly so that admission notifications can be sent to students by mid-March 2015. Students who are admitted to the program will begin their coursework in the fall of 2015.

“One of our main responsibilities in the Advising Center is to provide our students the information they need to make an informed decision about which program will serve their post-graduation plans best. Once they’ve decided that, the application process is the next important step,” says Michele Casavant, director of the KU School of Education Undergraduate Advising Center. “Each major within HSES can offer students a variety of post-graduation options — some of which might not always be first that come to mind for parents and others in our students’ lives.”

**Athletic training**

KU’s athletic training program is a competitive, three-year program that prepares students for a career as an allied-health professional and prepares them for the examination leading to certification and the credential of a certified athletic trainer.

“Our athletic training program provides students with simultaneous didactic instruction and clinical field experiences. These allow for the practical application of skills, classroom material and theory while the students are at their clinical sites. Our process allows us to select the very best candidates who can rise to the level of responsibility required to work with our network of preceptors and clinical instructors, as well as the patients and athletes at their clinical sites,” says Phil Vardiman, program coordinator.

**Community health**

Education students majoring in community health learn both the methods and materials of health education and gain the skills necessary to enter the field of health and wellness upon graduation. Post-graduation opportunities with a community health major include corporate wellness centers; non-profit organizations; community outreach positions; clinic-based service roles; county, state and federal health departments; and more.

**Health and physical education**

For pre-education students who wish to pursue teaching licensure in health and physical education, the specific requirements for the application process varies slightly. Students who apply to the exercise science and sport management programs have two opportunities to do so; they may apply during this application round to begin their program next fall, or in the summer application window for the following spring semester. All pre-education students applying to the HSES program(s) are encouraged to consult with their academic advisor before enrolling for classes.

Susan King currently serves as the undergraduate coordinator for the HSES department and program director for the health and physical education teacher licensure program. “The application season for HSES professional programs is a busy time of year for our team. Many of our programs are competitive and the review of applicants is conducted with great care. We are looking for students with strong academic records, professional attitudes and a desire to positively impact the health of students, athletes and community members,” King says.

**Teacher education, sport management, exercise science**

Pre-education students may apply to the sport management or exercise science professional programs during this application window to begin their program next fall, or wait to do so during summer 2015 for the following spring semester. Pre-education students who intend to apply to the teacher education professional program will be invited to do so during summer 2015.

The KU School of Education uses the same online CollegeNet application system that the University of Kansas uses for incoming freshman. For additional information about the application or undergraduate admission process, please contact Tiffany Edmonds at tedmonds@ku.edu.

The Department of Health, Sport, and Exercise Sciences is housed in Robinson Center on the Lawrence Campus, and offers the following undergraduate professional programs: community health, exercise science, sport management, health and physical education, and athletic training. For more program information, please contact the KU School of Education Undergraduate Advising Center at soeadvising@ku.edu.
Beginning in January 2015, the KU School of Education will expand its online degree offerings with three new master’s-level academic degrees in educational administration, reading, and English for speakers of other languages (ESOL). The programs will be offered in addition to the four graduate programs currently offered online through the School. These programs are part of the School’s exciting initiative to extend the reach of its top-ranked programs to bright, committed educators throughout the nation.

The online graduate programs, designed to be completed in approximately two years, will serve educators and administrators looking to advance in their careers, improve their knowledge and become leaders in their schools, districts and communities. At the same time, KU’s world-renowned faculty will broaden the reach and impact of their expertise by extending their research to new audiences.

“We’re excited to offer our exceptional curriculum and instruction and educational administration programs online,” says Rick Ginsberg, dean. “Our faculty members are among the nation’s most productive and knowledgeable, and we all look forward to the opportunity to help more educators improve their knowledge base and skill sets and go on to be leaders in education throughout the world.”

The Department of Curriculum and Teaching has expanded offerings in the curriculum and instruction program to support educators in meeting the changing needs of students in today’s diverse classrooms and making the transition into new roles as reading specialists or ESOL teachers. In addition, the Department of Educational Leadership and Policy Studies will now offer the master’s of educational administration in a fully online format. This new online program is ideal for experienced PK-12 educators who seek the skills and knowledge necessary to move into leadership roles such as that of principal, department head or director.

“Students can expect a rigorous, high-quality program,” says Susan Twombly, chair of the Department of Educational Leadership and Policy Studies. “Our coursework is developed and delivered by full-time faculty members who serve as practitioners as well as scholars in the field. Through the use of our virtual school district, Jayhawkville School District 1, students can apply content and theory from their coursework to real school/district problems throughout their program.”

Students will experience the same curriculum, faculty and high academic standards that consistently place KU among the nation’s top-ranked schools of education. An innovative online platform, KUConnect, sets a new standard for online graduate education. At any time, students can join and participate in the KU community, interact with faculty and connect with classmates, all while engaging in coursework.

Applications are being accepted now for enrollment in January 2015. For information, visit educationonline.ku.edu.
Countdown 3...2...1...

The School of Education and the KU Edwards Campus are pleased to announce the Countdown Through Fall, 3-2-1 Event Series. The free, three-part professional development event series at the Edwards Campus specifically addresses issues that PK-12 educators face on a regular basis.

Event 1 of the series was held in September and featured Steven White, chair of the Department of Curriculum and Teaching. White discussed how the doctoral program addresses curriculum and instruction needs in Kansas City.

Please join us for Event 2: Universal Design in Preschool Curricula: What Is It? Why Do We Need It? with Dr. Eva Horn, Early Childhood Unified MSE program coordinator, on Saturday, October 18, from 9 to 10 a.m.

Event 3 will feature speakers, breakout sessions and dinner. Join us on Thursday, November 13, from 5 to 7 p.m. in the Regnier Hall Auditorium. Presentations include:

- Diversity, Technology and Accountability in Education with Vice Chancellor David Cook, KU Edwards Campus, and Dean Rick Ginsberg, KU School of Education;
- What You Can Do about Autism with Jason Travers;
- The "Half-Life" of Technology: What Do You Do When Content Changes Faster Than Your Syllabus? with Bob Isaacson; and
- Reading and Literature Trends in PK-12 Education with faculty from the master’s degree in reading program.

PK-12 educators, as well as others who are interested, are invited to attend. For more information and to register, see soe.ku.edu/countdown321.

FACULTY PROFILE

Keeping it real

Educational theorist John Dewey argued for the importance of meaningful experience in education with the publication of Experience and Education in 1938, toting a “philosophy . . . of education, of, by and for experience.” The School of Education’s Department of Educational Leadership and Policy Studies (ELPS) still upholds this simple but invaluable belief over 75 years later through their graduate-level educational administration programs.

With master’s and two doctoral degree offerings, the highly ranked program blends instruction from scholars, practitioners and classmates with varied real-world experiences. The programs include an extensive field experience providing opportunities for participants to extend their knowledge of pedagogy and leadership and to develop an appreciation of the political, economic and social forces that influence the decisions of educational leaders.

Both doctoral programs are constructed around a cohort group of students who progress through classes and experiences together.

Joseph Novak, senior lecturer and program coordinator of the master’s program, believes that the experiential nature of the degree lends meaning to students’ learning.

Novak worked in school administration for more than 21 years before joining the University of Kansas faculty, assuming roles such as activities director at Topeka USD 501, assistant principal and principal of De Soto High School in De Soto, Kan. (during which he opened a new building), and principal of the newly formed Mill Valley High School in Shawnee, Kan. He draws on his experiences — in relationship building, for instance, and conflicting philosophies of administration — to enhance ELPS student success.

“Success comes in a combination of theory and practice,” Novak says. “We’re trying to put that together in our program.” He uses his own growing pains in learning to balance “people skills” and content knowledge to build all aspects of good administration. He points to the rigor and relevance that professionals can gain from professional conferences, university coursework and a practice-based approach to learning. “People need to learn to grow and to open themselves up to as much as there is out there.”

Deborah Perbeck, program coordinator of the doctoral program, also brings a wealth of experience and perspective to the department. She has worked for 18 years in district-level administration in Kansas school systems in Parsons, Topeka, Newton and Chanute, and as a school counselor in Goddard and Andale.

Perbeck brings diverse expertise in rural, suburban and urban settings, as well as a belief that “all children should have high-quality educational opportunities and the supports needed to be successful, regardless of their zip code.” She applies personal experience to the classroom, allowing students to work out possible solutions to real dilemmas that she has faced. Her goal is for students to reflect and think critically about personal experiences — hers or their own — and to be able to communicate effectively as leaders.

The 36-hour educational administration master’s program fulfills state licensure requirements for building-level leadership. The doctoral program prepares students for district leadership and takes three to four years to complete, depending on dissertation status. Students interested in the programs should email the Department of Educational Leadership and Policy Studies at elps@ku.edu, and view the admissions requirements, licensing and faculty information.

—Matt Lancaster

Matt Lancaster, a 2014 graduate of the English education program, is currently a master’s student in the Department of Curriculum and Teaching. He is also an advisor in the School of Education Undergraduate Advising Center.
School of Education offers two new degree programs at Edwards Campus

Kansas City-area residents now have two additional opportunities to complete School of Education graduate degree programs at the KU Edwards Campus. The top-ranked Department of Special Education offers a master’s degree in early childhood unified. Students will be advised and take all classes at the Edwards Campus and required fieldwork will be in the Kansas City area. The second new program provides a doctoral degree in curriculum and instruction from the Department of Curriculum and Teaching.

Master of science in education—early childhood unified

This unique degree program prepares professionals to meet the learning and developmental needs of infant, toddler, preschool and kindergarten-age children, including those with disabilities. “Unified” refers to the unification of general early education and early childhood special education knowledge and skills. Students learn interdisciplinary approaches to integrate early education strategies into functional activities.

Content and performance goals are aligned with the Kansas teacher licensure standards for the ECU birth through kindergarten (age 6) content area and the professional education standards. Completion of the 33-credit hour sequence leads to a master of science in education degree with initial Kansas teaching licensure in ECU birth through kindergarten. The program is accredited by the Kansas State Department of Education and the Council for the Accreditation of Education Preparation. For more information, see edwardscampus.ku.edu/spedecu.

Doctor of education in curriculum and instruction

The doctorate in curriculum and instruction prepares educational leaders of the future, enabling them to work with teachers and other professionals in school districts, colleges and universities; state and federal education agencies; and educational companies. Students learn to translate theory and research into practice and to solve practical problems, either in current or a future educational context. See edwardscampus.ku.edu/ciedd for more information.

Refocusing efforts to support diversity

KU’s School of Education is undertaking a new initiative to enhance the focus on diversity and equity. The intent is to help the School become more comfortable with diversity in all its forms, including examining the curriculum regarding content and working to create a more diverse population of students, staff and faculty.

The initiative originated in conversations between Dean Rick Ginsberg and the chairs of the Departments of Special Education, Elizabeth Kozleski, and Educational Leadership and Policy Studies, Susan Twombly. They collaborated with other KU School of Education leaders to develop a plan to increase the emphasis on diversity throughout the School. The faculty’s multicultural committee joined them in planning a series of events during the academic year.

A retreat for faculty and staff in the fall of 2013 was led by Shaun Harper, a nationally recognized expert on race and equity in education. He challenged the faculty and staff to think about ways to improve outcomes for students from a variety of backgrounds through teaching, advising and research.

Several events for students, faculty and staff during the 2013-2014 academic year addressed varying topics of diversity and equity. One session was dedicated to discussing microaggressions — brief and commonplace indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative insult. A two-day workshop for faculty and instructional staff focused on ways that course content and teaching methods could be revised to improve students’ understanding of and critical thinking about diversity-related topics.

The event drawing the highest attendance was a talk on the experiences of transgender people. The inspiration came from a conversation at the superintendents’ circle in which K-12 administrators discussed issues that arise in providing support for transgender youth in local schools.

Our graduates work in diverse settings throughout the nation and the world, and they benefit from training and experiences that will help them serve their communities better. This past summer, recent graduates were surveyed about experiences with diversity in KU’s School of Education and how prepared they felt to work with students and clients from a variety of different backgrounds. We hope their feedback will help us to further improve instruction and better prepare our graduates to work and live in an increasingly diverse world.

Plans include continuing seminars and events; increasing service learning opportunities with a variety of students and clients; and providing additional opportunities for students to work with diverse populations through field experience, student teaching, internships and practicum sites. Focusing future research on diversity-related topics is a goal closely tied to strategic initiatives in Bold Aspirations, KU’s multi-year strategic plan.
Jordan Bass, assistant professor in the Department of Health, Sport, and Exercise Sciences, examines how fans and the world at large now have the ability to put immense, immediate pressure on sporting organizations via social media to fire or discipline coaches and those in power. In his article, he explains how this “forced crowdsourcing” has the ability to change not only how coaches are fired or disciplined, but how the business of sport is carried out. Bass and co-authors Mark Vermillion of Wichita State University and Paul Putz of Baylor University studied how forced crowdsourcing has changed coaching evaluation and assessment systems. The study has been published in the International Sport Coaching Journal.

Theresa Brown, director of student affairs research, and Mary Fry, associate professor in the Department of Health, Sport, and Exercise Sciences, have published a study showing that exercisers are more likely to commit to exercise when they perceived the climate at a fitness center as positive, caring and task-involved, and found the staff to be positive and supportive. The two surveyed nearly 5,000 people who exercised at a chain fitness center with locations in all 50 states to gauge the connection between members’ perceptions of staff behaviors, motivational climate, their own behaviors, commitment to future exercise and life satisfaction. Perhaps most intriguing of the findings were that those who reported a positive workout environment and helpful staff also reported high levels of life satisfaction. When commitment to an exercise program can be difficult to maintain, helping people do so in a way that goes beyond simply sticking to a routine and keeping customers coming through a center’s doors has potential for a profoundly positive effect.

Andy Fry, professor in the Department of Health, Sport, and Exercise Sciences, received the Educator of the Year Award from the National Strength and Conditioning Association (NSCA). He was nominated for the award and chosen based on his classroom work, teaching philosophy, community work and student results. Fry teaches classes in methods of strength training and conditioning, kinesiology, biomechanics, skeletal muscle physiology and exercise endocrinology. He also volunteers with area youth sport organizations and recently authored the “Strength Training Workbook.” The book guides students through the process of taking theories they learn from their classes and using them to design a detailed strength and conditioning program for a wide variety of audiences.

Fry will be a co-investigator on a grant from the NSCA that investigates the role of nitric oxide synthase, a compound that stimulates production of nitric oxide, which appears to play a role during hypertrophy, or muscle growth. The dietary supplement may have a role in muscle growth for everyone from athletes to the elderly. He will conduct the testing with colleagues Zsolt Radak and Zsolt Murlats, faculty members at Semmelweis University in Budapest, Hungary. The results could make a difference in both sport and exercise sciences. Where sport science looks primarily at improving performance on the field of play, exercise science looks at improving health, strength and related factors among individuals for purposes such as physical therapy, general fitness, personal training, military and law enforcement, and recovery from illness.

Connie Gentry, the “face” of the School’s Welcome Center, was named the KU June Employee of the Month. Her duties also include maintenance of classroom schedules, coordinating conferences and meetings, and providing support wherever needed. She is perpetually pleasant and helpful to the people around her, especially students. Her institutional knowledge of the School of Education is beyond compare, providing a distinct advantage in managing the Welcome Center. She is a creative thinker who enjoys a challenge. She is always the first person to volunteer for added duties — for example, when a faculty member wanted to bring 80 middle school students to KU for a visit, Gentry took the assignment and coordinated all the details.

Eva Horn, professor in the Department of Special Education, was selected as one of two recipients of the 2014 Louise Byrd Graduate Educator Award. The award honors outstanding graduate faculty mentors at KU. Horn was nominated by her colleagues and noted for her dedication to graduate students. One former student said, “When I am confronted with an unfamiliar challenge, I literally think, ‘What would Eva do?’, and if the answer isn’t forthcoming, I call or email her, and she continues to provide support and guidance.” The award was presented at the Doctoral Hooding Ceremony on May 17.

Elizabeth Kozleski, chair of the Department of Special Education, received the Century of Scholars—College of Education and Behavioral Science Award from the University of Northern Colorado Graduate School as part of its 100th anniversary celebration. Kozleski, who received her doctorate there in 1985, was honored for her internationally recognized work in special education teacher education.

Jennifer Kurth, assistant professor in the Department of Special Education, is co-author of a report that examined states in the southwest United States and their compliance with indicator No. 5 of the Individuals with Disabilities Education Act (IDEA), which calls for the least-restrictive environment possible for students with disabilities. The study, co-authored with Susan Marks and Jody Pirtle of Northern Arizona University, examined plans from five southwestern states from 2005 to 2011. While states developed plans to improve their environments, most did not yield results. “We found that most plans made no difference whatsoever,” Kurth says. “That was discouraging because states invest so much in these plans. Kurth and two Department of Special Education colleagues, Elizabeth Kozleski and Mary Morningstar, plan to expand the research to study state plans to decrease the number of their students with disabilities who are educated in separate schools and facilities. Called The Tyranny of Low Expectations, the project will examine why, despite decades of knowledge that segregation is not beneficial for students, there continues to be about two to three percent of students who fall into that category.

Steven W. Lee, professor and chair of the Department of Psychology and Research in Education, and Christopher R. Niileksela, lecturer in the department, have authored “Ecobehavioral Consultation in Schools: Theory and Practice for School Psychologists, Special Educators and School Counselors.” The book explains a new model of consultation for professionals working in schools, which involves a professional consultant, such as a school psychologist, social worker or counselor, working with a teacher or parent on behalf of a child in need of help. It serves as a practical companion for anyone who works with parents and teachers to help address behavioral and academic problems students have in school. It contains both an examination of ecobehavioral theory and concrete examples of ways it can be put to use in schools.

Jim Lichtenberg, associate dean of Graduate Programs and Research and professor in the Department of Psychology and Research in Education, is the 2014-2015 president-elect for the American Psychological Association Division 17–Counseling Psychology. Division 17 was founded in 1946. It brings together psychologists, students and affiliates dedicated to promoting education and training, scientific investigation, practice, and diversity and public interest in professional psychology. Lichtenberg will serve as president for the 2015-2016 year.
Mary Morningstar, associate professor in the Department of Special Education, and Meagan Patterson, associate professor in the Department of Psychology and Research in Education, are two of 12 University of Kansas faculty members who have been named senior administrative fellows for 2014-2015. Fellows learn more about senior administration in higher education by meeting with senior administrators, visiting administrative units across campus, discussing national trends in academia and developing leadership skills. The program has been in place for more than 20 years.

Matthew R. Reynolds, associate professor in the Department of Psychology and Research in Education, co-authored an article for Environmental Health Perspectives published in May. The study, titled “The societal impact of the decrease in U.S. blood lead levels on Adult IQ,” analyzed IQ test scores. Reynolds explains, “There has been a dramatic decrease in blood lead levels of people in the U.S. since the 1970s. Researchers have predicted that the decrease in blood lead levels should coincide with U.S. IQ gains. Using test standardization data from the most well-established adult IQ test, the Wechsler Adult Intelligence Scales, we analyzed IQ scores for several large age cohorts of people born in the U.S. between 1951 and 1987. We found that a four-to-five IQ point increase coincided with the decrease in societal blood lead levels. Alternatively, before the removal of lead from society, when blood lead levels were stable, so were IQs. What was especially interesting was that the amount of increase in IQs was almost exactly the amount of increase that has been predicted by other independent researchers and the Environmental Protection Agency. Of course we could not say for sure whether the removal of lead is the cause of the increase in IQs in our study, but the cumulative evidence suggests that there is an association between blood lead levels and IQ.”

Argun Saatcioglu, associate professor in the Department of Educational Leadership and Policy Studies and courtesy professor of sociology, has found that in the last decade, fourth-graders who lived in states with a significant African-American population, larger classroom sizes and a more conservative political climate tended to learn fewer mathematics skills in school. “In this regard, what types of skills students learn is not necessarily objectively given. It is determined by specific state characteristics,” he says. Saatcioglu reached the finding when examining the correlation of student performance on state assessments with performance on the National Assessment of Educational Progress exam, or NAEP, widely viewed as the “gold standard” in testing and used to calculate the Nation’s Report Card. He presented his findings, titled “Are state assessments comparable to the NAEP? Exploring state and political factors related to state NAEP comparability,” at the 109th annual American Sociological Association Meeting in August.

Karrie Shogren, associate professor in the Department of Special Education and associate scientist with the Beach Center on Disability, received the Presidential Award from the American Association on Intellectual and Developmental Disabilities (AAIDD). The award was presented in June at the AAIDD annual meeting in Orlando. Shogren and her colleague Todd Little from Texas Tech were cited for their substantive work in the development and data analysis of the Supports Intensity Scale—Children’s Version. For more about the Supports Intensity Scale, see page 14.

Jonathan Templin, associate professor in the Department of Psychology and Research in Education and associate scientist with the Achievement and Assessment Institute, has been elected to membership in the Society of Multivariate Experimental Psychology (SMEP). SMEP was founded in 1960 to facilitate high level research as well as intensive interaction among researchers interested in multivariate quantitative methods and their application to substantive problems in psychology. Membership is limited to 65 regular active members and vacancies are filled by a nomination-election process. A primary purpose of the society is to have an intimate and technically advanced round table discussion at the annual meeting. To achieve this goal, active membership is restricted to experts in psychological and/or methodological research.

Mike Wehmeyer, professor in the Department of Special Education, senior scientist with the Beach Center on Disability and executive director of the KU Center on Developmental Disabilities, received the Distinguished Alumni Award from the University of Texas–Dallas on April 3.

Thanks to Mike Krings and George Diepenbrock of KU News Service. More about these research efforts can be found on the School of Education website.

Promotions and tenure

Chancellor Bernadette Gray-Little has approved promotion and tenure for the following School of Education faculty.

To full professor:

Changming Duan, Department of Psychology and Research in Education

To associate professor:

Gregory A. Cheatham, Department of Special Education
Matthew R. Reynolds, Department of Psychology and Research in Education
Phillip Vardiman, Department of Health, Sport, and Exercise Sciences

Tenure:

Aaron W. Clopton, associate professor in the Department of Health, Sport, and Exercise Sciences
Farewell to six sages

Goodbyes are not easy, particularly after long and productive relationships. The School of Education bids a fond farewell to Don Deshler, Jim Lichtenberg, Ed Meyen, Sally Roberts, Ann Turnbull and Rud Turnbull, all who are moving into retirement this year. Their expertise, energy, passion and presence will be missed. We wish each a fulfilling next chapter.

Don Deshler
Deshler is the Williamson Family Distinguished Professor of Special Education and the former director of the Center for Research on Learning at the University of Kansas. He has served as an advisor on adolescent achievement to several organizations including the Carnegie Corporation of New York, the National Governors’ Association, the Alliance for Excellent Education, the Council on Families and Literacy, and the U. S. State Department. Through the Aspen Institute, he has worked with members of Congress to shape policies addressing the challenges of secondary school reform. Deshler was the first editor of the Learning Disability Quarterly. Among the awards he has received are the J. E. Wallace Wallin Award from CEC, the Maxwell J. Schleifer Distinguished Service Award, the Louise Byrd Graduate Educator of the Year Award, the Higuchi Research Achievement Award, the Distinguished Education Achievement Award from National Center for Learning Disabilities, the Educator of the Year Award from the Learning Disabilities Association, and the AERA Special Education Distinguished Researcher Award.

In the mid-1970s, passage of a federal education law required that special education services be delivered to all students who needed them from kindergarten through high school. Deshler remembers, “Up to that point, while there may have been a stated expectation, the reality was that services really were provided up to only 6th grade.

“We were working like crazy to certify teachers at this other level. We were trying to set up demonstration projects in schools so we’d have practicum sites for teachers, but we had no research to back it up.

“I remember Gordon Alley and Gary Clark and I were presenting, in 1976, at the CEC convention in Chicago. We were going to do a presentation on secondary learning disabilities. We anticipated maybe 30 people would be at this presentation. There were 300, which indicated how desperate people were to get answers for this huge need. The impression that is still in my mind today, very visibly, is teachers frantically taking notes on anything we said.

“We recognized that we had the formulation of some ideas in our minds, but we had no data behind them. So we resolved that we had to capture funding to do research to go along with the teacher preparation we were doing.” He will retire in December.

Some observations:

“I consider it a great blessing to be able to work at KU for my entire career. I have been extremely fortunate to work with and to learn from so many wonderful colleagues, staff and students. They have created and promoted the values, culture and conditions that have helped me grow and develop as a person and as a professional. I will always be proud to be a Jayhawk!”

Jim Lichtenberg
Lichtenberg is a professor of counseling psychology in the Department of Psychology and Research in Education. He also serves as the School of Education’s associate dean for Graduate Programs and Research. He previously held the position of director of the University Counseling Center and, for 34 years, as director of training for the counseling psychology doctoral program. He was recently elected president-elect for the Society of Counseling Psychology. He is Fellow of the American Psychological Association (Div. 17–Counseling Psychology; Div. 29–Psychotherapy) and of the American Educational Research Association, the Association for Psychological Science and the Kansas Psychological Association (serving twice as chair of its ethics committee). He is active in APA / Div. 17, having chaired Div. 17’s Education and Training Committee, its Awards and Recognition Committee, its Fellowship Committee, its special task group on empirically supported interventions and as a representative to the APA Council of Representatives.

Lichtenberg has served on and chaired the executive board of the Council of Counseling Psychology Training Programs as well as the APA’s Commission on Accreditation, and he is a member of several editorial boards for journals in professional psychology. Lichtenberg teaches graduate courses in the area of counseling/psychotherapy theory and research and in professional ethics. He has published extensively in the area of the counseling/psychotherapy processes.

He will retire in May 2015.

Some observations:

On moving from a half-time faculty member and half-time counselor in the University Counseling Center (UCC), to director of the UCC, to full-time faculty: “I had started looking at other positions elsewhere but Ed Meyen talked me out of it and allowed me to switch from being half time in each unit to full-time in the academic department. It was a significant loss in salary but it was a change in the quality of life and I have never looked back. I loved being in the academic department.”

As associate dean: “I’ve liked getting to know more about the university and the graduate studies generally on campus and getting to know much more about the individual departments. Being part of an administrative team with Rick and with Sally and now with Lon, and working with the different chairs, has really been rewarding for me. I’ve tried to do a good job...”
of understanding and being fair with students who really have very different kinds of programs and very different kinds of backgrounds — considering what they need and trying to make it work for them.

“Outside of the position and more related to my professional work, I was asked to serve on the APA’s Commission on Accreditation and I did that for six years and chaired that committee. That was a spectacular experience for me. I was really glad that during that time Rick gave me the opportunity to do that. That was probably the best professional experience that I had in psychology — really meaningful, with great colleagues, incredibly bright folks who are committed to graduate education.

“I think I’ve done a really good job of helping students figure out what they want to do. They’ve gotten great jobs whether academic or practicing as professionals, psychologists, working in the VA, etc.

“If there are downsides, I’m looking around my office and know I have to offload. It’s probably something everyone experiences — ‘how did I accumulate so much and what am I going to do with it all?’”

**Edward Meyen**

Meyen is a professor in the Department of Special Education, specializing in instructional design and e-learning environments. All of his courses have been taught online since 1996. Meyen’s online course, Curriculum Development, was recognized by the Paul Allen Virtual Education Foundation competition in 1999 as one of the five best online courses internationally. He is also the co-director of the e-Learning Design Lab (eDL), a collaboration of the Information and Telecommunication Technology Center and the Center for Research on Learning at KU. The primary work of the eDL currently focuses on the development of online standards-based lessons, tutorials and parent resources for students in mathematics and science.

Meyen has served in a number of leadership roles at KU and the School of Education. He came to KU as chair of the special education department in 1973, served as both acting vice chancellor and associate vice chancellor for Research and Graduate Studies, as executive vice chancellor for the Lawrence campus, and was dean of the School of Education.

Meyen graciously contributed this issue’s “Remembering the Teachers Who Touched Our Lives” (see the inside back).

He will retire in December.

**Some observations:**

“Having an opportunity to serve this exceptional university in a number of different roles clearly ranks among my most valued memories.

“The most rewarding and most important experience in my academic career relates to my role as chair of the special education department in the recruitment of faculty who throughout their careers and the careers of those who followed them brought national stature to special education at the University of Kansas.

“I was blessed beginning early in my tenure at the University of Kansas to have had the opportunity to be mentored by some amazing colleagues, including Dick Schiefelbusch, June Miller, Frances Horowitz, Gene Budig and Don Deshler.

“I am truly grateful that throughout my career at KU I have had the good fortune to have the best of professional staff as colleagues — they made a real difference in my life as a Jayhawk.

“I would be remiss if I did not express my most sincere appreciation to the graduate research assistants and doctoral students who taught me so much about e-learning during the last few years of my career. I am truly indebted to each of them. Many were international students and they shared their culture with me and for that I am also appreciative. I wish them success throughout their careers.”

On educational technology and his decision to embrace it: “When you think about higher education, it’s rare that a pedagogical reform takes place during your career. Nothing has transformed education as online has transformed it, not only the distance education model but the courses on campus that use integrated technology. And it hasn’t been around very long! I had already planned on what I would do — what I thought a faculty member should do — but I changed course.”

**Sally Roberts**

Roberts is associate professor in the Department of Special Education and associate dean for Teacher Education and Undergraduate Programs. Her academic interests include individuals with significant disabilities, those with deaf-blindness, and those with hearing loss. She has done extensive research and published in the areas of behavior states, communication both symbolic and non-symbolic, and instructional strategies for students with dual sensory impairments.

Roberts came to KU in 1971 as a master’s student, returned in 1983 to work on a federal grant, and joined the faculty in the School of Education in 2001. She was named one of the KU Women of Distinction for 2014-2015 in recognition of her accomplishments that have significantly enhanced the campus and the community. She also received the Distinguished Service Award for University Outreach and Continuing Education and the University Continuing Education Association Great Plains Excellence in Teaching Award in 2005. She received the Award for Outstanding Service to Students with Disabilities in 2004, the Outstanding Mentor Award and Graduate and Professional Association Graduate Student Mentorship Awards in 2003, the Graduate Student Award for Distinguished Service in 1991, and the TASH Alice H. Hayden Award for Outstanding Research, Teaching and Community Service in 1989.

In her current position as associate dean, Roberts administers the 29 licensure and endorsement educator preparation programs for initial and advanced teaching licenses as well as the undergraduate degrees in the health, sport, and exercise sciences department. She was instrumental in helping the School through the transition from a five-year to a four-year teacher education program.

She will retire in May 2015.

**Some observations:**

“I’ve loved working all these years in the School of Education and the Department of Special Education. I have been impacted by professors in my graduate work, faculty colleagues in the department and school, staff who have been so kind and helpful.

—continued
I am especially thankful for the hundreds of students whose lives have touched mine as they progressed through KU.

“My daughter worked as a student assistant in the special education department as an undergraduate so I got to see her almost every day. She got her bachelor’s degree in journalism the same year I got my doctoral degree and we walked the hill together! My son got both an undergraduate degree in teacher education and a master’s degree in building leadership from KU. It was so much fun for the three of us to be here at the same time.

“If anyone had told me that I would still be working at 68, I would have laughed at the idea. It’s been, however, an absolutely great way to spend the past 50 years!”

**Ann Turnbull**

Turnbull has been a professor, teacher, researcher and advocate for individuals with disabilities, their families and service providers for more than 35 years. In 1988, she co-founded the Beach Center on Disability, a vital hub of research and development on contemporary issues impacting the quality of life for individuals with disabilities and their families.

Turnbull has been the principal investigator on more than 25 federally funded research grants and has authored 33 books, including two leading textbooks in the field of special education. In 1999, she was named one of 36 individuals who “changed the course of history for individuals with intellectual and developmental disabilities in the 20th century.”

Turnbull has provided leadership in national professional and family organizations. She has served as president of the American Association on Intellectual Disabilities and has been honored by numerous organizations. She is the parent of three children, one of whom, Jay (1967-2009), was born with multiple disabilities and who had what Turnbull describes as an “enviable life” in terms of his inclusion, productivity and contributions to his family, friends and community.

She entered phased retirement in August.

**Some observations:**

“As I look back, my greatest learning and enjoyment occurred one month before major grant proposals were due. That intense preparation time is such a synergistic opportunity for the creation of new ideas and the formation of new trusting partnerships with allies. In a nutshell, I guess the most challenging times ultimately are the best times.

“It’s been a privilege to be on the faculty with Rick (Ginsberg) as dean and Elizabeth (Kozleski) as department chair. They provide an incredibly responsive context for faculty support and, ultimately, for faculty productivity. Rick and Elizabeth, I will forever be grateful.

“The students have been a constant source of learning, rejuvenation and companionship. One of my greatest concerns about retirement is not being surrounded by young people on a daily basis. I’ll have to come back often to get my ‘fix.’

“I had the privilege of being mentored by Dick Schiefelbusch, and that mentoring continues in our regular, convivial encounters. During World War II, Dick parachuted out of a plane over the Baltic Sea, landed in icy waters and was a fraction of time away from death when he was picked up by fishermen. He ended up in a prisoner of war camp for several years. Dick would look around the office on the most intensive days of work, roll his eyes, think of times long past in the POW camp and affirm, ‘Always remember that it is far better to have too much to do than not enough.’ Truly, my happiest times have been on those days when I was working prodigiously with trusted partners and experiencing the ‘rush’ of accelerated productivity that occurs when ‘the whole is greater than the sum of the parts.’

**Rud Turnbull**

Turnbull, the Marianna and Ross Beach Distinguished Professor Emeritus in the Department of Special Education, is a researcher, teacher, consultant and advocate in the field of developmental disabilities and a self-described “student of the human condition affected by disability in the policy context of the time.” With his wife Ann, he is co-founder of the Beach Center on Disability. Until January 7, 2009, he was the father of Jay Turnbull (who died at age 41), who had an intellectual disability, autism and emotional-behavioral challenges.

In the field of disability policy, Turnbull is author or co-author of more than 300 publications. His peers in the field have described him as one of 36 people who, in the 20th century, changed the course of history in intellectual disability. He has held many leadership roles and is the recipient of numerous national leadership awards.

He retired in August.

**Some observations:**

“It has been more than delightful, professionally and personally, to have served the university for these many years; it has, indeed, been an honor.

“I dare not conclude my years here without gratefully acknowledging members of the entire university — students, staff, faculty and administrators — who, in one way or another, recognized that our son Jay, a man with multiple disabilities, deserved an authentic opportunity to contribute to the university and then provided him with that opportunity in ways too numerous to itemize. They dignified him, and in doing so set for the nation itself a standard of collective behavior rarely ever duplicated and never surpassed.

“Without the constant support and loyalty of my wife Ann, my administrative assistant Lois Weldon and my colleague Jean Ann Summers, and without the contributions that my colleagues in the Department of Special Education made, the inspiration and guidance of my mentor Dick Schiefelbusch in enabling Ann and me to create the Beach Center, the competence and unwavering alliance of my colleagues in the Life Span Institute (especially directors Schroeder, Warren and Colombo and assistant directors Zamarripa and Diedrich), the inquisitive intellectual challenges from the doctoral and law students whom I have taught, and the spirited buoyancy generously given to Ann and me by our many students in the department, my years here would have been fraught with factors far less productive to the service I have rendered.

“Without the far-sighted generosity of Ross and Marianna Beach and their family (for establishing the Beach Family Endowment and the Beach Distinguished Professorship), of our early employee and late colleague Betsy Santelli and her family (for establishing the James MacDonald Fowler Endowment), and of Ron and Scott Borchardt and their families (for establishing the Borchardt Endowment), Ann and I would have had a most difficult time creating and maintaining the Beach Center as an internationally valued research, training and service entity in the field of intellectual and related developmental disabilities.”
Meet our new faculty members

Dorothy Hines-Datiri, assistant professor in the Department of Curriculum and Teaching, focus on Multicultural Education
Research interests: high school dropout recovery, race and equity, how pre-service teachers develop and implement culturally relevant praxis, school discipline policies in urban districts

Hines-Datiri earned her doctorate in educational policy from Michigan State University in May. Her dissertation title was “Navigating multiple worlds when dropping back into school: Urban youth, school policy, and re-enrollment.” Hines-Datiri notes the increased focus on preparing in-service and pre-service teachers for educating diverse students in multicultural schools. She looks forward to conducting interdisciplinary research that addresses educational disparities for students of color.

Robert Isaacson, assistant professor in the Department of Educational Leadership and Policy Studies, focus on Educational Technology
Research interests: educational technology, instructional design, faculty development

Isaacson is a new faculty member in educational technology at KU Edwards Campus. He received his doctoral degree from KU. He has a wide range of professional experience including roles as a K-12 classroom teacher, staff development trainer, instructional designer and faculty member at the University of Rhode Island and San Jose State University. Prior to coming to KU, he was a faculty development specialist at the Defense Language Institute Foreign Language Center in Monterey, Calif., and an associate graduate faculty member at the University of North Texas. Isaacson is looking forward to extending the educational technology master's program to the Edwards Campus as part of the Johnson County Education Research Triangle (JCERT) workforce training funding. Says Isaacson, “We have so many opportunities to work with business and industry as we emphasize workforce training.”

Melinda Marie Leko, assistant professor in the Department of Special Education, focus on High Incidence Disabilities
Research interests: reading instruction for secondary students with disabilities, secondary special education teacher education, special education teacher quality, inclusive education

Leko earned her doctorate from the University of Florida in 2008. Her dissertation title was “Understanding the various influences on special education preservice teachers’ appropriation of conceptual and practical tools for teaching reading.” Leko was an assistant professor in the Department of Rehabilitation Psychology and Special Education at the University of Wisconsin–Madison from 2009 to 2014. She taught in inclusive classrooms in Florida for several years prior to her doctoral work. Leko is looking forward to continuing her research in preparing teachers to deliver high-quality reading instruction to secondary students with disabilities. As part of this work she hopes to form several collaborative partnerships with other KU faculty, as well as administrators and teachers in local school districts.

Jason Travers, assistant professor in the Department of Psychology and Research in Education; associate scientist in the Achievement and Assessment Institute
Research interests: diagnostic classification models—psychometric models that seek to provide multiple highly reliable scores from psychological tests, advanced quantitative methods and statistics, psychometrics, Bayesian statistics, generalized linear mixed models, statistical computing

Travers earned a doctorate in special education from the University of Nevada Las Vegas in 2010. His research interests include understanding racial disparity in autism and ensuring equitable access to evidence-based interventions. He also is interested in the efficacy of instructional technology to support academic, social, communicative and behavioral development of young children with autism. He was an assistant professor of special education at the University of Massachusetts–Amherst before coming to KU and was a special educator in his hometown of Las Vegas. Travers is excited to be a part of the School of Education at KU. He writes, “KU embodies an unrivaled level of dedication and excellence in education. I came to here to be a part of a renowned faculty focused on cutting-edge research, leadership and teacher education that has the potential to transform the lives of children with disabilities and their families.”
Developing a new tool to help people with intellectual disabilities

University of Kansas researchers are at the forefront of efforts to develop standardized measures of the support needs of children and adults with intellectual disability. Such tools represent a new way of thinking about how to enable people with disabilities to actively participate in the community and engage in activities and life experiences. Karrie Shogren, associate professor in the Department of Special Education and associate director of the KU Center on Developmental Disabilities, and Michael Wehmeyer, professor in the Department of Special Education and executive director of the KU Center on Developmental Disabilities, have played key roles in the development of the Supports Intensity Scale—Adult Version, known as SIS–A, and the Supports Intensity Scale—Children’s Version, known as SIS–C. Both scales will be published by the American Association on Intellectual and Developmental Disabilities in the coming year. The original groundbreaking version of the SIS, for adults ages 16-64 with intellectual disabilities, was published in 2004. Shogren and Wehmeyer, with other colleagues worldwide, were invited to help develop a “refreshed” version — and, because of a recognized need to measure the support needs of children, they were invited to participate in the development of SIS–C.

The KU researchers helped “create norms” for the SIS–C by gathering data on thousands of children ages 5-16 across the nation. They identified the distribution of SIS scores for age groups of students with intellectual and developmental disabilities by assessing the level of support needs of children. The SIS–C will be administered by an interviewer, often a field worker or special education teacher, and help build a foundation for a support plan. Like the SIS–A, which focused on multiple domains of life such as work, home life, community life and others, the SIS–C will focus on seven domains of children’s lives.

“These scales were developed to focus on what support is needed by people with disabilities to participate in their communities and in valued life experiences like school, work and social activities,” Shogren explains. “If we know what support an individual needs, we can develop a plan to provide it. In the past, the focus had been on a person’s deficits, rather than the person’s preferences, skills and life goals, which has failed to enable people to achieve what they want and need in life.

“The interviewer will no longer be able to say ‘the person can’t do it.’ It now will be, ‘what supports are needed for them to be able to do it?’ And it’s OK if the answer doesn’t look the same for everyone.”

Educating English teachers for a new century

Heidi Hallman, associate professor in the Department of Curriculum and Teaching, has co-authored the first study in nearly 20 years about how institutions throughout the United States prepare English teachers. Hallman was part of a team that surveyed more than 250 public and private colleges and universities, using a grant from the National Council of Teachers of English to analyze the findings.

“We wanted to find out where teachers learn about certain topics,” Hallman says. “Is it in the methods class? Is it out in the field with their mentors? This could give new insight to where the knowledge is initiated. We hope some of the trends we found can be used as a prototype by other subject areas.”

Respondents answered general questions about what is being taught in the methods classroom, how the courses fit in with larger programs in English and education, and how teacher candidates are prepared to teach in each program. Researchers also analyzed syllabi for courses to determine how the topics are addressed.

In addition to Hallman, team members were Donna Pasternak, University of Wisconsin–Milwaukee; Samantha Caughlan, Michigan State University; Laura Renzi, West Chester University in Pennsylvania; and Leslie Rush, University of Wyoming.

Findings also show that 21st century themes are woven into teacher preparation programs in different ways. For example, “teaching diverse learners” was a theme that almost all programs reported as integrated within teacher preparation. Yet, some programs attended to this through only course readings and discussion while others paired such activities with fieldwork in diverse schools. The location of the program (e.g., region; whether the institution was located in a rural, urban or suburban context) heavily influenced configurations and possibilities for fieldwork. Integration of technology was another theme that varied widely in the way it was addressed by programs, as it was apparent from the range of responses to the survey that the integration of technology often was dependent on instructor expertise and comfort with technology.

One pivotal finding of the survey is that the changing nature of the discipline of English education. No longer is English education only about teaching literature, writing, speaking and grammar. Now English education has incorporated the teaching of multimodal literacies, the teaching of students whose first language is not English, and the teaching and implementation of standards. This study will help the field move forward in redefining itself, underscoring what it means to teach English today.

The authors of the study will be presenting their work at the National Council of Teachers of English annual convention in November. They were one of three Conference on English Education grant winners in 2013 and their work will be featured at a grant winners’ panel at the conference.

The ultimate goal is to help produce evidence on the most sound practices in English teacher preparation that can help serve as a guide for policy and legislation in the field, Hallman says. “We’re hoping this can propel us as a field to see English teacher preparation in a 21st century way. Topics such as working with diverse student populations, addressing changing standards and other areas have changed since this study was last done. Hopefully this empirical evidence can help back up effective change.”

Supporting the development of ethical warriors

Philip Gallagher and Phillip Vardiman, both associate professors in the Department of Health, Sport, and Exercise Sciences, are co-principal investigators in a new study of U.S. Marines in the Marine Corps’ Martial Arts Program (MCMAP). MCMAP was developed to combine existing and new hand-to-hand and close quarters combat techniques with morale and team-building functions and instruction in the Warrior Ethos. The study will review MCMAP and provide recommended refinements based on the analysis of observations and test results.
Researchers will look at physiological, physical and psychological indicators during the martial arts training to see if there is an optimal time for instruction of the moral component during and after the physical and psychological exertion of the training. The study will allow the researchers to closely monitor the indicators so that training intervals can be fine-tuned.

Vardiman explains, “We’re looking at the combined physical and psychological stressors that will happen on the immune system itself in response to the MCMAP. We’re going to be looking at catecholamine and immunoglobulin responses as well as cognitive variables such as social identity, moral identity, moral judgment, and spatial memory and pattern recognition.”

All of this is to find the best ways to produce not only Marines who are adept at martial arts but also who can make decisions under high psychological and physical stress — who are, as the goal of the MCMAP program states, “ethical warriors.”

Vardiman notes that the three-year study, funded by the Office of Naval Research for $717,500, was possible only because of the continued support and cooperation of many. “None of this would have been achievable without the help of my research team, the Office of Naval Research, the dedicated Marines at Fort Leonard Wood and guidance from Mike Denning, director of KU’s Office of Graduate Military Programs.”

Other members of the research team include faculty members from the health, sport, and exercise sciences department, including Joseph Weir, Aaron Clopton, Mary Fry and Trent Herda.

A key member of the team is graduate research student Jake Siedlik. Vardiman sums up their motivation when he says, “I think I speak for everyone on the team that we’ll be satisfied knowing that at some level this project may help hone the skills of a particular Marine to be a better Marine with a warrior mindset. We are proud of anything we can do that could help those Marines who protect us every day.”

**Making e-Learning more effective for K-12 learners with disabilities**

Online learning is experiencing tremendous growth in the K-12 classroom. By one estimate, nearly 2 million K-12 students were enrolled in online learning last year. Some predict that at least half of all 9th-12th grade classes could be delivered in online environments by 2019.

Since 2012, Don Deshler, Sean Smith, Jamie Basham and Ed Meyen, all faculty from KU’s Department of Special Education, as well as Daryl Mellaard from the KU Center for Research on Learning (KUCRL), have conducted research into online learning and its impact on students with disabilities. Funded by the U.S. Department of Education’s Office of Special Education Programs, the Center on Online Learning and Students with Disabilities is a three-way partnership between the KUCRL, the Center for Applied Special Technology and the National Association of State Directors of Special Education.

The center’s mission is to research how online learning can be made more accessible, engaging and effective for K-12 learners with disabilities. To fulfill this mission, the center conducts research in three primary areas: current and emerging trends and issues related to the participation of all children with disabilities in online learning, potential positive outcomes and negative consequences of online learning for children with disabilities, and promising approaches for effectively including children with disabilities in online learning.

Recent findings show that vendors of online learning platforms vary greatly in their adherence to national standards of accessibility. While some vendors have consistently taken careful steps to make sure that online environments are fully accessible to students with disabilities, others have taken limited steps and have actually created barriers.

Examining K-12 online content beyond accessibility standards, the center developed and used a measurement tool to determine the alignment of instructional lessons for online learning to the principles of Universal Design for Learning. Initial findings suggest limited alignment for the majority of popular and widely used online curriculum.

Online learning platforms are heavily dependent on text as the primary medium of instruction. Text complexity is unequal, inconsistent and unpredictable, and text complexity varies between courses and even within different parts of the same course/lesson.

A wide variation exists among state and local policies that are likely to affect the enrollment, participation, persistence and outcomes of students with disabilities in online learning. According to every stakeholder group surveyed — vendors, state directors of special education, classroom teachers and parents — policies impede or block the ability to optimize online learning for students with disabilities.

When students with disabilities participate in fully online schools or courses, the role of their parents changes dramatically. In some findings, parents essentially take on the role of teacher; assistant teacher or homework monitor.

A disproportionate number of students with disabilities currently enroll in online courses when compared with the total number of students in a district or school. For example, out of a total enrollment of 11,000 students, one online vendor reported an enrollment of fewer than 200 students with disabilities. For the same year, a different online vendor reported an enrollment of 300 students with disabilities out of a total enrollment of 3,000 students. Additionally, a disproportionate number of disability subgroups exists in online learning enrollments. Specifically, students with autism spectrum disorders and behavioral/emotional problems are disproportionately overrepresented, and students who are blind are underrepresented.

Although these findings suggest concerns for online learning among students with disabilities, recent work in personalized learning offers examples of best practice and how blended and fully online K-12 instruction can be individualized to align to the specific needs of the student. The center’s work is seeking to better understand the impact of personalization, especially on the unique learning and instructional needs of students with disabilities. More information about the center and its efforts can be found at centerononlinelearning.org.

**Encouraging women to take on leadership roles**

How do you get more women in leadership roles? How can you encourage them to participate in civic affairs by running for office and serving on task forces, move into central business roles and, overall, play a significant part in the life of a city?

Kansas City Mayor Sly James, who is committed to engaging more women in public and private endeavors, established the Women’s Empowerment initiative to take action on his goal. As part of the initiative, James and his team reached out for expert help. Barbara Kerr, the Williamson Distinguished Professor of Counseling Psychology in the Department of Psychology and Research in Education, was recruited to assist the efforts by identifying the roadblocks that stand in the way of women’s engagement.

Supported by a $23,000 research grant from the Women’s Foundation of Greater Kansas City (WFGKC), Kerr created a survey instrument that used surveys and focus groups to help identify issues that prevented women from being involved in leadership roles. The greatest barrier to service, she found, was a lack of confidence in knowledge and leadership skills necessary to take part in civic task forces, boards or commissions. “They need to be encouraged to see their previous experience as giving them the skills they need for leadership,” Kerr says. “They need to be welcomed, invited, asked and told that they belong.”

Other difficulties include obtaining childcare, being able to take time off from work and finding safe ways to get to meetings. Simply considering those factors — and, perhaps more importantly, utilizing technology to allow participants to take part in meetings and discussions without physically being there — could greatly improve the number of women involved, Kerr says.

“Mayor James has an ambitious plan to ensure Kansas City is an inclusive, diverse organization that supports the recruitment of women from different backgrounds to task forces, boards and commissions,” Kerr says. “I’m thrilled that the WFGKC recruited me to do this research, and it’s exciting to know that KU will play a role in an initiative aimed at engaging women across Kansas City in local government. This is exactly the type of engaged scholarship for public impact we strive to do at KU.”

Kerr will author a manual for use of the tool in other locations. She hopes that cities across the nation will use her work to determine how to get more women involved in civic leadership. Kerr explores many of these topics with co-author Robyn McKay in their book that will be released in November, “Smart Girls in the 21st Century: Understanding Talented Girls and Women.”

Thanks to Mike Klings of KU News Service and to the office of Kansas City Mayor Sly James.
Student research efforts

Giving students the opportunity to engage in meaningful research allows them professional and personal growth. Two School of Education students — one graduate, one undergraduate — recently described their experiences.

Doctoral student extends education beyond the classroom

Jamie McGovern, a Lawrence native, is a doctoral student in the Department of Psychology and Research in Education’s school psychology program. McGovern chose to pursue school psychology based on her interests in learning and psychology.

After completing her degree in psychology at the University of Puget Sound, McGovern was unsure about what her future held. She moved to New Orleans, served as an Americorps Volunteer in Service to America (VISTA), and later worked as a barista at a local coffee house. She mulled over her next steps while volunteering and pulling espresso shots.

“I knew I wanted to pursue a graduate degree in psychology, and when I learned that school psychology would allow me to focus on my interests in learning and psychology, I was intrigued,” McGovern says. “When I discovered that doctoral level school psychologists could take on a variety of roles in diverse settings, such as schools, hospitals, private practices, and universities, I was ready to apply.”

She started in KU’s school psychology program in fall 2011, earned her educational specialist degree this spring, and is currently focused on completing the required coursework and preparing for comprehensive doctoral examinations. In addition to tackling courses in the School of Education and in the psychology and applied behavioral science departments, she has taken on a variety of roles in research projects during her time at KU.

“Getting started with research was both daunting and critical for me as a doctoral student, but I have had several mentors and guides to help me along the way,” McGovern says. “At the urging of my advisor, Patricia Lowe (associate professor, PRE), during my first year of graduate study I assisted an advanced doctoral student, Jennifer Hill, nee Raad, with collecting dissertation data from students with specific learning disabilities (SLD). During my time as a student I had learned about counterbalancing the order of the measures administered, assigning participants codes to ensure their privacy, and obtaining assent from young participants whose parents had consented to their participation, but helping Dr. Hill collect data let me put those lessons to good use and contribute to an actual project.” Later on, McGovern used data from two of the measures they collected to write a paper about the sample’s self-reported anxiety and school adjustment. “The process of writing this paper was also an example of moving from theory to practice,” she says. “I had written smaller, simpler projects, but nothing of this magnitude. After many drafts and edits, Dr. Lowe, Dr. Hill and I recently submitted the paper to a scholarly journal.”

McGovern was employed as a graduate research assistant at the Juniper Gardens Children’s Project while she completed her second year of coursework. She also helped carry out research on the prevention of high school dropout as a part of the Center for Adolescent Research in Schools (CARS) project. She assisted teachers and staff members at two North Kansas City high schools with implementing a multicomponent intervention aimed at keeping at-risk teenagers invested in school. The intervention included consulting with classroom teachers regarding classroom management and instructional activities, helping mentors teach students to track their progress and set goals, and sending parents and teachers newsletters with tips for helping teenagers be successful. “The CARS project allowed me to implement principles of consultation and applied behavior analysis that I had learned about in the classroom at KU, and it gave me invaluable experience problem solving with teachers who have students with challenging behaviors,” she says.

As a component of a course on multivariate statistical analysis taken during her third year, McGovern completed an additional research project using the data she had assisted Hill in collecting. “My professor, Jonathan Templin, and I used a confirmatory factor analysis to gauge whether the measure of school adjustment collected with the sample of students aligned with the structure proposed by its authors,” McGovern explains. She hopes to present the project at the National Association of School Psychologists conference in February.

Now in her fourth year, McGovern plans to write her dissertation proposal. “Rather than collecting new data, Drs. Lowe and (Steven) Lee are helping me gain access to a large pool of data collected in a clinic setting,” she explains. The prospective dataset would include responses from clients, parents and teachers to a broadband psychological assessment as well as clients’ scores on a computer-based continuous performance task that measures attention and focus.

“Although the thought of getting involved with research was intimidating at first, my advisor, other professors and fellow graduate students have been welcoming, helpful and enthusiastic about including me in projects,” says McGovern. “My involvement with research during my tenure at KU has also allowed me to extend my education beyond the classroom and make important professional contacts. Hopefully someday I will be able to help other students reap the same benefits.”

Undergraduate on “road to discovery” as researcher

Ruben Medina is pursuing an undergraduate degree in community health with a minor in psychology. Eventually he hopes to earn a doctorate in sport and exercise psychology and conduct research in exercise program development for underserved populations.

He is married to Jeanette Medina, also in KU’s community health program. Both are U.S. combat veterans: she was a combat medic in the Army, and he was a construction electrician in the Navy Seabees. They have two sons, Mac, 8, and Andy, 5.

The Medinas left the service in 2008. He worked as a journeyman electrician while she was at home with their boys. “As the recession impacted the construction industry,” he notes, “we incorporated our military
“At first, my only purpose was to obtain a degree in community health and seek employment immediately after. It was only after meeting my mentor and being a part of her research lab that I found myself wanting to pursue a doctorate.”

Medina

training to adapt, overcome and move on.” They decided to obtain college degrees, starting at Allen County Community College.

“At first, my only purpose was to obtain a bachelor’s degree in community health and seek employment immediately after,” Medina says. “It was only after meeting my mentor in the fall of 2013, Mary Fry (associate professor, HSES) and having her support in being a part of her research lab in Sport and Exercise Psychology, that I found myself wanting to pursue a doctorate.” Since being accepted as her research lab intern, he has conducted his own research and shared findings with a poster presentation at the 17th Annual Undergraduate Research Symposium. He received an award for best poster/presentation for interdisciplinary research and has been accepted to present at the 29th Annual conference of the Association of Applied Sports Psychology in Las Vegas. Medina also has participated in various studies in the lab in supportive roles for doctoral and master’s students’ research studies.

In addition to being an undergraduate researcher at KU, Medina was selected to participate in this summer’s Research Experience for Undergraduates at Syracuse University under a National Science Foundation Grant. He was offered intensive training in trauma research conducted with U.S. veterans. He now is collaborating with faculty from Syracuse University in a study that seeks to understand the psychological, physiological and physical changes in their trauma symptomology in veterans participating in a Dog for Vet program. His role is to provide support in data analysis and offer background information for the program’s owner-trainer model. He plans to present findings at a national conference pending acceptance.

Medina participates in scholar programs through the Office of Diversity in Training and the Initiative for Maximizing Student Development and is a Multicultural Scholar Program recipient.

“I know I would not have been able to set forth a proper example of hard work, perseverance and determination without the support of my wife and children. Until I graduate next spring, I will continue to strive to improve my understanding of the world I seek to enhance through research. I believe that is the core meaning of being a Jayhawk,” he says. “I will continue to strive to live up to the tradition set forth by KU Alumni and be eternally grateful for this unique experience.

“I would like to express my sincere gratitude for all those who helped me during my road to recovery as a researcher and student.”

Tools for teachers

Educators from across the state gathered at Joseph R. Pearson Hall on August 1 to take part in the ALTEC (Advanced Learning Technologies in Education Consortium) Summer Technology Camp. ALTEC, a division of the Center for Research on Learning, hosted more than 60 campers at the all-day affair, presenting rich, relevant, technology-related practices as well as exposure to educators passionate about educational technology.

“We really value the opportunity to showcase the knowledge in the region, especially on important content around technology and education,” says Marilyn Ault, director of ALTEC.

The technology camp began in 2011 with a focus on mobile learning for K-12 educators and expanded to include KU School of Education faculty in 2012. However, as the learning needs of area educators continued to evolve, ALTEC researchers and faculty members began to create advanced professional development opportunities related to technology, both inside and outside the classroom.

The planning committee has worked to offer a variety of mini-conference formats, emphasizing opportunities for participants to network with each other. “Our goal is to promote collaboration and team-based learning as much as we can,” Ault says. “We want to stay connected with our Kansas teachers and serve as a resource for them.”

“It is a growth experience for us, just as much as for them,” adds Jana Craig-Hare, assistant research professor for the CRL. “We count on the expertise of the practitioners in the field who continue to support our event as presenters. We now offer a camp for local educators, as well as a two-day camp for our own KU School of Education faculty.”

Attendees and presenters represented various Kansas communities — Atchison, Baldwin City, De Soto, Hays, Great Bend, Kansas City, Leavenworth, Olathe, Ottawa, Topeka and Wichita.

“We appreciate any opportunity to bring regional educators to campus and provide them exposure to the KU School of Education’s faculty experts,” says Lon Dehnert, assistant dean of the School of Education. ALTEC and the School anticipate offering another camp for area educators in June 2015.

ALTEC also provides onsite professional development, instructional coaching and program support for educators implementing technologies in the classroom. ALTEC resources — educational games, web-based instructional resources and scalable online quizzes — are accessed more than a million times a month.

Recently, ALTEC released an online game, Reason Racer, that allows middle school-level students to compete with their peers, racing through a course and learning about scientific argumentation during pit stops.

At the end of the race, students enter a chat function in which they discuss their justification about their decision to accept, reject or withhold judgment about a claim. They discuss why they came to the answers they did, supporting evidence and more. The chat function has proven effective and even had some surprise results.

“Our data suggest that kids’ use of Reason Racer over time greatly helps them improve in the area of scientific reasoning. And with the chat function they stay on topic,” Ault says.

The timing of the original version of the game and its subject matter was fortuitous. Scientific argumentation is part of the new Next Generation Science Standards and is a topic that can be difficult for teachers to incorporate and for students to grasp. The game has shown it can improve students’ understanding of the concept and includes resources to help teachers use the game to meet the requirements of the Common Core Standards as well. Developers hope to have the mathematics version of the game available in the next few years. The game, resources, tutorials and more are all available for free at reasonracer.com.

—Janelle Laudick
The world gets centered

The School of Education’s service-oriented centers make big differences in Kansas and beyond.

Largest award in KU history to aid in developing customized assessments for Alaska public schools

The KU Achievement and Assessment Institute has received a $25 million award from the Alaska Department of Education and Early Development to develop and administer customized assessments for Alaska’s public schools. The agreement extends through June 2020 and is the largest award in KU history.

The Alaska assessments, developed by AAI’s Center for Educational Testing and Evaluation with computerized delivery systems created by the Institute’s Agile Technology Solutions, will provide parents, students and educators information about student achievement in reading, writing and mathematics — subjects that are fundamental to daily life, the workplace, K-12 schools, the military, apprenticeships, technical schools and colleges. Assessment results will also help the state and school districts determine where to place resources for struggling students.

“We are honored that the state of Alaska has entrusted this important work to us,” says Neal Kingston, director of AAI and professor in the Department of Psychology and Research in Education in the School of Education.

AAI’s assessment-delivery systems have been used in Kansas since 2005 and also in states participating in the Career Pathways Assessment System and the Dynamic Learning Maps Alternate Assessment Consortium. AAI annually delivers more than 1.8 million summative assessments to students.

“A lot of work that has been done in Kansas can be applied to our work in Alaska,” says CETE Director Marianne Perie. “and we will have additional lessons learned there that we can apply to Kansas. I foresee a fruitful partnership among AAI, Kansas and Alaska.”

Alaska educators will have integral roles in the process of customizing the assessments, including reviewing the assessments for bias and cultural sensitivity, and setting the scoring thresholds for levels of achievement. One of their first opportunities to participate came this summer. In partnership with the Alaska Department of Education and Early Development and with support from local universities, a team of AAI passage-development experts conducted two five-day workshops in Fairbanks and Juneau that together attracted more than 30 Alaska teachers and authors who worked on original passages intended to distinctively reflect Alaska. The workshops featured training sessions on writing for assessments, paired with guided practice and independent writing. Writers developed texts for elementary, middle-school and high-school audiences. After the workshops, all passages went through additional rounds of editing, revision and review at AAI.

—Bill Woodard, communications manager, Achievement and Assessment Institute

A SWIFT update: Helping states and school districts scale up and sustain exemplary inclusive education

The SWIFT Center, headquartered at KU, is a national K-8 technical assistance center that promotes unified teaching and learning for students of all cultural and linguistic backgrounds and all abilities, including those students with the most extensive support needs. Wayne Sailor, professor of special education, and Amy McCart, associate research professor with Life Span Institute (LSI), co-lead this five-year, $24.5 million grant from the U.S. Department of Education, Office of Special Education Programs awarded in the fall of 2012.

Sailor, who was instrumental in developing the SWIFT conceptual framework based on three decades of research in inclusive education and comprehensive school reform, believes that “inclusive education is a best practice and not just an option on a service continuum.” This belief is one reason why SWIFT Center is committed to the complex process of helping states and districts scale up and sustain exemplary inclusive structures, systems, policies, and practices in all their schools.

SWIFT brings together five empirically supported domains into a fully braided inclusive educational system. These domains address administrative leadership, multi-tiered system of support, integrated educational framework, family and community engagement, and inclusive policy structure and practice. For more information about these domains and features, see swiftschools.org.

In less than two years, the SWIFT Center moved from concept to reality by mobilizing resources from institutions of higher education, including the KU School of Education and LSI, advocacy organizations and technology providers. Today, as an active intensive technical assistance center, they partner with 64 schools, 16 districts and five state educational agencies — Maryland, Mississippi, New Hampshire, Oregon and Vermont. SWIFT helps these partners implement and build capacity to independently scale up and sustain reforms that include and support all students in their neighborhood schools and that are culturally responsive to students, staff and local communities.

Before engaging in these technical assistance partnerships, the SWIFT Center conducted a knowledge development study in six schools. As these schools generously shared their experiences, the Center gained valuable insights into many best practices that have been extended into SWIFT technical assistance to promote whole-system transformations. Three themes emerged from the study, suggesting implications for schools moving toward fully integrated teaching and learning and technical assistance providers, policy makers and educational researchers.

A positive school culture is necessary for integrated education that supports every child in a community. By positive school culture, SWIFT means an environment where all adults in the school share responsibility for the teaching and learning of all students in the school, regardless of educational labels.

Inclusive education changes not only where and how students learn, but also what they learn. Fully braided, inclusive schools reorganize physical environments, personnel, instructional practices and support services to meaningfully engage all students with the general education curriculum.

Leadership is key to transformation and sustainability of fully integrated educational systems. School leaders build buy-in and capacity for systemic change and sustainability through such methods as shared decision making, collaboration and professional learning among educators, staff and families.

The SWIFT Center is indebted to the school leaders, educational communities, and parents and students who shared these lessons, and who began and continue to work tirelessly to transform local schools into places where all students can experience academic and social success. As technology, policy and other resources catch up with this vision for all students, we hope to honor their past efforts and join in future innovations until unified teaching and learning is the standard for education everywhere. For more information, see swiftschools.org.

—Kari Woods, project coordinator for research dissemination, SWIFT
Expanding opportunities for learning outside of school

The Kansas Enrichment Network, housed within the Center for Public Partnerships and Research–Achievement and Assessment Institute, is partnering with David Hansen (associate professor, PRE) to strengthen out-of-school time and expanded learning opportunities for school-aged youth.

Approximately 75-80% of a young person’s waking hours is spent outside of school — valuable time that could be utilized to enhance and enrich learning. Hansen notes, “Our educational responsibility is not simply to provide academic opportunities but also to provide developmentally appropriate opportunities. We need to publicly campaign for the importance of out-of-school time in adolescent development and make adults aware of the potentials and possibilities of youth.” This philosophy and Hansen’s work allows the Network to bring expertise and research-based strategies to the field of afterschool.

Hansen and Network staff collaborate on several projects. One involves science, technology, engineering and math (STEM) activities. The project utilizes a staff observation tool and Hansen’s youth engagement survey (see the Fall 2011 and Fall 2010 issues of The Jayhawk Educator at soe.ku.edu/alumni/jayhawk-educator). Hansen is analyzing data and summarizing the results. Because of this partnership, KU faculty and staff are able to work with faculty in Harvard University’s program in education, afterschool and resiliency to access additional resources and research in afterschool programs, including training to credential several of the Network staff and other community providers in use of the evaluation tool.

Hansen advises Network staff and joins leadership team collaborators from youth, formal education, business, and the local tech and community college, as well as assisting with the research for a second project. This initiative brings new opportunities to disengaged, disinterested middle school youth in the Hutchinson, Kan., Boys and Girls Club. The pilot project incorporates digital badging and innovative pathways for students to earn elective high school credit. The goal is to excite and engage students’ learning in areas of interest to them, which ultimately may increase their connection with and interest in school.

—Marcia Dvorak, assistant director, Center for Public Partnerships and Research–Achievement and Assessment Institute

Center for Research on Learning continues its mission, now housed in Life Span Institute

The Center for Research on Learning (CRL) became part of the Life Span Institute (LSI) in July. As one of 13 centers under the LSI umbrella organization, CRL continues its mission of “solving the problems that limit individuals’ quality of life and their ability to learn and perform in school, work, home or the community.” Researchers affiliated with CRL focus on basic and applied research and advocacy involving disabilities, instructional practices, practitioner training and the development of teaching materials and technologies.

Mike Hock, associate director of CRL, has been named interim director of CRL. He will report to John Colombo, director of LSI. Hock has been at KU since 1990 as an associate research scientist. He succeeds Don Deshler, the Williamson Family Distinguished Professor of Special Education. Deshler has been director of CRL since 1978.

Hock notes that the move will bring many benefits, including a research design analysis team, proposal development and post-award services, technical support and a communications group. He adds, “We’re really looking forward to working with Life Span and the services they provide. John Colombo has been supportive in this effort.”

Research at CRL includes the Online Center that is featured in this issue (see page 15). In addition, says Hock, “Jim Knight has a line of research in instructional coaching that does research to determine the best professional development models we can follow. His instructional coaching piece is groundbreaking in that he is looking at developing tools for coaches to coach other coaches so their interactions with teachers are effective and that translates into improved student outcomes.”

Another line of research focuses on blended or flipped learning classrooms. Hock notes, “Almost 30% of secondary schools are toying with blended learning but there seems to be a real lack of knowledge what is the impact on students with learning differences. We are developing online modules that will help teachers develop flipped learning classrooms that will be responsive to all students as well as students with learning differences.

“We’re off to a really good start,” affirms Hock. “I think some really great research continues here.”

Center for Public Partnerships and Research: Promoting young children’s wellness

The Center for Public Partnerships and Research (CPPR) is partnering with the Kansas Department of Health and Environment (KDHE) and Finney County to manage and evaluate Kansas Project LAUNCH, a competitive five-year federal grant to promote young children’s wellness. Targeting children from birth through age 8, the overall goal of Kansas Project LAUNCH is to improve early childhood systems and services so that all children reach physical, social, emotional, behavioral and cognitive milestones. CPPR Associate Director Teri Garstka is the principal investigator on this project, and Jessica Sprague-Jones is the evaluator.

Graduate research assistant Cynthia Taylor and M. Alexandra Vuyk, both doctoral students in counseling psychology, have been instrumental in conducting the evaluation of this project and disseminating evaluation findings. Ben Rutt, also a doctoral student in counseling psychology, has presented findings as well.

In addition to the above, Project LAUNCH funds have supported an initiative called Transforming Early Childhood Community Systems (TECCS). TECCS brings early childhood partners (researchers, early childhood providers, pre-K-12 teachers and administrators, and other community partners) together around the issue of school readiness. As part of the initiative, KU researchers administered a kindergarten readiness assessment and facilitated data-driven conversations about early childhood needs, evidence-based practices and community collaboration. The pilot community for KU-TECCS was Garden City, Kan.

Although in place for only a year, the process in Kansas led to some important revelations:

For instance, researchers found that early childhood professionals and K-12 personnel define “school readiness” differently and place certain values on different aspects of school readiness (social-emotional, physical, behavioral, cognitive, etc.). In Garden City, this led to a deeper conversation of what school readiness means and how the community could come to a collective definition.

Findings also indicate that children in high-performing schools and neighborhoods (according to School Report Cards) could be vulnerable in other domains, such as physical health and development or social-emotional competence. Similarly, children in low-performing schools could demonstrate higher levels of competency in the social-emotional or physical health domains. The assessment helped illustrate that school readiness is a multifaceted construct, and our traditional focus on cognitive skills overlooks some of the core skills kindergartners need to be successful.

As a result of the assessment, one neighborhood that was found “vulnerable” in physical health and development started making changes to their environment. They installed a playground at one of their local apartment complexes. Our staff met with parents in the apartment to talk about the important of physical health and nutrition for children ages birth to age 8.

Recently, the city expanded the TECCS analyses beyond just kindergarten readiness to look at neighborhood well-being. In addition to the school readiness indicators, they added other indicators (crime, poverty, single parents, etc.) to provide a fuller picture of community needs. We are excited about how the community has embraced the process to answer local questions.

—Jessica Sprague-Jones, research analyst, and Karen Chang-Rios, research associate, Center for Public Partnerships and Research–Achievement and Assessment Institute
Kala Stroup (M.S.E., 1964) received the KU School of Education Distinguished Alumni Award at the KU School of Education’s annual Convocation in May. The award is the highest honor the School bestows upon its alumni and recognizes a career of noteworthy accomplishments.

Stroup was inducted into the University of Kansas Women’s Hall of Fame in 1976. She holds an undergraduate degree in speech and drama with Phi Beta Kappa honors, a master’s degree in educational psychology, and a doctorate in speech communication from KU. As a national leader in higher education, she became a mentor and model for countless young women, starting at KU, where she spent 18 years as a teacher and advisor, including serving as the first dean of women to follow Emily Taylor.

Stroup has had a distinguished career in higher education for more than four decades. She served as chief academic officer at Emporia State University, then served as president of Murray State University and then of Southeast Missouri State University. In 1995, she became Missouri’s commissioner of higher education, serving on the governor’s cabinet until 2002. She then assumed the role of president of American Humanics, which prepares future leaders of universities and nonprofit groups. She previously served as a fellow with the American Council on Education. She has held many leadership positions in organizations devoted to higher education.

Stroup’s dedication to her alma mater is truly inspiring. She served on the board of the Alumni Association from 1985 to 1990 and on the Emily Taylor Women’s Resource Center Advisory Board from 1974 to 1983, and again from 2004 to the present. She also serves on the board for Women Philanthropists for KU. She currently teaches courses at the university about the nonprofit sector and other courses within KU’s honors program.

Stroup has received awards and recognition from many organizations for her work in higher education as well as the nonprofit sector. She received the 2012 Mortar Board Outstanding Educator Award and the Distinguished Service Citation from KU as well as seven honorary degrees, and many professional and civic awards.

Nicoletta (Niki) M. Economy (B.S., 1959) was named to the 2013 “Reasons to Believe” Alumni Honor Roll by the Kansas City, Kan. (KCK) School District.

Launched in 2002, the program recognizes 12 alumni each year whose career achievements and community involvement are noteworthy. Honorees serve as role models and inspiration for students, educators, parents, community leaders and business leaders. The alumni were recognized at a community celebration in November 2013. Banners with photos of the winners flew in downtown Kansas City, Kan.

Economy, a retired KCK teacher, graduated from Wyandotte High School in 1955.

John Allison (B.S.E., 1986) and two of his colleagues in the Wichita, Kan., Public Schools, Denise Seguine and Neil Guthrie, received the 2014 Leadership in Learning Award, given by KU’s Department of Special Education and the Center for Research on Learning (CRL). The award recognizes the critical role that visionary and courageous leadership plays in improving outcomes for all students. In the award citation, Don Deshler, professor in the Department of Special Education and director of CRL, noted, “the extraordinary and inspired leadership that you have exhibited in implementing the Multi-Tier System of Supports throughout the Wichita School District. Most importantly, your contributions have had a dramatic impact on students in USD 259; however, your work has also been recognized on the national stage. School leaders throughout the country are taking note of and are being influenced by the work you are doing.” Allison is the district superintendent; Seguine and Guthrie are assistant superintendents.

Lisa Pelkey (M.S.E., 2004) is the USD 232 Secondary Teacher of the Year. Pelkey has been employed by the district since 2006 and teaches English Language Arts at De Soto High School in De Soto, Kan. This is her 11th year of teaching. She previously taught at Tonganoxie Junior High in Tonganoxie, Kan. Pelkey’s citation noted “the passion and dedication (she) brings each day” to her classroom and a goal to “positively impact the lives of students and help them become lifelong learners.”

### National Advisory Board update

In April 2014 I completed my role as chair of the KU School of Education National Advisory Board. I very much enjoyed the two years I served and look forward to my continued support of the NAB as a general member and as part of the futures committee.

I’d like to thank the new 2014 board members for committing to our alumni efforts: Theresa Brown, Kiel Hileman and Kala Musick. I’d also like to commend Tylerr Ropp, our former KU Endowment Association development officer, for his insight and patience. Congratulations on your Ph.D., Tylerr. And best of luck at Oklahoma State!

The NAB works on several levels to support the School. The academic support committee, chaired by Wayne Osness, is beginning its pilot mentoring program. The special events committee, chaired by Bart Swart, is expanding our Party on the Patio alumni events. And the futures committee, chaired by Sharon Zoeller, just completed an evaluation of student admission criteria, rates and trends. We are thrilled by the virtual efforts of the special education department to provide credentials and certifications through our partnership with Everspring. Chair Elizabeth Kozleski’s pioneering spirit and extreme competence deserve recognition.

We are looking for 2015 candidates for our board. If you are interested in serving on the KU SOE NAB, please send an email to Sherrie Saathoff (ssaathoff@ku.edu) indicating why you would like to serve and any interesting K-12, adult education; research; special education; or health, sport, and exercise sciences experiences you have had. Members serve a three-year term, meet twice a year at KU or by conference call, and serve on at least one committee.

As I prepared to leave Kansas (my husband is an active duty soldier and we recently transferred from Fort Leavenworth), I thought about my continued commitment to the School and the university. When I was asked to serve as the NAB chair I considered it a perfect way to give back. I give my little contribution to the KU Endowment every year. I follow the KU track team on Twitter. I informally recruit Jayhawks wherever we are stationed. But serving alongside amazing KU School of Education faculty and remarkably fun and generous alumni created a fulfillment that is difficult to explain. Thank you, Dean Ginsberg, for the opportunity. Congratulations to the new chair!

Rock Chalk Jayhawk!

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

In Memory

Donvontae Walton, a 2014 graduate from KU’s higher education master’s program, passed away suddenly this summer from natural causes. He was about to start a new position as a residential learning coordinator at Virginia Tech.

Walton grew up in Racine, Wis., and earned his bachelor’s degree from the University of Wisconsin-Whitewater. He came to KU in 2012 and worked in residence life while earning his degree. Walton will be remembered for his big smile, his sense of humor, his unshakably positive energy and his eagerness to help others.

An informal memorial service was held at Oliver Hall in late August where classmates, faculty and students with whom he worked gathered to reflect on his life and the impact he made on theirs. Following are some memories from classmates:

One look at Donvontae’s Facebook page, and you can see how many people he has touched in his life; it truly is amazing. It saddens me to know that Student Affairs has lost such an amazing and talented professional. I know the KU higher education administration Class of 2014 will do our best to try to make differences in the lives of students and colleagues the way Donvontae had.

May his kind soul rest in peace. —Jorge Sierra

Donvontae was an incredible person — a person with infectious positive energy, a contagious laugh and an unbelievable level of love and support for the people he held close. Knowing Donvontae was life changing; the countless students and colleagues he interacted with during his short time as a Student Affairs professional will leave a long lasting impact. I will never forget the huge impact Donvontae had on me and I’m so glad future professionals will be able to enter the field in his memory. —Travis Bowles

I learned from Donvontae the true meaning of the phrase, “Don’t Worry, Be Happy.” When life and graduate school were challenging, Donvontae could always make you smile by completely taking your mind away from the stress. —Ernest Ramon Shepard, Jr.

Donvontae and I worked together as assistant complex directors in KU Student Housing and went through our graduate program in higher education administration together. We walked the Hill together, side by side, in May. Donvontae’s smile lit up every room that he walked into. He easily made friends and overflowed with joy. He had an infectious laugh and a sharp sense of humor. His students adored and respected him. He effortlessly made connections with the students he worked with at KU. He was a loyal friend, supervisor, mentor and Packers fan. He is missed. —April Czarnetzki

In Walton’s honor, the Higher Education Student Association is engaged in an active fundraising campaign for a School of Education scholarship to be awarded to students in the program. He had a passion for recruiting others to the field, which makes it particularly fitting to honor him by creating a scholarship in his name. If you wish to donate, please make a check payable to KU Endowment and mail to KU Endowment, P.O. Box 928, Lawrence, KS 66044. Please note ELPS/HEA Scholarship on the memo line. You may also donate online at www.kuendowment.org/hea_scholarship.
FOR YOUR CALENDAR

**OCTOBER 2014**
23  Budig Teaching Lecture: Mary Lynn Hamilton—4:30 p.m., 150 JRP
26–29  NCATE visit

**NOVEMBER 2014**
17  School of Education Authors Reception—2:30–4 p.m., JRP Commons

**DECEMBER 2014**
13  School of Education Fall Recognition Ceremony—1:30 p.m., Lied Center

**MARCH 2015**
12  Special Education Budig Lecture: Suzanne Robinson—4:30 p.m., 150 JRP

**MAY 2015**
16  School of Education Convocation
17  Commencement

**JUNE 2015**
12  Strategies for Educational Improvement Conference

Stay in touch! You can always find news about the School of Education and links to more information on our website: soe.ku.edu. If you would like to receive The Jayhawk e-Educator, our electronic newsletter that is online twice a year, e-mail pnaught@ku.edu with your contact info.

More college presidents

The fall 2013 issue of The Jayhawk Educator listed six KU School of Education alumni who were leading colleges and universities: John Comerford (Ph.D., 2007), Blackburn College, Carlinville, Ill.; Patricia Long (Ed.D., 1993), Baker University, Baldwin City, Kan. (she retired in May 2014); Daniel Martin (Ed.D., 1998), Seattle Pacific University, Seattle, Wash.; Michael D. Shonrock (Ph.D., 1991), Emporia State University, Emporia, Kan.; Joseph M. Sopcich (Ph.D., 2005), Johnson County Community College, Overland Park, Kan.; and James Troha (Ph.D., 2005), Juniata College, Huntingdon, Penn. All are graduates of the higher education administration program in the KU Department of Educational Leadership and Policy Studies. Here are two more to add to the list.

**Dan Kinney** earned his master’s degree in higher education from KU in 1996. (His doctorate is from the University of Arkansas.) Kinney became president of Iowa Central Community College in Fort Dodge, Iowa, in July 2009. As president he is responsible for all facets of college life for faculty, staff and a student population of nearly 6,000, including more than 1,100 students living in campus housing. His duties have also included the management of a multimillion dollar building project including the construction of two major campus academic buildings, a new campus road system, the addition of a secondary campus, a new cafeteria and a regional career academy. Kinney previously served as the vice president of student services for Western Nebraska Community College. From 2001 to 2007, he was dean of student affairs and athletic director for Allen County Community College in Iola, Kan., and for two years was the director of admissions and marketing there. He also previously worked as the assistant director of admissions and scholarships at the University of Kansas, the Interfraternity Council advisor at KU, and admissions counselor at Washburn University. He served in the Kansas Army National Guard from 1989 until 2006, when he retired. He commanded a National Guard unit serving in Iraq in 2005, and received the Meritorious Service Medal and Bronze Star for his service and leadership.

Kinney writes, “The University of Kansas provided me with a strong leadership foundation it takes to be a college president. The faculty and staff provided me with the key tools for my success. Dr. Amey and Dr. Twombly are among the best educators but more importantly great mentors who challenged me to bring out my best! I will forever be appreciative of those relationships and the opportunities KU gave me to be successful.”

Of note: There are two Dan Kinneys heading Iowa community colleges — this Dan Kinney is the son of Dan Kinney at Iowa Western. Father and son also have a combined 47 years in the Army National Guard; the senior Kinney retired with the rank of colonel.

**Joseph E. Nyre** (Ed.S., 1996, Ph.D., 1999) became the eighth president of Iona College in July 2011. Since his arrival at the New Rochelle, N.Y., institution, he has deployed initiatives ranging from collaboratively developing and implementing an integrated strategy focused on advancing student distinction, to initiating and funding faculty awards, to endowing a fund for faculty excellence.

“Education is service,” says Nyre, who remarked that at KU, “I met faculty who became mentors, who transformed my life and who changed my destination.” This is one of the reasons Nyre is passionate about developing faculty awards and increasing faculty development and excellence. “I have great memories of being both challenged and supported by faculty and remember how surprised I was that they would give so much of their time to students like me. At Iona, these faculty are everywhere.”

Nyre is fully aware of the societal and familial concerns of student loan debt. He has presided over the college’s lowest tuition rate increases in over a decade and has doubled the college’s endowment. With his leadership, Iona has increased campus land and building holdings by over 30 percent, opened several centers and institutes, and gained a top 100 national ranking for return on investment.

“A doctorate from the University of Kansas has been a foundational element to how I have approached a life of service and leadership,” Nyre says. He earned an undergraduate degree from the University of Wisconsin–Lacrosse and a master’s degree from the University of Missouri, and also completed pre- and post-doctoral fellowships in clinical child psychology at Harvard Medical School and KU. His national research, policy and training program initiatives have been focused in the areas of autism, mental health service delivery and system development.

Nyre and his wife, Kelli, also a KU alum, returned to Lawrence with their four children in November 2013 to attend the men’s basketball game between Iona College and the Jayhawks in Allen Fieldhouse. Nyre says, “Coming back to Lawrence was a wonderful experience. We were treated with grace and respect by everyone affiliated with KU, from Chancellor Gray-Little to the entire athletic department.”
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It is my hope that you understand the impact this has on my ability to move forward academically. As a first-generation student coming from a low family income, receiving a higher education has always been difficult. I cannot thank you enough for the inspiration you have given me, and I hope to fulfill my promises of achieving my academic goals.
—a scholarship recipient

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In my life, it has been education that has given me an avenue to escape the poverty and disparity that is in my hometown and enter to the grand opportunity that is a university education. I came into college as a first-generation student knowing that there will be a financial burden placed on me from the start. Every year I find myself having to adjust my school schedule around work instead of the other way around just so I will have just enough to be able to enroll the upcoming semester. Because of your generosity and your help, I can become the focused student I know I am capable of being and have the potential of becoming.

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I will be a senior athletic training student in the fall. I was born and raised in South Korea. I never thought I would end up in Lawrence, Kansas, a place I had never heard of before. However, I soon fell in love with Lawrence and KU. I am very proud of the history and tradition. The athletic training program is very involved with Lawrence’s community and prepares us for the real world. I am much honored to receive such a prestigious scholarship, even more so since I am a student athletic trainer and know how involved Dr. “Phog” Allen was in KU athletics and the field of athletic training.

— a scholarship recipient

*Indicates the donor is deceased.
The Ticket for Teachers Award

In 2011, KU alum Mollie Mitchell and her husband John had an idea. As a graduate of the KU School of Education, and as a former elementary school teacher, Mitchell empathized with how hard it was for schoolteachers to attend a KU men’s basketball game. She felt that teachers rarely, if ever, have the resources to attend a game.

Working with representatives from KU Endowment, Mitchell established the Ticket for Teachers Award. The program provides two KU men’s home basketball game tickets to a public school teacher who serves as a clinical supervisor for the KU School of Education Teacher Education Program.

Each year, candidates are nominated by a KU student who is being supervised by the nominee or by KU staff and faculty in the KU School of Education Teacher Education Program. The nominators include testimonials of how the candidate has provided an excellent clinical experience for students as well as examples of the candidate’s enthusiasm and support for KU.

The service KU’s clinical supervisors provide is instrumental in preparing future educators to succeed in the classroom as they educate the next generation of students. “This was just such a fun and thoughtful way to honor the teachers who so willingly welcome our Teacher Ed students into their classrooms!” says Sally Roberts, associate dean for Teacher Education and Undergraduate Programs.

So far, the fund has helped send 40 teachers to a game and Mitchell intends to grow the program so more teachers have the opportunity to cheer on the Jayhawks. “I am excited to honor deserving teachers with the opportunity to experience a KU basketball game. Each year I receive heartwarming letters of thanks. I hope others will join me to continue the fund and watch it grow,” she says.

For more information about Tickets for Teachers or to learn about ways to support the program, please contact Brian Friedman, associate development director for KU’s School of Education, bfriedman@kuendowment.org or 785-832-7464.
Our contact at KU Endowment

The KU School of Education welcomes Brian Friedman of the KU Endowment Association. Friedman, associate development director, joins KU’s School of Education after serving for more than two years as a development officer for the College of Liberal Arts and Sciences. A graduate of the School in 1999, Brian earned his bachelor’s degree in sport science with an emphasis in sport management.

“I’m thrilled to come home to KU’s School of Education,” Friedman says. I’m extremely excited to work with our donors and alumni who believe in Dean Ginsberg’s vision of developing future leaders.”

Prior to joining KU Endowment, Friedman was director of organizational development for Agriculture Future of America, a non-profit, student-development organization based in Kansas City that prepares college-age men and women for careers in the agriculture and food industry. Brian resides in Lawrence with his wife, Kara (Environmental Studies, ’99), their two children, Nathan and Maya, and two cats, Pierce and Vaughn.

There are many ways for you to support the school and our students, faculty and programs while achieving your philanthropic goals. If you’re interested in learning more, please reach out to Brian, at bfriedman@kuendowment.org.

Tylerr Ropp, the former KU SOE development representative, is now at the Oklahoma State University Foundation as a senior development director. Dean Rick Ginsberg noted, “Ty leaves the School having provided exceptional support for our fund raising efforts since December, 2009. While I am saddened by his departure, I’m happy for him and the exciting new opportunity.”

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*Indicates the donor is deceased.
I was a high school English and history teacher for eight years before I decided to enroll in a Ph.D. program, and I went to work every day knowing that I made a significant difference in the lives of today’s young people. But in the process of teaching those courses, of interacting with the brightest minds in our community, I came to an understanding of the limitations of my own knowledge. With that understanding came also a driving need to return to a center of higher learning, to work and interact with those whose knowledge and life experiences are broader and deeper than my own. That is why I am now working on a doctoral degree in curriculum and instruction. Your investment in my education is also an investment in the education of all those I hope to serve and I promise that I will do everything I can to make good on that investment.

—a scholarship recipient

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Remembering the teachers who touched our lives

—by Ed Meyen

When people are asked to name their most memorable teacher it is very understandable that elementary teachers are often mentioned as they impact the lives of everyone. However, when I think about learning in the context of something that truly catches my attention and stays with me, I increasingly recall those incidental situations resulting from what I learned from our kids while they were growing up. Today with grandchildren every interaction is a learning experience. With the younger ones I learn from them by just sharing the moment. With the older grandchildren I learn from them as they work through important life decisions and grow in their independence.

As I begin my final semester I find myself returning to those incidental situations when I knew at the moment the experience was occurring that it was something to learn from and to remember. This led me to the realization of how indebted I am to my many mentors at KU. Each mentor, some who are still here, understands the importance of their contributions to my career. (Admittedly, I may not have been the best student in applying what I learned.)

I have chosen Dick Schiefelbusch as my most “memorable teacher” representative of my numerous mentors. Dick, during his retirement, continues in his special way to mentor me. The mentoring began immediately following my decision to accept the position of chair of the Department of Special Education. Dick was already internationally known as a significant leader in the field of disability and especially in language and communications. His legacy in the evolvement of special education at KU was clearly evident through his propensity for collaboration. He had provided leadership in acquiring funds for physical facilities essential to creating an infrastructure for research and education. I knew Dick only by reputation when I accepted the position.

By coincidence, just before my arriving at KU, we were both at a conference and I found myself on an elevator with him and two of his colleagues. It was apparent that the conversation was serious. There was no way not to overhear the discussion. During those brief moments he reminded that I had much to learn, but I knew I was at the right place. What I did not know was the richness of the mentoring environment I was about to experience over the next 40 years. It was another three weeks before I arrived and formally met him. But, his mentoring without him knowing it, had begun. That was his style.

My office was just above his and since the department was facing many challenges in those early years I routinely found reasons to drop into his office, mostly unannounced, knowing that whatever direction the conversation might go it would end with me not only having a better understanding of what I thought was an issue, but also having a strategy that would cast no blame and have the potential for a win-win situation. The elevator model always worked. He was the ultimate collaborator who generalized this talent to helping others think through solutions. Throughout my career in several administrative roles the nature of the issues changed, but the mentoring was there when needed and his style remained the same.

Dick has been retired for several years. However, his mentoring has become even more important to me. His wisdom and life experiences, which those who know him understand very well, come through in my visits with him in his apartment at Presbyterian Manor. It is the same elevator model, just more personal to my immediate needs and couched in a context of my wanting to learn more from this unique and memorable person whose mentoring has caused me to value mentoring as a powerful approach to teaching and learning. KU is home to many mentors. Find one.

Most importantly each visit results in a better understanding of Dick’s view on the “bright side” of aging. He has become my collaborator in understanding the importance of collaboration in the aging process.

Ed Meyen, a professor in the Department of Special Education and co-director of the e-Learning Design Lab, has served in a number of leadership roles at KU and the School of Education. He is one of six stalwarts retiring from the School this year. Read more about Meyen and his work on page 11.
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