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By the numbers

Academic year 2014-2015

$1,012,481,67 in scholarships for the 2014-2015 academic year

Number of students receiving School of Education scholarships: 355

No. 1 Department of Special Education
U.S. News & World Report ranking of all public special education graduate programs for 2015

No. 9 School of Education
(among all public schools and colleges of education)

395 National and international presentations given

Books published/in press: 23
Refereed articles published/in press: 227

100 Book chapters published/in press

Education-related research expenditures for FY 2014: $40,535,213
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The Jayhawk Educator is published once each year by The University of Kansas School of Education for the School’s more than 25,000 alumni.

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In an atmosphere of uncertainty, a time of renewal

As students, faculty and staff settle in and pleasant summer memories fade, there is always a heightened level of excitement when a new academic year begins. Our excitement is especially keen in the School of Education as we welcome a number of new faculty members to the University of Kansas family. Between the Lawrence and Edwards campuses, we added 10 new faculty members; you will get a chance to read about them in this issue. Several others were hired throughout last year for newly created year-long teaching positions for our online initiative. These individuals offer new energy, exciting research and teaching skills, and are more diverse than any class of new faculty we have ever hired. It is gratifying to me to know that the future students of our School will be in such capable hands.

At the same time, we are undertaking multiple efforts to continue to attract the most qualified students available to our programs. Whether it be our new and exciting marketing strategies, our sponsorship program for practicing Kansas educators to lower the cost of attending KU, our new programs at the Edwards Campus, a number of hybrid courses and programs in Lawrence, or our fully online initiative to reach students who otherwise couldn’t take advantage of a KU experience, we are bucking the national trends for enrollment in schools of education. This fall our School had an enrollment increase of over 10 percent, the largest increase at KU. Despite this progress, our challenges remain significant. Our state funding picture remains highly uncertain, and the future of even maintaining current levels of state support is unknown. So we are strategizing ways to increase our efficiencies while considering ideas to increase revenues. We operate in a very competitive world, where students have multiple options for their education and faculty require continuing support to make it possible for them to flourish in their teaching and research endeavors. We must remain vigilant and cannot rest on our recent successes.

We operate in a very competitive world. We must remain vigilant and cannot rest on our recent successes.

enrollments in education schools, with some national reports suggesting decreases as high as 30 percent. In this respect, we are leading KU and the nation as more students enter our programs this fall.

We are committed to offer them state-of-the-art preparation in the many fields we serve — education, health, sports management and science, and mental health. And we are constantly reviewing our current programs and considering new ways to serve our student populations best. At the same time, we continue to be a national leader in research funding, offering both faculty and students opportunities to engage in groundbreaking studies.

This fall our School had an enrollment increase of over 10 percent, the largest increase at KU.
KU turns 150 this year! The first 55 students arrived in Lawrence to attend the new state school in 1866, just five years after Kansas became a state and three years after Quantrill’s devastating raid. The first building, North College, wasn’t even finished before classes began. Photos of that building show it standing tall on a hill without trees. Now, more than 24,000 students attend classes on the Lawrence campus alone. The landscape is dramatically different, with new buildings being added every year. Trees line the sidewalks and stand in groves around Potter’s Lake.

KU’s sesquicentennial will be celebrated in many ways. Events are scheduled throughout the year; for updates, check the 150.ku.edu website. In addition to looking forward, KU is taking the opportunity to look back. The website has links to a timeline, the KU History website and a KU 150 Flashback blog through the Kenneth Spencer Research Library. You’ll find fascinating stories and photos on these and other links.

Another reflection on the past is provided in a new book, Transforming the University of Kansas: A History, 1965-2015, published this August by the University of Kansas Press. It was co-edited by John Rury, a professor in the Department of Educational Leadership and Policy Studies (ELPS), and Kim Cary Warren, associate professor of history.

The book examines the most recent 50 years of KU history, dividing its focus into sections titled Leadership and Politics, Teaching and Research, and lastly Students, Protests, and Sports. In the book’s introduction, Rury notes, “...a critical aspect of the university’s success has been its ability to respond confidently to the problems it has faced and to prepare effectively for the future. ... KU evolved from a state university wracked by dissension and spontaneous growth to one striving to realize its full potential as a research and teaching institution.”

Professor Susan Twombly, chair of the ELPS department, authored the first chapter, “Lift the Chorus Ever Onward: Leading the University.” She examines the tenure of eight chancellors and “the vision, leadership style, challenges and accomplishments of each.” Another School of Education faculty member, Francis B. (Bernie) Kish, contributed the chapter, “Crimson and the Blue: An Era of Athletic Achievement.” Kish, a lecturer and the facilities director of Robinson Center in HSES, covers not only basketball triumphs but also the expansion of sports teams after Title IX and the increase in diversity of athletes and coaching staff.

Other contributors include KU faculty Burdett Loomis, Bill Tuttle and James Woelfel, covering topics from politics to research to student activism.

There are also numerous photos. Some are slices of student life — such as students at a football game in 1972 and lounging at Wescoe Beach. Others show the tumult in those years — a nighttime photo of the Kansas Union burning.

Through the photos, the essays and the reflections of the authors, KU’s recent history is both celebrated and thoughtfully examined within the context of the times. The book perfectly reflects KU’s multifaceted, dynamic and ever-changing nature.

The sesquicentennial will offer many celebrations of KU and its lasting influence on alumni, faculty and students. Perhaps that influence can best be summed up by KU alumnus Mandy Patinkin, who offers the following testimonial on the book’s back cover:

“When I think of KU, I’m young again. It was the last place my father saw me do what I love to do: perform. It gave me great teachers and lifelong friends. It was a place that taught, supported and encouraged me to pursue what I loved. And it was the first place I fell in love. I don’t know what more a person of any age could ask for.”

An acronym by any other name

School of Education department names often are abbreviated throughout this issue. Here’s a guide for your reference.

- **Curriculum and Teaching:** C&T
- **Educational Leadership and Policy Studies:** ELPS
- **Educational Psychology (formerly Psychology and Research in Education):** EPSY
- **Health, Sport, and Exercise Sciences:** HSES
- **Special Education (not abbreviated)**
Accreditation update

The University of Kansas School of Education recently received continuing accreditation for the initial teacher preparation and advanced preparation programs under the National Council for Accreditation of Teacher Education (NCATE) standards. NCATE’s performance-based accreditation system for teacher preparation ensures that teacher candidates are prepared to make a difference in PK-12 student learning.

Providers accredited under NCATE standards, as well as those accredited under the Teacher Education Accreditation Council (TEAC) Quality Principles, are now served by the single specialized accreditation system for educator preparation in the United States, the Council for the Accreditation of Educator Preparation (CAEP). More than 900 educator preparation providers participate in the CAEP accreditation system.

This accreditation decision indicates that the KU School of Education and its programs meet all rigorous standards set forth by the professional education community. Special congratulations were provided to the School as a reflection of the fact that the commission cited no areas for improvement relative to any of the standards. The next accreditation visit for the KU School of Education and its programs, using the CAEP standards, is scheduled for Spring 2021.

PRE becomes EPSY

The Department of Psychology and Research in Education (PRE) officially changed its name to the Department of Educational Psychology (EPSY) in the summer of 2015.

Steven Lee, department chair, says, “We are excited to embrace this change. With this name change, we will better align with our peer institutions and the field of study as a whole, and we will also provide a more grounded understanding of what we truly offer graduate students, fellow researchers and alumni.

“Even though we are changing our department name, the research, professional programs, academic and licensure services, as well as long-term commitment to and support of our students and stakeholders will remain unchanged.”

—Janelle Laudick
Welcome to Jayhawkville
A realistic path through a virtual medium

Spurred by the growing demand for KU’s quality programs across the nation, aspiring principals now can earn a master’s degree in educational leadership online from the KU School of Education. The fully online program was launched in January 2015.

With a start of a third cohort group on August 24, the program has approximately 40 students from all over the United States. One student, who started with the August cohort, will access the course site from China.

While there are numerous benefits to online learning including flexibility, convenience, independent learning and control, real challenges emerge for both instructors and students. The development team, in particular, targeted personal interaction, group dynamics, creativity and spontaneity as critical issues to address. It became a prime focus that the program not only provide the latest research and information pertaining to educational leaders; it also had to have a hands-on format so that future school administrators could apply what they had learned.

“We wanted students to find a connection with course content and real-world experiences,” says Joe Novak, program coordinator. “We wanted members of each cohort to interact collaboratively in constructing solutions to real challenges that face school administrators each and every day.”

This has been an underlying theme of the program — collaborative solutions via shared leadership.

The program developers, including Novak, Tom DeLuca and Angelo Cocolis, brainstormed various ideas. The result is Jayhawkville school district, a virtual depiction of a community and its schools. Jayhawkville gives students multiple and diverse educational experiences through which they can apply what they have learned in the program to a variety of educational situations within a virtual instruction setting.

“It’s lonely at the top — there are many controversial issues that a school principal simply cannot discuss with teachers and staff, all of whom are employees,” says Karen Baldeschwieler, an instructional design expert and advisor in the program’s development. “In Jayhawkville, principals-in-training have opportunities to explore and debate these issues in a safe setting, preparing for a role in which their decisions will affect real lives. Students participate in this virtual community with other future principals, building a collaborative network they will rely on when they face tough decisions.”

Each course in the online program presents research-based content and information in learning modules. Students are then asked to visit a Jayhawkville school, identify a particular issue, gather the information provided, combine it all with the information they have learned, and resolve the identified issues as if they were the acting administrator. Each course utilizes case study scenarios found in the literature and/or from a vast bank of case studies provided from administrators who either teach in the program or provide advice.

Proof of the value and impact of Jayhawkville will come with future data collected, including whether or not this approach to educating future administrative leaders has a direct impact on their success. While it is too early to collect specific data, the program has been inundated with anecdotal comments and remarks from students in the first two cohorts.

In the first cohort, a student from Houston, Texas, remarked that she had shared the virtual school district approach with a colleague who was in an administrative leadership program at another major university. Her friend immediately wished that her program had a hands-on tool such as this to strengthen experiences and learning.

A student in the second cohort, Meredith Barrow, notes, “I really enjoyed my time in Jayhawkville. Coming from a large urban high school, Jayhawkville allowed me to step outside my comfort zone and challenge myself when visiting the many schools in the district. Jayhawkville allowed for collaboration and discussion with my peers in the class. What an awesome learning tool! All my colleagues in Denver loved how creative and real the situations and issues are.”

Another student from the second cohort, Aisha Dalton, writes, “Jayhawkville gave me a chance to put material that I previously learned from class into real-life situations. Instead of just reading or talking about problems within schools, I was able to actively become a part of that school to develop solutions.”

Plans over the next two years are to add more applicable school and student data, historical perspectives, city services that interact with the school district, and other resources that will enhance the site and student experience. The developers and faculty for Jayhawkville hope that it will provide a more inclusive experience for other departments in the School of Education and beyond. See educationonline.ku.edu/jayhawkville/.
Mary Morningstar, associate professor of special education and director of Transition Coalition, recently discussed the coalition’s role in a partnership that has secured a $12.5 million grant to help states better prepare young people with disabilities for the transition to postsecondary education and careers. The grant award was noted in the KU School of Education’s online alumni newsletter, The Jayhawk e-Educator. See http://soe.ku.edu/e-educator.

The grant partners, led by the University of North Carolina-Charlotte, also include the University of Oregon, Western Michigan University and TransCen Inc., a Maryland-based company that provides employment services to students with disabilities. They will base their work in a new center, the National Technical Assistance Center on Transition (NTACT). NTACT will expand on the work done by three previous centers on drop-out prevention, post-school outcomes, and policies and procedures related to transition. The grant is funded through the U.S. Department of Education’s (DOE) Office of Special Education and the Office of Rehabilitative Services, the first jointly funded grant of these two agencies within the DOE.

Morningstar and her team will contribute their expertise in online learning for transition education to the grant partners — an expertise that has developed over nearly 20 years.

“The added value that we bring to the group is distance learning,” Morningstar says. “Ours was the first online master’s degree program for the transition program, 10 years ago.” Even before that, the group’s initial online venture began with a grant that proposed using a closed TV broadcast network to bring the transition master’s program to graduate students across Kansas. When the other partners involved asked for an online format, Morningstar’s team sought out Ed Meyen, professor emeritus of special education, and Jerry Chaffin, late professor of special education, for pointers.

For the current grant, Transition Coalition makes three degrees of technical assistance available.

**Level 1: Universal access**

Tools are available to anyone who registers on the Transition Coalition website. They include online training modules, resources, searchable databases, a quality indicators survey and assessment reviews. As Morningstar explains, “The modules are non-instructor led. They sit on our website, and anyone can go on, create an account and learn. But that’s like the equivalent of a one-shot workshop, which we know doesn’t change practice. So it’s a way to introduce new content.”

**Level 2: Targeted technical assistance**

Participants get all of the above, plus instructor-led facilitation. This level addresses some of the shortcomings of self-directed learning with the universal access tools. It blends online resources with instructor-led coaching methods known to be successful.

For example, one topic may cover a very specific evidence-based practice — in this case, a student-directed IEP. Participants in the training take a pre-test, then watch a video about how to teach students to run their own IEP meeting. After watching the video, participants do an activity, such as answering questions that require reflection and comprehension, and get some feedback. In addition, they can participate in a two-week discussion forum led by the Transition Coalition team and other national partners. There also is a post-test covering mastery of the topic and a library of resources. Critical factors of this targeted assistance include the response to participant questions and the time-limited aspect. As Morningstar notes, “People like a deadline.”

**EXAMPLES OF AVAILABLE TOOLS**

The PD Hub, designed for professional development (PD) providers, is one available tool at the universal level. PD providers gather a group of participant teachers and before meeting in person for training can assign a particular module or modules, track completion of modules. Then, says Morningstar, the PD providers know that the participants have already completed learning the introductory content. “You don’t have to cover the intro; you can just start in and talk about how we can improve practice.”

Seven modules are available, with one almost ready to go on post-secondary education for students with disabilities, and one being developed on drop-out prevention. Each year for the National Technical Assistance Center for Transition grant, a new module will be designed, based on whatever topic has been identified across all the activities from the data being collected at state level as most critical. Transition Coalition provides a template and the technology and will work with experts in the topics to provide the text for the modules. Morningstar notes, “What we do is we figure out the learning activities — how to make it engaging so it’s not just a document online — so that it’s interactive. That’s the piece we bring to the table.”

Another tool at the universal level available for schools, districts or states is a needs assessment, Quality Indicators of Exemplary Transition Programs (QIT), that can be used as a pre- and post-test evaluation. Morningstar explains, “It’s designed to do large-scale evaluation of transition programs.”
Level 3: Intensive technical assistance

Participants get all of the above, plus more intensive, team-based learning. Transition Coalition has developed this training over the past two years as intensive and blended 12-week professional development. “It’s really six weeks of intensive learning and six weeks of action with a very concrete, time-limited goal,” Morningstar says.

During the first week, for example, participants in one self-study unit individually complete an online module and study guide. The next week they have a facilitated discussion about the module, and then as a team they watch a presentation about taking the next step. Facilitators have both extra support and accountability — they have access to an online facilitator community and also must upload their materials/answers/work from the team. Says Morningstar, “Facilitators turn it in, we give them support, the facilitators can ask questions, they start engaging with each other, we can start answering questions. It’s additional support that we provide.”

An example at this level might be transition assessment, building a toolkit. Morningstar explains, “Participants have met, they’ve done the online module, they have met as a group and watched a video presentation on what goes in a transition assessment toolkit, and then the next week they go out and find out what’s available in their district — so they have to go out and do something as a team. And then they come back together to learn from each other.” In the next step, they set an action plan — to actually build their own toolkit by discovering what they have now, what’s currently available, how can they bring it together, and what they need to do next to build a toolkit.

“The quantitative feedback is significantly high. Almost all teams attain or go beyond the goal they’ve set,” she reports.

The qualitative feedback is even better. “We’ve found it to be highly effective. Teachers love it. It gets the most positive responses we’ve received from any work I’ve done. For most teachers in a building or in a district, if you’re a transition person, you never get time together. Teams say things like, ‘This is the first time as a team we’ve had an opportunity to meet for this district and talk about these issues and plan for improvement and learn from each other.’”

“This is a lot like what Gary Clark (professor emeritus of special education) and I used to do every summer. We’d bring people together for a week and they’d learn content. Then we’d set up all our resources in a resource library and for college credit they’d have to go in and look at material. It’s the same good pedagogy that we used but now we can use technology and pull more people in.”

Tools are suitable for use for teachers in other areas of special and general education as well. See transitioncoalition.org.

Mary Morningstar is also one of 12 University of Kansas faculty members who were named senior administrative fellows for 2014-2015. Fellows are selected annually from nominations and applications submitted during the spring semester from across campus. They 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.
Beach Center researchers help improve employment for individuals with disabilities in wake of court ruling

University of Kansas researchers are helping efforts to ensure that thousands of individuals with intellectual and developmental disabilities have access to competitive employment with living wages following a landmark decision by the Department of Justice and U.S. Supreme Court.

In April 2014, the U.S. Department of Justice issued a consent decree with the state of Rhode Island, stating the latter had been violating the Americans with Disabilities Act (ADA) by providing only or primarily “sheltered employment” options for thousands of individuals with disabilities. These options, which often had individuals performing menial tasks for subminimum wage pay, violated the ADA in restricting individuals’ access to integrated employment. The ruling will enforce the U.S. Supreme Court’s ruling in Olmstead v. L.C., which requires individuals with intellectual and developmental disabilities to be served in the most integrated setting appropriate.

Michael Wehmeyer, professor of special education and director of the Beach Center on Disability and the KU Center on Developmental Disabilities, both within the Schiefelbusch Institute for Life Span Studies, and Karrie Shogren, associate professor of special education and associate director of both centers, are leading efforts to provide training to educators and, eventually, employment service providers in Rhode Island. The researchers have provided training to about 80 percent of the educators in Rhode Island who teach students with intellectual disability to use evidence-based strategies developed and evaluated at KU. The strategies are designed to support students and adults in achieving competitive, meaningful, integrated employment.

The system of sheltered employment is common across the nation, and while an improvement over the institutional system of the past, it is still quite often discriminatory. “We’re very interested in using our interventions to help people get ‘real jobs,’” Shogren says. “But the individuals, educators and state need support to be able to do that. The idea that sheltered employment is good for anyone is not working.”

Wehmeyer and Shogren will continue their work with Rhode Island for the next five to 10 years to help educators and adult service providers learn and implement interventions to promote self-determination among students and adults with intellectual disability. Self-determination is the idea that individuals, given proper support that focuses on their strengths instead of deficiencies, are capable of deciding on their own life goals and career paths and carrying them out.

The researchers will collect data throughout the project that could help other states implement similar plans.

“Rhode Island is an interesting test state for these efforts,” Wehmeyer says. “It is the first application of Olmstead in relation to where people work. This could very well continue to play out in other states across the country.”

The researchers are, in fact, already making similar efforts in Kansas. They have partnered with Griffin-Hammis Associates LLC, a leading agency specializing in supporting people with disabilities to obtain integrated employment on a project funded by United Healthcare that promotes self-determination and employment training throughout the state. They will train employment service providers to deliver a similar intervention to that being used by teachers in Rhode Island. KU researchers will work with four social service providers throughout the state and track progress in a similar fashion to the Rhode Island program.

As part of the Rhode Island program, Wehmeyer and Shogren have partnered with The Hartford Financial Group to encourage employers to hire individuals with disabilities.

“It makes sense to be using these measures,” Shogren says. “We’ve seen when self-determination is put into practice, individuals with disabilities are able to choose their own paths and increase their quality of life.”

Going the distance

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

“We’ve seen when self-determination is put into practice, individuals with disabilities are able to choose their own paths and increase their quality of life.”

SWIFT launches new collection of online tools

The SWIFT Center was launched in 2012 with a $24 million grant from the U.S. Department of Education Office of Special Education Programs. The grant is one of the largest in KU history.

SWIFT, a national K-8 technical assistance center, helps schools, districts and state education agencies across the country implement its successful model for educating general and special education students together while leveraging existing resources, breaking down administrative silos and improving statewide academic outcomes. SWIFT is initially being implemented in 64 schools in 16 school districts in five states — Maryland, Mississippi, New Hampshire, Oregon and Vermont.

SWIFT recently launched the SWIFT Feature Introduction Guide (SWIFT-FIG), a collection of online tools and resources designed to support implementation of SWIFT features. SWIFT-FIG serves two purposes — to provide an overview of each feature, and to provide guidance on how to implement each feature. Additionally, it provides a single location for the SWIFT community to easily access helpful resources such as websites, articles, and tools.

Tools include SWIFT in 60, a collaboration with SWIFT filmmaker Dan Habib. The 10-part film series is designed to give a quick description
year will receive academic advising and tutoring services, scholarship assistance, financial literacy advising, graduation planning and guidance for applying to graduate schools.

Ngondi Kamatuka, director of KU’s Center for Educational Opportunity Programs (CEOP) says the TRIO programs align with the university’s Bold Aspirations initiative by encouraging and sustaining diversity and student success.

“Even when students from these backgrounds are accepted into college, if they do not have the full range of support services, the likelihood of their success is disproportionately diminished,” Kamatuka says. “A confluence of socioeconomic disadvantages work against these students, but these programs provide the support systems that can make all the difference between staying in school and thriving, and dropping out.”

CEOP establishes GEAR UP Highland Park Cluster; seven-year, $2.24 million federal grant funds effort

In partnership with Topeka Public Schools, specialists from the Center for Educational Opportunity Programs (CEOP) in the Achievement and Assessment Institute have begun a seven-year, $2.24 million project to serve 720 students in the high-school graduating classes of 2020 and 2021; these students currently are sixth- and seventh-graders at Chase and Eisenhower middle schools, and will eventually matriculate to Highland Park High School.

Funded by the U.S. Department of Education, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) employs intensive, hands-on efforts to transform youth from disadvantaged backgrounds — low-income households, first-generation students and students with disabilities — into college success stories. They start with students in middle school, following cohorts of sixth- and seventh-graders through high school and their freshman year of college. The goal is to encourage and empower students and their parents, teach personal resilience and change the climates of their schools to gear them up for college.

“We work closely with the school principals, as well as district lead teachers, and liaisons in math, English, science and social studies,” says Tonya Waller, the project’s director, who is currently pursuing her Ed.D. in the School of Education. “The primary focus is student support. Our GEAR UP initiatives aim to nurture students’ development, curiosity, and social and academic skillsets to foster expectations of learning beyond high school. Our objectives include improved academic performance, more rigorous curriculum such as college advanced-placement classes, increased postsecondary enrollment and raised expectations for achievement among students, parents and teachers. We aim to build more of a college-bound culture in these schools.”

Kansas Initiative for Developmental Ongoing Screening project offers training and resources for systems change

Development screenings are critical for early detection of developmental concerns and to ensure healthy physical, social and emotional development during infancy and early childhood. Kansas early childhood advocates and the communities they serve have a new website and online toolkit to help improve the lives of the state’s youngest citizens.

The Kansas Initiative for Developmental Ongoing Screening (KIDOS) provides best-practice training and coordinates the expansion of developmental and social-emotional screenings of children birth to age 3. The KIDOS project is a collaborative effort between the Kansas Department of Health and Environment (KDHE) and the Center for Public Partnerships and Research (CPPR) in the Achievement and Assessment Institute.

The initiative seeks to expand upon existing efforts and infrastructure in order to effectively coordinate, improve and track developmental screenings and referrals for infants and toddlers across a variety of early-childhood support systems in Kansas including home visiting, child care and early education settings, families, pediatric health care providers and early intervention services.

—continued on next page
A key component of the KIDOS strategy is the recently launched website and online toolkit: screenearlystartstrong.org.

KIDOS is funded by a three-year, $140,000 annual federal Early Childhood Comprehensive Systems (ECCS) grant awarded to the State of Kansas in July 2013. A work group of key state leaders chaired by KU Medical Center pediatrician and professor Dr. Pamela Shaw provides project guidance.

Center for Educational Testing and Evaluation hosts two conferences this fall

This fall, the Center for Educational Testing and Evaluation (CETE) in the Achievement and Assessment Institute (AAI) will welcome experts in assessment and education from around the globe to a pair of conferences. October 11-15, CETE will host the 41st annual conference of the International Association for Educational Assessment (IAEA); November 4-6, CETE will welcome the fourth annual Conference on Test Security.

The IAEA Conference will bring together practitioners, researchers, policymakers and examination authorities from more than 50 countries for a global forum to share innovative ideas about educational assessment.

“We are delighted to welcome our colleagues in IAEA to Kansas,” says CETE Director Marianne Perie. “This selection is testament to CETE’s reputation as one of the field’s leading university research centers.”

The IAEA Conference will center on the theme “The Three Most Important Considerations in Testing: Validity, Validity, Validity,” says AAI Director Neal Kingston. “Validity is the extent to which inferences drawn from test scores are appropriate, and it is by far the most important technical characteristic of a test. But because it is much more challenging to establish validity than other test desiderata, it has gotten short shrift in most testing programs. For this conference, we want presenters to explore how advances in technology, test development, psychometrics and score reporting can help improve the validity of educational testing programs.”

The Conference on Test Security will bring together industry leaders and experts from the United States and Canada for presentations focused on test-security capabilities and enhancements that protect the validity of test results and brand integrity.

The Center for Educational Testing and Evaluation welcomes experts from around the world to two conferences this fall.

CETE partners with Alaska to deliver successful assessments

Alaska Education Commissioner Mike Hanley says Alaska’s public schools successfully completed their first administration of computer-based tests, designed and implemented by the Center for Educational Testing and Evaluation (CETE) in KU’s Achievement and Assessment Institute (AAI). CETE had similarly successful testing seasons with the Kansas Assessment Program and with the multistate Dynamic Learning Maps Alternate Assessments.

This was CETE’s first year of delivering the assessments in a multi-year agreement between AAI and the state of Alaska. From March 30 to May 1, approximately 70,300 students in grades 3-10 took the state’s new English and math tests, the Alaska Measures of Progress (AMP). During the testing window, the Alaska Department of Education and Early Development and CETE made support teams available to schools.

“Adjusting to a more rigorous test that aligns to our standards, as well as moving to a computer-based format, was a big step,” Hanley says. “Our districts worked hard to make the changes, and our students adapted well to the change. It was a tremendously successful rollout.”

Sponsorship program for graduate students

The KU School of Education initiated the Practicing Educator Sponsorship Program (PESP) in the summer of 2014 to help Kansas PK-12 educators reduce the cost of graduate education. To date, 208 graduate students have received $201,330 in sponsorship support. “We want to ensure that a financial commitment isn’t the one thing stopping educators from advancing their skills,” says Dean Rick Ginsberg. “Our goal is to provide the best and most affordable resources to educators.”

If you are a practicing educator in the state of Kansas and are interested in beginning or completing a graduate degree, consider the KU School of Education for your graduate program and apply for the PESP. More information can be found at soe.ku.edu/practicing-educator-sponsorship.
Inaugural film festival a success

After months of preparation, fundraising, venue-scouring and movie-watching, two doctoral students launched a new film festival in the Lawrence community to spark dialogue about what it means to grow up in the 21st century.

Maggie Beneke and Sorcha Hyland, doctoral students in special education and members of the graduate student organization KU Professionals for Disability (KUPD), spent months creating a new film event and titled it See/Saw. The festival, which took place largely in the new auditorium at the Lawrence Public Library April 24-26, was free and open to the public.

The theme centered on exhibiting, disrupting and renegotiating ideas of children and young people who come from historically underserved and marginalized backgrounds. Following each film screening, Beneke and Hyland held a panel discussion with members of the community. These discussions focused on the question, What does it mean to grow up in the 21st century?

A 2015 Oscar-nominated children’s animation film, Song of the Sea, opened the festival. A panel of children and youth discussed the film afterward. Rich Hill, the other opening feature (shown at Woodruff Auditorium in the Kansas Union), was co-sponsored by the Department of Film and Media Studies, with the Office of First-Year Experience and the KU Common Book. Film director Tracy Droz Tragos and local author Laura Moriarty were two special guests for its panel discussion.

One film sparked dialogue about what it means to grow up in prison (15 to Life: The Kenneth Young Story); another encouraged conversation about empowering girls in the field of science (Future Weather); one of the international features set in a Ugandan displacement camp started discussion of how former child soldiers rebuild their lives through music and dance (War/Dance). A selection of locally produced short films created by local youth involved with Van Go Mobile Arts and Lawrence Arts Center rounded out the event.

In an interview with Eric Melin at the Lawrence Journal-World, Beneke and Hyland discussed the need for these conversations and the importance of film as a vehicle for dialogue.

Beneke: “There are clear inequalities happening all around us. Ferguson is an example of this. The school-to-prison pipeline is an example of this. The ongoing struggle to meaningfully include students with disabilities in learning environments is an example of this. Issues like food insecurity are a reality for children and youth — not just in developing nations, but right here in Lawrence, Topeka, Kansas City and across the state. What are we as a community doing to respond? We want to not only raise awareness, but to instigate conversation about these realities.”

Hyland: “Film reaches everybody. Film is a social and collective medium. It fuses together information, education and entertainment. As an audience member you enter the world on the screen, experiencing the emotions and reality momentarily and in a safe space, knowing that you can exit that world once the film ends. Charlie Chaplin said, ‘We think too much and feel too little,’ and we think this gets to the heart of why we are hosting a free, public film festival and not a formal seminar. Film allows audience members to empathize, and this empathy is critical in opening up a conversation.”

Other partners included KU’s Culture and Psychology Research Group, Jewish Studies, the Hall Center for the Humanities, and the Center for Global and International Studies, as well as Douglas County CASA, The Shelter Inc., NAACP, Women of Lawrence Film, Bert Nash, AWAVA, Heartland Healthcare and others. In total, approximately 350 people attended.

Beneke and Hyland are excited about the future of the festival. Next spring, it will be held concurrently with KUPD’s annual research conference.

Beneke is currently a third-year doctoral student studying early childhood special education under Gregory Cheatham, associate professor in the Department of Special Education. Her research interests include critical literacy, preparing culturally responsive early childhood educators, and social justice curriculum for young children in inclusive early childhood settings. Hyland is a second-year doctoral student studying special education under Tom Skrtic, the Williamson Family Distinguished Professor of Special Education. Hyland’s research interests include social justice issues and practices that enhance equitable opportunities for historically marginalized children and youth, particularly in incarcerated settings.

For more, see seesawfilmfest.com.
Kathleen Lane, professor in the Department of Special Education, received the 2015 Outstanding Leadership Award by the Council for Children with Behavioral Disorders. The award, which honors outstanding leadership in the field of behavioral disorders and significant contributions and impact on the field, was presented at the Council’s General Membership Meeting in San Diego, California in April. The award citation notes: “Dr. Lane has made a significant contribution to the field of emotional and behavioral disorders (EBD) through her research, teaching and service. Her extensive contributions in the areas of systematic behavior screening, comprehensive, integrated three-tiered (CI3T) models of prevention, Tier 2 interventions, and functional-assessment-based intervention have impacted practices in states across the country for improving the learning experiences and outcomes for students with EBD. She has mentored many students who have become exceptional scholars and effective practitioners in the field of special education. Their work is an extension of the impact her tireless dedication has had on children and youth, families and the field of EBD. Her contributions are also noted in her extensive service to the field of EBD; examples are her leadership roles in the CEC division for research as president and publications chair, as co-editor for ‘Remedial and Special Education’ (RASE) and the ‘Journal of Positive Behavior Interventions’ (JPBI).” —Mike Kings

Karrie Shogren, associate professor in the Department of Special Education, co-director of the Center on Developmental Disabilities, and associate director of the Beach Center on Disability, received the 2015 Distinguished Early Career Research Award from the Council for Exceptional Children Division for Research in April at the council’s annual conference in San Diego. The award recognizes individuals who have made outstanding scientific contributions in basic and/or applied research in special education within the first 10 years after receiving their doctoral degree. Shogren’s research centers on self-determination, positive psychology and systems of support for people with disabilities. She has 85 publications in peer-reviewed journals and has made numerous presentations at national and international conferences. “It is an honor to be recognized by my peers in the field of special education with this award, particularly given the focus of the award on contributions made through rigorous and relevant research,” she says. “I feel incredibly fortunate to be able to complete work that has the potential to impact the quality of life for people with disabilities.” Shogren has also received the Presidential Award from the American Association on Intellectual and Developmental Disabilities (AAIDD) for outstanding leadership to AAIDD at the state, regional and national levels and the 2009 Division of Research Early Career Publication Award. Shogren earned her doctoral degree in 2006 from the KU Department of Special Education. —Janelle Laudick

Michael Wehmeyer and Jason Travers from the Department of Special Education were honored by the Council for Exceptional Children’s Division on Autism and Developmental Disabilities (DADD) at the conference in San Diego in April. Travers, an assistant professor, received the inaugural Tom E. C. Smith Early Career Award given to professionals who are beginning their career and showing promise. Travers served on several DADD committees while a doctoral student and new professional. He joined the KU School of Education in August 2014. Travers researches the effects of shared active surface technology on academic, communicative and social-behavioral skills of learners with autism. Additional research interests include trends in racially disparate identification of students in the autism eligibility category, equitable access to early intervention, comprehensive sexuality education for learners with autism, and evidence-based practices in special education. The Burton Blatt Humanitarian Award was presented to Wehmeyer for his lifetime of advocacy and research on behalf of and with people with intellectual disabilities. Wehmeyer is the Ross and Mariana Beach Professor of Special Education, director and senior scientist in the Beach Center on Disability, and director of the KU Center on Developmental Disabilities. He has directed externally funded projects totaling over $30 million, conducting research and model development activities as well as personnel and leadership preparation activities pertaining to the education and support of youth and adults with intellectual and developmental disabilities. He is the author or co-author of more than 325 peer-reviewed journal articles or book chapters and has authored, co-authored, edited or co-edited 32 books on disability and education-related issues including those pertaining to self-determination, positive psychology and disability, transition to adulthood, the education and inclusion of students with severe disabilities, and technology use by people with cognitive disabilities. —Mike Kings

Neal Kingston, professor in the Department of Educational Psychology and director of the Achievement and Assessment Institute (AAI), received the National Association of Assessment Directors (NAAD) Award for Outstanding Contributions to Educational Assessment at the 2015 AERA National Conference in Chicago. Kingston was recognized for his exemplary contributions to the field of assessment by NAAD, a national organization of testing professionals. Kingston came to KU in 2006. His research focuses on large-scale assessment with particular emphasis on how it can better support student learning. He is the principal investigator/director or co-principal investigator of several large research projects including design and development of the Dynamic Learning Maps Alternate Assessment, Kansas Assessment Program, Career Pathways Assessment System, and Development and Validation of Online Adaptive Reading Motivation Measures. “Neal Kingston has been a great faculty member and leader for the School of Education and the University of Kansas,” says Dean Rick Ginsberg. “In his time at KU, he has led the Center for Educational Testing and Evaluation to greater heights of national prominence, and his leadership in creating and designing the AAI resulted in that becoming a KU designated research center. The Dynamic Learning Maps grant is poised to change standardized testing across the U.S. by giving immediate feedback to teachers throughout the school year on the progress of their students. Neal is a national leader in the assessment community and very worthy of this recognition.” —Bill Woodard

Barbara Kerr, the Williamson Distinguished Professor of Counseling Psychology in the Department of Educational Psychology, and Robyn McKay (Ph.D., 2008) are co-authors of Smart Girls in the 21st Century: Understanding Talented Girls and Women (released November 1, 2014). The book, one of 160 finalists for the Independent Book Publishers Association (IBPA) Benjamin Franklin Awards, received the Silver Medal for Education. In the book, Kerr and McKay present a model of female talent development which gives clear research-based guidance for parents, teachers and policy leaders who want to provide opportunities for all bright girls to achieve their full potential. Some of their recommendations have become controversial, given the popularity of ideas in psychology about the importance of “grit” and “mindset.” With regard to “grit” Kerr says, “Girls don’t need to be encouraged to be persistent and perfectionistic in all tasks — instead, they need to learn selective conscientiousness — having grit only in the area of their passion.” The IBPA Benjamin Franklin Awards, with 55 categories recognizing excellence in book editorial and design, are regarded as one of the highest national honors for independent publishers and self-published authors. The awards are administered by IBPA, with help from more than 150 book publishing professionals including librarians, bookstore owners, reviewers, designers, publicity managers and editors. —Janelle Laudick

Jennifer Ng, associate professor in the Department of Educational Leadership and Policy Studies, is one of 40 Kansans selected for the 2015 Leadership Kansas class. An affiliated program of the Kansas Chamber, Leadership Kansas aims to develop and motivate current Kansas leaders. Throughout the six-month program, the 40 members of the class are exposed to a variety of experts and educational three-day training sessions in different communities across the state. The diverse discussion topics include business, education, agriculture, public policy, societal health, economic development and government. —Mike Kings

Faculty staff news
Elizabeth B. Kozleski, chair of the Department of Special Education, and Pam Hunt, professor of special education at San Francisco State University, have been awarded a $2.75 million, three-year grant from the U.S. Department of Education’s Institute of Education Sciences to help teachers implement proven methods to teach reading to students with extensive support needs in general education classrooms alongside their typical peers. The program — titled Implementing an Emergent Literacy Curriculum for Students with Intellectual Disabilities in General Education Classrooms — will partner with five school districts in Kansas and five in California’s Bay area. Forty students from each state will take part and the researchers will work directly with teachers to implement curriculum, teach courses and analyze results.

“We’ll take an initial method that has been proven effective in teaching literacy for students with significant needs and work with the districts in Kansas and California to implement those methods in their general education classrooms. The first year we’ll focus on preparing teachers who will implement the programs in their classrooms,” Kozleski says. Kozleski and Hunt, who both have extensive career experience working with students with extensive support needs, will spend the program’s second year assisting teachers and schools as they implement the new method of teaching literacy to classrooms of both special education and general education students simultaneously. In the third year, they will analyze results, measure the program’s effectiveness and publish results. They hope to eventually take the method to schools nationwide. Research from KU’s nationally top-ranked special education department has led over the years to teaching methods for individuals with disabilities. However, simply implementing a new teaching method is not something that can be accomplished immediately; it is vital to provide the personalized, professional development support teachers need. “You have to give students a way to engage in the learning process, and at the same time, recognize the teacher also has to handle all of the intricacies of managing a classroom,” Kozleski says. “Helping teachers learn to do that can be complicated, but we are fully committed to doing so and look forward to spending our first year finding the best ways to make it work.” The research will also offer an example of effectively translating research into practice and supporting educators in the field. —Mike Klings

PROMOTIONS ANNOUNCED In May 2015, Chancellor Bernadette Gray-Little approved the promotion of two School of Education faculty members. Diane Nielsen of the Department of Curriculum and Teaching and Sean Smith in the Department of Special Education were promoted to professor.

In Memory

Nita Wyatt Sundbye Sewell, 1932-2015, passed away August 4, 2015 in Lawrence, Kansas. She completed her master’s degree in 1956 at KU and, while serving as an instructor in the KU School of Education, finished her doctorate in 1960. She taught for one year at Central Missouri State College in Warrensburg, then taught at KU for 40 years, retiring as professor in 1998.

From the beginning of her career, she was interested in remedial reading. Both her thesis and graduate research focused on reading and why children had problems learning to read. The research she conducted on phonics and the teaching of reading was groundbreaking.

She made significant contributions to the field of reading through her publications. One such contribution was the publication of a reading program for remedial readers, The Essential Sight Words Program, which is still in publication and used in teaching remedial reading.

She served as chairperson of the Department of Curriculum and Instruction, assistant dean and director of teacher education. Through her research in the other areas of language arts, she wrote scripts for Centron, preparing film strips for fifth and sixth graders about the history of the English language.

Her honors include being named to the Outstanding Young Women of America in 1967 and KU’s Women’s Hall of Fame in 1972. She received the Chancellor’s Award for Distinguished Teaching in 1992 and was a finalist for the HOPE Award. Her former student Daryl Mellard, now a research professor and associate director in KU’s Center for Research on Learning writes, “Nita was just brilliant! Taking her remedial reading class was one of the most significant events in my graduate school program and certainly contributed to my professional work in practice and research. Her legacy will continue as we reflect on the lessons she provided through her instruction.”

A current faculty member, Karen Jorgensen, writes, “Nita, your words and actions continue to reverberate in the School of Education and are present in the ways we teach our courses.”

In 1970, she married Ronald Sundbye, minister of the First Methodist Church in Lawrence, who died in 1994 following many years of illness. Early in retirement, she married Ed Sewell, a former art teacher from Minnesota, who died in 2007. They enjoyed many travels together.

She is survived by two brothers, Don (LaRue) Wyatt and Benji (Flora) Wyatt, and her step-children, grandchildren, nephews, nieces and great nephews.

Memorial contributions in her honor for the Nita Sundbye Scholarship for SOE Graduate Students in Reading may be made at www.kuendowment.org or by mail: KU Endowment, c/o Gift Processing Department, PO Box 928, Lawrence, KS 66044-0928. Memo should read: IHO Sundbye Scholarship.

Two assume new roles as associate deans

Two KU School of Education faculty began their new roles as associate deans this summer. Kelli Thomas is now associate dean for undergraduate and teacher education programs; Lisa Wolf-Wendel is associate dean for graduate programs and research. They assumed the duties of retiring associate deans Sally Roberts and Jim Lichtenberg, respectively, on June 1.

“The School is lucky to have two such smart, enthusiastic and well-qualified faculty members stepping into these roles. Both bring new ideas and energy into the positions after having shadowed their predecessors this spring,” says Dean Rick Ginsberg. “The leadership of the School will continue to perform at a high level in their capable hands.”

Thomas, associate professor in the Department of Curriculum and Teaching, earned her doctorate in curriculum and instruction with an emphasis in mathematics from KU in 2001; she joined the School of Education faculty in 2002. Her professional work has focused on mathematics and science teaching, learning and assessment in schools. She began her career in education teaching in public school settings, including in the Department of Defense Dependent Schools in Germany. Her research investigates issues related to teacher education, assessment and program evaluation, mathematics and science education in schools, mathematics teacher development, and students’ mathematical reasoning skills. She will oversee I2 undergraduate academic programs, including eight teacher education programs, lead the School through program accreditation reviews, and serve as a primary liaison with the Kansas State Department of Education. Additionally, she will foster relationships with PK-12 schools and professional organizations that support health, sport, and exercise sciences careers in the local community, the state of Kansas and across the region.

“I am excited for the opportunity to support our students, the School of Education, the university and the broader professions that our undergraduate programs serve.” Thomas says. “I look forward to working with colleagues in the school as we continue to improve our programs, to cultivate partnerships, to maintain collaboration with outside constituents and to promote our ongoing diversity initiative.”

Wolf-Wendel, professor in the Department of Educational Leadership and Policy Studies, earned her doctorate in higher education from Claremont Graduate University in 1995 and joined KU shortly after to serve the higher education administration program. Her research focuses on faculty issues, including studies of the academic labor market and the needs of international faculty and faculty from historically underrepresented groups. More recently she has conducted research projects pertaining to the policy response of academic institutions in the wake of demands for dual career couple accommodations and work/family balance. In her new role, she will oversee the School’s various graduate-level programs offered by all five departments, and she will also serve as the leader in the school’s research efforts.

“Ultimately, the role of as an associate dean is to provide resources, to minimize barriers and to make it possible for faculty and students to do their jobs — and to do them well,” Wolf-Wendel says. “This new opportunity will serve as an ideal chance to see how the theories I teach in class translate to practice.” —Janelle Laudick
Meet our new faculty members

The KU School of Education welcomes 10 new faculty members this fall. They bring an impressive range of teaching prowess, research objectives and experiences. We introduce them briefly here, but be sure to look for their work in future issues of both the print and electronic versions of *The Jayhawk Educator*.

**Subini Annamma**, assistant professor, special education
Research interests: increasing access to equitable education for historically marginalized students and communities, particularly students with disabilities
Specifically, Annamma critically examines the social construction of race and ability; how the two are interdependent, how they intersect with other identity markers, and how their mutually constitutive nature impacts education experiences. This research is centered in urban education and juvenile incarceration settings and focuses on how student voice can contribute to dismantling systemic inequities and identifying exemplary educational practices. Annamma received her doctorate from the School of Education at the University of Colorado–Boulder in 2013. Before coming to KU she was a postdoctoral fellow at the University of Denver and an assistant professor at Indiana University–Indianapolis. She was also a special education teacher at the middle and high school levels at schools and juvenile justice facilities in California and Colorado. Annamma looks forward to collaborating with the faculty and students, at all levels, to address entrenched inequities in urban education settings.

**Brian Cole**, assistant professor, counseling psychology, EPSY
Research interests: the areas of men and masculinity (e.g., paternal involvement, gender socialization, and help-seeking behaviors) and clinical applications of positive psychology (e.g., hope theory and strength based-counseling)
Cole received his doctoral degree in counseling psychology from the University of Nebraska–Lincoln in 2013. He earned a master’s degree in counseling psychology at the KU School of Education in 2008 and his undergraduate degree from KU’s Department of Psychology in 2006. Prior to his return to KU, he served as the co-director of training in the counseling psychology doctoral program at Seton Hall University. Cole is looking forward to embracing the positive psychology tradition at KU by infusing it into his research, coursework and mentoring of graduate students.

**Dawn Emerson**, acting assistant professor, clinical coordinator, athletic training, HSES
Research interests: thermoregulation, fluid and electrolyte balance, exertional heat illness risk factors, sodium depletion and supplementation, chronic dehydration, and the role of hydration in energy availability and sport nutrition
Emerson’s research received a grant from the American College of Sports Medicine toward funding her dissertation, *Naproxen on gastrointestinal permeability during thermal stress in exercising humans*. She is completing her doctoral work at the University of South Carolina and looks forward to furthering the KU athletic training program. “Our profession is undergoing major educational changes. I am excited to work with my colleagues to advance the program and ultimately provide students with the skills and knowledge they need to succeed in school and eventually as certified athletic trainers,” she says, adding that she is looking forward to establishing herself as a young researcher. “KU is providing me the opportunity to work independently as well as alongside other great researchers. Whenever I conduct a study my goal is to contribute to the profession of athletic training; we need more research in our field that supports evidence-based practice.”
Brian Gordon, assistant professor, sport management, HSES

Research interests: consumer behavior and psychology, brand management of sport organizations, and fan loyalty

Gordon received a doctorate in sport management from Florida State University in 2010. He worked as an assistant professor in the undergraduate sport management program at the University of Wisconsin–La Crosse for the past five years. He created and directed the online sport administration masters program at UW–L, one of four fully online programs there. He was the faculty athletic representative for UW–L Athletics and has published in journals such as the Journal of Sport Management, Sport Management Review and Sport Marketing Quarterly. He is currently the co-editor of the Journal of Amateur Sport and an alumni fellow in the Center for Physical Cultural Studies at Florida State. Gordon is looking forward to furthering connections with local sport entities, deepening our understanding of consumer behavior in sport, and mentoring graduate students.

Jessica Harris, lecturer, higher education, ELPS

Research interests: racial and gender equity in education, the barriers to this equity, and the ways in which educators and institutions must critique, expose and deconstruct these barriers

Currently, Harris centers her inquiries on equity for multiracial populations on the college campus, including students, staff and faculty. She also focuses on women students of color and is in the process of co-editing a book on sexual assault on marginalized student populations. She writes, “I always use critical theories, such as critical race feminism and intersectionality, to frame my research.” Harris earned her doctorate in 2014 from Indiana University in higher education and student affairs with a minor in critical theory and social justice. She was a research assistant at the Center for Postsecondary Research at IU. She writes, “I’m looking forward to teaching and learning from the students in the higher education administration program. I am teaching my ‘dream’ courses this year, such as Current Issues and History of Higher Education, which excites me. I also look forward to embarking on a new research project that explores the racialized experiences of multiracial faculty around the U.S. This is a topic and population that have not been highlighted.”

Susan Harvey, assistant professor, community health, HSES

Research interests: adolescent health literacy and the nutritional and physical activity aspects related to the built environment

Harvey received her bachelor’s (2001), master’s (2006) and doctoral (Ph.D., 2008) degrees from the KU School of Education. She was a postdoctoral research fellow at the University of Kansas Medical Center and an assistant research professor for the university. “I am excited to be working within our department and the School on research collaborations with such wonderful faculty members. There are tremendous opportunities with esteemed researchers and I am looking forward to building these relationships,” she says. “I also look forward to working with and mentoring students. I hope to be able give back some of what I was provided during my graduate work to get me to where I am today.”

Michael J. Orosco, associate professor, bilingual special education, special education

Research interests: disproportionate representation of culturally and linguistically diverse students in special education with math learning disabilities, math comprehension strategy instruction for culturally and linguistically diverse students, and enhancing the sustainability of culturally responsive and evidence-based math practices through professional development

Orosco received his doctorate in educational equity and cultural diversity with an emphasis in bilingual/ESL/special education from the University of Colorado–Boulder. He has published in several journals and received funding from the U.S. Department of Education Institute of Education Sciences and Office of Special Education and Rehabilitative Services. In 2014, he won the Samuel Kirk Award for Outstanding Article, “Effects of Cognitive Strategy Interventions and Cognitive Moderators on Word Problem Solving in Children at Risk for Problem Solving Difficulties,” awarded at the Council for Exceptional Children. In 2011, he won the Frank Pajares Award for Outstanding Theory into Practice article, “A Sociocultural Examination of Response to Intervention with Latino English Language Learners,” awarded at the American Educational Research Association. Before coming to KU, Orosco was an assistant professor in the special education departments at the University of California–Riverside and Utah State University. He was also a bilingual special education teacher at K–12 schools in Colorado for five years before earning his doctorate. He says, “I look forward to learning from the students and faculty of KU.”

Eugene Parker, assistant professor, higher education, ELPS

Research interests: organizational theory, administration, structure and institutionalism in higher education; interactional and conditional effects of diversity experiences on college student outcomes; college access for students from underrepresented, first-generation and low socioeconomic status backgrounds

Parker is completing his doctoral degree in higher education, educational policy and leadership studies at the University of Iowa. He will teach classes in organizational administration and postsecondary finance of higher education. He looks forward to interdisciplinary research opportunities across departments.

Jordan Taylor, academic program associate, HSES

Research interests: basic science research to understand the neuroprotective effects of exercise prior to and after traumatic brain injury (TBI)

Specifically, Taylor studies how exercise may improve TBI outcomes by modulating genes and proteins (EPO, HO-1, VEGF) within the hypoxia inducible factor-1 alpha pathway. Taylor is also interested in studying exercise interventions for recovery from spinal cord injury. Taylor received his doctorate, with honors, in rehabilitation science from KU Medical Center in May 2015. He will teach in the undergraduate exercise science program at the Edwards Campus. Taylor has previously been employed in a variety of settings as an instructor, exercise physiologist, strength and conditioning coach, and personal trainer. “I feel that my diverse background in exercise science enhances student learning during classroom lectures by applying my past experiences working in the field to scientific course content that is sometimes difficult for students to master,” he says. “I have a passion for teaching, and am looking forward to seeing my students grow into independent learners and future productive members of the workforce. In addition, I am eager to assist by recruiting more students to our great exercise science program at the Edwards Campus.”

Susan P. Wehring, director, athletic training program, HSES

Research interests: curriculum, accreditation, assessment

Teaching interests: administration, therapeutic modalities, therapeutic exercise

Wehring received a master’s degree in physical education with an emphasis in athletic training in 1989 from Ohio University. She is currently a doctoral student in the Education Leadership and Policy Analysis program at the University of Missouri–Columbia and has been a certified athletic trainer since 1988. This new position marks a return to KU for Wehring; she worked from 1990 to 1995 in clinical settings for KU Athletics and the KU Medical Center Sports Medicine Institute. She has served in a variety of roles including faculty, accreditation compliance coordinator and athletic training director positions at MU, Southeast Missouri State University, Georgia Southern University and Loras College in Dubuque, Iowa. “As a program director, I take a student-centered approach,” she says. “I look forward to getting to know and working with all the students.”

Jordan Taylor
Kozleski presents international research on inclusion, publishes on teacher workforce demographics

Understanding how nations around the world value education and how inclusive they are for all students can provide keys for transforming and improving education in the United States, says Elizabeth Kozleski, professor and chair of the Department of Special Education. She recently presented at the Fourth International Conference on Disability and Rehabilitation at the Prince Salman Center for Disability Research in Saudi Arabia. The presentation was built on research she has performed since she was named the chair of inclusive education of the United Nations Educational, Scientific and Cultural Organization in 2005. In that role, she and colleagues formed teams in 12 countries across five continents to study how marginalization took place at the classroom, school and system level.

“One of the things that became clear early on was that while inclusive education is meant as a construct to include children with special needs as part of an accepting school environment, it often ends up being too reliant on a certain viewpoint about some, but not all, students,” Kozleski says. “Our educational systems are not always being set up in a way that brings together people from many different perspectives.”

That finding led the researchers to examine who gained advantages when selecting students for special education and which groups were disproportionately overrepresented for such classes, as well as which groups were underrepresented for gifted student programs. “Special education was all too often a way in which countries were segregating parts of their population that they wanted to, for a number of reasons, marginalize,” she says.

More recently, Kozleski has begun to review the relationship between the demographics of the teacher workforce and its effect on equity and inclusive education. The findings were published in a pair of book chapters in the Handbook of Research on Special Education Teacher Preparation and the Handbook of Effective Inclusive Schools. She discusses strategies for increasing diversity in the special education workforce, which previous research has shown is composed of 85 to 90 percent white women. In the latter she points out that while one-fourth of schools are in large urban areas, most new teachers are sticking to what they are familiar with. Among first-year teachers, 85 percent work at schools within 40 miles of the high school they attended, and 61 percent within 15 miles.

The chapters detail how universities can partner with schools, especially those struggling with inclusiveness. The arrangements match university personnel with educators in the school to share research, learn from teachers and mentor teacher candidates. They also outline the importance of improving both special and general education by focusing on transformational change in which all stakeholders are involved. “Schools are representative of the communities in which they are situated,” she says. “If our schools can change for the better, so can the communities.”

Fans as athletics employees and athletics program donors

While most employees might experience a dip in workplace morale from time to time, what happens when someone works for a sporting organization of which they are also a fan? Does their productivity ebb or flow when the team is winning, and do they feel appreciated or understood when all of the focus seems to be on coaches and players on the field? University of Kansas researchers have published research exploring those questions and laying the groundwork for models that can address organizational identification of sport employees, leading to better-performing organizations and happier, more productive employees.

Jordan Bass, assistant professor, HSES; doctoral student Brent Oja, and Brian Gordon, assistant professor in HSES, published their research in the journal Sport Management Review. They combined a deep review of literature on organizational identification with an ethnographic study Bass did with employees of a major university athletics fundraising department.

The researchers focused on middle management, or people who are not athletics directors or coaches who perform accounting, fundraising and tech support work or who ensure players’ equipment is ready by game time.

“Frankly, having been a member of middle management in several organizations, I noticed there was a feeling of ‘we don’t matter’ or ‘we’re just cogs in the wheel,’” Oja says. “But a lot of our students are going to be working in those types of jobs. We want to have a good way to understand people who work at that level. They make up the core of an organization.”

Organizational research has shown that when people feel their jobs are not understood, their connection to the organization suffers. Bass found that held true with the athletics employees he surveyed. He also found, however, that among employees who are also fans of the team, they reported being willing to work long hours and on occasion accepting less pay because they are able to attend games and remain part of an organization they love. Employees who were not fans reported frustrations related to the on-field athletics, but a wider body of data could help illustrate how common that is and whether it affects performance.

In future research, Bass and Oja hope to develop survey instruments and research models that can apply specifically to sport organization middle-management employees. Such measures could study what they call sport employee identification. “Hopefully this research will open the door into how we can turn these students, volunteers and middle managers into future general managers, or to help them find their niche while helping organizations as well,” Oja says.

Bass and Gordon also recently explored the question of why people stop donating to college athletics programs. They, along with co-author Rebecca Achen, a KU doctoral student, examined donors who had donated to the programs but no longer made contributions. The study, published in Applied Research in Coaching and Athletics Annual, surveyed more than 50 people who had donated $1,200 or less to the athletic department at a major southern university, then stopped giving.

Financial reasons were most commonly cited as reasons that donors quit giving. Others mentioned they lost a connection with the university. Perhaps more troubling for the athletic departments, many donors felt the institutions didn’t care about the donors, only the donations. The results show that, while it’s not likely possible to win back every donor, often the reasons for stopping donations are small and can be overcome. “At that donor level it could be something as simple as just making it easy for people to renew, by clicking a link in an email or working out an installment plan if people can’t make a one-time payment,” Bass says. “I would argue there are simple things athletic departments can do to get donors back — and if they’re done well, it’s not an insignificant amount of money.”

The results of the study can lay the groundwork for creating effective “winback” strategies for donors, the authors wrote. “We saw that, as an organization, you need to make it seem important to people that they give, and you need to make it easy to give by taking down as many barriers to donating as possible,” Bass says.
For that, there’s a stat

Researchers around the world attempt to answer difficult questions every day in fields from cancer research to psychology to educational measurement. Getting caught up in the question of which method of statistical analysis is right for their study, especially if it has been awhile since their stats courses, can unfortunately complicate matters further. A new book by a University of Kansas professor could ease that complication.

There’s a Stat for That! What to Do and When to Do It, by Bruce Frey, associate professor, EPSY, serves as a guide to help researchers, faculty and grant writers determine which method of analyzing data is right for their particular study design. “As a field we probably do a good enough job of teaching people how to actually do statistical analyses. But I think even good statistical students and people who teach them don’t always make the connection at the beginning between their group and measurement design and the type of analysis that serves it best,” Frey says.

The book is a brief, straightforward guide that asks basic questions about the type of research, and it provides concise descriptions of 40 types of analyses. Graduate students, professionals and grant writers are among the groups who will likely benefit the most from the book, Frey says.

Frey has extensive experience researching and writing about statistical design, classroom assessment and instrument development. His previous books include Modern Classroom Assessment and 100 Questions (and Answers) About Tests and Measurement. He is also the co-editor of the Encyclopedia of Research Design. He compares the guide to chess expertise.

While a novice chess player examines the entire board, considering every space and every piece, an expert can see the patterns of games as they unfold and knows how to act and react based on the flow of the game. “This book essentially gives people the expert system,” he says. “It shouldn’t be secret knowledge to know which statistical analysis is the right one for your design. By just asking a few questions, one can know which stat is right for that.”

Benefits of teacher fieldwork with at-risk youth

For decades young people entering the teaching field have prepared for the career by taking classes and student teaching. A new book co-authored by a KU professor takes a look at how connecting pre-service teachers with at-risk youth and families can change their ideas of what it means to be an educator and, ultimately, make them better teachers.

Community Fieldwork in Teacher Education: Theory and Practice details the experiences of students who were enrolled in teacher education coursework with a program for homeless youth and families, with youth in foster homes and in a charter school. Their experiences highlight the value of approaching teacher preparation from a context outside of the traditional method. The book, co-authored with Melanie Burdick, assistant professor of English and director of composition at Washburn University, was published by Routledge as part of the Research in Teacher Education series.

“We spend quite a bit of time in class talking about the role of the teacher in a very traditional sense. We see this book as a counter-narrative to the traditional model of how people often become teachers,” says Heidi Hallman, associate professor of education.

“We highlight the stories of these beginning teachers in these unique roles working with homeless and foster youth, and we look at key things that happened in their experiences and how it may have been different from what they expected.”

The book details a five-year study of pre-service teachers in Hallman’s English education methods class who worked with at-risk students in a writing program and how the experience helped the future educators question what it means to be a teacher. Perhaps most importantly, the pre-service teachers quickly learned that curriculum is not something that is constrained completely to school. Experience outside of school — whether it be reading assignments, using social media or other daily activities — all play a factor in how students learn at school. Learners who have extra challenges such as homelessness or growing up in foster care will assuredly approach school curriculum differently than their peers, Hallman says, and recognizing that helps educators avoid the idea that all students can be taught in the same manner.

The book also details how community fieldwork can help young teachers realize the role they play in students’ lives. Many young teachers say they don’t feel like they are an authority figure until they have taught for several years. Beginning teachers who worked with at-risk youth realized that, even by serving in a tutoring role, they were looked up to, that they could be effective authority figures and that such a role goes beyond discipline. They also realized that students in at-risk settings could not simply be labeled as troublemakers, disadvantaged or unintelligent, but that they were young people with their own unique hopes, dreams and styles of learning.

Current discussions in teacher preparation often state that teachers need to be educated in new ways to deal with challenges that educators of the past didn’t have to consider. This book outlines concrete ways teacher preparation programs can incorporate community fieldwork, often labeled as service learning, as a way to ensure teachers are ready to enter a challenging, but supremely important, profession.

“We saw the need for a more comprehensive view of how this could be done in teacher preparation programs like our own,” Hallman says.

The text can be beneficial both for teacher educators and beginning teachers looking to be effective educators with an open-minded view of how they can positively influence students inside and outside of the classroom. Too often people have the idea that teachers can hone a set of skills, often referred to as a “toolkit,” that will enable them to be successful teachers in any setting.

“I’ve always been interested in having teachers consider things other than just the mainstream,” Hallman says. “Teaching is about how you can use your knowledge in different settings with different kinds of youth. I think the greatest benefit of community fieldwork has been an increase in the understanding of context in teaching and pushing back against the myth of the toolkit, or a one-size-fits-all approach.”

Study examines how race and culture influence school discipline, dropout rates

A study by Dorothy Hines Datiri, assistant professor, C&T, details the case of a newly enacted disciplinary policy at a California high school and how it can serve as a lesson for schools establishing their own policies or considering having police present at schools. The study, “When Police Intervene: Race, Gender and Discipline of Black Male Students at an Urban High School” was published in the Journal of Cases in Educational Leadership.

Hines Datiri uses the case to illustrate the importance of considering race and students’ background and the critical need for effective communication, especially when police are involved in school discipline. She notes that a lack of that communication can lead to inconsistent treatment. “A policy may be a policy, but everyone interprets it differently,” she says. “That’s why it’s important to make it clear in advance what is expected and how it should be carried out.”

Policies should also take into account individual teachers’ assumptions and implicit racial biases. “Minority students are much more likely to be punished severely, not only for major incidents, but also for minor incidents,” she says. “Those types of disparities will continue until educators make a conscious effort to show students that ‘I trust them and I want them to trust me.’ I hope this will help pose those types of questions to people.”

Hines Datiri has spent much of her career working with dropout prevention programs and programs to bring students who have dropped out back to the classroom to pursue a high school diploma. Disciplinary problems are a common cause students cite as their reason for dropping out. Dropping out can lead to a host of other problems, chief among them limited professional economic opportunities. A large percentage of incarcerated adults never finished high school, she points out — and, like the racial disparities in school discipline, blacks receive harsher prison sentences at higher rates than their counterparts.

“Dropping out is a process. It’s not one event that just happens,” she explains. “Discipline is part of that process that can lead to it. That’s not to say discipline shouldn’t happen, but power shouldn’t be used in a way that makes students feel like they shouldn’t be there.”
A KU School of Education doctoral recipient was one of two graduates who received the 2015 Marnie and Bill Argersinger Prize for outstanding doctoral dissertations. Benjamin Rutt, who received a doctorate in the Department of Psychology and Research in Education (now the Department of Educational Psychology), was recognized for scholarship that addresses the treatment of military veterans with post-traumatic stress disorder (PTSD). His dissertation, *The Effectiveness of Cognitive Processing Therapy and Prolonged Exposure in the Department of Veterans Affairs*, compared the success of two treatments for PTSD — cognitive processing therapy and prolonged exposure delivered in individual therapy to veterans receiving services through the nationwide Veterans Affairs system.

According to Rutt’s advisor, Tom Krishok (professor, EPSY), while “exceptionally well-written,” Rutt’s dissertation is one of the first “efforts to analyze the vast storehouse of data” collected on veterans’ mental health. Examining therapy approaches over time and across racial and ethnic categories, Rutt’s research is “one of the largest racial/ethnic group comparisons yet in the psychotherapy outcome research” and a significant step forward in evaluating the best approaches to therapy for veterans with PTSD. Rutt is currently completing an internship at the Washington, D.C., Veterans Affairs Medical Center. He will continue his research as a postdoctoral fellow in their trauma recovery program.

Rutt also received the Outstanding Dissertation award from the KU School Education. William Sanders, who earned a doctorate in mathematics, was the second awardee of the Argersinger Prize.

“KU has over 450 candidates for research doctoral degrees this year. Each department can nominate only one graduating doctoral candidate. Earning honors and being nominated for this award indicate a significant accomplishment at KU,” says Michael Roberts, dean of graduate studies.

The Argersinger Prize was established through KU Endowment in 1992 and is named in honor of William J. Argersinger and his wife. He was KU’s first vice chancellor for research and graduate studies and dean of the graduate school.

—Damon Talbot, Graduate Studies
For years teachers have seen students who were promising readers in the primary grades begin to experience challenges in third and fourth grades as reading materials became more difficult. University of Kansas researchers conducted a study with the goal of identifying how to better predict in kindergarten who might have reading difficulties in the future and to determine what extra instruction should include in order to help ensure their later success as readers.

The researchers worked with more than 350 Lawrence kindergartners to see whether they could predict which students might have future reading difficulties. They also provided reading interventions focused on both aspects of learning to read words (phonics and letter identification) and comprehension (vocabulary and story understanding) with a group of students who showed some difficulties with language and reading-related assessments in kindergarten.

Of the identified students, a little more than half received a 26-week intervention that emphasized vocabulary and story recognition in addition to instruction on aspects of word recognition, a common focus for kindergarten intervention. The remainder of the students received intervention that focused on word recognition.

The study, authored by Hugh Catts of Florida State, formerly of KU; Diane Corcoran Nielsen, professor in the Department of Curriculum and Teaching; Mindy Sittner Bridges, assistant research professor, Bureau of Child Research; Yi-Syuan Liu, doctoral student, Department of Speech, Language and Hearing, and Daniel Bontempo, was published in the *Journal of Learning Disabilities*.

For many years the standard approach when teaching young students to read has been to assess and focus primarily on aspects of word recognition, providing extra instruction to children with reading difficulties. The approach is important because word recognition is vital to learning to read, but the focus also should include vocabulary and comprehension-related instruction, researchers say.

“If teachers put their eggs in the phonics basket, that’s good, because learning to read words is essential to reading, but it’s not enough,” Nielsen says. “Vocabulary knowledge and story comprehension in preschool and kindergarten are good predictors of how students will perform down the road. So they must be given equal attention in the preschool and primary grades.”

Students who received the enhanced intervention took part in lessons that emphasized vocabulary, story understanding and retelling stories, in addition to the standard practice of focusing on letter recognition, letter sounds and how they work together to make words. The researchers found that how students fared at the beginning of kindergarten on measures of language and aspects related to word recognition were good predictors of which students might have reading problems in third grade. In addition, they found that how the students responded to the enhanced intervention could provide additional information about who might have reading difficulties later.

The study’s findings illustrate the importance of taking a broad, inclusive approach in identifying students who might have future reading problems and what their early instruction should include. There are many excellent teachers instructing young readers across the country. However, there are challenges — namely, a lack of time — to put as much focus as possible on vocabulary and story understanding in addition to traditional intervention. By covering all bases early, teachers help young readers make better progress as they grow, meaning the improvements can justify the investment of time and extra effort.

“The findings say, ‘Spend some time on aspects of word recognition in kindergarten, but don’t neglect the other areas, because even if it doesn’t pay off right away, it will later on,’” Nielsen summarizes. “We know that the children who walk in the door with better vocabulary and story comprehension will likely be better readers down the road. The problem is that although there’s no quick and easy way to address student challenges in vocabulary and story comprehension, they still must be addressed.”


“Vocabulary knowledge and story comprehension are good predictors of how students will perform down the road.”
Ever onward

Ngondi Kamatuka (M.S.E., 1983, Ph.D, 1987), director of the Center for Educational Opportunity Programs in KU’s Achievement and Assessment Institute, presented “Political Advocacy: Best Practices in Influencing Educational Inequalities Through Applied Applications” with co-author Amy Verlanic, executive director of the Institute for Educational Opportunities at Montana Tech, at the European Access Network’s 24th annual conference, June 4-12, 2015 in Oslo, Norway. The conference brought together more than 150 equity champions from throughout Europe’s higher education system.

“Although the conference participants came from every continent except Antarctica, it was clear that access and success challenges of low-income and first-generation college students transcend national borders and that mutual learning serves the world community well,” Kamatuka says.

Kamatuka and Verlanic were among four Americans on the agenda at the conference. Since then, the Journal of US-China Education Review has accepted their manuscript for publication.

—Bill Woodard

Tom Trigg (Ed.D, 1986) was recently named one of the 16 Education Week’s 2015 Leaders to Learn from. Each year this project highlights forward-thinking district leaders across the nation who capitalize on innovative opportunities and ideas, executing them well in their respective districts. Trigg was cited for his leadership in career pathways with Blue Valley’s Center for Advanced Professional Studies (CAPS) that provides students with real-world, hands-on learning experiences, preparing them for a future beyond K-12 education.

Trigg, who started a new post as superintendent of the Highland Park Independent School District in Dallas, Texas in July 2015, was previously superintendent for the Blue Valley School District in Kansas for 11 years.

Patrick Flynn (B.S.E., 1992, M.S.E., 1999) was selected to receive a 2015 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) by the National Science Foundation on behalf of the White House Office of Science and Technology Policy. The award is the nation’s highest honor for teachers of mathematics and science. More than 4,300 teachers have been recognized for their contributions in the classroom and to their profession since 1983.

Flynn has taught mathematics for the past 20 years, the last seven at Olathe East High School in Olathe, Kansas. He also teaches students at other schools through the National Math and Science Initiative. He is the author of online activities to coincide with episodes of the CBS television show NUMB3RS, and has served as a panelist for Student Explorations in Mathematics, as a board member for the Kansas City Area Teachers of Mathematics, and as a mentor for many teachers in his district.

Flynn presents at local, regional and national conferences on effectively implementing technology to increase student engagement and learning of mathematics. He is also a regional instructor and author for the Texas Instruments Teachers Teaching with Technology program.

“The Presidential Award acknowledges the time spent exploring mathematics alongside my students; the time spent searching for more effective ways to teach; and the opportunity to connect with other life-long learners. I am very humbled to be part of such an incredible group of educators,” says Flynn. “I would never have become the teacher I am today without the help and guidance of Susan Gay (associate professor, C&T). KU is very lucky to have such dedicated and experienced professors and educators teaching students.”

Gabe Dalton (M.S.E., 2015) was one of two teachers who received the KSU Chapter Sigma Xi 2015 Outstanding Secondary Science Teacher Award. Sigma Xi (a scientific research society and publisher of American Scientist) has given the award for a number of years to support education and recognize excellence in secondary science teaching in our state.

Dalton was honored for his innovative classes in the areas of biotechnology and biomedicine. He was also selected because of his efforts to connect students with practicing health professionals, and to provide them with real-world experience. Dalton was nominated for the award by Highland Park High School (HPHS) principal Beryl New. In addition to his teaching duties at HPHS in the Topeka #501 School District, Dalton is also coordinator for the district’s Bioscience and Biomedical STEM Pathway, one of four pathways in the Topeka Center for Advanced Learning and Careers (TCALC).

—Topeka School District news release
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.

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**1960s**

Joy E. Clumsky (B.S., 1966) writes, “The University of Kansas and its stellar professors nurtured my two callings — teaching and writing. I am very grateful!” In addition to her degree from KU in language arts education, Clumsky received a master’s degree in English from Pittsburg State University. She taught literature and journalism at Southeast High School in Kansas City, Missouri, for four years where she also directed the children’s play and was nominated for Outstanding Educator Award. After that, she taught English and journalism at her alma mater, Field Kindley High School in Coffeyville, Kansas. She then taught English for 13 years at Coffeyville Community College and was named a peer professor. After moving to Lawrence, she joined the English department at Lawrence High School and started the creative writing program. Clumsky took early retirement in 1995 to devote time to freelance writing. She has been published in the 170 Review, the Lawrence Journal-World, Victoria, Romantic Homes and Lawrence Magazine. She won the Langston Hughes writing contest for fiction and was the first place fiction winner and runner-up for Kansas Voices. She is currently working on short story manuscripts and a poetry anthology evoking the history of Lawrence as well as substitute teaching at Lawrence High and Lawrence Free State High Schools.

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**1970s**

(Deborah) Lee Hart Cox (B.S.E., 1973) earned a master’s degree in educational psychology at Wichita State University in 1984. She taught elementary and special education in the Anthony-Harper, Kansas, school district and served as principal at Skyline schools in Pratt, Kansas. Cox was also an educational researcher with Johns Hopkins University. The last 16 years of her 42-year educational career were spent as assistant superintendent at Anthony-Harper School District #361. Cox retired in June 2015.

Joye McKee Fuller (Ed.D., 1971) lived in Colorado and worked at University of Colorado and Boulder Valley Schools for 30 years. She was also the owner and director of a residential treatment center in Loveland, Colorado, director of the Learning Center and adjunct instructor at Brenau University in Gainesville, Georgia. She received the Master Teacher Award at Brenau Academy. Fuller writes that she is semi-retired, although she still tutors students at the Learning Center. She also enjoys her cabin in Estes Park, Colorado, hiking in Rocky Mountain National Park, spending time with her 99-year-old mother and traveling.

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**1980s**

Patrick L. Sullivan (B.S.E., 1991; M.S.E., 1997) was the principal and mathematics teacher at an innovative Christian high school in State College (graceprep.com) while working on his doctorate at Penn State. Last year he accepted an assistant professor of mathematics position at Missouri State University in Springfield, where he is working with prospective mathematics teachers.

Liste Jeremiah Kaufman (Ph.D., 2005) will use her second Fulbright Scholarship to work with the faculty of Volodymyr Dahl East Ukrainian National University. She writes, “The armed conflict with Russia has forced many students to flee … I will teach a series of online distance courses to deaf students displaced by the fighting. I will present lectures and participate in discussions at various universities about inclusion, and work to help develop effective inclusive education programs for students with disabilities; provide in-service training to high school teachers of deaf and hard of hearing youth to help them prepare their students for post-secondary education; and collaborate with my Ukrainian colleagues on the writing of a Ukrainian language textbook on educating deaf and hard of hearing students.” See her blog at fullbright-scholarship-luhansk-ukraine.blogspot.com.

Cynthia S. Martin (M.S.E., 2004) just completed 20 years of teaching adapted physical education at Northwood School in the Raytown, Missouri, school district.

Andrew S. Munneke (B.S.E., 2006) received a master’s degree in theology in 2013 from Dallas Theological Seminary.

Chase J. Reed (B.S.E., 2008) completed the five-year teacher education program in elementary education. After earning a master’s degree, he is now the executive director of Cherry Street Youth Center, a nonprofit organization in Chanute, Kansas, that targets at-risk, elementary-aged children in the community.

Kydie Grosshuesch Shriver (B.S.E., 2003) is head nurse in the Orthopedics Unit at Rush University Hospital in Chicago. After completing her degree in athletic training at KU, she earned a degree in nursing in 2006 from Aurora University in Aurora, Illinois.

Kathleen (Katia) E. Wyrowski Roane (B.S.E., 2009; M.S.E., 2010) and her husband Eric returned in July 2014 after teaching four years in Gebze, Turkey. She was head of the foreign language department at the TEV Inanc Turkes School, a boarding school for gifted Turkish high school students. As she notes, “After all, English is a foreign language in Turkey.” She is now teaching advanced placement English at a charter high school in Queens Creek, Arizona.

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**1990s**

In Memory

Rodney D. Young (B.S., 1954) died December 20, 2013 in Hobbs, New Mexico. He served in the U.S. Army from 1955 to 1957, then was a coach in Sublette, Kansas, from 1957-1964. Long earned a master’s degree in 1966 and then was employed at Farmlands Industries and Houston Natural Gas. Long was the owner of Del and Associates Nursing Services from 1990 until his death.
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To know that someone believes in the work that I am committed to doing motivates me to do better. I will work hard to ensure that your investment’s impact is felt beyond just me — my students will benefit as well.
—a scholarship recipient

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As the only person in my immediate and extended family to attend college, and as a student from a low-income background, the road to college and to graduate school has been a challenging one. However, because of the wonderful people who have entered my life and offered support, such as yourselves, I am able to successfully achieve my educational goals. Currently, I work with youth from disadvantaged backgrounds by assisting them in their preparation for post-secondary education. With your assistance, I will complete the counseling psychology program which will allow me to better serve the students I work with and advocate for the most vulnerable populations. Your support will be far reaching to the multiple students that I will serve throughout my career.

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Contributions received between July 1, 2014 and June 30, 2015.
I am the first in my family to attend college and graduate school. Growing up in a less privileged community has not only offered financial and academic challenges, but has also helped me realize the value of a college education and the importance of effecting change within the community I where will work, as well as society at large.

— a scholarship recipient
Introducing the Lichtenberg Lecture

James W. Lichtenberg retired in May 2015 after a 40-year career at KU as a professor of counseling psychology in the Department of Psychology and Research in Education (now the Department of Educational Psychology). He also served as the School’s associate dean for graduate programs and research, director of the University Counseling Center, and director of training for the counseling psychology doctoral program.

Lichtenberg recently established a fund with KU Endowment to mark his years at KU and the School of Education.

“My intent and hope is to try to continue the education in counseling psychology after I’m gone from the university,” Lichtenberg says. “We’ll let the program, with student input, figure what areas they would like to touch on. Hopefully that will be things that are either a perspective that is different than we offer in our own department or content that we don’t have the wherewithal to offer.”

He envisions the series as “starting out kind of small and having it build up to a point that it’s endowed and self-sustaining.” It may evolve into workshops offered as continuing education to people from counseling psychology, school psychology, clinical child psychology, applied behavior science and people from the Lawrence community.

“It fits with me — it’s the teaching and the educating, getting new knowledge to people, and bringing in knowledge that they might not already have and perspectives that they don’t have. It allows people who are already here an opportunity to benefit.”

Contributions may be made to the fund by those interested in counseling psychology as well as those who would like to honor Lichtenberg’s service. Donations may be accepted online at www.kuendowment.org or by mail to KU Endowment, c/o Gift Processing Department, P.O. Box 928, Lawrence, KS 66044-0928. Memo should read: IHO Lichtenberg Lecture.

Though retired from his duties at KU, Lichtenberg is president of the Society for Counseling Psychology (Division 17) of the American Psychological Society for 2015-2016. He was recently awarded the 2015 Lifetime Achievement Award given on behalf of the Section for the Promotion of Psychotherapy Science (SPPS), of the Society for Counseling Psychology for his “significant contributions to the science of psychotherapy.”

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My hope is to teach in a low-income elementary school and make a difference in children’s lives. I am currently working at a preschool/daycare and tutoring at a local elementary school, but will be unable to work while student teaching. Your contribution will not be wasted.

—a scholarship recipient
This scholarship means the world to me. I come from a single parent household in which my mother is responsible for both my brother and myself. She is unable to help me pay for college so I have had to take out several loans in the three years I have been at KU. With this scholarship I am able to decline one of my loans for the year. This is a big deal considering I added on an extra year to my education that I will have to end up paying for out of pocket. I do not believe that I will ever be able to truly express how thankful I am for this opportunity.

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This scholarship means quite a bit to me, both financially and emotionally. Financially, the award will reduce my total amount of student loans needed. Emotionally, this award provides me with a sense of self pride, in that I was recognized for my efforts, and also another source of motivation to be successful. I take this award as someone saying, “You know what? I believe in you and what you are trying to accomplish.”

—a scholarship recipient
As I move into retirement phase of my life, I realize that my core identity will never change. I am a teacher, one who has learned the most profound lessons from the children and teachers who have touched my life. There have been many, but this piece offers an account of three — Emily, Dana and Pam.

Emily. I was a 14-year-old volunteer in a community center’s summer program for children with physical disabilities when I met Emily and the first time I had an opportunity to get to know children and youth with disabilities. I remember her as a very pretty 12-year-old with very dark, wavy hair, expressive brown eyes, an enormous smile and an infectious laugh. Her diagnosis of cerebral palsy with spastic quadriplegia was manifested in her inability to walk, need for supported seating and difficulty in maintaining her head in an erect position. Swallowing was also a challenge.

During that summer, my relationship with Emily evolved into a firm friendship, grounded on our mutual affinity for each other. We talked on the phone and spent time at each other’s homes. I have many memories of our ventures into the large park near my house. I would push Emily in her wheelchair to the playground area and manage to lift her onto the playground equipment and hold on to her as tightly as I could while we enjoyed the swings, the merry ground and slide. We would then head to a creek bed that contained a large boulder called Star Rock. And, yes, we did find a way for us both to get up on Star Rock and hang out.

Near the end of the summer, the director of the center asked me if I would like to stay on as a volunteer during the school year. I was elated. He then proceeded to tell me that Emily would not be attending during the school year because it was an academic program, with a teacher who was paid by the school district. Therefore, he pointed out, Emily was not eligible — as she was too “retarded” to benefit. I was stunned and speechless, but filled with a sense that a profound injustice was occurring.

Emily remained at home during that fall. Her mother passed away at some point during that time, and her overwhelmed father placed her in a state institution for individuals with developmental disabilities (referred to at that time as a state hospital and school for the mentally deficient and colony for epileptics).

I never saw Emily again. During the spring of that year my mother informed me that Emily had passed away. My grief quickly turned to anger — anger that became transformational. I viewed what happened to Emily as a denial of her rights. I began to view policies and programs that denied individuals with disabilities access to the experiences, environments and programs that I could access as a “typically developing, able-bodied” individual as profoundly wrong. Emily was my treasured friend and my most important teacher. While I was not aware of the impact she would have on the course of my life, she has, more than any other individual, academic experience or social perspective, informed my work as an educator.

Dana. Dana is a beauty with big brown eyes, thick dark hair, olive skin and a warm smile that speaks directly to your heart. She has multiple disabilities including intellectual disabilities and spastic quadriplegia with very limited head control and no ability to walk, sit unsupported or speak. Her vision is limited and inconsistent. It was 1989 and I was a faculty member in the Department of Special Education when I met 3-year-old Dana. She was lying on a mat in an overcrowded day room of an institution for individuals with developmental disabilities. She was
surrounded by people of all ages (mostly adults) with profound disabilities. The only speaking voices came from a large TV bolted to the wall about eight feet above the floor.

I remembering thinking that, as a young child, Emily must have looked like Dana. I also found myself comparing the life of my 3-year-old granddaughter, Chelsea, to Dana’s daily life experiences. A phrase by Nicholas Hobbs that I had come to value during my graduate program in special education came to mind, “A child should know some joy in each day and look forward to some joyous event for the morrow.” Chelsea’s life was filled with joy, but how could Dana know joy?

Pam. Fortunately, Dana was soon placed in a loving foster home in Lawrence, but at that time, there was no early childhood program available for her. I called Pam Shanks, one my current graduate students in the Early Childhood Special Education Program, who had shared her goal to include young children with disabilities in her Raintree Montessori primary classroom for children from 3 to 6 years of age. I asked Pam to consider the possibility of Dana attending her classroom with the potential of the special education department providing support as needed.

Lleana and Keith McReynolds, Raintree’s directors, agreed immediately and I was able to visit her in Pam’s classroom for the first time just a few weeks later. Dana was one of 24 beautiful young preschoolers and it took me a few minutes to find her among her peers. Her presence there was in such marked contrast with my memory of her in the institution that it evoked one of the most emotional experiences of my life. Dana appeared completely at home, surrounded by other preschoolers who accepted her as one of them — which, of course, she was.

This was the first of many opportunities for me to become of aware of the power of the transformational moment that can occur upon first seeing a child with significant disabilities within an accepting inclusive setting.

This is the moment when our assumptions about a child are unexpectedly suspended and we are able to see them through a different frame of reference. It is the “Aha!” moment that allows a shift in our paradigm about what is possible when all children and youth are valued and are participating members of the same classrooms and programs in our schools and communities.

Dana was, in many ways, a pioneer — as was Pam. Dana was the first child with severe disabilities to attend Raintree, but many more have followed, at Raintree and other community preschool and school programs. Emily, Dana and Pam taught me and touched my life in profound and meaningful ways. I will forever hold them in my heart.

Note: Nicholas Hobbs (1915-1983) was an innovative psychologist who influenced educational practices for children and youth with emotional and behavior disorders.

Barbara Thompson retired in August 2015 as an associate professor in the Department of Special Education, where she began teaching in 1984. Thompson, a School of Education alumna who received her doctorate in 1982, focused particularly on the education of young children with a particular interest in designing learning supports that facilitated the full membership of children with significant health, physical and intellectual needs in inclusive early childhood educational environments. She had a long collaboration with the Ann Sullivan Center in Lima, Peru, and worked with KU and international students in Mexico, Costa Rica and Argentina as well.
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